VIDEO OR TRANSCRIPT?
On the Effectiveness of Video- and Transcript-based Classroom Management Courses on Pre-service Teachers’ Situation-specific Skills

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► Authentic lesson situation

Working with authentic lesson situations encourages the situation-specific skills in teacher preparation at universities through contextualisation (Lave und Wenger 1997) and theory-based analysis (Kersting et al. 2010).

lesson videos
- high complexity through parallel events
- high students acceptance

The effectiveness of video-based learning has already been shown in previous studies with comparative group design (Gold et al. 2013; Heilermann et al. 2015; Seidel et al. 2011).

lesson transcripts
- events are presented sequentially
- less cognitively demanding

Transcripts are less complex and can be used to analyze the lessons according to the principle of sequentiality or a sequential reconstruction (Oevermann 2001).

► HYPOTHESIS

1. There is an increase in the students' situation-specific skills pertaining to classroom management in video-based courses as well as in transcript-based courses.

2. The students of the video-based courses achieve a larger increase in these situation-specific skills than the students of the transcript-based courses.

► RESULT

![Graph showing Classroom Management Expertise](image)

1. Cohen’s d

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<thead>
<tr>
<th>Type</th>
<th>Cohen’s d</th>
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<tbody>
<tr>
<td>video-based</td>
<td>0.23</td>
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<tr>
<td>transcript-based</td>
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2. A ANCOVA (factor: video or transcript-based, dependent variable: post-test result, covariate: pre-test result) showed no significant differences between the groups (F(1, 116) = 0.001, p < .97; n² < .001).

► METHOD

Research design
Course theme: Classroom Management

<table>
<thead>
<tr>
<th>Pre-Test</th>
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<td>2 video-based</td>
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Sample
4 courses with pre-service teachers at University of Cologne (n = 119)

Video-based assessment instrument
CME: Classroom Management expertise (König 2015)

► DISCUSSION AND OUTLOOK

Discussion...

- For which students and at which point in their teacher education (depending on their practical experience) is the use of lesson videos most effective?

...and one outlook

- Is there a difference in motivation and cognitive activation in both cases?
- How can video and transcript be combined to achieve a higher effectiveness?

► LITERATURE


► CONTACT

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