



TRAINING MODULES



Erasmus+

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VEO Europa – Training Modules

Introduction

This handbook is a compilation of the Training Modules to be used by schools introducing video enhanced observation using the VEO app. The modules are designed to support school leaders, managers and teachers with the process of implementing VEO:

- To support new teachers to develop their teaching practice through peer and self-observation, review and reflection
- To support experienced teachers to focus on aspects of their practice they would like to develop as part of a process of professional development, through peer and self-observation, review and reflection
- To support the process of lesson observation as part of performance management and leadership of learning
- To use VEO with pupils as part of teaching, learning and assessment
- To support school leaders as an additional tool for strategic school leadership.

These Training Modules are one of the results of an Erasmus+ project funded by the European Union which brought together 6 partners from 5 EU countries, all specialised in teacher training and ongoing support. Additional material, case studies and guidance will be available from the project website towards the end of 2017. You can learn more about the project here: <https://veoeuropa.com/>

There are 6 Training Modules each containing a set of additional resources to be used during the implementation of the module programme.

Click on the following links to discover the Training Modules:

Module 1 - Preparing for the use of the VEO

Module 2 - Functionality of the App and Observation

Module 3 - Reflection and Feedback

Module 4 - Self-evaluation

Module 5 - Customising the App

Module 6 - Using the App for Assessment

Workshop Evaluation Sheets

MODULE 1

Preparing for the use of the VEO

CONTENT:

- Module 1 – lesson plan
- Module 1 – Trainer Guidance Sheet
- Introduction to the VEO project and the training package
- VEO flowchart 1
- VEO flowchart 2
- Sample Preparation Form
- VEO Terminology Quiz

Module 1

Module	Workshop Objectives	Activities	Resources
<p>Preparing for the use of the VEO App</p>	<ul style="list-style-type: none"> • To understand how the App can be used for professional development • Roles and responsibilities • To prepare observation objectives • To understand the terminology • To ensure that legal and ethical issues are covered 	<p>Agenda for the sessions – partners welcome the schools, introduce both the overall aims of the project, the structure of the workshop sessions and its objectives and how the sessions are delivered.</p> <p>Show Powerpoint – to slide 4</p> <p>Introduce what the App is - Show the VEO YouTube clip (you may need to translate the script)</p> <p>In groups look at the VEO flow charts 1 & 2 – and discuss what they show</p> <p>mini plenary</p> <p>Resume Powerpoint</p> <p>Brainstorm on what you would need to do before going into the classroom</p> <ul style="list-style-type: none"> • what are the different roles (teacher/observer/pupils)? • what should the observer know before you start? • how do you identify what to observe? • How long should it last? • what would be your objectives? 	<p>Powerpoint 1 Introduction to the project giving an overview of the project, the workshop structure and the rationale of the App (the VEO flow chart)</p> <p>https://www.youtube.com/watch?v=S9rHu9ro3M8</p> <p>2 Flow charts</p> <p>Sample preparation form</p>

		<p>Look at the sample preparation form – are there changes you would make or things you would add?</p> <p>Imagine that you are going to be observed to demonstrate some best practice – complete the preparation form</p> <p>mini plenary</p> <p>The VEO App uses some technical terminology both for the pedagogical aspect and the functions. See how many of these terms you can define.</p> <p>mini plenary</p> <p>There are some legal and ethical issues when it comes to video recording – discuss what they might be and how to overcome them.</p> <p>Plenary – review the reasons for using the VEO App – and stress the importance of being prepared before using it.</p> <p>Next steps – exploring the use of the App.</p>	<p>Terminology Quiz</p>
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Audience:

Teachers & Teacher Trainers

Venue:

Training module

Module 1
Preparing for the use of the VEO app

Guidance sheet

Trainer:

Context of training session

A school or a training organisation aims to introduce the VEO app as a useful tool for its training / monitoring / support / observation programme. The potential users need to be trained and introduced to the app in order to maximise its impact on the programme. In this session we will explain the purpose of observation, how and why it is done and what the legal framework is.

This guidance sheet aims to help the trainer deliver the module in the most effective way.

Prerequisites:

This is the first session of the training programme, there is no need for the participants to have their iPads or to go through any preliminary preparation.

Workshop objectives:

- ✓ To understand how the App can be used for professional development
- ✓ Roles and responsibilities
- ✓ To prepare observation objectives
- ✓ To understand the terminology
- ✓ To ensure that legal and ethical issues are covered

Training session step by step

- Start with showing the Powerpoint presentation from slide 1 to slide 5. Explain briefly about the Erasmus+ project and the partnership and introduce the VEO app. The content of the slides is self-explanatory. Say a few words about the structure of the training programme.



Slides 1-5: PPT Introduction to VEO

- Play the video VEO Education. It will provide a first insight into the use of VEO in practice – slide 6.



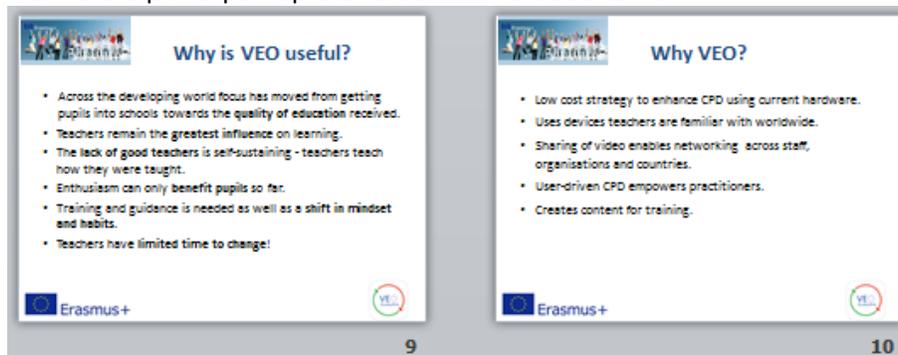
Slide 6: VEO Education video

- Divide participants into smaller groups or pairs and hand out the 2 flow charts or use the slides 7 and 8 of the presentation. Participants will discuss what the charts show.



Slides 7-8: Flowcharts 1 & 2

- Trainer will resume the powerpoint presentation with slides 9 to 10.



Slides 9-10: PPT Introduction to VEO

- Brainstorm on what you would need to do before going into the classroom : Slide 11
 - what are the different roles during an observation (teacher/observer/pupils)?
 - what should the observer know before the start?
 - how do you identify what to observe?
 - how long should it last?
 - what would be your objectives?

Before you start

- what are the different roles during an observation (teacher/observer/pupils)?
- what should the observer know before the start?
- how to identify what to observe?
- how long should it last?
- what would be the objectives?

Erasmus+ VEO 11

Slide 11 : Before you start

- Trainer hands out the Sample preparation form and asks the participants: Slide 12
 - Are there changes you would make or things you would add?
 - Imagine that you are going to be observed to demonstrate some best practice – complete the preparation form

Preparation form

- Are there changes you would make or things you would add?
- Imagine that you are going to be observed to demonstrate some best practice – complete the preparation form

Erasmus+ VEO 12

Slide 12: Sample preparation form

- The VEO App uses some technical terminology both for the pedagogical aspect and the functions. See how many of these terms you can define. Hand out the Terminology Quiz.

Terminology Quiz

Erasmus+ VEO 13

Slide 13: Terminology Quiz

- There are some legal and ethical issues when it comes to video recording – discuss what they might be and how to overcome them.



Slide 14: Legal and ethical issues

- Plenary – review the reasons for using the VEO App – and stress the importance of being prepared before using it.

Independent work after the workshop

Participants will provide their email addresses and then will be sent emails from VEO group inviting them to register as users and download the app.

IMPORTANT: If they download the app without the invitation email, they are signing up for the limited demo account. They need to follow the registration process detailed in the email.

PLEASE, DON'T FORGET TO USE THE WORKSHOP EVALUATION SHEET WHICH IS COMMON TO ALL THE MODULES. COLLECT THEM FROM THE PARTICIPANTS EVERY TIME AND BRING THEM BACK FOR THE FOLLOWING SESSION.



Erasmus +

Video Enhanced Observation



Erasmus + KA2

- KA2 Strategic Partnership – School Education
- 6 partners from 5 countries





VEO Europa project

- Aim to improve the quality of teaching and learning through using an innovative technological approach to support initial teacher training and continuing professional development.
- 2-year project
- Main features:
 - Development of VEO training modules
 - Testing in schools in 5 countries
 - Testing in three different contexts
 - Initial teacher Training
 - Continuing Professional Development
 - Performance Management
 - Further customisation of the App
 - Research strand





Introduction to VEO

Video Enhanced Observation

Series of Training sessions

1) Preparing for the use of the VEO App

- what to consider before using the App

2) The functionality of the VEO App and how to use it for observation

- the structure of the App
- exploring the recording functions of the VEO App
- experiencing using the App in practice

3) Reflection and Feedback on the Observations

- the feedback and analysis functions of the VEO App
- providing feedback



Introduction to VEO

Video Enhanced Observation

4) Self-Evaluation

- identifying a focus and a baseline
- evaluating progress

5) Customising the App for specific purposes

- more advanced functions
- To identify the specifics of your subject or settings
- To create tag sets

6) Using the App for assessment

- Using formal and informal assessment
- Collecting evidence and statistics
- Making judgements on lesson quality



Introduction to VEO

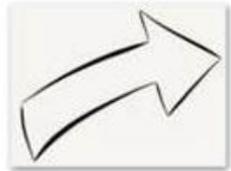
Video Enhanced Observation



VIDEO: VEO Education – insight into VEO in practice



VEO: first thoughts discussion



2 Using VEO™, colleague tags key moments throughout the lesson.



1 Teacher 1 asks colleague to use his / her iPad to video lesson to help improve the quality of his / her teaching.



Video Enhanced Observation



3 After the lesson the two colleagues are able to quickly jump through the lesson to discuss and establish areas of good practice and areas for development... This reflection and dialogue leads to identifying strategies to address the areas for development.

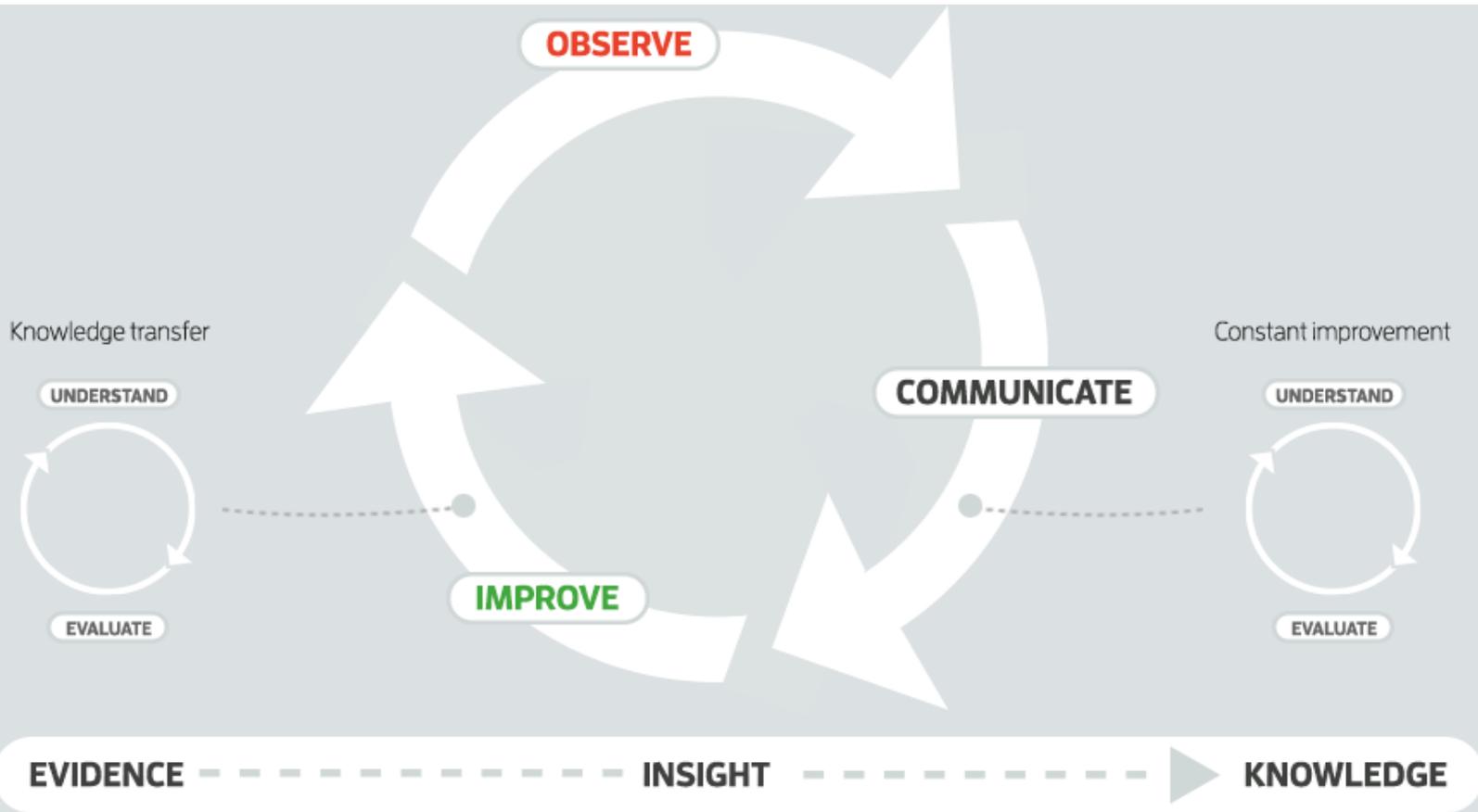


4 VEO™ has helped Teacher 1 identify what he / she does well and can share with colleagues. He / she also has also identified some strategies & ideas to address the challenges he / she faces in improving his / her practice further.





VEO process diagram





Why is VEO useful?

- Across the developing world focus has moved from getting pupils into schools towards the **quality of education** received.
- Teachers remain the **greatest influence** on learning.
- The **lack of good teachers** is self-sustaining - teachers teach how they were taught.
- Enthusiasm can only **benefit pupils** so far.
- Training and guidance is needed as well as a **shift in mindset and habits**.
- Teachers have **limited time to change!**



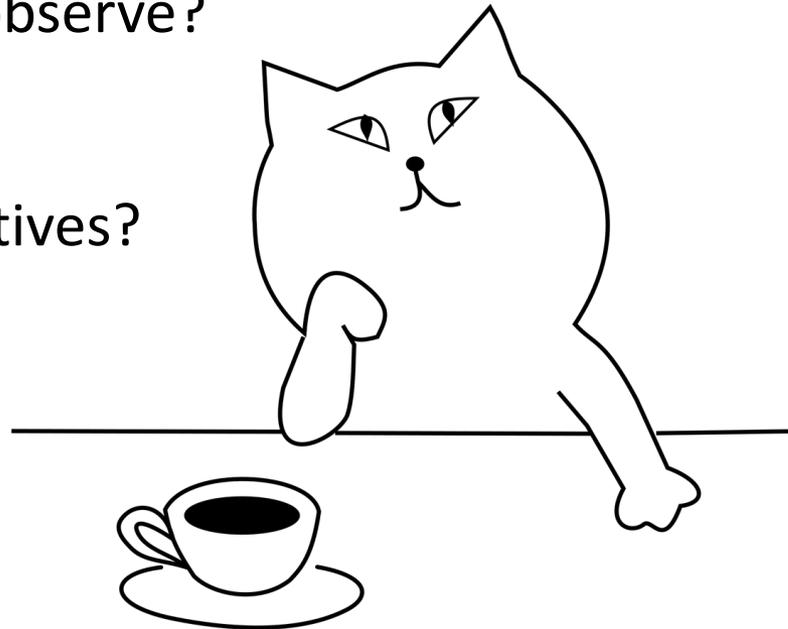
Why VEO?

- Low cost strategy to enhance CPD using current hardware.
- Uses devices teachers are familiar with worldwide.
- Sharing of video enables networking across staff, organisations and countries.
- User-driven CPD empowers practitioners.
- Creates content for training.



