



Hidson, Elizabeth (2020) Video-enhanced lesson observation for assessment of classroom practice. In: Fifth Annual Postgraduate and Final Year Trainees' Research Conference, 14-15 September 2020, Sunderland, UK. (Unpublished)

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# Video-enhanced lesson observation for assessment of classroom practice

*Dr Elizabeth Hidson FHEA*

*Senior Lecturer (IDL)*

*Elizabeth.Hidson@sunderland.ac.uk*



**University of  
Sunderland**

# Dr Elizabeth Hidson

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## ***Senior Lecturer in Education: Programme Leader for PgCert Education (SCITT)***

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My background is in UK secondary education (ages 11-18). I trained initially as a teacher of Information Technology in 1999, and spent 14 years in London schools. I have held multiple, whole-school, middle and senior leadership roles up to and including sole Deputy Headteacher. Strategic projects that I have worked on include the Specialist Schools programme, Building Schools for the Future (BSF), academisation and setting up a new sixth form.

As an Advanced Skills Teacher (AST) and Lead Practitioner, I mentored teachers at all stages of their careers across London in primary and secondary schools. I was also a TDA teacher advocate and part of their first 'Talk to a Teacher' Facebook campaign, as well as being the featured ICT teacher in the Class of Today DVD.

I moved to the North East to study full-time for my doctorate at Durham University. I also worked as a post-doctoral Research Associate at Newcastle University on a range of funded international educational technology research projects and have taught on PGCE, MA and doctoral researcher training courses at Durham University and Newcastle University before joining the University of Sunderland's International and Independent Distance Learning Team in 2018.

I now lead the PgCert Education (SCITT) programme working with School Centred Initial Teacher Training partners in the North of England and I'm Senior Assistant Programme Leader for the international [PGCE Education \(IDL\)](#). I am module leader for EDPM01: Development of Learning.



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☎ 0191 515 3172

@ elizabeth.hidson@sunderland.ac.uk

# Breaking news?

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**The use of video can enhance remote professional development:**

“...a particularly effective element of PD that enables teaching staff to review their own and reflect on others' actions in the classroom.”

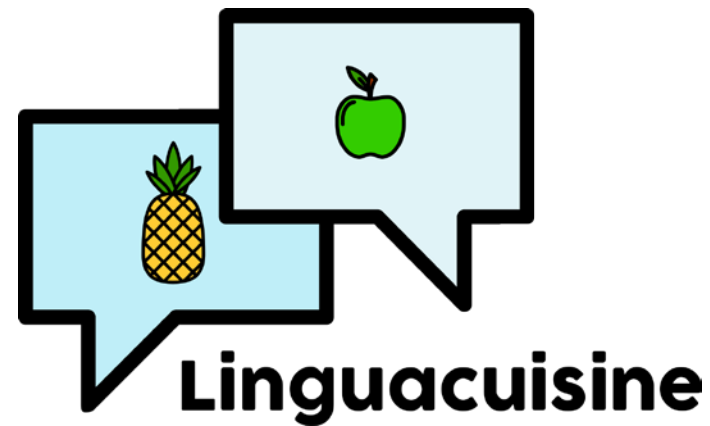
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*Education Endowment Foundation  
Rapid Evidence Assessment on  
remote professional development  
August 2020*

# Tech check - digital timeline

- 60s - reels - 8mm film – VHS tapes
- Mid-90s - Mini DV tapes – **digital** arrives - firewire
- Tapeless media → solid state video
- Technology gets smaller, more ubiquitous
- Now – streaming video, tablets, phone
- Schools – video usually connected and collected through commercial secure systems e.g. VEO, Iris, Swivl – **reminder of ethics and safeguarding policies**

