



Video-based peer practice
among language teachers

Peer Practice – What it is

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 the teaching practices of each other. Teachers and trainers rarely get the opportunity to experience colleagues teaching - or teaching together. Supervision happens rarely, and it is also addressed by Peer Practice.

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.

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. 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.

What is the benefit of Peer Practice?

Peer Practice creates a better transfer of practice from one teacher to another and creates the basis for the practice to be spread quickly 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.

Peer Practice also contributes to a cost-effective model for competence development - both for those who share and those who are inspired by the practices of others. By giving talented teachers the opportunity to open up, identify, put words on, see oneself in action and share one's good practices with others, they develop their teaching skills. They are also given a mediating role by which they are recognized and motivated (and their knowledge is documented). Finally, Peer

Practice contributes to the development of instructed, technical and communicative video competences and use of social media to participate in academic dialogue.

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:

- **Introduction** to the displayed practice, so that the audience is “taken by the hand” and the video's practice is presented.
- **Framework**, where the teacher justifies didactically his choice of practice and introduces the material and student requirements.
- **Startup**, which shows how the teacher introduces the shown practice with own students.
- **Activities** showing how activities are built up and how students work and are guided through the process.
- **Finding** 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 reflect on the learning outcomes of the practice being disseminated.

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

How can Peer Practice videos be used?

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

- 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

How do participants benefit from making Peer Practice videos?

On the V-PAL Teacher Training the participants achieve:

- To sharpen their eyes on their own practice by watching themselves on video (awareness of own practice)
- To put words on and reflect on the value as well as the difficulty of the practice shown (reflection and articulation)
- To share their own practice with colleagues, get feedback and enter a learning community based on the documented and shared practices (sharing and participating in a professional learning community)
- To be seen and recognized - find purpose and meaning in the fact that others can benefit from their good practices (becoming a role model)
- Improve video-making and communication skills that can be used with their own teaching situations with students - or in relation to other stakeholders (video technology and practice communication)



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How does the V-PAL Teacher Training work?

As a central and integrated part of the V-PAL Teacher Training, the teachers will make videos of selected parts of their own practice. They will be led through a progressive and structured process with 1) identification, 2) documentation, 3) reflection, 4) sharing, 5) interaction and 6) development as central components.

The following elements are part of the V-PAL Teacher Training:

- 3 training days in Vejle (for 25 of the 50 teachers) with hands-on exercises, guidance, peer to peer feedback and editing.
- 2 online meetings with introduction to the method, including feedback and solutions to possible challenges producing the videos.
- Video Production – independently, in two-person teams (buddy system)
- Worksheets - physical worksheets that structure the video production
- Handouts - short manuals and checklists
- Online group, where participants can share and interact with each other

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.