Before you start

- what are the different roles during an observation (teacher/observer/pupils)?
- what should the observer know before the start?
- how to identify what to observe?
- how long should it last?
- what would be the objectives?





Preparation form

- Are there changes you would make or things you would add?
- Imagine that you are going to be observed to demonstrate some best practice – complete the preparation form

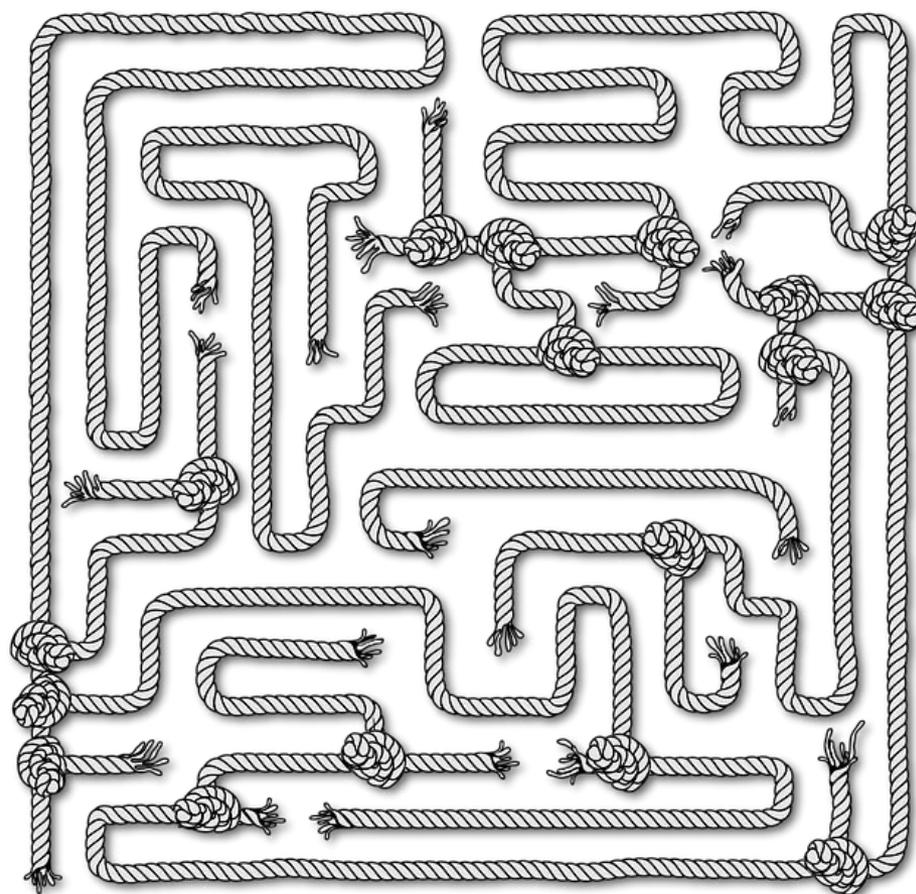


VEO PREPARATION FORM

Class information	
Lesson context	
Purpose of the observation	
Focus of the observation	



Terminology Quiz





Legal and ethical issues

Consent Forms information

Consent form for images and videos

Consent forms Parents

Information sheet

Parents Invitation Letter for Teachers

Teacher Activities





Erasmus +

Video Enhanced Observation



2 Using VEO™, colleague tags key moments throughout the lesson.



1 Teacher 1 asks colleague to use his / her iPad to video lesson to help improve the quality of his / her teaching.



Video Enhanced Observation

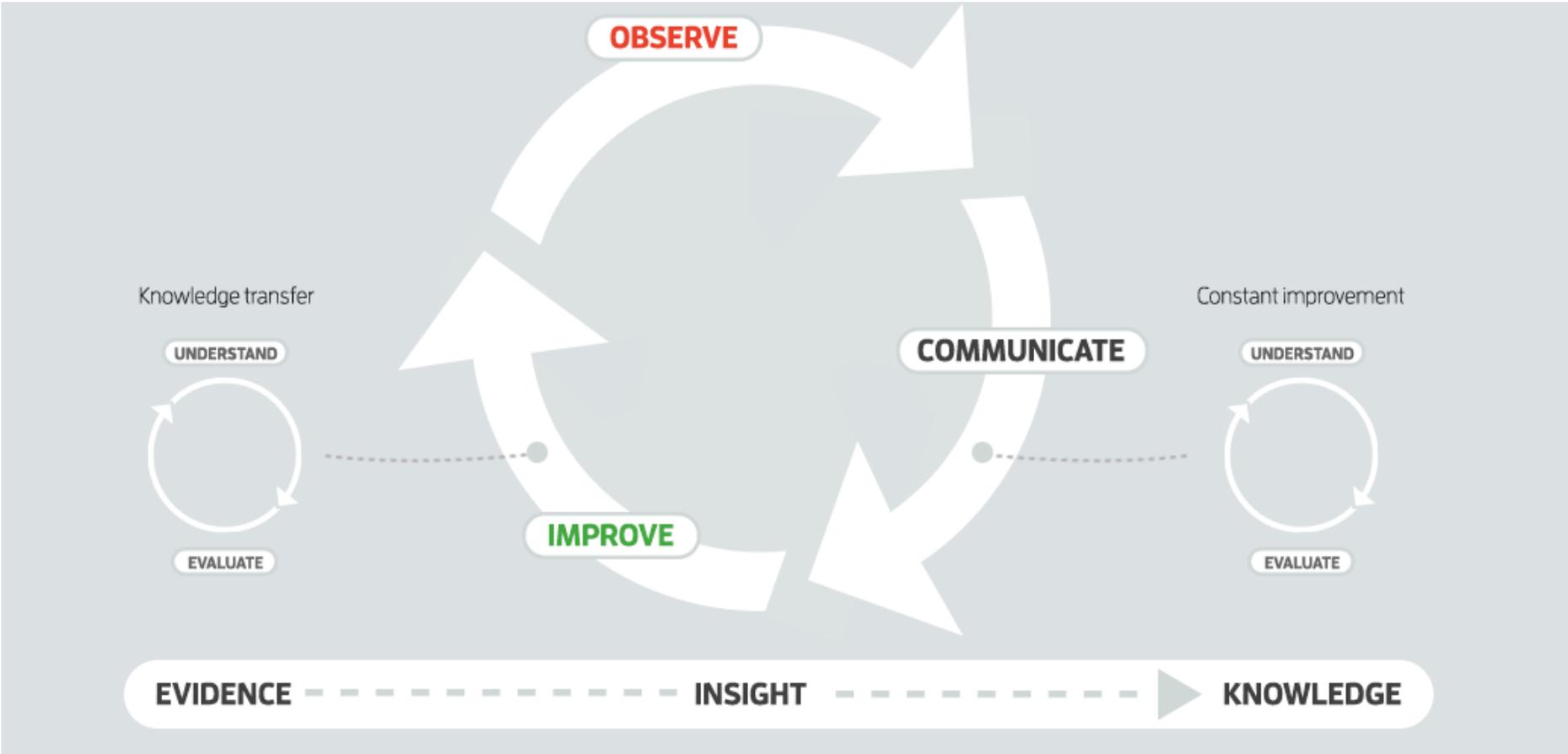


3 After the lesson the two colleagues are able to quickly jump through the lesson to discuss and establish areas of good practice and areas for development... This reflection and dialogue leads to identifying strategies to address the areas for development.



4 VEO™ has helped Teacher 1 identify what he / she does well and can share with colleagues. He / she also has also identified some strategies & ideas to address the challenges he / she faces in improving his / her practice further.





VEO PREPARATION FORM

Class information	
Lesson context	
Purpose of the observation	
Focus of the observation	



VEO Terminology Quiz

Click to start

Question 1

Which tag is this?



Assessment



Organisation



Quick Tag



Questioning

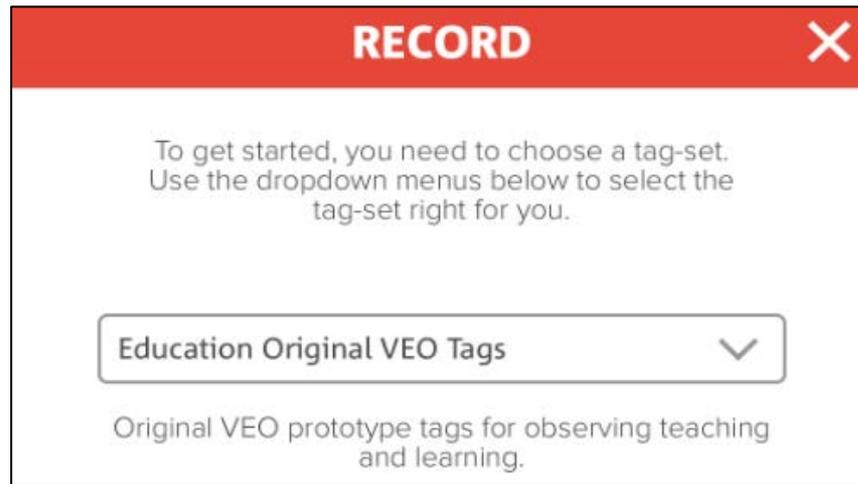
Wrong Answer!

This tag can be used as a marker for any moment of interest. It is located on the bottom right of the screen.



Question 2

What is this?



A tag set



A tag



A sub-tag



A quick tag

Wrong Answer!

This is one example of a collection of tags
relating to one kind of practice



Question 3

What level of engagement is shown here?



Outstanding



Requires
Improvement



Good



50%

Wrong Answer!

It's about half-way along the slider



Question 4

What are you going to tag in the lesson?



Every minute of
the lesson



Every time the
teacher talks



Key moments



Yourself

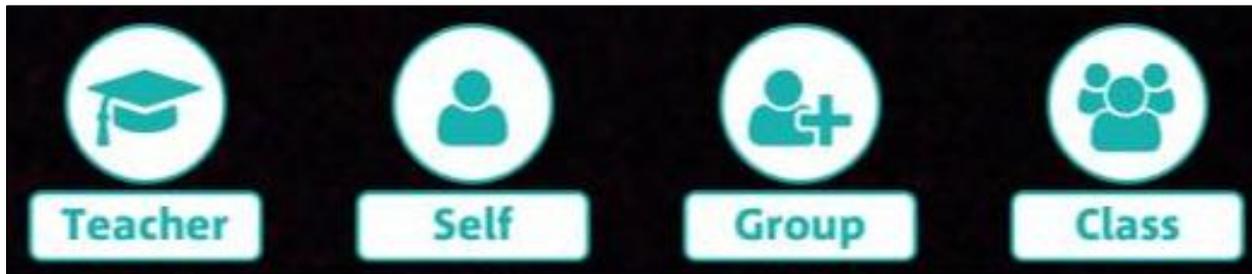
Wrong Answer!

Actually, this will depend on the focus of the lesson, but there are usually some interesting points you will want to discuss with the teacher.



Question 5

What would you select if you wanted to record time allocated to students working on their own?



Self



Class



Teacher



Group

Wrong Answer!

This is time when the students may
be working by themselves



Question 6

What would you select to tag good examples of pupils reviewing each others' work?

Assessment		
+	Teacher Assessment ?	-
+	Self Assessment ?	-
+	Peer Assessment ?	-



Peer
Assessment -



Self Assessment
+



Teacher
Assessment +



Peer
Assessment +

Wrong Answer!

In this case, we are using the plus and minus to tag a judgment about the type of assessment we have observed



Question 7

A pupil's poor behaviour could be tagged using which sub-tag?



Individual > Ind.
Behaviour +



Individual > Ind.
Behaviour -



Individual > Ind.
Talking -



Individual > Ind.
Talking +

Wrong Answer!

Under the **Individual** tag, we want to make a judgment that the **behaviour** is **negative**



Question 8

Which of these does not appear in the Teacher Talk tag?

Teacher Talk



Rapport



Feedback



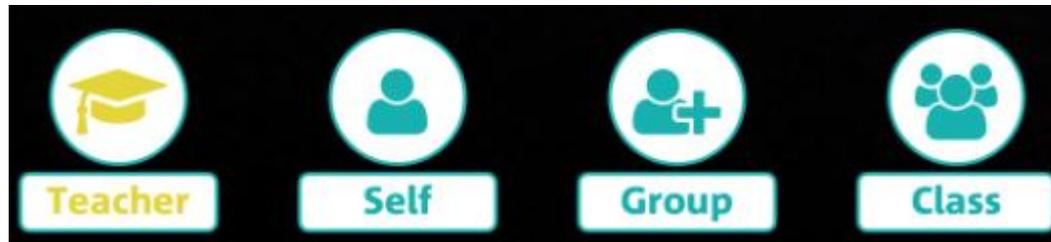
Quantity



Describing

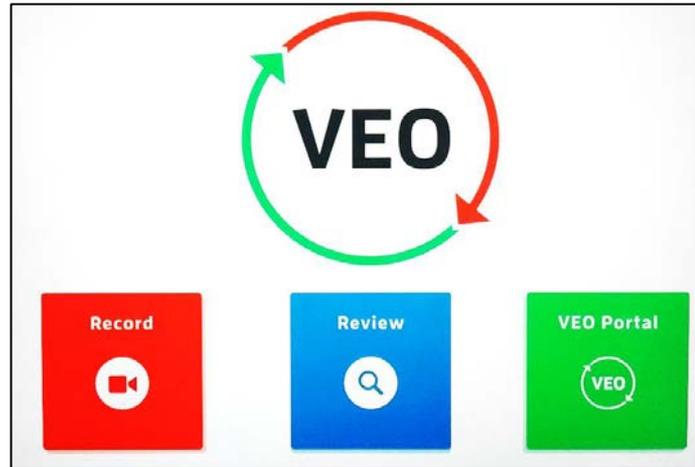
Wrong Answer!

It's not a tag in its own right, but if it is a problem, you will need to find a way to discuss it with the teacher. It might be worth using the **Teacher Focus** button.



Question 9

Where would you find videos that others have shared with you?



Record



Review



My Videos



The VEO Portal

Wrong Answer!

They will have been shared online



Question 10

What is the best way to use VEO?



Peer
observation



Reflection



With a tripod



Self-recording

Wrong Answer!

Although there are many ways to use VEO,
we think the most important thing is about
what you do with the knowledge you have
gained through **Video Enhanced
Observation.**



Congratulations!

You are now a VEO champion!



MODULE 2

Functionality of the App and Observation

CONTENT:

- Module 2 – Lesson Plan
- Module 2 – Trainer Guidance Sheet
- Technical Introduction to VEO
- Task Sheet on Recording

Module 2

Module	Workshop Objectives	Activities	Resources
<p>The Functionality of the App and how to use in in observation</p>	<ul style="list-style-type: none"> • To understand the basic structure of VEO • To explore the recording functions of the App • To understand the use of tagging • To prepare the App for your objectives • To experience using the App in practice 	<p>The focus of the session is to gain hands on experience of using the App. All participants should ideally have an iPad</p> <p>Hands on – demo on how to register and download the app.</p> <p>Get participants to download it. Show the video and get participants to login. Demonstrate how to login</p> <p>From this point onwards – participants copy the demo by using their own App.</p> <p>The next activities can be done alone or in pairs</p> <p>Basic structure – after logging in – explore the site to complete the questionnaire</p> <p>Go through with them – the Login, Settings and Record button – point out that the Review and Portal buttons will be used next time.</p> <p>Demonstration on recording</p> <p>Get participants to think about a recent class they have taught. They are planning a recording, using the ‘tagset’ – ‘Education Original VEO Tags – ask them to create a title for their recording</p>	<p>Video on login https://youtu.be/9tMvUlec_Zs</p> <p>Powerpoint Technical Introduction to the App – this is to complement the videos and the tasks in the guidance sheet</p> <p>Video on recording https://youtu.be/ipNYbrkOopU</p>

		<p>and then continue.</p> <p>Tell them to explore the different buttons and work through the task sheet.</p> <p>Plenary – Questions and discussion</p> <p>Present the video on how to go about reviewing</p> <p>Ask the participants to work as a group of 4. They should take it in turns. They have to prepare an activity related to one of their lessons. One person will role-play the part of teacher and two the pupils. The fourth will record the activity. They should take it in turns to give a brief introduction and a pupil related task.</p> <p>Ask them to add the following tags where they feel that it is relevant:</p> <ul style="list-style-type: none"> • Teacher Talk • Questioning • Individual • Group <p>Ask them to share what they did with the rest of their group and save it for the next session.</p> <p>Plenary – Questions and discussion</p> <p>Now give another presentation on the App – demonstrate the</p>	<p>Task sheet on Recording</p> <p>Video on reviewing https://youtu.be/5wknPOYzzTk</p>
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		<p>different tagsets, the options available and the way in which you might use it. This time ask the participants to record it using the tagset 'Presentation'. Ask them to take a few minutes to set up their pre-record information and look at the different set of tags they have available, before starting the presentation.</p> <p>Ask them to interact with the presentation by asking questions and taking notes and make sure that you also ask questions and use a variety of aids. Ask the participants to record the presentation and add some tags. They should decide on what their area of focus will be, before the presentation.</p> <p>At the end of the presentation, they should share discuss what they did with another partner and save it for the next session.</p> <p>Plenary – Questions and discussion</p> <p>Put the schools into groups. Ask them to identify the potential benefits and challenges of using the App for observation.</p> <p>Plenary</p> <p>Next steps – introduce the further training elements and the support for schools in trialling the App</p>	<p>Summary of the other training modules</p>
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	Audience:	Teachers & Teacher Trainers
	Venue:	
	Training module	Module 2 Technical Introduction to VEO
Guidance sheet	Trainer:	

Context of training session

A school or a training organisation aims to introduce the VEO app as a useful tool for its training / monitoring / support / observation programme. The potential users need to be trained and introduced to the app in order to maximise its impact on the programme.

