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How can video observations contribute to increasing quality in social sciences teaching?

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Title of your paper: **How can video observations contribute to increasing the quality of social science teaching?**

Abstract (300 words)

In Denmark, social sciences are understood as an interesting, but also as a complex and rather difficult subject to teach. Different researchers argue that the quality of social science teaching can be understood very differently (Autorengruppe Fachdidaktik 2015, Christensen & Christensen 2015, Christensen 2021). Due to comparatively little Danish research and theory concerning the social science subject didactics, teachers often use intuition or subject didactics from other subjects when planning (Malich 2008, Jørgensen 2020).

The research question of this project is how video observations, when used in pre-service teacher education, can contribute to increasing the quality of social science teaching. Related to this, the question is what teacher candidates notice when individually working with video recordings from social science school classes: What do they see that indicates quality and what is important for further lesson planning?

The project is connected to QUISST – Quality in Social Science Teaching, and is part of the theme 'Developing video-based teacher training' within QUINT.

In this project, a class of 20 teacher candidates in social sciences from UC SYD participated in cooperation with one of UC SYD's so called university school (universitetsskole). Data sources include video recordings, video observations and surveys. The data is mostly qualitative with an inductive approach.

Preliminary findings indicate that the majority of the candidates evaluate the form and content of the lessons as more important to observe than the goal (Christensen 2021); they emphasize a focus on movement to motivate the students' participation when planning their own teaching practice as very important for social science lessons (Seelen 2018); and they find a useful theory for social sciences in Olga Dysthe's theory of dialogue to ensure classroom discourse (Dysthe 1997). Similarly, the majority of the teacher candidates name content which is related to the students' own lives and a possibility for classroom discourse as the most important aspects when defining quality.

Extended summary (1000 words, excluding reference list)

Introduction

In Denmark, social sciences are understood as an interesting, but also as a complex and rather difficult subject to teach. Different researchers argue that the quality of social science teaching can be understood very differently (Autorengruppe Fachdidaktik 2015, Christensen & Christensen 2015, Christensen 2021). Due to comparatively little Danish research and theory concerning the social

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This research project is connected to QUISST – Comparing quality in Social Science Teaching in Nordic Classrooms, and is part of the theme 'Developing video-based teacher training' within QUINT.

The research question of this project is how video observations, when used in pre-service teacher education, can contribute to increasing the quality of social science teaching. Related to this, the question is what teacher candidates notice when individually working with video recordings from social science school classes: What do they see that indicates quality and what is important for further lesson planning?

Theoretical background

The theoretical background for this project is (1) the question of quality in social sciences classes, (2) the social sciences subject didactics discourse and (3) the method of video observations in pre-service teacher education.

Methods

In this project, a class of 20 teacher candidates in social sciences from UC SYD participated in cooperation with one of UC SYD's so called university school (universitetsskole).

Data sources include video recordings from social sciences classrooms (here, a social sciences teacher and his class of 8th grade students), teacher candidates' video observations and surveys, and video recordings from teacher education classes. Data is mostly qualitative with an inductive approach.

Aims

The aim with this research is to find out how video observations, when used in pre-service teacher education, can contribute to increasing quality in social sciences teaching. Here, the project starts at the teacher education where candidates work with and analyze video recordings from school. Next, the candidates use their observations to create their own lesson plan which they discuss with the class teacher and eventually try out with the students in school. Another concrete aim of this project is to include video recordings in future pre-service teacher education classes in social sciences to increasing quality in school and by this, develop and contribute to the social science subject didactics discourse.

Findings/results

Preliminary findings indicate that the majority of the candidates evaluate the form and content of the lessons as more important to observe than the goal (Christensen 2021); they emphasize a focus on movement to motivate the students' participation when planning their own teaching practice as very important for social science lessons (Seelen 2018); and they find a useful theory for social sciences in Olga Dysthe's theory of dialogue to ensure classroom discourse (Dysthe 1997). Similarly, the majority of the teacher candidates name content which is related to the students' own lives and a possibility for classroom discourse as the most important aspects when defining quality.

Theoretical and education significance

To develop social sciences subject didactics, looking at the use of video recordings in pre-service teacher education classes could be an important contribution. In other countries and other subjects, using video is already a common tool (Blomberg et. al. 2013), where the use of video in social sciences teacher education is poorly studied in Denmark. Further questions to raise and discuss

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should be: Why do the participating teacher candidates value the form and content of the lessons and furthermore movement and dialogue as the important aspects for social science teaching when observing? What role do the lessons' goal and the use of subject didactics play? How can the use of PLATO (Protocol of Language Arts Teaching Observation), understood as a meta-language used in the teacher training, support teacher candidates in defining and developing an understanding for quality in social sciences which can be used for further lesson planning?

Relevance to the QUINT ambition

In QUINT's project QUISST - Comparing quality in Social Science Teaching in Nordic Classrooms, two overall research questions are raised: (1) How can we describe teaching quality within domains of social science subject matter in Nordic classrooms? (2) What are [...] similarities and differences between teaching quality in Nordic social science classrooms?

Related to the theme 'Developing video-based teacher training', this project focuses on how to describe and develop teaching quality within domains of social science subject matter in Nordic, primarily Danish, classrooms when asking and working with teacher candidates.

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Author: Nadine Malich-Bohlig

How can video observations contribute to increasing quality in social sciences teaching?

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