Hidson, Elizabeth and Elliott, Ian (2022) Live-streamed lesson observations as part of the Assessment-Only route to QTS. In: Digital Learning and Teaching Conference, 28 June 2022, Sunderland, UK. (Unpublished)

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DLTC'22
From crisis to sustainable teaching practice

# Video-enhanced lesson observation


**Elizabeth Hidson & Ian Elliott**

**International Initial Teacher Training Team**

**@PGCEIDL**

# Our programmes

**PGCE Education & Early Years**

- One academic year
- 4 modules inc. two blocks of teaching assessment via lesson observations
- International schools
- Non-QTS but UK Teachers' Standards
- 650+ trainees per year in two cohorts

**Assessment-Only Route to QTS**

- 12 weeks **assessment**-only
- DfE regulations
- UK and international schools
- Assessed teaching via lesson observations
- UK Teachers' Standards
- Growth to 150+ per year

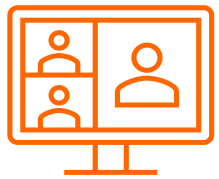
Image: Travel #1837321 via Clipart Library

# AOR to QTS during Covid → VEDA

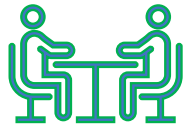
2020-21 - Video-Enhanced Dialogic Assessment process to carry out lesson observations and assessments entirely online where possible

**Digital portfolio of evidence**

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



**Online interviews**



**Dialogic summative assessment**

# How Video-Enhanced Dialogic Assessment developed

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

# Digital Developments

Canvas VLE

E-portfolio

reView (Panopto)

Office 365

## Recorded video lessons

- Historically: submission complexity
- Initial 2019 trial - 14 video uploads through reView doubled to 28 from same cohort
- Next cohort, further 19 videos
- By May 2020, 163 videos
- Now – ALL trainees submit video lessons across ALL programmes

