TDG Project Sharing

Assessment as and for Learning: Developing Pre-service Teacher's Noticing Ability by Collaborative Feedback through the Use of Online Video Analysis Tool

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Outline of Today's Sharing

1. Details of the project
2. Student Performance
3. Project Evaluation
4. My noticing for further implementation

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1. Details of the project

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Objectives of this project

1. To develop pre-service teacher's ability to notice own teaching.
2. To identify effective practices in assessment *as* learning (i.e. peer assessment) and assessment *for* learning (i.e. feedback from course instructor) for developing noticing.
3. To delineate pre-service teacher's views on the use of VAT for learning to notice.

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Student Engagement

Students' role	Brief description	Number of students engaged
Participants	Our BEd and PGDE students (i.e. pre-service teachers)	• 68 students enrolled. • 26 students joined workshops. • 61 students got the workshop videos links. • 24 students uploaded own teaching videos.
Team members	As student helpers to support logistics work such as data input and collection	18 student helpers were recruited.
Co-developers	Student's views on the use of VAT	26 students completed questionnaire, in which 17 students attended interview.

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Project Schedule

Time	Content
Sep 2020	• Participant Recruitment
Oct 2020	• Briefing Session
Before mid Nov 2020	• Record what you observe own teaching video (~10 minutes)
Nov-Dec 2020	• Attend 3 Workshops (each ~ 1 hour, 6-7pm) to learn noticing and VAT • Optional tutorial/exercises will be given if necessary.
Nov 2020 – Early Jan 2021	• Videotape own teaching video ✓ for at least 3 times on different topic ✓ each around 10 minutes ✓ Primary/Junior Secondary students as target audience
Early Jan- Mar 2021	• Upload one of your teaching video to the given platform. • Share what you notice. • Receive and respond to instructor's feedback. • Repeat the above steps (2 cycles) • Also keep videotape own teaching video.
Apr-May 2021	• Upload another own teaching video and share what you notice. • Give, receive and respond to peer feedback. • Receive and respond to instructor's feedback on how you notice as well as assess others. • Repeat the above steps (2 cycles)
June-Aug 2021	• Evaluation and Data Collection

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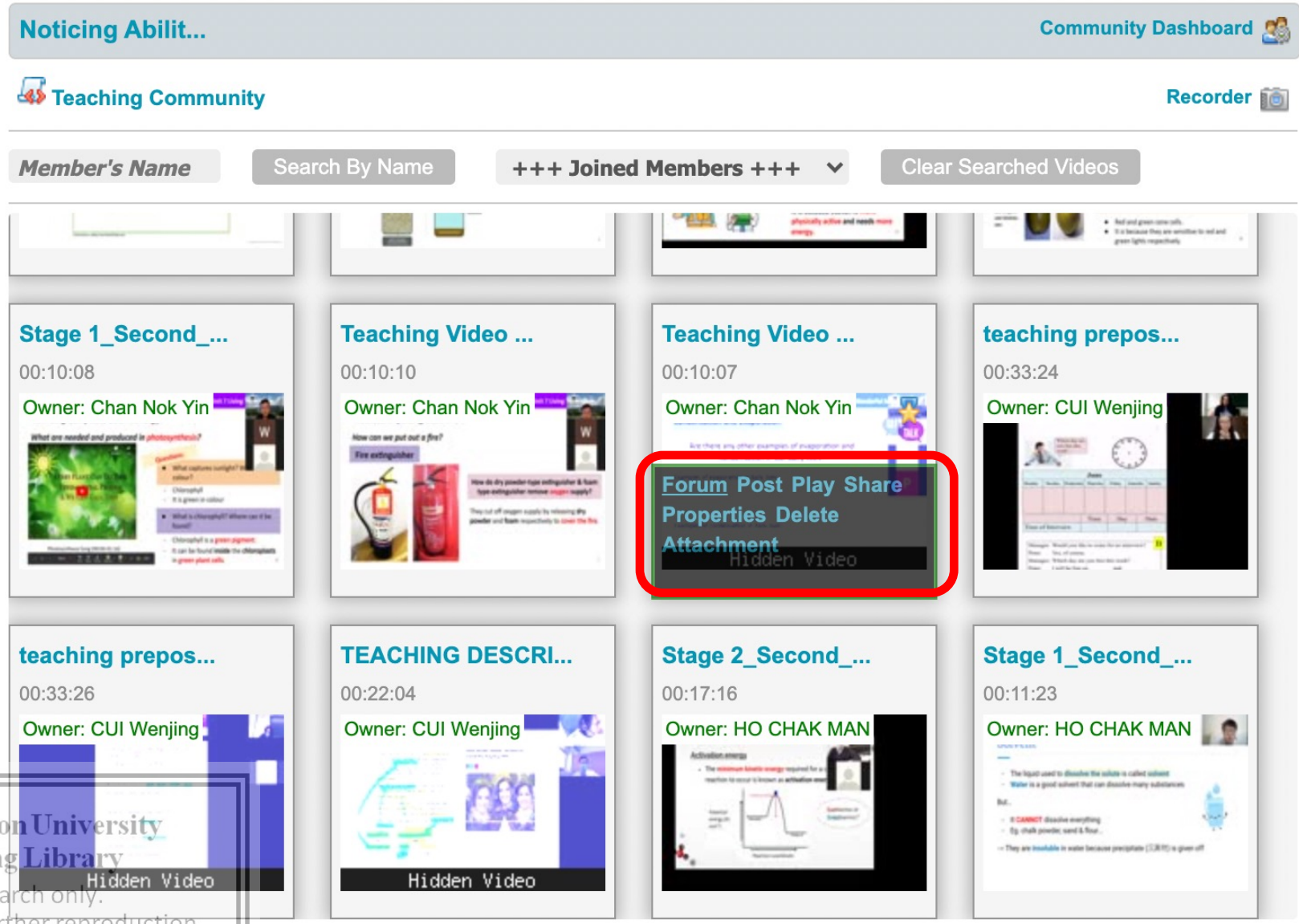
Use of Platform (Video-based Learning Community)



