



HOW CAN TEACHERS BENEFIT FROM RECORDED LESSONS?

Research case study by Ronnie Nadri



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EXECUTIVE SUMMARY

This research is trying to cover the pedagogic and content aspects that recorded lessons affect the professional development of teachers and teaching skills. The study tries to establish the need for recorded lessons as a tool for teacher learning and to discuss the advantage and disadvantage of using recorded lessons videos (RLV) as a tool in the evolution of teacher performance in and out of the classroom. The study research used primary data in the form of face-to-face interviews with current college teachers that are currently using the ECHO360 system, a review of RLV, and statistics from the ECHO360 system during three semesters in 2015-16. Secondary data includes internet and literature review analysis.

The findings show that it is agreed that recorded lessons videos can be used in professional discussion and it is a great tool for learning, however, without proper training on how to fully utilise the system, or without I.T. support, the teachers may not promote the use of it.

The use of recorded lessons videos as a tool for teacher evolution is in the debate, as the majority of the interviewers and previous researches on this topic agreed that the risk of incorrect analysis is greater than the advantage of this tool.

INTRODUCTION

Learning from experience is an important component of the work of professionals: Learning from their own experience, learning from the experience of peers and learning from a consensus, or “ideal prototypes”. Each of these learning and language abilities can be nurtured, and they are especially required in occupations such as teaching. Many researchers indicate that the quality of teaching is variable, which has a big impact on the academic success of students (Tucker, 2005).

Using videos of recorded lessons in research, training and professional development has evolved considerably in recent years. This could be the result of the amount of research done in understanding the teaching profession, teacher knowledge, classroom dynamics and other factors. Advances in technology have made classroom recording, storing, and publishing affordable and easy to learn.

Researchers from the School of Education of the University of Queensland indicate the benefits of recorded classrooms towards teachers’ professional development, however, there are also limitations and risks with it (Renshaw, et.al 2013).

Background of Study

ECHO360 is a leading Australian technology company that creates hardware and software that increase the level of engagement and visibility in classrooms.

ECHO360 allows the teachers to use the system for self-reflection and evolution, learn from colleagues and support the development of learning communities. It can be used as a training tool to promote a change of frameworks, allows uploading of videos taken by students and the creation of a video library. ECHO360 also provides video editing tool. The editing tool allows teachers to create focused videos on a certain subject, or link several videos together to create a topical video library. ECHO360 is an open platform that allows collaboration from

different sources of videos, which integrates them into an existing Learning Management Systems such as Moodle.

The use of learning applications assists teachers in developing professional learning programs that combine information from different academic sources. This then allows them to examine new teaching strategies and improve their own practices.

The college is a private higher education provider has started using ECHO360 as an educational video tool to improve teaching and learning since January 2016. Two classrooms had been fixed with cameras to assist with the recording of lectures. Faculty members have attended a few training sections to adopt the usage of ECHO360. Two different type of training was provided to faculty members which are Class Recording and Personal Capture. The class recording is using the camera in those two classes and recorded during some class hours. Personal Capture can be recorded by Faculty Members using their own camera in mobile phone at their own time and uploaded into the ECHO360 platform which is integrated into the college Learning Management System which is Moodle. Students who enrolled in the subject can access the video recording on-line library.

Six teachers who have adopted to apply ECHO360 into their subject for continuously three terms are selected for an interview in this study. This study will analyse if the application of ECHO360 has benefited the lecturers to review their own teaching skills and further develop their teaching profession.

Research questions

The main objective of this research is to address the following questions:

- Why do we need recorded lessons?
- How can teachers' benefits from the recorded lessons?
- How can technology help in the professional development of teachers?

These questions are discussed in the Analysis and Discussion section.

Literature review

Using videos as a learning tool for teachers started in the 1960's (Sherin, 2004). Many of the tools teachers used when this medium was first introduced remain in use today, albeit with adjustments to cater to today's technology.

