



Walk-Through Guide For Facilitators

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How to use this guide

This **Walk through Guide** has been designed for academic developers and/or staff involved in the support of academic professional development within HE institutions. Its key purpose is to provide step-by-step guidance on the implementation of three methods which support reflection and intercultural reflection on practice.

For each method, the guide consists of three key sections which respectively a) outline the aims and background to the method, b) provide an overview of the key processes and stages involved in the method's implementation, and c) provide an annex of useful documents and handouts needed to facilitate the process and to support facilitators and participants involved. Links to useful documentation are available where possible.

The guidelines are addressed at the facilitators who are instigating and employing the methods. We have outlined where and what is required for participants as part of the information the facilitator requires and where necessary have provided documentation which can be given to participants directly to help them to understand their roles.

For information on the technological side, please refer to the *Technological Toolkit* which contains information and guidelines on how to use technology effectively and efficiently when implementing the methods.

The Methods

- Intercultural Reflecting Team (iRT)
- Intercultural Teaching Process Recall (iTPR)
- Intercultural Peer Observation (iPO)

Recommended Readings

This short list provides recommended readings on reflection on teaching in general.

Gaudin, C., & Chaliès, S. (2015). Video viewing in teacher education and professional development: A literature review. *Educational Research Review*, 16, 41–67. <https://doi.org/10.1016/j.edurev.2015.06.001>

Karm, M. (2010). Reflection tasks in pedagogical training courses. *International Journal for Academic Development*, 15(3), 203–214. <https://doi.org/10.1080/1360144X.2010.497681>

Kreber, C. (2004). An analysis of two models of reflection and their implications for educational development. *International Journal for Academic Development*, 9(1), 29–49. <https://doi.org/10.1080/1360144042000296044>

Kreber, C., & Cranton, P. A. (2000). Exploring the Scholarship of Teaching. *The Journal of Higher Education*, 71(4), 476–495. <https://doi.org/10.1080/00221546.2000.11778846>

McAlpine, L., & Weston, C. (2000). Reflection: issues related to improving professors' teaching and students' learning. *Instructional Science*, 28(5), 363–385. <https://doi.org/10.1023/A:1026583208230>

Intercultural Reflecting Team (iRT)



The Reflecting Team method was originally developed in a therapy context: One therapist spoke directly to a client, while a team of other therapists observed and discussed behind a one-way screen. Key elements of the Reflecting Team method are therefore spatial separation and the generation of multiple perspectives. For the “Intercultural Reflecting Team” (iRT), academics provide problems or ‘cases’ encountered during teaching which are discussed by a transnational group using video-conferencing. The provider of the case learns from observing others discussing their case.

Facilitator guide to iRT process

If you are planning an intercultural Reflecting Team (iRT), we highly recommend following certain steps in preparation to allow for a smooth procedure and best results. Also, the reflecting team method develops its strengths when several pre-defined steps during a session are followed. All steps will be described in detail in the following sections and will be supported by recommended material to use in preparation and during the sessions.

The transnational context requires the adoption of video-conferencing technology. Please consult the **Technological Toolkit** for detailed guidance and tips.

https://rise.articulate.com/share/44vjHmSA89I1P0hMzr1_Q6gJueAhDvCP#/

There are 3 key steps you will need to take in order to prepare for the iRT meeting. These are listed below. Against each step we have a series of sub-steps and/or considerations you will need to go through to help you to prepare.

STEP 1: Case Collection, Sharing, & Voting

STEP 2: Preparing the iRT meeting

STEP 3: Facilitating the iRT meeting

STEP 1: Case Collection, Sharing, & Voting

During intercultural Reflecting Team sessions, only a limited number of cases can be discussed (usually 2–3 in a 60 minutes session). To free up time for discussion during iRT, it is recommended that participants vote for the cases they would like to discuss. We recommend to organize this process locally in each participating institution.

Case descriptions and background information are collected using standardised forms (iRT Annex1 – Case template). Specific incidents or authentic examples normally generate a higher quality discussions than general issues. As a guidance for the discussion, a question, as concrete as possible, to be answered by the ‘Reflecting Team’ should be added. The collection of background information is recommended to allow other participants to grasp the context of the case (e.g., study programme, level of study, title of module/unit, session format). Make sure to communicate the language you wish the descriptions to be written in. We recommend to start the collection of cases around 2 weeks before the Reflecting Team session occurs.

To identify which case from each institution will be discussed, all collected case descriptions with questions and background information, should be shared with the participants to start the voting process. The voting process can be facilitated by voting-applications and should be finished at least one day before the iRT session (recommendations: see **Technological Toolkit**).

Once the cases for the reflecting team are identified, they should be shared with all participants (e.g., via email or using a shared workspace).

STEP 2: Preparing the iRT meeting

The following sub-steps are related to initiating and setting up an iRT session between institutions and/or partners. It focuses on arranging a meeting to booking a room with appropriate technology.

Step	Process	Considerations
1	Agree between the institutions on a date and time for the transnational iTPR meeting.	Take account of international partners being located in different time zones, differences between typical start and finish times of a regular

		teaching and working day, and different term/semester and vacation dates.
2	Decide on the technology you will use and then book a suitable room	If you are using video-conferencing you will need to decide on what exact technology you will use. Consult the Technological Toolkit here for guidance. Consider adding an hour before the meeting starts for setting up and some time at the end in case the meeting overruns.
3	Identify a lead institution and a facilitator who will lead the iRT meeting	The facilitator is needed for leading the discussion and announcing the steps.
4	Make sure you are familiar with the room in which the meeting will be held and try the technology beforehand – ideally in the same room.	Consider booking in audio-visual and technological support, e.g. a technician to be present.

STEP 3: Facilitating the iRT meeting

The following sub-steps concerns the different stages of the iRT meeting.

1	Facilitators meet one hour before the meeting starts to set up the connection and be able to trouble-shoot if necessary.	It might be important to ensure that local technical support is available. Names and locations of participants can be written on the board for easy reference during the meeting. Think about what to do if participants arrive early or late.
2	When the meeting starts formally, the microphones are muted for about 10 minutes in each location. Local facilitators talk participants through the iRT process, distributing and using iRT Annex 2 – Handout and printouts of the selected cases. Then the following roles are assigned: the presenter (the person whose case was selected), and the Reflecting Team (all other participants).	We recommend to allow for time to re-read the selected cases before the international session begins
3	Unmute microphones and ask all participants and facilitators from participating institutions to introduce themselves, responding to 3 key questions: who you are, what you do/teach, and why you are here/ what you hope to gain from today.	Getting to know each other facilitates rapport and the ‘safe space’ necessary for a collegial discussion. The lead facilitator briefly explains the process again, drawing attention to the steps outlined in the handout (iRT Annex 2 – Handout). We found that two cases can be discussed during a 60-minute session. All selected cases thereby should receive approximately equal attention. If you are planning to include more than two cases, you will have to adapt the time frame.

The Reflecting Team

The following table provides an overview over the steps of the “Reflecting Team” in more detail.

Phase	Process	Considerations
1	Exploration (5 mins):	<ul style="list-style-type: none"> The 5 minutes should not be exceeded if possible.

An explanation of the case is given by the presenter, supported by the facilitator. The presenter describes the situation and provides its context. The presenter should also describe what they have already tried in order to deal with the situation. The Reflecting Team listen and ask question if there is a need for clarification. Following this explanation the presenter re-states their focus question as formulated in the case description

- If you are noticing that participants are already starting to provide hypotheses on the case or possible solutions, kindly ask them to get back to those during the “Reflecting”-phase.
- Participants may need to be encouraged to provide additional explanation of context specific aspects of the case, e.g. institutional or national practices, which may be different elsewhere.
- It is easier for the group to focus on the question, if it is clearly formulated and written, e.g., by writing it down on a card or the board, visible to everyone (might have to be done for each participating institution). Before writing the question down, check with the group, if it is concise enough to be answered in the discussion.

2 Reflection (‘20 mins):

The presenter steps aside to take a seat away from the group in the room. They become the observer now and are asked not to participate in the discussion but is advised to take notes. Stepping out of the group gives the presenter the opportunity to observe the discussion from outside, which is a very helpful experience and allows them to reflect on what others think of the situation. The Reflecting Team discuss the case, reflect on possible meanings, deliberate on core challenges and explore possible ideas for the solution of the problem. To allow for a wide range of ideas, there should be as little judgment on the quality of solutions as possible.

- It can be helpful to structure the discussion by firstly asking for **hypotheses** on why the situation happened the way it did and subsequently shifting to a **collection of possible solutions**. Again, keep in mind the time you assigned for this step and make sure the discussion is equally distributed across the institutions.
- To encourage the collection of ideas, the facilitator can use the prompts listed in **IRT Annex 2 – Handout**, which remind the group of the question that is to be discussed.
- We recommend that the facilitator does not actively take part in the discussion. If they want to make a contribution, they should announce this temporary change of roles (“for one aspect, I would like to join the ‘Reflecting Team’ [...]”).

3 Debriefing (‘5 mins)

The presenter is asked to join the group again and close with final comments on their case. They explain how they will incorporate strategies discussed into their own practice. Insights gained are shared by the group and the whole process is reflected upon by all participants.

The debriefing should be kept relatively short to allow for the discussion of any further case.

