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# HANDBOOK



Video-based Peer  
Practice among  
language teachers

Project number: KA204-2018-015

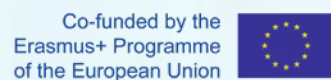


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Video-based Peer  
Practice among  
language teachers

# Contents

<b>Introduction</b>	<b>5</b>
<b>The V-PAL Community</b>	<b>5</b>
Testimonial – what a participant got from the project	6
<b>The V-PAL Handbook</b>	<b>6</b>
<b>The Peer Practice method</b>	<b>8</b>
What is Peer Practice?	8
What challenges does Peer Practice address?	8
What do Peer Practice videos show?	9
Why video?	9
How are Peer Practice Videos structured?	10
How can Peer Practice videos be used?	12
Who has the rights to the videos?	12
What is Peer Practice?	13
What is the benefit of Peer Practice?	14
<b>Benefits of the Peer Practice Method</b>	<b>15</b>
Benefits in joining the V-PAL Community	15
Benefits for you as a teacher	15
What it takes	17
Benefits for organisations	19
How to support your teachers as an organisation	20
<b>Get ready to produce your Peer Practice video</b>	<b>21</b>
Introduction	21
Identifying your Practice	22
Identify your Practice	22
Advice Identifying Your Practice	24
<b>Didactical Reflection</b>	<b>26</b>
The Didactic Diamond Model in text	27
The Didactic Diamond Model – Explained	29
Develop your script for your video	29



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<b>The Clipboard</b> . . . . .	<b>30</b>
The Clipboard - Getting Started . . . . .	31
The Clipboard – Introduction . . . . .	33
The Clipboard – Framing . . . . .	34
The Clipboard – Instruction . . . . .	34
The Clipboard – Activities . . . . .	35
The Clipboard – Facilitation . . . . .	36
The Clipboard – Reflection . . . . .	36
Getting your Students onboard . . . . .	37
Getting your Students onboard . . . . .	38
<b>Produce your Peer Practice video</b> . . . . .	<b>40</b>
Prepare your device for recording . . . . .	41
Framing . . . . .	45
Sound . . . . .	46
Lightning . . . . .	47
Movement . . . . .	47
Record your video . . . . .	48
Edit your video . . . . .	50
Trim, cut and split . . . . .	51
Share your video - and create subtitles . . . . .	55
Create a YouTube Account . . . . .	55
Upload your Video to YouTube . . . . .	56
Translations and subtitles . . . . .	58
<b>The V-PAL community</b> . . . . .	<b>60</b>
Get part of the learning community . . . . .	61
Get inspired . . . . .	61
Discuss . . . . .	64
Overview . . . . .	67
Content . . . . .	67
Teachers . . . . .	67
Participants . . . . .	68
Get into discussions – react to comments . . . . .	69
Upload your video - how to do it . . . . .	70
Upload your video - work on your description . . . . .	71
<b>Inspirational Peer Practice videos</b> . . . . .	<b>73</b>
Introduction . . . . .	73

# Introduction

## The V-PAL Community

The aim of the V-PAL Community is to increase the quality of adult education language teaching.

In striving towards this goal, V-PAL seeks to:

- ➔ enhance teachers' opportunities for continuing education – also in places where there are poor opportunities for continuing education.
- ➔ increase teachers' satisfaction in the job by creating professional development and sense of pride.
- ➔ strengthen the individual at a time when greater demands are made on the effectiveness of teaching while conditions are challenging and resources scarce.

By joining The V-PAL Community you get the opportunity to:

- ➔ get inspiration for your language teaching
- ➔ discuss and reflect on your own and other teachers' practices
- ➔ share you own practice by video

"Other teachers should join the community because they could find interesting, helpful videos; they could share their ideas, opinions as well regarding to the topics; we could help one another out; we could be a helpful and grateful teacher community."

## Testimonial – what a participant got from the project.



<https://www.youtube.com/watch?v=t2pwJ1VMizI>

## The V-PAL Handbook

### In this handbook, you will:

- get to know the Peer Practice method, which is the base of the V-PAL Community
- learn about the Didactical Model, which structures the Peer Practice videos.
- learn how to be an active part of the V-PAL Community
- get statistical information and “soundbits” from the pioneering teachers, who took part in the V-PAL project and form the base of the V-PAL Community

- get tips and tricks from the teachers who produced the first 100 Peer Practice videos in the V-PAL Community
- get practical information on:
  - how to prepare for the recording of your Peer Practice video
  - how to record your Peer Practice video
  - how to share your Peer Practice video
  - how do join the V-PAL Community and get inspiration, start a discussion and share your own practice
- be able to watch some inspirational videos and get information on the strong parts of the video

# The Peer Practice method



## What is Peer Practice?

Peer Practice is a video ethnographic method where teachers document and share their successful and inspiring teaching practices through video. The videos are 3-5 minutes long and are filmed by the teachers on their own smartphones or tablets.



## What challenges does Peer Practice address?

Peer Practice is developed as a method to interact with other teachers and have access to each others' teaching practices. Teachers

and trainers rarely get the opportunity to experience colleagues teaching - or teaching together. Supervision happens rarely. Peer Practice addresses all these points.

## What do Peer Practice videos show?

The videos zoom in on defined pedagogical practices that colleagues can enjoy.

The videos show both the actual practice and reflections on the practice shown (what works well, what is difficult, what is adjusted along the way, etc.). Thus, we aim to get close and see WHAT the teacher does instead of just hearing or reading about it.

"If you ever wished for exchange with colleagues aside from three minutes at the copy machine or that half-day training course offered at your educational institution, V-PAL is a treasure of peers waiting to be discovered."



## Why video?

Videos show what is difficult to convey with words alone - the teaching situation as it takes place with students. Body language, intonation, classroom organization, etc.

"The medium video has a great potential for developing one's teaching methods as it gives one the chance to see teaching in real life. To see other teachers' teaching just adds to the overall positive effect."

At the same time, the short video format forces teachers to consider what is essential in the shown practice for others to be inspired by it.

### How are Peer Practice Videos structured?

The practice videos are built on a tight and structured format which, at a maximum length of 3-5 minutes, include 6 elements.

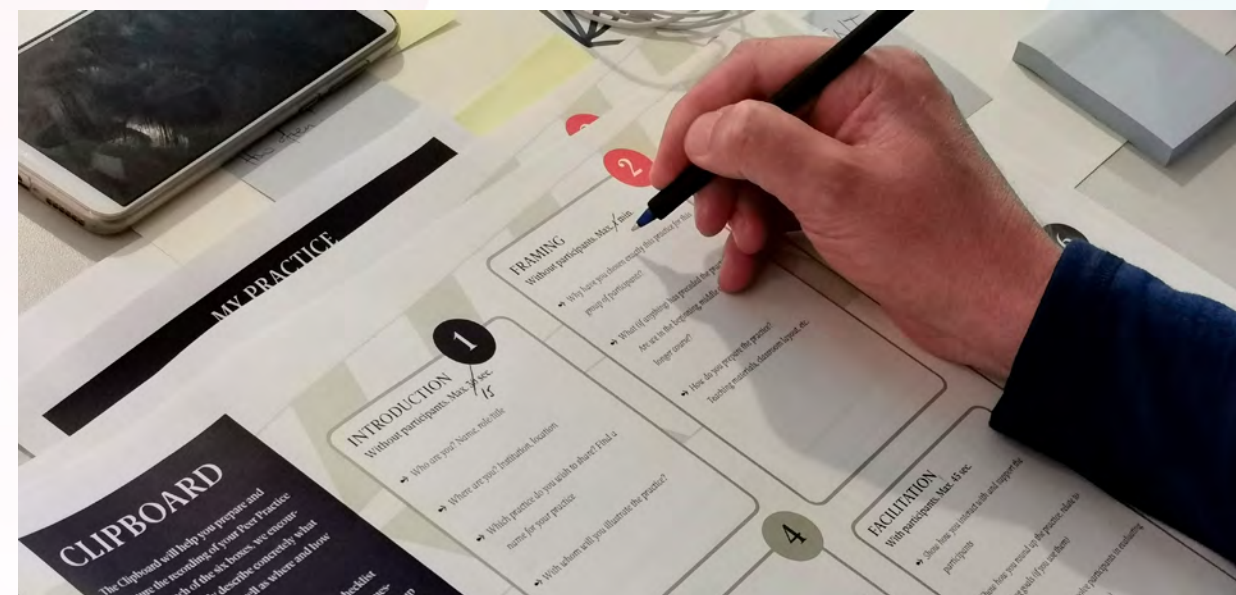
The 6 elements are part of a specially designed storyboard - and are considered a checklist.

- Introduction** to the displayed practice, so that the audience is "taken by the hand" and the video's practice is presented.
- Framing**, where the teacher justifies didactically his choice of practice and introduces the material and student requirements.
- Instruction**, which shows how the teacher introduces the shown practice with his/her own students.
- Activities**, showing how activities are built up and how students work and are guided through the process.
- Facilitation**, where the teacher collects and summarizes with the students what they have learned.
- Reflection**, which is the teacher's ability to draw on past experiences with the shown practice and to reflect on the learning outcomes of the practice being disseminated.



<https://youtu.be/K2xefHaOnTE>

Watch this video to get an idea of the six different parts of a Peer Practice video (indicated with „signs“).



## How can Peer Practice videos be used?

Peer Practice videos can be used in a variety of contexts:

"I think that the approach has a low threshold, meaning that these short videos are easy to be made and thus ready-to-use in a day to day worklife."

- as individual inspiration and preparation for other teachers
- as a starting point for jointly facilitated reflections in groups of peers
- as an integral part of training and education, offline or online (possibly as blended learning)
- as a supplement and support for training manuals and other materials
- as marketing and presentation material - and for the dissemination of good practices

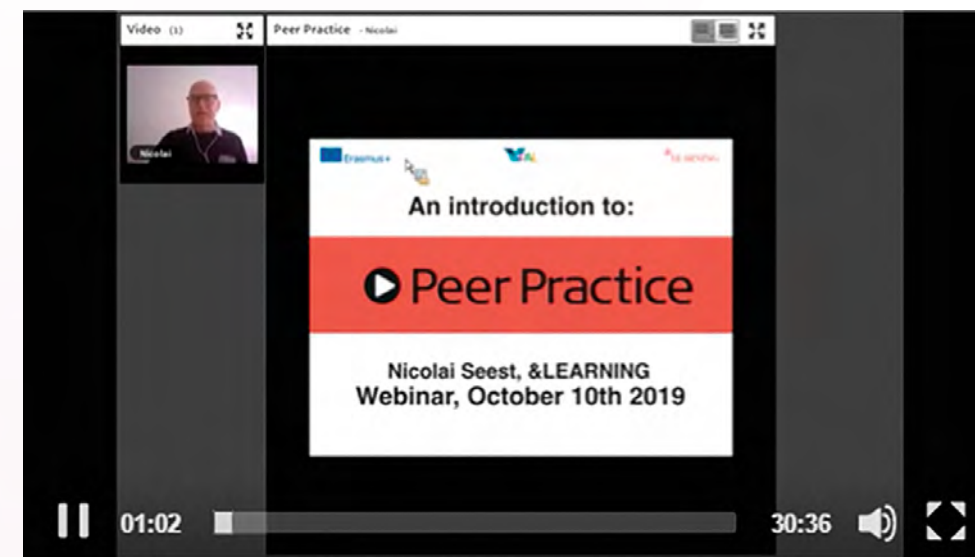
## Who has the rights to the videos?

As a starting point, the videos are given a Creative Commons license, which means that they are free to share, so long as the video maker (teacher) is recognized and the video is not used commercially. In other words, the videos belong to the teachers who made them.

Read more about the Creative Commons [here](#).



## What is Peer Practice?



<https://youtu.be/6wq3CN30-LA>

Nicolai Seest, &LEARNING, presents the Peer Practice method. Recording from a Teacher Training Webinar 10<sup>th</sup> October 2019.



## What is the benefit of Peer Practice?

"It gives one a chance to work with ones own teaching in a different way, also get to know and meet different teachers from different countries and can exchange experiences and get inspired from each other."

Peer Practice creates a better transfer of practice from one teacher to another and creates the basis for the practice to be spread quickly and to many. In addition, it supports the development of professional learning communities where knowledge and practice are shared (knowledge sharing). This can lead to a strong and development-oriented learning culture.



"Now I am a better teacher because I learnt new methods while I supervised my own teaching practice."

## Benefits of the Peer Practice Method

### Benefits in joining the V-PAL Community

There is a lot to be gained by participating in the V-PAL Community and by sharing your Peer Practice videos with others. As a teacher, as well as a language institution, you will find V-PAL to be of great use to you.

*93% feel they have benefitted from taking part in the V-PAL experience.*

(Source: Final survey among the V-PAL project teacher participants.)

What follows is an outlining of the potential benefits of participating in the V-PAL Community for teachers and organisations.

*"I think that the approach has a low threshold, meaning that these short videos are easy to be made and thus ready-to-use in a day to day worklife."*

### Benefits for you as a teacher

As a teacher joining the V-PAL Community you will:

- ➔ learn how to "zoom in" and identify elements of your own teaching practices worth sharing with other teachers
- ➔ sharpen your eyes on your own practice by watching yourself on video (awareness of own practice)

- strengthen your focus on your own teaching practices and reflect upon when a given practice is useful and/or how to improve your practices

"I have improved my teaching and I focus more on why I do as I do when I teach."

- enter a professional community of practice, where you will work closely with colleagues in documenting and communicating interesting teaching practices
- develop your skills in giving and receiving constructive feedback

"I managed to learn how to put so much info in a 4-5 min video. So it really made me think and express the essence in a compact way instead of just being woolly."



- Learn to record, edit and share short videos of your own teaching practices by using hand-held devices.
- Improve your video-making and communication skills that can be used with your own teaching situations with students - or in relation to other stakeholders (video technology and practice communication)
- Be a pioneer in learning from and with colleagues - examining practices and engaging in professional exploration on when, how and for whom any given teaching practice is useful will improve your professional judgement;

- Be seen and recognized - find purpose and meaning in the fact that others can benefit from their good practices (becoming a role model);
- Get to know peers from different European countries or around the world and enjoy the benefits of co-operating across national borders.

"I could learn new practices, could share my knowledge with others, could encourage my peers."

### What it takes

When you join the V-PAL Community be active. Give comments to videos, share your experiences, and share your own practice in a video.

To let the community live and grow, be willing to open up and share your teaching practices with other language teachers from around the world.

You will have to invest some time to prepare, record, edit, and share videos. Estimate to spend around six hours per video. At first, it might take longer, but as your editing and other skills improve, the process will go much quicker.

"It can be time consuming but it's worth it."

Also be curious about your peers' language teaching methods (in your organisation) and engage actively in supporting these teachers in identifying, documenting and sharing their practices. As your own video-making skills progress, you will become better at identifying how one practice can be filmed and presented and this new knowledge will be greatly appreciated by your more novice peers.

*84% feel that they have improved their teaching through participation in the V-PAL experience.*  
(Source: Final survey among the V-PAL project teacher participants)

Working closely with one or more colleagues in jointly documenting teaching practices that you find worth sharing for the purpose of inspiration and reflection is greatly encouraged.

Also, try to be open to examining your own current practices so that you learn and develop professionally by your own observations as well as by the feedback of your peers.



