Presenter's Video: Small Group Video Reflection

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Collaboration Task

The purpose of this task is to practice observing teaching practice and using the observation instrument.

1. Download the Observation Instrument
2. Download Feedback Chart
3. Follow the protocol below.

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Video Reflection Protocol

1. **Review protocol (2 mins).** Guide reviews this protocol, including the agreements and everyone's roles and responsibilities.

2. **Presenter requests feedback (5 mins).** Educator-presenter describes the context for the video and what aspects of their teaching practice they want the group to focus on. Peers may ask questions to clarify the focus question.
   1. **Setting: In what class, exhibit, activity or program is the interaction occurring?**
   2. **Audience**: Who are the learners? Adults, school group, family...?
   3. **Timing**: When in the interaction is the clip taking place?
   4. **Teaching Purpose:** What is the teaching purpose? What was your desired outcome?
   5. **Problem:** What do you think is the problem? Why do you feel that is the problem?
   6. **Focus**: What aspect of the teaching practice should be the focus of peer feedback? What ideas within the module are you wondering about for your practice?

3. **First watch (7 mins).** Just watch the clip. [insert link to clip] Watch from minute XX to XX

4. **Think about the feedback focus (1 min).** Brief pause to consider what aspect of the practice is the focus of the feedback? What is the problem the presenter is seeking help to solve?
5. **Second watch (7 mins).** Restart clip. Use the observation instrument to <u>collect evidence in the Notice Column</u>. Be specific. Optional, note the time on the video.
6. **Clarifying questions (5 mins max).** Chance for peers to ask the presenter clarifying questions that have brief, factual answers, e.g., have these learners visited before?
7. **Consider possible inferences (Think) & implications (Wonder) (5 mins).** Individually, peers review the Notice column and enter thoughts in the <u>Think</u> and <u>Wonder</u> columns. Refer to Educator Moves to determine if actions from the Notice column could be an **Educator Move**, or could be suggested in the Wonder column. Refer to the Feedback Chart to determine which items in the Think column are warm and cool feedback.
8. **Discuss video observations, questions, reflections , and feedback (20 mins).** Peers discuss what they noticed, thought, and wondered, and which Educator Moves were present. Start with warm feedback. Always support your feedback with observation data.

    1. Presenter moves outside of circle, remains silent, and takes notes. Refer to Feedback Chart.
    2. Guide ensures discussion remains focused on area of emphasis requested by presenter.
    3. Consider the Educator Moves. What moves did the presenter take? What moves could presenter consider to address the feedback focus?

9. **Respond and conclude (5 mins).** Presenter responds to any comments or questions without being defensive. Presenter reflects out loud on ideas that came to mind while listening to the feedback. Peers are silent. Guide may clarify or lend focus.
10. **Two take-aways (3 mins).** Everyone thinks holistically about the group conversation and writes down two action items. *What is one thing I want to take into my practice? What is one thing I want to discuss further regarding our community's practices?*
11. **Community actions (2 mins).** The group generates a list of the community action steps they want to have further conversations about in the future.

Roles

There are three roles in this protocol, each of which has defined responsibilities

Presenter	Guide	Peer
• Provides the guide with work sample (e.g., video clip, prototype) and focus question for peers to consider. • Listens with open mind to peers' feedback; reflects on their observations. • Analyzes one's own learning. • Considers what changes to make and why.	• Facilitates all aspects of the protocol and ensures all steps are accomplished. • Keeps community on track so that conversation is productive. • Protective of presenter, and recasts or recalls inappropriate comments or questions. • May need to probe for cool feedback comments. Without them, presenter may not benefit from experience. • Participates, but don't dominate.	• Contributes to substantive feedback & conversation. • Is respectful to colleagues and appreciative of the process. • Recasts or recalls inappropriate comments or questions.

Reminders for Guide

1. **Be assertive about keeping time.** A protocol that doesn't allow for all the components will do a disservice to the presenter, the work presented, and the community. Monitor the process. Don't let one participant monopolize.

2. **Be protective of the presenter.** By making their work more public, presenters are exposing themselves to input they may be unfamiliar. Inappropriate comments or questions should be recast or withdrawn. Keep discussion centered on the work presented and the focus question posed by the presenter.

3. **Be vigilant about substantive discourse.** Many presenters may be used to blanket praise. Without thoughtful but probing questions and comments, they won't benefit from this reflective process. Remember, the presenter should be able to revise their work productively

based on this discussion-building on strengths (warm feedback) and bringing it more closely to the changes they seek (cool feedback).