

## **The Effect of Interaction between Shooting Angles and Shots Sizes in Microteaching Situations Based on Digital Video Sequences in the Development of Teaching Competences among the Students of General Pedagogic Diploma at King AbdulAziz University**

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**Abstract:** The purpose of this study is to examine the effect of various Shooting Angles (SA) and Shots Sizes (SS) in Microteaching Situations - Based Digital Video Sequences (MS-DVS) on the performance of students in Teaching Skills. Eighty- two post- graduate students at General Pedagogic Program at King Abdul Aziz University They are selected as a sample study randomly assigned to one of four treatments groups that differed in the way participants are recorded through (MS-DVS). In first group recorded each trainee's performance at (MS-DVS) by used Long Shot Size (LSS) and Eye Level Angle (ELA), second group used (LSS) and Low Level Angle (LLA), third used Medium Shot Size (MSS) and (ELA), and fourth used (MSS) and (LLA). At the end of the program participants completed The observation sheet that assessed is by Trainee, Observing Tutor, and Peers. A 2×2 Analysis of Variance was conducted to explore the main effects for Shooting Angles (ELA and LLA) and Shot Sizes (LSS and MSS) and effects factors. The results showed that significance differences in performance participants refer to the basic effect of the Shooting Angle (LLA/ ELA) and Shot Sizes (LSS/ MSS). There was also significance interaction observed. The results provided support for hypothesis that different (SS) and (SA) options would improve the performance of learners.

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**Key Words.** Microteaching; Teaching Competences; Computer-based Video; Shooting Angle; Shot Size; Teaching Skills; Peer Assessments; Self -Assessments; reflective practice; teaching in higher education.

### **1. Introduction**

Teaching competences refers to the integrated ability of knowledge, skills and attitudes which are required for teachers to undertake his/her career effectively and to carry out the desired results for learning simultaneously with an economy in labor, time and budget (Dineke. et al, 2004). Teaching skills are one of the competences of a teacher that is considered as a high competence required for both quality and quantity instruction (Karcay, & Sanli, 2009). Attaining a skill means attaining a competence of the skill, although those skills rely on sensory movement process, while a competence is concerned with administrative, technical and organizational tasks (Morris, 2006).

Microteaching Situations (MS) are regarded as one of the training media for student teacher to cope some teaching skills that entails creating an actual instructional situation upon short measurement in which a student teacher is introduced to the techniques of performing a specific skill of teaching (Akalin, 2005). He, then, starts to design a plan to practice the skill and undertake it in front of a small group of students as his peers for a short period of time. The student teacher receives a feedback from such an event, which entails, as a consequent, to carry

out the same skill more competently and more effectively (Hong, 2010), (Amobi., 2005),

Digital Video Sequences (DVS) is one of the methods used to identify and analyze student-teacher performance at MS during the modeling and feedback processes. DVS is prominent because it embraces these dimensions through which various teaching skills are displayed. Recording student-teacher performance by video at MS is one of the best tactics used for evaluation and feedback that is entirely referred to by the trainer of those skills. Rewarding video sequences can be useful for student-teacher self-evaluation in order to obtain feedback coincidentally with his peers' reactions and reviews through video sequence (Kpanja, 2001).

The study attempt to identify the important variables which are related to DVS design of SA and SS through a comparative investigation between two angles influence below a look that involves the angle where peers see the trainee performance while they are sitting on tables in the training room (LLA), and the straight angle at eye-looking level (ELA) which register trainee's achievement from indefinite position that doesn't affect shot perspective. That angle should specify importance and justification of the image and figure out the performance naturally with no visual

alteration. This comparison of effects between the two SA relating to feedback processes during re-watching whether during self-evaluation by the trainee of his performance, evaluation by his peers or evaluation by the supervisor at the time of training would be crucial at performance replay after feedback finishes.

## 2. Research Questions:

1- What is the effect of Shot Size (LSS/ MSS) of MS-DVS on pre-service teachers' performances on attendance skills with instructional media inside the classroom by the indicator of self, peer and instructors assessments via recorded digital video sequences of the performance?

2- What is the effect of Shot Angle (ELA/ LLA) of MS-DVS on pre-service teachers' performances on attendance skills with instructional media inside the classroom by the indicator of self, peer and instructors assessments via recorded digital video sequences of the performance?

