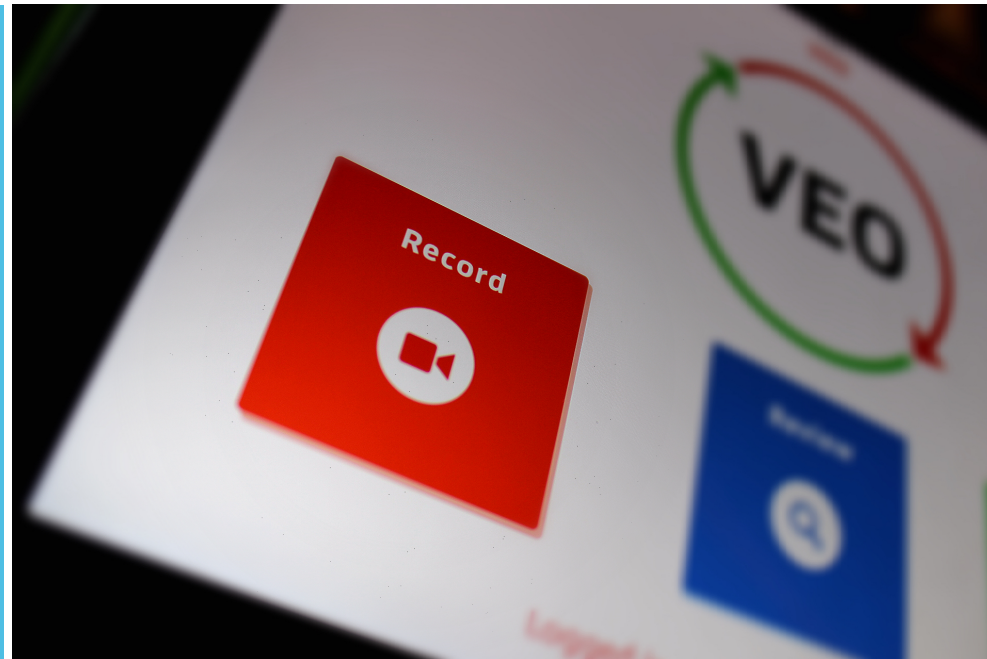


Tutorial 4

Video Enhanced Observation



Erasmus Plus - proPIC Project

Mareike Oesterle (University of Education Karlsruhe, Germany) &

Dr Elizabeth Hidson (University of Newcastle upon Tyne, UK)

What is Video Enhanced Observation?



What is VEO?

In 2013 VEO was created by [Jon Haines](#) and [Paul Miller](#) to meet 21st Century needs, across multiple industries and countries - to observe, communicate and improve various practices in different sectors. VEO is a low-cost application.



EDUCATION

Interactive 1.1 The VEO App



In the educational sector, the VEO App aims to support the process of Continuing Professional Development (CPD) by enabling teachers and trainee teachers not only to become more aware, but also active agents of their own CPD.



COMMERCE




HEALTHCARE

Interactive 1.2 Using VEO at Gosforth Central Middle School



How has VEO changed the way you think about lesson observation? (VEO 2016c)