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Use of Platform (Video-based Learning Community)

Community : Noticing Abilit...

New Post | Generate / Print PDF | Get Attachment

Teaching Video 1_CHAN_NOK_YIN is contributed by Chan Nok Yin

Keyword Search | Search | Remove

Privacy: Teacher Only | All

Retrieving data..... | Bottom of the forum

Posted by: Chan Nok Yin on 2020-11-12 20:08:20
Subject: What I notice [Segment : From 00:00:00 to 00:10:07] [Approx. 147 words]

Play Segment | Response | Edit | Delete

Play Segment

When I was watching my teaching video, I found myself being very nervous during the whole teaching process. As a result, there were a lot of hesitations and mistakes made as I was introducing the two concepts. Moreover, I have tried to use different questioning skills (e.g. IRE and IRFRF) to stimulate my students' thinking. However, I think there is still room for improvement in making use of the questioning skills to stimulate students' thinking. Therefore, I think I can try to use more questioning skills in my coming teaching videos so as to enhance my proficiency in using questioning skills in teaching.

Last modified on 2020-11-12 20:08:52

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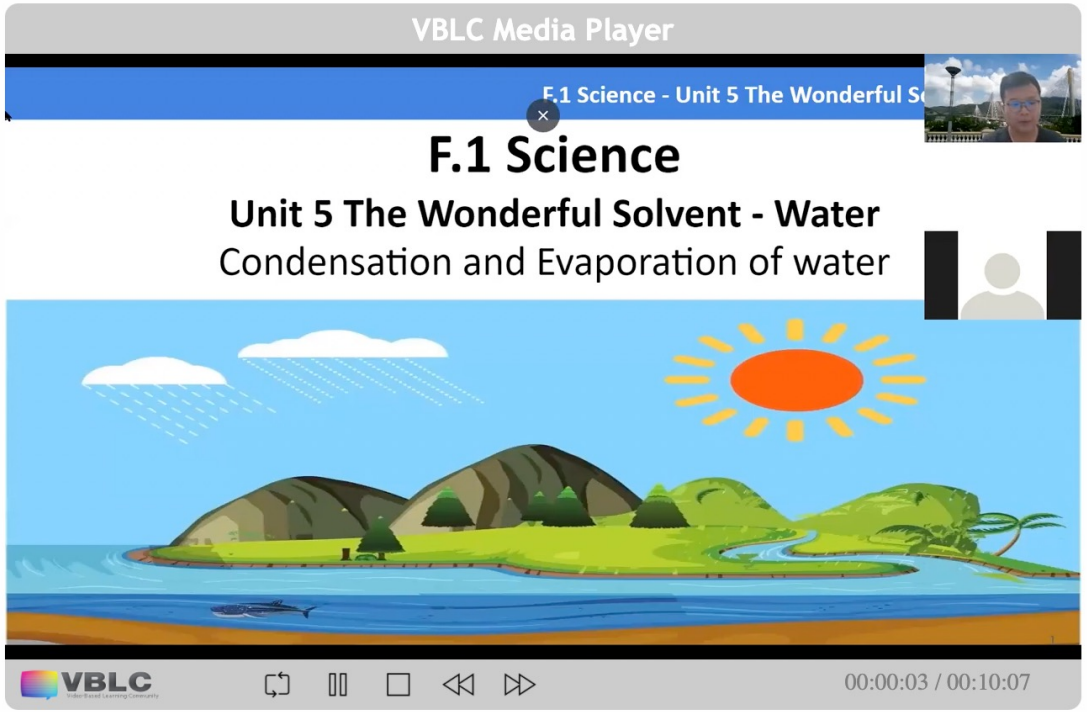
Use of Platform (Video-based Learning Community)

Teaching Video 1_CHAN_NOK_YIN Close



This video is splitted into 2 consecutive slices in maximum of 10mins each, composing the entire video with the length of 00:10:07. By default, each of the slices will be played consecutively till the end of the video. You can also select and play any slice as you like.

Slice #1 Slice #2

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2. Student Performance

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Trajectory of Development in Learning to Notice (van Es and Sherin, 2002)

Dominant pattern in writing

Level 1	*Level 2*	*Level 3*	*Level 4*
-Describe and evaluate	-Mixture of describe and evaluate and complete analytic chunks Or -Incomplete analytic chunks	-Complete analytic chunks And -Evaluate	-Complete analytic chunks -Connections among call-outs and evidence Or Identify pedagogical solutions