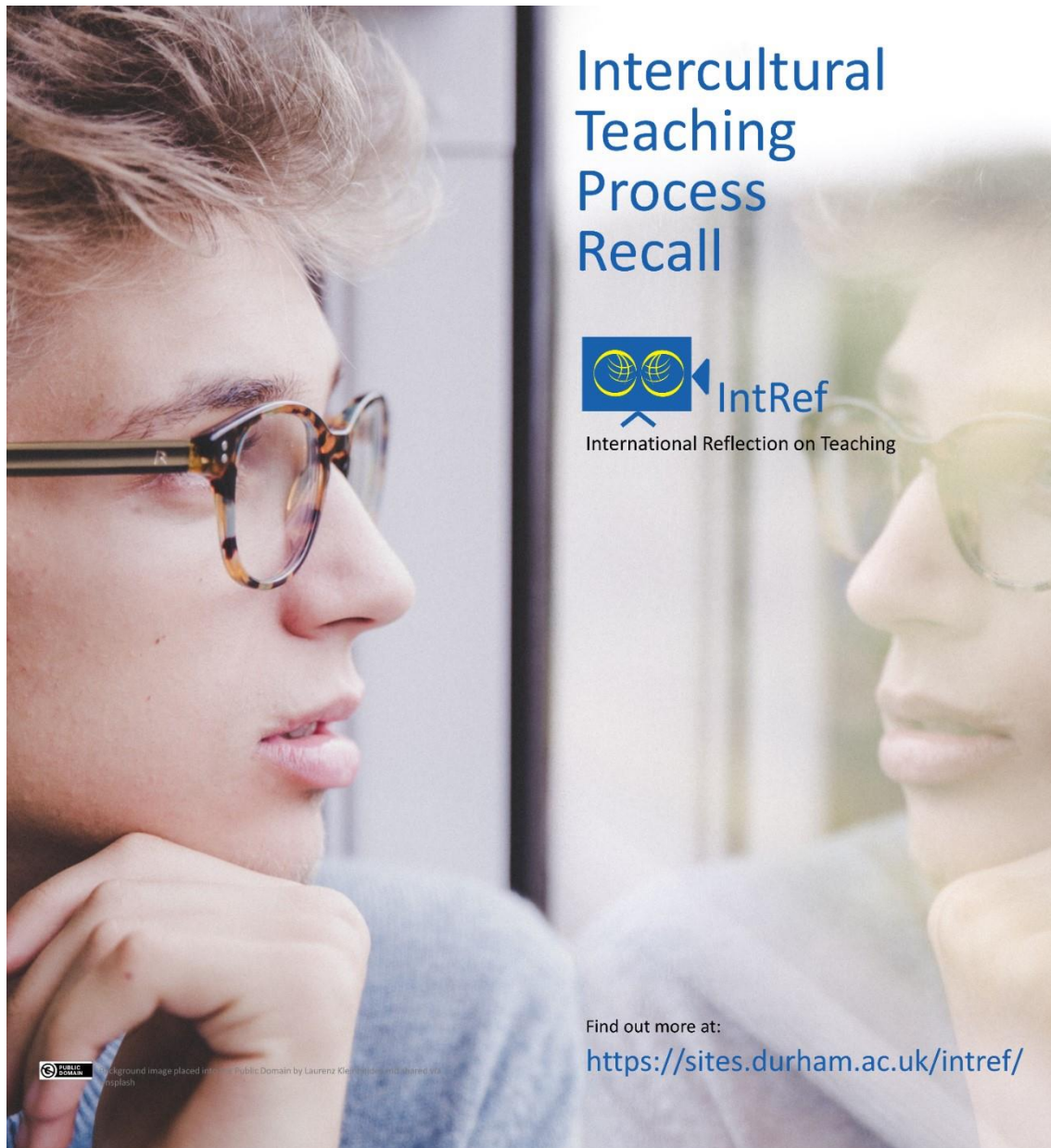
Other participants often benefit from the discussion by discovering parallel aspects with difficulties they are facing.

The sequence above is repeated for each case. The method works best if cases alternate across locations.

4 Finish the meeting with a short discussion that aims to draw all the strands together, asking: what have you taken away from today? How has reflecting on teaching across contexts and cultures, shaped your reflections?

The final discussion will support staff to reflect on the overall process and support connections with participants across contexts, should they wish to

Intercultural Teaching Process Recall (iTPR)



Intercultural Teaching Process Recall (iTPR) is based on principles of action learning and self-assessment examined through an intercultural lens. A small group of academics film and review their own teaching and share an excerpt during a mutually supportive transnational meeting facilitated by video-conferencing. The 'recaller' takes ownership of the discussion, during which the other participants help them to reflect on their own teaching.

Facilitator guide to iTPR process

iTPR follows certain principles and pre-defined steps, which are described in detail in the following sections. These are supported by materials for use by the participants and the facilitators in preparation of and during the sessions (see annexes). The transnational context requires the adoption of video-conferencing technology which does not only let participants meet and communicate with each other, but also allows them to share and discuss video recordings of their teaching at the same time.

Please consult the **Technological Toolkit** for detailed tips and guidance on the technological side of this process.

https://rise.articulate.com/share/F7D_LkRj7qbKmONVmGSvrhQLrLxVjez1#/

There are five key steps you will need to take in order to prepare for the iTPR meeting which relate to pre, during and post meeting support and preparation. These are listed below. Against each step, we have a series of sub-steps and/or considerations you will need to go through to help you to prepare.

- STEP 1: Setting up iTPR with a partner institution
- STEP 2: Debriefing of iTPR process amongst participants
- STEP 3: Recording, viewing and clipping
- STEP 4: Facilitating the iTPR meeting
- STEP 5: Post- iTPR meeting

STEP 1: Setting up iTPR with a partner institution

The following sub-steps are related to initiating and setting up an iTPR session between institutions and/or partners. It focuses on arranging a meeting to booking a room with appropriate technology.

Step	Process	Considerations
1	Identify number of participants from each institution and the length of the meeting	Allow 25 minutes (minimum) per participant, plus introduction and conclusion. We have found that 2–2.5 hrs for 4-5 participants works best.
2	Agree between the institutions on a date and time for the transnational iTPR meeting.	Take account of international partners being located in different time zones, differences between typical start and finish times of a regular teaching and working day, and different term/semester and vacation dates.
3	Decide on the technology you will use and then book a suitable room.	If you are using video-conferencing you will need to decide on what exact technology you will use. Consult the Technological Toolkit here for guidance. Add an hour before the meeting starts for setting up and trouble-shooting, and some time at the end in case the meeting overruns.
4	Identify a lead institution and two facilitators who will lead the iTPR meeting.	One facilitator is needed for leading the discussion, one for playing the video clips.
5	Make sure you are familiar with the room in which the meeting will be held and try the technology beforehand – ideally in the same room.	Consider booking in audio-visual and technological support, e.g. a technician to be present.

STEP 2: Debriefing of iTPR process amongst participants

The following sub-steps are related to briefing participants about the iTPR process which includes base-line information and preparation and support for recording teaching. Handout and other key documentation can be found in the Annexes.

Step	Process	Considerations
1	<p>Provide participants with information and relevant forms about the iTPR process, either in an email, a 1-1 meeting, or group meeting.</p> <p>Distribute iTPR Annex 1 and play a short video which demonstrates to participants how the process works (optional, it can be found on the IntRef website https://sites.durham.ac.uk/intref/). Distribute iTPR Annex 2 where participants provide contextual information about themselves and the teaching session they have recorded or intend to record.</p>	<p>Be flexible about the format in which to provide the briefing.</p> <p>iTPR Annex 1 outlines the entire iTPR process for participants</p> <p>The short video demonstrates to participants how the process works.</p> <p>iTPR Annex 2 is a form in which participants provide contextual information about themselves and the teaching session they have recorded or intend to record</p>
2	Decide on how best to support participants with the recording of their teaching	Check the Technological Toolkit for advice on making a high-quality recording.
3	Ask each participant to record one entire session of their own teaching. Any type of session (e.g. lecture, seminar, practical, laboratory etc.) is suitable.	<p>If you are supporting the recording of teaching, arrange the date and time of the recording and any special requirements.</p> <p>Check with your local legal department whether or not your participants need to request students' consent for recording and for sharing videos with external partners. Legal and ethical requirements vary by country and institution (see Annexes with Recommendations on Data Governance and Security).</p>
4	Provide participants with information on how to save and store their data (format) and where to post or send it to you when recorded, if this is necessary.	Ideally, each participant has ownership of his/her recording and is responsible for storing and sharing it safely and securely. However, depending on the platform used, it may be easier for the facilitator to collect clips beforehand to ensure a smooth running of the iTPR meeting

STEP 3: Recording, viewing and clipping

The following sub-steps are related to supporting the viewing and selecting an excerpt from the recordings and setting up the iTPR documentation to prepare for the transnational meeting.

Step	Process	Considerations
1	Provide each participant with iTPR Annex 3 which contains information about viewing, clipping and describing the clip. The process involves each participant watching his/her own recording, selecting an excerpt to be discussed with the other iTPR participants and providing some initial descriptions and reflections.	It might be important to provide participants with reasons why they should watch the entire recording. Watching the entire recording is an important component of iTPR as it initiates the self-evaluation process. The excerpt they select to focus on in the iTPR meeting is a result of this process.

2	Stress to participants that the clip should be 2-4 mins long.	It is important to stick to the maximum length as shorter clips provide a clearer focus for the discussion. Longer clips make it more difficult to stick to the strict time frame of the iTPR meeting. A short clip is often sufficient to gain insight into the aspects that the recaller wants to discuss. When you notice that a clip is longer than 4 minutes, ask for it to be shortened.
3	Each participant then writes brief notes about their rationale for selecting this particular clip, a description of the clip, and an initial reflection.	Writing these notes initiates the reflective process. Providing a description also make the clip more accessible for participants who may have problems with understanding the language used in the clip or with hearing or seeing the clip. Asking for an audio-recording instead of written notes could be an option that has the potential to be less time-consuming and make the method more inclusive.
4	Collect, collate and save the video clips and the accompanying notes in a safe and secure place.	This step is important as it allows you to check that the clipping and initial reflection has been completed in time for the iTPR meeting. The clips and the notes could be made available to all participants before the meeting. This also makes the method more inclusive.

STEP 4: Facilitating the iTPR meeting

The following sub-steps concerns the different stages of the iTPR meeting.

