



# Evaluating the role of video in supporting reflection beyond INSET

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## ABSTRACT

This article considers the impact of a video-based initiative aimed at sustaining engagement, reflection and impact beyond a three-week INSET (in-service teacher education and training) programme. Teachers worked with mentors on a one to one basis in a process of reflecting on their own videos and clips from other teachers. The study uses interviews, recordings and transcripts of video-based talk to evaluate the design of this video-led mentor CPD (continuing professional development) intervention and to evaluate the nature of video-based reflection in this process. The analysis focused on four themes that emerged as significant in the analysis of recordings and project documents. Not surprisingly we found that reflection was orientated to INSET ('bootcamp') content although videos were sometimes sources of resistance to this content. Interactions varied based on a number of factors related to the mentor role and video type. Our findings confirmed previous studies regarding video length and type and relationship to reflection. We also found that language choice (Thai/English) was significant and that teachers may prefer to reflect in L1. We provide suggestions for how a video-based CDP intervention might help to promote reflection in teachers as well as recommendations for other educators considering video-based alternatives.

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## 1. Introduction

This article is concerned with the impact of video-based reflection in supporting the professional development of Thai primary and secondary state school teachers who had completed a three-week INSET course. The course (nicknamed 'bootcamp' by the Thai Ministry of Education) took place at Regional English Training Centres (RETC) and aimed to encourage a more communicative approach to English Language teaching. This article evaluates a three-month extension to this course which focused on video-based discourse and reflection. Supported by mentors, Thai teachers went through a process of reflecting on both videos of their own teaching and videos of other Thai teachers. Space for video-based discourse was provided both face-to-face and through an online platform (IRIS Connect).

In summary, this article has two objectives – it provides an evaluative perspective on the design of this INSET project and evaluates the extent to which the goal of helping Thai teachers to be reflective about their practice using video has been possible. In terms of the first aim, we hope that, in making features of the CPD design more transparent (i.e. making these steps and processes more evident) we can further our collective understanding of video-based support for CPD. Such

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understandings may enable teacher educators to consider video-based alternatives to current practices. In terms of the second aim, we hope that the article provides a contribution to our understanding of how a video-based CPD intervention might help to promote reflection in teachers. Borg (2018:13) in a recent paper on evaluating the impact of professional development initiatives (PDI) warns that ‘while reflective competence is a justifiable objective’, for a professional development initiative ‘its assessment does raise a number of theoretical and practical challenges’ and so ‘it tends to be given less systematic attention when a PDI is being evaluated’. This paper both details the challenges but also provides a thematic analysis of video-based reflection.

## 2. Context

### 2.1. RETC project

Numerous attempts have been made in Thailand since the 1980s to move away from traditional, teacher-led grammar translation and audio-lingual approaches and towards more student-centered methods (see Appendix 1). Following on from these, the Regional English Training Centre (RETC) Project began in October 2016 with the aim of improving student centered, communicative language teaching (CLT). Starting with four training centres, this number expanded to fifteen across Thailand from November 2017. Teachers attended a three-week intensive training course involving teaching methodology input, demonstration, and simulated micro-teaching (Wallace, 1991) in which other participants played the role of students. At the end of this training, teachers returned to their schools to perform a series of follow on tasks which encouraged them to experiment with aspects of CLT methodology. Five to eight weeks later, teachers attended a 1.5 day follow on where they had a final opportunity to reflect on the overall experience.

### 2.2. Mentoring trial

To provide more scaffolding of reflective skills and support for teachers implementing new approaches in actual classrooms, a mentoring pilot took place in the second year of the project. Mentors consisted of three existing bootcamp trainers and three external recruits. All had a background in communicative language teaching (outside of the Thai public school system) and experience of training teachers in either Thailand or similar South East Asian contexts. Two had significant experience working within Thailand and spoke Thai. Fifty-seven mentees located in six locations (see Fig. 1) were selected by their bootcamp trainers based on their performance during the three-week INSET. All had little or no experience of being observed, reflective discussion, or implementing more communication-based teaching methods into their classrooms outside of ‘bootcamp’ training.

Six mentors worked with approximately ten disparate teachers each for around ten weeks. They created space for reflective discourse based around videos recorded and shared by participant teachers through an app and platform developed by IRIS Connect. This discourse took place both online, in the form of time tagged comments (see Fig. 2) and group forums, and face-to-face during three school visits.

This three-visit cycle built towards a ‘video club’ session in each teacher’s school where they discussed selected video clips with non-participant teachers (some had completed ‘bootcamp’ training, others had not) for about 90 min (see Fig. 3). Teachers had the option to share their own video recordings, if comfortable doing so, but most sessions reviewed video clips from other schools in Thailand. Where possible, these took place during existing but underutilized Professional Learning Community (PLC) meetings at schools (Amornvuthivorn, 2018; Ritman & Rohitsatian, 2017; Saengpassa, 2017).

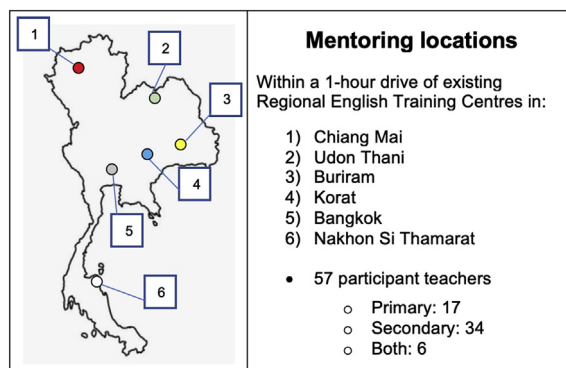


Fig. 1. Mentoring locations.

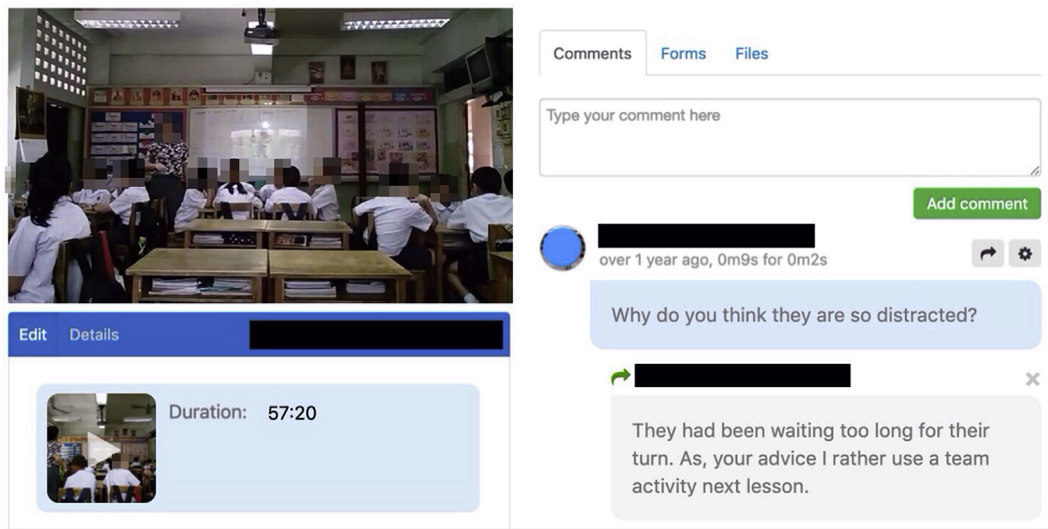


Fig. 2. Time tagged video comments on IRIS Connect platform.

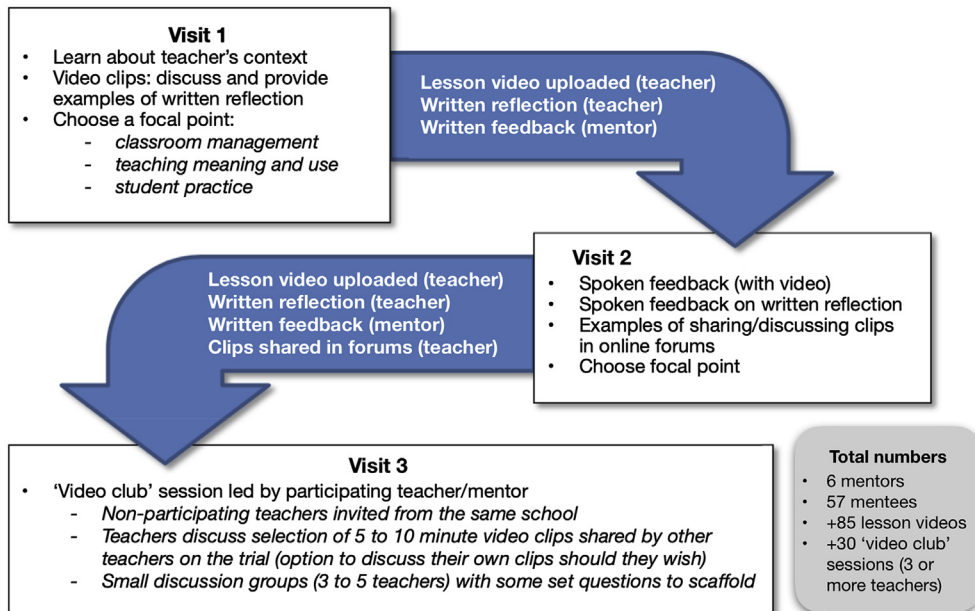


Fig. 3. Complete three-visit cycle.

