

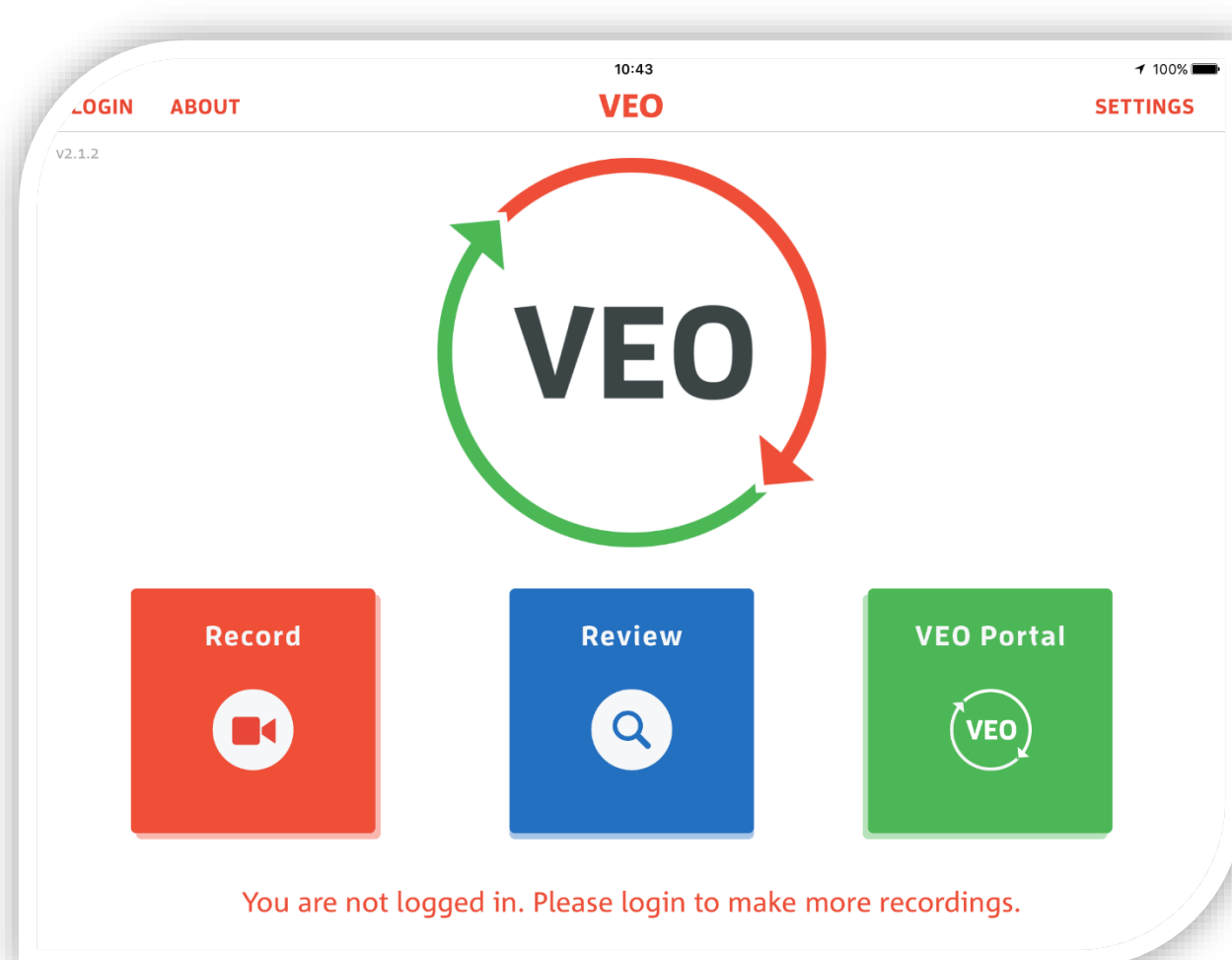


# Video Enhanced Observation (VEO) for Professional Development

Tracking the development of teachers' reflective practices in the transition from the teacher training year to the initial teaching year

This PhD project aims to track the development of the reflective practices of a group of English language teachers starting from their senior year practicum course and continuing with their first year of teaching.

Participants will be asked to use VEO to record their teaching practices and reflect, several times over the course of two years.



## Research Questions

How and to what extent does VEO support teachers' professional development over two years: from teacher training to initial teaching?

1. How do teachers use VEO for their reflective practices and how do these practices develop/change from teacher training to initial teaching?
2. To what extent does VEO support teachers' reflective practices during teacher training and initial teaching?
3. What are the advantages and disadvantages of using VEO during this transition?

## Research Design

### Participants

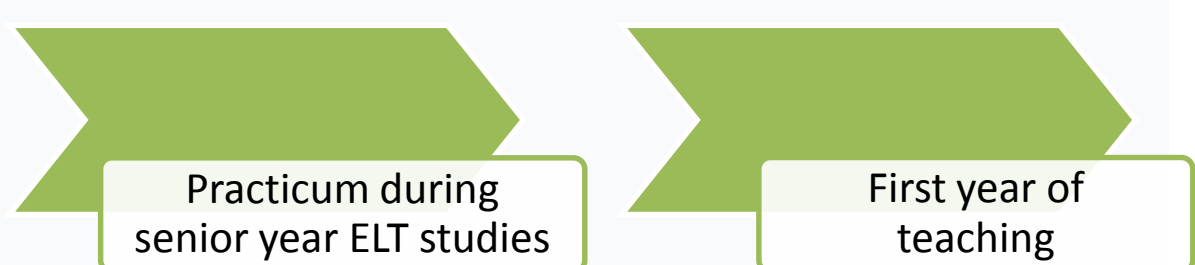
10 English language teaching candidates from Turkey.

