VEO EUROPA PROJECT: An innovative Ipad App for teacher training and development

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Introduction

Professional development activities for teachers, serve as the primary means of learning from colleagues and others, disseminating their own knowledge and more importantly, reflecting on their own teaching in their micro-contexts (Bullough Jr, 2009). Approaches to professional development include consultation, coaching, lesson study, mentoring, reflective supervision, and technical assistance (Alfaki, 2014). Although these have been in practice for a long time, recent research addresses the importance of authentic teacher learning in professional development programs (Park & Lee, 2015). Peer observation is one way to facilitate and enhance professional development activities in a collaborative manner (Carroll & O'Loughlin, 2014). Video based technologies, when used with appropriate applications, can provide more collaborative learning opportunities by creating what would not be possible without having them (Valdivia & Nussbaum, 2007). Out of various technological tools, this study employs the latest technology and application combination called VEO (Video Enhanced Observation) for peer observations to facilitate more effective practices requires trying out different technologies and evaluate their usefulness.

This talk aimed to reveal how video observation through the latest development in technology supports teacher observation schemes for professional development in the context of Korean language education.

Peer Observation for Teacher Professional Development

Observations are one of the most common methods used in teacher professional development programs to foster the spirit of collegiality, self-esteem, self-respect, self-awareness, mutual trust, respect and cooperation between teachers (Drew, Phelan, & Lindsay et al., 2017). As one of the ways to carry out observation in teacher education, peer observation is defined as a

reflective process in which teachers find a way to critically approach and analyse their own teaching, which leads to development of teaching practices in terms of both methodology and pedagogy (Eri, 2014; Hendry, Bell, & Thomson, 2014). The purpose of reflections is not to judge the observee's teaching, yet to foster self-reflection and increase self-awareness concerning teaching performance (Cosh, 1999). That is, reflections are considered integral for self-development.

Affordances of Video Observation Tolls for Feedback in Peer Observations

Videos have been on demand recently due to an increasing interest for integrating information technologies into the use of cases in teacher education (Boling, 2007). One of the primary reasons of using video based reflections within in-service teacher education is that videotaping lessons allow encouraging and deepening reflective practice. However, which application is the best fit for a particular context is a question in many fields. Therefore, new pedagogies allowing more effective use of new technologies should be analysed in-depth to come up with more informed pedagogies in connection to teacher education programmes. Although video technologies have been investigated extensively, research on the role of mobile teacher observation technologies and their effect on facilitating post-observation feedback in peer observation is scarce. Because video observation relies on traditional video cameras independent of an observer, researchers need to examine how teachers' and teacher educators' professional development could be aided with video based observation tools (Aubusson et al., 2009; Baran, 2014). What can help teachers with their development is the latest technology called VEO (Video Enhanced Observation).

What is VEO: Video Enhanced Observation?

VEO was created in 2014 by Paul Miller and Jon Haines, two educators with experience in implementing training strategies and understanding personal learning needs. Haines is an initial teacher trainer and lecturer in education. As the head of his university's science department, he played a significant role in improving scientific teaching and developed the use of online learning resources for Longbenton Community College in the UK. His background knowledge in project management and customer relations increase his ability to understand organizational and personal learning needs. Likewise, Miller's understanding of technology and the

transformative potential such networks is one way he hopes to change mindsets and practices. Experiencing challenging teaching settings in West Africa, Miller seeks to use "innovative models for achieving improvement and learning" (VEO Group 2015). With the concept of tagging videos in order "to create networks of practice, based around accessible video clips" (VEO Group 2015) Haines and Miller first shared their ideas in 2013.

Their goal was to use new media as a tool to "learn from visual reality". Their passion to improve educational settings and learning outcomes led them to start prototyping the program at the Newcastle University in 2014. Their goal was to create an application that combines theories of classroom and teacher observation along with filming equipment. A new media application is "a program or piece of software designed to fulfil a particular purpose: 'a database application'" (Oxford English Dictionary "application"). In recent years, applications, also abbreviated as apps, have become widespread programs that perform tasks on smartphones, tablets and iPads. Today more than 1,600,000 apps are available to download on the Google Play store alone. Although applications were first created for smartphones, competitors soon used similar technology for tablets. The availability of larger screens on tablets did not pose new difficulties, rather, innovators used it as an opportunity to think creatively about the various tasks it could perform (BBC WebWise). The fact that more than a billion mobile apps have been downloaded worldwide shows that the use of such programs is growing in demand.

