

Video-enhanced dialogic assessment of teaching practice portfolios

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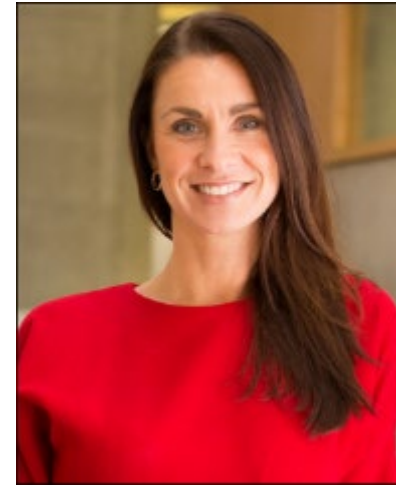


**University of
Sunderland**

International Teacher Education Team

PGCEs in **Education** and **Early Years Teaching**

Assessors for Assessment-Only Route to QTS



Ian, Liz, Simon, Jemma, Alison & Vikki



Winners of the Vice-Chancellor's Team Award 20-21



Today's talk

- Background to international teacher education and AOR QTS
- Background to Video-Enhanced Dialogic Assessment
- The Vice-Chancellor's Team Award 20-21: the VEDA project
- VEDA processes and research
- The voices of "Leon" and "Julia"
- Insights so far
- Next steps and food for thought



The International teacher education context

- British Teachers' Standards courses: award PGCE not QTS (Qualified Teacher Status)
- International school market: 60+ countries, 500+ schools; 650+ trainees per year
- Qualifications valuable in the international school sector

However...

- QTS is valued in some countries overseas despite its UK-specific licensure e.g. replaces exams in some regions, gold-standard in BSO schools, valuable for UK nationals repatriating
- Assessment can be carried out in overseas schools – strict regulations – known as the Assessment-Only Route to QTS, led by Ian Elliott





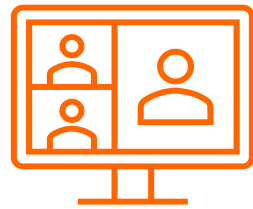
Sorry!
WE'RE CLOSED

AOR to QTS during Covid → VEDA

2020-21 - Video-Enhanced Dialogic Assessment process to carry out lesson observations and assessments entirely online where possible



Video lessons and live-streamed remote lessons



Online interviews



Dialogic summative assessment process



Where our VEDA idea came from

Lesson observation, formative and summative assessment are **pillars of teacher education**

University **digital strategy** brought in Panopto and Office 365

Background in **video-enhanced lesson observation** and digital methods

We were already using Skype but Teams **changed the landscape**

We were already moving towards using **video lesson uploads**

Colleague's doctoral thesis focus → **dialogic assessment** in Early Years Teaching



Innovative projects inspire Vice Chancellor's Teaching awards

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Published on 03 November 2020



The Vice Chancellor's Teaching Fellowships awards up to four inspiring staff members at the University of Sunderland, as well as a new Team Award, annually.

Awarded through an open competition on the basis of a planned project which will be delivered in the forthcoming academic year, this year's projects include: a games-based learning resource, video-enhanced dialogic assessment for trainee teachers, an assessment tool for use

The Vice-Chancellor's Team Award 20-21: the VEDA project



Early Years Teaching team leading on dialogic assessment



PGCE Education team leading on video-enhanced lesson observation

Full use of both strands with Assessment-Only Route to QTS – a 12-week process → research as well as practice



What a VEDA AOR assessment involves in practice...



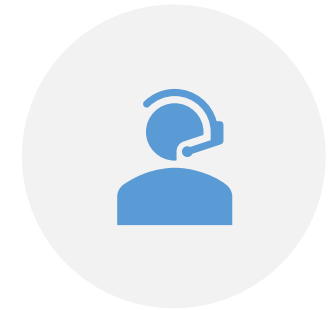
Evidence uploaded as digital portfolio – reviewed by assessor



Lesson observation – recorded and live-streamed – with feedback



Meetings with mentor and headteacher



Online viva-style assessment

Methodology and ethics

- All research that contains video requires a deep consideration of ethics – this shaped what we were able to ask for and do with the data beyond what we needed for quality assurance
- Broadly **action research** as an approach – cycles of development so that we can refine VEDA as a feasible and scalable approach
- Deeper analysis of theoretical elements and conceptual frameworks involved in dialogic assessment and inherent multimodality - moving beyond (or more deeply) into practice

Processes and protocols

Systematising the process to make it clear for all stakeholders – always the potential for inspection!

