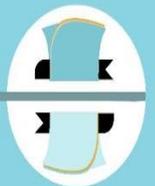


Peer learning in a videoclub

dr. Rita Schildwacht



What is a Videoclub?

A (school-based) PD program
for collaborative learning at the workplace

With the help of dialogs on video recordings
of own classroom practices



How to structure such program - what works?



- A. Literature study of effective PD programs
- B. Design study in search of design principles for PD programs



Videoclub - Theoretical framework

Situative-constructive perspective: learning from/with/of each other through sharing of practice and dialogue

(Lave & Wenger, 1991; Borko et al., 2005; Bolhuis, 2001; Tynjälä et al., 2003; Little, 2006; Webster-Wright, 2009)

Reflective practitioner, inquiry-as-a-stance and agency

(Cochran-Smith & Lytle, 2009; Hatch & Grossman, 2009; Korthagen, 2005; Kelchtermans, 2007)

‘Learning to notice’ and development of ‘teachers’ professional vision’

(Goodwin, 1994; Sherin, 2007; Sherin & van Es, 2009)

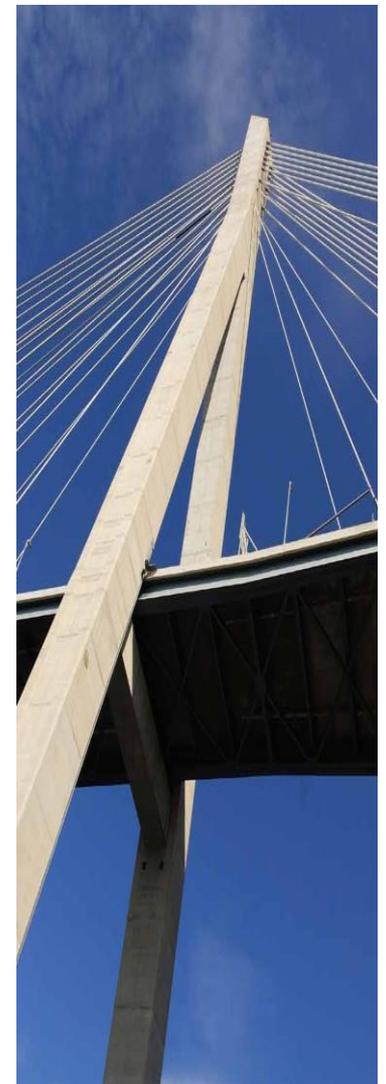
Structuring dialogues and securing ‘high-quality’ dialogues

(Borko et al., 2008; Horn & Little, 2010; Schildwacht, 2012; van Es et al., 2014; Livingston, 2016)



Videoclub - Design principles

1. Collaborative learning at the workplace in the form of peer coaching
2. Focus on own practice with the help of videofeedback and professional dialogues
3. Structures to deepen and broaden reflection e.g. peer coaching in triads with reciprocal well defined roles
4. Ownership of learning goals with each individual teacher
5. Inquiry stance and focus on results in classroom and with students
6. Training for peer coach role and for inquiry-as-a-stance



Principles translated in program Videoclub (a)

Program executed during one school year:

3-6 plenary training and sharing sessions for all triads

- Start and goalsetting
- Training of peer coach role and communication skills
- Coaching of inquiry-stance
- Presentation and celebrating results

Between sessions: reflecting in small multidisciplinary subgroups (triads)

Individual teacher choosing own learning goal



Videoclub – the program (b)

Reflecting dialogues in subgroups of 3 teachers (triads):

- reciprocal peer coaching
- well defined roles (learner-coach-observer)
- using video recordings of own practice
- triads composed multidisciplinarily



Videoclub – the program (c)

Structuring the dialogues

- learner centered coaching style
- with open-ended questioning
- elaborating with wide scope → on behaviour and results but also on feelings, on motives and on assumptions and ideals



Videoclub – the program (d)