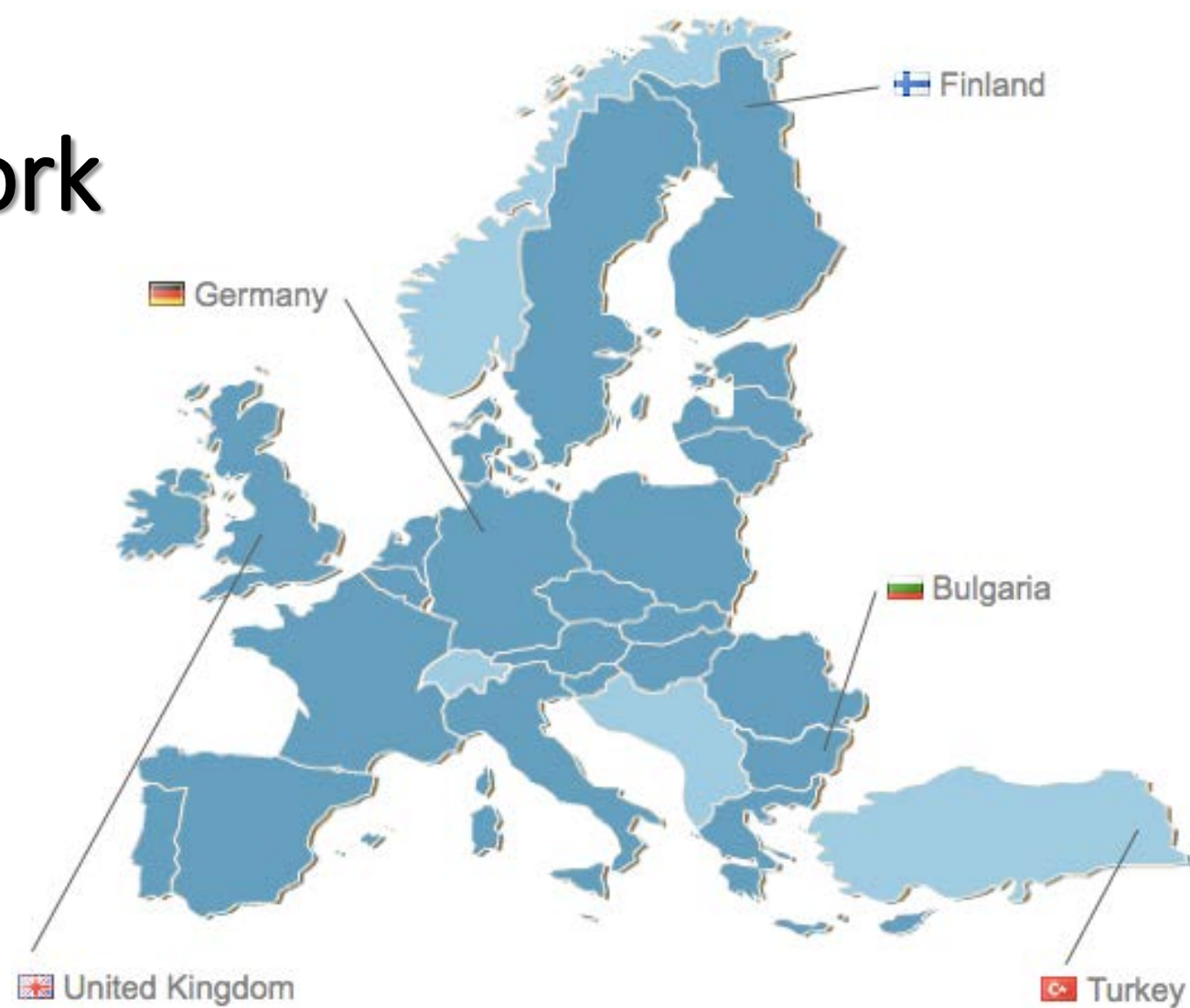






# VEO Research framework

1. To what extent is **professional development** supported by VEO?
2. How do **trainers and trainees** use VEO in their work?
3. How do teachers use VEO to **monitor and assess student learning**?
4. To what extent does VEO help teachers **improve** their monitoring and assessment of student learning?



