



GUIDE FOR VIDEO ASSESSMENT



WHY AND HOW TO CREATE VIDEO- BASED ASSESSMENT?

For many people seeing themselves on a video is a rather unpleasant, even alienating experience. Yet, video recordings are an exceptionally privileged window on perceiving how we are in front of a group from an external angle of view.

Why to film?

The key feature of our toolkit is to invite educators to explore their own practices, approaches, postures. Such an exploration requires a good mirror. Our best idea for a good mirror consists in the video recordings done in sessions delivered by the educator where they really see themselves in action.

Whenever such recordings are not possible, we can propose simulation activities to film during the workshop, where participants are invited for instance to present themselves to the others in public.

How to film?

Whenever the video is made in a real training setting it is important to inform and ask the consent of the learners. The key message is that the video will not be published and its sole purpose is to analyse the vocal and body repertoire that the educator uses during the training.

In terms of technical requirements, we propose to keep it simple. Contemporary smartphones have the necessary precision. We don't need a professional camera-man, a colleague can do the task. Make sure you hold the camera in a horizontal position.

What to film?

The best is to have a good sample from a training session, in which we can see different types of training tasks: explanation in plenary, facilitation of discussion, giving or following up a task etc.

In total we only need a couple of minutes, but we recommend filming more so that the most interesting minutes can be selected.

We also recommend to make a couple of minutes where the full body of the trainer can be seen and some minutes where we go closer to the face.

HOW TO VIEW THE VIDEOS?

What do you see when you look at the image on the right? Take note of the first things that come to your mind, if you can, even write them down!

And then, let's have a look at what you wrote down: how many elements are objective descriptions (what you can actually see)? How many are interpretations (that you assume)? How many are evaluations?

If you don't have many objective descriptions, that's not a coincidence: us humans we don't seem to be good in objective descriptions.

During our test sessions it became clear that watching the videos of ourselves and others is quite a complicated task. Watching their own videos, participants were tempted immediately to identify what they did not like, making generalised assessments. When it came to watching the videos of others, to the contrary, they made it a point to evaluate positively the performance of the others. But the problem with such evaluations is that they are not very informative, and often quite reductive. So before seeing the videos, it is



A MODEL TO “SEE BETTER”

So, instead of jumping immediately to conclusion such as “he’s stressed” “he’s disorganised” we propose the model of three steps that is based on the separation of:

- ✓ Objective description (what we see)
- ✓ Interpretation (what we think)
- ✓ Emotional reaction (how it makes us feel)

I see..

- A man lifting workbooks in both hands
- Eyes looking at the desk and mouth open
- Several notebooks places on the table
- Etc..

I think..

- He’s looking for a paper / notebook he can’t find
- He’s surprised that suddenly all his notebooks are empty, the texts disappeared!
- Etc...

I feel..

- Empathic: I also loose my objects..
- Annoyed: he reminds me of my husband!
- Etc..



We recommend using this same model when viewing one’s own videos or or the videos of others. This will help to bring precision into the observation, and even to identify how what we do impacts us and others.

HOW TO USE THE TOOLKIT ALONE OR IN TRAININGS

We developed the assessment toolkit so that it could be used autonomously or collectively in trainings. Either way, the steps are in the same order, but for collective use we propose additional points.

Using the toolkit alone

Step 1:
Make the video recording during a training session you are leading. Select a couple of minutes that display a variety of gestures and talks.

Step 2:
Explore our framework model consisting of the 6 dimensions. Answer the reflection questions that are proposed before the viewing.

Step 3:
View your video first in its integrity. Note what are the first impressions that come to you (what do you see / what do you think / how you feel). Then go back to the 6 dimensions and answer the observation questions.
Give importance also to the question about what aspect of your behaviour you appreciate and what aspects you are compelled to criticise and feel like changing.

Using the toolkit in trainings

The sequence of the proposed steps does not change, but we have some additional recommendations.

Step 1:
An alternative to sequences recorded in one's professional practice, we can film improvisation or presentation exercises during the training (see our "baseline" activity sheet).

Step 2:
For a more playful, interactive introduction to our dimensions you can use the "intro to our categories" exercises.

Step 3: Even in a collective setting, give time to participants to watch their video first alone and answer the observation questions. In a next step we recommend creating small groups of 3-4 people that can view together video extracts of their colleagues and offer open feedbacks (I see / I think / I feel) or feedback on the 6 dimensions.

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