# How does it work?

Image attribution: https://blog.opogo.com/hubfs/lesson%20observation.jpg

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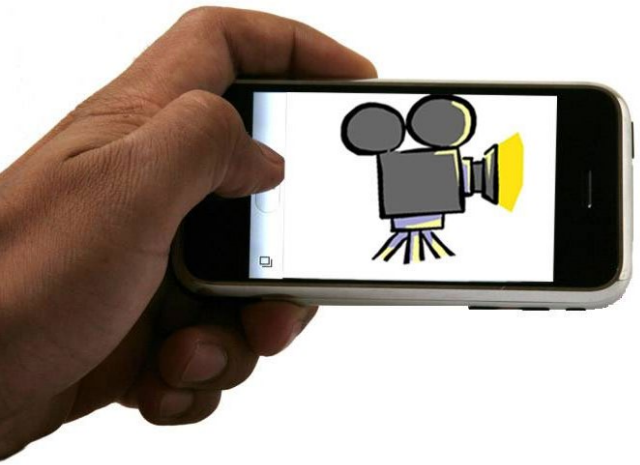
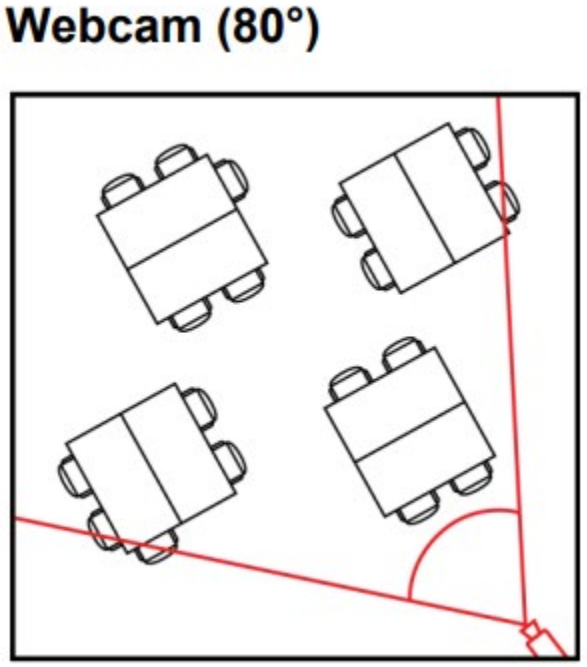
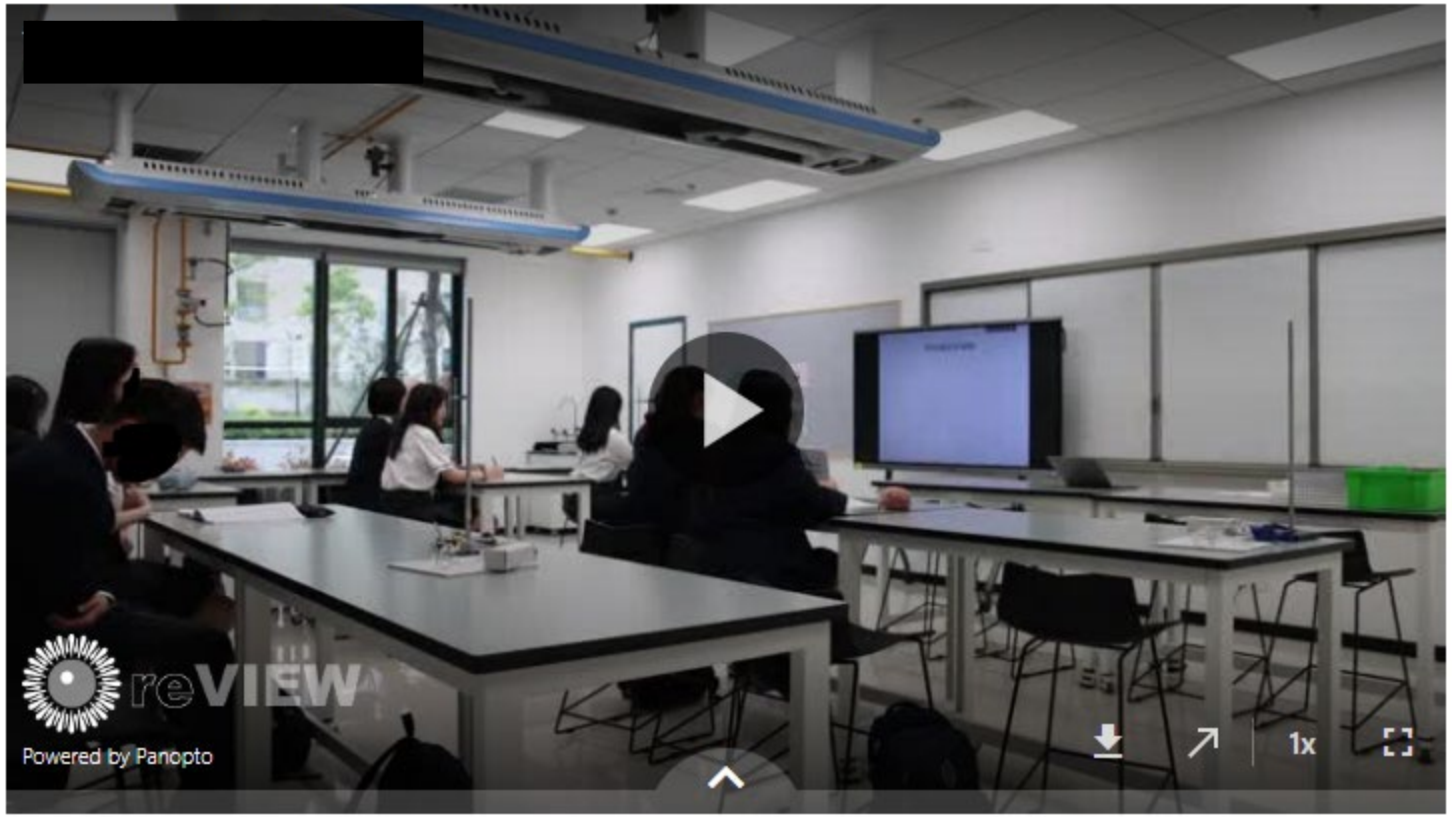


