

# Pedagogy in a pandemic:

international teacher education  
via distance learning during the time of Covid-19

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**University of  
Sunderland**

# Today's talk

- Introduction: speaker background and research interests
- International teacher education via distance learning – **teaching teachers online**
- Responding to the challenge of Covid-19 as an opportunity to innovate in pedagogy and practice – **teaching teachers when teaching has moved online**
- Postgraduate level educational research in the time of Covid-19: studying 'schooling' when 'schooling', staff and students are online/offline/hybrid - **teaching teachers to do research when teaching has moved online**
- Video-enhanced dialogic assessment – **researching changing assessment practices because of distance learning and Covid-19**



University of  
Sunderland, Sir  
Tom Cowie  
Campus





## ***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 national teacher recruitment 'Class of Today' interactive 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 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.





# TPEA

## Technology Pedagogy and Education Association

Thank you for visiting – Our site is currently under construction.  
You can find more information from our founding organisations below.



A partnership between:



Founded in 1992 the MirandaNet Fellowship is an international community of professional educators which has forged a unique approach to continuing professional development (CPD), education, innovation and research.



ITTE is an association of teacher educators who share an interest in improving learning through the application of digital technology in teaching and through the effective teaching of ICT as a subject and the pedagogical application of digital technology by all teachers.





# Teaching teachers online



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## #TEAMIDL

- Who we are
- What we do
- How we do it



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# A diverse body of trainees