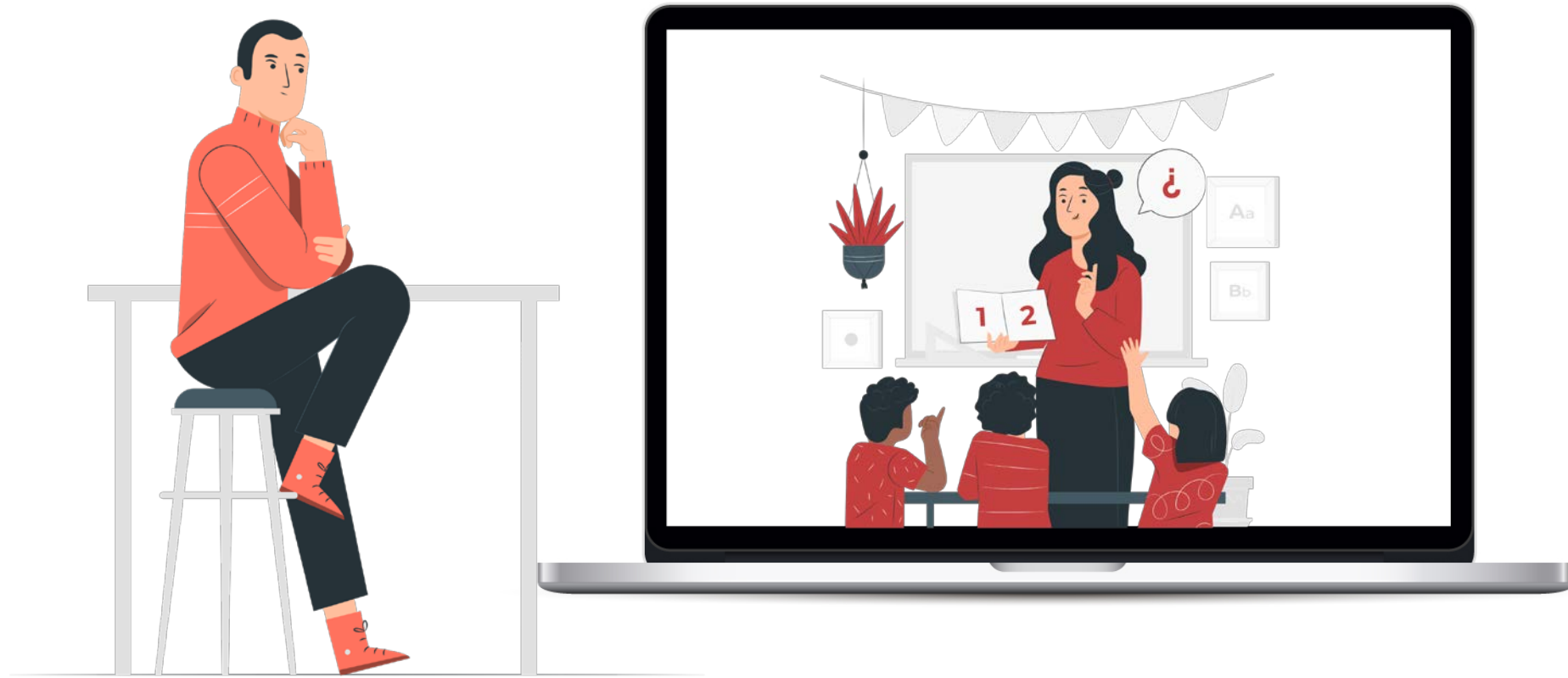
# Lesson observation – a ‘signature pedagogy’



Shulman (2005)



# Case Study 1: video for PGCE lesson feedback



Hidson (2019)

# Professional vision – we start ‘noticing’

## Extract 1

Mentor: You're modelling the task really well.

Trainee: Am I that tall?

Mentor: Well, I don't know if you're that tall or they're that short...  
[Talks to group] but I think he's got really good movement around the room, would you agree?

# Professional vision – we start evaluating

## Extract 2

- Mentor: Now that you're watching it in real time, what would you say?
- Trainee: That there are too many instructions. I talked too much.
- Mentor: Did it feel like that at the time?
- Trainee: No, but I can see it now.