In the time since Sherin's research (2004), a lot of information has been gathered around the use of videos for teaching evolution. Borko et al. (2011) describe the different models of teacher learning; modules that combine recorded video classes as a means to create "the work of teaching".

The MET (Measures of Effective Teaching) Project collected data on the link between teaching and the characteristics of student learning in which recorded lessons were used as a central hub of information used for training (Bill & Melinda Gates Foundation 2012). The system was developed to assist in the continuance of the discussion around how teachers can learn from their recorded lessons.

The literature review shows broad agreement that recorded lessons are one of the most effective tools to show how teachers teach and can provide learning opportunities to the teachers (Borko, 2004; Ball & Cohen, 1999). However, the process of learning for a teacher need not be primarily about their teaching performance. They can also learn by watching other teachers' recorded lessons. The previous literature describes different frameworks that teachers can learn from, which is the surrounding environment of the recorded lesson and not necessarily from the teacher's act of teaching (Sherin, 2004; Zhang et al., 2011). Usually, such frames of learning processes are based not only on recorded lessons but also lessons on other materials relating to teaching and learning, such as student papers, textbooks, etc. This

allows teachers to learn about their practices and those of colleagues, together with the learning of students, without physically been present in the classroom. Teachers can examine different teaching strategies, which opens up discussion on ways to improve their own teaching skills (Borko et al., 2008; Kazemi & Frnake, 2004; Little et al., 2003).

One of the unique features of video recording which makes it useful in applying it to teachers is that it provides a record of the dynamic activity of the classroom. It can be viewed multiple times, to allow the viewer to focus on certain areas where they identify an issue. It also allows for the collation of a collection of videos to be reorganised into different categories (other than chronological), such as by topic or situation. The system can also be displayed via other tools and platforms such as graphic design, websites and LMS systems that a teacher may use in their lectures. The mix of these features allows for the design of different ways to analyse teaching and learning and assists the teacher to reflect on his and others' teaching style. In the analysis and understanding of activities or situations that occurred in classrooms where recorded lesson videos were in use, the system provides a clear and unbiased view of the situation, that is objective and cannot be influenced by a teacher's personal view (Clarke & Hollingsworth, 2000). These discussions help the teacher sharpen his professional vision; that is, the teacher's ability to define and understand the main aspects of class interaction (Sherin & van Es, 2009).

Recorded lessons can also be used to support the teaching of a specific content, such as the Learning and Teaching Geometry (LTG) Project which set the goal of supporting high-school Maths teachers in the U.S. in teaching geometry (Borko et al., 2011).

Viewing recorded lessons as an evolution and training tool is not sufficient without being accompanied by guidance and tutoring by a trained evaluator. Brophy (2010) indicated that by viewing the recorded lessons of teachers, the reviewer's opinions on effective teaching

was influenced by their own personal interpretations. This was especially noticeable amongst experienced teachers, who drew influence from their own experience, when observing and interpreting, and there followed a tendency to “adjust” what they observed to accord with their own view on learning and teaching.

There is no definite way to develop and run a program that will accompany teacher learning, however, the literature has reached consensus on some key characteristics of the major frameworks of teachers learning:

It is long-term,

It refers to teachers themselves as learners undergoing significant learning processes,

It is carried out in the context of the action of teaching and covers all aspects of student learning and,

- The interaction among teachers, students and learning aids.

(Whitcomb et al., 2009; Borko et al., 2008; Borko, 2004; Hawley Valli, 1999; Loucks–Horsley et al.,1998).

Teachers, significant learning is a long-term process. Some teachers adjust quicker than others as a result of participation in professional development programs. Some aspects of the teachers’ knowledge and learning methods are easier to change than others (Borko, 2004).

