‘Top Gun’ for Teachers:
the role of Video-Enhanced Lesson Observation in Teacher Training

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The international initial teacher training (IITT) context

- 25,000 schools in total in the UK → half a million teachers → 9 million pupils
- Over 13,180 English-medium international schools → 571,228 teaching staff → 5.8 million pupils
- Around 6481 British-oriented international schools → 282,600 staff → 2.9 million pupils

Statistics from GOV.UK and ISC Research (2022)

University of Sunderland IITT programmes

PGCE Education, PGCE with iQTS & PGCE Early Years Teaching

- One academic year
- International/overseas schools (English Medium Instruction)
- iQTS → QTS & non-QTS but all against UK Teachers' Standards
- 650+ trainees per year in two cohorts

Assessment-Only Route to QTS

- 12 weeks **assessment**-only
- DfE regulations
- UK and overseas schools
- Assessed teaching and evidence
- UK Teachers' Standards
- Growth to 200+ per year

How do we assess practical teaching?

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

Lesson observation (with or without video)

Observing

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

Feedback on

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

Image: CDC

International initial teacher training

Clipart Library

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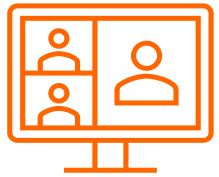
AOR to QTS during Covid → VEDA

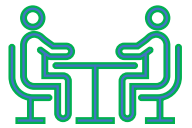
2020-21 - Video-Enhanced Dialogic Assessment process to carry out lesson observations and assessments entirely online where possible

Digital portfolio of evidence

Video lessons and live-streamed remote lessons



Online interviews



Dialogic summative assessment

How does it work?

SONY
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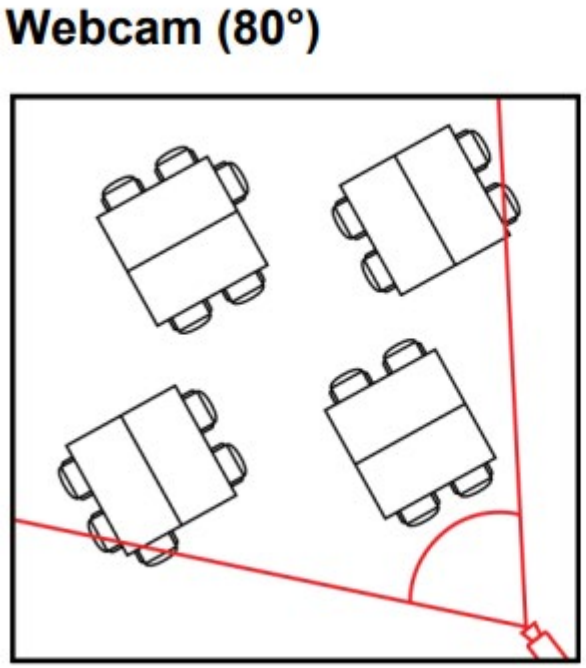
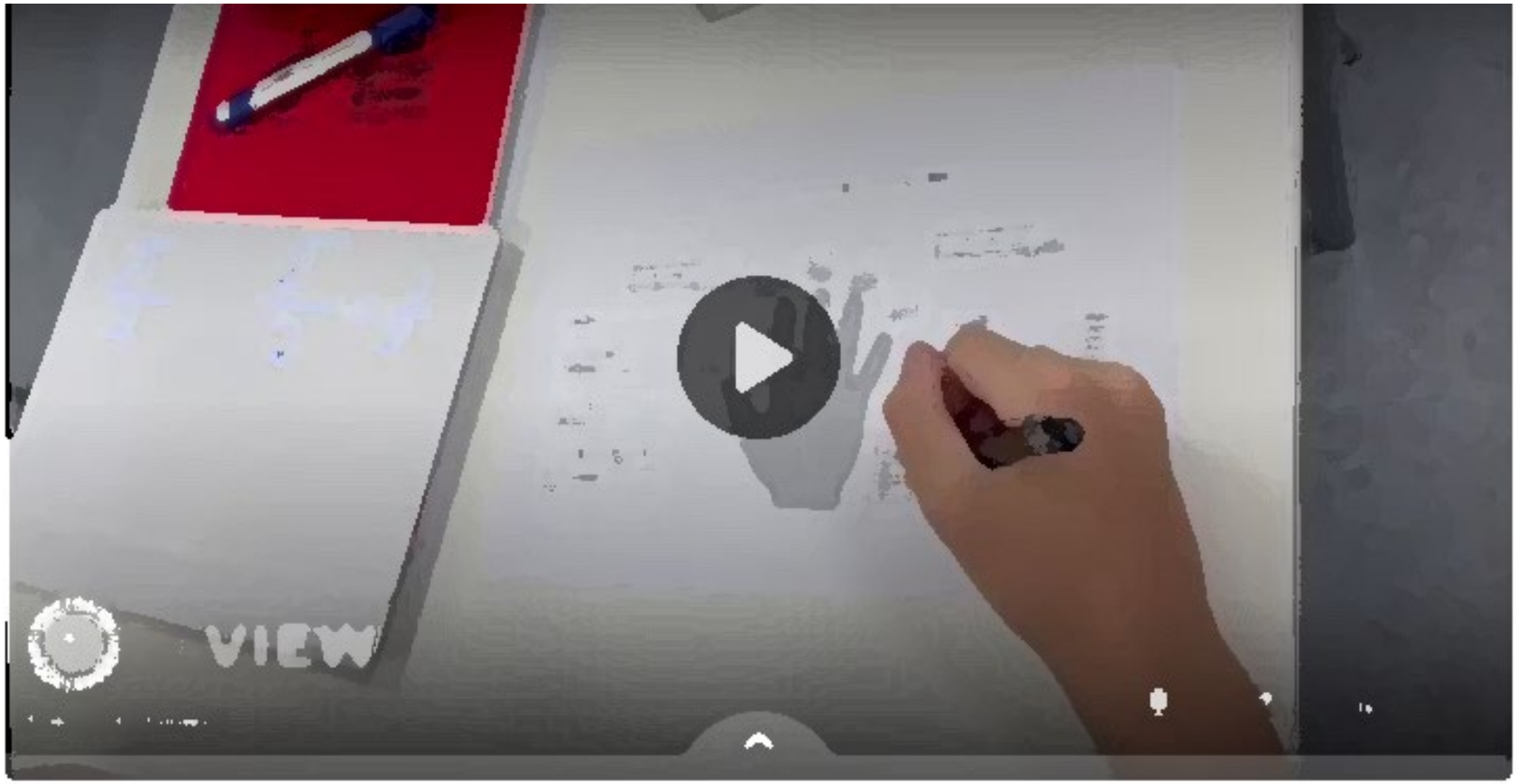
Logitech