### 3. Literature review

Video recording of teaching has long been established as a useful teacher development tool (e.g. Fuller & Manning, 1973). The use of video and visual media in supporting teacher professional development has also increased steadily (see Baecher et al., 2018; Major & Watson, 2018). Gaudin and Chalias (2015: 42) outline a number of reasons for this growth: videos provide 'greater access to classroom events' and to the possibility of authentic and data-led discussion; recent technical progress has greatly facilitated video viewing (e.g. digitalization, storage, editing); video viewing is 'a means to facilitate the implementation of institutional reforms' (Wang & Hartley, 2003). The last reason is particularly relevant to INSET training in the Thai context where the aim is to develop a more communicative approach to English Language teaching by Thai state school teachers. Baecher et al. (2018) provide a comprehensive review of video in relation to reflection on classroom practice and show, in education design terms, how video is now seen as a key part of professional development for teachers. The following sections detail the importance of reflection, especially collaborative and data-led reflection mediated and scaffolded by mentors using video as the basis for this intervention.

### 3.1. The nature and importance of reflection

There is widespread agreement about the value and importance of reflective practice (RP) to the teacher education landscape (Jay & Johnson, 2002). Dewey (1933) was largely responsible for establishing the importance of RP. He argued that teachers should not be passive recipients of knowledge but should play an active role in materials design and curriculum development and innovation. He was concerned with articulating the relationship between experience, interaction and reflection. Others, such as Schön (1983) and Farrell (2014), have developed this rationale; providing a range of models and practices for implementing RP. Others have offered frameworks (e.g. Stanley, 1998), levels (El-Dib, 2007), typologies (e.g. Jay & Johnson, 2002) and phases (e.g. Zeichner and Liston, 2013). According to Dewey (1933: 8) 'reflection is something that is believed in, not on its own account, but through something else which stands as evidence'. Mann and Walsh (2013) argue that RP in the fields of applied linguistics, TESOL and education has achieved a status of orthodoxy without detail of how specific tools can encourage evidence-led description of its value, processes and impact. This article offers a specific account of the video platforms and tools that can support reflection.

One of the challenges facing research in reflective practice is the lack of a commonly agreed definition. Hatton and Smith (1995) argue that both reflection and critical reflection are often ill-defined. We are in broad agreement with Boud, Keogh, and Walker (1985: 3) who talk about reflection as 'a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciation'. However, like most human activities, what is understood as reflection is locally contingent and reflexive with context. We would also add a collaborative dimension to reflection that is not explicit in Boud et al. (1985) so that reflection (for Thai teachers) is a scaffolded process of exploration in order to better understand teaching experience and beliefs about language teaching.

Hockly (2018) argues that the use of video recordings of classroom practice is an effective vehicle for supporting and developing reflection for teachers. In considering how video supports reflection, most of the literature identifies at least three levels of reflection (e.g. Day, 1993; Hatton & Smith, 1995; Larrivee, 2008). They work from an initial level, usually termed 'descriptive' to a second level that is characterized by articulating with a rationale, justification or evaluation. The most prized form of reflection is usually described at the moral, social and political level and is often characterized as 'critical'. Partly based on Hegarty (2011), we developed shared descriptors of video-based levels of reflection (see Appendix 4). These were derived from literature and what we have found useful in differentiating reflective levels in our discussion and analysis. They also foreground Schön's view of reflection as a 'process, both individual and collaborative' (1983:12), where we want to capture both inner dialogue and dialogue with others.

### 3.2. Collaborative reflection

Farrell (2014) and Mann and Walsh (2017) argue for a data-led approach where there is a movement away from individual written reflection to more dialogic and collaborative forms of reflection. Gelfuso (2016) also argues that video can provide more of a warrant for assertions and articulation of practice. Such interrogation of beliefs can be a useful basis for reflection on cognitive dimensions of teaching; i.e. what teachers know, believe and think (see Borg, 2011).

We also draw on Mercer, Hennessy, and Warwick (2017) in recognising 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. This kind of dialogic reflection (Mann & Walsh, 2017) is a process of identifying questions and key elements of a matter that has emerged as significant. There is also dialogic potential in video for revealing incongruence between teachers' espoused and actual teaching practices (Orland-Barak, 2012).

### 3.3. Data-led reflection

Mann and Walsh (2017) argue that video has a key role in developing a data-led reflective process where video enables access to evidence and 'warranted assertability' (Gelfuso, 2016: 68, using a term originally put forward by Dewey). Reflection is more evidence based and data-led if it is tied to a tangible moment or incident. Assertions, articulations and arguments are more warranted and grounded with video (Baecher et al., 2018). One of the key affordances that video offers (compared with relying on memory) is being able to step back into practice and re-engage with particular moments and incidents (Tripp & Rich, 2012). Videos facilitate a process where teachers can notice the more subtle features of classrooms (e.g. aspects of teacher talk) and is particularly helpful for raising awareness of interactional features such as clarification requests, display questions, and teacher echo (Walsh, 2011). However, it also enables a focus on the learner and learner thinking (Sherin & Van Es, 2009; Luna and Sherin, 2017). Video-based discussion of classroom practice is more likely to address both the teacher and the learner (Borko et al., 2011; Forest & Mercier, 2011; Santagata & Guarino, 2011; Santagata & Yeh, 2014; Yeh & Santagata, 2015).

### 3.4. Spaces for video-based reflection

In our intervention, mentors promoted collaborative and data-led reflection using videos of both other teachers' classrooms and the teacher's own classrooms. In this sense, we were consciously trying to create reflective spaces. We used both one-to-one sessions and these led to bigger groups which were based on video club design.

Video clubs are spaces for teachers to discuss viewed videos excerpts, usually from each other's classrooms but also from other sources. Published accounts of video-clubs suggest that they provide the basis for collaborative teacher development (Moore, 2015; Sherin & Van Es, 2009) and can increase focus on student learning (viewing a classroom episode and discussing what happened based on their knowledge of students and context).

Video-based observation platforms (VBOPs) provide opportunities for teachers to connect and collaborate (Ally et al., 2014). These platforms can facilitate individualised mentor-trainee and peer collaboration within a group (Carlson & Gadio, 2002). VBOPs can enable video-based mentoring where teachers are supported in observing, reflecting and thinking critically on teaching (Kane, Gehlbach, Greenberg, Quinn, & Thal, 2015) and this can help to avoid a transmission approach (Hobson & Malderez, 2013) whilst being an especially useful way to scaffold and provide space for teacher learning (e.g. Brunvand & Fishman, 2006).

#### 4. Research methodology

This section makes clear our theoretical position, clarifies aspects of the qualitative research design, provides details of data-sets, and lays out our approach to sampling and thematic analysis. It also details our consideration of ethical issues. The research is best characterized as a qualitative case study (Richards, 2003) that analyses transcripts of video-based talk, interviews, and questionnaires to evaluate the design of a CPD intervention and the nature of reflection made possible in this process.

##### 4.1. Theoretical contribution and framework

In relation to the literature outlined above, our theoretical contribution in this paper is in evaluating the impact of video as a key affordance in encouraging reflection on 'a cycle of praxis' (Tilson, Sandretto, & Pratt, 2017: 460). Tilson et al. (2017) talk about the Vygotskian notion of praxis being a useful way of bridging the theory/practice divide (see Lantolf & Poehner, 2014). We too see video as helping teachers to bridge INSET input and theory to their own practice. It gives teachers 'multiple opportunities to discuss their theories (personal and formal) in relation to their video recorded teaching' (Tilson et al., 2017: 460). Lok, Schellings, Brouwer, and Den Brok (2018: 282) say that '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'. Similarly, there is currently a lack of research into the use of video-based CPD in Thailand.