New entrants on placement

Graduate in-service school staff

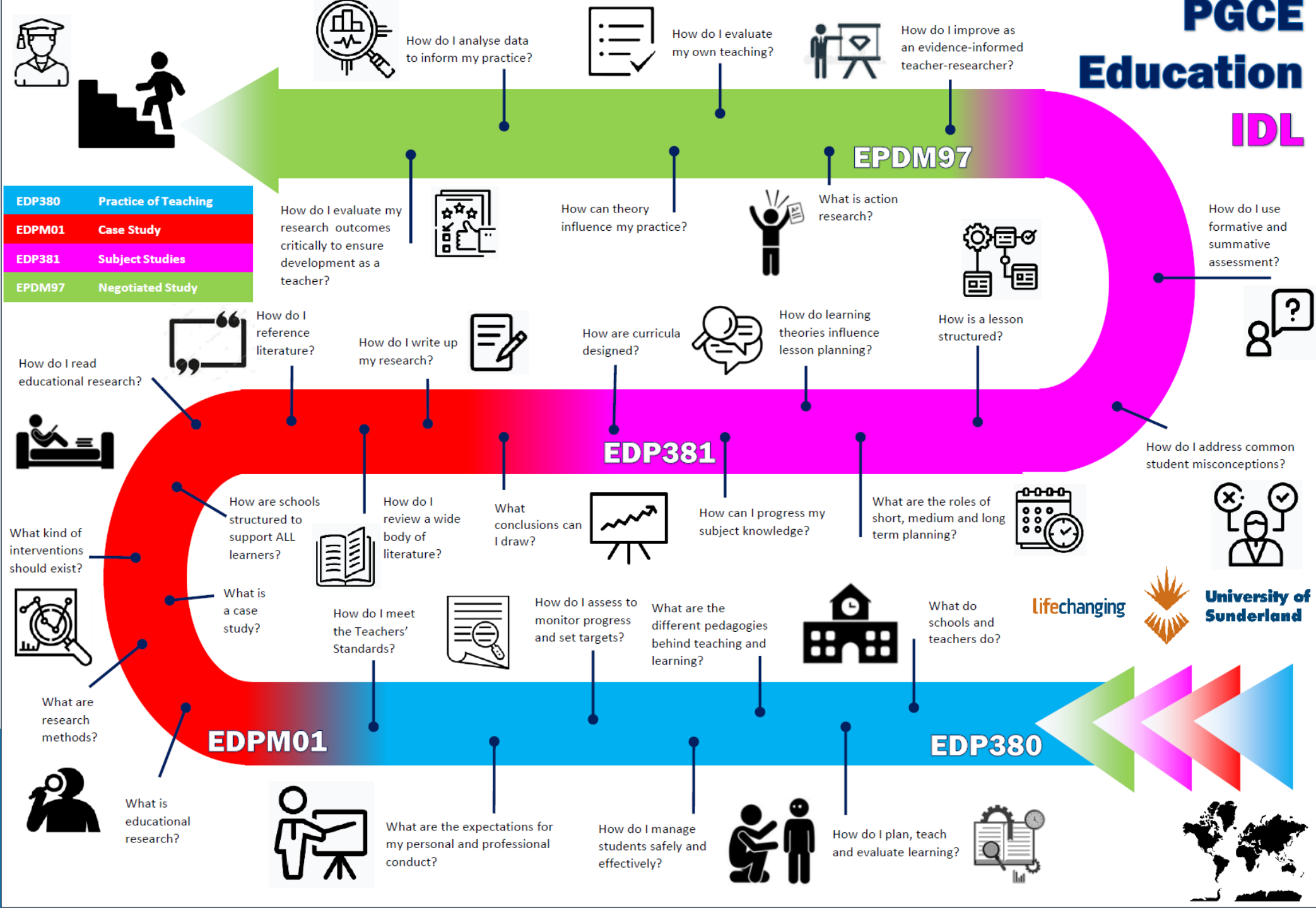
Experienced in-service teachers

Senior leaders in schools

English language teachers (e.g. NETs)

# PGCE Education IDL

## The PGCE IDL Learning Journey



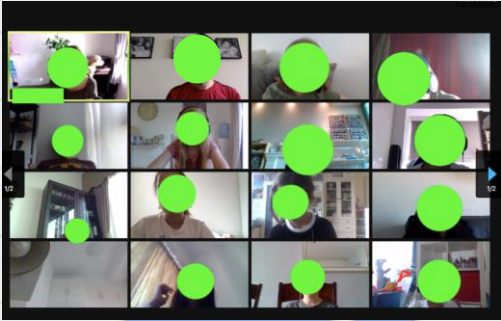


# Teaching teachers when teaching has moved online



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# Education in a pandemic...



# Education during a pandemic



- Constant shifting sands with regards to teaching practicums due to the pandemic (similar to the UK)
- Working with a vast number of different countries, curricula and trainees with cultural differences and levels of experience.
- For example, areas such as South East Asia and Middle Eastern countries have closed schools repeatedly, often dictated by the Ministries of Education. As an example, many schools in Dubai have adopted a ‘blended approach’ but Abu Dhabi is still teaching purely online.
- Students have needed more reassurance and flexibility in regard to assignments and workload and we have responded by creating alternative assessment pathways.
- However, a positive: they have adapted their teaching using more advanced technological skills.
- Schools and teachers have been almost ‘forced’ to adapt by using technology, something that has been discussed in education for many years but not necessarily widespread adoption. Variable provision and support in schools.



# Pedagogy drives technology



Maintaining the **interactivity and engagement** you would expect face-to-face, e.g. Canvas quizzes, Polls, Forms, digital calendaring e.g. Calendly



Utilising the full functionality of **MS Teams** as new features come online; paired live teaching, captions, recordings, breakout rooms




Ensuring the **Digital Lead** supports staff to develop engaging and professional teaching spaces



**Accessibility** – deploying the principles of Instructional Design to support EAL students

# Canvas quiz: The Classroom Experiment

PGCE Education  
February Cohort 2021



**EDP381: Subject Studies**

[EDP381 - Subject Studies \(2020/1...](#)  
[EDP381 \(2020/1 - IL - FIL20 - ...](#)  
[2020/1](#)

1 38

Formative Assessment and Assessment for Learning



FORMATIVE ASSESSMENT

Powered by Panopto



ASSESSMENT


theVIEW | Powered by Panopto

> The Classroom Experiment

☆☆☆☆☆

Search this recording

Details	<input checked="" type="checkbox"/>	Quiz	2:08
<b>Contents</b>	<input checked="" type="checkbox"/>	Quiz	2:14
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	<input checked="" type="checkbox"/>	Quiz	34:08
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0:05 -58:55

1x Speed Quality

Elizabeth's Case Study Coffee Shop  
YOUR WEEKLY CHANCE TO CHAT OVER COFFEE



JEMMA AND MARK INVITE YOU TO:

## EDP 381 - CATCH UP OVER A BREW

BEGINNING THURSDAY 4th March (WEEKLY) @  
10.30AM (UK Time)  
ON MS TEAMS

FEEL FREE TO DROP IN, BRING A BEVERAGE OF  
YOUR CHOICE AND ANY QUESTIONS YOU MAY HAVE  
RELATED TO EDP381

A promotional graphic for a session. It features a background image of two people sitting at a table with coffee cups. The text is overlaid on a white box with a drop shadow.