3- What is the effect of interaction between the Shot Size (LSS/ MSS) and Shoot (ELA/ LLA) at MS-DVS on pre-service teachers' performances on attendance skills with instructional media inside the classroom by the indicator of self-colleagues and instructors assessments via recorded digital video sequences of the performance?

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## 3. Literature and Theoretical Review:

### 3-1. Microteaching & Teaching Competences:

Microteaching Situations MS helps student-teachers acquire teaching skills via scientific hierarchy. It guesses direct outcomes because it helps trainees to get rid of mistakes they commit and consolidate their positive performances, which increase student-teacher's trust in his career. Oggik (2009) and Benton (2001) studies indicate that using microteaching at training teachers reinforces effective teaching strategies and educational practices, in addition to formulating positive attitudes to use it. This fact is documented by Fernandez & Robinson's (2007) that microteaching lessons open chances for student-teachers to practice educational theories (Feiman, 2001; Higgins & Nicholl, 2003), Microteaching transmits us from theoretical speech about these theories to the practical ways to judge their efficiency through MS techniques, and to obtain reactions from the student-teacher on how he benefited from the theory principles and its reflected images on actual performances of teaching skills (Wilkinson, 1996 ; Britton & Anderson, 2010). define microteaching as peer coaching style which attains effective results that highlight professional efficiency of student-teacher (Lu, 2010). Such a style constructs positive viewpoints within the trainees about teaching

skills, and offers opportunities for communication and student-teachers participation, which enhances instructional performances (Grossman, & McDonald, 2008). Peer coaching displays interests in learning and minimizes mental effort of trainees compared with supervisors (Fry, & Hin, 2006). Dimensions of Microteaching Cycle are identified by three main phases: e.g. modeling phase, practice phase, and feedback phase. Modeling phase presents good practice model for the student-teacher in order to concentrate his attention on positive dimensions which entail his capability to undertake the microteaching skills. Practice phase referred to the behavior and is modified through observation, analysis of performance, and evaluation which can be done through a variety of sources called feedback sources. Feedback phase refers to the value of the training and measures the trainee's performance to enhance learning outcomes (Akalin, 2005 ; Bell, 2007).

### 3-2. DVS & Microteaching:

Digital video recorded sequences identify student-teachers live behaviors which can be observed, analyzed, and evaluated (Sherin & van, 2005). DVS gives feedback relying on material objective basis through the sensory-recorded tool, which entails visual sequences, sound, movement, and other related variables (Fernandez, 2010). It's also possible to preserve the recorded material sequences as training modules or instances. DVS tenders a process of self-evaluation environment for a learner by shooting him while he is teaching, entice his enthusiasm, enliven the lesson and stimulate his interests (Calandra & Dias, 2006). DVS is a recorded tool for performance analysis aiming at preserving actions for reference during the feedback phase that would be useful for the trainee evaluation or his peers. It is also useful for the training supervisor to observe the standard of performance at the MS. One of its goals is to spread out performances among peers, and using these recordings at training situations as performance models that help in developing teacher preparation hierarchy and provide his/her with the required professional teaching efficiencies through video modeling. DVS is considered as one of the hyper media that hands-over skills which can be evolved in the tutorial teaching programs and learning management systems via net, in addition to virtual classrooms, social communication programs, learning components and other internet implementations (Brown, 2011). Figure 1 show the Ethnography of Microteaching via DVS.

DVS at microteaching sessions attains reflective reaction strategies Recording student teacher performance by digital video enables them to see their performances more than one time to access

themselves and give them an opportunity to reconsider their level of achievements and reactions toward decision making for improvement of such accomplishments (Ambio,2005, Ambio&Iruin,2009). A study conducted by Fernandez (2010) about what and how student-teachers learn at MS indicates that video recording capacitate student-teachers to explore, analyze, plan and revise their deeds and be aware of effectiveness of training them on class management. On the other hand, Kramer, Trienekens & Fukkink (2011) discuss in their study about researches post analysis of the video feedback that most studies conclusions agree that video digital influence self-assessment and enhance learning outcomes. A study done by Abendroth, Golzy & O'Connor (2012) presents some new ideas about

using video sequence through direct line at microteaching training programs as video recorded situations at MS. Web 2 facilities might be beneficial for colleague displays' participation on video stripes through 'You Tube' and comment on positive volumes of the microteaching lesson by peers and the supervisor. Such commentary suggestions are directed towards developing performances of student-teachers. Observing these performances through digital video sequence raises confidence of the trainees, increases positive attitudes toward self-development of teaching skills, provides student-teachers with recent technologies function skills in classroom teaching, and enhances student-teachers reaction in critical situations.