# Technical setup for recording



**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)

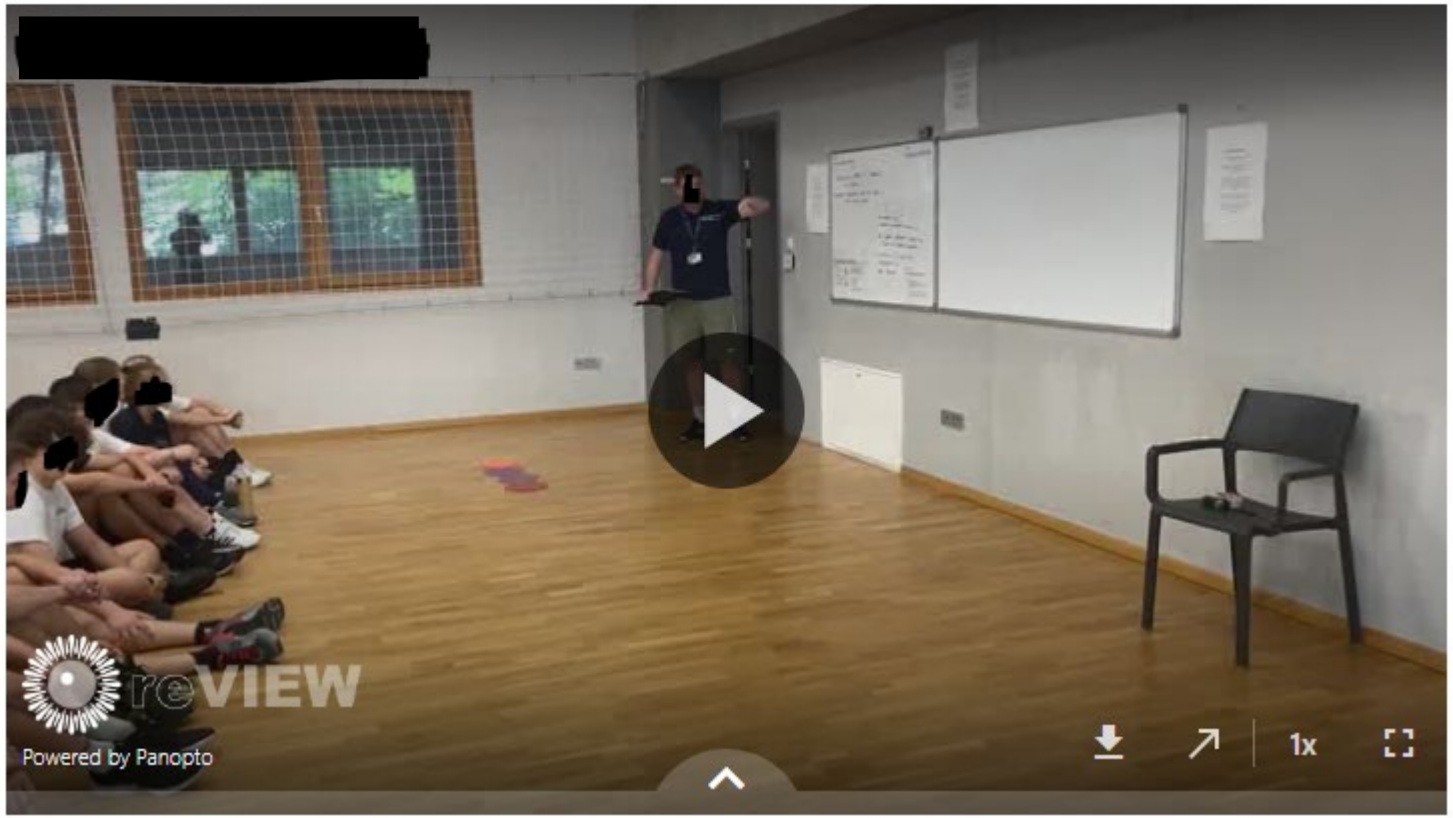
# Standard corner view



# Standard corner view

AOR to QTS - video lesson upload link and guidance

Due: no due date - EASSONLFT (2021/2)