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Workshops: Noticing Abilities (van Es & Sherin, 2002)

1. To identify noteworthy events of teaching and learning ("call-outs").
2. To use evidence from the video to support call-outs.
3. To interpret the events noticed in the video.
4. To provide suggestions for how teachers may deal with similar pedagogical challenges in the future.

Descriptive

Evaluative

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Student Performance

No. of students with at least 2 videos	No. of students with improvement in noticing	No. of students in each change of levels (Percentage out of 21 students)				
		Level 1 to Level 2	Level 1 to Level 3	Level 1 to Level 4	Level 2 to Level 3	Level 2 to Level 4
21	13 (61.9%)	6 (28.6%)	4 (19.0%)	1 (4.76%)	1 (4.76%)	1 (4.76%)

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3. Project Evaluation

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Workshops: Noticing Abilities (van Es & Sherin, 2002)

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Descriptive

Evaluative

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Workshops: 4 aspects of classroom events

- Pedagogy
- Student thinking
- Teacher's roles
- Discourse

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About the workshops

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- 其實本身我都唔係好知道呢個 noticing ability係乜野嚟…即係平時我哋成日都講嘅觀察學生，原來就係呢樣嘢 (Student 1)
- Workshop將步驟拆得更加細, 即係你要搵比較具體嘅證據去證明學生…去證明自己既猜想係咪正確…係面對學生反應既時候,我唔會咁容易亂咁落判斷 (Student 7)

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Peer Feedback (Assessment as Learning)

[redacted] :00:00 to 00:09:55] [Approx. 203 words] Play Segment Response Edit Delete

1. I agree with [redacted]s observations, I believe the students can related their previous knowledge to this topic and solve the problems. I think these kind of problem base learning is effective because the students build new knowledges base on what they have learn so that they can form linkage between topics.

2. I like the way how [redacted] responded to the students with encouragement. I think this can really help the students to build confidents.