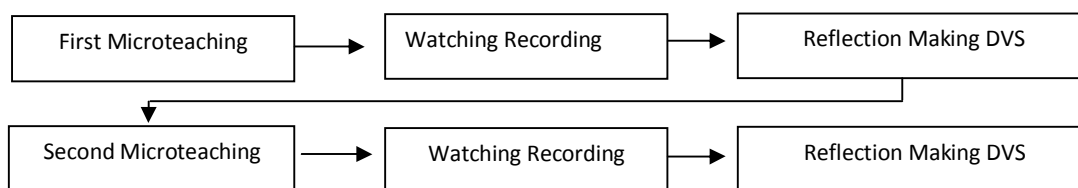


Figure 1. Ethnography of Microteaching\_via DVS

DVS provides modeling when keeping in teachers' performances and recalling them as training models, being very clear in positive and negative points (Yaman, 2010). It makes re-observation and revision of the teaching situations available, gives the student-teacher self-evaluation, facilitates video strips to exchange experiences, and reproduces new ideas within the space of media (Sherin & van,2005). DVS may supply skills for self-training by means of recording, observing and pausing live pictures for trainees to review actions, thus, analyzing them to control display rate in order to access certain changeable performances. It makes possible to describe the skill digitally with its sequence and write down major notes and comments, in addition to combining video stripes at introducing displays through prior demonstration processes of microteaching skills (Wang & Hartley, 2003). DVS permits doing student records of all shooting skills that he has been trained on, and submitted as graduation requirements. DVS embraces C.V. of the graduated student-teacher which can be used as an advisory guide in developing microteaching hierarchy and watching peers reactions towards the trainee's performance at MS. DVS space might be useful in adding signs, symbols and icons of negative and positive models (Crawford & Patterson 2004). DVS facilitates shooting trainee performance from different angles according to the training content of the MS. DVS makes accessible to varying camera

focus sizes which enable recording trainee's acts of nearer or farther focuses relying on the training content and teaching skills of the training topic (Calandra & Dias, 2006).

### 3-3. Shooting Angles & Shots Sizes :

The current study emphasizes the variables which are contacted with Shooting Angles(SA), Shot Sizes (SS) in MS-DVS, and the relation between them, in addition to their role of feed-back processes and their effectiveness in improving trainer's performance at MS. Selection of suitable SA to record MS -DVS depends on some factors such as the nature of content, strategy of teaching, style of learning, teaching skills, all related to the training subject-matter, better view of the shooting topic, clarification of interference relationship at communication situation, the accordance of angle and its logic for the shooting topic movement and the qualities of location. The angle can be chosen to represent a special view to meet the requirement of production and post shooting operations. SA has an effective role in identifying the scene content, and in giving a dynamic, convenient feature of the visual sequences. It assists in revealing the dead-scene. When selecting a specific angle, hence, a sufficient cognitive wisdom should be available which is called measurable percentage. That means correspondence between implied meanings and the angle which is selected to shoot the topic. The SA has its role in technical SA influences selective shots for the most

suitable transition styles required for joining two different or similar shots from the shooting angle.

Within the framework of studying instructional video sequences variables, a study which investigates SA and SS at MS-DVC is regarded prominent in affecting learning outcomes. A Coldevin (1981) outlines one of the core classifications of technical variables for studying camera factors. This study attempts to explore the effect of interaction between shooting angles (Eye-Level Angle(ELA) from performer level in contrast with Low-Level Angle(LLA) from peers level) and shot sizes (Long Shot Size (LSS) and medium shot Size (MSS) at MS in developing perseveres teaching efficiencies for teachers at pedagogic diploma in King Abdul Aziz University.

The aim of investigating SA effectiveness and SS is to define the underlined problems which may encounter recording such situations technically. It explores their effect on feedback when re-observing them as evaluated by the trainee or his peers from one side, or from the supervisor on the other side. Straight view angle of level look is called neutral shots because it exhibits the shooting topic plainly without any side effect on picture, thus does not afford the picture any indicators that are related to the shooting topic justification, or dramatic influencing which is intended to transmit to the viewer. Straight SA presents the subject to the viewer as if he stands in front of it and sees it by his eyes at the same level. He does not see it from either above or below differently, yet his peers watch the performer from a low angle because they sit on chairs in training hall and the trainee is standing above them, hence the situation of view angle is the ordinary state. Shooting MS from the same angle where peers are looking at might be useful when repeating the scene and the concentration would be on performance from different SA. The peers would view the actions from different view-look according to the site sitting, while the camera records performance from one view point, that is the camera location with reference to the trainee. The location of the camera would be at the middle point of other view-looks which can be seen from different sides by peers according to locations of their tables. Different view-looks and different angle might have an influence on the feedback processes when the scene is repeated.

