

## PAPER DETAILS

TITLE: The Usage of Video Blog (vlog) in the "School Experience" Course: The Opinions of the Pre-service Teachers

AUTHORS: Mustafa FIDAN,Murat DEBBAG

PAGES: 161-177

ORIGINAL PDF URL: <https://dergipark.org.tr/tr/download/article-file/420174>

## **The Usage of Video Blog (vlog) in the “School Experience” Course: The Opinions of the Pre-service Teachers**

**Mustafa Fidan\***

**Murat Debbag\*\***

### **Abstract**

The aim of this study is to provide that the pre-service teachers make their individual video blogs and they reveal their opinions about the process in the "school experience" course that is among the teacher education programs and has been chosen in accordance with the principles of forming vlog. Case study, one of the qualitative research patterns, was used in this study. The data was collected through semi-structured interviews. Criterion sampling which is one of the purposeful sampling methods was used in determining the study group. The obtained data was analyzed by content analysis. At the end of the research, the pre-service teachers expressed opinions regarding that vlogs are useful mostly in professional and technical terms. Accordingly, it was observed that vlog contributes to recognizing the shortcomings, reviewing and correcting them (reflective learning, self-regulation skill) and to the development of self-expression, communication, information sharing, critical thinking in terms of individual and social development. In addition, pre-service teachers attracted attention to technical aspects such as easy accessibility, common use and easy uploading-watching. On the other hand, relating to the limitations of vlog, it was observed that the pre-service teachers were tense, excited and shy in the video shoots and that they had correction problems related to the wrong shootings and they had concerns about confidentiality related to the videos. Educational inferences and recommendations are also included in the results.

**Keywords:** vlog, video blog, teacher training, blog-based learning

---

\* Specialist., Bartın University, Distance Education Research and Application Center, Bartın, Turkey.  
E-mail: mfidan@bartin.edu.tr

\*\* Specialist., Bartın University, Distance Education Research and Application Center, Bartın, Turkey.  
E-mail: mdebbag@bartin.edu.tr

## Okul Deneyimi Dersinde Video Günlüğü (vlog) Kullanımı: Öğretmen Adaylarının Görüşleri

### Öz

Bu araştırmanın amacı, öğretmen yetiştirme programlarında yer alan ve vlog oluşturma prensiplerine uygun olarak seçilen “okul deneyimi” dersinde öğretmen adaylarının bireysel video günlüklerini oluşturmasını sağlamak ve onların bu süreçle ilgili görüşlerini ortaya koymaktır. Bu amaç doğrultusunda araştırmada nitel araştırma desenlerinden durum çalışması deseni kullanılmıştır. Veri toplama yöntemi olarak ise yarı yapılandırılmış görüşme tekniğinden yararlanılmıştır. Çalışma grubunun belirlenmesi için amaçlı örnekleme yöntemlerinden ölçüt örnekleme yöntemi kullanılmış olup, araştırma toplam 24 öğretmen adayı ile yürütülmüştür. Elde edilen verilerin çözümlenmesi aşamasında içerik analizi yöntemi kullanılmıştır. Araştırma sonuçlarına göre, öğretmen adayları vlogun en fazla mesleki ve teknik anlamda yararlı olduğuna ilişkin görüş bildirmişlerdir. Bu bağlamda vlogların öğretmenlik mesleğiyle ilgili eksikleri görme, gözden geçirme ve düzeltme imkânı sağladığı (yansıtıcı öğrenme, öz-düzenleme becerisi), kişisel ve sosyal gelişim açısından; kendini ifade etme, iletişim, bilgi paylaşımı, eleştirel düşünme gibi becerilerin gelişiminde katkı sağladığı görülmüştür. Ayrıca öğretmen adayları teknik açıdan; kolay erişilebilirlik, yaygın kullanım ve kolay yükleme-izleme gibi özelliklere dikkat çekmişlerdir. Diğer taraftan vlog sınırlılıkları kapsamında elde edilen görüşlere göre ise öğretmen adaylarının; psikolojik-fizyolojik açıdan video çekimlerinde gergin, heyecanlı ve çekingen oldukları; teknik açıdan yanlış çekimlere yönelik düzeltme sorunları ve videolara ilişkin gizlilik endişesi yaşadıkları tespit edilmiştir. Söz konusu sonuçlar doğrultusunda araştırmada eğitsel çıkarımlara ve önerilere de yer verilmiştir.

**Anahtar Sözcükler:** vlog, video günlüğü, öğretmen yetiştirme, blog tabanlı öğrenme

## Introduction

The developments in the information and communication technologies have provided the new educational thoughts to come to light by directing the learning and teaching processes in education. The Web 2.0 technology that became widespread in the educational field, especially in the last 20 years, is also one of the implementations that has supportive features for learning and teaching (Divitini, Haugalokken & Morken, 2005; Glud, Buus, Ryberg, Georgsen & Davidsen, 2010; Wan, 2010; Hsu, Ching & Grabowski, 2014; De Wever, Hämäläinen, Voet, & Gielen, 2015). Web 2.0 is the new generation internet technology to define applications like blog, wiki, RSS, mashup, tag, social networks (O'Reilly, 2005; Davies & Merchant, 2008; Parmaxi & Zaphiris, 2016). It supports the experiences of learners by facilitating instructional process in educational context (Costa, Alvelos & Teixeira, 2016) and provides interactive and cooperation based sharing opportunity to the users in the Web environment by emphasizing social interaction and collective intelligence (Murugesan, 2007).

In accordance with this point of view, the researchers and the practitioners foresee that the potential of the blogs that have easily been accepted by the internet users and that is the leading one among the extraordinarily developed tools of the late years will play a both pedagogic and social role in educational environments (Godwin-Jones, 2008; Tess, 2013). When the blog based pedagogy researches are examined, it is observed that blogs can be used as online magazines in which the users can keep their studies/works up to date (Matheson, 2004) as well as digital portfolios allowing mutual communication between the writer and the reader (Churchill, 2009; Parkes, Dredger & Hicks, 2013).

