



## **Harnessing the Benefits of Video-Enhanced Feedback & AI to Support Teacher Candidate Reflection**



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# Introduction to Vosaic

Vosaic is an AI-powered tool for video-enhanced teacher education and video analysis for research

- ✓ Cloud-Based
- ✓ Private and Secure
- ✓ Accessible and easy-to-use
- ✓ Easily integrated using SSO and LMS



# Agenda

- Findings by Dr. Tara Kaczorowski on her use of video-enhanced e-supervision and student self-reflection
- Demonstration of unique features that make Vosaic the preferred video platform for Dr. Kaczorowski and many other teacher education programs



# Video of Presentation by Dr. Kaczorowski

Dr. Tara Kaczorowski is the Executive Director of Education Programs at Daemen University, and her background is in STEM and special education.

**Connection to STEM Pedagogy**

**PEDAGOGY SPECTRUM**

**Teacher-Driven** (based on assessment of student needs) | **Student-Driven** (based on students' wonderments)

Direct/Systematic Instruction | Explicit Instruction | Guided/Supported Activities | Problem Based Learning | Authentic Learning

**Levels of Discourse (Stein, 2007)**

Level 0	Level 1	Level 2	Level 3
The teacher asks questions and affirms the accuracy of answers or introduces ideas. Student listen and give short answers to the teachers' questions. <small>*Questions may offer restricted choice or may be open answer (NOTE: this is not the same as "open-ended" questions because Level 0 questions will generally have one correct response)</small>	The teacher asks students direct questions about their thinking while other students listen. The teacher explains student strategies, filling in any gaps before continuing to present new ideas. The teacher may ask one student to help another by showing how to do a problem	The teacher asks open-ended questions to elicit student thinking and asks students to comment on one another's work. Students answer the questions posed to them and voluntarily provide additional information about their thinking.	The teacher facilitates the discussion by encouraging students to ask questions of one another to clarify ideas. Ideas from the community build on one another as students thoroughly explain their thinking and listen to the explanations of others.

**Foundational Content Knowledge & Discrete Skill** | **Levels of Inquiry (Banchi and Bell, 2008)**



# Comparison of Two Institutions

Dr. Kaczorowski used Vosaic at Illinois State University and Daemen University.

**800+**  
Students

Illinois State University  
SPED alone

**125**  
Students

Daemen University  
Education Students



# Purpose of Video Analysis at ISU

- Remote supervision and student reflection with a focus on improving instructional practices.
- Initial Exploratory Study: In what ways did the adoption of e-supervision with video-enhanced reflection and feedback impact:
  - Supervisors' evaluations of teaching performance?
  - Teacher candidate reflections/evidencing of their teaching proficiency
- Data was collected from **471 students** over two semesters at **248 unique placements**
- Feedback was collected from **13 supervisors** (about 75% of all supervisors)



# Remote Supervision Procedures

- **Teacher Candidates** record a lesson & upload to Vosaic
- **Teacher Candidates** tag/annotate evidence of Danielson Framework indicators using Vosaic Form
- **Supervisors** evaluate the teaching performance based on the evidence provided by the student
- **Supervisor** conference with cooperating teacher and student remotely (usually through Zoom)





# Vosaic Platform

Exit

Status: Ready For Review ▾

ST placement 1, Lesson 2

MomentsFormTranscriptAI Mate NEW

Change Button Form

Danielson Form (Revised Fall 2022) ▾

List ViewGrid View

Domain 1: Planning and Preparation [P]

Tags: 5

Domain 2: Learning Environments [L]

Tags: 5

2a Cultivating Respectful and Affirming Environments

2b Fostering a Culture for Learning

2c Maintaining Purposeful Environments

2d Supporting Positive Student Behavior

2e Organizing Spaces for Learning

Domain 3: Learning Experiences [E]

Tags: 5

Domain 4: Principled Teaching [T]