**At bit of advice to get started. From Andrea, Romania**  
<https://www.youtube.com/watch?v=bjHc5G3exuA>



**Don't be perfect. From Chantal, Denmark**  
<https://youtu.be/xoHXGeD0Zog>

## Benefits for organisations

As an organisation choosing to use and join the V-PAL Community you will:

- engage in a cost-efficient, collaborative and practice-oriented way to develop as teachers;
- sow the seed for an open and development-oriented working culture, where the teaching practices are analysed and improved continually in a professional community of practice;
- strengthen the sense of pride, work satisfaction and retention among teachers, which will lead to increased engagement and improved quality of teaching delivered to students – and thus provide better learning outcome for the students;
- make better use of the institutional resources in growing the capacity for transfer, dissemination and further development of teaching practices. In short, creating an innovative and collaborative culture of learning and development;
- become a pioneer / frontrunner in implementing an open approach to professional development – and eventually use this to strengthen your institutional brand value for teachers, students and other relevant stakeholders;
- gain access to a wide range of short videos of teaching practices, which can be used for reflection, inspiration and further development purposes by all language teachers at the institutional level;
- get a unique opportunity to promote your school/institution as pioneering in the use of inspiring teaching techniques, and as a workplace that takes learning and sharing among teachers seriously;
- finally, Peer Practice contributes to the development of instructed, technical and communicative video competences and use of social media to participate in academic dialogue.

*85% found something they want to improve in their teaching.*

(Source: Final survey among the V-PAL project teacher participants)

## How to support your teachers as an organisation

If you as an organisation want to benefit from joining the V-PAL Community, do support your teachers in joining the community. You can do this by:



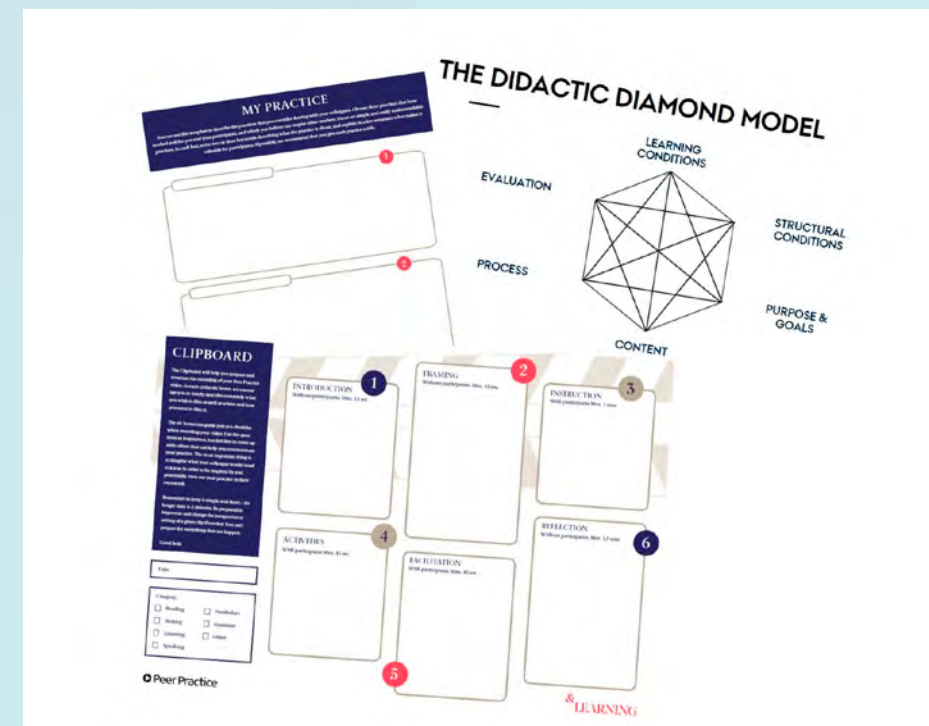
- identifying teachers who are open and eager to learn, grow and share their practices. Make sure that the teachers fully understand that the community is about sharing their own teaching practices with peers for the greater benefit of all teachers – and in the end, improving the teaching quality experienced by the students
- making sure that the teachers have a device – a smartphone or a tablet – they can use for the video recordings and editing
- making it simple for the teachers to collect approvals from students to be recorded (get consent forms in the lesson “Get ready to produce your Peer Practice video”)
- making sure that the teachers have the time to prepare, record, edit and share videos
- showing interest in both the process of documenting and the final video product
- supporting your teachers in identifying practices worth documenting and sharing. It can be practices the organisation will benefit from analysing and highlighting in order to further develop the common teaching practices of the institution. It can be connected to strategic or pedagogical focus areas
- making sure that the produced videos are shown and shared with colleagues within the institution



# Get ready to produce your Peer Practice video

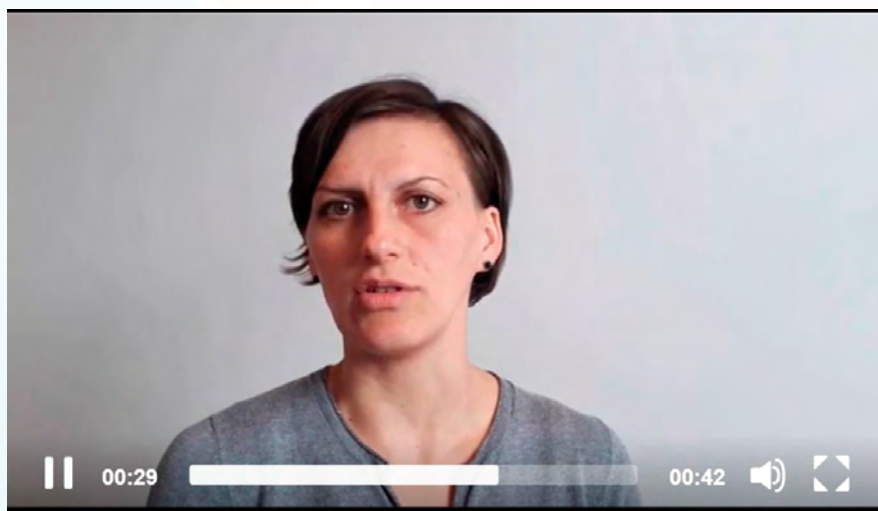
## Introduction

A good practice to producing any video is doing as much as possible in the pre-production stage of your videos. This includes identifying your practice, didactical reflection and developing the script for your video. What follows are some guidelines to help you through the process of pre-production.



## Identifying your Practice

Firstly, you should identify a teaching practice you found to be successful in your teaching experience and that you want to share with your peers.



**Tip on choosing practice. From, Kata, Romania**  
<https://youtu.be/6yx59Uf40Kw>

## Identify your Practice



You can use this template to describe the practices that you consider sharing with your colleagues. [Identifying your Practice.pdf](#)

Choose three practices that have worked well for you and your participants, and which you believe can inspire other teachers. Focus on simple and easily understandable practices. In each box, write two or three keywords describing what the practice is about, and explain in a few sentences what makes it valuable for participants. If possible, we recommend that you give each practice a title.

## MY PRACTICE

You can use this template to describe the practices that you consider sharing with your colleagues. Choose three practices that have worked well for you and your participants, and which you believe can inspire other teachers. Focus on simple and easily understandable practices. In each box, write two or three keywords describing what the practice is about, and explain in a few sentences what makes it valuable for participants. If possible, we recommend that you give each practice a title.

1

2

3

## Advice Identifying Your Practice

**Identify a practice.** A practice is what you DO. It's not a theory nor the curriculum (content) you're teaching. It's your actions and the processes by which methods, exercises, techniques, tools, etc. are performed.

**Successful experience.** Focus on a practice that you have done successfully before. It doesn't need to be an extraordinary practice, but it needs to be valuable. Prior experiences using the practice are also useful reflections to include in the end of your Peer Practice video.



**Something to show.** Choose a practice where there is something to show (in other words, it is filmable) – there is action, a setting, objects, teaching materials, etc. You need to be able to 'show how' something is done in your video, not just to 'say how'.

**Interesting for others.** Identify a practice that will be interesting for others to see – and with a potential to inspire them in relation to their own practice (i.e how would other teachers use this, how would it help them, would they be able to "mould" the practice to fit their particular needs in other teaching environments). It can be useful to consult a few peers in this process!

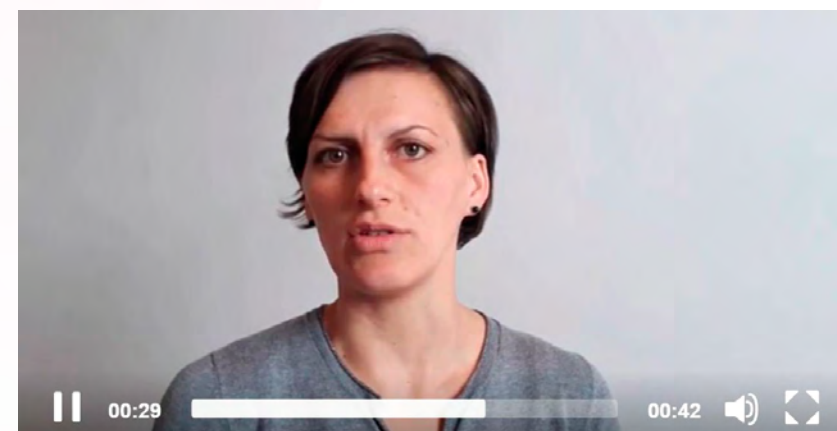


*Peer Practice video from Jan-Marie Lützen, Germany*  
<https://youtu.be/ifGOR8dXXDY>

A lot to show. Do you get inspired?

**Authenticity.** Your peers are not interested in seeing an idealized practice, but something from the real world of teaching. Giving your peers an insight into 'behind the scenes' considerations can be both powerful and valuable.

**Zoom in.** Focus on the smallest possible part of the practice you want to share. Instead of making a single, long and narratively complicated video, you might want to break it down and make a series of videos, each showing a small part of what you do. It's about showing the building blocks; not the entire house.



<https://youtu.be/1Fd0ftB5LLk>



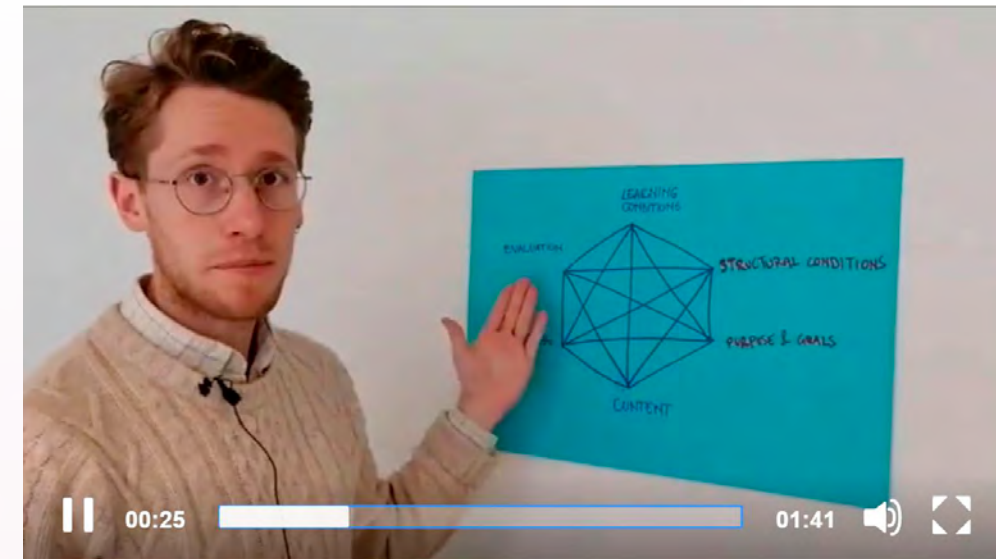
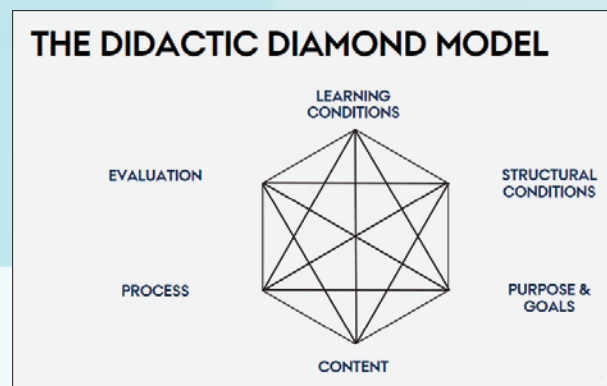


## Didactical Reflection

To help you reflect on and share your practice, Lucas Lundbye Cone has created The Didactical Diamond model. This is a template for helping you identifying the key elements of your didactical process and it will help you realize the value of your practice and whether it “ticks” all the boxes of a successful teaching method.

The model is comprised of six key elements:

- ➔ Learning Conditions
- ➔ Structural conditions
- ➔ Purpose and Goals
- ➔ Content
- ➔ Process
- ➔ Evaluation

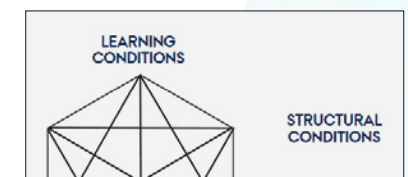


<https://www.youtube.com/watch?v=pCw5oNbpa-0>

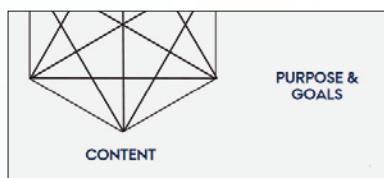
Lucas Lundbye Cone explains shortly how you can use The Didactic Diamond Model in relation to your work producing the Peer Practice video.

### The Didactic Diamond Model in text

**Learning Conditions:** What are the participants’ cultural, linguistic, social, and cognitive preconditions? What are my personal preconditions? What are my strengths/weaknesses?



**Structural conditions:** Which formal, structural or political needs does my practice accommodate? What resources are needed or required to complete my practice, and are these resources available? How do I ensure that participants understand what I say and want? Are translations required?



**Purpose and Goals:** What is the intention with my practice, and why have I chosen these particular goals? What do I hope to achieve or enable in my participants through the practice?

**Content:** What is the central content of the practice, and how does this help achieve the purpose and goals? What are the main forms of participation used in the practice? Lecturing, group work, individual tasks, project work, etc.

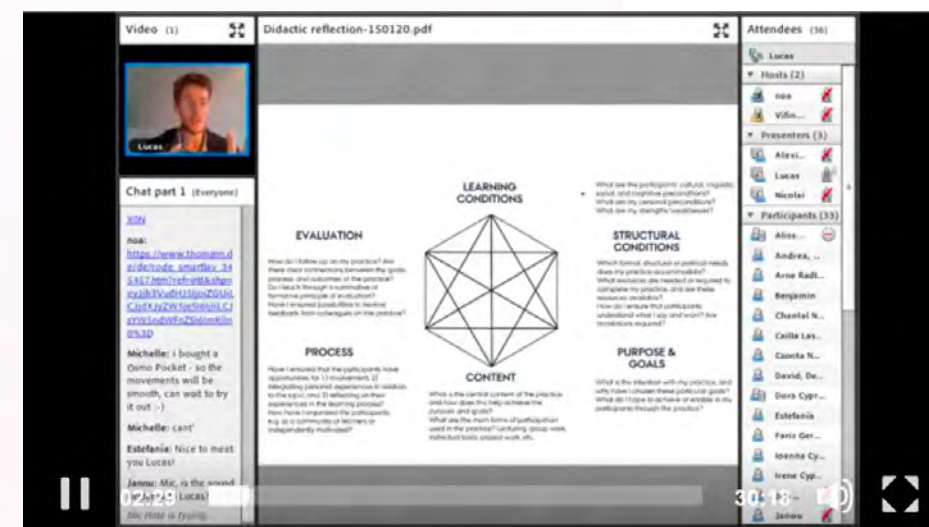


**Process:** Have I ensured that the participants have opportunities for 1) involvement, 2) integrating personal experiences in relation to the topic, and 3) reflecting on their experiences in the learning process? How have I organized the participants, e.g. as a community of learners or independently motivated?