When examined from social perspective, it can be mentioned that blog based learning gets the greatest support from Vygotsky's social constructivism and Bandura's Social Cognitive Theory. According to Vygotsky (1978), learning occurs when students socially interact with people and when they internalize the data obtained from these interactions. Also, Bandura (1999, 2001) states that learning can take place when people observe the behaviour of the other people and take them as a model as humans are social beings. Therefore, blogs that facilitates peer feedback can provide context for social interactions and these kinds of interactions allow the participant individuals to internalize the data formed in the online interactions (Bonk & Cunningham, 1998; Ferdig & Trammell, 2004; Halavais, 2005; Coutinho, 2007; Hourigan & Murray, 2010; Tan, Ladyshevsky & Gardner, 2010; Hung, 2011; Noel, 2015). Also, several studies were carried out in order to demonstrate the effect of forming blogs on the learning experiences of the students related to the performance and/or emotional results. Besides the findings demonstrating that it increases the motivations of the students (Karger & Quan, 2005) and their learning performances (Wang & Tang, 2012; Huang, Chen & Mo, 2015) positive results were revealed related to reflective thinking, critical thinking, information sharing, attitudes/perceptions, learning participation and the sense of community of the students in the blog based environments (Chou, 2011; Yang & Chang, 2012; Tang & Lam, 2014; Pavo & Rodrigo, 2015).

And in the video based blogs, if the structure of the blogs is appropriate, each entry may include text, sound, video or picture (Knight, Hakel & Gromko, 2006). However, blogs can be formed as video blogs (vlog), audio blog and textual blogs as they will include only one of those media types in accordance with their intended use or needs. Especially, forming and sharing videos including all of these media types (sound, display, text) has become easy with today's mobile devices and mobile internet services that provides high bandwidth. Within this context, the internet users have started to use multiple platforms to communicate, learn

and have fun with the spread of social media, this formed a basis for the combination of the online informal learning and face-to-face learning in the classroom (Jenkins, 2006; Cayari & Fox, 2013; Jenkins et al., 2013). YouTube, which is one of these platforms is a video sharing website in which the people who form videos are included as users, that allows them to socialize through interacting other users (Burgess & Green 2009), allowing voting and comments (Chang & Lewis, 2011), allowing the followers to be more included in the lives of the users (Stever & Lawson, 2013). YouTube, with these characteristic features, provides a unique platform to form video blogs and reach the other users in the social network. YouTube is the website that hosts the highest number video blogs (35%) in comparison with the other video sharing sites (Mogallapu, 2011).

Although it is derived from blog (Jackson & Wallin 2009; Kellner & Kim 2010), vlog, also known as video blog, is a blog type is composed of video series that the users shoot by themselves, they upload to the Internet environment after optional edits and that the users can comment about and vote (Gao, Tian, Huang & Yang, 2010; Frobenius, 2011). In the general sense, the most significant feature of vlogs is that a person forms his/her own experiences and share them as videos. From this aspect, it is different from the randomly shot videos (commercial, films, news etc.). The users can share their vlogs through several platforms such as YouTube, Vimeo, Dailymotion, and Facebook (Mogallapu, 2011). The people who form videos are called "vlogger" as in the relation between blog and blogger and all their sharings are archived in their vlogs (i.e.; in the YouTube channel) chronologically (Herring et al. 2005). It also aroused the attention of the researchers that vlogs have become a popular way people share their "moments" related to their observations, thoughts and lives (Lange, 2014).

When the related literature is examined, the studies that aim to reveal the educational potential of vlogs and the vlog forming sites like YouTube come into prominence. Accordingly, it is observed that the studies related to the contributions of vlog to language (Shih, 2010; Hung, 2011), dialogical (Jackson & Wallin 2009; Kellner & Kim 2010) and peer learning (Hrastinski & Aghae, 2011; Hung, 2011; Jensen, Mattheis & Johnson, 2012; Fox & Cayari, 2016) were carried out at the secondary school and the university level. However, it is observed that the studies on the usage of vlog regarding professional development at the university level, especially in teacher training programs are limited (Kajder & Parkes, 2012; Parkes, Dredger & Hicks, 2013). Thus vlogs are effective in the development of the reflective thinking of the learners (Parkes & Kajder, 2010; Kajder & Parkes, 2012), in self-assessment of a person (Chenail, 2011, Parkes, Dredger & Hicks, 2013), peer learning, in learning technical and professional qualifications (Hung, 2011). Therefore, it is thought that pre-service teachers use vlog applications which are newer compared to blogs will have important contributions in terms of professional and social developments, in relation to obtaining knowledge and skills. In this context, "school experience" course, that pre-service teachers can share their internship experience in the classroom environment and that is considered to be suitable for the vlog structure, was included in the scope of the research. The "school experience" course is an important course in which pre-service teachers can put their previous knowledge and skills into practice and gain experience in the real classroom environment.

Based on the studies and evaluations summarized above, the aim of this study is to provide that the students make their individual video blogs and they reveal their opinions about the process in the "school experience" course that is among the teacher training programs and has been chosen according to the principles of making vlog.

### Method

This research was carried out by case study, which is one of the qualitative research methods. In case study, an event or case is examined thoroughly and sophisticatedly in its own real environment (Yıldırım and Şimşek, 2012). In this research, video blog (vlog) usage in "school experience" course is considered as a case.

### Study Group

The study group of the research includes 24 pre-service teachers who attend the "science education department" of a university's Educational Faculty in West Black sea Region, in the spring term of 2015-2016 academic year. 10 (41.67%) of the participants are men, and 14 (58.33%) of them are women. Their average of age is 23.1 (SS=1.14). The general academic grade point averages vary between 2.25-3.86 (4-point grading system). In the research, while choosing the study group, criterion-sampling method, one of the purposeful sampling types, were used. Accordingly, the following are taken as a basis: the participants; (i) attend the "school experience" course, (ii) do internship in a school of the Ministry of National Education (iii) have an intelligent device (tablet, cell phone etc.).

### Gathering Data

In the research, the perceptions of the students related to vlog usage was tried to be determined by semi- structured interviews. Accordingly, the semi-structured interview form was prepared including three open- ended questions by receiving the opinion of the related expert. For providing the internal validity of the interview form; the opinions of the four domain experts (all 4 with doctoral degree, 2 of them in training programs and teaching and 2 of them in assessment and evaluation), the questions were put into final form by doing the required corrections in accordance with the feedback. The questions in the interview form are as follows:

- How did it contribute you to form your video blogs, related to your school experience, and to share them in YouTube?
- How did you feel while you were forming your video blogs related to your school experiences by shooting yourself?
- What were the difficulties that you came across while forming your video blogs related to your school experiences and sharing them via YouTube?

