



UNIVERSITY OF TARTU



# **Teacher students' user experience with IRIS Connect video technology**

Study in February - June 2021  
in the University of Tartu, Estonia

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**Pre-service training** for teachers,  
special education teachers, speech  
therapists, social pedagogues.

**In-service training** for teachers, school  
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**Master's Studies in English:**  
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**Doctoral Studies in English:**  
Educational Science

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UNIVERSITY OF TARTU  
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## Educational Technology

1 year online MA programme  
in English

**Application deadlines**  
**15 May / 30 June**

### Teacher Education

The Institute of Education provides research-based pre-service and in-service training for teachers, special education teachers, speech therapists, and social pedagogues. Teacher programmes are in line with the national professional qualification standards for teachers.

### Doctoral Studies

The doctoral programme of educational science functions as a joint curriculum, incorporating the doctoral students from the Institute of Education and the Institute of Ecology and Earth Sciences. The doctoral degrees are awarded by the joint council of the two institutes. There are currently 45 doctoral students taking part in the doctoral programme of educational science.



UNIVERSITY OF TARTU



**iris**<sup>TM</sup>  
connect

*discovers. develop. share.*



Future  
Classroom  
Lab

**Future Classroom Lab** provides courses, workshops and webinars for professional development of teachers. Educational technology and pedagogical research is essential for the FCL.

**IRIS Connect** offers a secure video collaboration technology that stemmed from research. Teachers at all stages of their careers can benefit from video-based professional development.

**University of Tartu** is conducting a research in (initial) teacher training to understand how the use of IRIS Connect video technology supports teacher students' professional development.

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# Innovation in Teaching and Learning

Using web enabled video technology to build professional capital through reflective practice, coaching and collaboration.

MirandaNet Fellowship research project  
led by Professor Christina Preston

[www.irisconnect.com/uk/impact/research/](http://www.irisconnect.com/uk/impact/research/)

# Our little project

Previous IRIS Connect surveys conducted among active teachers.

- 1) use IRIS Connect video tool in teacher training subjects
- 2) self-assessments of the impact on professional development
- 3) users feedback about IRIS Connect app and online environment

Institute's project:

Improving the quality of teaching in teacher training through video-based reflection and collaboration by using IRIS Connect platform



# Courses

Pedagogical practicum (5 groups)

Class teachers' basic practice

Teaching in special class and special education counseling practice

Teaching aid practice

Physical education teachers' basic practice





# Questionnaire

IRIS Connect user experience after school practice / subject course

To find out the attitudes and experiences of teacher students regarding video reflection and the use of IRIS Connect.

38 questions (10-15 min).

Anonymous (honest feedback).

# Results

**82** teacher education students.

23% Bachelor and 77% Master degree students.

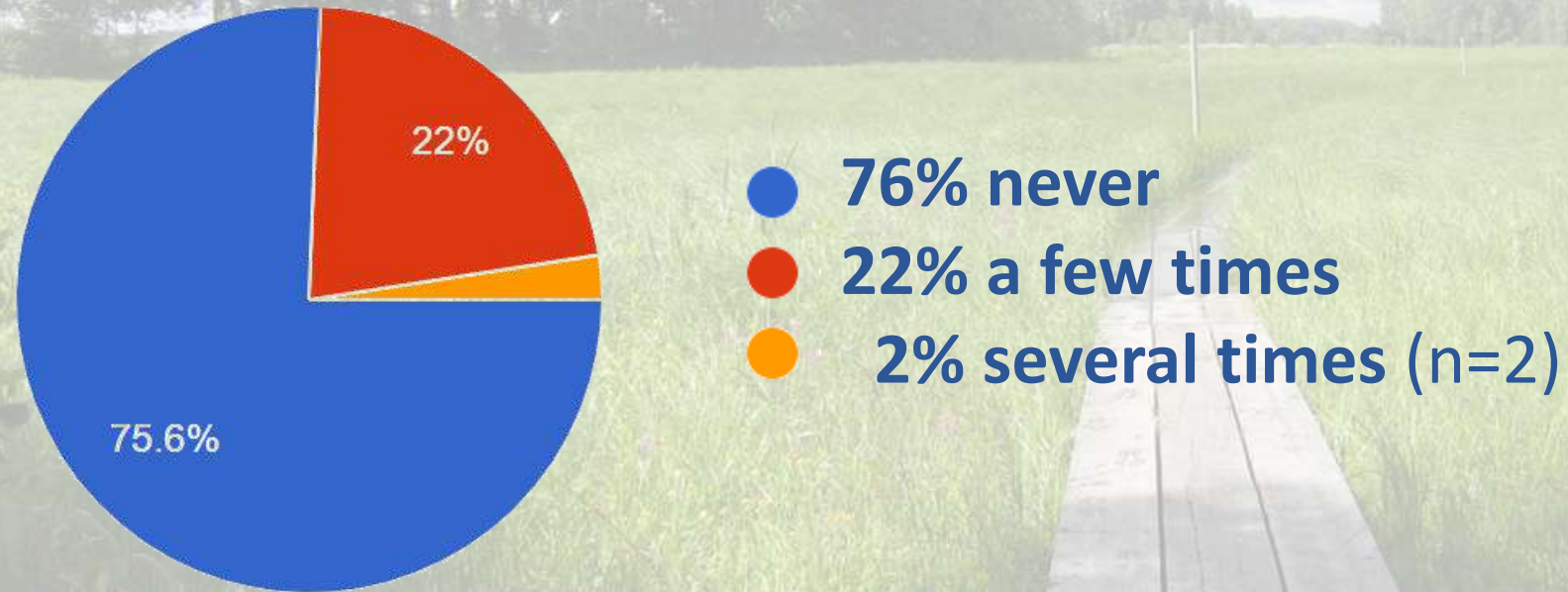
They used video reflection during their on-site school practices.

