INVESTIGATING THE ROLES OF VIDEO IN TEACHER DEVELOPMENT

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Abbreviations

PLN – Personal Learning Network

OCoP- Online Community of Practice

CPD- Continuous Professional Development

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Abstract

During the last few decades, there has been an increase in both use and understanding on the role video can play in teacher training and development. Videos can be powerful tools in fostering reflective practice skills, teachers' autonomy and engagement. This study therefore examines roles of video in teacher education. Three video modes have been analysed: Video self-reflection, video club models (or video case-studies) and vlogs. This dissertation is motivated by two research questions: 1) How does video help teachers develop professionally?

2) What influences the decision to start using video for self-development?

To examine these questions, a phenomenological approach has been implemented with a purposeful sample size of eight teachers and teacher trainers. Through a five-stage methodological process, the data was collected from interviews, written notes, Facebook, Twitter chats and analysis of vlogs. The findings support the prediction that videos can promote reflection and interaction amongst teachers in communities of practice. Additionally, the research concludes that video self-reflection and video club models enhance teachers' skills to notice, analyse and reflect on their practice.

Word count: 175 words

Chapter 1: Introduction

1.1 Background of the study

This research aims to examine video for developmental purposes and it represents a relatively new area which has emerged from these questions. We are in the era of digital video with easy access to video sharing sites such as Youtube and constant video material shared on different social media platforms. Apart from using them for entertainment, videos are powerful tools for teachers to develop reflective skills and thus improve their teaching. If a picture is worth a thousand words, video is probably worth ten times more. So, how can teachers best make use of video for their professional development?

Video has been ever more present in every individual's life. Video has become a new medium of communication; we video chat on Facetime or Whatsapp, we share funny videos online, we recall a thought-provoking video to reinforce an idea and becoming a Youtube star is a highly sought-after career option. Likewise, in the realm of education, there has been fast-growing interest in the use of video as a valuable resource to assist novice teachers in building their reflective practice skills (Rosaen et al. 2010 cited in Coffey 2014:88). Shifting to online CPD practices, video vlogs, which are homemade videos produced and shared by teachers on social media platforms such as Twitter, Facebook and Instagram, are becoming more popular each day. Vlogs are highly popular amongst teenagers and have become a regular outlet for them to express themselves. This has triggered me to investigate whether vlogs can be impactful in teacher education.

1.2 Purpose of the study

This study will focus on three video methods that are used to enhance reflective skills for both novice and experienced teachers. The three video methods are video self-reflection, video club models and vlogs. Additionally, this study aims at exploring the ways in which teachers perceive their development by making and watching educational videos. The target audience for this study is novice, experienced teachers and teacher trainers.

Chapter 2: Literature Review

There has been a comprehensive body of literature on the different roles of video to support teachers' professional development in the last few decades (Conole and Dyke, 2004; Grant and Kline, 2010 cited in Mann and Walsh 2017: 167). In this paper, I will focus on the use of three video methods for teachers' self-development: **teachers' vlogs, video based self-reflection and video case-studies.** The reason for examining these video methods are for their applicability in both "in the wild"(Mann and Walsh 2018:100), that is, out of institutions (and in informal settings) and institutionalised contexts.

2.1 Videos of teachers' own classes for self-reflection

Producing and viewing video in teacher education has been growing due to its accessibility and affordability, and it is highly likely to continue to grow. Mann and Walsh (2017: 116) assert that video is undoubtedly one of the most effective tools that facilitates and encourages self-development. One way teachers can foster reflection is by filming their classes. There are different ways that teachers can record their own classes: after the students' consent, they can use online video conferences platforms such as Zoom.us and Skype,phone cameras and tripods in the classroom with a microphone. Research has suggested various affordances of teachers' videos that can enhance self-reflection. According to Whitcomb and Liston(2009 cited in Major and Watson 2018:49), video captures the richness and complexity of teaching events which foster a deliberate examination of classroom practice. It seems as though teachers "have an extra pair of eyes". Similarly, video's role acts as an important catalyst for learning "since it provides teachers with direct records of their classroom interactions which can be repeatedly examined without the immediate pressures on teaching" (Sherin & Han, 2004 cited in Orland-Barak, Maskit 2017: 52). Additionally, video gives greater access to classroom moments than the classic observation (Sherin 2004 cited in Major and Watson 2018: 49),which relies on memory, therefore it can lead to a potentially superficial and inaccurate account of the classroom experiences. Besides giving a more evidence-based scope for reflective practice, when teachers film their own classes they are

more able to notice and recognise their strengths and weaknesses(Baecher et al. 2013:190). By stepping back and watching themselves teach, teachers can play the role of a critical observer and reflect on what went well, what did not go so well and potential changes for their future teaching practice. This idea accords with Sherin & Han (2014 cited in Orland-Barak, L., & Maskit, D. 2017:52), who argue that teachers' ability to focus on different aspects of classroom interactions and to develop new approaches to analyzing both pedagogy and student conceptions improves. Moreover, by filming their own classes, teachers can take ownership of their learning which leads to more focused goal-setting (Andrade & Valtcheva 2009, Price 2005 cited in Baecher, L., Kung, S. C., Jewkes, A. M., & Rosalia, C. 2013:189). In the light of taking ownership of their learning, teachers benefit from pausing the video to notice specific events, repeat, watch the video multiple times at their most convenient times, "with teachers adopting different perspectives each time"(Van Es, 2011:136 cited in A. Estapa et al. 2016:86).By heightening teachers' motivation, the use of video for teachers' self-development can potentially empower teachers to evaluate their professional growth over time and enable them to compare themselves to themselves, thus giving them a sense of accomplishment and personal satisfaction. This is especially beneficial for freelance teachers who may not engage in a traditional form of teachers' group that emcompasses the staffroom. Baecher & Connor (2016:1) wisely point out the fact the self-observation should empower teachers because oftentimes they are subjected to being observed by a coordinator or manager at their institution, which requires an act of compliance that associates with high stakes and high stress. It is no surprise that most teachers tend to fear and avoid being observed by their academic coordinators or superiors. Baecher & Connor(ibid) also argue that such situations do not provide authentic opportunities for genuine professional growth. Mann and Walsh (2017: 112) have driven the idea of collaborative self-development, which is a response to the conventional classroom observations. They assert that teachers can develop closer understanding of their practice as well as "up-close" understanding of their local contexts through the use of repeated recording snapshots and conversations with a critical friend. This procedure can alleviate the pressure of being observed by a line manager, for example. Likewise, A. Estapa et al. (2016:52) put forward credible ideas for encouraging self-examination through the use of video. They(ibid) assert that video helps teachers to expose themselves thus confront gaps between what

they say they learn to what they actually do in class.

2.2. Video case-studies (or "multimedia videos")

Fishman (2003 cited in Bayram 2012: 1008) defines video cases as "multimedia presentations of classroom actions and analyses that include moving pictures of classroom action". Some researches differ video case-studies from video discussion with peers (Ayra et al 2016:262), however, for the purpose of this study, I regard both video methods as video-case studies due to the various similarities they have. Video case-studies are generally found available online in video sharing websites such as Youtube, Vimeo, Teacher Tube, ViLTe and The *Everyday Mathematics* Virtual Learning Community (Bates et al. 2016:16) in which the two latter are also called online video-based learning (OVBL - Bates et al. 2016:17). For example, if a teacher might want to watch how other teachers tackle connected speech in the classroom, you they can refer to this video https://www.youtube.com/watch?v=J0ti4cziL-M on Youtube, where teacher and coursebook author Rachael Roberts models this type of task with her learners. Alternatively, they can also be videos from colleagues that are shared and discussed among teachers' communities of practice such as Instagram, Facebook groups and Twitter; the staffroom or more privately. In video case studies, the principle is selecting and viewing a video from one's self or another teacher and discussing it among teachers or with a more experienced teacher - including a critical friend.Video case studies have been used widely beyond the realm of education. Bayram (2012: 1008) highlights that video cases have been commonly used in law schools, business schools and medicine schools as a medium to assist the analysis and decision making of real-life situations. Shifting to ELT, video case-studies can present tasks to encourage discussions and consequently, foster self-reflection.
it is argued that the evolution of video-based case study analysis has its roots in the theory of reflective practice and case methodology (Newhouse, Lane, Brown 2007: 52). Herrington and Oliver (1995 cited in Newhouse, Lane, Brown 2007:52) point out that video case-study methodology draws on situated cognition theory with its focus on open-ended tasks that present no 'right' answers. Student-teachers are then encouraged to fully explore the videos and their different perspectives and possible solutions. Also, Coles (2013 cited in Ineson et al. 2015:48) argues that video

watching in a group followed by a group discussion as being more useful than individual lesson observations. Many of the affordances previously mentioned about the self-reflection videos overlap with the affordances of video case studies. Video captures the subtlety and complexity of classroom interactions in a way that allows teachers to replay events and notice moments that were unnoticed in the moment or forgotten by them (Shulman 1987 cited in Calandra 2014:43).By discussing the critical incidents and teaching acts with peers, video enables teachers to understand different perspectives and use videos for different purposes; video can help teachers make time for delayed reflection, which allows for detaching oneself from the immediacy of the experience in order to engage in deeper analysis of particular classroom actions (Bengtosson 1995, Eraut 1995 cited in Orland-Barak, Maskit 2017: 52).

Bayram (2012:107) also supports the idea that video bridges the gap between theory and practice. Furthermore, Le Fevre's (2003 cited in Bayram 2012:1009) argument for the effectiveness of video based teacher development programmes is grounded on the actual video footage. He describes two principles of impactful video footages: the brief duration of video recording; and the importance of selecting video that contains a puzzling situation which has the potential to spark different points of view in discussion.

2.2.1 OVBL Websites

Video retrieved from https://www.teachertube.com/video/tops-the-monkey-presentsthe-digraph-th-474771.

Online video-based learning websites (OVBL), such as ViLTE and Teacher Tube are online repositories, generally sorted by different categories such as professional development, high school, reading, special education, technology. Figure A represents a video found on TeacherTube.

Basically, OVBL websites feature three design components: searchable repositories of lesson videos; tags and visible metadata that identifies videos on specific content and supportive material such as transcripts (Bates et al 2016:18). However, there is a need to study OVBL websites further in order to investigate their full impact on teachers' experience. Moreover, Bates et al (2016:16) highlight that it is important to establish a shared language of OVBL to describe websites that feature the use of video for teacher learning. Due to the lack of shared language, he continues, little is known regarding what teachers do on OVBL websites. Despite the fact there is some disagreement among researchers about how to select videos for teacher training, they agree that the most compelling videos are those where student thinking is visible, substantive and clear. Interaction among teachers are encouraged on OVBL websites through comment board and rating systems. However, even though there is a potential for professional development, OVBL websites pose some questions regarding participation: users who interact with a particular video may never return to see additional responses and have their thinking pushed forward in productive ways (Bates et al 2016:16). Thus, understanding how teachers respond to video on OVBL is critical to inform further development of facilitation mechanisms on OVBL websites.

2.2. 2 Video club models

For this paper, I will regard video club models as a branch of video case-studies for their similarities in interaction and applicability. Sherin and Han (2004:163) define video club models as meetings in which groups of teachers watch and discuss excerpts of video- tapes from their classrooms. Professional development is in the foreground of video case studies. In video clubs, a group of teachers watch and

discuss snippets of videos from their classroom, from their peers' classrooms or from multimedia video found in OVBL.

Sherin and Han's main claims for supporting video club models in teacher learning entail the shifted discourse from a primary focus on the teachers to a students' actions and ideas. Additionally, they argue that the discussion of students' thinking shifted from restatements of students' ideas to detailed analyses of students' reasoning. There are a few people involved in the video club meetings: a teacher educator or researcher whose role is of a facilitator and the teacher trainees. Alternatively, there are also cases in which a teacher takes the facilitator role for the group and they take turns performing the role of facilitator (Sherin and Han, 2004: 165). Friel and Carboni's study (2000 cited in Bayram 2012:1009) of a video based pedagogy on preservice teachers concluded that video instruction has a potential to provide alternative experiences that may enhance reflection. They also acknowledge that preservice teachers tend to reconstruct their beliefs, moving from a didactic to a more student-centered pedagogy. There are different categories of viewing video cases within the video club model: microteaching, interaction analysis, modeling expert teaching and field recordings of preservice teaching (Brophy 2003 cited in Bayram 2012: 1010).

I would argue that, by discussing teachers' behaviours from recorded videos with their peers and superiors in a non-confrontational environment, teachers can analyse and conceptualise their own ideas of good and bad practice. Viewing and discussing videos in a group of other like-minded teachers has the potential of building a more realistic image of their own teaching behaviours and mannerisms, leading them to a more sound interpretation of teaching identity. Showing video cases in a video club model illustrate cognitively challenging tasks as well as illustrate expert teaching. Ayra et al. (2016:262) endorse video club models as a good medium for teachers to gain situated feedback about their teaching practices from others. Likewise, teachers can also provide quality feedback to their peers as well as learn to question. By providing and gaining feedback, teachers may transform their knowledge about pedagogical practices and also generate ideas for uptaking in their subsequent pedagogy (ibid). Bayram (2012:1007) points out the benefits of using video club models to demonstrate features of professional situations. He states that "these videos often contain problems that cause reflection and discussion". These problems and discussions can be scrutinised collaboratively and can potentially stimulate

teachers to be aware of choices available. However, Bayram (2012:1010) refutes the common practice idea that video recordings should be entirely extracted from authentic classroom settings. He argues that, for the sake of a good quality audio, recording a staged classroom might be a good solution for poor audio quality, although the amount of staged recorded time remains a question. In regards to video production, Bayram(ibid) recommends from three up to eight minutes of video clips that demonstrate a selected concept. He also emphasises the importance of setting an online orientation session to better equip teachers to be able to troubleshoot. Bayram(ibid) warns about the technicalities of using video for the web such as features of zooming, recording large groups and camera sweeping as they can potentially create problems on the web.

2.3 From blogging to vloggling

There is a gap in the literature with regards to vlogs for teacher development, hence I was not able to find papers about vlogs made by teachers. Despite that, there are some publications that address vlogs, though they are not related to teacher development, for example the papers *Vlogging about school on Youtube: An exploratory study* (Snelson 2015) and *Eliciting and Assessing Reflective Practice: A Case Study in Web 2.0 Technologies* (Parkes, K. A., & Kajder, S. 2010).

Vlogs are short videos easily made by anyone who has a smartphone. Vlogs have risen in popularity through social media websites, such as Facebook, Twitter, Youtube and Instagram. To fill this literature gap, this section draws a link between blogs and vlogs and their intertwined benefits. Johnson and Golombek (2011 cited in Arshavskaya 2017:15) claim that "teacher-authored narratives are among the tools that facilitate reflective activity", although they do not mention how that reflection takes place. Research also suggests that blogs enhance knowledge construction through mutual collaboration and learning among its users (Flatley 2015 cited in H.-T. Hou et al. 2009:326). Blogs create great opportunities for self-examination of teachers' practice and Arshavskaya (2017:20) states that blogs also help teachers "reflect on her/ her successes and failures in the classroom and develop a strong teacher identity". Such teacher identity might be reflected through interaction with other teachers. Blogs, like vlogs, have a comment section where readers and the

author can comment or react to the blog post (see Figure B) which facilitates rapport building with the readers and viewers. Brandon (2003 cited in H.-T. Hou et al. 2009:326) also makes a noteworthy observation when he states that "blogs may be used for promoting teachers' interactions and acquisition of professional knowledge". Oftentimes, teachers with similar interests share personal and professional views on a given blog post by adding external links to other blogs or articles.
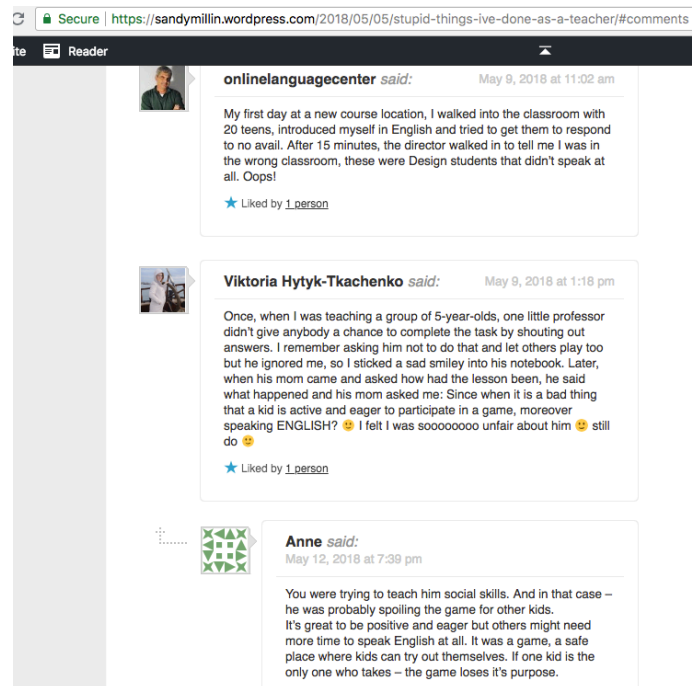
Screen shot of the comments section of Sandy Millin's blog

https://sandymillin.wordpress.com/2018/05/05/stupid-things-ive-done-as-a-teacher/#comments
Figure B

Additionally, it is important to emphasise that blogs allow individuals to express their personal style (Nardin, Schiano, Gumbrecht, 2004 cited in cited in H.-T. Hou et al. 2009:326) and that may suggest that teachers can show a different behaviour than that they are used to in their teaching context. There is a strong evidence according to the collected data for this study, that several affordances of blogs can be linked to vlogs in education.

2.3. 1 Online Communities of Practice

Vlogs from teachers are often shared in Online Communities of Practice. Lave and Wenger (1991 cited in Holmqvist, Bergentoft & Selin 2018:193) define communities

of practice as "participation in an activity system in which participants have shared knowledge of what they are doing and of what it means to them, each other, and society". Thus, an (OCoP) is grounded on the same principles as the former communities of practice and can be found on social media networks such as Twitter and Facebook groups. There are some benefits of OCoPs: they are ongoing, free, part of teacher's lives, collaborative and voluntary. Mann and Walsh (2017:123) argue that "it is arguably, almost impossible to engage in any professional activity without some recourse to social networks". Moreover, Wenger (1998:227) cites three different modes of identification that individuals recognise when participating in communities of practice: engagement, imagination and alignment. OCoP is also a place for sharing content. By sharing their thoughts and tips, social media(or OCoP) users present their identities "through the conscious or unconscious 'self-disclosure' of subjective information" Kaplan and Haenlein (2010 cited in J.H. Kietzmann et al. 2011:243). Figure C summarises the main functionalities of social media(or OCoP websites).

Social Media Functionality

Implications of the Functionality
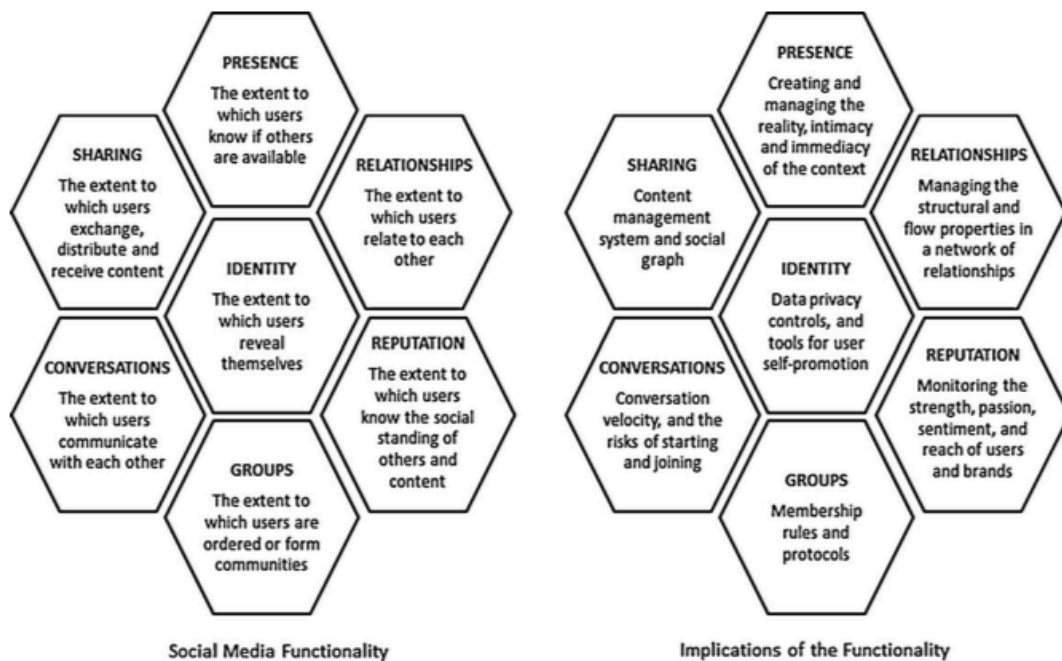
The honeycomb of Social Media - J.H. Kietzmann et al. 2011:243

Figure C

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Chapter 3: Methodology

3.1 Research Questions

This small-scale study aims to take a critical look at three video methods currently in use for teacher self-development, particularly with a view to understanding the impact they have on the quality of teaching and the development of the teacher who makes videos. Two research questions are thus raised.

1. How does video help teachers develop professionally?
2. What influences the decision to start using video for self-development?

3.2 Research Approach and scope

Given the various experiences with video in the participants' professional development, a phenomenology approach was adopted since this study needs to be a qualitative, data-led experience, and to some extent, this study draws on case-study approach. Creswell (2007 cited in Savin-Baden and Major 2013:214) describes phenomenology as a research approach that attempts to uncover what several participants who experience a phenomenon have in common. Also, understanding how individuals experience the phenomenon is important, being the "phenomenon" typically a concept - in this study, the phenomenon is the use of video for teachers' self-development. Another crucial feature of phenomenology is the concept of bracketing previous knowledge in order to take a fresh view of something and to see whatever is being researched "as it is" (Savin-Baden and Major 2013:217). There are three main overarching principles of phenomenology: phenomenological reduction, description and the search for essence (Savin-Baden and Major 2013:215). Phenomenological reduction translates into bracketing previous

knowledge means acknowledging but putting aside one's ideas and biases in order to not influence the understanding of the phenomenon. Similarly, the position of the researcher must take self-reflection at the core of the study in order to shield their own judgements and biases.

3.3. Research Participants

In a phenomenological study, the participants are preferably involved in context so that they may be considered together as part of the meaning (Savin-Baden and Major 2013:222). Thus, all eight participants have a variety of levels of experience in using video for their own development and for other teachers' professional development. Given that aim of representativeness in this qualitative research, a non-probability sampling was employed, more precisely, an opportunity sampling strategy. Dornyei (2007:98) emphasises that this strategy of sampling is purposeful, in a way that participants have to possess certain key characteristics related to the purpose of the investigation, which is a key element for this study.

Eight participants divided into four groups of teachers and teacher trainers participated in this study because the participants have experiences with different video methods; some participants only made vlogs, others recorded their own classes and others used video club models. Most interviews fall into the realm of acquaintance interviews because the interviewees and interviewers were acquainted with professional and personal networks. As a result, there is a vast amount of shared knowledge and understanding that enrich the content of the interviews.

1.Group 1
This group's participant is Dirk, a young learner teacher and a PhD student from Spain. Dirk has been filming his lessons at his secondary school for six months (to date) in order to carry out his PhD research on students as social agents in the classroom. Dirk volunteered to give a second session of the interview with the aim of being more relaxed and less busy at the time of the interview within a two- week interval from the first.

2.Group 2

Sophie is an experienced teacher who works as an EAP tutor at a university in Japan. She has requested a pseudonym for this study after filling out the consent form. She has read and volunteered to participate in this study via Twitter, after reading a post where the researcher asked whether her PLN knew teachers who filmed their own lessons. The first interview took place before her peer-observation session and the second was conducted a few weeks later. Only the second encounter has been transcribed due to the fact that it is more informative. The first one did not provide as much data as needed by this study.

3.Group 3

These group's participants are Hugh, Matthew, Vinicius and Raquel, who make vlogs for their professional development and for other teachers' professional development. Interviewing the four participants was very enjoyable as I have some sort of friendship with all of them on different levels. Hugh is an experienced teacher trainer and materials writer based in London. I have been following Hugh's work via Twitter and Facebook for a while now and I was particularly interested in the Facebook video vlogs he had been posting often on his timeline, which has high engagement from several teachers worldwide.

Matthew is an experienced teacher and teacher trainer based in Thailand who is highly active on Twitter. Matthew has been part of my PLN for three years now and I interviewed him for my blog two years ago. Matthew blogs frequently and has made some teaching vlogs that were also posted on Twitter. Vinicius is an experienced teacher trainer from Brazil whom I am friends with. I have met Vinicius in person a few times in ELT events and conferences in Brazil and in the UK. Vinicius became a vlogger (his videos are recorded in Portuguese) to talk about issues related to teaching. These vlogs are shared on Facebook at a later date.

Raquel is an experienced teacher and teacher trainer based in Brazil. She is a technology expert and her work with mobile technology in education has sparked my attention. She is a heavy user of social media, especially Instagram and Facebook since both platforms are video-friendly and this was the main reason why she was invited to participate.

4.Group 4

This group consists of two participants: Bogar, a teacher trainer based in Mexico and Sarah, an experienced teacher trainer based in Italy. This group's main characteristic is the presence of a teacher trainer in the facilitation of the video model setting.

Sarah is a teacher trainer at the British Council office. She poses as a model for her trainees in order to illustrate action and show procedures in teacher training programmes. Bogar is an experienced teacher trainer from Mexico, where he trained and managed a large private language school. He started using VR glasses and 360o cameras for lesson observation and he used coaching techniques during the reflective talk with teachers.

Eight was considered a substantial number of participants. The initial idea was to illustrate at least one participant for each video method, but the limitation of not finding individual teachers who recorded their own lessons posed constraints and challenges. On the other hand, group 3, vlog-oriented, was comprised of four participants. The decision for an imbalanced number of participants in this specific group was chosen because of the lack of literature of vlogging in teacher education (to date) is scarce and more data were needed. The interviews were carried out in the home or workplace of each participant through the video conference platform Zoom and lasted between fifteen and forty-five minutes. Nevertheless, interview sessions were arranged as follow-ups. The researcher decided to propose follow-up interviews since some answers were limiting.

