

## **The (un)making of the teacher—record, pause, rewind: Methodological issues of integrating video and research**

### **Summary of article**

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*The (Un) Making of the Teacher* is a federally-funded research study that explores a small group of teacher candidates' (i.e., pre-service teacher education program students) conceptions of teaching and learning as they progress through the final iteration of the one-year pre-service teacher education program in Ontario. The study incorporates a documentary filmmaking approach, which to the best of my knowledge, at the time of the study's conception, has not previously been documented in the teacher education literature. The impetus for *(Un)Making* emerged after a decade of working with teacher candidates who entered the pre-service teacher education program with deeply rooted notions of what it means to teach and learn. *(Un)Making* attempts to chronicle and document via video camera, the journey of a small group of teacher candidates throughout the one-year program to gain a deeper understanding of their conceptions and the processes by which their conceptions evolve over the course of the program. By using video in this research, the research and experience could be summarized and shared via a documentary film so that the research could be mobilized to wider audiences beyond the academy. The goal of *(Un)Making* was not only to learn more about the learning-to-teach process and “turning-point moments” (Denzin, 1989, p. 69) of a small group of future teachers, but to give others who are not in the teaching profession an opportunity to examine the complexities of teaching and learning. Plummer (2012) notes that social science researchers have not yet fully embraced the potential of video for research, acknowledging that although there will be problems by incorporating video into research. This paper shares four examples of methodological issues that emerged in the organization, participant selection, and data collection phases of the research study, as well as how such issues were addressed through the iterative process of pausing and rewinding both literally and figuratively. I conclude by providing three general recommendations for addressing methodological issues related to incorporating the video camera into research, as well as how *The (Un) Making of the Teacher* is also “unmaking” me as a researcher and teacher educator.

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