

VIDEO ENHANCED OBSERVATION AND TEACHER DEVELOPMENT: TEACHERS' BELIEFS AS TECHNOLOGY USERS

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Abstract

One of the most important aspects of Foreign Language Teacher Education is the means by which trainers can observe and give feedback to trainees' developing performance. The opportunity to facilitate enhanced value for professional learning can be presented through the use of Mobile Technologies and, specifically, digital applications that can record class sessions while improving quality of formative feedback on practice from teacher trainer to trainees. The VEO (Video Enhanced Observation) App and system were created to improve Teachers' Professional Development, allowing teachers to be recorded and tag features of classroom practice to effortlessly review and reflect on what happened. The simplicity and flexibility of combining qualitative video evidence with quantitative tag data, means that the use of the VEO system is not restricted to Teachers Training courses. With focus on process and interaction, VEO may be deployed for any Teacher Professional Development activity, such as, for example, peer to peer observation within schools' internal training and development.

Given the intended application of the system in developing pedagogy, questions of teachers' reactions, adoption and use with regard to the system and its elements are pertinent. Aspects included the live-tagging app, "tag set frameworks", uploading and sharing data to a professional-social portal whereby written comments and further tags can be left by peers, trainees or trainers to facilitate discussion around the recorded practice. Therefore, the aim of this paper is to analyze the beliefs and feelings of eight Spanish as a Foreign Language teachers using Video Enhanced Observation for internal training based on peer observation between teachers. For this purpose, eight semi-structured interviews were conducted with the aim of understanding how they used the system, and any benefits or recommendations to other users.

Keywords: Video Enhanced Observation, Classroom Observation, Peer Observation, Foreign Language Teaching, Beliefs.

1 INTRODUCTION

Peer observation¹ is one of the most prevalent teaching activities for teachers' development [1] [2] [3]. This activity, according to Richards [4], is referred to "a teacher or other observer closely watching and monitoring a language lesson or part of a lesson in order to gain an understanding of some aspect of teaching, learning, or classroom interaction" (p. 85). One of the key aims of peer observation is, then, to enhance quality of teaching and, subsequently, learning [5]. However, peer observation can be perceived, alongside evaluation, as a threatening or negative experience. Nevertheless, peer observation can be categorized threefold: as an evaluative model, focused on quality assurance; as a developmental model, with the aim of developing skills of pre-service teachers, and as a collaborative model, focused on improving teaching through a reflexive and dialogical practice [6].

We can consider peer observation as collaborative when this action is carried out by two teachers with the aim to share a critical reflection about real life teaching experiences, implementing activities to develop their professional skills and their teaching perspectives and practices [7]. As Jones and Gallen [8] stated, "the collaborative model is based on the shared perception that the peer relationship is genuine" (p. 617). This perception is verbalized in feedback sessions, where both teachers comment and talk about what happened within the classroom. So, in a collaborative practice, both teachers, the observer and the observed, provides a constructive feedback through critical reflection. The principal aims focus on enhancing teaching quality and skills, gaining confidence in methodology implemented,

¹ Also known as *peer review* [3].

acquiring new ideas to be more efficient, sharing methods and practices and a continued commitment to teaching and learning [9].

Traditionally, means to collect information about what goes on the classroom have been based on written narrative, field notes and checklists [4]. These data collection methods can contain inherent difficulties: for example, it is difficult for the observer to capture all information about classroom actions if they happen concurrently. In addition, these traditional ethnographic data collection methods don't allow one to return to the classroom to review what wasn't noted or deeper analysis and explanation of specific classroom features. Nowadays, however, video recording can be an effective tool in peer observation, because video can be used to reconstruct past-thinking or construct reflections for future actions [10]. Recording classroom not only provides opportunities for observers to view the classroom session as many times as he/she wants, but also gives the same to the observed, enhancing both pre-feedback and post-feedback work.

VEO is a system to enhance learning in, from and of practice. By overlaying tags for timestamping key moments in video, VEO makes video accessible through user evaluation. Beyond their value in data, tags make video convenient to analyse, as learners and educators jump to key moments on review. Equally, video gives meaning to raw statistics on performance. VEO marries learner-generated qualitative and quantitative data, with intention of building powerful understanding of interaction, process and practice for improvement.