3.4 Research Instruments

The instruments of this study were semi-structured phenomenological interviews that aimed at capturing participants' salient behaviour and thoughts towards the use of video for self-development and development of other teachers Moreover, semi-structured interviews are the most appropriate instrument as they "provide a reassuring structure and at the same time there is no pressure to stick to a predetermined script." (Hitchcock and Hughes 1989 cited in Mann 2016:91). Also, it is possible to negotiate, discuss and expand the interviewees' responses in the semi-structured interviews (Mann 2016:91), which was done and abided by, via follow-up sessions. The supporting instruments include follow-up interviews via

Zoom, Twitter, Facebook, Whatsapp messages, and handwritten notes from the interviews. The use of the instruments will be addressed in section 3.6

3.5 Ethical issues

The eight participants in this study were all informed about the purpose of this study. Three participants volunteered to participate in the interview process and five participants were recruited. There was a previous conversation before the interview took place and the participants seemed to have understood the purpose of the study and were not coerced. Despite the participants' willingness to participate, a written consent form (see Appendices) was designed to obtain written permission to use the information provided in the responses to the interviews of the other participants. The participants were assured that their responses and personal data would be kept in confidence. However, I decided to keep the participants' real names in the study and I designed a question to request that in "I understand that all information about me will be treated in respectfully and that I will be named in any written work along this study" where participants had to answer yes or no. There was only one participant who objected to that and asked for anonymity, being given the pseudonym "Sophie". For the purpose of this study, I opted for the identification of all participants, unless anonymity was requested. Despite acknowledging this could be a dilemma in education qualitative research, I believed it was important to keep the participants' real names identified to be able to match their performances and thoughts on the findings (Dornyei 2007: 65) in order to attempt to fully understand the essence of their experiences, as it is expected from a phenomenological qualitative research.

With regard to the relationship and rapport with the participants, they all have some sort of closeness with me, to different extents: some of them were acquaintances I met in social media and spoke occasionally, one of them I had never spoken before, and one of them had a close friendship. Even though with Dirk, there was a close friendship between participant and researcher, that fact did not affect the interview process and selection because he is too a researcher. On the contrary, I believe the closeness with participants makes them very relaxed and comfortable to share their thoughts and opinions about the matter at hand. However, first and foremost, the researcher made sure appropriate relations were maintained with the participants for the purposes of this study.
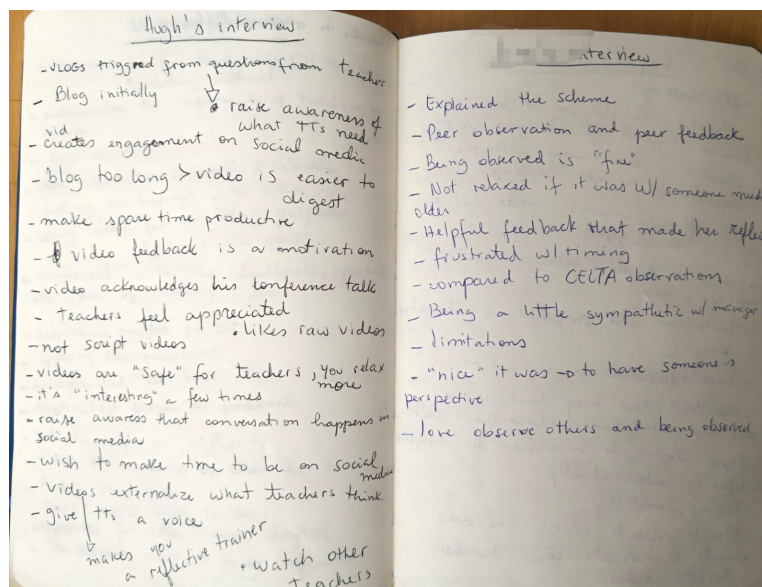
3.6 Data collection methods

As mentioned previously, based on a phenomenological approach to research, the main instrument for data collection was the phenomenological semi-structured interviews. Additionally, the researcher went through a rigorous five-stage data-led process:

·   First step: Carry out the interviews via Zoom

·   Second step: Transcribe the interviews and code them using Nvivo

·   Third step: Carry out follow-up interview sessions via Zoom with some participants to probe for details

·   Fourth step: Write down notes from the interviews on a notebook to support the coding system.

·   Fifth step: Follow-up with questions via Facebook chat, Twitter chat and Whatsapp

Given the different participants' experience and objective in using video for teacher development, there were two types of semi-structured interviews conducted: one type with the focus on teachers who produce vlogs and the other type with the aim at teachers who use video for lesson observation, for either self-reflection, peer-reflection or group reflection. Then the interviews were transcribed and coded by the software Nvivo and a thematic analysis was deployed. Gradually, with a second reading of the data, particular topics became salient and these were assigned a code. I used Nvivo to develop a sort of coding system but it was not particularly helpful to turn those codes into themes so I did that manually with the help of my handwritten notes.

Screenshot of Nvivo software for coding

Example of handwritten notes after reading the interview transcriptions

The coded phrases on Nvivo were placed under broader themes, which will be discussed in Chapter 4 Data Analysis. The interviews were voice and video recorded through the video conference platform Zoom, and the researcher found that viewing the video recording was the most appropriate method of transcribing the data. After sorting out the themes, the researcher noticed collective and individual themes, which are both equally valuable. The researcher attempted to explore both collective and individual emerging themes in-depth through interpretive analysis to have enough evidence to generalize how the phenomenon of video in teacher development was experienced. The Google tool voice typing was employed at times to speed up the transcription process, however, due to its inaccuracy, it was not

helpful a lot of times, therefore the transcribing was mostly done manually, without the use of a software. The priority when transcribing was readability in order to be able to accurately code and segment the data. In order to achieve readability and capture the participants' experience through speech, researcher's turns and utterances such as "right","well", "er" and "hm" were discarded. Next, the researcher combined a number of follow-up procedures with Twitter chats, Facebook chats and Whatsapp messages with the aim of obtaining participants' core message. The supporting instruments via social media communication helped the researcher fill the gap during the interviews when the researcher failed to probe for details in some moments. Therefore, the supporting instruments turned out to be essential tools to collect data without the hassle of scheduling many follow-up interviews. The possibility to record short audio messages on these platforms enable the researcher to perform a sort of an interview-like situation.
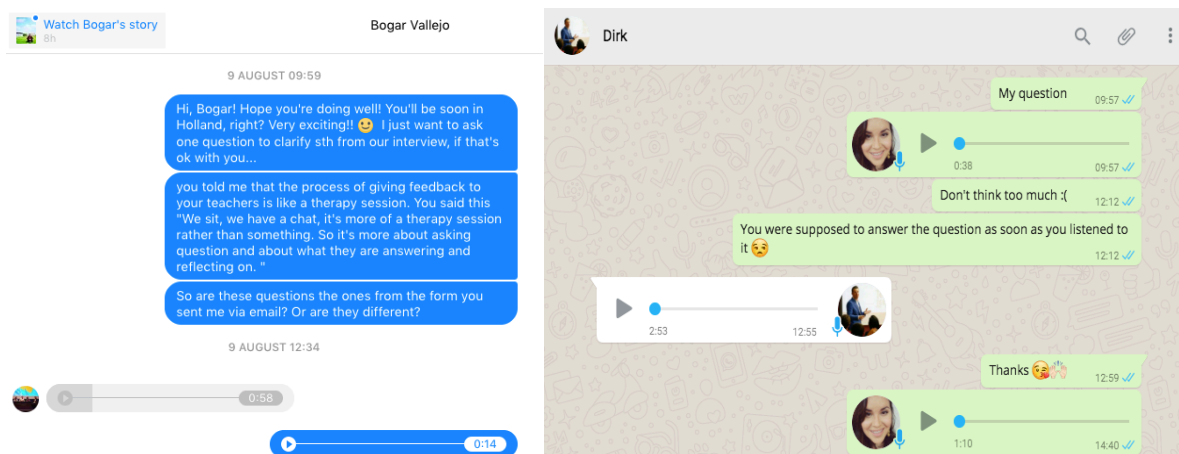
Screenshots of follow-up Facebook chat with Bogar and Whatsapp chat with Dirk, respectively.

3.6 Data analysis Methods

The focus of a phenomenological data analysis is how a particular phenomenon is experienced by several individuals. Giorgi (1989 cited in Savin-Bagen and Major 2013:218) states that a phenomenological research is rigorously descriptive, at the same time it uses reductions, which means that the researcher's position must bracket themselves from their own judgements, experiences and biases in order to fully   and   accurately   report   what   and   how   the   participants   experience   the

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phenomenon, "refraining from any pre-given framework but remaining true to the facts"(Husserl cited in Savin-Bagen and Major 2013:217). However, most phenomenological methods conduct data analysis through an interpretative paradigm. Hence, an interpretative approach to analyse data was chosen for this study.

3.7 Limitations

The limitation of the phenomenological method is that it is not an easy method for novice researchers given the possible difficulty for the researcher to completely remove their assumptions and preconceived ideas from the object of study. The balance of accurate description of the phenomenon and deeper reflection through an interpretive phenomenological analysis is no easy task. Also, Nvivo seems to be useful for coding the several themes only, the software did not prove to be useful for narrowing down the codes, so the researcher did that manually by analysing the coded themes on Nvivo and her handwritten notes.

Chapter 4: Data Analysis

4.1 Introduction

This chapter reveals the findings of the study described in Chapter 3. The research focuses on eight teachers who make developmental videos as stated in previous methodology chapter: one teacher who records his own lesson for self-reflection, one teacher who participates in a peer-observation framework at her university, four teachers who make vlogs and share them on social media and two teacher trainers who use videos with their staff.

Salient ideas were grouped together and they generated the following themes in Table 1:

Themes and Sub-themes

Salient Themes	Sub-themes
1. Initial impetus and motivation for making videos	• Finding solutions to classroom events • Multiplying knowledge by vloggling vs Self-promotion
2. Teachers' development through video	• Development of self-awareness • Ability to notice events • Opportunity for reflection
3. The value of making videos	• Variety of formats • Modelling techniques

	• Validation of work by vlogging
4. Getting feedback and Evaluation	• Self-evaluation of own video • Peer-evaluation • Connecting with other teachers on social media

Table 1 - Themes and sub-themes

As can be noticed in Table 1, videos are being used for teacher development, both by the teachers making the videos and the ones watching them. In the next four sections, therefore, I will analyse the themes and sub-themes and argue that videos can be purposeful and can be used in teacher development schemes in the wild.

4.2 Initial impetus and motivation for making videos

4.2.1 Finding solutions to classroom events

The data extract (Figure 1) is from Bogar's interview transcription. He is a language coordinator of a school in Mexico. He coordinates two campuses from pre-school to high-school and he manages twenty-six teachers. The researcher had already heard of the implementation of 360o camera in the classrooms and wanted to show the initial motivation for using VR glasses with the teaching staff.

1 Bogar: Yes, yes. I was fortunate enough to be at University of Cambridge last year and
2 there was this conference and, I… There was a talk about virtual reality using augmented
3 reality and virtual reality and that's where I got the idea of it, and I was like 'oh, this works
4 wanna try it out', and I also included the idea of using cognitive coaching.

5 Cecilia: Yeah, right.

Bogar's extract interview - Figure 1

Bogar used the adjective "*fortunate*" (line 1 - Figure 1) to talk about the feeling he had when he went to a conference in Cambridge in 2017. I would argue that he might want to come across to the researcher as humble to downplay his

achievement of attending such an important conference, as he does not want to flaunt his idea in the beginning. On the other hand, a voicing position in the word "*oh*" (line 3 - Figure 1) is noteworthy. Bogar dramatises his thought by interjecting "*oh*" followed by the possible realization sentence "*this works*" (line 3). It seems that Bogar had a lightbulb moment in the conference that triggered his motivation to try out the VR glasses and cognitive coaching framework.

4.2.2 Multiplying knowledge by vlogging vs self-promotion

Another emergent theme within the idea of motivation for making videos is the desire to multiply knowledge and self-promotion. Thus, this section analyses the data extracts from four teachers-vloggers and their initial motivation to make videos (vlogs) to be shared on social media websites such as Instagram, Facebook and Youtube.

In the next piece of data (Figure 2), Vinicius talks about his reasons for making vlogs. Vinicius uses vlogs, both in Portuguese (his L1), and in English, to talk about several issues in education, for example, motivation to learn a language and the best age to learn them. He then shares his vlogs in online communities of practice such as Facebook.

```
0  C: I want to ask you about the videos that you're producing with Troika, for teachers, I know you have
1  a YouTube channel, I subscribed to it and I want to know more about this, the whole process.
2  So,  my first question is: why did you decide to produce videos for teachers, for other teachers?
3  V: Uh, actually I wanted to produce videos in general, so I didn't really limit the video production to
4  teachers .
5  At the moment , most of the videos have been focusing on teachers, but, I just wanted to do
6   something that was slightly different, 'cause there are a lot of videos that aimed teaching English, a
7   lot of so-called English teachers on YouTube, and there are some tips for teachers, I wanted to be
8   somewhere in between, I wanted to talk about English language learning, but with a little bit more in
9   depth information, and not just hints, tips, but still something that could be interesting for the layman,
10  not just like a webinar, or kind of thing, that only English teachers would be interested in.
```

Vinicius' Interview - Figure 2

In the data extract above (Figure 2), the researcher shows proximity to the participant by mentioning the participant's educational consulting company Troika(line 0 – Figure 2) in her question. Vinicius points out that he wanted to make video that gives the viewers *"a little more in depth information and not just hints"*

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(lines 6 and 7 - Figure 2) as well as use video to help promote his company (see appendix 5). This idea suggests that Vinicius not only wanted to share his knowledge but also to stand out from the existing Youtube teachers, which indicates a desire to display his expertise for the purpose of self-promotion in social media. Vinicius also refers to "*so-called*" (line 5 - Figure 2) English teachers on Youtube, which suggests that he believes their titles "English teachers" are inappropriate. We can find more of Vinicius's videos on his Youtube channel (in Portuguese): https://www.youtube.com/watch?v=WPru9w5HTk8&t=51s In that two-minute vlog, Vinicius aims to talk to parents about seven myths regarding learning English about their children. Using simple language, Vinicius debunks the myth that it is believed children can only learn English if they do an exchange programme. He answers the question on the screen(Figure 3) "Meus filhos precisam fazer um intercâmbio para aprender inglês direito?"("Do my children need to do an exchange programme to learn real English?" Translation). The vlog is less than two minutes long, straightforward and Vinicius shares his professional expertise about the topic confidently.

Screenshot of Vinicius 'Youtube vlog – 7 Learning English Myths about your children (Translated from Portuguese) – Figure 3

Similarly to Vinicius, in the next piece of data, Raquel (Figure 4), another teacher-vlogger, explains why she decided to make fifteen-second vlogs for teachers.

0 You basically said that you want to share your practice with others and how do you decide on what to
1 post? How do you decide on the content?

2 Working with stories, with this 'what's going on' feeling, I just feel the we, teachers, have a very busy
3 life, a busy schedule, and very often we go from one school to the other. So how often do I have time
4 to actually sit and watch a very long YouTube video? But maybe if it's really short, like 10-15 seconds,
5 these 15 secs can give teachers insights and that's where I go to. I understand we have a very hectic
6 routine, and that 6 us teachers, you don't need only procedures like, do this, follow this step, do
7 exactly like that. I think there's a lot of that going on, so I decide to share insights, hacks so when
8 there's the heat of the moment of an activity, look this is working. I share 30, 40 seconds of this
9 Maybe my colleagues can have insights, 9 maybe do the same thing or something else that applies to
10 their reality.

Raquel's Interview - Figure 4

Raquel (Figure 4) talks about her initial motivation of sharing knowledge with other teachers through fifteen-second videos on "*Instagram stories"*, that is, fifteen-second videos that are available for only twenty-four hours on the social media platform Instagram. Both Vinicius and Raquel share a similar motivation of multiplying information or knowledge about teaching on social media, with the difference being that Vinicius wishes to share in-depth information with a wider audience, while Raquel aims to reach both English learners and teachers by sharing *"fifteen or twenty-second insights, hacks"* (lines 5 and 8 - Figure 3), in which she sees more value and impact. Raquel states that she transitioned from blogging her experience to vlogging due to her love for technology and perception of the change of medium by teachers who use social media. Thus, this extract(Figure 3) describes Raquel's realisations regarding social media's power to connect with other teachers.

The next interaction, taken place through Facebook private inbox messages (Figure 4), Raquel was probed by the researcher to talk about specificities of the vlog content she shares.

Oi, querida. How's everything?

I'd like to ask you 2 questions that are popping out of my head after analysing your interview, I hope that's ok with you.

What specific kind of insight one might get from a 15 sec clip, in your opinion?

How can teachers support each other through videos?

THURS 12:46

Hi Cecilia!
The way I see it and from my experience, insights come from the random association of sth we see & our classroom practice as a teacher.

It happened to me back in 2011 when I watched a Korean commercial and had the idea to start using QR codes back then and later on using for the inclusion of the blind or visually impaired.
Courses and trainings are necessary, but depending how far along we are in the journey of using a tool or approach, an insight can help us take action.
It's just my humble opinion here.

http://informedteachers.blogspot.com/2012/07/qr-in-education-innovative-way.html?m=1

I've been insisting and working on sharing quick, 13 second long sequences on Insta because from my personal experience I see this might be a possibility to inspire a colleague on a hard day, when you come out of ideas or even for a later use

I also try to encourage them to take a step forward, such as I'm taking and sharing from personal experience in Social Media, the one the feel more comfortable with.
Because the digital lgg is one our students are very fluent on 🙂

I also see this as a possibility to showcase what we do professionally, it resounds louder than a CV file, because it's our practice, interaction with the sts. 💚

We can encourage each other. I choose to see this perspective, in order to keep moving 💚

Amazing! Thanks a lot, dear! 😘

Raquel's Facebook Chat - Figure 4

The researcher chose to greet the participant by using their shared L1 Portuguese (Figure 4) with the intention of creating a warm atmosphere to prepare for the clarifying questions. Even though the participant was probed for details via chat message, the researcher's attempt to collect more specific data was rather unsuccessful because the participant mainly repeated what she had said in the previous online interview. The most interesting remark from this chat conversation is

the fact that the participant recalled an inspiring moment of her own after having watched a Korean QR advert on video in 2011, which may have prompted her to write her blog. It is helpful to watch Raquel's *Instagram stories* for a better understanding on what her vlogs entail. In these fifteen-second videos, she talks about VR glasses that her language school bought for the students. It is unclear whether these fifteen-second videos are aimed at English learners or teachers. Raquel uses simple editing tools that are available on Instagram such as hashtags (# which represents the topics or key words that can be searchable on Instagram), interactive questions, she used the the geographical location (Figure 5) with the possible intention of being visible for other people in the same area or, like she stated, *"inspire   a   colleague   on   a   hard   day"* (Figure 4) https://drive.google.com/file/d/1WaufaxpzU5II18gLXJxxrsV7ImS4k3iC/view?usp= sharing
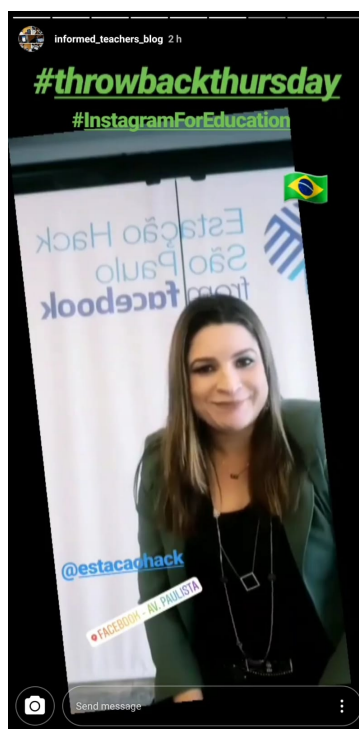
Screenshot of Raquel's Instagram
Stories vlogs - Figure 5

In the next data extract (Figure 6), participant Hugh, who is a well-known teacher trainer and ELT coursebook writer, explains some his ideas on the reasons why he decided to make vlogs to share on Facebook. Hugh, Vinicius and Raquel share the

same motivation of displaying their expertise on online communities of practice and being acknowledged by such.

```
 0  Sometimes people ask you a question and you become aware, you're kind of thinking: 'Ah, that's
 1  quite an interesting question, actually.' And traditionally, I think what I had been doing is making a
 2  note of those kind of questions, and thinking to myself: 'I must do a blog about that at some
 3  point, OK?
 4  And over the last 6, 7 months,  we've both been  might busy writing, the blog writing's just kind of
 5  gone to the backbone, so partly I think it was just why it's still fresh in my head  while I've got some
 6  ideas about it, so it's  while I'm kind of capturing, I've just been in this session in place 'X' and
 7  somebody asked me about this, and question and then 'bluah'
 8  And when you do it that way, it's quite easy to kind of squeeze into kind of 5-minute video,
 9   maximum 5 minutes, I think you wanna be doing the most, and you then notice when they get a lot
10   of responses on social media and the hits, and when they get shared, and the possibly the easier
11  for people to digest than a longer blog post, also to be honest it was just something to do, because
12  when you're on the road, it's like, yesterday I was in Dublin Airport for 4 hours, you know. So, it's
13  like, I sit there, I'm reading, OK, you do some reading, you catch up with your e-mails, and I'm still
14  claiming  to thinking about some of the conversations I had in school, so you just think: 'Ah!', you
15  know, just make a quick video to get some of the answer of my head.
16  So, it's just that, really.
17  C: Great!
18  H: And then seeing the kind of response that they got make me think: 'Oh, maybe this is a good
19  idea, you know,  maybe it's just something I just do a bit more.
20  C: For other videos, you mean?
21  H: Yeah
```

Hugh's Interview data - Figure 6

Hugh had been writing blog posts for his language school in London and had recently added his simple, unedited videos in his teaching repertoire. His motivation to make video lies on the questions teachers had been asked him in conferences and courses, hence the usefulness of making a vlog while "*it's still fresh in my his) head"* (line 5 - Figure 6). It is believed that short videos are more appealing to the audience in social media, since people tend to have short attention span and the participant shows awareness of that behaviour when he claims that video is "*possibly easier for people to digest than a longer blog post*" (lines 10 and 11 - Figure 6). The choice of making videos also seems to be convenient to the participant when he says "*when you're on the road*" (line 12 - Figure 6). I would argue that making vlogs also accredits him as an expert in the ELT field and thus, since he also runs a language school for both teachers and learners, vlogs are also tools to market himself as a brand. In line 4, when he says "**we**'ve both been mighty busy writing", the pronoun we is referring to his business partner, which consequently indicates he is explicitly talking on behalf of his school and himself as a brand.
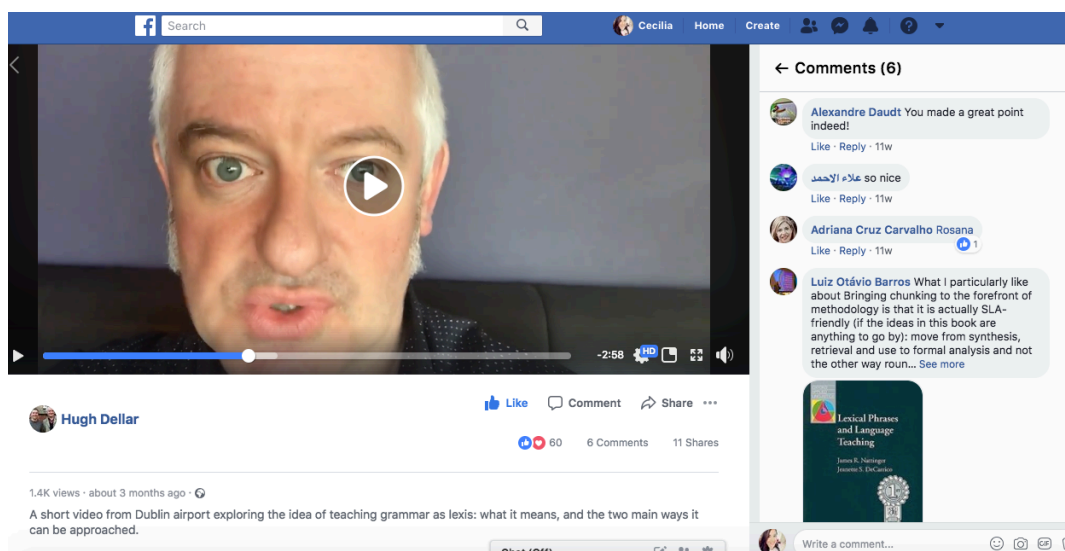
Screenshot of Hugh's vlogs' comments section - Figure 7

In order to better illustrate what the participant said, I will analyse Hugh's vlog(https://www.facebook.com/DellarandWalkley/videos/10214705588486107/). In this three-minute vlog posted on his Facebook timeline, Hugh says he is in Dublin airport and gives a warm introduction to his audience as in "*I'm in Dublin airport. This is just a quick video, really, after a talk I gave to a lovely group of teachers today here in Dublin, in a lovely sunny day...*". In the image it is possible to see some numbers: one thousand and four hundreds views, sixty "likes" and eleven "shares". These numbers demonstrate a high engagement between the participant and his community. Additionally, it is possible to read some comments; for example, one person praises the participant, another person "tags" (tag in internet language means to identify someone else by adding a clickable user) a second person to see the video, another teacher, coincidently a friend of the researcher, writes a long comment with an image of a book, as a reaction to the video. Some similarities between Hugh and Vinicius' voices are noticeable: both are seen as ELT experts in their teacher communities, both run an ELT business and both want to connect with other teachers to share their expertise but also to establish their names as their own brands.

In the next data extract (Figure 8), Matthew compares writing a blog and making a vlog, discussing the benefits of the latter.