# Standard corner view

AOR to QTS - video lesson upload link and guidance

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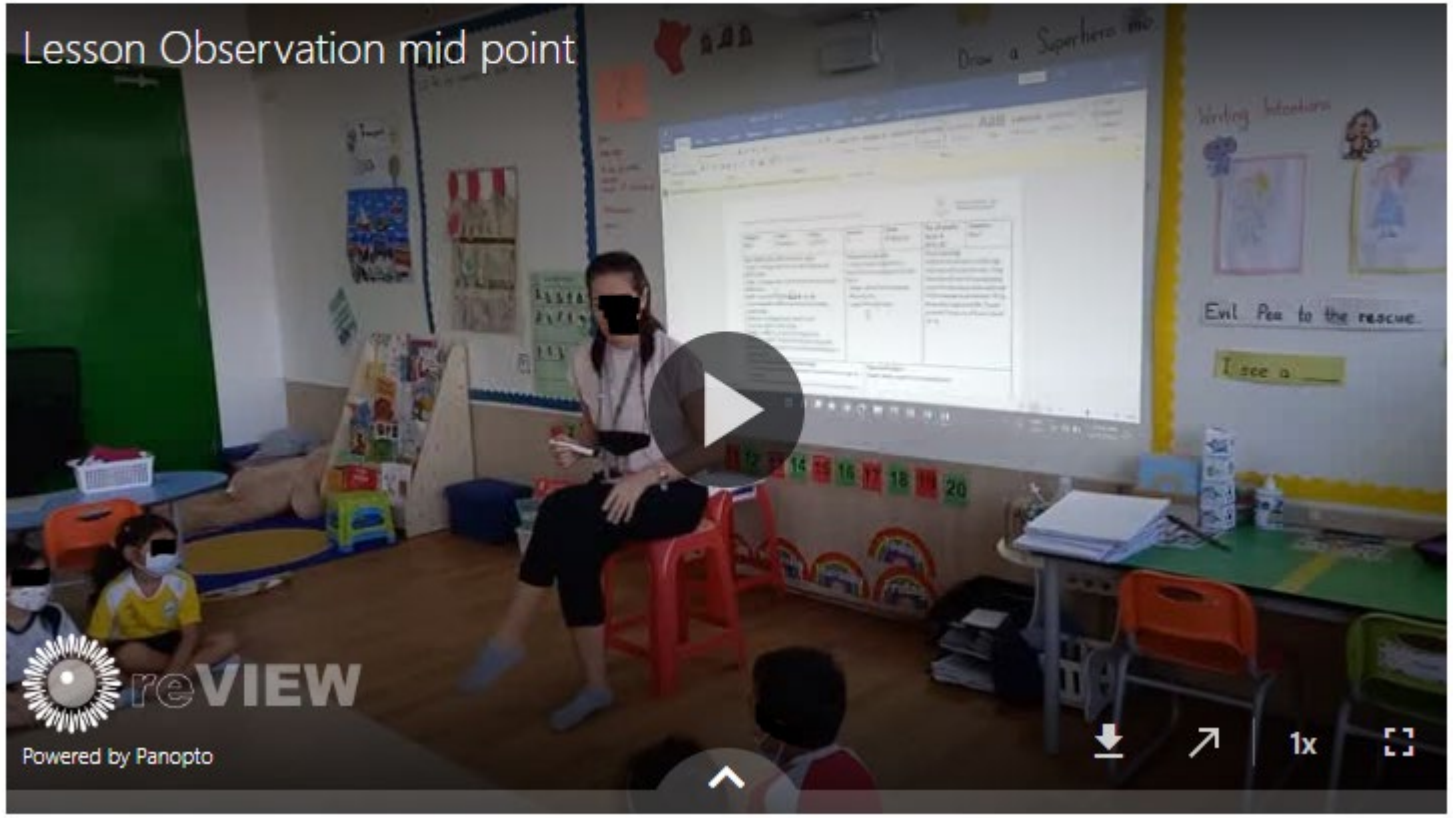