This guidance sheet aims to help the trainer deliver the module in the most effective way.

Prerequisites:

Prior to the workshop all participants should be registered and given login details in order to be able to use the VEO app during the workshop. This is done through communication with the VEO app provider. Make sure the participants have:

- **Activated user profiles**
- **iPads (at least one in a couple)**

Workshop objectives:

- ✓ To understand the basic structure of VEO
- ✓ To explore the opportunities for using VEO
- ✓ To understand the use of tagging
- ✓ To experience using the App in practice

Key learning points:

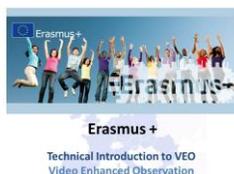
By the end of the workshop participants will be able to:

- ✓ Login
- ✓ Use the buttons
- ✓ Use the tags while recording
- ✓ Create a sample recording

Training session step by step

Step 0: Background information

Optional presentation of the Erasmus+ project VEO Europa (see PPT "**Introduction to VEO**"), VEO concept and implications in teaching & training environment. This is in case there are participants who did not attend Module 1 Workshop. Otherwise just say a few words about it while at **[Slide 1]** of the main presentation, the **Technical Introduction to VEO**



Step 1: General presentation of training aims and overview of the VEO app



[Slide 2]

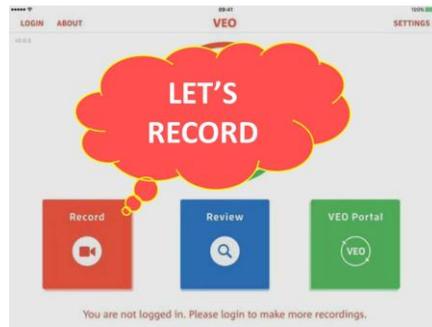
- Basic Structure: VEO is a video recording app for tagging and reviewing important moments of a lesson observation session.
- Use of tagging: Users can record an observation and in the same time mark elements with specific tags to be reviewed after the end of the observation.
- Explore opportunities: Users should reflect in what context they would use the VEO app at their work. This is just a quick mind mapping in order to give a perspective for the following steps.
- Using the App in practice: This is the transition towards the hands on experience of VEO. At this point users will open the app on their iPads and login with their profiles.



[Slide 3]

- Users explore the home screen of the app on their iPads. The presentation attracts their attention to key elements.
 - LOGIN: Check that all iPads have internet access and stress its importance at this point, or else the app will not be usable. After logging in the app does not require internet access in order to work, except for uploading videos onto your VEO portal profile.
 - SETTINGS: Discuss with participants the advantages and disadvantages of high / low resolution and recording in blurred mode. Discuss their situation regarding the freedom to record students and teachers.
 - RECORD button: By pressing the button users can start a recording session after entering some identification details of the session.
 - REVIEW button: By pressing the button users can access recordings and review the tagged moments.
 - VEO PORTAL button: By pressing the button users can access their VEO portal profile and use its functions on the app. Explain that this is the part of VEO that can be used on a PC for reviewing and retrospective reviewing.

Step 2: Recording an observation video and tagging important moments



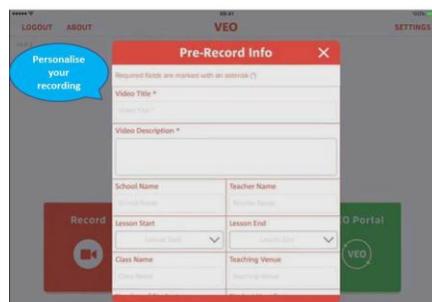
[Slide 4]

- Invite the participants to press the Record button to start a new recording.



[Slide 5]

- Users are now invited to choose a tag set. Discuss with the participants why there are different tag sets, what it means and in what contexts the app can be used, hence the need for different tag sets. (teacher training, student work, business environment, continuous professional development, etc)
- Explain that organisations registering to use the VEO have the possibility to create their own tag sets to suit their specific needs.
- For our training purposes choose “Education Original VEO Tags”



[Slide 6]

- PRE_RECORD INFO: It is important to identify correctly the recording session for future reference. Invite the users to scroll down and explore all the fields. Discuss if needed.
- Participants will fill in at least a video title, scroll down and press Continue.



[Slide 7]

- Participants discover the recording screen with all the tags. Before going any further they need to explore the tags. Here are some prompting questions and expected answers:
 - What is the purpose of the different tag colours? - *Tag groups are differentiated by colour: red focuses on teacher's performance, blue on students' performance, green shows where the focus of the activity is, along with the intensity slider. Purple is for the Quick tag as it can be anything non-described elsewhere.*
 - What are the three sets of tags and when would you use them? – *See answer above and note that not all tags will be used at all times.*
 - When would you press the green buttons? – *Ask for examples of activities where each green focus button would be appropriate.*
 - How will you prioritise which buttons to use? Give an example of two red buttons and two blue buttons you would use? – *Discuss a concrete situation and choose the appropriate buttons.*
 - Look at the slide at the bottom, how and when would you use it? – *It shows the intensity of the intended focus of the activity.*
 - What is a Quick Tag, why is it purple? - *Purple is used for the Quick tag as it can be used for anything non-described elsewhere.*



[Slide 8] and [Slide 9] – Practical activity

- Only now are participants invited to press the record button at the left bottom corner and explore the tags and sub-tags, plus, minus and question mark. While randomly pushing buttons, they are creating a video for reviewing later.
- Stress the use of the plus, minus and question marks and why it is important to have a binary (-/+) marking, as different degrees would just complicate things too much.
- After the discussion and exploration of tags while recording, attendants will end the recording, explore the post-recording information and save then save the recording.

Step 3: Creating your own videos

- Ask the participants to work as a group of 4. They should take it in turns. They have to prepare an activity related to one of their lessons. One person will role-play the part of teacher and two the pupils. The fourth will record the activity. They should take it in turns to give a brief introduction and a pupil related task. Ask them to add the following tags where they feel that it is relevant:
 - Teacher Talk
 - Questioning
 - Individual
 - Group
- Ask them to share what they did with the rest of their group and save it for the next session.
- Plenary – Questions and discussion
- Now give another presentation on the App – demonstrate the different tagsets, the options available and the way in which you might use it. This time ask the participants to record it using the tagset 'Presentation'. Ask them to take a few minutes to set up their pre-record information and look at the different set of tags they have available, before starting the presentation. Ask them to interact with the presentation by asking questions and taking notes and make sure that you also ask questions and use a variety of aids. Ask the participants to record the presentation and add some tags. They should decide on what their area of focus will be, before the presentation.
- At the end of the presentation, they should share discuss what they did with another partner and save it for the next session.
- Plenary – Questions and discussion
- Put the schools into groups. Ask them to identify the potential benefits and challenges of using the App for observation.

Independent work after the workshop

Participants are invited to form work groups, or at least work couples and use the app first in short mock lessons or presentations to get used to the tags and then in lessons, as it is the natural environment for the app to be used and teachers might not be comfortable being recorded in a mock lesson as that is not a natural environment.

Participants need follow the internal procedures of their organisation regarding recording students.

PLEASE, DON'T FORGET TO USE THE WORKSHOP EVALUATION SHEET WHICH IS COMMON TO ALL THE MODULES. COLLECT THEM FROM THE PARTICIPANTS EVERY TIME AND BRING THEM BACK FOR THE FOLLOWING SESSION.



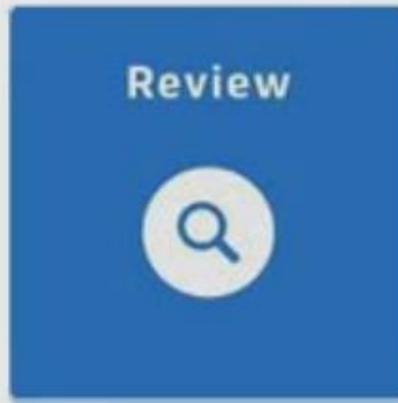
Erasmus +

Technical Introduction to VEO Video Enhanced Observation



Login page

- Login procedure
- Settings
- Three main buttons
 - **Record**
 - **Review**
 - **VEO Portal**



You are not logged in. Please login to make more recordings.



Recording observation

- Pre-recording information input
- Recording using tags
- Three main tag groups
 - **Teacher performance**
 - **Student performance**
 - **Engagement / Focus**



RECORD



To get started, you need to choose a tag-set.
Use the dropdown menus below to select the
tag-set right for you.

Education Original VEO Tags 

Original VEO prototype tags for observing teaching
and learning.

CONTINUE



Pre-Record Info



Required fields are marked with an asterisk (*)

Video Title *

Video Title *

Video Description *

School Name

School Name

Teacher Name

Teacher Name

Lesson Start

Lesson Start



Lesson End

Lesson End



Class Name

Class Name

Teaching Venue

Teaching Venue

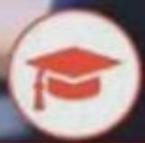
Record



VEO Portal



Press record to begin



Teacher Talk



Questioning



Management



Assessment



Individual



Group



Class



Quick Tag



Teacher



Self



Group



Class

Engagement



Teacher Talk		
+	Describing/Explaining ?	-
+	Demonstrating ?	-
+	Feedback ?	-
+	Rapport ?	-
+	Connecting/Bridging ?	-
+	Subject Knowledge ?	-



Teacher Talk



Questioning



Management



Assessment



Individual



Group



Class



Teacher



Self



Group



Class



Quick Tag



Teacher Talk



Questioning



Management



Assessment



Teacher



Self



Individual



Group

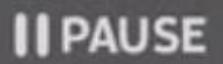


Class

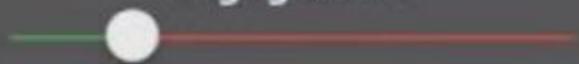


Quick Tag

Class		
+ Cl. Listening/Watching ?		-
+ Cl. Writing ?		-
+ Cl. Talking ?		-
+ Cl. Presenting ?		-
+ Cl. Practical Activity ?		-
+ Cl. Behaviour ?		-



Engagement



0.00:32



Erasmus +

Technical Introduction to VEO Video Enhanced Observation



Erasmus+



VEO App – Task Sheet on Recording

Questions

- What is the purpose of the different tag colours?
- What are the three sets of tags and when would you use them?
- When would you press the green buttons?
- How will you prioritise which buttons to use? Give an example of two red buttons and two blue buttons you would use?
- Look at the slider at the bottom, how and when would you use it?
- What is a Quick Tag, why is it different from the other colours?

Answers

- - *Tag groups are differentiated by colour: red focuses on teacher's performance, blue on students' performance, green shows where the focus of the activity is, along with the intensity slider. Purple is for the Quick tag as it can be anything non-described elsewhere.*
- - *See answer above and note that not all tags will be used at all times.*
- - *Given examples of activities where each green focus button would be appropriate*
- - *Discuss a concrete situation and choose the appropriate buttons.*
- - *It shows the intensity of the intended focus of the activity.*
- - *Purple is used for the Quick tag as it can be used for anything non-described elsewhere.*

MODULE 3

Reflection and Feedback

CONTENT:

- Module 3 – Lesson plan
- Module 3 – Trainer Guidance Sheet
- Reviewing and Feeding back
- Peer feedback session form

Module 3

Module	Workshop Objectives	Activities	Resources
Reflection and Feedback on Observations	<ul style="list-style-type: none"> • To explore the feedback and analysis functions of VEO • To explore strategies for giving feedback • To use feedback for further development 	<p>The focus on the session is to explore how to capture the key points from the video, to analyse them and to feed back</p> <p>The participants will need to use the recordings from the last session</p> <p>Work through the Powerpoint on Reviewing and feeding back</p> <p>Present the video on how to go about reviewing</p> <p>Working in pairs – get them to explore the saved videos and to compare what they produced.</p> <ul style="list-style-type: none"> • Let the participants discover the review screen then discuss: <ul style="list-style-type: none"> ○ how tags can be ordered chronologically or by tag type. ○ Choose desired tagged moment for review, play and pause, write a note if needed. ○ The initial information about the recording can 	<p>Powerpoint – this is to complement the videos and the tasks in the guidance sheet</p> <p>Video on reviewing https://youtu.be/5wknPOYzzTk</p>

		<p style="text-align: center;">be edited under Info</p> <p>Plenary – Questions and discussion</p> <p>Analysis – look at the statistics section and discuss what information it provided.</p> <p>Still working in pairs – get the participants to look again at the recordings and see what conclusions they can draw.</p> <p>Now get them to role-play feeding back. Use the peer feedback session form as a template – the first four boxes should have been completed by the teacher being observed prior to the observation.</p> <p>The observers asks the teacher to share one or two elements that they thought were particularly good and could be used as examples of best practice. Also if there were any areas of priority for improvement in Teaching and Learning – and to discuss how they could use the App to support them in addressing this.</p> <p>Plenary</p> <p>Ask each group to share one or two of the best practice examples and their priorities in Teaching and Learning – and to discuss how they could use the App to support them in addressing the challenge.</p>	<p>Peer feedback assessment form</p>
--	--	---	--------------------------------------

		<p>Introduce them to the VEO portal and invite them to join.</p> <p>Next steps – introduce the support for schools in trialling the App</p> <p>Organise how to work with the schools on planning the use of the App and preparing for trials.</p>	<p>Use the App to enter the portal</p>
--	--	---	--



Audience: Teachers & Teacher Trainers

Venue:

Training module Module 3
Reviewing and Feeding Back

Guidance sheet

Trainer:

Context of training session

This session follows on from the previous session where teachers will have made some sample recordings. They may have also done some additional recordings between the sessions and these can also be used.

This guidance sheet aims to help the trainer deliver the module in the most effective way.

Prerequisites:

Prior to the workshop all participants should be registered and given login details in order to be able to use the VEO app during the workshop. This is done through communication with the VEO app provider. Make sure the participants have:

- **Activated user profiles**
- **iPads (at least one in a couple)**

Workshop objectives:

- ✓ To understand the basic structure of VEO
- ✓ To explore the opportunities for using VEO
- ✓ To understand the use of tagging
- ✓ To experience using the App in practice

Key learning points:

By the end of the workshop participants will be able to:

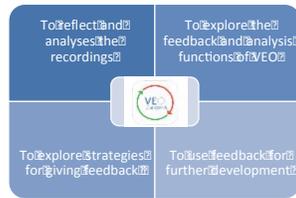
- ✓ Use the buttons
- ✓ Use the tags while reviewing
- ✓ Review recordings and understand the stats
- ✓ Use the Portal

Training session step by step

Step 1: General presentation of training aims

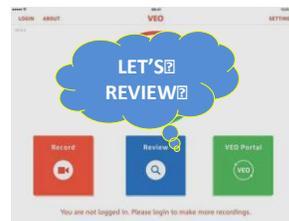


Our aims in this session



[Slide 2]

- Use of tagging: Going to look at the previous recordings and how the tagging has worked.
- Using the App in practice: This is the transition towards the hands on experience of VEO. At this point users will open the app on their iPads and login with their profiles.