Tags: 6

00:06:32 / 00:39:30

CC1.0x

Copy Moments

Domain 1: Planning and Preparation

Domain 2: Learning Environments

Domain 3: Learning Experiences

Domain 4: Principled Teaching

Today's Learning Goals

Math 7: Write inequalities from word problems

AA/A: Find the probability of an event

ST placement 1, Lesson 2

00:06:32 / 00:39:30

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Copy Moments

Domain 1: Planning and Preparation

Domain 2: Learning Environments

Domain 3: Learning Experiences

Domain 4: Principled Teaching

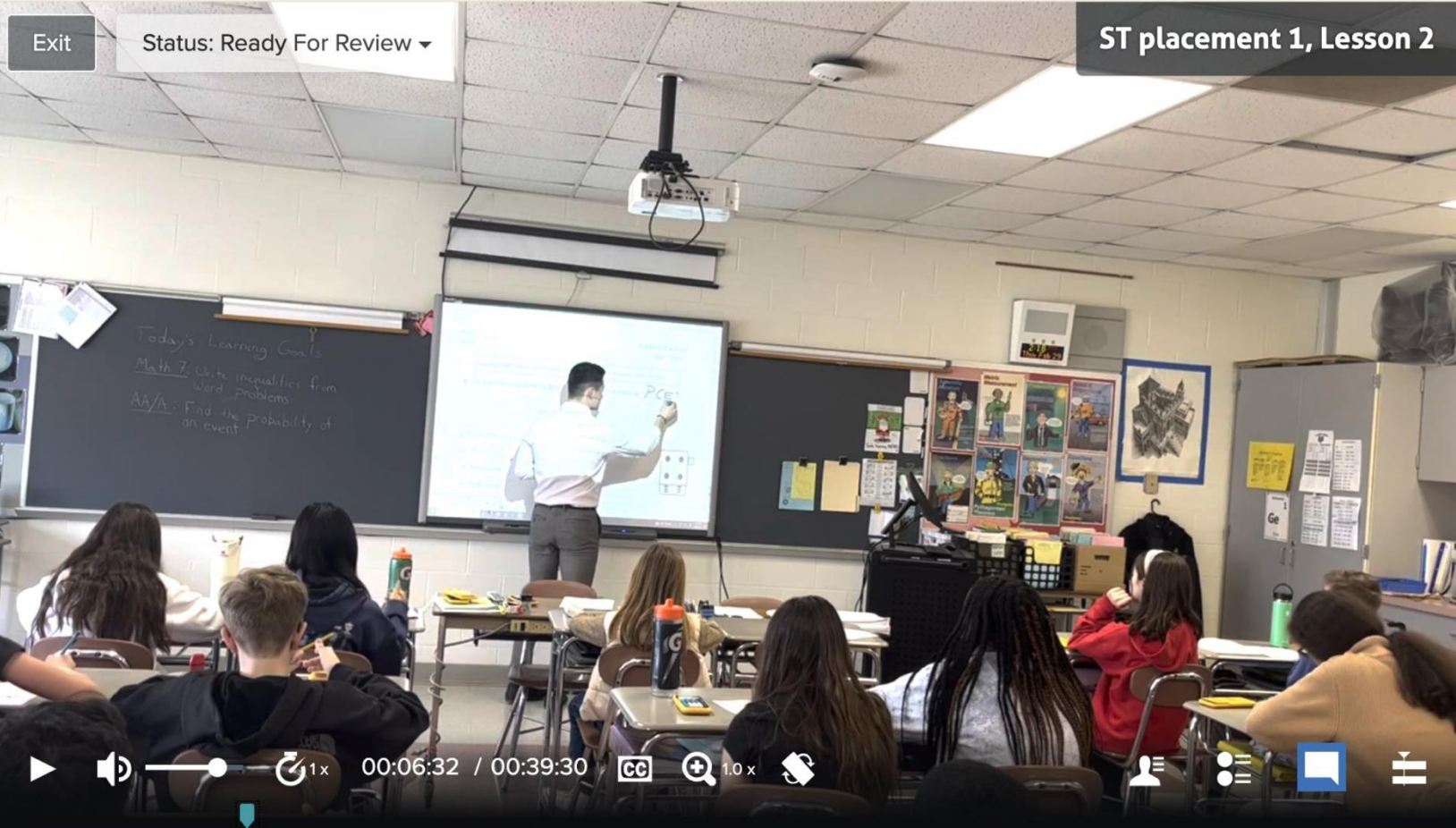


# Vosaic Platform

Exit

Status: Ready For Review ▾

ST placement 1, Lesson 2



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Danielson Form (R...