The VEO system is provided by a spinout company formed by Newcastle University trainers following experiences training teachers and leaders in low income Ghana and North East England [12]. As a professional development tool it was developed to work effectively and affordably at scale, with the intention of transforming and improving day-to-day practice. In developing the video tagging system, there was rapid understanding that the learning technology developed has application across all sectors for a variety of purposes [13]. For, students, educators, and professionals, VEO could allow focus on critical visible and underlying skills and behaviours, which are, as yet, felt ineffectively identified and improved with existing technology [11]. Following product launch in September 2015 uptake has been particularly strong in teacher education, where reflection on practice is beneficial for improving pedagogy and performance for the future.

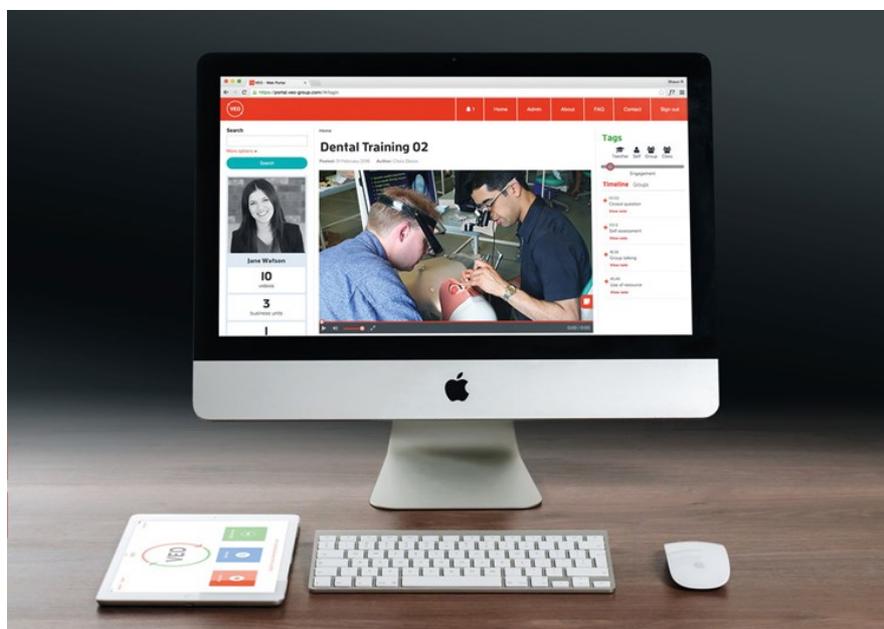


Figure 1. The VEO System

This article aims to uncover attitudes and beliefs among a group of Spanish of a Foreign Language teachers, using VEO for internal training based on peer observation between teachers. For this purpose, eight semi-structured interviews were conducted in order to understand how they used the system, and any benefits or recommendations to other users. This study is expected to be fruitful for those seeking to learn more about how VEO works, and for delving more generally into how peer observation between teachers is done.

2 METHODOLOGY

The materials for this study derive from a collection of eight interviews with teachers of Spanish as a Foreign Language at Education First School (Barcelona, Spain). Every year, the teaching staff carry out a peer observation activity to improve in specific aspects of teaching. However, due to it being the first time applying the VEO system to carry out the observation and the subsequent feedback, it was decided that there would not be a specific topic to be observed, or focus for the observation. The aim was to focus on general management of the classroom. The use of the tag system establishes the observation focus, through the observers' ability to tag the aspects to be later commented on in the feedback.

The tagging system was created specifically for this pedagogical activity [14]. As above, it was decided to create a tag system focused on general features of the classroom. Tags were focused, among other things, on the correction carried out in classroom (teacher correction, student self-correction or peer correction), the dynamics (individual, work by pairs, work in groups), the classroom management (setting of targets, instructions, use of the whiteboard), type of activities proposed (warmer, controlled practice, free practice, grammar considerations) or skills (reading, speaking, writing and listening) and an "others" tag to be used when the observer doesn't know exactly how to classify the feature he/she wants to highlight. Additionally, an engagement bar was introduced to mark the perceived percentage of student engagement during the classroom session, and options to capture Teacher Talk Time and Students Talk Time.

