SELFIE VIDEOS FOR AUTHENTIC TECHNOLOGY-MEDIATED REFLECTION

PRUMEL E. BARBUDO
KANDA INSTITUTE OF FOREIGN LANGUAGES

ABSTRACT

In recent years, the young generation have used social media and mobile technology to communicate in revolutionary ways. Lately, taking selfie videos has become a tremendously popular method of creating and sharing social media content. As digital learning tools increasingly become integral to the classroom, the language teacher could leverage this new-age method for student reflective practice. This report presents the details of how using selfie videos could create a more contextually authentic student learning reflection, as an alternative to traditional written modes of self-assessment. Students (n=16) recorded and uploaded their selfie videos on Seesaw, a learning management system (LMS) installed on their individual iPads. Following a study on ecological momentary reflection or EMR (Rose et al., 2016), this report recounts how technology-mediated reflection was implemented beyond the classroom. Students articulated that recording their selfie videos brought a heightened awareness of their strengths and weaknesses in their learning. They focused on the details of their speaking skills often overlooked in formal and standard written journal reflections. This study argues therefore that using selfie videos made reflective practice more authentic and significant for both students and the teacher.

INTRODUCTION

Digital technology has dramatically enhanced and transformed language learning and instruction. Nowadays, digital tools are used by teachers to facilitate student learning. As technology's presence increase in the modern classroom, language teachers exploit digital platforms to make more effective and efficient instruction. These include apps (computer software specifically used for mobile devices), learner management systems (LMS), podcasts and the like. The European Commission mentions that digital technology is now [an inevitable] part of our daily lives (ec.europa.eu) and is an exciting component of "new learning environments." Therefore, it is imperative for teachers to leverage digital technology, particularly through mobile devices, for better use in language learning classrooms.

At Kanda Institute of Foreign Languages (KIFL), technology is an inevitable part of the language lesson as there is a department-wide use of iPads. At the English for International Communication Program (EIC, hereinafter), all students and instructors receive an iPad each, which is installed with various computer applications or programs. Almost all instruction and learning under the EIC Program must involve the use of iPads, including particularly, writing reflections. Writing reflections is a routine and in fact a standard variable in the computation of grades of students at KIFL. Each course under EIC can have multiple reflections in one term and some courses may even

have a reflection after every lesson unit. In the Speaking and Listening Essentials (SLE) course for example, the usual form of reflection is a standard written sheet which is available in PDF file, accessible from the course ebook. Printed or electronic copies of these written reflections are usually given to students to fill up. Although there are spaces for comments to be written on the reflection sheets, doing so has rather become customary and routinized and students often write reflections that may lack depth of details. Reflections are required to be accomplished at the end of each module and another one at the end of the term. However, these types of reflection tend to be static and thus may not truly exude the real nuances of a student's English ability, especially his speaking skills.

A common proclivity for a written mode of reflection is for standard reflection forms to become a mere record of a student's random memory of his experiences during the class (Rose, et al, 2016). However, the goal of self-reflection is that it should be a mirror of classroom activities in which students appraise their authentic experiences and affective engagement about the content and objectives of the course. To achieve a more authentic output in student reflections, the potential of digital learning tools can be staggering. The author will share his experiences implementing student reflection through selfie videos in his speaking and listening course.

LITERATURE REVIEW

Smartphones and tablets are extremely popular these days because of their digital features, namely, capturing photos and videos and eventually sharing it online. Such digital ways of communicating have been ingrained in the lives of today's young generation. More specifically, selfie videos and portraits are being used by educators in the classroom. In conjunction with contemporary reflective tools used in class, new technologies could foster innovation in learning as manifested in some studies.

Among the earlier studies on the use of video in creating student reflections is that of Rose et al. (2016). The study used separate video cameras in a standard classroom set-up for the sole purpose of recording the students' reflections and is hence done in a more formal academic environment. This current paper however made use of "true selfie videos," reflections that were self-recorded by the students themselves and in places where the students actually were at the time of recording. The surroundings were informal and mostly recorded in their bedrooms, or outside the class during their daily random activities. Such situation would emanate a more authentic setting where they can be responsive to their emergent surroundings. Also, this study used first-hand video corpora for primary analysis of student reflection data. Furthermore, the videos recorded in the study by Rose et al. were not uploaded to any digital learning platform, while the focus of this study is on the students' self-assessments that were mediated electronically (created and uploaded on a learning management system), and occurred ecologically.

The current paper stems from a constructivist approach in foreign language pedagogy. Constructivist pedagogy promotes learning that closely relates and is similar to the students' own experiences (Nikitina, 2009, 2010). The constructivist approach emphasizes self-regulated learning, where students are able to organize, plan and monitor their own learning. In constructivism, real-life tasks or genuine experiences that students may meet outside the class are central to its pedagogical core. Loyens, Rikers, & Schmidt (2007) identify such experiences as active construction of knowledge, the social nature of learning, the authenticity of the learning situation,

and the ability of the students to determine their own learning goals. Moreover, constructivism in language instruction warrants the infusion of mobile technology that is well-documented to foster creativity, social interaction and authenticity in foreign language learning.