Step	Process	Considerations
1	Facilitators meet one hour before the meeting starts to set up the connection and be able to trouble-shoot if necessary.	It might be important to ensure that local technical support is available. Names and locations of participants can be written on the board for easy reference during the meeting. Think about what to do if participants arrive early or late.
2	When the meeting starts formally, the microphones are muted for about 10 minutes in each location. Local facilitators talk participants through the iTPR process, distributing and using iTPR Annex 4 . Roles include the 'Recaller' whose clip is discussed, all other participants are the Enquirers who ask questions to help the Recaller reflect on their teaching.	It is important to highlight that iTPR is not about other participants evaluating the Recaller, but about sharing observations and asking questions that will help the Recaller to reflect. Examples of questions have been included in iTPR Annex 4 Approximately 15-25 minutes are allocated to each participant.
3	Unmute microphones and ask all participants and facilitators from participating institutions to introduce themselves, responding to 3 key questions: who you are, what you do/teach, and why you are here/ what you hope to gain from today.	Getting to know each other facilitates rapport and the 'safe space' necessary for a collegial discussion. The lead facilitator briefly explains the process again, drawing attention to the steps outlined in the handout (iTPR Annex 4), and allocates the sequence of the clips that will be discussed.
4	Each participant will be in the role of Recaller once. Invite the Recaller to introduce the clip. Play the Recaller's clip for everyone to watch it uninterrupted.	Remind everyone that they should not evaluate but support the Recaller to reflect. There are questions in the handout, which demonstrate

Then, the Recaller comments on their actions, intentions, feelings, and thoughts in the clip. Invite questions from the Enquirers (the rest of the group) and draw their attention to the examples on the handout.

this approach. The facilitator can also demonstrate and support this kind of questioning, but it is important that you don't 'take over'.

Throughout the discussion invite contributions from participants in other locations and make sure that everyone has equal opportunities to contribute.

- 5 Conclude the discussion. Hand out feedback sheets asking everyone to write feedback notes for the Recaller, including the Recaller writing notes to themselves (**Intercultural Teaching Process Recall (iTPR) Feedback Form**).

Explain that evaluative comments and suggestions are now allowed, but that feedback must be constructive (see notes at the bottom of the feedback sheet).

Collect the completed forms. These are scanned and sent to the Recallers after the meeting.

The sequence above is repeated for each clip. The method works best if Recallers alternate across locations.

- 6 Finish the meeting with a short discussion that aims to draw all the strands together, asking: what have you taken away from today? How has reflecting on teaching across contexts and cultures, shaped your reflections?

The final discussion will support staff to reflect on the overall process and support connections with participants across contexts, should they wish to

STEP 5: Post- iTPR meeting

The following sub-steps are related to the final steps in the iTPR session.

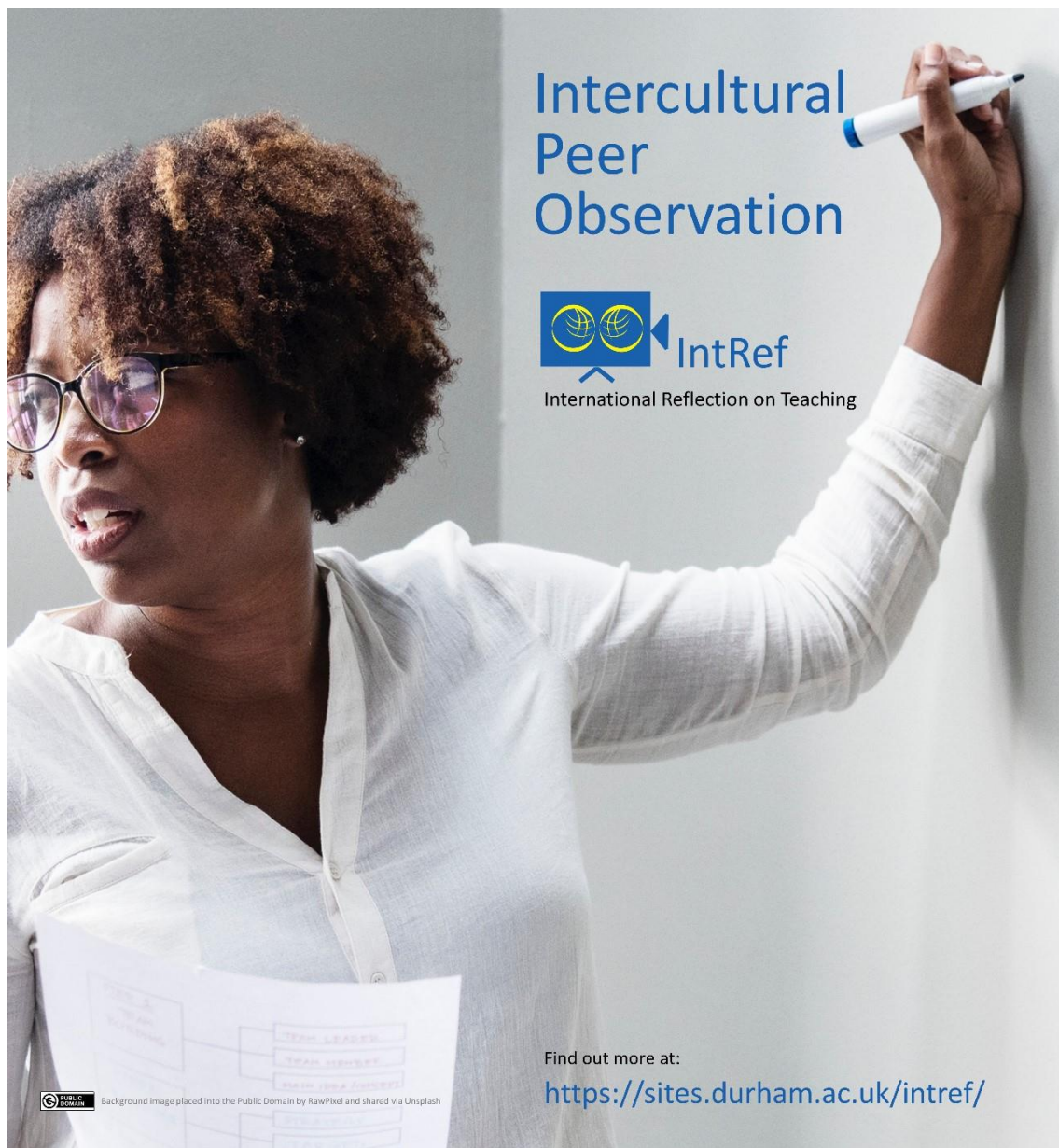
Step	Process	Considerations
1	Local facilitators scan the completed feedback sheets and distribute them to their respective participants.	Try to distribute the feedback sheets as soon as possible after the meeting. Don't leave it too long.
2	To gain an insight into how the activity went and identify areas for improvement, collecting information from participants about their responses to iTPR is highly recommended.	You can invite participants to a 5-10 debriefing session where they share their observations and, learning points or ask them to complete an evaluation form

Recommended Readings

Claydon, T., and McDowell, L. (1993). 'Watching yourself teach and learning from it'. Chapter 7, pp 43-50 in Brown, S., Jones, G., and Rawnsley, S. (eds.) *Observing teaching*. SEDA paper 79. Birmingham: Staff and Educational Development Association.

Tripp, T., & Rich, P. (2012). Using video to analyze one's own teaching. *British Journal of Educational Technology*, 43(4), 678-704.

Intercultural Peer observation (iPO)



Intercultural Peer Observation (iPO) is a specific approach that builds on classroom observation practices to identify ways to improve teaching and learning. The activity involves one or more peers that in mutual agreement observe a colleague while teaching, offer constructive feedback and help them to reflect on their teaching (Murphy, Weinhardt & Wyness, 2018). Peer observation is a developmental opportunity for observing and being observed in teaching sessions, to reflect on and review teaching with the assistance of colleagues (Race, 2009). It is a collaborative process that benefits from colleagues' experiences and creates a platform for sharing, learning from each other and providing meaningful feedback. For iPO, academics form transnational pairs in which videos of their teaching are analysed and discussed in a one-to-one synchronous virtual chat. Participants take turns in the role of observer and observed, providing and receiving personalized feedback to scaffold critical re-flection.

Facilitator guide to iPO process

To maximize the benefits of intercultural Peer Observation (iPO), we developed a protocol where teachers act as both observed and observer in the process, mutually observing their own and their partner's video and meeting online to discuss, provide and receive feedback about their respective teaching practice.

iPO requires the adoption of additional digital technologies (i.e. video-recording, sharing, and video-conferencing) which not only allows participants to record, share and view the video, but also to meet and communicate with each other.

Please consult the **Technological Toolkit** for detailed tips and guidance on the technological side of this process.

