Review of *Using video to support teacher reflection and development in ELT*, authored by Laura Baecher, Steve Mann, and Cecilia Nobre (2023). Equinox Publishing, 161 pp. ISBN: 978-1-78179-756-3 (digital).

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In an era where technology integration is paramount in educational practices, the book *Using Video to Support Teacher Reflection and Development in ELT* emerges as an essential guide for incorporating video into language teacher education. Authored by Laura Baecher, Steve Mann, and Cecilia Nobre, this book offers a practitioner-oriented framework, enriched with real-world examples, for applying a variety of video-based methodologies to teacher education. Across its eight chapters, the book draws from a broad spectrum of teacher educators to illustrate how video can promote reflective thinking, enhance awareness, stimulate collaboration, disseminate pedagogical techniques, provide analytic tools, support the crafting of educational resources, and build online communities, all within the context of teacher education and development.

This book champions the use of video technology in educator professional development, advocating for its contextual use within educational settings. It endorses a constructivist approach to learning, where teachers actively engage in reflective and collaborative practices, situated in their specific teaching environments. This approach, central to the book's theme, posits that video can catalyze data-driven, co-constructed learning experiences, thereby enhancing the effectiveness of teacher training.

In the opening chapter, video is established as a vital tool for language teacher development, with a multimodal approach that surpasses traditional texts by offering dynamic visual and auditory learning experiences. The section argues for video's ability to deepen educators' reflective practice, allowing them to analyze and improve upon their teaching strategies through a vivid portrayal of classroom interactions. The chapter reviews literature that demonstrates video's impact on professional growth and underscores the necessity for teacher proficiency with digital tools. This integration of video into teacher training not only promotes active learning but also equips educators for the digital demands of modern education, making it an indispensable component in the advancement of language teaching methodologies.

Chapter 2 emphasizes the significance of context in using video for teacher development, advocating a constructivist approach where knowledge is built through social interaction within specific educational contexts. Highlighting video as a versatile tool, it supports reflective practice and connects theory with practice, especially when in-person observations are impractical. The chapter further discusses how video supports the practicum by providing a platform for detailed feedback and helping align teaching practice with educational goals. It notes that video cases, when selected to align with the local context of the trainees, are especially beneficial for scenario-based learning, offering realistic insights into classroom complexities. This careful selection ensures the content's relevance and increases the effectiveness of the learning experience in teacher education programmes.

Chapter 3 offers a pragmatic exploration of video integration in teacher education, detailing how videoconferencing, video production, screencasting, and video repositories enhance teaching and professional development. Video production fosters creativity and autonomy among educators and

peer interaction. Screencasting is presented as a versatile tool in creating tutorials and personalized feedback, addressing the isolation often associated with distance learning. The chapter champions the use of short video clips from repositories for focused observation and reflection, promoting a strategic and enduring approach to video use in teacher development. Emphasizing context relevance and the viewer's experience, the narrative calls for a systematic enhancement of accessible video resources to fortify teacher education programmes.

In chapter 4, the book addresses the challenge of using video in teacher education, focusing on developing teachers' skills in non-evaluative classroom observation to avoid premature judgments. The chapter promotes a scaffolded approach, beginning with simple tasks such as analyzing student work and classroom photos to foster evidence-based reflection free from bias. Techniques such as verbatim notetaking, mapping verbal flow, and time sampling gradually build up to video analysis, concentrating on language use and classroom interactions. This methodical progression from observation of static artifacts to dynamic video analysis aims to enhance teachers' observational competencies, crucial for their professional growth and the enhancement of student learning outcomes.

Chapter 5 shifts the focus to video self-observation as a means for enhanced reflective practice. It suggests a scaffolded approach to self-examination, where teachers begin with identifying 'critical incidents' in their teaching through video review and proceed to use various micro-ethnographic techniques to analyze their classroom interactions. This process encourages teachers to move from general awareness to a focused examination of specific teaching moments, ultimately empowering them to make informed decisions for professional growth.

