

# Using Video-Enhanced Dialogic Assessment with Trainee Teachers

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# Today's talk

- International teacher education
- Video-Enhanced Dialogic Assessment: the VEDA project – both research **and** practice
- Example case studies
- Next steps and food for thought



# Teacher training in the international school context

- There are over 13,000 international schools around the world (as of Jan 2023)
- Many value UK qualifications: we award Level 7 Postgraduate Certificate in Education (PGCE) with assessed practicum, but not UK QTS (Qualified Teacher Status) – i.e. the qualification but not the ‘license’
- QTS assessment can be carried out in overseas schools – strict UK government regulations – known as the ‘Assessment-Only Route to QTS’
- QTS is valued internationally despite its UK-specific licensure e.g. replaces exams in some regions, gold-standard in British schools overseas, valuable for UK nationals repatriating
- Now also piloting the new PGCE with iQTS (International QTS)

# Pre-Covid...



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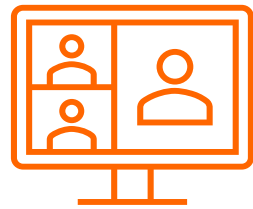
What did we do?

# AOR to QTS during Covid → VEDA

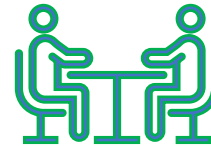
Video-Enhanced Dialogic Assessment process:  
lesson observations and assessments entirely  
online where possible and permitted



**Video lessons and live-streamed remote lessons**



**Online interviews**



**Dialogic summative assessment process**



# The origins of VEDA

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

University **digital strategy** provided appropriate technology

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

We were already using video-calling but Covid **changed the landscape** and expectations

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 for 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...



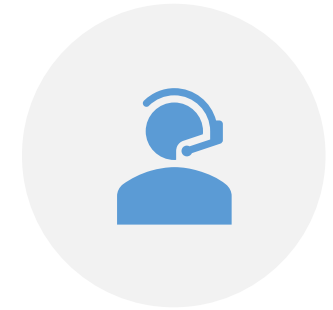
**Evidence uploaded as digital portfolio – reviewed by assessor**



**Lesson observations – recorded and live-streamed – with feedback**



**Meetings with mentor and headteacher**



**Online viva-style assessment**

# Processes and protocols

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

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

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

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**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



**The feedback triangle (Yang & Carless, 2013)**

Content, social & interpersonal, organization and management of feedback



# How does it work?



**Traditionally...**

# Video-enhanced lesson observation

## Observing

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



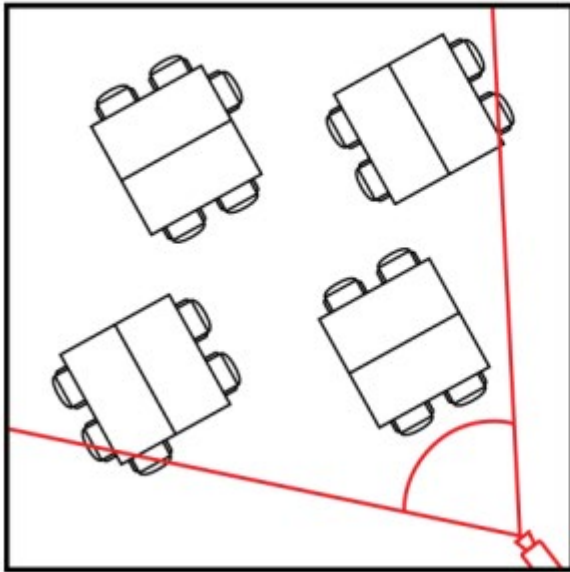
## Feedback on

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

Image: CDC via Unsplash

# Varying technical setups for recording

Webcam (80°)

