

360 Video use

360 allows more to be captured than single lens video (rather than just focusing on the teacher at the front) and can help teachers to become more conscious of teaching context and situated learning. This also enables a focus on classroom behaviours, interaction and embodied interaction. In one pre-service example in a CELTA classroom, instead of having an observer in the room, a 360 degree camera was used. This 360 was then live-streamed so that multiple observers were able to view and feedback on the video. Clearly there are both advantages and drawbacks here. Having an observer in the room may be a distraction, but will teachers feel any more comfortable knowing that there are virtual observers? As with other forms of video it allows a teacher to review their lesson and notice features of their interaction and the degree to which learners were involved in tasks.

Windscheid and Will (2018) use VideoLeB (www.videoleb.de) to allow teachers to have a more immersive experience and more control in being able to make decisions about what to view, what to focus on and what to take notes about (which are tagged to particular moments in the video and therefore more easily shared or discussed with peers). In order to give teachers more choices in watching and analyzing the video content, they developed a synchronized multi-screen 360-degree video player. This has additional features for video analysis (e.g. timestamp, an annotation marker) and the 360-degree video player can display up to three videos synchronously, although each video can also be viewed in full screen mode.

https://www.youtube.com/watch?v=la_hAXGR0Yo&feature=youtu.be