Recording in classroom vs online lessons ~50/50 (43 vs 39).





**Had you seen your teaching (counselling/training) on video before using IRIS Connect?**





**What was your previous attitude towards filming yourself for learning purposes?**

„I don't want to listen to my recorded voice.“

„I don't like seeing myself on video.“

„Uncomfortable, unpleasant.“

„I was afraid that I'd be very tense and focus on the filming process.“

„I was afraid to see a lot of mistakes in my actions.“

„I was afraid of getting negative feedback from other people.“



**Was the feedback from fellow students on your video useful to you as a (future) teacher, special educator, speech therapist or social pedagogue?**

„Their feedback was very positive and encouraging.“

„I got ideas to implement in the future.“

99% yes

**Was the feedback from the lecturer on your video useful to you? 99% yes**

„The feedback was very supportive.“

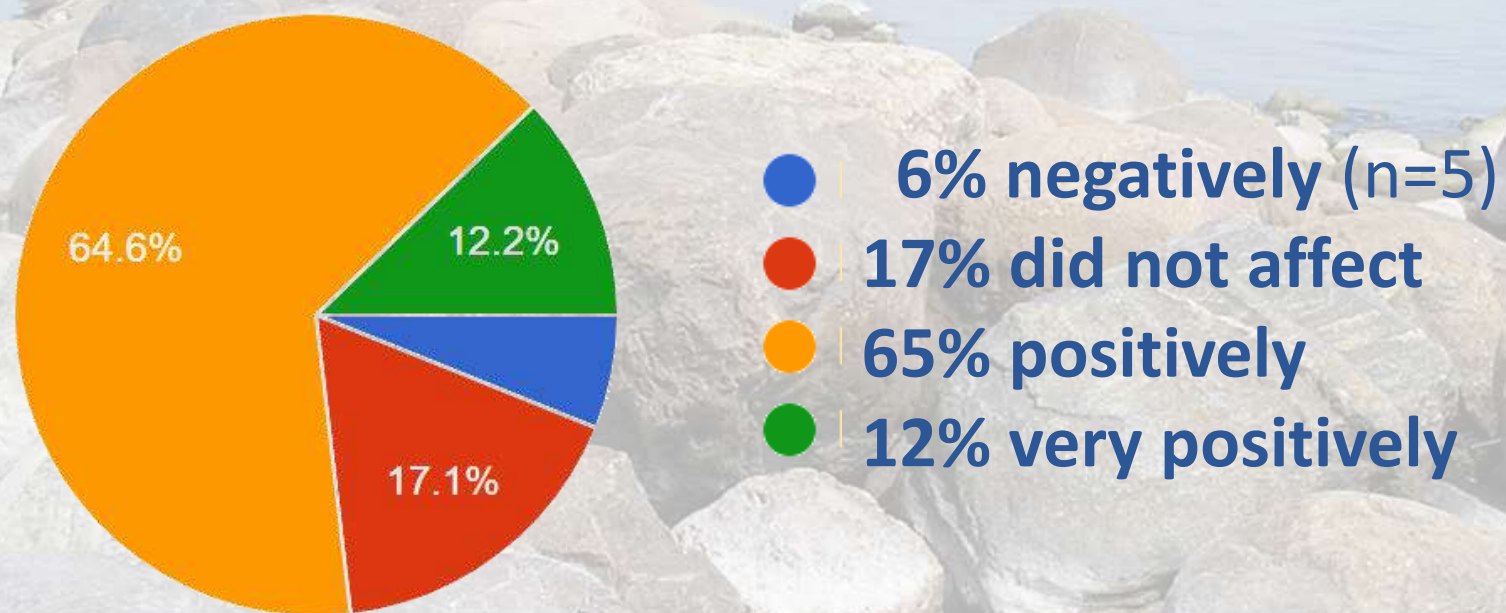
„I received good recommendations from the lecturer.“

**Was watching fellow students' lesson videos useful to you? 100% yes**

„I saw useful teaching methods and tricks.“

„I saw some very interesting online lesson solutions.“

How did this experience affect the quality of your teaching?





## How did this experience affect the quality of your teaching?

Affected negatively (n=5): „Problems with my computer.“

„It caused extra stress because it made my computer slow.“

„I was stressed and didn't behave naturally.“

Affected positively (n=63):

„ It gave me courage.“

„I learned a lot from my video (parasitic words, talking too fast).“

„When I used IRIS, I realized that I needed to think better about how I give instructions.“

How did your experience of using IRIS Connect affect your confidence as a (future) teacher, special educator, speech therapist or social pedagogue?

**91.5% increased**

**8.5% decreased (n=7)**

„Watching my own video, I realized what and how to do better next time.“

„Safe environment and positive feedback significantly increased self-confidence.“

„I saw in the video that I had been too critical of myself.“

„I've always been a little scared of filming myself when others can watch it. Now I realize that this [fear] is useless because we can all learn from each other.“



# In the future

Next academic year

Special education teachers, speech therapists

In-service teachers filming at their workplace vs minilessons

Piloting in-ear coaching

Collaboration with Tallinn University



# Questions

About both presentations

How can video reflection be used to support teaching and learning?

**Thank you!**



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