The peer observation action followed the Martin and Double scheme for peer observation [15]: Teachers, in pairs, after a pre-observation meeting, had to record and observe two lessons of his/her colleague. After the recording, the observer, who used VEO tagging the observee performance also took notes, inputting them into the system. Shortly after, both teachers carried out a feedback discussion to comment on what happened in class and aspects of the teacher's practice. In this initial case, the full cycle leading to specific implementation of changes in teaching, or evaluating general improvement, was not completed, as it was first time in using VEO, so there did not yet exist previous and comparable evidence of practice. This further allowed participants to focus on learning how best to use VEO.

Eight semi-structured interviews were conducted and transcribed with the aim to draw out the attitudes and beliefs of a group of Spanish as a Foreign Language teachers about using VEO. This procedure, as an interchange of points of view in which knowledge is built, allows us to capture data in more depth than, for example, questionnaires. Semi-structured interviews were selected with the aim to teachers express freely what they felt and perceived about using the system, and their subsequent experience in peer observation. The goal was to gain maximum information in an environment of trust and confidence, while having the opportunity to gather any unplanned information if the occasion allowed.

Given the time and resource limitations of the study, this is a general review on the feelings and beliefs of a group of Spanish as a Foreign Language teachers using VEO for a peer observation activity. The aim is not an in-depth study on how they felt using VEO, but offers an initial window their thoughts on using VEO for peer observation purposes. In consequence, the obtained results, explained hereafter, can be understood as an overview of feelings and beliefs of the teachers interviewed.

3 RESULTS

During the interviews, teachers expressed the development of their attitudes and beliefs about VEO, focusing on the different features of the system. The interview started with a comparison between VEO and the former peer observation procedure. Subsequently, they were asked about the tagging system, the advantages and disadvantages of using VEO, the usefulness of VEO during the feedback sessions, the possibility to comment on colleagues' classroom recordings and, finally, about any problems they found using the system. The results will be detailed regarding these aspects.

3.1 Specific aspects of peer observation

When a new tool is implemented in a specific context, it is common to assess it with respect to the former tools that were used. In this way, the first question raised in the interview was related to differences teachers found between using VEO and the previous peer observation methods. In comparison to the prior way, all teachers commented that peer observation was improved. From their point of view, the previous system implied spending a great deal of time watching the video recorded.

The observee had to watch the entire video without any pre-defined aim and without knowing the classroom actions to be highlighted in the feedback. With VEO, however, the tags lead participants to the specific points that the observer had highlighted. As Participant 1 stated,

What I remember from last year is that it was as much more general. There were concrete and specific things, but as it was more general, we were unable to allude, perhaps, to something in particular, so it was more general. Perhaps, we start talking, talking, talking and we beat about the bush and we finished on a completely different topic. Then, I think that, now, via the platform, you can get to the point².

All the teachers interviewed, like participant 1, claimed that VEO enables them to focus on the specific classroom moments to be commented on in the feedback. The fact that the observer tags the video gives the observee a reference point when viewing the recording. The tags work as an observation guide. Therefore, with VEO, the observees don't need to watch the entire video and time was saved. Due to the tags and the comments being shown when receiving the video, they focus on the specific moments the observer has been tagging and they get quickly to the point of what will be commented on in the feedback. However, this characteristic implies a problem: if teachers don't watch the whole video and, subsequently, don't focus on untagged aspects, they can lose some interesting aspects to be considered in the feedback. However, despite teachers pointing out this characteristic as an advantage, participant 4 sees it as a disadvantage because "the observee doesn't have the opportunity to think about his/her own class (...). As an observee, I like to think neutrally if my performance seems to me right or not". However, the system would allow for review of the untagged video if used in this way.