Screenshot of Matthew's Twitter chat -   Figure 8

The researcher situated the participant (Figure 8) to recall what he had said in the interview by "*you've mentioned that videos give the element of fun and immediacy, something that a blog doesn't give.*" Matthew uses meaningful words to describe his experience with his vlogs: fun (three times mentioned in the interaction), novelty and stream-of-consciousness. The combination of these three themes explains Matthew's preference to vlog over blog. This vlog showed in the weblink is a good example of Matthew's stream -of-consciousness https://muddlesintomaxims.com/2018/07/19/vlog-10-using-buddhist-parables-to-frame-points-in-feedback/. Similarly to Hugh's video length of five minutes, Matthew makes a vlog (link above) where it seems to be in his classroom, to talk about how

he has been using Buddhist parables to frame points in his feedback to CELTA trainees. At minute 0:40 of the video, he dramatises his thought shaped as a question "*Did I… did I record this? Did I share? I think I shared the clip of the recording I did on Twitter.*" He vlog is accompanied by a blog post in an informal tone and referred to external links. His vlog makes it seem like the participant is talking to the viewer and the features of conversation are there: low tone of voice, "chatty" lexical terms, anecdotes, hesitation, self-correction, laughs. Matthew seems to be speaking his thoughts as he records the video, and its simplicity might attract the viewer to watch what the participant has to say.

Next, the researcher will address the emergent theme of teachers' development through video by examining two stances: development of self-awareness and the ability to notice teaching events.

4.3 Teachers' development through video

In the next data extract (Figure 9), Dirk introduces the idea of self-development through self-awareness, which is one sub-theme of the findings.

4.3.1 Development of self-awareness

```
0   C: How have your lesson observations impact on your reflection?
1   D: I think it helped me to obviously to see the things I did not see, I think it helped me to
2    2  become aware of the strengths of myself and the students, to become aware of the
3    3 things we have to improve on as teachers and students, and so becoming aware of 4
4   what I was feeling during the lessons whether I felt comfortable or not but always within.
```

Dirk's interview data - Figure 9

In Figure 9 above, the researcher asked the participant Dirk an open-ended question in order to capture the participant's full experience regarding the reflective element of watching oneself teaching on video. However, the participant responded with vague answers as to how his awareness was developed *"it helped me to become aware of the strengths of myself and the students, to become aware of the things we have to improve on as teachers and students, and so becoming aware of what I was feeling."* (lines 2 and 3 - Figure 9)

```
1   The second year of my PhD I implemented the agency-based communicative approach
2    you know with my secondary school students from my extracurricular class.
3   The involvement of the students' emotions, which I became aware of thanks to my
4    interview with Danny Norrington Davies in NovELTies and classroom observations: I 5
5   had a student who would only speak Spanish during the lessons, even though he had a
6   good level of English. Thanks to Danny's and Anna Stetsenko's (2017) ideas, I became
7   aware of the fact that involving the students' emotions in the creation of the task itself (in
8   this case a reading) fostered genuine language creations on his behalf.
```

Dirk's Questionnaire - Figure 10

Next, Dirk (Figure 10) gives a concrete example of his awareness moment after having interviewed one ELT specialists for his blog, Danny Norrington, and read Anna Stetsenko, who discussed involving students' emotions in the creation of classroom tasks (lines 4 and 6 - Figure 10). Even though the researcher could not read some diary' entries that Dirk had mentioned in the interview, due to confidentiality of the participant's PhD research, it is clear that reading his diary entries fosters the participant's self-awareness.

In the following section, the researcher will present how teachers gain the ability of noticing.

4.3.2 Ability to notice teaching events

Noticing is a prominent theme emerged from the idea of teachers' development. The next piece of data, Bogar's interview (Figure 11) will be analysed through this prism.

```
1  Cecilia : how did you feel when you watched your teachers' lessons through the VR
2  glasses and the cameras?
3  Bogar: It's totally different. When you are observing classes through virtual reality, you're i
4  immersed in the context, you feel like a student and the possibility of turning around and
5  observe what's going on behind you or next to you or in front of you changes a lot the
6  perspective. It has this sense of being surreal, "Am I in the classroom, am I not in the
7  classroom?"
8  It's more about the non-verbal language of the students. You're aware, "oh, that student is
9  really bored" or he wasn't doing anything. He was supposed to be writing or something, but
10  he was doing something else. So it's quite interesting, at certain moments it becomes
11  surreal.
```

Bogar's Interview data - Figure 11

In the data extract above(Figure 11), Bogar describes his experience of watching himself teach by being immersed in the context through VR glasses. Participants Sophie, Bogar and Dirk regard the experience as positive because watching oneself on video allows them to notice teaching events that usually go unnoticed without the

use of the cameras. Bogar mentions that "*you feel like a student*" (line 4 - Figure 11); therefore, it is an opportunity for him to put himself in their students' shoes, which may lead to more empathy from the teacher. Bogar also describes the experience of watching himself teach through VR glasses as "*surreal*" (line 6 - Figure 11), followed by two rhetorical questions "Am I in the classroom?" "Am I not in the classroom?" These questions can be seen as rhetorical because they do not require an answer - the participant is indeed in the classroom in the moment of watching himself on video through VR glasses and 360o cameras. However, these self-initiated questions suggest that the participant may feel distant from reality, reinforced by "*this sense of being surreal*" (line 6 - Figure 11). The participant's feeling may take him to a dream-like experience, leading him to an observer position, rather than an actor's position. In addition, the next data extract (Figure 12), Sophie's opinion on how she noticed teaching events through video will be analysed.

```
0   The good thing about videos is that you can look at yourself from someone else's
1   perspective, from the viewer. Because sometimes  you can notice things can't notice during
2   the lesson. Oh, the students actually did this thing. I had a case, when i didn't notice
3   something in the classroom and the guys was touching the girls hair. I didn't see it. It was
4   happening somehow, but in the video I could see it.
```

Sophie's Interview data - Figure 12

Similarly, in the data extract above, Sophie (Figure 12) holds the same opinion as Bogar and Dirk in regards to noticing teaching events that usually go unnoticed in the heat of the lesson. She said that "*you can look at yourself from someone else's perspective, from the viewer*"(lines 0 and 1 - Figure 12), which accords with the "surreal" feeling mentioned in Bogar's remarks. Afterwards, Sophie recalls a moment when she was able to capture a male student touching the hair of his female classmate, perhaps in an annoying way for the girl.

```
0   How did it feel to watch your peer's video?
1   It felt pretty exciting because it's always interesting to see how other people are teaching,
2   because teaching styles are very different, on one hand I was excited to see how she teaches
3   because I admire her as a teacher, so it's very interesting to see "oh that's how she actually
4   does it", but on the other hand, like, tiny bits of difficulty to concentrate because of the
5   technical sounds...the room wasn't good for recording, there was a lot of echo, going around,
6   so I sometimes had to go back and listen again and change the volumes and so on.
```

Sophie's Interview data - Figure 13

After watching herself teach on video, Sophie (Figure 13) watched her peer teach in a peer-observation framework at the university where she works. The participant described the feeling of excitement in watching her peer teach due to her professional admiration towards her peer. This professional admiration can encourage a friendly relationship at work, which can then make the experience of watching someone teach via video relevant and insightful. The participant dramatises her thought in "*oh*" (line 3 - Figure 13) followed by the comment "*that's how she actually does it*" (lines 3 and 4 - Figure 13). The researcher unfortunately failed to probe for detail to understand what the "it" means; however, it is interesting to examine the participant's dramatising thought in that account. It is clear that the participant noticed a new technique or behaviour done by her peer on the video, which the participant probably had never thought about before. It is Sophie's Eureka moment being realised through watching someone else teach and possibly get their first airing during the interview. However, it is important to acknowledge Sophie's technical difficulty (line 4 - Figure 13) in watching the video because of the room's setting and background noise. Problems like these can jeopardise the experience of video watching and should be taken into account.

Likewise, in the next data extract (Figure 15), Dirk explains how he benefits from observing himself and his learners through video recording his classes.

```
0   C: So you said that you had to start recording, why did you choose to record your
1     lessons rather than write journals, for example? Why did you choose this medium of
2   tracking progress, rather than others?
3   Well because, you may see  what's going on, but it's only from  where you are standing,
4    your point of view and you cannot control what other students may be talking about
5    between each other, how they respond to exercises, what they discuss when they're on
6    task, what they do when you turn the back, they you turn the back towards them, or
7    when you're monitoring, there are so many things that you cannot see, what I
8   recommend people to do is, yes, teaching diary to reflect on your practice, not only by
9   what you see during the lesson or by reflecting on what to talk about with other teachers
10  or research that you read about but also writing what you see throughout the video
11  recordings because that's where really authentic material emerges, authentic in the
12  sense that you really get a holistic picture of what takes place in the classroom because
13  you have access to everything, in the beginning I would not say it is authentic because
14  both, I as a teacher and the students, I mean, both the students and I as a teacher had
15  to really get used to the video recordings in the classroom, and the voice recorders on
16  the table, and it's very tough to combine especially with my research goal.
```

Dirk's Interview data - Figure 15

In the extract data above (Figure 15), Dirk's comments about what the he can notice when watching a video are consistent with those of Sophie's and Bogar's previously analysed. Dirk provides some plausible examples, yet slightly vague, of what he cannot notice from his physical position in the classroom, without the use of the cameras as in "*you may see what is going on, but it's only from where you are standing*" (line 3 - Figure 15). The participant claims that he does not have control over the learner's behaviour without the use of the cameras and voice recorders. It seems that the camera and voice recorders give back the "power to observe" to the participant, which he might mean by "*you really get a holistic picture of what takes place in the classroom because you have access to everything*" (lines 12 and 13 - Figure 15). In addition, the participant focuses his observation not only on himself, but also on the learners. This phenomenon can be seen by the use of the pronoun "they" (line 6 - Figure 15), with references to his learners. Observing his own lesson on video gives the participant a full picture of his classroom dynamics which fosters his reflection.

Moreover, a similar pattern of noticing skills was found in the Sarah's data extract (Figure 16) below.

```
1 C: No, your own practice as a teacher, has it changed?, or like you said, you observed
2 some of your mannerisms, some behaviours, have you tried to change what you didn't like
3 or you know, just ..
4 S: Ah, let's see ..
5 C: Honestly, ok? If it didn't have any impact, that's ok
6 S: It was definitely useful and I think watching yourself is a bit of a shock and personally
7 I don't think lesson observations they, I don't necessarily get very much from a lesson
8 observation by my line manager for a variety of reasons and I think that watching yourself
9 is, I said this afterwards to my colleagues, I said it's so much more beneficial to me, being
10 able to watch myself and because I think that there's no agenda, first of all, like there is
11 with the lesson observation, you can watch it multiple times, yeah, for example, the
12 mannerisms, I thought oh God my voice sometimes, it goes really high or maybe you
13 repeat your instructions excessively without even realizing
```

Sarah's Interview data - Figure 16

This rich interaction with participant Sarah started with a probing question "*Has your practice changed?*"(line 1 - Figure 16) followed by a clarifying closed question "*Have you tried to change what you didn't like or, you know just*" (lines 2 and 3 - Figure 16). Interestingly, the researcher interpreted the participant's "*let's see*" (line 4 - Figure 16) as a possible negative answer "No, my practice has not changed because of the videos". Hence, the researcher wanted to reassure to the participant that a negative answer would not be a problem so the researcher replied "*Honestly, ok?*" (line 5 -

Figure 16), followed by "*If it* (the experience of watching herself on video) *didn't have have any impact, that's ok*." Sarah explains that she thinks watching herself is "*a bit of a shock*" (line 6 - Figure 16). There is common ground among Sarah's "a bit of a shock", Dirk's "discomfort" and Bogar's "surreal" concepts of video, since all of them view the ability of noticing as a revealing element of watching themselves teach on video. Sarah compares watching herself on video to being observed by a line manager (lines 9 and 10 - Figure 16), being the former perceived as more beneficial to her. She argues that the "*no agenda*" (line 10 - Figure 16) idea is helpful, as opposed to the classic lesson observation done by a line manager with box ticking. Afterwards, Sarah states that she can watch the videos multiple times and she also admits noticing her mannerism such as the high pitch of her voice. Her acknowledgement of mannerisms is realised by a dramatizing thought "*Oh God*" (line 12 - Figure 16), which shows a combination of displeasure with her acts as well as comfort in reporting it to the researcher.

```
0  C: Yeah, yeah, definitely, and you also said that you watched the lessons yourself to try to
1  focus on something, so did you focus on, you know when you watched for yourself, did you
2  focus on...?
3  S: Yes, definitely the questioning and also I guess  just seeing how the kids behave 'cause
4  you can see it from a different angle literally so 'cause I'm  at the front of the classroom and
5  my colleague was at the back behind so you get a completely different perspective and so
6  you might see, you know, one of the kids is rolling on the floor, someone is looking
7  distracted you know and that was a small class,  there was only about 9 kids, you just get to
8  see different things each time you watch and things like, also my mannerisms, I have a
9  squint I've noticed which I didn't even think , noticed before, body language, stuff like
10 instructions, which is always, I think, quite difficult especially with children
```

Sarah's Interview data - Figure 17

In the extract above (Figure 17), the researcher probed Sarah for a clarifying question "What did you focus on when you watched yourself on video?". This question aimed to explore the focus in which the participant Sarah, the teacher trainer based in Italy, had with her videos. Through watching herself on video, Sarah became aware of her questioning techniques, mannerisms, squint-eye, body language and her instructions(lines 8 and 9).

Next, opportunity for reflection will be addressed as an important aspect of the data findings.

4.3.3 Opportunity for reflection

Opportunity for reflection is a salient theme in the data findings and the next piece of data (Figure 18),participant Dirk discusses how reflection is fostered through watching himself and his learners on video.

```
0   C: What kind of materials, do you mean?
1   D: So for example, my investigation is really based on this idea of true self-expression,
2      so something that I explain at the conference is how you can plan basically is what we
3      talked about with the interviews. So it's plan certain parts from the interviews, it's
4      something I do with my students when they speak to people in Park Guel or Plaza da
5      Catalunia, so you let them plan the part but you want them to feel free enough to
6      improvise in their own unique way. So I would come from them for example with video
7      from  the beginning when they were strictly following the guidelines and videos of how
8      they are now when they are freely creating with the language. And I would ask them
9      "hey do you see a difference? What do you think the difference is? How do you notice
10     that? What moment do you notice that? Even though you kind of know, you still want to
11     see their point of view and their reasons behind it because you can judge what you see
12     but you cannot judge what other people feel and the interviews helped me with the
13     students to the reasons behind the students. Something that I underestimated in the
14     beginning but it's now probably the most crucial point of my research.
```

Dirk's Interview data - Figure 18

The extract above (Figure 18) depicts participant Dirk narrating a moment when he took his secondary school students to Park Guel, in Barcelona, to interview tourists. The interview questions and practice were done in advance and they were allowed to improvise on the day. Dirk focuses his narrative on the importance of self-expression from the students and he recorded his students at different moments: one that represents the moment in the classroom when the students recreated and practised the interview questions and the other moment when the participant took the students outside the classroom to meet and talk with the tourists. The participant used the cameras to promote reflection from the students as well, by recording and showing their speaking practice on video, thus allowing them to compare their linguistic competence and confidence in two distinct moments, one as Dirk mentioned *"when they were strictly following the guidelines"* (line 7 - Figure 18) and the videos "*of how they are now(then) freely creating with the language*" (line 8 - Figure 18). The participant illustrates valuable open-questions he asked his students to promote their reflection in "*Hey, do you see the difference?", "What do you think the difference is?", "How do you notice that?", "What moment do you notice that*?" (lines 9 and 10 - Figure 18). By analysing his students' answers, the participant was also able to reflect on the answers and reasons given by the students. Moreover, it is

essential to point out Dirk's realisation of the fact he could not assume or judge his students' feelings and how these factors have changed throughout his teaching journey.

```
0  C: When did you watch the recordings? Does anyone else watch them?
1  D: On the same day in the afternoon, at a café next to Plaza da Catalunia called Buenas
2    Amigas. I just have a coffee and really look back at the lesson, but first, in the
3    beginning, I would write down my impression of the lesson, then I would watch the
4    lesson then I would write another impression. But after a while, I did not do that
5    reflection before and after the video, I would write down my reflection as I watch the
6    video. I would pause whenever necessary or go back when necessary. Write down
7    some quotations that really got my interest throughout the lesson, I would always write
8    solid at least four A5 pages. So I have a lot of reflection to do on my reflection.
```

Dirk's Interview data - Figure 19

In the extract above (Figure 19), Dirk describes the mechanics of his observation and reflection process while watching his recorded lessons. He compared two types of reflection processes he carried out throughout his research: the first one taking his interpretation on a teaching diary and the second process by watching the recorded lesson straight away without any interpretation written alongside. He mentions the café place in which he does his reflection in the afternoon, just after his class, which suggests a systematic way to tackle this reflective process. He states that he writes down interesting quotations, those said by his students, as well as his own reflections on how the class went. The sound choice of reflecting on the lesson on the day of when it happens is also supported by Sophie (Figure 20), who works as an EAP tutor at a university. She believes timing is crucial, as in watching the recorded lesson on the same day it happens as being essential to the quality of feedback one receives. For Dirk, the amount of reflection notes he writes seems to be thorough valuable data-led pieces of writing, as stated in "*I would always write a solid at least four A5 pages.*" (lines 7 and 8 - Figure 19)

```
0   C: Am I right to say that you wouldn't like to have this experience again, of observing
1   someone and having your lesson observed? Would you do it again? Do you think it's worth
2   it doing it again?
3   Yeah, definitely. I love being observed, and I love observing, but the only thing I'd really
4   change is the timing. Ideally, we should finish the whole process within a week, maybe,
5   that's like, max. Otherwise, the longer time passes, the less the efficacy is.
```

As it was previously mentioned in Dirk's data analysis (Figure 19), Sophie (Figure 20) states that what she would really change was the timing of watching the recorded lesson, both hers and her peer's. Both Sophie and Dirk believe that the best time to watch their lessons on video is on the same day of the video footage in order to obtain a more reliable or "effective", as she says, form of reflection. Sophie claims that "*the longer time passes, the less the efficacy is*". (line 5 - Figure 20). In the next piece of data (Figure 21), Sophie continues to shed light on when she thinks the watching the video procedure should have happened.

```
0   C: How did it affect the viewing video and giving feedback? Do you think it jeopardized a lit bit
1   the content or the quality of viewing the video?
2   S: Yeah, to be honest, that was not good because too much time passed since the lesson.
3   And even though I had the video, watching the video of your lesson and actually teaching a
4   lesson is quite different things. So instant impressions, when you teach you constantly
5   process everything you do, you kind of have some instant comments in your head. That was
6   good, but didn't go well, you should change it. You forget them very quickly. So I would say
7   for any observations, technically, timing is the most crucial part. The meeting or follow-up
8   should be done asap, preferably the next day, maybe latest, I would say. Because I could
9   compare that with my CELTA experience, where we had observations, we had to write our
10  reports by next morning.
```

Sophie's Interview data - Figure 21

In the next data extract, Sophie rejects the idea of having to wait four days to receive the recorded lessons on video from the management staff since she believes this waiting time can lessen the impact of observation and, in the same way, lessen the impact of the teacher's reflection as well. Sophie says that "*you kind of have some instant comments in your head"* and "*you forget them quickly*" (lines 5 and 6). Next, Sophie compares the timing in giving feedback in their CELTA course to the programme at her current job. Thus, she believes the CELTA framework for giving feedback is ideal because she wrote reports on the next morning. I would argue that fresh reflective comments, as Sophie well put, are more authentic, as there is less filtering when the commentary is done within a short period of time after the lesson is recorded and watched by the teachers. Importantly, reflection is also promoted through vlogging and the next piece of data (Figure 22), participant Hugh describes how reflection impacts his work as a teacher-vlogger.

```
0  H: A teacher in Russia is in a very different reality to a teacher in London. A state school teacher in
1  Russia is in a different reality to a university school teacher in Russia, you know, a state school
2  teacher in Brazil and a state school teacher in Russia maybe have more in common than they do
3  with the elite private university people, so, by being connected to teachers around the world, you
4  also get a sense of the different market, the different context, it maybe makes you a bit more aware
5   of, you know, how universal what is you're talking about maybe,  and where the limitations of
6   these realities may be, that's how I see, maybe.
7  So I think that's also very helpful, because you know, it helps you kind of understand different
8   context, around the world, and you also get a sense of well, OK, a lot Brazilians are responding to
9   this one, that's interesting.
```

Hugh's Interview data - Figure 22

In the data extract above (Figure 22), Hugh formulates his view on the opportunities for reflection through his vlogs. His reflection is intrinsically linked to the connection of the reach of his vlogs with different teachers around the world who come together in social media, especially on Facebook. He connects his reflection on the way he develops CPD opportunities through talks and courses, and the video helps him understand teachers' needs. Also, as a teacher trainer, a coursebook writer and a business school owner, it is inevitable that his reflections fall into the business side of education, as his line "*by being connected to teachers around the world, you also get a sense of the different markets, different contexts, it maybe makes you a bit more aware of, you know, how universal what is you're talking about, maybe*" (lines 3,4 and 5 - Figure 22). It is not clear, however, whether his business-oriented reflections impact his practice as a teacher. It seems that his presence on social media is a badge he wants to wear.

In the next section of this paper, data is analysed through the stance of the value of making and watching video for development.

4.4 The value of making and watching video

  4.4.1 Variety of formats

In the next piece of data (Figure 23), Sarah discusses why she believes it is enriching to offer a variety of formats through video.

```
0   So there were different reasons for doing it and also I think if you're giving a training
1   session  it's another format isn't it, it's another use of materials, it's not older especially, it's
2   not always, use this variety in the materials in the format they will use
3   C: Yeah, yeah great, so you said that when you started some, when you started training
4   teachers, so how long ago was that?
5   S: This would have been about 2 years ago
```

Sarah's Interview data - Figure 23

Video offers a different format for accessing materials and this is Sarah's argument to describe how she sees the value of videos in "*there were different reasons for doing it and also I think if you're a giving a training session, it's another format, isn't it? It's another use of materials*" (lines 0,1 and 2 - Figure 23). As a teacher trainer, she supports the idea of offering a variety of formats of materials for their trainee and Sarah "practises what she preaches".

```
0   S: Again the idea is that people the audience listening tuning into the webinar they don't
1   just hear  me blathering on  ….  let them hear it from somebody else as well you know, the
2   questions I asked were quite open ended so it's interesting for the teachers to hear what
3   you know, teachers in action have got to say about, so it's not always me  lecturing them,
4   right?
```

Sarah's Interview data - Figure 24

Additionally, Sarah carries on to explain why this CPD video format is valuable to foster reflection in her trainees. She illustrates her opinion by saying she had given a webinar on mentoring teachers for the British Council and at the same she had the chance of talking to and filming teachers discussing that mentoring scheme. The participant feels that her trainee teachers can learn from another specialist and other teachers on video. Trainee teachers should not only learn from the trainer, as in "*so it's not always me lecturing them, right?*"(line 3). Despite the fact the participant seems to relish the benefits of making and using video, she also mentions that the time to make a video and the bureaucracy is a real obstacle in the primary classroom. Thus, after criticising the lengthy process of making a modelling technique video, she implies that if it is was not for the bureaucratic process in making videos in the classroom, she would make use of this CPD format more frequently. In the next data extract(Figure 25), Matthew also discusses how the variety of formats benefits him as a teacher and teacher trainer.

```
0   How do you see video as a CPD tool, how do you see its impact?
1   It's a great Middle ground between local face-to-face And the online CPD dynamics. I think
2   in the context of using videos as a tool for teachers reflection,Teacher learning by lesson
3   study how to use video as a powerful tool for teachers, like recording a class and having a
4   full accounting of what comes to mind, not just reflecting on your impressions and
5   memories, you can actually really have a close look, microscopic, minute little acts on
6   video. The technology also has become...when I first started teaching you couldn't record
7   the whole class with the memory involved, it was too expensive, now  it's very inexpensive,
8   you can put your iphone in the middle of the room, with a decent quality and there's no
9   limit how you can store it, so I would imagine the impact on that should exist, and stuff like
10   Jo Gakonga's video is so well produced, her videos work really well as an input session,
11   during the Celta course I'd ask could I just put on Jo Gakonga's video and let them watch
12   it?
```

Matthew's Interview data - Figure 25

Similarly to Sarah, Matthew regards video as "*a great middle ground between local face-to-face and online CPD dynamics*"(line 1 - Figure 25), which shows that video encapsulates positive features of face-to-face and online CPD settings. Both participants point out the value of video as a tool to develop teachers' reflection and its format is suitable for it because, according to Matthew, "*you can actually really have a close look, microscopic, minute little acts on video*"(line 5). The video format also allows the teacher or teacher trainer to record a whole class without using up the memory of the camera or phone, which is in itself an advantage for teachers. By the same token, Matthew mentions making use of other trainers' videos when he was Celta tutor. Matthew says that watching and showing Jo Gakonga's videos for his Celta trainees was effective as in "*during the CELTA course I'd ask could I just put on Jo Gakonga's videos and let them (Celtees) watch it*?"(line 11 - Figure 25). In regards to watching other teachers teach on video, Matthew believes that his diaries entries have contributed to the development of his awareness of strengths and weaknesses.

4.4.2 Modelling techniques

The next piece of data (Figure 26), Sarah will introduce her ideas on the value of making videos as a modelling tool for her trainee teachers.

Sarah's Interview data - Figure 26

In the extract above, Sarah explains that the primary reason for her to make a video for her training programme was to model teaching techniques to her trainees as in "*I wanted to show them what I was talking about so they could watch it and see it in action, rather than just being read about it"* (lines 1,2 and 3 - Figure 26). As Matthew explained in the previous data extract, reading or listening to someone's explanation is not as effective as watching someone on video modelling a teaching technique or concept. Sarah wanted to position herself as the expert voice and show the trainees how precisely those teaching techniques were. Moreover, Sarah explains that there were not specific materials like the ones she wanted available in the market, which prompted her to make video to model techniques herself, thus it was easier and more convenient to do it herself since "*it would have been impossible to find anything that really specific I was looking for, you know, it's easier if I just do it myself*"(lines 4 and 4 - Figure 26). The third reason for using the videos to model is to bridge the gap between teacher trainer and trainees and encourage teachers to try new ideas. We can see that in lines 9 and 10 "*I think, to see somebody else struggle a bit and you know, kids don't always get what you're talking about, things go wrong*".According to Sarah, modelling techniques is a good way of building empathy and demystifying the teacher trainer as the guardian of knowledge.

