



REFLECTING TEAM: GROUP FEEDBACK ON TEACHING AND LEARNING IN HIGHER EDUCATION

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IntRef Project

Intercultural Reflection on Teaching



**Erasmus+ Cooperation for Innovation and The Exchange of Good Practices:
Strategic Partnerships for Higher Education**

IntRef project aims at enhancing teaching quality and academic development by:

- a) implementing and evaluating innovative methods for reflection on teaching which incorporate an **intercultural dimension**
- b) supporting academics to develop their teaching by making use of insights gained from **collaborative reflection**

Academics are linked across institutional and national boundaries through 3 types of activities (iTTPR, iRT, iPO) implying the use of technology such as video recordings, editing and sharing, and video-conferencing to facilitate communication and exchange about teaching and learning.



IntRef Project: Intercultural Reflection on Teaching

Intercultural Teaching Process Recall

Introduction

In Teaching Process Recall, you will film your own teaching, watch the recording and share a short excerpt during a mutually supportive transnational meeting, facilitated by video-conferencing. The group will help you to reflect upon your own recording by asking you questions.

In a nutshell

What is it?
Teacher selects a teaching session to record of themselves (typical session).

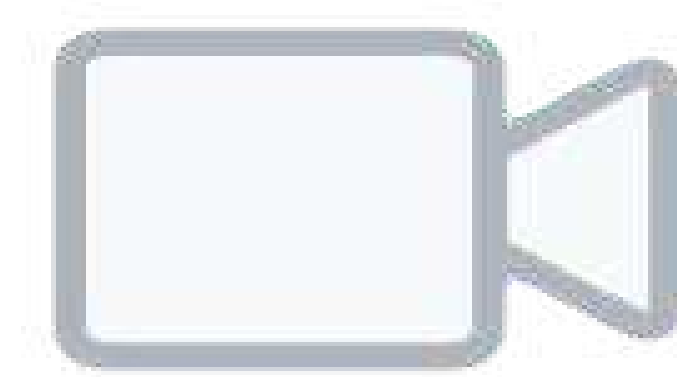
How does it work?
Reviews the session and chooses a clip to focus on they'd like to discuss with peers.

What are the benefits?
TPR helps to raise consciousness on aspects of own practice you normally can't 'see' from outside yourself!; discussion and clip focuses you on an area you can reflect on more deeply - uncovering 'hidden' aspects of practice.

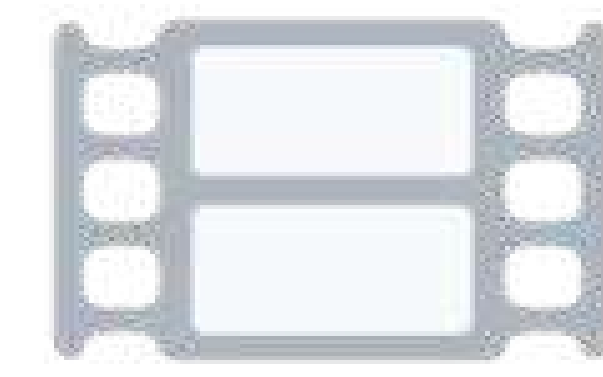
Teaching Process Recall (TPR)	
What does it look like?	Recording and observing yourself, talking about it with others Self awareness, self evaluation with support from others
How long does it take?	Around 4 hours
Who do I do it with?	Smaller group (4-6)
How do I prepare?	Video-recording of own teaching, selection of short specific excerpt
What happens?	Video excerpt is presented by owner, owner explains, discusses and evaluates supported by group, repeated for each participant
Type of dialogue	Small group
Key benefits	Reflection on specific aspects, your own teaching and that of others

The Process

PREPARATION



CAPTURE



CLIP

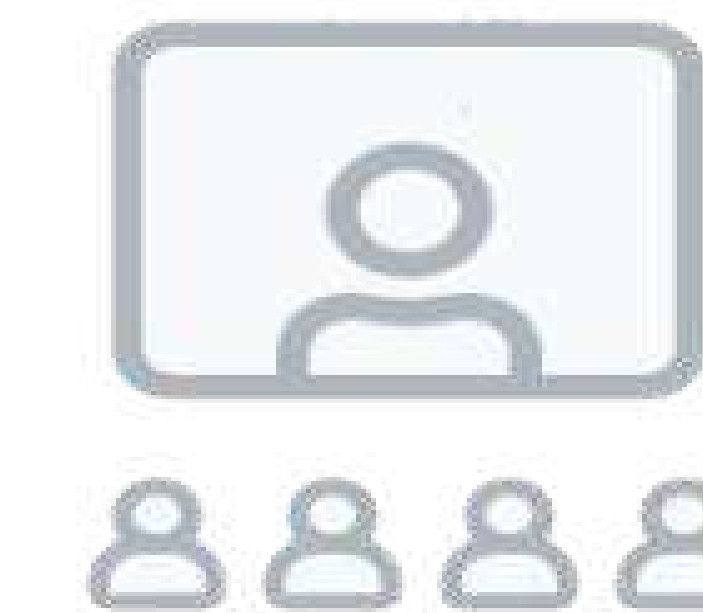


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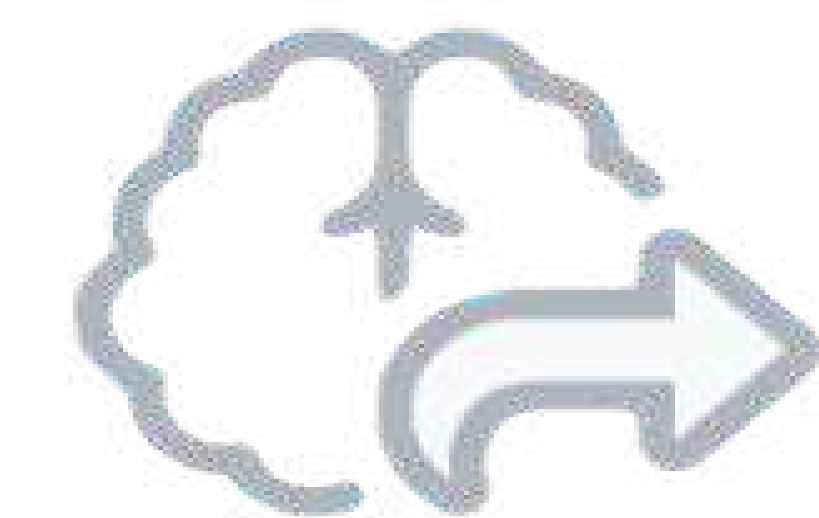
PREVIEW

MEETING



MEET

REFLECTION

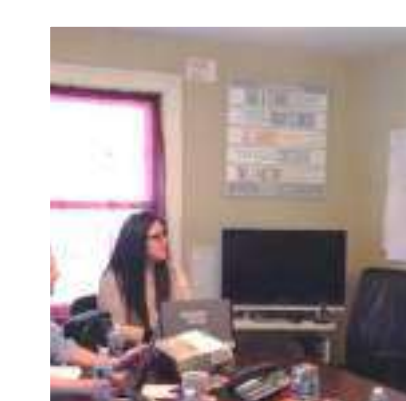


REFLECT



Stage 1: Preparation

- Participants video-record an entire session of their own teaching (e.g. lecture, seminar, tutorial, lab session).
- Each participant watches/reviews the video of their own teaching.
- They select a specific excerpt that will form the focus of the recall session.
- The excerpt is posted, in preparation of the recall session.



Stage 2: Recall

- The roles of Recaller, Inquirer and Observer are decided amongst the group.
- These roles are rotated during the session.
- Each Recaller briefly provides the context for the excerpt they selected.
- They play the excerpt and stop it whenever they want to comment on what is happening.