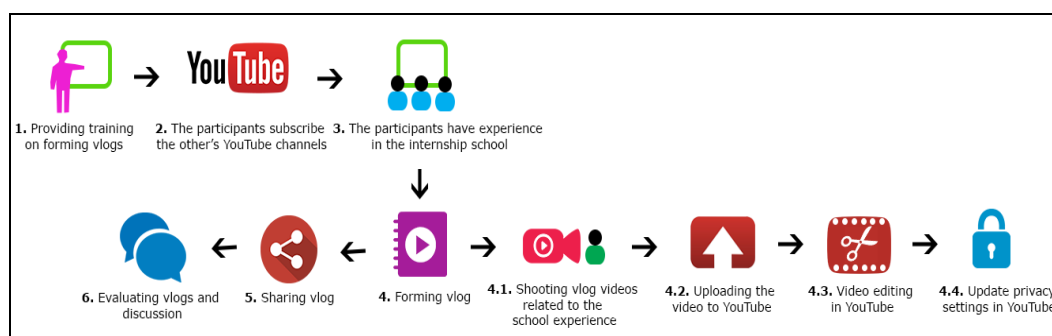
In addition to these, additional questions (like Why?, what kind of problems?, Can you give examples?, What makes you feel like this?, Which feature of YouTube?) were included if required. Before the main interview, pilot interviews were carried out with four pre-service teachers that were out of the study group in order to control the intelligibility of the questions. As a result, it was observed that the questions were clear and intelligible. However, the data obtained from these pilot interviews were not used in the scope of the research. At the beginning of the interviews, the participants were asked "Can you introduce yourself briefly?". During the interview, leading questions were avoided. The interviews were carried out on the days and hours that were determined by the pre-service teachers. At the beginning of the data gathering, the participants were informed about the research, they were provided to participate the research voluntarily. Tape recorder was used in all the interviews. At the end of the interviews, 675 minutes of record data was obtained.

## Implementation Process

In the research, the pre-service teachers formed vlogs regularly every week within the scope of "school experience" course, related to their internship experience. Before the implementation, the researchers provide an information training to the pre-service teachers related to forming and sharing vlogs. The students were asked to reflect and share their instructional experiences in the school freely while forming vlog. Specifically, video blogs includes all the learning activities of the pre-service teacher together with the relations with students, teachers and school managers, experiences in the classrooms that they make observations, the educational and professional inferences related to the course, self-assessments, the knowledge and skills that the pre-service teacher gained. The participants told their experiences by shooting videos using the cameras in their intelligent devices and they shared these videos in their video blogs via YouTube.

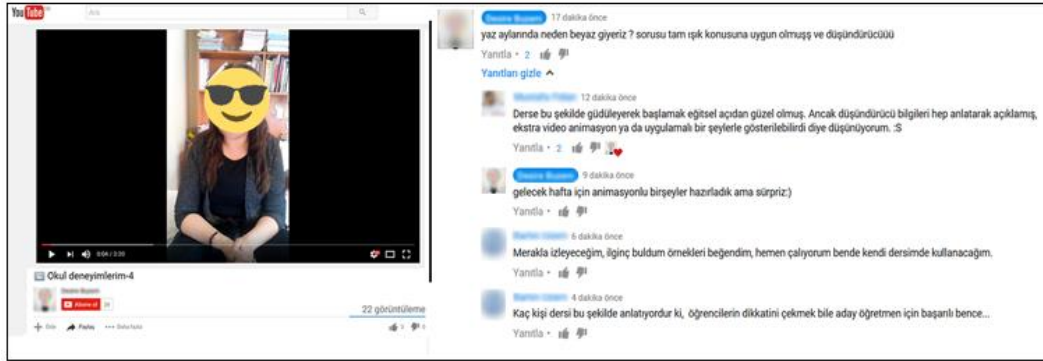
YouTube was preferred for video sharing because of both its common usage and the opportunities it provided (discussion environment, video editing, voting, statistical follow-up, privacy settings, simple and practical interface etc.). Each student subscribed the YouTube channels (video blog) of the other students in order to watch and evaluate (voting, discussion etc.) their videos. Also, the teacher of the course subscribed the YouTube channels of the participants and carry out evaluations and guidance. The steps of the implementation process are summarized below in Figure 1:

Figure 1. *Implementation process*



Before the vlog sharing, every student edited his/her weekly video on YouTube. (i.e.; video cut and join, adding texts, adding effects). The average time of the videos varies between 3 and 7 minutes. Also, he/she shared the video link with other friends by ticking the "out of list" option in the privacy settings. Each student watched and evaluated the videos of the other participants. Accordingly, the participants showed whether they liked the videos or not by clicking the buttons just below the videos. Then, a discussion platform was formed as the participants commented on the others videos. During the implementation process, the screen shots related to the video shared by a pre-service teacher and the comments of the other participants about the video is demonstrated in Figure 2 below:

Figure 2. The screenshot related to a vlog example shared via youtube and the comments of the participants



### The Role of the Researcher

In the implementation process, the researchers had a contact meeting related to the vlog usage with the pre-service teachers and the teacher of the course and provided technical support during the process. Accordingly, they gave an educational seminar related to the use of YouTube for vlog within a course hour. The researchers had interviews with the participant at the end of the implementation, converted the sound recordings to text, analyzed the data and prepared reports of this data.

### The Analysis of the Data

The data obtained in the research was analyzed by the content analysis method via MAXQDA 12 program. The similar data is organized within the frame of specific themes and concepts (Yıldırım and Şimşek, 2011). The sound recordings obtained from the interviews were listened and the expressions of the participants were converted to 62 pages of text literally via Office Word program. The data obtained in the first phase were separated into meaningful parts and codes were formed according to these. Then, the codes that formed a related and meaningful wholeness with each other were grouped according to their similar features and themes and sub-themes were formed. Under the findings topic, the codes were given together according to their prevalence.

### The Validity and Reliability of the Research

The criteria of persuasiveness, verifiability and consistency were taken into consideration in providing the validity and the reliability for the research (Yıldırım and Şimşek, 2011). In the research, as the vlog implementation process lasted 14 weeks, a long time interaction was provided with the students and the persuasiveness was increased by eliminating the possible problems related to the researcher. So, it was provided that the participants expressed their real opinions. In the research, vlog records were used as well as the sound recordings obtained from the interviews as data diversity. The procedural process of the research (i.e.; research design, the characteristics of the participants, the implementation process, the collection of the data, data analysis) was defined in detail in increasing the transmissibility of the research. In addition, criterion sampling was preferred



in choosing the study group. In order to support the research findings, direct quotations were used. In the quotations, the personal info of the “pre-service teacher” was kept confidential and coded as PST-1, PST-2, PST-3 etc. After converting the sound records into text, they were sent via email and they were provided to be validated. The obtained data were also coded by two experts, other than the researchers, who are experienced in qualitative research in different times and different environments and these coding was compared. The percentage of the agreement between the coders were calculated as 94% according to reliability formula of Miles & Huberman (1994) [(agreement/(agreement+disagreement) x100)]. The findings were presented without interpretation in providing reliability. The raw data and the codes of the research should be kept to be examined when requested by the others.