Research identifies the importance of including teacher development as a part of an education centre’s efforts to improve learning. However, it doesn’t need to be done within the institution. The implementation of learning programs to guide teachers can be affected by perceptions of particular programs. Lefstein and Snell (2013) categorise different aspects of how to use the video using metaphors on learning and teaching as shown in Table below -
Metaphors on Learning and Teaching

The learning metaphor	Objectives	Learning main purpose is...	self-development activities	Key conditions	Video usage
Reception	Passing knowledge, Information and talents	Implementation of Beliefs, knowledge, Skills And Techniques	<ul style="list-style-type: none"> - Short workshops, Seminars And courses. - Academic Degrees - textbooks and instructional books for teachers. - Mentoring and guidance 	<ul style="list-style-type: none"> - Expertise (Usually external). - Knowledge and Goals Well defined. 	Demonstrate “best practice”, and assessment and supervision.
Construction	Develop Reflective teacher.	Complex practice and well positioned.	<ul style="list-style-type: none"> - Research/exploration by the teacher - Learning Groups, such as video club. - Testing and adjustment of the learning materials 	<ul style="list-style-type: none"> - Assist in the process - On a school to school basis. - Progressive 	The source of the research and process Improvement evidence.
Participation	Develop a professional teaching community	Socially distributed, have strong cultural roots.	<ul style="list-style-type: none"> - Lesson review - Collaborative Teaching And other forms of Collaboration - On-going Peer Feedback. 	<ul style="list-style-type: none"> - Learning is integrated into the work process. - Structures and processes Support. 	The source of the research and process Improvement evidence.

Source: Stylianou, M., Kulinna, P. H., Cothran, D., & Ja Youn, K. (2013)

Research design

The research finding was based on using descriptive research of primary data, collected using face-to-face interviews with teachers of the college that are using the ECHO360 system in two classrooms during three semesters in 2016. All teachers that were interviewed for this research are casual lecturers who are working at the college and also at other higher education institution.

The type of data that was collected can be divided into two types, quantitative and qualitative. Quantitative data, such as demographic information, years of experience in teaching and prior experience in recorded lessons were collected using a semi-structured questionnaire and the ECHO360 report system. (See Appendix A - Research Demography data)

Qualitative data are collected through audio recording with the participants and will be analysed.

Data Collection Process

A semi-structured questionnaire was used for this research. The interview questions were sent to the teachers three weeks prior to the interview to allow the teachers time to review and comment prior to the face-to-face interview. (See Appendix B - Teachers interview questions). An appointment was booked with the respondent for an interview. On the interview day, according to the college Ethics Policy requirement, participants were given the Participant Information Sheet and Consent Form to fill up. (See Appendix C - Participant Consent Form). Upon receiving the form from the participants, the formal interview process will commence.

The interviews took place at the college faculty office and Classroom 1. All the interviews except one were audio recorded and main points raised by the teachers were noted in the interview questions paper. Literature data were collected from academic resources using the electronic library EBSCO. All information that was collected from books, articles and class study are listed in the reference section of this study.

The papers and recorded audio files are kept in a secure folder on the college computer network and can be accessed by request.

ANALYSIS AND DISCUSSION

Description and Presentation of Data

Six participants from the college lecturers who have adopted ECHO360 as their teaching tool was selected for this study. The highest percentage of respondents is between the age of 46-50 and 61-65 years of age group as shown in Figure 1. It is interesting to note from this study that matured age lecturers preferred to adapt to new technology compared to the younger generation. At the college, there are lecturers in all the age categories as in the questionnaire, but only six lecturers were selected to use ECHO360 in their teaching.