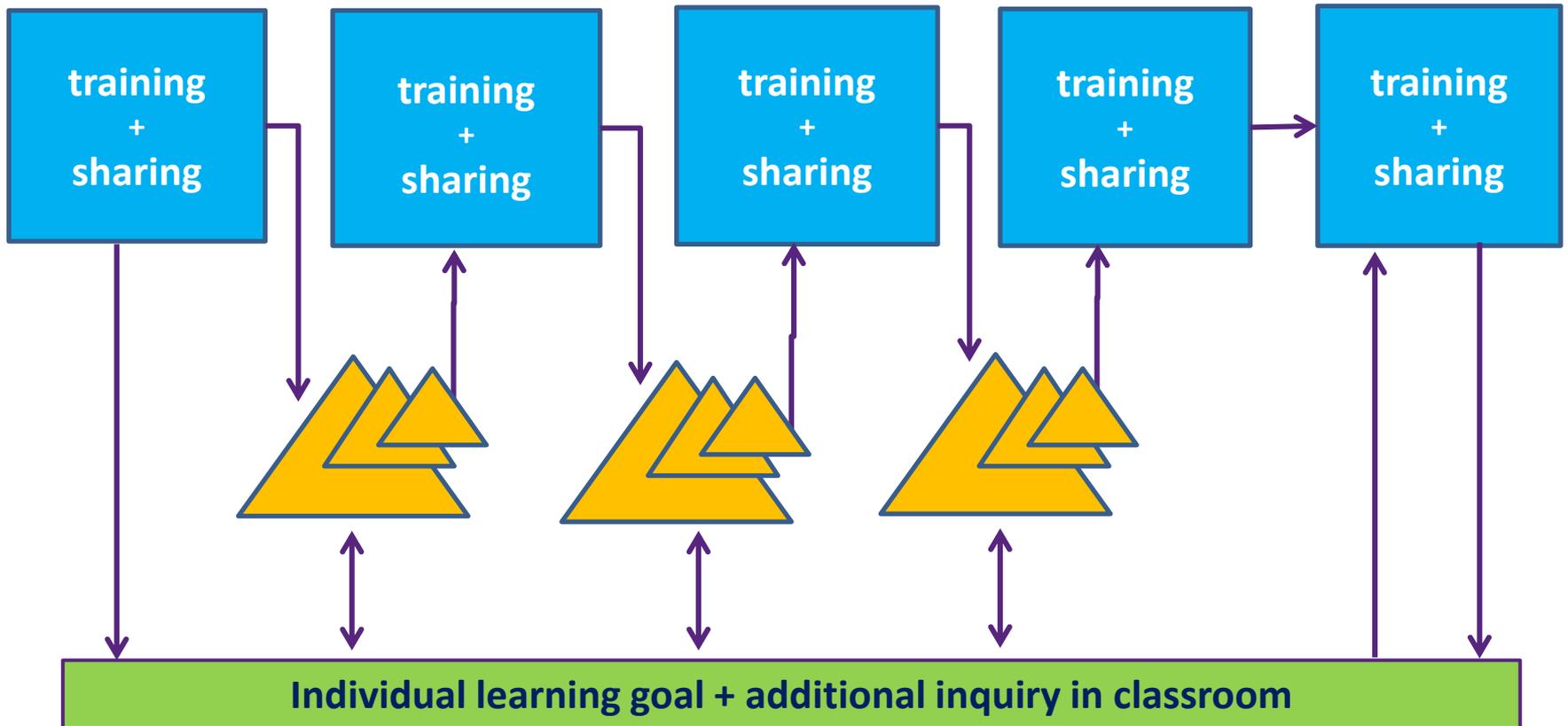
Training and support

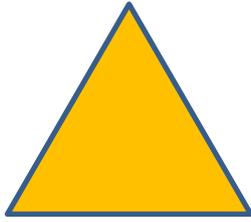
- peer coaching and communication skills
- identifying own learning needs
- developing inquiries into own practice