[Slide 3 & 4]

- Users open the home screen of the app on their iPads and this time connect using
 - REVIEW button: By pressing the button users can access recordings and review the tagged moments.

Step 2: Reviewing observation videos

- Show the video on Reviewing
- After saving the test recording, participants are invited to press the Review button to proceed to where the videos are stored.



[Slide 5]

- Draw the participants' attention to the four buttons under each video icon.
 - Review, Stats, Delete and Upload to VEO portal profile.
- This is a good moment to talk about how the recordings are stored securely and only their authors can access them unless they are shared for cooperation in a group via the VEO portal.



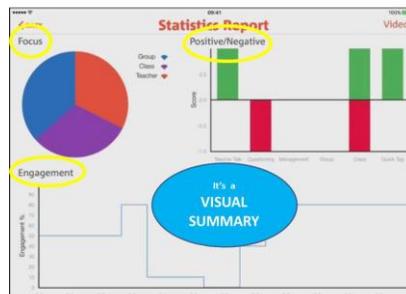
[Slide 6]

- Let the participants discover the review screen for a quick moment then discuss:
 - Explain that tags can be ordered chronologically or by tag type.
 - Choose desired tagged moment for review, play and pause, write a note if needed.
 - The initially entered information about the recording can be edited under Info.



[Slide 7]

- After discovering the review screen, it is time to explore the more visual part of the reviewing process: the Statistics. Attendants press the Stats button.



[Slide 8]

- Explore the three fields : Focus, Positive/Negative tags, Engagement levels.
- Explain that this is a visual summary of the observation. “What are the benefits of such a visual summary?”



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Technical Introduction to VEO
Video Enhanced Observation

Step 3: Feeding back

- In pairs, look at the recordings again and this time role play a feedback session
- Use the peer feedback form as a template for the discussions
- In conclusion ask the teacher to share one or two elements that they thought were particularly good and could be used as examples of best practice. Also ask them if there were any areas of priority for improvement in Teaching and Learning – and to discuss how they could use the App to support them in addressing this.

Step 4: Planning ahead

- In groups again, ask each group to share one or two of the best practice examples and their priorities in Teaching and Learning – and to discuss how they could use the App to support them in addressing the challenge.
- Ask each group to then devise a plan of how they will use the App to address the specific issue they have identified.
- Plenary – groups share their plan
- Next steps – introduce the support for schools in trialling the App (optional)
- Organise how to work with the schools on planning the use of the App and preparing for trials.
- Introduce the portal and invite them to register..

Independent work after the workshop

Participants are invited to form work groups, or at least work couples and use the app first in short mock lessons or presentations to get used to the tags and then in lessons, as it is the natural environment for the app to be used and teachers might not be comfortable being recorded in a mock lesson as that is not a natural environment.

Participants need follow the internal procedures of their organisation regarding recording students.

PLEASE, DON'T FORGET TO USE THE WORKSHOP EVALUATION SHEET WHICH IS COMMON TO ALL THE MODULES. COLLECT THEM FROM THE PARTICIPANTS EVERY TIME AND BRING THEM BACK FOR THE FOLLOWING SESSION.

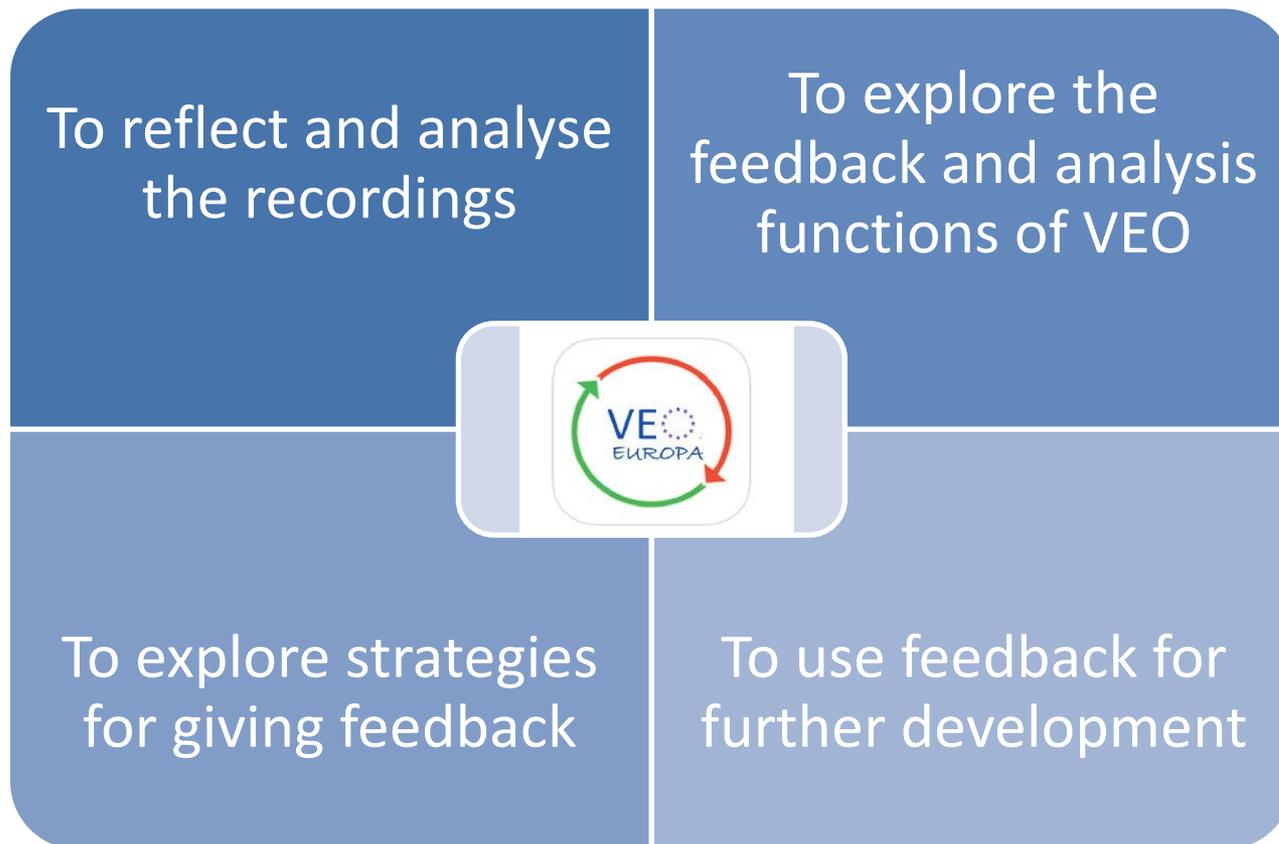


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Reflection and Feedback on Observations

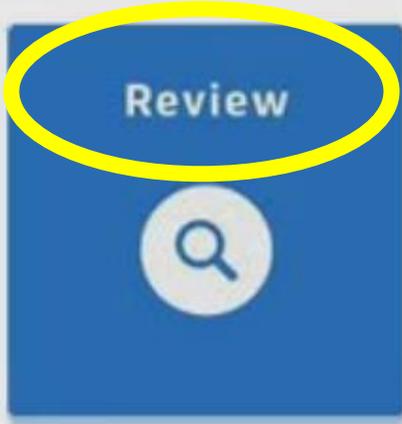


Our aims in this session



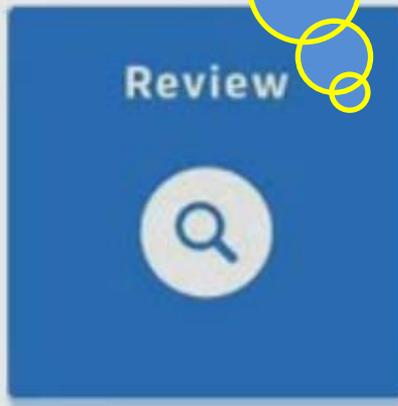
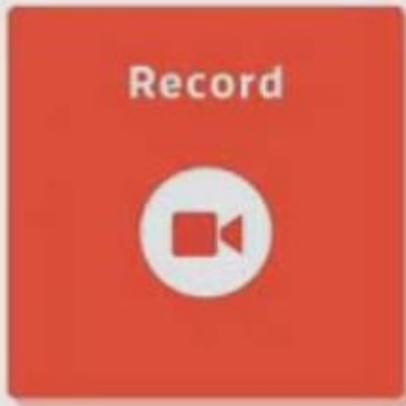
Internet access

High / Low resolution recording



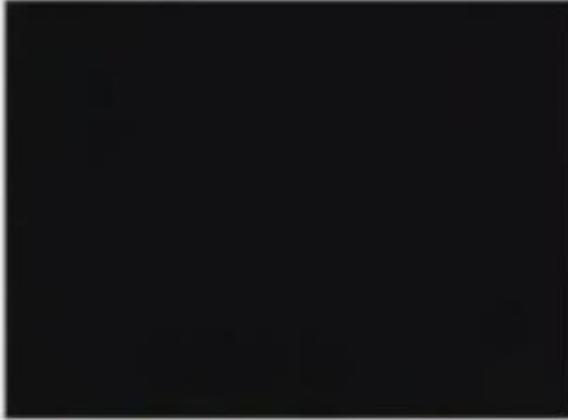
You are not logged in. Please login to make more recordings.

LET'S REVIEW



You are not logged in. Please login to make more recordings.

Test



Demo recording



D



Test workshop



Choose the recording



Order by type of tag or chronologically

Choose tagged moment

Edit info about the recording

Add written comments

▶ PLAY 00:00/01:11

Reviewer's Notes - Quick Tag

< BACK

VEO

INFO

STATS

EVENTS

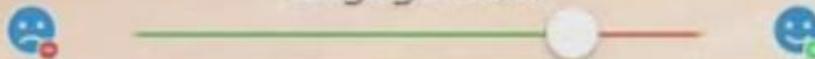
- 00:01 Describing/Explaining +
- 00:04 Closed Question -
- 00:10 Monitoring ?
- 00:26 Cl. Listening/Watching -
- 00:33 Cl. Talking ?
- 00:40 Cl. Presenting +
- 00:47 Grp. Writing ?
- 00:56 Quick Tag

Let's see the statistics

Quick Tag

Group Teacher Self Class

Engagement:



▶ PLAY

00:00/01:11

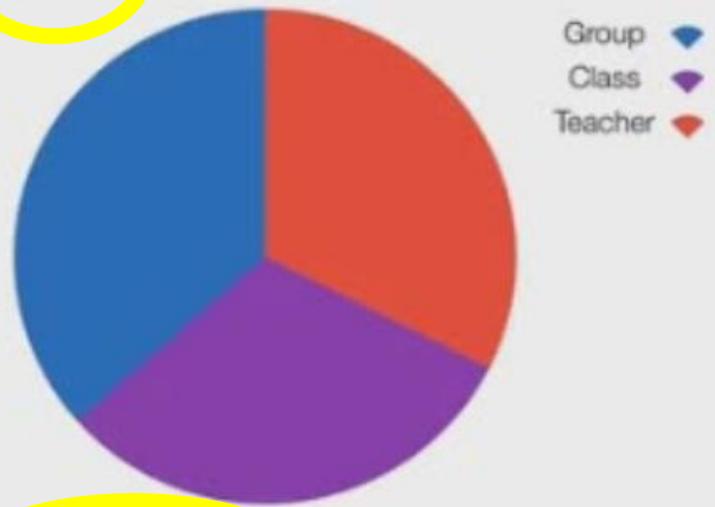
Reviewer's Notes - Quick Tag

Empty text box for reviewer's notes

Statistics Report

Video

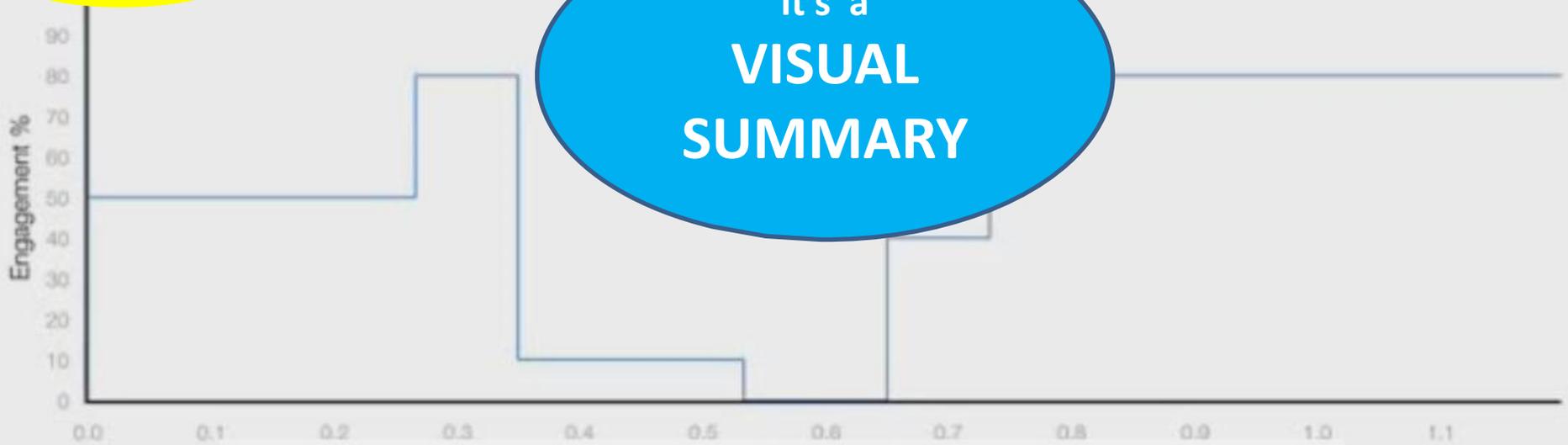
Focus



Positive/Negative



Engagement



It's a
**VISUAL
SUMMARY**



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Reflection and Feedback on Observations

PEER FEEDBACK SESSION FORM

Lesson context	
Teacher profile	
Purpose of the observation	
Focus of the observation	
Reflection/self-evaluation by the teacher	

Link to teaching strategies	
Examples of good practice	
Areas to work on	
Pedagogical actions/recommendations	

MODULE 4

Self-evaluation

CONTENT:

- Module 4 – Lesson plan
- Module 4 – Trainer Guidance Sheet
- Pre-questionnaire Coversheet
- Pre-questionnaire
- Observation Template
- Video Diary Prompts
- Evaluation template

		<p>pairs they create an observation plan. This should include:</p> <ul style="list-style-type: none"> • objectives • areas of focus • tags to be used • timescale of the observation • targets • reflection <p>They will differ from one participant to another. The aim of the task sheet is to become aware of the aim of the observation</p> <p>Plenary – Individuals share their priorities with the rest of the group – general discussion</p> <p>Step 3: Planning for improvement</p> <p>Teachers are paired up according to their priority areas and prepare a plan of action for self-recording or peer observation for the following couple of months, which will include the number of observations and their duration, the classes and topics, the time for feedback and record keeping.</p> <p>Step 3 is applicable only for longer format sessions, where participants will have enough time for it.</p> <p>Step 4: Video diary</p> <p>Once the participants are familiar with the focus, findings and further actions of the observation, they will be shown a model</p>	<p>Video diary example https://youtu.be/j-NieyrMdys</p>
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Audience:	Teachers & Teacher Trainers
Venue:	
Training module	Module 4 Self-evaluation
Trainer:	

Guidance sheet

Context of training session

This session follows on from the previous session where teachers will have worked on reviewing recordings. They may have also done some additional recordings between the sessions and these can also be used.

This guidance sheet aims to help the trainer deliver the module in the most effective way.