<https://rise.articulate.com/share/R9agFEJJ1k1uOVOU4o7USJdDYzni7BJ#/>

There are three key steps you will need to take for the iPO, which relate to pre, during and post meeting support and preparation. These are listed below. Against each step, we have a series of sub-steps and/or considerations you will need to go through to help you to prepare

STEP 1: Pre-observation

STEP 2: Observation

STEP 3: Post-observation

STEP 1: Pre Observation

Step	Process	Considerations
1	Baseline information & Matching <p>Choose a suitable peer to constitute the pair for peer observation. Through a common form (iPO Annex 1 – Pre-observation form), all interested parties provide some initial information about themselves and their teaching. This information is used to identify and agree on suitable transnational pairs. The matching can be made based on different rationales. Academics may want to have discussions with colleagues belonging to the same or to a different discipline, teaching similar or different topics, and/or with colleagues using similar teaching-learning strategies such as experiential learning or laboratory experiments,</p>	<p>In principle, iPO can involve more than one colleague who could observe different aspects of teaching. However, limiting the number to two colleagues is easier to arrange, and takes less time.</p> <ul style="list-style-type: none"> The partners do not have to be from the same subject. They can benefit from seeing how teaching is being approached by colleagues from other subjects. Nevertheless, make sure that you consider participants' aims; for instance: if they are concerned about the clarity of the technical content of their teaching, a colleague from the same or a closely related subject may be in a position to provide more specific feedback. As the activity is run totally online, be aware that there are social and psychological factors that influence online participation, e.g. trust, sense of belonging to the community, and the perception of being in a safe and supportive environment. The sense of presence in the online space is crucial to make the online environment supportive and provide effective learning opportunities. Facilitators should demonstrate social presence, by providing support and encouragement, and

		must guarantee teachers' presence, by connecting them and sustaining sharing and discussion, as well as cognitive presence, fostering the level of inquiry through advice and instructions.
2	Decide on how best to support participants with the recording of their teaching	Check the Technological Toolkit for advice on making a high-quality recording.
3	<p>Recording</p> <p>Ask each participant to record one entire session of their own teaching, or support them doing so. Any type of session (e.g. lecture, seminar, practical, laboratory etc.) is suitable</p> <p>The teacher's learning goals should guide the selection of the teaching session that will be recorded.</p> <p>The classroom situation should be taken into account in establishing how to run the recording session in a non-obtrusive way.</p>	<p>iPO works well when the focus is driven by the teacher who is observed., their sense of responsibility and ownership of their own learning experience. Observed teachers should think about what they would like that is being observed as well as what they would like to receive feedback about.</p> <p>For instance, if a teacher is interested in students' group work, the recording should (also) frame the group of students while working. It may be possible to use two cameras, one framing the teacher and the second one framing the students, or someone filming the entire scene, capturing classroom interaction as it progresses.</p> <p>If you are supporting the recording of teaching, arrange the date and time of the recording and any special requirements.</p> <p>Check with your local legal department whether or not your participants need to request students' consent for recording and for sharing videos with external partners. Legal and ethical requirements vary by country and institution (see Annexes on Data Governance and Security).</p>
3	Provide participants with information on how to save and store their data (format) and where to post or send it to you when recorded, if this is necessary.	Ideally, each participant has ownership of his/her recording and is responsible for storing and sharing it safely and securely. However, depending on the platform used, it may be easier for the facilitator to collect clips beforehand to ensure a smooth running of the further steps in iPO.

STEP 2: Observation

Step	Process	Considerations
3	<p>Self-observation and review</p> <p>If the facilitator run the recording, he/she shares with each participant their own recording via a suitable technology (see Technological Toolkit). Both iPO partners watch their own recordings. The self-observation is guided by the iPO Annex 2 - Self-observation form, which includes a grid for analysis and reflective questions They complete the form noting their own initial observations about the session and underline which aspects they would like to examine and discuss with their</p>	<ul style="list-style-type: none"> While observation is about teaching, teachers should be encouraged to direct their attention to students since improving learning is the ultimate aim of improve teaching. Viewing recordings of themselves can overwhelm teachers, limiting their ability to notice significant classroom events as their attention is too focused upon themselves. A pre-observation meeting with the partner to get to know the partner and to discuss the focus of peer observation can be a good idea.

partner They also identify a specific event and discuss its significance.

This would provide them with the opportunity to fully understand each other's expectations, align the observation accordingly, and start building a relationship of mutual collaboration and trust, and the feeling of being in a supportive and safe space.

4 **Sharing of recordings and background information**

Once completed the observation of own recording and filled the **iPO Annex 2 - Self-observation form**, the facilitator prepares and shares with each participant the partner's recording.. They accompany the recording with a document (**iPO Annex 3 – Peer observation form**) that contextualises the session for the partner and the **iPO Annex 2 - Self-observation form**, which provides the observer with a focus for observation and feedback.

- If materials such as slides or handouts have been used in the session , they should be made available to the observer, if at all possible .
- As iPO involves interpreting the observed situation, observers should provide each other with sufficient background information to avoid misinterpretations and develop constructive feedback that triggers critical reflection.

5 **Peer observation and feedback**

Both partners watch the other person's session. They complete a form (**iPO Annex 3 – Peer observation form**) in which they note their own initial observations and feedback comments about their partner's session and send it to the facilitator. Once the facilitator receives both partners' form, he/she shares them with each partner at the same time. It's important the sharing happens simultaneously to not influence partners' feedback.

They use the reflective questions and the grid provided in **iPO Annex 3 – Peer observation form** to analyse specific aspects of the session and identify significant events.

- In writing down observations and comments arising from the analysis of the recording, the observer can also be asked to note the strategies and techniques used by the observed teachers, the questions asked, how students respond and interact during the lesson.
- The same considerations highlighted for the self-observation phase apply: focusing on the students as well as the teacher should be strongly advised.
- The potential of iPO lies in comparing different perspectives, as the two partners may notice and interpret things differently and can learn from each other's contrasting viewpoints. The observers should therefore be warned to avoid, as far as possible, constraining their gaze according to the self-observation form of the partner. Indeed, this form should provide the observer with a focus for observation, i.e. what the observed teacher thinks is relevant to be observed, to discuss and receive feedback on. For instance, the observer can identify significant events or elements of teaching that the observed teacher did not notice and that may be relevant for enhancing teaching and learning.

STEP 3: Post Observation

6 **Sharing of self-observation and peer observation and feedback forms**

Once they have reviewed their own session and that of their partner, both partners are provided with two documents: their partner's completed self-observation form and the peer observation

When agreeing on the online meeting, it is important to take account of (audio-video) requirements and differences in relation to

and feedback form about their own teaching (**iPO Annex 2 - Self-observation form** and **iPO Annex 3 – Peer observation form**). They then arrange a date and time for an online meeting to discuss each other's observations. Please, note that the meeting must only happen once both partners have completed **iPO_Annex 3**.

time zones. Further information is provided in the **Technological Toolkit**.

7 Online Meeting

The partners meet virtually to discuss both sessions.

The meeting can follow a defined structure, with the observer and observed taking turns in summarising their thoughts and discussing both the entire session and specific parts identified as critical. **iPO Annex 4 – Guidelines for the peer observation meeting**, provides the partners with prompts for this discussion and guidelines for giving constructive feedback

- Learning from feedback involves a complex appraisal and depends on the development of assessment expertise. Feedback must be recognised and appreciated as appropriate, effective and acceptable by the observed. Moreover, critical feedback can be a source of mental distress if it focuses on making evaluative judgements about the partner's teaching, a. However, s, it can also be useless for a teacher's development if the critical/problematic aspects are avoided. Nonetheless, feedback should address both aspects of teaching that are positive and those that could be enhanced.
- Make sure that participants understand the guidelines for giving and receiving constructive feedback so that feedback is developed in a constructive way, motivating the identification of alternative ways of interpreting and doing things and therefore experienced as beneficial.
- You may want to support and train the teachers in developing constructive feedback to scaffold critical and collaborative reflection.

ANNEX

1. iRT Annexes
2. iTPR Annexes
3. iPO Annexes
4. Annexes with Recommendations on Data Governance and Security

iRT Annexes

iRT_Annex1_Case_Template	Standardised form to collect information on the cases before the iRT session.
iRT_Annex2_Handout	Information on the steps of the “Reflecting Team”

iRT Annex1 – Case template

1. Your Case

Please describe your case or problem in a few sentences, e.g. what happened, who was involved, what happened beforehand, how did you or your students react, what have you tried already in order to solve the problem etc.

2. Question for discussion

Formulate a question which is as concrete as possible that you would like to be answered by the 'Reflecting Team'.

About the study programme and module/unit your case will be based on

Title of the study programme	BA Sprachen und Kulturen Südostasiens (BA Southeast Asian Languages and Cultures)
Level of study	<input type="checkbox"/> Undergraduates <input type="checkbox"/> Postgraduates <input type="checkbox"/> Other:
Year of degree programme	
Title of the module/unit	
How the module/unit is taught (session format(s), teaching-learning strategies)	
How the module/unit is assessed	
Approximate number of students	

iRT Annex 2 – Handout

Reflecting team

1. Exploration- appr. 4 min.:

Just ask questions.

2. Formulation of the focus and aim- appr. 1 min.:

The presenter formulates a clear question the supervision should focus on.

3. Reflecting Team- appr. 20 min.:

The presenter steps outside the group and now becomes the observer.

Reflecting team discusses.

Guiding prompts for the discussion:

- “I noticed that...”
- “In place of the presenter, I would feel/think/act...”
- “In place of the other person(s) involved, I would feel/think/act...”
- “The situation could be improved by...”
- “The situation could be made worse/exacerbated by...”

4. Debriefing – appr. 5 min.:

The presenter states what elements of the discussion attracted his/her interest and what was most meaningful to him/her.

The group reflects on the process and shares learning insights.

iTPR Annexes

iTPR_Annex1_Participant Overview	Outlines the entire iTPR process for participants.
iTPR_Annex2_About you and the recorded session	A form which participants provide contextual information about themselves and the teaching session they have recorded or intend to record.
iTPR_Annex3_About you, recording, and the clip	Contains information about viewing, clipping and describing the clip.
iTPR_Annex4_Meeting_Feedback_Form	Contains information about roles, the iTPR process, and feedback.
iTPR Annex5 Intercultural Teaching Process Recall (iTPR) Feedback Form	To be collected, scanned and sent to the Recaller after the meeting.

iTPR Annex 1

Overview of the Intercultural Teaching Process Recall (iTPR) process

In iTPR, a group of peers discuss clips taken from video recordings of their own teaching. Taking turns, each group member shares their clip, while the group support them to reflect on their teaching by asking questions and offering observations about the clip.

1. Briefing & baseline information

The facilitator provides participants with information about the iTPR process. This includes this overview of iTPR, information about sharing and storage of personal data, and a form in which participants will provide some brief contextual information about themselves and the teaching session they have recorded/intend to record. They are given some advice on the recording process and how to inform their students about the recording.

2. Recording

Each participant records one entire session of their own teaching. Any type of session, e.g. lecture, seminar, practical, laboratory etc., is suitable, but session lengths might vary depending on discipline, type of session, country or institution. They either record themselves or are recorded by their local facilitator. The recording will be stored securely.