Example 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.

Observing recorded videos



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Live observation recorded via Teams

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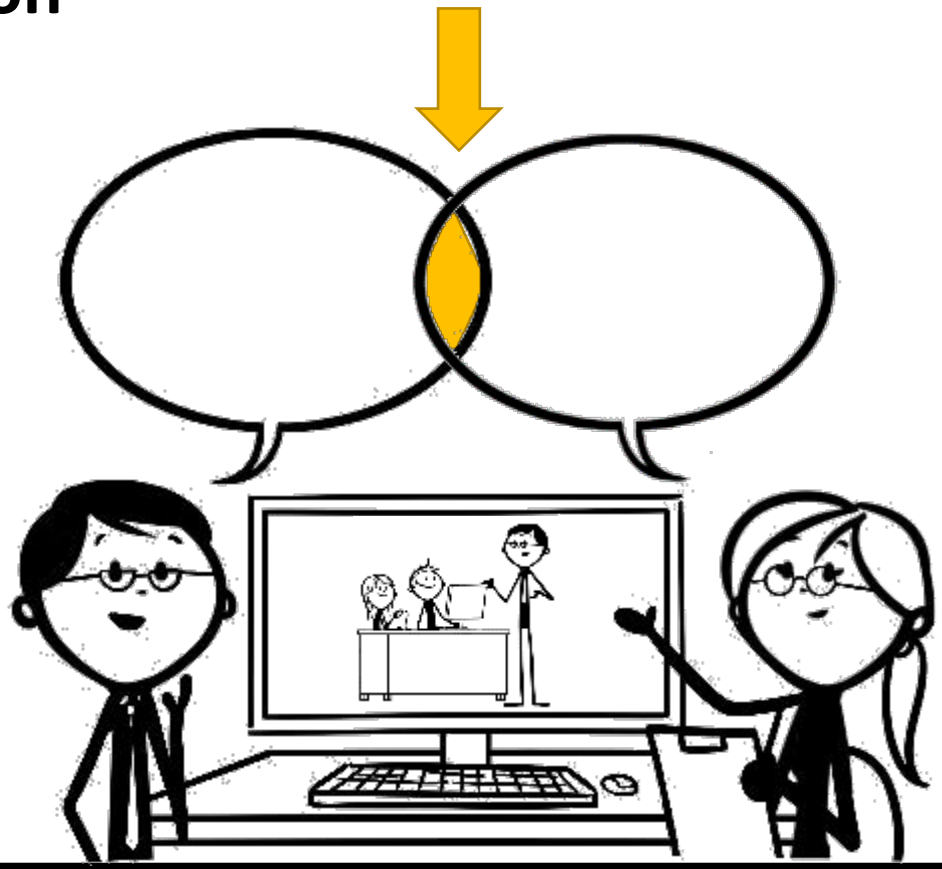
[Video-Enhanced] Dialogic Assessment

