

ELT Research Papers 19.01

Video in language teacher education

Steve Mann, Andrew Davidson, Monika Davis, Jo Gakonga,
Maricarmen Gamero, Tilly Harrison, Penny Mosavian
and Lynnette Richards

ELT Research Papers 19.01

Video in language teacher education

Steve Mann, Andrew Davidson, Monika Davis, Jo Gakonga,
Maricarmen Gamero, Tilly Harrison, Penny Mosavian
and Lynnette Richards

ISBN 978-0-86355-931-0

© **British Council 2019** Design/J201

10 Spring Gardens
London SW1A 2BN, UK

www.britishcouncil.org

Acknowledgements

We have worked with several international partners on this project. Their input, views and feedback have been invaluable in producing the findings and outputs. It has been a pleasure to work collaboratively with our partners and we have all gained a great deal from the process. It was an aim of the project to establish a community of practice of like-minded teacher educators, so the project has been very much a collaborative venture. As well as all the contributors who were interviewed and emailed, we had valuable input from four Hornby scholars who were here at Warwick researching elements of video (Tran Phan, Mehdi Gholikhan, Nusrat Gulzar and Cecilia Nobre). Some of their work is included in the report. In addition, we would like to thank the following for their contribution, advice and support:

Tim Phillips, John Knagg, Ellen Darling, Mike Solly, Matthew Carty, Paul Driver, Teti Dragas, Steve Walsh, Paul Slater, Fiona Copland, Jade Blue, Julia Huettner, Alan Mackenzie, Alan Pulverness, Amy Lightfoot, Carmina Gregori Signes, Carol Rainbow, Eddy Moran, Elena Oncevska, Flori Dzay Chulim, Fred Gordon, Graham Stanley, Huw Jarvis, Ian Clifford, Jeremy Harmer, Jim Scrivener, Johanna Stirling, Jason Anderson, Fred Julia Miller, Laura Baecher, Letizia Cinganotto, Maher Sherif, Maria Paola Sviatschi, Maria Byrne, Andy Johnson, Ufuk Balaman, Olcay Sert, Paul Miller, Tom Kane, Philip Longwell, Richard Chinn, Robin Skipsey, Rob Johnson, Ross Crichton, Ross Thornburn, Russell Stannard, Saede Haghi, Sarah Grech, Seher Balbay, David Read, Paul Seedhouse, Nick Murgatroyd, Mary Walsh, Julie Davies, Shona Whyte, Teresa MacKinnon, Tony Prince, Jason Skeet, Vanessa Komiliades, Willy Cardoso, Eunice Tang, Steve Walsh, Radhika Gholkar, Gonny Schellings, Thom Kiddle, Adam Edmett, Maria Matheas, Siobhan Cronin, Jon Porter, Sean Wordingham, Kid Dulaya, Estera Kuszynska.

About the authors

Steve Mann is Associate Professor at the Centre for Applied Linguistics at the University of Warwick. He previously lectured at both Aston University and the University of Birmingham. He has experience in Hong Kong, Japan and Europe in both English language teaching and teacher development. Steve supervises a research group of PhD students who are investigating teachers' education and development. The group's work considers aspects of teacher development, teacher beliefs, identity and the development of knowledge, the first year of teaching, reflective practice, mentoring, blended learning, and the use of technology in teacher development. His books include *Innovations in Pre-Service Teacher Education* (British Council), *The Research Interview: Reflexivity and Reflective Practice in Research Processes* (Palgrave), *Reflective Practice in English Language Teaching: Research-Based Principles and Practices* (Routledge) and *The Routledge Handbook of Language Teacher Education*.
steve.mann@warwick.ac.uk

Andrew Davidson is a Senior Teaching Fellow and has worked in the Centre for Applied Linguistics, University of Warwick, since 2010. Prior to this, he worked in higher education institutions in the UK, Japan and the USA where he taught in the fields of English for Academic Purposes, English Literature and Intercultural Communication. Andrew teaches across the fields of intercultural communication and English language teaching at the University of Warwick, focusing particularly on undergraduate and postgraduate courses in English language teacher education.
andrew.davidson@warwick.ac.uk

Monika Davis has worked extensively as a language teacher and teacher trainer and educator in a wide range of teaching contexts in Poland and the UK. She has worked as an English teacher and CELTA trainer in further and adult education in Birmingham and has taught on undergraduate and postgraduate TEFL and TESOL programmes at the University of Warsaw, Aston University and the University of Warwick. She has also contributed to British Council projects and publications focused on young learners (*Crazy Animals and Other Activities for Teaching Young Learners*) and NESTs (*Global NEST Schemes – An Audit, Investigating NEST Schemes around the World: Supporting NEST/LET Collaborative Practices and Materials: Developing Collaborative Practice between LETs and NESTs*).

monika.davis234@gmail.com

Jo Gakonga is a Senior Teaching Fellow on the MA TESOL at Warwick University as well as being a CELTA trainer, assessor and Joint Chief Assessor for Cambridge English. She has taught English and trained teachers in a wide range of contexts including Taiwan, Australia and the Czech Republic and is the co-author of IELTS Foundation. She is interested in the potential of the internet, particularly the use of screencast video material for teacher training and development, and runs two websites: www.elt-training.com for trainee and novice teachers and www.teacherfeedback.org aimed at teachers who mentor or give feedback to other teachers. She is studying for a PhD in the field of teacher education and mentoring.

j.gakonga@warwick.ac.uk

Maricarmen Gamero is a PhD student at the Centre for Applied Linguistics, University of Warwick. She is currently researching video-conferencing-mediated co-teaching in the English language classroom through the analysis of interactions between teachers and students. Maricarmen has worked as a teacher trainer, language teacher and lecturer at Francisco de Miranda University (UNEFM) in Venezuela since 2008. Her work experience includes teaching English for academic purposes, English phonetics and phonology, ESP foundations and sociocultural topics of the English-speaking world to student teachers. She has been involved in projects related to INSET and the research of curriculum implementation in Venezuela.

m.gamero-mujica@warwick.ac.uk

Tilly Harrison is a Principal Teaching Fellow and started as an English teacher in Sierra Leone (with VSO) and Japan (with the JET programme) with experience in UK schools at primary and secondary level in Oldham, innovating uses of technology in every post. She did her master's in Applied Linguistics at Birmingham University in 1995 and has been working in higher education ever since, specialising in uses of learning technologies in language teaching. She was Coordinator of IATEFL Learning Technologies SIG from 2000 to 2004 and taught the MA ELT ICT specialism at Warwick from 2003 to 2017. She currently lectures across all the courses offered in Applied Linguistics at the University of Warwick with a focus on ICT, corpus linguistics, English grammar and lexis, discourse analysis and language teaching methodology.

tilly.harrison@warwick.ac.uk

Penny Mosavian is a Teaching Fellow and has worked in the Short Course Unit at the University of Warwick since 2010. She designs, plans and delivers professional development courses for overseas teachers of English, both pre- and in-service, with a special focus on the integration of technology in teaching. Penny also works as an Assistant Director of Studies for the Warwick Pre-session English course. Before joining the university, she lived and worked overseas as secondary head teacher of a British school in the Canary Islands, and has also lived in Iran, where she helped to re-establish a programme of EFL and teacher development for Cambridge Assessment. She is a Fellow of the Higher Education Academy, and member of the Warwick Technology Enhanced Learning Forum.

p.j.mosavian@warwick.ac.uk

Lynnette Richards is a Teaching Fellow and has worked at the University of Warwick since 1999, teaching a range of academic English and skills courses, as well as contributing to master's degree courses in Intercultural Communication and TESOL. She is also a teacher trainer. She spent several years abroad in various roles, ranging from director of studies, to materials writer, to ESP consultant and intercultural trainer. One of her many professional interests is how to enhance language teaching and teacher training through technology.

l.a.richards@warwick.ac.uk

Contents

Abstract.....	3
Abbreviations.....	5
1 Introduction.....	7
2 Research focus and literature review.....	9
2.1 Video in language learning.....	9
2.2 Growing use of video in language teacher training and development.....	10
2.3 Reasons for the rise of video.....	10
2.4 Useful reviews.....	10
2.5 Useful frameworks.....	11
2.6 Use of video in other areas of teacher education.....	11
2.7 The value of video.....	11
2.8 Bridging the theory and practice divide.....	12
3 Research methodology.....	13
3.1 Theoretical position.....	13
3.2 Qualitative case study.....	13
3.3 Purposeful sampling.....	13
3.4 Interviews.....	14
3.5 Transcription and thematic analysis.....	14
4 Findings and discussion.....	15
4.1 Viewing classrooms.....	15
4.2 Watching videos of classrooms.....	15
4.3 Video for self-evaluation and peer-evaluation.....	16
4.4 Video platforms.....	16
4.5 Video-stimulated recall research.....	17
4.6 Distance mentoring.....	17
4.7 Video in online training.....	18
4.8 VR and 360.....	18
4.9 Screencasting.....	19
4.10 Making videos.....	20
4.11 Remote video-teaching.....	20
4.12 Video services.....	21
4.13 Video banks/resources.....	21
4.14 Video in ePortfolios.....	21
4.15 Webinars and video-conferencing.....	22
4.16 Further aspects of video use.....	22
5 Recommendations.....	25
5.1 Video length.....	25
5.2 Variety.....	25
5.3 Individual or group.....	26
5.4 Encouraging concrete and dialogic reflection.....	26
5.5 Systematic support.....	27
5.6 Overcoming challenges.....	27
Conclusion.....	29
References.....	31

Abstract

The project Video in Language Teacher Education (ViLTE), funded by the British Council ELT Research Partnership Awards Scheme, was undertaken during 2017 and 2018. Its main aims were:

- Aim 1 – to map the current use of video and visual media tools in language teacher education
- Aim 2 – to build a community of practice among practitioners involved in teacher education in order to share good practice.

This report primarily concerns the first of these aims. The second aim is realised through the following web resources:

- [ViLTE Project website](#) (useful information, vignettes, transcripts of interviews, links, research team profiles)
- [ViLTE Video case studies](#) (videos featuring various video-based practices).

The ViLTE Video case studies currently have 25 video contributions with more planned for the future. If you feel that you or one of your colleagues has a video contribution to make, we would be very interested in hearing from you. Please email [here](#) to contact us.

The project was conducted primarily through interviews with teacher educators supported by a literature review and document analysis. The literature review and document analysis were used to gather detailed information about video resources and practices. Semi-structured interviews were carried out both face-to-face and through computer-mediated communication with 45 teacher educators working in diverse educational settings.

There were two important ways that we established further interest in and contribution to the project:

- [A webinar](#) held on 8 February 2018 through Adobe Connect, hosted by Tilly Harrison, featuring three speakers (Russell Stannard, Julia Huettner and Thom Kiddle).
- [A video-based resource](#) with a growing number of video contributions. Andrew Davidson led the design and management of this resource.

The study uncovered considerable diversity in video use in language teacher education. The role that video plays in training is still primarily as input (to model, explain, prompt discussion), but there is growing evidence that digital media makes it possible for video to be used in increasingly active and reflective ways. The variety of possibilities that are now available to teacher educators can be explored on our [ViLTE project video resource website](#) where videos and supporting documents from a variety of contributors can be accessed.

Abbreviations

Terminology

CPD	Continuing professional development
INSET	In-service education and training
MOOC	Massive open online course
OER	Open educational resources
OVBLs	Online video-based learning websites
PD	Professional development
PRESET	Pre-service education and training
PSTs	Pre-service teachers
RP	Reflective practice
SETT	Self-evaluation of Teacher Talk
TA	Thematic analysis
TAGs	Teacher Activity Groups
TPD	Teacher Professional Development
TESOL	Teaching English as a second or other language
VEO	Video-enhanced observation
VR	Virtual reality

Projects, resources and groups

BANA	Britain, Australasia and North America
CELTA	Certificate in Teaching English to Speakers of Other Languages
DIVER	Digital Interactive Video Exploration and Reflection
PLaTE	Platform for Teacher Education
RETC	Regional English Training Centre
TLANG	Translation and Translanguaging Team
TTV	Teacher Training Videos
VELTE	Videos in English Language Teacher Education (University of Southampton)
ViLTE	Video in Language Teacher Education (University of Warwick)
VAST	Video Analysis Support Tool

1

Introduction

During the last few decades, there has been an increase in both the use of digital video and understanding of the role it can play in teacher education (Baecher et al., 2018). This use can have a positive impact on trainee and in-service teachers' engagement, motivation and autonomy. Trainee teachers increasingly expect that input will be varied and include video ('using' it, 'making' it and 'communicating' through it). Digital video is versatile: it allows more possibilities for context-sensitive noticing, reflection, editing, sharing, repackaging and tagging, especially in combination with screen-capture software.

We agree with Major and Watson (2018: 50), in reference to Lawson et al. (2010), that views and practices are changing fast:

The emergence of recent video-capable technologies has been described as a 'tipping point', that is a period of time in which our views of the world are likely to be significantly altered through the introduction of improved capabilities in video technology.

However, Sherin and Han (2004: 10) see a lack of attention to the features of video and they state that there is a lack of 'understanding of precisely what it is about video that might provide support for teacher learning'. Therefore, we felt that it was important to try to inform researchers and teacher educators about available research evidence on the use of video to support teacher development (Seidel et al., 2011) as well as get insider views on how video is being used in both pre-service (PRESET) and in-service (INSET) teacher education at a more pragmatic and practical level.

In order to map and evaluate whether there has been engagement with the improved capabilities in video technology within the language teacher education field, the project had a number of aims, questions and outputs. The two main aims of the project were:

- to map the current use of video and visual media tools in language teacher education (Aim 1)
- to build a community of practice among practitioners involved in teacher education in order to share good practice (Aim 2).