**Evaluation:** How do I follow up on my practice? Are there clear connections between the goals, process, and outcomes of the practice? Do I teach through a summative or formative principle of evaluation? Have I ensured possibilities to receive feedback from colleagues on the practice?

## The Didactic Diamond Model – Explained

Listen to Lucas Lundbye Cone as he explains The Didactic Diamond Model. Recording from the Teacher Training Event webinar, which took place as part of the V-PAL project October 2019.



<https://youtu.be/sxnCgCu1JWI>



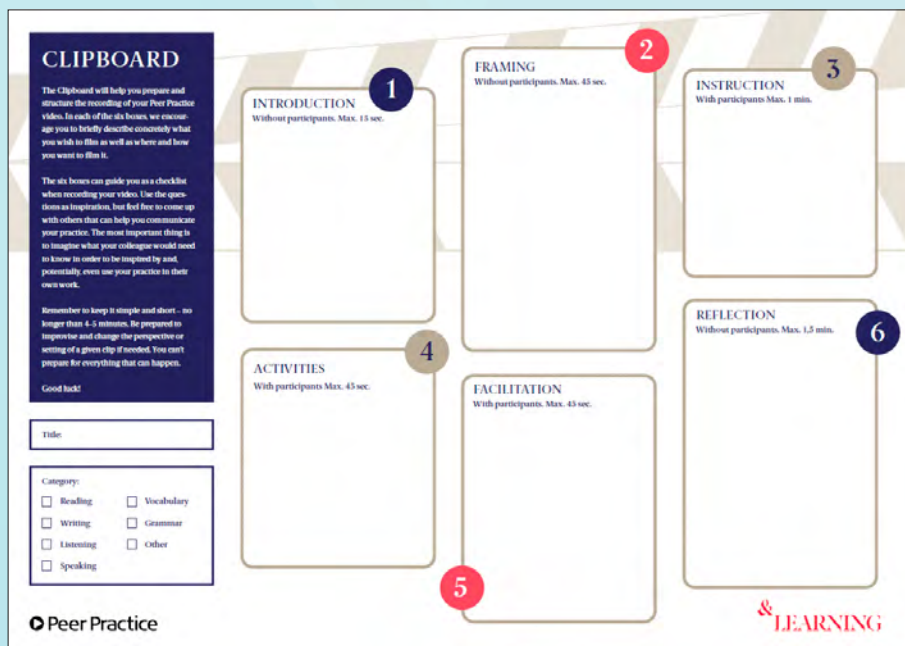
## Develop your script for your video

Developing a script for your video is the best way to keep your video focused on the relevant while being short and concise. V-PAL has developed the Clipboard, which you see to the right, to help you achieve this goal.



The Clipboard will help you prepare and structure the recording of your Peer Practice video.

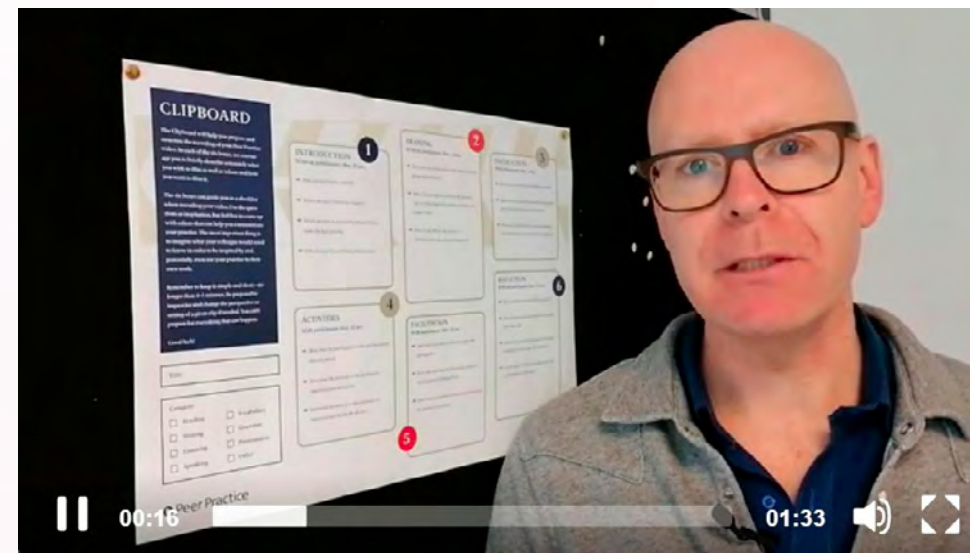
On the following pages we will explain it in more detail.



## The Clipboard

In each of the six boxes, we encourage you to briefly and specifically describe what you wish to film as well as where and how you want to film it. The six boxes can guide you as a checklist when recording your video. Use the questions as inspiration, but feel free to come up with others that can help you communicate your practice. The most important thing is to imagine what your colleague would need to know in order to be inspired by and, potentially, even use your practice in their own work. Remember to keep it simple and short – no longer than

4–5 minutes. Be prepared to improvise and change the perspective or setting of a given clip if needed. You can't prepare for everything that can happen and this is half the fun.



Listen to Nicolai Seest, who gives a short introduction to the Clipboard.

[https://www.youtube.com/watch?v=e\\_F\\_EXX\\_HjI](https://www.youtube.com/watch?v=e_F_EXX_HjI)

## The Clipboard - Getting Started

Firstly, fill in the title for your Peer Practice Video and a Category under which this video fits (i.e. Reading, Writing, Listening, Speaking, Vocabulary, Grammar, Other).

Then, tackle each of the following six categories (i.e. Introduction, Framing, Instruction, Activities, Facilitation and Reflection). Try to answer the questions under each category, while keeping it concise to keep within the stated time limit. Start with the Introduction.

Get more instructions on the following pages.

Get the Clipboard with and without questions here.



CLIPBOARD

The Clipboard will help you prepare and structure the recording of your Peer Practice video. In each of the six boxes, we encourage you to briefly describe concretely what you wish to film as well as where and how you want to film it.

The six boxes can guide you as a checklist when recording your video. Use the questions as inspiration, but feel free to come up with others that can help you communicate your practice. The most important thing is to imagine what your colleague would need to know in order to be inspired by and, potentially, even use your practice in their own work.

Remember to keep it simple and short – no longer than 4-5 minutes. Be prepared to improvise and change the perspective or setting of a given clip if needed. You can't prepare for everything that can happen.

Good luck!

Title:

Category:

Reading

Vocabulary

Writing

Grammar

Listening

Other

Speaking

Peer Practice

& LEARNING

The Clipboard\_with\_question.pdf



CLIPBOARD

The Clipboard will help you prepare and structure the recording of your Peer Practice video. In each of the six boxes, we encourage you to briefly describe concretely what you wish to film as well as where and how you want to film it.

The six boxes can guide you as a checklist when recording your video. Use the questions as inspiration, but feel free to come up with others that can help you communicate your practice. The most important thing is to imagine what your colleague would need to know in order to be inspired by and, potentially, even use your practice in their own work.

Remember to keep it simple and short – no longer than 4-5 minutes. Be prepared to improvise and change the perspective or setting of a given clip if needed. You can't prepare for everything that can happen.

Good luck!

Title:

Category:

Reading

Vocabulary

Writing

Grammar

Listening

Other

Speaking

Peer Practice

& LEARNING

The Clipboard\_without\_questions.pdf

After filling in these two tools, you are on your way and one step closer for a successful Peer Practice Video.

### The Clipboard – Introduction

The first clip in your Peer Practice video should last at maximum 15 seconds. You should tell your audience:

- Who are you? Name, role/title
- Where are you? Institution, location
- Which practice do you wish to share? Find a name for your practice
- With whom will you illustrate the practice?



[https://www.youtube.com/watch?v=ZfjN-EZMu\\_g](https://www.youtube.com/watch?v=ZfjN-EZMu_g)

## The Clipboard – Framing

In Framing - which should last a maximum of 45 seconds - you will for instance explain the following:

- Why have you chosen exactly this practice for this group of participants?
- What (if anything) has preceded the practice? Are we in the beginning, middle or ending of a longer course?
- How do you prepare the practice? Teaching materials, classroom layout, etc.

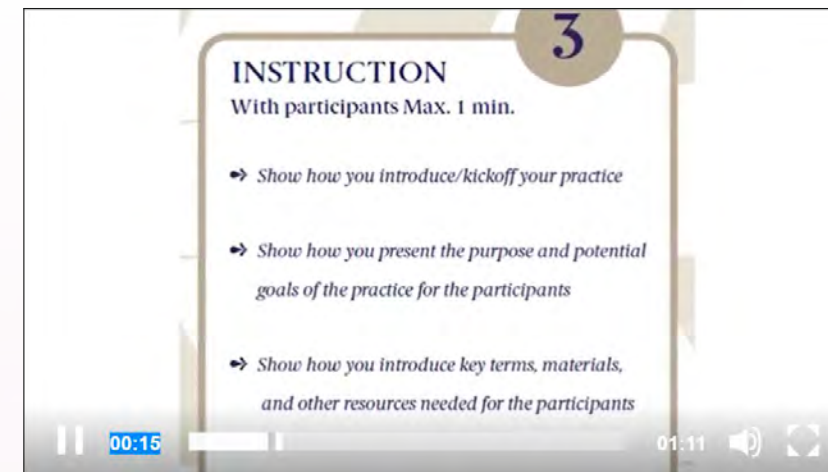


<https://www.youtube.com/watch?v=j3QpSxqtq4>

## The Clipboard – Instruction

The Instruction is filmed with your participants and should last at maximum 1 minute. You can show:

- how you introduce/kickoff your practice
- how you present the purpose and potential goals of the practice to the participants
- how you introduce key terms, materials, and other resources needed to the participants



<https://www.youtube.com/watch?v=Q7IT-wZOU-Q>

## The Clipboard – Activities

This clip should last at maximum 45 seconds. You can show:

- how the participants work and how/where they are placed and
- how the activities in the practice are organized and carried out

Remember to zoom in on key materials or resources used during the practice.

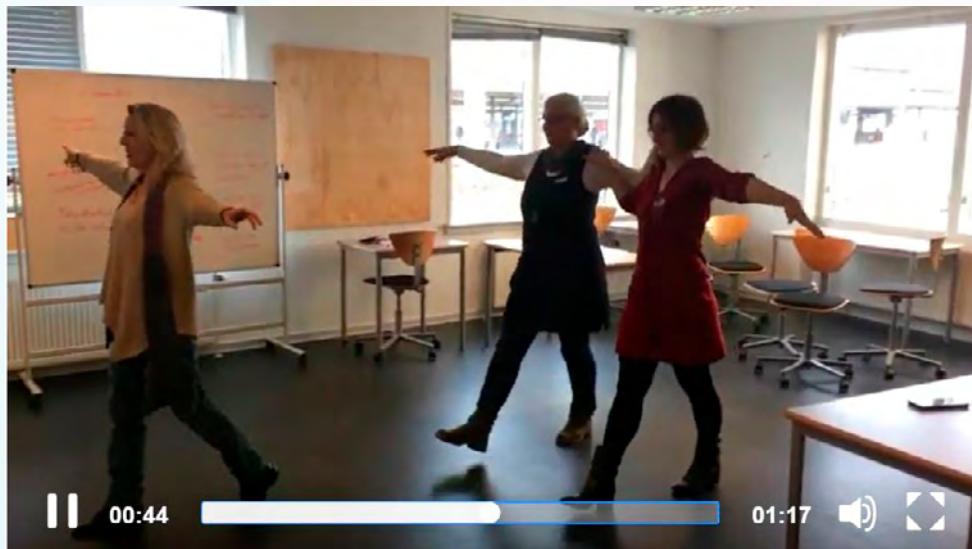


[https://youtu.be/ESBX-A2-\\_Z8](https://youtu.be/ESBX-A2-_Z8)

## The Clipboard – Facilitation

This clip should last at maximum 45 second. You can show:

- how you interact with and support the participants
- how you round up the practice, relate to learning goals (if you use them)
- how you involve participants in evaluating the practice (if you do so)



<https://www.youtube.com/watch?v=o0to8DAx2NE>

## The Clipboard – Reflection

Your final clip, Reflection, should last at maximum 1,5 minutes. You can recap:

- What are the central benefits of the practice?
- How does the practice contribute to the participant's learning?
- Are there any potential challenges when going through the various steps of the practice?
- Do you have any final tips for others who might want to try your practice?



<https://www.youtube.com/watch?v=TKOVVx-IBA>

## Getting your Students onboard

Since you are sharing your video on a public platform, you will need to make sure, your students agree to be part of the video.

For this - the V-PAL Team has produced templates for consent forms, which you can have your students sign - and thereby also assure them, that they can ask to have the videos removed from the V-PAL Platform and how to do it.



1. >> Find consent forms below and get tips in how to get your students onboard on the next page.



2. >>



3. >>



4. >>



5. >>



6. >> 1. [Consents form students\\_ENG.pdf](#) / 2. [Consent form students\\_ES.pdf](#) / 3. [Consent form students\\_DE.pdf](#) / 4. [Consent form students\\_RO.pdf](#) / 5. [Consents form students\\_DK.pdf](#) / 6. [Consents form students\\_GR.pdf](#)



### Getting your Students onboard

"The learners were so pleased with their success in the sessions and tickled pink to see themselves on film. We'll do more."

Worried about your students? If they will want to participate? Listen to Chantal Nehme, participant in the V-PAL Teacher Training Event and take her advice.



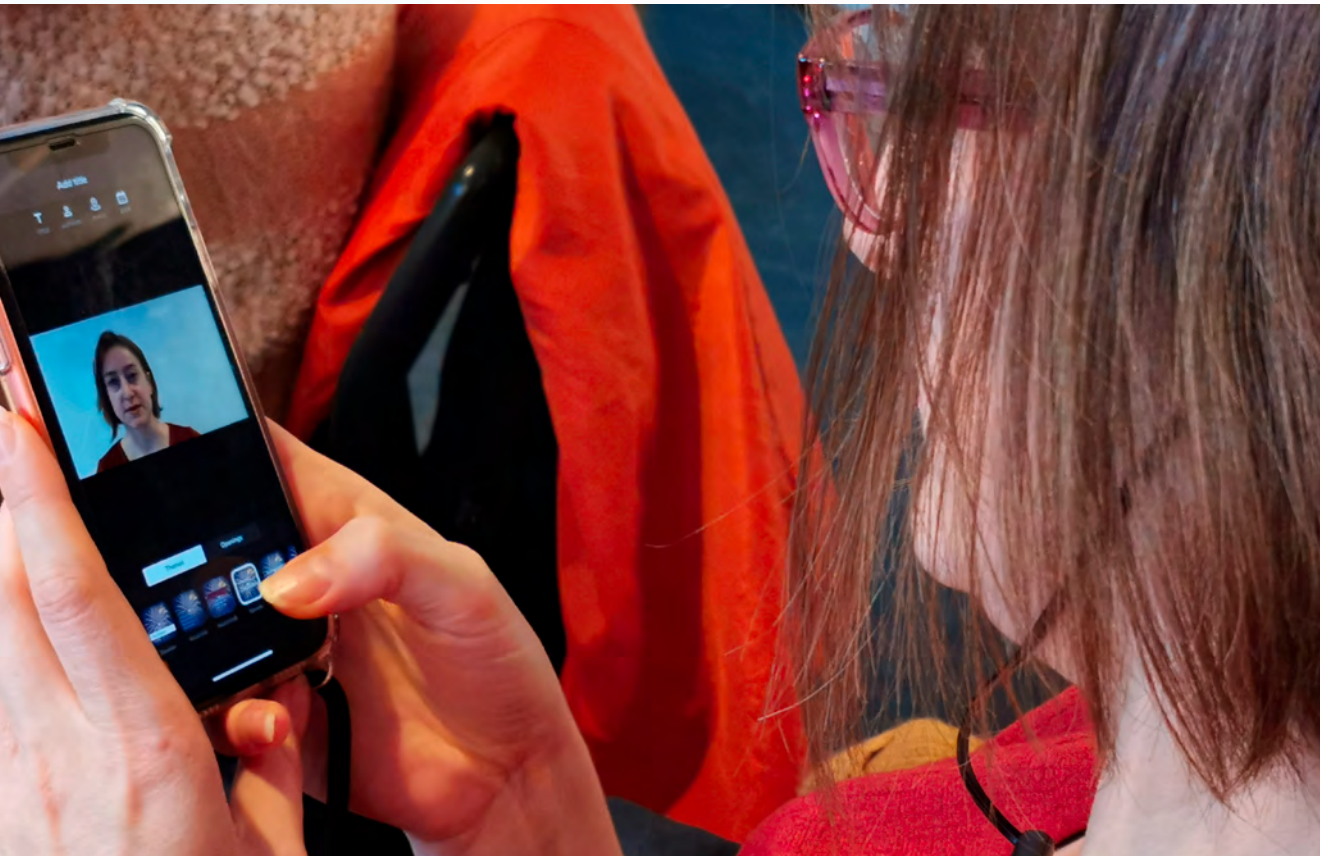
<<



Tip on getting students onboard. From Chantal, Denmark  
<https://youtu.be/ZtWDYnURVJY>



# Produce your Peer Practice video



This section will help you in the production process of your Peer Practice video.

