

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	N/A
Reflection 3	N/A
Interview / focus group	Interview due 30/06/2017 and focus group complete
Post-VEO questionnaire	Due 30/06/2017
Other	<ul style="list-style-type: none">• Customised tag sets• Another interview (research paper of P4)

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

Background

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

- Participant P2, trainee teacher from the University of Karlsruhe

Description of selected participant (some background information)

- P2 is studying to become a primary school teacher and as in her 6th semester when she took part in the project. She is taking the subjects English, German, Arts and Music. P2 was asked by another trainee student (P4) to take part in her academic paper, also in the context of the VEO project, and agreed to do so.

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 quite extensive and multifunctional.
- P2 not only used VEO to observe herself, but also observed other trainee students with the app.
- P2 used VEO as part of her teacher training, for self-directed CPD
- P2 was part of a group of trainee teacher who worked together for a semester, taking part in the same internship and using VEO for classroom observation, giving feedback and reflecting on their own practices

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

- The research mainly took place at a primary school in the south of Germany, where P2 completed her practical internship as part of her study programme (ISP). The focus group and some reflective dialogues took place at the University of Education in Karlsruhe.

The VEO story

P2 took part in the VEO project, because her mentor used the app as an instrument for observation and feedback in their practical internship as part of her study programme. Together with 8 other trainee teachers she took part in the VEO workshops, as well as in the focus group. Furthermore, P2 will be part – more likely the research focus – of an academic paper of another trainee teacher (P4) who writes her paper in the context of the VEO project.

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 for learning how to give structured feedback
 - VEO was used for self-reflection
 - Tag sets were created to observe oneself, but also other trainee teachers, the various foci were cooperatively agreed upon
- 2) How do participants use VEO in their work?**
 - For feedback and self-reflection
 - Researchers were able to observe different perspectives when trainee teachers filmed the same lesson using the same tag set
- 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)

- High motivation to use this innovative instrument
- Using VEO for teacher education
- Issues with the data policies of VEO (also in the schools)

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

- n/a

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

- MULTIPERSPECTIVITY
- GIVING FEEDBACK

Diagram / visual representation of the way that VEO is used

