

Video Capturing Tools in Student Teaching

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Introduction and Need for Innovation

Pre-service student teachers in teacher education conduct a 14–16-week practicum that includes classroom environments and necessitates instruction in a variety of laboratories. University supervisors are required to conduct some visits to practicum sites in-person and remotely to fulfill the need for observation, feedback, and evaluation of lesson and delivery of content from student teachers. Due to the limitations that were imposed during Covid protocols, a need for remote observations was created. Using computer optics for stationary capture of student teacher delivery and performance was found lacking. A need for observation of student non-verbal communication, physical movement of practicum student teachers within their lab settings and interactions with students was a desired area for improving remote observations (Eck, Layfield, DiBenedetto, & Gore, 2021; Paulsen & Schmidt-Crawford, 2017). Additionally, our student teacher candidates must become proficient with the instructional strategies involved with remote learning, as many secondary schools now offer remote instruction during missed days due to inclement weather. This paper reviews the implementation of video capturing tool (i.e, Swivl technology) from the perspective of student teachers and university supervisors in context of after COVID-19 distancing in schools.

How it Works

Students receive set up instructions and practice with utilizing a Swivl (2023) in a teaching methods course prior to student teaching. Students obtain access to the equipment at the beginning of their student teaching semester. During student teaching practicum students receive a total of seven observations by university supervisors which is made up of a combination of face to face and virtual observations. State code requires university supervisors to conduct bi-weekly observations during the 14-week practicum. The Swivl will follow the student teacher and capture the individual as they move and talk while instructing the class. The use of Swivl technology allows the university supervisor to have a clearer image and volume as well as more of a direct image of the teaching experience compared to laptops, cell phones, and tablets.

Results to Date

The survey data from the student teachers (n=16) revealed that most believed Swivl was either easier or the same difficulty as using other video capturing technology, including cell phones, laptops, and tablets (see Table 1). Furthermore, while most student teachers thought that investing in Swivl technology was worthwhile, half of the student teachers experienced challenges when using a Swivl (see Table 2). The university supervisors (n=4) were interviewed about their experiences working with students who used Swivl. The university supervisors preferred the ability of the Swivl to track student teacher movements in the classroom as well as the microphone that student teachers had on their person while teaching. These features allowed supervisors to better observe what was happening in the lesson. However, the university supervisors indicated when students struggled with the technology, then time could have been lost and quality of the observation was less than ideal. This mimicked what the student teachers said in the survey.

Table 1
Student Teachers Comparing Using a Swivl to Other Video Capture Technology

Question	Easier		Same		Harder		No Experience Using Other Technology	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Swivl is __ to use than a cell phone for recording myself teaching	7	43.8	6	37.5	2	12.5	1	6.2
Swivl is __ to use than a laptop for recording myself teaching	5	31.2	8	50.0	3	18.8	0	0.0
Swivl is __ to use than a tablet for recording myself teaching	5	31.2	8	50.0	1	6.3	2	12.5

Note. *n*=16

Table 2
Student Teachers Usage of Swivl

Question	Yes		No		Maybe	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I used the Swivl for the state licensor assessment (PPAT)	0	0.0	16	100	-	-
I used the Swivl for recording myself teach just to reflect and self-critique myself	13	81.2	3	18.8	-	-
Did you experience any issues when using Swivl?	8	50.0	8	50.0	-	-
Do you believe the Swivl is worth the investment in the technology?	11	68.7	2	12.5	3	18.8

Note. *n*=16

Future Plans

Continuing to work with practicum student teachers in the use of remote instruction is an important part of teaching methods in both classroom and lab settings as well as in program planning. Potential use for observing FFA and Supervised Agricultural Experience (SAE) instruction could also become incorporated. As opportunities for remote learning and skill attainment continue, planning for technology to meet the needs of both secondary and post-secondary instruction will continue to be a necessity.

Costs

The Swivl system costs around \$1260 for the Swivl, stand, and an iPad. There are time and organizational costs as well. Students need to be trained on how to use the Swivl, which we conducted in the methods course, as well as a system of checking out Swivl systems.

References

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