

## Video stimulated recall

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### Pilot study for future research project

This video shows Fred observing clips of a lesson he has just taught. At the beginning Jason instructs Fred to pause the video whenever he feels he can recall his 'interactive thinking' (IT) – i.e. the thoughts he was thinking as he was teaching – during the lesson. He is encouraged to recall only his interactive thoughts, rather than current observations, general beliefs, or post-hoc rationalisation (Borg, 2006).

Fred spends about 6 minutes recalling using this method. The advantage of the method used is that it gives control of the playback to the teacher-participant, reducing both the pressure to need to recall, and the danger of the teacher second-guessing the researcher's interest or intent if the latter has control of playback. We found this to be the most conducive of 3 methods we tried for facilitating such recall. Feel free to email Jason if you would like full details of the pilot study: [j.anderson.8@warwick.ac.uk](mailto:j.anderson.8@warwick.ac.uk)

While there are many ways of doing video stimulated recall, for researchers who are interested in using it, there are some advantages to the approach shown. The video clip shows both the teacher (including his body language) and the lesson itself, with volume audible. This makes it somewhat easier to analyse the lesson events, the teacher's recall of their thoughts, while also retaining awareness of the challenges of researching IT. It's also very useful if transcription of both sets of data (lesson and recall) are planned. It is facilitated by playing back the lesson video on the laptop screen, while simultaneously projecting it (via HDMI, screen replicated) onto a larger screen that the camera can also see. In this case, it's a large interactive whiteboard-monitor, but a data projector, smaller TV or second monitor could also be used.

### Reference

Borg, S. (2006) *Teacher Cognition and Language Education*. London: Continuum.