This paper adopts the theoretical framework of sociocultural theory (Vygotsky, 1978). Our work is related to studies where improvements in teaching are closely related to video use (e.g. Christ, Arya, and Chiu, 2016). Our specific concern is whether reflective practice can be enhanced through supported use of video. Socio-cultural theory provides a theoretical framework for understanding features of professional development, video use, as well as various constraints and affordances related to technology use. This theoretical stance is suitable for understanding teacher identity, cognition and agency (Lasky, 2005). It foregrounds social interaction as a means of supporting learning and its internalization (Lantolf & Poehner, 2014). Such a process can be scaffolded (including various forms of support and modeling) and particular tasks and features of the design can support a ZPD (Zone of Proximal Development). This theoretical framework is central to the work of Christ, Arya, and Chiu (2017: 23) who say that 'Socio-cultural theory's focus on the social interactions, modeling and scaffolding in the ZPD, and how artifacts mediate learning explain some ways of learning occurs (sic) during professional development with the uses of videos'. Support for self-evaluation and learning through video use is based on theories of self-regulation as well as metacognition (Zimmerman, Mount, & Goff, 2008) where supported self-observation can help teachers appraise their performance, self-monitor and lead to greater self-regulation (e.g. Mercado & Baecher, 2014).

Above all, we recognize that teacher training and development is a social process that takes place in a specific sociocultural context, where knowledge is negotiated and co-constructed between teachers and mentors and between teachers in video-based CPD talk (Walsh, 2011).

##### 4.2. Data set

This qualitative case study primarily analyses transcripts of video-based talk and interviews to evaluate the design of the CPD intervention. In particular it focuses on the nature of reflection made possible in this process. In doing so, the study draws upon the following data sets (Fig. 4):

Although this is a qualitative study, a limited amount of quantitative data was collected (a self-assessment questionnaire to establish some indications of teachers' engagement and perceptions alongside video engagement data gathered from the IRIS Connect platform). This quantitative data is supportive to the qualitative data and we do not seek to make quantitative statements about video use (cf. Major & Watson, 2018). Instead, the study seeks a detailed and practitioner-led account of how video is used in different ways by participants for teacher development purposes. Interviews were designed to elicit detailed descriptions of mentor and mentee perceptions to gain an insider, or emic, perspective (see Copland & Creese, 2015: 29–37) about video use and the value participants placed on the process.



<i>Data</i>	<i>Description</i>	<i>Quantity</i>
'Video club' sessions	Audio recordings of video-based discussion amongst 3 or more teachers. <ul style="list-style-type: none"> <li>- In English and Thai</li> <li>- With and without mentor</li> <li>- Approx. 1.5 to 2 hours each</li> </ul>	26
One-on-one discussions	Audio recordings of video-based discussion between a mentor and teacher. <ul style="list-style-type: none"> <li>- In English (some Thai)</li> <li>- Approx. 1 to 1.5 hours each</li> </ul>	22
Interviews with mentors (in English)	<ul style="list-style-type: none"> <li>- Audio recordings</li> <li>- Conducted between 2<sup>nd</sup> and 3<sup>rd</sup> school visit</li> <li>- Approx. 1 hour each</li> </ul>	6
Interviews with mentees (in English)	<ul style="list-style-type: none"> <li>- Audio recordings</li> <li>- Conducted after 3<sup>rd</sup> school visit</li> <li>- Approx. 1 hour each</li> </ul>	5
Questionnaire	Completed by teachers after the 3 <sup>rd</sup> visit/completion of the trial	38
Video comments	Written online exchanges between mentors and teachers in the form of time-tagged comments added to videos (see Figure 2)	64 exchanges

Fig. 4. Data set.

#### 4.3. Sampling and analysis

With so many teachers involved in this project it was not feasible to analyse all the data, detailed in Fig. 4 above, and so decisions were made about 'purposeful sampling'. Patton (1990:169) defines this as targeting those informants who are potentially 'information-rich' and from whom 'one can learn a great deal about issues of central importance to the purpose of the research'. We therefore targeted a representative range of Thai teachers, some working with mentors and some found in the video club groups. All mentors were interviewed. For these interviews, there were five blocks of questions focused on mentor's background, the project, the platform, the teachers (evidence of reflection), and the mentor role. Interviews were held face-to-face during field visits to schools in September 2018, or later through Zoom or Skype, and supported by e-mail exchange (sometimes clarifying details arising). Interview data was summarized and then selected parts were transcribed (using the conventions in Appendix 2).

In ensuring rigour, we undertook three elements of triangulation (King and Mackey, 2016): 'methodological' (e.g. collecting teachers' and mentors' experiences and views via interviews, survey data and analysis of professional talk), 'source' (using a common methodology in collecting data in different areas of Thailand), and 'analytical' (involving different researchers in analysis, joint-interview and coding meetings).

In order to evaluate the design of the project and the nature of reflection, transcripts were analysed using thematic analysis (TA), following Vaismoradi, Turunen, and Bondas (2013). Braun and Clarke (2006: 79) define 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. We then refined this during the analysis process. We looked for patterns or commonalities in the transcripts, where emerging themes become the categories for analysis (Fereday & Muir-Cochrane, 2006: 82).

#### 4.4. Ethics

Ethical approval was granted through the Humanities & Social Sciences Research Ethics Sub-Committee (HSSREC) at the University of Warwick. It was also approved by the Ministry of Education in Thailand and by the British Council Thailand. Informed consent was obtained from the participants through participant information sheets and consent forms. School directors of participating teachers also gave permission. There were no evident risks for participants in taking part in this research and they had the right to withdraw their data at any stage. In terms of confidentiality, we have used pseudonyms and

pixelated any images included in this paper to ensure anonymity. Only members of the research team had access to the interview data and recordings of video-based sessions. All consent forms and data have been stored on the University of Anonymus password protected M-drive. The team drew on guidance from BAAL (2016) and BERA (2018)). Written informed consent was obtained from all participants prior to interview and teachers gave permission for their videos, tagged comments and sessions with mentors to be recorded. The research team involves two British Council employees. Ross Crichton managed the design of the intervention. Adam Edmott has a wider role in the BC supporting digital teacher development projects. British Council Thailand also recruited an outside researcher (Steve Mann) from University of Warwick to ensure objectivity and transparency in both the research process and lead on analysis and reporting. We consciously developed a team approach where we were also reflexive about such team processes in the process of making 'meaning' (Creese & Blackledge, 2012).

## 5. Findings

### 5.1. Teacher perceptions and participation

Completed after the third visit, a survey asked teachers to recall and rate their habits, perceptions, skills, and knowledge both pre- and post-programme. 38 out of 57 responded. This data gives a positive indication of Thai teachers' self-reported perceptions and engagement (see Appendix 3 for the results in full). Most relevant to this discussion is the contrast between teachers who rated their ability to reflect on their teaching in the classroom as 'very good' or 'excellent' at the end of the trial when using video (53%) as opposed to when not (5%).

Teacher interviews also reflect positively on the process. One teacher, for example, points to the practical nature of recording themselves, noting how '[i]t's not only on paper. It's more (...) I do it and make it [the video]. I make it myself. I, I love that way'. Another teacher mentions the benefits of having evidence of their teaching to refer back to, 'last record and today record I can compare', whilst a third mentions the benefits of mentor feedback, 'When Ajarn (mentor name), she gives her feedback on, and 'yeah, should be like that', her idea is good so, when I listen other ideas, 'ah, yeah, I agree with her'. So, it's better when not just you.'

To what degree responses were affected by a desire on the teachers' part to validate the efforts of themselves and their mentor is unclear, but this data does reflect positively on the use of video evidence and mentor feedback in this context.

Of the 85 videos shared with mentors on the platform, 64 (75%) had at least some time-tagged, written exchanges between mentor and teacher. This level of engagement and participation is not insignificant when considering the obstacles. These included connectivity issues in more remote areas and the challenges, expressed in mentor interviews, of getting busy teachers to record, watch and reflect upon a full lesson in advance of school visits. A tendency to wait for 'top-down' solutions (see Fig. 5) or simply describe their efforts (see Fig. 6) was often apparent and suggests that making this asynchronous online space one where more meaningful, reflective discourse takes place may take longer than in the face-to-face meetings that followed (where scaffolding can be handled more sensitively and in the moment). As one mentor noted, 'their own understanding of the pedagogy itself is not, you know, at the level where they can really see what they're looking for' but 'if you sat down with them and took them through it, they can do it'.