It will:

- ➔ show you how to best prepare your mobile device for recording
- ➔ show you how to deal with the Sound, Light and Movement in your video for the best possible results
- ➔ give you some tips on how to record your video scenes
- ➔ show you how to edit your video by using just your mobile device, namely with the Videoshop Application

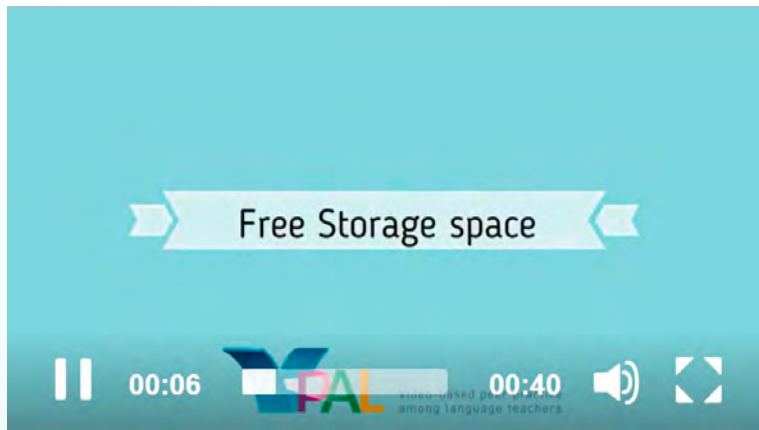
## Prepare your device for recording

On the following pages you will get tips on how to prepare yourself and your device for your video recording.

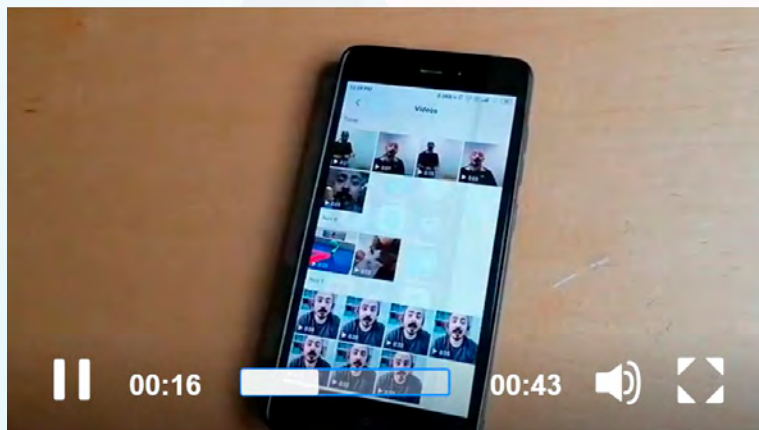


Before you start recording your videos, you must first prepare your device for recording. Since video creates “heavy” files, meaning they take up a lot of storage on your device, the first thing that you should do is free storage on your mobile device to accommodate space for your videos.

Go to your settings, check if you have enough space available, and if not, delete unwanted files and free-up your cache memory. The easiest way to free up space quickly is to delete unwanted videos first.



**Video: Free storage.**  
<https://youtu.be/K5VpHIK-5Oo>



**Video: Delete unwanted videos.**  
<https://youtu.be/NZgVCCXFfI4>

Then you should put your phone in Flight Mode so your video recording is not interrupted by the phone ringing, vibration and instant messaging. Turn all sounds off.

Also, make sure you unlock the Orientation Mode so you can always record in Landscape Mode.

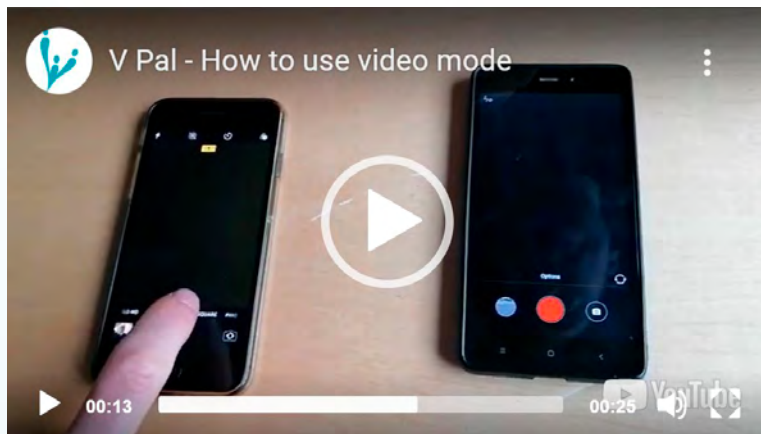


**Video: Flight mode**  
<https://youtu.be/2CkJWsTvHGk>



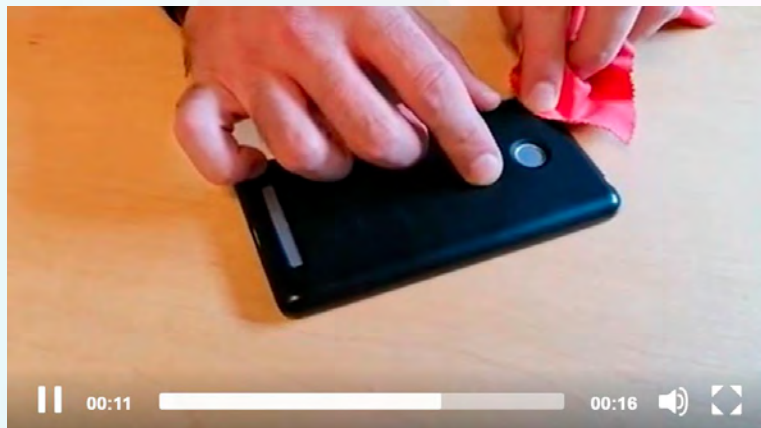
**Video orientation lock**  
<https://youtu.be/idq7wURzZ-w>

Put your camera on Video Mode (you don't want to start recording only to find you just took a picture).



**Video: video mode**  
<https://youtu.be/7kvaCEX9AQc>

Lastly, clean your camera lense with a clean cloth and remember to keep your fingers away from the camera lense's range.



<https://youtu.be/dZqfaY8DuDE>

Lastly - keep your fingers off :-)

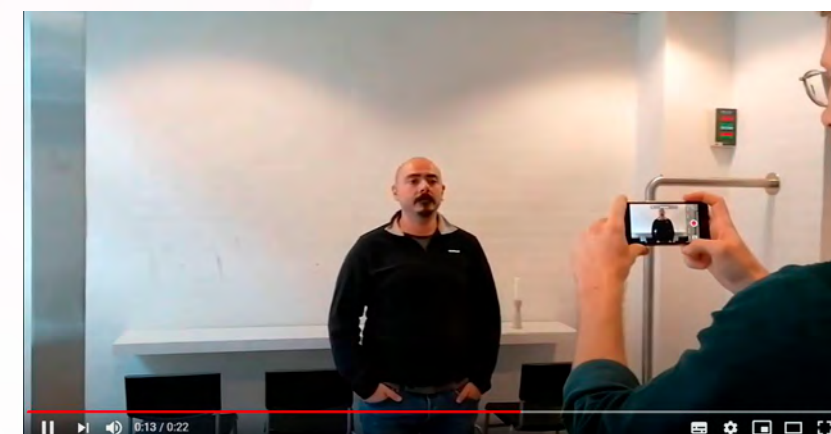


**Video: Keep your fingers off**  
<https://youtu.be/6ilC3AVmaW8>

## Framing

Once your device is ready, you should start thinking about framing, sound, light and movement. As a rule of thumb, your camera should stay close to the person you are filming. You should shoot your subject from the front, or slightly from the side.

*Video: Framing*



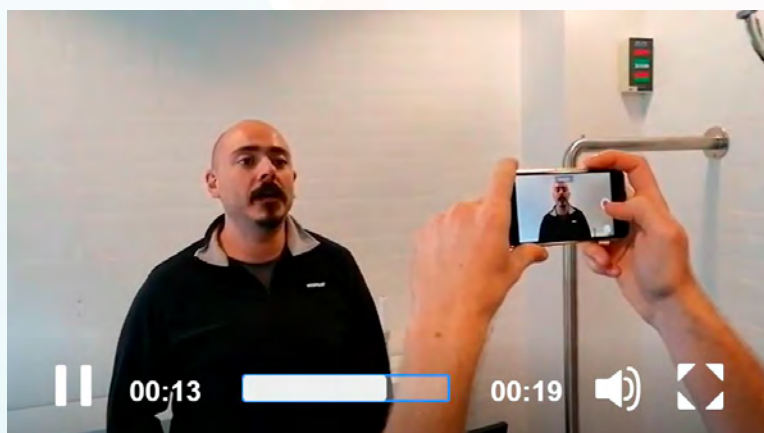
**How to frame your video:**  
<https://www.youtube.com/watch?v=U0sL0n6oAnw&feature=youtu.be>



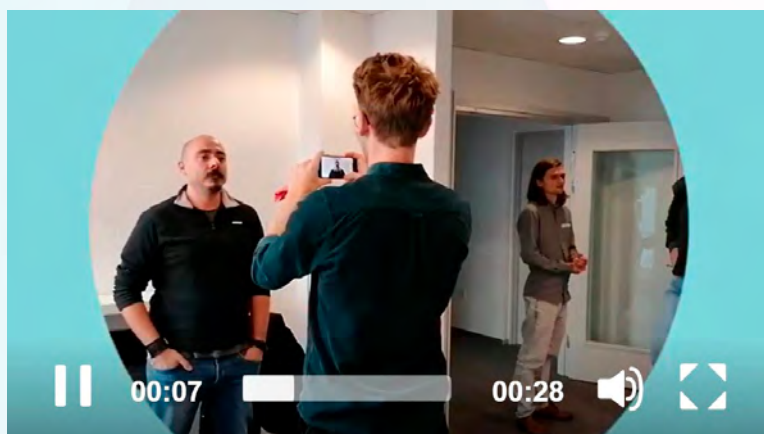
## Sound

Staying close also helps with the video sound because the voice comes across clearer the closer you are.

Remember also to limit any background noise, like people conversing near you, outside traffic, humming of machinery, etc. Don't forget to speak loudly and clearly.



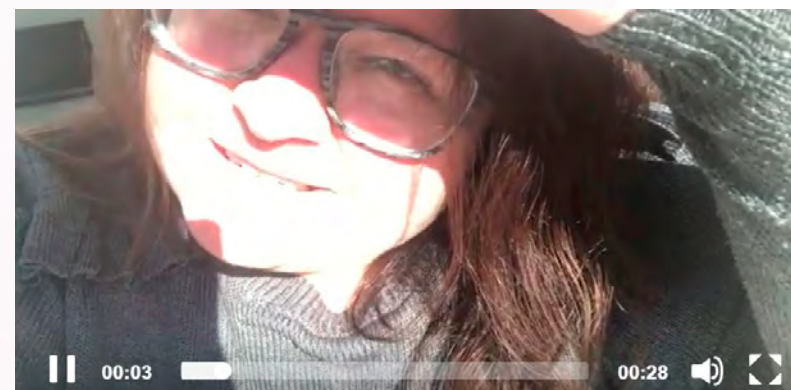
**Video: How to speak up**  
<https://youtu.be/nvKQJXDr6go>



**How to limit background noise**  
<https://youtu.be/KuHi7ruByc8>

## Lightning

Avoid filming with any light coming from the back of what you are filming or else you risk the main focus of your video being too dark. Also make sure to avoid shadows on the face that occur when you stand under direct light.



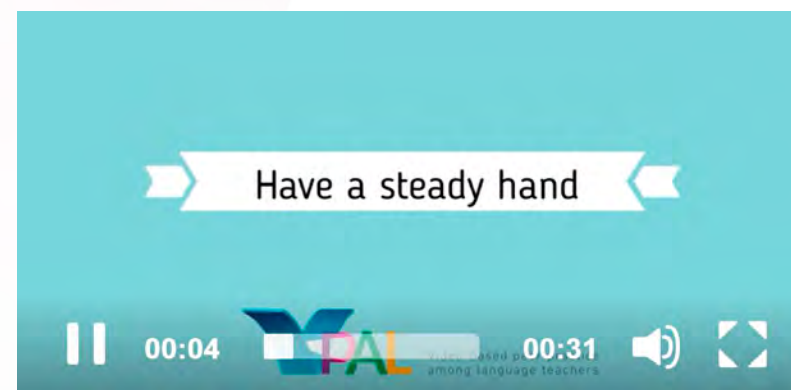
**Tip from Michelle, Denmark**  
[https://youtu.be/o\\_dydXYfUw0](https://youtu.be/o_dydXYfUw0)

## Movement

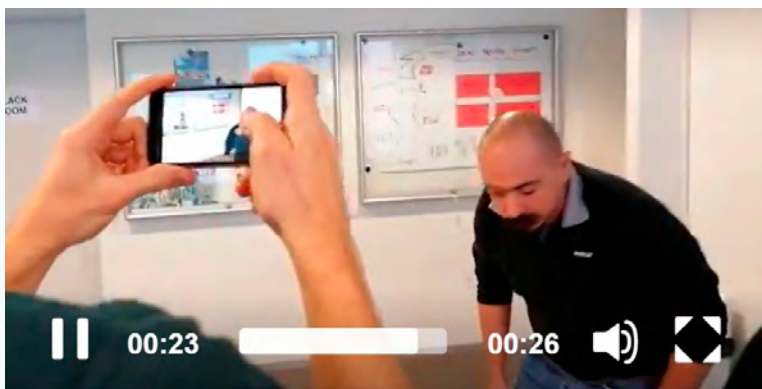
Your hands should be steady while holding the camera and any movements should be slow and steady.

If you must move to different locations, use more clips by stopping or pausing your video before you make a sudden change in position.

Choose to have shorter, steady clips rather than longer, shaky ones.



**Video: steady hands and slow movement**  
<https://youtu.be/4Kfk09Z86VQ>



**Video: Use more clips**  
<https://youtu.be/R887UwzzD-I>

Get examples and comments on framing, sound, lightning and movement from Nicolai Seest, &LEARNING, based on experiences from the V-PAL Teacher Training in 2019-2020.