### Findings

In the research, the data obtained from the interviews were analyzed by content analysis and accordingly evaluated under two main themes "the benefits of vlog" and "the limitations of vlog". 37 codes (f=149, 80.10%) related to the benefits of vlog and 17 codes (f=37, 19.90%) related to the limitations of vlog were generated. Accordingly, it can be mentioned that the pre-service teachers have intensively positive perceptions towards the vlog usage. The findings related to the benefits and the limitations of vlog are explained in detail under two topics below.

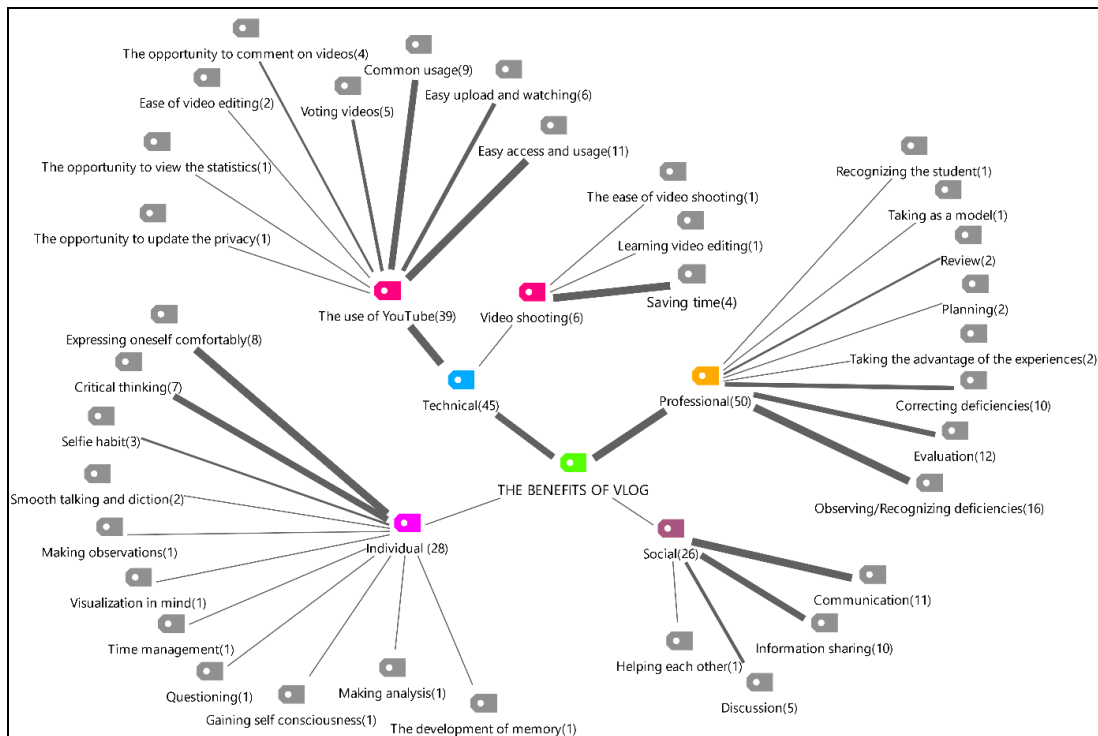
#### The Findings Related to the Benefits of vlog

In the research, in receiving the opinions of the pre-service teachers on the benefits of vlog, the question *"How did it contribute you to form your own video logs related to your school experiences and share them via YouTube?"* were asked. On the other hand, the positive answers of the pre-service teachers to the question *"How did you feel while you were forming your blogs related to your school experience by shooting yourself?"* were evaluated under this theme. In Figure 3, the sub-themes and their codes in the content analysis related to the benefits of vlog are presented.

In Figure 3, the codes related to the benefits of vlog are classified according to four sub-themes: individual, social, professional and technical. According to this, the participants expressed their opinions that vlog is mostly useful in professional (f=50) and technical (f=45) terms. The social (f=26) and the individual (f=28) sub-themes follow the codes of those sub-themes as frequencies.

In the professional sub-theme, it was observed that vlog contributed mostly in recognizing, reviewing and correcting the missing points related to the teaching profession. This emphasizes that vlog contributes to the development of the knowledge and skills related to teaching profession (pedagogically) in general terms; and individually to the development of the reflective thinking and the learning skills of the pre-service teachers. As a reference to this finding the participant with the code PST-20 expressed opinion as *"In the internship, we had the opportunity to recognize our deficiencies and mistakes by evaluating our daily activities at the end of the day. ...We had the opportunity not to repeat our mistakes in the future by reviewing our weekly activities."* Similarly, the students with the code PST-9 expressed his opinion as *"I noted down the points that I should pay attention to in my career in the future and I determined the deficiencies related to the days of internship on which I could think more thoroughly and correct."*

Figure 3. The sub-themes and the codes related to the benefits of vlog



The codes under the technical sub-theme were evaluated in two categories as "the usage of YouTube" and "video shooting" by evaluating the technical terms. This sub-theme reflects the content of the vlog related to implementation rather than the theoretical aspect. The participants expressed mainly that YouTube is an easy and useful sharing site in sharing the videos as well as they expressed positive opinions on the features of YouTube like voting videos, commenting on them, editing them. Accordingly, one of the participants (PST-13) expressed *"First of all we are familiar to using YouTube and it is very easy. Sharing information that much is something unbelievable. Sometimes I shot the videos by my cell phone and sometimes by my tablet, the application works in both and it is very useful."* Similarly another participant (PST-17) stated *"I think, voting and commenting are the most educational aspects because we can consider it as feedback."* Also, the remarkable expression of the participant coded as PST-8 *"I think editing the privacy option is a must otherwise I could beware, I couldn't feel comfortable as I would think that everybody will watch my video."* can be given as an example to the editing privacy code. On the other hand, the participants expressed opinions in "video shooting" category that they learned video editing by vlog, it was easy to shoot videos and it saved time. As a reference to these findings, the participant coded as PST-13 stated *"Cropping and editing the videos doesn't cause a lot of work, because there may be some parts to cut even you say I won't make a mistake."*

In the social sub-theme, "communication" (f=11) and "information sharing" f=10 codes are the most repeated codes. The pre-service teachers expressed that using vlog promoted the communication with the other participants, they exchanged information in the discussion environment. Thus, this sub-theme is for the positive contribution of vlog to the social relations of the pre-service teachers. Accordingly, the participant coded as PST-23 expressed

opinion as *"I think the best part of vlog is that it promotes the communication. Both mentioning and our conversations on how we shot the videos and how we will shoot them when we came face to face promoted our communication."* And the participant coded as PST-2 stated *"we discussed the experiences we talked about in our weekly vlogs both through YouTube and in the classroom, this helped to better shoot the following vlogs."*