# Making sense of it from a professional perspective

## Extract 3

- Mentor: What do you think you could do to improve ... what do you reckon?
- Trainee: My questioning could be a bit more planned. At the minute I'm still trying to gauge how much they know about the topics so I can plan the question but now I have a better idea for next time. I'll ask more detailed questions to get more detailed answers, really.
- Mentor: Yes, and if possible, when you're questioning use children's names.



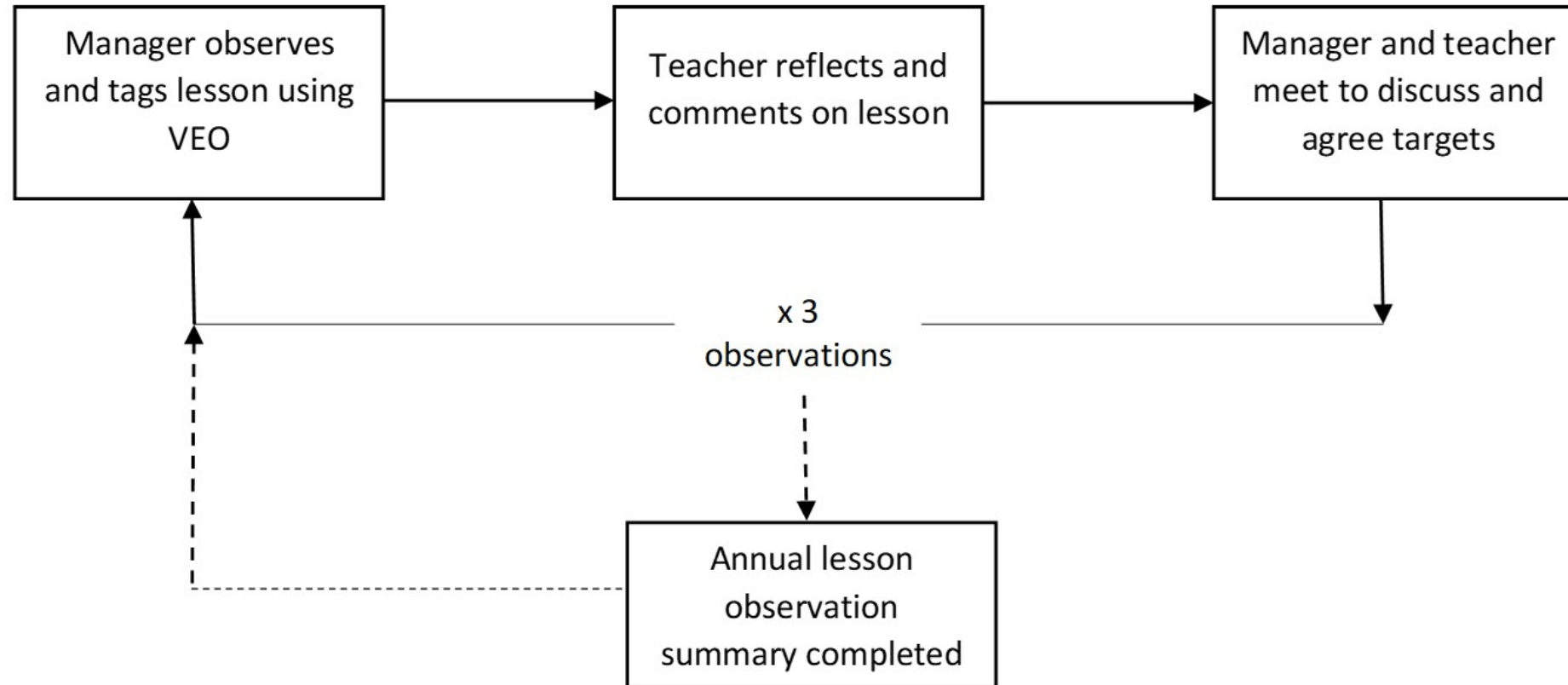
# What can we learn?