3. I also agree on the point that this lecture lacks students- students interactions due to the limitation of the depth of material. To encourage S-S interaction, some interesting scenario can be use. For example a dog fail to defuse a bomb. The teacher can use this example to encourage the students to deduce the reason-(because dogs are color blind).

4.The lecture have an intro of telling the students what to expect in the lecture and a summary at the end to round up the material which is well planed.

Responded by: Lee Hoi Man Sarah on 2021-04-21 17:32:54
[Approx. 10 words] Edit Delete

[redacted] The, do you have any comment on [redacted] noticing ability?

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Peer Feedback (Assessment as Learning)

- 睇完人哋俾我comment之後，就可能真係會留意到其實有啲位…即係我跳出咗自己框框 (Student 1)
- 一個人是很難發現自己的缺點，有時候是需要別人去推一推你…才會找到自己的缺點 (Student 2)
- 看過他人的課堂之後，就會覺得有些問題也會發生在自己課堂。然後透過思考給他人的意見時候，變相也可以幫助自己 (Student 18)

Highlighting ”weakness”

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Instructor's Feedback (Assessment for Learning)

[redacted] [Segment : From 00:00:00 to 00:11:19] [Approx. 54 words] Play Segment Response Edit Delete

Students are not very active in answering questions. Thus, I may need to use other pictures to help them. For example, when introducing how tiny Earth is in the universe, I can compare a rice grain with 10 or even 100 football fields to illustrate so would be better for students to visualise the differences.

Responded by: Lee Hoi Man Sarah on 2021-04-29 17:57:41
[Approx. 10 words]
Edit Delete

[redacted], what do you think about your overall noticing ability?

[redacted] 18
[redacted]nt : From 00:00:00 to 00:11:19] [Approx. 202 words] Play Segment Response Edit Delete

I think I only met most of the part for noticing ability:

1) "call-out": I would realize that students are not very active in answering questions.
2) Evidence: However, I didn't give specific evidence to support my call-out.
3) Interpretation: I was that students may not completely understand the topic.
4) Suggestions: Thus, I would suggest to use more examples to show the students to help them understand and also initiate more interest to the topic.

Bottom

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Instructor's Feedback (Assessment for Learning)

- Dr. Lee 嘅 feedback可能同peer俾嘅feedback會有啲唔同嘅。通常佢唔會直接point out你嘅問題，或者suggestion，但係佢通常會去guide你，跟住叫你去諗翻囉…因為一開頭可能唔太了解 noticing ability想我哋做嘅嘢…佢會direct翻你去用 noticing ability 個approach去做呢個feedback囉…所以你好似做多咗幾次之後，你就會更加熟習用呢個approach去comment自己同埋peer 嘅 video (Student 16)

Role as facilitator

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Instructor’s Feedback (Assessment for Learning)

可改善的情況:
1. 解釋莖是如何輸送水份時，只是用了畫圖的形式，這樣講解未能清晰，而內容亦較深，可以去轉用網上時一些真實圖片協作解釋，這些可以讓學生自到真實情況。

2. 有學生發出騷擾的噪音，老師有要求學生停止發出噪音和靜音，但學生依然間中發出騷擾聲音，其實可以嘗試邀請佢回答問題，幫助他重回課堂，或者好好利用獎懲機制，吸引他保持良好行為而換取積分，希望他能減少發出噪音的次數。

Responded by: Lee Hoi Man Sarah on 2021-05-04 15:50:36
[Approx. 25 words]

Edit Delete

[redacted] for improvement (1), why couldn't you think of real picture during the preparation stage?
What do you think about your noticing ability?