3. Viewing, clipping and initial reflections

Each participant watches their own recording in its entirety. Using guidance provided by the facilitator, they select an excerpt to be discussed with the other iTPR participants. This results in a video clip of 2-4 minutes that will be used during the transnational iTPR meeting (see below). The clipping is either done by the facilitator or by participants themselves. Each participant write brief notes which explain the rationale for selecting this specific sequence, briefly contextualise the clip and provide their initial thoughts on what happened.

4. Posting clips and audio-recording

Each participant shares their notes and their clip with the local facilitator who stores them securely. The facilitators may share them with all iTPR participants, so that they can access at them them before the session. This makes the activity more inclusive; it also allows the facilitators to play the clips more easily during the iTPR meeting.

5. Transnational meeting

Participants meet online in a small transnational group to watch and discuss each other's clips. For each clip, the Recaller (i.e. the owner of the clip) briefly contextualises and plays it. The other participants serve as Enquirers who ask questions to help the Recaller reflect on their own teaching. Approximately 15-20 minutes are allocated to each clip. Brief feedback notes are written by each member of the group before moving on to the next round. The Recaller also takes some reflective notes about the experience, as 'feedback to themselves'. A facilitator in each location collects in the feedback notes which are made available after the meeting.

iTPR Annex 2

Information about yourself and the recorded session

Part 1. About yourself

Your name	
Subject(s) taught	<i>e.g. Modern Languages (French and Spanish), Biosciences etc.</i>
Specific interests in relation to learning and teaching you want to share (if any)	<i>e.g. learning in clinical practice, technology-enhanced learning etc.</i>

Part 2. About the study programme, module/unit and session your clip is from

Title of the study programme	<i>e.g. MSc in Psychology</i>
Level of study	<input type="checkbox"/> Undergraduates <input type="checkbox"/> Postgraduates <input type="checkbox"/> Other:
Year of degree programme	<i>e.g. 1st, 3rd (=final) etc.</i>
Title of the module/unit	<i>e.g. Macroeconomic Principles 1</i>
Date of recorded session	
Session topic/title	
Session format	<i>e.g. lecture, lab, workshop, studio etc.</i>
Approximate number of students in the session	
Relevant information about the students	<i>e.g. mainly international students etc.</i>
Session aim(s)/objective(s)	<i>e.g. understand and apply key aspects of ethical research</i>
Main teaching/learning strategy/ies used	<i>e.g. student presentations, groupwork, demonstration of experiments etc.</i>
Materials used	<i>e.g. Powerpoint slides, handouts, 'clickers' etc.</i>
Anything else needed to understand the context of the session	<i>e.g. session is prerequisite for ...; normal language of teaching is ..., etc.</i>

iTPR Annex 3

Guidance for viewing your recording, clipping and recording initial reflections

1. Viewing

Please watch the entire recording of your teaching session. What observations and questions arise from it? What was interesting, challenging, successful, and/or surprising?

2. Clipping

How to select a clip

Please identify an instance that occurred during the recorded session, something you noticed and particularly struck you, made you think or wonder and therefore deserves examining in more depth. We will call this a 'significant event'.

Examples might be students' reactions to a task or to something you said, a specific behaviour or action of yours you noticed, something you were nervous or uncertain about, something you felt went really well or really badly, a misunderstanding, a problem or conflict between people, an aspect of teaching you want to develop (e.g. the way you asked a question, responded to a student's questions, dealt with silence, used space ...) etc. Focusing on such a 'significant event' allows us to become aware of our mental habits and make room for expanding our repertoire.

The clip should be approximately 2-4 minutes long – no longer.

How to clip

Depending on the camera/software you are using to record, you can trim the video by placing the pointer on the start/finish points and click on the option 'clip' which normally has the scissor shape. Here are some useful links which provide guidance on trimming or clipping:

<https://www.movavi.com/learning-portal/how-to-trim-videos-with-vlc.html>

<https://www.youtube.com/watch?v=iTl7ueJ1ZQ0>

Some apps allow you to generate captions to your video. Adding captions will make the clip more accessible to the other iTPR participants, so use this facility if it is available.

How to store the clip

Please save the clip separately from the video of the entire session. Name the video file as follows:

YourInitials_BriefSessionTitle_RecordingDate_UniversityName_iTPR

Store your clip in a safe and secure place. Make sure you follow your institution's guidance on how to store personal data and remind yourself of the information you received about the way in which the clip and your notes will be used as part of iTPR.

3. Initial reflections

Now take some notes about the clip. These serve several purposes. They will make you think more deeply about what was going on, taking account of those elements you can see/hear and those which are less evident or hidden. The notes can be used to fill in gaps by making aspects of the clip explicit which the video may not have captured sufficiently or which are difficult to understand or access by other iTPR participants. This might be because of visual impairments, because you and your students

are speaking in a language they do not understand, student contributions are difficult to hear, or they have a visual impairment. Finally, the notes allow you to explain aspects of the context and your teaching which colleagues from other institutions and countries may not be familiar with.

Use the form below (please scroll down) to write your notes. It asks you to provide brief information about the following:

1. Yourself
2. The course and the session you were teaching
3. A description of the clip
4. Reasons for selecting this clip: why is it a significant event for you?

Underneath the blank form you find an example of a completed form which illustrates the kind of information you may want to include.

4. Posting clip and notes

Share your clip and the audio-recording with your local facilitator; they will tell you how and where to post them or who to send them to. Please do so as soon as you have finished stages 2 and 3 above and with plenty of time to spare before the iTPR meeting.

If other participants' clips and notes are made available to you: there is no expectation that you access them before the meeting, but you can do so if you wish.

Blank form for completion:

1. Information about yourself: Name, the subject you teach, any other information about yourself relevant to the session or the clip, e.g. any specific interest you have in relation to higher education teaching
2. The course and the session you were teaching: Name of study programme, level (undergraduate/postgraduate), year of programme (1 st , 2 nd etc.), module title, format (e.g. lecture, seminar, lab), approximate number and any other relevant information about the students, topic of session and main aims, teaching strategies and materials used
3. Description of the clip: What you and the students were doing and saying, how you interacted, your body language (smiling, leaning forwards, use of space etc.), what you were thinking and feeling during the situation
4. Reason for selecting this clip: Why is this a 'significant event for you?

Example of a completed form:

1. Information about yourself: Name, the subject you teach, any other information about yourself relevant to the session or the clip, e.g. any specific interest you have in relation to higher education teaching <i>My name is Melanie and this is my first year in a full-time permanent job as an Assistant Professor in Psychology. I am keen to get students more actively involved. I have used 'clickers' before but struggled with the technology. I enjoy teaching but find it hard when students are very quiet.</i>
2. The course and the session you were teaching: Name of study programme, level (undergraduate/postgraduate), year of programme (1 st , 2 nd etc.), module title, format (e.g. lecture, seminar, lab), approximate number and any other relevant information about the students, topic of session and main aims, teaching strategies and materials used <i>The session is part of a second year module in undergraduate psychology. It is called 'Introduction to psychological research' and intends to prepare students to do an independent research dissertation in their final year. It's compulsory for everyone who studies Psychology. It's the first time they encounter research and I think they find it quite difficult and dry. It is taught through a weekly 2-hour lecture plus 2-hour seminars (taught in smaller groups) which only take place every 2 weeks. It's quite a large group, there are 150 students in the lecture, about a third are international students, mainly from China I think, and some don't speak English that well. I only teach 4 weeks on it, then another colleague takes over. There are 5 lecturers altogether. It's a straightforward lecture. I talk at them and occasionally ask questions and use powerpoint. I post the slides in the VLE. For every lecture they have to read a chapter from a textbook on research methods.</i> <i>The topic of this session was 'research design', intended to enable my students to design their own studies. I presented examples of 3 studies which previous students of this module had carried out and I went through the ways in which these had been designed and then used this to provide general information about research design.</i>
3. Description of the clip: What you and the students were doing and saying, how you interacted, your body language (smiling, leaning forwards, use of space etc.), what you were thinking and feeling during the situation <i>The clip I chose was about half-way through the session when I summed up what I had said about the examples and research design principles and recommended some reading about research design</i> In the recording you can see a large, modern, amphitheatre-style lecture theatre. Students are sat in

rows, the room is quite full, but first three rows are empty. I am standing at the front of the class, *behind a large desk in front of a huge screen which projects my Powerpoint slides*, talking to slides, which are mostly bulleted lists, *looking at the slides and my notes on the computer screen*. I look quite serious, business like and don't make much eye contact with the students. Most of the students are using laptops to take notes, some are writing on notepads.

4. Reason for selecting this clip:

Why is it a 'significant event' for you?

When watching the recording, , I noticed that I talked very fast. I felt what I said was not very clear and that I lost the students' attention at this point. What I said seemed incoherent and when I asked whether they had understood, nobody said anything. I wanted them to contribute but didn't know how and wondered if the information had gone 'straight over their heads'. I asked two students 'Do you have any questions about the different designs?'); one of them seemed to be an international student. I wondered afterwards if this had been a good idea as both said 'no' and looked embarrassed. I felt disappointed and nervous and moved on

iTPR Annex 4

The Intercultural Teaching Process Recall Meeting and Feedback Form

Roles

There are three main roles:

- *Facilitator*: a member of the project team. The Facilitator introduces and monitors the iTPR process. This involves keeping time and intervening if there are major departures from the rules of the process.
- *Recaller*: the owner of the video clip. The Recaller takes the lead in showing the video, talking and reflecting upon it.
- *Enquirers*: all other participants. The Enquirers help the Recaller to explore what she or he was thinking, feeling and doing at the time of the recording in a supportive, collegial manner.

During the meeting participants take turns in being Recallers; when they are not the Recaller, they take the role of Enquirer.

Process

Introductions

All group members introduce themselves. The Facilitator introduces the session and explains the iTPR process.