In order to fulfil these aims, we sought to answer the following research questions. In terms of Research Aim 1, we had three questions:

- What video resources are currently being used by teacher education practitioners? (RQ1)
- How are these video resources being used by teacher education practitioners? (RQ2)
- What tools and frameworks support the use of video in language teacher education? (RQ3)

In terms of Research Aim 2, we had one question:

- Can we build a community of practice focused on the use of digital video in language teacher education? (RQ4)

Our research project has had three outputs:

1. this research report on teacher education and development practices using video, screen capture and audio-visual tools
2. a public website (<https://vilte.warwick.ac.uk/>) for uploaded examples of video practices with related documents focusing on further commentary and information on the video (e.g. making procedures clear and listing links to resources and further reading)
3. a [webinar](#) (via Adobe Connect) to showcase the video practice web resources and engage a wider audience (Harrison et al., 2018).

Commenting further on the first research output, this report details and evaluates the range of practices that have been collected (where video, screen capture and audio-visual tools and frameworks are used in innovative ways in teacher training and development). This report is limited by print and word count (unlike the videos on the [ViLTE website](#)), and to some extent it is ironic that we are presenting these ideas in print format. However, it is also the case that while assignments, academic articles and theses are written and printed, such reports have an enduring role to play. Therefore, we hope to add to the knowledge and debate around issues of digital video use in language teacher education in this report. In some cases we share additional resources, guides and materials, which can be accessed from the project website [here](#).

In mapping and evaluating digital video use in language teacher education, we were also interested in comparing developments in other fields of teacher education (especially mathematics and science teaching). We refer to some of this work in our literature review below.

2

Research focus and literature review

This section of the report establishes the research focus of this project and also presents and evaluates key literature.

2.1 Video in language learning

This report is concerned with video in language teacher education and not directly with the role of video in language teaching. However, there is clearly a correlation between the rise of video in both teacher education and language learning. It is well documented that since the 1990s there has been a gradual increase in the use of video in language teaching. The BBC series *English through Video* was one of the first publications that was centred on video content. Since then, other broadcasters (e.g. National Geographic) have packaged video content for language learning. Similarly, many course books have integrated video since the early 1990s. The *Grapevine* (1989–92) series written by Peter and Karen Viney included videos as a key part of language input. Another publication that established an active and task-based methodology around video was *Video* (1991) by Cooper et al. Over the years, there have also been a series of publications that have suggested ways of using video in effective and practical ways. Guides such as Stempleski and Tomalin's *Film* (2001) and Sherman's *Using Authentic Video in the Language Classroom* (2003) contained practical suggestions for activities built upon the principle of active viewing.

In recent years there have been a number of influential ELT trainers (e.g. Nik Peachey and Nicky Hockly) who have championed the use of video and digital tools. We would particularly recommend Peachey (2016, 2017). These multimedia manuals for language teachers give advice about activities, courses and developing engaging materials; they also offer advice about mobile apps on handheld devices and tips for building video in blended and task-based ways.

Other recent publications have consolidated the view that video use is an important and growing aspect of language teaching and learning. Goldstein and Driver's *Language Learning with Digital Video* (2014), Keddie's *Bringing Online Video into the Classroom* (2014), and Kieran Donaghy's *Film in Action* (2015) have all successfully established this agenda. Of

particular value (as it is free to download) is Donahue and Xerri's recently edited collection *The Image in English Language Teaching* (2017) as this has useful contributions on the history and value of video in language learning. In this collection, Whitcher (2017: 15) talks about her work with Donahue on establishing a visual manifesto (see <https://vimeo.com/113420504> – this short film is a good starting point for anyone considering the value of image and video in education):

Through the film's narrative and the careful selection of images and video clips, this 'visual manifesto' intends to guide the viewer through the process of what happens when you look more critically at images and how engaging in that active process with others often helps create an even better result.

In the same collection, Goldstein (2017) provides a history of video in ELT and considers what role it will play in the future, and Clare (2017) examines why video is such an engaging language learning tool.

A lot of this work that has established the educational value of digital video in language teaching and learning has shifted the balance from video as input to embracing the idea that language learners can make their own video. Jarvis (2015) gives examples of the range of activities in which mobile technologies can play a creative role in consolidating language and enhancing motivation: for example, students can use mobile devices to take photos or videos at home and these artefacts then become the basis for sharing and discussion between learners.

Not only does the process around making video offer the potential for negotiated interaction but the actual video then becomes a form of output. Video can also be used as the basis through which language learners communicate (perhaps in a 'tandem' type project where learners communicate through video with other learners in other countries or through Zoom or Skype). Therefore, we can distinguish between 'using' video, 'making' video and 'communicating through' video. The EU-funded project Video for All established the importance of this distinction in two video resource handbooks for language teachers and teacher educators: see [Mackinnon and Mann \(2016\)](#) and [Hottmann \(2016\)](#).

Teachers are increasingly creating video-based tasks (see interviews with [Sarah Grech](#) and [Julia Miller](#)) that are interactive and engaging (e.g. with VideoAnt or EdPuzzle). Sites such as Russell Stannard's [Teacher Training Videos](#) (TTV) show teachers how to use various apps and online resources.

2.2 Growing use of video in language teacher training and development

As early as the 1970s, video-recorded teaching was identified as a useful strategy with which to support teachers to reflect on their practice (Fuller and Manning, 1973). Since then, the use of video and visual media has increased steadily in language teacher training and development across PRESET, INSET and CPD (Baecher et al., 2018; Major and Watson, 2018; Walsh, 2011). This use is diverse and includes using, making and communicating through video. This increased use is undoubtedly because effective use of audio-visual media can have a positive impact on trainee engagement, motivation and autonomy (Gaudin and Chaliès, 2015). Researchers have found that discussion and reflection around video extracts is an especially useful way to scaffold trainer learning (e.g. Brunvand and Fishman, 2006).

Over the last few decades, there has been a growing understanding of the role that video can have in contributing to teacher development (Conole and Dyke, 2004; Grant and Kline, 2010; Liang, 2015). However, the 'understanding' of good practice in use of video is not universal. Christ et al. (2017: 22) show that video use is 'often infrequent/unvaried' and that 'more frequent/various video methods are needed'. In fact, Christ et al. (2017) note that while there have been clear increases in video use across time, such use varies from a great deal of integration to none at all.

Video can be used as input or reference material and can be used in conjunction with face-to-face input or separately. Much depends on whether the teacher education programme is face-to-face, blended or distance. Whatever the context, the use of video can help to put the teacher-learner at the heart of the decision-making process (rather than being on the receiving end of input). In other words, a constructivist orientation uses video to move from a top-down approach to one where there is more choice and flexibility for the teacher (Acedo, 2014).

At the same time, researchers in TESOL, education and applied linguistics are increasingly presenting both research processes and findings in video format. This increases engagement with a wider group of potential users and increases the chance of impact. A good example would be the range of

short videos produced by the [Translation and Translanguaging \(TLANG\)](#) team documenting engagement approaches with different stakeholders.

2.3 Reasons for the rise of video

Gaudin and Chaliès (2015: 42) outline three main reasons for the growth of video in teacher education. First, videos give teachers 'greater access to classroom events'. This access to the classroom helps establish a link between traditional theoretical education in a university and classroom practice; in other words, it has potential for narrowing the gap between theory and practice (Clarke, 1994). Tilson et al. (2017: 454) talk about video being important in 'a cycle of praxis', and the Vygotskian notion of praxis has been used as a useful way of bridging the theory–practice divide (see Lantolf and Poehner, 2014). Tilson et al. (2017: 461) explain that a key strategy employed in their research project involved 'providing PSTs [pre-service teachers] multiple opportunities to discuss their theories (personal and formal) in relation to their video recorded teaching'.

Second, video viewing has been greatly eased by technical progress (e.g. digitalisation, storage, edition and annotation). Improved storage capacities and sophisticated software have all helped embed video in the framework of teacher education. Lastly, video viewing is a means to facilitate the implementation of institutional reforms (Wang and Hartley, 2003), which is particularly relevant to INSET training.

2.4 Useful reviews

Brophy (2004) provided the first comprehensive attempt to summarise the categories of video use in teacher education. He established that teacher training can include video elements in microteaching, modelling expert teaching, interaction analysis, video-based cases, hypermedia programmes and field recordings of teaching practice. These kinds of videos facilitate a process where teachers can notice the subtler features of classrooms (such as non-verbal expressions of teacher–student or student–student interactions). His main argument is that this information is not so available in written text.

Baecher et al. (2018) provide a recent comprehensive and systematic review of video analysis related to classroom practice. They track the increasing use of video as a tool in teacher professional learning and show how, in education design terms, video is now seen as a key part of professional development for teachers. Essentially, their review looks at more than 100 articles published in a five-year period between 2012 and 2016. These have been examined as data in their own right, particularly in terms of different uses of video

in teacher learning. In addition, they categorise the type and focus of video observation as well as the teachers' and facilitators' activities as they view classroom video.

Major and Watson (2018) also provide an up-to-date and thorough review showing how video has been increasingly used to support teacher professional development (TPD). They argue that advances in affordability and usability of technology mean that interest is bound to develop further. The authors use a *scoping review* approach (based on review of 82 studies) and use these studies to produce a thematic overview. Additionally, the authors identify 'robust studies' that 'consider the effect of video on teacher cognition and classroom practice' (2018: 49). They argue that most research has been qualitative in nature and that there is a need for more quantitative research to identify how the use of video impacts on actual classroom practices. Hockly (2018) also provides a timely overview of the reasons why the use of video recordings of classroom practice appears to be an effective vehicle for supporting and developing reflection and analysis for teachers.

2.5 Useful frameworks

In addition to useful reviews, it is helpful to consider the role of frameworks. Some frameworks for CPD include digital video (e.g. British Council, 2015), and some focus primarily on digital teacher skills (e.g. Cambridge English, 2018). Gelfuso (2016) builds on the work of Clara (2015) to put forward a framework that establishes the importance of 'warranted assertability' (a term originally put forward by Dewey in 1933) where evidence from video provides such a warrant. Such a data-led approach is consistent with frameworks for RP (reflective practice) such as Farrell (2014) and Mann and Walsh (2017). In other words, 'a successful reflection ends with such warranted assertability and a corresponding move from analysis to synthesis' (Gelfuso, 2016: 68). Reflection is more evidence based and data led if it is tied to a tangible moment or incident. Assertions, articulations and arguments are therefore more warranted and grounded with video.

There has been some success in the use of frameworks to focus on aspects of teacher talk in particular; for example, the VEO tool (see Batlle and Miller, 2017) has been adapted to tag talk according to the SETT (Self Evaluation of Teacher Talk) framework (Walsh, 2006). Video has been found to help teachers gain closer understandings of the complex relationship between language, interaction and learning (see [Bozbiyik, 2017](#)). It is particularly helpful for honing in on interactional features (such as clarification requests, display questions and teacher echo).

2.6 Use of video in other areas of teacher education

The use of video technologies for the professional development of teachers has been explored in other areas (e.g. science and mathematics teaching). It has been established that digital video is a highly promising tool for engaging teachers in reflections about their own teaching strategies. The impact of this work has been to focus researchers on the development of frameworks to guide the process of teachers' video reflection and analysis. Santagata (2014) is a good resource for thinking about linking video evidence to issues of student learning. Yeh and Santagata (2015) throw further light on working with pre-service mathematics teachers and getting them to form hypotheses based on video evidence (see also Santagata and Yeh, 2014). Forest and Mercier (2011), working in mathematics education, argue that it is much more useful to show novice teachers serialised sequences of teachers' actions (taken from video recordings) than to give them a lecture on teaching gestures and their effectiveness.

2.7 The value of video

Calandra et al. (2018) compared the quality of reflection when teachers were prompted by video and when they were prompted by audio. All reflection papers were evaluated using a rubric developed by Ward and McCotter (2004). They found that participants wrote significantly higher quality papers across several indicators when prompted by video (rather than when prompted by audio). In fact, it is hard to find a paper which does not support a position that teachers value video and that it enables engagement, collaboration and reflection. Lightfoot and Gholkar's [ViLTE video contribution](#), focusing on primary school teachers in Maharashtra, India, provides a useful illustration of such enabling.

Part of the undoubted success of video is that it enables teachers to step back into their practice, re-engaging with particular moments and incidents. Tripp and Rich (2012) talk of teachers in their study reporting the ability to step back as observers and notice issues in their teaching that they could not recall from memory or that they had not attended to during their lesson. Their argument is that the ability for teachers to consider their situation from another perspective and therefore gain a new perspective on their teaching is both important and a common finding of other video analysis studies (e.g. Miller and Carney, 2008).

One of the key features of video is that it fosters reflection. The development of teachers as reflective practitioners is a core competency of most frameworks; for example, it is a key part of the US National Council for Accreditation of Teacher Education (2008) and of the British Council Framework for CPD (British Council, 2015).

2.8 Bridging the theory and practice divide

As mentioned above, video is widely seen as a potentially useful tool in bridging the pernicious theory–practice divide (Clarke, 1994). Bringing classroom video or perhaps vignettes and interviews with teachers into sessions and modules helps break down such a divide (Hennessy, 2014). Given opportunities to observe and articulate connections between theory and practice (Harford et al., 2010), teachers can be encouraged to develop warranted assertions and evidence-based hypotheses. They can also use it to see whether theory is applied in practice, perhaps in recordings of teaching practice or at least microteaching. (For more on the value and possibilities of videoed microteaching, see [Bacova et al.](#) (2016: 2) and their exploration of the use of videoed microteaching extracts ‘delivered by trainee teachers studying at the University of Bolton [...] to enhance [their] skills in teaching and learning, self-assessment and reflective practice’.)