Prerequisites:

Prior to the workshop all participants should be registered and given login details in order to be able to use the VEO app during the workshop. This is done through communication with the VEO app provider. Make sure the participants have:

- **Activated user profiles**
- **iPads (at least one in a couple)**
- **Printouts**

Workshop objectives:

- ✓ To identify a focus and baseline
- ✓ To plan for improvement
- ✓ To evaluate evidence and develop the next steps

Key learning points:

By the end of the workshop participants will be able to:

- ✓ Use VEO videos as source of feedback
- ✓ Structure their analysis of the video content
- ✓ Plan for self-improvement

Training session step by step

Step 1: Evaluation of work with the VEO app – Establishing a baseline

- Hand out pre-evaluation questionnaires and cover sheets for participants to fill in. These questionnaires will help the participants identify priority areas for development in Stage 2.

PRE-VEO INTERVENTION QUESTIONNAIRE COVER SHEET
TEACHERS' BACKGROUND INFORMATION

Thank you for taking part in the VEO Europa Project. Please provide the following information:

Name	
Age	
Gender	
Current job/role	
Qualifications held?	
Institution (place of work or study)	
Course(s) or subject(s) taught	
SCRE Degree	
Teaching experience (years) or current trainee (length of time)	
* 0 * 1-5 years' teaching experience * PSCF student - item 1	

Pre-questionnaire Coversheet

PRE-INTERVENTION QUESTIONNAIRE FOR TEACHERS

Section A: Technology and Teaching	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I am interested in using technology for teaching and learning	5	4	3	2	1
I have already used technology in my teaching practice	Very Often	Often	Sometimes	Rarely	Never
I believe using technology for teaching is challenging	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I believe use of technology will improve my teaching practice	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I need technical support to incorporate technology in my teaching practice	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I have received formal training in using technology for teaching	Very Often	Often	Sometimes	Rarely	Never
Teachers should be encouraged to incorporate technology into their teaching practice	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Pre-questionnaire

Step 2: Identification of focus and baseline of observation

- The individual teacher is invited to choose an area where they would like to improve their practice or look into different ways of doing things. It may or may not relate to their performance management objectives.
- They also identify an area that they would wish to share with their colleagues.
- Participants are invited to open the app and explore which tags they would like to focus on during the observation.
- Working in pairs they create an observation plan. Trainer distributes the observation plan template.

This should include:

- objectives
- areas of focus
- tags to be used
- timescale of the observation
- targets
- reflection

Observation Template

Lesson Objectives	
Focus of the observation (teacher)	
Focus of the observation (pupils)	
Tags to be used (teacher)	
Tags to be used (pupils)	
Targets (statistical analysis)	
Reflection and general comments	

Observation Template

They will differ from one participant to another. The aim of the task sheet is to become aware of the aim of the observation.

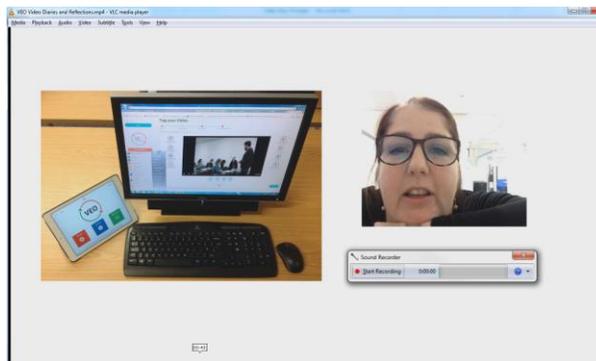
Plenary – Individuals share their priorities with the rest of the group – general discussion

Step 3: Planning for improvement

- Teachers are paired up according to their priority areas and prepare a plan of action for self-recording or peer observation for the following couple of months, which will include the number of observations and their duration, the classes and topics, the time for feedback and record keeping.
- One of the pairs will share their action plan to check with the others for similarities and differences.
- *Step 3 is applicable only for longer format sessions, where participants will have enough time for it.*

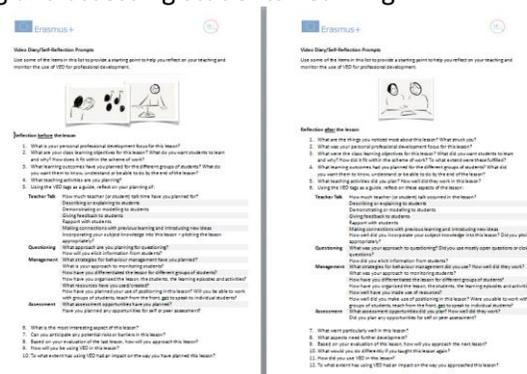
Step 4: Video diary

- Once the participants are familiar with the focus, findings and further actions of the observation, they will be shown a model video diary entry, created in advance by the presenter in the appropriate language. This video entry will be shared with the participants and they will be given the task to create their own video diary entry at home after the workshop.



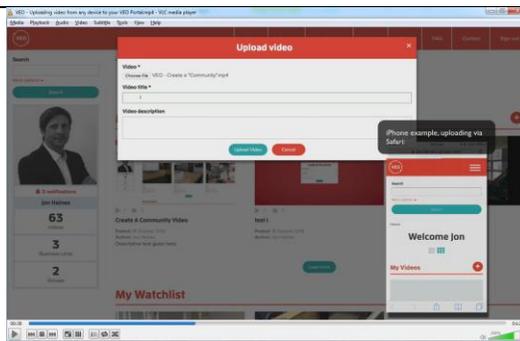
VEO Video Diaries and Reflections video

- Trainer will introduce the video diary prompts list and distribute to the participants printed copies. Trainer will explain there are two different lists depending on the focus of the observation:
 - Focus on professional development
 - Focus on monitoring and assessing students’ learning



Video Diary Prompts

- Trainer will play the short video called: VEO - Uploading video from any device to your VEO Portal to show the participants how videos can be recorded using any recording device and then they can be uploaded onto the VEO portal for review and retrospective tagging covered in Module 3.



Uploading video from any device to VEO portal

Step 5: Support work

The schools will negotiate with the VEO partners what sort of support they would like and put together a schedule for visits. This is a matter of addressing specific needs with appropriate solutions.

Step 6: Evaluation of VEO use in schools

VEO partners will work with the schools to undertake a formal evaluation in using agreed templates. Evaluation template is provided.

Independent work after the workshop

As detailed in Steps 3 and 4 participants will execute their action plan on focused observations, working in pairs, and in addition they will record video diaries using the video diary prompts.

PLEASE, DON'T FORGET TO USE THE WORKSHOP EVALUATION SHEET WHICH IS COMMON TO ALL THE MODULES. COLLECT THEM FROM THE PARTICIPANTS EVERY TIME AND BRING THEM BACK FOR THE FOLLOWING SESSION.

**PRE-VEO INTERVENTION QUESTIONNAIRE COVER SHEET
TEACHERS' BACKGROUND INFORMATION**

Thank you for taking part in the VEO Europa Project. Please provide the following information:

Name	
Age	
Gender	
Current job / role	
Qualifications held?	
Institution (place of work or study)	
Course(s) or subject(s) taught <i>e.g.</i> • <i>GCSE English</i>	
Teaching experience (years) or current trainee (length of time) <i>e.g.</i> • <i>5 years' teaching experience</i> • <i>PGCE student – term 1</i>	

PRE-INTERVENTION QUESTIONNAIRE FOR TEACHERS

Section A: Technology and Teaching					
<i>I am motivated to use technology for teaching and learning</i>	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
<i>I have already used technology in my teaching practices</i>	Very Often 5	Often 4	Sometimes 3	Rarely 2	Never 1
<i>I believe using technology for teaching is challenging</i>	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
<i>I believe lack of computer skills might discourage me to use technology in my teaching</i>	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
<i>I need technical support to incorporate technology in my pedagogical practices</i>	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
<i>I have received formal training in using technology for teaching</i>	Very Often 5	Often 4	Sometimes 3	Rarely 2	Never 1
<i>Teachers should be encouraged by their educational institution to incorporate technology into</i>	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1

<i>their teaching</i>					
<i>Regarding my own computer skills, I consider myself:</i>	Novice identify and adapt digital resources for teaching	Proficient identify, adapt and produce digital resources for teaching	Expert identify, adapt, produce and evaluate digital resources for teaching		
<i>I have used video technology to monitor my students' learning</i>	Very Often 5	Often 4	Sometimes 3	Rarely 2	Never 1
<i>I have used video technology to assess my students' learning</i>	Very Often 5	Often 4	Sometimes 3	Rarely 2	Never 1
<i>I believe that video technology has the potential to help me monitor and assess my students' learning</i>	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
<i>Since qualifying as a teacher, I have taken part in continuous professional development (CPD)</i>	Very Often 5	Often 4	Sometimes 3	Rarely 2	Never 1
Section B: Technology and Professional development of Teachers					
<i>I have used technology for continuous professional development</i>	Very Often 5	Often 4	Sometimes 3	Rarely 2	Never 1

<i>(CPD)</i>					
<i>I believe using technology for teacher professional development is challenging</i>	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
<i>I believe using video technology for classroom observation is potentially useful for professional development</i>	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
<i>I have made videos of classrooms for professional development</i>	Very Often 5	Often 4	Sometimes 3	Rarely 2	Never 1
<i>My lessons have been video-recorded for professional development purposes</i>	Very Often 5	Often 4	Sometimes 3	Rarely 2	Never 1
<i>Individual reflection on teaching helps teachers to improve their teaching</i>	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
<i>I have kept a record of my teaching performance for continuous professional</i>	Very Often 5	Often 4	Sometimes 3	Rarely 2	Never 1

<i>development (CPD).</i>					
<i>If so, please, select as applicable</i>	Video diary	Written diary	Blog	Portfolio	Other____ _____
<i>My lessons have been observed for professional development purposes</i>	Very Often 5	Often 4	Sometimes 3	Rarely 2	Never 1
<i>If so, by whom? Please, select as applicable.</i>	Colleague	Head teacher	Inspector	Teacher trainer	Other____ _____
<i>I have received feedback about my lessons for professional development purposes</i>	Very Often 5	Often 4	Sometimes 3	Rarely 2	Never 1
<i>Peer reflection with colleagues helps teachers to improve their teaching</i>	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
<i>I have carried out peer reflection with colleagues</i>	Very Often 5	Often 4	Sometimes 3	Rarely 2	Never 1
<i>I have observed colleagues' lessons for professional development</i>	Very Often 5	Often 4	Sometimes 3	Rarely 2	Never 1
<i>I have provided feedback to colleagues about their teaching performance</i>	Very Often 5	Often 4	Sometimes 3	Rarely 2	Never 1

<i>I have video-recorded colleagues' lessons for professional development</i>	Very Often 5	Often 4	Sometimes 3	Rarely 2	Never 1
<i>I am motivated to use technology for professional development</i>	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
<i>I am motivated to use video technology (recordings of classroom interaction) for continuous professional development purposes (CPD).</i>	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1

Observation Template

Lesson Objectives	
Focus of the observation (teacher) Focus of the observation (pupils)	
Tags to be used (teacher) Tags to be used (pupils)	
Targets (statistical analysis)	
Reflection and general comments	

Video Diary/Self-Reflection Prompts

Use some of the items in this list to provide a starting point to help you reflect on your teaching and monitor the use of VEO for professional development.



Reflection before the lesson

1. What is your personal professional development focus for this lesson?
2. What are your class learning objectives for this lesson? What do you want students to learn and why? How does it fit within the scheme of work?
3. What learning outcomes have you planned for the different groups of students? What do you want them to know, understand or be able to do by the end of the lesson?
4. What teaching activities are you planning?
5. Using the VEO tags as a guide, reflect on your planning of:

Teacher Talk	How much teacher (or student) talk time have you planned for?
	Describing or explaining to students
	Demonstrating or modelling to students
	Giving feedback to students
	Rapport with students
	Making connections with previous learning and introducing new ideas
	Incorporating your subject knowledge into this lesson – pitching the lesson appropriately?
Questioning	What approach are you planning for questioning?
	How will you elicit information from students?
Management	What strategies for behaviour management have you planned?
	What is your approach to monitoring students?
	How have you differentiated the lesson for different groups of students?
	How have you organised the lesson, the students, the learning episodes and activities?
	What resources have you used/created?
	How have you planned your use of positioning in this lesson? Will you be able to work with groups of students, teach from the front, get to speak to individual students?
Assessment	What assessment opportunities have you planned?
	Have you planned any opportunities for self or peer assessment?

6. What is the most interesting aspect of this lesson?
7. Can you anticipate any potential risks or barriers in this lesson?
8. Based on your evaluation of the last lesson, how will you approach this lesson?
9. How will you be using VEO in this lesson?
10. To what extent has using VEO had an impact on the way you have planned this lesson?

Video Diary/Self-Reflection Prompts

Use some of the items in this list to provide a starting point to help you reflect on your teaching and monitor the use of VEO for professional development.



Reflection after the lesson

1. What are the things you noticed most about this lesson? What struck you?
2. What was your personal professional development focus for this lesson?
3. What were the class learning objectives for this lesson? What did you want students to learn and why? How did it fit within the scheme of work? To what extent were these fulfilled?
4. What learning outcomes had you planned for the different groups of students? What did you want them to know, understand or be able to do by the end of the lesson?
5. What teaching activities did you plan? How well did they work in this lesson?
6. Using the VEO tags as a guide, reflect on these aspects of the lesson:

Teacher Talk	How much teacher (or student) talk occurred in the lesson? Describing or explaining to students Demonstrating or modelling to students Giving feedback to students Rapport with students Making connections with previous learning and introducing new ideas How well did you incorporate your subject knowledge into this lesson? Did you pitch it appropriately?
Questioning	What was your approach to questioning? Did you use mostly open questions or closed questions? How did you elicit information from students?
Management	What strategies for behaviour management did you use? How well did they work? What was your approach to monitoring students? How have you differentiated the lesson for different groups of students? How have you organised the lesson, the students, the learning episodes and activities? How well have you made use of resources? How well did you make use of positioning in this lesson? Were you able to work with groups of students, teach from the front, get to speak to individual students?
Assessment	What assessment opportunities did you plan? How well did they work? Did you plan any opportunities for self or peer assessment?

7. What went particularly well in this lesson?
8. What aspects need further development?
9. Based on your evaluation of this lesson, how will you approach the next lesson?
10. What would you do differently if you taught this lesson again?
11. How did you use VEO in this lesson?
12. To what extent has using VEO had an impact on the way you approached this lesson?

Video Diary/Self-Reflection Prompts

Use some of the items in this list to provide a starting point to help you reflect on your teaching and monitor the use of VEO for monitoring and assessing students' learning.



Reflection before the lesson

1. What are the learning objectives planned for the lesson?
2. How are you planning to use VEO with your students?
3. What activities have you have planned?
4. What are the different roles of the students and teacher(s) in the lesson?
5. If the students are using VEO, how are they using it?
6. Have students had any prior experience in using VEO?
7. Have they had any prior (non-VEO) training in how to do the activities you have planned (e.g. if it is a lesson where the students will work in a group to peer-assess, have they learned how to do peer assessment?)
8. If you are using VEO to record/assess pupils, are they familiar with this way of working?
9. Is there a specific assessment focus?
10. Are you using a custom tag set? Is the tag set mapped against a formal assessment framework?
11. Is there teacher/peer/self-assessment planned?
12. Is this part of a sequence of lessons or a one-off lesson?
13. How is feedback incorporated into the lesson?
14. Would you have planned this lesson before you had access to VEO?
15. What difference has VEO made to the way you planned this lesson?
16. What are the barriers or risks to the lesson?
17. Have you considered any kind of back-up plan in case of problems?

Video Diary/Self-Reflection Prompts

Use some of the items in this list to provide a starting point to help you reflect on your teaching and monitor the use of VEO for monitoring and assessing students' learning.