Nevertheless, all the teachers claimed that one of the most important benefits to making the post-viewing easier was the possibility to go quickly to the specific relevant moments, thanks to the tagging system. In this way, teachers don't waste time searching for the exact moment where wanted to comment. All the teachers, when observed, stated that, unlike the former peer observation system with a video camera, they didn't watch the whole video, but only the specific moments tagged. Moreover, with the former peer observation procedure, once video was recorded and viewed by the observed, the data were not used anymore.

With regard to the post-observation meeting, carried out by all participants after the pairs had finished their own observations, VEO was also very useful. Participant 6 reported that, before VEO, all the comments made were vaguer, without specifics example to illustrate what had been pointed out. Participant 6 went on to state that now, with VEO, they can show the concrete features they want to highlight in the video moments. Most of such features are related to specific issues the participants wanted to improve between the first observation and the second observation³. Tagging these classroom features, as above, enhanced teachers' focus on specific features on which they wanted to work.

3.2 The tag system

As above, the tagging system allows observees jump to key moments, without watching all of the classroom action, before the feedback discussion. This is not the only benefit of using the tag system. Teachers also considered that it enables greater focus on the specific point commented on during the feedback. It is important to bear in mind that the feedback given under the former peer observation process was carried out without the video and, for the observee, it was more difficult to recall the exact moment commented on in feedback, as participant 1 said,

[with the former system] after the feedback carried out by your partner, you saw possible items on the video and, then, you noticed some things, but now is more practical: you go to the exact moment and you say "it's here, in this minute and in this second" and this is exactly to what he was referring to. There is no confusion."

The thoughts expressed by the teachers during the interviews show that, for them, the tagging system is the key feature of VEO. In all the interviews, tagging was a central topic, suggesting teachers could focus on specific aspects during feedback and that features could be easily searched if users wanted

² All the interview extract have been translated into English for this article. The originals are in Spanish.

³ It is important to bear in mind that the peer observation procedure is based on the observation of two lessons and teachers identifying key features in the first observation feedback to be improved on during the second observed lesson.

to view something specific once videos are uploaded to the online portal. Moreover, tags create data that are graphically represented after the viewing and, as such, they are very important for quantifying what happened within classroom.

The tagging system was very useful, but not all the teachers used all the tags proposed by the coordinator. The tag 'others' was widely used by some teachers and some of them commented that the bar to mark engagement and tags for Teacher Time Talk VS Student Time Talk were confusing. With regard to the engagement mark, problems existed because teachers didn't know exactly how to assess the engagement, and they weren't aware of its intentions as a comparative, rather than absolute judgement. On the contrary, problems with Teacher Time Talk vs Student Time Talk were produced because the tag set did not allow for capturing as teacher-students interactions. This would be introduced in future tag sets. However, all teachers stated that the tag system was useful. The possibility to mark the interesting points to be commented in the feedback session made the feedback much easier. As participant 6 commented,

Between us, we knew I wished to focus on correction and learning strategies for students. Then, as we knew those aspects were in the created tags, it was so easy for Participant 4, at the moment she perceived something was happening, to tag the feature so that I might search for it perfectly later.

However, not all the tags were used to the same extent. All of the teachers used all of the tags, but some more than others. For example, participant 6 commented that she didn't use the activity-type tags. There are two reasons why teachers didn't use all the tags: participant 1 claimed that you have to be familiar with them. If not, it's difficult to use some of the tags. However, she also found that it was a useful way to learn from the lesson, and comprehend the concepts involved. When teachers were faced with the tags, they would have to know what the various concepts encapsulated meant. However, when first using the system for observing, it's not easy to keep in mind all the tags, even though each tag has its own sub-tagging system.