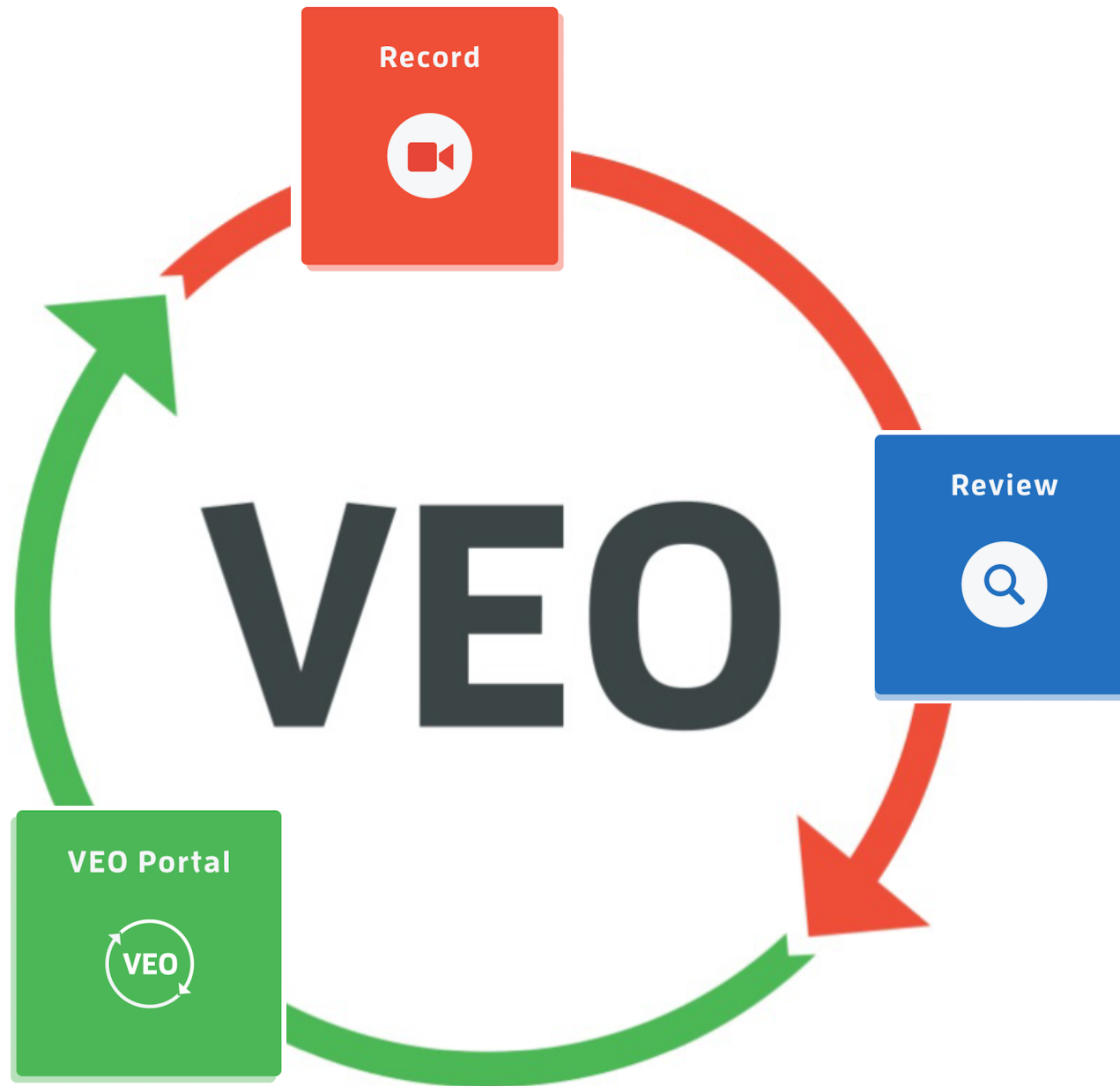
Please discuss the following questions with a fellow student or colleague and possibly record it:

- a) What questions or comments come up after watching the two videos regarding the VEO App?
- b) To what extent have you been observed or have you observed others in your studies or teaching practices so far?
- c) If you have, did you use mobile tools (e.g. smartphones, tablets) to observe someone in his/her teaching practices? If yes, please explain.

Please put the recorded conversation in your ePortfolio.

Using VEO: a how-to





TASK

Brainstorm on what you would need to do before you start using VEO:

- What are your objectives when you are being observed? You can also describe a specific situation.
- Can you think of any 'sub-foci', as in key terms, that could be observed?
- How long should the observation last?