In the individual sub-theme, it was observed that vlog mainly contributed positively to the participants to express themselves comfortably and to gain critical thinking skill. Besides, it was determined that vlog was useful for the participant in terms of diction and smooth talking skills and that also it provided self-consciousness. Briefly, individual sub-theme reflects the contributions of vlog in terms of the self improvement of the students. As a reference to these findings, the participant coded as PST-8 explained his opinion as *"Telling about what happened during the day in front of the camera made me to express myself more comfortably, I may not be able to express myself clearly by writing or I may not write most of them."* PST-13 stated *"It provided to recognize what I did, I thought myself as an audience like a jury and I had the opportunity to tell what I did by evaluating the pros and cons of them."* Besides the three participants expressed that vlog got them adopt the selfie as a habit. In relation to this finding, the expression of the participant coded as PST-6 is remarkable: *"We have already had a habit of selfie. Forming vlogs promotes this to be done as video and it promotes this habit. I think this habit is kind of self-expression."*

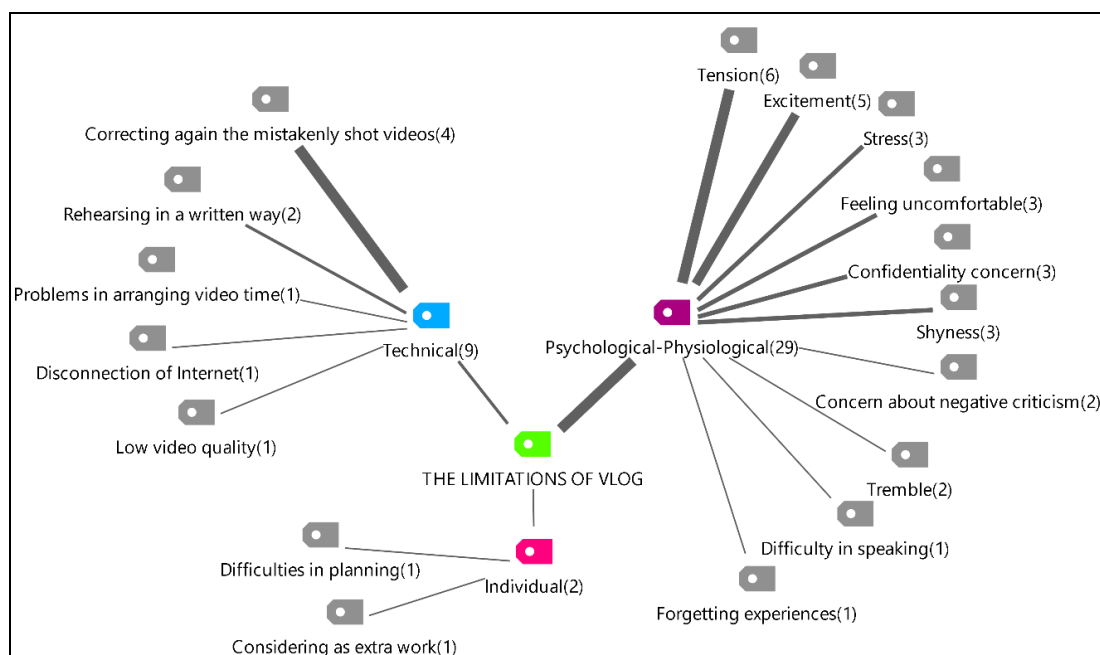
### **The Findings Related to the Limitations of vlog**

In the research, in receiving the opinions of the pre-service teachers on the limitations of vlog, the question *"What were the difficulties that you came across while forming your video blogs related to your school experiences and sharing them via YouTube?"* were asked. On the other hand, the negative perceptions of the pre-service teachers about the question *"How did you feel while you were forming your blogs related to your school experience by shooting yourself?"* were evaluated under this theme. In Figure 4, the sub-themes and their codes in the content analysis related to the limitations of vlog are presented.

In Figure 4 the codes related to the limitations of vlog are classified according to three sub-themes: psychological-physiological, technical and individual. According to this, the participants expressed opinions mostly on psychological-physiological (f=29) sub-theme. The technical (f= 9) and the individual (f=2) sub-themes follow the codes of that sub-theme as frequencies.

The mostly repeated codes related to the limitations of vlog in the psychological-physiological sub-theme are "tension" (f=6), "excitement" (f=5), "stress" (f=3), "feeling uncomfortable" (f=3) and "shyness" (f=3) respectively. Accordingly, it was observed that the participants were uncomfortable mostly during the video shoot, also physiological reactions were observed related to this. At this point, the participant coded as PST-17 explained his opinion as *"I feel seriously tensed because of this work. Because I have video camera phobia, I can't talk when I see a video camera, I feel stressed and I say to myself that it is better I don't speak."* Similarly, the participant coded as PST-8 expressed that *"It is better not to mention about talking in front of a video camera as I feel shy when my photo is taken."* After the video sharing two of the students expressed their concerns on confidentiality and accordingly the participant coded as PST-4 said *"I feel anxiety that others will see and make fun of me."*

Figure 4. The sub-themes and the codes related to the limitations of vlog



In the technical sub-theme, it was observed that the pre-service teachers had difficulty in editing the videos when they shot them in a wrong way. Besides this, some participants expressed that they lost time as they rehearsed by writing, they had difficulty to adjust the video time. As a reference to these findings the participant coded as PST-20 stated that *"Indeed I sit in front of the camera willingly to tell what I experienced all day. But I don't like my shooting as I feel excited or I worry that someone will criticize negatively, and this time there is no opportunity to correct again, and it won't be at my will when shot again."* The participant coded as PST-3 expressed *"It is not guaranteed to shoot video blog at a sitting. It requires to rehearse in a written way before not to make a mistake, and this causes it doesn't fully serve its purpose."*

In the individual sub-theme, it was determined that the pre-service teachers considered vlog as some extra work. Accordingly, one of the participants (PST-19) expressed his opinion as *"That is to say, it is difficult for me, I feel tired when I come back from school experience. Quite simply it is extra work to shoot myself after that."* Also one of the participants (PST-5) expressed that he had difficulty in planning as *"I prepare myself to behave without mistake, I plan what will I say on the specified points of the video. There may be problems without a good plan, I have difficulty in making plans."*

### Conclusion and Suggestions

In the research, the findings obtained by analyzing the interview data revealed two important results. Firstly, it was observed that most of the opinions and the perceptions related to the vlog used in the "school experience" course are positive; accordingly the pre-service teachers indicated that they found vlog application useful for individual, professional, social and technical reasons. Secondly, it was concluded that the negative opinions about vlog application depended on individual, psychological-physiological and technical reasons. These results are explained in detail below and discussed according to the related literature.