Stage 3: Enquiry

- The Inquirer helps the Recaller describe (and evaluate) what was happening in the teaching situation by asking reflective questions.
- The Inquirer should not provide information or instructions; all interpretation comes from the Recaller.
- The Observers monitor the TPR process. The discussion is strictly time limited.
- Brief feedback notes are written by each member of the group and given to the Recaller before moving on to the next round.



Stage 4: Reflective writing

- All participants reflect as soon as possible on their experience of the TPR process.
- If possible, they summarise their reflections in writing.



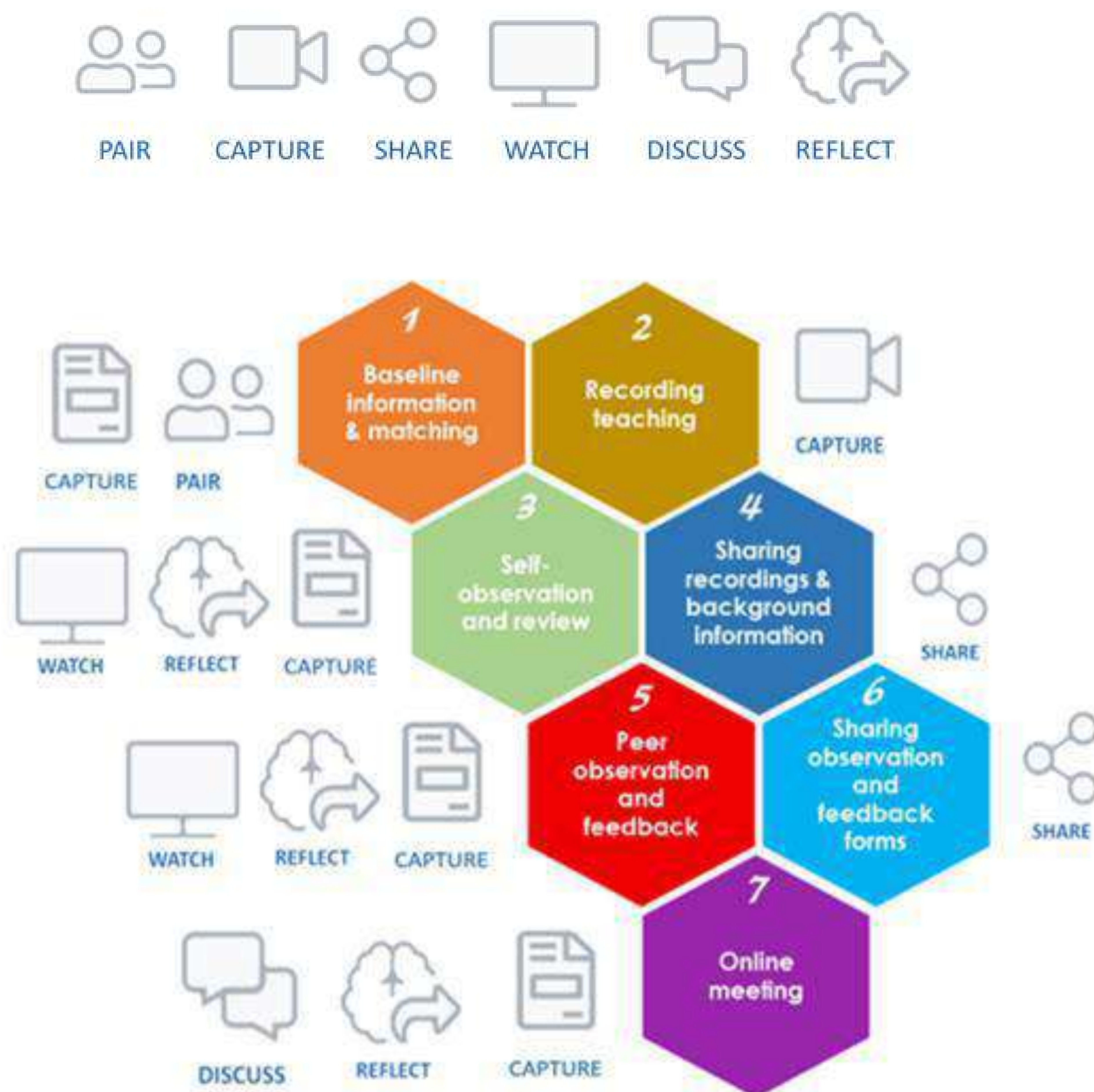
Peer Observation

- Specific approach that builds on *classroom observation practices* and *peer review principle* to inquire teaching and identify ways to improve teaching and learning with the assistance of one or more colleagues (Murphy, Weinhardt & Wyness, 2018)
- Different rationales/models guiding peer observation protocols (quality assurance, developmental, **collaborative**) (Gosling, 2005)
- Benefits for the teachers observing and being observed (Cosh, 1998)

Main Criticisms

- ✓ Feedback capacity and effects (Yend, 2014; Shortland, 2010)
- ✓ Descriptive and poorly elaborated reflection and feedback (Wopereis, Sloep, & Poortman 2010; Killeavy & Moloney 2010)
- ✓ Perception by teachers dependent on the guiding model (peer review VS developmental VS collaborative)
Cognitive and emotional experiences (e.g. anxiety on evaluation or capacities to provide feedback)
- ✓ Excessive focus on weaknesses or, on the contrary, on positive and mutually supportive feedback (Bell, 2001; Hammersley-Fletcher & Orsmond, 2004)

Intercultural Peer Observation



Features of the activity

Hybrid form of PO (developmental, peer review and collaborative)

Observing one's own and peer teaching with videos (focus on the **active self-development of observer**, Cosh, 1998)

Collaborative dialogical analysis (self-and collaborative reflection, perspective-taking) through discussion (Pickering 2006; Kenny et al., 2014; Huxham et al., 2017)

Ownership of the learning path (matching, recording, analysis)

Focus on the entire **teaching session** as well as significant **classroom events** (Tripp, 1993; Wood, 2012)

Feedback and analysis to uncover or question **assumptions**, explore **alternatives, future actions** and (need for) change (Hume, 2009; Luk, 2008; Ryan, 2011).

Support & guidance materials

- Brief guide and technological toolkit
- Background information forms;
- Grid for video-viewing/teaching analysis
- Observation form with prompts and questions for reflective writing (Gibbs, 1989)
- Guide to the meeting: feedback advice and prompts for discussion

Intercultural Peer Observation

Introduction

In the Peer Observation, you will film your own teaching and form transnational pairs/teams in which recordings are shared and discussed in a one-to-one synchronous virtual chat. The aim is to foster analysis, dialogue, self and mutual feedback on teaching practices and to design action plans for professional development and enhanced teaching practices.

In a nutshell

What is it?

A peer review activity where two peers observe and discuss teaching

How does it work?

PO involves peers/ mentor reflecting on a specific teaching slot

What are the benefits?