Mercer et al. (2017: 9) point to the particular value of video in coming towards a more dialogic and collaborative version of the relationship between theory and practice and allowing teachers to consider alternatives in a collaborative way:

In particular, video footage of teachers using technology interactively (from our previous projects) allows viewers to experience and freely critique a wider range of practices, so that alternative pedagogical strategies can be compared and contrasted (Sherin, 2007). Workshops then involve teachers in designing and trialling new dialogic teaching approaches that in turn become the focus of peer discussion. We believe that it is important that teachers experience a dialogic approach to their own professional learning in workshops (Hennessy, 2011) or by the use of support materials for school-based group study and action (Hennessy et al., 2017).

One of the difficulties often reported by teachers with respect to incorporating a theoretical approach to their practice is the restrictions in access to primary research papers, often hidden behind high paywalls. [Huw Jarvis](#)’s site TESOL Academic addresses this and disseminates research into English language teaching using videos of researchers discussing and explaining their research.

In addition, revealing incongruence between teachers’ espoused and actual teaching practices created powerful leverage for change in their reflective thinking and/or practice (Orland-Barak and Rachamim, 2009; Rosaen et al., 2008; Lefstein and Snell, 2013).

3

Research methodology

The research is best characterised as a qualitative case study that mainly uses interviews to establish salient features of the video practice of language teacher educators. Transcripts and summaries of videos were analysed for key themes.

3.1 Theoretical position

The theoretical position taken by this research project is constructivist. We recognise that teacher training and development is a social process that takes place in a specific sociocultural context and so we take the view that knowledge is negotiated and co-constructed in these teacher education contexts (Walsh, 2011). The nature of this co-construction varies from context to context and depends on such factors as whether trainers see their role as one of transmission or enabling dialogic reflection (Walsh and Mann, 2015), or whether the processes of the teacher education programme are congruent with the realities of the local teaching context (Edge, 2011). However, [the contributors to this video project](#) have been chosen because they have made a contribution to the way video is used and understood in language teacher education. We believe that by making these steps and processes more transparent, we can further our collective understanding, thereby enabling teacher educators to consider video-based alternatives to current practices.

According to the criteria for rigour outlined by King and Mackey (2016), we undertook three elements of triangulation: ‘methodological’ (e.g. collecting teachers’ experiences and views via interviews and examples), ‘source’ (using a common methodology in collecting data in different contexts) and ‘analytical’ (involving different researchers in analysis, joint-interview and coding meetings).

3.2 Qualitative case study

The research is qualitative in nature and combines a case study approach with interviews and thematic analysis of transcripts and documents (Richards, 2003). This combination has two main aims: we seek to map the current use of video and visual media tools in language teacher education and, at the same time, build a community of practice among practitioners involved in teacher education to share tools, insights, steps, processes, tips, options and

evaluations. Consequently, we do not seek to make quantitative statements about video use (cf. Major and Watson, 2018). Instead, the study seeks a detailed and practitioner-led account of how video is used in different ways. For this reason, interviews were designed to elicit detailed descriptions of teacher-educators’ perceptions, with the major goal of gaining an insider, or emic, perspective about their video use.

We are deliberately seeking out the detail of innovation and reports on action that have actually been undertaken in language teacher education processes. We are not seeking to establish causal links between these various contributions and the impact on teacher-learners. Our report and video resources are meant to be usable and transferable to teacher education practitioners precisely because we are interested in the detail of what teacher educators actually do. We are prioritising space for their voices and viewpoints both in this report and in supplementary materials on the [ViLTE website](#).

3.3 Purposeful sampling

This research, then, can be characterised as a qualitative case study that uses purposeful sampling (Patton, 1990). We identified teacher educators who met our key criteria (currently using video in some form) and who had worked or were working as language teacher educators. We identified research participants by drawing on researchers’ contacts, the internet and the literature review, professional organisations and conferences, consultants, personal contacts, University of Warwick alumni, British Council informants, and word of mouth. For this reason, no claims of generalisability can be made; the data offers a snapshot of attitudes and practices in particular contexts.

In terms of the cases selected, we can make a distinction between ‘interviewees’ (who we interview and elicit detail from) and ‘video contributors’ (who were invited and were willing to provide a video of their ‘video practice’ for the ViLTE website): the former mainly informed this written report; the latter have mainly formed the online [ViLTE](#) resource. In some cases, however, an interviewee became a video contributor and contributed to both.

3.4 Interviews

We wanted accounts of how teacher educators integrated video into their processes. When interviewing, we elicited details of steps, implementation and evaluation of their efforts. To understand the role of different types of video in teacher learning, we used a process-led approach to conduct interviews focusing on video procedures and practice (based on Mann, 2016). Rather than having fixed questions, we found it helpful to break the interview down into four stages:

1. who they are (introductory/background information)
2. process (the main part of the interview/detail of the video use)
3. evaluation (how teacher educators and participants evaluated the video process)
4. next steps (future plans, eliciting other possible informants).

More detail about this process can be found [here](#).

Most of the participants/informants were interviewed through Zoom or Skype, supported by email exchange (sometimes clarifying details arising). However, some interviews happened face to face. All interviews were summarised and then selected parts were transcribed.

3.5 Transcription and thematic analysis

As indicated, all interviews were summarised (in 2–3 pages). We then selected key contributions and significant exchanges for transcription. The summaries and transcriptions were then analysed thematically (Vaismoradi et al., 2013). Braun and Clarke (2006: 79) define thematic analysis (TA) as ‘a method for identifying, analysing and reporting patterns (themes) within data’. An initial coding scheme was drawn up by one of the researchers based on findings from existing literature, the summaries and transcripts.

TA was selected as a tool for describing, organising and choosing the excerpts from the data as this was seen as the most efficient way to build a more detailed picture of teacher educator video-based practices. We looked for patterns or commonalities in the teacher educator interview transcripts where emerging themes became the categories for analysis (Fereday and Muir-Cochrane, 2006: 82). Some of these were established from the literature review, others through the interview process.

In terms of data analysis, we concentrated on interview and document analysis. We undertook thematic analysis of the collected qualitative data individually and as a group, through discussion, mind mapping and tables. There was a backwards and forwards process between the literature and the interview data. In other words, we related interview contributions to important themes established in the literature review.

This was a team project and, particularly with interviews, we consciously developed a team approach to both interviewing and coding where we were also reflexive about such team processes (Creese and Blackledge, 2012). The findings and discussion that follow are a jointly constructed version of what was prominent and significant to us in this research project. We also encouraged and included postgraduate researchers to join the project and, in some cases, this resulted in substantial and original work (see [Gamero, 2017](#); [Gulzar, 2018](#); [Phan, 2017](#); [Rodrigues-Griffiths, 2018](#)).

4

Findings and discussion

In what follows, we relate our data to the existing literature on video use in language teacher education. The sections below have a corresponding resources page on our [ViLTE project website](#), where there are further examples and extended quotes from interview data. These will be updated as more people contribute to the project.

4.1 Viewing classrooms

Video has been with us for a long time and there have been a number of VHS and CD-ROM resources that have enabled teacher educators to integrate examples of classroom practice, whether focusing on techniques or on more general advice. The International House video series (Carr and Lynch, 2006) has been well used on a range of courses and in several methodology books (for example, Scrivener (2011) and Harmer (2015) have increasingly made video a key part of their design; see also interviews with [Jeremy Harmer](#) and [Jim Scrivener](#) on aspects of including video content in training books). Our data confirms that these resources are still being used but the balance is shifting to watching resources built up by the organisation (e.g. video banks or platforms) or individual trainers.

There is increasing use of ad hoc resources (such as YouTube and Vimeo). One of the reasons is that published material is sometimes seen as inauthentic and distant from the contexts of constraint (e.g. large classes, low English levels, lack of technology) that many trainees face. Published videos in teacher education tend to focus on discrete elements of ‘ideal’ practice (e.g. Harmer, 2015; Scrivener, 2011; Thaler, 2012). However, as these resources go into third and fourth editions they are moving to a focus on more varied classrooms than the typical BANA (Britain, Australasia and North America) class with 12 students (see Holliday, 2015), although they still tend to present a somewhat ‘slick’ representation of teaching and also often focus on the teacher-led elements of the class such as giving instructions. The focus for publishers is understandably on quality and usability, and their advantages often lie in better sound quality and higher quality editing. (See also [Alan Pulverness interview](#) on the variety of ways he has used video to focus on classrooms.)

Not surprisingly, there is increasing reported use of free online video resources. Video material including case studies, classroom interaction and teacher interviews are generally found available online in video sharing websites such as YouTube, Vimeo and TeacherTube. For example, one of our informants (anonymous) suggested that in order to watch how other teachers teach connected speech in the classroom, she would use a video (such as [this video on YouTube](#)). Here, Rachael Roberts models this type of task with her learners. Another of our contributors, Seher Balbay, has curated [videoed student presentations on her YouTube channel](#), both to offer course tutors authentic and targeted material to work with and talk about in class and for standardisation and teacher training purposes (see also [his interview](#)).

Some of these online resources are one-offs; others are part of online video-based learning websites (OVBLs), such as [TeacherTube](#) or [TeachingChannel](#). Bates et al. (2016: 18) show that these online repositories are usually themed into different sections such as professional development, listening and technology. We have compiled [a list of resources](#) that teacher educators are currently using.

4.2 Watching videos of classrooms

Although interviews with teachers and teacher educators can offer important advice, Pianta et al. (2014) argue that watching video classroom interactions is of particular value. Professional development workshops can improve teachers’ skills and encourage them to notice features of successful examples of teachers interacting with students. Teacher educators are increasingly using such exemplars, vignettes and clips.

One of our informants, Jon Porter, said that he based his approach on asking teachers to focus on classroom videos on the [Best Foot Forward](#) toolkit (see Kane et al., 2015). This toolkit is an outcome of a three-year impact evaluation project looking at classroom observation supported by video technology. As Kane et al. (2015) argue, it is neurologically impossible for teachers to remember something that they didn’t notice in the first place.

One of our interviewees, Jon, reported that when novice teachers ‘rely on memory’ it can lead to a ‘potentially rather flimsy and some inaccurate accounts of their classroom experiences’. In general terms, our interviews established that educators, especially those working with pre-service teachers, need to give specific guidance and tools to make the most of video resources in order for tangible learning to occur (see also Santagata and Guarino, 2011).

Soto (2018) used video to help teachers adjust their intentional interactions to accommodate the thinking of learners. Her approach was based on vignette-based professional development (PD) sessions. She found that such PD sessions could increase teacher awareness of intentional teaching, an approach that we found to be echoed in our data. Some of the interviews and video resources (e.g. [Sert](#) and [Bozbiyik](#)) show examples of how video is being used to focus in on the relationship between classroom interaction and learning. Both use [VEO](#), a video tagging tool designed for observation and to tag moments for reflection and feedback using a combination of self-reflection and more dialogic feedback sessions based on the tagged videos (see also [interview with Olcay Sert](#)).

4.3 Video for self-evaluation and peer-evaluation

[Richard Chinn's](#) video on DELTA teachers’ use of video highlights the value of teachers videoing their own classrooms as part of their continuing professional development (see also his [interview](#)). Doing so enables teachers to engage in a process of self-observation and self-evaluation, something [Maher Sherif](#) also focuses on in his [ViLTE video contribution](#) outlining ways to exploit short microteaching videos for the professional development of his teacher trainees in Kazakhstan (see also interviews with [Maher Sherif](#) and [Ufuk Balaman](#)).

Many informants in our research study confirmed that viewing of classrooms with video led to greater noticing and self-awareness around specific teaching behaviours. For example, [Philip Longwell](#), one of our informants, recorded himself for his own reflection while doing a CELTA, noting that ‘a video for a trainee to look at and reflect on is always good’. He felt that this helped him iron out his rough spots at the time, although he did not necessarily want anyone else to see it. The use of video in such microteaching contexts helps to ensure a concrete focus, whether this is on a specific feature of interaction (such as questioning techniques) or more general classroom management (such as monitoring). [Maria](#) talks about

this in her interview when she says that ‘it helps the teacher find a moment in the lesson that provides a real focus point for us’. There is a trajectory of noticing and then considering the significance, something that [Phan \(2017: 63\)](#) summarises: ‘they were not only able to re-witness what and how they taught but also dig deeper into more understanding about their strength and weakness to improve their future lessons’. There is evidence that video is increasingly being used in such ways; further insight into the value and possibilities for structuring microteaching with video for teacher trainees can be found in a booklet developed by [Bacova et al. \(2016\)](#) for their First Steps to Teaching project at the University of Bolton.

Overall, there is general agreement that video provides ‘a fine-grained multimodal record of an event’ ([Jewitt, 2012: 2](#)), and this enables teachers to focus on the up-close, detailed and ‘ecological’ ([van Lier, 2000](#)). [Kourieos \(2016\)](#), for example, shows how the detail of classroom language is best understood and reflected on with the aid of videos (see also [Teti Dragas interview](#)). Such fine-grained understanding of classrooms, interaction and learning are something that [Marsh and Mitchell \(2014\)](#) see as one of the key affordances of video. It can provide detailed representations of complex topics that are nevertheless accessible because video provides concrete exemplification. Tools such as VAST (Video Analysis Support Tool) (see [van Es and Sherin, 2006](#)) or the Observer Tool ([Seidel et al., 2011](#)) can also help focus on concrete details in the self-evaluation process.