The participants that expressed positive opinion on vlog usage mostly found vlog for professional reasons in the research. Especially, they expressed that it contributed to their career development because of reasons like recognizing own deficiencies, correcting them in the future, not repeating them (like reflective learning, self-regulation skills), reviewing his/her own behaviors and evaluating them. Also, they emphasized that as well as providing communication, information sharing and discussion opportunity in social terms, it has advantages that is provided by the easy usage, popularity, voting and commenting features of YouTube. The pre-service teachers expressed opinions that vlog usage mostly provided a basis to express themselves comfortably and think critically.

In parallel to these findings, Hung (2011) in his study that he carried out with university students, concluded that the students expressed positive opinions about providing their professional development, expressing themselves verbally, making self-assessment and increase their technical capacity under the favor of vlog. Similarly, this is in consistency with the positive opinions resulted in the study of Liu (2016) that he researched the learning outputs of the vlog usage at the university level, and in which the students found vlog flexible and innovative, and in which they thought that it allowed multi-dimensional evaluation, developing the presentation and expression skills. The students, in the applied study of Shih (2010) that lasted 10 weeks, provided them to think reflectively, self-learning, to give feedback by commenting about others. Cavanagh, Bower, Moloney & Sweller (2014), in their research in which they aimed to determine the effect of vlog usage of the pre-service teachers on communication along a semester, concluded that the comments of the other participants on the videos that were uploaded by the participants promoted the communication and improved the reflective learning. Thus, the evaluation of vlog videos by peers and instructor promotes communication and interaction (Jenkins, 2007; Hsu, H. Y., Wang, S. K., & Comac, L., 2008; Burgess & Green, 2009; Shih, 2010) and implicitly affects learning outputs.

It is observed that the positive outputs obtained in this research about vlog usage is in consistency with the other positive learning outputs and the research findings that reveals the satisfaction of the students as well as its contributions to social learning and reflective learning related to the "blog based learning" that also includes vlog (Cameron, 2012; Ching, 2012; Gökteş & Demirel, 2012; Tang & Lam, 2014; Huang, Chen & Mo, 2015; Lee Bonk, 2016). Fox & Cayari (2016), in their study that was carried out with university graduates, determined some limitations that almost half of the students had problems related to the video editing software and also they needed more information on video shooting and editing. Contrary to this, the findings that the pre-service teachers talked about the ease of use of YouTube and thus they didn't have problems in video uploading, editing and sharing show that these limitations can be eliminated.

The positive opinions of the participants on YouTube is also in consistency with the increase of the educational potential of YouTube (Baym & Markham, 2009) and the intention of the students to integrate social media into their learning experiences (Hall, Hanna & Huey, 2013; Foley, Mather & Corrigan, 2014). When the findings summarized above are evaluated, it was observed that the pre-service teachers record all their school experiences into video blogs via vlog affected their individual learning, individual presentation performance, individual evaluations, social learning and evaluations positively. Also, these findings can be interpreted according to Social Cognitive Learning of Bandura (2001) and Social Constructivism Theory of Vygotsky (1977). Thus, individuals can learn

some behavior by observing other people and taking them as a model pursuant to their experiences. The individuals that have the opportunity to observe and evaluate others via vlogs can direct their own learning also by recognizing their self-regulation skills.

It was determined that the negative opinions of the pre-service teachers about the limitations of vlog usage in “school experience” course mostly based on the psychological-physiological reasons like tension, excitement, shyness. Similarly, also in the researches related to the micro-teaching implementations in which pre-service teachers are required to speak in front of video camera (Peker, 2009; Karataş & Cengiz, 2016), it was concluded that pre-service teachers got too much excited and this led to negative effects. This may be originated from the individual's environment, social, cultural, economic and physiologic conditions or the individual's psychology, his/her deficiency of knowledge and skills (Sargın, 2006: 14). Thus, sometimes it is observed that some people are very hesitant to speak in front of the community (when we consider that vlog videos address a community and they are available to be watched over and over) although they are well equipped, cultured and who are very good at dual conversations (Gürzap, 2007).

Most of the opinions about the technical limitations are based on the correction of the shootings that had mistake and rehearsing by writing before the shooting. The confidentiality concern is a remarkable finding although its frequency is little and it has a critical importance for the students to use internet based technologies like vlog. Internet, as a media, brought about some problems (İçel & Ünver, 2012). As the personal data on internet may affect the lives of individuals directly, the confidentiality of the data should be provided and they should be kept away from being changed improperly (Chander, Gelman & Radin, 2008). Thus, the privacy settings (like forming out of list videos, sharing videos for only intended people) in YouTube is a feature that should be highlighted, as, on the one hand it tries to keep users to be negatively affected from the content, and on the other hand it shows respect to the right of the individual to remain anonymous (right to privacy). On the other hand, when the opinions of the students in individual terms about vlog usage were examined, it was determined that they found vlog usage as extra work and they had difficulties in planning.

### **Future Recommendations**

Integrating YouTube and the other social media into the learning environments will contribute to the emergence of new learning models. Within the scope of this research, it can be mentioned that carrying out school experience course with vlog support for 14 weeks and the diversity of shares in the classroom are effective for reaching the aims of the course. As the students used a social media like YouTube throughout a term without having problems may promote the acceptance of similar technologies in their learning experiences. Accordingly, specific measuring tools can be developed related to the cognitive and effective variables on vlog (such as attitude, self-efficacy, self-assessment) and the number of relational researches can be increased. Especially, when it is thought that mobile devices and internet usage is common in universities, vlogs can be considered as e-portfolio product. As the results of the research are limited to the students of “science education department”, it is considered that the researches that will be carried out with the students studying in different departments may result in different educational aspects. Also, increasing the number of researches that suggest forming educational videos in different contents with vlog or other than vlog in the classroom environment will make the integration of this technology into education easier. Also, applied studies can be performed in different education levels by

examining the literature demonstrating that the online video blogs promote dialogue learning (Jackson & Wallin 2009; Kellner & Kim 2010).