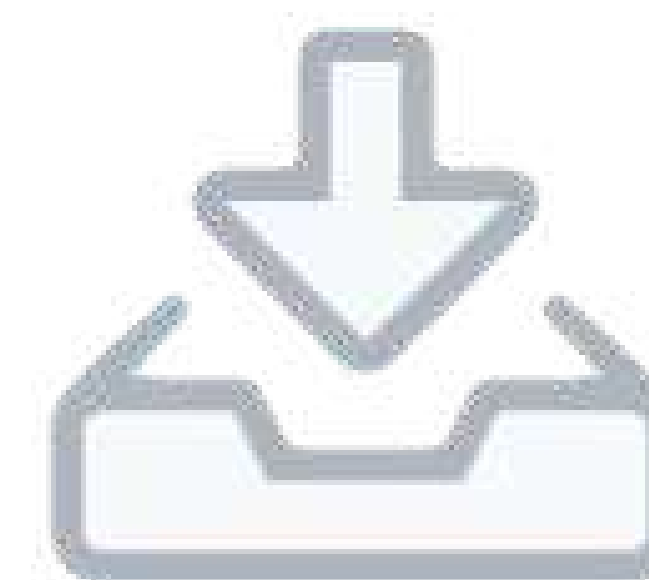
PO helps individuals by 'seeing' teaching from other peoples' eyes; can use the observe

The Process

PREPARATION



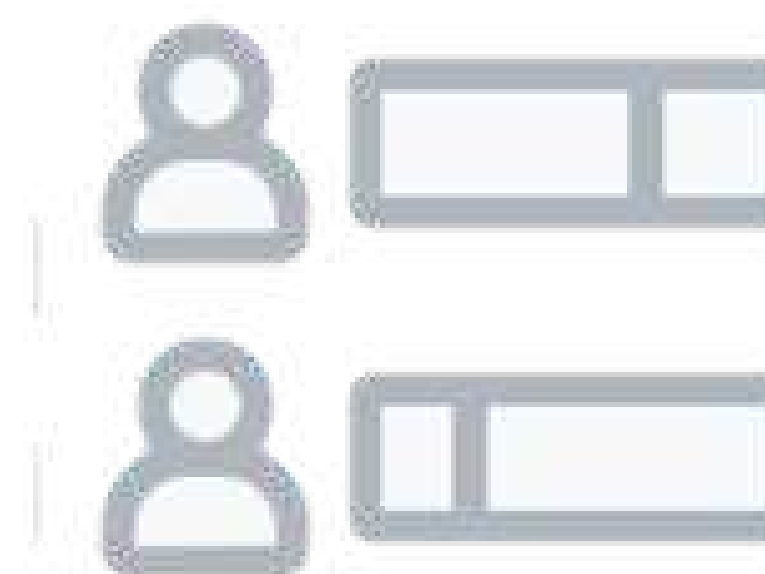
CAPTURE



SUBMIT



SHARE



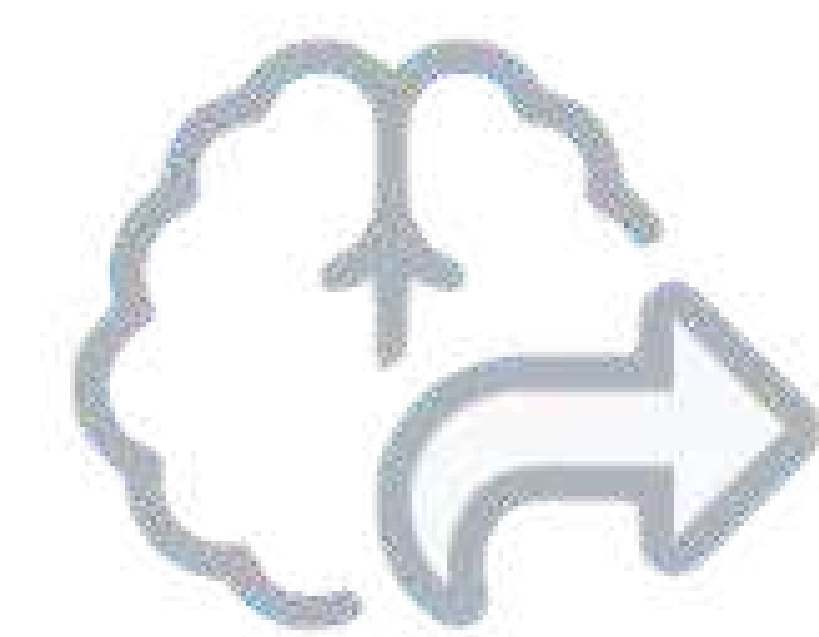
VOTE

MEETING



MEET

REFLECTION



REFLECT



Stage 1: Video recordings

- Transnational pairs are formed.
- Each partner records one entire session that will be used for peer observation.
- They watch the recording, reflect on the session as a whole and identify a critical incident.
- The observee shares the video recording on-line with the observer.



Stage 2: Agenda setting

- In transnational pairs, each participant plays both the role of observer and the role of observee.
- Observer and observee agree on key points for discussion.
- Pairs agree on setting goals and when and how to meet virtually.



Stage 3: Peer observation

- The observer watches the observee's recording before the meeting and prepares written feedback.
- The observer and the observee meet to discuss the entire session and a critical incident.
- The roles are swapped and the process is repeated.



