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Video-enhanced dialogic assessment (VEDA) of teaching practice portfolios: the dialogic construction of teachers' standards evidence in an online space

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Background to this research

Assessment in international teacher education via independent distance learning

This research was developed in response to the challenge of authentic assessment when working remotely and a/synchronously with PGCE trainees and Assessment-Only Route to QTS candidates across different international time zones. Physical access to undertake lesson observation presents a logistical challenge, which was further exacerbated because of Covid-19 restrictions ↓

Action research approach

Part A: How can I improve what is happening here?

Within the context of institutional action research and the need to improve professional assessment practices to enhance the pedagogic experience.

Part B: What is actually happening here?

Research within research: what is happening in the dialogic space: what evidence of practice is co-constructed and negotiated through the VEDA process?

Methods

- Recorded video of lessons taught by trainees
- Video-calling and desktop-sharing (Hidson, 2020) of interviews, assessments and artefacts (recorded and transcribed)
- Follow-up online semi-structured interviews about the process (recorded and transcribed)

Analysis

- Practical reflection and evaluation leading to action research cycle changes
- Thematic and linguistic analysis of the video feedback sessions, dialogic assessments and interviews →

Theoretical lenses for Video-Enhanced Dialogic Assessment (VEDA)

Video - Enhanced Lesson Observation

- Lesson is video-recorded
- Reviewed by both teacher and observer through video-calling and desktop-sharing (Hidson, 2020)
- Process of video-stimulated recall, reflection and dialogue (Nind, 2015)
- Verbal dialogue resulting in written feedback contributing to assessment evidence →
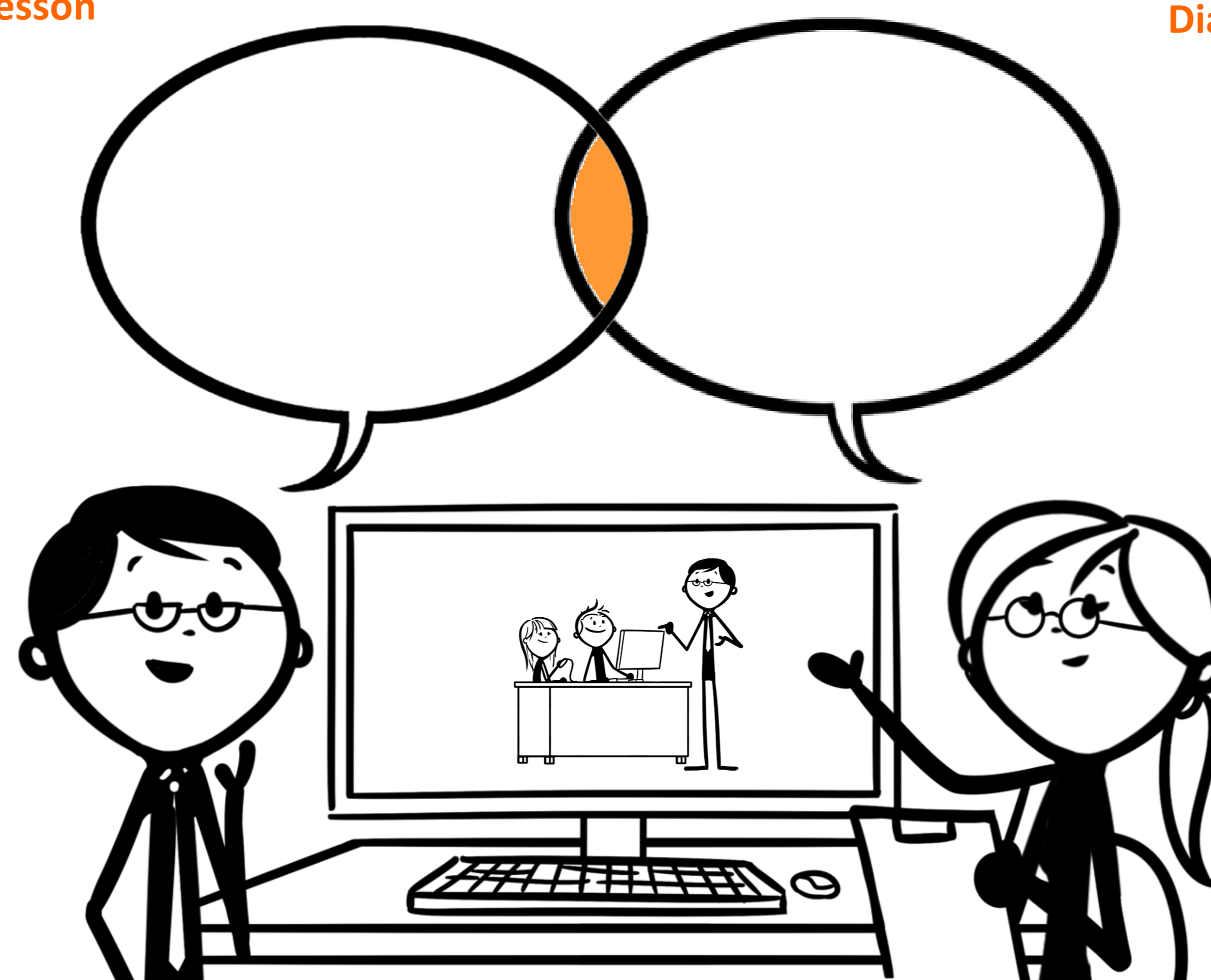
Dialogic Assessment