4.4 Video platforms

In a report of this length we cannot provide an in-depth comparison of the options available, but our interviews have established that both individuals and institutions (e.g. British Council, International House, universities worldwide) are increasingly using platforms and tools such as VEO and IRIS Connect to record teaching. Initial reports are very promising, and this is an area that is likely to see further growth. For example, [Jo Gakonga](#) reports that VEO is being used to develop suitable tags and support for CELTA programmes, and IRIS Connect has been used in various contexts including high resource contexts in the UK and more low resource contexts such as exist in Thailand. Later in the report we feature [OnVu Learning](#) and their use of 360 on video platforms.

There is clearly a lot of interest and increasing use of video platforms and tools. The value of these platforms is that classroom videos can be reviewed and commented upon by teachers. Tagging and

timestamping features are particularly helpful in terms of relating teaching practice and classroom choices to students' learning behaviours and task outcomes.

As [Olcay Sert](#) explains, one of the distinctive features of VEO ([Video Enhanced Observation](#)) is that new sets of tags can be developed. VEO facilitates both recording and tagging on tablets. The value lies in the selection and tagging of sequences that can be shared with collaborating teachers or trainers. Comments can be included in annotation panes that sit next to the video clips (see also [Batlle and Miller \(2017\)](#); [Bozbiyik \(2017\)](#); [Çelik et al. \(2018\)](#); [Hidson \(2018a, 2018b\)](#); [Körkkö et al. \(2016\)](#); other articles are available [here](#)).

[IRIS Connect](#) is a UK-based company that has developed a live video-based tool to support teacher professional training and development and provides a web platform and mobile camera systems to schools and organisations. Although videos can be stored and reviewed, one of the benefits of this system is that it enables live lesson observations. The system also allows the sharing of lessons with invited colleagues. Within schools, teachers are using it for peer observation, and they report that using the online web platform helps them to understand classroom decisions and choices. Such reflection on classroom practices leads to self-awareness and more concrete discussion. They provide a number of [evaluative case studies](#). [Davies et al. \(2017\)](#) also [report](#) on an extensive UK trial in schools.

We have focused on three options in this section; however, it is most likely that other options are available. For example, we heard reports of teacher educators using [Panopto](#) for peer-observation and remote observation of pre-service teaching and this may be worth considering. (Also see interview with [Elena Oncevska](#) talking about her experience of using Edthena, VEO and Zoom.)

Platforms also provide more opportunities for teachers to connect and collaborate ([Ally et al., 2014](#)). These platforms can enable individualised trainer–trainee and peer collaboration within a fixed group but also much wider connections to other educators around the world ([Carlson and Gadio, 2002: 119](#)). Platforms include content and information (as well as videos) and increasingly can be accessed by mobile phones. Although there are still challenges in relation to internet speeds, mobile phones have functioned as an important 'leveller', allowing language teachers access to these platforms and their videos, information and resources for development ([Ally et al., 2014](#)).

4.5 Video-stimulated recall research

Video-stimulated interviewing has become an important tool in educational research ([Jones et al., 2009](#)), providing insight into thinking behind teacher action. This is essentially a research tool but can also provide the basis for peers to work together. Video-recorded lessons are observed carefully in collaboration: sometimes it might be the researcher who pauses the video to elicit a 'what's going on here?' response or prompt; on other occasions, the teacher is encouraged to pause the video and try to recover their thinking. This 're-entering the moment' can provide insights into what happened during the lessons and related reflections.

In this [ViLTE resource \(Video-stimulated recall\)](#), an overview of ways of classifying teacher thinking prompted by stimulated recall (categories of thought items) is provided. A related [video resource](#) reveals a session where Jason (the researcher) is working with a teacher (Fred). This is a good example of what can be achieved with these techniques: Jason attempts to recover Fred's thoughts as he was teaching the lesson while Fred is encouraged to recall only his interactive thoughts, rather than current observations, general beliefs or post-hoc rationalisation. Jason also suggests that 'the advantage of the method used is that it gives control of the playback to the teacher-participant, reducing both the pressure to need to recall, and the danger of the teacher second-guessing the researcher's interest or intent if the latter has control of playback' (see also [Hidson, 2018a](#)). Such a process can provide insight into some of the real-time choices and decisions that teachers make as they tweak their teaching, adjust and scaffold learning (see [Schepens et al., 2007](#)).

4.6 Distance mentoring

An important element of feedback from video coaches or mentors is that it is important to initially consider the needs and context in which the mentee is working. Video makes it possible to offer mentoring face-to-face, in a blended way or by distance. On the Regional English Training Centre (RETC) project in Thailand, video is used in a variety of ways. Principally, mentors use videos that teachers record and upload to the IRIS Connect platform. Teachers are generally positive about this process and one mentee suggested that the video enables more flexible reflection. However, mentors felt that not only do teachers new to video-based reflection need a lot of scaffolding and support, but that it is important to bear in mind the constraints and realities of teaching in Thai schools (see [interview with Ross Crichton](#) talking about his work in Thailand and Malaysia).

A getting-to-know-each-other call or meeting can help build trust before working with the video. Once the video has been reviewed, a follow-up call should be scheduled to talk about any areas for development. Ideally, the video should be integrated into this professional conversation, providing the focus for noticing, development and action-planning – see Rock et al. (2013) for an account of virtual coaching.

On the RETC project in Thailand multiple lessons were recorded, which allowed comparison of previous teaching with current practice. In an interview, Kung (a teacher) talked about ‘being more focused on important things like time management’ when reviewing videos.

4.7 Video in online training

Online training increasingly relies a great deal on video. This allows the possibility of introductory videos and real-time contact (through Zoom or Skype), which addresses one of the challenges of online/distance/open learning – that of creating the warmth and rapport that is possible through face-to-face interactions. Informants reported that a sense of physical presence and familiarity online is crucial and that the use of video increases the sense of the tutor presence in the course (see Olesova and Borup, 2016). This is particularly important when a course may be delivered by a different tutor in each iteration. This is something that comes through strongly in the interviews with tutors who are currently working at NILE and the University of Sheffield. They also use screen capture to produce videos showing participants how to use tools and features in the online course.

Not only are tutors conscious of building in more video but they are also finding ways of making this video more interactive. Johanna Stirling talked in an [interview](#) about NILE’s use of TalkPoint, where the students watch a video and then upload a comment and listen to others’ comments. Video gets used in two ways: either tutors can upload a video and participants can comment, choosing to use video, audio or text, or students can upload their own video and everyone else can respond in those three ways. Maria Byrne, [talking about her experience on a NILE course](#) (an online module on Moodle), particularly valued working with other students on the course: they had to ‘make their own videos and put them up there’; mostly the videos involve teachers ‘talking to camera about a classroom idea for teaching young learners’; and then ‘others watched and had to comment on the video on Moodle on a wall’.

Robin Skipsey (see his [interview](#)) talks about his work in Japan where they integrate video in their project in a blended way to bring about change in classrooms. Teachers who attend the programme are asked to record their lessons before attending the programme (Step 1). Mentors then work with teachers online (Step 2). They then bring this video to a second face-to-face session (Step 3). With this second video, they work in groups of four (show their videos to their colleagues and highlight the changes they have made on their teaching after the first training).

4.8 VR and 360

There are some promising developments in the use of Virtual Reality (VR) and ‘360 videos’ in teacher training and development. Paul Driver (2017) has recently started to explore the value of VR as the increasing use of [Google Cardboard](#) in classrooms is helping to raise interest in this possibility.

In an interview, Bogar says ‘it’s totally different. When you are observing classes through virtual reality, you’re immersed in the context. You feel like as a student you have the possibility of turning around and observing what’s going on behind you or next to you’. In simple terms, VR gives the teacher the chance to see aspects of the class they have not noticed in real time. In Bogar’s interview, and in other feedback, there is a strong sense of VR building empathy (‘putting yourself in the students’ shoes’).

We interviewed Andrew Goff from OnVu Learning, which has made a lot of progress integrating 360-degree recording technology into classroom processes and teaching practice over the past few years. They have 65 classrooms equipped with their LessonVU systems recording 360-degree video and high-quality audio and these are easily available to teachers. They work with partner schools in the UK and India (e.g. Aston University Engineering Academy in Birmingham where every classroom is equipped with LessonVU systems), as well as initial teacher training providers (for example, LessonVU systems are installed in a number of schools across the south-west of England to support one provider). Teachers can share clips with colleagues and mentors as part of continuing CPD or seek coaching from a tutor who may well be based in a different country.

Positive outcomes in the ‘mindfulness of the teachers’ as well as ‘efficiencies in lesson observation’ and a ‘lessening of the Hawthorne Effect’ (where behaviour is altered due to being observed) have been prominent. It is possible to access details of this technology and the continuing

OnVu Learning research [here](#). The following link provides a fuller explanation of [360 and its uses](#).

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

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

4.9 Screencasting

There is increasing use of screencasting and screen-capture software in teacher education (see Mahoney et al., 2018; Stannard and Mann, 2018) and a guide to the range of uses is available [here](#). Screencasting can be used for introducing a course or module, recording a lecture or webinar, flipped content, giving feedback on assignments or tasks and providing a demonstration of a tool or app (see interview with [Eddy Moran](#)). Nik Peachey also values the use of ‘bite-sized screencasts’ that can be ‘a great source of continuing professional development’ within a school or language centre.

Russell Stannard reported that one ‘real challenge in distance learning is teacher presence and learners on these kinds of courses often feel a bit isolated’ and can work through a module ‘without really

feeling their teacher’s presence’ (see his [interview summary](#)). This is particularly the case where an online teacher training course has lots of third-party materials from sources such as YouTube, Vimeo and blog posts. It can almost lead to a teacher being anonymous on a teacher training course since most of the material is not produced by the teacher trainer. Screen capture can help deal with this by facilitating the production of content by the teacher trainer. Stannard reports that the students can hear the teacher’s voice and feel their presence on the course. Research evidence suggests that students expect to hear their teacher’s voice on these types of courses and prefer it to third-party material (Ladyshevsky, 2013).

Teachers can also make their own screencasts. Julie Davies (interview) found that students ‘really liked the multimodal possibilities of using screencasting’ where they ‘recorded their voices over the top of slides and images’. This combination of writing (getting slides and text ready) and then producing a video allows a space for this multimodal articulation (Mann, 2015; Roche and Gal-Petitfaux, 2015). Julie found that ‘the use of different modes helped make videos more interesting and also helped in expressing their thinking’. They could think as ‘they paused the video and thought about what they wanted to say next’. Some students re-edited the final version and appreciated being able to ‘pause and edit’ because this helped with ‘clarifying and expressing’.

The free version of screencast-o-matic continues to gain popularity. However, there are many choices and we provide an overview of [tools and apps for screencasting and video capture](#). In addition, the ViLTE website provides a summary of the work of Richard Cleveland discussing the [value of screen capture in making suggestions for students](#). His succinct (i.e., ten minutes or less) instructional videos were deliberately focused on single tasks necessary for portfolio creation and/or maintenance (e.g. writing a blog post, inserting a hyperlink) and were accompanied by narration (Cleveland, 2018). Making available a collection of brief task-oriented videos allowed students to seek individualised help outside of class throughout the entire semester.

The use of strong, high-quality images in screencast video is important, whether this is video being made by the teacher educator (as can be seen at [www.elt-training.com](#)) or by trainees as suggested by [Ross Thornburn](#) in his interview. The [resource here](#) provides links to images that are copyright free and available without accreditation.

4.10 Making videos

Screencasting is not the only way to make videos and, while space in this report does not permit a full overview of the processes, there are largely three options. You can:

- curate video resources freely available online (OER materials)
- make your own
- purchase professionally made third-party videos.

In terms of making videos more professionally, Toci et al. (2015) share their experience in video production for teacher education. They recognise and reinforce the centrality of the design phase as being a recursive process and, while this level of professionalism may be unusual for most teacher educators, David Read and Nick Murgatroyd (ViLTE contributors) provide general advice for making the process of videoing more effective and for [using video in teacher training](#).

It is obviously desirable to ensure the quality of the visual element of the video output, but even more important is the audio quality. Jim Scrivener ([interviewee](#)) captures this dilemma:

The problem is not the video, but the sound. You can get video even on a single camera, but audio is a major issue – to get a real feel you have to hear not just the teacher, but also the interaction between students and between the students and the teacher – this is difficult to capture unless you mike up every student. One boom mic doesn't capture it all, or you get background noise.

This constitutes a major reason why, while teachers are now able to film a classroom video on their phones that is good enough for reflection, as found by one of our participants, [Shona Whyte](#) (see also Whyte, 2018), it is more difficult to capture classroom practice that is of sufficiently good quality for use in teacher education. A useful guide to making videos can be found here ([Hottmann, 2016](#)). CreationVideo also provide useful resources (e.g. [this educational 'Shoot Like a Pro' video](#) on their own YouTube site).

4.11 Remote video-teaching

This is an important and emerging area, particularly if access to high-quality teaching resources on the ground is limited. One of our informants, Saede Haghi, an Iranian teacher based in the UK, uses her own video channel to deliver weekly language development sessions aimed at enhancing the language skills of English language teachers and students in Iran. She also offers teacher training

material in the form of short videos created using Animaker. This is a free tool, but the non-subscriber version is limited to two-minute videos. This is obviously the problem with informal training projects like Saede's; working with the constraints, though, she has made a series of two-minute videos on 'different dynamic classroom activities' for teaching grammar and vocabulary. Through remote video-teaching, she supports an expanding group of channel members.