### VIKKI'S BREAKTIME CATCH-UP

YOUR WEEKLY OPPORTUNITY TO JOIN US  
FOR A CHAT OVER A TEA OR COFFEE

A promotional graphic for a session. It features a background image of two people sitting at a table with coffee cups. The text is overlaid on a white box with a drop shadow.

Microsoft Teams

## EDP380 Drop-In Session

2024-10-01 11:00 UTC

Elizabeth Wilson (Staff) Elizabeth Wilson (Staff)

1:05:50

Live sessions (also recorded)



# IIDL NEWSLETTER

INTERNATIONAL  
INDEPENDENT DISTANCE  
LEARNING TEAM

School of Education

Welcome to the first issue!

Volume One

DATE: February 2021



St Peter's Campus, University of Sunderland

WELCOME

# Teaching teachers to do research when teaching has moved online



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# The academic 'story'

- What is the story of the intervention in the school? Why does it happen? What do you know about the topic?
- What do you know about research methods? Which are the best ones for your research? Why?
- Who did you talk to? What did you see/hear? What documentary data do you have? What did you learn?
- How well is the intervention working for these students? How do you know?
- How does that compare to what you read in the literature? Could the school do it any better?





# The Island of Research

One Rule: Do Not Block the Path of Inquiry

## Ocean of Experience



You need your research tools







CALLS, COVID-19, NOTEBOOK

## Teaching online research methods online with asynchronous international distance learning students during Covid-19

December 22, 2020  
socmediaeditor

By Elizabeth Hidson and Vikki Wynn

### Challenges in asynchronous international distance learning pre-Covid

Working on an international distance learning teacher training programme brings multiple challenges, the biggest of which had previously been the asynchronous pattern of teaching and learning for the academic elements. Teaching is based on a systematic instructional design approach adopted by our university and broken down into weekly thematic units to support acquisition, discussion, investigation, collaboration, practice and production to meet learning outcomes. Recorded micro-lectures, learning activities and discussion boards are accessed asynchronously, with face-to-face online group sessions for further consolidation. The assessed teaching practice element of the programme had always been carried out in the host international schools, facilitated by school-based mentors and in-country professional practice tutors.

Developing research-informed practitioners



Our current issue

Our archive

Tweets by @TheIJSRM



# Research-active educators

“

The importance of developing research capacity in trainee teachers stems from the expectation that they will become research-informed practitioners who can use evidence to inform decision-making (Siddiqui and Wardle, 2020). **Being consumers of research is not enough, however: teachers need to also develop the tools to carry out their own research in school settings.**

*Hidson & Wynn, 2020*

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“Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. ...”

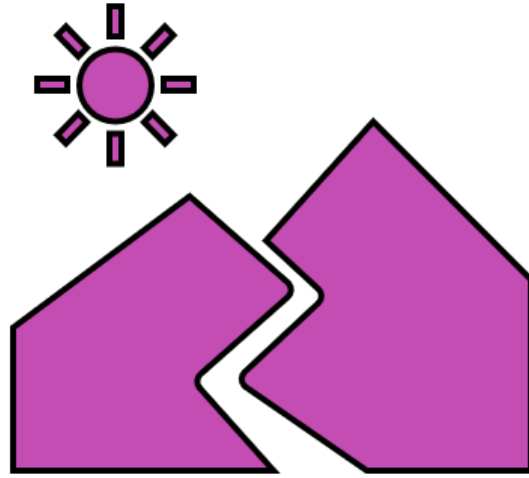
Wenger (1998)



# Researching changing assessment practices because of distance learning and Covid-19



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# “A methodological frontier...”

Weller (2015)

Weller, S. (2015). *The potentials and pitfalls of using Skype for qualitative (longitudinal) interviews*. NCRM Working Paper. NCRM.