It is impossible that what MS recorded would be the same as actual training situations except sound recordings. Complete simulation is impossible when using camera for recording a situation, however, it is difficult also to use variety camera recordings. Entire simulated situations decrease a chance of instructional designer to utilize DVS attitude and its crucial role to overcome handicaps that faces the

designers of MS. On the other hand, video has its own language of vocabulary and tools in that any program is recorded should be characterized with reference to the criteria of that language. Therefore, this arises two main questions in recording DVS at MS. The first one is: Do we need to submit MS to the DVS 's conditions, characteristics and requirements to produce video sequences that invest all video capacities? Or submit video variables to the actual training situation?. Employing video facilities is limited and producing sequences do not continue in spite of the huge video facilities as learning source. At MS, it is looked for meeting these two factors which keep saving the actual training situation structure inside the training hall at MS and set the trainees and his peers free from the restricted camera constituent, SS, light, SA and other technical factors. The trainee can act freely as if there is no camera recording the situation, and set him free as the camera is considered one of the peers who are to spread out his attention to that situation and to the other peers. On the other side, the training supervisor works jointly with the instructional designer, who designs DVS at microteaching situations, to identify technical variables that influence DVS production on high degree of effectiveness and investing dexterities and resources video exposures at performance record processes that facilitate feedback process and recalling observation.

Recorded video sequences for MS should be submitted to technical variables related to video sequences capacity and accompanied production circumstances. This variety between actual situation at training and the recorded situation should be accepted. There are some privileges of video capacity which can be useful when recording MS e.g. variety of shots. Close up shot brings about the shooting topic to the viewer without any hard effort exerted or moving from his place. It enables the viewer to analyze closely the performance and watch face features, in addition to extracting unnecessary things of eye-scope from background frame. The close-up shot concentrates on specific parts of trainee performance, nevertheless, it requires confining trainee movement in a limited space and consequently disappearing some parts of the body which are necessary in judging trainee performance. It causes defects in following up trainee movement with the preservation of picture structure; thus, using it at feedback process might be beneficial when analyzing the performance.

The MSS gives more details about the shooting topic concerning hands' appearance and their movable expressions, body position during performance. It also identifies a backside part of the shooting topic, and sets more freedom to the body



movements during performance. The LSS is called the 'establish shot' because it throws light on all body parts during performance, the backbone of the shooting topic and performance environment gives the trainee freedom in moving during performance and encircle too much and sudden motion of trainee's body during recording. According to what has been said above that every size of SS has a certain capacity, facilities, provisions, indication and restrictions imposed on trainee's performance during the recording process. As trainee at MS acts at training situations according to the situation requirements at primary step, he does not submit himself to the camera restrictions and the frame size requirements and what claims of limitation to allow mobility in the place or body movements, face lineaments or any other variables that may affect trainee's performance. Consequently the camera function and the recording holder is to follow up and chronicle trainee's accomplishment anywhere at training chamber and on any action he is carrying out, for the training situation does not bend to shooting circumstances or artificial situation of television view.

To summarize, video sequences design, suitable SA selection, convenient SS, camera position, lightening, camera motions and other technical variables are considered outside responsibilities of that of the trainee's, however, shared between observer, supervisor, and instructional designer of the microteaching situation sequences design. Such sequences are suspended to the nature of training content, technical considerations, production operational characteristics in terms of number of cameras at production as production system of one or more camera production systems, reproduction resources and post-shooting process.

#### 4. Materials & Methods:

##### 4-1. Study Sample:

The sample of this study is (28) post-graduate students at the General Pedagogic Diploma Program at KAU. The sample is selected and divided randomly into four equal experimental groups of "7" Students. Homogeneity between the groups is achieved by observation scale of performance assessment for attendance skills with instructional media in the class. An achievement test is also addressed in order to assess knowledge of skills, one-way ANOVA is used to processes data. Results denote that there is no statistical evident differences between the four experimental groups at the attendance skills and knowledge, an achievement which indicate homogeneity of the groups before the experiment.

