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Observation methodology and Observation design: The Complementary Use of Video and Screen Recordings in Educational Research

In today's increasingly digital society, investigating how to capture what goes on in the classroom and discussing how best to capture teachers' and students' classroom practices methodologically. The importance increases when these practices are scattered across different digital devices and are increasingly individualised. These important aspects of education, specifically digital activities, skills and competence, must be captured systematically in the classroom. While traditional video offers a holistic perspective on classroom activities, including the teacher's complex role as facilitator, screen recordings focus on details on students' screens.

In this workshop we will discuss the complementary use of traditional video recordings and screen recordings from students' computers. We will look at videos and screen recordings together to discuss the methodological strengths and weaknesses of both types of recordings when aiming to capture digital practices in naturally occurring classroom situations. We will look at two examples from classroom recordings. One is from language teaching in lower secondary school in England, France and Norway where we captured multilingualism on video through student talk in various languages (Eiene & Brevik, 2025). The other one is from upper secondary English teaching, where we captured how the students played the digital commercial game *Adventures with Anxiety*, by combining video and screen recordings (Ahmadian et al., 2024). We will also engage in a discussion of ethical considerations, such as placing non-consenting students in the camera's blind zones versus allowing them to self-regulate their participation through screen recordings.

Relevant publications

Ahmadian, S., Brevik, L. M. & Öhrn, E. (2024). *Adventures with Anxiety: Gender bias in using a digital game for teaching vocational English*. *Journal of Computer Assisted Learning*, 40(6), 2715–2734.

<https://doi.org/10.1111/jcal.13006>

Eiene, Sarah M. Ø. & Brevik, Lisbeth M. (2025). *A dialogic whole: Creating space for student talk in digitally-rich language classrooms in England, France and Norway*. *Teaching and Teacher Education: An International Journal of Research and Studies*. ISSN 0742-051X. doi: [10.1016/j.tate.2025.105334](https://doi.org/10.1016/j.tate.2025.105334)