

360° video : a new tool in PETE

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The use of video in teacher education and PETE has a long history (Greenberg, 1971), but new-generation video recorders like GoPro cameras have recently been used (Baghurst, 2016). Over the past five years, we can observe

important developments of 360° video uses in teacher education (e.g., Roche & Gal-Petitfaux, 2017). 360° videos of real teaching situations are used for teacher education in multiple disciplines and also in Physical Education (Roche & Rolland, 2020, in press). With these emerging video tools, we can identify a large range of uses of 360° video, including smartphone (with or without head-mounted display, Theelen, van den Beemt & den Brok, 2019), only on laptop (Roche & Gal-Petitfaux, 2017) or online for self-training (Zolfaghari et al., 2020). This study focuses on a blended course approach for scaffolding professional learning. During the course, three main resources are used for trainee teachers: a) an online platform using video resources including 360° video (Form@tion360, Roche, 2020), b) workshop at university and c) internships in schools. The study's objective is to describe pre-service teachers' activity of using 360° videos and characterize formative potential of uses of this tool on the understanding of professional gestures to teach PE. The study used a mixed-method (Tashakkori & Newman, 2010) based on 1) self-confrontation interviews with pre-service teachers and 2) online surveys focused on the platform uses. This study found three main results that characterize the experience of trainee teachers associated with the uses they make of these video resources: 1) an exploratory interest to use 360° video for pre-service teachers; 2) different kinds of uses according to observation's focus and a complementarity of the use of 2D video and 360° video; 3) an experience of substitutive immersion lived by pre-service teachers.