Videoclub: 4 kind of activities

O2-B Videoclub: counseling of schools and train-the-trainer programs





Videoclub triade

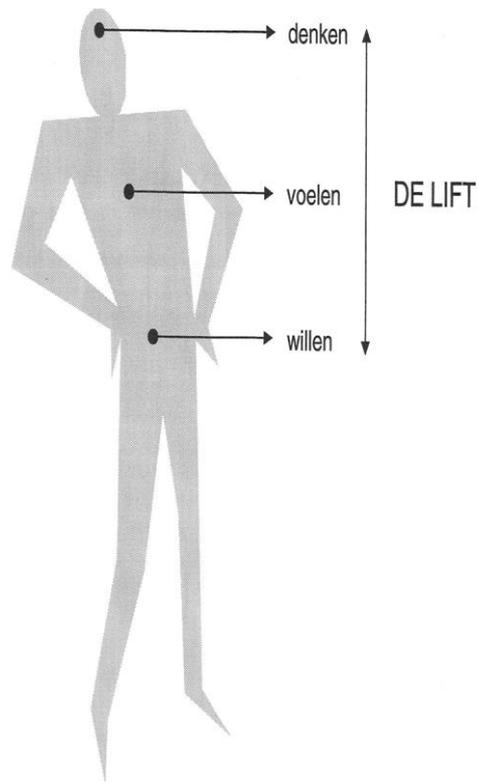
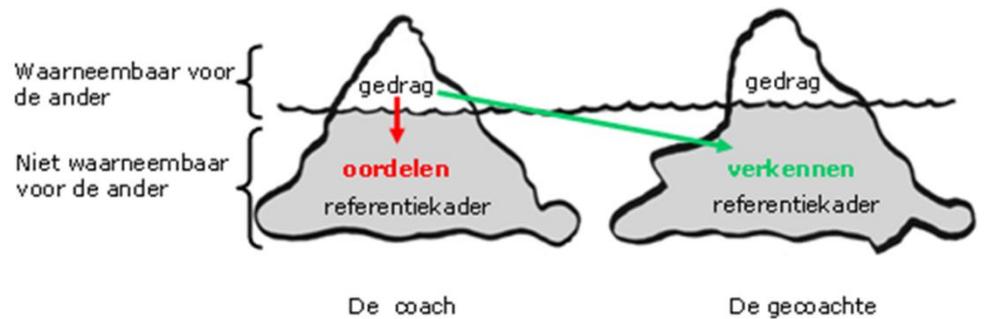
Dialogues between three teachers:

- well-defined, reciprocal roles:
coachee, peer-coach and observer process

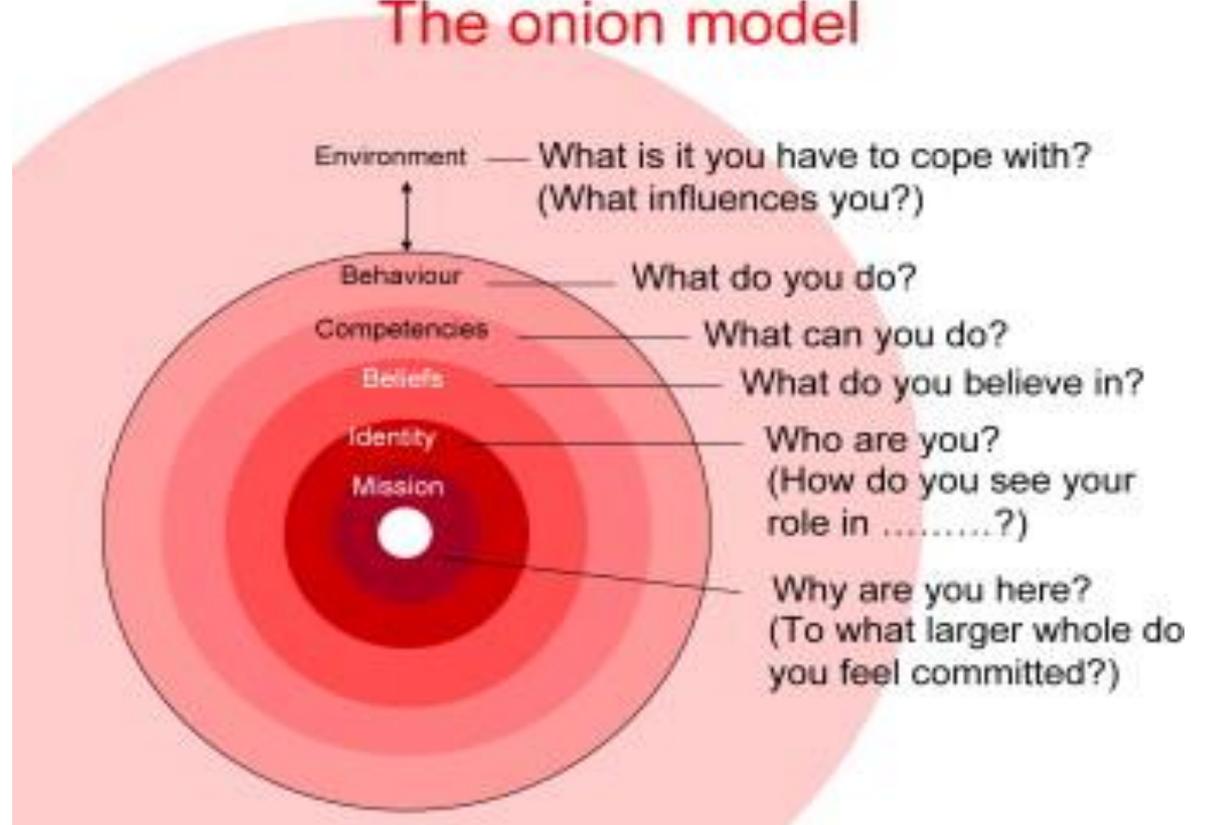
Deepening and broadening reflection with the help of in-depth questioning:

- What did you expect? (**assumptions**)
- What does the videofeedback shows you? (**actual classroompractice**)
- What do you know of other perspectives? (**student-perspective?**
theoretical notions?)
- What do you belief in? (**beliefs**)
- Who are you, or who do you want to become as a teacher?
(**professional identity**)
- How does these aspects relate to each other?

Peer coaching → in-depth questioning



The onion model



Interactive sense making through discussing

- observed reality (video) ↔ own assumptions and experienced reality
- aspects of 'The Elevator'



Technical-instrumental

Ego-perspectives

acting – feeling – wanting - thinking

Student-perspectives

acting – feeling – wanting - thinking

Moral and political notions

Subjective educational theory

Professional identity:

- Self-image
- Self-esteem
- Task perception
- Job motivation
- Future perspectives

Pause

Do you have a first rough idea of what the
videoclub is about?

Questions?



What is unique for working with a videoclub?
How and why does it work?
What should I do or shouldn't I do?



Video feedback

- **captures** classroom reality in an authentic and relevant way
- helps to **breach through** the ‘public loneliness’ of the profession
- **builds on** a professional learning community through sharing practice
- **activates** prior knowledge and experience
- **fosters** an analytical view of teaching situations
- **enables** teachers to build practical knowledge through the integration of theory and practice
- **effects** cognitive, emotional and motivational processes in teacher learning

(e.g. Borko et al., 2008; Kersting et al., 2012; Sherin, 2007; Sherin & van Es, 2009, Schildwacht, 2012)

The function of videorecordings

1. Capturing reality in an authentic and relevant way:
 - Stimulated recall of own practice
 - A vivid secondhand experience for other teachers by engaging and immersing them
 - Sharing and building of a common language and shared ideas about teaching and learning between teachers in the school
 - Analysis of videos is motivating and compelling



The function of videorecordings

2. Opportunities to examine situations from a distance

- Analyzing teaching systematically relieved of the need to act
- Possibilities to pause or replay scenes and to reflect on situations from different perspectives
- Complex situations can be studied in manageable sized chunks
- It enables a theory-based analysis of complex situations
- Possibilities for developing competencies in a systematic way



What do we ask of teachers?

Again and again:

- To create new a best practice for this student (knowing what to do)
- And to make it work (knowing how to do it)
- And reason (knowing why this is the best practice in this situation)