# Rethinking assessment

## What have we done?

- ✓ Feedback gathered around existing assessment model
- ✓ Audit of existing best practice
- ✓ Audit of modules within programme
- ✓ Revised and developed module documentation
- ✓ Pilot ***Dialogic Assessment***
- ✓ Roll out ***Dialogic Assessment with full cohort***
- ∞ Review and gather data from formative assessment
- ∞ Continuous development of community of learning



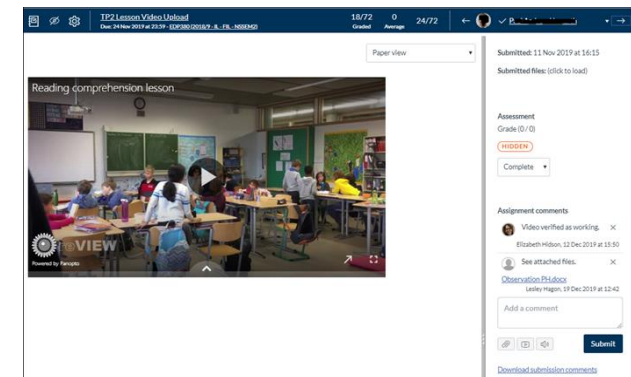


# Video-enhanced observation

- Video as a step change for IDL with the introduction of Panopto
- Staged initial implementation of video submissions via reVIEW and Canvas starting January 2019 cohort (14 videos)
- **ALL** trainees now submit videos for TP1
- A secure submission mechanism, tracked against the individual student ID
- Ease of staff access for quality assurance, moderation etc.
- A straightforward online way to replace the over-complicated previous process
- Backed up by the university as part of ongoing data storage requirements
- Time saving for administrative and academic staff
- Easy to access feedback for students
- University Legitimate Interest Assessment for Information Governance
- Data protection information for school senior leadership