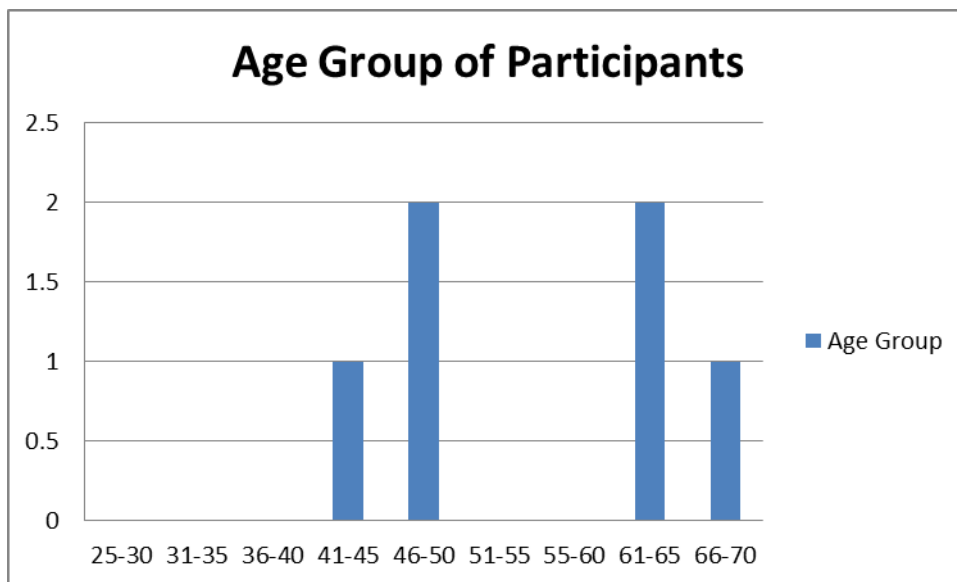


Figure 1: Age Group of ECHO360 Participants

Among these age group lecturers, 57 per cent of the participants has more than 16 years of teaching experience in Higher Education as indicated in Figure 2. The next highest percentage of respondents is those who have between 1-4 years of teaching experience, which constitutes 29% of total participants. This result indicates that lecturers who have more teaching experience are more adaptive to new technology. It shows that the lecturers want to continuously evaluate their own teaching styles and suits the students.

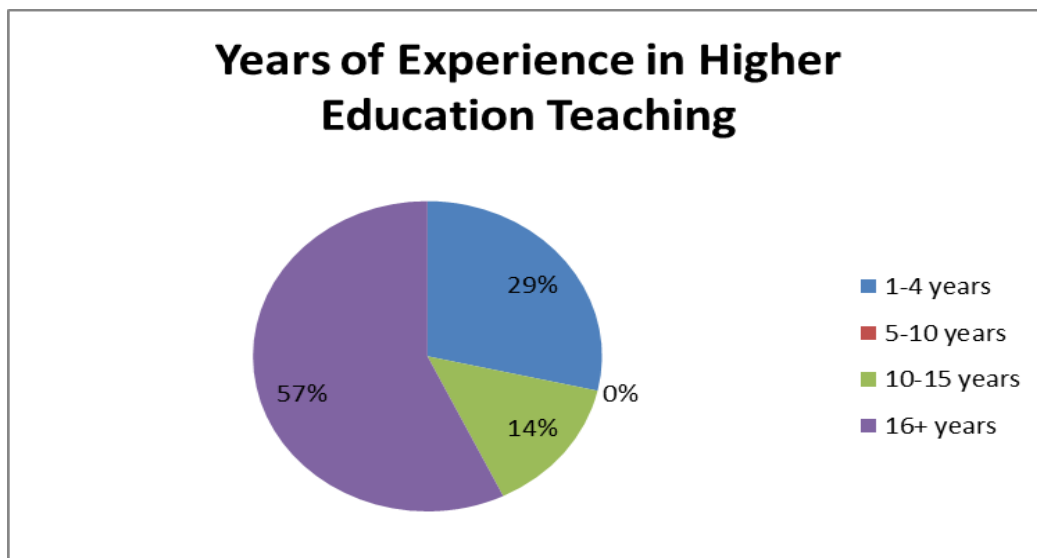


Figure 2: Years of Experience in Higher Education Teaching

In this study, the participants were also asked to indicate the number of years of experience in using recorded technology in Classroom. The recorded lessons at the college only occurred since the end of 2015. However, most of the lecturers at the college also teach at different higher education institution where the implementation of recorded classroom started since its inception. As shown in Figure 3, 67% of the respondents have between 1-4 years of experience, 16% and 17% of participants have 5-10 years and 11-15 years of experience respectively in using technology in their classrooms. This will help the author to identify if the implementation of the recorded lesson at the college as all the selected lecturers for this study has prior experience in handling the new technology.