Another difficult aspect mentioned concerning the tags was related to tagging some classroom features in a short time. Participant 1 stated that it was difficult to be aware to some features simultaneously. Perhaps, because they were unfamiliar with the tag system, the teachers, in some moments, couldn't tag some classroom aspects if they took place within a short period of time. They felt they had to a number of tags at the same time, because they found several interesting features. For some of them, therefore, it could seem tricky to do a lot of things at the same time. Nonetheless, some of them, like participant 1, claimed that this difficulty could be overcome with practice, so the issue is, in fact, minor and temporary. Participant 2 synthesized this feeling as follows:

During the first observation, when I had to use [the tags] during the observation, it was difficult to keep in our heads not only the tags, but, above all, the sub-tags within each tag. It is not easy (...). It is mandatory to look at the tags before, to know what is inside each tag, what can we use with each tag and, even so, whilst we are aware and we have been looking the tags before, at the time of the observation, sometimes, you didn't remember to use it, you used it too late, you forgot it... This happens. My experience has been that all of this takes time, I mean, that you have to do it a few times, also to adapt a little bit the system to your observer's way to proceed. Earlier, you saw something and you noted it, but now, suddenly, you have to see something and, in a very quick mental process, you have to say "ok, with which tag should I mark it" and go to the tag and to the corresponding sub-tag and, at the same time, take the note, because you still take notes. I mean, this process, in practice, is not easy.

All the teachers stated that sometimes the sub-tags proposed under the tag didn't fit with the feature to be tagged. Although tags timestamp the video five seconds before the tag is tapped, this delay may not always be enough to capture the full lead in to a key moment, especially when the full significance of the moment is only apparent after the episode has finished.

Teachers, in peer observation, only tagged what they consider interesting to comment in the feedback. Therefore, the observer may find instructions interesting after they have finished or, later when teacher is giving the instruction. This issue is most prominent when concerned with features implying processes. Nevertheless, the online retrospective tagging feature can rectify this issue, as the video could be moved forwards and back while tags are recorded.

As the post-observation feedback was centred on tagged classroom features, interactions were mediated by the tag system. Asked about the usefulness of VEO in the feedback session, teachers reported that they used the tags to search for classroom moments on which they wanted to comment. The observation's utility was enhanced, since the observer were familiar in advance with the moments to be commented on and, unlike the former peer observation system, the video could be used. It was easier to find the classroom- specific moment, and, because of that, the feedback could be more accurate.

However, the tag system wasn't used in isolation. All the teachers decided to take notes when observing, in the classroom, later relating them to a specific tag. Here, the tag system was useful in helping focus on a specific moment in the classroom and the related note uploaded allowed more accurate comments by the observer in the feedback discussion. For the observed, this gave the possibility reflect more deeply on what happened in his/her performance before the feedback session.

Summarising, it can be observed that the possibility to introduce notes in relation to the tag system significantly enhanced the peer observation procedure. More rounded and deeper feedback was facilitated, as observees not only saw visually what was noticed by the observers via the video, but they also gained some understanding of the observers' thoughts on the tagged classroom feature, in advance of the feedback conversation.

The process of writing the notes with relation to the specific features to be commented in the feedback has provoked debate. Participant 2 uploaded the notes,

From the tablet. This is one of the facets we have been discussing between the teachers. It would be much more comfortable to take notes from the computer. This has been one of the proposals teacher have made, but well, it is not so excessive.

In fact, this is possible via the system's retrospective tagging feature online, although this had not been incorporated procedurally by the participants.

Nevertheless, taking notes was still reported as strongly advantageous in helping prepare feedback adequately. This action could cause procedural difficulties to observers, in terms of tag timing and recording notes. However, these issues were present both with and before the VEO intervention, and the tags allowed teachers, during feedback, to go quickly and directly to the tagged moments and notes, and base their comments on what they had written.

3.3 Graphs and feedback

The use of the system during feedback was done as participant 1 stated:

What seemed to us as particularly important was what we wrote in the notes. We went, therefore, to the tags in which we linked a note, we read it and we commented it a little bit and, then, if it was something that it seemed interesting to us, we commented it for a time. Then, aside from the notes, we were looking the graphs.

The graphical representations that VEO provides to their users were considered very useful for all the teachers, above all during the feedback discussion. One of the most commented on VEO features was the facility to provide information about Teachers' Talk Time and Students' Talk Time.