Technology-mediated Reflection

For the purpose of this paper, it will generally refer to student reflective practice as a process of thinking about what one learns and in due course, articulating it. Sloan (2016) contends that "the power in learning is in the action of doing the activity. [Therefore,] reflection provides the same power through the action of articulating thoughts." Some traditional reflective activities Sloan identified include journal entry writing, writing an essay describing the experience, discussions, interviews, and recording logs. However, as could be seen from the later extrapolation of this paper, student reflective practice is not only a process of reviewing experiences and actions of the students themselves. It is also a current assessment based on an iterative or on-going process, which in the case of this paper, students learn before, during, and after producing their reflections, as mediated by mobile technology.

Self-reflection is a practice that includes scrutiny of thoughts and actions and assessing one's own learnings. Ong (2000) for example, conducted a study on reflection journals and found that they "can help to increase the value of the learning experience by facilitating learners to make meaning out of the process they are engaged in." Simply put, self-assessment interactively enhances a student's metacognition. As Flavell (1979) puts it, metacognition refers to a theory about how we think. It is our ability to think about our own thinking, and to monitor and regulate what we are doing and thinking. Self-reflection that is mediated by technology also develops a student's personal insights and thus he tends to be more engaged because he does not merely consume knowledge but creates knowledge. The teacher then facilitates meaning making and hence, is a link between the learner and the learning (Feuerstein, R. et al., 1980). Specifically, the teacher guides the student in self-monitoring his progress, in constructing meaning from content learned, and from the process of learning mediated by digital technology. Selfie videos, the central unit of analysis of this paper, served as the "mediating device" by which self-reflection was executed (Hasan, 1998).

The Power of Selfie Videos

Nowadays, selfies are such a widespread online activity that have become extremely popular (Kiprin, 2013). "Selfie," a neologism, has even been named as the Word of the Year in 2013 by the Oxford Dictionaries. It is defined as "a photograph of oneself (alone or with other people) that is taken with a camera phone usually held at arm's length or pointed at a mirror, that is typically shared via social media" (Sorokowski et al., 2015 in Bruno et al., 2018). In this paper though, student reflections were not recorded through still photographs but through videos instead, thus the author used the term, "selfie videos."

The proliferation of selfie videos especially on social media is not a surprising phenomenon because real-time communication has become a primary mode of communication among millennials and "Generation Z." The young generation have become creators rather than merely curators of social media content. This could have a dynamic impact in the way the young generation communicate and learn. The rise of content creation platforms like Dubsmash, Musical.ly, Snapchat, Instagram stories, Facebook Live, Youtube Live, and even the Japanese app TikTok, has built a strong urge for young people to interact in real-time, in-the-moment, and organically. Therefore, young people

today are more engaged because of their involvement in creating content their natural environment and sharing it with the world.

According to recent social media statistics, selfie videos have a prodigious impact in young people's lives (Katz, & Crocker, 2015). They truly enjoy creating their own videos and sharing it on social networking sites. On Instagram app for instance, videos get two times the engagement of photos than any other social media platform (www.statisticbrain.com). As of November 2018, KIFL students belong to the 300 daily active million users worldwide of Instagram stories, a video-sharing feature of Instagram app. Meanwhile, on Snapchat app, there are at least 10 billion views of Snapchat videos daily. The language teacher can gain insight from the figures above and decide to leverage the power of selfie videos in engaging young people more in their learning, one way or another.

There is a negative wave of recent studies on the effect of selfie on one's personality (Sarakowski et al., 2015; Safna, HMF, 2017; Kramer, et al., 2017). However, some studies point out the advantages of taking selfies. One such study was done by computer scientists at the University of California, Irvine who found that regularly taking selfies with a smartphone and sharing them with friends can help make one a happier person (Solano, 2016). Subjects of the study were asked to smile and snap a selfie with their smartphone every day for three weeks. The study conducted exercises through smartphone photo technology and gauging users' psychological and emotional states. The researchers found that the daily taking and sharing of selfies can positively affect people.

In the field of foreign language learning, the benefits of using videos are well-documented. Videos can have a tremendous power to engage and motivate learners. A common agreement among studies on using mobile technology in learning is that it changes the academic environment, both directly and indirectly. Pearson (1990) for example, acknowledges that student-produced videos can help activate their language skills acquired during the language course. Video production encourages visual, spatial, audio, and linguistic literacies (Morgan, 2013) and learning in different formats (Norton and Hathaway, 2010).

The teacher can employ selfie videos as a powerful tool to engage students in articulating their learnings in the language classroom. Taking selfies is a self-centered or self-presentation action which makes one to establish his individuality (Ehli, 2014). Students therefore could create more authentic and spontaneous self-assessments because it is a way to elicit a learner's interests and self-expression. Consequently, when students are involved in creating their knowledge content, the more that they will be engaged and motivated (Bruno et al., 2018). Creating selfie videos, as an experiential process can help them learn new skills and enhance their learning in much the same way as learning takes place when creating written self-reflections.