Placing a video camera in a classroom can assist in the teaching and learning process, however, in some cases could disturb the learning process. Based on the literature that was reviewed in this study, recorded lessons can be a teachers' tool to improve learning skills of the teachers as well as teaching in general.

Recorded lessons videos can be a tool to learn about learning, teaching or the combination of both, and also assist in understanding and improving the in-class interaction. Teachers may

also use the recorded lessons to increase the availability of examples they use in class to clarify an issue or case they teach. Recorded lessons can expand teaching to be accessible to all and create widespread discussion groups around common topics.

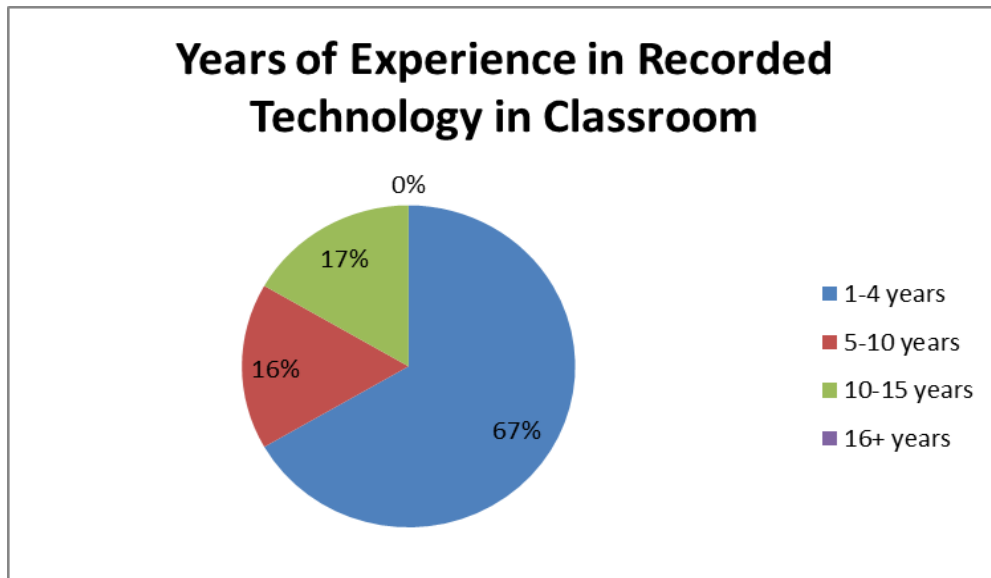


Figure 3: Years of Experience in Recorded Technology in Classroom

Video recording is also a great tool to identify mistakes. It may be that teachers sometimes make mistakes that they are not aware of them, until such time that they watch their own or other teachers' recorded lessons. Reviewing their own lessons can highlight or identify different activities occurring in the class of which the teacher may not be aware.

Even though there is a vast improvement in teaching and learning using video technology in Australia, the research interview results show that most of the teachers at the college reviewed the RLV of themselves teaching, only because it was requested by the faculty manager; it was not used by other teachers as an evolution and learning tool. These teachers may not be aware of issues in their teaching technique or content that a video recording of their class could easily detect, such as addressing only a certain group of students, ignoring or “filtering” certain students.

The research found that there are two main aspects that recorded lessons can improve teaching: It can be used to assist teachers in teaching and also as a tool for their professional development.