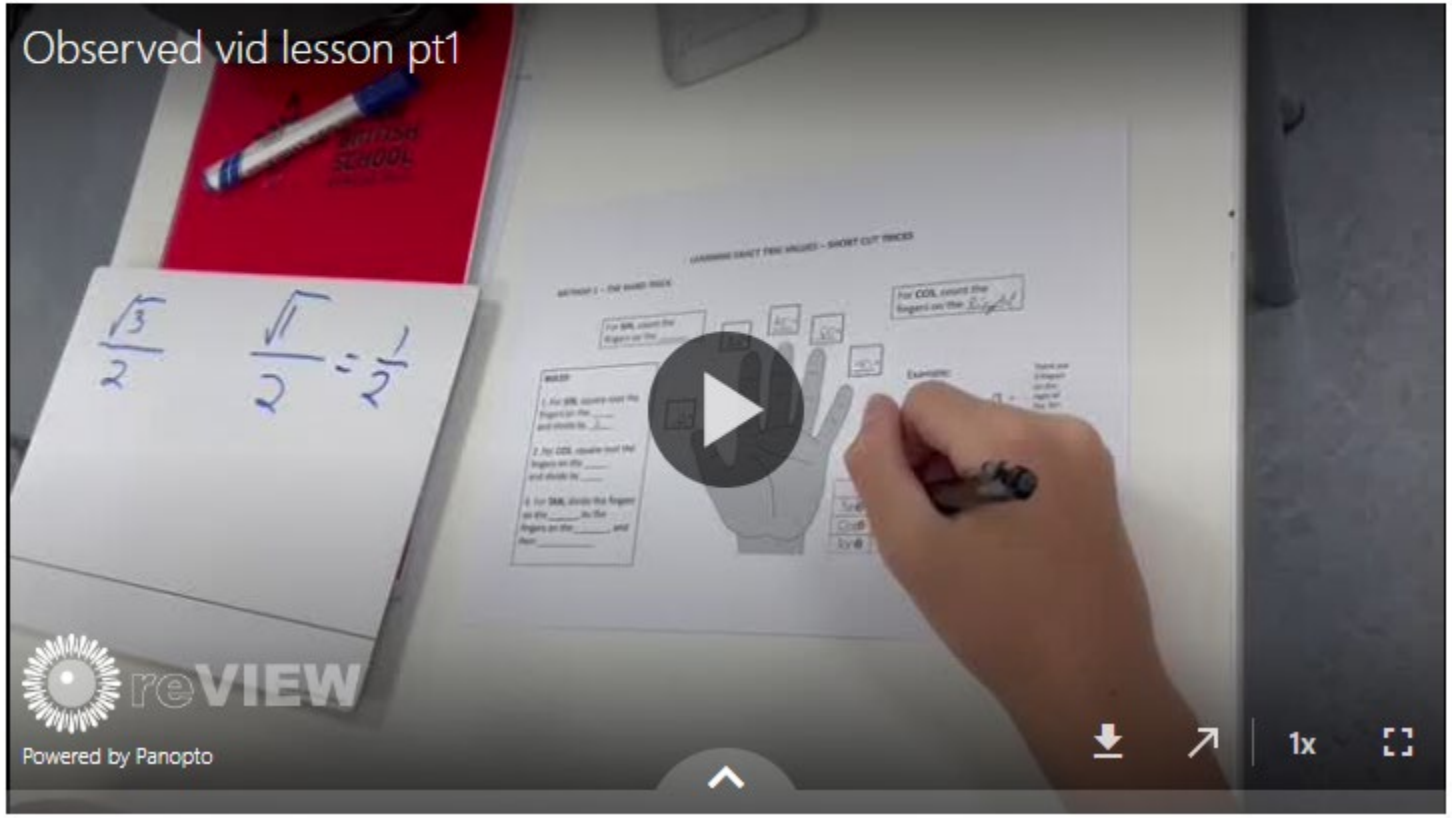
# Dynamic, hand-held recording

AOR to QTS - video lesson upload link and guidance

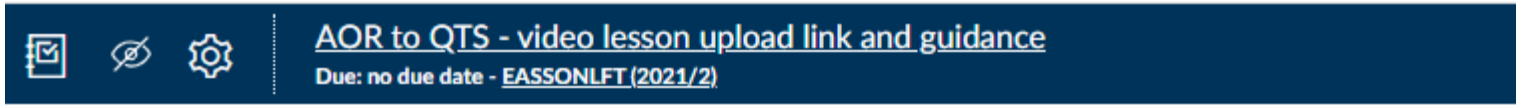
**Due: no due date - EASSONLFT (2021/2)**

