Faculty, students and the general public are encouraged to attend

VIDEOCASE-BASED LEARNING AND ANALYSIS IN TEACHER EDUCATION: A META-ANALYSIS

Chair: Olusola Adesope

Videocase analysis is commonly used in teacher professional development to foster teacher thinking, self-reflection, professional vision and practice, with the goal of improving learning opportunities for students. Many studies have reported positive findings that support videocase analysis as an effective teacher development tool. This meta-analysis examines the aggregate effects of videocase-based learning and analysis on teachers’ learning and practice. Results from 27 studies included in the meta-analysis showed that videocases are more beneficial for teacher learning and practice than other comparison conditions (g = 0.65, p <.001). Mean effect sizes were moderated by several variables including video source, video recording type, participant characteristics, study setting and methodological features of the studies. The study concludes with the implications of the meta-analysis for research, policy and practice.

Keywords: Videocases, videocase analysis, professional vision, noticing, meta-analysis.