### 5.2. 'bootcamp' and reflection

Whilst the term 'reflection' did not feature heavily in the 'bootcamp' training, teachers were encouraged to consider their team-taught micro-teaching lessons, often in terms of good points and areas for improvement, before receiving feedback. The fact that this reflective stage came in such close conjunction with input sessions (i.e. where they were introduced to 'good' teaching practices and terminology) and micro-teaching (i.e. an arena to demonstrate or 'perform' these practices for others) clearly affected how participants approached reflection in this trial.

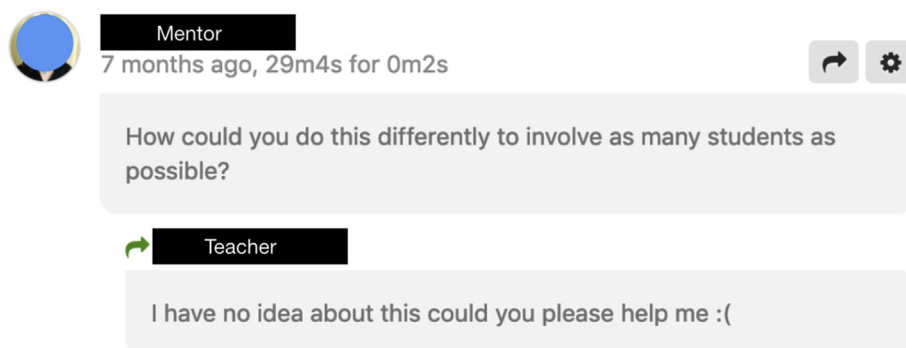


Fig. 5. Tendency to wait for mentor input.

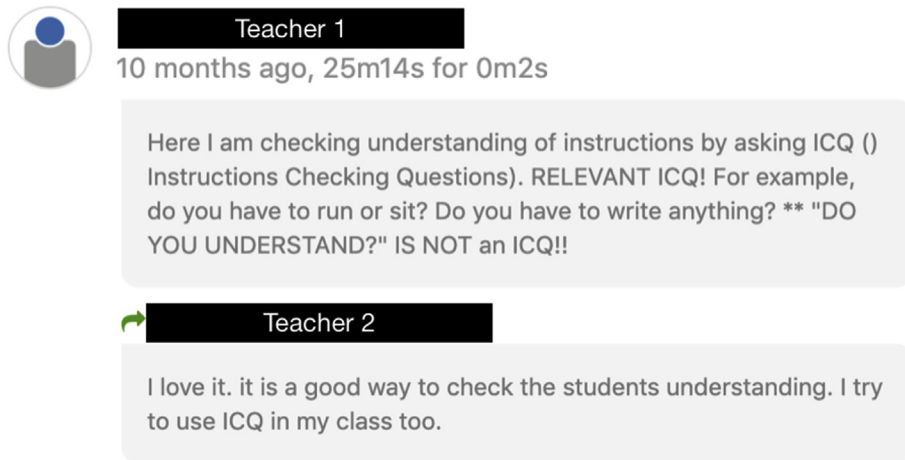


Fig. 6. Teachers referring to their application of bootcamp strategies online.

One mentor talks of their suspicion that teachers were performing to some extent during school visits, keen to 'show us what you've trained us is still actually here'. Indeed, teachers do appear conscious of and keen to reference the training and its content during video-based discourse but it appears to not just be for the mentor's benefit. For example, extract 1 shows a group of teachers joking about the recall of terminology from the training during a 'video club' discussion:

Extract 1

- 01 T1: ครูนี้ ICQ แบบ Cross Check หกหมัด (มาก) เลย  
(the teacher is using ICQ with cross checking)
- 02 ย่อมาจากอะไรนะ ICQ  
(what does ICQ stand for again (?))
- 03 T2: ICQ (...) instruction checking question  
((applause and laughter))
- 05 T1: นี่...เริศ!  
(wow (!) give her a round of applause (!))
- 06 T2: ได้แค่นี้แหละ  
(this is the only thing I can remember (!))

Whether for themselves, co-workers, or the mentor, there is a desire amongst teachers to demonstrate both their understanding and application of strategies from training. Fig. 6 shows two teachers drawing attention to their own use and understanding of ICQs (instruction checking questions) when commenting on one of their lesson videos online.



Terminology like ICQ and KISS (keep instructions short and simple) are some of the more common examples of this 'received knowledge' (Wallace, 1991: 14) in the data set, along with strategies like pair and group work, communicative activities, and the appropriate use of Thai and English (see Appendix 5 for other common topics discussed). Extract 2 provides further examples from another 'video club' group discussion:

#### Extract 2

01 T1: for me when she start the lesson, she speak  
 02 Thai it's okay because I think the students  
 03 background is not that much good so maybe the  
 04 students don't understand (.) but I think herself  
 05 that's made the students confused (.)  
 06 T2: (4.0) confused (.)  
 07 T1: yeah, she makes her own students confused  
 08 sometimes like, uh (...) she don't speak, uh,  
 09 she mix everything together in the one time (.) by  
 10 example, it's better if she, okay, let the  
 11 students finish, uh, watch the presentation on  
 12 the video and then ask them to do the (.)  
 13 individual work in pair, but she says in one  
 14 time what to do. blah blah blah blah blah::  
 15 T2: quite, uh, quite quick instruction but, but she  
 16 did good that she use, uh, uh, ICQ (.)  
 17 T1: she did ICQ because she ICQ by, like uh, she  
 18 spoke English first (.) after that, she  
 19 crosschecks by Thai (.)

Teacher 1 starts by accepting the teacher's use of Thai in this context but goes on to question the clarity of their instructions. Teacher 2 agrees but counters by pointing out the use of ICQs (line 16). These teachers are aware, from 'bootcamp', that ICQs are a 'good thing' to do in class and so pick up on them when reaching for balance in their criticism. This seeking out of 'bootcamp' techniques is fairly common throughout the data set even if, at times, it leads to rather black and white judgements based on whether these have been used or not.

Such references can also be more nuanced, however:

## Extract 3

01 T1: and at the beginning, like, like, ah, in, ah, 39  
 02 seconds, she use ICQ (.)  
 03 M: okay (.) let's have a look at that (.) Sorry!  
 04 T1: Second 39 (.)  
 05 M: ah (.) okay (.) brilliant (.) ((plays video))  
 06 T1: I think it's easy (.) no need to (.) it's simple (.)  
 07 no need to check at this time because the thing  
 08 that she needs to check instruction should be  
 09 long instruction that she has to make it clear  
 10 (5.0) but I am not sure, if I were her, if, how  
 11 I give instruction at that time (.) counting A and  
 12 B also, I think it takes time (.) something  
 13 like 5 minutes (.)  
 14 M: how could it be done quicker (?)  
 15 T1: because if I were her (.) if I were her in this  
 16 class (.) I would like (.) this side A and this  
 17 side B (.) okay, I got A and B in few seconds

As in extract 2, this teacher identifies specific, learned approaches from the training but views them in light of evidence presented in the video and with broader principles in mind (time management, clarity of instructions). They evaluate the techniques in this specific context, deeming them unnecessary (line 7) and inefficient (line 12) rather than automatically applauding their inclusion. Such data-led reflection appears to provide an opportunity for teachers to develop a contextualised, local understanding of how newly learned techniques, strategies, and ideas are used, for better or worse. Ideally, this would lead to what [Copland and Neokleous \(2010: 279\)](#), drawing on [Kumaravadivelu \(2001\)](#), call 'a particular, practical, and possible pedagogy' that is 'locally developed to respond to local problems'. Indeed, observations like '[t]his is a problem of the Thai education' were not uncommon in the data set.

### 5.3. Mentor role and reflection

The mentors have a more obvious role and presence in one-to-one meetings than in the 'video club' meetings (where they mostly try to distance themselves and leave the teachers to it). Having said this, where mentors took a more 'hands-off' approach to planning 'video club' sessions, some came to resemble trainer-fronted sessions, dominated by the lead teacher, rather than reflective sessions. This matches one mentor's view that teachers 'need help with discussion questions, with the guidance' that most mentors provided. In one-to-one sessions mentors are often consciously and obviously scaffolding reflection, as this is an explicit part of their role. In interviews, mentors talk of either 'holding back' or being 'more direct', depending on the teacher involved. At the same time, a lot of the interaction feels like 'CELTA feedback' ([Copland, 2010](#)) where a fairly narrow range of learning objectives are being consolidated. However, mentors talk about 'avoiding simply imposing my agenda on the talk' and consciously 'using the video to show key moments' that open up more co-constructed discussion.