### References

- Bandura, A. (1999). Social cognitive theory: An agentic perspective. *Asian Journal of Social Psychology*, 2, 21-41.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52, 1-26.
- Baym, N. K., & Markham, A. N. (2009). *Introduction: Making smart choices on shifting ground*. In A. N. Markham & N. K. Baym (Eds.), *Internet inquiry* (pp. 12-19). London: Sage Publications, Inc.
- Bonk, C. J., & Cunningham, D. J. (1998). *Searching for learner-centered, constructivist, and sociocultural components of collaborative educational learning tools*. In C. J. Bonk ve K. S. King (Eds.), *Electronic collaborators: Learner-centered technologies for literacy, apprenticeship, and discourse* (pp. 25-50). Mahwah, NJ: Erlbaum.
- Burgess, J., & Green, J. (2009). *YouTube: Online video and participatory culture*. Cambridge: Polity Press.
- Chander A., Gelman L., & Radin M. J. (2008). *Securing privacy in the internet age*. Stanford University Press: California.
- Ching, G. S. (2012). Blog assisted learning: Experiences in learning business English vocabularies. *International Journal of Research Studies in Educational Technology*, 1(1), 3-12.
- Chou, C. M. (2011). Student teachers socialization development by teaching blog: Reflections and socialization strategies. *Turkish Online Journal of Educational Technology-TOJET*, 10(2), 190-201.
- Coutinho, C. P. (2007). *Cooperative learning in higher education using weblogs: A study with undergraduate students of education in Portugal*. Paper presented at 5th International Conference on Education and Information Systems, Technologies and Applications. Orlando, FL.
- Cameron, M. P. (2012). Economics with training wheels: Using blogs in teaching and assessing introductory economics. *Journal of Economic Education*, 43(4), 397-407.
- Costa, C., Helena Alvelos, H., & Teixeira, L. (2016). The use of Web 2.0 tools by students in learning and leisure contexts: a study in a Portuguese institution of higher education. *Technology, Pedagogy and Education*, 25 (3), 377-394.
- Cavanagh, M., Bower, M., Moloney, R., & Sweller, N. (2014). The effect over time of a video-based reflection system on preservice teachers' oral presentations. *Australian Journal of Teacher Education*, 39(6), 1-16. Retrieved from <http://ro.ecu.edu.au/ajte/vol39/iss6/1>
- Chang, J., & Lewis, C. (2011). Towards a framework of Web 2.0 community success: A case of YouTube. *Journal of electronic commerce in organizations*, 9(2), 1-14.
- Chenail, R. J. (2011). YouTube as a qualitative research asset: Reviewing user generated videos as learning resources. *The Qualitative Report*, 16(1), 229-235. Retrieved from: <http://nsuworks.nova.edu/tqr/vol16/iss1/13>
- Churchill, D. 2009. Educational applications of Web 2.0: Using blogs to support teaching and learning. *British Journal of Educational Technology*, 40(1), 179 - 83.
- Davies, J., & Merchant, G. (2008). *Web 2.0 for schools: learning and social participation*. New York: Peter Lang Publishing.

- De Wever, B., Hämäläinen, R., Voet, M., & Gielen, M. (2015). A wiki task for first-year university students: The effect of scripting students' collaboration. *The Internet and Higher Education*, 25, 37–44.
- Divitini, M., Haugalokken, O., & Morken, E. M. (2005). *Blog to support learning in the field: Lessons learned from a fiasco*. Paper presented at 5th IEEE International Conference on Advanced Learning Technologies, Kaohsiung, Taiwan.
- Ferdig, R. E., & Trammell, K. D. (2004). Content delivery in the 'blogosphere'. *T.H.E. Journal*, 31(7), 12, 16-17.
- Foley, N. M., Maher, B. M., & Corrigan, M. A. (2014). Social media and tomorrow's medical students—how do they fit?. *J Surg Educ*. 71, 385–390.
- Fox, H. L., & Cayari, C. (2016). Graduate students' readiness and perceptions of the pedagogical application of collaborative video logs. *TechTrends: Linking Research and Practice to Improve Learning*, 60(6), 585-590.
- Frobenius, M. (2011). Beginning a monologue: The opening sequence of video blogs. *Journal of Pragmatics*, 43(3), 814-827.
- Gao, W., Yonghong, T., Tiejun H., & Qiang Y. (2010). Vlogging: A survey of videoblogging technology on the web. *ACM Computing Surveys (CSUR)*, 42(4), 15.
- Glud, L. N., Buus, L., Ryberg, T., Georgsen, M., & Davidsen, J. (2010). Contributing to a learning methodology for Web 2.0 Learning – Identifying central tensions in educational use of web 2.0 Technologies. In L. Dirckinck-Holmfeld, V. Hodgson, C. Jones, M. de Laat, D. McConnell & T. Ryberg (Eds.), *Seventh International Conference on Networked Learning* (pp. 934- 942), Aalborg, Denmark.
- Godwin-Jones, R. (2008). Emerging technologies. Webwriting 2.0: Enabling, documenting, and assessing writing online. *Language Learning & Technology*, 12(2), 7-13. Retrieved from: <http://llt.msu.edu/vol12num2/emerging.pdf>
- Göktaş, Y., & Demirel, T. (2012). Blog-enhanced ICT courses: Examining their effects on prospective teachers' ICT competencies and perceptions. *Computers & Education*, 58(3), 908–917.
- Gürzap, C. (2007). *Söz söyleme ve diksiyon*. İstanbul: Remzi.
- Halavais, A. I. (2005). *Weblogs and collaborative web publishing as learning spaces*. The Netherlands: Kluwer Academic Publishers/Springer Ferlag.
- Hall, M., Hanna, L.A., & Huey, G. (2013). Use and views on social networking sites of pharmacy students in the United Kingdom. *Am J Pharm Educ*, 77(1), 9.
- Herring, S. C., L. A. Schreit, Bonus, S., & Wright, E. (2005). Weblogs as a bridging genre. *Information, Technology & People*, 18(2), 142–71.
- Hourigan, T., & Murray, L. (2010). Using blogs to help language students to develop reflective learning strategies: Towards a pedagogical framework. *Australasian Journal of Educational Technology*, 26(2), 209-225.
- Hrastinski, S., & Aghaee, N. M. (2011). How are campus students using social media to support their studies? An explorative interview study. *Education and Information Technologies*, 17(4), 451–464.
- Hsu, Y. - C., Ching, Y.-H., & Grabowski, B. (2014). Web 2.0 applications and practices for learning through collaboration. In M. Spector, D. Merrill, J. Elen & M. J. Bishop (Eds.), *Handbook of research on educational communications and technology* (pp. 747-758). Springer Academics.
- Hsu, H-Y., Wang, S-K., & Comac, L. (2008). Using audioblogs to assist English-language learning: an investigation into student perception. *Computer Assisted Language Learning*, 21(2), 181–198.
- Huang, Y.-M., Chen, M.-Y., & Mo, S.-S. (2015). How do we inspire people to contact aboriginal culture with Web 2.0 technology? *Computers & Education*, 86, 71-83.