47

Sarah's Twitter Chat - Figure 27

In this interaction via Twitter above(Figure 27), the researcher sent a message to clarify the previous question, probing for more details about Sarah's seminar videos.

```
0   I mean, one of the things it's gone into making videos in the past, which it's been more
1   organized, a bit more outcomes focused, for example, making short videos for Celta
2   trainees on the course to demonstrate a teaching technique or like Oral correction for
3    example.
4   C: Like modelling?
5   M: Yeah, modelling so that they can see it in action. That would just be in response to a
6    situation where trainees just wouldn't be clear about it, may read about, seen some
7    examples but not really soak it in until they see it either in person or second best would be
8    video.
9   I've searched the internet for teaching videos, teachers in action just because I realized
10   pretty quickly that reading about just doesn't give me the strong taste of what really
11   means. I think videos, I would want to be doing and using more for many reasons.
```

Matthew's Interview data - Figure 28

In this piece of data, Matthew(Figure 28) claims that making short videos for CELTA trainees on the course to demonstrate a teaching technique, such as oral correction is *outcomes focused*, which he used to do in the past. It is interesting to picture a teaching concept being "soaking into"(line 7 - Figure 28) a teacher's mind. Both Matthew and previously Sarah state that modelling allows teachers to see a technique **in action**. Modelling may respond to teachers' questions more accurately, as opposed to finding an answer in a book or by listening to someone describe it. Additionally, Matthew embraces the use of videos for modelling techniques for his

own PD as in "*I've searched the internet for teaching videos, teachers in action just because I realised pretty quickly that reading about just doesn't give me the strong taste of what really means*"(lines 9,10 and 11 - Figure 28). Again, a teacher who truly follows what their own principles and practices.

4.3.2 Validation of work by vlogging

Vlogs as a medium of new communication are considered to be an impactful tool to validate and give credentials to teachers. In this section, the researcher will address how teachers-vloggers perceive their work being valued.

```
0 You basically said that you want to share your practice with others and how do you decide on what to
1 post? How do you decide on the content?
2 And I have this idea, it worked, it's not like this is a formula, but what I have in mind is that, or maybe I
3 read something in the paper or in a website… this is cool, and I decided to share. Or maybe, for
4 instance, today I had this opportunity of taking a course, and then I say, I'm here. And I think this is
5 important to also validate what I do because it shows I have interest in the area. For instance, I had a
6 day off today, but I opted for attending the course I was invited to, and maybe I had the game, I had
7 reasons not to. But there are some insights that can be shared.
```

Raquel's Interview data - Figure 29

Validation of one's role in social media as an educator is a salient theme within the bigger theme the value of videos. Raquel and Hugh, who are teachers trainers with an increasing online presence on social media, are aware that showcasing their ideas online on their vlogs is a way of accrediting and validating their roles as experts and "teacherpreneurs"(teacher and entrepreneur) in their fields, it is a way to keep them relevant in a fast-pacing world of instant celebrities and dubious Youtube teachers. Thus, by validating their presence online, Raquel and Hugh also find a way to market themselves as their own brand. Raquel(Figure 29) mentions that "*I think this(vlogging) is important to also validate what I do because it shows I have an interest in the area*"(lines 4 and 5 - Figure 29), and Hugh states much the same when he says "*I started thinking basically when I'm off doing teacher development(...), it's a way of marking the fact you've done it*"(line 0 and 1 - Figure 30). Raquel gives an example of how she can be seen as up-to-date and relevant in her area by claiming to attend a course on a day off. By doing that, she suggests that her audience should watch what she has to share on her vlogs and show appreciation for her work.

Hugh's Interview data - Figure 30

Hugh's Interview data - Figure 31

As mentioned previously, in the data extract above (Figure 31),Hugh shows some understanding of the ELT online market and the necessity of having an online presence through his vlogs as in "*I recognise the need to be public*"(line 3 - Figure 31) in the "*sort of frenzy social media*"(line 4 - Figure 31). It can be argued that he needs the recognition and acknowledgement of the public and one way of achieving that is via vlogs. It is interesting to note the use of the words "need" as in "I recognise the need to be public" as in "but I recognise the necessity of participating". Perhaps these lines imply that although he knows he should have his expertise present online, he does not seem to be keen on that idea.

4.5 Feedback and Evaluation

Giving feedback and receiving feedback is a prominent theme emerging from the interview data. Based on the extracts, the participants receive and offer feedback through the medium of video in two different forms: by discussing teachers' self-reflection videos in meetings and by sharing their vlogs on online communities of practice, such as Facebook and Instagram.

Firstly, the researcher will analyse Bogar's data extracts, relating them to the argument that his trainee teachers need to build up their reflective skills before they can really engage with the video process. The next three data extracts are from Bogar's interview.

Most of the teachers-vloggers associate feedback with the vlogs they share in communities of practice, hence I aim to analyse it.

4.5.1 Getting feedback from teachers on self-reflection videos

```
0  Bogar: Yes, because I was saving a lot of this evidence for research purposes, so I made a
1  mistake. So, first of all, I didn't tell them about, I didn't explain about the process, of course
2  I told them I would be recording them, but they were more used to me going in the
3  classroom. So when they saw the camera it was like, what is the camera doing here? And
4  I actually had complaints from teachers, so that was my first mistake. So what I had to do
5  was actually have a meeting and explain first of all what cognitive coaching is and
6  cognitive process is and what the idea behind the recording, and once I explained that,
7  everything just ran smoothly.
```

Bogar's Interview data - Figure 32

Bogar (Figure 32) admits making a mistake for not explaining the process of recording the teachers' lessons for that new CPD programme and self-observation through video using VR glasses and 360o cameras. As a teacher trainer, he feels that he should have clarified and encouraged teachers to adopt the cognitive coaching framework that he was about to implement in his school. Without that initial meeting where Bogar could have introduced his coaching programme, the feedback he received was inevitably negative. It is noteworthy to see that the participant dramatised a voice from one of his teachers as in "*what is the camera doing here?*"(line 3 - Figure 32). He had probably received complaints from teachers who rightly showed anger and discomfort when they realised their classes would start to be recorded without warning. The researcher believes it was an act of courage for Bogar to admit his mistake in a direct way and talk it through.

Bogar: And other limitations as well, with the format, the rubric, because it integrates so many theories and, because you focus on cognitive approach and there's a theory behind it, so if teachers don't know the theory behind it, they'll have difficulties actually assessing themselves.

Cecilia: Do you think it would be useful to, to train the teachers on cognitive learning first or at least give an introduction?

Bogar: It would be a wise to train them on, yes, the cognitive learning and the actual instrument you're using for the feedback.

Cecilia: Right, you mean the forms?

Bogar: Yeah, exactly. Once you get to see them and analyze them, you see that, it won't be easy for any teacher to just assess themselves, because it applies knowing a lot of theory.

Cecilia: Uhum, I understand.

Bogar: And the last recommendation would be actually informing of them about the entire process, that someone's going to be using this type of method or--

Cecilia: In advance, yeah, before you start --

Bogar's Interview data - Figure 33

The next extract above(Figure 33) continues the initial interaction between Bogar and the researcher. Bogar begins by furthering his ideas on the limitations of his CPD programme and how much the teachers struggle to answer some self-evaluative questions after watching themselves on video. It is important to mention that, after watching themselves teaching via VR glasses, the teachers have a 1:1 meeting with the teacher trainer Bogar to discuss what happened in the classes that were filmed. Teachers are supposed to create questions to themselves and rate their skills, however, teachers are not previously introduced to reflective talks before engaging in the video lesson-observations. As a result, Bogar argues that, without being trained before, teachers found the self-reflection process challenging and could not make questions. Based on the initial negative feedback, the participant decided to change this programme by offering an induction meeting about cognitive coaching for teachers, having had a successful result as he expected.

```
0  Bogar: Okay, this is fun. I'm quoting, right? This is fun. You're going to observe all of the
1  details much better when teaching an observed class on the laptop, you feel part of the
2  group, it's like you're a student. It's definitely more useful this way, it's so interesting. I felt
3  like a student. If I had observed my first class by using virtual reality, my score would be
4  lower. And he's talking about his, his scale in the lesson feedback.
5  Cecilia: I see.
6  Bogar: I thought I had all of my students engaged, but it's definitely not true. There's more
7  introspection by using virtual reality, I can see their faces and their non-verbal language
8   much better and I see myself as an external agent, so those were --
```

Bogar's Interview data - Figure 34

In the extract above(Figure 34), Bogar shares some written feedback he received from teachers on the use of videos for self-reflection. He warned the researcher that he would read quotations from teachers. He seems enthusiastic about the feedback by saying "*this is fun*"(line 0 - Figure 34) two times, hoping the researcher finds the feedback interesting and amusing as well. His teacher's written feedback "*You're going to observe all of the details much better when teaching an observed class on the laptop, you feel part of the group, it's like you're a student*"(lines 0, 1 and 2 - Figure 34) shows how positive the teacher felt after being exposed to the 360o camera, followed by Bogar's staff meeting. Another teacher interestingly wrote that "*if I had observed my first class by using VR, my score would be lower*"(line 3- Figure 34), suggesting that their weakness would be more apparent on the VR glasses, hence the lower self-marking. Additionally, Bogar points out that the teacher was mentioning the self-assessment grid. Bogar believes that teachers are harsh on themselves, as they are more perfectionist than he is. Through his feedback grid, Bogar can notice that the sense of awareness and self-fulfilment from teachers, most of the time is negative.

The next piece of data addresses how teachers engage online through vlogs.

4.5.2 Engaging with teachers on Online Communities of Practice

This section will address how vlogs are discussed and the type of feedback, here engagement through "likes", "shares" and comments made, the audience gives the teachers-vloggers. Participants Hugh and Raquel share similar ideas in regards to the interaction with other teachers on social media.

```
0 Cecilia: How did you feel about the feedback you started receiving from the videos?
1 Hugh:  Mostly it just feels good, it feels good to be in contact with other teachers out there, it feels
2 good to see that what you're saying resonates with some people. It's also good just to see the
3 questions or the comments even the criticisms that people have sometimes.Every now and then a
4 certain comment or a certain criticism can overstep a marker I think personally and can be hurtful
5 or personal. I've leart to sort of more or less ignore those ones and don't bother about them, cause
6  you know, haters are gonna hate. But generally fine, I think. So I think it's just a lovely thing to be
7  able to interact with people out there who are interested in your work and what you do. And for
8  other people out there, I know it, it's a lovely thing to be able to see someone talking in a sort of
9 relatively low key personal kind of way.
```

Hugh's Interview data - Figure 35

Engaging with other teachers on communities of Practice, such as Facebook, Twitter and Instagram can also be either a positive or a negative experience depending on the content that someone shares: controversial, light-hearted, thought-provoking and so on. It is important that teachers-vloggers are sensitive in those cases. Hugh (Figure 35) claims that he takes both types of feedback well, negative and positive, despite the fact he can find some comments rather on a hurtful on a personal level. He simplifies his feelings of receiving feedback as "it feels good", disappointing the researcher a little for not giving many details. He then repeats a cliché in order to accept criticism as "*haters are gonna hate*"(line 6 - Figure 35), no matter what you do.

```
0  H: It's interesting, I mean, you get, some of them really get a lot of hits. I think, one of the things
1  that was interesting with doing blogging generally, was, I started to notice, maybe 3, 4 years ago,
2  that a lot of the discussion  around blogs, blog posts, don't actually happen on the blog, they
3  happen on social media
4  C: Yeah, you're right,
5  H: Your initial post, or your link to your blog post. I think some people don't even actually read the
6  blog post, they just react to the summary that you've posted. You have a whole discussion around
7  it there. But I think in a way it's  while doing the VLOG things directly to Facebook, you make sure
8  that the conversation you're going to have about those things happens in a very limited kind of
9  confined space.
```

Hugh's Interview data - Figure 36

Hugh (Figure 36) discusses the engagement that happens precisely on social media, on websites such as Twitter and Facebook, comparing it to how people give feedback or comments on blogs. We can relate Hugh's narrative to Raquel's regarding the speed and dynamics of social media as an active form of CPD. A teacher makes a comment on a blog post or video posted on Facebook, the author responds, then another teacher replies and the chain of interaction starts. The participant is aware of the trend of engaging on social media only as opposed to on blog comments in "*I think some people don't even actually read the blog post, they just react to the summary that you've posted. You have a whole discussion around it there*"(lines 5, 6 and 7 - Figure 36).

Raquel's Interview data - Figure 37

In the data extract above(Figure 37), Raquel mentions that she has received feedback from both her students and other teachers who watch her vlogs on Instagram. Through a dramatizing voice, Raquel brings her student's encouraging feedback to the interview with "*teacher, you should have a channel*"(lines 2 and 3- Figure 37). The channel is believed to be a Youtube channel, which Raquel had previously talked about and evaluated it as a "trendy" social media amongst teenagers. Raquel also interprets her student's feedback as a word of encouragement as in *"they (her learners) encourage me to be bold*"(line 3- Figure 37), which suggests the participant feels emotionally supported and empowered by that interaction with her students. Unlike Hugh, Raquel did not mention receiving negative criticism from teachers, rather the opposite, the participant states that teachers "*encourage me to have a channel or to give courses, because they want to go deeper into that(using technology in her classes, probably)*"(lines 3 and 4- Figure 37). Finally, Raquel reveals having being invited to run a course by a Brazilian company, which shows the potential of being actively present online and sharing expertise. For teachers, sharing their knowledge via vlogs can potentially open their doors to career possibilities as well as acknowledge their expertise online.

4.5.3 Peer-feedback from videos

In this section, the researcher will address the peer-feedback from video discussed by Sophie based on the next piece of data (Figure 38).

And how would you compare, in terms of efficacy, you watching yourself teach and coming up with your own conclusions, and having someone watching ang giving you feedback? How do you see the benefits of each one, and disadvantages of each one? If there's any.
I think it's always nice to have a different perspective. Also, it depends if your peer is more experienced and I might get some really useful advice. The cons… the peer is not teaching this lesson constantly so they might not have enough awareness. They only see one lesson, they don't know how these kids behave usually. So some advice might not reflect the reality.

Sophie's Interview data - Figure 38

In this extract, Sophie discusses the peer-evaluation and how she perceived receiving feedback from a more experienced teacher who watched her recorded lesson. Sophie gives some sound reasons for taking or not taking feedback from her peer on board: the negative aspect is the lack of familiarity with the class and the positive aspect is the extra critical eye and therefore useful advice to receive. Hence, watching oneself on video helps the teacher become more accurate in giving feedback.

Chapter 5: Discussion of Findings

Each section of this chapter begins with a brief summary of the findings related to each research question and is followed by a discussion of aspects of these findings in the context of the study and in relation to themes emerging from literature in Chapter 2. Lastly, the chapter explores future challenges for the department.

5.1 Initial impetus and motivation for making videos

5.1.1 Finding solutions to classroom events

The findings suggest that teachers' initial impetus and motivation for making videos lies in the need to change their classroom practice they consider ineffective. For Bogar, this motivation was triggered by analysing successful cases using VR and 360o cameras presented at a teachers' conference. Bogar's idea of sharing

experiences with teachers by letting them watch themselves on video is supported by research that states that, "through discussion of the shared experience, education students (here, teachers)not only learn to identify and reframe problems in the classroom, but also support one another in transforming inert knowledge into knowledge-in-use"(Denzin and Lincoln 2005; Ngeow and Yoon-San 2003 cited in P. Arya et al 2016). Although this statement describes video models, it can also be associated with self-reflection videos followed up by a reflective talk between a teacher educator and teacher. Bogar's initial motivation was to gain a better understanding of the management issues he faced in class and reframe them by "magnifying the issues" through the VR lenses and 360o cameras.

Also, Bogar's idea to use video self-reflection with his teachers is backed up by Sherin (2004 cited in Major and Watson 2018: 49), who stated that video gives greater access to classroom moments than the classic observation.

5.1.2 Multiplying knowledge by vlogging vs self-promotion

In addition to finding solutions to classroom management, another strong motivation for making videos vlogs is that teachers can share their expertise, in-depth information and insights through vlogs that are posted on social media and therefore can reach a wider audience of teachers. In the light of it, two participants stated that vlogs enable them to "get answers (from teachers' questions) out of my head" and they are more dynamic than writing a time-consuming blog post to share ideas. Hence, the attribution to vlogs as tools to foster "stream-of-consciousness". Furthermore, two participants started posting vlogs on Facebook, and another participant said that Instagram is more "user-friendly" and is ideal for busy teachers who are in need of a quick and relevant teaching tip or "hack". It can be argued that a third aspect of motivation is self-promotion. In other words, teachers-vloggers share their videos for the purpose of self-promotion(J.H. Kietzmann et al. 2011:244) in communities of practice in order to build their own brands as teachers educators. By sharing their thoughts and teaching tips, teachers-vloggers present their identities "through the conscious or unconscious 'self-disclosure' of subjective information" Kaplan and Haenlein (2010 cited in J.H. Kietzmann et al. 2011:243). Hence, teachers-vloggers' messages connect with other like-minded teachers on social

media. Johnson and Golombek (2011 cited in Arshavskaya 2017:15) claim that "teacher-authored narratives are among the tools that facilitate reflective activity" and this can be linked to the authored narratives by teachers-vloggers expressed on the data. Precisely, this was supported by the findings of Matthew who makes a video in his classroom using Buddhist parables to frame points in his feedback session to CELTA trainees. These authored narratives generally feature teachers' somewhat spontaneous thoughts captured on video while dialoguing with the viewer. Sharing expertise and opinion through vlogs accords with Schön's(1987 cited in Arshavskaya 2017:15) statement that, the act of "externalizing their tacit thoughts and feelings about teaching beliefs and practices" is believed to make teachers reflective practitioners. This idea of branding oneself is supported by H,-T.Hou et al. (2009:326), who believe that "blogs may help teachers build up their instructional knowledge base, and create personalized teaching e-portfolios." Almost ten years have passed since that quotation and currently, I would argue that teachers vlogs may have taken over blogs and they have become the new teaching e-portfolio which can also serve as a self-promotion tool and validation of an expert position on social media.

5.2 Teachers' development through video

5.2.1 Development of self-awareness

The findings of the development of self-awareness draw on the data from Dirk, the only participant who records his own lessons for research purposes. The participant believes that, by observing himself and his students on camera, about fifty-four lessons of fifty-five minutes each over nine months, he has become aware of both his strengths and his students', as well as their weaknesses through the concept of "agency". This idea is supported L. Baecher et al. (2013:190), who state that teachers who film their own classes are better able to notice and recognise their strengths and weaknesses due to the evidence-scope for reflective practice that videos offer. The participant also points out how his confidence increased when he became aware of what he was feeling during the lessons, whether he felt comfortable or not. The participant built his confidence over time as the rapport was

created with students based on trust and self-expression. Importantly, research suggests that video can deepen teachers' awareness of how students perceive their learning as well as helping teachers gain confidence in their ability to help students (Major and Watson 2018:51). In regards to students' perception of their own learning, this is seen in Dirk's students after he interviewed them to ask clarifying questions. Dirk believes that, after the outing to Park Guel in Barcelona, the students felt confident enough to improvise their language to talk with tourists.

5.2.2 Ability to notice teaching events

The data findings suggest that participants value the ability to use video to notice teaching events that would go unnoticed without the device. The participants have also expressed the initial shock towards their own image and behaviour when they first watch the process of watching themselves on camera described as "a bit of a shock", "confrontational", "surreal" and "discomfort" as they could notice what they believed to be signs of things to improve: mannerisms, body language, tone of voice, instructions, squint eye, questioning techniques were some aspects mentioned. The data findings are supported by Whitcomb and Liston(2009 cited in Major and Watson 2017:49), who state that "video captures the richness and complexity of teaching events which foster a deliberate examination of classroom practice." Through noticing these complex events, teachers are able to scrutinise, evaluate and change their teaching practice accordingly. One participant compared their self-observation experience through video to the classic in-person observation done by a line manager who would usually follow a "tick-boxing" process, whereas self-observation offers a "no agenda" framework, allowing teachers to notice events as they emerge. This same participant mentioned the positive fact that she can watch her video multiple times, which consequently helps her notice important classroom events that happen in the classroom. Also, with a view to taking ownership of their learning, teachers benefit from pausing the video to notice specific events, repeat, watch the video multiple times at their most convenient times, "with teachers adopting different perspectives each time" (Van Es, 2011 cited in A. Estapa et al. 2016:86). This

phenomenon happened to participant Sarah when she watched herself in the training sessions for the British Council CPD programme. One participant mentions that she has the ability to notice things when her peer observed her lesson through video and can pinpoint events she could not notice otherwise, such as when her male student was touching the female student's hair. This idea accords with Sherin & Han (2003:165), who argue that teachers' ability to focus on different aspects of classroom interactions and to develop new approaches to analysing both pedagogy and student conceptions improves. Watching oneself on video empowers teachers to analyse their pedagogy and interactions with students and interaction amongst students, which can lead to a more thorough understanding of their behaviours and needs and can alleviate the pressure of monitoring several students in-person.

5.2.3 Opportunity for reflection

The data extracts suggest that reflection is a constant outcome of watching oneself teach on video. Two participants who watch their own lesson discussed the value of reflection in the light of observing their lessons and becoming aware of their own teaching methods and pedagogy, as well as their students'. Both participants highlighted the crucial timing issue by saying reflection is more likely to happen when teachers watch themselves on video as soon as possible, preferably on the same day of the footage or the next day the latest. This data extract from Sophie *"we(Sophie and her peer) watch the videos we had a meeting when mostly we gave feedback on the focus points of each other"* accords with current research on the use of video. Research suggests that video helps teachers develop professional judgment and reason about the complexities of teaching through video re-creations of the in-the-moment experience (Oonk et al., 2004; Seago et al., 2004; Wang & Hartley, 2003 cited in Baecher and Connor 2016:3). Additionally, I would argue that watching oneself on video gives the teacher more ownership of their development and can increase their motivation. Likewise, Baecher & Connor (2016:1) point out the fact the self-observation should empower teachers because oftentimes they are subjected to being observed by a coordinator or manager at their institution, which requires an "act of compliance that associates with high stakes and high stress."

The other opportunity for fostering reflection was identified in one participant who makes vlogs and interacts with other teachers on social media. One participant mentions that vlogging "forces" him to be reflective as it makes him "rescript", "refocus", "condense", "summarise" ideas for future teacher training workshops and courses. Brandon (2003 cited in H.-T. Hou et al. 2009: 326) also makes a noteworthy observation when he states that "blogs may be used for promoting teachers' interactions and acquisition of professional knowledge", aspects that can be transferable to vlogs.

5.3 The value of making video

5.3.1 Variety of formats and Modelling techniques

One participant considers modelling expert teaching as one important advantage of trainee teachers watching a more experienced teacher on video. Modelling teaching is aim-oriented for teachers as it can give teachers subtle layers of understanding which texts do not offer as in "it was quite specific (...) it would have been impossible to find anything that really specific I was looking for, you know, it's easier if I just do it myself". Given its immediate affordability and accessibility of making and watching video, it is not surprising that teachers source to it for demonstration purposes. Watching modelling teaching through video can be convenient in this fast-paced classroom world. One participant believes that video offers a different and more attractive format whereby teachers can learn new techniques as in "there were different reasons for doing it and also I think if you're a giving a training session, it's another format, isn't it? It's another use of materials".

The literature places modelling expert teaching within a category of video club models (Brophy 2003 cited in Bayram 2012:1010) and video is believed to enhance teachers' reflection and reconstruction of beliefs. In the same way, the participant goes beyond the idea of modelling expert teaching and says trainee teachers can

also see someone struggling on video, which suggests that it can build rapport and empathy as trainees may think "if she struggles, it's normal for me to struggle as well". The literature supports this idea that video is useful to demonstrate the characteristics of professional situations. Bayram (2012:1011) explains that "these videos often contain problems that cause reflection and discussion and the teacher may use video to stimulate teacher trainees to be aware of potential choices to be made". Another participant mentions the search for demonstration videos on Youtube as in "I've searched the internet for teaching videos, teachers in action just because I realised pretty quickly that reading about just doesn't give me the strong taste of what really means".

5.3.2 Validation of work by vlogging

Vlogging to showcase their work as teacher trainers is also a common theme that emerged from the data from two participants. Teachers-vloggers can be recognised as teacher educators and "teacherpreneur" since they often post vlogs on social media to interact with other teachers and share knowledge. However, the data suggest that self-promotion is a recurrent aspect of their vlogs and showing what they do is a way of validating their work and present their teaching identity as their brand. One participant says that "I recognise the necessity of participating" in the "sort of frenzy social media", which might suggest that the need of participating is the need to promote their teaching "brand" and courses while the other participant mentions "I think this (vlogging) is important to also validate what I do because it shows I have interest in the area".

Research on blogs draws on the concept of creating of teacher identity. Arshavskaya (2017: 20) states "that a blog creates a space for a teacher to examine her teaching practice, reflect on her/his successes and failures in the classroom, and develop a strong teacher identity. However, not all teachers can be equally successful in a blogging environment." Because of that, I would argue that two participants look for success and validation of their work through their vlogs. Moreover, Parkes and Kajder(2010:220) place vlogs as a creative multimodal mode of communication, which offers the vloggers(here, teachers), the opportunity to "make meaning". The

way I see it, making meaning can be referred to as the way teachers-vloggers create their identities and engage with their "followers" in the online communities of practice, through the use of vlogs. This phenomenon can be seen in the voices of Vinicius, Hugh and Raquel discussed in the previous chapter 4 Data Analysis.