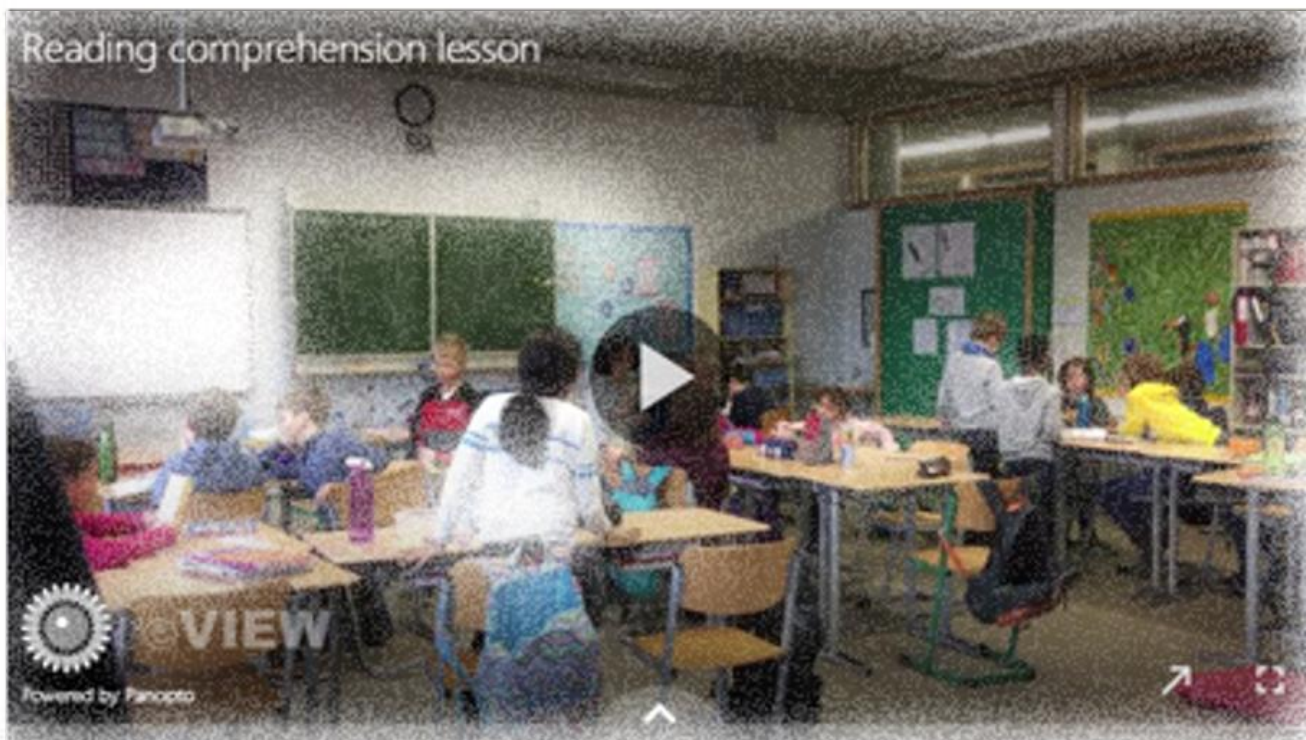


Change the way you think, improve the way you work





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 Midson, 12 Dec 2019 at 15:50



See attached files. ✕

[Observation PH.docx](#)