Ethical issues in recorded lessons

Prior to the start of the project of implementing video recording equipment in classrooms, ethical concerns were addressed. The three main ethical concerns were:

Teacher evaluation – Any evaluation may be interpreted as being an attempt to advise the teachers if their teaching skills are good or not. The teaching profession requires the teachers to give their full devotion and time, but it seems that they are only evaluated based on certain aspects and not as a whole. The psychological effect is that the teacher felt evaluated all the time. Recorded lessons and evaluation, especially if it is a risk-rich summative evaluation, may affect the confidence and authority of the teacher, and these two factors are the key essentials for good teaching (Urs et.al., 2013).

Personal privacy – Both teachers and students are entitled to their privacy, and recorded lessons may breach this. This can be an issue especially if the recorded video outcome is not so good; either the quality of the video output or the content of the lesson. The teaching community understands that their members may be evaluated by his own community, based on poor quality videos (Picciano et.al., 2010).

All interviewees agreed that they should be informed of the criteria of the evaluation, the evaluation process and the times and places where recorded lessons would be used for evaluation. They all needed to trust that all recorded lessons used for the purpose of professional development would be beneficial for them; the teachers' full cooperation in the process was essential. Protecting teacher privacy was a key element in creating this trust. The

ECHO360 system was configured to ensure that the recorded lessons of participating teachers are accessible only by whom the teachers know and trust.

Teachers' benefits from recorded lessons

Providing significant feedback is the best way to improve teaching, therefore there should be a mechanism for providing feedback throughout the year.

Currently, at the college, teachers are only evaluated at the end of the term or if they receive negative feedback from students during the term.

Reflection

The college should offer both problems solving and ongoing educational professional development opportunities to its academic and academic-related staff. This can be done by developing opportunities for professional development using:

Events – such as conferences, ad-hoc seminars and workshops with a focus on teaching with new technologies and regular technology discussions of new ways for content delivery.

Communities – examples are on campus e-learning and mobile community which organise regular events and discussions, an open social networking online environment for information sharing, Discipline-based Learning Technology groups, technical support group to assist creating and publishing to online resources.

Resources – enhance the use of online resources and activities that will be provided by various departments. Run courses and self-paced online tutorials on technical subjects including the use of office, management, project and presentation tools. Invest in converting and developing the study materials for interactive e-books.

The effective use of any tool design for teacher evolution required a support system and services such as Avantis, GradeXpert and FFT (reporting and data tool for schools).

The college supervisors can use tools such as ECHO360 and Teachscape Reflect Video for training on how to provide accurate evolution and to better understand the teaching framework.

CONCLUSION and RECOMMENDATIONS

This research was set to discuss the need of recording lessons, using the ECHO360 system, at the college as a way to improve teacher professional development and to check if recorded lessons videos can be used to evaluate teacher teaching skills.

Research finding shows that lecturers who have more teaching experience are more adaptive to new technology. It shows that the lecturers want to continuously evaluate their own teaching styles and suits the students.

Through research, has been determined that recorded lessons videos can improve the development of the teaching profession and the teacher professional development. The key element to making this system to fully utilised is to ensure that the teachers' trust in the system, and the way it will be used, is absolute. The participants in the interviews agreed that the recorded lessons videos are a great tool for self and group improvement, and would like it to be a tool that they can observe and evolute other teachers.

The college should offer both problems solving and ongoing educational professional development opportunities to its academic and academic-related staff. This can be done by developing opportunities for professional development using events, communities, exploratory spaces, online resources and activities provided by various departments.

To provide the teachers with broad assessment and professional development tools, which ECHO360 is part of, the college should invest in the setup of recording equipment in classrooms and in adopting new applications for teaching evolution.

LIMITATION OF THE RESEARCH

During the research period, there were few areas in teacher learning and the use of technology as a learning tool in their classrooms, that could be expanded. The time and scope of this research prevented the possibility of having all the participating teachers attend a group discussion, which would have enhanced the research surrounding the use of RLV as an evaluation tool.