##### 4-2. Independent Variables:

The study deals with two variables linked with MS – Based digital video sequences. First, one is "Performance Shot Angle" which shows the place of camera with reference to the person who is doing this skill. This divided into two levels, one is "Eye Level Angle, ELA", and the second is "Low Level Angle, LLA". The other one is the shot size variable which points out to the space that is taken by the skill performer with reference to screen (Medium Shot, MS / Long Shot, LS ", and what can be seen or deleted of the image.

##### 4-3. Dependent Variables:

Developing performance of Student- Teachers by using microteaching situations depending on digital video sequences is the aim of the study. This deduced through the observation sheet of trainee performance assessment, which can be classified into three dimensions: self-assessment of trainee performance by watching himself during teaching, using observation sheet, Peers' assessment and Observing Tutor assessment of trainee's performance.

##### 4-4. Experimental Design:

Experimental design of the study based on (2X2) factor design incorporates experimental Treatments distributed on four experimental groups represent the study sample as follows:

- G1: View the trainee's performance by DVS using LSS and ELA. Fig 2.a.
- G2: View the trainee's performance by DVS using LSS and LLA. Fig 2.b.
- G3: View the trainee's performance by DVS using MSS and ELA. Fig 2c..
- G4: View the trainee's performance by DVS using MSS and LLA. Fig 2d..

##### 4-5. Procedures:

At an introductory meeting between the tutor and the student-teacher of the experimental groups, the tutor demonstrates the manipulation skills of instructional aides inside the classroom a occupational efficiency skills of pre-service teachers and explains cognitive dimensions, procedures and manipulation requirements at microteaching situations depending on digital video sequences, then displays some performance models that related to pre-recorded skill content, analyzes and discusses them with the student attendance of what they have observed and how it is improved. Interactive projection systems are set for implementing the skill, which involved an interactive board, data show and desk video camera. A MS environment is designed for training; tables are half circle shaped of 7 seats- according to an experimental group size for each one. A video camera supplied with HDD steted in the middle of the class on tripod LSS assessed from the camera location and camera height is set as to be an eye-level angle of skill performer. First processing with the first

experimented group (long shot/ eye-level angle performer level) is done. Each trainee is asked to do the skill not extending the time of 15 minutes. The trainee is told not to bother from the existence of the camera at the microteaching situation and to interact with his colleagues as if there is no camera located. Trainee's performances are recorded according to the arrangement done by the tutor in ordering participants at demonstration. When all participants have finished performing, microteaching class changes into observation class where trainees observe their performances. Observation Sheet(OS) is distributed to assess thirty items of skills performance on three scales: "Perform", "Perform to some Extent", "does not perform". The OS is given to all participant including the performer in order to attain three sorts of assessments: 1-Self assessment of performance through observing the trainee's performance, analyzing it and assessing himself using the observation sheet, 2-Peer assessment of trainee's performance, 3-Tutor's assessment of trainee's

performance. The same procedures are adapted with the second experimental group for studying second processing LSS/ LLA "Peer Level", and with the third experimental group for studying third processing – MSS/ ELA "Performance Level", and also with the fourth experimental 6 group for studying fourth processing-MSS/ LLA "Peer Level View". After finishing assessing the four experimental groups' performances, a second procedure of training is carried out which is a representation procedure for avoiding performance mistakes and slips which have been video recorded at the first phase throughout the performance OS. Each trainee has repeated his performance at MS, recorded by video, observed and assessed with reference to self, peer and tutor's assessments. Achievement degree scored by counting the difference between the first performance assessment and the repeating assessment Data are collected for analysis by means of relevant statistical method.

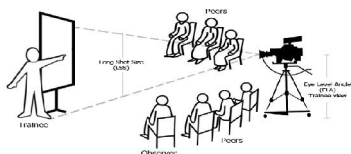


Figure 2.a (LSS/ELA Treatment G1)

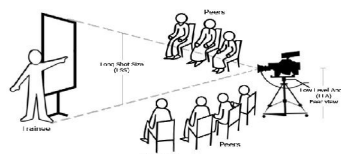


Figure 2.b (LSS/LLA Treatment G2)

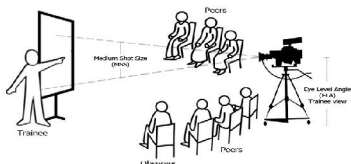


Figure 2.c (MSS/ELA Treatment G3)