- Hung, S. (2011). Pedagogical applications of Vlogs: An investigation into ESP learners' perceptions. *British Journal of Educational Technology*, 42(5), 736-746.
- İçel, K., & Ünver, Y. (2012). *Kitle iletişim hukuku: Basın, radyo-televizyon, sinema-video, internet* (9<sup>th</sup> ed.). İstanbul: Beta.
- Jackson, B., & Wallin, J. (2009). Rediscovering the back and forthness of rhetoric in the age of YouTube. *College Composition and Communication*, 61(2), 374-396.
- Jenkins, H. (2006). *Convergence culture: Where old and new media collide*. New York, NY: New York University Press.
- Jenkins, H., Ford, S., & Green, J. (2013). *Spreadable media: Creating value and meaning in a networked culture*. New York, NY: NYU Press.
- Jensen, M., Mattheis, A., & Johnson, B. (2012). Using student learning and development outcomes to evaluate a first-year undergraduate group video project. *CBE Life Sciences Education*, 11(1), 68-80.
- Kajder, S., & Parkes, K. (2012). Examining preservice teachers' reflective practice within and across multimodal writing environments. *Journal of Technology and Teacher Education*, 20(3), 229-249. Retrieved from <https://www.learntechlib.org/p/37489>
- Karataş, F., & Cengiz, C. (2016). Özel öğretim yöntemleri II dersinde gerçekleştirilen mikro-öğretim uygulamalarının kimya öğretmen adayları tarafından değerlendirilmesi. *Kastamonu Eğitim Dergisi*, 24(2), 565-584.
- Kellner, D., & Kim, G. (2010). YouTube, critical pedagogy, and media activism. *Review of Education, Pedagogy & Cultural Studies*, 32(1), 3-36.
- Karger, D. R., & Quan, D. (2005). What would it mean to blog on the semantic web? *Web Semantics: Science, Services and Agents on the World Wide Web*, 3(2-3), 147-157.
- Knight, W. E., Hakel, M. D., & Gromko, M. (2006). The relationship between electronic portfolio participation and student success. The Annual Forum of the Association for Institutional Research. Retrieved from <http://www.airweb.org/page.asp?page=73&apppage=85&id=111>
- Lange, P. G. (2014). *Kids on YouTube: Technical identities and digital literacies*. Walnut Creek, CA: Left Coast Press.
- Lee, J., & Bonk, C. J. (2016). Social network analysis of peer relationships and online interactions in a blended class using blogs. *The Internet and Higher Education*, 28, 35-44.
- Liu, M. H. (2016). *Blending a class video blog to optimize student learning outcomes in higher education*. The Internet and Higher Education, 30, 44-53.
- Matheson, D. (2004). Weblogs and the epistemology of the news: Some trends in online journalism. *New Media & Society*, 6(4), 443-468.
- Michalski, M. P. (2014). Symbolic meanings and e-learning in the workplace: The case of an intranet-based training tool. *Management Learning*, 45(2), 145-166.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications.
- Mogallapu, A. (2011). *Social network analysis of the video bloggers' community in YouTube*. (Unpublished MA thesis), Missouri University of Science And Technology, Columbia, United States.
- Murugesan, S. (2007). Understanding Web 2.0. *IT professional*, 9(4), 34-4.
- Noel, L. (2015). Using blogs to create a constructivist learning environment. *Procedia-Social and Behavioral Sciences*, 174, 617-621.
- O'Reilly, T. (2005). What is Web 2.0? Design patterns and business models for the next generation of software. Retrieved from <http://www.oreillynet.com/lpt/a/6228>

- Parkes, K. A., & Kajder, S. (2010). Eliciting and assessing reflective practice: A case study in web 2.0 technologies. *International Journal of Teaching and Learning in Higher Education*, 22(2), 218–228. Retrieved from: <http://www.isetl.org/ijtlhe>
- Parkes, K. A., Dredger, K. S., & Hicks, D. (2013). e-Portfolio as a measure of reflective practice. *International Journal of ePortfolio*, 3(2), 99–115. Retrieved from: <http://www.theijep.com/pdf/IJEP110.pdf>
- Parmaxi, A., & Zaphiris, P. (2016). Web 2.0 in computer-assisted language learning: a research synthesis and implications for instructional design and educational practice. *Interactive Learning Environments*, 1-13.
- Pavo, M.Á. H., & Rodrigo, J. C. (2015). Interaction analysis of a blog/journal of teaching practice. *The Internet and Higher Education*, 27, 32–43.
- Peker, M. (2009). Genişletilmiş mikro öğretim yaşantıları hakkında matematik öğretmeni adaylarının görüşleri. *Türk Eğitim Bilimleri Dergisi*, 7(2), 353-376.
- Sargın, M. (2006). *İlköğretim öğrencilerinin konuşma becerilerinin değerlendirilmesi–Muğla ili örneğinde*. (Unpublished MA thesis), Muğla University, Institute of Social Sciences, Muğla.
- Shih, R. C. (2010). Blended learning using video-based blogs: Public speaking for English as a second language students. *Australasian Journal of Educational Technology*, 26(6), 883–897.
- Stever, G. S., & Lawson, K. (2013). Twitter as a way for celebrities to communicate with fans: Implications for the study of para-social interaction. *North American Journal of Psychology*, 15(2), 339–354.
- Tan, S. M., Ladyschewsky, R. K., & Gardner, P. (2010). Using blogging to promote clinical reasoning and metacognition in undergraduate physiotherapy fieldwork programs. *Australasian Journal of Educational Technology*, 26(3), 355-368. Retrieved from: <http://www.ascilite.org.au/ajet/ajet26/tan.html>
- Tang, E., & Lam, C. (2014). Building an effective online learning community (OLC) in blogbased teaching portfolios. *The Internet and Higher Education*, 20, 79–85.
- Tess, P. A. (2013). The role of social media in higher education classes (real and virtual)—A literature review. *Computers in Human Behaviour*, 29, A60–A68.
- Vygotsky, L. (1978). *Mind in society*. London: Harvard University Press.
- Wan, L. (2010). Application of Web 2.0 technologies in E-learning context. *International Conference on Networking and Digital Society*, 437-440.
- Wang, Y.-S., & Tang, T.-I. (2012). A model for evaluating e-learning blog success. *Proceedings of the 2012 International Conference on Information and Computer Applications*, 24, 13-17. Retrieved from: <http://www.ipcsit.com/vol24/4-ICICA2012-A0018.pdf>
- Yang, C., & Chang, Y. S. (2012). Assessing the effects of interactive blogging on student attitudes towards peer interaction, learning motivation, and academic achievements. *Journal of Computer Assisted Learning*, 28, 126-135.
- Yıldırım, A., & Şimşek, H. (2011). *Sosyal bilimlerde nitel araştırma yöntemleri* (8<sup>th</sup> ed.). Ankara: Seçkin.