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Instructor's Feedback (Assessment for Learning)

- 寫了反思後，Dr Lee就給了comment，不是實質叫你如何改善，反而要你想到「既然你想到這麼多改善方法，為什麼你一開始沒有想到這些呢？」讓我有種事前可以再想多幾層，令教學時候沒那麼容易有我之前找到的問題出來 (Student 18)
- 因為我自己就發現我成個教學好似好悶，Dr Lee就喺下面話:「你自己有冇aware到呢個好悶嘅情況？」係喎，其實我自己教學嘅途中都要keep住aware返 (Student 6)

Deep Reflection

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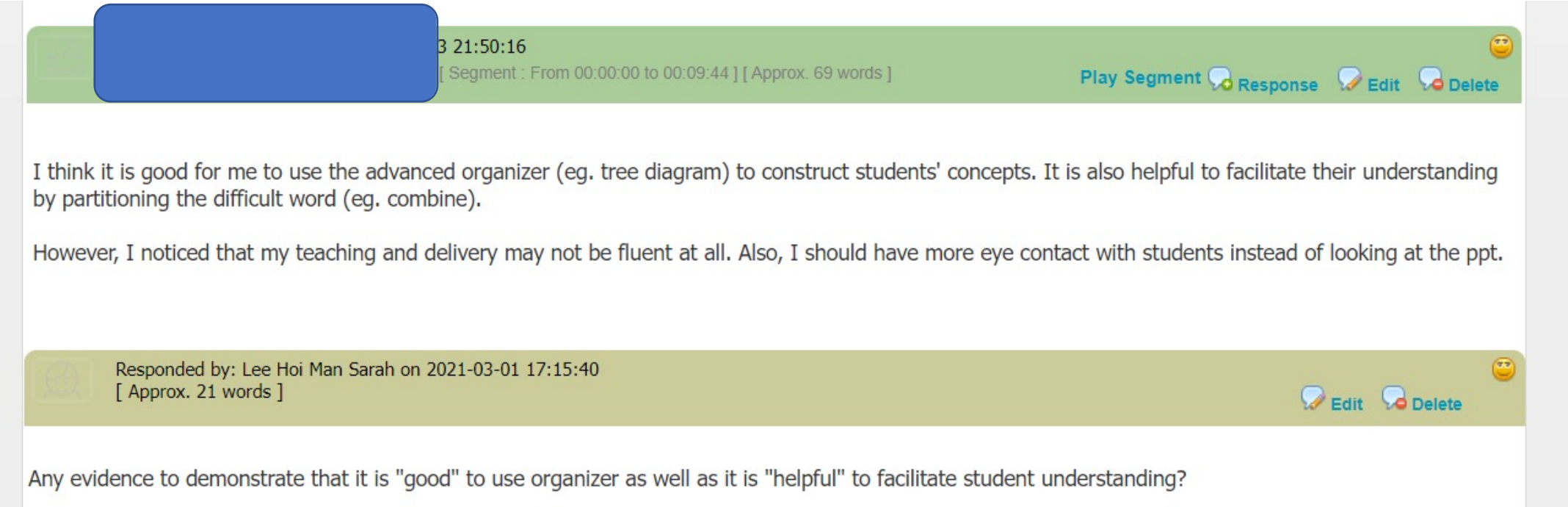
Instructor’s Feedback (Assessment for Learning)



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Instructor's Feedback (Assessment for Learning)

- Sarah嘅意見好好咁幫我反省到，就係佢會話咁「你有冇evidence證明到你教學嘅skills真係幫到學生？」係喇，咁就針對返我哋自己嘅影片…Evidence就真係唔係好搵到，因為我哋始終係micro teaching…但係佢嘅feedback就令我反省到，究竟我喺成個教學過程入面係咪真係有留意到班學生其實係咪真係聽得明 (Student 4)

Evidence-based: Student-centre

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Instructor's Feedback (Assessment for Learning)

- 導師係用一種提問嘅方式去到讓我地進行反思。即係佢唔會好快就話呢度唔啱嗰度唔啱，反而佢透過提問呢同埋一啲開放式問題，讓我哋去clarify 返嗰下我個行為、表達，其實係想達到一個咩目的 (Student 5)
- 可能一開始唔係好get到Sarah俾我嘅意見係乜嘢。因為我覺得自己都做得幾好啊，咁點解Sarah會咁樣講。但係之後自己又諗多幾次，睇多自己條片幾次，或者同其他朋友傾吓，一齊睇吓教學片，就可能會發現到，原來Sarah嘅意見係咁嘅意思，原來我可以由哩個位進步 (Student 4)

Stimulating with Reflective questions

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Instructor's Feedback (Assessment for Learning)

