



PROJEKTPROFIL

Professional Vision through Classroom Observation

Projektbeschreibung und theoretischer Hintergrund

Professional vision is considered a crucial component of teacher expertise. According to Stürmer and Seidel (2015), it intertwines the two inter-related processes of noticing and knowledge-based reasoning (description, explanation and prediction of classroom situations). Classrooms are busy environments typified by multidimensionality, simultaneity and immediacy. Professional vision helps us focus our attention on relevant events of classroom instruction to ensure effective teaching and learning. Yet, expert-novice comparisons show that experience is a decisive factor in professional vision (Seidel et al., 2021), which pre-service teachers naturally lack. Classroom observation has emerged as a pivotal tool to increase pre-service teachers' "experience" and enhance their professional vision. Within this cooperation, we observed both videotaped lessons and in-person classroom teaching during the winter term of 2021/2022.

To foster teachers' professional vision, van Es and Sherin (2010) used video club interventions in which teachers watched and analysed excerpts of authentic lessons. They found substantial changes in what teachers noticed and how they interpreted these events over time. Therefore, each study group led one video club. During these, the students were responsible for orchestrating guiding questions for substantive analysis of teaching practice to ensure that the video became a productive learning tool for pre-service teachers.

In the next step, students developed observation guidelines for the in-person observation. To do so, they found their own 'lenses' through which to focus on specific aspects of the classroom. Using their observation sheets, the students conducted a lesson observation at a *Gymnasium*. After the observation, the teacher and



the students discussed the lesson collaboratively and in detail. This was considered a much-appreciated tool for reflection, professional development and professional vision.

Literatur & Materialien

Seidel, T. et al. (2021). Student Characteristics in the Eyes of Teachers: Differences between Novice and Expert Teachers in Judgment Accuracy, Observed Behavioral Cues, and Gaze. *Educational Psychology Review*, 33, 69-89.

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