5.4 Feedback and evaluation

5.4.1 Getting feedback from teachers

As discussed in the data analysis, participant Bogar admitted making a mistake in not training teachers in cognitive coaching as in "I didn't explain the process (of cognitive coaching) which led them to feel confused and dubious when teachers saw the camera in the classroom. The researcher believes that the participant did not initially take into consideration teachers' discomfort with the new device in the classroom nor explained the procedures of getting consent for filming from the teachers. Cognitive coaching is one method within clinical supervision that helps teachers to "progress from their present skill level to a level that is needed to effectively carry out the necessary duties and behaviours of teaching" (Metzler, 1986 cited in Kelting, Jenkins & Gaudreault (2014:34). Video stimulated recall are best appropriate to address teachers' questions because they entail a supervisor and teachers working collegially by "reviewing a video recording of a lesson, or particular sections of the lesson while identifying specific occurrences for discussion" (Kelting, Jenkins & Gaudreault 2014:35). However, there was a lack of sensitivity and perhaps naiveness from the participant to assume that a significant number of twenty-six teachers, coming from various walks of life, would not object to being filmed in the classroom. After the initial turmoil, the participant managed to find a solution to teachers' complains by delivering a staff meeting where he explained the process of cognitive coaching and recording the lessons more effectively. Bogar noticed some teachers struggle to evaluate themselves after the video as in "the rubric because it integrates so many theories (...) so if teachers don't know the theories behind them, they'll have difficulties assessing themselves". Therefore, it is important to link the cognitive coaching theories with the framework of feedback form the participant proposed to use. Even though the teachers did not feel confident in

using the feedback form, the participant noticed enthusiasm about the camera and the VR glasses, which was written by teachers on the same form as in "you're going to observe all the details much better when teaching an observed class on the laptop, you feel part of the group, you feel like you're a student", one teacher wrote on his feedback form. This idea accords with Bengtsson and Eraut (1995 cited Orland-Barak, Maskit in 2017: 52) who believe that video promotes delayed reflection, which allows for detaching oneself from the immediacy of the experience in order to engage in deeper analysis of particular classroom actions, from an 'outside- in' perspective. The teachers detached themselves from the position of being teachers and became "students", "part of the group", which suggests a more precise form of reflection.

5.4.2 Engaging online

Two participants, Hugh and Raquel, have similar opinions about their sense of self through vlogs. They are reframing their teacher identities in the new medium of vlogs where one is supposed to interact with their "followers", that is, other like-minded teachers, on their social media. They receive both criticism and positive feedback from them "they encourage me to be bold", "teacher, you should have a channel(on Youtube)", "haters are gonna hate ". The interaction and evaluation from teachers in their social media make the teachers-vloggers to challenge their teaching position and look for self-promotion behaviours in order to "stay alive". In this sense, their words resonate with Ekaterina (2017:15) who states that through "a teacher blog, teachers can examine and enhance their current understandings of teaching and consider or even implement alternative modes of engagement in the classroom." One participant mentions that, through his interaction online with other teachers via vlogs and in the comment sections, he can come up with ideas for courses and talks. Participatory culture (Jenkins et al.2006 cited in Snelson 2015:323) is an evident element within teachers' OCoP, particularly in the way that "a strong sense of community and support for the creation of vlogs and sharing them with others."

5.4.1 Peer-feedback from video

Sophie values the peer-observation feedback as it was done by a teacher she admires and is more experienced than her. In the light of peer-feedback, it is possible to compare this framework to video club model, in which Ayra et al (2016:265) endorse video club models as a good medium for teachers to gain situated feedback about their teachers' practices from others. Likewise, teachers can also provide quality feedback to their peers as well as learn to question. By providing and gaining feedback, teachers may transform their knowledge about pedagogical practices and also generate ideas for up taking in their subsequent pedagogy (ibid). Situated feedback, when done in the right timing, is perceived as a highly valuable element in Sophie's account. For Sophie, because the feedback and watching the lessons took too long to be given, the feedback might not have been that impactful. Peer-feedback after video watching is supported by Mann and Walsh (2017: 112), who state that collaborative self-development can develop a closer understanding of teachers' practice as well as "up-close" understanding of their local contexts through the use of repeated recording snapshots and conversation with a critical friend. However, for Sophie, because the feedback and watching the lessons took too long to be given, the feedback might not have been that impactful.

5.5 Evaluation

I learnt that I could not understand my research before starting to write because your sense of what material you need will develop as you write. Another skill that was difficult was to interview. I thought I was good at it because I had interviewed teachers for my blog before, then I realised how difficult it is to get concrete information, to probe for details. I believe that was my biggest lesson for my future as a researcher.

5.6 Limitations of this study

There were initially two issues in this study that may have been a limitation; however, I believe they were dealt with during the research. First, as mentioned in the methodology, it is not possible to obtain all the information I wanted to collect in one

interview with each participant. I realised there were some missed opportunities, so I conducted follow-up interviews and chats on social media. Second, the participant sample size for self-reflection videos was one interviewee, which could have been modest. Notwithstanding, this limitation was addressed by the high amount of data collected.

Chapter 6: Conclusion

In summary, this paper promotes teacher development through the use of video either in the wild or being employed by institutions by fostering self-reflection and connection with other teachers online. Broadly translated the findings indicate that:

1) Video self-reflection: Despite the fact that video self-reflection can be uncomfortable for teachers in the beginning, by exposing their body language, mannerisms and other features that teachers might not enjoy watching, this video mode provides high motivation, an environment free of management pressure, interpretative observation skills and critical and justificatory levels of reflection (Liston and Zeichener 1991 cited in Coffey 2014:87). Teachers can potentially enhance their reflective skills if they engage the learners in the reflection process, by interviewing them on a regular basis and by guiding them through open-ended questions to elicit reflection from the learners via stimulated recall. E.g. the teacher can ask the learner while they watch a lesson together on video, "Why did you say this at that moment?". By engaging learners in the reflection process, teachers can build a strong rapport and trust with them, thus helping create a more enjoyable and sustainable classroom environment. In order to achieve that, teachers need to explain to the students what reflection looks like in simple terms, (Bauer & Dunn, 2003; Fernsten & Fernsten,

2005 cited in Parkes and Kajder 2010: 226) to make sure there is a clear understanding. Teachers need to provide a safe and supportive atmosphere whereby learners can engage openly, without judgements (Fernsten & Fernsten, 2005 cited in Parkes and Kajder 2010: 226) and finally teachers must provide learners with "adequate and strategic prompts" (Fernsten & Fernsten, 2005 cited in Parkes and Kajder 2010: 226). Teachers are then able to scrutinise, evaluate and change their teaching practice accordingly.

2) Video case-studies and Video club models: These videos show features of peer-observation. This category of video's primary aim is to model techniques, but data shows that teachers use video club models to enhance reflection in peer-observation and reflective discussion amongst other peers and a facilitator/more experienced teacher. This model can also be shared with a line manager and used individually for self-reflection.These videos help collaborative reflection and can positively disrupt views of practice (Major and Watson 2018: 63) as it was found in the data.

3) Vlogs: Vlogs are being shared on social media sites such as Instagram and Facebook - teachers see the value of it to maintain their position as experts in ELT by sharing both tips and in-depth information. Hence the interaction and feedback from vlogs with other teachers are increasingly worthwhile and inform teacher-vloggers of useful content for their talks and courses. Suffice to say, vlogs are mainly used for the purposes of self-promotion.

This current study is important for the increasing use of mobile learning methods, due to the affordability and accessibility of mobile phones and social media as a medium for communities of practice. I believe that, in the near future, there will be a shift from face-to-face CPD programmes to online programmes and videos will be a huge part of this change.

6.1 The impact of this study and Suggestions for Future Research

It is important to mention that the aim of the study stated in chapter one was fulfilled. I believe the findings may be of interest to freelance teachers and teacher education programmes.

First, most studies about video self-reflections and video club models are part of the institution programmes such as Celta or M.As; therefore freelance teachers are often neglected as a target audience. I believe that freelance teachers can develop through the use of the three video methods discussed in this study. As a consequence, evaluating how videos can help freelance teachers develop is an issue for future research to explore.

Second, teachers education programmes gain from adopting video self-reflection and video club models to foster reflection amongst their teaching staff. Video is becoming part of the way we operate and it is high time for teacher education programmes to represent the tools teachers will likely read from methodology books.

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Appendices

Appendix 1 - Ethics Form from the University of Warwick

Application for Ethical Approval
BA/MA/MSc Students

We are committed to ensuring that all research undertaken by our members, staff and students, meets the highest possible ethical standards. You will already have been introduced to research ethics in your research methods modules, but now that you are about to embark on a research project it is essential that you consider very carefully the ethical issues that it might raise and that you discuss these with your supervisor. Please treat this not only as a means of ensuring that your research meets appropriate ethical standards but also as a learning opportunity.

INSTRUCTIONS FOR STUDENTS:
Please complete PART 1 (sections A–F) and email the form to your project supervisor, together with any participant consent forms you plan to use
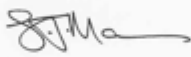
PART 1 (for completion by student)

A: YOUR DETAILS

Student name:	**Cecilia Griffiths**
University ID number:	1793773
Degree programme:	**MA in ELT**
Provisional project title:	The roles of video in teacher education programmes in the wild
Supervisor name:	Steve Mann

PART 2 (for completion by project supervisor)

Supervisor name:	Steve Mann	
Student name:	Cecilia Griffiths	
Have you discussed the ethical issues relating to this project with the student?		YES
Will the project entail working with children or vulnerable adults?		NO
Will DBS (CRB) checks be needed?		NO
Will the project involve sensitive data that may be stressful for participants?		NO
Will the project entail potential significant risks for participants and/or student?		NO
Please comment on any issues raised above or concerns you may have:		
Signature:		
Date:	11 May 2018	

Appendix 2 - Consent Form given to participants

RESEARCH Dissertation CONSENT FORM

Name of Researcher(s) *Cecilia Griffiths*
Title of study *The roles of video in teacher education programmes in the wild*

Please read and complete this form carefully. If you are willing to participate in this study, ring the appropriate responses and sign and date the declaration at the end. If you do not understand anything and would like more information, please ask.

·   I have had the research satisfactorily explained to me in verbal and / or written form by the researcher.

<div align="right">

YES / NO
</div>

·   I understand that the research will involve: *(The data collection consists of an online interview via Zoom which will take around 30 minutes. It will be recorded. I will ask you questions about ways in which you use videos for teacher training purposes, their efficacy and implications on teachers' professional development)|*

<div align="right">

YES / NO
</div>

·   I understand that I may withdraw from this study at any time without having to give an explanation. This will not affect my future care or treatment.

<div align="right">

YES / NO
</div>

·   I understand that all information about me will be treated in respectfully and that I will be named in any written work arising from this study.

<div align="right">

YES / NO
</div>

·   I understand that any audiotape and videotape material of me will be used solely for research purposes

<div align="right">

YES / NO
</div>

·   I understand that you will be discussing the progress of your research with your supervisor Dr Steve Man at the University of Warwick

<div align="right">

YES / NO
</div>

I freely give my consent to participate in this research study and have been given a copy of this form for my own information.

Signature: ....

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Appendix 3 - Sample Consent form received

Appendix 4 - Interview Questions

Type 1 - Interviews about vlogs
1) Tell me about your teaching context
2) Why did you decide to produce video for other teachers and for yourself?
3) How do you decide on what to include on the vlog?
4) Do you write a script or not? Justify
5) Have you ever had feedback on your vlogs? If so, what kind?
6) How did the feedback you have received make you feel?
7) How does your vlog help you grow as a teacher?
8) Do you add music or other effects to your vlog? Justify.
9) Do you watch other teachers' vlogs? If so, what for?

Type 2 - Interview about videos on lesson observations
1) Tell me about your teaching context
2) Why did you decide to video record your classes?
3) How do you set it up?
4) How often do you record them?
5) When do you watch the recordings? How often do you watch them?
6) What focus do you have when you are watching the recorded lessons?
7) How has viewing the recorded lessons impacted your practice?

Appendix 5 - Interview Transcript with participant Vinicius

Cecília Nobre: Great, My dear, thank you so much again
Vinicius Nobre: my pleasure
C: Uh, and, I'm gonna carry out this interview in English just because it's easier to collect data
V: Sure!

V: I'll speak a little …. (noise interrupted the sound). I'll survive (laughs)
C: Yeah! Good! Good!
C: I'm sure they'll understand
C: So, uh, OK, Vinnie, so, just a few questions, it won't take longer than 30 minutes I suppose, OK?
V: OK?
C: I want to ask you about the videos that you're producing with Troika, for teachers, I know you have a YouTube channel, I subscribed to it and I want to know more about this, the whole process.
So, my first question is: why did you decide to produce videos for teachers, for other teachers?
V: Uh, actually I wanted to produce videos in general, so I didn't really limit the video production to teachers.
At the moment, most of the videos have been focusing on teachers, but, I just wanted to do something that was slightly different, 'cause there are a lot of videos that aimed at teaching English, a lot of so-called English teachers on YouTube, and there are some tips for teachers, I wanted to be somewhere in between, I wanted to talk about English language learning, but with a little bit more in depth information, and not just hints, tips, but still something that could be interesting for the layman, not just like a webinar, or kind of thing, that only English teachers would be interested in.

So I'm really still getting my bearings and trying to see what this is going to shape into.
C: Great! And how do you decide what to include on each video? How do you decide on the topics?
V: There's nothing official so far, we've had some videos that aimed motivation because I was going to have a face-to-face event, so it was essentially used to ´promote the event , but then it was also a topic that was interesting to different people, then it was, when I realized there were a lot of people who were not in English language teaching who were enjoying the videos, so, I got a lot of feedback from people who were not teachers, said they were watching the videos, they thought the videos were helpful, then I was sure I wanted to do something that would cater to both teachers and other professions or even language students.
And then people started asking me questions, I mean people have been asking me questions about English language teaching, forever 'is this true?' 'Is this a fact?' ' Is this a myth?' And I just decided to answer some of these questions my YouTube channel.
This is the second round of videos, the 'myths', the myths for the learners, and the myths now that we started a new round of myths for the parents which I discuss the myths about teaching children.
C: That's great!
V: I don't know what the next round is about.
C: That's OK, that's OK. Do you write a script, or not? I suppose you don't.
V: No.
C: You don't write a script, OK.
V: No. We, with the myths that we did, we collected questions, we listed the questions, I studied the questions and we recorded it one at a time. Because the whole process is question-oriented, so one question, we thought about the questions, all the questions first, beforehand and we moved on to shoots.
With the motivation, I kind like bullet points of what I wanted to say like in this video we focus on this feature, then, just work freely.
C: OK, great! So, you said that you've had some feedback from different people, not only teachers.
So, can you share a bit more, about, can you elaborate on that?
What kind of feedback did you have, and why do you think what sparkled that, you believe?

V: The most interesting feedback that I received was very informal, like, I learned from a friend, that a friend of hers was watching the videos, a friend of hers who lives in the U.K. was watching the videos, I had absolutely no idea, because a lot of the feedback doesn't surely come straight to you, so, one day you're at a party and somebody mentions: 'Oh, I've been watching a video.'
It was actually, oh, you know, quite disappointed at first, 'cause I was thinking that nobody was watching my videos, was like: 'I don't think people watch them.'
And then suddenly you hear, you know, from different places, people going: 'Oh, I really liked that video, I watched that video, why don't you talk about this, but it's usually very very informal.
People usually say, that either the video revolved our motivation, what I heard a lot was that people felt motivated by watching the videos, which was not the original intention, but ironically it kind of triggered that, and with the myths people have been saying, especially teachers have been saying: ' This is something that my students say a lot, can I play your video to my students?' 'Can I tell my students to watch your videos?'
So, this is the kind of feedback that I've been receiving.

C: Great! And how does that make you feel?

V: Oh, it makes me feel great! It makes me feel really good. That's why I'm doing this. I'm doing this too, I'm making information more accessible, and really, you know, try to professionalize a little bit what's going on the internet, and help people get first-hand information that is reliable, and not just...

C: Because nowadays it's, we watch everything, right? It's difficult to, sometimes like you said, yeah, find reliable content, yeah, especially with this trend of YouTubers and, you know, just the fact that you have a camera and you can shoot whatever, so it's, I think it's really important to provide a reliable content.

V: Now our profession is extremely informal, so it encourages a lot of people to just, you know, the same way people suffer from fake news, the fake news intro, English language teaching has been suffering forever from the fake, not news, but fake information, fake beliefs, fake things. And Now there's a platform for these things to be broadcast throughout the world

C: You have to be mindful. So, Vinnie, how do, how do your videos reflect your practice, I mean, yeah, do they affect your own teaching, teaching your training? Because now you're a trainer. Now you're training more than you are teaching, right? Yeah, how does that effect?

V: I wouldn't say that the videos affect much what I do. It's more the other way round. What I do informs the videos. Yeah, at the moment at least, I'm fairly new to this, so, so far it's been more this way. What I do, the kind of development programs that I design, the kind of development opportunities that I'm involved with, they inform my videos

C: Yeah, OK. As for the technical stuff. Do you add music, effects or anything extra on your videos, do you like to add those extra?

V: We've been trying. Some of the videos there's a little bit of editing. More advanced editing, I'd say. But most of the videos, because of the kind of videos, they're fairly short, and they don't have too much going on, the soundtrack, special effects, I think that's quite cute, but not for my purpose at the moment, I'm not saying that I'm not going to use that, I imagine, but at the moment, the videos are more 'raw' .

C: 'Raw'. Yeah, I was thinking about that. And, as a viewer, do you watch the other teachers' videos? if so, what type of videos do you like to watch, and what for?

V: No.

C: That's OK.

V: I watched a lot of videos when I decided to do this, to kind like, see what's been done. And to be very honest, I don't really see anything interesting, in the sense that, it is worth my stopping what I'm doing, to watch it, or to follow, so, every now and then something pops up or somebody recommends something, and then I go and I watch a bit, some pieces, but I don't follow someone, I don't watch on a regular basis other people's videos.

C: OK, that's alright. And my final question is, what do you aim from now on, yeah, with the videos? What's your goal?

V: When I first started it, I think that I suffered from the same centrum that most people who engage in something like this suffer. I really wanted to have bazillions of followers and subscribers, and, I came to realize that this is really not the point for me, I want to have loyal subscribers, people who really perceive this is added a value, and not just a whole of bunch of people who I can become interesting for YouTube, or for Instagram as a, what do you call that? An influencer, kind of thing.

C: Yeah, yeah.

V: Nah, I don't wanna do that. I want to be able to, actually make a real difference and I don't want to be the top one. I want to be able to influence people, even if it's just 3 or 4 people, I want to make a real influence not just have the title. I think if I manage to have a positive impact in some teachers', some learners' life, the way they're perceiving English language teaching and learning, I'll have reached my goal. I think this is what I wanted to do.

C: Great, OK, Vinnie. That's it! Thank you so much. So, can I use this information on my dissertation and my talk?

V: Absolutely.

C: I'm gonna credit you, of course.. Thank you so much Vinnie!

V:Thank you!

Appendix 6 - Interview transcript with Bogar

Cecilia: Okay so yes, so I'll let me have some questions here, so let me see if I remember what you wrote once on my Facebook and then it really caught my eye. You said that you record your students in a 250 degrees camera, something like that?

Bogar: Yes I record the classes through a 360 degree camera and then what I have, what I do, is have my teachers observe their own classes through 3D glasses -

Cecilia: Right…

Bogar: Through virtual reality glasses.

Cecilia: Riight I'm going to ask you about this soon but before, can you tell me about your teaching context? So, you are a coordinator, a manager?

Bogar: Yes, I'm a language coordinator, I'm in charge, well, I was, I quit 2 weeks ago because I'm leaving for Holland, but I was in charge of two campuses and I was in charge from preschool to high school, and I basically designed, I was hired four years ago and I designed the model, I implemented the model, I was in charge of recruitment process and ongoing training and development.

Cecilia: The model? What do you mean by that?

Bogar: Yes, I designed a model called comprehensive ESL ELF model, and it's a model based on three core elements: a constructivist approach, a competence-based approach and a principled communicative approach, which was created by Dornyei.

Cecilia: Right.

Bogar: I designed that, and of course all the didactic approach, and that's what we've been doing through these last four years.

Cecilia: Right, ok. And how did you, did you or anyone from your staff come up with this idea of 360 degrees camera and virtual reality glasses, what, what proceeded that, you know what I mean?

Bogar: Yes, yes. I was fortunate enough to be at University of Cambridge last year and there was this conference and, I… There was a talk about virtual reality using augmented reality and virtual reality and that's where I got the idea of it, and I was like 'oh, this works wanna try it out', and I also included the idea of using cognitive coaching.

5 Cecilia: Yeah, right.

Bogar: Cognitive coaching and virtual reality and this was last year so I've been doing this for a year.

Cecilia: Yeah, right, ok. But before that, did, did the classrooms have cameras --

Bogar: No, no --Cecilia: What kind of technology did you have?

Bogar: We didn't use much technology, I, I, we had the in-class observation so I would go to class and I would give them the typical lesson feedback --

Cecilia: Yeah, yeah.

Bogar: So I wanted to change that because we are Cambridge English school.

Cecilia: Right.

Bogar: So the problem with that is that you have to certify all of your students in second grade, fourth, sixth, ninth grade and twelfth grade, but there's this issue because the model I designed is focused on developing life competences so we have this, yes, we have to certify our students, but the important thing for me at least and for the school is to develop life competences. So, this became the challenge and this in-class observation and typical lesson feedback was not working. I was having some issues with with the teachers, that's why when I saw, when I heard about using virtual reality and I started reading about, doing research about cognitive coaching, I thought 'okay, this is, I think this is going to work', because the idea behind cognitive coaching is actually to have teachers observe their own areas of opportunity, their own virtues and actually have them come up with what they want to develop --

Cecilia: Right.

Bogar: Not me telling them.

Cecilia: Right.

Bogar: So we started recording the classes with normal, normal camera and yes, it worked well but I thought, you know what? I'm going to do research, I'll use the virtual reality thing and I did that and it was totally different. The perception is very different. I have, let me see, I think I have a presentation here. I talked about this is at a conference in Mexico City, in IATEFL, no, in Mexico city and let me just go back to the comments of the teacher. They basically found the... Because I had to first observe their classes with the regular video recording and that I had them observe their classes with virtual reality so, in order to get their perspective before and after.

Cecilia: Right.

Cecilia : how did you feel when you watched your teachers' lessons through the VR glasses and the cameras?
Bogar: It's totally different. When you are observing classes through virtual reality, you're i immersed in the context, you feel like a student and the possibility of turning around and observe what's going on behind you or next to you or in front of you changes a lot the perspective. It has this sense of being surreal, "Am I in the classroom, am I not in the classroom?"
It's more about the non-verbal language of the students. You're aware, "oh, that student is really bored" or he wasn't doing anything. He was supposed to be writing or something, but he was doing something else. So it's quite interesting, at certain moments it becomes surreal.

Bogar: And the comments, sorry, it's a lot of quotation…

Cecilia: Take your time.

Bogar: Okay, this is fun. I'm quoting, right? This is fun. You're going to observe all of the details much better when teaching an observed class on the laptop, you feel part of the group, it's like you're a student. It's definitely more useful this way, it's so interesting. I felt like a student. If I had observed my first class by using virtual reality, my score would be lower. And he's talking about his, his scale in the lesson feedback.
Cecilia: I see.
Bogar: I thought I had all of my students engaged, but it's definitely not true. There's more introspection by using virtual reality, I can see their faces and their non-verbal language much better and I see myself as an external agent, so those were --Cecilia: That's great, yeah! So those teachers, were those teachers also with you before you set up the 360 degrees cameras?Bogar: Yes, yes.

Cecilia: Did they have previous experience, like, with video recording observations --

Bogar: Yes.

Cecilia: With the classic?
Bogar: With the classic, exactly, exactly. I wanted to do this in order to do some research and just to discover how they felt, if there was an actual difference between using a normal recording and using virtual reality and what we found out is that there is a big difference and, myself observing the class, it is totally different.

Cecilia: Wow… And I'm going to ask you about this in a moment, but can you tell me, Bogar, is that I pronounce your name, Bogar? I want to--

Bogar: Bogar, Bogar. That's in English, in Spanish it would be Bogar.

Cecilia: Bogar. So which one do you prefer?

Bogar: Doesn't matter, Bogar. Whatever is easier fot you.

Cecilia: Ok, Bogar. Can you tell me, how is it set up this new environment with the new cameras?Bogar: How difficult is it?Cecilia: Yes, I mean, can you talk me through the process of setting up?

Bogar: It's pretty easy, I think I have a camera here, give me one second--

Cecilia: Uhum.

Bogar: I thought it was going to be much more difficult setting everything up but it's actually quite easy, it's basically the same that you would do with a normal camera.

Cecilia: Really? Okay, okay.

Bogar: Yes, so this the camera I use, a Vocera camera, and I use a tripod. I didn't like using a tripod, I'm thinking of using something else later on, but I set the tripod in the center of the classroom, which limits mobility so…

Cecilia: Oh, I see. Did you have one camera for each classroom?

Bogar: Yes, I mean, I recorded classes separately.

Cecilia: Right, with one camera?
Bogar: With one camera. Yes, exactly. There's an app you use with this Vocera, an app you can use in your cellphone and, I think I have the glasses. The glasses are really cheap, you can even do them using with cardboard. Let me see, I have two. I actually got one from Cambridge.

Cecilia: Okay.

Bogar: When they were talking about virtual reality, they gave us. This is from, this is from Cambridge, it's quite, let me open it, as you can see, I think you can --

Cecilia: You can make it, right?

Bogar: Yes, you can make them. You can buy like the card thing and the glasses are really cheap, you can make them. What I use is, I use this one.

Cecilia: Right. You bought that, right?Bogar: You can buy them, it's really cheap. I think I would say, in dollars, 25 dollars.

Cecilia: Yes, that's affordable. Are they called virtual glasses?Bogar: Yes, VR glasses.
Cecilia: Ah, ok, VR glasses.

Bogar: And the tripod, which is also really cheap. The most expensive thing would be the camera which is actually not that expensive, it's... I would say it's going to be between 400 and 600 dollars.

Cecilia: Right, this type of camera.

Bogar: That type of camera, which I think is one of the best. It's simple and it's not big and it's really useful and it has a lot of functions and any smartphone and that's it.

Cecilia: The Smartphone is for what?