More than ever, creating videos for the classroom has become an organic part of young people's lives. Student video production can lead to a personalized learning environment (McLoughlin & Lee, 2009) where there are high expectations of independent and collaborative learning. Nevertheless, utilizing digital tools such as the selfie video in language learning, particularly in student reflective practice, is a powerful alternative to traditional written reflections.

Ecological Momentary Reflection

The term "ecological momentary reflection" (EMR) stems from ecological momentary assessment (EMA), or also interchangeably, "experience sampling method," which has been widely used in clinical psychology (Moskowitz & Young, 2006). The current paper also adopts the term "ecological momentary" to mean a method that captures momentary behaviors and states in context which are tracked over a period of time. It is in contrast with traditional written methods that ask research participants to report on their typical experiences and behavioral responses (Beal & Weiss, 2003) such as reflection journal logs. In clinical psychology for example, research participants in EMA provide feedback on symptoms, feelings, or other measures in real time through digital devices such as tablets and smartphones. EMA's strength is in authentic context where the research takes place and the ability to capture data as it happens. It is also an effective method to capture change within individuals and avoids bias and reliance on autobiographical memory (Shiffman, et al., 2008).

In the field of language education research, there is a dearth of studies employing EMA methodology. One notable paper that is similarly drawn from this methodology is that of Rose et al. (2016). Rose et al. studied the reflections of their students through video recording corpora and used the phrase "ecological momentary reflection." The author of the current paper also chose the technique close to the original ecological momentary assessment to inform the methodology of this study. Following Rose et al. (2016), this study employs ecological momentary assessment using videos to capture student reflections in the moment. In this method, participants provide feedback on the course content and instruction, with their own learnings. When applied appropriately in pedagogical research, it can be a great method for capturing students' authentic behavior over time. Carson et al. (2010) points out that the use of smart devices "yields meaningful, ecological, within-person data in an accurate and convenient manner." Researchers in foreign language pedagogy can maximize the potential of this method, which has not been quite extensively used within the field of education.

A language teacher can elicit student reflections that are natural, immediate, and embedded within the tasks of the lessons. The author of the current paper wanted the reflections to be as momentary and "ecologically valid," (Shiffman et al., 2008) or within the environment where learning is taking place. Common experience as a language teacher would indicate that students want to give their best in their written reflections, but the teacher could not see and hear the nuances of their language. Since the foci of the course in which the participants were enrolled are primarily on speaking and listening skills, the author finds it fitting and more appropriate to mainly conduct an oral mode of reflection, that is, the selfie video, and only in conjunction with written reflections.

Seesaw App for Learner Autonomy

There are some consistent findings across researches on the efficacy of digital tools in the classroom. Digital technologies make it possible for learners to engage in individualized or personalized learning, which is often described as learning that is tailored to their particular situation (McLoughlin & Lee, 2009). In personalized learning, digital tools help students learn independently and work at their own pace. Therefore, this set-up increases opportunities for learners to receive feedback on their own progress from teachers and classmates.

Learning management systems (LMS) have extended the walls of the language classroom. Teachers leverage these digital platforms through smart devices to use, create, manipulate and share information inside and outside the classroom. In a similar manner, today's students use their smart

devices in class to take notes, access materials and applications, and find relevant information in these new learning environments. The integration of computer-mediated communication in language education (LMS, in this case,) has always been recognized to develop learner autonomy as this promotes reflective learning (Chang & Sun, 2009) and enhances academic engagement (Sinclair, 2009). Benson (2001) argues that educational technology facilitates learner autonomy, an ability to take charge of one's own learning as demonstrated by the ability to initiate and evaluate learning processes (Little, 2003).

Seesaw, an example of an LMS, is a "new learning environment" the teacher can use to support teaching and learning. Bosch et al. (2017) describes Seesaw as a digital portfolio that can be both teacher and student driven. Teachers and students can see, save, share, and respond to each other's work both synchronously and asynchronously as long as they are connected online. Students sign up using their institutional email, (KIFL, that is) and join the online class created by the teacher. The teacher must then approve access for each student to completely use the features of his Seesaw account, especially the video function. Teachers and students alike can add videos and other "digital activities" to the their individual and class journals. Also, the commenting feature serves as an informal evaluation where the students can receive comments from their classmates which benefited them and the person commenting (Ozogul & Sullivan, 2009).

METHOD

This paper follows a qualitative design and is therefore mainly ongoing or iterative in process (Creswell, 2009). The author collected data from the self-recorded reflections of students uploaded on Seesaw over the first term of the course Speaking and Listening Essentials (SLE), academic year 2018-2019. The course is divided into two learning modules and has two major tests, the midterm and final examinations. Each student created five video reflections during the 15-week Spring term: an introduction, a mid-point reflection, two within-term weekend reflections, and a final one. For the first reflection, students created an introductory video. They were asked to introduce themselves, talked about their hobbies or interests, and reflect on how they felt about the course and about their English speaking skills. For the second reflection, they were asked to talk about their learnings in SLE after the midterm exam. There were also two videos at midpoint of the term: one before the midterm exam and another before the final exam. For the final reflection, they were asked to talk about their learnings for the whole term. Each video lasted for one to two minutes on average. The video corpora were reviewed and aggregated over the study. The teacher then identified themes that emerged from the videos, observations, and field (class) notes. The video data provided the teacher the opportunity to examine the learning outcomes of students especially speaking fluency and content.