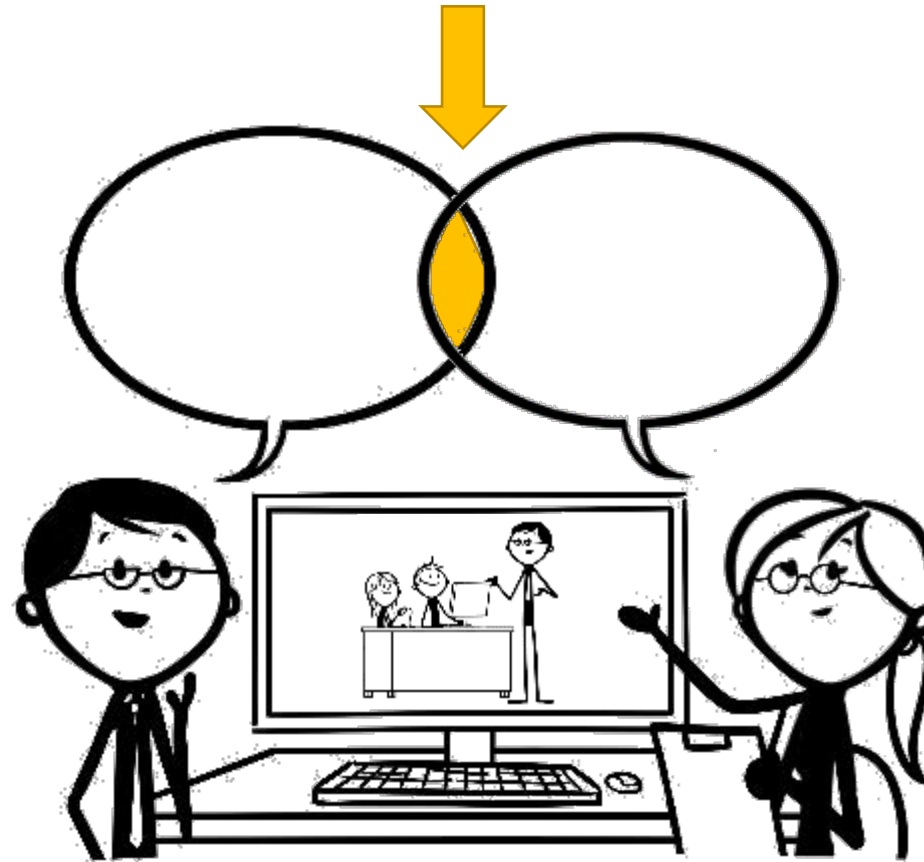


**Kilburn**, Daniel (2014) Methods for recording video in the classroom: producing single and multi-camera videos for research into teaching and learning. NCRM Working Paper. NCRM. (Unpublished)



# Video-Enhanced Lesson Observation

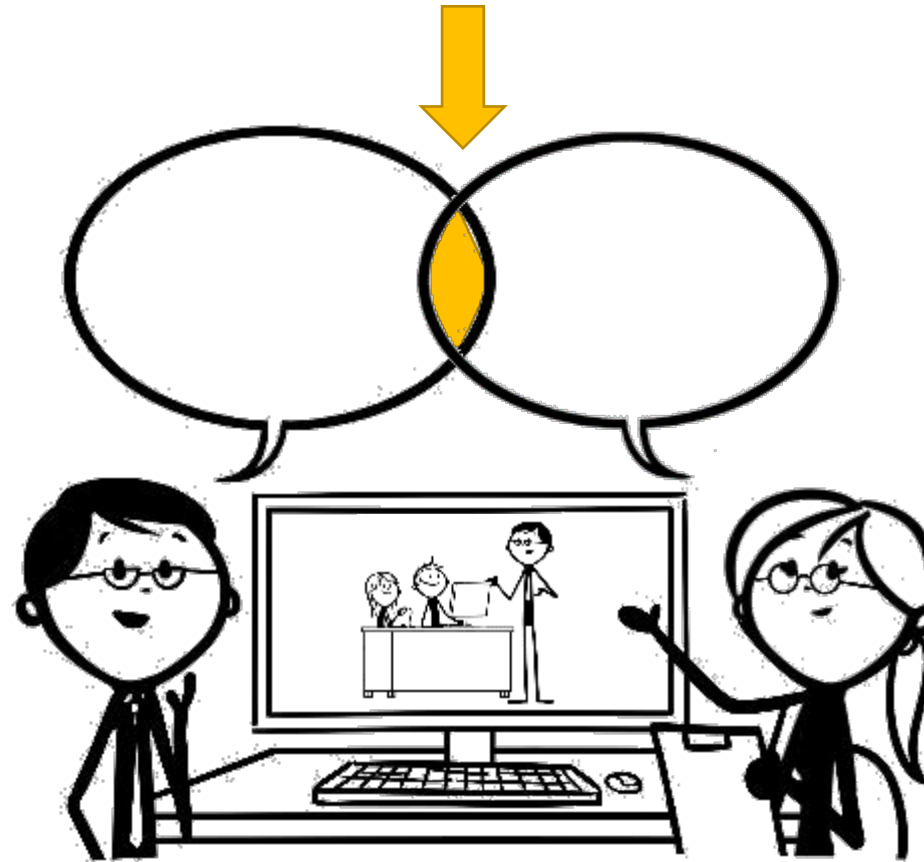
- Lesson is video-recorded
- Reviewed by both teacher and observer
- Process of video-stimulated recall, reflection (Nind et al, 2015) and dialogue, plus written feedback