The positive-negative bar graph is very useful too. This graph permits the teachers see at a glance strengths and areas for improvement in the observed performance. Despite some teachers pointing out that sometimes it is difficult to assess a tagged feature as positive or negative, they highly valued the opportunity to see whether the observer assessment was positive or negative. Focus depended on pedagogical interest: Participant 1 highlighted the Teacher Time Talk vs Student Talk Time pie-chart display, because it was important to her to understand if she spoke too much in the classroom. Teachers pointed out that reading graphics was most useful when accessed via the computer rather than the iPad, teachers typically choosing the computer to review their colleague's classroom activity.



Figure 2. VEO's graphical representations on practice.

Regarding the feedback, VEO acted to make this valuable activity more efficient and offers the possibility to view the videos while teachers are discussing classroom practice. In the previous system, teachers hadn't been using the video to inform their discussion, because much of the footage was felt irrelevant. However, with VEO, since the features to be commented on are tagged, it is easier to go through the video and watch again the exact classroom moment when the feature happened. Going to the video during feedback permits the teachers to be more accurate in their comments. Participant 6 reported that "during the feedback, we had the iPad or the computer and we went into the video indicating 'look, that's what I'm saying'". Teachers reflect on a specific moment while having the possibility to view the moment, provoking more accurate feedback. They can analyse not only what was noted, but also further and deeper features of the action. The analysis can be focused on micro-specific items and the feedback can be more beneficial.

As stated earlier, when the video is watched before the feedback, the observee focuses on the tagged features instead of viewing the whole classroom recording. In this vein, the observed prepares for the feedback discussion knowing what the observer tagged and doesn't have to view all the session. VEO, therefore, speeds up the feedback process, fitting in to teachers' busy schedules. As participant 2 stated,

I mean, I go straight to where the observer has written the note, on the tag and see why. I click and, automatically, VEO takes me to the moment. I press play and I see what happened. The system speeds up the feedback because the observed had already seen what you had thought, what the observer had already written, and then the conversation was much more smooth. There was not much to think about, he/she already knew what you meant... so it was much more flexible.

It is very important to note that teachers highly appreciate the reduction of time the use of VEO engenders. They don't spend time trying to remember what it was they wanted to comment on, in which classroom moment, why it happened, etc. VEO gives this information to the teachers before the feedback and, in consequence, they have more time to speak about and uncover reasons behind what happened and draw conclusions.

3.4 Comments and Online Portal

When the videos are uploaded to the Online Portal, each member of the group can watch their videos, and videos shared with them, anytime they want. The possibility of viewing their colleagues' videos is another very well received characteristic. As participant 6 says, "now, I have seen everyone's videos (...) which has been cool". Teachers claimed this as one of the most valued features of VEO. The system also gives the possibility to comment on the videos uploaded by the teachers. Most of the teachers viewed and commented on their colleagues' videos online. In this way, VEO becomes a

professional, social network. In fact, with VEO all the group members become observers. They can watch their colleagues videos and comment on what they see. The comments are considered differently, in contrast to the feedback given by the observer. This provides very diverse feedback, when different perspectives are combined. As participant 3 says, "I have been wanting to observe my colleagues for a long time and we can never do it (...), but now I don't need to, I can view any of their classes. In fact, participant 4 stated that she wanted to teach a topic I had done in one recorded class and she went on straightaway and took some ideas".

Moreover, the discussion is opened up to all the group members. The different feedback proposed can serve to observe in a similar way to the first observer's feedback, who had recorded the session. However, the discourse created is different, because the comments and their replies felt more like "Facebook" or social network style comments. For example, participant 1 viewed participant 4's classroom activity. Her comments served to think about their own teaching practice, because, as she claimed, the tag system and searching facility allows the user to easily find what he/she is looking for across all of the videos.

Regarding to the social network feature, participant 2 highlighted one technical advantage:

We don't have to convert anything, there is nothing to change over to USB, (when shared) everybody can see it and, above all, can write all the comments as if it was a social network (...). This is a huge difference, I mean, the storage, for example: I always had to store the observations every year, but now I don't, everything is there, easily accessible. Of course, it's important that each observation is titled well and uses their correct date to avoid confusion.

