

Video to engage teacher education students with real life learning of children under three

Dr Susanne Garvis

Dr Narelle Lemon



Acknowledgment

Support for this project has been provided by the Australian Government Office for Learning and Teaching.



BACKGROUND

ECE

- In 2009, over 871,000 children accessed early childhood services in Australia, for an average of 26 hours a week (Australian Bureau of Statistics, 2010).
- Children were enrolled in early childhood services from six weeks of age.

ECE teacher education programs

- A recent study (Garvis, Lemon, Yim & Pendergast, under review) found that only 18 (out of a total of 55) undergraduate early childhood teacher training programs in Australia provided practical experience with infants and toddlers, and to a lesser extent content was evident and assessed (4 out of 55 programs).

AIMS



U3Vid will implement the educational expectations of young children into all areas of student learning and provide criteria for professional understanding.

PROJECT APPROACH

U3Vid filmed and broadcast videos of infant/toddler interactions with supervising educators to allow pre-service educators to study an early childhood learning environment.



TEMPLATE TO ENHANCE REFLECTIVE PRACTICE

Bloom's Revised Taxonomy	Template Prompt
6. Creating	Producing a question on their own practice or the centre's practice for further improvement
5. Evaluating	Monitoring and connecting- reflecting on EYLF, video and own experience (Practice principles)
4. Analysing	De-constructing and integrating with EYLF Outcomes
3. Applying	Beginning to link to EYLF -Can you classify (with the outcomes and principles)?
2. Understanding	Interpreting the observation (can you explain the events in the observation?)
1. Remembering	Focus of observation

RESEARCH BACKGROUND

- research participants (cohort QLD and VIC based)
- N = 135 (450 students involved) completed survey
- Bachelor of Education (Primary with specialisation in early childhood education)



Data Collection Tools

- Survey with open ended questions and likert scales with pre-service teachers
- Reflective questions scaffolded to Revised Blooms Taxonomy with pre-service teachers
- Interviews with teacher educators and key stakeholders



FINDINGS

After looking at the videos and using the template, I have a better understanding of....

Mean

Young children's...

i) learning outcomes from birth to three years

3.8

ii) interactions with adults

3.8

iii) interactions with their learning environment

3.8

After looking at the videos and using the template, I have a better understanding of....

Mean

Educator's use of video to

x) contribute to understanding of pedagogies 3.8

xi) contribute to reflective practices 3.8

xii) support learning opportunity via online learning environment 3.8

xiii) scaffold my deeper thinking 3.8

xiv) contribute to understanding roles of educators with young children 3.8

I now actually understand why we observe and document. Previously I thought it was just about the child but now I realise it is also about me. I need to engage in a higher level of reflective practice as an educator with young children.

I am starting to see how to understand the whole child. They have a family and a life outside of the early childhood service. I need to think about how I can support the child but also work in partnership with families. I need to have questions that allow me to think about what I am doing and if it can be improved.

Thank you



**You are welcome to continue the conversation
via twitter/email:**



Twitter:

@u3vid (Project account)

 **Email:**

Susie.garvis@monash.edu (Dr Susanne Garvis)