Stage 1: Recall

1. The Recaller **briefly** provides a context for the video clip they have chosen to use and explains the reason for selecting this particular clip.
2. The Lead Facilitator plays the recording.
3. The Recaller comments on what has been happening, e.g. their thoughts, feelings, students' responses etc. as appropriate.

Stage 2: Enquiry

4. The Facilitator invites the Enquirers to ask the Recaller questions in order to explore aspects of the clip. Explanations and interpretation come from the Recaller; the Enquirers should not provide information, instructions or judgments about what was happening.
5. Initially the focus will be on describing and interpreting in more detail what was going on in the teaching situation. Appropriate questions may include:
 - What were you thinking/feeling?
 - What did you hope to achieve?
 - It sounds as if you were ...
 - Did I understand correctly that ...?
 - What seems to be important to you is
 - I noticed that you
 - Why were you doing x?
 - Why do you think x happened?
 - How confident did you feel when you did x?
 - Why was x critical, significant etc. for you?

6. The focus will gradually move to supporting the Recaller to consider alternative explanations, perspectives and actions. The Enquirers should not make evaluative judgments; evaluations should come from the Recaller. Appropriate questions and observations may include:
- How well do you think you did X?
 - How do you know you did it well/badly?
 - How do you feel about the way you did it?
 - How might you improve your teaching in this respect?
 - Could you have done anything else?
 - Is there anything you would do differently next time?
 - What do you think would have happened if you had done x?

The discussion is strictly time limited (15-20 minutes).

Stage 3: Feedback

7. Brief feedback notes are written by each member of the group using the Feedback Form and handed to their local facilitator for distribution to the Recaller. The Recaller also takes some reflective notes about the experience using the Feedback Form, as 'feedback to themselves'. Notes will be distributed transnationally after the meeting.

The steps are repeated with another clip.

References:

The iTPR process and some of the questions in this handout are based on:
Claydon, T., and McDowell, L. (1993). 'Watching yourself teach and learning from it'. Chapter 7, pp 43-50 in Brown, S., Jones, G., and Rawnsley, S. (eds.) *Observing teaching*. SEDA paper 79. Birmingham: Staff and Educational Development Association. Available <https://files.eric.ed.gov/fulltext/ED376756.pdf> [last accessed on 27 November, 2019]

iTPR Annex 5

Intercultural Teaching Process Recall (iTPR) Feedback Form

(to be collected, scanned and sent to the Recaller after the meeting)

Name of Recaller:	
Feedback given by:	
Date of recall session:	

Please consider the following guidelines on giving constructive feedback to the Recaller:

- Start with the positive.
- Be specific.
- Be descriptive rather than prescriptive.
- You might offer alternative ways of doing things.
- Own feedback as your personal view by using 'I' statements, e.g. I found it helpful when..., I wonder about ...
- Think about what the feedback says about you.

iPO Annexes

iPO_Annex1_Pre-Observation Form	A form which participants provide background information about themselves, their teaching, and the session that will be observed.
iPO_Annex2_Self-Observation Form	A form to be used for the observation/analysis of own recording. It includes an observation grid and reflective questions to which rely on.
iPO_Annex3_Peer Observation Form	A form to be used during the observation/analysis of partner's recording. It includes an observation grid and reflective questions to which rely on
iPO_Annex4_Guidelines Peer Observation Meetings	A guide for the online discussion meeting including discussion prompts, reflective questions and suggestions on how to give constructive feedback.

iPO Annex 1 – Pre-observation form

The information in this form will help your peer observation partner and the project team to understand who you are, what you teach and the context of the session you will be sharing with your partner.

About yourself

Your name	
Subject(s) taught	<i>e.g. Modern Languages (French and Spanish), Biosciences etc.</i>
Specific interests in relation to learning and teaching you want to share (if any)	<i>e.g. learning in clinical practice, technology-enhanced learning, active learning etc.</i>

About the study programme and module/unit your observation will be based on

Title of the study programme	<i>e.g. MSc in Psychology</i>
Level of study	<input type="checkbox"/> Undergraduates <input type="checkbox"/> Postgraduates <input type="checkbox"/> Other:
Year of degree programme	<i>e.g. 1st, 3rd (=final) etc.</i>
Title of the module/unit	<i>e.g. Macroeconomic Principles 1</i>
How the module/unit is taught (session format(s), teaching-learning strategies)	<i>e.g. lecturing, student presentations, group work, experiments etc.</i>
How the module/unit is assessed	<i>e.g. final examination, multiple choice test, presentation etc.</i>

Information about the session your recording focuses on

Session topic/title	
Session format	<i>e.g. lecture, lab, workshop, studio etc.</i>
Approximate number of students	
Relevant information about the students	<i>e.g. mainly international students, students with and without prior knowledge of economics etc.</i>
Learning objective(s) for the session, i.e. what did you want students to learn	<i>e.g. understand key aspects of ethical research and apply them to their own research projects</i>
Main teaching-learning strategies used in the session	<i>e.g. student presentations, group work, demonstration of experiments etc.</i>

Materials used in the session (if any) ¹	<i>e.g. Powerpoint slides, handouts, 'clickers' etc.</i>
Anything else that would help your observer to understand the context of the session	<i>e.g. session is prerequisite for ...; normal language of teaching is ...; students find ... particularly difficult etc.</i>

What are your expectations regarding your participation in intercultural peer observation?

1. 2. 3. 4. 5.

¹ If possible, send them to the project team so that these are shared with the observer

iPO Annex 2 - Self-observation form

This form will be completed by the teachers who observe their session and will help them to record initial reflections and consider which aspects and parts of the teaching session they would like to discuss with the observer.

Please watch your own video and complete the form. This form will be then shared with your partner.

Please, remember that you and your partner should share this form at the same time.

Observee's name:

Self-review

Initial reflection on the session you taught.

*Please watch your recording and then **briefly** respond to the questions below.*

Please indicate your level of satisfaction with your session	(1) (2)(3)(4)(5)(6) 1 = not at all satisfied 6 = extremely satisfied
Please provide a short explanation of your response and note down your initial thoughts on what you felt did go well, not so well and why.	
What questions and observations arise from your own self-observation? (e.g. what was challenging? Surprising? A success?)	
What would you do differently next time if teaching with the same class or about the same topic?	

Feedback aspects

Which particular aspects of the session you would like to discuss with your observer? Please identify the aspect(s) you are most interested in and which are most relevant to this session. A list of possible aspects has been posted below at the end of the document*, but feel free to propose additional ones. Use the table below to note down your comments and observations.	<input type="checkbox"/> INTRODUCTION AND ORGANISATION OF THE CLASS (e.g. overview and disclosure of the content, objectives, prerequisites of the session) <input type="checkbox"/> CONTENT PRESENTATION AND FACILITATION OF LEARNING (e.g. organisation of content, time management, use of examples, metaphors, analogies facilitating learning, definition and elaboration of new/complex concepts) <input type="checkbox"/> TEACHER-STUDENTS' ENGAGEMENT (i.e. teacher-students' interaction and feedback) <input type="checkbox"/> USE OF ACTIVE LEARNING STRATEGIES (e.g. tasks, exercises, experiments, clinical/field experiences etc. characterized by the principle of learning by doing) <input type="checkbox"/> USE OF MEDIA, TECHNOLOGIES AND ARTEFACTS (e.g. use of video and images, alternation of educational media, use of technical equipment) <input type="checkbox"/> DELIVERY – VERBAL AND NON-VERBAL (e.g. body language, eye contact, movement within and use of space, language use)
--	--

	<input type="checkbox"/> SESSION CONCLUSION (e.g. review of the most important points, summary of the class, linking back to the introduction/past lecture(s) or forward to next session(s)) <input type="checkbox"/> ADDITIONAL ASPECTS: _____ _____
--	---

Identification of a significant event

Please identify a 'significant event' that occurred during the recorded session.

By significant event, we mean an instance that particularly struck you and deserves examining in more depth. This could be a misunderstanding, a problem or conflict between people. **Focusing on such an event** allows us to become aware of our mental habits and make room for expanding our repertoire. **Examples might be students' reactions to a task or something you said, a specific behaviour or action of yours you noticed, something you were nervous or uncertain about, something you felt went really well or really badly, an aspect of teaching you want to develop (e.g. questioning, responding to students' questions)**

In the recording, the significant event takes place at the following time	Minute ... to minute ...
What is the event about, why is this significant for you?	
Explain your concerns at the time describing your feelings and thoughts as it was taking place and afterwards, as well as what was demanding about the situation	
Explain how the event will/might impact on your teaching and your role as a teacher	
How else could you interpret the situation and what other action(s) could you have taken that might have been more helpful?	
What will you do if faced with a similar situation in the future and what you will work on (i.e. your "action plan")?	