- Summative assessment against teachers' standards (DfE, 2011)
- Candidate and assessor discuss evidence and practice in a shared online dialogic space (Wegerif, 2007)
- Most easily understood as an online viva-style assessment (Carless, 2002) ↓

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Formative video lesson observation dialogue

"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**, so 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**." →

Summative dialogic assessment interview
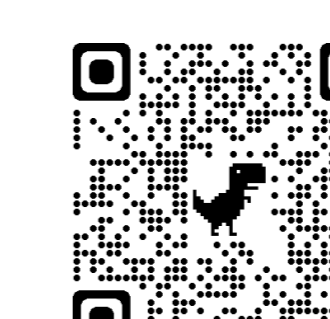
"Even though it was it was essentially an audit of my skills, I took away points that I thought of learning, **learning points**, if you like, from your questions.
So I felt that the pace of the **conversation**, the pace of the **dialogue** was good. And because that pace is good, people bouncing off each other. I felt like I was **bouncing off of you guys and you were bouncing off me** and we were able to have a free flow conversation.
And then it almost felt like... we could have just carried on talking about a standard very productively." →

QR code links to an unlisted YouTube playlist

Pilot and first cycle results

- As a piece of action research building on Shulman's (2005) 'signature pedagogies' of lesson observation ad teacher assessment, the initial pilot and first full cycle have allowed the team to develop the twin strands to create the VEDA integrated process.
- This has been piloted within the IIDL PGCE programmes and Assessment-Only Route to QTS. Assessor and assessee feedback has been positive and the approach is now a viable assessment pathway
- New action steps involve scalability as an offer to over 600 trainees and candidates each year.
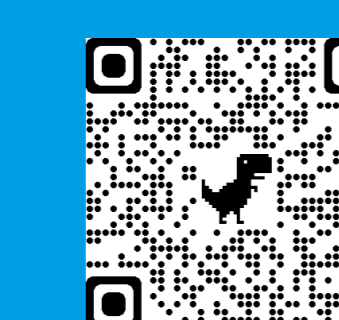- Part B involves data analysis to explore the dialogically-constructed evidence and outcomes ↓

Key take-aways

1
IMPROVED PRACTICE
Protocols and processes were developed 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 implications for assessment in the new post-pandemic, hybrid learning environments ↓

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