Bogar: Ah, okay. The smartphone, let me do this. The smartphone, you have your smartphone and what you do is, you open the VR glasses and what you do is, you put your smartphone here and you stick it in. The smartphone, you have to upload the video to the app or to YouTube and you have to upload with the VR option--

Cecilia: Okay, okay, got it.

Bogar: So you'll be able to observe your classroom through virtual reality. Now this is basically just to focus on yourself and avoid any lighting.

Cecilia: Right, right that's great, great. I'm impressed. And how often did you record the lessons?

Bogar: I tried, because I have so many teachers and I was the only coordinator, I tried to do it at least once a month, once per teacher a month, and that would imply more or less 20 classes recorded per month.

Cecilia: Wow, per month?

Bogar: Per month. Now the process of using cognitive coaching, the process is really long. Let me go to the presentation, it takes more or less, and I'm talking about the actual recording of the session, but also talking about the feedback process --

Cecilia: Yeah, the feedback.

Bogar: Yes, this would take more or less 2 hours.

Cecilia: Wow… Okay…

Bogar: 2 hours, well so we're talking about a 50-minute class for example, because it's a full class observation, so--

Cecilia: Why is it important to be a full class?

Bogar: Because the cognitive coaching process is a reflective process, so you can do and I actually designed a lesson feedback format, and it's based, based on a lot of different frameworks, from the Common European, if you want I can share my presentation later on--

Cecilia: Yes, I'd love to. I'd love to watch it.

Bogar: Okay so it's a reflective process so what I want my teachers to do is actually observe their entire class --

Cecilia: Right.

Bogar: And they have a rubric and I believe it's more or less like 60 items which is a lot, so...And it's more of me asking questions, so for example throughout the process what it did is I started writing down how many questions I asked and how many observations I gave, and this was basically 40-20. 40 questions with 20 recommendations, which is a lot for cognitive coaching.

Cecilia: Right.

Bogar:The idea or the ideal scenario would be, maybe I would say 50-10.

Cecilia: Okay, okay. So did you--

Bogar: Yes, yes?

Cecilia: Did you make those questions based on your observations of the lesson, teaching events that happened throughout the lesson or they were general questions that, more standard questions?Bogar: No, it was based on the format and it was based on their own observations, so what we do is, okay, we record their class, they observe their own class, I observe their class, we fill out this observation form--

Cecilia: Uhum.

Bogar: We sit, we have a chat, it's more of a therapy session rather than something, rather than, rather than feedback and we go through the first item. Okay, tell me about this, okay I scored myself a 4, okay why, why did you score? So it's more about asking question and about what they are answering and reflecting on.

The teachers' feedback basically guide me towards the path I need to take, so without any teacher's feedback, this would be...not impossible but I would be doing things randomly. And with teacher's feedback if I consider everything they are telling me, everything they're saying, and if I follow their path I'm sure I'll find better process for that CPD and virtual reality integration.

Cecilia: Right. So did they, both of you watched the lessons separately, separate moments--

Bogar: Yes, yes.

Cecilia: And how late did you watch the lesson?

Bogar: I would watch a lesson every day,

Cecilia: But I mean after, after the lesson happened, how soon or how later would you watch the lesson?

Bogar: That same day.

Cecilia: Okay, same day.

Bogar: Okay, same day later on in the afternoon or evening.

Cecilia: Any reason for that?

Bogar: Yes, because the feedback is faster and has better results for teachers.

Cecilia: For teachers the same, they would watch on the same day?

Bogar: Yes, I try to have, I don't like having my teachers after class when it's not their work schedule so, for example, I had a teacher who maybe taught at, I don't know, 8 a.m., and he or she had a free or a couple of free classes are in the morning, I would have them observe their class and do the feedback report, fill it out and then we would look for a moment, that same day if possible, to actually do this process.

Cecilia: Right, do you have any feedback from teachers, I mean when, after, throughout the process? Can you recall any feedback, I mean, any comments from teachers about the whole process? Did they enjoy it, did they, were they a bit reluctant about, you know, being filmed?

Bogar: Yes, because I was saving a lot of this evidence for research purposes, so I made a mistake. So, first of all, I didn't tell them about, I didn't explain about the process, of course I told them I would be recording them, but they were more used to me going in the classroom. So when they saw the camera it was like, what is the camera doing here? And I actually had complaints from teachers, so that was my first mistake. So what I had to do was actually have a meeting and explain first of all what cognitive coaching is and cognitive process is and what the idea behind the recording, and once I explained that, everything just ran smoothly.

Cecilia: Right.

Bogar: Then we got into this process and when we finished with this process and they were actually really happy, they're actually asking when I was going to record their class again.

Cecilia: Oh, really?

Bogar: Yes, because it's not me telling them what to do, it's themselves.

Cecilia: Yeah, yeah.

Bogar: And let me tell you there were even more, they were they were really harsh on themselves. I would score them, maybe, there is a range from 1 to 0, no 1 to 4 and I would maybe score them with a 3 or 4 and they would score themselves with a 2 or 1.

Cecilia: Wow.

Bogar: And I would ask them, okay, why? Oh, I think I could have done this better ,I made a mistake here, I made a mistake there, so that was kind of interesting.

Cecilia: Uhum. Did you see that as a pattern from the teachers?

Bogar: Not necessarily. I observed that with experienced teachers.

Cecilia: I was going to ask about that, if they were novice or experienced.

Bogar: I've noticed that with experienced teachers, but with teachers who are willing to learn.

Cecilia: Oh, right.

Bogar: Teachers who are not willing to learn, it's like this: the more you don't know, the more you think you know.

Cecilia: Yes, that's right.

Bogar: And the more you know, the less you think you know.

Cecilia: Yes, you're right.

Bogar: So that happened a lot. Teachers who were really open to learning, they were like they were harsher with their own assessment, but teachers, it didn't matter if they were novice or experienced, but when I know they were not really willing to learn, I got a high score and I know what I observed was totally different. But with cognitive coaching I can't tell them that, I have to I have to help them discover opportunities throughout questions.

Cecilia: Very interesting, could you refer any article to me about cognitive coaching, so I can learn a bit better, I mean later or if you have any articles?

Bogar: Yes of course, I have, I'll be sure to share with you.

Cecilia: Yes, thank you. So, and tell me, you told me how often you recorded them, did you have any focus when you recorded them? I mean, was there any, was there any reason for recording or, it was more like a process that every teacher had to go through or were you looking, okay, for example, for this teacher I want to see how they--

Bogar: Manage, right?

Cecilia: Yeah, yeah. Students feedback or oral feedback, so how was--

Bogar: No, it was a full observation process because I was also piloting my instrument, so it was a full observation. Let me see if I can find the instrument here… Just a second. Yes, I got that. It's, it's a really long instrument. I've also asked teachers from all over Mexico to use it. You know it would be nice if I could share this with you.

Cecilia: You can share screen with me if you want.

Bogar: But you know what, it's not a, can I share a link maybe?

Cecilia: Yes, on the chat box, yes. If you see the chat box, yes.

Bogar: Yes, that would help me much better.

Cecilia: Can you see the flashing?

Bogar: Not yet, I'm just copying the link first. Okay, and let me go back to. Okay if you want to go to that link, that's a presentation and go to slide 20, I'm not sure it's open, I don't know if that will be visible enough or if you can download it. That's the observation sheet, it's a full observation.

Cecilia: Ah! I see. Bogar: And it's based on several important instruments around the world, I believe. I think you can but, I don't remember, because I don't have, it's really small, yeah let me see if I have the file here, because this is a new laptop.

Cecilia: Yeah, yeah.

Bogar: I have, sorry, I don't have it here. I can share it later with you.

Cecilia: No problem, I can zoom in, but it's all blurry, so it doesn't really--

Bogar: Yes, it doesn't really help. But basically, it was classroom management, it was assessment, what else? Some elements of constructivism, some elements of competency based activities, so it was based around the make the model I designed, and the instruments I found through research.

Cecilia: Right.

Bogar: So I wasn't focusing on anything specific, now of course I began this process this year, so I'm not going to be able to continue because I'm not working there, but the idea later on would be to focus on certain aspects according to or depending on the teacher.

Cecilia: So my last question, my last two questions is, how has this this viewing and video recording, how has it impacted your experience as a, as a teacher educator, as a trainer, yes my first question is this one.

Bogar: A lot. A lot because I'm not telling them what to do, I'm having them actually tell me what they want to learn. I'm having teachers acknowledge their own areas of opportunity, acknowledge their own virtues, things that they do well and I have them tell me, okay but what do you want to learn? I want to learn this. Okay, how can I help you? Okay, I need maybe a course, okay so when would you like to take the course, so it's all up to them, so that makes my life a lot easier.

Cecilia: Yeah, yeah.

Bogar: Because when it's up to them, and when it's intrinsic motivation, the process is totally different.

Cecilia: Yeah. And how did you tell, how could you tell they were because you are in a different position, right? Because you are not, you're their manager. How could you tell that, you know, how comfortable did you feel they were talking to you and telling you all those things you know what I mean? Because, you, yeah, because of the different position you hold.

Bogar: It was, it was good to them, it was a positive environment and it was positive for them, but it did notice something. They had difficulties asking themselves questions, if you check the form later on, after every focus, let's say classroom management, there's this place they had to write at least two questions, and that's obligatory.

Cecilia: Questions for, questions for--

Bogar: For themselves--

Cecilia: Right.

Bogar: And they had so much difficulty doing that, it was like, argh, do I have to write? It's your own questions, not for me, for you. But do I have? Yes, and sometimes I had teachers write answers, not questions. So, as teachers, we're used to not be self-critical or self-aware and sometimes we prefer the coordinator to tell us. So this process was interesting, it was difficult for them, but it was a positive process, and I noticed this because they were asking me, when are you going to go and record again, when will you be able to observe my classes. The virtual reality thing, that, that promotes a different environment, you have fun observing your classes.

Cecilia: And it's important isn't it? And a my last question is do you see any limitations of this, this process, virtual reality?

Bogar: Yes, it would be basically setting up the camera. For example, I didn't like the tripod in the center of the classroom because that implicates many things, so it would have to be somewhere I guess, hanging by the ceiling, I guess, something like that. That would be like the most difficult part and if you're using cognitive coaching, time, time management, that's, that's, because I shared this with several coordinators here in Mexico and I'm working in the private sector. If you're working the public sector, the scenario--

Cecilia: They don't have the time, right?

Bogar: They don't have the time.

Cecilia: Because you spend 2 hours giving feedback, right? It's a lot of time...

Bogar: Yes, a lot of time and if you have 20 or 30 teachers, that won't work for you, so that will be, maybe using this once every two months with the teachers, if you don't have like the time or as you are asking me, maybe just focusing on specific things ,not the full observation process.

Cecilia: I see. Okay, okay.

Bogar: And other limitations as well, with the format, the rubric, because it integrates so many theories and, because you focus on cognitive approach and there's a theory behind it, so if teachers don't know the theory behind it, they'll have difficulties actually assessing themselves.

Cecilia: Do you think it would be useful to, to train the teachers on cognitive learning first or at least give an introduction?

Bogar: It would be a wise to train them on, yes, the cognitive learning and the actual instrument you're using for the feedback.

Cecilia: Right, you mean the forms?

Bogar: Yeah, exactly. Once you get to see them and analyze them, you see that, it won't be easy for any teacher to just assess themselves, because it applies knowing a lot of theory.

Cecilia: Uhum, I understand.

Bogar: And the last recommendation would be actually informing of them about the entire process, that someone's going to be using this type of method or--

Cecilia: In advance, yeah, before you start --

Bogar: Yes, definitely. That caused me many problems.

Cecilia: Yeah. Ok, wow, that's amazing. Thank you so much.

Appendix 7 - Interview transcript with Dirk

C: Questions about your lessons observations and the process that she goes ok why you started recording a class what was your initial and has it changed over time?

D: ok, well you know like as soon as I finished my master degree in English language teaching the only thing I wanted to do was teach because that was what I have been studying for and I was ready to enjoy the whole teaching world and teaching the way that I wanted to and so as soon as I started to teach speaking lessons at the secondary school and started to teach in a different way and I saw it was effective but I couldn't really put a finger on why it was effective, I started to carry out the phd. If I can explain this to other teachers then these teachers can help their students and then we can create a better teaching practice in general. But, in order to carry out the study that I'm doing which I've mentioned before, an ethnographic study, I had to figure out what is going on in the classroom, why it's taking place, so I'm implementing basically a new approach that aims at true self-expression and in order to see if this approach actually works I need to focus on the students' development throughout the whole course and so I'm basically analysing the implementation and effects of this approach and one way of doing this is also by observing your lessons, observe in the sense not

only by means of the teaching diary, but observing in the sense of video recording and voice recording or video recording the lessons so, one camera focusing on me, one camera focusing on the students and then voice recorders on the table and with the aim of answering three of the six research questions that I have in order to get to the answer of the main research question which is how and on what terms do students use English as social agents in the sense of when do they truly express themselves as the human beings for who they are and for that reason I had to start recording my lessons and the objective has not changed. But I think I will continue doing so whenever possible because I think it's a really effective tool.

C: So you said that you had to start recording, why did you choose to record your lessons rather than write journals, for example?Why did you choose this medium of tracking progress, rather than others? Well because, you may see what's going on, but it's only from where you are standing, your point of view and you cannot control what other students may be talking about between each other, how they respond to exercises, what they discuss when they're on task, what they do when you turn the back, they you turn the back towards them, or when you're monitoring, there are so many things that you cannot see, what I recommend people to do is, yes, teaching diary to reflect on your practice, not only by what you see during the lesson or by reflecting on what to talk about with other teachers or research that you read about but also writing what you see throughout the video recordings because that's where really authentic material emerges, authentic in the sense that you really get a holistic picture of what takes place in the classroom because you have access to everything, in the beginning I would not say it is authentic because both, I as a teacher and the students, I mean, both the students and I as a teacher had to really get used to the video recordings in the classroom, and the voice recorders on the table, and it's very tough to combine especially with my research goal, because, how can you aim at true self expression when students feel not comfortable to actually do so because they're being observed, even though they were not aware of my research goal.
C: How did you manage to make them feel comfortable even though they were being observed?
D: do you know the funny thing is? So I think I was so busy making sure that the students felt comfortable enough with the video recordings and the voice recorders that I almost forgot about myself and it was me especially who was not comfortable enough with the video recorders and the voice recorders because I felt really observed, and whether you like it or not, especially because it's a PhD research, you're gonna be "OMG, who's gonna watch this?" and people are gonna give me feedback on this and what if I do this now and it doesn't work, so I was worried about that as well as much as the students and I think that little by little we worked our way through it by building confidence together. I think one of the key word from my research is the word confidence in one another, student and teacher and confidence in oneself to speak up, but in this case, confidence of trust. Because they knew they were being observed, I knew I was being observed, both by students, you know?

C: But what did you tell them? How did you explain your plan to them so that they didn't feel threatened ?
D: Oh no, like...I just gave them a heads up. Because you do not want to make something up, the things are the way they are.

C: Did you say that this is for a PhD research? That they are not gonna be judged or anything?
D: Exactly, no. I mean, you make the students feel comfortable enough with what you know and you have their parents signed for the fact that it's all confidential, it's used for research purposes and of course that's for the parents to feel safe but then you want the students to feel safe as well. Of course you mention "guys, don't worry, of course the lessons are gonna be the same", the only thing that is gonna change is that I'm gonna be recording them, so "if you wanna say the same things you did as before, you're free to do so, I don't want you to change, I just want you to be...you."

C: How did you set up the classroom?
D: One camera in the corner to get a view of me and the blackboard, and the backs of the students, and another recorder in the other corner, the opposite corner, to get a focus on the other students, but the good thing of the camera was that it basically covers the whole classroom, so I had really decent views of the students and me and what everybody was doing in the classroom. I could see all of them. I had microphones on the tables to make sure pair work was included and all the interaction in between, of course students in the beginning they think it's funny, they may grab one microphone and go babababab, or they're like "hello Dirk"(whispering voice) and that's all good, it's them, you know?

You're not gonna say "don't do that!" or in the beginning you want them to be careful, because they are voice recorders, if they break, I have a problem. So you don't put it on them, so I say "I have a problem" if you break it. It's me showing I trust them enough to be careful with the recorders. But in the beginning, you know they were just having fun and getting used to it, as the weeks pass by, the more activities we did, and the more, I showed, I think, it's the interpretation I have, the more I showed my true self in class, like sharing anecdotes and crazy stories related to English language teaching, they were like, ok, if he can do it, I can do it. And as soon as they did and they would not get any negative feedback "oh you shouldn't have said this", you know we build up this confidence together. So it can be something you really take advantage of, with other students, the moment they feel comfortable enough with the situation, you can also share materials with them, this is sth I did with the interviews.

C: What kind of materials, do you mean?
D: So for example, my investigation is really based on this idea of true self expression, so sth that I explain at the conference is how you can plan basically is what we talked about with the interviews. So it's plan certain parts from the interviews, it's sth I do with my students when they speak to people in Park Guel or Plaza da Catalunia, so you let them plan the part but you want them to feel free enough to improvise in their own unique way. So I would come from them for example with video from the beginning when they were strictly following the guidelines and videos of how they are now when they are freely creating with the language. And I would ask them "hey do you see a difference? What do you think the difference is? How do you notice that? What moment do you notice that? Even though you kind of know, you still want to see their point of view and their reasons behind it because you can judge what you see but you cannot judge what other people feel and the interviews helped me with the students to the reasons behind the students. Something that I underestimated in the beginning but it's not probably the most crucial point of my research.

C: Did you underestimate that?
D: Maybe underestimate is a very big word, maybe overlooked. I carried out everything in the way I would have liked it so I'm satisfied with the results but I think I would not get as much valuable and useful information as I did.

C: Right. Would you change anything that you planned when you started carrying out the recordings?
D: Not at all. I'm so happy with how everything went for me that was a process that I had to grow through as well, and I, it's funny because in the end I wanted the students to be free to express themselves in their own unique way, and I think unconsciously, that is sth I had to go through myself as well the first few months and that's sth that I look now as I look back and that I really say that, yeah I had to look for my own freedom in the sense of not only expressing myself with cameras but also expressing myself freely when I'm using a textbook and still promoting in a way to have true self-expression opportunities in the classroom so I had to fight with students for our own freedom of true self expression and I think I helped the students but, I think, this is funny because they helped me as well.

C: How often did you record them? Did you record every lesson?
D: Every lesson.
C: How many lessons a week did they have?
D: 2 lessons a week. So I have in total maybe 50- 55 lessons.

C: Did you record the whole lesson or just parts of it?
D: whole lesson, from the moment I enter the classroom until I left, for an hour. I would try to arrive 5 mins in advance to set everything up, after the lesson I would always keep the camera rolling for another 5 mins just in case someone comes back because stuff like that happens.

C: When did you watch the recordings? Does anyone else watch them?
D: On the same day in the afternoon, at a café next to Plaza da Catalunia called Buenas Amigas. I just have a coffee and really look back at the lesson, but first, in the beginning, I would write down my impression of the lesson, then I would watch the lesson then I would write another impression. But after a while, I did not do that reflection before and after the video, I would write down my reflection as I watch the video. I would pause whenever necessary or go back when necessary. Write down some

quotations that really got my interest throughout the lesson, I would always write solid at least four A5 pages. So I have a lot of reflection to do on my reflection.

C: Why did you decide to do your reflection that way?
D: in the beginning because of the reason I told you before, because you have an idea of what you see, and then you have an idea of...after the video you see what you miss out on, and as I did it this way, I finally, I think at least because I didn't know write it down, I think I just came to terms with the fact it's ok to directly look at how the lesson really was. Instead of just my interpretation first, because in the end it would be my interpretation with the observation, that was the most relevant in the end. So that's why I stepped away, I guess, from that idea and only focus on the just the observation of what I saw and what I thought and that's why the interviews with the students are crucial, because, unless you do not speak with them there are always assumptions.

C: Why did you do the interview with the students?
D: I wanted to do that maybe before, but I didn't and I'm very happy that I didn't. Because I would have made students maybe too aware of what was that they were going through or maybe I would have said too many things or asked too many questions related to answers that I wanted to know that maybe that would have had an impact on how students behaved, not necessarily behave, but you know when you get an idea of what it is that I want them to answer? What questions I want them to answer to, they would have got an image of where I wanted to go maybe. So I'm very happy that I even left the question of development throughout the course at the end. Because thanks to the video material they could directly put themselves into the situation of "yeah at that stage I felt so... " they remembered and that was good because the moments that I had for them to reflect on what was meaningful so they could immediately place themselves in a situation how they felt. So that made me very happy when I did the interviews.

C: What focus did you have when you started recording your lessons?
D: It's funny, I think in the beginning I focussed on what I wanted to see and that's part of my fight for freedom as well and my fight of what I was preaching all the time that is "a great teacher never stops learning" I had to become aware of the fact that I should not be focussing on the things I wanted to see because of the research, I had to focus on the themes that I didn't see, if that makes sense, so the things I was not aware of, I had to focus on discovering, trying to become better every week, not me, but trying to thanks to this create the best teaching practice possible for students, so I continuously grew with my students because I continuously reflected on what I was doing at some point, and in the beginning I was really focusing on, ok I'm implementing this approach now what are the effects of me doing this and that was not the point, the point was how do people react to this but how can I improve this approach and the moment I saw this, as soon as I saw this, this idea of freedom to figure it out that was a big step for me on a personal level because it implies that I did not feel as observed anymore because I was looking for my own way you to improve it, I wasn't looking for the way that maybe others wanted to see things or I wanted to see, I just focused on the continuous development of improving the students and when I focused on improving the students, I improved my approach and improved myself.

C: How have your lesson observations impact on your reflection?
D: BRRRRR (makes funny noise).The teacher I am now is a complete different teacher that I was in the beginning and I thought in the beginning that what I had was already really good and when I started to teach, this whole combination of being able to see what takes place is, in combination with obviously research and the voices of other experts and other teachers and the voices of the students, very helpful tools to continuously develop yourself as a teacher and your practice, I think it helped me to obviously to see the things I did not see, I think it helped me to become aware of the strengths of myself and the students, to become aware of the things we have to improve on as teachers and students, and so becoming aware of what I was feeling during the lessons whether I felt comfortable or not but always within, I think the possibilities of the classrooms so yes, we are free to figure it out to become aware both students and teachers, but within obviously the norms and the rules, so I think it helped me to become aware of my whole self, not only my teaching practice, also my feelings in the classroom.

Appendix 8 - Interview with participant Hugh

Cecília: So, Hugh, I want to set up this interview to talk about the VLOGS, the videos that you've been making for Facebook, so why did you decide to make them for other teachers?

Hugh: Kind of 3 or 4 reasons, I think. I think partly it was just, after when you come out of a session where you've been working with teachers you do kind of 15, 20 minuters, half an hour, and at the end when you're doing Q&A and sometimes the same questions you've been asked a hundred times you don't really think much about your answer, you just kind of go: 'That's a good questions, bla bla bla bla bla….'

0 Cecilia: How did it feel to record the videos?

1 Hugh: There's a little bit of me that thinks done well and we'll have to be ..... out there taunting
2 ourselves all the time and done. You know I'm not naturally brilliant at selling myself in any sort of
3 explicit way and I recognise the need to be public and to be out there and visible in a sort of social
4 media age, so there's a slight reluctance to participate in the sort of the frenzy that social media
5 can become on occasion but I recognise the necessity of participating.

0 Cecilia: How did you feel about the feedback you started receiving from the videos?

1 Hugh:To be honest I don't spend a huge amount of time thinking about how I feel about things. I tend to get on and do them. So I'm not sure I ever counciously sat back and had any particular feelings about this stuff.

Mostly it just feels good, it feels good to be in contact with other teachers out there, it feels
2 good to see that what you're saying resonates with some people. It's also good just to see the
3 questions or the comments even the criticisms that people have sometimes.Every now and then a
4 certain comment or a certain criticism can overstep a marker I think personally and can be hurtful
5 or personal. I've leart to sort of more or less ignore those ones and don't bother about them, cause
6 you know, haters are gonna hate. But generally fine, I think. So I think it's just a lovely thing to be
7 able to interact with people out there who are interested in your work and what you do. And for
8 other people out there, I know it, it's a lovely thing to be able to see someone talking in a sort of
9 relatively low key personal kind of way.

0 Sometimes people ask you a question and you become aware, you're kind of thinking: 'Ah, that's
1 quite an interesting question, actually.' And traditionally, I think what I had been doing is making a
2 note of those kind of questions, and thinking to myself: 'I must do a blog about that at some
3 point, OK?
4 And over the last 6, 7 months, we've both been might busy writing, the blog writing's just kind of
5 gone to the backbone, so partly I think it was just why it's still fresh in my head while I've got some
6 ideas about it, so it's while I'm kind of capturing, I've just been in this session in place 'X' and
7 somebody asked me about this, and question and then 'bluah'
8 And when you do it that way, it's quite easy to kind of squeeze into kind of 5-minute video,
9 maximum 5 minutes, I think you wanna be doing the most, and you then notice when they get a lot
10 of responses on social media and the hits, and when they get shared, and the possibly the easier
11 for people to digest than a longer blog post, also to be honest it was just something to do, because
12 when you're on the road, it's like, yesterday I was in Dublin Airport for 4 hours, you know. So, it's
13 like, I sit there, I'm reading, OK, you do some reading, you catch up with your e-mails, and I'm still
14 claiming to thinking about some of the conversations I had in school, so you just think: 'Ah!', you
15 know, just make a quick video to get some of the answer of my head.
16 So, it's just that, really.
17 C: Great!
18 H: And then seeing the kind of response that they got make me think: 'Oh, maybe this is a good
19 idea, you know, maybe it's just something I just do a bit more.
20 C: For other videos, you mean?
21 H: Yeah
C: A follow-up.
H: Yeah.
0 And so I started thinking basically when I'm off doing teacher development or teaching training
1 sessions, it's a nice thing to do after each one, you know, it's a kind, it's a way of marking the fact
2 you've done it , I think also for the teachers who have asked you if they watched it, that's a kind of
3 feeling of all, look they did the blog post, they vlog about my question.
C: My question, yeah!
H: Yeah, that's nice for the teachers as well.
C:Yeah, definitely. thank you!
So I think you answered my second question in a way, which is: How do you decide on what to include on the videos? So I think this is…
H: It's pretty much based on what comes up from the sessions that we talked about.