Stage 4: Reflective writing

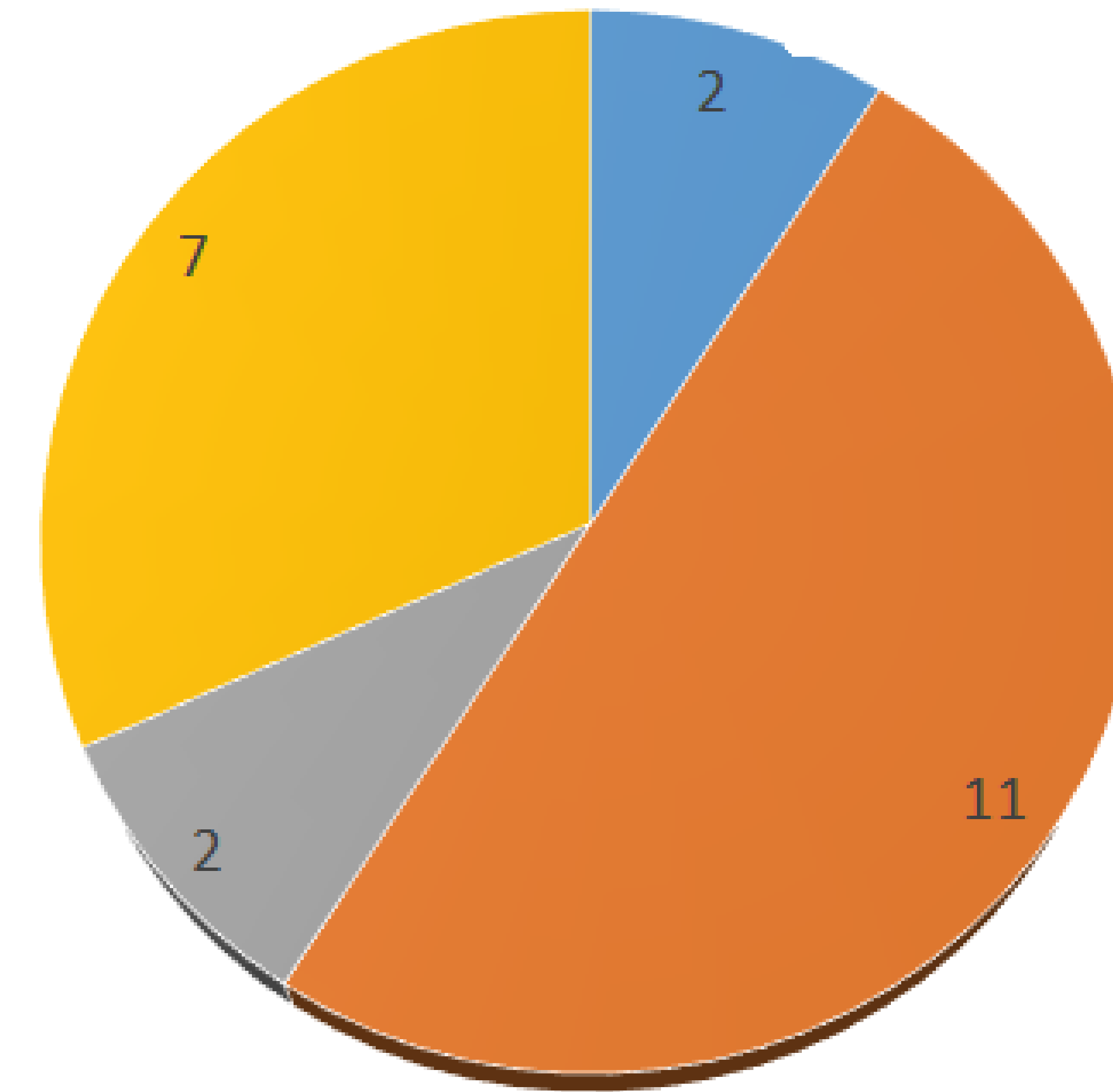
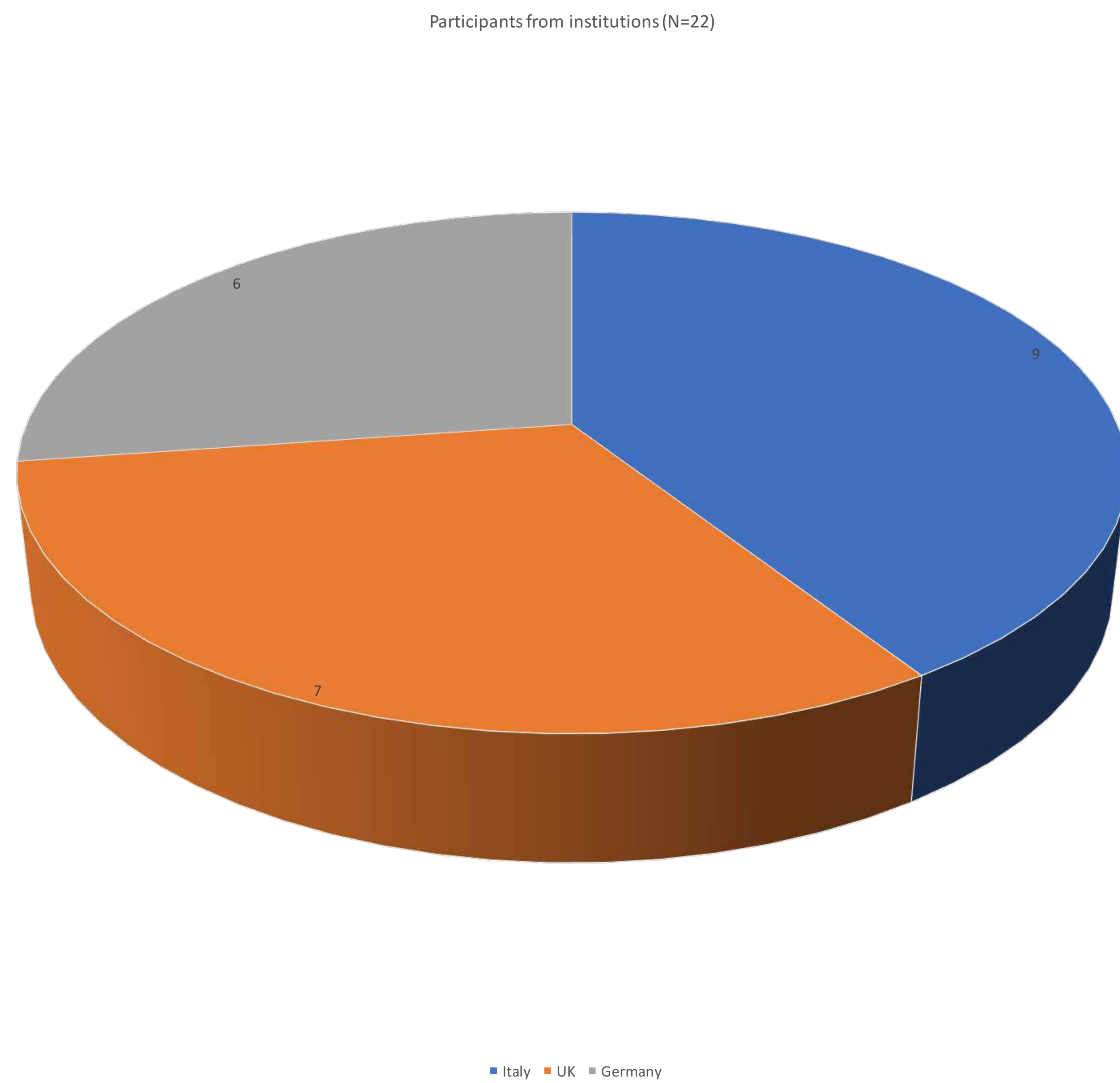
- Both the observer and the observee reflect as soon as possible on the observation.
- If possible, they summarise their reflections in writing.

Peer Observation (PO)

What does it look like?	Observing and being observed 1-1 dialogue and feedback
How long does it take?	Around 4 hours
Who do I do it with?	1 peer
How do I prepare?	Pre-observation meeting
What happens?	Observing followed by feedback discussion, being observed followed by feedback discussion
Type of dialogue	1-1 with a peer
Key benefits	Direct and in-depth feedback about own teaching Through use of video being able to review your own teaching Getting ideas for your own teaching through seeing what someone else does Alternative perspective

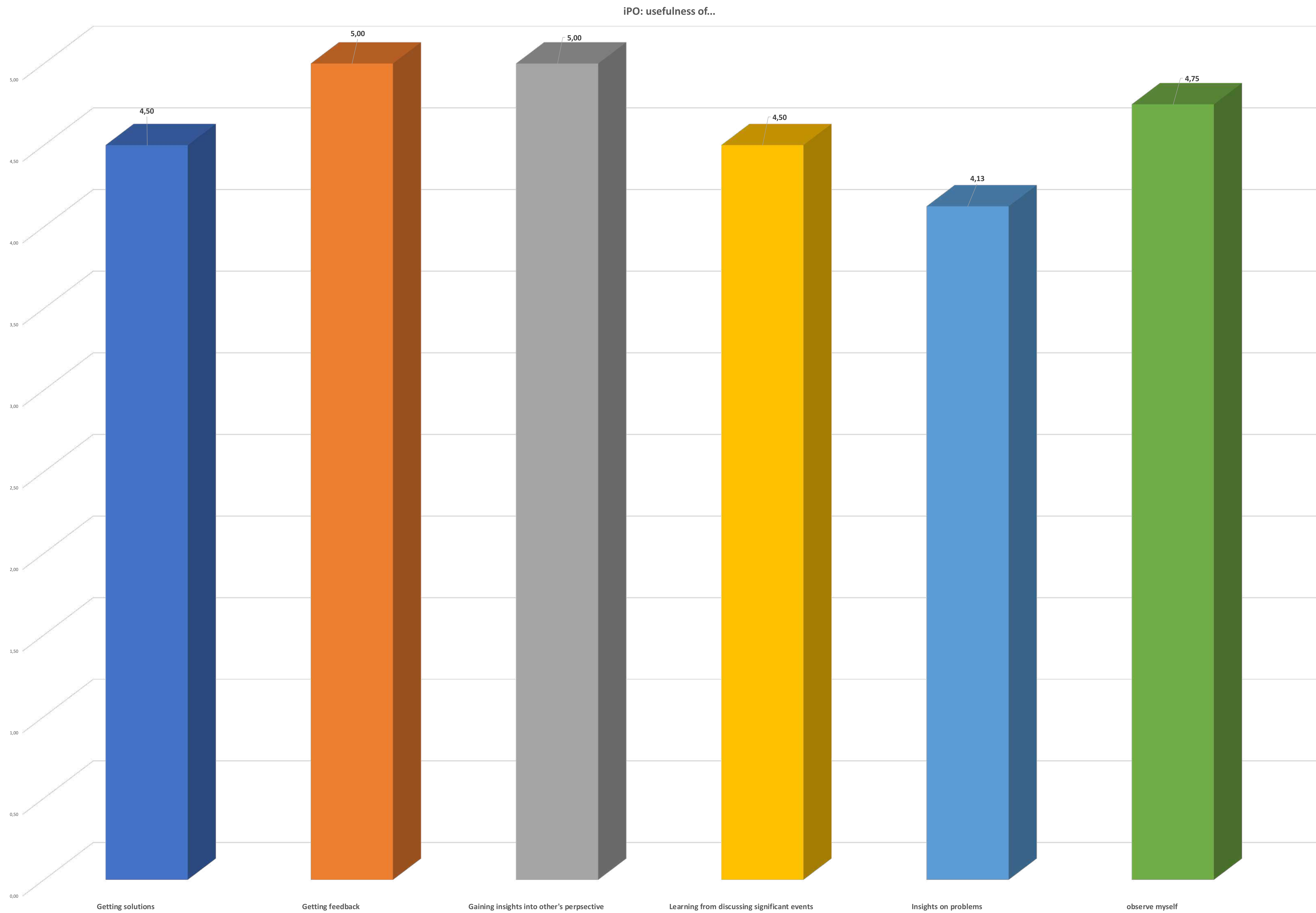
Participants

Participants per disciplines (N=22)