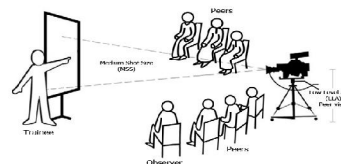


Figure 2.d (MSS/LLA Treatment G4)

Figure 2. Experimental Treatments Design

#### 4-6. Statistical Treatment:

Gain works of attendance skills of participations performance all together with multimedia at microteaching situations of digital video sequences are calculated by manifesting the difference of the assessment degrees of the observation sheet between the first and the second performances in order to investigate what actually the trainee grasp as a consequences methods are used to identify the main effect of shot size and angle during feedback processes through video sequences. Manwetney Test is also used for measuring the main effect. One-way

ANOVA is used for the main effects of the interaction between shot angle & shot size variables to recognize the interaction effect between the two variables for developing occupational efficiencies of student-teacher concerning using instructional aides in the class. Table (1) shows Descriptive Statistics for Dependent Variable - Tables (2 & 3) shows results of Manwetny Tests for measuring significance of means differences of performances achievement with reference is shot size and angle variables. Table (4) explores dual comparison between variables relating to interaction effect between two variables on performance gain degrees.

**Table 1 : Descriptive Statistics for Dependent Variable**

Dependent Variable		N	Self -assessment		Tutor ' assessment		Peers ' assessment	
Shooting Angle	Shots Size		M	±SD	M	±SD	M	±SD
(LLA)	(MS)	7	18.00	2.08	10.85	2.03	8.85	.94
	(LS)	7	14.57	1.13	11.42	.97	12.45	.49
	Total	14	16.28	2.39	11.14	1.56	10.65	2.00
(ELA)	(MS)	7	15.00	.816	12.00	1.41	11.07	.92
	(LS)	7	13.85	1.21	11.14	.69	10.40	.61
	Total	14	14.42	1.15	11.57	1.15	10.73	.82
Total	(MS)	14	16.50	2.17	11.42	1.78	9.96	1.45
	(LS)	14	14.21	1.188	11.28	.82	11.42	1.19
	Total	28	15.35	2.07	11.35	1.36	10.69	1.50

**Table 2 : Significant differences and binary comparisons between the averages in the performance assessment of the experimental groups according to shooting angle variable.**

Evaluation Type	Shooting Angle	N	Mean Rank	Sum of Ranks	Z	Sig
Self -assessment	(LLA)	14	11.11	155.50	2.21	.02*
	(ELA)	14	17.89	250.50		
Tutor assessment	(LLA)	14	13.00	182.00	.99	.35
	(ELA)	14	16.00	224.00		
Peers assessment	(LLA)	14	14.68	205.50	.11	.91
	(ELA)	14	14.32	200.50		

**Table 3 : Significant differences and binary comparisons between the averages in the performance assessment of the experimental groups according to shot size variable**

Evaluation Type	Shot Size	N	Mean Rank	Sum of Ranks	Z	Sig
Self -assessment	(MS)	14	9.07	127.00	3.53	.000*
	(LS)	14	19.93	279.00		
Tutor assessment	(MS)	14	14.25	199.50	.166	.868
	(LS)	14	14.75	206.50		
Peers assessment	(MS)	14	10.61	148.50	2.50	.012
	(LS)	14	18.39	257.50		

**Table 4: Tests of Between-Subjects Effects Dependent Variable**

Evaluation Type		Source	Type I Sum of Squares	df	Mean Square	F	Sig.
Self - assessment	Intercept	Hypothesis	3300.571	1	3300.571	94.948	.002
		Error	104.286	3	34.762(1)		
	Shooting Angles*Shot Size	Hypothesis	104.286	3	34.762	16.977	.000
		Error	49.143	24	2.048(2)		
Tutor assessment	Intercept	Hypothesis	3611.571	1	3611.571	2166.943	.000
		Error	5.000	3	1.667(1)		
	Shooting Angles*Shot Size	Hypothesis	5.000	3	1.667	.881	.465
		Error	45.429	24	1.893(2)		
Peers assessment	Intercept	Hypothesis	3203.580	1	3203.580	205.164	.001
		Error	46.844	3	15.615(1)		
	Shooting Angles*Shot Size	Hypothesis	46.844	3	15.615	26.365	.000
		Error	14.214	24	.592(2)		