As an offshoot of Ecological Momentary Assessment (EMA), ecological momentary reflection was used in this study to provide real-time assessment that captures genuine behaviors, psychological processes, or physiological measures (Moskowitz & Young, 2006) in the everyday life of the students. Data has "ecological validity" (Shiffman, et al., 2008) and minimized bias because the self-recorded reflections are in real world context (Kearney et al., 2012) across time and that the nuances of the oral reflections are hardly obtainable if done as written reflections.

My Classroom Context

The academic context of this paper draws from the fact that in all classes in the English for International Communication (EIC) Program of KIFL, students and teachers have an iPad tablet to use for learning and teaching. Among the digital materials used are online learning systems, learning apps, and other offline and in-house digital materials created by the EIC Program.

It is worth noting that participants of this study were enrolled in Speaking and Listening Essentials, a course for first year students and had an institutional Level 3 English proficiency. In the Common European Framework of Reference for Languages (CEFR), a way of standardizing the levels of language exams, the student-participants can be categorized in between A1 or B1 levels. This means that students in this study have the ability to express themselves in a limited way in familiar contexts and are able to deal with simple information.

The EIC Program's thrust on self-directed learning puts emphasis on the main principles of successful language learning through reflective learning, among others. According to the EIC Program Overview of 2018-2019 at KIFL, "reflective learning is identified as one which will make the students think more deeply about what and how they have learned, and whether the materials and study methods that have been used were effective or not." By using reflections, teachers can empower students to become more effective and aware learners. Self-reflections are thus indicative of a successful independent learner.

At KIFL, [written] reflections are currently used throughout the curriculum over two years. Instructors often use a PDF file of a standard reflection sheet in the course e-book for students to fill up. However, the initial written reflections culled by the author did not display the expected learning outcomes. Many of the reflections were superficial and students often failed to connect with the course objectives. Upon the commencement of this study, the author of this paper explained to students that they were creating selfie videos for themselves and for each other as a way to reflect on their learning in class. They were instructed to upload within deadlines their videos on Seesaw app, where they have their individual digital journal portfolios. Therefore, students were aware that other students can watch their videos. Students were also instructed to type comments on the selfie video posts of their classmates, in addition to their teacher's comments and likes.

FINDINGS, INTERPRETATION, AND DISCUSSION

Using selfie videos in the speaking and listening course yielded many benefits. Based on the culled video data, the teacher felt that selfie videos uploaded through Seesaw App were helpful in eliciting more genuine feelings and content from the students. Video reflections uploaded by students on Seesaw provided immediate feedback for student consumption and oftentimes, a demonstrated boost in confidence in speaking English. The author and the students alike found that selfie videos remarkably increased engagement in subsequent class activities. Students reported that they felt the connection to their learning as they saw the immediate feedback of the teacher on their selfie videos. Also, students mentioned that selfie video reflections were helpful in developing their speaking fluency and in creating a more positive attitude towards their English use, as mentioned in other studies (Gardner, 1985; Pearson, 1990). Students were highly engaged because of the authenticity and reliability of the video production task that allowed them to ponder more critically about their learnings.

Unlike traditional written modes of reflection such as journals, selfie videos capture students' emotions and tone in conveying their experiences. Students reported that doing such an activity was one way to practice and improve their speaking skills in English throughout the term and even outside the class. Some students commented that the features of Seesaw, most especially the video feature, were easy to use. Setting up was intuitive and took less than a minute to access each student journal and self-record their videos. Students further commented that selfie videos were valuable in the progress of their speaking fluency as they had positive attitudes toward using selfie videos. This was because they could hear their own enunciation and assess their own speaking performance at the moment.
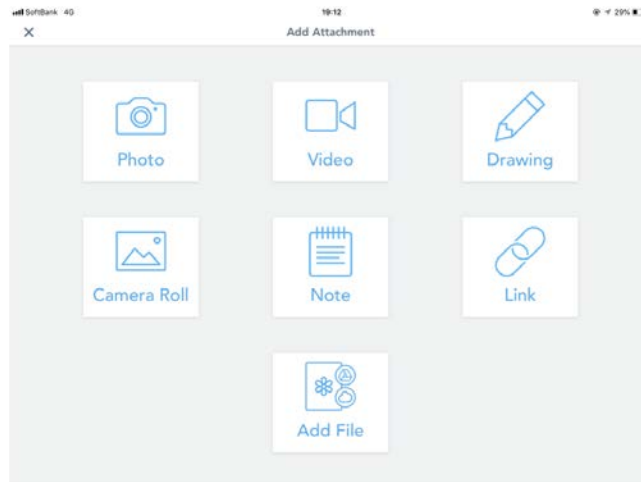
Fig. 1. An iPad screenshot of the features of Seesaw App which students find intuitive

