


Seeing is believing: Maximising the benefits of video-based peer observation for ESP teachers

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“Peer observation is considered to be one of the most valued ways to promote professional development in the classroom”

Gosling, 2002



Video-based peer observation

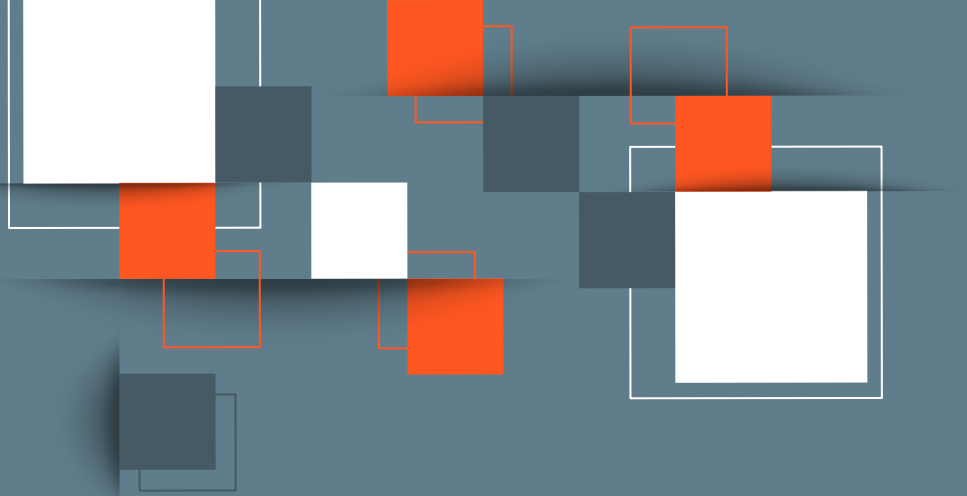
What are the challenges?

Can we assume we(teachers) know how to observe
their peers?

What are the benefits of P.O?

- Breaks down classroom walls and allows teachers to see others' practice
- Teachers feel supported to make changes
- Reduces sense of isolation
- Provides opportunities to highlight exemplary practice
- Feels more developmental than a supervisory observation

Baecher, Mann, Nobre (2023)




What about video-based peer observation?

Can you think of its affordances?



From traditional to video-based reflection

- Traditional reflection: Relying on memory and written narratives.
 - Video: Provides an accurate and objective platform for reflection.
 - Video analysis enables focus on subtle classroom dynamics, student responses, and individual teaching techniques.
 - Video-based reflection provides a more holistic and precise perspective on teaching.
- 



Why I advocate for video-based peer observation

- No limitations resulting from distance, time zone, or aligning schedules with other observers
- Allows for multiple observers for one lesson, beyond what could be accommodated in the physical classroom
- Avoids “surprises” as videos can be previewed before sharing
- Promotes focused observations as videos can be selected around particular viewing targets

Planning the Peer Observation: Template for Video-Based Observation/ESP

Background and Goals

Consideration of outcomes, concerns or hesitations for the P.O and implications for the planned P.O.
Selection of goals of and focus for the observation

Observation data

How the observer will observe, collect, interpret and store their observation data, using the observation template.

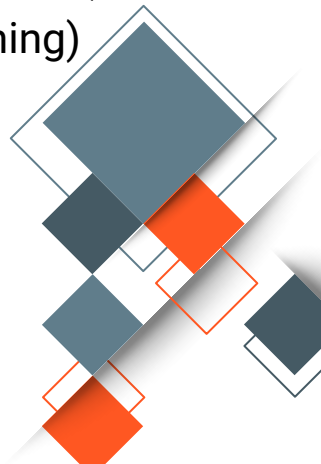
Logistics

Confirmation of the class, date and time for the observation to occur, and the video to be shared, including a timely post observation conversation.

