



Walk-Through Guide for Facilitators



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This Walk Through Guide was developed as part of the IntRef project. Two other methods (intercultural Teaching Process Recall and intercultural Peer Observation) are documented in correspondent guides. Each team involved in the project has taken responsibility for one of the three methods:

- Durham University, UK: intercultural Teaching Process Recall (iTPR)
- Goethe University Frankfurt, Germany: intercultural Reflecting Team (iRT)
- University of Padova, Italy: intercultural Peer Observation (iPO)

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 the intercultural Peer Observation (iPO) which supports reflection and intercultural reflection on practice.

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 guideline is addressed at the facilitators who are instigating and employing the methods. We have outlined where and what is required for participants as part of that information 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 method.

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>
- Barnhart, T., & van Es, E. (2015). Studying teacher noticing: Examining the relationship among pre-service science teachers' ability to attend, analyze and respond to student thinking. *Teaching and Teacher Education*, 45, 83-93.
- Cosh, J. (1998). Peer Observation in Higher Education--A Reflective Approach. *Innovations in education and training international*, 35(2), 171-176.
- Hammersley-Fletcher, L., & Orsmond, P. (2004). Evaluating our peers: is peer observation a meaningful process?. *Studies in higher education*, 29(4), 489-503.
- Harlin, E. M. (2014). Watching oneself teach--long-term effects of teachers' reflections on their video-recorded teaching. *Technology, Pedagogy and Education*, 23(4), 507-521.
- Race, P. (2009). *Using peer observation to enhance teaching*. Leeds Met Press.
- Murphy, R., Weinhardt, F., & Wyness, G. (2018). Who teaches the teacher? A RCT of peer-to-peer observation and feedback in 181 schools.
- Rosaen, C. L., Lundeberg, M., Cooper, M., Fritzen, A., & Terpstra, M. (2008). Noticing noticing: How does investigation of video records change how teachers reflect on their experiences? *Journal of teacher education*, 59(4), 347-360.
- Tenenberg, J. (2016). Learning through observing peers in practice. *Studies in higher education*, 41(4), 756-773.
- Tripp, T., & Rich, P. (2012). Using video to analyze one's own teaching. *British Journal of Educational Technology*, 43(4), 678-704.

Aim and background of iPO

Intercultural Peer Observation (iPO) builds on classroom observation practices to identify ways to improve teaching and learning, by observing and being observed and reflecting on teaching supported by colleagues. The activity involves one or more peers who observe a colleague by sharing and watching a video of their teaching, offer constructive feedback and help them to reflect collaboratively on their teaching. Academics form transnational pairs in which videos are 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 reflection.

Facilitator guide to the 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 technologies which do not only allow 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://sites.durham.ac.uk/intref/resources/technological-toolkit/>

There are four 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: Setting up iPO with a partner institution

STEP 2: Debriefing with participants

STEP 3: Observation

STEP 4: Post-observation

STEP 1: Setting up iPO with a partner institution

Step	Process	Considerations
1	<p>Baseline information & Matching</p> <p>Choose a suitable peer to constitute the pair for peer observation. Through a common form (iPO: 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> <p>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.</p> <p>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</p>

		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.

STEP 2: Debriefing with participants

Step	Process	Considerations
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 or in case of online learning instruct the teacher to record the session.</p> <p>Check with your local legal department whether 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 Annex B: 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 recordings beforehand to ensure a smooth running of the further steps in iPO.

STEP 3: Observation

Step	Process	Considerations
5	<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: 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 partner They also identify a specific event and discuss its significance.</p>	<p>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. 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, trust, and the feeling of being in a supportive and safe space.</p>
6	<p>Sharing of recordings and background information</p> <p>Once completed the observation of own recording and filled the iPO: Self-observation form, the facilitator prepares and shares with each participant the partner’s recording. They accompany the recording with a document iPO: Peer observation form that contextualises the session for the partner and the iPO: Self-observation form, which provides the observer with a focus for observation and feedback.</p>	<p>If materials such as slides or handouts have been used in the session, they should be made available to the observer, if possible.</p> <p>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.</p>
7	<p>Peer observation and feedback</p> <p>Both partners watch the other person’s session. They complete a form (iPO: 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 is important the sharing happens simultaneously to not influence partners’ feedback.</p> <p>They use the reflective questions and the grid provided in the iPO: Peer observation form to analyse specific aspects of the session and identify significant events.</p>	<p>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.</p> <p>The same considerations highlighted for the self-observation phase apply in this case: focusing on the students as well as the teacher should be strongly advised.</p> <p>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 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</p>

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

Step	Process	Considerations
8	<p>Sharing of self-observation and peer observation and feedback forms</p> <p>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 and feedback form about their own teaching (iPO: Self-observation form and iPO: 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: Peer observation form.</p>	<p>When agreeing on the online meeting, it is important to take account of (audio-video) requirements and differences in relation to time zones. Further information is provided in the Technological Toolkit.</p>
9	<p>Online Meeting</p> <p>The partners meet virtually to discuss both sessions.</p> <p>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: Guidelines for the peer observation meeting provides the partners with prompts for this discussion and guidelines for giving constructive feedback</p>	<p>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. Critical feedback can be a source of mental distress if it focuses on making evaluative judgements about the partner’s teaching, but, 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.</p> <p>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.</p> <p>You may want to support and train the teachers in developing constructive feedback to scaffold critical and collaborative reflection.</p>

ANNEX

A: Material for iPO

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|---|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | iPO: Pre-observation form | A form which participants provide background information about themselves, their teaching, and the session that will be observed. |
| 2 | iPO: 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. |
| 3 | iPO: 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 |
| 4 | iPO: Guidelines for the peer observation meetings | A guide for the online discussion meeting including discussion prompts, reflective questions and suggestions on how to give constructive feedback. |

B: Recommendations on data governance and security

- 1 IntRef Data information for facilitators
- 2 IntRef Data Information for participants
- 3 IntRef Data information for participants' students
- 4 IntRef Data information slide for participants' students

iPO: 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>

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

iPO: 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?	

Feedack 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	<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))
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additional ones. Use the table below to note down your comments and observations.	<input type="checkbox"/> ADDITIONAL ASPECTS: _____ _____ _____
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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/workload management and allocation to topics, concepts, and assignments • 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 (e.g. through forums and chats, self-testing and quizzes) • 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 direction, time and feedback 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 • Appropriate use and organization of the virtual learning environment, e.g. for individual and collaborative learning as well as feedback, such as additional materials or dedicated forums
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

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| | <ul style="list-style-type: none">• Making students aware of what preparatory tasks they should complete prior to the next class |
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iPO: 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/workload management and allocation to topics, concepts, and assignments • 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 (e.g. through forums and chats, self-testing and quizzes) • 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 direction, time and feedback 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 • Appropriate use and organization of the virtual learning environment, e.g. for individual and collaborative learning as well as feedback, such as additional materials or dedicated forums
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

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| | <ul style="list-style-type: none">• Making students aware of what preparatory tasks they should complete prior to the next class |
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iPO: 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

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