

CHAPTER II

THEORETICAL BACKGROUND

A. Pedagogical Knowledge

In recent years, discussion on teachers' knowledge has attracted increasing attention from several agents of change in the education industry. It is a well known fact that standard for education are now higher than they have ever been before, as citizens expect to have greater knowledge and skill to survive and succeed in this era. Today, skills such as creativity, critical thinking, problem-solving, collaboration, communication, among others, are necessary to succeed in the labour market. These new demands require teachers to have greater subject knowledge and improve their teaching skills that will affect students' learning and achievement. As professionals, teachers are expected to process and evaluate new knowledge relevant for their core professional practice, and to regularly update their profession's knowledge base (Guerriero, 2017)

The first key study on teacher knowledge (Shulman, 1987) categorised teacher knowledge into 7 categories : content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners, knowledge of educational contexts, and knowledge of educational aims, purposes, and values. Among these categories of teacher knowledge, this study focused on the concepts of general pedagogical knowledge. Pedagogical knowledge is

used here in its broadest definition (Shulman, 1987) to refer to teachers' accumulated knowledge about the act of teaching that serves as the foundation of teachers' behaviour and activities in the classroom. Mullock (2006) similarly claims that teacher knowledge is sometimes referred to as pedagogical knowledge, which he defines as accumulated knowledge about the act of teaching, including the goals, procedures, and strategies that form the basis for what teachers do in the classroom.

In 2010, Goodwin offers five knowledge domain of teaching that support teacher learning and develop student-teacher ways of thinking about what teacher educators should know and be able to do to prepare quality teacher in the doing of teacher educator preparation, as follow:

1. Personal knowledge: autobiography and philosophy of teaching
2. Contextual knowledge: understanding learners, schools, and society.
3. Pedagogical knowledge: content, theories, teaching method, and curriculum development
4. Sociological knowledge: diversity, cultural relevance, and social justice
5. Social knowledge: cooperative, democratic group process, and conflict resolution.

Current conceptions of teacher knowledge emphasize the principles or standards of practice and performance that student-teacher must meet, and ignite parallel changes in both the thinking about teacher preparation

and in the doing of teacher preparation. This study focuses on student-teacher pedagogical knowledge, as stated by Goodwin (2010) that pedagogical is crucial to quality teaching in a global context where educational innovation is needed because the revolution in pedagogical knowledge is what will drive revolution in education and educators as pedagogical authorities are prepared to be active partner in education because they can be agent of change, not passive implementer.

B. Video-Based Self-Observation

Recording moments of our life on video is not uncommon nowadays. Video also became a popular tool for teacher education as many teachers record their teaching practice in the classroom. Research reports on a variety of ways in which video has been used to support teacher learning and development (Sherin 2004). Video can capture much of the richness in the classroom and offer more authentic experience for student teachers than paper-based resources. One video clip can be viewed multiple times and reviewed several times from multiple perspectives enabling teachers to notice essential aspect of their teaching that they did not realize before. Video also offers student teachers the time and space to examine particular features of interactions (van Es and Sherin 2002), this time and space is not available in the moment when the teachers are in the classroom.

The creation of electronic platforms for student teachers to store videos of lessons in teaching practice and observing their teaching

performance is one of the possible approaches to promoting the depth and quality of self- reflection (Calandra, Brantley-Dias & Dias, 2006; Sherin & van Es, 2005; Kong, Hung and Shroff, 2009). Observation is an important aspect of professional development for language teachers as video recordings promote critical reflection and help develop the role of teacher from practitioner to observer (Mattos, 2013).

The process of self-observation is mentioned in the theory of reflective teaching. Self-observation gives the teacher opportunity to reflect on teaching technique and activities used in the class. Further, self-observation is one of most influential instruments for a teacher to practice reflective teaching, through video based self-observation teachers can explore their teaching in order to better understand their own teaching practices, identify their strengths and weaknesses, and make decisions about whether there is anything that should be changed or improved.

C. Relevant Studies

There are several studies that are relevant to this present research. Coffey (2014) reported that video-enhanced observation encourages an evaluation of one's own teaching and, thus, facilitates reflection about practice. Further, Mercado & Baecher (2014) reported about video-based self-observation as a component of developmental teacher evaluation among hundreds of English as a foreign language (EFL) teachers in the Instituto Cultural Peruano Norteamericano (ICPNA) bi-national center in Lima, Peru and found a positive result such as identifying teacher

strengths and weaknesses, aiding teacher in making instructional decisions in planning and improving a particular instructional strategy.

While Kong et al, (2009) studied about supporting student teachers in developing and applying professional knowledge with videoed events and found that the use of videos supports student teachers in developing their skills and enables student teachers to be more interpretive and evaluative of the scenarios presented where the student teachers being able to, and being comfortable with, making evaluations or even interpretations of different classroom behaviours.