Impact

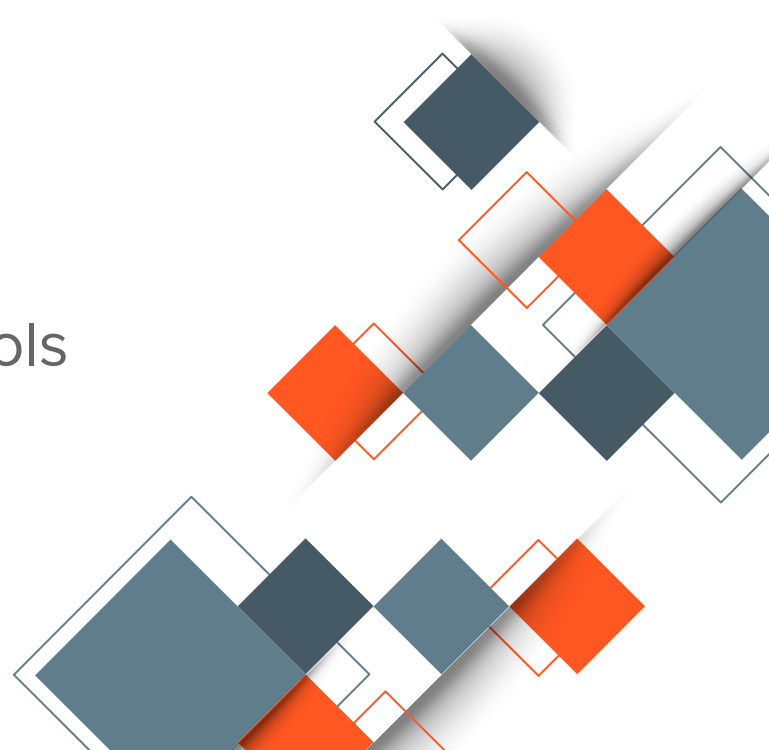
The channel and process for enabling the learning to inform whole school practices (e.g professional learning communities, whole school instructional practice, curriculum planning)

Adapted from Baecher, Mann, Nobre (2023)



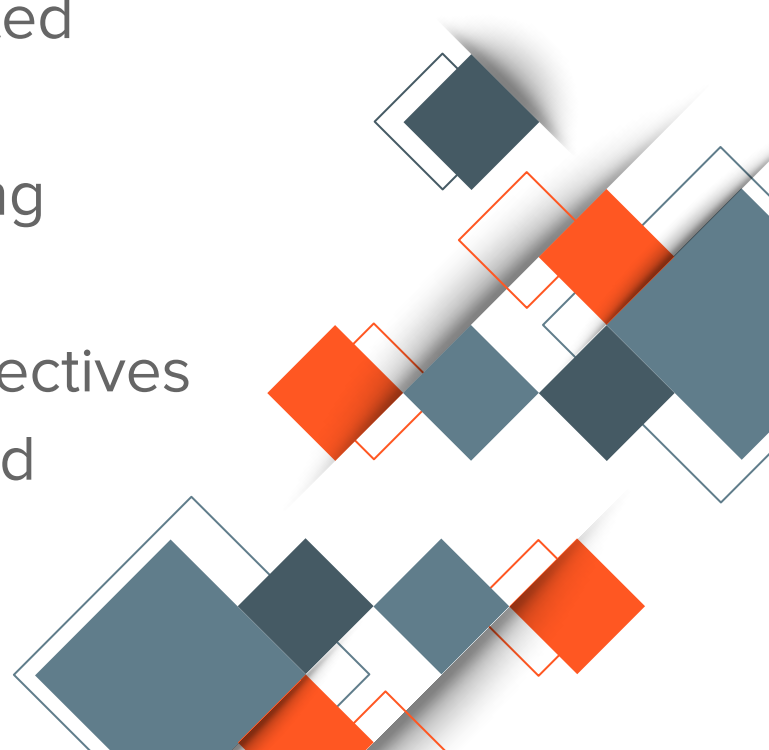


Learning to observe

- Decode complexities
 - Recognise the tendency to judge rather than analyse
(objective perspective)
 - Encourage an analytical mindset with strategies and tools
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Preparing for lesson observation

- Importance of setting clear observation focus for targeted reflection
 - Effective use of checklist or graphic organizer for tallying behaviours
 - Aligning observation focus with teaching goals and objectives
 - Enhancing the quality of observation with organized and systematic methods
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Cautions for Peer Observation

- **Facilitator:** Appoint a guide for the observation process.
- **Voluntary Participation:** Teachers should choose to be observed.
- **Observation Skills:** Train observers to focus on facts, not judgments.
- **Targets & Data:** Decide what you're observing and how to record it.



Cautions for Video-Based Observation Technology & Privacy

- Tech Usability: Make sure the tech for recording is easy and available.
 - Tech Expertise: Confirm staff know how to set up and run the tech.
 - Privacy & Consent: Get permission from students and teachers.
 - Secure Storage: Videos should be safe and owned by the teacher.
- 



How to overcome the observation hurdle?

