

Case Study

Background

Case (can be a person, a role, a school etc.)

Participant C1, Assistant Head Teacher

Description of selected participant (some background information)

- C1 is an experienced RE teacher with managerial responsibilities and coordinating the use of VEO at [Case Study School]
- She has been teaching for 20 years and holds Degree, PGCE, MA, NPQH

Rationale for selection as a case study (what is it about this case that makes it interesting in our study?)

- C1 was selected as an example of the use of VEO for ITT and support to NQTs, but also for CPD.
- She was one of the participants who attended the 6 module training on the USE of VEO
- C1 used VEO mainly for peer observation and as a tool in Initial Teacher Training in which she is involved as [Case Study School] is an ITT provider.

The research context (describe the place where the research is taking place)

- C1 teaches RE in [Case Study School] in the North East of England, but is involved also in the ITT courses, where VEO was used.
- The classes are held daily.
- [Case Study School] provides training to over 100 primary and secondary teachers in all subject areas a year.
- VEO was welcomed with enthusiasm, but the main problem of teachers being overwhelmed with daily work remains an obstacle to school-wide deployment

The VEO story

Brief chronology (describe how this participant got involved and how VEO has been implemented, including any problems or amendments to the planned research)

- C1 was recruited to the study thanks to previous contacts and cooperation other projects.
- Involvement in VEO Europa project was optional.
- She attended all 6 VEO training sessions.
- P2 RA (VM) delivered all modules and provided support for the use of VEO in practice.
- Due to platform limitations, RA was not able to see any of the recordings, but no major challenges were reported as to the user-friendliness of VEO
- The video used for the case study is a self-reflection using the prompts created for the purpose by the project coordinator (P1)
- All functions were covered by the training modules and used subsequently in practice.
- There were two main foci where the VEO app was used: for peer observation between other colleagues and for ITT and NQT observation by C1

The Research Framework

Current status of research questions (what can this participant contribute under each of the research question headings?)

- 1) To what extent is professional development supported by VEO?**
 - VEO used for peer-observation, self-observation through recording and retro-tagging
 - C1 able to provide feedback to observed colleagues and NQTs
 - C1 was reluctant to use reflections as part of portfolio of evidence for qualification
- 2) How do participants use VEO in their work?**
 - VEO used for own development through peer observation
 - Lessons recorded, then reviewed, feeding into teaching and assignment
- 3) To what extent does VEO help teachers and other professionals to improve their monitoring and assessment of student learning?**
 - VEO was less used for student learning assessment as there were concerns over recording students.
- 4) How do teachers and other professionals use VEO to monitor and assess student learning?**
 - Not specifically used for this purpose by C1
 - Monitoring and assessment is a by-product of personal reflection

Main issues/themes (any comments or anything you have noticed about the participant that may be relevant)

- There were initial issues with school's internet safety protocols, which had to be overcome
- Work overload was the main issue as participants were struggling to find enough time to use VEO more, but managed to do it nonetheless.
- Lack of iPads was not an issue here, but might be a challenge in other locations.
- Willingness to be observed and recorded. Reluctance to self-recording and video diaries.

Uncertainties/problems/comments/remaining questions (what remains to be done?)

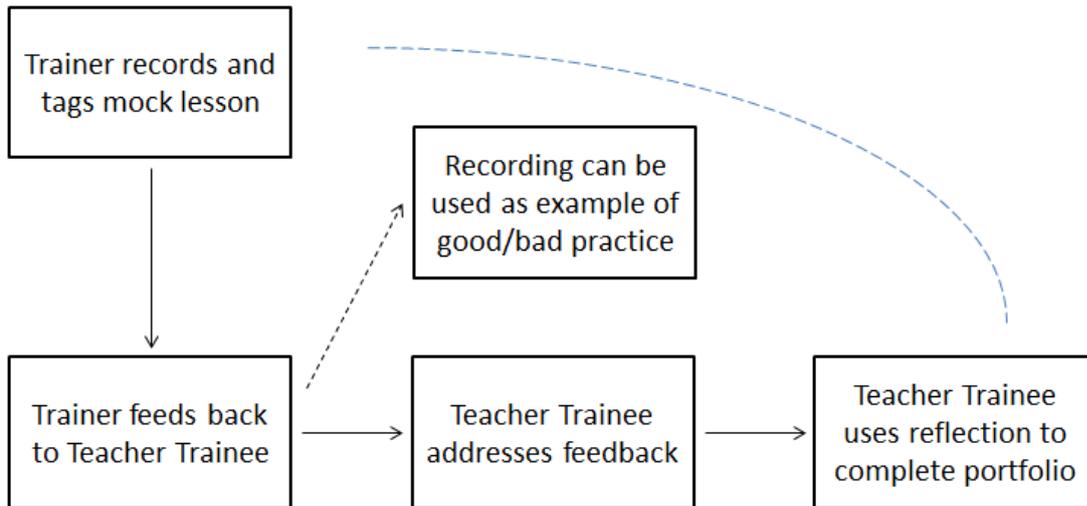
- Data collection based on conversations during training sessions.

Potential codes/themes for analysis (any patterns or issues you have started to notice?)

- ACCESS TO TECHNOLOGY
- TIME CONSTRAINTS DUE TO WORK OVERLOAD

Diagram / visual representation of the way that VEO is used

Initial Teacher Training (Trainer-Trainee)



Initial Teacher Training (Trainee-Trainee)