The following progression is typical of a lot of exchanges where the mentor (M) asks some kind of open question that allows both reflection on the lesson in the video and consideration of alternatives. The initial self-evaluation here is that the instructions needed to be clearer before the 'mingle activity':

## Extract 4

01 M: all right, what would you do differently, if you're  
 02 going to do the class again (?)  
 03 T: you mean the same lesson (?) I think in the  
 04 process that I let them mingle (.) I will do better  
 05 than that because my student (.) some of them speak  
 06 Thai so I have to walk around the class to tell  
 07 them to speak 'English, English, English' please  
 08 (.) so maybe I should tell them more and- like before  
 09 doing that activity (.)

However, the teacher then goes on to reflect on how she might have demonstrated more. This enables her to consider the sequence of activities in relation to a picture prompt:

## Extract 5

22 T: yes maybe is it okay if I show the picture first  
 23 yes and ask them what do you think we are going  
 24 to learn today (?)  
 25 M: yeah that will be fun (.)  
 26 T: I'll say direct today we are going study about  
 27 drinks (.) I think it's interesting (.) I read  
 28 the comments this morning (.)  
 29 M: oh excellent (!) you really thought about it (.)  
 30 fantastic ok- yes the spelling do you think  
 31 instead of writing it up and then asking them  
 32 could you elicit the spelling from the students?

The mentor's role allows space but is also endorsing and evaluating the teacher's thinking (lines 25 and 29). T speculates ('maybe') but it becomes obvious that this is at least partly predicated on previous online comments from M ('I read the comments [online]'). She is clearly looking for confirmation from M who both endorses T's ideas (line 29) and then goes on to make a suggestion (line 32). In other words, the mentor is leading but there is still space for the teacher to evaluate the video and their practice. In terms of the kind of 'productive discourse in video-based continuing professional development' discussion that [Lefstein and Snell \(2013: 181\)](#) foreground, mentors believe that they have been able to achieve a good balance between description, interpretation, analysis and judgement but that the mentor has a key role in helping Thai teachers to delay judgement until after thorough examination of what happened in the video has been completed.



Fig. 7. Examples of video title cards and text overlay.

#### 5.4. Video type and reflection

Generally speaking, videos provided access to evidence unencumbered by the need to recall and describe events. In this way, mentors were able to, as one put it, 'show rather than tell', reducing the need for the use of descriptive meta-language still new to teachers. It also prevented any potential disagreements over recall. This was seen to help balance the power dynamic between mentors and teachers who were more familiar with top-down evaluation than co-construction and negotiation.

Whereas a full 50-min video was the focus for one-on-one interactions between the mentor and the mentee (visit 2), the 'video club' group discussions (visit 3) were focussed on shorter video clips. The rationale for this was that these abridged videos would maintain teachers' interest and that they could also be picked for a specific methodological focus (e.g. a teacher's use of L1). A feature of some of the video club discussion is teachers attempting to understand both the context and stage of the lesson, with some confusion as to how to judge what they were seeing without having seen the entire class. This was in spite of efforts to contextualise clips through the use of title cards and text overlay (see Fig. 7).

The following extract is not untypical across the data set and is part of an extended group attempt to understand teacher action:

#### Extract 7

- 01 T I just didn't get it (.) has this clip been edited?  
 02 like (.) we only see part of the video (.) the activity  
 03 part but we didn't get to see the part that he taught  
 04 the actual grammar (...) I am sure he taught that before  
 05 doing this activity.

This exploration of lesson stage and purpose is a less focused precursor to higher levels of reflection (i.e. it is by necessity primarily descriptive in nature). To contrast, in the following extract we see how the 'snapshot' length of video can also lead to positive outcomes:

## Extract 8

01 T: It's like she plans before. She anticipates that (.)  
 02 so we will not misunderstand this point,  
 03 M: Oh, so you think that she anticipated this problem  
 04 so (.) they are not from her monitoring?  
 05 T: Yes. Sometimes, I think that sentence comes from  
 07 her monitoring, or maybe she anticipates that some  
 08 students may (.) have this problem (.) she wants  
 09 to make sure that everyone understands the same thing.

In line 1 we see a teacher attempting to interpret the videoed teacher's actions, drawing on their own experiences to make an assumption (pre-prepared language errors are used during the feedback stage) not evident from the clipped video evidence alone. By doing this the teacher is, consciously or otherwise, adding an element of personal reflection to what might otherwise be a more detached observation (i.e. they are projecting their own experiences of similar teaching moments onto the clip in order to understand it better). While the mentor seems surprised by this interpretation (line 3), they use it as a potential learning point around error correction approach and technique. As the discussion progresses beyond this extract there is a move to explanatory reflection as the teachers and mentor co-construct meaning.

As detailed in the project design description and referenced in the literature review (e.g. [Gaudin and Chalias, 2015](#)) there were three types of video explored in this research: a teacher watching their own video, teacher(s) watching videos of peers and teacher(s) watching videos of other (unknown) Thai teachers. While mentor presence and approach was a primary determinant of the overall form and substance of resulting discussion, the different video types also had an impact. Significantly, there were higher levels of superficial negative criticism evidenced when teachers watched videos of unknown Thai teachers. As one teacher stated about a video club discussion, '90% of our reflect [reflections on the clips] just bad ... we see just the weak point'. This tendency is indicated in the following extract (from a different video club discussion) where a teacher is dismissive of another teacher's practice:

## Extract 9

01 T: I think she could have used the screen (.) put the  
 02 pictures out there (.) she's got everything (.)  
 03 it's not suitable. after she showed the pictures of  
 04 signs, she could have put them on the wall or  
 05 board somewhere (.) shouldn't leave them on the desk.  
 06 She should have grouped the pictures < you know >  
 07 'do and don't' (.) students can review these later  
 08 after the lesson (.) just like what we learned in  
 09 the training.  
 10 (2.5)  
 11 see! students forgot already I bet they don't remember.

Again, as with [Lefstein and Snell \(2013\)](#), judgement on the teachers actions is immediate and there is little balance to the overall discussion. Nevertheless, a degree of analysis and suggestion for alternative action is evident throughout. This level of negativity was not seen when watching peers' videos which is important given the need for 'video clubs' to be supportive environments for sharing practice.

### 5.5. Language choice and reflection

This section focuses on language choice in two ways. First of all, we consider the issue of reflection in Thai during video-based sessions. Secondly, we consider reflection on the use of Thai in classrooms.

In video-club sessions there are numerous examples where teachers code-switch and it's here that teachers are at their most humorous and revealing (as in extract 1 above). Indeed, mentor involvement can be counterproductive in video-club sessions. There are instances where successful reflection is happening in Thai but as the mentor joins the group, they repeat themselves in English. However, there is also evidence that mentors are conscious of this and they reinforce the message promoted in the materials (see [Appendix 6](#)) that reflecting in Thai might be better, as in this example where the teacher struggles to respond to M's prompt in line 02:

#### Extract 10

01 M: and think about...talk about how you  
 02 introduce new- (.)or you structures to your  
 03 classes. do you do use a similar method or  
 04 do it differently↑  
 05 T2: (7.0)for gramma- (1.2)  
 06 M: you can speak in Thai (.) it's fine.

The teachers then have a discussion in Thai about sequencing structures and vocabulary and eventually switch back into English:

#### Extract 11

15 T3: คนไทยเราชอบขึ้นโครงสร้างก่อน แล้วให้เด็กเอาคำศัพท์มาใส่  
 15 (Thai teachers normally start with structures)  
 16 แล้วให้เด็กเอาคำศัพท์  
 16 (Then students would select vocabulary)  
 17 มาใส่  
 17 (to use in a sentence.)  
 18 T1: she's talking about traditional teachers, traditional  
 19 Thai teachers. we need to form first (.) okay↑  
 20 and then practice (.) drill the sentence and then  
 21 later, students produce. but for this one I  
 22 think it's good! she teach, ah (.) she show the  
 23 picture it's the meaning of the language  
 24 and students produce language.

Unsurprisingly, Thai dominates discourse when mentors are occupied with another group or stepping back. Some code-switching still occurs in these instances, as would be expected of bi-lingual speakers looking for the best way to express themselves. Nonetheless, it appears that these video-clubs were not viewed as English-centric spaces where teachers felt obliged to use English amongst themselves (whether out of respect for their mentor or because, as English teachers, they felt they should demonstrate their ability to do so). This was not the case in online exchanges between teachers where, although



the use of Thai was promoted, contributors almost exclusively posted in English. The more permanent nature of written online exchanges, along with the understanding that these exchanges were also visible to the mentor, appears to have restricted teachers to publishing their 'best selves' (i.e. capable of communicating in English and applying learned teaching skills in their classrooms). As a result, teachers did not move beyond sharing example video clips of their own 'best practice' and on to any level of reflective discussion in these forums, either in English or Thai (see Fig. 8).