As part of this report, we interviewed teachers and trainers involved in two projects (Nick Bilborough in the [Hands Up project](#) and Graham Stanley in [Plan Ceibal en Inglés](#)). They both confirmed that this way of teaching is different in some obvious ways from face-to-face teaching. For example, in the Ceibal en Inglés project, participating teachers (both classroom teachers and remote teachers) need to develop their skills for optimising use of the technology, to co-plan and to teach through video-conferencing and other digital resources. Graham Stanley explains that 'high definition video-conferencing equipment is used at both ends for good quality'. In other words, both the classroom in Uruguay and the teacher's remote studio have good equipment, and 'this helps the remote teacher to interact with students by zooming in the camera at the other end' (see other parts of [Graham Stanley's interview](#)). Teachers need training in adjusting to acting, moving and using body language 'just the way they would teach in a classroom physically'. However, 'the teachers need to know how to make eye contact by looking at the camera and not at the screen'. This is a key message from the trainers we spoke to.

In a different context, interviewee Nick Bilborough pointed out that 'classroom management can be a challenge, but remote teachers can overcome that through the good relationship they have with the classroom teacher'. Nick runs the [Hands Up Project](#) and works online with disadvantaged young people in Gaza to help them develop their English language skills. The sessions are mainly about working collaboratively with the classroom teacher to provide opportunities for the children to interact and to use the English they are learning. The project has developed a simple but effective methodology for working in this video-based way: they have a particular emphasis on storytelling and drama activities, as well as communication and vocabulary games; they offer a week-long course to prepare teachers for this different way of teaching. [Gamero \(2017\)](#) offers an analysis of teaching on this project, and there is also a useful webinar on features of remote teaching conducted by [Ariadna de los Santos and Alicia Artusi](#).

One area that is of particular interest is how teachers are prepared for what is a very different kind of teaching. Plan Ceibal uses video clips for standardisation and quality management and, interestingly, clips that show both good and not so good practices are included. However, Willy Cardoso in an [interview](#) says that what was taken ‘as good practice at the beginning of the project has changed’. For example, the issue of L1 has been revised where teachers based in Argentina have established a relationship with Uruguayan classroom teachers through their L1 (Spanish) but nevertheless with the students ‘the use of English should be maximized’ (for further details, see María Paola Sviatschi’s [interview summary](#)). The following link shows [a video of Willy Cardoso](#) (a Plan Ceibal manager) talking to teachers about this form of video teaching and similar issues.

4.12 Video services

The provision of video platforms and services is a rapidly growing and changing area of language teacher education and development. We have compiled [a list of platforms](#) (e.g. IRIS Connect, OnVu, Panopto, VEO) that we were informed about during this project (see also Section 4.4).

One of the main reasons for this rapid growth is that it gives the institution or teacher a secure and reliable service. Rob Johnson talks here about the value of watching videos:

the platform makes things easier [...] you don't need to fiddle about with links or sending them via google [...] of course we improve things and make changes but sometimes it's a case of realising that we are doing a good job [...] without the video it's harder to put your finger on what's happening.

4.13 Video banks/resources

There have been individual and institutional attempts to put together a bank of classroom videos for teacher development, and Chris Willmott provides some useful considerations [here](#) when setting up a video repository. Another of the contributors to the project, Julia Huettner, explains the value of this kind of resource in [her ViLTE video](#). She also addresses the use of video resources to foster teacher learning and is the producer of the web-based resource [VELTE](#) (Video for English Language Teacher Education), which makes available a bank of teaching videos recorded by practising English language teachers. This resource includes teaching-video-related tasks that aim to help trainee teachers with development of lesson observation and reflection skills, something particularly useful for teacher trainee programmes

where access to observation opportunities in real classrooms is limited or impossible (see also [Julia's interview](#) on this project).

In our interview conducted with Julia on the VELTE resource, she notes that in students' use of it, they appear to appreciate the opportunity to view a class that is a bit messy, something that closely reflects reality. For Julia, ‘good, proficient but also realistic lessons’ are thus what is needed, rather than the teaching video offerings available on platforms such as YouTube – these, she argues, are usually inappropriate, involving videos of poor quality and often of inexperienced teachers filming their own lessons, culminating in teaching examples that do not reflect ‘good practice’. Aligning with the ethos that no lesson is perfect and students should be exposed to such imperfection, Julia also advises avoidance of heavily edited videos of classroom teaching, which she views as ‘show lessons’ that create a false image for students of how an actual lesson transpires – with such videos, she points out, ‘your 50 minute class [is] cut down to 10 minutes and you only see the teacher, everything always works perfectly’ and ‘a lot of classroom management bits are cut out, a lot of things that show the workings of the students more than the teacher are cut out for effect’.

Osmanoglu (2010) reports on the use of video cases depicting elementary classrooms with 15 participants (see also Koc, 2011). Teachers were involved in both discussion and reflective writing after watching a video each week (see Osmanoglu, 2016). During this process, they were encouraged to notice skills with respect to the teacher and student roles in teaching and learning that developed throughout the online video case based discussions. In another study, Pianta et al. (2008) detail an intervention that provides teachers with on-demand access to a website library of annotated ‘exemplar’ clips of other teachers’ interactions. A framework helps teachers reflect on such effective interactions.

4.14 Video in ePortfolios

The last decade has seen a growth in research on how such tools as electronic portfolios (ePortfolios) can be employed to foster reflection in both PRESET and INSET teachers (Cherrington and Loveridge, 2014; Kleinknecht and Schneider, 2013). EPortfolios encourage contextualised reflection and can prompt longitudinal engagement and reflection based on teaching, trialling materials or experimentation. The integrated use of video encourages detailed and carefully constructed responses from teacher-learners, often with the benefit of further reading

and research (see, for example, the reflections on ePortfolio-based learning from Hughes in Sharpe et al., 2010: 199–210). This latter point we consider particularly important for the lower-level proficiency, non-native speaker teacher, who, when studying in an online context, has the time to formulate and proof their contributions to the peer debate, and to use their own, or complementary provider-supported, strategies for including personal language development within the course.

Eunice Tang (one of the contributors to the ViLTE project) [talks about the value of PLaTE](#) (an online video platform for teacher education). It offers a range of resources including video clips of teaching in local schools and related lesson plans. She sees it as important that videos are easy to navigate so that teachers can jump to specific events in specific lessons. This allows teachers to watch the whole lesson or just specific parts. The resource banks also include material uploaded by teachers. There are also teacher portfolios with content from trainee teachers that teachers can access and review.

4.15 Webinars and video-conferencing

With the increase in bandwidth and speed of computer processing has come a greater ease in connecting people to people over the internet using real-time video. For teacher training, webinars allow a focused and specific topic for professional development (PD) to be presented by more experienced colleagues or well-known figures in the field. Participants gain most by being able to engage them and ask questions, and so the way that questions are handled is a key element in webinar management. However, another important feature of PD webinars is the sense of community and connection to other teachers, not only in the chat at the time but sometimes continuing after the event. Where webinars are recorded, the entire experience can become a resource for continued benefit to teachers who missed the live event. This link provides more detail on [features of webinars](#) (including possible drawbacks).

Webinars have established themselves as important video-based online training. The webinar held as part of this project can be accessed [here](#). Hockly (2012) argues that a successful webinar requires the tutor to consider five elements: planning, engagement, interaction, variety and 'tech check'. The NILE programme (see [interview with Tony Prince and Jason Skeet](#)) makes extensive use of webinars that incorporate video. Tools such as Adobe Connect, Zoom and Skype allow participants to react to video and share; as Kiddle and Prince make clear,

it is imperative to give participants choices about how they want to contribute to a webinar: 'by allowing participants to limit themselves to audio or text a tutor can give participants time to think and prepare. Thus, while some participants are interacting via video/audio, the more hesitant or linguistically-concerned participant can participate via text' (Kiddle and Prince, forthcoming). Thom Kiddle provides an overview of [the approach that NILE take to video](#). They try to build weekly webinars into their online modules as they find these are a powerful tool for group cohesion and individual motivation. The webinars are attached to a forum and this allows the participants to learn from each other and feel that their ideas are being heard.

Another of our contributors, Teresa Mackinnon, is an extensive presenter and user of webinars for continuing professional development. She feels that the relationship among practising teachers tends to be particularly collegial: 'We share "what I do, what you do" and we learn from each other.' She cites two communities she is part of that offer webinars: [Media in Learning](#), based in Brussels, and the [Film in Language Teaching Association](#) (FILTA) based at Manchester Metropolitan University. All channels of feedback are kept open to ensure that the webinars are as interactive and relevant as possible. Captured webinars are shared using a relevant hashtag, so that they are open, contributory and participatory. There has also been increased interest in the role of video-conferencing in teacher development, especially from a social constructivist point of view (e.g. Hadjipavlou, 2011 and Roura Planas, 2015).

4.16 Further aspects of video use

The video practices detailed above are comprehensive and based on the informants we interviewed. However, there are other uses of video that are not captured in our video case studies and also need further research and consideration. The following provide initial discussion and links/resources for some of these areas.

4.16.1 Video clubs

This is typically a group of teachers who meet to view and discuss videos excerpts, which are usually from each other's classrooms but may also be from other sources. A number of studies have provided accounts of video clubs, mostly in the USA, Europe and Australia. Moore (2015) provides an interesting account of pre-service teachers in a video club setting and video clubs undoubtedly can provide the basis for collaborative teacher development (Sherin and Han, 2004; Sherin and van Es, 2009). The experience of mentors we interviewed attached

to the RETC project in Thailand suggests that even initial attempts to work collaboratively with video can encourage reflection, questioning and interpreting significant features of practice and that this can be a good way to reinforce teacher learning in INSET training. Teacher Activity Groups (TAGs) might also use video in a range of teacher development resources (see [this example in Tejas, India](#), where a short video introduces the concept of TAGs and outlines the structure for TAG meetings).

4.16.2 Video projects

Teacher educators report integrating video tasks and projects into their teaching (so that teacher-learners are making videos). In this section, we feature one example of this where Luis Villacañas de Castro is using video both to explore aspects of teacher-learners' identity and to get them to use video in such projects. In recent years, there has been growing interest in the importance of identity in teacher development (e.g. Dikilitaş and Yaylı, 2018; Yuan and Burns, 2017) and video can be used to explore and represent aspects of identity and belief. Luis has involved his teacher-learners in a process of action research. Not only do they use video as a means to engage learners in making their own videos, but the project aims to build the teachers' own resources in 'identifying their own funds of identity'. An example of a teacher's video (Andrea) can be seen [here](#) and a fuller account of [Luis' work](#) can be read here (and soon to be seen at Villacañas de Castro, forthcoming).

4.16.3 Lecture capture videos

This is an area of interest for bigger institutions that offer lecture capture services. Typically, the lecturer's voice, the slides being shown and the lecturer's face (optional) can be recorded and saved as a tool for later reflection and revision (see Odhabi and Nicks-McCaleb, 2011). In this link [Tilly Harrison](#) summarises some of the issues and resources available.

4.16.4 Video for standardisation

Video can help with standardisation for researchers or teacher educators. In the Maharashtra project (TEJAS) in India (<https://www.britishcouncil.in/tejas>), observers were trained with a video-recorded lesson and an associated structured observation tool to establish agreed criteria. This subsequently guided trainers' work with 600 teachers during classroom visits.

4.16.5 Video use in MOOCs

The use of video in MOOCs is also an area of interest. Marina Orsini-Jones has made a [video](#) from the project about how her students use the video as part of a Future Learn course ([Becoming a Better Teacher: Exploring Professional Development](#)). There is an account of this project in Orsini-Jones et al. (2017).

4.16.6 Annotation

[Annotation tools and mind-mapping tools](#) can be easily integrated through video-editing or screen capture to make video resources more multimodal and interactive.

4.16.7 Video in the wild

Mann and Walsh (2017: 100) talk about teacher development 'in the wild' where development (including video) takes place outside institutional support courses. Increasing use of platforms and apps such as Facebook, Instagram and WhatsApp has made it easier to share video content. It is interesting to see the dialogic nature of these videos as readers/viewers can comment immediately. There is significant evidence that video is becoming more important in teachers' informal CPD processes (see Hayes, 2014; Mann and Walsh, 2017). This is the case with Racquel in [Rodrigues-Griffiths \(2018: 29\)](#) who talks about the value and motivation for sharing videos about teaching on social media.

4.16.8 Machinima

One of our informants, [Carol Rainbow](#), explored the virtual world in Second Life as a way to deliver CPD for teachers. Second Life facilitated another kind of video – machinima, or screencasts of avatars in Second Life in various scenarios. As part of the Camelot project, Carol became adept at making short machinima on such topics as workplace safety. These allowed otherwise impossible scenes to be portrayed, such as what happens if you smoke a cigarette near an oil tanker. These short videos could be entertaining as well as having a serious point to make. They do, however, represent another powerful tool for teacher training.

5

Recommendations

This section of the report discusses some general recommendations that have emerged or been confirmed by the research project. They are linked to additional resources and interviews. We also review key literature in making these recommendations.

5.1 Video length

One of the key factors or areas of discussion that arose from the project is the length of videos. The general advice is that short clips work better. There has been an increase in the use of video vignettes (e.g. Beilstein et al., 2017; Muñiz Rodríguez et al., 2018) and ‘exemplars’ (Pianta et al., 2014) and short clips in modelling teaching exemplary practice (Ethell and McMeniman, 2000; Koc et al., 2009). These are presented as ‘positive models’. Jim Scrivener values the use of short clips to focus on ‘tweaking teaching’. Sterrett et al. (2014: 273) report on the use of short video clips of teaching and learning in encouraging dialogue and collaboration where ‘sharing teaching and learning via video clips allows for rich discussion in a safe environment and allows for greater emphasis on reflection, collaboration, and growth’. Vanessa Komiliades talks in her [interview](#) about producing videos ‘seven- to ten-minutes long and matched with modules of a foundation’ teaching course (e.g. questioning, using pair and group work, staging). Videos show parts where techniques are used, as well as interview clips with the teacher educators about why/where/how, etc.