<https://youtu.be/SusgrQZCpQc>

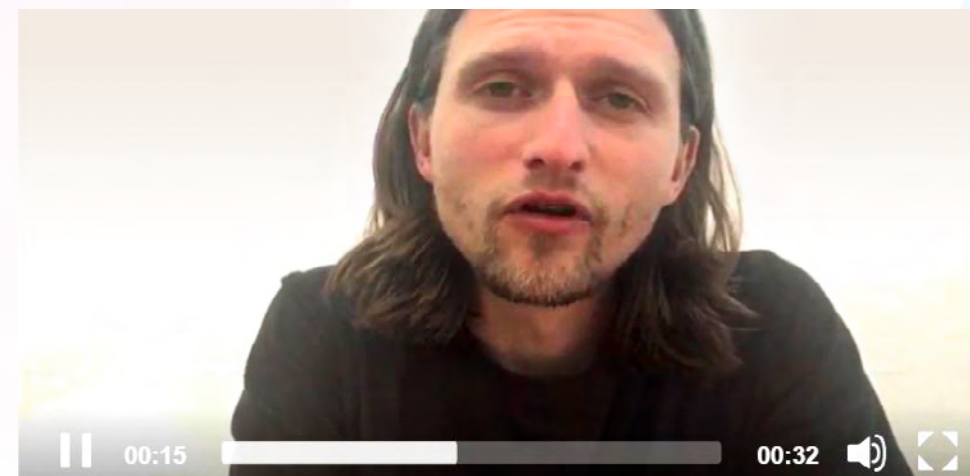
### Record your video

Recording your video should ideally follow the “scenes” that you prepared in your clipboard (see last section). Most of the six scenes you are expected to record, you can do on your own using a tripod, but all of them would be much easier to shoot with the help of a camera buddy.

Make sure to record and save on your device, NOT in the app.



Ask your camera buddy to frame you correctly and to give you a sign before they hit record. You should follow your script. Check after each take if everything you wanted to be included is in fact included. Delete all previous cuts that were not satisfactory as soon as you watch them. This will help limit storage usage and it will help immensely during editing since you will only have one good shot per scene (Introduction, Framing, Instruction, Activities, Facilitation, Reflection).



**Tip on clips. From Benjamin, Denmark**  
<https://www.youtube.com/watch?v=yYdofx9IMPU>



*Tips while filming. From Benjamin, Denmark*

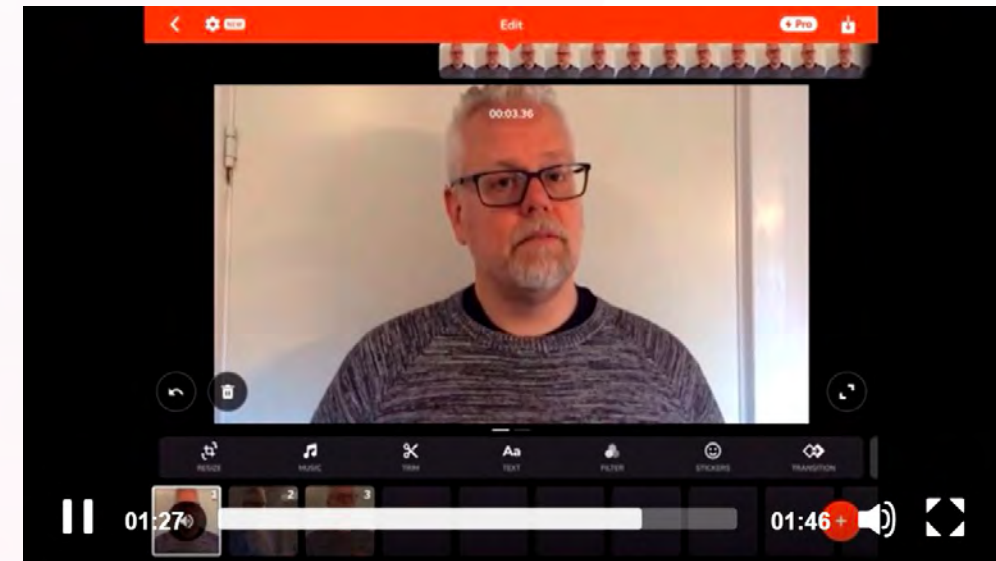
<https://www.youtube.com/watch?v=Cz6a0PpWXIs>

## Edit your video

Editing your video can be a daunting process but it shouldn't be! Download the free App Videoshop onto your mobile phone and let's edit!



First, open the App and Import Clips (you should have six clips, one per clipboard scene). Choose all six of them and import them into the App. Then, you can see them at the bottom of your screen and you can tap them and move them in the correct order with your finger. Once you have them in the correct order, play the video and see if everything plays as it should.



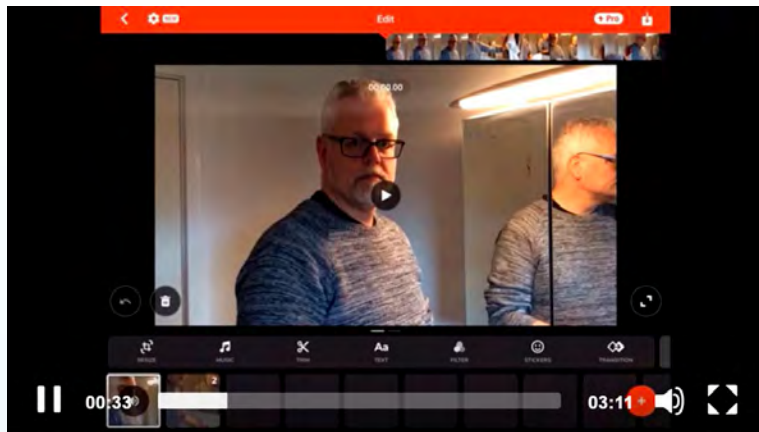
<https://www.youtube.com/watch?v=RQEkMfHhpKI>

## Trim, cut and split

You can also Trim, Cut and Split a video clip to have better cohesion or to make it shorter and have a better transitions and flow.

Trimming is useful when you need to shorten the video from the start or the back, cutting is used when you need a specific part of the video taken out (the darkened part is erased).

Splitting is used when you need to have two video clips from one (to better manipulate them).



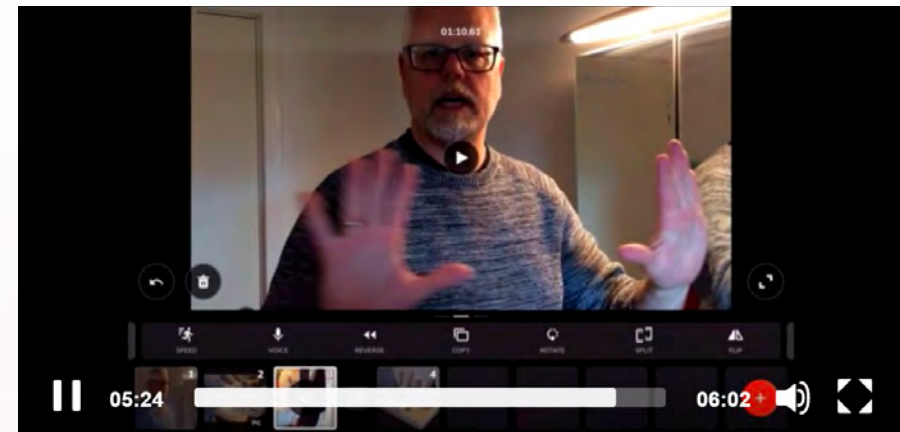
<https://www.youtube.com/watch?v=TXSX5bT1M54>

You should check any change you make by playing the video until you are familiarised with all the App's functions. You can always Undo all steps taken editing your video until you save it so don't worry about any trimming and other mistakes. Just have fun with it.



**Comment on editing. From Noemi, Romania**  
<https://youtu.be/5PYheI2Jkzk>

When you begin to feel confident in editing, you might want to try out some more editing features. The video on this page teaches you how to work with transitions between clips and how to speed up some of your clips.



<https://m.youtube.com/watch?feature=youtu.be&v=-kn18j1wIAQ>

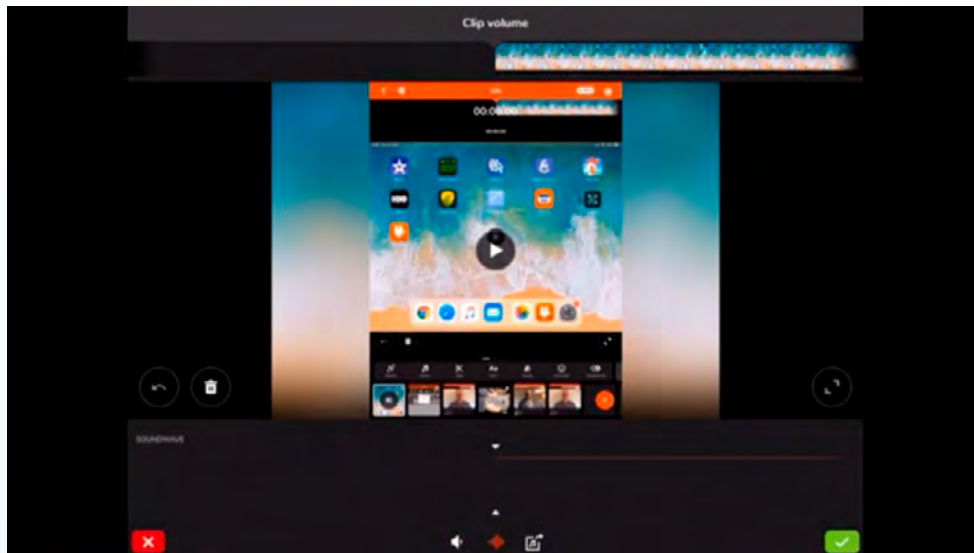
Did you see one of the Peer Practice videos that contain text in the clips? Watch this video and learn how to do it yourself. You will also learn how to resize your video.



<https://youtu.be/vyyWYisY8Sc>

Ready to get even more advanced?

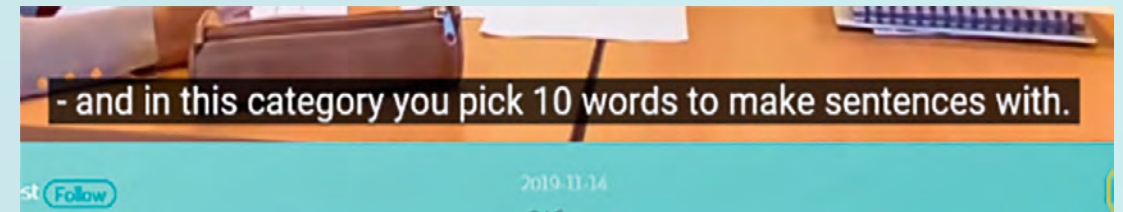
The video on this page will teach you how to use voice-over - or just to adjust the sound on your video.



<https://youtu.be/D4l6VEPPzrs>

## Share your video - and create subtitles

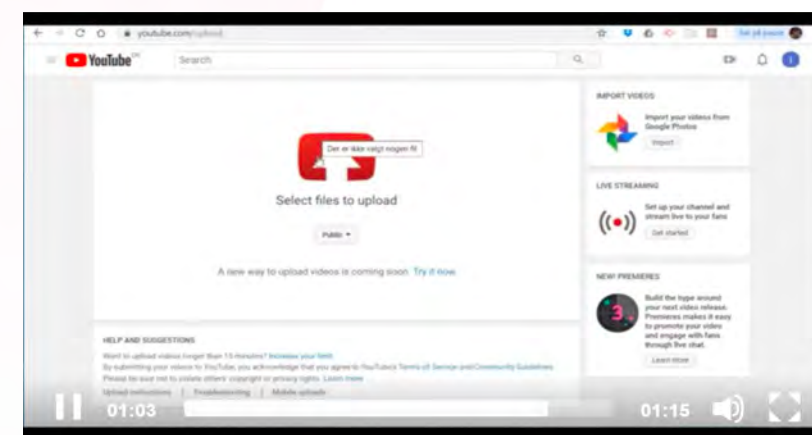
To be able to share your Peer Practice video you need at first to upload it to YouTube. On the following pages, you will learn how to create a YouTube account, how to upload to YouTube - and how you can create subtitles in YouTube.



## Create a YouTube Account

In order to upload videos to the V-PAL platform you first need to upload them to YouTube. To this end you will need a YouTube account.

To create a new account go to [www.youtube.com](http://www.youtube.com), click create new account in the top right-hand corner and follow the instructions. You will need a Gmail account to register; either use an existing one or create a new one in the process.



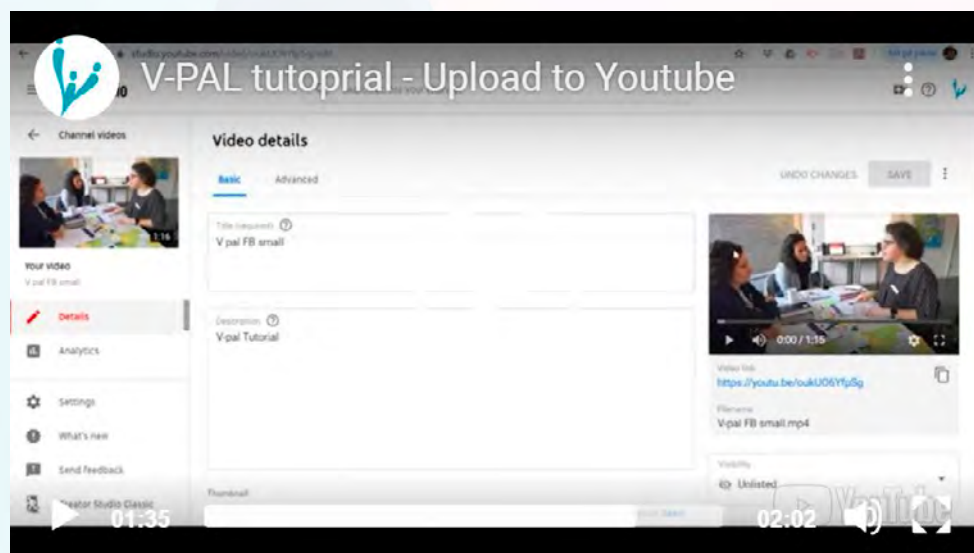
[https://youtu.be/sBII0vrg\\_dk](https://youtu.be/sBII0vrg_dk)



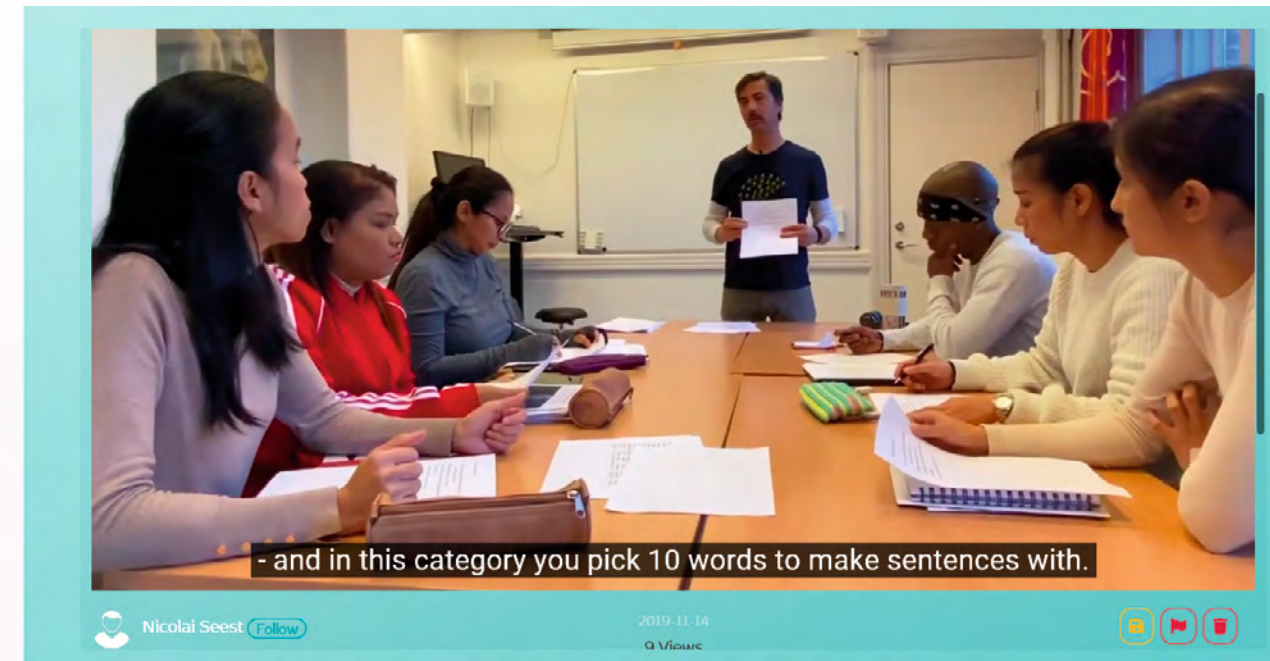
## Upload your Video to YouTube

To upload your video on YouTube go to [www.youtube.com](https://www.youtube.com) and log into your account. You will find a camera icon at the top right-hand corner which allows you to upload videos. Click «upload video» and either select a file from your computer/phone for upload or use the drag and drop option. After selecting a video file you will be able to edit its title as well as add a description. Follow the process to the end, making changes and selections only where you need or want to. In the final step click «done» to finish the upload.