[redacted] Dec 2019 at 12:42

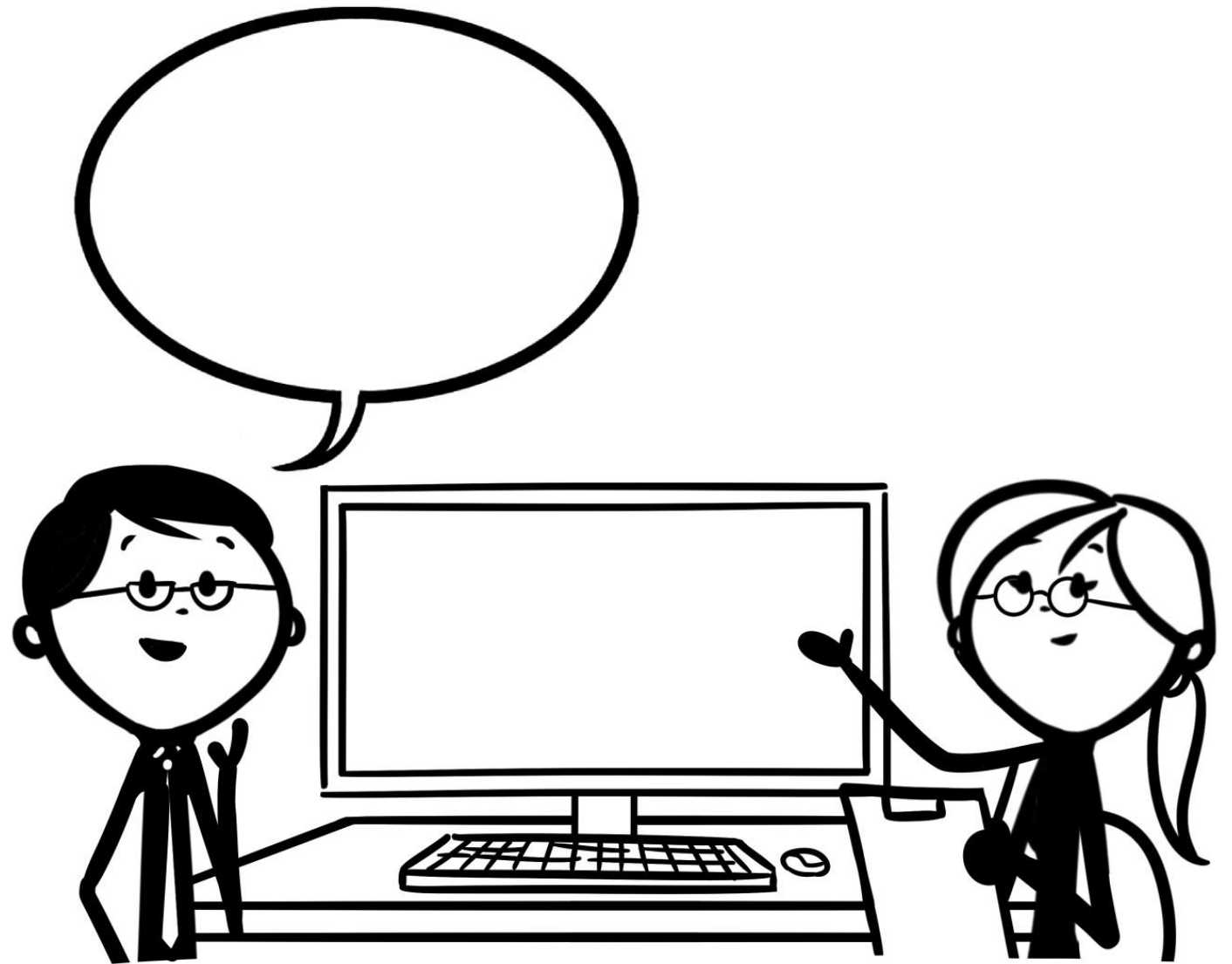
Add a comment



Submit

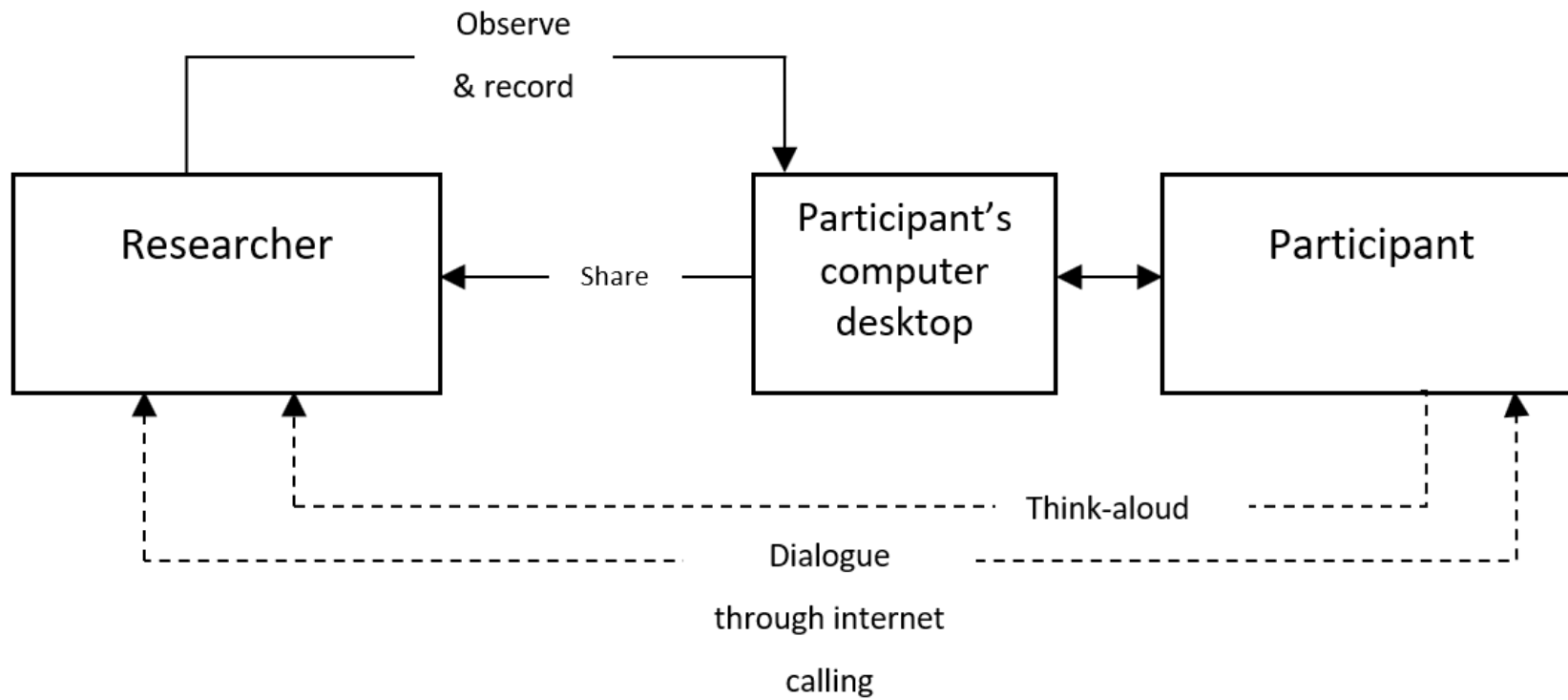
[Download submission comments](#)

