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Prsentation 1: The use, impact and possibilities of Video Feedback in Higher Education - towards a model of care, trust and social presence
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This paper presents interim findings of research in a teacher education context within a higher education institution in Ireland. The research aims to unravel the use, impact and possibilities of Video Feedback in Higher Education towards a model of care, trust and social presence.

The research examines the current feedback conceptualisations related to closing the 'loop' between teaching and learning. Handley, Price, and Millar (2011) suggest that learners frequently report frustration about the transferability of feedback to future work which can then lead to disengagement. John Dewey (1916, 1938) suggested that knowledge emerges only from situations in which learners have to draw them out of meaningful experiences. From these meaningful experiences feedback can be provided, accepted, taken-up, interpreted (meaning-making) and utilized by the learner in preparation for another 'loop' (Tai et al, 2018). Feedback loops (Sadler, 1998) create opportunities for evaluative judgements (Tai et al., 2018) within the process thus is closing the loop.

This research highlights the complexities of feedback and feedback literacy as barriers to dialogical communication and feedback. Borup, Graham, and Velasquez (2011) assert that complex and difficult communications are best suited to media-rich verbal and nonverbal cues. The paper suggests that by creating the conditions towards the design of a sustainable model in which dialogical feedback/forward can develop, the function of feedback can be mutually understood and utilised (Ajjawi and Boud 2017; Esterhazy and Damşa 2017). Carless (2020) suggests that audio and video modalities, 'enable the production of peer feedback, and are particularly useful in remote emergency teaching or fully-fledged online learning' (p.5).

This research builds on a dialogical framework (Rami et al., 2016, Rami & Lorenzi, 2012; 2020) to re-examine the nature of teacher feedback, learning lessons from the use of audio and video feedback from Filius et al (2019); Espasa et al., 2019; Mahoney et al., 2019; Boud and Soler 2016. With the increase in the use of virtual lectures, tutorials and feedback the next phase of the research will focus on the impact, benefits and barriers to recorded or live feedback using video as part of the dialogical process for students teachers. At the heart of the theoretical framework is the learner-teacher relationship, therefore any future design of an integrated dialogical model would have to ensure that the student is part of this process and that there are shared responsibilities (Winstone et al, 2017).

Presentation 2: Video-enhanced dialogic assessment of teaching practice portfolios
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Our guiding research question asks "what evidence of practice is co-constructed through the video-enhanced dialogic assessment interview process?"

Initial teacher education in the UK is arguably characterised by the signature pedagogies (Shulman, 2005) of lesson observation and evidence portfolios that demonstrate how far a trainee's practice meets the criterion-referenced teachers' standards (DfE, 2011). To fully understand and assess professional practice on an international independent distance learning (IDL) teacher education programme requires a change in assessment practices, one that brings assessor and assessee closer together, and closer to practice.

In this session, we present the Video-Enhanced Dialogic Assessment (VEDA) process and research project. VEDA can most easily be imagined as an online viva voce oral examination. We share two key case studies from the ongoing project. One focuses on the trainee teacher for whom formative video-stimulated recall, reflection and dialogue is part of their learning i.e assessment for learning. The other case study will present the summative high-stakes VEDA interview where the assessor must be confident that all the evidence presented demonstrates that the candidate meets the necessary teachers' standards.