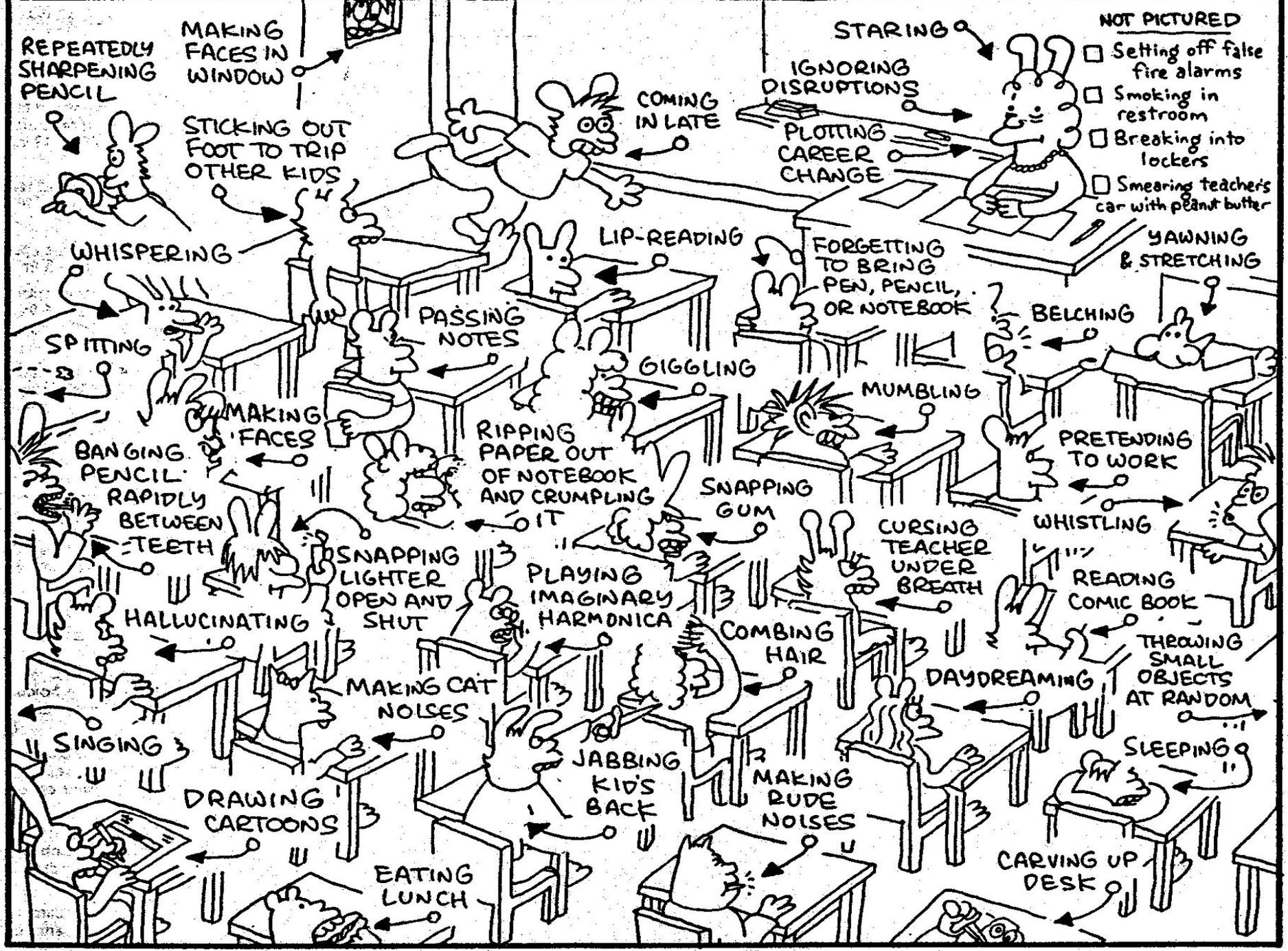
→ Teachers need professional vision and reflection skills

Professional vision and reflection skills

Reflection is based on

what and **how** the teacher **remembers** ...





REPEATEDLY SHARPENING PENCIL

MAKING FACES IN WINDOW

STARING

NOT PICTURED

- Setting off false fire alarms
- Smoking in restroom
- Breaking into lockers
- Smearing teacher's car with peanut butter