VEO for Education

Video Enhanced Observation for education was initially created for teachers and schools to interact and communicate. The use of VEO for teacher and classroom observation seeks to encourage the move towards a more constructive feedback model. Talking with colleagues encourages professional development and helps teachers to identify areas of expertise and areas of difficulties. Such colleague interactions support professional dialogue and stimulate collaboration as well as the sharing of good practice. The online platform open since September 2015 allows teachers to keep personal portfolios, thus tracking their performance over time. The secure network "also enables and encourages the sharing of tagged videos, producing a bank of local, relevant, real examples of good practice" (VEO Group 2015). VEO in classroom settings was developed to easily access film sequences and note key moments within a lesson. Therefore, feedback sessions that follow can be more productive and spot-on. Its practicality

to tag moments during a lesson can help to observe specific aspects of a colleague teaching. The graphical statistics which the program produces allows teachers to see the big picture of their lesson and reflect on the details they may have missed. As explained in the previous part of this study, filming in educational settings has had a history of improving not only teacher observational methods, but has had positive outcomes on teachers' behaviors and academics. VEO builds upon this research but incorporates strategies and technologies that are relevant in a rapidly modernizing world.

How VEO functions

Video Enhanced Observation for educational purposes is structured in such a way as to aid teachers most when using it in the classroom. VEO functions with a five step model:

1. *Record*
2. *Discuss*
3. *Upload video*
4. *Review and Tag*
5. *Develop, share and improve*

The first stage of recording involves asking a colleague to film ones' lesson. In the next part of the process, the colleague uses the VEO iPad program and tags key moments throughout the lesson. The following phase is a feedback session in which the colleague uses tagged moments and available data VEO provides to express his or her view of the lesson. Through this reflection and dialogue, the teacher can establish areas that need ongoing practice and areas that reveal high teaching qualities. As VEO helps to identify areas of good practice, it also "address[es] the challenges he/she faces in improving his/her practice further" (VEO. Twitter

Post). Once this process is completed, the teacher can either use VEO on a regular basis to see improvement over time, or the two colleagues can switch roles and have the one film the other. After completing the recording and discussing stages, the third step when using the program is uploading the video to create a personal portfolio of video sequences. Creating a personal portal of teacher performance can display positive developments over time. The next step involves reviewing filmed material which is available to the teacher through the portfolio or on the iPad device itself. Video observation provides evidence of lesson structure and teacher behavior, which is identified and tagged. Tagged key moments can serve as a means for introducing new teacher understanding in certain aspects. The last step is to develop, share and improve one's own professional development by using Video Enhanced Observation. This can be done with the online community.

Erasmus+

TEACHERS

Teacher L1
- On task + ? -
- Off task + ? -

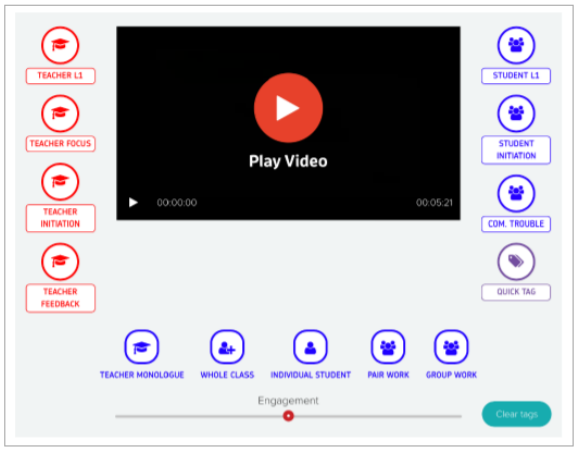
Teacher Focus
- Form + ? -
- Meaning + ? -
- Management + ? -
- Materials + ? -

Teacher Initiation
- Open question + ? -
- Closed questions + ? -
- Rapport + ? -
- Explaining + ? -

Teacher Feedback
- Implicit + ? -
- Explicit + ? -

VEO APP

LANGUAGE LEARNING TAG SET



STUDENTS

Student L1
- On task + ? -
- Off task + ? -

Student Initiation
- Topic Change + ? -
- Questions + ? -

Communication Trouble
- Silence + ? -
- Miscommunication + ? -
- Claim Lack of knowledge + ? -
- Unwillingness to participate + ? –

Quick Tag
- Anything else you want to highlight

FOCUS

Teacher Monologue | Whole Class | Individual Student | Pair Work | Group Work

← - - - - - - - - - - ENGAGEMENT - - - - - - - - - - →

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.

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*trial version