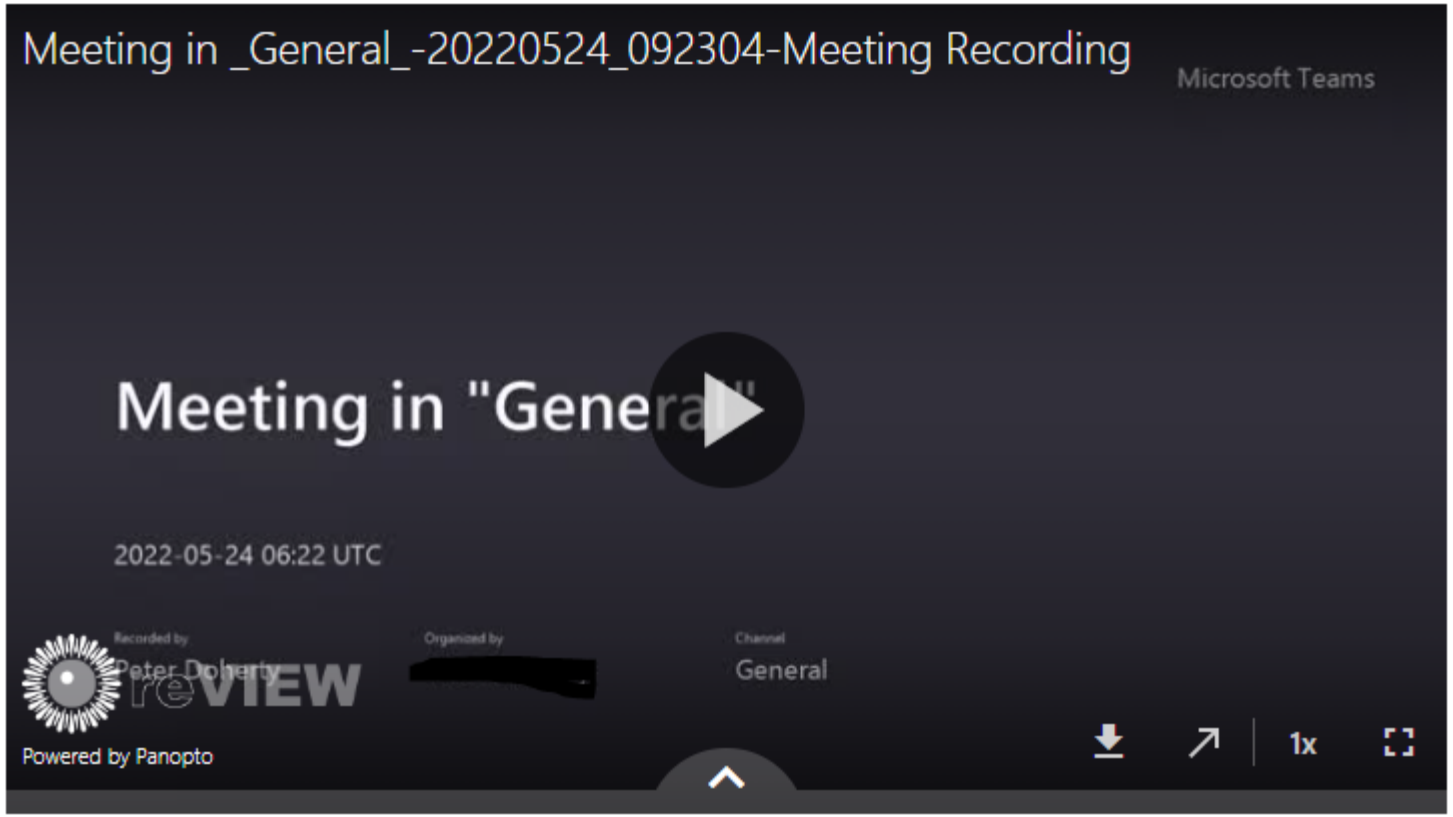
The lesson plan for this lesson can be found here .

The D3 Observation sheet for this lesson can be found here .

