



Using Video to Deepen Collaborative Dialogue

In the Video Study Groups, teachers self-select which video clips to share for group review. Teachers also provide specific guidance to peers about where to focus their observation. In this way, the presenting teacher has a role in framing the focus of inquiry and observation by peers.

Peer video review has been shown to provide a deeper opportunity for analysis of teaching. First, video allows teachers to see how all students are responding to learning. Also, as teaching happens quickly, video allows teachers to observe what might not be seen in real time. Having a video clip for review means that you can watch it, reflect on it, go back to it, and study it in a way that is supportive and can guide learning – not just of the presenting teacher, but of the other collaborating teachers as well. This allows for more targeted, specific feedback to the presenting teacher and examination of shared learning among peers.

References

van Es, E. A. (2012). Examining the development of a teacher learning community: The case of a video club. *Teaching and Teacher Education, 28*(2), 182-192.

Parise, L. M., & Spillane, J. P. (2010). Teacher learning and instructional change: How formal and on-the-job learning opportunities predict change in elementary school teachers' practice. *The Elementary School Journal, 110*(3), 323- 346.



This work is offered under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