Reflection after the lesson

1. What are the things you noticed most about this lesson? What struck you?
2. Did the lesson go as well as you hoped?
3. What were the learning objectives planned for the lesson?
4. How well were your lesson objectives met?
5. How did you plan to use VEO with your students?
6. What activities had you have planned?
7. What were the different roles of the students and teacher(s) in the lesson?
8. If the students were using VEO, how were they using it?
9. Did the students have any prior experience in using VEO?
10. Did the students have any prior (non-VEO) training in how to do the activities you have planned (e.g. if it is a lesson where the students will work in a group to peer-assess, have they learned how to do peer assessment?)
11. If you were using VEO to record/assess pupils, were they familiar with this way of working?
12. Was there a specific assessment focus?
13. Were you using a custom tag set? Was the tag set mapped against a formal assessment framework?
14. Was there teacher/peer/self-assessment planned?
15. Was this part of a sequence of lessons or a one-off lesson?
16. How was feedback incorporated into the lesson?
17. Would you have planned this lesson before you had access to VEO?
18. What difference has VEO made to the way you planned this lesson?
19. What were the barriers or risks to the lesson?
20. Did you have any kind of back-up plan in case of problems?
21. How would you do this lesson differently?
22. Would you use VEO again for this lesson?
23. Do you perceive any barriers to continuing to use VEO with students?

EVALUATION TEMPLATE

This evaluation is carried out some time after the delivery of Module 4, when participants have gained all the necessary skills to operate the VEO app effectively and have used it in their work. The VEO trainer will conduct an interview with the CPD coordinator of the trained school in order to find out how VEO has impacted on the school and individual performance.

1. How did you find the overall preparatory modules introducing the VEO to prepare your colleagues to work independently on improvement priorities? Are there any things missing or what would you change?
2. How easy did you find it to develop a focus and baseline for the observation? To what extent did this relate to school or individual priorities?
3. To what extent did you feel that the process facilitated peer working?
4. How useful did you find the observation template? Are there any things missing or what would you change?

5. How useful did you find the video diary example and prompts? Are there any things missing or what would you change?

6. How useful did you find the support by your VEO trainer? Was there anything missing or what would you change?

To what extent can you say that using the VEO app has impacted on performance? Can you give any specific examples?

MODULE 5

Customising the App

CONTENT:

- [Module 5 – Lesson plan](#)
- [Module 5 – Trainer Guidance Sheet](#)
- [Original Education Tag set](#)
- [Tag Set Design Template](#)
- [Template Tag Set](#)
- [VEO tag set Language Teaching](#)

Module 5

Module	Workshop Objectives	Activities	Resources
Customising the App for specific purposes	<ul style="list-style-type: none"> • To understand the more advanced functions • To identify the specifics of your subject or settings • To create tag sets • Teachers will learn how to: <ul style="list-style-type: none"> • Adapt the use of the VEO app for their specific needs • How to customise the app's tag sets based on own needs • Test the new tag set 	<p>Agenda for the sessions – partners welcome the schools, introduce the objectives of the workshop session and how the session is delivered. This Module is intended for the VEO Coordinator in the organisation; basic users do not need this level of knowledge, but can take part if interested and approved by the coordinator.</p> <p>Step 1: Evaluation of work with the VEO app – Establishing a baseline</p> <p>Trainer asks whether so far users felt the tag sets were always suited to their needs and gathers oral feedback, which is the transition to Step 2.</p> <p>Step 2: Refreshing the concept of tag sets</p> <p>Participants are invited to open the app and choose the Education Original VEO Tag Sets in the drop-down menu. They are also given a printed sheet of the Original Education Tag Set.</p> <p>Trainer and participants go quickly through the main groups of tags and make sure the participants grasp the meaning of the tags.</p>	<p>Original Education Tag Set</p>

		<p>teaching.</p> <p>Step 4: Implementing the new tag set</p> <p>Tag-Sets can be created by anyone who has an Administrator account in the organisation and selected when a user starts a new VEO recording.</p> <p>Participants are invited to go onto the VEO portal (https://portal.veo-group.com) and use the template to create the new tag set. First they will watch the video explaining how to Create your own Tag Sets in the VEO portal and then they create a new tag set based on the preparatory work.</p> <p>Currently tag sets cannot be deleted, they can only be set as published or not published within the system. Good naming conventions are necessary to identify any modified tag sets.</p> <p>Step 5: Testing the new tag set</p> <p>Participants will be tasked to use their new tag sets in real life observations as homework in the week after the training session and individually adjust the tag sets if needed. Observations will be reported at the next training session covering Module 6</p>	<p>Video: VEO - Creating your own Tag Sets https://youtu.be/1WiXC6MNXIg</p>
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Audience:	Teacher Trainers (possibly teachers)
Venue:	
Training module	Module 5 Customising the app for specific purposes
Trainer:	

Guidance sheet

Context of training session

This session follows on from the previous session where teachers will have worked on self-evaluation. This Module is intended for the VEO Coordinator in the organisation; basic users do not need this level of knowledge, but can take part if interested and approved by the coordinator.

This guidance sheet aims to help the trainer deliver the module in the most effective way.

Prerequisites:

Prior to the workshop all participants should be registered and given login details in order to be able to use the VEO app during the workshop. This is done through communication with the VEO app provider. Make sure the participants have:

- **Activated user profiles WITH ADMIN RIGHTS !!! Or at least some of the participants have admin rights.**
- **iPads (at least one in a couple)**
- **Printouts**

Workshop objectives:

- ✓ To understand the more advanced functions
- ✓ To identify the specifics of your subject or settings
- ✓ To create tag sets

Key learning points:

By the end of the workshop participants will be able to:

- ✓ Adapt the use of the VEO app for their specific needs
- ✓ How to customise the app's tag sets based on own needs
- ✓ Test the new tag set

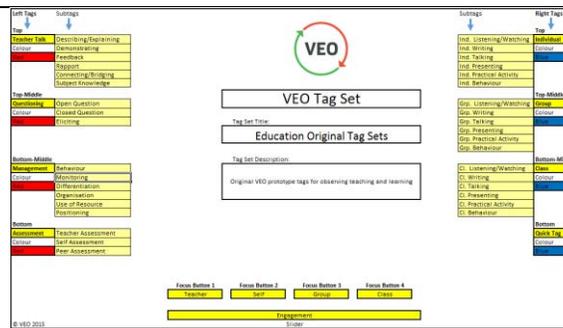
Training session step by step

Step 1: Evaluation of work with the VEO app – Establishing a baseline

- Trainer asks whether so far users felt the tag sets were always suited to their needs and gathers oral feedback, which is the transition to Stage 2.

Step 2: Refreshing the concept of tag sets

- Participants are invited to open the app and choose the Education Original VEO Tag Sets in the drop-down menu. They are also given a printed sheet of the Original Education Tag Set.



Original Education tag set

- Trainer and participants go quickly through the main groups of tags and make sure the participants grasp the meaning of the tags.
- Participants are divided into pairs (or mini groups) based on the subjects they teach, or if they want to focus on other observation aspects, then based on their chosen focus.
- Participants have the Original Education Tag Set as the base document and now they are given the Tag Set Design Template. This document explains how a new Tag set is developed. Trainer will go through the document highlighting:
 - Choice of Tag name, Sub-tag name, Icon
 - Pre-record Information
 - Post-record Information



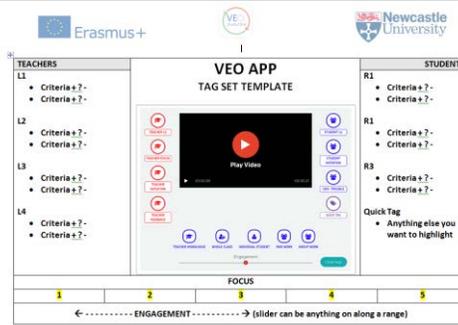
Tag set design template

- Plenary – Before moving on to creating one’s own tag set, individuals identify priorities and share their ideas with the rest of the group – general discussion.

Step 3: Designing a new tag set

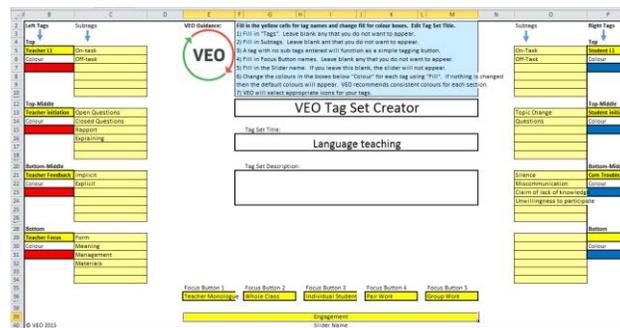
Step 3 is a paper-based preparatory stage for Step 4. It can be omitted if the participants are confident enough to use the Tag set creator in Step 4.

- Participants are given the empty Template Tag Set document and they populate it with tags they find relevant to their priorities (subject, observation focus, or other).



Template tag set

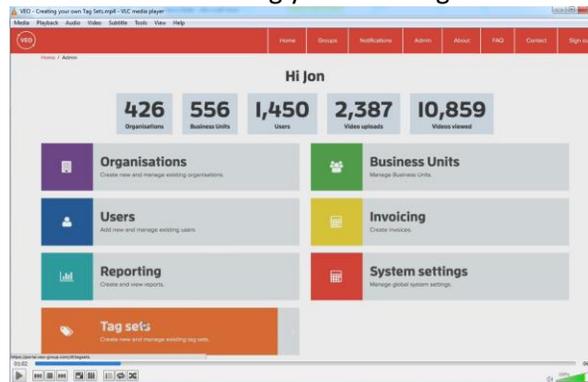
- When they are done, mini groups will present their results on a flip chart / white board and discuss with the group. Trainer can start using the already developed tag set focusing on language teaching.



VEO tag set Language Teaching

Step 4: Implementing the new tag set

- Tag-Sets can be created by anyone who has an Administrator account in the organisation and selected by anyone when a user starts a new VEO recording.
- Participants will watch the video: VEO - Creating your own Tag Sets before they start creating their own.



VEO - Creating your own tag sets video

- Participants are invited to go onto the VEO portal (<https://portal.veo-group.com>) and use the template to create the new tag set. First they will watch the video explaining how to Create your own Tag Sets in the VEO portal and then they create a new tag set based on the preparatory work.
- Currently tag sets cannot be deleted, they can only be set as published or not published within the system. Good naming conventions are necessary to identify any modified tag sets.

Step 5: Testing the new tag set

- Participants will be tasked to use their new tag sets in real life observations as homework in the week after the training session and individually adjust the tag sets if needed. Observations will be reported at the next

training session covering Module 6

Independent work after the workshop

As detailed in Steps 5 participants will record an observation using their new tag set and modify it if needed. They will report on their experience at the beginning of Module 6 session.

**PLEASE, DON'T FORGET TO USE THE WORKSHOP EVALUATION SHEET WHICH IS COMMON TO ALL THE MODULES.
COLLECT THEM FROM THE PARTICIPANTS EVERY TIME AND BRING THEM BACK FOR THE FOLLOWING SESSION.**

Left Tags	Subtags
Top	
Teacher Talk	Describing/Explaining
Colour	Demonstrating
Red	Feedback
	Rapport
	Connecting/Bridging
	Subject Knowledge
Top-Middle	
Questioning	Open Question
Colour	Closed Question
Red	Eliciting
Bottom-Middle	
Management	Behaviour
Colour	Monitoring
Red	Differentiation
	Organisation
	Use of Resource
	Positioning
Bottom	
Assessment	Teacher Assessment
Colour	Self Assessment
Red	Peer Assessment



VEO Tag Set

Tag Set Title:

Education Original Tag Sets

Tag Set Description:

Original VEO prototype tags for observing teaching and learning

Subtags	Right Tags
	Top
Ind. Listening/Watching	Individual
Ind. Writing	Colour
Ind. Talking	Blue
Ind. Presenting	
Ind. Practical Activity	
Ind. Behaviour	
	Top-Middle
Grp. Listening/Watching	Group
Grp. Writing	Colour
Grp. Talking	Blue
Grp. Presenting	
Grp. Practical Activity	
Grp. Behaviour	
	Bottom-Middle
Cl. Listening/Watching	Class
Cl. Writing	Colour
Cl. Talking	Blue
Cl. Presenting	
Cl. Practical Activity	
Cl. Behaviour	
	Bottom
	Quick Tag
	Colour
	Blue

Focus Button 1
Teacher

Focus Button 2
Self

Focus Button 3
Group

Focus Button 4
Class

Engagement

Slider



TAGSET DESIGN TEMPLATE

A Tag-Set is a collection of Tags and Sub-tags.

You can have up to 8 Tags and we recommend 4-6 sub tags in each (although you can have more if you choose).

Tags created without Sub-tags simply timestamp the video with the name of the Tag.

Sub-tags allow you to press “+”, “?” or “-” and timestamp the video with this information too!

Tag name

Sub-tag name

Icon

Tag-Sets can be created by anyone who has an Administrator account in your organisation and selected when you start a new VEO recording.

This template helps you lay out your ideas first before you set them up via the online VEO Portal.

You can create different tag-sets for any purpose, different subjects, more focus on learning rather than teaching, anything to suit what you look for in (or out of) the classroom! Some schools

have even used it when interviewing for new teachers, tagging key messages candidates say during their interview so that they can quickly review key strengths after the event when comparing candidates. Other schools have used it to tag pupil activity during part of a lesson and then shown it back to the pupils as part of the formative feedback process.

Tag-Set 1 (Red)

Title: _____

+		?	-
+		?	-
+		?	-
+		?	-
+		?	-

Tag-Set 2 (Blue)

Title: _____

+		?	-
+		?	-
+		?	-
+		?	-
+		?	-

Engagement Slider

Engagement / _____

REC

Tag-Set 3 (Red)

Title: _____

+		?	-
+		?	-
+		?	-
+		?	-
+		?	-

Tag-Set 4 (Blue)

Title: _____

+		?	-
+		?	-
+		?	-
+		?	-
+		?	-

Tag-Set 5 (Red)

Title: _____

+		?	-
+		?	-
+		?	-
+		?	-
+		?	-

Tag-Set 6 (Blue)

Title: _____

+		?	-
+		?	-
+		?	-
+		?	-
+		?	-

Possession—Tapping on these keeps a record of the time while each one is highlighted. It draws a pie-chart at the end which shows the % time for each button. You can have up to 5.

Engagement—Sliding this to the left and right tracks the percentage “engagement” over time, creating a line graph at the end of the session showing peaks and troughs of activity. You can change the name of this if other characteristics are being tracked. We have seen schools and teachers use terms like “focus”, “safety”, “effort”, “pace” and “independence” .

PRE—RECORD INFORMATION



TITLE:

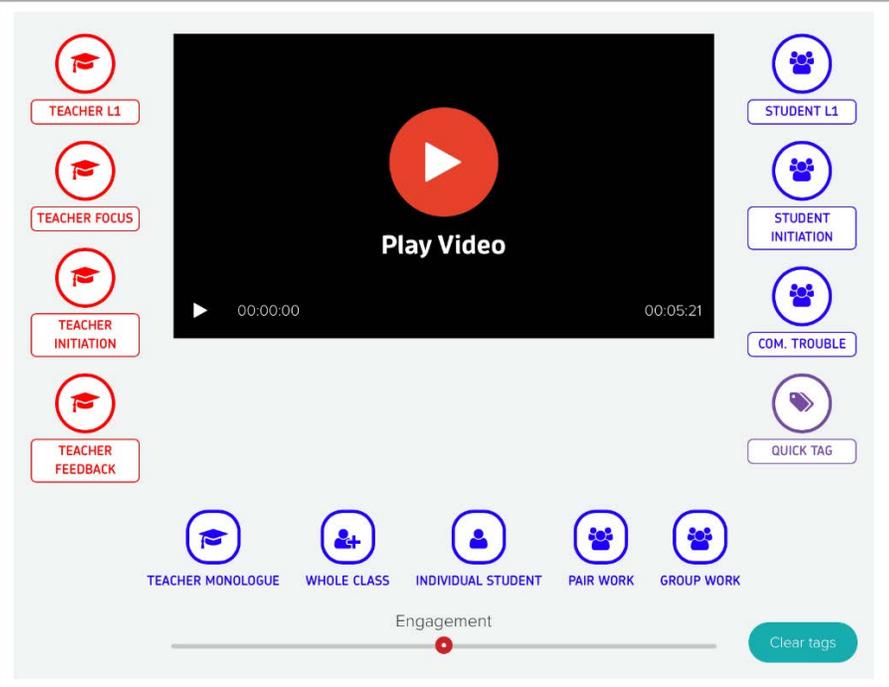
You can choose a range of fields to note contextual information before + after the video has been recorded. This data is stored with the video for future review — it could help find a Y 7 maths lesson with +ve behaviour tagged for example! Options include: single-line text box / multi-line text box / date + time / drop-down menu / tick-list.