Another advantage frequently observed in using selfie videos through Seesaw App was the student's being able to replay the content of their reflections. Through this utilitarian function of Seesaw, students noticed the real nuance of their pronunciation, intonation, diction, and speaking skills in general and other elements of their performance that they might have missed. The selfie videos provided the students with a critical frame of mind in identifying their weaknesses in their skills and analyzing their own speaking skills for further improvement.
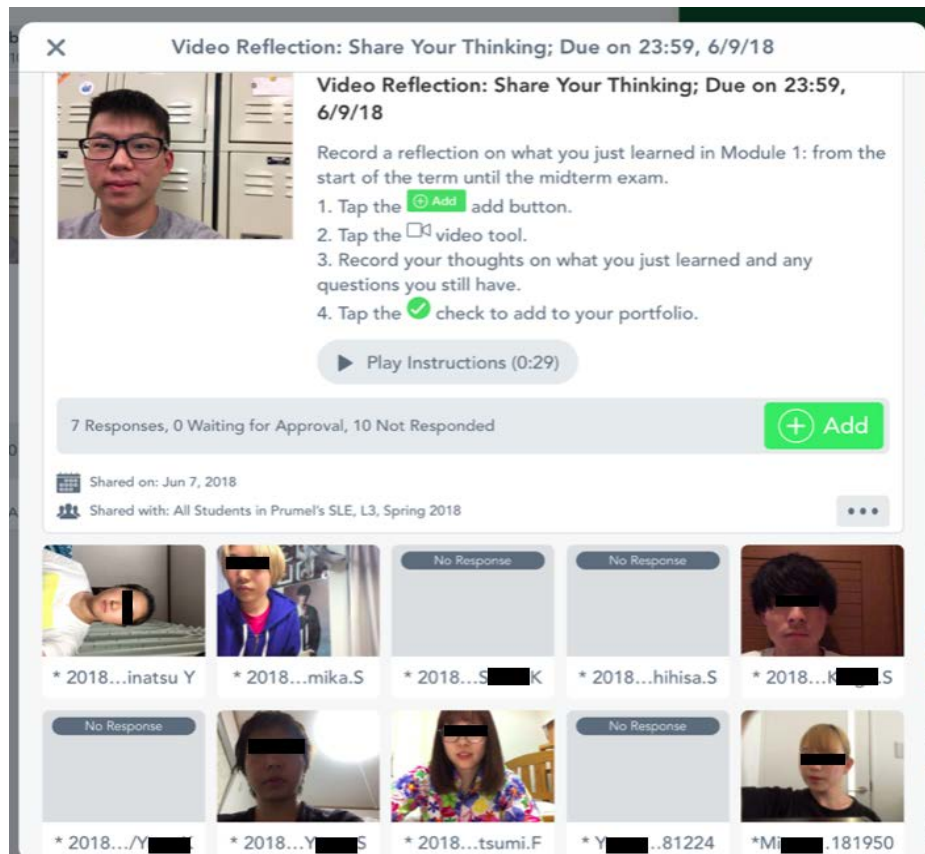
Fig. 2. The instructions given to students in their video reflections

Data from the student selfie videos in this study almost always contained information related to the students' ordinary life experiences, such as having their experiences for the day, their general mood, and where they were at the moment of recording. Students were immersed to and motivated by a learning situation through a more authentic account of their learnings, or what Kearney et al. (2012) calls "real world contexts." Upon answering a structured prompt, students had to deal with their own local problems that they would not have encountered in class, thus, sustaining the authenticity of the learning situation (Rose et al., 2016).

Based on the author's previous experience in the classroom, there was limited success with the written form of student reflections. For instance, students' progress in speaking can be seen in many ways. However, their own assessment of their experience hardly expressed an awareness of their speaking progress when they used them in the first few weeks of the term. The author of this paper felt that the responses in the standard written reflection sheet seemed superficial, overly prepared, or too carefully selected. This therefore may have produced adulterated reflections and thereby affecting the authenticity of the academic task.

For many young people nowadays, taking selfies and receiving positive comments can boost their self-esteem. In this study, for example, students were noticeably glad that their effort were appreciated. The widely influential linguistics expert, Stephen Krashen, identified the importance of self-confidence when learning a foreign language in his famous affective filter hypothesis of second language acquisition. Krashen (1987) claims that learners who are highly motivated, have

a positive self-image, and self-confident can acquire language better. On the other hand, low self-esteem hinders language acquisition. Therefore, positive affect involved in taking selfie videos may have a tremendous effect in the attitude of the students toward the language learning process.