Sometimes, I mean, yesterday, actually, there's 2 or 3 more questions came up. See that, so I made a note, you know, just the idea of teachers worrying about teaching bits of grammar that, were in books they know that nobody ever says, how much they do about that,, we're talking about that, and then someone says, well, how do you teach really tricky bits of grammar like which and where, and we're talking about that, so , at some point I'll make another video, some thoughts about some questions

C: Right. Do you..? In a way you answered my next question: do you like to script for other videos?

H: Nah!

C: No? I thought so.

H: I make a few notes, maybe. You know, I kind of jot a few things down, sometimes on the phone, I'll make a few notes, this kind of thing.

C:Since that you want to mention on the video

H:Sometimes in my recordings I realize, 'Ah!' I was gonna start with that. It's a bit like a lesson. You're the only person who knows you didn't do

C: Yeah, nobody knows, but that's OK!

H: It's like the students haven't got a clue that you've changed one bit

C: Pretending it's on the lesson plan

H:You want to relax a lot more about that kind of thing as you get older

C: Yeah, so. You've mentioned the response, right, so I suppose you've had some response, some feedback. What sort of feedback have you had so far on the videos?

0 H: It's interesting, I mean, you get, some of them really get a lot of hits. I think, one of the things
1 that was interesting with doing blogging generally, was, I started to notice, maybe 3, 4 years ago,
2 that a lot of the discussion around blogs, blog posts, don't actually happen on the blog, they
3 happen on social media
4 C: Yeah, you're right,
5 H: Your initial post, or your link to your blog post. I think some people don't even actually read the
6 blog post, they just react to the summary that you've posted. You have a whole discussion around
7 it there. But I think in a way it's while doing the VLOG things directly to Facebook, you make sure
8 that the conversation you're going to have about those things happens in a very limited kind of
9 confined space.

And it's interesting because you get teachers from very different countries, talking about what they do, you get some people asking: 'can you give me some help with this?'; some people disagreeing with you , sometimes you have kind of a bigger discussion about it, and so, that's interesting, I'm trying to make time, you know what's like to be on social media.

C: Yeah

H: It's kind of an influently expanding universe, it's like, the more you give to it, the more there is it requires of you, and so, I try to engage with this much about it as I can, and try to, kind of, have responses.

I find them useful as a trainer, just being able to kind of see, externalize what teachers are thinking about: the concern the teachers have and the way the teachers are seeing things. Sometimes I read the comments, I kind of go: 'Oh, that's a good session for a conference talk next year.'

C: Oh! That's really!

H: Sometimes you feed of some of the, I don't know, the questions the teachers are still asking themselves. Well, OK, we still need to talk about this.

C:Yeah. And you've mentioned at the pointed I wanted to ask, so how do your videos help you grow as a trainer, as a teacher?

H: In terms of making them?

C: Yeah. Making them and getting the response, and how do you see yourself growing as a trainer?

H: I think in 3 or 4 ways.. it's a really good question actually. Possibly one, just because they force you to immediately reflect on a session you've just done, and try to condense and summarize some of it

And I think that in itself makes you slightly more reflective on what you've just done .

Because in a way you're not doing that, you've just come in and done your session, you know, go to the pub relax. And whereas if you are actually just having to think about what's the most interesting discussion that came out of that session you've just done, and you condense that down, that helps you, I think. And it also makes you think,you know, retrospectively, and kind of looking forward, it makes you think that maybe when I discuss this subject again, after I've just been discussing in my teachers training session I might want to place a bit more emphasis on this topic, so it helps you, kind of maybe, rescript or refocus what you're doing with your training.

Sometimes it helps you, as I said, to kind of, think about things you were worth exploring in more detail, that, bigger issues, and maybe you realize they were, you know. And sometimes it's just being able to interact with other trainers, teachers, students through social media in response to the videos you've posted.

Also, kind of, part of the problem I think, we're all in our own bubbles, yeah

C: yeah

0 H: A teacher in Russia is in a very different reality to a teacher in London. A state school teacher in
1 Russia is in a different reality to a university school teacher in Russia, you know, a state school
2 teacher in Brazil and a state school teacher in Russia maybe have more in common than they do
3 with the elite private university people, so, by being connected to teachers around the world, you
4 also get a sense of the different market, the different context, it maybe makes you a bit more aware
5 of, you know, how universal what is you're talking about maybe, and where the limitations of
6 these realities may be, that's how I see, maybe.
7 So I think that's also very helpful, because you know, it helps you kind of understand different
8 context, around the world, and you also get a sense of well, OK, a lot Brazilians are responding to
9 this one, that's interesting.

C: Yeah, it makes you wonder why.

H: Exactly!

So you get a sense of where debates are at in different countries, well just through interaction on social media.

C: Yeah, great! And do you add music effects, anything on your videos, you're not worried about that?

H: I've got no time, I mean, to be honest

C: Would you like to, or you're happy with the way your videos are?

H: A bit of both, I mean. Partly I'm low tech, and I haven't learned how to do that stuff yet, and in an ideal world I'd be able to take a month off at some point and go and learn how to do a whole a lot of new tech sh*t that I haven't done so far.

H: You know, I'd like to learn more about marketing, I'd like to learn more about making videos, all that kind of stuff.

On the other hand, I think, there's also a degree to which people respond quite nicely just to a human being talking.

C: Yeah, just a raw video.

H: Exactly, and I think that sometimes, you know, we're so bombarded by sophisticated tech videos, maybe there's just the human contact, I think it's a bit like teaching again, where you know I'm sure you know yourself often your best teaching, it's when you're just sitting there in the room talking with people, and sometimes you see classes where the teaching is mediated through all kinds of fancy stuff, and actually there's more distance between the people in the room, you know.

C: You're right!

H: So, it's not something that bothers me, but at the same time if I could learn how to top and tile it a bit more, and brand it a bit more, it will obviously be a nice thing, but, you know, not just, time.

C: Time is always an issue. My last question, Hugh, is if you watch, do you watch other teachers trainers videos, and if you do, what kind of videos do you like to watch?

H: I do. I've been watching quite a lot the Braz Tesol stuff actually, and I think Braz Tesol particularly seem to be quite, sort of, I don't know, social medias savvy and active, and I think you're doing some interesting things, you know, the kind of women in the ELT voices, the LGBT voices, so I've been watching a lot of that stuff.

Not many people actually do the little kinds of things, you know, I watch Jamie if he's up there, something like that, yeah, Vinnie's done a couple of, I kind of watched them, I do, so when they pop up

C: Vinnie Nobre, you mean?

H: Yeah, Yeah. You know, when he's not showing off how we can hang on the tirds

C: He's wonderful!

H: Makes me feel old.

C: Don't say that!

C: And what for, for inspiration? For pleasure? For fun?

H: Especially if you know the people, it's like a: 'hello, there you are!'

Yeah, just to see what the people are talking about. To see what the people are doing with them, and sometimes there's always that little kind of, I don't know, competitive is probably the wrong word,

but you want to check if there's anything that anyone else is doing you can maybe get an idea from, you know, just doing here .
C: You can get inspired, yeah.
H: Yeah, exactly! So keeps you on your toes
The other thing I often feel is, I spend so much time on social media myself,and on my own kind of channels that, even if I watch things, I generally don't, other people's things, it's like, yes, that was interesting, in an ideal world, I might comment on things, but I just don't get the time at the moment. It's time to limit where I focus my time, energy on social media as well, focus on what we'll gonna do   C: Yeah, yeah, thanks so much, Hugh

Appendix 9 - Interview with participant Sophie

We plan to talk about the follow-up of the recordings because when you first gave me the interview you didn't have the follow-up sessions with the coordinator, you just recorded the lesson. Was that right?
I think I was in a process of watching it. And then I had a meeting with my peer. I haven't had the meeting with my coordinator yet. He's way behind the schedule. I'm not sure if we'll ever have it (laughs). But I think I do have some material for your research.
Can you tell me... how many lessons did you rewatch? ... did record and did you watch?
It was only one lesson. I had to watch both my lesson and my peer's lesson. So I watched mine maybe once and I watched my peer's lesson several times. Not completely, but parts of it.
And who chose this set up? Peer watching, peer observation, and peer feedback as well, right?
That's compulsory, we don't make a choice.
But did you choose your partner?
No, we were assigned.
Did you have any pre-talk before you watched each other's lessons?
We had couple of faculty develop meetings during which I was mostly talking to my peer. So we kind of did discuss what to expect, what kind of feedback, what kind of formats.
Did you watch her lesson on your own or with her? How was the process of watching the peer's lesson?
So the process is, you watch it by yourself whenever you have time. And then you send a message saying, I'm done. And your partner says, I'm done as well. And you also fill out the forms beforehand, your partner sends you his or her focus points. This is something for you to know what to focus on when you're watching the video.
When you are watching her video?
Yeah, I have her focus points in front of me, so I can check. For example, if her focus point is giving feedback, and I specifically listen to feedback. Whatever I think about her feedback.
Because she wants you to give feedback on those points, is that what you mean?
Yeah, mainly. After, we watch the videos we had a meeting when mostly we gave feedback on the focus points of each other. We had some questions rising during our discussion.
Those questions emerged from the discussion or did you have them written down before?
Both. I had some extra questions and we also had some questions that emerged on the way.
How was the experience of having someone watching your lesson and giving feedback? How did you feel? Did you feel comfortable? Did you feel any kind of discomfort? Were you worried about building rapport with her before? How was this for you?
The situation itself was fine because I have been observed so many times before by my bosses. Maybe being observed by your peer was a bit more relaxed. It's not your boss… just like, same teacher as you. And also depends on your peer. The one I had, we have quite good relationship so it was fine.
Do you think you would feel the same if it was a different person?
It could be. If it was someone much more older, or someone I don't communicate to, usually at work, maybe it would be a bit less relaxed.
How did you feel after giving feedback to her? And the other way as well, how did you feel she gave you some feedback? Was it the kind of feedback you were expecting or was it something different? How did you feel about that?
Yeah, I think it was what I expected. And it was helpful, it helped me to reconsider some aspects of my teaching, particularly with that group. I think it helped me to teach them a bit better. She gave me some specific advice and I followed that and I think it worked well.
C: Did you disagree in any kind of feedback? Was there any clash?
S: Not really, I don't remember anything like that. The only thing was that, it took us four days to get our videos from our managers. So we got them on Thursday, and we only sould meet the next week.
* C: How did it affect the viewing video and giving feedback? Do you think it jeopardized a lit bit*
1 the content or the quality of viewing the video?
2 S: Yeah, to be honest, that was not good because too much time passed since the lesson.
3 And even though I had the video, watching the video of your lesson and actually teaching a
4 lesson is quite different things. So instant impressions, when you teach you constantly
5 process everything you do, you kind of have some instant comments in your head. That was
6 good, but didn't go well, you should change it. You forget them very quickly. So I would say

7   for any observations, technically, timing is the most crucial part. The meeting or follow-up
8   should be done asap, preferably the next day, maybe latest, I would say. Because I could
9   compare that with my CELTA experience, where we had observations, we had to write our
10   reports by next morning.

Which means, we have to write them a couple of hours after we teach. The next day when we get feedback, everything would be fresh. In this case, that was not fresh at all.

C: So you're r saying that timing is really crucial?

S: Yes, definitely.

C: It impacts the content and the quality of the observation?

S: Definitely, because we had some moments when I gave some comment like remember when you said, bla bla bla? She said, did I say that? None of us did remember so we had to rewatch to see what we actually said. And according to many of my colleagues, they had same problems, they couldn't remember what they did in the lesson.

Why do you think it took so long for you to get hold of the video? Was it because of the manager?

I think they were just a bit busy. They were exactly in a process of looking at the applications of prospective teachers because it was a hiring period, which is really hectic. I understand that, but at the same time I think we could have benefited more. Ideally, I prefer to do live observations, just going to the classroom, and observing. Because we have those free periods, which are meant like, if someone doesn't come we have to teach for them. But ever since it's fine, we have a free period so, ideally, we could have this time for an observation, but there are too many IFs.

When you observe that lesson, how was it set up? You said that there's a camera in each classroom, right? So were you there in the moment of the lesson, observing? Or you just got the video?

I mean, I was recorded on the video.

No, your partner… Were you there watching the lesson?

No, only the video.

0   The good thing about videos is that you can look at yourself from someone else's
1   perspective, from the viewer. Because sometimes you can notice things can't notice during
2   the lesson. Oh, the students actually did this thing. I had a case, when i didn't notice
3   something in the classroom and the guys was touching the girls hair. I didn't see it. It was
4   happening somehow, but in the video I could see it.

Well, we don't have ten eyes, right! Our vision is limited somehow.

Sometimes you discover some things about your class. But at the same time, both things happen. Pros and cons.

0   How did it feel to watch your peer's video?
1   It felt pretty exciting because it's always interesting to see how other people are teaching,
2   because teaching styles are very different, on one hand I was excited to see how she teaches
3   because I admire her as a teacher, so it's very interesting to see "oh that's how she actually
4   does it", but on the other hand, like, tiny bits of difficulty to concentrate because of the
5   technical sounds...the room wasn't good for recording, there was a lot of echo, going around,
6   so I sometimes had to go back and listen again and change the volumes and so on.

And how would you compare, in terms of efficacy, you watching yourself teach and coming up with your own conclusions, and having someone watching ang giving you feedback? How do you see the benefits of each one, and disadvantages of each one? If there's any.

I think it's always nice to have a different perspective. Also, it depends if your peer is more experienced and I might get some really useful advice. The cons… the peer is not teaching this lesson constantly so they might not have enough awareness. They only see one lesson, they don't know how these kids behave usually. So some advice might not reflect the reality.

One of my last questions is, how has it impacted your practice? This experience of watching someone (a lesson), giving feedback, and having someone watching a lesson. How has it impacted, if there is any impact at all?

As I said, I used the advice I got, and I think that was good. Maybe it also had me reflect more in this particular class, and decide on some attitude. (Policy, or whatever...) Maybe that's it.

0   C: Am I right to say that you wouldn't like to have this experience again, of observing
1   someone and having your lesson observed? Would you do it again? Do you think it's worth
2   it doing it again?
3   Yeah, definitely. I love being observed, and I love observing, but the only thing I'd really
4   change is the timing. Ideally, we should finish the whole process within a week, maybe,
5   that's like, max. Otherwise, the longer time passes, the less the efficacy is.

C: You're talking about observing through the video, right?

S: Yeah, the only problems is the videos, it takes time to like, struck them, sent them, and saw... Because we only have control over recordings. That's the only thing, but the idea itself is amazing. I think that peer observations are helpful.

I think that's it with my questions. So you want to say anything else?

No, I think I said pretty much everything. I hope it helped.

Yeah, I'm sure it'll help a lot. I think you are the only example I have of peer observation, which is great. I interviewed who observed their own lesson, I interviewed who vlog, which is another type of videos, for teacher education. But it's great to know this experience, this real experience of someone doing peer observation. Thank you a lot, it'll help me a lot.

Appendix 10 - Interview with participant Raquel

-R: ...intense day, right?

- Yeah, yeah.

- Because I saw you were presenting at the conference for a week.

- But it's done, thank goodness.

- That's great, that's really good.

- One thing off the list. And how are you doing? How was your day?

- It was very busy too. I went to the Facebook Hack Station, and I got to know it's a project here in Brazil. And that has just started and there are no other hack stations in the world. And then I took a course there, and I blogged about it.

- I wanna check it out, I will check it out.

- Because it's important, I have realized that more and more that it's important we get to learn from other areas apart from education so that we can put this together with creativity and that can be built.

- Yeah, definitely. We can reinvent, readapt. Yeah, thanks. I'm recording, by the way. Is that ok?

- It's ok.

- Just for me so I can transcribe later. For research purposes, nothing other than that. As I said before, it's for my MA dissertation. I'm talking about the roles of videos in teacher development. I'm looking at three types of videos, I'm looking at three methods. Videos for self-reflection, which are when teachers record their own classes, and they reflect on it. Video cases, when teachers watch either themselves teaching and they discuss with the group or they watch someone else teaching and they discuss with the group. And the third one is vlogging, which is the category that you fit into. There isn't much research about it, there is a gap in research because is so new. I really need some data to back up my assumptions, my findings, so just to let you know what I'm doing, ok?

0 So Raquel, can you tell me why did you decide to produce the vlogs, the videos for other teacher?
1 Was it initially for other teachers? Were they for yourself and then did you decide to share? How was
2 that, how did you go about it?

3 Well, when I first started blogging, the whole purpose was to share what I was finding out with other
4 colleagues. Because my very close colleagues at school were asking me questions and the students
5 were asking me questions, so I found it was a way. But, after around two years bloggling I realized that 6 maybe it was time to try to do something different as an attempt to have a closer contact with the
7 audience. And then I started vlogging, inserting a video, actually, in a blog post. And I did that for a
8 while, but the I felt really self-conscious and there was a gap, I was like in a gap year that I went back 9 to blogging again. And after a while, I realized, especially because I've been working with technology, 10 that people have been migrating through platforms and there was the platform called Snapchat really growing and Instagram. But personally, I think Instagram is more user-friendly and then I said, well, maybe it's another possibility for the blog. And I started with the main of, ok, I'm going to blog about this, and then I'll share a post on Instagram as well, that was my purpose, no vlogging involved. But I just realized that people were using the Instagram, especially in their free time, and then I said, there are other things that I can showcase here. And since the very first purpose

was to share what I was learning and doing with other colleagues, I found, ok there's this thing called "Stories", and I learned that stories just vanish within 24 hours, but they can give you this vibe of 'look what's happening right now'. And there is a demand for this type of content. And then I started it last year, but very strongly since January this year.

- Apart from Instagram do you use other video platforms to share your videos?

- Well, I have recorded some videos in areas of English language teaching or just Education in general, not for my channel. Actually, this is a project that I have to go back to because people say, look you have some videos in other channels, and it seems that right now you feel more confident so why don't you have your very own channel? So, this is something I have to rescue. And I started in January this year talking exactly about rescuing projects because if you like this stamina to go after something, and then there's this plateau, and then we just give it up. But how about going back there? So I have been going back and looking back at some projects parallel to new projects, and YouTube channel is something I definitely have to go back and maybe to revamp and actually create a channel.

0 You basically said that you want to share your practice with others and how do you decide on what to
1 post? How do you decide on the content?
2 And I have this idea, it worked, it's not like this is a formula, but what I have in mind is that, or maybe I 3 read something in the paper or in a website… this is cool, and I decided to share. Or maybe, for
4 instance, today I had this opportunity of taking a course, and then I say, I'm here. And I think this is
5 important to also validate what I do because it shows I have interest in the area. For instance, I had a
6 day off today, but I opted for attending the course I was invited to, and maybe I had the game, I had
7   reasons not to. But there are some insights that can be shared.

And it's a way of trusting the teacher on this other side. One of the things that's very strong to me, I don't want to go like, this is a set of rules, procedures, if you do this is gonna be amazing. Because personally, as a teacher, I go through ups and downs, in my teaching, but I want to share the motivation to the hard routine we're have. I decided not to go about the other part because you have a question. If it helps you then we organize the flow.

- Tell me more about this need to have scripted ideas? Do you write a script or not? Why, why not?

- I have opted not to write a script, it's a very organic feed. I think about it, for instance, there's an event I'm going to attend, I decided, Ok, what can I share here that's useful for teachers, and what can I share here that's useful for my students? Because the followers are Brazilian teachers, some of them teachers from other countries, and also my current and former students. So it's important that I have this balance. There's a kind of a brainstorm going on, and I think, for instance, if I'm attending an event, I'm gonna share this, thinking of this or that audience, but I do not have a written script. I have targets per week, for instance, this week I intend to share something on my practice with children, my practice with adults. For instance, this week I started yesterday, I decided to share the work I do with teachers face-to-face. They have been asking me, sometimes in private, how do you share this in depth?, because I'd like to learn. And then I think that I haven't been talking about it. So, I have started sharing the different channels, this are the things I have been doing, there's a script in my mind tomorrow, I intend to do this in such a way, but it's not organized. Especially because I haven't got the time.What I do, I sometimes have a few notes, but it's really organic. I go into the classroom slightly earlier so that I can share something. I follow a lot of ELT channels and blogs and personalities, and I learn greatly from all of them. But I haven't seen very often, in the ELT world, something like what I have been doing, there are different styles as well.
- I share the same opinion because I have been researching about it and I haven't found many teachers who do the same kind of work that you do, very few. You said you don't have a script but at the same time they are not random thoughts…

- No, the spring from my reality, my current needs as a teacher. And I think this is really precious because sometimes I think I feel the need to share something on CPD, to encourage teachers because there's something I've been studying. The self-esteem of the language teacher, I'm talking

about Brazil mostly, is very low. If you talk to people they say, I'm not good enough, my classes are not good. They have a high level of self-doubt. And I've been there before because I've been teaching for 23 years of my life so I have been and I also walked through lots of paths and when I see those teachers who might be younger, or similar age, or older. I just think that self-doubt is unfair. Of course we need to improve, we need to look at our practice and reflect, but self-doubt is not the way. It's a personal view. Maybe in that particular week, I'm going to share a lot more about CPD, or if I get to know via midia. Then, next week I'm having a challenging topic, a challenging week, with adult learners, and there's something which worked. For instance, I was teaching at night, it was almost 10 pm, a group of students ranging from late thirties to early sixties, so it's late at night, they come very tired from work, they have responsibilities, it was May so it's a very difficult month for us here in Brazil. Suddenly, an adult learner was using a digital book, and that just got to me off guard. Excuse me, what are you using? (Student:) I have this digital book here. And then I started the conversation, how does it help you? This is cool! Maybe we are having a digital board game conversation, and the person who is 62 years old, the oldest student in class, says something about studying and having motivation. So I go and, look, we need that. Maybe a child… what I have been looking at, we have this back up archive of stories, and we intend to have some of them, to recycle some of them because they've got very precise moments. Another thing that moves me when I doing this register of my practice, insights and collaboration with other teachers, is that when I go to a conference or when I give a course, I have real actual material to show, rather than saying "look you could have this and that, gorgeous videos, footage"… but the real action speaks louder, real data. And of course, improvising is part of showing that, (look) this is a possibility as well. This is a way of forgiving myself, being a teacher-blogger, who also has some technical limitations and some difficulties. It's also a way of showing this is okay, you don't have to be perfect to blog, to talk to people.

- Definitely. So do you use just your phone to make the videos? Do you use something in terms of equipment? Do you use anything else?

- I ve my phone mostly, for all the recordings, and I got a tripod to help me out, and a self-stick. But for the real action, I need to have the phone in my hands. And while talking to the audience, such as I'm doing with you right now, so I have the tripod so I I can feel have my hands free, and then I can go about it.

0 Have you ever had feedback from teachers, from students about your videos? If you had, what kind
1 feedback was it?
2 Mostly, so far, it's encouragement, saying, this idea has helped me. Students tell me, teacher, you
3   should have a channel, so they encourage me to be bold. Other teachers encourage me to have a
4   channel or to give courses, because they want to go deeper into that. I've been considering this
5   possibility and I was invited, two months ago (actually a bit earlier), by a channel called Criatividade,
6   and I gave a course, it's in Portuguese language, about a few thing you can use your phone for with
7   creativity. And I've been seriously thinking about that, for instance, I attended a course today and I've
8   learned a lot. And that was precious that the person was able to share with the audience important
9   hacks. And I'm thinking here what we need are hacks, we don't need a long list of procedures. We
10   need hacks, and we need immediate reach and results, and we need to save time.
So I'm organizing myself to go beyond the lectures and conferences, and actually teaching more. Because, I strongly
believe that this comes from real classroom practice, and there's a difference, many other things are enhightened when the experience comes from the field rather than the theory.
And how do you think your videos help you grow as a teacher, help you grow professionally?
- They do help me overcome my shyness, I'm extremely shy. Speaking in front of a video is a real challenge, every single time I'm very conscious. And then, because it's not very professional, I have little control over lighting, the sound quality. It's also a reminder that I have to keep moving because that's an example for others, (look) It's not perfect, but I'm sharing. So it's a way of overcoming my shyness, it's a way of looking back critically and say, this was really great, this has got to improve, maybe there's some way of expanding here. So the archive of the stories have helped me greatly. I even wrote a post in my blog kind of reviewing the first vlog, and the evolution of some videos.

- Nice! Can you send me the link later?

- Yes, I'll share you the link. And that's interesting because very often we think, we need to have students who are protagonists in their learning, who do this, who portfolio, who happen, who this, who that. But then we look at ourselves as teachers, regardless of the subject we teach, and then we feel scared all the time because once you are on video, stories, any sort of midia, written midia, whatever it is, you are exposing. We are exposing ourselves to criticism. There might be people who say, this is not the best angle, look at what she's saying. But I just feel that, it is a contribution, our classroom practice, every teacher's classroom practice is a contribution to the world, to the progress of mankind. And I also believe that this is a way of looking into our own work and enhance our sense of progress. Many times teachers say, I don't progress, I don't do anything different. They are unable to see the magic they have been performing. So they listen to many voices that say, your class is not good enough, you could have done this, you could have done that. And I do believe it's a special moment to rescue the teachers' self-esteem. It doesn't mean we don't have to improve, and study, and receive feedback, those of course, are necessary things. But going through negative feedback or criticism is not the way to get there. And another thing like I mentioned before, the protagonist, you want students to go and create a blog, to interact on social media, but you need to be doing that. And then there are ways... things are transforming, communications is transforming, has been changing greatly, and education needs to follow. And the session I attended this morning had absolutely nothing to do with education. But there are precious teachings that we use because we teach, and we are creative. Sometimes we have zero resources and we come up with an activity, so basically that's it. So, there's this progress, the perception of our work, the protagonism as well.

- Going back to the videos themselves, do you add, or would you like to add effects, music, any extras? Are you concerned with that or you do use a raw video?

- I'm actually do, sometimes a filter, and I choose a thumbnail, or in Stories I'm able to add gifs if possible. But I'd love to do a good editing.

-Why?