As stated, VEO helps in the management of the peer observation procedure. With VEO, the videos can be shared easily, teachers only having to upload the video to the platform. In consequence, some steps of more manual processes are avoided and it is felt easier to store and keep the videos. All of the shared classroom resources can be viewed by all the teachers whenever they want. If, after the peer observation action, they want to focus on how one colleague presents or work with a specific linguistic content or topic area, they always have the possibility to search for the videos when convenient, and see their area of focus as often as they like. For example, if a teacher wants to know how a colleague develops a specific task he/she wants to introduce into their classroom, he/she can search on their videos without problems.

4 CONCLUSIONS

This study has focused on reviewing, broadly, the beliefs and feelings of a group of Spanish as a Foreign Language teachers using VEO for peer observation. Overall, as outlined above, feelings about using VEO were strongly positive. All the teachers claimed that this tool improved the peer observation process, above all, because they can focus on specific features tagged by observers. The possibility to tag specific features eases the feedback session, making it more accurate, while still allowing for note-taking. The time-saving benefits are also clear. Furthermore, the value of the notes is leveraged more accurately due to their relationship with the tagging system. Attaching the notes on their correspondent tags, permits to the teachers go directly to them on the feedback sessions. The notes can focus more on aspects of practice, as they don't need to report on what happened, as this information is contained within the video, so the comments don't have to be contextualized by the note-taker.

The graphs VEO provide to the teachers after tagging the classroom and assessing the features as positive or negative also received a positive evaluation by the teachers. They found them very useful because, at a glance, they can gain an overview of what happened in the classroom and an overall view on the evaluation of observee performance from the observer point of view. It was felt a good way to start the feedback session due to the summary provided. Despite, some teachers, reported not being able to control fully accurately some features of the tagging system, such as, for example, the Teachers Time Talk-Students Time Talk buttons, they considered that the results exposed in the graphs gave a clear reflection of how the class was managed. For the observee, graphs are a great tool to understand their pedagogical performance. In consequence, according to the teachers, VEO greatly improves their feedback processes, providing a highly beneficial summarizing tool.

Belonging to a community of practice is one of the other positive features of VEO. The creation of an online space where teachers can share their videos and comment their colleagues' classroom activity implies the possibility to grow as teachers beyond the peer observation action [16]. They can focus on

observable differences to increase their teaching skills, indicating that video recording is a great tool for teacher development [17]. Teachers can also come back to the videos whenever they consider it appropriate. They can focus on specific classroom features due to the tagging system and view how their colleagues carry out some specific classroom actions they are interested in. Moreover, in the online space they can keep writing comments about their colleagues' performances, so they can keep working on classroom observation beyond the activity, as allowed in their everyday timetables. Regarding the comments, it is worth highlighting that teachers believe it to be positive to comment other colleagues' videos, providing the opportunity to give and receive feedback in a social network style environment.

However, practice is recommended before using VEO in anger, as the tag system can initially appear complex for those not accustomed to using it. Moreover, teacher observation as an activity, is best suited to not tagging every single action throughout the entire teaching episode. When wanting to analyse some specific discursive aspect, that feature should be tagged. While tagging could seem initially complex, it must be born in mind that this is simply a tool to focus attention on some specific and key aspects, the entirety of the classroom features doesn't need to be captured in tagging. In consequence, using VEO for research could be highly applicable, although further trials are needed to investigate this assertion fully.

The data collected within this study has permitted focus on VEO's predominant features, and their use by teachers. This study has intended to explain, broadly speaking, how teachers felt using VEO. Due to the limited scale of this research, it was not possible to dig deeper into every specific VEO feature. It is expected that in future research, focus could be deepened, exploring in further detail teachers' perceptions on specific features within VEO and the influence on their practice, including, the tagging system or the comments on the VEO professional/social network.

This study has shown how teachers consider VEO as a great resource for their own teacher development. Its implementation gave them a targeted resource to improve a peer observation process. VEO makes peer observation easier, faster and more accurate, giving the opportunity to pursue reflection on classroom practice conveniently before and after feedback, and making available a vast supply of colleagues' classroom data for further reflection on pedagogical practices.

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