



**University of  
Sunderland**

Hidson, Elizabeth, Elliott, Ian, Griffiths, Alison, Sheard, Simon, Wynn, Vikki and Bell, Jemma (2021) Video-Enhanced Dialogic Assessment: online vivas for teacher assessment. In: Practical Pedagogy Conference 2021, 13 September 2021, University of Lincoln (online).

Downloaded from: <http://sure.sunderland.ac.uk/id/eprint/13956/>

#### **Usage guidelines**

Please refer to the usage guidelines at <http://sure.sunderland.ac.uk/policies.html> or alternatively contact [sure@sunderland.ac.uk](mailto:sure@sunderland.ac.uk).



# Video-Enhanced Dialogic Assessment: online vivas for teacher assessment

*Dr Elizabeth Hidson*

Senior Lecturer in International Teacher Education

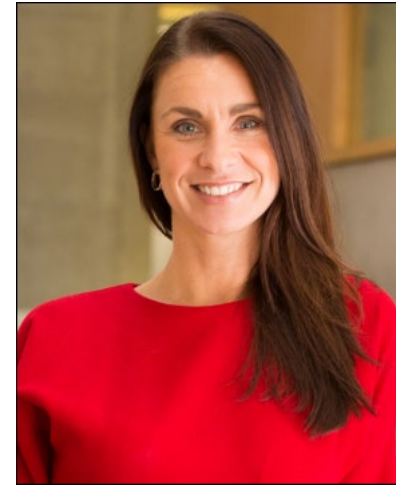


**University of  
Sunderland**

# International Teacher Education Team

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

### Assessors for Assessment-Only Route to QTS



*Ian, Liz, Simon, Jemma, Alison & Vikki*

# The International teacher education context

- British Teachers' Standards courses: award PGCE not UK 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 status e.g. replaces exams in UAE, 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 – a 12-week pathway





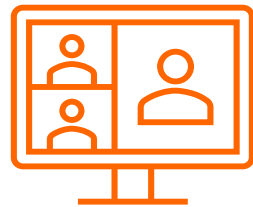
*Sorry!*  
WE'RE CLOSED

# 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



University of  
Sunderland



# 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

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

Published on 03 November 2020



Vice Chancellor Sir David Bell

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 leading on dialogic assessment



PGCE Education 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 it 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



# 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



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

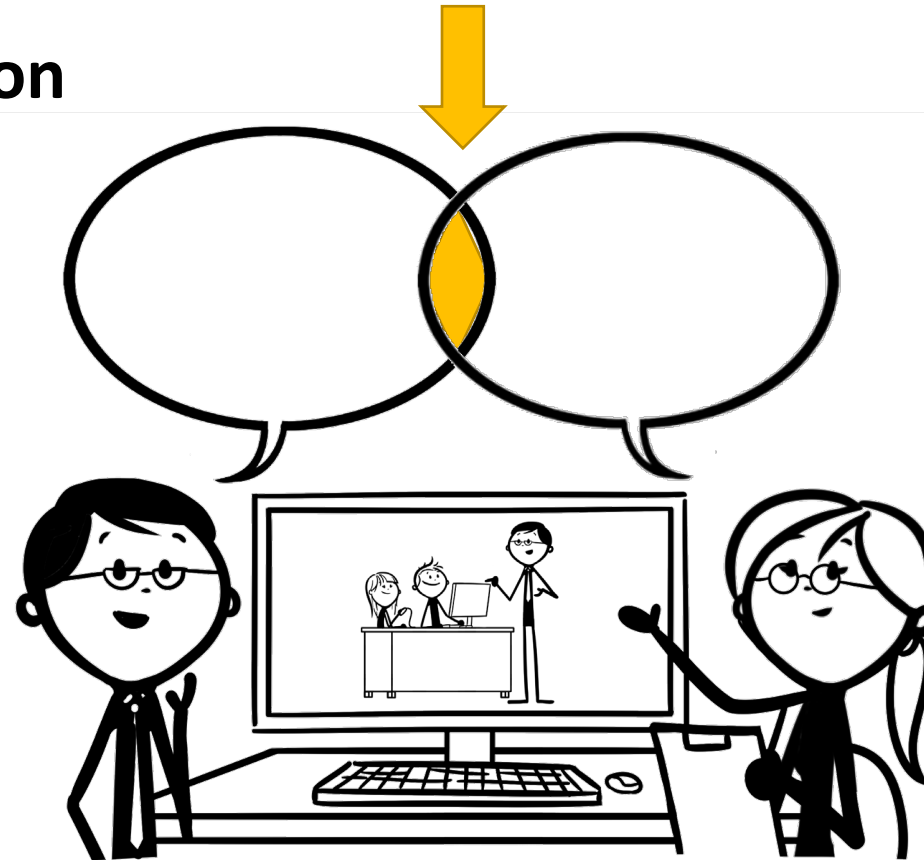
[Download submission comments](#)

## 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)

# Leon: perceptions of VEDA

“There were lots of questions that **made me think...**

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 ...a... simple question from your side, but it's really something that's on my mind since the assessment process, so in terms of the of the **depth of the feedback**, it was it was more minute by minute that I'm used to ... and more helpful...

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.”





# 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

# Insights about our VEDA approach

1. Valuable process allowing **insight into practice** from both parties
2. Access to video enhances the **quality of discussion** and development points – but the dialogic **interview** itself is the key aspect of the process
3. Tangential **benefits** to the wider team e.g. informing recent CPD on video-enhanced observation and feedback
4. What is happening in the '**dialogic space**' feels very powerful and empowering – continued scope for analysis
5. Deeper theoretical insights will take time to analyse and distil – the research element still feels at a very **early stage**, but the process evaluation is very well developed



# 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 found 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

# Final points to take away

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



@PGCEIDL

@DrHidson

Image 1: [isa.konig](#), Unsplash  
Image 2: University of Sunderland



University of  
Sunderland