Please put your ideas in your ePortfolio

Gallery 2.1 VEO tags

← BACK **VEO** SAVE

Input

- + Beschreiben/Erklären ? -
- + Demonstrieren ? -
- + Organisieren ? -

Input
Überleitung
Interaktion

Klasse
Gruppe
Schüler

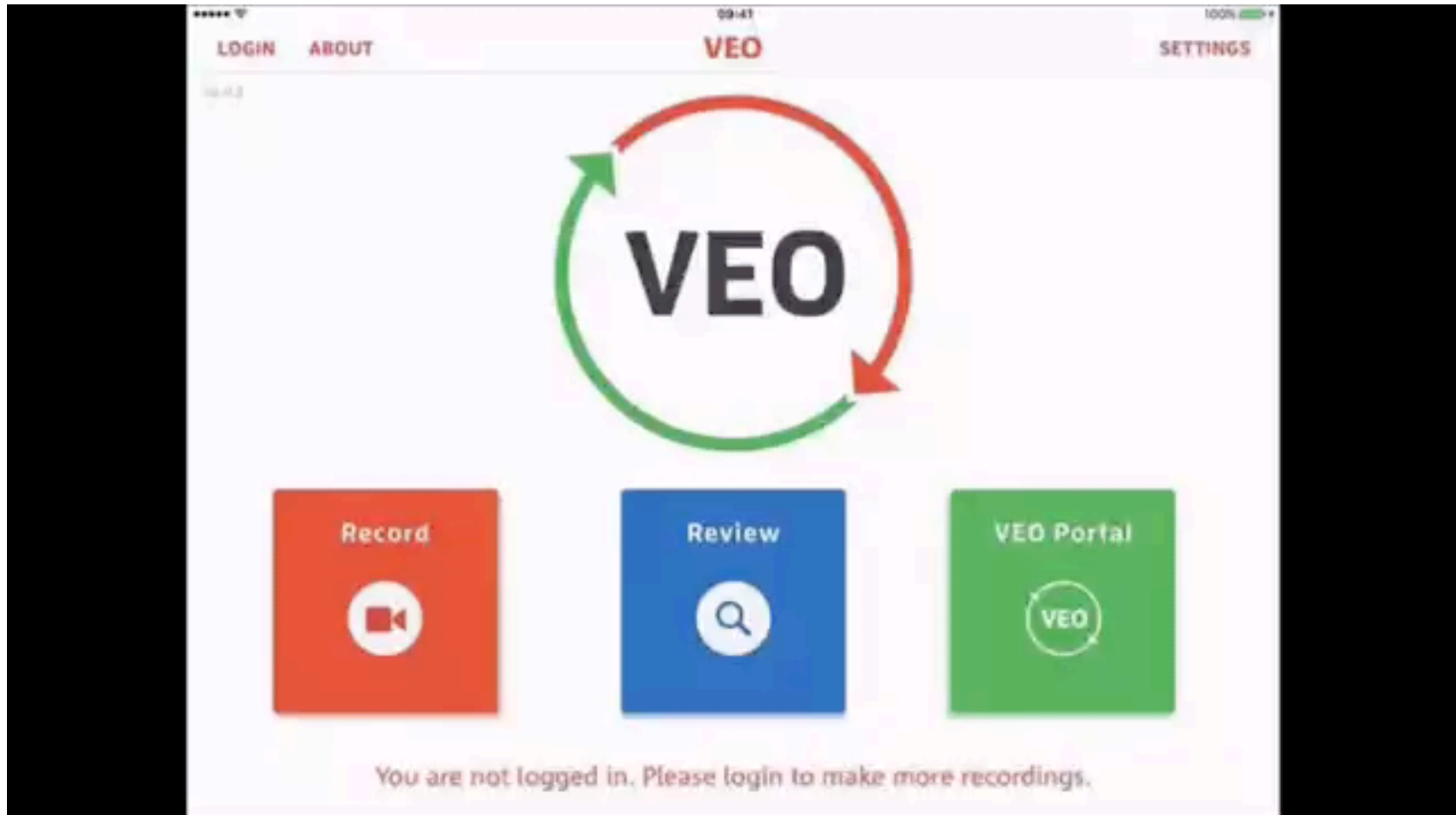
Lehrperson Klasse

STOP PAUSE Aufmerksamkeit 0:00:08

tag-set

A *tag-set* is a collection of *tags*, *sub-tags*, the *engagement slider* and *possession-tags*. It can be created by all administrators online in the VEO Portal.