It was also found in this study that using selfie videos in the course is an effective way to engage with the students. This may be so because selfies are likely to be present and important in many of their lives. In the class under study alone, all of the students (n=16) had more than at least three social media accounts where the video function was extensively used. Furthermore, posting selfie videos on a learning management system like Seesaw is such a common thing and intuitive for young people these days because of their daily video posting habits. In fact, all the student participants in this study actively used Instagram stories, a video sharing function of the app where they create and post their own short selfie videos to document their day. This active engagement of students in computer-mediated communication is reflected in a recent result of a survey of 2,000 public and private teachers who used Seesaw in their classrooms in grades PreK-12 within and outside the United States (help.seesaw.me). Teachers self-reported that students are more engaged in learning and took ownership of their work because of Seesaw.
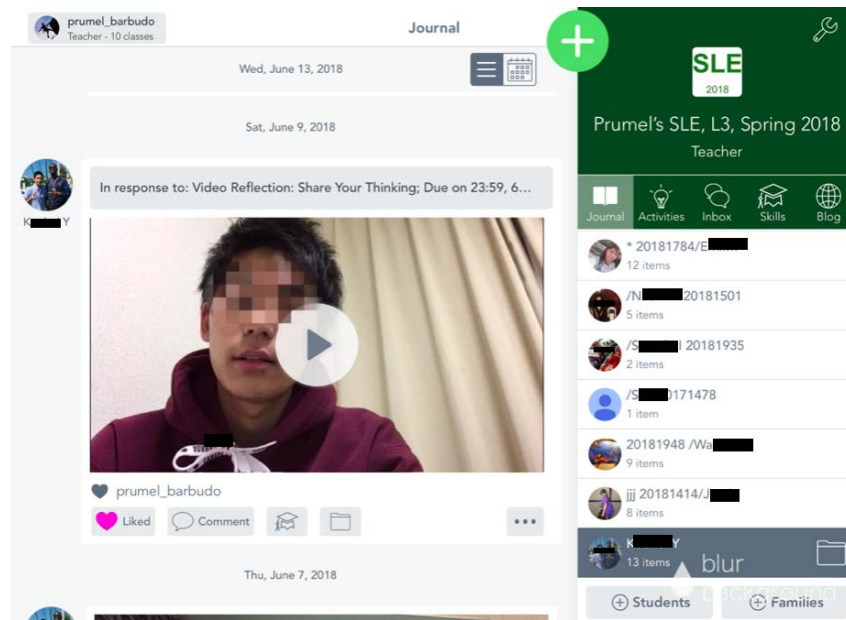

Fig. 3. An iPad screenshot of a selfie video asynchronously uploaded by a student on Seesaw App.

The commenting feature of a post on the Seesaw class journal of the students allowed them to analyze each other's work. Some students simply clicked a heart icon on their classmate's work, which was akin to "liking" their friend's work on major social networking sites such as Facebook or Instagram. This was beneficial for students as it showed them that someone is appreciating their work. This was something that cannot be easily done if they did not create their reflections through selfie videos. Also, liking and posting comments online served as familiar, relatable, almost socially obligatory activities that students already love doing on their social media accounts. In relation to this, Siemens (2005) notes that when students relate or connect with what they learn, they understand deeper why doing such activity is important in their learning. Students demonstratively

connected *a priori* knowledge to their new knowledge by relating their authentic learnings using digital technology, already existing in their private lives.
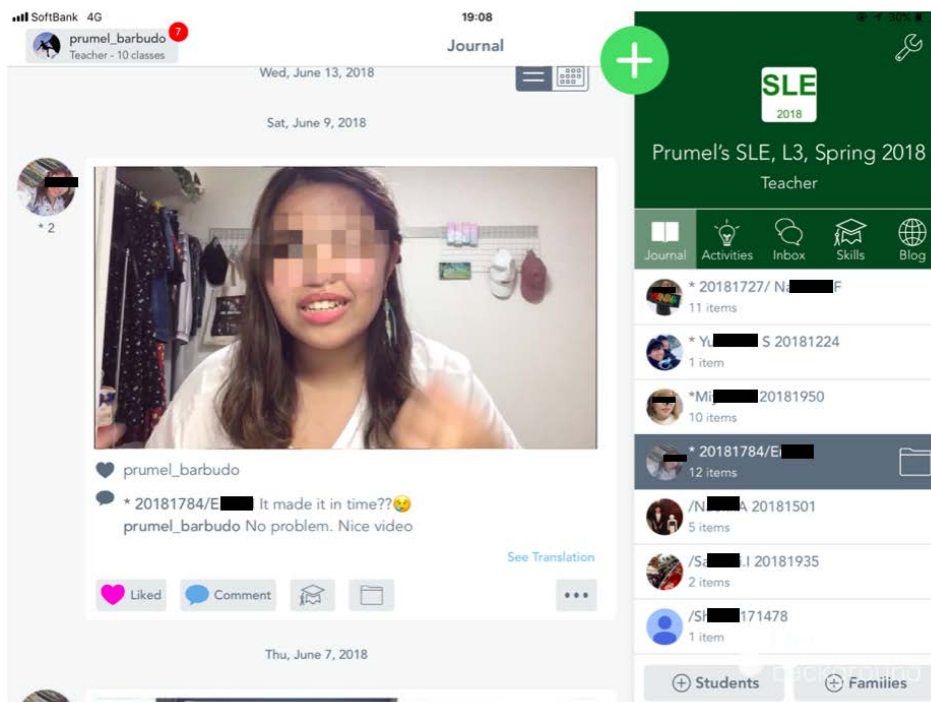