Further research is needed to address concerns around the advantages and disadvantages of recorded lessons as an evaluation and assessment tool. In future research the following questions should be addressed: What is the features needed for a “good video”? Which videos should be used as a training tool; videos of “best practice” or videos of “problematic examples? Which one will lead to a discussion that will improve teacher learning? Is using software such as ECHO360 and Teachscape the right way to “define” the desired features of teachers?

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APPENDIXS

Appendix A - Research Demography data

Teacher	Teacher age	Years of experience in Higher education	Years of experience using recorded lessons	Recorded lessons at THE COLLEGE
1	46-50	11	10	17
2	46-50	4	2	14
3	41-45	3	2	23
4	61-65	16	2	39
5	61-65	16	3	32
6	66-70	16	6	23

Appendix B - Teachers interview questions

How teachers can benefit from recorded lessons?

The purpose of this research is to find the benefit that teachers can have from recorded lectures. The research will review the advantages and disadvantages of professional development, purposes of learning from recorded lectures, teacher evolution from recorded lectures and ethical issues.

What are the advantages and disadvantages of professional development and teacher evolutions using the traditional tolls?

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What are the purposes of learning from recorded lectures of other teachers compare to the learning from videos of you? What are the challenges?

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Do you think there should be a different between recorded lectures for training purposes and ones for evolution of teaching?

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Do you think we can apply the outcome of teacher evolution from recorded lectures to other aspects of employee evaluation?

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What are the ethical issues with recorded lecturer?

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General questions:

Name: Click or tap here to enter text.

Age group: 25-30 31-35 36-40 41-45 46-50 51-55 56-60 61-65 66-70

Education centre: Click or tap here to enter text.

Role: Click or tap here to enter text.

Years of experience in higher education teaching 1-4 5-10 10-15 16+

Years of experience in recorded technology in classroom (any Distance Learning experience) teaching 1-4 5-10 10-15 16+

Personal view regarding recorded lectures Click or tap here to enter text.

Teacher's comments

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Appendix C - Participant Consent Form

This part of the form is to be kept by the participant

SUBJECT CODE: **IND801**

TITLE OF PROJECT: **How teacher can benefit from recorded lessons**

NAME OF SUPERVISOR: **Dr. Deviga Vengedasalam**

NAME(S) OF STUDENT(S): **Ronnie Nadri**

You have been asked to participate in this project as part of the coursework and assessment requirements for *Work Integrated Learning Postgraduate*. The purpose of this project is to *Check the benefit that teacher may gain from recorded lectures at THE COLLEGE*.

Should you agree to participate, you will be asked to *fill in a questions form about your experience in recorded lessons*. Your involvement should take no longer than *15 minutes*. You are under no obligation to participate in this project, and may withdraw at any time.

If you have any queries relating to your participation that cannot be answered by the student, or if you would like any further information or have any concerns about your participation, please contact **Dr. Deviga Vengedasalam or Dr. Leonid Petrov of THE COLLEGE**.

The information you provide will form the basis of an assessment task for the student(s) and the data collected will be de-identified as soon as possible.

All data collected from you will be treated with strictest confidentiality. No individual identity will be disclosed.

This research activity has been designed to meet the ethical standards as outlined in the *National Statement on Ethical Conduct in Human Research* and the *Australian Code for the Responsible Conduct of Research*, and in accordance with the THE COLLEGE's Ethics Policy.

Thank you for your time.

This part of the form is to be kept by the student(s)

I (the participant) have read and understood the information provided in the Information Sheet. Any questions I have asked have been answered to my satisfaction.

I agree to participate in this research by fill in a questions form about my experience teaching in recorded class, realising that I can withdraw my consent at any time without adverse consequences.

I agree that research data collected for the study may be published or provided to other researchers, who are not members of this research team, on condition that my identity will not be revealed, and individual information will remain confidential.

NAME OF PARTICIPANT: _____

SIGNATURE : _____

DATE : _____