Movie 2.1 How to get started



Take your iPad and follow the instructions in the video. Please note that you will need a VEO account for this activity.

Movie 2.2 Try out VEO



Please try out the VEO App after you have logged in and click 'Record'. For tagging this video, please choose the *"Education Original VEO Tags"* tag set. (Treetzen 2016)

VEO hands on



Capture your own video

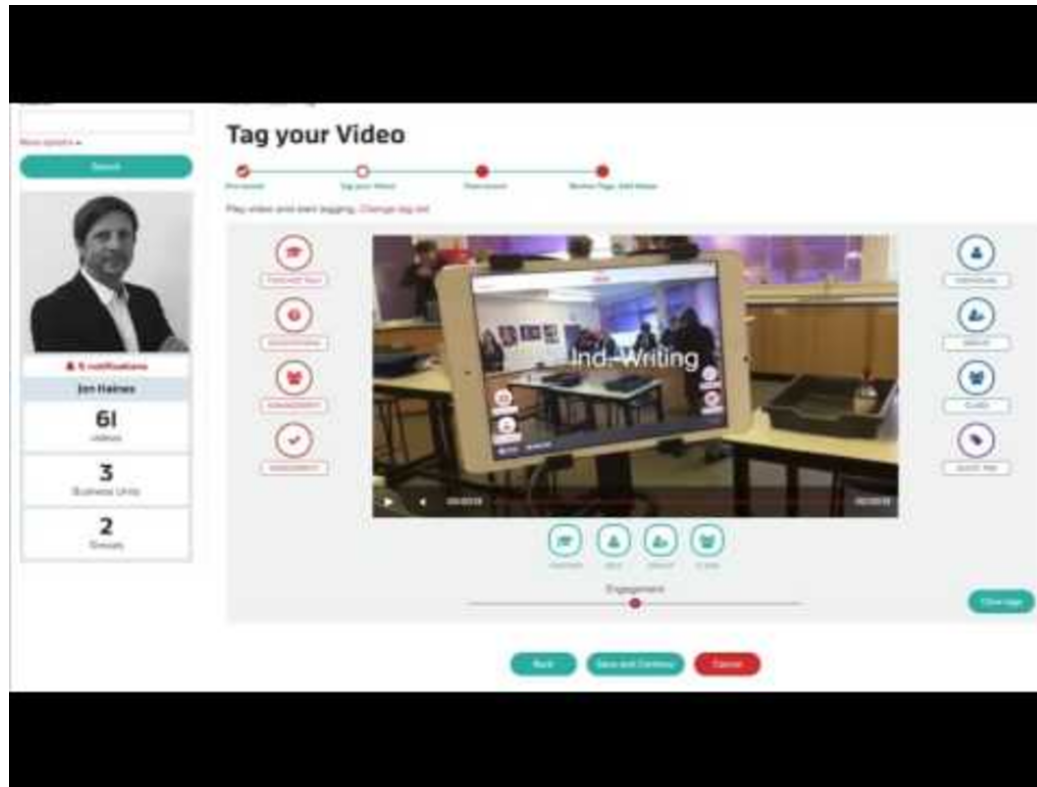
In this section, you are asked to capture your own video, using the VEO App. Please film and tag your own video, using any tag-set you find appropriate. Please choose one scenario from the following settings and record your own video, which can be 2 - 20 minutes long:

- record a fellow student during his/her practical internship
- record fellow students doing a role play (e.g. question/answer)
- record a fellow student doing a talk in one of your courses at university
- record a video from screen you find online (e.g. on you-tube)
- record an in-service teacher

Please remember to ask all people you film for their permission before you start recording! If possible, upload this video to your ePortfolio.



