



Walk-Through Guide for Facilitators

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2020

<https://sites.durham.ac.uk/intref/>



Funded by:



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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 corresponding guides. Each team involved in the project has taken accountability 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)

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 Teaching Process Recall (iTPR) which supports reflection and intercultural reflection on practice.

The guide addresses two scenarios, which are referred to as alternatives for the implementation:

- **hybrid scenario** that incorporates face-to-face elements with local groups of participants meeting face-to-face in each of the participating institutions as well as virtual interactions between the local groups at the participating institutions.
- **online scenario** with exclusively virtual interactions between participants from different institutions.

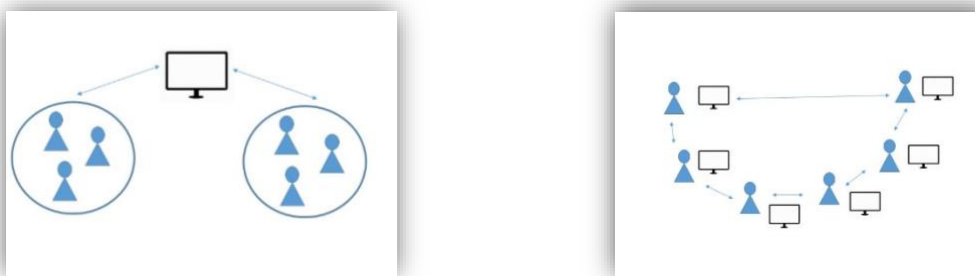


Fig. 1: Hybrid (left) and online (right) scenario

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 guide 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>
- 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>

Aim and background of 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.

Recommended Readings

Claydon, T., & McDowell, L. (1993). 'Watching yourself teach and learning from it'. Chapter 7 in S. Brown, G. Jones, & S. Rawnsley. (eds.) *Observing teaching*. SEDA paper 79 (pp 43–50). 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. <https://doi.org/10.1111/j.1467-8535.2011.01234.x>

Facilitator guide to the 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://sites.durham.ac.uk/intref/resources/technological-toolkit/>

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, there are 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 setting up an iTPR session between institutions and/or partners and 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. Consider adding on some time at the end in case the meeting overruns. Confirm the date and time by sending a calendar invite with the meeting details. <i>Online:</i> include link for accessing the meeting.
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 which technology to use. Consult the Technological Toolkit here for guidance. <i>Hybrid:</i> Add an hour before the meeting starts for setting up and trouble-shooting, <i>Online:</i> we recommend testing the video-conferencing application, e.g. Zoom, 12 hours before the meeting.
4	Identify a lead institution and two facilitators who will lead the iTPR meeting. Ideally, one lead facilitator in one place and a co-facilitator in another.	<i>Hybrid:</i> One facilitator is needed for leading the discussion, one for playing the video clips. <i>Hybrid and Online:</i> We found that having 2 facilitators is useful as they cover for each other at any emergency e.g. internet problems at one site.
5	<i>Hybrid:</i> 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. Make sure you are familiar with the technology used and try it beforehand.	<i>Hybrid:</i> Consider booking in audio-visual and technological support, e.g. a technician to be present. <i>Online:</i> Familiarise yourself with different video-conferencing applications and test the application the day before the meeting.

STEP 2: Debriefing participants

The following sub-steps are related to briefing participants about the iTPR process and include providing them with baseline information and preparation and support for recording teaching. Handouts and other key documentation can be found in the Annexes.

Step	Process	Considerations
1	Provide participants with information and relevant forms about the iTPR process, either in an email, a 1-1 meeting, or (online) group meeting.	Be flexible about the format in which to provide the briefing.

<p>Distribute Annex 1 (Overview of the Intercultural Teaching Process Recall (iTPR) process) and play a short video which demonstrates to participants how the process works (see IntRef website https://sites.durham.ac.uk/intref/). Distribute Annex 2 (iTPR: Information about yourself and the recorded session), where participants provide contextual information about themselves and the teaching session they have recorded or intend to record.</p>	<p>Annex 1 (Overview of the Intercultural Teaching Process Recall (iTPR) process) outlines the entire iTPR process for participants.</p> <p>The short video demonstrates to participants how the process works.</p> <p>Annex 2 (iTPR: Information about yourself and the recorded session) is a form in which participants provide contextual information about themselves and the teaching session they have recorded or intend to record.</p>
<p>2 Decide on how best to support participants with recording their teaching.</p>	<p>Check the Technological Toolkit for advice on making a high-quality recording.</p>
<p>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>	<p><i>Hybrid:</i> If you are supporting the recording of teaching, arrange the date and time of the recording and any special requirements.</p> <p><i>Online:</i> most video-conferencing applications, e.g. MS Teams or Zoom, have a ‘recording’ option.</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 B: Recommendations on Data Governance and Security).</p>
<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.</p>	<p>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.</p>

STEP 3: Recording, viewing and clipping

The following sub-steps are related to supporting the viewing of the recording, selecting an excerpt and setting up the iTPR documentation needed for the transnational meeting.