### Method

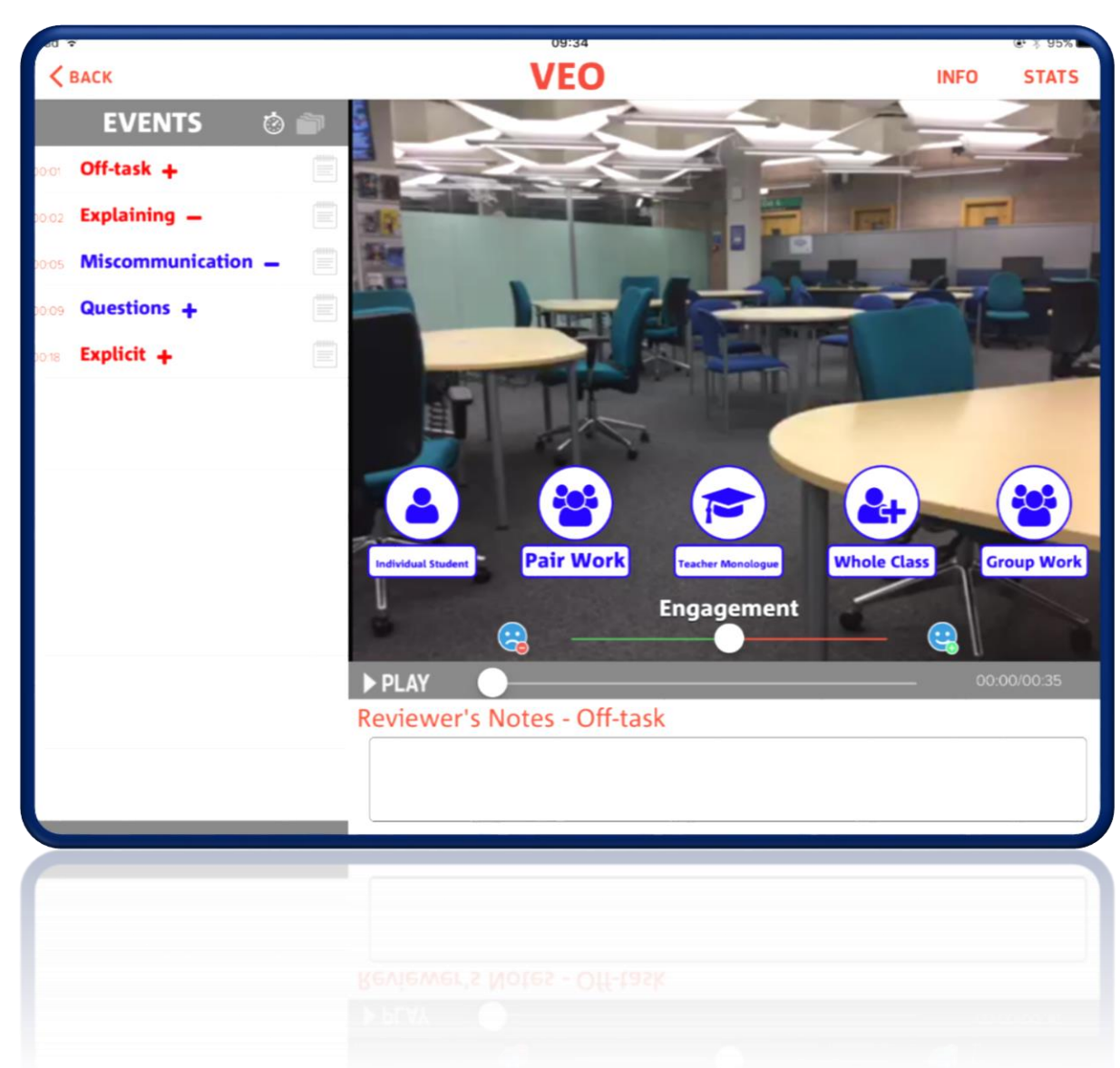
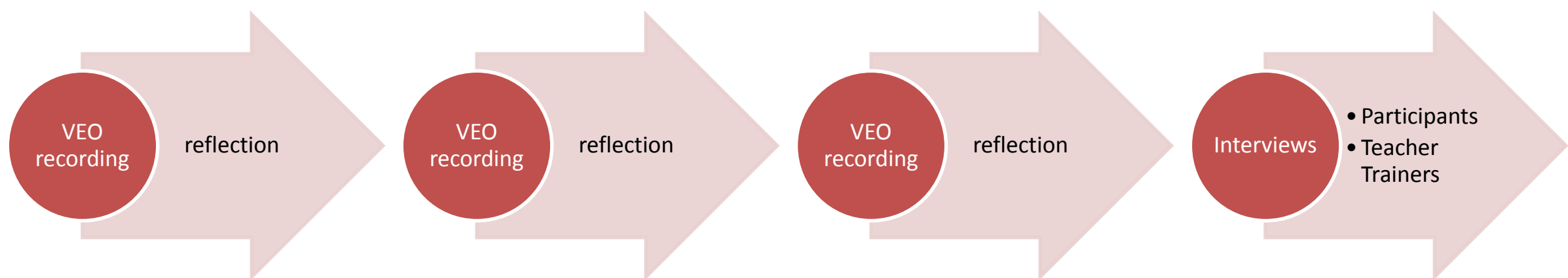
Longitudinal case study with a single case embedded design.

### Procedure

Tracking the development of reflective practices over the course of two years.



## Data Collection



## Contact

Saziye Savaskan  
Supervisor: Prof. Paul Seedhouse

s.savaskan2@newcastle.ac.uk  
paul.seedhouse@newcastle.ac.uk