You will now find your video in the Studio section of your account. You will be notified when someone comments on your video.

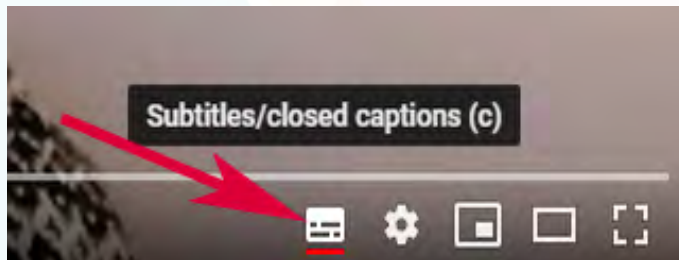


<https://www.youtube.com/watch?v=1UXX95IQzig>

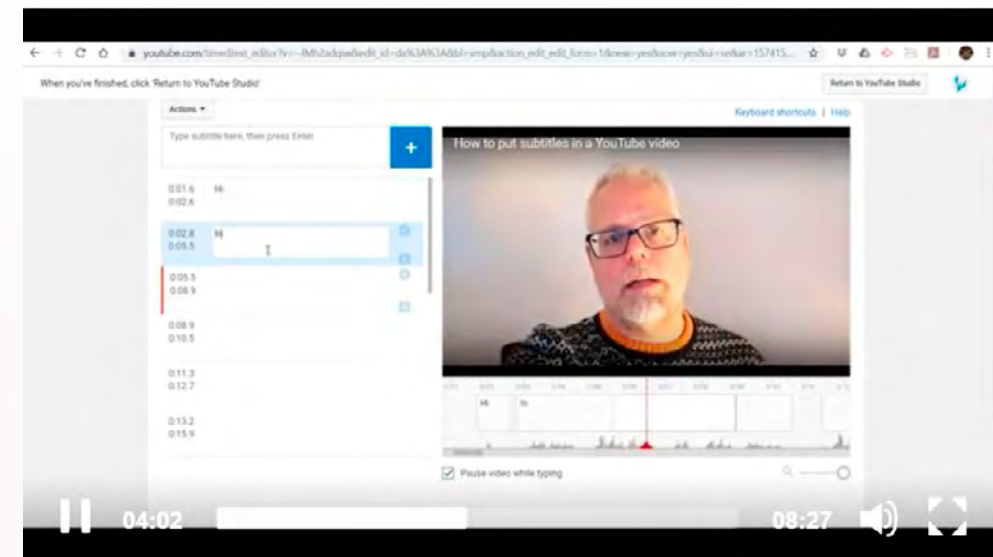



## Translations and subtitles

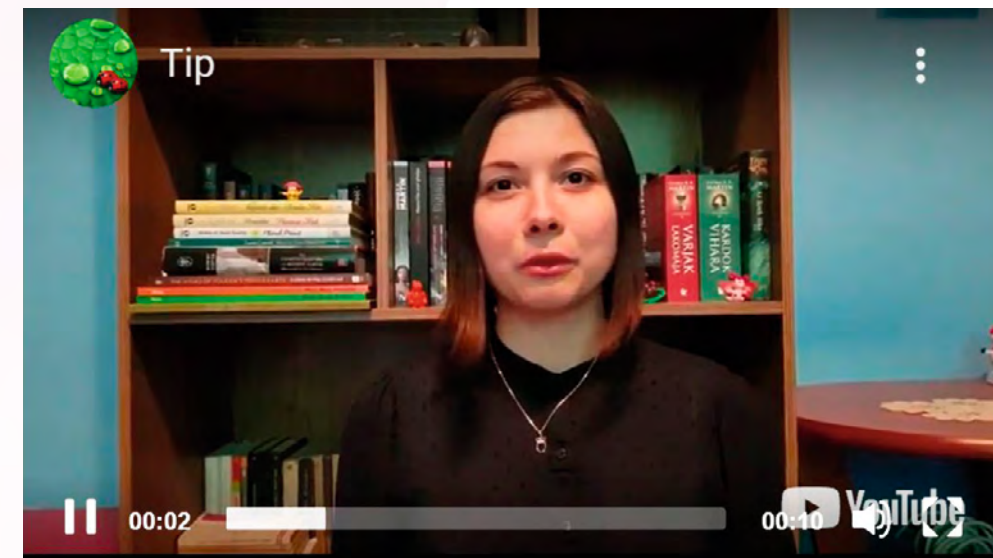
In case there are parts you need to translate into English, you can add subtitles to your video directly on Youtube. If you want to add subtitles to a video already in English you can just click on the “CC” button at the bottom right corner and English subtitles will appear automatically.



If however you want to add subtitles on some parts where you teach your students in your own language, you should login to your YouTube channel, click on your Account icon and then on YouTube Studio and click on Videos on the left-hand side. This is where all your uploaded videos are kept. Click on the one you want to subtitle and then click on Transcriptions (left-hand side column). Click ADD under the Subtitles column (right side). Then click on ‚Create new subtitles‘ or CC. YouTube automatically splits your video in time intervals according to when you speak. Then you just click on the time interval you want to add subtitles to and you write them in the specific box. When you are happy with the video subtitles you ‚Save Changes‘ and you are done!



<https://www.youtube.com/watch?v=63O1dnNrx0>



**On subtitles. From Erzsébet, Romania**

<https://youtu.be/apqtqjTiqVs>

# The V-PAL community

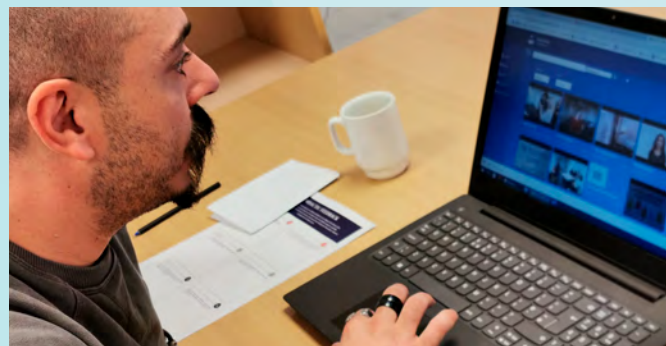


"Other teachers should join the community because they could find interesting, helpful videos; they could share their ideas, opinions as well regarding to the topics; we could help one another out; we could be a helpful and grateful teacher community."

"If you ever wished for exchange with colleagues aside from three minutes at the copy machine or that half-day training course offered at your educational institution, V-Pal is a treasure of peers waiting to be discovered."

In this section you will get information on:

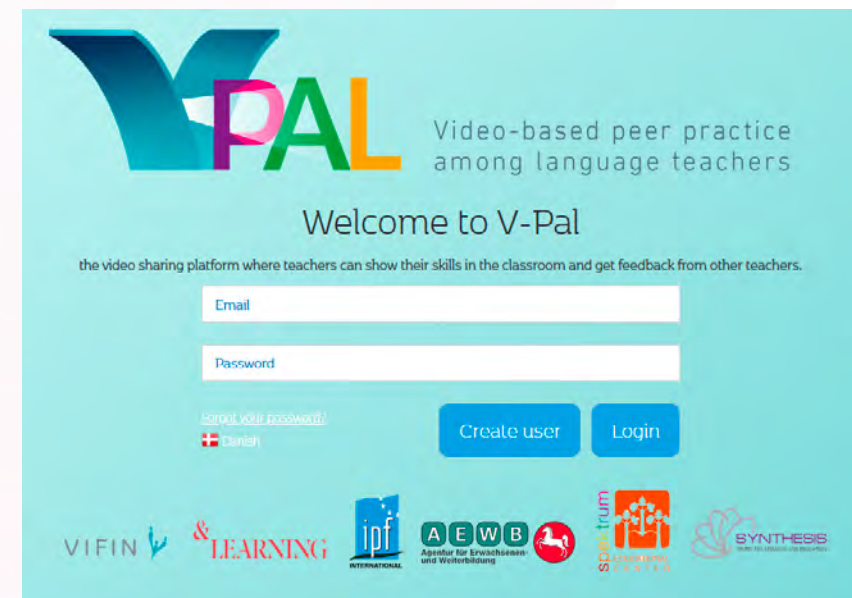
- ➔ how to be part of the V-PAL Community
- ➔ how to use the platform to get inspired
- ➔ how to get into discussion
- ➔ how to share your own video to inspire and learn



"If you often feel you are bored with the good old activities you've always been using but have little time to look for something new, you should join the community."

## Get part of the learning community

100% will encourage colleagues to join the V-PAL community!  
(Source: Final survey among the V-PAL project teacher participants)



## Get inspired

Soundbits from the final survey among the teachers, who participated in the V-PAL project. On the next pages, you will learn how to navigate and search for inspiration in the V-PAL Platform.

"Easy access, brilliant exchange, useful ideas."

"The platform gives the opportunity for exchange, networking and mutual learning. This is very inspiring."

"Access from any mobile device with Wi-Fi makes it possible to check for new ideas from anywhere at anytime."



You will find the platform via [app.v-pal.eu](http://app.v-pal.eu). If you are already registered, enter your user name and password to access the platform; if you have not used the platform before, go via create user to follow the registration process.



*94% have already tried something they learned from the community in their own lessons or are planning to do so.*

(Source: Final survey among the V-PAL project teacher participants)

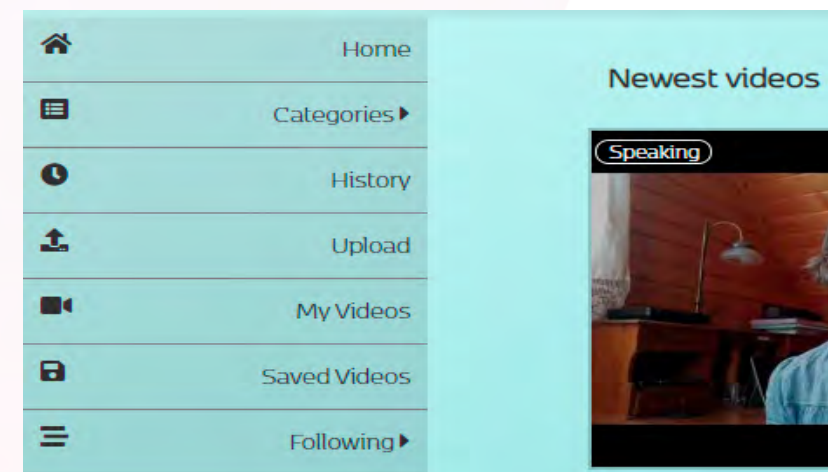
When logged in you will automatically be taken to the Home section; here you will be able to choose between accessing the V-PAL video platform directly or first viewing the instructional materials on how to use the platform: the V-PAL Handbook and the tutorial course. You can always return here later-on to consult the handbook and tutorials.

On the video platform start page you will be presented with the latest uploads. Via the search function, you can look for specific topics or name, or use the drop-down menu to select the category of video you are interested in. You can even sort this selection according to further criteria such as upload date, rating, etc.

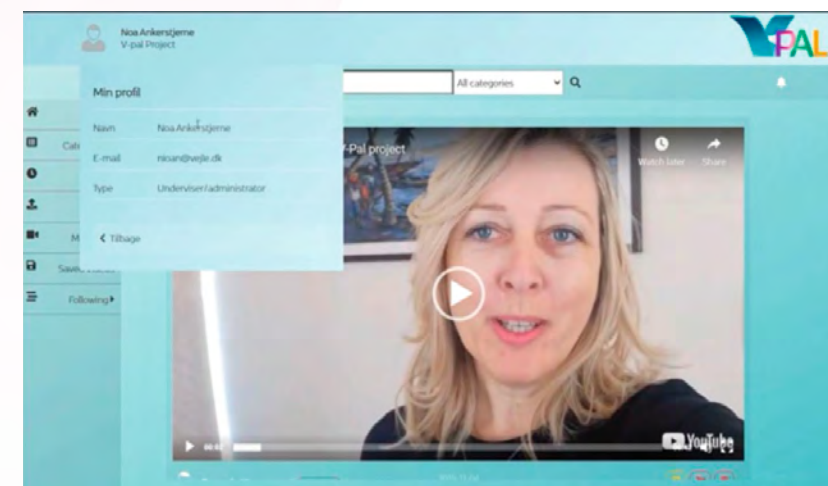
You can also like, save, comment on and flag videos. You even have the option to follow a specific user.

The menu on the left hand side gives you the option to navigate your account. It features the following sections:

- ➔ **Home:** allows you to return to the starting page of your account;
- ➔ **History:** featuring your viewing history;
- ➔ **Upload:** allows you to upload your own videos (see 5.c below);
- ➔ **MyVideos:** featuring your own uploaded videos;
- ➔ **Saved videos:** listing videos you have previously saved;
- ➔ **Following:** lists the videos of users you are following.



Watch this 5 minutes video going through all the V-PAL Platform.



<https://youtu.be/BUpuxdYFObw>



## Discuss

On the following pages you will get inspiration and advice to write constructive and helpful comments on the Peer Practice videos.

*84% found the feedback very useful.*

(Source: Final survey among the V-PAL project teacher participants)

"I have been confirmed in my conviction that we're in this together somehow, with all our bright moments and awkward pauses. Comments have been kind and constructive."

"There are many things which we can learn from others, we can help our fellow teacher by giving tips and feedbacks, it is a really good way for self-improvement."

Giving feedback in an appropriate manner can be just as tough as receiving it. When giving feedback on others' videos, make sure to consider the following guiding principles - the *five cs*. They will help you frame your feedback and suggestions into useful pointers that have the chance to create an impact. Feedback should be:

**CLEAR** – make sure your feedback is focused and understandable; be clear on your own position and frame it appropriately.

**CONCRETE** – be specific about what element/s in the practice you are referring to as well as about your suggestions and comments. Give specific examples to illustrate your points and to increase the recipient's chances to understand your feedback.