* Grid for video-viewing

This grid contains aspects of the teaching session you may want to focus on with related prompts for consideration

Area	Prompts for consideration
Introduction and class organisation	<ul style="list-style-type: none"> • Disclosure of learning objectives and link to earlier lectures or courses • Acknowledgement of students' level of knowledge • Creation of a participatory starting atmosphere
Content presentation and facilitation of learning	<ul style="list-style-type: none"> • Time management and allocation to topics, sections, concepts • Structure and organisation of content (e.g. a central theme is perceptible) • Use of examples, metaphors and analogies to facilitate learning • Definition of new/technical terms or concepts and elaboration or repetition of complex information • Emphasis and summary of important points • Help in developing critical thinking, problem-solving and awareness of the process used to gain new knowledge
Teacher-student engagement	<ul style="list-style-type: none"> • Waiting time (e.g. pausing to allow students to ask questions or after teachers' questions) • Acknowledgement of students' contribution to the discussion by including, facilitating and extending their ideas and responses • Encouragement of questions and comments and examination of students' achievement • Provision of feedback at given intervals and use of positive reinforcement • Creation of a participatory class environment • Attention to concentration spans (i.e. cues of boredom, confusion) • Handling of disturbance • Broadening students' views and fostering respect for diverse points of view
Active learning strategies	<ul style="list-style-type: none"> • Variation of lecturing with active learning • Choice and organisation of experiments/exercises • Explanation and demonstration of procedures/ techniques and equipment/tools • Giving directions and time for active learning tasks and help with data interpretation • Use of realistic clinical or field experiences • Level of difficulty of active learning tasks • Offering "real world" application (e.g. applying theory to solving problems)
Use of media, technologies, artefacts	<ul style="list-style-type: none"> • Use of handouts, videos, websites, images and other resource materials with a clear purpose • Handling and alternation of diverse educational media (e.g. technical equipment, blackboard) • Design and clarity of presentations
Delivery – Verbal and Non-verbal	<ul style="list-style-type: none"> • Body language and eye contact • Movement within and use of the space • Tone of voice (e.g. indicating interest in the subject and students' questions) • Language (comprehensibility, volume, speed)
Session Conclusion	<ul style="list-style-type: none"> • Linking back to the introduction • Summary at the end of the class • Review/summary of the most important points (e.g. take-home messages) • Introduction to the themes of the next session • Making students aware of what preparatory tasks they should complete prior to the next class

iPO Annex 3 – Peer observation form

This form will be completed by the observers and will help them to consider which aspects and parts of the teaching session they would like to discuss with the teacher observed, and provide their partner with initial reflections and feedback on their session.

Please watch your partner's video and complete the form. This will then be shared with the observed before you meet to discuss both partners' sessions.

Observer's name:

Observee's name:

Initial reflection on the session you have watched

*Please watch your partner's recording and then **briefly** respond to the questions below.*

Please provide your initial thoughts on the way in which the session went.	
What questions and observations arise from your observation? E.g. what was surprising? Interesting? Needs clarification?	
Which particular aspects of the session you would like to discuss with your observee? Please identify the aspect(s) you are most interested in and which are most relevant to this session. A list of possible aspects has been posted below at the end of the document*, but feel free to propose additional ones. Use the table below to note down your comments and observations.	

Comments on specific aspects of the session

Aspects the observation could focus on ²	Comments, feedback and areas for development
1. Introduction and class organisation	

² There is no need to comment on each of these aspects; only comment on those you have identified above. Detailed prompts for each aspect can be found at the end of this document.

2. Content presentation and facilitation of learning	
3. Teacher-student engagement	
4. Active learning strategies	
5. Use of media, technologies and artefacts	
6. Delivery – Verbal and Non-verbal	
7. Session Conclusion	
8. Additional aspects	

Identification of a significant event

Please identify a 'significant event' that occurred during the recorded session.

By significant event, we mean an instance that particularly struck you and deserves examining in more depth. This could be a misunderstanding, a problem or conflict between people. **Focusing on such an event** allows us to become aware of our mental habits and make room for expanding our repertoire. **Examples might be students' reactions to a task or something you said, a specific behaviour or action of yours you noticed, something you were nervous or uncertain about, something you felt went really well or really badly, an aspect of teaching you want to develop (e.g. questioning, responding to students' questions)**

In the recording the significant event takes place at the following time	Minute ... to minute ...
What is the event about, why is this a significant event for you?	

* Grid for video-viewing

This grid contains aspects of the teaching session you may want to focus on with related prompts for consideration

Area	Prompts for consideration
Introduction and class organisation	<ul style="list-style-type: none"> • Disclosure of learning objectives and link to earlier lectures or courses • Acknowledgement of students' level of knowledge • Creation of a participatory starting atmosphere
Content presentation and facilitation of learning	<ul style="list-style-type: none"> • Time management and allocation to topics, sections, concepts • Structure and organisation of content (e.g. a central theme is perceptible) • Use of examples, metaphors and analogies to facilitate learning • Definition of new/technical terms or concepts and elaboration or repetition of complex information • Emphasis and summary of important points • Help in developing critical thinking, problem-solving and awareness of the process used to gain new knowledge
Teacher-student engagement	<ul style="list-style-type: none"> • Waiting time (e.g. pausing to allow students to ask questions or after teachers' questions) • Acknowledgement of students' contribution to the discussion by including, facilitating and extending their ideas and responses • Encouragement of questions and comments and examination of students' achievement • Provision of feedback at given intervals and use of positive reinforcement • Creation of a participatory class environment • Attention to concentration spans (i.e. cues of boredom, confusion) • Handling of disturbance • Broadening students' views and fostering respect for diverse points of view
Active learning strategies	<ul style="list-style-type: none"> • Variation of lecturing with active learning • Choice and organisation of experiments/exercises • Explanation and demonstration of procedures/ techniques and equipment/tools • Giving directions and time for active learning tasks and help with data interpretation • Use of realistic clinical or field experiences • Level of difficulty of active learning tasks • Offering "real world" application (e.g. applying theory to solving problems)
Use of media, technologies, artefacts	<ul style="list-style-type: none"> • Use of handouts, videos, websites, images and other resource materials with a clear purpose • Handling and alternation of diverse educational media (e.g. technical equipment, blackboard) • Design and clarity of presentations
Delivery – Verbal and Non-verbal	<ul style="list-style-type: none"> • Body language and eye contact • Movement within and use of the space • Tone of voice (e.g. indicating interest in the subject and students' questions) • Language (comprehensibility, volume, speed)
Session Conclusion	<ul style="list-style-type: none"> • Linking back to the introduction • Summary at the end of the class • Review/summary of the most important points (e.g. take-home messages) • Introduction to the themes of the next session • Making students aware of what preparatory tasks they should complete prior to the next class

iPO Annex 4 – Guidelines for the peer observation meeting

This document will provide guidelines and advice for the peer observation meeting for discussion and feedback. In this document, you can find a proposed structure for the meeting, some prompts for discussion/reflective questions and suggestions for giving constructive feedback.

You can consider printing this document and use it during the meeting.

Remind that both recordings should be discussed and receive approximately equal attention.

Structure for the meeting

1. Introduction
2. Recording 1:
 - a. Session as a whole:
Observed summarises their thoughts
Observer summarises their thoughts
Discussion
 - b. Significant event:
Observed summarises their thoughts
Observer summarises their thoughts
Discussion
3. Recording 2:
 - a. Session as a whole:
Observed summarises their thoughts
Observer summarises their thoughts
Discussion
 - b. Significant event:
Observed summarises their thoughts
Observer summarises their thoughts
Discussion
4. Conclusion

Prompts for the discussion of the session

- Which parts/aspects of the session worked well/ were you pleased with? Why? How do I know this?
- Which parts/aspects of the session did not go so well/ were you not pleased with? Why? How do I know this?
- What would you do differently next time? What constructive suggestions for change could you make?
- What can you take from this into your future practice more generally?

Prompts for the discussion of the significant event

- What was the context of the event?
- What happened? What details of the event are important? What did I see?
- What concerns, feelings and thoughts were dominating at the time and afterwards? What questions were present when observing the event?
- What does make the event critical or significant? What evidence do I have?
- Mention anything particularly demanding about the situation
- How else could you interpret the situation?
- What other action(s) could have been taken that might have been more helpful?

Prompts for concluding the session

- What insights into learning and teaching have you gained?
- What would you do differently when teaching this session or a similar one in the future?
- How do you think the discussion will/might impact on your teaching in the future?
- Based on the insights you have gained, name one thing you will work on (i.e. your “action plan” or next steps)

GUIDELINES FOR GIVING FEEDBACK

- Prepare carefully for the discussion following observation. It should be constructive, supportive, and based on mutual respect and trust. You can use the reflective questions to guide the discussion
- Remember you are working as a peer, you don't have to feel like an expert, though you have a certain experience and expertise about teaching.
- Start by giving the partner you observed the opportunity to comment on their recording first. Then you can start with the positive things, adding what you learnt for your own teaching.
- Ask the partner what he/she was trying to achieve. It could be useful to avoid misinterpretation and offer you the opportunity to understand and develop your feedback.
- Give honest and constructive feedback using evidence from the recording.
- Make sure your feedback is non-judgemental. Focusing on the act rather than the person, use I rather than you statements (e.g. I found it helpful when you..., I wonder about...) is a good idea
- Remember that being supportive doesn't mean you should avoid criticism. If the critical/problematic issue is avoided it can be useless for the teachers' development. An excessive focus on positive feedback and avoidance of constructive criticism produce limited opportunity for change or development
- Challenge the partner by asking open questions such as “Could you have done X differently?” “How do you know all students learnt/understood?”. Planning questions before the meeting to guide the discussion may be a good idea.
- Try to focus on students rather than solely on the teacher. This prevents you from giving judgemental comments, or on the contrary, supportive but not constructive feedback (“You did well/not so well in engaging students” VS “Students did not seem very active and responsive to your input and did not contribute to the discussion in class”)
- Try to discuss and frame the problem as well as possible solutions. You might offer, motivate or help to identify alternative ways of doing things (e.g. actions, tools, approaches etc.), but not just tell the partner you observed what to do. Let your partner take the lead of the discussion. And work with your peer, helping them to interpret the evidence themselves.
- Check your mutual understanding during the discussion, encourage a conclusion, acknowledging what has been learnt by both partners and an action plan that focuses on what is worth changing.
- Help the partner to reflect and make explicit why he/she took a certain approach
- Be critical, realistic and provide comments that can support changes in a future similar situation
- Be concrete (appreciating working constraints and offering options fitting the context)

RECEIVE FEEDBACK

- You and your colleague may have different interpretations or assumptions and beliefs about teaching and learning. You don't need to agree with the feedback from your partner but be open and take time to elaborate the feedback and discuss the different points of view.
- Make notes to identify key points for further discussion and reflection
- Take time to explain your approach and how you felt the lesson went
- Make an action plan that is manageable and reflects what you have learnt from the activity or reflected on. This might include something new or different **to do in future lessons**

Annexes with Recommendations on Data Governance and Security

IntRef_DataInformationForFacilitators
IntRef_DataInfoForParticipants
IntRef_DataForParticipants'Students
IntRef_DataSlideForParticipants'Students

Intercultural Reflection on Teaching (IntRef)

Using the IntRef methods in your countries and institutions:

Sharing and Storage of Personal Data

Information for Facilitators

Organising Intercultural Reflection on Teaching and running the methods in your home institution will involve processing personal data, e.g. video recordings of participants' teaching. To do so requires a lawful basis, currently the General Data Protection Regulation (GDPR). It might also involve interactions with individuals and institutions in countries where different laws and regulations are in place than those in your home country.