Formal Science	Social Science	Natural science	Applied science
Mathematics (2)	Psychology (3)	Geology (1)	Veterinary Med (3)
	English Lang (3)	Chemistry (1)	Management (2)
	Anthropology (1)		Physiology (1)
	Geography (1)		Engineering (1)
	Sociology (1)		
	Classics (1)		
	Film studies (1)		

iPO Evaluation



Learning outcomes, benefits and disadvantages of iPO

Universality of teaching challenges

- “Common challenges in different countries/teaching subjects”

Alternative actions and strategies

- “How to improve student engagement during the lecture”
- “I realized the importance of practical exercises as adjunct to lectures, and leave the scripts to follow students’ lead”
- “Practical solutions to overcome critical issues while teaching”

Recognizing strengths and areas of development

- “I am far too critical, and I should be more realistic identifying my strengths”
- “My difficulty in being authoritative and professional but at the same time friendly”
- “That my relational approach with students is valuable for their learning”

Benefits of reflection with “external colleagues”

- “would have been embarrassed to do it with colleagues of the same department”
- “Receiving feedback from an outsider. No one (colleague, boss etc) has ever “sat in” on one of my classes.”
- “Value of self-observation and of discussion with peers”
- “it might be difficult to suggest improvements to colleagues working in the same institution, so having external members helps overcoming this obstacle”
- “I mirrored myself. Critiques were appropriate and were communicated in a proper manner”

Limits

- “risk of not finding a good match for the peer observation”
- “difficult in terms of digital technologies”
- “observee must make an effort to avoid being defensive when it comes to evaluate their own issues. This was a very good exercise.”
- “workload” and “time consuming”

Emerging challenges and tensions

IMPLICIT CONCEPTIONS OF OBSERVATION, FEEDBACK AND REFLECTION

- Different data (*expectation, free associations, and evaluation questionnaires*) support the idea that peer observation, peer feedback, and collaborative reflection are often conceived as evaluative processes

CLARIFYING UNDERPINNING TERMINOLOGY

- Peer review in teaching VS peer review in research
- Feedback for teaching assessment VS feedback for continuous professional learning

Peer review in teaching
Feedback for learning

“I will possibly receive feedback at the end of the terms I guess, and therefore, in an engineering context, within the feedback loop..we have, what is, two months of time? which is huge, so not very effective to control the real time process, but it will be effective next year. The feedback I will receive will help me next year” (Engineer, recruited participant)

Peer review in research
Feedback for assessment

“What is the use of having the feedback after the class? I'm used to sending the slides to a colleague and asking for feedback before the lesson to evaluate and improve the delivery. Honestly, I would prefer this type of approach, and make use of the feedback before the class” (Engineer, not recruited)

Intercultural Reflecting Team

Introduction

In the **Intercultural Reflecting Team**, you will share cases that have arisen in your practice and discuss these with a transnational group, facilitated by video-conferencing. You will learn both from being an observer while others discuss your problem, and from discussing other participants' problems.

In a nutshell

What is it?

A reflective activity where a group of colleagues share 'teaching problems' in a group of 4+ people

How does it work?

It involves participants bringing a 'teaching problem' with them to a group who then analyse it and offer solutions

What are the benefits?

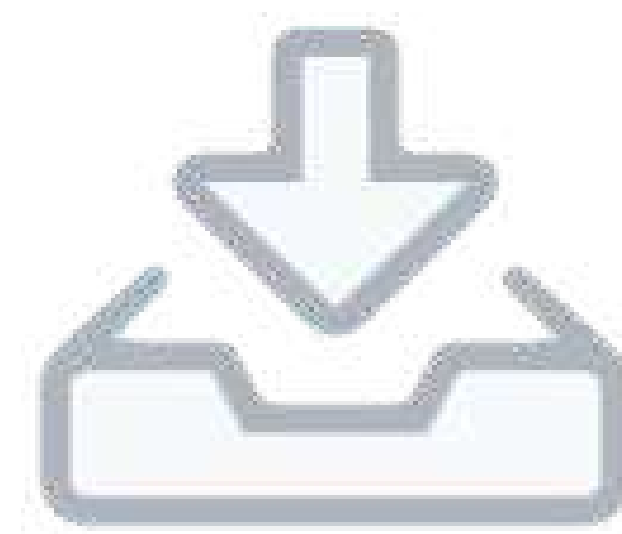
It helps individuals by offering practical solutions to 'problems' they're having in their practice; helps understanding of practice, viewing it differently; learn from others

The Process

PREPARATION



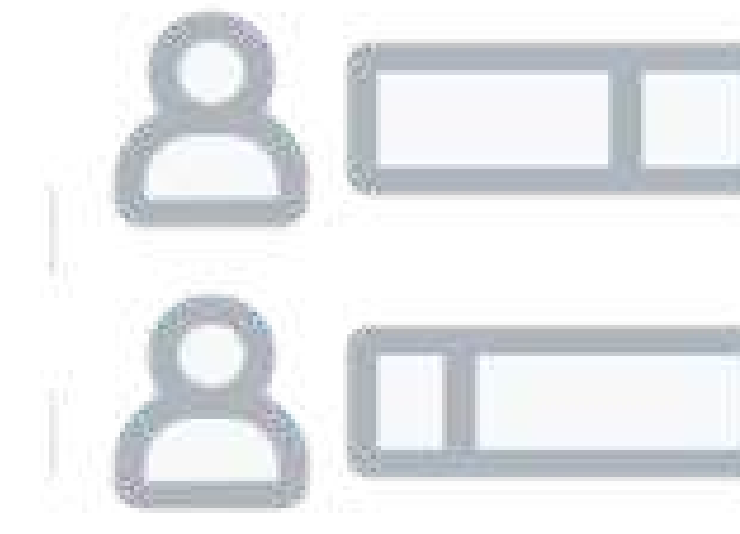
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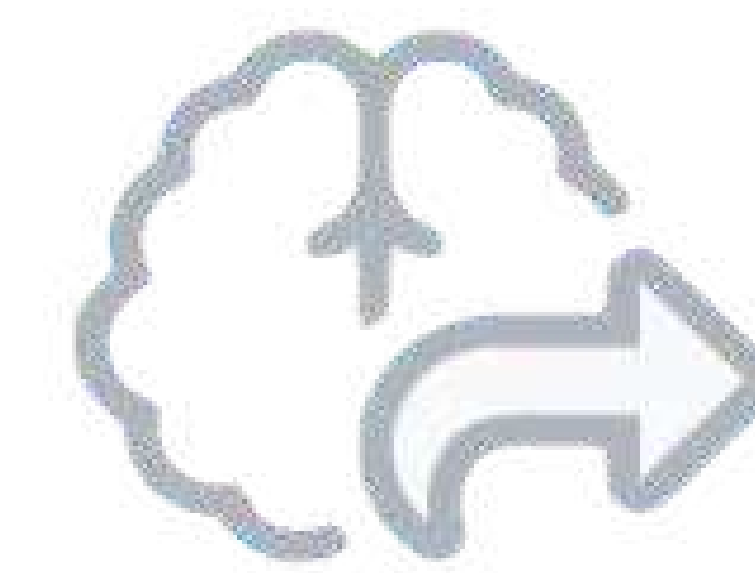
VOTE