- 老師俾我嘅意見都好嘅。雖然我哋係一句起兩句止，但系佢又睇得到乜嘢先至係關鍵。咁我覺得喺喺幾好囉 (Student 10)

- 幾清晰嘅指引，同埋幾準確嘅觀察，可以得知到我嘅教學上有邊啲方位出現咗問題 (Student 1)

Precise & Concise

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Questionnaire Data about Feedback (n=26)

5. Feedback on my work helps me to achieve the learning outcomes.

Unable to judge	Strongly Disagree	Disagree	Agree	Strongly Agree
1 (3.85%)	0	1 (3.85%)	20 (76.9%)	4 (15.4%)

17. What are the most helpful aspects of the entire activity?

✓Peer Feedback: 7 students

✓Instructor Feedback: 6 students

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Peer Feedback

✓**Highlighting "Weakness"**

Instructor's Feedback

✓**Role as Facilitator**

✓**Deep Reflection**

✓**Evidence-based: student-center**

✓**Stimulating with reflective question**

✓**Precise & Concise**

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Other Features: 1.Difference with other course

- Year 2嘅時候淨係focus點樣可以將個教學豐富，可能加啲咩教學嘅activity。但係可能經過咗今次workshop之後,就除咗諗會有啲咩教學嘅activity之外，仲會諗究竟班學生其實係咪真係跟到，或者係有咩evidence去令到學生真係follow到個學習，就唔係淨係話我用咗咩activity就算 (Student 4)

Attention to student's learning

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Other Features: 2.Timing

- 因為個練習咁啱係實習前做, 同埋實習期間做…所以對我自己都算係一個好好既observation訓練…然後係我實習嘅時候可以做得更加好… 我覺得某程度上對於我係實習上既表現都係有幫助 (Student 7)

Incorporation into Field Experience

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Other Features: 3.Further Support

- 記得係上學期嘅實習教學係比較負面，即係我覺得自己有好多好多做得唔好…確實喺實習過程中俾人話過好多次…以致我係第一次寫自我反思嘅時候，係會好多對自己嘅負面judgement…導師問話:「你覺得自己喺課堂入面係一個點樣嘅角色?」我回答就係一個學習促進者、同行者、引導者。呢幾個關鍵字其實更加提醒我自己，我作為一位老師，當我聽咗好多人對我嘅教學上面有唔同嘅意見又好，自己又有負面嘅諗法都好，最緊要我有冇抓緊我哋話教育嘅初心？(Student 5)
- 一心二用，多一邊教一邊分析依家學生係咪收到呢？ (Student 6)

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Application in other contexts

Questionnaire Data (n=26)

12. The series of activities facilitates the development of self-assessment (reflection) in learning.

Unable to judge	Strongly Disagree	Disagree	Agree	Strongly Agree
1 (3.85%)	0	0	20 (76.9%)	5 (19.2%)

15. The series of activities provides information to participants that can be used to help shape teaching.

Unable to judge	Strongly Disagree	Disagree	Agree	Strongly Agree
0	0	1 (3.85%)	19 (73.1%)	6 (23.1%)

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Use of VBLC Platform

- 一個forum咁樣形式去睇到唔同人嘅睇法，個感覺的確係會open咗(Student 25)
- 我覺得有時都會禁翻啲相關，即係自己有興趣嘅topic去睇下 (Student 10)
- 我可以自己睇返自己嘅教學片之餘，亦可以睇埋其他同學嘅教學片，可以睇吓自己究竟邊度教得不足，或者其他人有啲咩優勝嘅地方 (Student 4)
- 最主要嘅困難係有時打咗一大段文字之後,跟住我打comment…我真係唔係好知道係咪真係post左個comment…另一個問題就係video loading 真係有啲耐… 咁睇條片嘅時候有啲lag, 咁睇落就會有啲唔連貫…所以係做noticing嘅時候花嘅時間會多咗 (Student 7)

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4. My noticing for further implementation

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My Noticing about the project

- Student Performance (Improvement: 13 out of 21)
- Drop-out Rate (from 68 enrolled to 24 completed)
- Time Management (Full-time vs Part-time students)
- Future implementation in a course

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