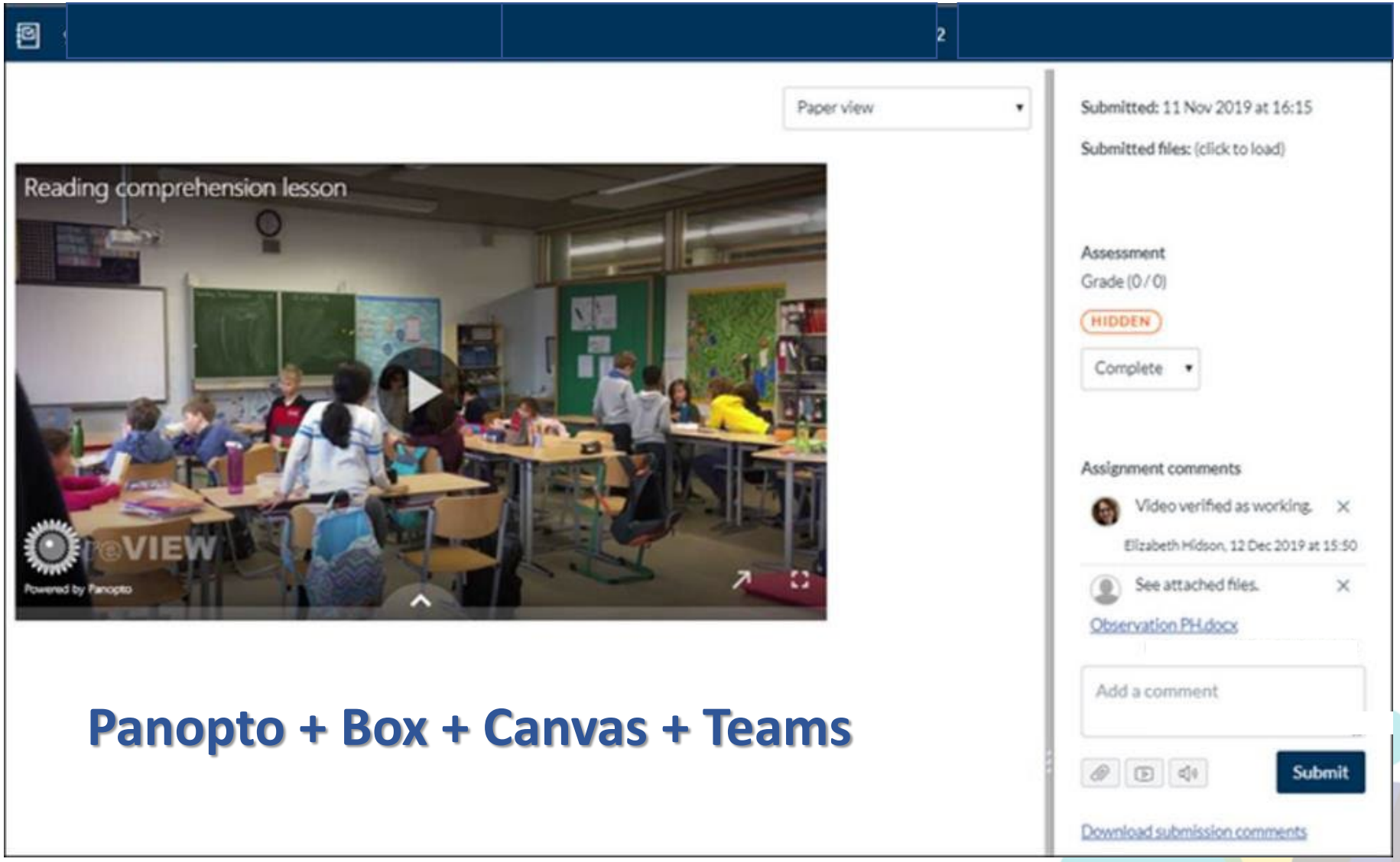


# Live observation recorded via Teams



# Lesson video uploads




**Panopto + Box + Canvas + Teams**

# Audio challenges

- Standard in-built device microphone usually used
- Discussed and checked in advance
- Hearing the teacher is vital
- Hearing the teacher's handling of questions
- Can agree if additional capture is needed – second device or dynamic use of main device e.g. tablet moved around groups – depends on the lesson
- Recent suggestion from a candidate – in-ear bluetooth earphones to capture audio from teacher and pupils – potential trial

# Vice-Chancellor's Team Award 2020-2021: the VEDA project

## 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

VCTFA
VICE-CHANCELLOR'S TEACHING FELLOWSHIP AWARDS

- 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

# Processes and protocols

**Systematising** the process to make it clear for all stakeholders – always the potential for quality assurance and 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 **assessees** 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** 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

# Video-enhanced lesson observation

**Observing**

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

**Feedback on**

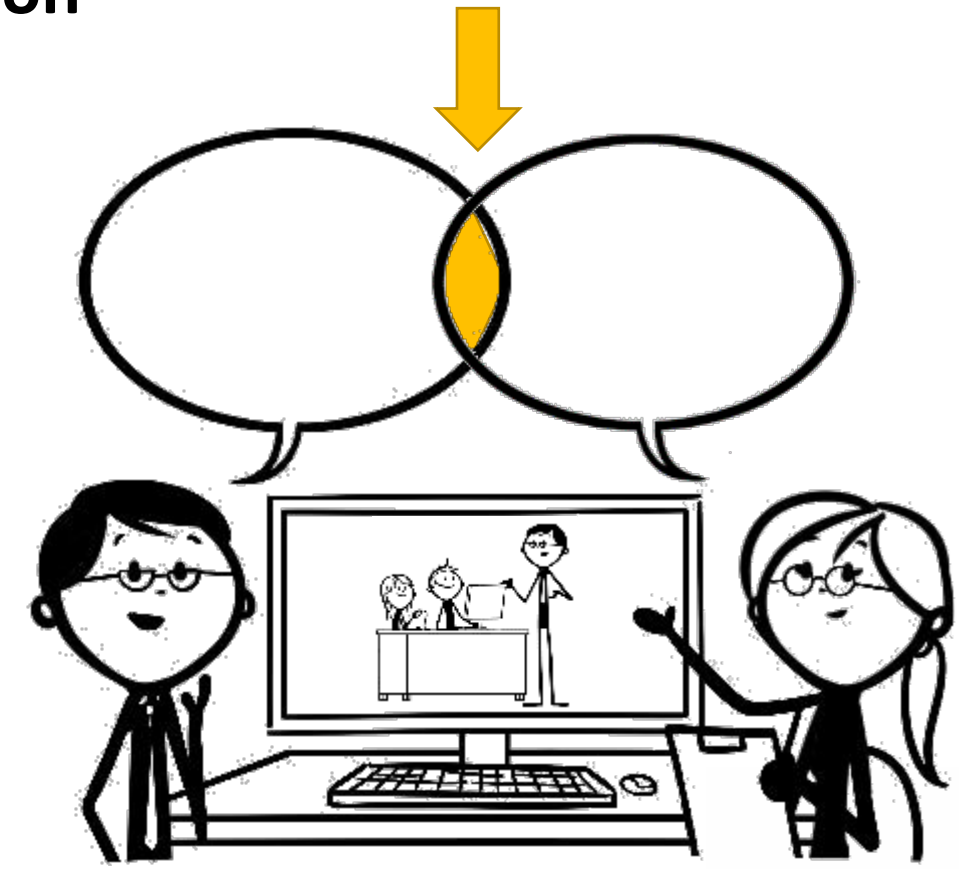
- Teaching strategies
- Subject knowledge
- Behaviour management
- …etc.

