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Research Interests: I have been studying CA since 2018, starting from the very first year of my PhD program. During my PhD, I worked on a transnational virtual exchange project with pre-service language teachers. My primary interest in conducting CA is to explore the interactional dynamics shaped by Virtual Exchange. Additionally, I have focused on technology-mediated language learning and teaching practices, task-based language teaching, and language teacher education.

I want to share my comments on screen-recording, its affordances and drawbacks in collecting data this way.

Digital technology in education is constantly evolving, leading to an increase in the use of distance education, virtual exchanges, and other computer-mediated educational practices. To facilitate this shift, popular video-conferencing tools such as Zoom, Skype, Microsoft Teams, and Google Meet are used, allowing individuals from different locations to meet in a virtual space from the comfort of their homes. These platforms provide unique and valuable settings for interaction, prompting researchers to investigate these dynamic environments. Through this exploration, they aim to gain a better understanding of the complexities and potential benefits they offer, ultimately driving significant advancements in the tools and software used to record and transcribe data derived from these settings.

Recently, screen-recording has become a popular method for recording these computer-mediated environments. This involves capturing participants' on-screen activities during online interactions. While video-conferencing tools like Zoom or Microsoft Teams have built-in screen-recording features that provide basic recording capabilities, a more comprehensive approach can be achieved using dedicated software (e.g. [ScreenPal](#), [OBS](#), [Movavi](#), [Bandicam](#)). Such software can capture all screen-based activities of participants, not only within the videoconferencing tool but also on other screens that may contribute to the dynamics of the ongoing interaction. Although using screen-recording software may create an additional burden for users due to potential technical difficulties associated with its usage, such as the need to learn how to use it and make necessary arrangements and settings on the computer, a thorough exploration of computer-mediated interactions can be best achieved by comprehending all the actions deployed by participants during conversations. This can be effectively tracked using dedicated screen-recording software.

Screen-recorded data is a highly valuable type of data as it includes participants' audio, video, screens, and everything that occurs in this computer-mediated setting. However, this type of data can become complex due to two important reasons. Firstly, participants may use multiple screens and switch between them during the conversation, making the tracking of data more challenging compared to other methods. Secondly, since everything takes place in an online setting, the quality of internet connection may not always be perfect, resulting in a latency problem that causes the researchers to hear the participants' voices with a delay during transcription. These factors should be taken into consideration before collecting this type of data. Despite these drawbacks, transcription can be an engaging process because it involves dealing with multiple parameters and

researchers must analyze the data like solving a puzzle. Transcription typically begins with audio transcription using tools like [Transana](#) or similar transcription software, followed by the addition

of embodied resources in a Microsoft Word file. What makes this type of data unique is the use of screen shots from the data inserted into the transcription file to visually depict what is happening on the participants' screens in a more traceable manner. Although there is no specific software for creating such transcriptions, Microsoft Word can be very helpful in compiling everything.