- I believe they would definitely come across more professionally, and I believe this would reach more audience somehow. It's not my main concern right now because I'd need to be able to afford paying a professional, right now it's not something I can. There's the alternative of learning, I've been learning a few tricks here and there, but I know it's not the same as professional editing. And I do consider it important, it can grab people's attention, it can possibly be a smoother transition to a next topic, and I do know colleagues with this professional background, professional support. And there's a high quality in their videos, it's noticeable. I just think that, considering especially with our Brazilian conditions, we have to be bold and give it a try. Once I was told, I was attending a course at Google and I share this concern. I said, I don't do any videos because I'm not equipped to have a high quality video, and I feel very self-conscious. And the person said, if what you speak matters, then people are going to see it, the quality will come along the way. So focus on your message, and those were words of encouragement. I don't know if this is the absolute true, but I think doing that and I've been following colleagues who are also doing this. They don't have the perfect angles, or an amazing scenario, or the good lighting or effects, but they have a strong message. Also also, this creates a bond of humanity. This person talking to me doesn't come across like, she wants to show how perfect. And also creates a bond with students because after all the communication matters. I have developed this look, and I hope that this is also the understanding of teachers and students who see me.

- And you kind of predicted my last question, which is: do you watch videos from other teachers? If you do, what kind of videos do you watch? What kind of videos do they produce?
- I watch other teachers, Brazilian teachers, teachers from other countries. You, for example, I have been following you for a while. Because for vloggers it's very interesting to see, what is this person looking at? What did they talk about? The interesting thing, personally, is doesn't really work to follow a channel, at least into my routine.

- Why not?

- I don't know, even if I follow a channel, I have this very hectic pace of life, and I want to go into the feed on what's going on.

- You mean channel like a big publisher or like Cambridge… is that what you're talking about?

- Not in that sense, suppose a teacher has a channel on YouTube. Maybe I don't know the channel, but it's no equal as I'm going to watch everything. Chances are, this person is going to reach me as an audience, if this person shares the content in her Facebook feed or in her Stories. Because it'll reach me on a daily routine, which is, let's check this video of you, rather than me going. Because I see a notification but I I'm busy then. So I slided it I say, I'm not going to see it right now, and then I forget. But when I post in your feed, this is a link for an interview with teacher Blah (or whatever). Then I say, let me see. And this is how I have been following many teachers. And I strongly recommend sharing through out platforms, I do like that in LinkedIn, Facebook, Twitter, Instagram, which is pretty much what you do. I just have missed you on LinkedIn, but I still do very strongly on Facebook, Instagram. I believe this is a way of reaching out for the busy teachers down there. But it all depends, because younger generations actually like following channels, so it depends on style, on people. Some people are hooked into LinkedIn, others don't even have an account, sometimes Stories will do the trick. But I do follow those teachers for two reasons: for learning because we have different styles and it's amazing how much I learn from the colleagues. And actually, I started following some of us so closely, that it's like an older person. For example, talking about you, I have this feeling that we've been kind of friends, kind of colleagues in a teacher's room, in the sense of being closer. I have never seen you before, but I say, I know Cecilia Nobre, she's a blogger, I watched her interview; or other teachers, it's kind of, I know this person. We feel close, we fell we learn. And also (I follow other teachers' channels) for support, I believe that we need to support each other on different initiatives, even if we are not in the same area of expertise. For instance, I can work with young learners, but this is definitely not my area of study, but there are amazing teachers in the YLE area which I follow, watch, if possible I interact. I also believe it's so important a word of encouragement. When I read a post, I try to leave a word of encouragement because we know how hard it is. Some people come and say, why are you doing that? What's the purpose? When I started blogging, back in 2012, people asked, are going to make any money out of that? And actually, if you start thinking from this perspective, you say, OK, what am I doing? But, we get moved, we get driven by something else. That's possibly the love for what we do, this wish, this words. What I tell other people, the words spread there, this is something. But I do believe we can learn from each other, and it's important that we support each other.

- I agree. Wow, that was amazing! Thanks so much, Raquel. It was really insightful. Do you have any questions about the interview or anything I didn't (mentioned)?

- I have one question. This masters at Warwick University. This new routine, in another county, a whole different routine has interfered in your blogging somehow or you have been blogging in the same rhythm?

- No, it has impacted. I'm blogging much less now because I have to prioritize other things. Because I have my dissertation, because I'm a little behind the deadline… so it's slower down a few things. But I'm also doing other things, it opens new opportunities for me. So, I don't complain. I wish I could write more on my blog because I think blogging is amazing, we get to know other people, we connect with other people. I had no idea on how much you reach and the types of people that read you, but at the same time I don't feel I had the time I had before.

- Do you feel that somehow this experience of being a foreign student in England, and all the conferences you have attended, the new friends… do you feel that it somehow changed or impacted on your blogging them, in the choice of themes somehow?

- Yes, because I feel I can blog about different topics that I was not familiar with before. I like posting lesson plans on my blog, this is one of my main things. I like writing LPs because I interested in materials writing as well. In regards of LPs, I don't think it impacts so much because I have my own ideas, it doesn't depend on my life here. But I'm also open to talk about other things, I wish I was able to blog about IATEFL, I didn't have time, and other conferences I've been attending… things happen so fast, I don't have the time to do it properly I don't want to just write, Oh, let me write about it and

write anything, I don't want to write anything. I'm really committed to (you know)… once you write it's there, it's your name, it's your reputation, it's you. I don't want to write anything.

- You are very generous because you've been sharing a lot about the conferences or the events you attend. And I think generous because it gives us, (look) there's this topic I didn't think about it, there's this sort of event. And this vlogging you have been doing somehow, even though is it not the blogging the way you have been sharing, but you have certainly in a very generous way shared with us possibilities. So I, as audience, when I see Cecilia Nobre, I just go there because I know, this is going to be interesting. I will feel motivated. For instance, you sharing before the conference, this is possibly for a person who has not presented yet,it's not like, Omg, I'm the God of presentation, but it's natural that we feel, and you as an experienced teacher, you've been presenting, and it's not the first time you're doing that. But for me, those interactions are precious. Because I learn from that, and this gives me, (look) how interesting. When i see certain Stories, or feed or links… for instance if you post a link, a colleague of mine, let me take a look. Because this might be interesting somehow. Because we're sharing our very own writing or we're sharing the writing of somebody else. Or maybe it's a quote like you share a quote yesterday, and I reacted to that. And this is so precious.

- People reacted and I was not expecting. And I had some people making comments, and I was like, wow! You don't know how people will react, right!

- And that was particularly strong to me because I went through a loss experience, and it changes completely who you are. My husband passed away a year and three months ago, and it totally changes who you are. You are not the same anymore. And in the morning, I had gone to the doctor, and i was just talking to him about it. And then, a few hours later, I saw your message, and that was precisely what we had talked about. And this is powerful because we go beyond only the teaching things, and we go to a human level. That's why I messaged you very quickly because that spoke to me in a personal level. I learned this lesson, we cannot take anybody for granted because people are here and tomorrow we don't know.

- We don't know people's struggles.

- The struggles, the difficulties, the fights along the way. So maybe you minimize, but we don't know the reach of things. And that was important to me yesterday. I even took a screenshot, I'm gonna keep this. Is it that much? Maybe a colleague is having a horrible day at work. And this can impact on the way this person somehow will interact with the class because we need to put ourselves together. From my personal experience, a lot better if this happens through love and motivation. Because the world is already very tough. I have followed Cambridge channel and they shared #MondayMotivation or #WednesdaysWisdom, this is something I have been doing with my students, not on social media. When I saw, it's something that I had talked to my students before so I immediately shared with them. We don't know exactly the reach of this energy. I believe if the intention is good, more often it's going to turn out to be in something that impacts in a positive way.

- Yeah, it will. Thanks for sharing! I didn't see that coming and it's good to know that it motivated you somehow, and it put maybe a smile on your face.

- When you share, when you are doing some dissertation or in interacting with a colleagues, everything… how interesting, because it is being generous and sharing your path. I feel the way you share it is like, this is interesting, but there are difficulties on the way. You don't share like, this is paradise! Not in this way. Also it motivates, who knows, maybe one day I could be doing that, maybe a colleague of mine could be doing that. Or maybe even if I don't do it, (look) that's the routine of a person who goes through this path, living and studying abroad. So, for me it's gain.

- That's great. Thank you for sharing.

- You're very welcome. I'm so happy we made it!

Appendix 11 - Interview with participant Sarah

Ok,
Ok
Is that ok? If I recorded?

Yes, of course, yeah, yeah, yeah
Cause I need the answer later, yes I just want to ask you really …,

I can, just a second, I can't see you, oh, ok now ok all right
Can you see me now?
Yes
Isn't it early for you?
A little, 8 o'clock, That's ok,
Fine, fine
That's ok, no problem, No problem, so I just want to ask you a few questions about your recorded lessons

0 C: So can you tell me why? Why you started recording, was it your idea, someone else's ..
1 S: I think a few years ago I was writing materials for primary teachers and I wanted to show
2 them what I was talking about so they could watch it and see it in action rather than it just
3 being read about it or let me describe it to you , I thought it … and then it, it was quite
4 specific , it was primary age children, bilingual schools, so it would have been impossible
5 to find anything that really specific I was looking for, you know it's easier if I just do it myself
6 and record my own lessons.So if you actually watch someone trying to do it maybe you
7 know and not necessarily always successful but at least than can then see, ok, that's how
9 it looks in a classroom and it also motivates them I think to see somebody else struggle a
10 bit and you know kids don't always get what you're talking about, things go wrong
11 C: They can relate as well, right?
12 S: Yeah, exactly

and also, so that was the main thing that there was a need for it, I thought that the teachers would appreciate seeing somebody trying to teach primary age children everything in English and you know, the content is quite complex at times but it's not a barrier and sometimes the teachers feel that all the kids couldn't cope with it, it would be too difficult so if you actually watch someone trying to do it maybe you know and not necessarily always successful but at least than can then see, ok, that's how it looks in a classroom and it also motivates them I think to see somebody else struggle a bit and you know kids don't always get what you're talking about, things go wrong

C: They can relate as well, right?

S: Yeah, exactly

0 So there were different reasons for doing it and also I think if you're giving a training
1 session it's another format isn't it, it's another use of materials, it's not older especially, it's 2 not always, use this variety in the materials in the format they will use
3 C: Yeah, yeah great, so you said that when you started some, when you started training
4 teachers, so how long ago was that?
5 S: This would have been about 2 years ago

C: Ok, So have you been recording your lessons for 2 years?

S: No, no it's quite a lengthy process, actually, especially with children, you've got to get permission forms, you've got to get permission from your school to do it so actually it's quite a lengthy bureaucratic process, which you don't always appreciate I think, without all this is a lot easier, so I did this 2 years ago, I recorded 2 lessons, which I've kept, which I've used so the original idea was to use it with the teachers but also just for me, just for my own benefit, watching yourself in action, that kind of stuff, and I've recorded, I've done other recordings as well, and so for example when I was, I gave a webinar a few years ago for the British Council, it was on mentoring, mentoring teachers and

at that time I was mentoring teachers, primary teachers so I asked them if I could record them talking about mentoring experience and I used those videos in the webinar as well

C: Great, great

0 S: Again the idea is that people the audience listening tuning into the webinar they don't
1 just hear me blathering on …. let them hear it from somebody else as well you know, the
2 questions I asked were quite open ended so it's interesting for the teachers to hear what
3 you know, teachers in action have got to say about, so it's not always me lecturing them,
4 right?

C: Yes, exactly
It's not like..
Yes, exactly I think it adds to your, to the content of what you're saying
Yeah, definitely

S: It gives it more validity I suppose, it gives them something else to think about, another perspective, because the teachers always think of something that I haven't thought of, or that I haven't mentioned which I think is really useful

C: Yes, it is

And how did you set it up? Ah, with ...
Well, with those teachers actually I was at one of the schools so I just did it on my phone there we were in the classroom and then with the other teacher I asked her to record it and to share it with me online and then I just downloaded it
And what about with the students, the children? So you said that you had to, how did you set up the whole thing?
Ok, so first of all I asked my boss, the head of the young learners, could I film and explained why and I said that I'm not gonna share it on public domains or anything like that, it's just for my internal training with the British council, she said yes, and then I got the permission forms for the parents to sign and an email was sent out to the parents saying your teacher would like to film your children, it's for training purposes it won't be made public it will be kept you know the recording will be our property we're not gonna share it anybody and then the children got the permission slips they had to take them home have them signed and bring them back in you always have to be careful that someone might be absent, you need to check that every single child has signed it, if a child comes that hasn't signed the form or doesn't agree then you need to think about that as well and arrange for something for that child cause that's fair not all parents want to be part of it and in fact I had 2 classes and one parent said I don't want my daughter to be filmed and that's absolutely fine of course, if you think of those circumstances and I asked a colleague of mine, on my phone, it's just a normal smartphone, nothing techy, just to film over 2 lessons
Ok so somebody else was filming?
Yes, exactly
You didn't set up a tripod or anything, no, no
Actually I have to say the quality is really good I have to say, the sound was very good, and the quality of the picture as well, and I guess it's something to bear in mind with kids is when there's another person in the room and they're filming with children and adults, adults it can also create a bit of, not tension but it changes the dynamics a I bit and that's something to bear in mind when you're filming,
Yeah, it does, but I think it depends on how often you film, I think the more often they get used to it and it becomes something normal for them ,
Sure, yeah
Sarah, when , so after you recorded the lessons when did you watch them and so I guess you watched them with the teachers was it something immediately after the recording?
Yeah so I recorded them let's say in April and then the training sessions were in June, ok? so I watched them myself obviously to see what parts of the film clips I could use and for what purpose so for example I was looking at questioning techniques and that was something that I'd been practicing myself as a normal teacher and that was the angle I wanted to take with some of the clips and so I prepared some sort of viewing tasks for the teachers and I used them about 3 or 4 times I used them

at Innovate last year as well so I did it with the primary teachers and then at the Innovate conference and also with my own colleagues last September and so after all that work and effort I may as well get something out of it

0 C: Yeah, yeah, definitely, and you also said that you watched the lessons yourself to try to 1 focus on something, so did you focus on, you know when you watched for yourself, did you 2 focus on...?
3 S: Yes, definitely the questioning and also I guess just seeing how the kids behave 'cause 4 you can see it from a different angle literally so 'cause I'm at the front of the classroom and 5 my colleague was at the back behind so you get a completely different perspective and so 6 you might see, you know, one of the kids is rolling on the floor, someone is looking
7 distracted you know and that was a small class, there was only about 9 kids, you just get to 8 see different things each time you watch and things like, also my mannerisms, I have a 9 squint I've noticed which I didn't even think , noticed before, body language, stuff like 10 instructions, which is always, I think, quite difficult especially with children

because when they got a limited concentration span you need to be pretty sharp with them, so yeah, for my own purpose, definitely, and actually just thinking about your, on Twitter you've been talking about this , I suddenly remembered these videos, oh my God, I'm going to use them again this summer, because you know you forget about stuff, and I was just thinking, right, I'm going back to one of these schools, and I can think of a nice segment that I can use again, thank you for...

C: No, that's great, that's great, and my last question Sarah is, how have the videos, the recorded videos specifically, how have they impacted your teaching? If they have at all…

S: How they impacted my teaching?
C: Yeah, your teaching, your practice

S: About training you mean?

1 C: No, your own practice as a teacher, has it changed?, or like you said, you observed 2 some of your mannerisms, some behaviours, have you tried to change what you didn't like 3 or you know, just ..
4 S: Ah, let's see ..
5 C: Honestly, ok? If it didn't have any impact, that's ok
6 S: It was definitely useful and I think watching yourself is a bit of a shock and personally 7 I don't think lesson observations they, I don't necessarily get very much from a lesson 8 observation by my line manager for a variety of reasons and I think that watching yourself 9 is, I said this afterwards to my colleagues, I said it's so much more beneficial to me, being 10 able to watch myself and because I think that there's no agenda, first of all, like there is 11 with the lesson observation, you can watch it multiple times, yeah, for example, the 12 mannerisms, I thought oh God my voice sometimes, it goes really high or maybe you 13 repeat your instructions excessively without even realizing

C: Yeah I do that, yeah

S: Another thing that I do which is not filming and it's kind of related, I recorded myself giving feedback to the teachers when I observed them, I don't know if you want to talk about it though ….

C: No, no that's great, it's part of it

S: In the same period I was working as I said, on my own questioning techniques and sometimes I think that when you observe people your questions can lead them up a guided path where you want to go and that's not necessarily where the teacher wants to go and you can end up almost putting ideas into their mouths and heads so I was thinking about how many open ended questions do I ask, how many closed question do I ask, this was Jo (can't remember the last name) actually, the idea about listening to yourself when you observe

*As soon as you mentioned that I immediately thought of her because this is her thing
I see her stuff in her website so I tried with 3 teachers, I asked them permission and I said you know, would you like me to record our conversation, it's for me but I can also share it with you so that you can listen to it afterwards, go back and listen to it because sometimes after an observation it's so, it can be quite stressful and it's quite intense and they don't always take in everything, of course not, so I shared the MP4 files, the audio files with them and said if you want to listen to it again, this is for you and they liked the idea I have to say, they appreciated it and so afterwards I listened again to my questions to see if I was using one type of question perhaps dominantly and also thinking time, giving them space just to talk and actually me shutting up and being silent, that's quite hard to do and again that was one of the things I've been working on these 2 years ago, silence, pause time, wait time after asking a question I listened and tried to see were there pauses and how long were they, and what happens when there is a pause because that's quite interesting as well
Yeah it says a lot, well wonderful, thank you, thanks Sarah, that's' all.*

Appendix 12 - Interview with participant Matthew

Why did you decide to produce videos for teachers, like the vlogs you're posting?

M: Yeah, so, I mean with the vlogs, basically, I've on and off done videos, produce videos for other teachers/ for myself for a few years now. Nothing very systematic, I haven't read built up one store house videos, a system for making videos, programmatically, but I've…I'm thinking back to your question… It's really just a different way…my initial thought was to switch the medium up because I feel like, sometimes I don't feel like writing, and I don't feel like organizing a piece of writing to the extend of my own blog is not very organized. And just the immediacy of video and the element of fun, I think. Maybe it's fun because it's…it's not totally new to me but it's kind of a different vibe to kind of produce reflective material to myself and others. So I was thinking about just vlogging as a medium that has become a whole genre to itself of media these days. Just like, ok, this is like a real thing now, I shouldn't be embarrassed by doing it but you know it feels something like kids do these days but I wanted to try it. I see…who's the guy who recently interviewed you and Scott Thornbury? And a bunch of other people for like his interviews?

C: Dirk

M: Dirk, yeah. I just recently, I think I was late to the party in discovering these videos and stuff, maybe stuff like that got me thinking about it. I have a sense that maybe I'd like to pay a little bit more attention to it as a way to produce…but the vlogs are as much for myself, for my own reflective process, as it's way to talk to myself. Always felt like making videos or writing anything, I felt like why not sharing with other teachers just in case there's something…

C: So initially it was for yourself? For your self-reflection?

M: Yes, it is. I mean, maybe it's 50%-50%, it's for myself but it's the idea of… I mean it's easily digestible for other people potentially. I'm thinking just video as a medium is, media it can be very vibrant. Here's what I think the correct metaphor for me…it's speaking actually what video does it pick up spoken thoughts mediated through spoken language rather than writing. So it kind of reflects maybe, it's easier to reflect and to tap into more extreme of consciousness type of stuff. Lots of the reflections that I do…

C: Not only spoken, but all the visuals, right? Body language…

M: Exactly. Spoken and the physical.So I just thought maybe it'll be a different way, in a way medium is the message thing if you reflect and think about things in a different way if you're using videos as opposed to if you're writing out an article or a blogpost. So it plugs into a different mode of mind.

C: Great, yeah. And how do you decide what to include on each video?

M: It's just for me, it's really, just because they're not, I think I've mentioned in the beginning..most of the recent videos, I don't know all to see where it can take us. I don't have an outline in mind, I have kind of an idea or feeling that I'm trying to gather. While I'm making the video it's kind of me entering "nutch". I guess it's just whatever feels salient to me at that time.

M: I mean, one of the things it's gone into making videos in the past, which it's been more organized, a bit more outcomes focused, for example, making short videos for Celta trainees on the course to demonstrate a teaching technique or like Oral correction for example.

C: Like modelling?

M: Yeah, modelling so that they can see it in action. That would just be in response to a situation where trainees just wouldn't be clear about it, may read about, seen some examples but not really soak it in until they see it either in person or second best would be video.

C: I spoke to Sarah Priestley yesterday and that what she mentioned, modelling, it's good for them to see what they have to do. Like you said, rather than reading or someone telling them what to do so, really accurate.

M: Yeah. For myself, I found watching, I've searched the internet for teaching videos, teachers in action just because I realized pretty quickly that reading about just doesn't give me the strong taste of what really means. I think videos, I would want to be doing and using more for many reasons.

C: You've mentioned you don't have an outline. My next question is do you write a script or not? Why or why not?

M: I don't. I took the Itdi course with Vicky Holled. Were you there?

C: No, I wasn't but I remember you posted some nice videos.

M: The scripted question reminds me that I was trained on that course to write scripts, to be very systematic about it. How we build up scripts and everything so I've been thinking how I wanna do that. But at this point in my life I'm so busy, and the blog. Ok, I wanna put something on my blog, I'll make a video, in a way video I'm basically turning blog post into blog videos, it was a convenient thing cause it takes much longer to write. But that course showed me that there's a very clear step by step process to build good quality video.

C: Have you ever had feedback on your videos from other teachers?

M: Some comments, like "nice idea" or something more content wise, "I've experienced that", one teacher just kind of positive thinker about connecting, my sense is very simple, maybe it's simplistic, the amount of connection me to other teachers online, sometimes it lacks, it's very text based, just the fact you're seeing another person who you've kind of chatted with, or you've seen her tweets or blogposts and just seeing them in the flash, just seeing their mannerism or sth, just a different, another layer of connection. I really appreciate that when I see other people, especially when I meet other people in person, but seeing a video of somebody gives me a sense of what they're like.

C: How have your videos helped you grow as a teacher? How do you see that progress?

M: The first thing that comes to mind videos are very, any kind of recording when it's audio or video just that awkward, you come face to face with your style, the voice, we all scringe at the sound of our own voice, just on that level, it's a healthy kind of microscope facing back and know what your voice is like, just the idea of the voice, teachers' voice as being their main tool, it's pretty rare to hear audio recordings of your own voice or see your own face when you're in the midst of concentrating everything instructing, it's kind of just direct, you know, looking in the mirror, but not in a conceptual navel gazing type of way this is the way your voice is when you know attempting to explain stuff or this is the way your eyes look when you're giving a little lecture, you catch glimpses of those things and I think it builds self-awareness in some ways. Other than that, I don't know if I can really trace very clearly really concretely how video in particular has helped my development, but certainly watching a lot of videos, for example, in the beginning when I started my Celta course, I remember getting Learning Teaching by Scrivener and I read some of it and first I did was pop into the DVD at the back of the book and watched the sample lessons over and over again because the video right from the start felt something more salient to me.

C: How long have you been producing videos for yourself, for others?

M: Not to say that I've been doing it very regularly, steadily, but like I've been thinking of the first time I made a video in the context of CPD being a teacher, probably since 2006. I'm thinking of recording a class, setting up a video camera on my own, I've done that once in the first year of teaching.

C: Do you add any music effects or extras on your video?

M: Just only one I was making student videos in the course with Vicky, like a model video when I had students make their own. But I'd say in general if I'm making videos for other teachers and myself there's no impetus of making stylist or cool you know, let's just focus on the content.

C: Something raw.

M: I'm thinking about Jo Gakonga's videos which she has a jingle or sth but she's also so creative all the time, it's very utilitarian, very practical, straightforward, it's not designy for design's sake. I'm not surprised other people mentioned her, she's the first person who comes to mind when I think of a teacher who makes video.

M: You had her for a course, right?

C: Yeah, and we had a lecture on how to make videos, it was nice.
 You've mentioned you watch other people's videos, right? What kind of things do you like to watch? Do you watch lesson samples or just vlogs?

M: I'd say number one just teaching, so for example Hugh Dellar posts some videos, I actually, related to this topic I remember posting a video once and then Geoff Jordan blogged, one of his many take down posts of Hugh Dellar included was based on one of the videos. He ended up taking it down or changing it, in part because I basically started trolling him, like bothering him on twitter. I got really upset. Teacher posting, no matter who the teacher is, a teacher posting a video of themselves teaching is sacred saint to me, because it's rare, so for many reasons, for a new teacher, for example...if I was a new teacher and saw this guy Hugh Dellar posting a video and then saw another person using that footage to teach. If I saw that I'd say "I never wanna share a video" with other teachers, so that was a big deal to me.
If you have any footnotes in your research about the perils of video. I think there is a kind of a risk, the flipside is the kind of reward, a risk of putting yourself out there, in a way that some people, if they wanna attack you online. … video that's teaching
I would know if I see a teaching video, it's useful to watch the teacher, but it's just as useful to have the footage of learners, so I pay attention, how are these learners acting? It's really rare to observe learners, I'll think about Innovate, I'd love As a Celta tutor I watch learners learning a few hours a day, rather than teachers, especially when teachers are new and pretty boring all the time, you can save a bunch to watch, you can lots of attention to the learners. Other types of videos...classroom videos, interviews and vlogs, Jo Gakonga's instructional videos, There's not much materials made by Teachers for teachers , not as many as podcasts out there.

C: How do you see video as a CPD tool, how do you see its impact?

M: It's a great middle ground between local face-to-face And the online CPD dynamics. I think in the context of using videos as a tool for teachers reflection, Teacher learning by lesson study how to use video as a powerful tool for teachers, like recording a class and having a full accounting of what comes to mind, not just reflecting on your impressions and memories, you can actually really have a close look, microscopic, minute little acts on video. The technology also has become...when I first started teaching you couldn't record the whole class with the memory involved, it was too expensive, now it's very inexpensive, you can put your Iphone in the middle of the room, with a decent quality and there's no limit how you can store it, so I would imagine the impact on that should exist and stuff like Jo Gakonga's video is so well produced, her videos work really well as an input session, during the Celta course I'd ask could I just put on Jo Gakonga's video and let them watch it?