1.00 MS (Shooting Angles \* Shots Sizes) 2.00 MS (Error)

## 5. Findings:

### 5-1. Results related to self - assessment:

Concerning trainee shot angle - table 2 indicate that, there are statistical significant differences between gained degree means of performance signified by trainee's self- assessment which refer to the basic effect of the angle through which the trainee has been shot at digital video sequences (LLA / ELA). The significance comes in favor of (LLA)- Table 1. There is also a statistical significance between gained degrees means of performance signified by trainee self- assessment concerning shot size (LSS/ MSS) – Table 3, the difference comes in favor of medium shot –Table- 1. This exist statistical significant differences between shot angle variables (ELA/ LLA) and the shot size (LSS/ MSS). The statistical significant differences between gained degree means signified by trainee self- assessment refer to the interaction effect between the two variables – Table 4, The significance is in favor of trainee's performance with low level angle (LLA) and medium shot (MS)- Table 1.

### 5-2. Results related to tutor assessment of trainee's performance.

Relating to trainee's shooting angle (Table2), results show that there is no statistical significant difference between gained degrees means at performance as indicated by tutor ' assessment of the trainee's performance throughout digital video sequences referring to the main effect of the shooting angle (SA) which shoots the trainee at these sequences (LLA / ELA)- Table 2. With reference to shot size – Table 3, results indicate statistical significant differences between gained degrees means at performance indicated by the tutor ' assessment of the trainee's performance referring to the main effect of the shot size within which the trainee appears at digital video sequences (LSS/ MSS)-Table 3. The difference comes in favor of the medium shot size Table 1. Relating to interaction between shooting angle variables (LLA/ ELA) and shot size (LSS/ MSS) - Table4, results point to no existence of statistical significance differences between gained degree means at performance as indicated by the trainee's assessment of the trainee's performances refers to the interaction effect between the two variables..

### 5-3. Results related to peers' assessment of trainee performance.

Concerning trainee shooting angle (SA) – Table 2, results show no statistical significant difference between gained degrees means of performance as indicated by peer assessment of trainee performance which is referring to the angle main effect which shoots the trainee at digital video sequences (LLA / ELA). With reference to the shot size, results reveal

statistical significant difference between gained degree means at performance as indicated by peer assessment of the trainee performance that is referring to the main effect of shot size within which the trainee appears at DVS (LS/MS), The significance comes in favor of (MS) – Table 1. Referring to the interaction between Shooting Angle (LLA/ELA) and Shot Size (LS/ MS) results indicate that there is no significant difference between gained degrees means at the performance as indicated by peer assessment of the trainee's performance referring to the interaction effect between the two variables.

## 6. Discussion & Conclusion :

Result proves the dominance of low level angle (LLA) of Eye-Level peers with which the trainee's performance is shot at the straight angle of trainee's Eye-Level. This result is due to the trainee's performing the skill at MS when always looking to the direction of his peers, which means that his looking is down a bit little below Eye-Level (ELA); thus shooting through this angle attains more validity of performance at looking direction. When the trainee has observed his performance during feedback processes, he observed his performance as if they see him at a real situation with the same looking angle they see him through. Therefore, performance recorded at peer level is an actual recording at microteaching situation. This result denotes that in a case of you seeing yourself at an attendance situation as others see you, you can reach better assessment for your performance, This is documented by the current research results that camera position at peers eye-level in microteaching situation gives an opportunity to the trainee at self assessment and feedback phase to see his performance from the same angle which his peers see through (Britton & Anderson,2010).

Results also show that performance observation during recorded feedback through process through medium shot size (MS) achieves better results than long shot size (LS). This result is attributed to the (MS) which focuses greatly on the performance and demonstrates performance details of assessment. It gets red of unimportant details at the back of the training room which help the trainee to observe his performance precisely.(MS) is usually the most suitable shot sizes, most usable in recording performance for its assessment in exhibiting Shooting subject – details. On the other hand, the long shot (LA) is mostly used as a starting shot or an introductory shot at a training situation to identify the view dimension and shape a sensitive image of the Shooting dimension, and after that the Camera Man draws the view near to medium shot in order to focus on the Shooting subject during training processes at



microteaching skills. The camera is the observer and the location of the camera in relation to the Shooting topic is the location of the observer. The angle which is selected to shoot the scenery is the angle the observer sees that scenery as the camera lens are the visual part which formulates the picture controlling the scope dimension of the lens, so that shot size can be chosen to be relevant to the scenery nature that extracted from the visual dimension to achieve the scenery objective. The relation between shot size (SS) and lens view angle is, clearly, an integrative relationship, which is impossible to deal with either one separately. The most performance-related aspect that comes to designer's mind of the microteaching situation recorded by DVS is the camera position facing the trainee and the shot size (SS), which is convenient to shoot skills performed by him. Camera position is the angle and shot size is visual diminution which lens permits to shoot the Scenery.