Fig. 4. A sample interface of a selfie video with a short, informal feedback from the instructor

Another stark finding in this study is that student-produced videos encouraged the students to reinforce English vocabulary in their current level as they interacted with their emergent, natural surroundings. In a review of studies on the impact of learning environments on student behavior, attitudes, and achievement, Weinstein (1979) contends that environmental variables can significantly affect learners indirectly and that the effects of different physical settings often depend on the nature of the task and the learner. Selfie videos gave the teacher insight into each student's natural and real-time environment which paved the way for a closer examination of the quality of their reflection outputs. Compared to the students' written comments on the standard reflection forms found in the course ebooks, their selfie videos contained richer, in-depth, and more detailed comments on their learning progress. Selfie videos allowed for more unfiltered experiences. Although these may not always be perfect, that is what makes their reflections more authentic.

According to situated learning theory, learning is taken from physical and cultural settings (Brown et al. 1989). This suggests that the natural setting where the students created their reflections have learning merit as it can influence people's behavior, mood, and motivation to act. It can improve well-being and thinking. Students who are involved in the creation of their environment (through participation in or configuration of their surroundings) feel empowered which may eventually increase their motivation (Ong, 2000). Therefore, student-produced video reflections provide a more ecological data than traditional written reflections since learning environments can affect learners emotionally and cognitively. Knowledge constructed in authentic context like the student's own surroundings may elicit positive emotional responses which lead to enhanced learning.
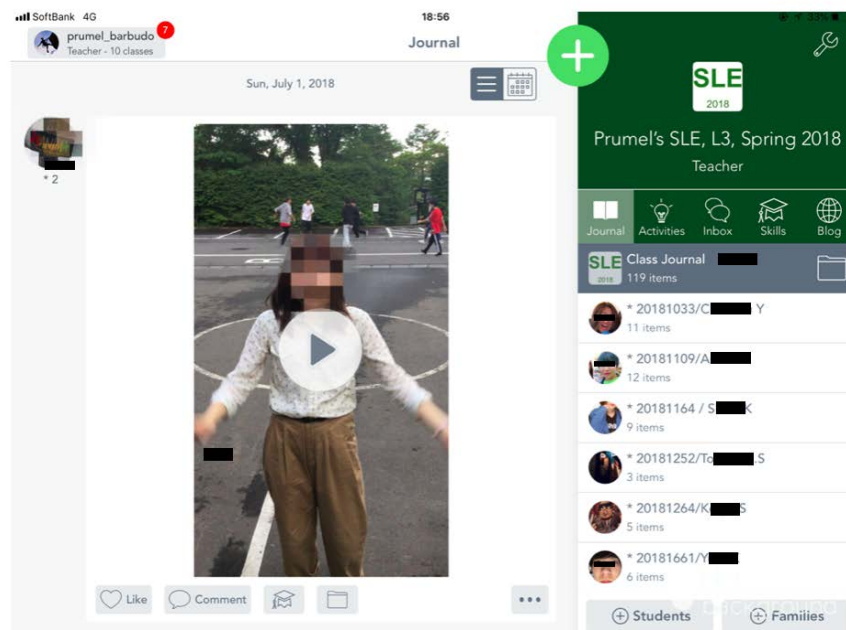
Fig. 5. Selfie video recorded in an outdoor, emergent environment yields rich, authentic data

On the one hand, there were some noticeable issues encountered in making selfie video reflections. Some students tended to memorize their reflections, thus diminishing the "naturalness" of their speaking. Throughout the term, almost all the students created their selfie videos in their own bedrooms which made them more relaxed and confident in their reflections. Those who recorded their reflections in an outdoor setting, (e.g., basketball court or park) tended to be more energetic and reported more positive self-assessment. Most students spoke more fluently inside their rooms though, while others spoke less fluently when they recorded outdoors. It is worth noting that students were instructed to record their videos for less than five minutes, which is the time limit imposed by the free version of Seesaw App. However, students recorded each video for one to two minutes on average. Students reported that setting up and getting used to the Seesaw interface was generally easy and they quickly learned the features of the app because of its intuitive design.

Selfie videos in this study served to monitor and sustain the progress of the students too. They provided the author of this paper pertinent information about his students' personalities, interests, preferences, and academic needs. Selfie videos also gave information about the students' life activities that explain their study habits and have been strategically used by the teacher to discreetly give academic intervention. Throughout the term, this selfie video project increased the responsibility for the student to learn on their own. Students in class were more enthusiastic in turning in their homework and accurately figuring out their next steps to maintaining their progress in their English speaking skills.

One issue throughout the study was that findings were largely observational and so the written feedbacks were also considered for light comparison. The actual written form (PDF) reflections submitted by the students sometimes referred to their video footage. It was observed that there was an apparent interplay of their reflections on both their selfie videos and written versions of their reflection. Having the chance to watch their own selfie videos, the students were able to reconcile

what they think they did in their own videos and what they wrote in their comments. This is much more powerful than simply relying on their written feedback alone.

