EFFfect of a video-based reflection program on teachers’ professional vision, self-efficacy, and students’ motivational climate

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Abstract

Enhancing teachers’ professional vision (TPV), characterized by selective attention (SA) and knowledge-based reasoning (KBR), may contribute to increasing the quality of teaching-learning processes through higher perceived sense of efficacy, leading to autonomy-supportive environment. For this reason, in the past decades researchers and practitioners have been developing different strategies to positively influence TPV. Among them, one that have grown popular in science and clinical research is video-based self- and peer-reflection, along with expert-supported reflective practices. The aim of this research was to test the effect of a video-based reflection program on TPV, teachers’ self-efficacy (TSE), and students’ perceived motivational climate (MC) in the area of Physical Education (PE). Two primary school PE teachers and their 155 pupils participated in a 6-month, 3-step video-analysis program comprised of the analysis and self-reflection on one video-recorded class per month followed by peer-reflection meetings and Teacher Club discussions with experts in the field of PE and educational psychology. Pre- and post-test measures were taken using a categorical system for content codification, the Teachers’ Sense of Efficacy Scale (TSES), and the Motivational Climate in Physical Education Scale (MCPES). At post-test, notable changes were found in both SA and KBR, in all domains of TSE, but not in students’ perception of MC. However, a follow-up measurement session carried out six months after the end of the intervention showed significant changes in MC, at the same time as TSE scores remained on similar values as at post-test. Our findings suggest that video-based analysis could represent an essential part of any training program aiming to increasing teachers’ responsiveness to diverse in-class situations. While an increased PV seems to have an immediate positive impact on TSE, our outcomes underline that those changes may take a longer time to transfer into more efficient teaching-learning practices modulating the in-class environment.

Keywords: Professional training, reflection, self-efficacy, classroom environment, video technology.