

# Video stimulated recall, reflection and dialogue: Introduction to the method

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## An introduction to:

- What the method involves
- When and why the method might be useful
- Some key decisions and challenges
- Some ethical issues
- How we in NCRM are benefitting from the method
- *(and the kinds of questions you need you ask yourself)*

## What the method involves

- A retrospective think aloud advanced interview technique
- Designed to enable the interviewee to relive an original situation - with vividness and accuracy – through being presented with a stimulus from the original situation – in this case a video
- Perhaps prompting reflection & dialogue as well as recall
- The video is not the (primary) subject of the analysis; it is the talk that is generated that is analysed
- *What are you wanting to be relived and why?*
- *What stimulus would be sufficient for you?*

## When and why?

- When you want to probe what happened, how the interviewee felt, why they made the choices they made...
- To make visible what is hard to see and hard to know – to researchers **and** to participants
- To combine data about participants' actual behaviour and the thinking that comes with that behaviour – which can be complex, automated, and difficult to access (Lyle 2002)
  - *Is this of benefit to you?*

## Video stimulated dialogue in action

[A short except selected by the research team is played]

Researcher 1: I think, well Melanie will probably say more about this than me, but I think we're interested in that in particular because it was one of the moments [when] you're quite engaged ...

Researcher 2 (Melanie): There was nodding then, for the tape ... it wasn't very long ago [laughter] do you recall that moment?

Participant (Liz, a learner): Actually I disagreed very strongly with what was being said, but perhaps, I don't know if that came across that I did. Well I didn't say, I didn't say 'I strongly disagree'.

## Some key decisions

1. *What kind of stimulus will work best?* (audio, photo, video -temporal, sequential, multimodal, engaging cues) *What are the disadvantages of video?*
2. *What does the camera need to see?* (angles, zoom, soundscape)
3. *When and how to share the stimulus?* (immediate/delayed; together/separate; interview/focus group)
4. *Who chooses the excerpts for probing?*

## Some challenges

1. Capturing the video - being unobtrusive and gaining data of sufficient quality
2. Sharing the video – single picture/‘picture-in-picture’/‘split-screen’/raw/edited – quality of playback equipment

See <http://eprints.ncrm.ac.uk/3599>

## Some ethical issues

- *Is it ok to position people as the subjects of our professional/research gaze?*
- *Or should we be reflecting together and avoiding evaluative judgement?*
- *Who controls the process – of deciding what should be filmed & how, who selects the video and decides on the focus of the questions etc?*
- *What feelings of ownership or vulnerability are we generating?*



## Using the method in NCRM

- Teasing out pedagogical content knowledge – the hard to know in classroom interaction
- Getting at complexity & making the implicit explicit
- Facilitating dialogue about the process and effects of pedagogical decision-making
- Learning for our shared *and* distinctive purposes
- Flagging up discrepancies between what we think we are seeing and the participants' explanations

## Prompting reflection

“Yeah, I think I just quite like the fact it felt quite conversational, I felt quite relaxed at that point when I suppose there was some comments that were feeding on from other members; it wasn’t like I was always asking the questions. It felt like it was really interesting, lots of interesting questions.”

(Teacher in Nind, Kilburn & Wiles, 2015)

## But ...

- Recall doesn't always need to be stimulated!
- It can be hard to find the most provocative moments
- Lived experience does not always translate into video
- Video becomes part of the interaction – a response as well as a trigger

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