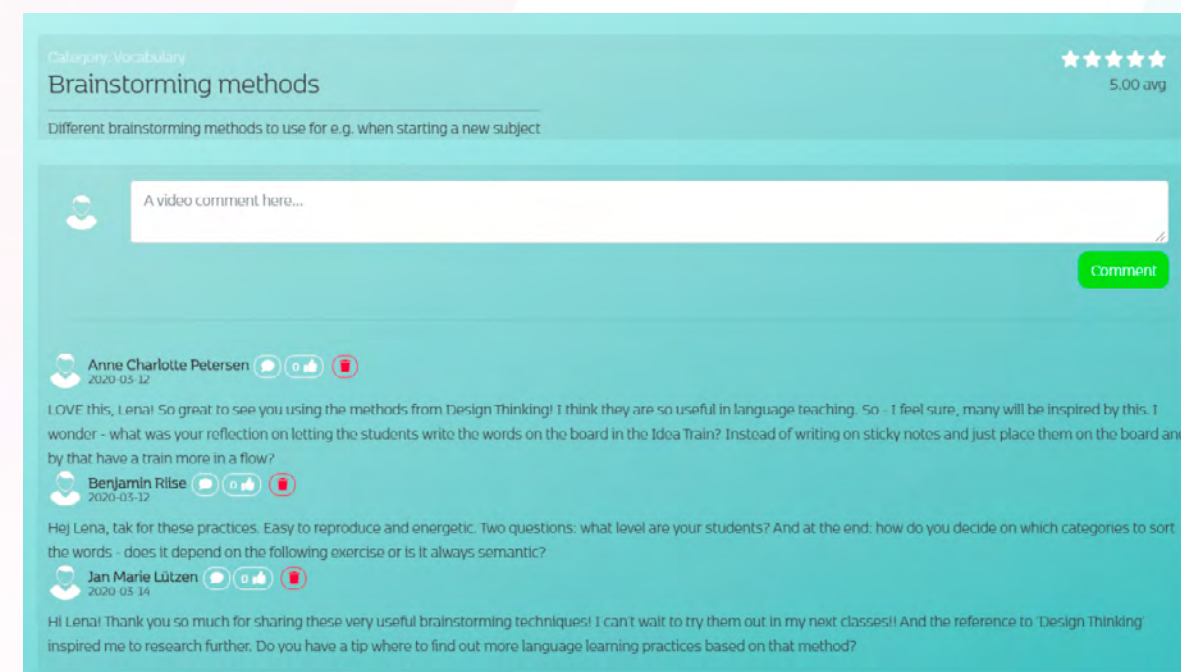
**CONSTRUCTIVE** – make sure your feedback and suggestions enable the recipient to improve their practice; be critical in a respectful and constructive way.

**CARING** – frame your feedback to be a friendly pointer rather than criticism. Starting off by naming something you appreciated about the practice can render the recipient more open towards suggestions of improvement. Consider how you would like to receive feedback.

**CURIOS** – if you are unclear on something regarding the practice, ask questions on these points rather than offering them up as criticism. Asking questions about your observations signals an interest in furthering understanding and exchange.

On the following pages, you will find tutorials, which offer more detailed insights into didactic feedback with differing foci:

- ➔ V-PAL didactic feedback: Overview – addresses the general ideas behind feedback as envisaged within V-PAL
- ➔ V-PAL didactic feedback: Content – focuses on how content is delivered and forms of participation
- ➔ V-PAL didactic feedback: Teacher – focuses on the process of selecting and preparing the practice
- ➔ V-PAL didactic feedback: Participants – focuses on participants' background and structural conditions



Category: Vocabulary

★★★★★ 5.00 avg

Brainstorming methods

Different brainstorming methods to use for e.g. when starting a new subject

A video comment here...

Comment

Anne Charlotte Petersen 2020-05-12

LOVE this, Lena! So great to see you using the methods from Design Thinking! I think they are so useful in language teaching. So - I feel sure, many will be inspired by this. I wonder - what was your reflection on letting the students write the words on the board in the Idea Train? Instead of writing on sticky notes and just place them on the board and by that have a train more in a flow?

Benjamin Riise 2020-05-12

Hej Lena, tak for these practices. Easy to reproduce and energetic. Two questions: what level are your students? And at the end: how do you decide on which categories to sort the words - does it depend on the following exercise or is it always semantic?

Jan Marie Lützen 2020-05-14

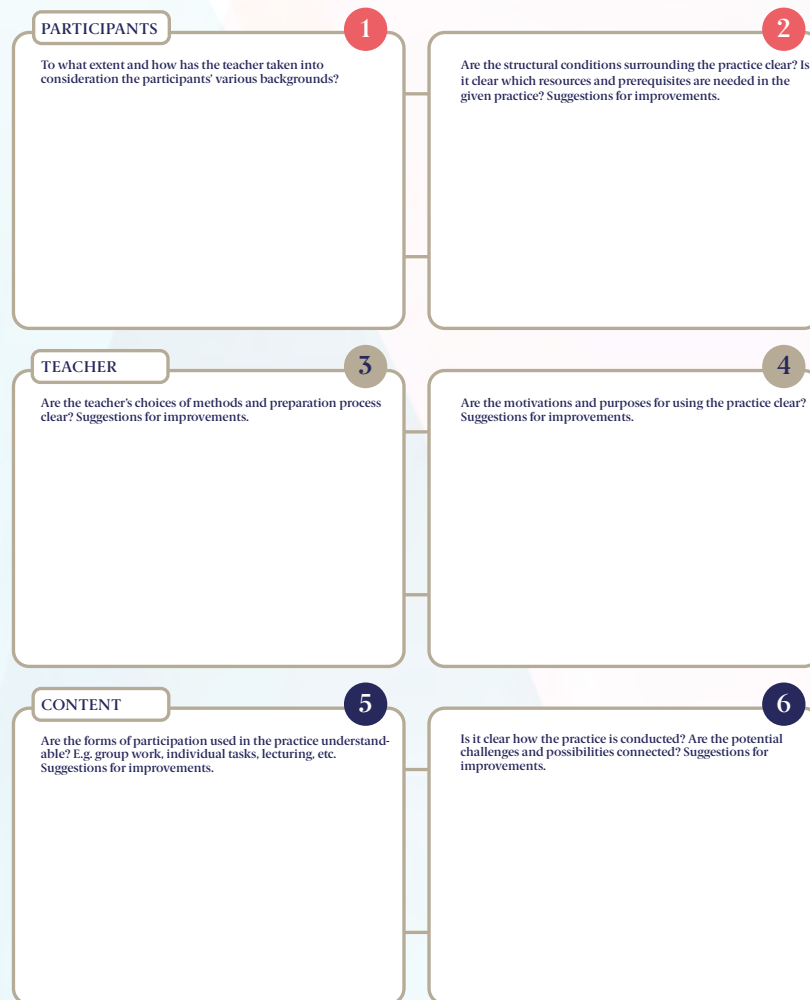
Hi Lena! Thank you so much for sharing these very useful brainstorming techniques! I can't wait to try them out in my next classes! And the reference to 'Design Thinking' inspired me to research further. Do you have a tip where to find out more language learning practices based on that method?

The accompanying spreadsheets will help you structure and visualise your feedback.



## DIDACTIC FEEDBACK

This template will help you structure your didactic feedback on your colleague's Peer Practice video. The template contains a series of questions intended to make your feedback as specific as possible. Use them as a checklist – and try to be both constructive and concrete when sharing your observations, reflections, and suggestions for improvement.

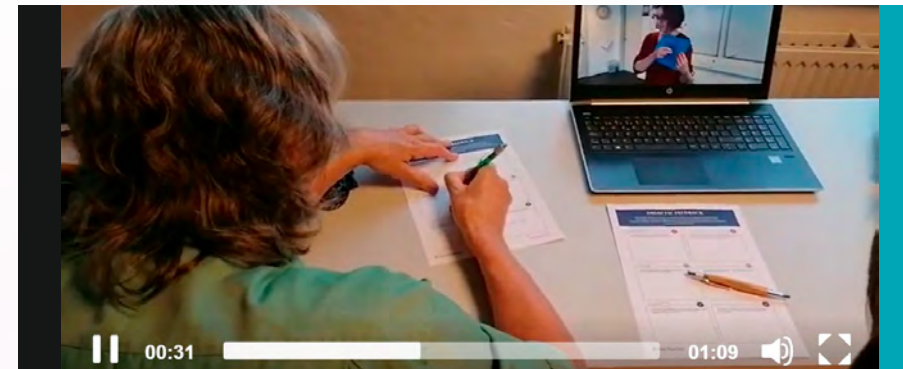


Peer Practice



<https://app.v-pal.eu/assets/files/Didacticfeedback.pdf>

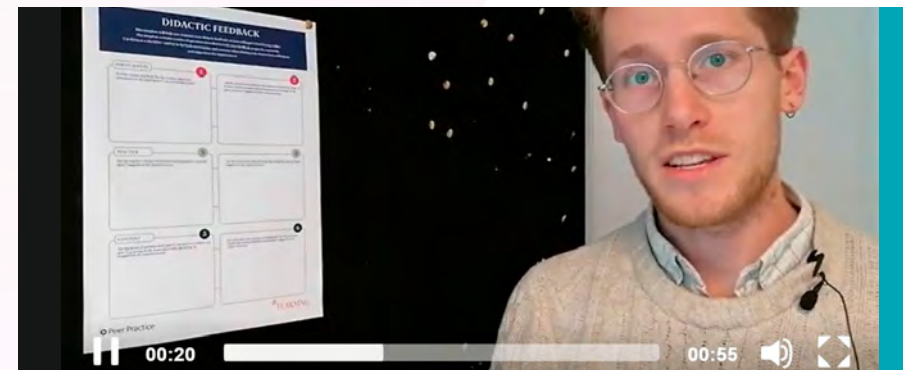
### Overview



<https://www.youtube.com/watch?v=UqDTRzjqQY0>



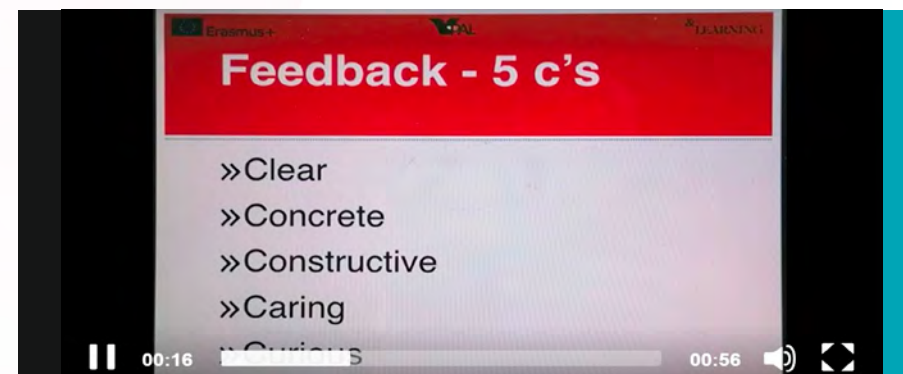
### Content



<https://www.youtube.com/watch?v=09AcuP7Wkmo>



### Teachers



<https://www.youtube.com/watch?v=Q4ejNPPyfk0>

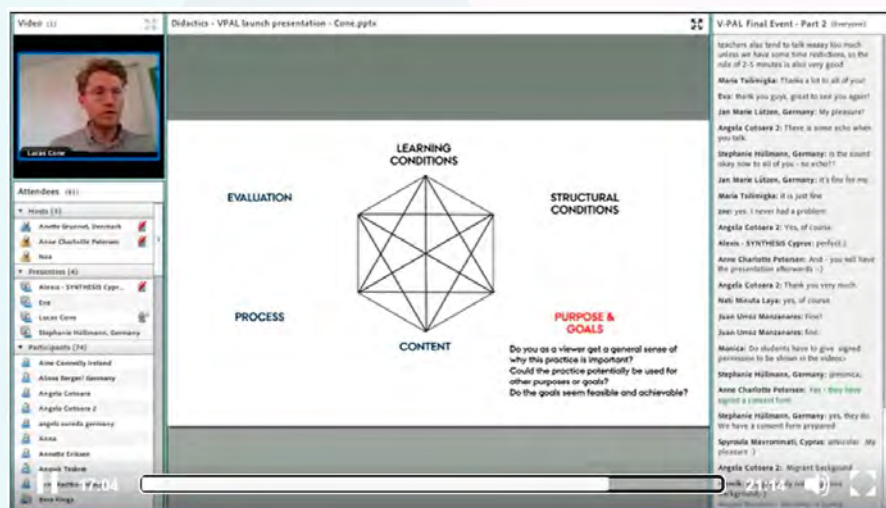


## Participants



<https://www.youtube.com/watch?v=xj2-79WFjOI>

Watch the presentation by Lucas Cone Lundby from the Final Event in the V-PAL project (27.05.20). He uses The Didactic Diamond for feedback. Download accompanying documents below.



1. [Feedback Didactic diamond.pdf](https://app.v-pal.eu/assets/files/Emptyfeedbackdiamond.pdf)
2. [Feedback diamond examples.pdf](https://app.v-pal.eu/assets/files/Feedbackdiamondexamples.pdf)
3. [Empty feedback diamond.pdf](https://app.v-pal.eu/assets/files/Updatedfeedbackdiamondhandout.pdf)

## Get into discussions – react to comments

Comments and feedback on the V-PAL platform are no one-way street. In addition to commenting on others' videos, you are invited to respond to comments given on your own and others' videos, thereby initiating further, more detailed exchange with the other participants and addressing specific elements in-depth. Ask questions, provide further ideas and pointers, or use the community as a sounding board – this is your chance to engage with a lively community of highly experienced and committed teachers from all over Europe and to co-design high-quality teaching for your own as well as others' classrooms.

Let all debates be guided by the same principles as the initial feedback – the *five cs*: clear, concrete, constructive, caring and curious.

"My experience has been that giving a comment which contains at least 1 question requires the teacher who uploaded the practice to answer so discussion can happen. However, if the feedback contains only affirmative sentences like " ...was really good in your video" the other teacher is less likely to comment back (even if the feedback is thorough not just superficial)."

"Sharing your craft helps you and others."

### In this section you will learn:

- how to upload your Peer Practice video to the platform
- how to make it easy to search for
- how to create a useful description

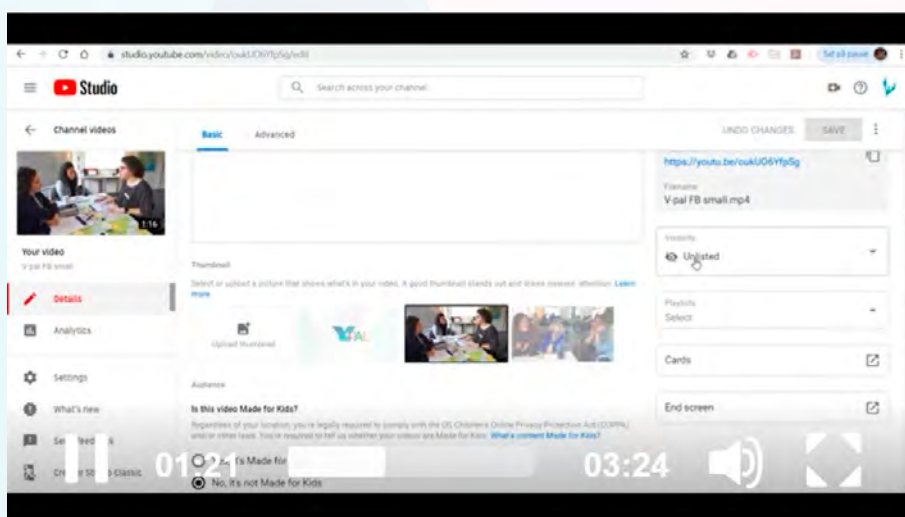
*90% reflect more on their teaching because of the experience in V-PAL*  
(Source: Final survey among the V-PAL project teacher participants)

"It gives one a chance to work with ones owns teaching in a different way, also get to know and meet different teachers from different countries and can exchange experiences and get inspired from each other."