- **Techniques: verbatim scripting, classroom mapping, tagging, tallying**
- **Promote non-judgemental, descriptive note taking for unbiased reflection**



Stimulated Recall

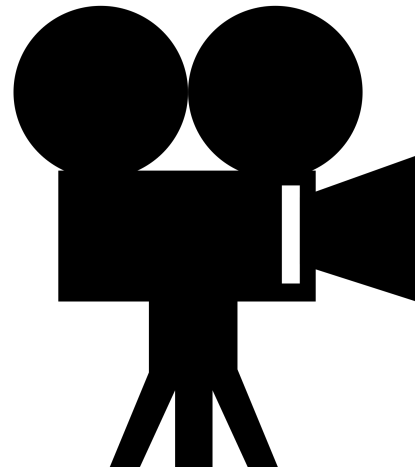
Replay

Recap

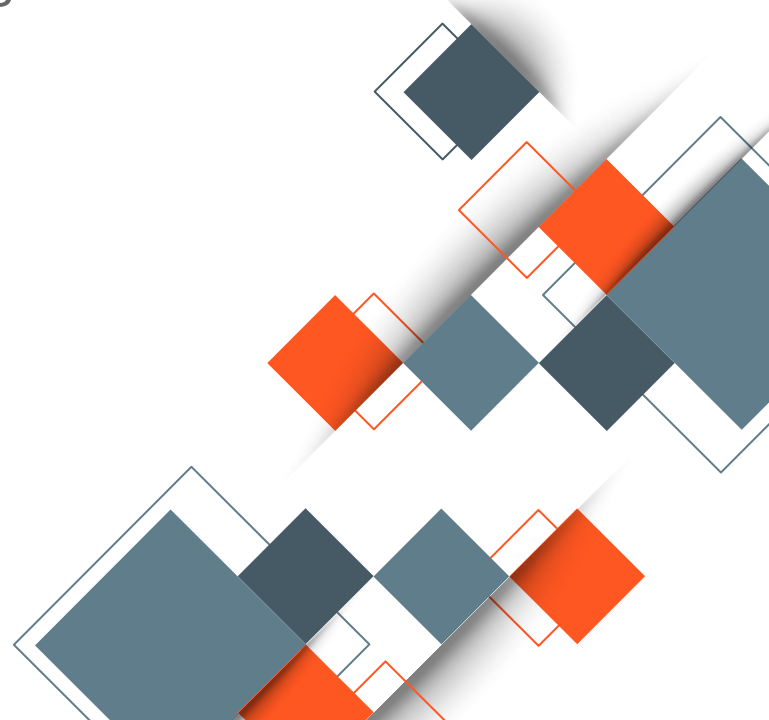
Review

Comment

Raise awareness of
specific features/ critical
incidents





Stimulus for talking
points






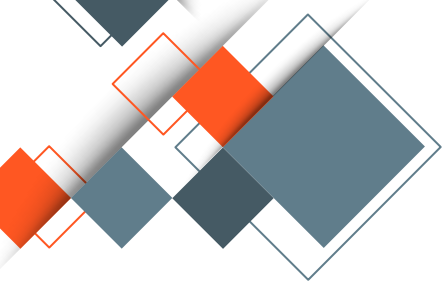
Exploring Video Platforms for Teacher Feedback

- **Google Drive:** Offers ample storage (paid) and easy sharing options. Teachers can upload their videos and share folders with peers for observation and feedback.
 - **YouTube (Unlisted Videos):** Videos viewable only to people who have the link, thus maintaining a level of privacy.
 - **Microsoft Teams:** Allows for secure uploads and has functionalities for feedback and annotations. 
 - **Dropbox:** Useful for uploading large video files and sharing folders securely with colleagues.
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Exploring Video Platforms for Teacher Feedback (2)

- **Vimeo:** Offers privacy settings and the ability to password-protect videos.
 - **Swivl:** Primarily used for video observations in the educational field. It allows for more professional-level video capturing and sharing.
 - **Panopto:** Designed specifically for video management in education, allows secure video hosting and sharing within a specified network.
 - **VEO** (www.veo.co.uk): Enable tagging, timestamping
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Timeline Stats Insights Notes

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- 2:58 Teacher explanation
- 3:25 Teacher drills
- 3:27 Teacher models
- 3:33 Translanguaging
- 3:58 Teacher models
- 4:11 Translanguaging
- 4:41 Teacher nominates

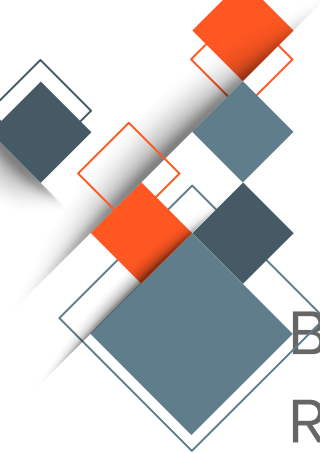
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References

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Baecher, L.; Mann, S.; Nobre, C. (2023). Using Video to Support Teacher Reflection and Development in ELT. Equinox Publishing.

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