Step	Process	Considerations
1	Provide each participant with Annex 3 (iTPR: Guidance for viewing your recording, clipping and recording initial reflections) , 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.	<p>Writing these notes initiates the reflective process. Providing a description also makes 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.</p> <p>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.</p>
4	Collect, collate and save the video clips and the accompanying notes in a safe and secure place.	<p>This step is important as it allows you to check that the clipping and initial reflection have been completed in time for the iTPR meeting.</p> <p>The clips and the notes could be made available to all participants before the meeting. This also makes the method more inclusive.</p>

STEP 4: Facilitating the iTPR meeting

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

Step	Process	Considerations
1	<i>Hybrid:</i> Facilitators meet one hour before the meeting starts to set up the connection and be able to trouble-shoot if necessary.	<p><i>Hybrid:</i> 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.</p> <p><i>Online:</i> Log on to the online meeting about 1 hour before the meeting. Some people might want to log in earlier to check everything is working.</p>
2	<p><i>Hybrid:</i> 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 Annex 4 (iTPR: Meeting and Feedback Form). 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.</p> <p><i>Online:</i> the facilitator (together with a co-facilitator) outlines the iTPR process to everyone.</p>	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 Annex 4 (iTPR: Meeting and Feedback Form) . Approximately 25 minutes are allocated to each participant.
3	<p>Unmute microphones and ask all participants and co-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.</p> <p>The lead facilitator briefly explains the process again, drawing attention to the steps outlined in the</p>	Getting to know each other facilitates rapport and the ‘safe space’ necessary for a collegial discussion.

handout **Annex 4 (iTPR: Meeting and Feedback Form)**, and allocates the sequence of the clips that will be discussed.

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|---|---|---|
| 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. 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. | Remind everyone that they should not evaluate but support the Recaller to reflect. Draw attention to the questions in the handout, which demonstrate this approach. The facilitator can also demonstrate and support this kind of questioning, but it is important that you don’t ‘take over’.

<i>Hybrid:</i> Throughout the discussion invite contributions from participants in other locations and make sure that everyone has equal opportunities to contribute. |
| 5 | <i>Hybrid:</i> Conclude the discussion. Hand out feedback forms asking everyone to write feedback notes for the Recaller, including the Recaller writing notes to themselves (: Feedback Form).

<i>Online:</i> Participants can either type or scan feedback and forward to facilitator. | 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 emailed to the Recallers after the meeting. |

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

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| 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 say in touch. If there is not enough time, it can be left out. |
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STEP 5: Post- iTPR meeting

The following sub-steps are related to follow-up actions after the iTPR session.

Step	Process	Considerations
1	<i>Hybrid:</i> Local facilitators scan the completed feedback forms 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 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 minute debriefing session where they share their observations and, learning points or ask them to complete an evaluation form.

ANNEX

A: Material for iTPR

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|---|---|--|
| 1 | Overview of the Intercultural Teaching Process Recall (iTPR) process | Outlines the entire iTPR process for participants. |
| 2 | iTPR: 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. |
| 3 | iTPR: Guidance for viewing your recording, clipping and recording initial reflections | Contains information about viewing, clipping and describing the clip. |
| 4 | iTPR: Meeting and Feedback Form | Contains information about roles, the iTPR process, and feedback. |
| 5 | iTPR: Feedback Form | To be collected, scanned and sent to the Recaller after the meeting. |

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

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: 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: 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 (1st, 2nd 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:

<p>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</p> <p><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></p>
<p>2. The course and the session you were teaching: Name of study programme, level (undergraduate/postgraduate), year of programme (1st, 2nd 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</p> <p><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></p> <p><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></p>
<p>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</p> <p><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></p> <p><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.</i></p>
<p>4. Reason for selecting this clip: Why is it a 'significant event' for you?</p> <p><i>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</i></p>

iTPR: 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: 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.

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):	(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