Interactive 3.1 Tagging in retrospect

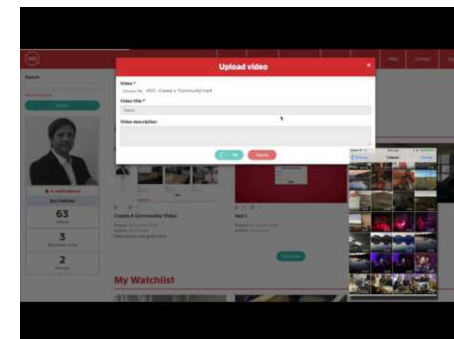


VEO (2016a)

Upload a video

Next upload a tagged video from the VEO App to the VEO Platform. It is also possible to tag a video in retrospect on the VEO Platform. Have a look at these two videos to find out more.

Interactive 3.2 Upload any video to the VEO Platform



VEO (2016b)

Tag your Video



Play video and start tagging. [Change tag set](#)

Select 'Notes' to leave notes against your chosen tag

Audio 3.1

Tagging in retrospect



TEACHER FEEDBACK

TEACHER INITIATION



STUDENT ANSWER

STUDENT INITIATION

Timeline By Category

+ 00:00:00 question

Notes Remove

! 00:00:07 student answer

Notes Remove

Clear tags

Back Save and Continue Cancel

Tag your video in retrospect

Please log in to the VEO Portal, upload your video and tag it again in retrospect. Please note afterwards in your ePortfolio, what the differences were and what you thought was more effective for your own learning process. Please follow the instructions on the next page, to tag your video in retrospect.

observation and feedback



lesson observation - possible foci

- Focus of the *observation*: activities, time management, classroom interaction, questioning, feedback, student engagement.
- Focus of the *discussion*: lesson planning, teaching strategies/methods, problematic situations.

Using technology for peer observation

Videos for teacher training: Pre-service/In-service teachers. Use of authentic lessons.

'Video clubs' (Sherin and Van Es, 2009): Promote noticing and reflection.

Think about your observation experiences so far. Was it useful?

Why? Why not?

feedback

Feedback plays an essential role in the professional development of teachers as it aims to promote reflection and enhance teachers' practices (Shortland, 2010)

The multiple functions of feedback (cf. Gibbs and Simpson 2004)

- correct errors
- develop understanding through explanations
- generate more learning by suggesting further specific study tasks
- promote the development of generic skills by focusing on the evidence of the use of skills rather than on the content
- promote meta-cognition by encouraging students' reflection and awareness of learning processes involved in the assignment

Think about your experiences of giving and receiving feedback. How have you approached this process? Is there anything you would change? Please document your answers in your ePortfolio, either by writing a short paragraph, or by doing an audio- or video-recording, in which you explain your experiences.

Audio 4.1
What is
feedback?



further reading

Interactive 4.1 Fletcher (2018)

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Peer Observation of Teaching: A Practical Tool in Higher Education

