

Interim Case Summary

Data accounting as of 26/05/2017

What data do you currently hold for this case study?

Data	Details
Pre-VEO questionnaire	Complete
Video 1	Complete
Video 2	Complete
Video 3	Complete
Reflection 1	Complete
Reflection 2	Complete
Reflection 3	N/A
Interview / focus group	Complete
Post-VEO questionnaire	Due 30/06/2017
Other	<ul style="list-style-type: none">• Customised tag set• Academic paper

Please indicate if the data is complete, incomplete, missing or N/A

Background

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

- Participant P1 – in Case Study School 1, an elementary school

Description of selected participant (some background information)

- In the context of her academic paper, a trainee teacher, being in her 6th semester, observed several lessons at this school, being able to film about 18 videos of 2 different primary teachers.
- The trainee teacher who was filming is doing her degree to become a primary teacher at the University of Pedagogy Karlsruhe and has the subjects English and History. The two observed teachers were teaching the class alternately. The class is in year two and is an immersive class consisting of 24 children.
- The school (P1) chosen by the trainee teacher, teaches English immersive which means that the pupils get the chance to acquire the English language in the context of the particular subject. In every year, two classes are taught bilingual in each subject. Nevertheless, the pupils also learn German as they have German as a subject. Thus, the school practices “Early Partial Immersion”. Furthermore, teachers teach their classes in teams – not at once, but two teachers being responsible for one class and also sometimes being present at the same time. To choose this school as a case study was therefore interesting, as the team setting already gave a good basis to introduce and work with the VEO app. Another important aspect was the bilingual setting. The trainee teacher intended to observe the practices of CPD in the context of the “Early Partial Immersion”.

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

- The data for this case study is therefore interesting, as it already contains a full research paper, also containing much feedback on the VEO app by the teacher student. Further, VEO

was used as a research instrument, not only for classroom observation, and there is some data containing the feedback of the observed person.

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

- The research took place at the “Case Study School 1” in year two, at the beginning of the school year.

The VEO story

The participant – the trainee teacher– chose the VEO app to be part of her academic paper. She then attended the introductory VEO workshop. Afterwards she went to observe some lessons at the “Case Study School 1” in Hamburg. The teachers also got in contact with P3 and got further information on the app via telephone and e-mail. In the middle of her filming, the trainee teacher attended the second VEO workshop, as well as a discussion group with other teachers who were involved in the VEO project. She then finished her observation in Hamburg and used the data as a research basis for her academic paper in which she observed teachers from the Early English Classroom with the innovative mobile instrument, focussing on teacher feedback and to answer the question how teachers give feedback in the Early English Classroom and how this can be observed using an innovative instrument for lesson observation.

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 was used to analyse its effectiveness to observe a certain aspect of CPD (giving feedback)
 - Tag sets were created to observe professional practices
- 2) How do participants use VEO in their work?**
 - Some teachers of P1 were able to review their own teaching
 - Some teachers will use VEO after this project, for their local CPD program and already tried to integrate some features of it in their work (tag – review – reflect)
- 3) To what extent does VEO help teachers and other professionals to improve their monitoring and assessment of student learning?**
 - The feedback is more focussed and structured regarding some pupils
- 4) How do teachers and other professionals use VEO to monitor and assess student learning?**
 - This question cannot be answered by P1

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

- Teachers were not able to take part in workshops (distance and time), only the trainee teacher, although they were very interested (idea: online webinars or tutorials would be an idea, which are based on the training materials)
- High motivation to use this innovative instrument, also after the project
- Using VEO for teacher education

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

- One more interview with a teacher would be helpful
- Getting the post-questionnaire could be an issue as the trainee teacher left the University

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

- Not yet

Diagram / visual representation of the way that VEO is used

