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Sections	Steps	Videos
<b>Section 1</b> Validating observations and conversations when assessing learning	1.0 VOCAL rationale	 Introduction to VOCAL (5:13)
	2.0 VOCAL course overview	 VOCAL organization (2:55)
	3.0 How-to-use Thinkscape	 Thinkscape tutorial (4:26)
	4.0 Why VOCAL now?	 Why VOCAL now? (3:09)
	4.1 VOCAL benefits - Validity	 VOCAL benefits - Validity (2:59)
	4.2 VOCAL benefits - Reliability	 VOCAL benefits - Reliability (2:09)
	4.3 VOCAL benefits - Classroom voices	 Student and teacher voices (2:05)
	5.0 VOCAL Teacher readiness self-assessment scale	 Teacher readiness self-assessment scale (2:27)
<b>Section 2</b> Planning for observations and conversations	1.0 Why plan - Introduction	 Three keys to planning (1:33)
	2.0 Why plan - Curriculum	 Backward design (1:14)
	3.0 Why plan - Technology use	 Planning for technology (0:52)
	4.0 Why plan - Classroom management	 Planning for classroom management (1:04)
	5.0 How to plan - Curriculum	 Building student capacity (2:53)
		 Summative novel seminar (1:12)
	6.0 How to plan - Technology use	 Technology planning issues (8:05)
	7.0 How to plan - Classroom, organization and management	NA

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<b>Section 2</b> Planning for observations and conversations	<b>7.1</b> Three teachers' perspective on trust and control	<ul style="list-style-type: none"> <li> Building a cooperative environment (2:03)</li> <li> Establishing trust (0:58)</li> <li> But what about the rest of the class ... (0:12)</li> <li> Students self-monitoring their behaviour (1:07)</li> </ul>
	<b>8.0</b> Try I.T.	 Try I.T. (3:09)
<b>Section 3</b> Gathering digital evidence of observations and conversations	<b>1.0</b> Jackie's technology journey	 Curiosity to confirmation (2:09)
	<b>2.0</b> Why gather evidence - key concepts	 Three key concepts for gathering evidence (4:32)
	<b>3.0</b> Gathering evidence - What it looks like	<ul style="list-style-type: none"> <li> A diagnostic conversation (5:53)</li> <li> Formative practise prior to summative performance (0:47)</li> <li> Peer feedback (1:55)</li> <li> More peer feedback (2:34)</li> <li> Student reflections on assessment through conversation (1:00)</li> <li> Summative conversations (2:07)</li> </ul>
	<b>4.0</b> How to gather evidence - Three approaches	 Three approaches to gathering evidence (3:46)
	<b>5.0</b> How to gather evidence - Teacher FAQ's	 Various
	<b>6.0</b> Try I.T.	 Try I.T. (1:54)
<b>Section 4</b> Using observations and conversations to improve learning	<b>1.0</b> The primary purpose of assessment is to improve learning	 The power of feedback (1:19)
	<b>2.0</b> Why should we use observational/conversational evidence to improve learning?	 Why we should use a VOCAL approach to improve learning (4:50)
	<b>3.0</b> What does observation and conversation to improve learning look like?	 What improving learning looks like (3:05)

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<b>Section 4</b> Using observations and conversations to improve learning	<b>4.0</b> Examples of using observation and conversation to improve learning	<ul style="list-style-type: none"> <li> Reading interview conference (4:08)</li> <li> Infomercial task introduction (0:57)</li> <li> Building skills and relationships (1:08)</li> <li> Novel seminar group (0:43)</li> </ul>
	<b>5.0</b> Case study 1 - Improving a core competency	<ul style="list-style-type: none"> <li> Student-generated goals (2:57)</li> <li> Feedback (1:40)</li> <li> Student self-assessment (0:29 and 0:24)</li> <li> Peer coaching (1:02)</li> <li> Teacher prompts (2:18)</li> <li> Follow-up interview (2:40)</li> <li> Follow-up practise (1:46)</li> <li> Parent-student-teacher year-end conference (0:57)</li> </ul>
	<b>6.0</b> Try I.T. Part 1	Try I.T. Part 1 (1:30)
	<b>7.0</b> Case study 2 - Improving a product or performance	<ul style="list-style-type: none"> <li> A student performance (1:13)</li> <li> Student comments on success criteria (1:43)</li> <li> Consolidating success criteria (2:00)</li> <li> Recording the performance (0:24)</li> <li> Peer assessment of a performance (0:22)</li> <li> Teacher feedback (0:40)</li> <li> Students reviewing feedback (0:30)</li> <li> Using feedback to improve performance (1:38)</li> <li> 21st century teaching and assessment (4:27)</li> </ul>
	<b>8.0</b> Try I.T. Part 2	<ul style="list-style-type: none"> <li> Try I.T. Part 2 (1:44)</li> </ul>

Sections	Steps	Videos
<b>Section 5</b> Using digital evidence of observations and conversations for evaluation and reporting	1.0 Why should we use observational/conversational for evaluation?	 Time for change (2:23)
	2.0 Five advantages of VOCAL when determining grades and reporting to parents	 Five advantages of VOCAL for grading and reporting (5:24)  Advantage 1 - Seeing the actual evidence of learning (1:40)  Advantage 2 - Seeing the whole child (1:39)  Advantage 3 - Showing progress over time (1:14)  Advantage 4 - Collaborative communication (1:05)  Advantage 5 - Helping parents understand (1:18)
	3.0 How to use digital evidence for evaluation and reporting	 What do grades and report cards actually measure? (4:07)
	4.0 How to manage and share digital evidence for evaluation and reporting	 ePortfolios - Google Drive (1:20)
	5.0 Try I.T.	 Try I.T. (2:32)
	6.0 VOCAL 101 Wrap up	 Final thoughts from Damian Cooper (2:09)

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