- Video redefines the way lesson observation is carried out
- Increasing sophistication of trainee's reflective skills
- Experienced mentors can turn this into a dialogic teaching episode

# But...

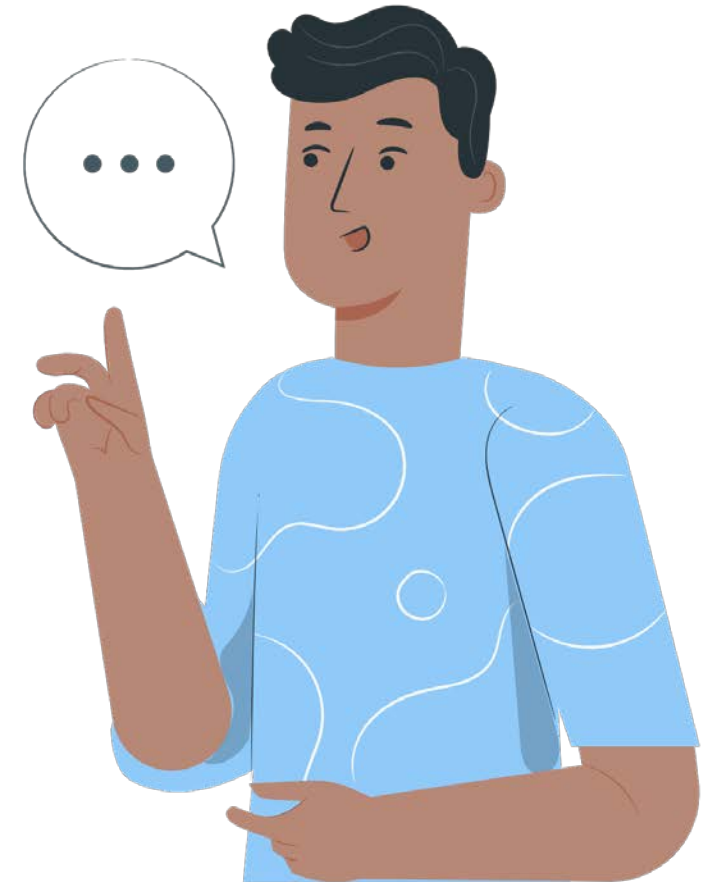
- Lesson observation is used performatively and for performance management and appraisal (O’Leary, 2016)
- Linked to graded observations, stress, as evidence of **under**-performance
- The Education (School Teachers’ Appraisal) (England) Regulations 2012 regulations (DfE, 2012)
- Although the model appraisal policy “states states that schools and teachers should see this as a ‘supportive and developmental process’ (p. 7), which informs continuing professional development (CPD), it is also used to determine decisions on pay progression and formal capability procedures” (Hidson, in press).

# Case Study 2: Moving from performance management to continuous teacher development





Lesson Observation Feedback Form	
Teacher:	Observer:
Subject:	Class:
Purpose:	
<b>Primary focus of the observation: What are you developing in your own practice?</b>	
<b>Lesson 1</b>	
Excellent teaching requires strong relationships, challenge, excellent subject knowledge, strong explanations, questioning and feedback.	
<b>What is happening?</b> - - - - -	<b>What is the impact on learning?</b> <b>How is this facilitating progress?</b> - - - - -
<b>Lesson 2</b>	
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<b>What is happening?</b> - - - - -	<b>What is the impact on learning?</b> <b>How is this facilitating progress?</b> - - - - -
<b>Post Cycle Reflections</b>	
<b>What went well?</b>   <b>What could be improved?</b>   <b>What are the next steps to help improve?</b>	
Teacher signature: _____ Observer signature: _____	





# What can we learn?

- Review and update school **policies** ready for implementation: identify where video-enhanced observation has potential in wider school practices.
- Provide training and **support** so that staff are empowered to use the technology.
- Model and build the **practice** that you wish to see over time.

# Video-Enhanced Dialogic Assessment 2020-21

- Portfolio of evidence to meet teachers' standards for PGCEs and AOR to QTS (Elliott, Sheard & Bell)
- Video-enhanced observation and feedback (Hidson)
- Dialogic assessment (Griffiths & Wynn)



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# Thank you

Elizabeth.Hidson@sunderland.ac.uk



@DrHidson

@PGCEIDL



**University of  
Sunderland**



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