MEETING



MEET

REFLECTION



REFLECT

Reflecting Team (RT)	
What does it look like?	Talking about teaching Specific issues, problem solving, drawing on team expertise
How long does it take?	Around 4 hours
Who do I do it with?	Larger group (8-15)
How do I prepare?	Identifying and posting issues and problems
What happens?	Brainstorm of problems, team selects problem, team discusses – owner listens, owner considers implications and actions, repeated for each issue
Type of dialogue	Small group
Key benefits	Reflection on teaching practice more broadly, Getting practical ideas and Solutions to problems from multiple perspectives with group support and mutual understanding



Stage 1: Preparation

- Each participant writes up a case/problem arising from their teaching.
- The group vote on the cases to be dealt with, according to their interest.
- The Roles of Presenter (the one whose case was selected) the facilitator (leading through the process, interviewing the presenter, watching the time), and the reflecting team (all other participants)



Stage 2: Exploration

- Each selected case is considered in turn.
- The presenter describes the situation, explains its history, and clarifies its importance.
- The reflecting team listen and may ask clarifying questions
- The presenter formulates a clear question the reflection should focus on, written down by the facilitator



Stage 3: Reflecting

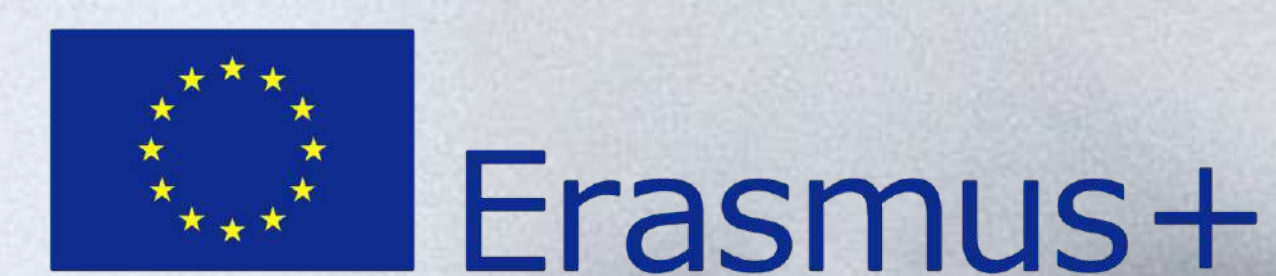
- The reflecting team discuss the case, reflect on possible meanings or influences and make suggestions for improvement.
- **The presenter listens to the discussion but does not participate.**
- The facilitator structures the discussion, using prompts such as:
 - "If I was the presenter, I would feel/think/act..."
 - "The situation could be made worse/ exacerbated by..."



Stage 4: Debriefing

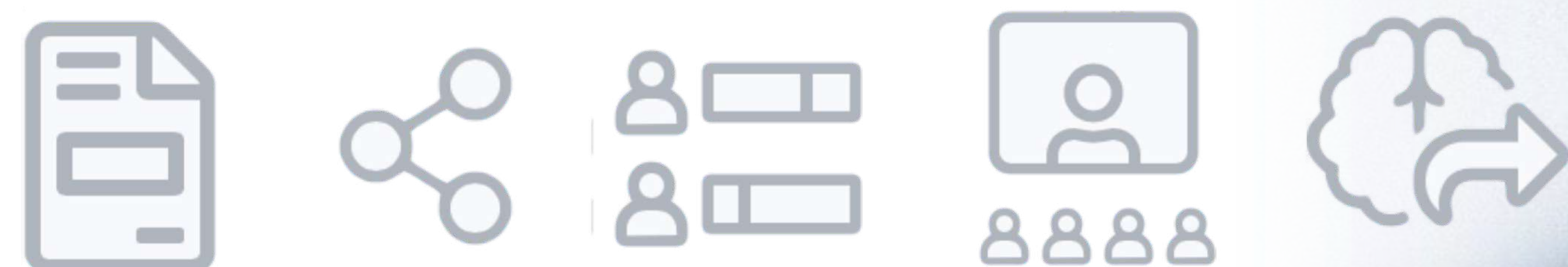
- The presenter return to the group to state what they gained from listening to the discussion and what was most meaningful to him/her.
- The group reflects on the process and shares learning insights.
- All participants reflect as soon as possible on their experience of the process.
- If possible, they summarise their reflections in writing.

Intercultural Reflecting Team



This method involves a group of individuals - the “reflecting team” – working together in a constructive environment. Participants share cases that have arisen from their practice. The discussion follows a pre-defined pattern, designed to maximise reflection.

Intercultural reflecting team involves staff from different institutions, meeting in a video-conference or web-chat. Prior to the meeting, each participant documents one or more cases and shares them with the group. Participants vote on the cases and start discussing the most popular ones first.



CAPTURE SHARE VOTE DISCUSS REFLECT

For each case, the “owner” introduces it and answers any factual questions from the group. They then withdraw from the conversation, actively listening and taking notes whilst the others discuss the case and suggest potential solutions. At the end the owner re-joins and shares their reflections on the discussion of their case.