Custom (for this vid...

Copy Moments

PC Domain 1: Planning an

PC Domain 2: Learning Environments

PC Domain 3: Learning

PC Domain 4: Principled Teaching

Moments

Form

Transcript

AI Mate NEW

➔

View Moments From:

Everyone ▾

Total Clips: 23

☐ Export Clips

Delete All Moments

Domain 2: Learning Environments

By Phillip Ceccarelli

2 ▶

◀▶ 00:03:42 - 00:06:11 ▶▶

2a Cultivating Respectful and Affirming Environments ✕

2d Supporting Positive Student Behavior ✕

+ Add Tags

02/29/2024 at 20:15

PC

🗑

Whenever a student volunteers in class I try to never to simply say "no" or " that isn't right if they give me an answer I am not looking for. By simply telling them they are completely wrong it can stifle their spirit and result in them becoming disengaged or not volunteering in the future. Thus to support them being actively engaged in class I always try to make a comment about how I like their thinking or they are on the right track and then I try to build off of their ideas to get to my ultimate end goal. By doing this I am also modeling to other students how to have a discussion about math. Instead of completely shutting down ideas I am considering what they are saying and comparing and contrasting their ideas to my own.

# Student and Supervisor Support

- **Training**

- How to use Vosaic videos
- Reflection how-to videos + practice/modeling throughout the program

- **Scaffolding**

- Early tech lab class where students tag pre-recorded videos
- Instructors tagging videos
- Students tagging their videos



# Findings | Pros

## Time & Flexibility

Supervisors could review videos statewide conveniently rather than traveling to observe in person.

This flexibility allowed for asynchronous feedback, accommodating supervisors' and students' schedules.

## Objective Evaluation

Supervisors felt that using video provided a more objective view of teaching practices.

They could rely on video evidence rather than memory, which can be faulty.

This allowed for more accurate assessments of teaching performance.



# Findings | Pros

## Enhanced Reflection

Students reported that video reflection helped them notice both strengths and weaknesses in their teaching.

They often focused on negative aspects initially but could also identify successful moments when guided by video evidence.

This balanced perspective fostered a more constructive reflection process.

## Improved Debrief Quality

The quality of debriefing sessions improved significantly.

With the time to reflect on their videos, students could engage in deeper discussions about their teaching practices, leading to more meaningful feedback.



# Findings | Pros

## Student-Directed Learning

The process shifted from being teacher-directed to student-directed.

Students recorded their lessons, tagged important moments, and evaluated their performance before supervisors reviewed the videos.

**This empowerment encouraged ownership of their learning and development.**

## Growth Evidencing

Students appreciated the ability to document their growth over time.

They could compare earlier teaching videos with later ones, which helped them visualize their progress and development as educators.



# Findings | Cons

## Missing Relationship Building and Seeing the Kids

Some supervisors expressed concerns about missing the relationship-building of in-person supervision.

Many supervisors admitted that they just like going to the schools

- What's the role of the supervisor?

## Mixed Feelings on Technology

While many found the technology beneficial and easy to use, some less tech-savvy supervisors needed help transitioning to video-based supervision.

However, their perceptions improved over time as they became more comfortable with the technology





# Importance of Routines

## Those who just tried to use old procedures, struggled

- Uneven workload throughout the semester without a schedule
- Too much time between lesson and debrief
- Only used Vosaic to submit videos - did not utilize the tagging

## Those who set up observations in weekly schedules, thrived

- Record video during Week 1 - submit by Sunday
- The supervisor watches the evidence presented and documents on the ongoing Danielson form
- The supervisor debriefs with students and CT's in Week 2
  - Rewatch moments of the video together as part of the debrief
  - Discuss which domains have not been evidenced enough yet so the student can focus future observations





# Demo of Vosaic



**Claim Your Free 3 Month Access:**  
**<https://vosaic.com/rftacte>**