[Olcay Sert](#) talks about the value of short clips of videos in focusing on a particular aspect of teaching or learning and sees these as more likely to have the most impact on teachers’ thinking and practice. He explains that pre-service teachers benefit from selecting and editing short video clips from their lessons. Shorter video clips are generally more effective than videos of whole classes (see also Gaudin and Chaliès, 2015). Ross Crichton also provides examples of the way very short (five- to six-second edited clips of high-level Malaysian speakers of English) can be used to raise awareness of classroom language. He also talks about the value of reducing four-minute videos to one and a half minutes (editing out ‘dead time’, partly because ‘attention span has shrunk’). These video clips provide the raw materials for reflective discussion and prompt concentration and understanding of concrete teaching and learning moments.

Although there is widespread agreement that short clips are better than whole lessons, Jim Scrivener still sees the value in complete lessons. This is partly because the novice teacher gets to see how the smaller parts fit into a ‘whole lesson’ but also because they can be useful to fulfil the demands of courses such as CELTA where it is necessary to observe whole lessons (part of which can be done through video). This video is [a good example of a full one-hour language class](#).

5.2 Variety

Video use provides flexibility in activities and timing. Through flipping content, using screen capture and making video the basis of tasks and activities (e.g. in reflective work for ePortfolios) trainees may be more motivated. There is also a balance to be struck between the use of different kinds of video (differentiating between the use of video of ‘own practice’ and videos of ‘others’ practice’). Several educators said they regularly use both but in either case choosing appropriate videos demonstrates a movement away from a one-size-fits-all approach. Studies have compared the benefits of ‘own video’ watching with ‘other video watching’ and found that own practice has the most impact on teachers’ reflective thinking and teaching (Seidel et al., 2005; Zhang et al., 2011).

It is also worth reviewing the opportunities for video as input and task (viewing classrooms) and making video (e.g. screencasting or ePortfolios). Certainly, in pre-service education there are obvious benefits of focusing on your ‘own’ videos but there will still be room for various kinds of other video resources too.

[Huettner](#) (forthcoming) classifies video resources into four categories: standard practice, innovative practices, trainee practices and representative practices (for more detail see her [summary](#)). Best practice or exemplar videos have an important role, but it is also important to see video as an object or stimulus for discussion. Our view is that further work needs to be done on developing a comprehensive framework for reviewing video use with a programme.

Our data shows that trainers use available videos for a range of purposes, including the convenience of modelling classroom techniques. For example, interviewees talked of using video so that teachers could see a particular technique in action. Andy Johnson reports the use of short, home-made videos for trainees on a CELTA course to demonstrate a teaching technique (e.g. oral correction), which makes input sessions more ‘outcome focused’. Videos do not have to be perfect – ‘not necessarily meant as best-practice’ – but ‘at least they get to see something and see how it looks in a classroom’. Rodrigues-Griffiths (2018: 47) features data from Sarah who also shares video of herself modelling and says, ‘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’. In this way, she feels that sharing modelling techniques is a good way of building empathy.

Interviewees feel that it is important for teachers to have access to the voices and views of other teachers (e.g. [talking about a session with a new group](#)). This kind of video (either in ‘talking-head to camera’ or in interviews) can be a useful addition to clips from classrooms.

5.3 Individual or group

On a teacher education programme, it is worth considering the balance between individual video-based reflection or analysis and group tasks. This is another dimension of varying video use. Walsh and Mann (2015, 2017) argue for more recognition that reflection can be data-led, dialogic and collaborative (see also Youens et al., 2014). Video can provide the data for useful collaborative work that is dialogic in nature (i.e. the video forms the basis for semiotic mediation at interpsychological level in Vygotskian terms). A video therefore offers the basis for interactions among student teachers and their teacher educator. This offers the possibility of both joint reflection and the individual’s intrapersonal internalised reflection.

There are positive emotional and motivational effects for teachers analysing videos of their own classrooms as an individual (Borko et al., 2008; Seidel et al., 2011). Kleinknecht and Schneider (2013) also report on benefits of an individual focusing on their own video but also analysing videos of other teachers’ classrooms. They claim that observing videos of other teachers encourages deeper reflection processes and leads to emotional and

motivational involvement of a similar or higher level than when observing videos of one’s own teaching. This engagement can be more sustained in groups.

Mary Walsh reports that ‘during the school year the teachers used video to reflect on new strategies, adapting materials, and integrating different technologies’ and that generally ‘the discussions were helpful and built confidence and a sense of being a group’. A similar account is provided by Gröschner et al. (2015), who point to the value of video in encouraging groups of teachers to consider and change practice.

Collin and Karsanti (2011) offer a model of interactional reflective practice that is collective in nature. They construct a model of interactional reflective practice that depicts reflective practice as ‘a process that is sparked by professional action, and that takes place at two intertwined and interacting levels: interpersonal and intrapersonal’ (2011: 578). This is relevant to collaborative video-based learning.

5.4 Encouraging concrete and dialogic reflection

Video enables pausing and repeated watching and this in turn encourages more focused analysis (Tan and Towndrow, 2009). In other words, video helps make discussion more concrete. Cliff Mashiri, for example, talking about [a video-based mentoring session](#), says that the video ‘made it easy to walk through the lesson again and discuss pedagogical points’ in his role as a mentor. He found this kind of stimulated recall an ‘effective way of unpacking the lesson and scaffolding the mentee’s development’.

Baecher and Kung (2014) also found that in viewing the same video clip through different lenses, they were better able to reflect on concrete features (e.g. student response opportunities or teacher use of praise). (Follow this [link](#) for more about Laura Baecher’s approach to encouraging video analysis, as well as [her interview](#).)

The work done by organisations such as NILE (see above) show that it is possible to make video the basis for collaborative and interactive reflection through the use of tools such as VideoQandA (which allows tutors to upload a video inside a collaborative activity) and Talkpoint (tutor or participants upload a video and other participants can respond). You can find details from Johanna Stirling on this [here](#) and Kennedy et al. (2015) is a useful resource for video enhanced reflective practice.

5.5 Systematic support

There is widespread agreement that video promotes teacher development. In general terms our informants, across a number of practices, support the idea that video can provide a systematic tool for reflection and teacher learning (Cherrington and Loveridge, 2014; Eröz-Tuğa, 2012) but that it needs appropriate support. Van Es et al. (2014: 340) state that ‘simply viewing video does not ensure teacher learning’. Consequently, it is important for the teacher educator to make sure video becomes ‘a productive learning tool for teachers’.

Trainees need support, frameworks and structured tasks in order to develop their video-analysis abilities (Kennedy et al., 2015). Baecher and Kung (2014) provide detail of how they developed materials, including video tutorials and activities, to guide teachers in interpreting videos of their teaching. They also developed micro-ethnographic techniques for observing and analysing teaching. Laura Baecher in her [video](#) details a [5 Step Protocol](#) to make this process systematic to encourage teacher-learners to look for specific evidence from the video to support claims and be more cautious about making judgments.

5.6 Overcoming challenges

Although there are grounds for optimism regarding the use of video for supporting language teacher education, there still remain significant challenges. Borg (2018) says, talking about video, that:

While this has exciting potential for creating online reflective communities, various factors that I discussed earlier hindered the process, including technical challenges in recording and uploading videos as well as professional issues related to teachers' lack of reflective experience (2018: 14).

This section briefly discusses such challenges, especially with regard to making video available online. The three main criteria for this are ethics, sustainability and searchability (see Bates et al., 2016).

Teresa MacKinnon talks in [this video](#) about ethics and also offers advice and information for teachers on the use of Creative Commons licenses and Open Educational Practice (see also her [interview](#)). She explains the importance of copyright knowledge to the teaching profession and explains how Creative Commons licensing can support a creative, sustainable learning environment online through open educational practice. We provide further [advice about ethics](#), but getting permission remains problematic especially when classroom video

features children. For example, Letizia Cinganotto reveals that gaining consent for filming classes with children was not easy in Italy and this resulted in some teachers preferring to make a video diary (this [link](#) to her interview provides more detail).

Sustainability remains a problem for language teacher education. Video resources get published or are used within a project and then become unavailable. One interviewee talked about *Looking at Language Classrooms* (Cambridge University Press) appearing to be out of print for some time. In addition, significant investment is made in video resources for a particular project (funded by institutions or aid organisations) and then they are not available (either because the project finishes or because OER permissions were not sought at the time of making them). Details on a current list of published video packages that are available for purchase can be viewed [here](#). However, teacher education programmes (both INSET and PRESET) need to make better efforts to aggregate and curate video resources to achieve wider access. This could be through databases of video (both classroom practice and teachers talking about their practice) but finding appropriate material can be challenging and video-based websites that support teacher learning should have searchable repositories of lesson videos (with titles, tags and visible metadata for each video) to help users identify and search for videos on specific topics. Supportive materials that clarify, situate or extend each video such as transcripts and contextual information would also add value (see Forest and Mercier, 2011). If video and associated annotations can be stored in a ‘multimedia container’ then associated metadata such as tags, captions, subtitles, labels, links, data about gaze and proxemics will be more readily accessible for collaborative analysis and discussion.

It is obvious that across our interviews there is a concern that valuable video materials are made but then become unavailable beyond the life of the project. There needs to be progress made in terms of both sustainability and getting permission to share beyond projects (through OER and Creative Commons). Pea and Lindgren (2008: 355) argue for more ‘video collaboratories’ where researchers ‘work together to share datasets, tools, coding systems, analyses and other resources in order to advance collective understanding of behaviours such as learning and teaching interactions that are captured in digital video records’. The same could be said for video resources for teacher training and development.

Conclusion

Our interviews confirm the findings of recent research (e.g. Christ et al., 2017; Marsh and Mitchell, 2014) that language teacher educators are using a wide range of video resources, from ‘home-made’ videos, through clips publicly available on platforms such as YouTube, to publishers’ videos that are high quality and edited. Most educators report a fairly eclectic mix of the above. However, educators are increasingly using screen capture, video-making tools, ePortfolios, video platforms and available banks of resources. This report has begun a process of reviewing video use but, as Baecher et al. (2017: 210) put it, video:

... is in high use, is extensively researched, and widely promoted, yet its potential to deepen teacher self-awareness and improve pedagogy is just unfolding.

This project aimed to review and detail digital video use in the field of language teacher education, while also reviewing use in other fields of education (e.g. mathematics teaching, healthcare). Our research project has actively sought to draw on and promote a community of practice around digital video, recognising that knowledge is grounded in the contexts and constraints of practice (Lave and Wenger, 1991). We have assembled a collection of videos and resources that provide a substantial overview of how video is currently used in language teacher education.

The project has successfully built a community of practice (through a [webinar](#), an [online collection of videos](#) and email exchange). We hope that this report and its associated resources will help teacher educators further share innovative and effective video and visual media use in language teacher education. This will enable reflection and further methodological development in areas of focus such as webinars, stimulated recall, video in peer observation, flipped training content, screen-capture feedback, video-editing and analysis, captioning tools and video for mentoring.

Huettner (forthcoming) calls for more research about how published materials are actually used by trainers. Despite the frequency of this use, Huettner notes that they ‘have not yet been given research attention’, speculating ‘that the apparent slickness of the teaching portrayed might be a source of frustration for novice teachers encountering the messiness of real classrooms in their individual practices’. We also believe that further work needs to be done on developing a comprehensive framework for reviewing video use within and across programmes.

There is scope for more accounts of the use of platforms and tools in language teacher education (e.g. IRIS Connect, VEO, Panopto, OnVu Learning), and video analysis programmes (e.g. Transana (www.transana.org), DIVER (diver.stanford.edu) and Constellations (orion.njit.edu)). We also need more research into the value of video in teacher development outside developed countries. As Lok et al. (2018) state in reference to their own context:

While research has shown that video can be an effective tool in the professional learning of teachers in industrialized countries, it is unknown whether this is also true for other countries with distinctive cultural, political, and historical contexts, such as Cambodia.