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

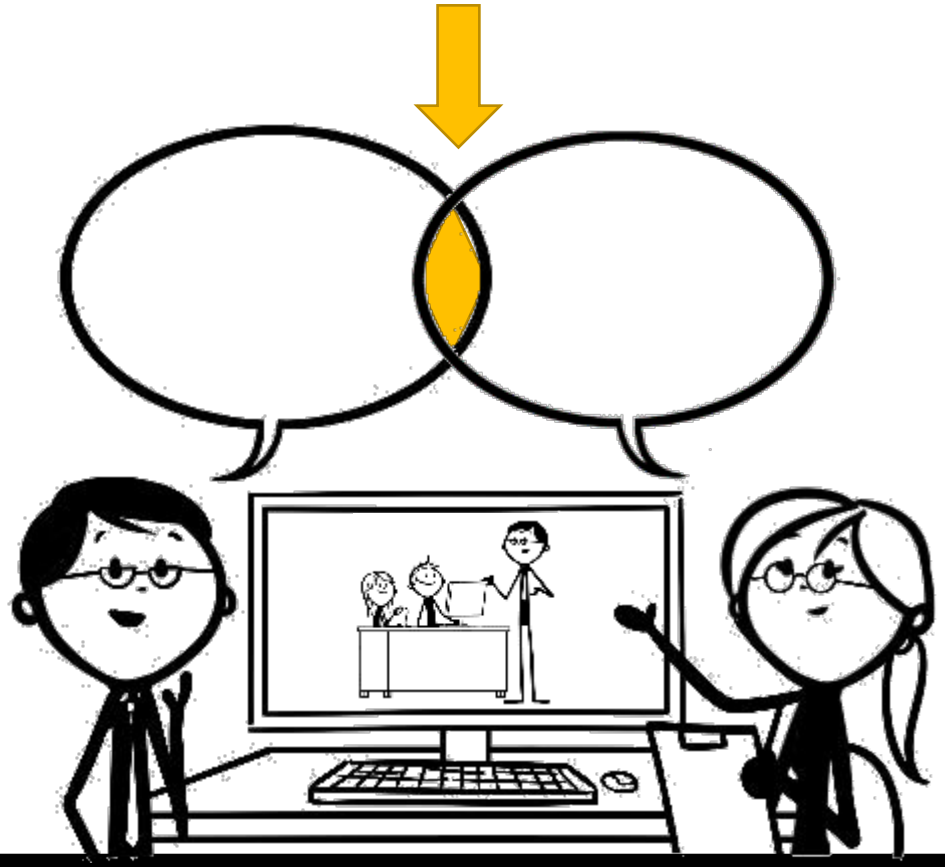


- **Formative** video-enhanced dialogic assessment is part of their learning i.e assessment *for* learning as opposed to assessment *of* learning (Black and Wiliam, 1998).
- For AOR, this is usually the mid-point review, where **recorded teaching** is observed.

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**.

* Mann and Walsh (2017) assert that the reflective process distils, clarifies and reframes experience

You promised me Top Gun?

Routledge
Taylor & Francis Group

European Journal of Teacher Education

ISSN: (Print) (Online) Journal homepage: www.tandfonline.com/journals/cete20

Participants' perceptions of video-enhanced dialogic assessment as reflective practice in international teacher education

Elizabeth Hidson

To cite this article: Elizabeth Hidson (04 Apr 2024): Participants' perceptions of video-enhanced dialogic assessment as reflective practice in international teacher education, European Journal of Teacher Education, DOI: 10.1080/02619768.2024.2338847

To link to this article: https://doi.org/10.1080/02619768.2024.2338847

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“Do you remember the old Top Gun movie?”

“…when they’re in the room and they’re dissecting the aeroplane’s movements?”

[Participant Leon]

Top Gun (1986)

Video clip removed

Leon: on video-enhanced lesson feedback

“in terms of the of the depth of the feedback, it was it was more minute-by-minute than 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)

‘The analysis of performance in teaching, as with any other profession, develops the ‘habits of mind’ of the practitioner, what Shulman terms ‘the socialization into the practices and values of a field’ (2005, 59).

It follows, then, that a significant impact of video-enhanced lesson observation is that it shows technology in the service of pedagogy, **and that participants perceived it as such**.’

Hidson (2024, p. 13)

Conclusions, next steps and implications

- Technology in the service of pedagogy
- The holistic nature of authentic assessment
- Embedding VEDA in all programmes
- Researching the dialogic space – unpacking the way the reflective process reframes experience
- VEDA is a better fit as a reflective pedagogy

Link to conference theme: Interdisciplinarity and Collaboration

- Shulman (2005) talks of '**signature pedagogies**' – the way we teach teachers to teach, or those practising in social work, health, crime, policing to work with their communities
- Practical aspects can be observed, revisited, discussed and reflected on
- 'Top Gun' for teachers, for social workers, for nurses, for lawyers….

Questions, comments, insights, suggestions?

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