International Reflection on Teaching

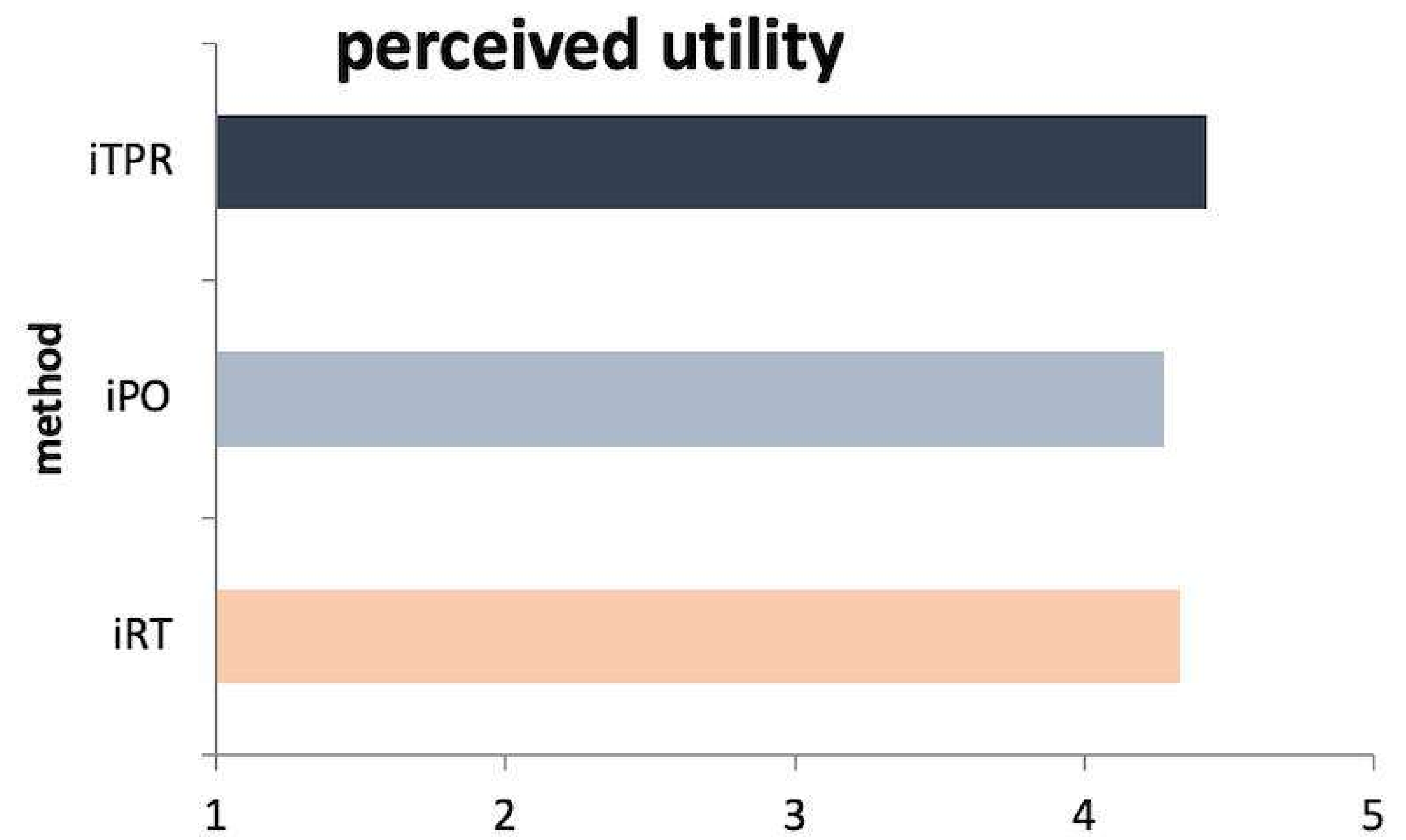
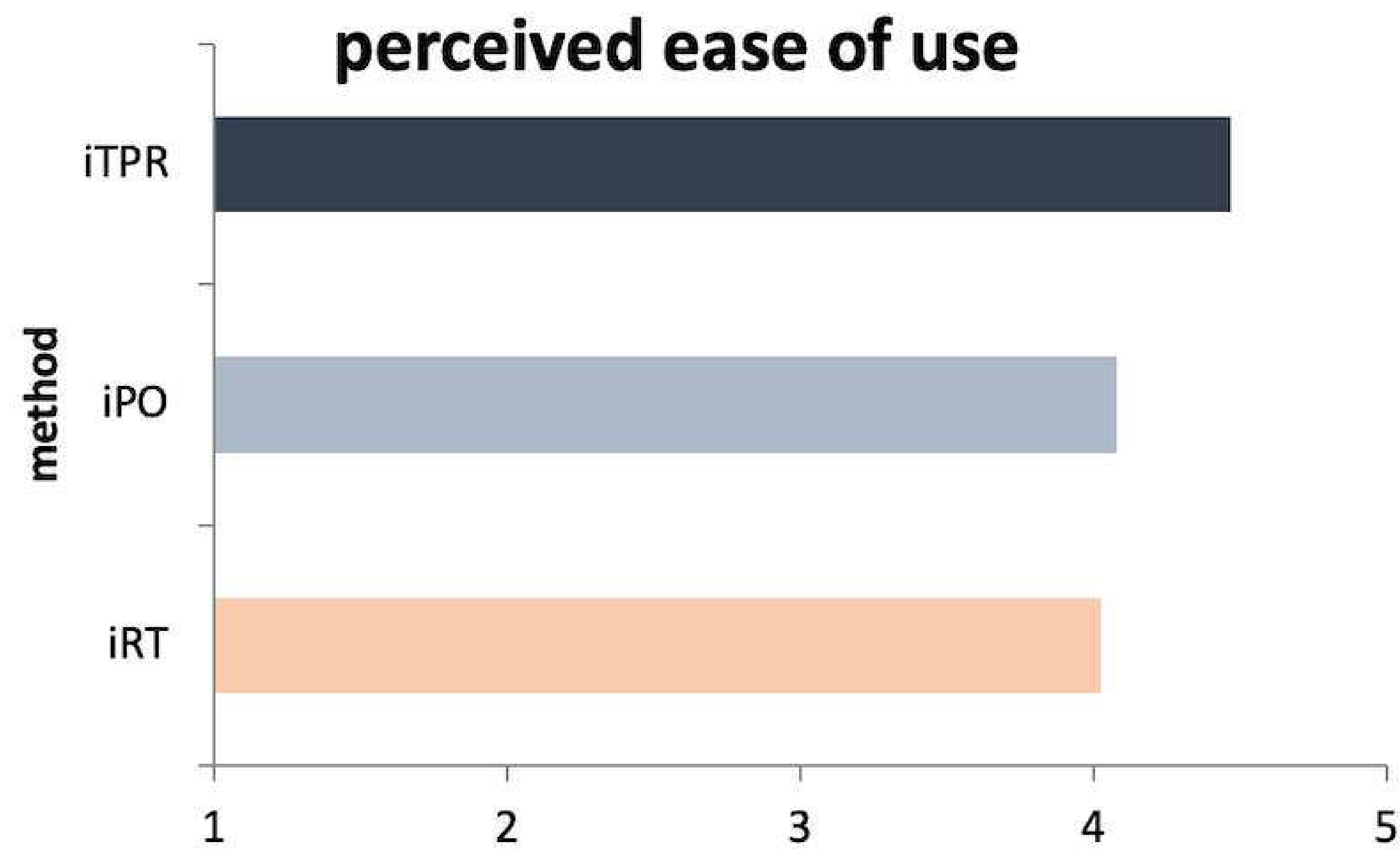
Find out more at:

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

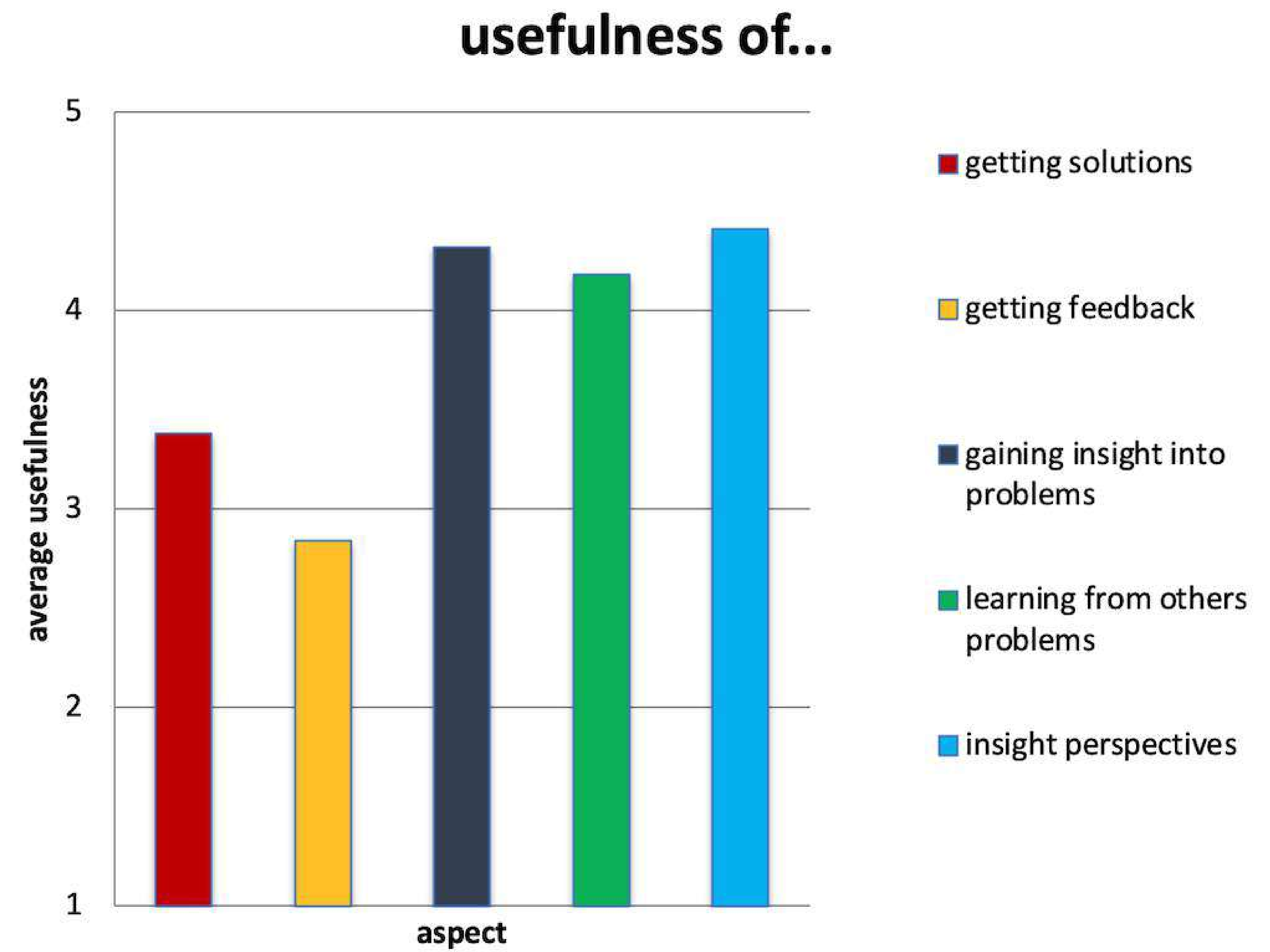
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Items similar for all 3 methods – Technology-Acceptance scale



