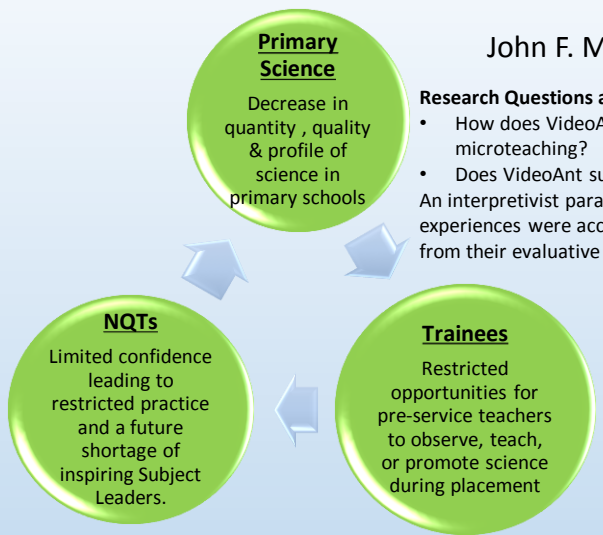


The use of online video analysis as an assessment tool for the assessment of pre-service teachers' practice of primary science on campus and during placement.

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Introduction: Recent reports identify a decrease in the quantity and quality of science being taught in primary schools (ETI, 2015; Johnston 2011). This could result in a cycle of decline for primary science as shown. Feedback on pre-service teachers' science classroom practice is restricted by the fact that only six percent of lessons observed by tutors featured science (McCullagh et al. 2017), and where they did the tutor was very rarely a science specialist. Online video analysis offers a means to formatively assess and develop the practice and confidence of pre-service teachers.



Research Questions and Methodology:

- How does VideoAnt impact on learning within College-based microteaching?
- Does VideoAnt support formative assessment during school placement?

An interpretivist paradigm was adopted across the study. Students' views and experiences were accessed via questionnaires, focus group interviews and from their evaluative feedback presentations

Project Details:
Microteaching: A Year 2 cohort of 93 students collaborated in teams of three to plan and teach a short science lesson to their peers. An interactive VideoAnt was created. Each student annotated the recording, added comments and responded to peers' comments..
Teaching during placement: A group of 10 students, recorded a short part of their science lesson and produced a VideoAnt. The students added annotations and sent the URL link to their tutor (the researcher). The tutors responded to the students annotations, added annotations of their own and asked questions. The tutors also visited each student twice during the course of the placement and observed two lessons.

PRE-SERVICE TEACHERS' VIEWS ON USING VIDEOANT ON PLACEMENT

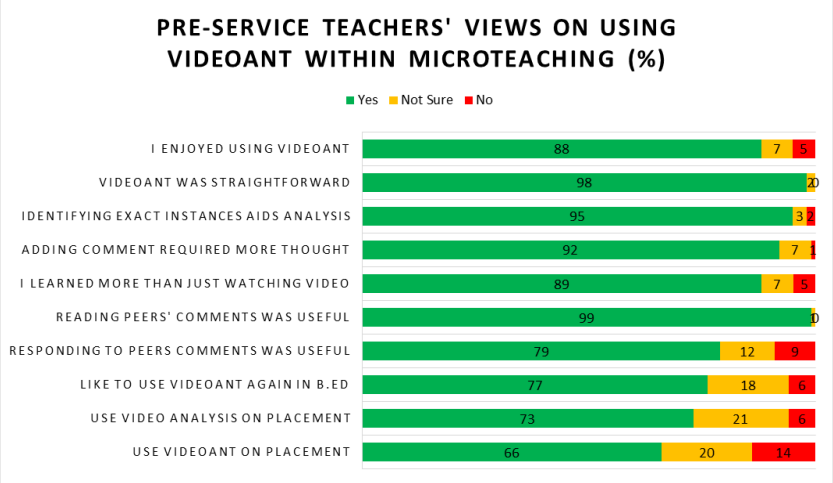
Principle of Good Feedback (Nicol & Macfarlane-Dick, 2006)	Number of citations (n=63)	%
Clarifies what good performance is	7	11
Delivers high quality information	18	29
Facilitates self-assessment	7	11
Provides opportunity to close gap between current and desired performance	12	18
Encourages teacher and peer dialogue	6	10
Encourages positive motivational beliefs and self-esteem	6	10
Provides information to teachers to help shape teaching	7	11



I could see literally what she meant exactly the tutor meant.

I could see myself as the pupils see me and see how this could be improved

Annotation made me have to comment on the good things and made me realise I it was not all bad!



Conclusions: Pre-service teachers felt that VideoAnt...

- Is easy to use both on and off campus.
- Encourages and enriches collaboration with peers and dialogue with tutors.
- Presents 'reflection' as worthwhile and straightforward.
- Should be used more in and across other subjects on campus and during placement.

References

Education and Training Inspectorate (2015) *An Evaluation of the Implementation of The World Around Us in Primary Schools*. Bangor:ETI

Johnston, A. (2012) Is science lost in 'The World Around Us'? *Primary Science*, 126,p.8-10.

McCullagh, J.F., Doherty, A. & Prindule, I. (2017) Unpublished data. SUC. VideoAnt at <https://ant.umn.edu/>

I now feel so much more confident in my science teaching and have started to include science during my day visits to school

VideoAnt has shown me what to be looking out for when I reflect and I can see how useful this is.