Chapter 6 extends the use of video to peer observation, highlighting the transformative potential of sharing and discussing video records among colleagues. This peer review process is portrayed as a step forward from self-observation, fostering a collaborative environment where teachers can develop a shared professional vision. The chapter outlines structured strategies such as 'video clubs', 'instructional rounds', and 'lesson study', which offer frameworks for teachers to engage in constructive and focused dialogues around teaching practices captured on videos.

In Chapter 7, the focus shifts to supervisory contexts, exploring how video can be integrated into the supervisory process to lessen the stress typically associated with evaluations. By familiarizing teachers with video as a reflective tool, the chapter argues that video can disrupt traditional power dynamics in evaluations, making the process more collaborative and growth oriented. Supervisors can use video to enhance their own teaching feedback, encouraging a more balanced and reflective approach to teacher development.

The concluding chapter synthesizes the book's themes by reviewing video use in TESOL (Teaching English to Speakers of Other Languages) and applied linguistics research. It discusses the use of video for data collection, recall stimulation, the incorporation of the use of video technologies, and the dissemination of research findings. The final discussion positions video as a vibrant communicative resource that not only enhances engagement but also significantly boosts the impact of educational research.

This book presents an in-depth examination of the role of video in teacher education, probing into the engagement of various educational stakeholders with video technology and the multitude of ways it can be harnessed for pedagogical purposes. Central to the book is a comprehensive framework that advocates for the use of video as a reflective tool in language teacher education. This is complemented by a practical orientation and an easily navigable structure. The book includes an array of supportive materials, including templates, procedural guides, educator vignettes, and video clips designed for reflective tasks, all thoughtfully organized into eight navigable and practical chapters. This innovative approach establishes the book as a pioneering resource in this field, bridging the gap between theoretical discussion and practical, video-based methodologies in teacher education.

The book makes a persuasive argument for the preeminence of video over traditional auditory and textual methods in capturing the complex dynamics of the classroom. By weaving a comprehensive array of research findings throughout its narrative, the book positions itself as a critical

nexus between academic theory and pedagogical practice. Further, it underscores the irreplaceable role of video in contemporary education, a claim that is lent credibility through firsthand experiences and testimonials from teacher educators and teachers who have integrated video into their practices. These narratives illustrate the transformative impact of integrating video into their professional practices, reinforcing video's status as a cornerstone of effective educational strategies.

Designed to cater to the needs of its primary audience–teacher educators–this book offers a comprehensive guide to employing video in enriching both pre-service and in-service teacher education. It expertly models the integration of video into reflective teaching practices, presenting a robust framework for the design and implementation of video-based professional development. Such a framework equips teacher educators with the tools to facilitate critical self-analysis and peer observation techniques among their trainers. Additionally, the book incorporates the *Video in Language Teacher Education* (ViLTE) initiative by Mann et al.'s (2019), enabling teacher educators to access a diverse array of video practices.

Extending beyond its primary target audience, this book also proves invaluable for language teachers endeavoring to refine their instructional skills. It supplies them with practical self-observation tools that lead to improved teaching methods and classroom dynamics, while also promoting peer collaboration through video observation. These strategies encourage a community-oriented approach to professional growth. In addition, the book's insights into reflective video practices have substantial relevance for educators across various disciplines, inviting teachers to tailor the outlined approaches to their unique teaching contexts. Such adaptability fosters innovation and improvement in pedagogical practices, with the book's focal points on critical reflection, collaborative learning, and the practical implementation of video technology contributing broadly to educational discourse.

Overall, this book distinguishes itself with a comprehensive coverage of the multifaceted applications of video in language teacher education, advocating video-based strategies to cultivate reflective practice and pedagogical innovation. The authors effectively bridge theoretical concepts with practical application, offering a wide range of possibilities for educators to engage with video in professional development. Its organized content, practical emphasis, and robust evidence-based foundation establish the book as an essential reference for teacher educators and a transformative tool for teachers in various fields.

References

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