## Upload your video - how to do it

First, find the video you wish to upload to the platform in YouTube. Log into your YouTube account and go to YouTube Studio via your channel icon in the top right-hand corner. Choose the Videos category in the menu on the left and select the video file you wish to upload. At this point it is important to check that it is *unlisted* (instead of public or private) so that select people can watch it. Then copy the link.

» Second, log into the V-PAL platform via [app.v-pal.eu/login](http://app.v-pal.eu/login). Choose the **Upload** option in the left-hand side menu. Paste the link under *Video source URL*. Select a category from the drop-down menu to the right and add a short description. Click 'upload' to finish the process. You will now find your video in the category you indicated; make sure it works.



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

The video can now be rated, saved, flagged and receive comments. You can find all your uploaded videos via **My Videos** in the menu; this gives you the chance to edit and even delete them later.

## Upload your video - work on your description

Make it easy to find your video based on a search!

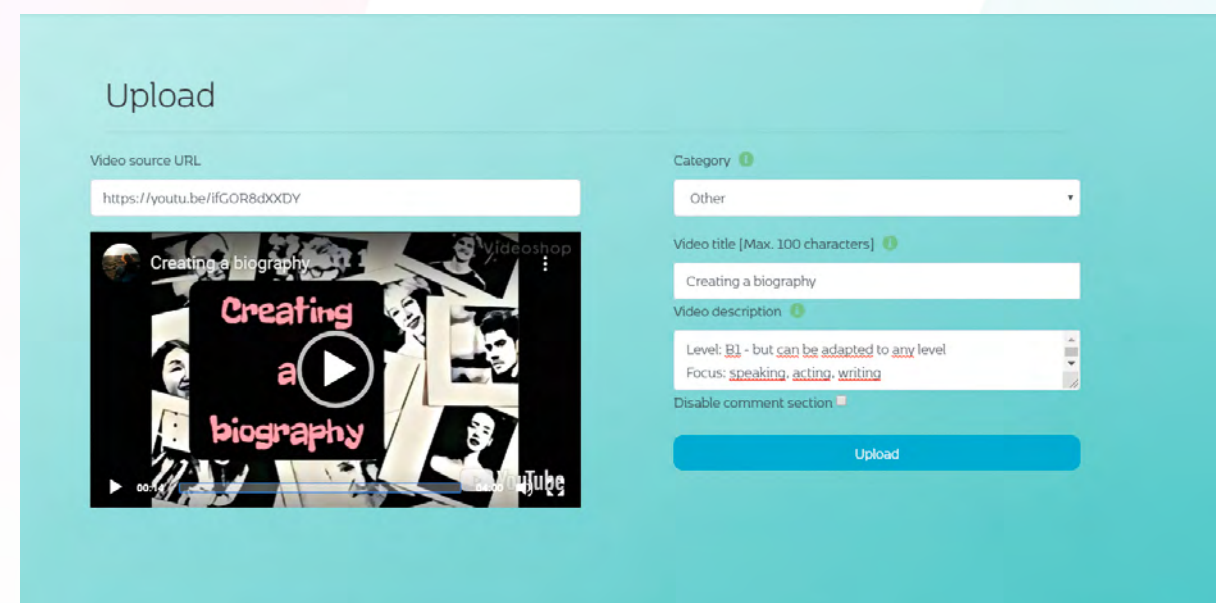
Imagine, that you needed some inspiration for teaching at level A2 - wouldn't it be nice just to be able to search for "A2" and then get all videos for that level? Or - maybe you want to work on reading for coherence. Wouldn't it be great to just search "coherence" and get relevant videos? Help your fellow teachers to find your videos by giving it a relevant title and a good description. Try always to remember to give information on:

- ➔ **Level:** (A1, A2, B1, B2, C1 – the right one of course)
- ➔ **Focus:** (vocabulary, sentence building, syntax, coherence, brainstorm, scan, spelling, overall understanding, specific understanding, ...)
- ➔ **Keywords:** (creativity, art, pair, group, online, in-class, ...)

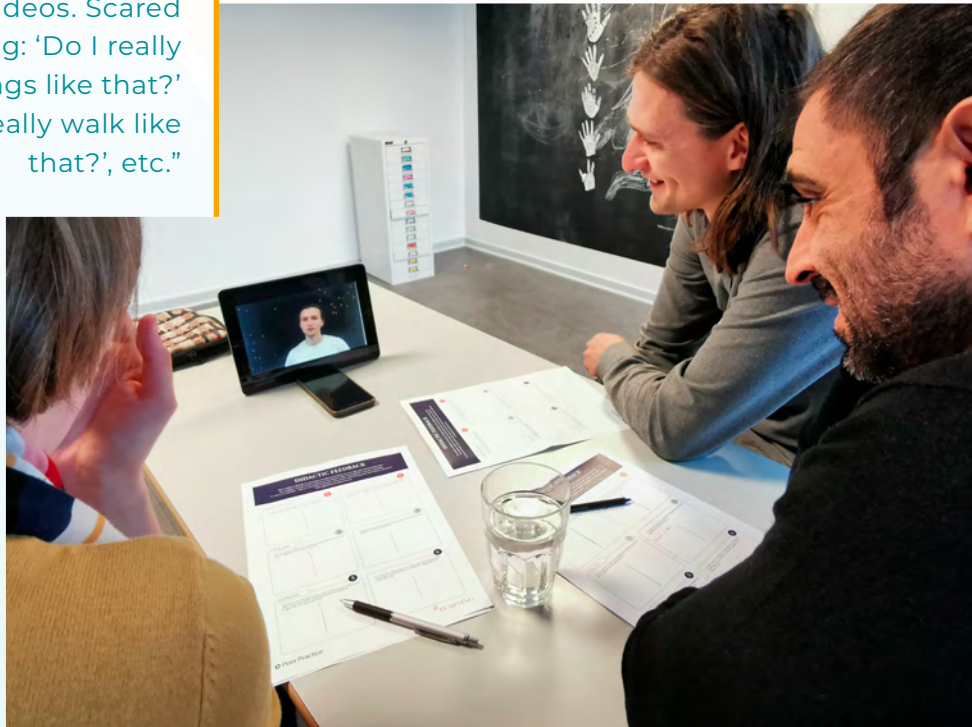
If you have material in relation to the video, which you want to share, then put a link to it in your description.

*84% found the feedback very useful.*

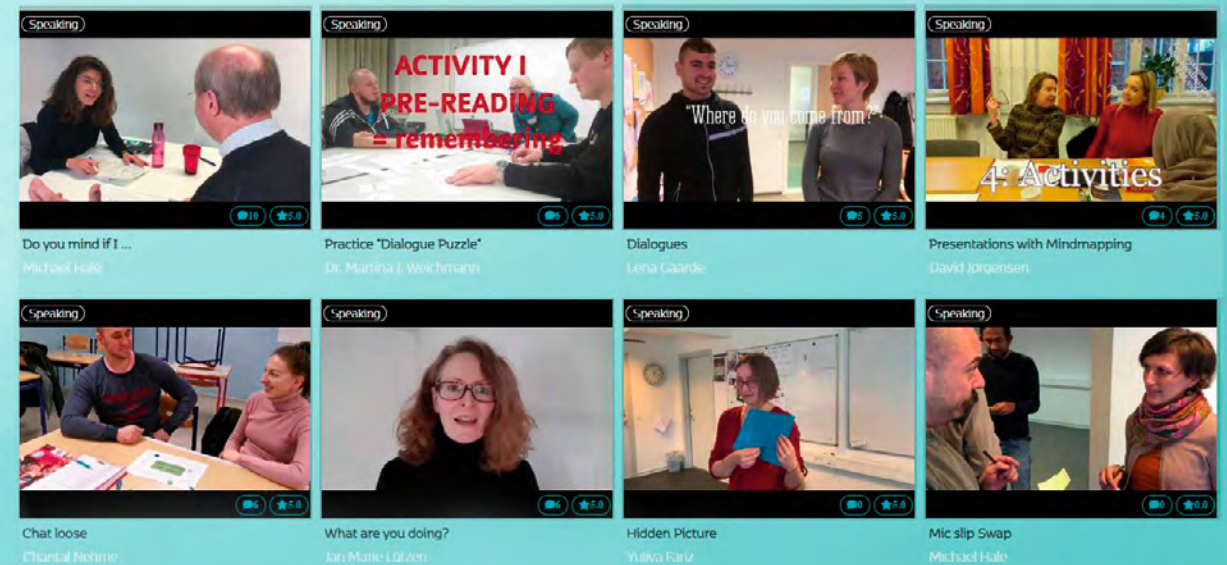
(Source: Final survey among the V-PAL project teacher participants)



"After a while I wasn't scared of myself in the videos. Scared meaning: 'Do I really say things like that?' 'Do I really walk like that?', etc."



## Inspirational Peer Practice videos



### Introduction

In this section you will get to watch a selection of Peer Practice videos from the V-PAL Community.

In connection to each video, you will get information on:

- Why we find it inspirational
- Three inspirational elements, you can look for

## Brainstorming methods

By Lena Gaarde, Denmark



[https://www.youtube.com/watch?v=PpU\\_FvWoQ20&t=5s](https://www.youtube.com/watch?v=PpU_FvWoQ20&t=5s)

This practice goes together with the practice “Idea Shopping”, which you will find on the next page. We find the practices inspirational, exactly because they go together. They thereby show that you can share a whole practice by separating it in the smaller steps it contains.

For you to reflect on: What is the smallest bit of your practice, that contains a step in itself?

Three inspirational elements to look for:

- ➔ Clear introduction and framing - and text on the important bits
- ➔ Text to give basic information on Instruction and Activities (instead of subtitles)
- ➔ Length on clips with activity - short, but enough to know how it works

## Idea Shopping

By Lena Gaarde, Denmark



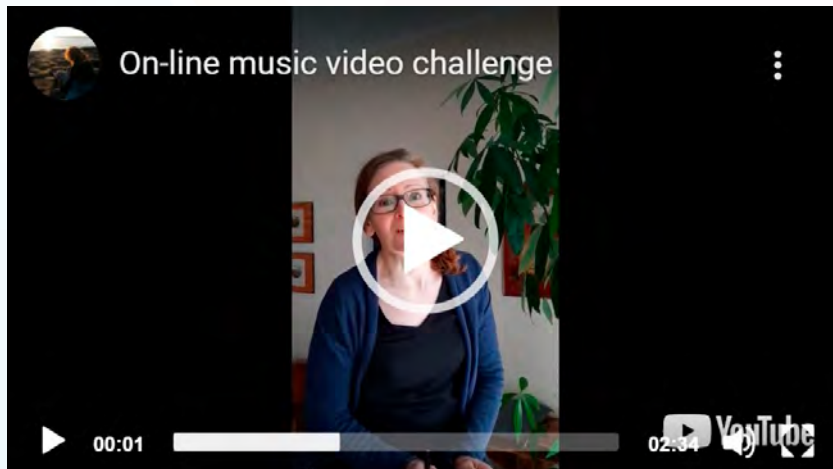
<https://www.youtube.com/watch?v=2GDijEQreto>

Three inspirational elements to look for:

- ➔ Showing the material to be used in the activity before you see the practice
- ➔ Pictures from the process as background in the end of the video
- ➔ Mentioning the method/inspiration for the practice

## Online Music Video Challenge

By Jan-Marie Lützen, Germany



<https://youtu.be/AzWKDXmMBmU>

We find this Peer Practice video inspirational since it shows that you do not have to be in your physical classroom to have a practice to share - it can also be from your online activity.

Three inspirational elements to look for:

- Screenshots of the results give a perfect idea of the interactivity
- Screenshots of the communication gives a good idea of the mood and feeling in the class
- Jan-Marie invites you to go into interaction, give your suggestions. She invites activity in the V-PAL Community so that we all learn.

## The Spelling Game

By Katalin Mertens Szabo, Romania



<https://youtu.be/UA2fEwfdBXU>

We find this Peer Practice video inspirational for a lot of reasons, beside the clear didactic comments. Form and content also fit together very well, using elements from the practice to give the video colour.

Three inspirational elements to look for:

- Clear, well explained instructions
- Text to give information about benefits and challenges of the practice
- Tips are to the point and helpful





## Creating a Biography

By Jan-Marie Lützen, Germany



<https://youtu.be/ifGOR8dXXDY>

Ever worked on biographies with your students? We simply find this Peer Practice video inspirational because it uses improvisational theatre for this very common task!

Three inspirational elements to look for:

- ➔ The classroom setting and use of it
- ➔ How the students are involved and kept active
- ➔ The atmosphere

## Snake Game

By Yasemin Veysioglu, Cyprus



<https://www.youtube.com/watch?v=s2UN0hj6mlo&feature=youtu.be>

We chose the video “Snake Game” because of its international appeal: it is closely related to the famous board game Snakes & Ladders and the teachers can use this frame to adapt the game to their own classroom needs.

Three inspirational elements to look for:

- ➔ Introduction and reflection - be aware of the calm background
- ➔ The direct gaze toward the spectator
- ➔ The lighting

## Learning Greek through Dancing

By Spyroula Mavrommati, Cyprus

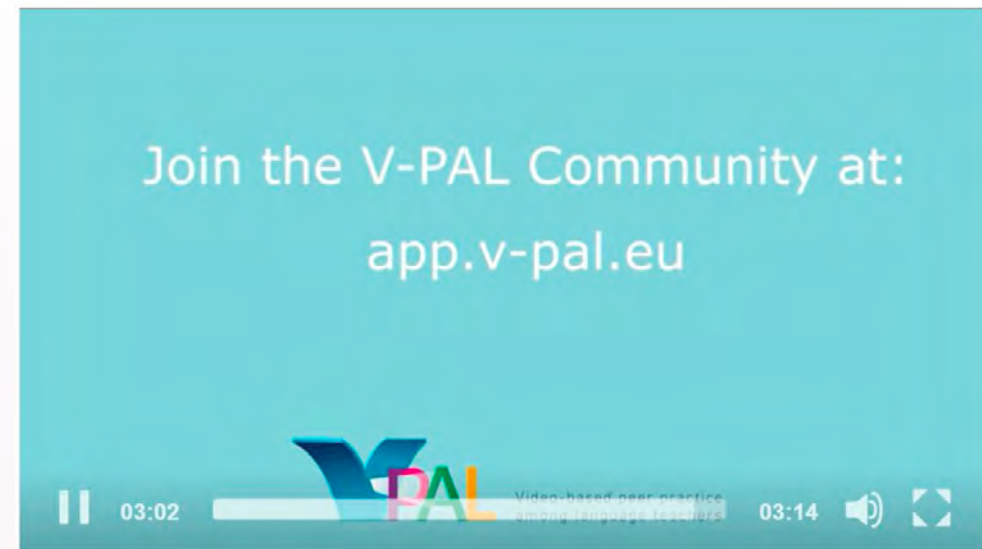


<https://www.youtube.com/watch?v=ol8vg4SODH8&feature=youtu.be>

We chose this video that practices the Imperative (giving/receiving directions) in Greek through the use of dance because it is an excellent method to practice the commands already learned by using kinesthetic learning. It is also amazingly fun to dance in class since it relieves stress and promotes team-building. It also works well with a lot of cultures and societies since most countries have traditional dances and teachers can show some part of their culture to their students.

Three inspirational elements to look for:

- ➔ The use of a picture of a handwritten „title“
- ➔ The transition between different clips
- ➔ Music that emphasizes the practice



<https://youtu.be/TFhotykFrVM>



87% want to work more with Peer Practice in the future.  
(Source: Final survey among the V-PAL project teacher participants)





Video-based Peer  
Practice among  
language teachers

## Partners & Contact



**VIFIN**  
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