- The candidate for whom formative video-enhanced dialogic assessment is part of their learning i.e assessment *for* learning as opposed to assessment *of* learning (Black and Wiliam, 1998).
- For AOR, this is usually the mid-point review, where teaching is observed.

# Video-Enhanced 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)



- The summative high-stakes VEDA interview where the assessor must be confident that all the evidence presented demonstrates that the candidate meets the necessary teachers' standards
- For AOR, this is the final interview part of the process.

What have we learned?

# Case studies of “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’ professional behaviours, we encourage and empower reflective practice, not judgment**



# 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 (adaptive teaching) and  
TS8 (professional responsibilities)

# 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.**”

For us, words create worlds – the importance of the ‘international’ language of pedagogy and the development of professionals



# 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 ... **learning** points, if you like, from your questions.”



We ‘hear’ Leon taking responsibility for ‘improving teaching’, reflection, and responding to advice and feedback (TS8)

# Insights from research and practice so far



Valuable process allowing **insight** into practice from both parties



Video enhances the **quality** of discussion and development points



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



Scalability – how do we scale up?





# 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**; we are making better **sense** of the evidence with the candidate (Winstone & Carless, 2020)
3. **“PANDEMIC” PEDAGOGIES:** Our **research** was driven by the challenges of distance learning but we see VEDA as having wider implications for **authentic assessment** in the post-pandemic, hybrid learning environments – the pandemic has catalysed technology in the service of pedagogy

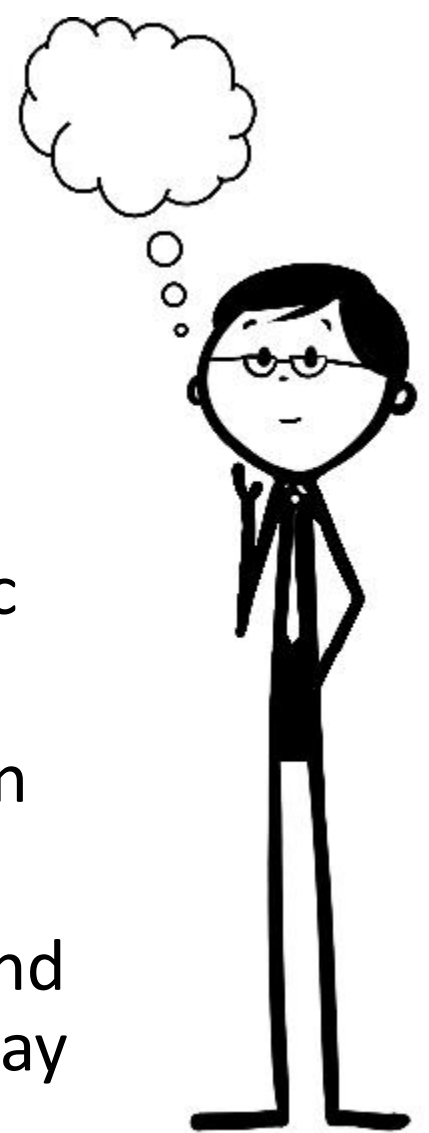


What next?



# Next steps for our VEDA research

- It has been easy to see and share the practical developments
- Continue data collection, transcript coding and thematic analysis
- Potential focus on audio challenges for micro-interaction capture and analysis
- The deeper theoretical insights take longer to analyse and distil – VEDA paper under review; book chapter underway



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 was one of 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

@PGCEIDL @DrHidson



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