POST—RECORD INFORMATION



TITLE:

500px	adjust	adn	align-center	file-powerpoint-o	file-sound-o	file-text	file-text-o	remove	renren	reorder	repeat
align-justify	align-left	align-right	amazon	file-video-o	file-word-o	file-zip-o	files-o	reply	reply-all	retweet	rmb
ambulance	anchor	android	angellist	film	filter	fire	fire-extinguisher	road	rocket	rotate-left	rotate-right
angle-double-down	angle-double-left	angle-double-right	angle-double-up	firefox	flag	flag-checked	flag-o	rouble	rss	rss-square	rub
angle-down	angle-left	angle-right	angle-up	flash	flask	flickr	floppy-o	ruble	rupee	safari	save
apple	archive	area-chart	arrow-circle-down	folder	folder-o	folder-open	folder-open-o	scissors	search	search-minus	search-plus
arrow-circle-left	arrow-circle-o-down	arrow-circle-o-left	arrow-circle-o-right	font	fonticons	forumbee	forward	sellsy	send	send-o	server
arrow-circle-o-up	arrow-circle-right	arrow-circle-up	arrow-down	foursquare	frown-o	futbol-o	gamepad	share	share-alt	share-alt-square	share-square
arrow-left	arrow-right	arrow-up	arrows	gavel	gbp	ge	gear	share-square-o	share-alt	shekel	shield
arrows-alt	arrows-h	arrows-v	asterisk	gears	genderless	get-pocket	gg	ship	share-square-o	shirtsinbulk	shopping-cart
@ at	automobile	backward	balance-scale	gg-circle	gift	git	git-square	sign-out	skyatlas	simplybuilt	sitemap
ban	bank	bar-chart	bar-chart-o	github	globe	github-alt	github-square	skype	slack	sliders	sliders
barcode	bars	battery-0	battery-1	glass	google-wallet	google-plus	google-plus-square	smile-o	soccer-ball-o	sort	sort
battery-2	battery-3	battery-4	battery-empty	google-plus-square	group	graduation-cap	hand-grab-o	sort-alpha-asc	sort-alpha-desc	sort-amount-asc	sort-amount-desc
battery-full	battery-half	battery-quarter	battery-three-quarters	group	hand-lizard-o	hacker-news	hand-o-right	sort-asc	sort-desc	sort-down	sort-numeric-asc
bed	beer	behance	behance-square	hand-lizard-o	hand-o-up	hand-o-left	hand-o-right	sort-numeric-desc	sort-up	soundcloud	space-shuttle
bell	bell-o	bell-slash	bell-slash-o	hand-o-up	hand-o-down	hand-peace-o	hand-pointer-o	spinner	spoon	spotify	square
bicycle	binoculars	birthday-cake	bitbucket	hand-rock-o	hand-paper-o	hand-spock-o	hand-stop-o	square-o	stack-exchange	stack-overflow	star
bitbucket-square	bitcoin	black-tie	bold	hdd-o	header	headphones	heart	star-half	star-half	star-half-full	star-half-o
bolt	bomb	book	bookmark	heart-o	heartbeat	history	home	star-o	steam	steam-square	step-backward
bookmark-o	briefcase	btc	bug	hospital-o	hotel	hourglass	hourglass-1	step-forward	stethoscope	sticky-note	sticky-note-o
building	building-o	bullhorn	bullseye	hourglass-2	hourglass-3	hourglass-end	hourglass-half	stop	street-view	strikethrough	stumbleupon
bus	buysellads	cab	calculator	hourglass-o	houzz	houzz	html5	stumbleupon-circle	street-view	subway	suitcase
calendar	calendar-check-o	calendar-minus-o	calendar-o	i-cursor	image	image	inbox	sun-o	subscript	support	table
calendar-plus-o	calendar-times-o	camera	camera-retro	indent	info	info	info-circle	tablet	superscript	tag	tags
car	caret-down	caret-left	caret-right	inr	institution	internet-explorer	info-circle	terminal	tachometer	television	tencent-weibo
caret-square-o-down	caret-square-o-left	caret-square-o-right	caret-square-o-up	intersex	ioxhost	joomla	key	th-large	taxi	text-width	th
caret-up	cart-arrow-down	cart-plus	cc	jpy	ils	language	key	thumbs-o-down	text-height	thumb-tack	thumbs-down
cc-amex	cc-diners-club	cc-discover	cc-jcb	krw	industry	leaf	laptop	times	TI text-height	thumbs-up	ticket
certificate	chain	chain-broken	check	lastfm-square	instagram	level-down	leanpub	toggle-down	th-list	thumbs-up	tint
check-circle	check-circle-o	check-square	check-square-o	lemon-o	ioxhost	level-up	level-up	toggle-right	th-list	times-circle	toggle-on
chevron-circle-down	chevron-circle-left	chevron-circle-right	chevron-circle-up	line-chart	jsfiddle	link	linkedin	toggle-up	times-circle	toggle-off	train
chevron-down	chevron-left	chevron-right	chevron-up	linux	list	location-arrow	list-alt	transgender	tree	toggle-left	trash
child	chrome	circle	circle-o	list-ul	location-arrow	long-arrow-left	list-ol	transgender-alt	trello	trademark	trash-o
circle-o-notch	circle-thin	clipboard	clock-o	long-arrow-left	long-arrow-right	magnet	lock	thumbs-o-up	traveller	TM trademark	trophy
clone	close	cloud	cloud-download	magnet	mail-forward	male	long-arrow-up	thumbs-o-up	try	trash	tumblr
cloud-upload	cny	code	cloud-upload	male	mail-reply	map-pin	mail-reply	times-circle	turkish-lira	tripadvisor	twitch
codepen	coffee	cog	code-fork	map-pin	mail-reply-all	mars-stroke	map-o	times-circle-o	turkish-lira	tty	tv
columns	comment	comment-o	code-fork	map-pin	map-reply-all	mars-stroke-h	mars-double	times-circle-o	twitter	text-width	unlock
commenting-o	comments	comments-o	cogs	map-pin	map-reply-all	mars-stroke-v	maxcdn	times-circle-o	twitter-square	text-width	unlock-alt
compress	connectdevelop	contao	commenting	map-pin	map-reply-all	medium	meh-o	times-circle-o	umbrella	text-width	user-secret
copyright	creative-commons	credit-card	commenting	map-pin	map-reply-all	microphone	mobile	times-circle-o	upload	text-width	user-secret
crosshairs	css3	cube	commenting	map-pin	map-reply-all	microphone-slash	mobile	times-circle-o	user-plus	text-width	user-secret
cut	cutlery	dashboard	commenting	map-pin	map-reply-all	minus-circle	mortar-board	times-circle-o	users	text-width	user-secret
database	dedent	delicious	commenting	map-pin	map-reply-all	minus-square	navicon	times-circle-o	users	text-width	user-secret
deviantart	diamond	desktop	commenting	map-pin	map-reply-all	minus-square-o	object-group	times-circle-o	users	text-width	user-secret
dot-circle-o	download	dribbble	commenting	map-pin	map-reply-all	moon-o	object-ungroup	times-circle-o	users	text-width	user-secret
drupal	edit	dollar	commenting	map-pin	map-reply-all	money	openid	times-circle-o	users	text-width	user-secret
ellipsis-v	empire	ellipsis-h	commenting	map-pin	map-reply-all	microphone	openid	times-circle-o	users	text-width	user-secret
envelope-square	eraser	envelope	commenting	map-pin	map-reply-all	minus-circle	openid	times-circle-o	users	text-width	user-secret
exchange	exclamation	exclamation-circle	commenting	map-pin	map-reply-all	minus-square	openid	times-circle-o	users	text-width	user-secret
expand	expeditedssl	external-link	commenting	map-pin	map-reply-all	minus-square-o	openid	times-circle-o	users	text-width	user-secret
eye	eye-slash	eyedropper	commenting	map-pin	map-reply-all	money	openid	times-circle-o	users	text-width	user-secret
facebook-f	facebook-official	facebook-square	commenting	map-pin	map-reply-all	microphone	openid	times-circle-o	users	text-width	user-secret
fast-forward	fax	feed	commenting	map-pin	map-reply-all	minus-circle	openid	times-circle-o	users	text-width	user-secret
fighter-jet	file	file-archive-o	commenting	map-pin	map-reply-all	minus-square	openid	times-circle-o	users	text-width	user-secret
file-code-o	file-excel-o	file-image-o	commenting	map-pin	map-reply-all	minus-square-o	openid	times-circle-o	users	text-width	user-secret
file-o	file-pdf-o	file-photo-o	commenting	map-pin	map-reply-all	money	openid	times-circle-o	users	text-width	user-secret
file-powerpoint-o	file-sound-o	file-text	commenting	map-pin	map-reply-all	microphone	openid	times-circle-o	users	text-width	user-secret

TEACHERS	VEO APP TAG SET TEMPLATE					STUDENTS
<p>L1</p> <ul style="list-style-type: none"> • Criteria + ? - • Criteria + ? - <p>L2</p> <ul style="list-style-type: none"> • Criteria + ? - • Criteria + ? - <p>L3</p> <ul style="list-style-type: none"> • Criteria + ? - • Criteria + ? - <p>L4</p> <ul style="list-style-type: none"> • Criteria + ? - • Criteria + ? - 						<p>R1</p> <ul style="list-style-type: none"> • Criteria + ? - • Criteria + ? - <p>R1</p> <ul style="list-style-type: none"> • Criteria + ? - • Criteria + ? - <p>R3</p> <ul style="list-style-type: none"> • Criteria + ? - • Criteria + ? - <p>Quick Tag</p> <ul style="list-style-type: none"> • Anything else you want to highlight
FOCUS						
1	2	3	4	5		
<p>← ----- ENGAGEMENT ----- → (slider can be anything on along a range)</p>						

MODULE 6

Using the App for Assessment

CONTENT:

- Module 6 – Lesson plan
- Module 6 – Trainer Guidance Sheet
- Flashcards – Teachers' Standards Diamond 9
- Original Education tag set
- Template Tag Set

Module 6

Module	Workshop Objectives	Activities	Resources
Using the app for assessment	<ul style="list-style-type: none"> • Identifying the assessment priorities • Using formal and informal assessment • Collecting evidence and statistics • Making judgements from the evidence • Teachers will learn how to: <ul style="list-style-type: none"> • Define assessment criteria • Use the tag sets to assess those criteria • Analyse the 	<p>Agenda for the sessions – partners welcome the schools, introduce the objectives of the workshop session and how the session is delivered. This Module is intended for anyone conducting any form of assessment: Mentor-Teacher, Teacher-Student, Peer Assessments</p> <p>Starter activity – reviewing the use of custom tags sets and any lessons learnt. Trainer to list these and refer back to them when thinking about developing new tag sets for assessment.</p> <p>Stage 1: Defining assessment criteria</p> <p>For the purpose of this module we will start with assessing teachers’ performance against the teacher standards, however the same approach could be developed for assessing students, depending on the focus of the participating group.</p> <p>Working in pairs, the participants should use the Diamond 9 activity to order the statements on the Flash cards and identify a rank order. This will be difficult and should provoke lots of discussion. It may help to ask for their top 6 to work with for the rest of the training module.</p>	<p>Diamond 9 Flash Cards</p>

	<p>tags as evidence for assessment</p>	<p>Once the assessment criteria have been agreed, the participants will be given the Original Education tag set detailing all the tags and sub-tags. Participants will explore whether this tag set provides sufficient evidence to assess the identified criteria. If participants feel that the tags cover all the criteria sufficiently, then the activity is done. If not, they can annotate the additional tags on the Original Education tag set sheet.</p> <p>Stage 2: Evaluation of work with the VEO app – Establishing a baseline for developing assessments</p> <p>View the video: VEO - Formative Feedback and Pupil Assessment and discuss the way that the science activity lends itself to assessment.</p> <p>Trainer gathers information on one observable example of assessment practice of the participants – context, purpose, types of assessment (formative, summative...) Trainer will record the information in a table on a sketchboard. The different experience of the participants will be used as basis for the activity in Stage 3.</p> <p>Stage 3: Implementing the new tag set</p> <p>Tag-Sets can be created by anyone who has an Administrator account in the organisation and selected when a user starts a new VEO recording. This activity is a refresher based on Module 5.</p>	<p>Original Education tag set</p> <p>Video: VEO - Formative Feedback and Pupil Assessment https://youtu.be/mBcu01o6PSA</p>
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		<p>Participants are invited to go onto the VEO portal (https://portal.veo-group.com) and use the template to create the new tag set. First they will watch the video explaining how to Create your own Tag Sets in the VEO portal and then they create a new tag set based on the preparatory work.</p> <p>Trainer should point out the usefulness of the Quick Tag to pick up aspects not covered under any other heading.</p> <p>Stage 4: Testing the new tag set for the specific assessment</p> <p>Participants will work in pairs to record a video using the appropriate tag set for assessment. This activity shouldn't take more than 5 minutes as it is only supposed to test whether the developed assessment tag set is appropriate or needs improvement.</p> <p>Stage 5: Analysing the tags as evidence for assessment</p> <p>Participants will review the tagged recording and carry out the assessment for which they have designed the tag set. They will identify ways in which the new tag set can provide evidence and statistics that may be useful for assessment.</p> <p>Plenary: The working pairs will briefly present their review screens and explain how the use of a tailored tag set can enhance their assessment process and help them to make judgment, or if they are struggling with this task, they explain why and ask for peer/trainer feedback.</p>	<p>Video: VEO - Creating your own Tag Sets https://youtu.be/1WiXC6MNXIg Template Tag Set</p>
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		Stage 6: Testing the new tag set for assessment Participants will be tasked to use their new tag sets in real life observations as homework in the week after the training session and individually adjust the tag sets if needed.	
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Audience: Teachers & Teacher Trainers

Venue:

Training module Module 6
Using the app for assessment

Guidance sheet

Trainer:

Context of training session

This session follows on from the previous session where teachers will have worked on Customising the app for specific purposes.

This Module is intended for anyone conducting any form of assessment: Mentor-Teacher, Teacher-Student, Peer Assessments. It will however require the participation of the VEO Coordinator in the organisation.

This guidance sheet aims to help the trainer deliver the module in the most effective way.

Prerequisites:

Prior to the workshop all participants should be registered and given login details in order to be able to use the VEO app during the workshop. This is done through communication with the VEO app provider. Make sure the participants have:

- **Activated user profiles and at least one WITH ADMIN RIGHTS !!!**
- **iPads (at least one in a couple)**
- **Printouts**

Workshop objectives:

- ✓ Identifying the assessment priorities
- ✓ Using formal and informal assessment
- ✓ Collecting evidence and statistics
- ✓ Making judgements from the evidence

Key learning points:

By the end of the workshop participants will be able to:

- ✓ Define assessment criteria
- ✓ Use the tag sets to assess those criteria
- ✓ Analyse the tags as evidence for assessment

Training session step by step

Step 0: Reviewing the use of custom tags sets and any lessons learnt

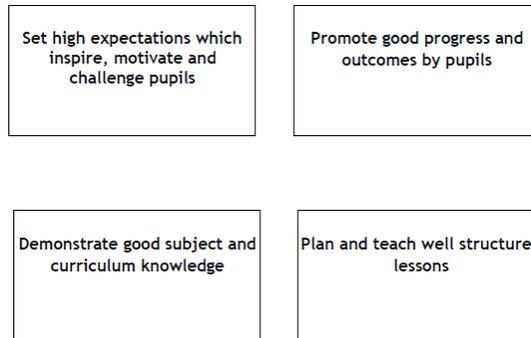
Trainer to list these and refer back to them when thinking about developing new tag sets for assessment.