Across the data set there are examples where teachers are talking about Thai being used for translation, classroom management, explaining/revising language points, instructions, question and answer sequences, classroom discipline and control, jokes, expressing opinions, building empathy with students, and giving hints. There are both affective and cognitive reasons expressed for using or not using Thai in their classrooms. Overall there is evidence that teachers are developing a nuanced view of this L1 and L2 balance in video-based talk. Certainly, teachers are aware that use of L1 can be necessary but should be limited (in line with Macaro, 2005) and that lower-level students want to revert to Thai, as this teacher explains to a mentor:

#### Extract 12

01 M: if you say, okay, now we're telling the story  
 02 to your friends, er,  
 03 T: they ask me 'Can I use Thai?'  
 04 M: right, what do you think about that?  
 05 T: I said 'Okay, Thai and English' you should have  
 06 some English words (.) <for example> they know  
 07 cocoon, they know butterfly, they know the  
 08 caterpillar eat through apple, pears, plums (.)  
 09 they can say Thai and English mixed but  
 10 actually (.) they like to say L1 ((laughs))

Mentors also work with teachers on ideas for minimising Thai in their classrooms. In this extract, the teacher has explained how she might use a puppet in a listening activity. The mentor scaffolds the idea that the puppet might 'not understand' Thai (to increase the need for students to speak in English):

#### Extract 13

01 M: you have a puppet for the classroom  
 02 T: oh  
 03 M: and the puppet only understands=  
 04 T: =English  
 05 M: or speaks English.  
 06 T: oh I see  
 07 M: so what does that mean↑ if the puppet only  
 08 understands or speaks English↑  
 09 T: they have to try to speak English to the puppet  
 10 if they want to communicate with- (.) and the  
 11 teacher will not translate for puppet

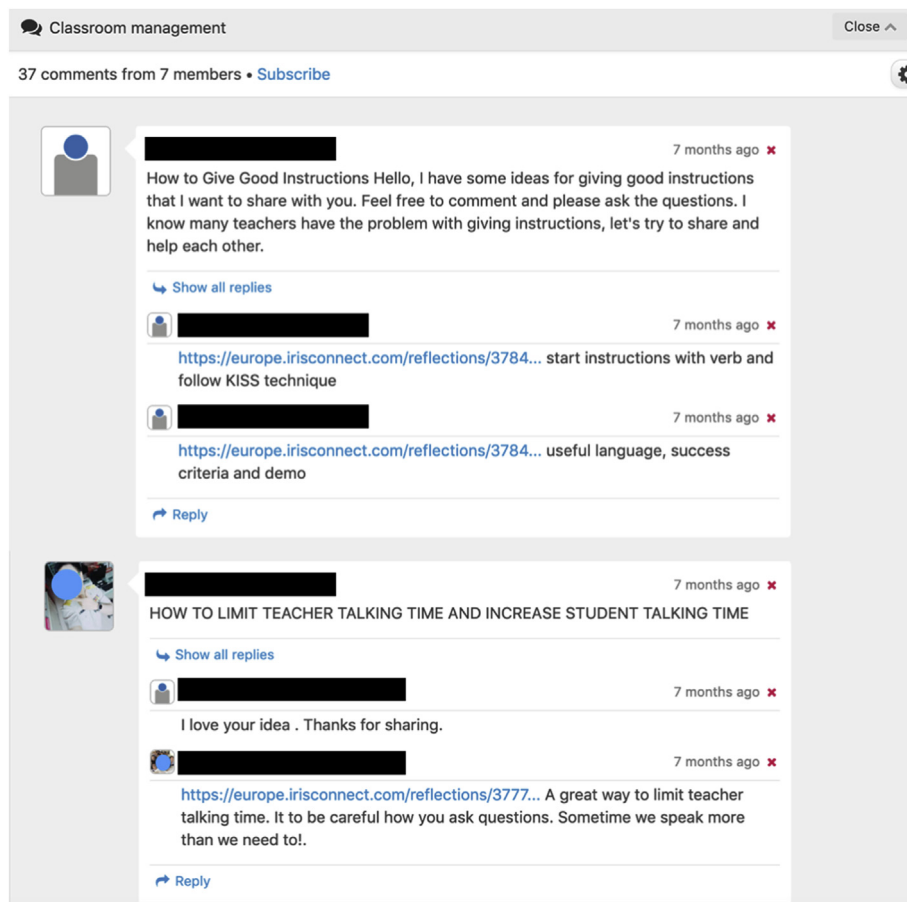


Fig. 8. Written online forum exchanges/sharing of best practice.

In one-to-one sessions with mentors there are numerous useful exchanges around the value of L1 at particular moments. However, one effect of having Thai in the teachers' videos is that this sometimes results in protracted recovery with the mentor about what was going on (explanations and translations).

## 6. Discussion

Videos give teachers 'greater access to classroom events' (Gaudin & Chalias, 2015: 42) and to the possibility of authentic and data-led discussion. Our findings support this position and the views of Brunvand and Fishman (2006) that discussion and reflection around video extracts is a useful way to scaffold teacher learning. Teachers were able to use video to reflect on concrete details of lessons, relate their discussion to their INSET training, consider alternatives and contrast pedagogic choices (Sherin, 2007). In this Thai context, teachers are still heavily reliant on the input and main teaching points from INSET ('bootcamp') and there may even be an element of making 'bootcamp learning' visible to mentors and each other in order to validate the training and the mentor. More positively, the video appears to give them an opportunity to cement shared understanding, albeit often still supported and scaffolded by mentors. In terms of the criteria that Lefstein and Snell (2013: 181) suggest for 'productive discourse in video-based CPD' there was often 'balance between description, interpretation, analysis and judgement' but Thai teachers were less successful in 'delaying judgements and suggestions until after thorough examination of what had happened had been completed' especially in video-club sessions.

Our shared descriptors of video-based levels of reflection (see Appendix 4) were helpful in evaluating Thai teachers levels of description. Although there was a great deal of both descriptive reflection and negative evaluation of 'others' videos, there were also instances of more exploratory and speculative talk, building on personal judgement, particularly with 'own videos' supported by mentors. There were no instances of 'critical reasoning' (indexing the broader socio-political context). However, we found some evidence to support the view that video has value in moving towards a more dialogic and collaborative version of the relationship between theory and practice (Mercer et al., 2017).

In general terms, the design of this intervention helps the INSET avoid a one-off design by building in opportunities for video-based follow-up reflection, sharing and communication (Lamb, 1995; Wedell, 2009). Opportunities to engage further and reflect on the promoted pedagogy are important for any teacher education to have meaningful impact (e.g. Tomlinson, 1988; Waters, 2006). The main feature of the design is that it allows space and scaffolding for both confirmation and challenging of 'bootcamp' principles whilst also encouraging the development of teachers' own perceptions and articulations.

Mentors and teachers used video to identify relevant questions and points of discussion. Mentors were conscious of balancing a transmission approach with a more reflective approach likely to result in autonomous development (Hobson & Malderez, 2013). Mentors were aware of both their role in terms of re-enforcing 'bootcamp' input and enabling more dialogic reflection (Mann & Walsh, 2013). They aimed to set appropriate degrees of challenge, be empowering and be progressively non-directive in supporting mentees to become more autonomous and agentic. At the same time, they were conscious of supporting mentees' psychosocial needs and tailoring interaction to the individual's development and growth (Hobson, 2016). What is significant about our study is that mentors use the videos as a specific mediation tool. In Vygotskian terms, the video provides the opportunity for concrete social interactions which are embedded in the development activities scaffolded by the mentor. The analysis of our data responds to the challenge laid down by Ortlieb, McVee, and Shanahan (2015: 36) to 'challenge researchers to consider examining video and language and scaffolding tools as mediators within video reflection'.

Our data confirms that video clips can provide teachers with opportunities to analyse specific learning situations and decisions and then implement changes (Tripp & Rich, 2012). In doing this, Thai teachers reflected on their role and the extent to which various classroom factors were involved, as well as considering alternative approaches and options (Brophy, 2004). Kleinknecht and Schneider (2013) claim benefits of an individual focusing on their own video but also analyzing videos of other teachers' classrooms and we found that with 'own videos' mentors were conscious of helping teachers both relive the experience (Coffey, 2014) and then exploit video clips for developmental potential. The claim that observing videos of others' teaching encourages deeper reflection processes and leads to emotional and motivational involvement similar to or higher than that which occurs while observing videos of one's own teaching is also supported. Indeed, there is evidence of teachers projecting their own teaching practices onto that of others in a dialogic manner, at the same time achieving a fuller understanding of what they are watching (i.e. reflection on another teacher's video is not unconnected to reflection on one's own). Initial evidence in this trial is that video clubs can provide opportunities to focus on teaching skills in a positive environment and can help establish a fuller understanding of an innovation or training (Hayes, 2014).