You need to ensure that you are abiding by the law. We are working on the assumption that your home institution will provide you with relevant information and guidance, and this will be set up differently in institutions and countries across the world. We are not in a position to offer legal advice but want to draw your attention to the need to provide participants with relevant information and handle personal data carefully, in accordance with the law. If in doubt, please seek advice from departments or individuals in your institution who are responsible for data governance and legal issues.

Please bear the following points in mind:

At the point of collecting personal data, individuals need to be given information about what will happen with the data. This is also called a 'privacy notice', i.e. information about the reasons why personal data are collected, how these are used and who they are shared with.

In our experience universities with EU already have privacy notices and policies in place, in line with GDPR regulation, which cover most or all of the important aspects relevant to IntRef. While the data used in IntRef are mainly from staff, students are also affected as video recordings of teaching are likely to include students. Universities may have separate privacy notices for employees and for students in place. Please note that these will be different in each institutional context and that therefore we cannot provide you with information and advice about your specific context. For your information and for illustration purposes only, we have included links to privacy notices from one university: a privacy notice for employees can be found [here](#); a privacy notice for students can be found [here](#).

In this *Walk-Through Guide and Manual* we have included information sheet templates for participants and for students. These are intended to make it easy for yourself and anybody else who wants to participate in IntRef or facilitate the methods. We recommend that you and the participants adapt them by adding relevant information as indicated (e.g. contact details). We also recommend that you check whether they are in line with the requirements of your institution and, if necessary, amend them accordingly.

We are in the process of developing an information sheet and consent form for these purposes and will incorporate them in the Walk-through Guide and Manual once available.

If you are intending to conduct research and wish to collect data on participants' experiences of the IntRef methods, it is very likely that you will need to apply for ethical approval for such data collection to take place, in line with your institution's requirements for the conduct of ethical research. You will need to seek information locally and follow the relevant processes. International guidelines for ethical conduct of research also exist, such as the Singapore Statement on Research Integrity which can be found [here](#), and many countries and disciplines have developed principles for ethical research, such as the Ethical Guidance for Research published by the British Educational Research Association which can be found [here](#).

Name of local contact/facilitator

Job title/role

Contact details, e.g. building, room, telephone number, e-mail address

Intercultural Reflection on Teaching (IntRef)

Participant Information Sheet about Sharing and Storage of Personal Data

You are invited to take part in ‘Intercultural Reflection on Teaching’, i.e. activities which will enable you to share and discuss teaching with colleagues from other disciplines, departments, institutions and countries. Participants will be linked using technologies such as video recordings and video conferencing to facilitate transnational exchange about learning, teaching and assessment in higher education.

You will participate in one or more of the following reflective methods:

- **intercultural Reflecting Team.** Participants provide problems encountered during teaching and discuss possible solutions in a transnational group.
- **intercultural Teaching Process Recall.** Participants film their teaching, watch their own recordings and select a short excerpt for discussion in a small transnational group.
- **intercultural Peer Observation.** Participants film their teaching and form transnational pairs in which each other’s recordings are shared and discussed.

These methods have been developed and piloted as part of the ‘Intercultural Reflection on Teaching’ (IntRef) project funded by Erasmus+. The project is conducted by an international team from Durham University (UK), Goethe University Frankfurt (Germany), and Padua University (Italy). Individuals and teams from a wide range of institutions and countries are invited to use the methods in order to network, collaborate and learn from each other.

Each institution that wants to use the methods developed by IntRef will have at least one contact/facilitator who arranges things locally. The name and contact details of your institutional contact(s) can be found at the top of this document.

Due to the nature of the activities and the technologies used, participating will involve sharing and storing a certain amount of data. This information sheet has been written in order to let you know what this will entail. The project team does not consider any of this as particularly risky or harmful, but it is important to provide you with relevant information, in line with current data protection legislation. Note that the details of what exactly you will do will vary slightly between the method(s) you choose to participate in.

Please read this information carefully and ask any questions you may have before participating.

Your own personal data

Participating in Intercultural Reflection on Teaching will involve some or all of the following:

- Providing and sharing relevant information about yourself in writing, e.g. your name, subject taught, teaching experience, a description of a situation or problem arising from your teaching

that you want to share and discuss with others, reflective comments on your own teaching or someone else's teaching etc.

- Having your teaching videoed by someone else, using their device, an institutional device or your own.
- Sharing a video or a video clip of your teaching with another participant or a group of participants from your own institution, other institutions and/or other countries.
- Participating in a video-conference during which teaching is discussed.
- Participating in a video-conference during which videos of your own and other people's teaching are shared and discussed.
- Communicating with other participants or the facilitators, individuals or small groups, by email about teaching, arrangements for the reflective methods, and preparation as well as follow-up tasks.
- Allowing some of the data listed above to be stored centrally, e.g. video-recordings, in order for the methods to run smoothly.

By participating in the IntRef activities, you agree for this to happen. Data handling and storage will be in line with the General Data Protection Regulation. If you have any questions or concerns, please get in touch with your local contact/facilitator.

Other participants' personal data

During your participation in Intercultural Reflection on Teaching you will also have access to a certain amount of data and personal information which other participants have made available to you. In order to maintain confidentiality and the ethos of trust, respect and collegiality which is crucial for the reflective methods to work, please make sure that:

- You delete any data downloaded onto your device, e.g. in order to watch someone else's video-recording of their teaching, after you have used it.
- You do not use, show, share or post data arising from participating, e.g. video-recordings of someone else's teaching, in any other contexts or for any other purposes than those for which they were intended, i.e. Intercultural Reflection on Teaching.

By participating in the IntRef activities, you agree to act in line with these guidelines. If you have any questions or concerns, please get in touch with your local contact/facilitator.

In case you change your mind, do not wish to participate and your data to be deleted, please let your institutional contact/facilitator know.

Version A: if separate consent is not required from students – please consult your institution

Name of lecturer

Job title/role

Contact details, e.g. building, room, telephone number, e-mail address

Video Recording of a Teaching Session

Information Sheet for Students

I am intending to make a video recording of a session I teach and want to provide you with information about the purpose and the nature of this recording.

I would like to participate in a professional development activity which enables higher education teachers to discuss their teaching with colleagues from other disciplines, departments, institutions and countries. Each of us will record a teaching session and then share the entire recording or a short clip either in a 1-1 virtual meeting or a small group video-conference.

I would like to record myself teach the session on **MODULE, DATE, TIME**. The recording is exclusively about myself and my teaching. The recording will not affect what is going on in the classroom and will only be viewed by myself, colleagues who are also participating in the activity plus any support staff who will assist with the recording process. The recording will not be used for any other purposes than the professional development activity I will be participating in and will be deleted once it has been used.

Please let me know if you have any questions or concerns about the recording. In addition, you can contact our local facilitator: **name, job title/role, contact details**

Thank you very much for your support.

YOUR NAME

DATE

Version B: if separate consent from students is required – please consult your institution

Name of lecturer

Job title/role

Contact details, e.g. building, room, telephone number, e-mail address

Video Recording of a Teaching Session Information Sheet for Students

I am intending to make a video recording of a session I teach and want to provide you with information about the purpose and the nature of this recording.

I would like to participate in a professional development activity which enables higher education teachers to discuss their teaching with colleagues from other disciplines, departments, institutions and countries. Each of us will record a teaching session and then share the entire recording or a short clip either in a 1-1 virtual meeting or a small group video-conference.

I would like to record myself teach the session on **MODULE, DATE, TIME**. The recording is exclusively about myself and my teaching. The recording will not affect what is going on in the classroom and will only be viewed by myself, colleagues who are also participating in the activity plus any support staff who will assist with the recording process. The recording will not be used for any other purposes than the professional development activity I will be participating in and will be deleted once it has been used.

Please complete the consent form below to let me know whether or not you are willing to be recorded for the purposes outlined above.

If any of you indicate that you are not happy to be recorded, I will consider the following alternatives: to ask those of you who do not wish to be recorded to move to a seat in the teaching room where they will not be captured by the camera; or to focus the camera entirely on myself and not include any students in the picture. Please indicate on the attached consent form if you are willing to consider these options.

Please let me know if you have any questions or concerns about the recording. In addition, you can contact our local facilitator: name, job title/role, contact details

Thank you very much for your support.

YOUR NAME

DATE

Video-recording of a Teaching Session for Intercultural Reflection on Teaching Consent Form

By signing the form below, you confirm that you:

- agree to participate in the recording of the teaching session on at
- have read the information sheet and understand the information provided.
- have been informed that you may decline to be recorded, without penalty of any kind.
- have been informed that data handling and storage will be in line with the General Data Protection Regulation

Declaration of Informed Consent		
Name (please print):	Signature:	Date:

By signing the form below, you confirm that you

- do not consent to participating in the recording on at

If you are willing to move to a seat in the teaching room where you will not be captured by the camera; or for the recording to go ahead if the camera focuses entirely on the teacher and will not include any students in the picture, please tick the relevant box.

Declaration of Non-Consent				
Name (please print):	Signature:	Date:	Willing to move seat	Willing for recording to go ahead if students are not in the picture

Video recording of teaching session: Information for students

- **Date and time**
- Part of a professional development activity
- Purpose:
 - Focus on myself and my teaching
 - To be viewed with colleagues from this and other universities and countries to discuss each other's teaching
 - No other purpose or use
- Data management:
 - Recording will be deleted after it has been used