Participants share their experience since Module 5

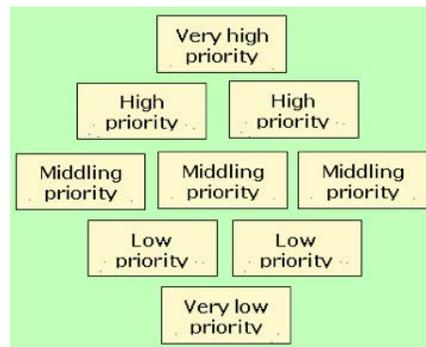
- Defining observation objectives
- Defining tag sets
- Testing the new tag set and adjusting if needed

Step 1 : Defining assessment criteria

- For the purpose of this module we will start with assessing teachers’ performance against the teacher standards, however the same approach could be developed for assessing students, depending on the focus of the participating group. In different countries the context will vary, trainer needs to acquire and use the local teacher standards.
- Working in pairs, the participants should use the Diamond 9 activity to order the statements on the Flash cards and identify a rank order. This will be difficult and should provoke lots of discussion. It may help to ask for their top 6 to work with for the rest of the training module. Trainer may need to get familiar with the Diamond 9 activity in case they have not used it before.

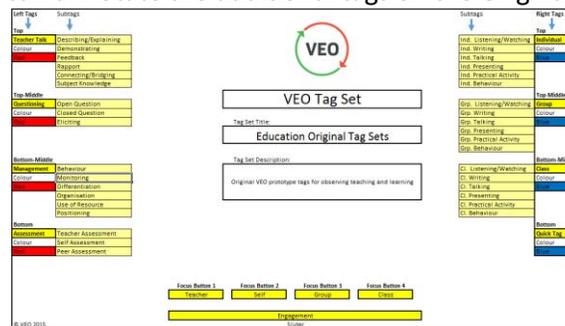


Flashcards - Teachers Standards Diamond 9



Sample Diamond 9 structure

- Once the assessment criteria have been agreed, the participants will be given the Original Education tag set detailing all the tags and sub-tags. Participants will explore whether this tag set provides sufficient evidence to assess the identified criteria. If participants feel that the tags cover all the criteria sufficiently, then the activity is done. If not, they can annotate the additional tags on the Original Education tag set sheet.



Original Education Tag Set

Step 2 : Evaluation of work with the VEO app – Establishing a baseline for developing assessments

- View the video: VEO - Formative Feedback and Pupil Assessment and discuss the way that the science activity lends itself to assessment.



Formative Feedback and Pupil Assessment video

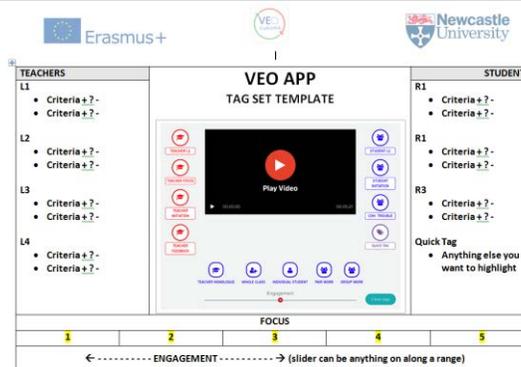
- Trainer gathers information on one observable example of assessment practice of the participants – context, purpose, types of assessment (formative, summative...) Trainer will record the information in a table on a sketchboard. The different experience of the participants will be used as basis for the activity in Step 3.

Step 3: Implementing the new tag set

- Tag-Sets can be created by anyone who has an Administrator account in the organisation and selected when a user starts a new VEO recording. This activity is a refresher based on Module 5, or a quick overview for those who did not attend the Module 5 session.
- Participants are invited to go onto the VEO portal (<https://portal.veo-group.com>) and use the template to create the new tag set. First they will watch the video explaining how to Create your own Tag Sets in the VEO portal and then they create a new tag set based on the preparatory work.



VEO Creating your own tag sets video



Template Tag Set

- Trainer should point out the usefulness of the Quick Tag to pick up aspects not covered under any other heading.

Step 4: Testing the new tag set for the specific assessment

- Participants will work in pairs to record a video using the appropriate tag set for assessment. This activity shouldn't take more than 10 minutes as it is only supposed to test whether the developed assessment tag set is appropriate or needs improvement.

Step 5: Analysing the tags as evidence for assessment

- Participants will review the tagged recording and carry out the assessment for which they have designed the tag set. They will identify ways in which the new tag set can provide evidence and statistics that may be useful for assessment.
- Plenary: The working pairs will briefly present their review screens and explain how the use of a tailored tag set can enhance their assessment process and help them to make judgment, or if they are struggling with this task, they explain why and ask for peer/trainer feedback. The pairs or the trainer will record the key points on the sketch board.

Independent work after the workshop

Participants will be tasked to use their new tag sets in real life observations as homework in the week after the training session and individually adjust the tag sets if needed.

PLEASE, DON'T FORGET TO USE THE WORKSHOP EVALUATION SHEET WHICH IS COMMON TO ALL THE MODULES. COLLECT THEM FROM THE PARTICIPANTS EVERY TIME AND BRING THEM BACK FOR THE FOLLOWING SESSION.

Set high expectations which inspire, motivate and challenge pupils

Promote good progress and outcomes by pupils

Demonstrate good subject and curriculum knowledge

Plan and teach well structured lessons

Adapt teaching to respond to the strengths and needs of all pupils

Make accurate and productive use of assessment

Manage behaviour effectively to ensure a good and safe learning environment

Fulfil wider professional responsibilities

To demonstrate consistently high standards of personal and professional conduct

Uphold public trust in the profession and maintain high standards of ethics and behaviour

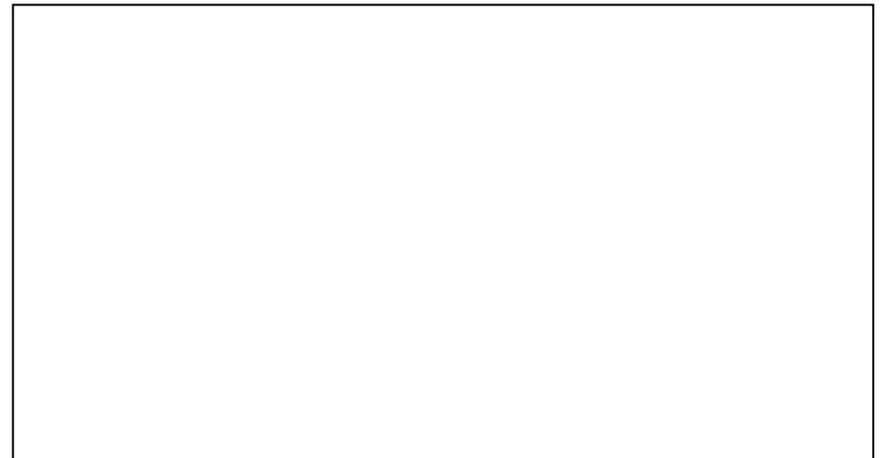
Treat pupils with dignity

Observe proper boundaries appropriate to a teacher's professional position

Have regard for the need to safeguard pupils' well-being

Maintain high standards in their own attendance and punctuality

Act within their framework of professional duties and responsibilities.



Left Tags	Subtags
Top	
Teacher Talk	Describing/Explaining
Colour	Demonstrating
Red	Feedback
	Rapport
	Connecting/Bridging
	Subject Knowledge
Top-Middle	
Questioning	Open Question
Colour	Closed Question
Red	Eliciting
Bottom-Middle	
Management	Behaviour
Colour	Monitoring
Red	Differentiation
	Organisation
	Use of Resource
	Positioning
Bottom	
Assessment	Teacher Assessment
Colour	Self Assessment
Red	Peer Assessment



VEO Tag Set

Tag Set Title:

Education Original Tag Sets

Tag Set Description:

Original VEO prototype tags for observing teaching and learning

Subtags	Right Tags
Top	
Ind. Listening/Watching	Individual
Ind. Writing	Colour
Ind. Talking	Blue
Ind. Presenting	
Ind. Practical Activity	
Ind. Behaviour	
Top-Middle	
Grp. Listening/Watching	Group
Grp. Writing	Colour
Grp. Talking	Blue
Grp. Presenting	
Grp. Practical Activity	
Grp. Behaviour	
Bottom-Middle	
Cl. Listening/Watching	Class
Cl. Writing	Colour
Cl. Talking	Blue
Cl. Presenting	
Cl. Practical Activity	
Cl. Behaviour	
Bottom	
	Quick Tag
	Colour
	Blue

Focus Button 1: Teacher

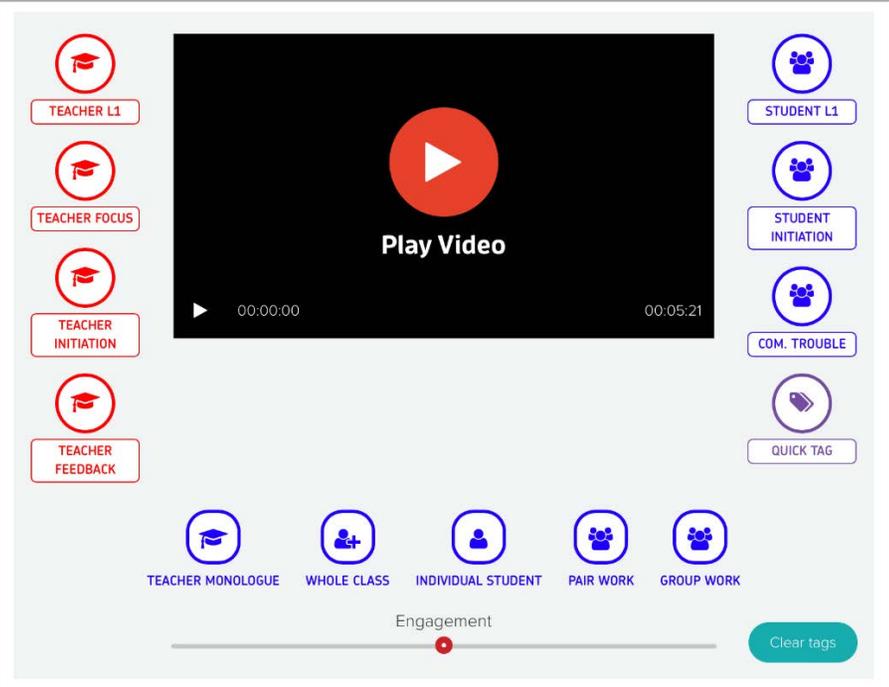
Focus Button 2: Self

Focus Button 3: Group

Focus Button 4: Class

Engagement

Slider

TEACHERS	VEO APP TAG SET TEMPLATE					STUDENTS
<p>L1</p> <ul style="list-style-type: none"> • Criteria + ? - • Criteria + ? - <p>L2</p> <ul style="list-style-type: none"> • Criteria + ? - • Criteria + ? - <p>L3</p> <ul style="list-style-type: none"> • Criteria + ? - • Criteria + ? - <p>L4</p> <ul style="list-style-type: none"> • Criteria + ? - • Criteria + ? - 						<p>R1</p> <ul style="list-style-type: none"> • Criteria + ? - • Criteria + ? - <p>R1</p> <ul style="list-style-type: none"> • Criteria + ? - • Criteria + ? - <p>R3</p> <ul style="list-style-type: none"> • Criteria + ? - • Criteria + ? - <p>Quick Tag</p> <ul style="list-style-type: none"> • Anything else you want to highlight
FOCUS						
1	2	3	4	5		
<p>← ----- ENGAGEMENT ----- → (slider can be anything on along a range)</p>						



Evaluation Sheet – Workshops



Name: _____ School/Institution _____

I am...	Male <input type="checkbox"/>	Female <input type="checkbox"/>		
My age is ...	21 – 30 <input type="checkbox"/>	31 – 40 <input type="checkbox"/>	31 – 40 <input type="checkbox"/>	over 50 <input type="checkbox"/>
My qualification	Bachelors <input type="checkbox"/>	PGCE <input type="checkbox"/>	Masters <input type="checkbox"/>	PhD <input type="checkbox"/>
My teaching	Trainee <input type="checkbox"/>	Newly Qualified <input type="checkbox"/>	2-5 years <input type="checkbox"/>	more than 5 years
Subject(s)				
Role				

Please would you complete this questionnaire to enable us to assess the quality of the training and to improve the draft resources. For the question with a scale, please put a cross X on the number that suits you.

	Comments
Were you satisfied with the organisation and pre-event information/communication?	
Were you satisfied with the relevance of the workshop in relation to your professional activity?	
Were your expectations of the workshop addressed?	
Were you actively participating in the workshop?	

Module 1 – Preparing for the use of the VEO App

Following the workshop, how do you assess your understanding in the following areas? Remember that 1 is not at all, 2 is not very well, 3 is satisfactory, 4 is well and 5 is very well.

	1	2	3	4	5	Comments
I understand how the App can be used for professional development	<input type="checkbox"/>					
I feel able to prepare observation objectives	<input type="checkbox"/>					
I understand the terminology related to the App and observation	<input type="checkbox"/>					
I feel able to cover the legal and ethical requirements	<input type="checkbox"/>					

Any further comments about this module?



Module 2 – Functionality of the VEO App and Lesson Observation

Following the workshop, how do you assess your understanding in the following areas? Remember that 1 is not at all, 2 is not very well, 3 is satisfactory, 4 is well and 5 is very well.

	1	2	3	4	5	Comments
I understand the basic structure of the VEO App	<input type="checkbox"/>					
I can use the recording functions of the App	<input type="checkbox"/>					
To understand the use of tagging and can use pre-set tags	<input type="checkbox"/>					
I can prepare the App to use for my observation objectives	<input type="checkbox"/>					
I have been able to use the App for recording	<input type="checkbox"/>					

Any further comments about this module?

Module 3 – Reflection and Feedback

Following the workshop, how do you assess your understanding in the following areas? Remember that 1 is not at all, 2 is not very well, 3 is satisfactory, 4 is well and 5 is very well.

	1	2	3	4	5	Comments
I can use the review functions of the VEO App	<input type="checkbox"/>					
I can use the analysis functions of the VEO App	<input type="checkbox"/>					
I can provide feedback on an observation using the App as evidence	<input type="checkbox"/>					
I can suggest an area of best practice to share or an area for further development	<input type="checkbox"/>					
I can access the VEO portal	<input type="checkbox"/>					

Any further comments about this module?



Module 4 – Self-evaluation

Following the workshop, how do you assess your understanding in the following areas? Remember that 1 is not at all, 2 is not very well, 3 is satisfactory, 4 is well and 5 is very well.

	1	2	3	4	5	Comments
I can identify a focus for observation and a baseline to measure progress	<input type="checkbox"/>					
I can create an observation plan which includes objectives, areas of focus, tags to be used, timescale of the observation, targets and reflection						
I can evaluate evidence from the observation using the VEO App and plan the next steps	<input type="checkbox"/>					
I know how to keep a video diary on my use of the VEO App	<input type="checkbox"/>					

Any further comments about this module?

Module 5 – Customising the App

Following the workshop, how do you assess your understanding in the following areas? Remember that 1 is not at all, 2 is not very well, 3 is satisfactory, 4 is well and 5 is very well.

	1	2	3	4	5	Comments
I can identify the specifics of my subject or settings	<input type="checkbox"/>					
I can adapt the use of the VEO app for my specific needs	<input type="checkbox"/>					
I can create tag sets for my own needs	<input type="checkbox"/>					
I can implement and use a new tag set	<input type="checkbox"/>					

Any further comments about this module?



Evaluation Sheet – Workshops



Module 6 – Using the VEO App for Assessment

Following the workshop, how do you assess your understanding in the following areas? Remember that 1 is not at all, 2 is not very well, 3 is satisfactory, 4 is well and 5 is very well.

	1	2	3	4	5	Comments
I can identify the assessment priorities and define assessment criteria	<input type="checkbox"/>					
I can use formal and informal assessment	<input type="checkbox"/>					
I can collect evidence and statistics	<input type="checkbox"/>					
I can analyse the tags as evidence for assessment	<input type="checkbox"/>					

Any further comments about this module?

Any other comment about the workshops you wish to add:

Are there any areas where you would welcome additional support?

Many thanks for taking time to complete this form.