Another issue that arose in the use of selfie videos in reflections is that each recording method can lead to bias. Students may have only uttered biased reflections in their selfie videos. Jenson (2011) mentions that when students create reflections and the teacher is the only one reading it, written reflections can pressure students to attempt to perform the type of writing expected by the teacher. Students then may only report what they should have learned rather than what they actually learned. However, this study was more concerned with the authenticity of the students' reflections as captured on videos compared to what they would randomly recall or put in a written reflection.

Fig. 6. Sample written form of student reflection on PDF file filled up by students

As observed by the author of this paper, students watching themselves on video was a challenging experience at first. Some of the students hesitated to self-record themselves and share their selfie videos with the teacher and the class through Seesaw App. Some students found this activity to be embarrassing at first, as students may have needed some getting used to the activity. The positive comments and likes of their teacher and other classmates on their video posts might have persuaded the students to be more productive in their subsequent selfie videos.

The author of this paper also posted video responses to student reflections but this took so much time and he felt that doing so in all the videos was unnecessary. For each student selfie video, it needed about 5-10 minutes to watch and compose comments. Also an additional 10-15 minutes was needed to create a video response per student for each of the five video reflection assignments.

Despite challenges however, the author noticed that when the students made their selfie videos, they explicitly used speaking strategies and vocabulary previously learned in class.
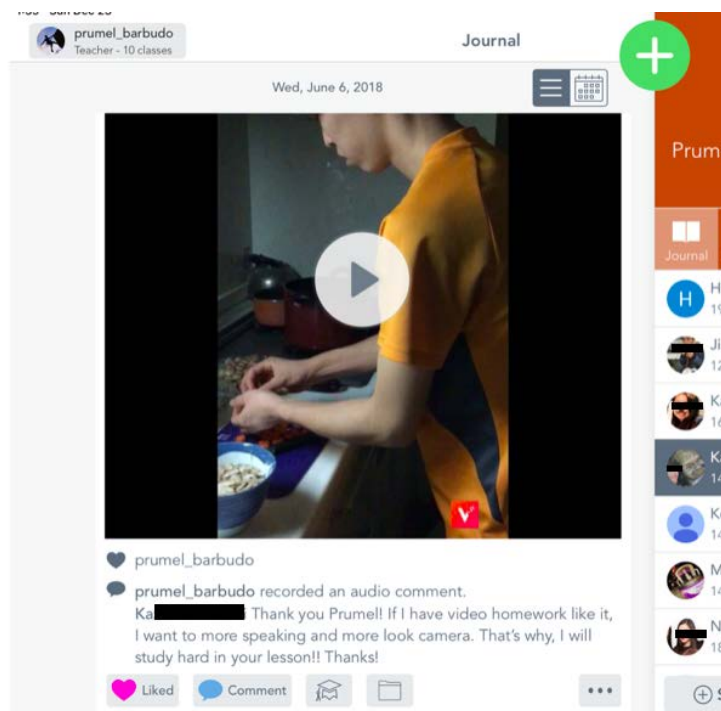
Fig. 7. Comment exchange between the teacher and a student who was motivated by the video reflection assignment

Comparing the first reflections of the students to the final ones, the author noticed that the students moved from superficial to in-depth reflections. In-depth reflections were indicated by making specific reference to the academic tasks given in class, elaborating their class learnings, relating learned language skills to other learning, and discussing how to modify their speaking techniques based on insights from their reflections. Thus, there were some evidence that their metacognitive awareness increased. This might be explained by what Flavell (1979) claims that metacognition involves self-regulating which was exhibited by the students in this study.

CONCLUSION & FUTURE DIRECTIONS

Social media has been increasingly harnessed to enrich and extend teaching and learning experiences beyond the classroom. Educators can take advantage of the transformational potential of digital technology to help develop innovative language learning skills. To be able to keep pace with the rapid advancement of digital technologies, the language teacher should also adopt new-age methods of authentically assessing and attending to the needs of his learners. Learning and teaching should also be at pace with emergent technology.

The findings in this paper provided evidence that helped the teacher understand the progress of his students especially on their speaking fluency skills. It also gave some feedback to the teacher on the implementation and management of the digital platform Seesaw App, as an invaluable tool

towards more authentic student reflections. The findings also provided a bird's eye view of the potential of Seesaw App in improving learning outcomes. As demonstrated in this paper, the process of producing selfie videos as used pedagogically, can lead to many academic benefits for the students. Therefore, there should be more opportunities for professional development among teachers about varied methods of integrating digital learning materials in their classes. On the whole, the analysis explicated above supports the findings of other studies on the practical and innovative use of selfie videos in self-reflection.

There should be studies to collect data from other classrooms and compare their respective results for further analysis. A possibility of a future action research comparing the effects of written versus digital mode of self-reflection is worth considering with a wider number of research participants. Another possibility is a more longitudinal research on the effects of using selfie videos over an extended period. As teachers, we should provide sufficient opportunities for our students to develop their self-reflection skills (Norton & Hathaway, 2010). Therefore, it is undeniable that using selfie videos through Seesaw can aid assessment and inform better pedagogical decisions for the language teacher.

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