# Video- Stimulated Interviews

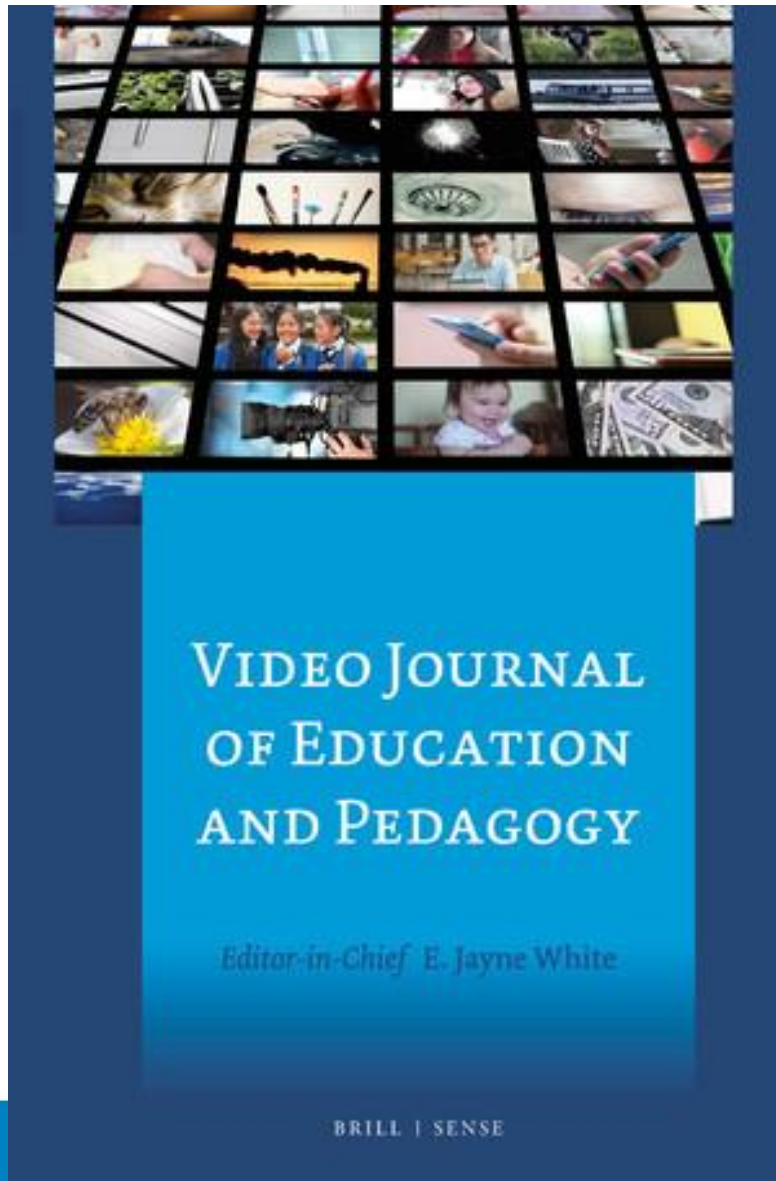




## *Model of desktop sharing method*



Hidson (2018)



**Hidson, E. (2020).** Internet Video Calling and Desktop Sharing (VCDS) as an Emerging Research Method for Exploring Pedagogical Reasoning in Lesson Planning. *Video Journal of Education and Pedagogy* 5(1) 1–14 DOI: <https://doi.org/10.1163/23644583-00501001>

**Keywords:** emerging research innovations; video calling; desktop sharing; digital research methods; pedagogical reasoning; lesson planning



# Vice-Chancellor's Team Award

## Video-Enhanced Dialogic Assessment (VEDA)



## Innovative projects inspire Vice Chancellor's Teaching awards

[Home](#) / [More](#) / [News](#) / Innovative projects inspire Vice Chancellor's Teaching awards

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



# Relevant take-aways

- Look at the opportunities that challenges offer for practice
- Build on what we know about good teaching and learning, good technology and good research
- Sometimes things can be done even better because we have had to look at them differently
- Turn these problems and solutions into something worthy of further research and dissemination

# Thank you

@DrHidson



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