References

- Acedo, C (2014) Mobile learning for literacy, teacher training and curriculum development. *Prospects* 44/1: 1–4.
- Ally, M, Grimus, M and Ebner, M (2014) Preparing teachers for a mobile world, to improve access to education. *Prospects* 44/1: 43–59.
- Bacova, D, Rodriguez-Yborra, M and Booth, E (2016) *First Steps to Teaching: A handbook*. Available online at: https://warwick.ac.uk/fac/soc/al/research/vilte/resources/first_steps_to_teaching_dvd_booklet.pdf
- Baecher, L and Kung, SC (2014) Collaborative video inquiry as teacher educator professional development. *Issues in Teacher Education* 2/2: 93–115.
- Baecher, L, Kung, SC, Ward, SL and Kern, K (2018) Facilitating video analysis for teacher development: A systematic review of the research. *Journal of Technology and Teacher Education* 26/2: 185–216.
- Bates, MS, Phalen, L and Moran, CG (2016) If you build it, will they reflect? Examining teachers' use of an online video-based learning website. *Teaching and Teacher Education* 58: 17–27.
- Battle, J and Miller, P (2017) Video enhanced observation and teacher development: Teachers' beliefs as technology users. Proceedings of EDULEARN17 Conference, 3–5 July 2017, Barcelona, Spain. Available online at: https://veoeuropa.com/wp-content/uploads/2017/07/Battle_Miller_2017.pdf
- Beilstein, SO, Perry, M and Bates, MS (2017) Prompting meaningful analysis from pre-service teachers using elementary mathematics video vignettes. *Teaching and Teacher Education* 63: 285–295.
- Borg, S (2018) Evaluating the Impact of Professional Development. *RELC Journal*, 49(2), 195-216.
- Borko, H, Jacobs, J, Eiteljorg, E and Pittman, ME (2008) Video as a tool for fostering productive discussions in mathematics professional development. *Teaching and Teacher Education* 24/2: 417–436.
- Bozbiyik, M (2017) *The implementation of VEO in an English language education context: A focus on teacher questioning practices*. Unpublished master's thesis, Gazi University, Ankara, Turkey. Available online at: https://warwick.ac.uk/fac/soc/al/research/vilte/resources/merve_bozbiyik_ma_thesis.pdf
- Braun, V and Clarke, V (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology* 3/2: 77–101.
- British Council (2015) *Continuing Professional Development (CPD) Framework for Teachers*. Available online at: https://www.teachingenglish.org.uk/sites/teacheng/files/CPD%20framework%20for%20teachers_WEB.PDF
- Brophy, J (2004) *Using Video in Teacher Education*. Oxford, UK: Elsevier.
- Brunvand, S and Fishman, B (2006) Investigating the impact of the availability of scaffolds on preservice teacher noticing and learning from video. *Journal of Educational Technology Systems* 35/2: 151–174.
- Calandra, B, Brantley-Dias, L, Yerby, J and Demir, K (2018) Examining the quality of preservice science teachers' written reflections when using video recordings, audio recordings, and memories of a teaching event. *Contemporary Issues in Technology and Teacher Education* 18/1: 81–101.
- Cambridge English (2018) *The Digital Teacher Framework*. Available online at: <https://thedigitalteacher.com/framework>
- Carlson, S and Gadio, CT (2002) 'Teacher professional development in the use of technology' in Haddad, WD and Draxler, A (eds) *Technologies for Education: Potentials, Parameters, and Prospects*. Paris and Washington, DC: UNESCO and the Academy for Educational Development, 118–132. Available online at: www.ictinedtoolkit.org/usere/library/tech_for_ed_chapters/08.pdf
- Carr, D and Lynch, B (2006) *The International House video series*. London: International House. (A series of 15 DVDs featuring lessons taught by International House London Teachers.)
- Çelik, S, Baran, E and Sert, O (2018) The affordances of mobile-app supported teacher observations for peer feedback. *International Journal of Mobile and Blended Learning (IJMBL)* 10/2: 36–49.
- Cherrington, S and Loveridge, J (2014) Using video to promote early childhood teachers' thinking and reflection. *Teaching and Teacher Education* 41: 42–51.
- Christ, T, Arya, P and Chiu, MM (2017) Video use in teacher education: An international survey of practices. *Teaching and Teacher Education* 63: 22–35.

- Clara, M (2015) What is reflection? Looking for clarity in an ambiguous notion. *Journal of Teacher Education* 66/3: 261–271.
- Clare, A (2017) 'The power of video', in Donahue, K and Xerri, D (eds) *The Image in English Language Teaching*. ELT Council: Malta, 33–42.
- Clarke, MA (1994) The dysfunctions of the theory/practice discourse. *Tesol Quarterly* 28/1: 9–26.
- Cleveland, RE (2018) Using digital portfolios: Reflection, assessment & employment. *TechTrends* 62/3: 276–285. Available online at: https://warwick.ac.uk/fac/soc/al/research/vilte/resources/cleveland_2018_using_digital_portfolios.pdf
- Collin, S and Karsenti, T (2011) The collective dimension of reflective practice: The how and why. *Reflective Practice* 12/4: 569–581.
- Conole, G and Dyke, M (2004) What are the affordances of information and communication technologies? *Association for Learning Technology Journal* 12/2: 113–124.
- Cooper, R, Lavery, M and Rinvoluceri, M (1991) *Video*. Oxford, UK: Oxford University Press.
- Creese, A and Blackledge, A (2012) Voice and meaning-making in team ethnography. *Anthropology & Education Quarterly* 43/3: 306–324.
- Davies, P, Perry, T and Kirkman, J (2017) IRIS Connect: Developing Classroom Dialogue and Formative Feedback through Collective Video Reflection. Evaluation Report and Executive Summary. Education Endowment Foundation.
- Dewey, J (1933) *How We Think. A Restatement of the Relation of Reflective Thinking to the Educative Process* (revised edn). Boston: D.C. Heath.
- Dikilitaş, K and Yaylı, D (2018) Teachers' professional identity development through action research. *ELT Journal* 72/4: 415–424.
- Donaghy, K (2015) *Film in Action: Teaching Language Using Moving Images*. Oxford, UK: Delta Publishing.
- Donahue, K and Xerri, D (2017) *The Image in English Language Teaching*. Available online at: https://www.teachingenglish.org.uk/sites/teacheng/files/The_Image_in_English_Language_Teaching.pdf
- Driver, P (2017) *Virtual reality and transmedia spherical video in teacher training*. Talk delivered for Cambridge University Press. Available online at: www.cambridge.org/elt/blog/2017/11/01/virtual-reality-spherical-video-teacher-training/
- Edge, J (2011) *The Reflexive Teacher Educator in TESOL: Roots and Wings*. New York: Routledge.
- Eröz-Tuğ̃a, B (2012) Reflective feedback sessions using video recordings. *ELT journal* 67/2: 175–183.
- Ethel, RG and McMeniman, MM (2000) Unlocking the knowledge in action of an expert practitioner. *Journal of Teacher Education* 51/2: 87–101.
- Farrell, TS (2014) *Promoting Teacher Reflection in Second Language Education: A Framework for TESOL Professionals*. New York: Routledge.
- Fereday, J and Muir-Cochrane, E (2006) Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International Journal of Qualitative Methods* 5/1: 80–92.
- Forest, D and Mercier, A (2011) 'Classroom video data and resources for teaching: Some thoughts on teacher education', in *From Text to 'Lived' Resources*. Dordrecht: Springer, 215–230.
- Fuller, FF and Manning, BA (1973) Self-confrontation reviewed: A conceptualization for video playback in teacher education. *Review of Educational Research* 43/4: 469–528.
- Gamero, M (2017) *Dynamics of videoconferencing-mediated co-teaching in the English language classroom*. Unpublished dissertation, University of Warwick, UK. Available online at: https://warwick.ac.uk/fac/soc/al/research/vilte/resources/maricarmen_gamero_thesis.pdf
- Gaudin, C and Chaliès, S (2015) Video viewing in teacher education and professional development: A literature review. *Educational Research Review* 16: 41–67.
- Gelfuso, A (2016) A framework for facilitating video-mediated reflection: Supporting pre-service teachers as they create 'warranted assertabilities' about literacy teaching and learning. *Teaching and Teacher Education* 58: 68–79.

- Goldstein, B (2017) 'A history of video in ELT', in Donahue, K and Xerri, D (eds) *The Image in English Language Teaching*, Malta: ELT Council, 23–32.
- Goldstein, B and Driver, P (2014) *Language Learning with Digital Video*. Cambridge, UK: Cambridge University Press.
- Grant, TJ and Kline, K (2010) The impact of video-based lesson analysis on teachers' thinking and practice. *Teacher Development* 14/1: 69–83.
- Gröschner, A, Seidel, T, Kiemer, K and Pehmer, AK (2015) Through the lens of teacher professional development components: The 'Dialogic Video Cycle' as an innovative program to foster classroom dialogue. *Professional Development in Education* 41/4: 729–756.
- Gulzar, N (2018) *Uses of electronic portfolios to foster reflective and other self-development skills in pre-service teacher education*. Unpublished dissertation, University of Warwick, UK. Available online at: https://warwick.ac.uk/fac/soc/al/research/vilte/resources/gulzar_thesis.pdf
- Hadjipavlou, M (2011) *Video conferencing in initial teacher training: Does it make any difference in the construction of teacher trainees' pedagogical knowledge?* Doctoral dissertation, University of Leicester, UK.
- Harford, J, MacRuairc, G and McCartan, D (2010) 'Lights, camera, reflection': using peer video to promote reflective dialogue among student teachers. *Teacher Development* 14/1: 57–68.
- Harmer, J (2015) *The Practice of English Language Teaching* (5th edn). Harlow, UK: Pearson Longman.
- Harrison, T, Huettner, J, Stannard, R and Kiddle, T (2018) ViLTE webinar. University of Warwick. Available online at: <https://iatefl.adobeconnect.com/a875541554/pv0k42zmschp/?proto=true>
- Hayes, D (2014) Overview – Innovations in continuing professional development: sector-wide, institutional and personal perspectives. *The Continuing Professional Development of English Language Teachers*, 5. London: British Council.
- Hennessy, S (2011) The role of digital artefacts on the interactive whiteboard in supporting classroom dialogue. *Journal of Computer Assisted Learning* 27/6: 463–489.
- Hennessy, S (2014) *Bridging between Research and Practice: Supporting Professional Development through Collaborative Studies of Classroom Teaching with Technology*. Rotterdam Sense Publishers.
- Hidson, E (2018a) Video-enhanced lesson observation as a source of multiple modes of data for school leadership: A videographic approach. *Management in Education* 32/1: 26–31.
- Hidson, E (2018b) *Challenges to Pedagogical Content Knowledge in lesson planning during curriculum transition: A multiple case study of teachers of ICT and Computing in England*. Doctoral dissertation, Durham University, UK. Available at: Durham e-Theses Online: <http://etheses.dur.ac.uk/12623/>
- Hockly, N (2012) Webinars: A cookbook for educators. Available online at: <http://theround.com/resource/webinars-a-cookbook-for-educators/>
- Hockly, N (2018) Video-based observation in language teacher education. *ELT Journal*. Advance online publication. DOI: [10.1093/elt/ccy022](https://doi.org/10.1093/elt/ccy022)
- Holliday, A (2015) Appropriate methodology: Context, culture and emergent practices. A talk given at the University of Warwick, 29 January 2015. Video available online at: https://warwick.ac.uk/fac/soc/al/research/groups/lta/activities/events/recorded_talks/adrian_holliday_talk/
- Hottman, A (2016) *Best Practices for Language Education Videos*. EU VideoForALL project. Available online at: <https://warwick.ac.uk/fac/soc/al/research/vilte/resources/best-practices-for-language-education-videos.pdf>
- Huettner, J (forthcoming) 'Towards "professional vision": Video as a resource in teacher learning', in Walsh, S and Mann, S, *The Routledge Handbook of Language Teacher Education* (Routledge Handbooks in Applied Linguistics). London: Routledge.
- Jarvis, H (2015) From PPP and CALL/MALL to a praxis of task-based teaching and mobile assisted language use. *Tesl-Ej* 19/1: n1.
- Jewitt, C (2012) *An introduction to using video for research*. National Centre for Research Methods Working Paper 03/12. Available online at: http://eprints.ncrm.ac.uk/2259/4/NCRM_workingpaper_0312.pdf
- Jones, S, Tanner, H, Kennewell, S, Denny, H, Anthony, C, Beauchamp, G and Loughran, A (2009) Using video stimulated reflective dialogue to support the development of ICT based pedagogy in mathematics and science. *The Welsh Journal of Education* 14/2: 63–77.

- Kane, TJ, Gehlbach, H, Greenberg, M, Quinn, D and Thal, D (2015) *The Best Foot Forward Project: Substituting Teacher-Collected Video for In-Person Classroom Observations*. First year implementation report. Cambridge, MA: Center for Education Policy Research, Harvard University.
- Keddie, J (2014) *Bringing Online Video into the Classroom*. Oxford, UK: Oxford University Press.
- Kennedy, H, Landor, M and Todd, L (2015) *Video enhanced reflective practice: Professional development through attuned interactions*. London: Jessica Kingsley Publishers.
- King, KA and Mackey, A (2016) Research methodology in second language studies: Trends, concerns, and new directions. *The Modern Language Journal* 100/S1: 209–227.
- Kleinknecht, M and Schneider, J (2013) What do teachers think and feel when analyzing videos of themselves and other teachers teaching? *Teaching and Teacher Education* 33: 13–23.
- Koc, M (2011) Let's make a movie: Investigating pre-service teachers' reflections on using video-recorded role playing cases in Turkey. *Teaching and Teacher Education* 27/1: 95–106.
- Koc, Y, Peker, D and Osmanoglu, A (2009) Supporting teacher professional development through online video case study discussions: An assemblage of preservice and inservice teachers and the case teacher. *Teaching and Teacher Education* 25/8: 1158–1168.
- Körkkö, M, Kyrö-Ämmälä, O and Turunen, T (2016) Professional development through reflection in teacher education. *Teaching and Teacher Education* 55: 198–206.
- Kourieos, S (2016) Video-mediated microteaching – a stimulus for reflection and teacher growth. *Australian Journal of Teacher Education* 41/1: 65–80.
- Ladyshevsky, R (2013) Instructor presence in online courses and student satisfaction. *The International Journal for the Scholarship of Teaching and Learning* 7/1: 1–23.
- Lantolf, JP and Poehner, ME (2014) *Sociocultural Theory and the Pedagogical Imperative: Vygotskian Praxis and the Research/Practice Divide*. London: Routledge.
- Lave, J and Wenger, E (1991) *Situated Learning: Legitimate Peripheral Participation*. Cambridge, UK: Cambridge University Press.
- Lawson, T, Comber, C, Gage, J and Cullum-Hanshaw, A (2010) Images of the future for education? Videoconferencing: A literature review. *Technology, Pedagogy and Education* 19/3: 295–314.
- Lefstein, A and Snell, J (2013) *Better than Best Practice: Developing Teaching and Learning through Dialogue*. London: Routledge.
- Liang, J (2015) Live video classroom observation: An effective approach to reducing reactivity in collecting observational information for teacher professional development. *Journal of Education for Teaching* 41/3: 235–253.
- Lok, L, Schellings, G, Brouwer, N and Den Brok, P (2018) Investigating effects of using digital video in teacher training in Cambodia. *Journal of Technology and Teacher Education* 26/2: 275–298.
- Mackinnon, T and Mann, S (2016) *Video as a Learning Resource*. EU VideoForALL project. Available online at: <https://warwick.ac.uk/fac/soc/al/research/vilte/resources/video-as-a-learning-resource-for-language-teaching.pdf>
- Mahoney, P, Macfarlane, S and Ajjawi, R (2018) A qualitative synthesis of video feedback in higher education. *Teaching in Higher Education*, 1–23.
- Major, L and Watson, S (2018) Using video to support in-service teacher professional development: The state of the field, limitations and possibilities. *Technology, Pedagogy and Education* 27/1: 49–68.
- Mann, S (2015) 'Using screen capture software to improve the value of feedback on academic assignments in teacher education', in Farrell, T (ed) *International Perspectives on English Language Teacher Education*. London: Palgrave Macmillan, 160–180.
- Mann, S (2016) *The Research Interview: Reflexivity and Reflective Practice in Research Processes*. London: Palgrave Macmillan.
- Mann, S and Walsh, S (2017) *Reflective Practice in English Language Teaching: Research-Based Principles and Practices*. London: Routledge.
- Marsh, B and Mitchell, N (2014) The role of video in teacher professional development. *Teacher Development* 18/3: 403–417.
- Mercer, N, Hennessey, S and Warwick, P (2017) Dialogue, thinking together and digital technology in the classroom: Some educational implications of a continuing line of inquiry. *International Journal of Educational Research*. Available online at: <https://www.sciencedirect.com/science/article/pii/S0883035517303877>