By Jeffrey A. Fletcher

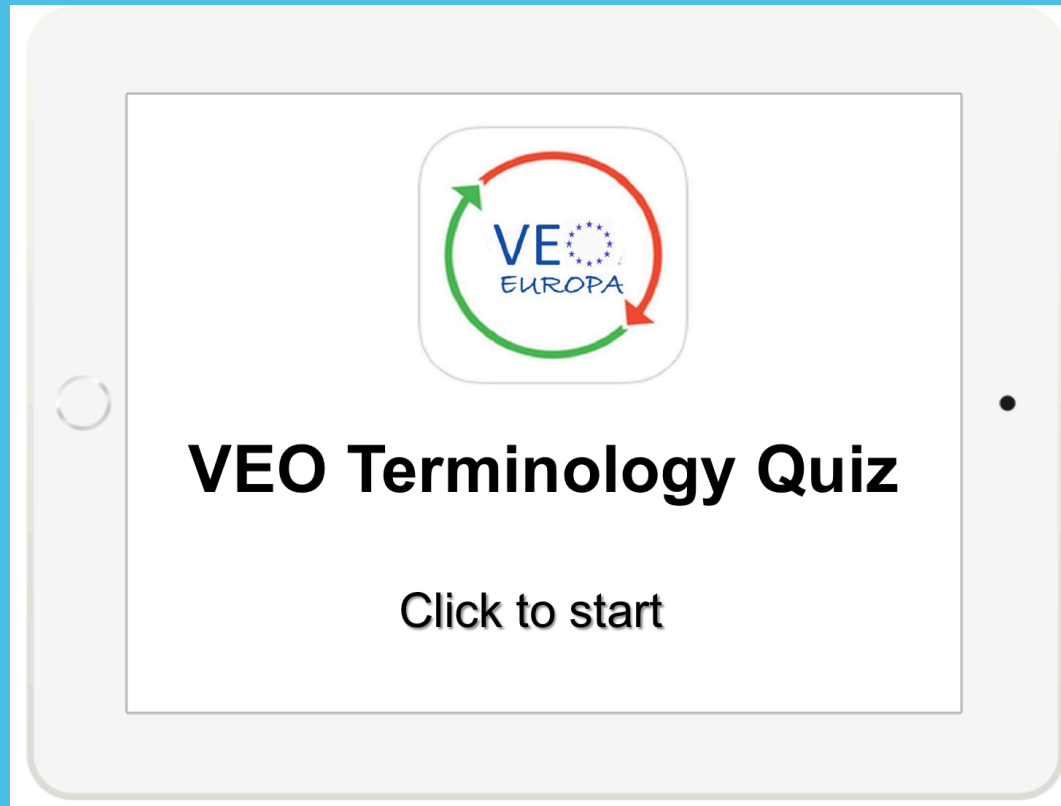
There are limited viewpoints in the literature about peer observation of teaching in higher education and how it can be an effective tool to improve the quality of instruction in the classroom (Bell, 2001; Bell, 2005; Bell & Mladenovic, 2005; Brancato, 2003; Chism, 2007; Huston & Weaver, 2008; Shortland, 2004; Shortland, 2010; Smith, Jones, Gilbert, & Wieman, 2013). This article examines literature associated with peer observation of teaching in higher education and offers practical support and guidance from first-person accounts in a larger-sized STEM academic unit (N = 45 teaching faculty) at a public land-grant high intensive research institution enrolling over 36,000 students. Faculty teaching practices play a critical role in student learning and there is always room for continuous improvement and development.

WHAT HIGHER EDUCATION FACULTY know about teaching is generally from informal approaches such as experience as students, experience with students, trial and error, teaching assistantships, and interactions with fellow instructors. Additionally, teaching has not been peer reviewed to the same extent (Gosling, 2005). As Yiend, Weller, & Kinchin (2014) argued, “Despite its widespread use...there are still reservations about the extent to which participation in formative teaching observa-

For observation sheets, please have a look at the Appendix of this paper.

VEO Quiz





Please [click](#) here to access the VEO Terminology Quiz.
After downloading the PPT, press F5 and see if you can
answer all the questions! For further information on VEO,
check out the [VEO Group](#) and [VEO Europa](#).

Feedback

We are constantly improving our tutorials. It would be great if you could give us some feedback on it. Please click on the symbol below.



Thank you!



sources

Fletcher, J. A. (2018). Peer Observation of Teaching: A Practical Tool in Higher Education. *The Journal of Faculty Development*, 32(1): 1-14.

Gibbs, G., & Simpson, C. (2004). Conditions under which assessment supports students' learning. *Learning and Teaching in Higher Education*, 1: 3-31.

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Video Enhanced Observation (2016b). *VEO - Uploading video from any device to your VEO Portal*. Retrieved online from <https://www.youtube.com/watch?v=HlpkF5ohp6c>

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