Data protection check because we are using video – information governance and GDPR review and approval by the university

Developing information for school leaders about the way that video is used

Ethical approval for the research component

VEDA processes - evaluation and research

- As part of evaluating the processes, we are also researching
 - The perceptions of the **assessors** about the process of VEDA
 - The perceptions of the **assesseees** about the process of VEDA
 - The nature of the **dialogue**, in order to understand what evidence of practice is constructed through the VEDA process
- Using **data** that is actively collected for the assessment process:
 - The video recording and transcription of the VEDA interview
 - **Sight/sound** of the documents and videos that may be referred to or explored during the process of the interviews
 - The video recording and transcription of the follow-up interviews for feedback as well as research



Video-enhanced lesson observation

Observing

- The impact of what the teacher is doing on what the students are doing
- Pedagogical moments



Feedback on

- Teaching strategies
- Subject knowledge
- Behaviour management
- ...etc.

Image: CDC via Unsplash



TP2 Lesson Video Upload

Date: 24 Nov 2019 at 23:59 - EDP380 (2018/9 - IL - FBL - NSSEM2)

18/72

Graded

0

Average

24/72



Paper view



Submitted: 11 Nov 2019 at 16:15

Submitted files: (click to load)

Assessment

Grade (0 / 0)

HIDDEN

Complete

Assignment comments

 Video verified as working. ×
Elizabeth Hidson, 12 Dec 2019 at 15:50

 See attached files. ×
[Observation PH.docx](#)
Lesley Hagon, 19 Dec 2019 at 12:42

Add a comment



Submit

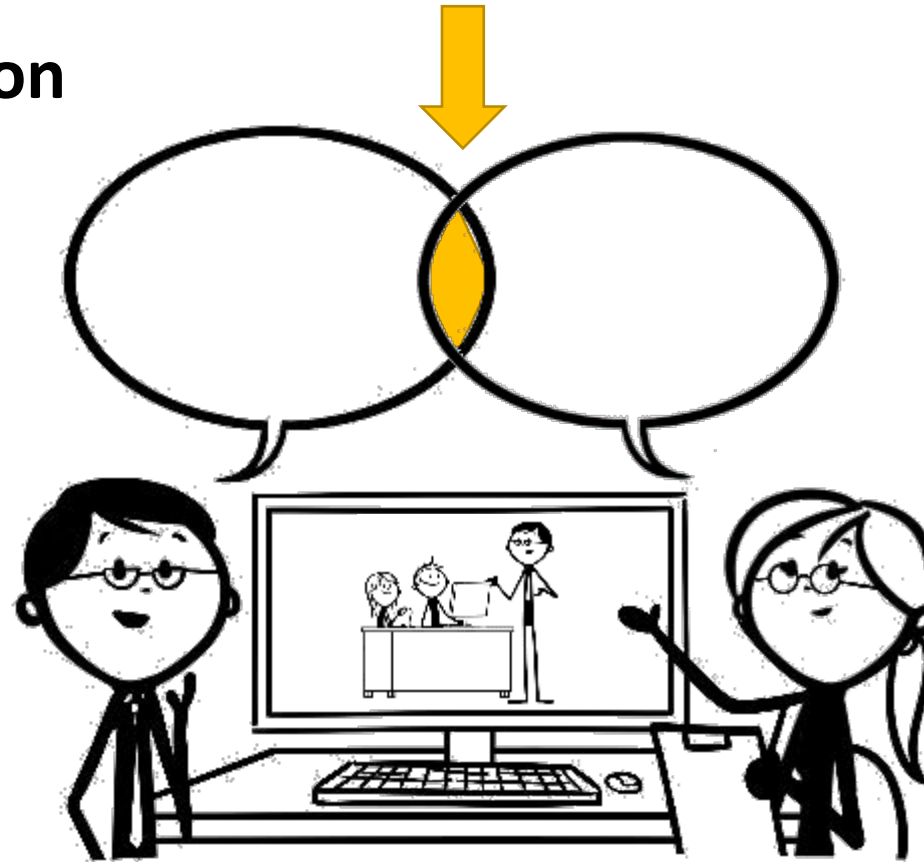
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Panopto + Box + Canvas + Teams