Similar to Copland and Yonetsugi's (2016) study of Japanese teachers, these Thai teachers are aware of and reflect on specific ways L1 (Thai) is used to support learners. At the same time as showing awareness that they need to 'maximise the use of L2 inside the classroom' (Ellis & Shintani, 2013: 24), the use of video allows specific consideration of a variety of pedagogic factors in discussing L1 classroom practices with respect to learners. Evidence showed reflection was possible in both L1 and L2 but that, initially at least, reflection on video clips might be better in L1 (Thai).

### 6.1. Recommendations

There should be further trials of video as the basis for teacher discussion in following up INSET provision. In Thailand the newly implemented weekly, in-school Professional Learning Community (PLC) meetings would be a good site for this form of video-based CPD. Our interviews suggested that PLCs, where they exist, have not been characterised by open discussion, collective learning or professional reflective dialogue. Video with appropriate structured tasks might help in promoting more collaborative and reflective talk and help overcome some of the challenges raised by Amornvuthivorn (2018). There are CPD benefits in individuals focusing on their own video but also analyzing videos of other teachers' classrooms (Kleinknecht & Schneider, 2013).

Teachers need support to establish norms of interaction before they can focus on video clips and analyzing segments (Ostrosky, Mouzourou, Danner, & Zaghlawan, 2013). It might be helpful to have examples of teachers on video discussing clips to model good reflective behaviours (e.g. withholding from instant judgement) as well as the kind of materials developed in this project (see Appendix 6). Task design should make sure there is a short explanation of the clip (either verbal or written) and perhaps scripted questions that help move a group of teachers to more useful dialogue.

Lastly, video-based groups without mentor support would need to consider how to ensure a supportive community with trust and respect so that feelings of vulnerability and face-threats would be mitigated (Borko, Jacobs, Eiteljorg, & Pittman, 2008).

## 7. Conclusion

This research confirmed that video clips enabled focused talk and reflection on Thai language learning classrooms and that video allows opportunities for meaningful and concrete discussion (Beilstein, Perry, & Bates, 2017; Harford & MacRuairc, 2008). Given opportunities to observe and articulate connections between theory and practice (Harford, MacRuairc, & McCartan, 2010), teachers can be encouraged to develop more evidence-based reflection. This is most clearly demonstrated when discourse is built around face-to-face social interaction between teacher and mentor and amongst peers. Given the length of this intervention was just three months and encompassed only three CPD sessions in various forms, there were

qualified positive outcomes in terms of impact. Borg (2011: 379), in talking about impact in relation to the effect of DELTA on six teachers, says that

Judgements about the impact of teacher education depend on how ‘impact’ is operationalized. If impact implies a deep and radical reversal in beliefs, then we would conclude that the Delta did not have a significant impact on the beliefs of the six teachers. However, if we interpret impact more broadly to encompass a range of developmental processes then the impact of the Delta on the teachers’ beliefs, though variable, was considerable.

The findings of this study show how video-based reflection can encourage a range of development processes. In interviews and questionnaire data the teachers involved were generally enthusiastic about both their involvement and opportunity to talk about videos and their ability to reflect, albeit with mentor support. Teachers were often animated and involved in both talking about their own and others’ videos and in some cases saw it as a way to increase their chances of promotion or switching schools. Thai teachers showed both willingness to be involved in scaffolded video-based reflective practice and also evidence of clear engagement with the process. This was not unanimous but certainly indicates that INSET in contexts such as Thailand might consider the provision of video-based scaffolded support in order to encourage continued self-regulation as well as metacognition (Zimmerman et al., 2008).

The majority of video-based talk recorded in these sessions was descriptive in nature. However, there were instances of both explanatory, supported and dialogic reflection. Although the majority of talk about other teachers’ videos was critical in nature, it did provide focused discussion on key learning points from INSET training. Consequently, the shared language established in the INSET course (‘bootcamp’) was prominent but there are also other areas of discussion.

In the Thai context, finding time for this kind of CPD innovation can be challenging if not supported by school directors. However, recently implemented PLC meetings are not currently providing spaces for teacher development and reflection and video-based CPD might offer a workable way forward. Thai teachers who were interviewed were positive about this video-based way of learning and we recommend that it form part of the design of future CPD initiatives. Most reports of interventions using video as the prompt for discussion (e.g. Kane et al., 2015) have established that it takes substantial time to develop a collaborative and open culture in which teachers are willing to talk freely about their practice. The extent to which Thai teachers might video themselves for individual reflection or group discussion remains to be seen but, at least for the majority, it is unlikely without further structured support.

## Appendices

### *Appendix 1. A summary of historical perspective on CLT in Thailand*

#### *CLT and PISET*

According to Kustati (2013), the Ministry of Education first introduced communicative language teaching (CLT) into secondary schools in 1984, supported by the PISET (Project for Improving Secondary English Teachers) from 1985.

#### *ERICs*

In-service training based out of fixed English Resource and Instruction Centres (ERICs) (see Hayes, 1995) continued into the 1990s when funding cuts led to their gradual disuse.

#### *Educational Policies*

Bilingual programs in public and private schools were started in 1995 and a series of top down government policies led up to the Basic Education Curriculum of 2001 and Basic Education Core Curriculum (BEC) of 2008. These policies re-emphasised that English teaching should focus on communicative competence and confirmed English as a compulsory, core language in schools (Kaur, Young, & Kirkpatrick, 2016).

#### *PLC meetings*

In early 2017, weekly, in-school Professional Learning Community (PLC) meetings were announced (Ritman & Rohitsatian, 2017; Amornvuthivorn, 2018; Saengpassa, 2017). Characteristics including collective learning and collaboration, focus on student learning, and professional reflective dialogue have been recognised as important to the Thai PLC context (Sompong and Erawan, 2015; Suwanwong, 2016; Wongwanich, Sakolraka, & Piromsombat, 2013) but the challenges of implementing these into established school routines and the need for training and support have also been raised (Amornvuthivorn, 2018).

### *Appendix 2. Transcription conventions*

Transcription conventions (based on Richards, 2003: 173–4). Where there is Thai code-switching we have repeated the line with the +Thai version followed by the English translation. We use ‘T’ for teacher and ‘M’ for mentor in the extracts.

.	Falling intonation	That was foolish.
,	Continuing contour	I took bread, butter, jam and honey
?	Questioning intonation	Who was that?
!	Exclamatory utterance	Look!
(2.0)	Pause of about 2 seconds	So (2.0) what are we going to do?
(...)	*Pause of about 1 second	In front of (...) the table
(..)	*Pause of about 0.5 second	Then (..) she just (..) left
(.)	micropause	Put it (.) away
[ ]	Overlap	A: He saw it [ to ] and stopped
		B: [ oh ]
[[	Speakers start at same time	[ [ A: And the-
		[ [ B: So she left it behind.
=	Latched utterances	A: We saw her yesterday.=
		B: =And she looked fine.
_____	Emphasis	Put it <u>away</u> .
-	Cut off	All over the pl- the floor
:	Sound stretching	We waited for a lo::ng time
(xxx)	Unable to transcribe	We'll just (xxxxxxxxxx) tomorrow
(send)	Unsure transcription	And then he (juggled) it
(( ))	Other details	Leave it alone ((moves book))
↑	Prominent rising intonation	It was ↑ wonderful
↓	Prominent falling intonation	That's the end of ↓ that
-	abrupt cut-off	If you go- if you leave
(x)	hitch or stutter	I (x) I did
CAPS	louder than surrounding talk	It's BILL I think
hhh	aspirations	That's hhhhh I dunno
·hhh	inhalations	·hhhh well I suppose so
(h)	breathiness (e.g laughing, crying)	So we w(h)e(h)nt
° °	quieter than surrounding talk	Let him see it °why don't you°
> <	quicker than surrounding talk	>I'd just< leave it where it is

### Appendix 3. Survey results

Question	no. Pre-programme	Post-programme	% difference +/-
Teachers who rated their understanding of what reflection was as very good or excellent	n38 8%	78%	+70%
Teachers who rated their ability to improve their own teaching as very good or excellent	n38 24%	53%	+29%
Teachers who rated their ability to help other teachers as very good or excellent	n38 16%	29%	+13%
Teachers who rated their ability to reflect on their teaching in the classroom as very good or excellent	n38 3%	53% (with video) 5% (without video)	+50% +2%

Full question set and results available here: <https://www.surveymonkey.com/results/SM-P9MDCVHBL/>.