iRT



Emerging challenges and tensions

Institutional support

Top-down support is crucial in initial phases (e.g. dissemination, motivation and recruitment by heads of departments)

BUT

may raise issues on confidentiality, suspicion and preoccupations on inspection and evaluation by superiors

Institutional recognition

Professional learning experiences often coincide with time-consuming extra-work.

Academics struggling to find time and motivation, especially when such activities are not adequately recognized valued

"Does the president of the degree course have a role in this activity? Will she supervise the activity?"

"projects like this should be part of the formal teaching training and recognized from the different institutions"

"The whole process is time consuming and having an official certificate/recognition would be something that a participant could appreciate. I myself would really like to have it."

"Have you thought about assigning Open Badges for participation in the project? I believe there are the requisites, it would be greatly appreciated by those who have participated in the various initiatives and would certainly encourage other teachers to participate."

<p>Activity</p> <ol style="list-style-type: none"> 1. Face-to-face local peer observation with colleagues from the same institution 2. Online peer observation, with colleagues from different institutions 	<p>Training</p> <ol style="list-style-type: none"> 1. Method, principles and theoretical models at the base 2. Tools for observation and teaching analysis (grids, reflective models) 3. Feedback and collaborative reflection strategies
<p>Skills</p> <ol style="list-style-type: none"> 1. Organizational 2. Metacognitive 3. Analytical 4. Feedback 	<p>Criteria</p> <ol style="list-style-type: none"> 1. Completion of the training course 2. Completion of activities as observer and observed

A badge in which both participation and skills are recognized as more effective in increasing overall motivation to engage meaningfully with professional learning activities (Abramovich et al., 2013)

Flexible and versatile badging system with some degree of user control and adapting to users' needs (Janzow, 2014)



Conclusions

- Appropriate matching + building of professional relationships + sense of common belonging are crucial to provide supportive feedback, even more so to provide constructive criticism (age/experience, teaching subject/discipline, teaching strategies)
- Engaging with colleagues can provide a safe and supportive space where even critical feedback is perceived as non-judgemental and well-received
- Ownership, mutual respect, trust, confidentiality, developmental partnership and non-evaluative collaboration are the most crucial factors to address in order to facilitate an effective and non-detrimental experience.

working with colleagues can make the discussion easier when there is no 'internal etiquette' or invisible 'power hierarchy' or 'institutional norm' to cope with"



Thank You!



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For information

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



Area	Prompts for consideration
Introduction and class organisation	<ul style="list-style-type: none"> • Disclosure of learning objectives and link to earlier lectures or courses • Acknowledgement of students' level of knowledge • Creation of a participatory starting atmosphere
Content presentation and facilitation of learning	<ul style="list-style-type: none"> • Time management and allocation to topics, sections, concepts • Structure and organisation of content (e.g. a central theme is perceptible) • Use of examples, metaphors and analogies to facilitate learning • Definition of new/technical terms or concepts and elaboration or repetition of complex information • Emphasis and summary of important points • Help in developing critical thinking, problem-solving and awareness of the process used to gain new knowledge
Teacher-student engagement	<ul style="list-style-type: none"> • Waiting time (e.g. pausing to allow students to ask questions or after teachers' questions) • Acknowledgement of students' contribution to the discussion by including, facilitating and extending their ideas and responses • Encouragement of questions and comments and examination of students' achievement • Provision of feedback at given intervals and use of positive reinforcement • Creation of a participatory class environment • Attention to concentration spans (i.e. cues of boredom, confusion) • Handling of disturbance • Broadening students' views and fostering respect for diverse points of view
Active learning strategies	<ul style="list-style-type: none"> • Variation of lecturing with active learning • Choice and organisation of experiments/exercises • Explanation and demonstration of procedures/ techniques and equipment/tools • Giving directions and time for active learning tasks and help with data interpretation • Use of realistic clinical or field experiences • Level of difficulty of active learning tasks • Offering "real world" application (e.g. applying theory to solving problems)
Use of media, technologies, artefacts	<ul style="list-style-type: none"> • Use of handouts, videos, websites, images and other resource materials with a clear purpose • Handling and alternation of diverse educational media (e.g. technical equipment, blackboard) • Design and clarity of presentations
Delivery – Verbal and Non-verbal	<ul style="list-style-type: none"> • Body language and eye contact • Movement within and use of the space • Tone of voice (e.g. indicating interest in the subject and students' questions) • Language (comprehensibility, volume, speed)
Session Conclusion	<ul style="list-style-type: none"> • Linking back to the introduction • Summary at the end of the class • Review/summary of the most important points (e.g. take-home messages) • Introduction to the themes of the next session • Making students aware of what preparatory tasks they should complete prior to the next class

- Waiting time (e.g. pausing to allow students to ask questions or after teachers' questions)
- Acknowledgement of students' contribution to the discussion by including facilitating and extending their ideas and responses
- Encouragement of questions and comments and examination of students' achievement
- Provision of feedback at given intervals and use of positive reinforcement
- Creation of a participatory class environment
- Attention to concentration spans (i.e. cues of boredom, confusion)
- Handling of disturbance
- Broadening students' views and fostering respect for diverse points of view
- Variation of lecturing with active learning
- Choice and organisation of experiments/exercises
- Explanation and demonstration of procedures/ techniques and equipment/tools
- Giving directions and time for active learning tasks and help with data interpretation
- Use of realistic clinical or field experiences

Agenda

- [10'] **Introduzione – Ruoli** [Facilitazione/Alessio; Presentazioni: Giovanna Guerini (focus: didattica efficace/collaborativa con gruppi eterogenei); Giulia Rossi (focus: prove di valutazione)]
- [05'] **Presentazione:** contesto, caso, significati, interventi; chiarimenti; Domanda per la Riflessione collettiva
- [20'] **Riflessione:** ho notato; al posto di ... sentirei/penserei; un suggerimento; un rischio
- (aggiustamenti)
- [10'] **Debriefing:** Chi ha presentato + Riflessione di gruppo
- [10'] **Appunti**