- Miller, M and Carney, J (2008) Using video annotation software to enhance the mentoring and professional development of teacher candidates, Washington State Kappan. *A Journal for Research, Leadership, and Practice* 2/2: 16–17.
- Moore, C (2015) *Learning to see, seeing to learn: The learning journey of three pre-service teachers in a video club setting*. Unpublished PhD thesis, Edith Cowan University, Australia.
- Muñiz Rodríguez, L, Alonso, P, Rodríguez-Muñiz, LJ, De Coninck, K, Vanderlinde, R and Valcke, M (2018) Exploring the effectiveness of video-vignettes to develop mathematics student teachers' feedback competence. *Eurasia Journal of Mathematics Science and Technology Education* 14/9.
- National Council for Accreditation of Teacher Education (NCATE) (2008) *Professional Standards for the Accreditation of Teacher Preparation Institutions*. Available online at: www.ncate.org/~media/Files/caep/accreditation-resources/ncate-standards-2008.pdf?la=en
- Odhabi, H and Nicks-McCaleb, L (2011) Video recording lectures: Student and professor perspectives. *British Journal of Educational Technology* 42/2: 327–336.
- Olesova, L and Borup, J (2016) 'Using audio and video feedback to increase instructor presence in asynchronous online courses', in D'Agustino, S (ed) *Creating Teacher Immediacy in Online Learning Environments*. IGI Global, 235–251.
- Orland-Barak, L and Rachamim, M (2009) Simultaneous reflections by video in a second-order action research-mentoring model: Lessons for the mentor and the mentee. *Reflective Practice* 10/5: 601–613.
- Orsini-Jones, ME, Zou, B, Hu, Y and Wei, L (2017) Chinese English teachers' perspectives on 'distributed flip MOOC blends': From BMELTT to BMELTE. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)* 7/4: 1–14.
- Osmanoglu, A (2010) *Preparing pre-service teachers for reform-minded teaching through online video case discussions: Change in noticing*. Doctoral dissertation, Middle East Technical University, Ankara, Turkey. Available online at: <https://etd.lib.metu.edu.tr/upload/12612868/index.pdf>
- Osmanoglu, A (2016) Prospective teachers' teaching experience: Teacher learning through the use of video. *Educational Research* 58/1: 39–55.
- Patton, MQ (1990) *Qualitative Evaluation and Research Methods*. Newbury Park, CA: Sage Publications.
- Pea, R and Lindgren, R (2008) Video collaboratories for research and education: An analysis of collaboration design patterns. *IEEE Transactions on Learning Technologies* 1/4: 235–247.
- Peachey, N (2016) *Digital Video: A Manual for Language Teachers*. Available online at: PeacheyPublications.com
- Peachey, N (2017) *Digital Tools for Teachers*. Available online at: PeacheyPublications.com
- Phan, T (2017) *Video recording as a tool for reflection and improving teaching practice for pre-service English language teachers*. Master's dissertation. University of Warwick, UK. Available online at: https://warwick.ac.uk/fac/soc/al/research/vilte/resources/tran_phan_ma_thesis.pdf
- Pianta, RC, Mashburn, AJ, Downer, JT, Hamre, BK and Justice, L (2008) Effects of web-mediated professional development resources on teacher-child interactions in pre-kindergarten classrooms. *Early Childhood Research Quarterly* 23/4: 431–451.
- Pianta, RC, DeCoster, J, Cabell, S, Burchinal, M, Hamre, BK, Downer, J, LoCasale-Crouch, J, Williford, A and Howes, C (2014) Dose-response relations between preschool teachers' exposure to components of professional development and increases in quality of their interactions with children. *Early Childhood Research Quarterly* 29/4: 499–508.
- Richards, K (2003) *Qualitative Inquiry in TESOL*. London: Palgrave Macmillan.
- Roche, L and Gal-Petitfaux, N (2015) A video-enhanced teacher learning environment based on multimodal resources: A case study in PETE. *Journal of e-Learning and Knowledge Society* 11/2: 90–110.
- Rock, ML, Schoenfeld, N, Zigmond, N, Gable, RA, Gregg, M, Ploessl, DM and Salter, A (2013) Can you skype me now? Developing teachers' classroom management practices through virtual coaching. *Beyond Behavior* 22/3: 15–23.
- Rodrigues-Griffiths, C (2018) *Investigating the roles of video in teacher development*. Unpublished dissertation, University of Warwick, UK. Available online at: https://warwick.ac.uk/fac/soc/al/research/vilte/resources/cecilia_rodrigues_griffiths_ma_thesis.pdf

- Rosaen, CL, Lundeberg, M, Cooper, M, Fritzen, A and Terpstra, M (2008) Noticing noticing: How does investigation of video records change how teachers reflect on their experiences? *Journal of Teacher Education* 59/4: 347–360.
- Roura Planas, S (2015) *Engaging second language teachers in video conference-integrated exchanges: towards a social constructivist perspective*. Unpublished thesis. University of Edinburgh, UK.
- Santagata, R (2014) Towards ambitious teaching: Using video to support future teachers' reasoning about evidence of student learning. *Recherche et Formation* 75: 95–110.
- Santagata, R and Guarino, J (2011) Using video to teach future teachers to learn from teaching. *Zdm* 43/1: 133–145.
- Santagata, R and Yeh, C (2014) Learning to teach mathematics and to analyze teaching effectiveness: Evidence from a video-and practice-based approach. *Journal of Mathematics Teacher Education* 17/6: 491–514.
- Schepens, A, Aelterman, A and Van Keer, H (2007) Studying learning processes of student teachers with stimulated recall interviews through changes in interactive cognitions. *Teaching and Teacher Education* 23/4: 457–472.
- Scrivener, J (2011) *Learning Teaching* (3rd edn). Oxford, UK: Macmillan Education.
- Seidel, T, Prenzel, M, Rimmele, R, Kobarg, M, Schwindt, K and Meyer, L (2005) *Do videos really matter? – An experimental study on the use of videos in teacher professional development*. Paper presented at the Eleventh Conference of the European Association for Research on Learning and Instruction, Nicosia, Cyprus.
- Seidel, T, Stürmer, K, Blomberg, G, Kobarg, M and Schwindt, K (2011) Teacher learning from analysis of videotaped classroom situations: Does it make a difference whether teachers observe their own teaching or that of others? *Teaching and Teacher Education* 27/2: 259–267.
- Sharpe, R, Beetham, H and De Freitas, S (2010) *Rethinking Learning for a Digital Age: How Learners Are Shaping their own Experiences*. London: Routledge.
- Sherin, MG (2007) The development of teachers' professional vision in video clubs. *Video Research in the Learning Sciences*, 383–395.
- Sherin, MG and Han, SY (2004) Teacher learning in the context of a video club. *Teaching and Teacher Education* 20: 163–183.
- Sherin, MG and Van Es, EA (2009) Effects of video club participation on teachers' professional vision. *Journal of Teacher Education* 60/1: 20–37.
- Sherman, J (2003) *Using Authentic Video in the Classroom*. Cambridge, UK: Cambridge University Press.
- Soto, JM (2018) *Effect of vignette-based demonstration on preschool teachers' awareness of intentional teaching*. Doctoral dissertation, Walden University, Minnesota, USA. Available online at: <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=6408&context=dissertations>
- Stannard, R and Mann S (2018) 'Using screen capture feedback to establish social presence and increase student engagement: A genuine innovation in feedback', in Xiang, CH (ed) *Cases on Audio-Visual Media in Language Education*. Hershey, PA, USA: IGI Global, 93–117.
- Stempleski, S and Tomalin, B (2001) *Film*. Oxford, UK: Oxford University Press.
- Sterrett, W, Dikkers, AG and Parker, M (2014) Using brief instructional video clips to foster communication, reflection, and collaboration in schools. *The Educational Forum* 78/3: 263–274.
- Tan, AL and Towndrow, PA (2009) Catalyzing student–teacher interactions and teacher learning in science practical formative assessment with digital video technology. *Teaching and Teacher Education* 25/1: 61–7.
- Thaler, E (2012) *Englisch unterrichten: Grundlagen, Kompetenzen, Methoden*. Berlin: Cornelsen.
- Tilson, J, Sandretto, S and Pratt, K (2017) Connecting theory to practice: Using preservice teachers' beliefs, theories and video-recorded teaching to prompt a cycle of praxis. *Teaching and Teacher Education* 67: 454–463.
- Toci, V, Camizzi, L, Goracci, S, Borgi, R, De Santis, F, Coscia, L, Perrone, F, Cigognini, M and Pettenati, M (2015) Designing, producing and exemplifying videos to support reflection and metacognition for in-service teachers training. *Journal of e-Learning and Knowledge Society* 11/2.

- Tripp, TR and Rich, PJ (2012) The influence of video analysis on the process of teacher change. *Teaching and Teacher Education* 28/5: 728–739.
- Vaismoradi, M, Turunen, H and Bondas, T (2013) Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing & Health Sciences* 15/3: 398–405.
- Van Es, EA and Sherin, MG (2006) How different video club designs support teachers in ‘learning to notice’. *Journal of Computing in Teacher Education* 22/4: 125–135.
- Van Es, EA, Tunney, J, Goldsmith, LT and Seago, N (2014) A framework for the facilitation of teachers’ analysis of video. *Journal of Teacher Education* 65/4: 340–356.
- Van Lier, L (2000) ‘From input to affordance: Social-interactive learning from an ecological perspective’, in Lantolf, JP (ed) *Sociocultural Theory and Second Language Learning*. Oxford: Oxford University Press, 245–259.
- Villacañas de Castro, LS (forthcoming) Translating teacher funds of identity into curricular proposals for the EFL classroom: A model for student-teacher.
- Viney, P and Viney, K (1989) *Grapevine: Student’s Book 1*. Oxford, UK: Oxford University Press.
- Viney, P and Viney, K (1990) *Grapevine: Student’s Book 2*. Oxford, UK: Oxford University Press.
- Viney, P and Viney, K (1992) *Grapevine: Student’s Book 3*. Oxford, UK: Oxford University Press.
- Walsh, S (2006) *Investigating Classroom Discourse*. London: Routledge.
- Walsh, S (2011) *Exploring Classroom Discourse: Language in Action*. London: Routledge.
- Walsh, S and Mann, S (2015) Doing reflective practice: A data-led way forward. *ELT Journal* 69/4: 351–362.
- Wang, J and Hartley, K (2003) Video technology as a support for teacher education reform. *Journal of Technology and Teacher Education* 11/1: 105–138.
- Ward, JR and McCotter, SS (2004) Reflection as a visible outcome for preservice teachers. *Teaching and Teacher Education* 20/3: 243–257.
- Whitcher, A (2017) ‘Image makers: the new language learners of the 21st century’, in Donahue, K and Xerri, D (eds) *The Image in English Language Teaching*. Malta: ELT Council, 13–22.
- Whyte, S (2018) Part 1 – Peer filming in task-based language teacher education video information document. *ViLTE*. Available online at: <https://vilte.warwick.ac.uk/items/show/22>
- Windscheid, J and Will, A (2018) *A web-based multi-screen 360-degree video player for pre-service teacher training*. Paper presented at ACM TVX2018, Seoul, June. DOI: [10.6084/m9.figshare.6527309.v1](https://doi.org/10.6084/m9.figshare.6527309.v1)
- Yeh, C and Santagata, R (2015) Pre-service teachers’ learning to generate evidence-based hypotheses about the impact of mathematics teaching on learning. *Journal of Teacher Education* 66/1: 21–34.
- Youens, B, Smethem, L and Sullivan, S (2014) Promoting collaborative practice and reciprocity in initial teacher education: Realising a ‘dialogic space’ through video capture analysis. *Journal of Education for Teaching* 40/2: 101–113.
- Yuan, R and Burns, A (2017) Teacher identity development through action research: A Chinese experience. *Teachers and Teaching* 23/6: 729–749.
- Zhang, M, Lundeberg, M, Koehler, MJ and Eberhardt, J (2011) Understanding affordances and challenges of three types of video for teacher professional development. *Teaching and Teacher Education* 27/2: 454–462.

www.teachingenglish.org.uk/publications

ISBN 978-0-86355-931-0

All images © British Council

© British Council 2019 / J201

The British Council is the United Kingdom's international organisation for cultural relations and educational opportunities.