#### Appendix 4. Levels of video-based reflection

LEVEL	DESCRIPTION
Descriptive	Describing, stating, self-questioning, lacking in attention to why things have happened in the video (non-reflective)
Explanatory reflection	Maybe personal, but able to be detailed about teaching experience, either from a personal or professional perspective
Supported reflection	Focused on evidence in the video. Reflecting on evidence in the video – perhaps connected to INSET training or other professional sources.
Dialogic reflection	Analysis, relating, new perspectives, more dialogic in nature or forward looking. Considering alternatives in context.
Critical reflection	Application of learning with evidence, multiple perspectives and consideration of wider professional issues, how learning will be used. Potentially emancipatory.

#### Appendix 5. Indicative topics covered in video-based reflection

The discussions based on the clips were varied but included these topics:

- working with low level or mixed level students;
- engaging students and keeping them motivated;
- balancing the use of English/Thai (e.g. eliciting vocab using L1, giving instructions in L1);
- encouraging full sentences and talking about the value of chunks not just individual words;
- using metalanguage appropriately;
- focusing on teacher talk (especially cutting down teacher talking time);
- evaluating suitability of tasks;
- value of knowing individual students (e.g. knowing their names)
- being 'clear, slow and simple';
- managing feedback after a speaking activities and handling it in a way that 'saves face';
- use of technology (for example one clip featured a kahoot quiz);
- pronunciation and whether to correct or not;
- leading into a story;
- classroom language for classroom management (and a special guest leading to unexpected distractions/incidental language);
- considering storytelling stage;
- literacy skills: segmenting words throughout lesson in different activities (drilling & cut up word boards).

#### Appendix 6. Materials

*Mentor notes, handouts, and materials for mentees (excluding video clips of teaching)*

Visit 1. <https://drive.google.com/open?id=1d5XJj9GSQpa-kMNxTtDc706wU50FE8QR>.

Visit 2. <https://drive.google.com/open?id=1jdP-J8xOPsKe3PqsGDhnpPkzPbRhQ42j>.

Visit 3. [https://drive.google.com/open?id=1guPZ0PV\\_IjV-6AT\\_C0RcgO8ey7gaJePv](https://drive.google.com/open?id=1guPZ0PV_IjV-6AT_C0RcgO8ey7gaJePv).

*Scaffolding prompts for 'video club' and promotion of Thai in materials*



## Help them discuss - Thai

เป้าหมาย	ตัวอย่าง
เพื่อให้ผู้เรียนได้แสดงความคิดเห็น	<ul style="list-style-type: none"> <li>คุณสังเกตเห็นอะไรบ้างในวิดีโอ</li> <li>ในส่วนของเนื้อหาหรือวิธีการสอนของคุณคิดว่าน่าสนใจตรงไหน</li> <li>เมื่อคุณดูวิดีโอ ... คุณมีความเห็นอย่างไรบ้างครับ/ค่ะ</li> </ul>
เพื่อให้ผู้เรียนสามารถวิเคราะห์และประเมินคุณค่าของสื่อได้	<ul style="list-style-type: none"> <li>เขาได้สรุปว่า ... กับเนื้อหาที่ได้อ่าน</li> <li>คุณชอบสิ่งไหนหรือวิธีการสอนครับ/ค่ะ</li> <li>คุณมีความเห็นอย่างไรบ้างในส่วนของวิดีโอที่นักเรียนได้ดูร่วมกัน...</li> </ul>
เพื่อให้ผู้เรียนมีส่วนร่วม	<ul style="list-style-type: none"> <li>เป็น คุณคิดว่าอย่างไรบ้าง</li> <li>หญิง เหมือนว่าคุณจะอยากพูดอะไรครับ/ค่ะ</li> </ul>
เพื่อให้ผู้เรียนสามารถแสดงความคิดเห็น	<ul style="list-style-type: none"> <li>ทำไมถึงคิดแบบนั้นครับ/ค่ะ</li> <li>คุณเห็นอะไรที่ขัดแย้งกันบ้าง</li> <li>ช่วยอธิบายมากกว่านี้ไหมครับ/ค่ะ</li> <li>คุณคิดอย่างไรครับ/ค่ะว่า ... สิ่งนี้จะช่วยให้นักเรียนมีความเข้าใจดีขึ้น</li> </ul>
เพื่อให้ผู้เรียนสามารถแสดงความคิดเห็น	<ul style="list-style-type: none"> <li>ตรงนี้เป็นแนวคิดที่น่าสนใจมาก</li> <li>ตรงนี้เป็นประเด็นที่น่าสนใจและมีความหมาย ... วิธีที่จะทำได้ ... หมายความว่า ...</li> <li>ช่วยดูประเด็นที่กล่าวถึงเกี่ยวกับ ... เมื่อใดที่คุณ ...</li> </ul>
เพื่อให้ผู้เรียนสามารถแสดงความคิดเห็น	<ul style="list-style-type: none"> <li>คุณมีความเห็นอย่างไรบ้างครับ/ค่ะ</li> </ul>

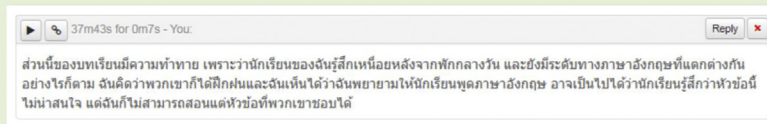
## Help them discuss - English

Aim	Examples
<b>Get people speaking</b>	<ul style="list-style-type: none"> <li>"So, what did you notice?"</li> <li>"Which moments did you find interesting and why?"</li> <li>"How about when the teacher XXX. What did you think about that?"</li> </ul>
<b>Stay focussed on the video</b>	<ul style="list-style-type: none"> <li>"Okay, let's get back to the video."</li> <li>"Which part of the video are you talking about?"</li> <li>"What did you think about the part where the teacher/the students...?"</li> </ul>
<b>Keep everyone involved</b>	<ul style="list-style-type: none"> <li>"Paeng, what do you think?"</li> <li>"Ying, it looked like you wanted to say something."</li> </ul>
<b>Get them to explain their thinking</b>	<ul style="list-style-type: none"> <li>"So, why do you think that?"</li> <li>"Can you see any benefits of doing it the way this teacher did?"</li> <li>"Can you explain that a little more?"</li> <li>"But don't you think (this helped the students understand better)?"</li> </ul>
<b>Validate opinions</b>	<ul style="list-style-type: none"> <li>"That's a good idea as well"</li> <li>"Interesting point. There's more than one way to do this, isn't there?"</li> <li>"Aye made a good point about XXX earlier. What does everyone think about that?"</li> </ul>
<b>Encourage questions</b>	<ul style="list-style-type: none"> <li>"What questions do you have about this video?"</li> </ul>

### Stage 1 – reflect by yourself

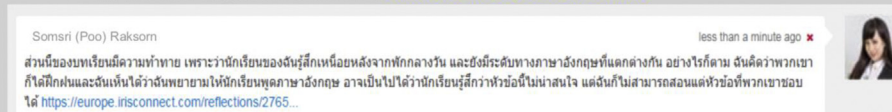
- 1) **Record your lesson** as before. **Watch it** and think about what you and your students did, focusing on the area you chose (classroom management, meaning and use, student practice). **Post comments** about things you notice or find interesting.

Do this **in Thai** if you like (don't worry about us understanding, this is for **you**)

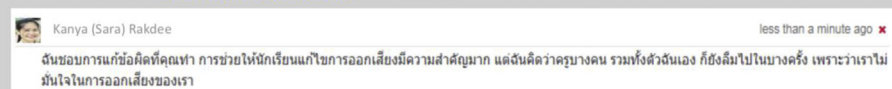


### 2) Try to do these things as you share links to your videos and reply to others:

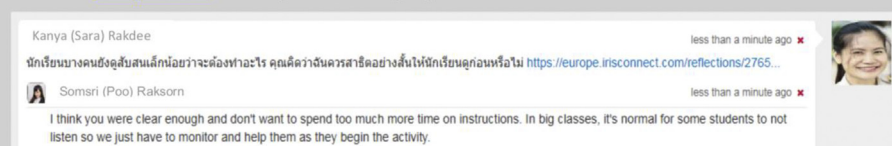
- **Make it clear why the link/comment matches the topic of the forum**



- **Refer to your own experiences as a teacher**



- **Ask questions and respond to other people's**



Note: None of the names or pictures featured are those of actual participant teachers.

## Appendix P. Supplementary data

Supplementary data related to this article can be found at <https://doi.org/10.1016/j.system.2019.102195>.

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