Video-Enhanced Dialogic Assessment

Video-enhanced lesson observation

- Lesson is video-recorded
- Reviewed by both teacher and observer
- Process of video-stimulated recall, reflection (Nind, 2015) and dialogue, plus written feedback



Dialogic assessment

- Candidate collates portfolio of evidence for summative assessment
- Candidate and assessor explore and discuss evidence and practice in a shared online dialogic space (Wegerif, 2007)

Indicative data: “Leon” and “Julia”

Teaching online in Middle East

On the VEDA process:

- “I had all of my materials available to me on the computer. So even if you were to ask me something that I hadn't been prepared for, I was thinking, OK, well, I hadn't actually submitted that evidence. But let me show you this lesson plan that I've done three weeks ago or let me show you something else.”

Teaching live in England

On the VEDA process:

- “You know, it was quite normal. It was like meeting a friend, just having a chat... I don't think I will be I will never, ever be afraid of any interviews because you have shown me the best example of how it could be, even if it is online.”

We ‘hear’ confidence and empowerment



Julia: a first pass through the standards lens

Let's have a little conversation around... how do you get to know your classes so that you can try and make sure that your teaching involves everybody?

- So the first thing that I try is to familiarise [myself] with the students' names... the ones who are doing really well, the top ones, I can remember very well, I can really remember where the naughty ones are; the middle ones I take time....I get to see them only once a week. It's not like other subject lessons that see them every day.
- Apart from that, when I meet them in the school grounds, on duty during break duty... talk to them. You know, that has helped me to establish a good relationship with them...

We 'hear' TS5 and TS8

Leon: on video-enhanced lesson feedback

“in terms of the of the **depth of the feedback**, it was it was more minute by minute that I'm used to seeing. And it was more helpful.

I just felt that it is very clear that you are ...used to giving feedback as a profession almost. And it felt like a very professional set of feedback, almost as if I'd gone to a **professional feedback-giver.**”

We ‘hear’ confidence and empowerment



Leon: perceptions of VEDA

“There were lots of questions that **made me think**, oh, yeah, actually. And so let me give you an example.

One of the **questions I haven't been able to get out of my mind is: how do you know** that you have every pupil engaged in the lesson? And that's just like a... it's a simple question from your side, but it's really something that's on my mind since the assessment process.

Even though it was it was essentially **an audit of my skills**, I took away points that I thought of **learning**, learning points, if you like, from your questions.”



We ‘hear’ professional learning



Insights from research so far

- Valuable process allowing **insight** into practice from both parties
- Full scale VSRRD not always possible within the time, but access to video enhances the **quality** of discussion and development points – food for thought about the role of video – less than expected, but research shows that this is not unexpected
- Tangential **benefits** to the team e.g. informing recent CPD on video-enhanced observation and feedback
- What is happening in the ‘**dialogic space**’ feels very powerful and empowering

Impact in our practice – VEDA is here to stay

- 1. IMPROVED PRACTICE:** We developed protocols and processes to integrate VEDA on a practical level. We find that this is already impacting on the culture of the courses and has noticeably increased the level of professional discussions
- 2. DIALOGICALLY CONSTRUCTED EVIDENCE:** Our ideas of ‘evidence’ have become more sophisticated and holistic based on better quality dialogue and professional judgments
- 3. “PANDEMIC’ PEDAGOGIES:** Our research was driven by the challenges of distance learning but we see it as having wider implications for assessment in the post-pandemic, hybrid learning environments

Next steps for our team research

- Continue data collection
- Transcripts will need coding and thematic analysis to fully explore as we continue data collection
- It is easier to see the practical developments that need to be made, and identify how to develop the wider team around the process
- The deeper theoretical insights will take time to analyse and distil – the research still feels at a very early stage



1

PLAY TO YOUR STRENGTHS – we used Covid to push our ideas, but focused very much on the process as well as the outcome, using our research skills to reflect on and review every step – **scalability** is our current focus

2

CREATIVE PEDAGOGY – “If you always do what you’ve always done, you’ll always get what you’ve always got” – we didn’t assume that the way we had done things was the only way – we took the chance to take some ‘**risks**’

3

MAXIMISE TECHNOLOGY – video, the VLE and data storage were the tools of our international work but this was the first time we could really bring everything together. We didn’t need anything different but we did need to do things **differently**

Final points to take away

Thank You



Ian, Liz, Simon, Jemma, Alison & Vikki



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