STICKING OUT FOOT TO TRIP OTHER KIDS

COMING IN LATE

IGNORING DISRUPTIONS

PLOTTING CAREER CHANGE

YAWNING & STRETCHING

WHISPERING

LIP-READING

FORGETTING TO BRING PEN, PENCIL, OR NOTEBOOK

BELCHING

SPITTING

PASSING NOTES

GIGGLING

MUMBLING

SMILING

RIPPING PAPER OUT OF NOTEBOOK AND CRUMPLING IT

SNAPPING GUM

PRETENDING TO WORK

BANGING PENCIL RAPIDLY BETWEEN TEETH

SNAPPING LIGHTER OPEN AND SHUT

PLAYING IMAGINARY HARMONICA

CURSING TEACHER UNDER BREATH

WHISTLING

HALLUCINATING

MAKING CAT NOISES

COMBING HAIR

READING COMIC BOOK

THROWING SMALL OBJECTS AT RANDOM

SINGING

JABBING KID'S BACK

MAKING RUDE NOISES

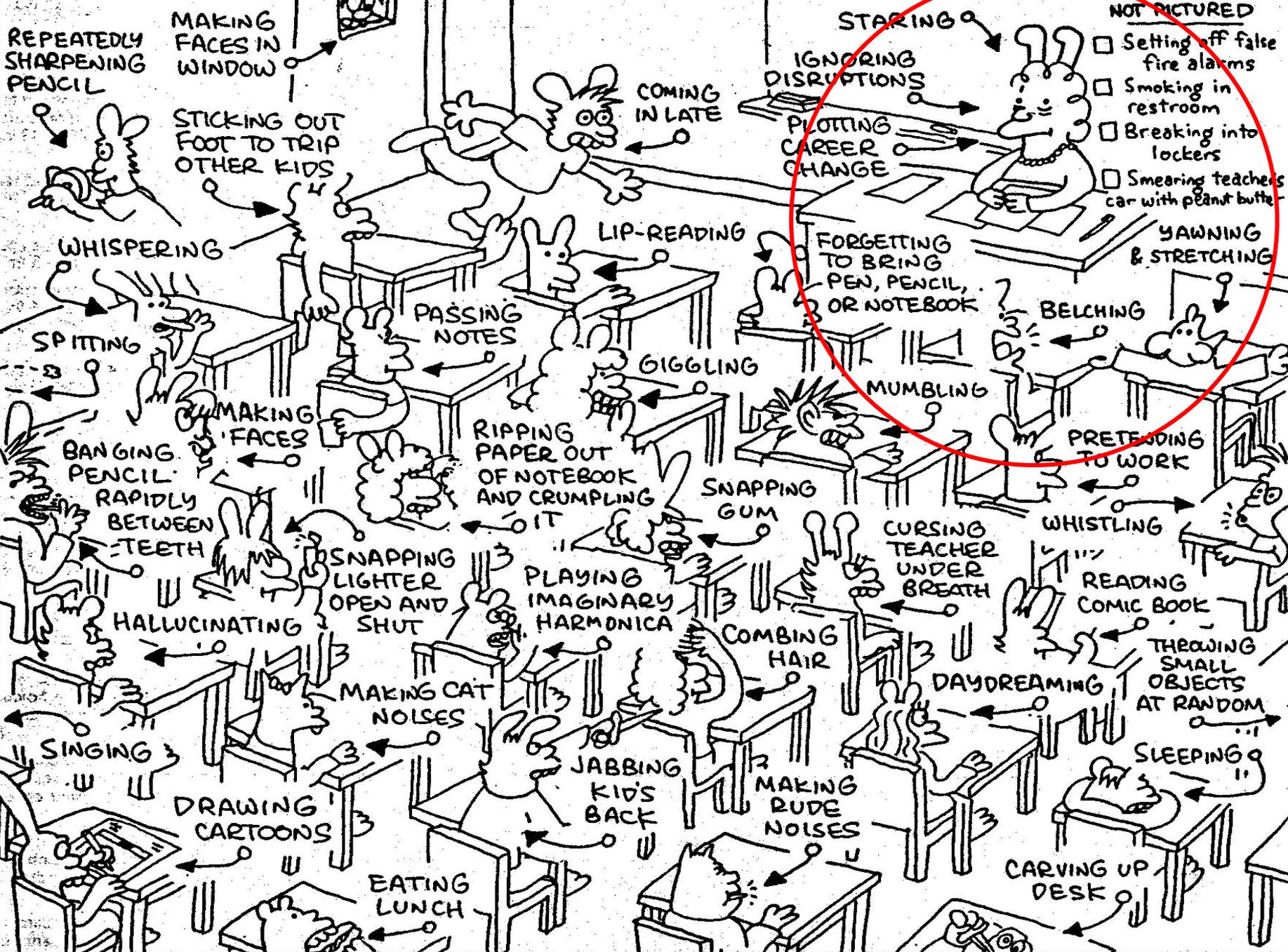
DAYDREAMING

SLEEPING

DRAWING CARTOONS

EATING LUNCH

CARVING UP DESK



REPEATEDLY SHARPENING PENCIL

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Structured dialogs for studying video feedback

- The development of Professional Vision (Goodwin, 1994)
- Capacity for noticing (Sherin, 2007):
 - **Selective attention in complex situations** = teacher's spontaneous and selective perception
 - **Knowledge-based reasoning** = the ability to reflect on and interpret that which is perceived based on his/her knowledge



“A person hears only that what he can understand”

Goethe

**“You just starts to see it
when you already got it, that’s logical eh”**

Johan Cruijff



**Count the number of times the white team
throws the ball to each other**



What did you see?

Working in triads with well defined roles

Roles:

- Learner
- Peer coach
- Process facilitator /observer dialog

→ Role of observer is crucial



Some research results

Peer coaching

- Is much harder than expected
- Need to be learned
- Role of observer in triad is helpful also for learning the role of peer coach
- Role peer coach is focused on LSD (listening, summarize, indepth questening)
- Acquired skills were very much appreciated, also for use in other professional situations



A safe learning environment is crucial

- The need of structures for peer coaching
 - Examples of pitfalls:
 - Without the triad structure → reducing it to ‘just a talk’
 - Without commitment → hurry on and shutting down
- Crucial → structures to create equality
 - Teacher is owner of learning goal
 - Exchanging roles
 - No form of assessment at the end
 - Schoolleaders as participants who are learning too



Thank you!
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