Shooting angle of eye-level (ELA) displays the Shooting topic naturally with Least-Visual deficient and psychological indicators, mainly limited expect by Shooting subject pace in dropping desired indicators on the scenery, which its common effectiveness, as one of the ordinary trait, relies on visual content and expressions abilities of the Shooting subject. The low Level angle (LLA) taken from peers eye level has reflect at the picture spectacle, because it generates a great amount of visual effectiveness on the Shooting scenery concerning defecting diminutions of angle low level and its psychological indicators. As they are normal distinctive, they inspire some psychological indicators of strength, justification and overestimating the Shooting subject especially if the subject performance is reinforced by such impressions. The long shot size (LS) enables us to clarify a great deal of available explanation at visual dimension in front of the lens. Sceneries, usually, start at Shooting scene sequences of long shot (LA) that called the fundamental shot. This shot enable the observer to get a complete impression of visual dimension where in Shooting events happen, there after nearer shot sizes of Shooting subject can be used. It is possible to take out some details of the scenery and emphasize other details without creating any vague for the observer. Medium shot focuses, mainly, on performance and presents details more clearly. Single Camera Production provides a capacity in shooting angle (SA) and shot size (SS) selection which is less than the capacity of multi camera production that enable us to vary shots sizes and photographing angles through transition styles. Performance recording by a single camera continuous as performance goes on.

Digital Video sequences DVS are usually represented by a single shot starting at the beginning of the performance and elapsing at the end without momentum stop to change camera position or shot size. In spite of possibility of change of shot size during recording through zoom control shot size modification should be done invisibly according to certain rules. Consequently, a certain point selection of camera position with reference to eye-level angle (ELA), and selection of camera direction with reference to eye-level angle (ELA), duration and shot size (SS) which reflect eye angle are the highpoints of the design of a Digital video recorded microteaching situation. DVS as a style used a frame feedback at microteaching situation. Concerning providing a modulating factor throughout preserving teachers' performances and displaying them as training models demonstrating strength and weaknesses as for as scenery recurs and performance revised. Self-creation by the trainee, video sectors participation, experiences exchange shot sizes variation, and focus on eye-level angle (ELA) of assessment can be supplied. Display rate controlling can be carried out to measure some performances require change of their display speed. Pause that enables the trainee and the observers to study and analyze behavior can be utilizing, in addition to self-training on some skills through observing and recording. It is possible also to intermingle video sectors with the introductory displays at the time of the first explanation of microteaching skills. DVS help in training recent skills such as an electronic teacher, virtual class management skills and TV teacher. Describing the skill digitally altogether with the sequences and major commentaries is also possible in addition to attending peer reactions on trainee's performance at microteaching situation. Instructional video sequences capacity might be utilized by adding symbols and signs for positive and negative models of performance. They permit doing student's record of all skills when he has been trained on Shooting and documental objects within the graduation requirements, that can be included in the student/teacher resume after university graduation, and that can be used as a guide-book for developing the microteaching systems. Throw such sequences; it is possible to generate new ideas involved in the media capacity.

Digital video sequences at Microteaching Situations recorded the in-service teacher performance is not only an objective in itself but it is only an actual teaching situation simulation in the classroom at school, The capacity of instructional video sequences adds to the recorded instructional situation additional facilities, amongst, variation at shot sizes, photographing angles, different Editing

facilities, possibilities of control of display rate, pause and other facilities, which transmit media from simulation to real situation which is related, mainly, to the capacity of media and its expressed facilities of the instructional situation. As there is no statistical significant difference referred to the interaction effect between shot sizes (SS) and shooting angles (SA) that gives the designer of the recorded microteaching situations – Based Digital video enough flexibility in varying shooting angles and a shot size conformably skill requirement of training subject would award the training session more capacity. The trainee's self-assessment is one of the consequence of digital video sequences of the trainee to observe his performance and judge it as a reference source help in developing the performance together with peer and trainees reaction that makes a comprehensive feedback of Microteaching Situations.

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