Image: CDC via Unsplash

# [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 et al, 2015) and dialogue, plus written feedback

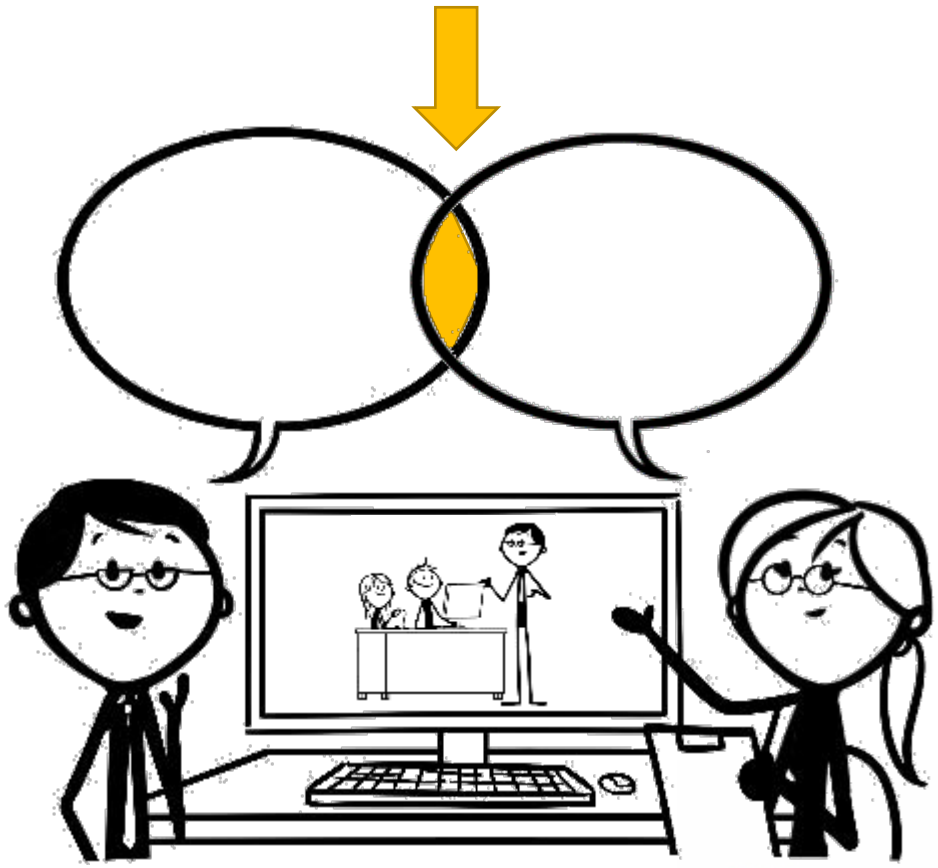


- The candidate for whom formative video-enhanced dialogic assessment is part of their learning i.e assessment *for* learning as opposed to assessment *of* learning (Black and Wiliam, 1998).
- For AOR, this is usually the mid-point review, where **recorded teaching** is observed.

# 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)



- 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, following the **live-streamed lesson observation**.

# 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

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

# Impact on 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 and practice 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

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

**@PGCEIDL  @DrHidson**