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Interactive observations to inform
professional learning

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A world map with various countries colored in different shades. A red dot is placed in Sweden, and a black line extends from this dot to a black dot in Australia.

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Background

Documentation

- Lack of authentic documentation
- Video *or* photos *or* shadowing protocols

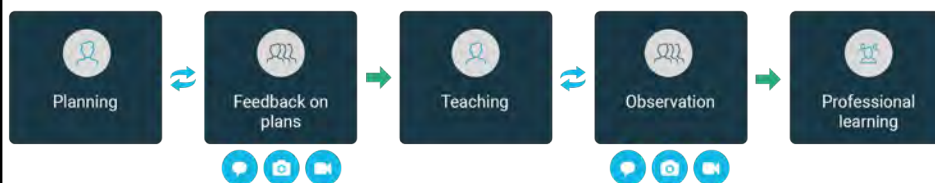
Conversations in PLC-groups/mentoring sessions

- Teaching as telling vs evidence of teaching and learning
- Lack of critical reflections

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Professional learning process



https://video.uia.no/media/t/0_hf0p9j2f

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Mentoring process for preservice teachers



Aim

- The aim of our presentation is to describe how digital tools can influence participation in professional learning.
- The study has involved groups of teachers, preservice teachers and mentors who have trialled the multimodal tool in a three-step process: Prior to, during and after teaching.

Data

- Survey
- Focus group interviews

- Taped PLC-groups
- Feeds from MOSO (interactive documentation)

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Findings: Four themes

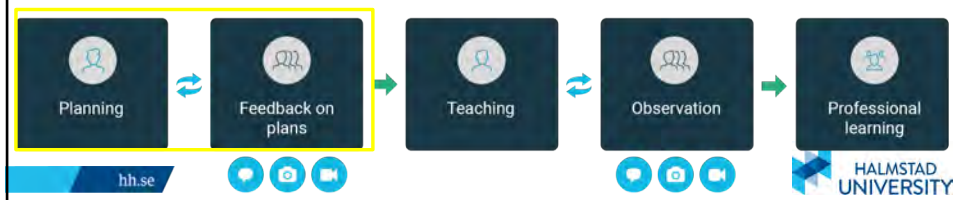
1. Participation in sharing plans before teaching
2. Participation in conducting interactive observations of teaching
3. Participation in preparing for PLC-sessions
4. Participation in dialogues during PLC-sessions

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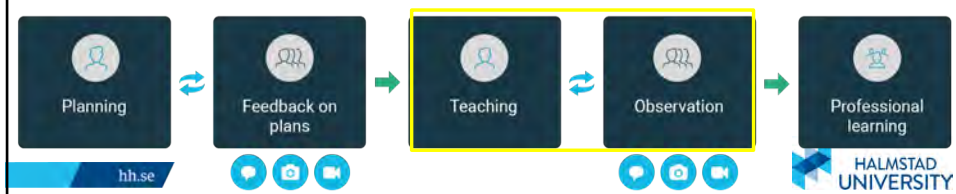
I: Participation in sharing plans before teaching

- Giving feedback: A specific focus for feedback was important in the planning phase
- Receiving feedback: Small details in feedback/feedforward from colleagues, became important for their next teaching session



2: Participation in conducting interactive observations of teaching

- Colleagues contributed to relevant feedback.
- Comments, photos and videos – the combination of feedback was important
- A short comment was often experienced as quite sharp – but easier to receive with a smiley (a positive intention from a critical friend).



Experienced teacher



Courage to handle problematic aspects in teaching

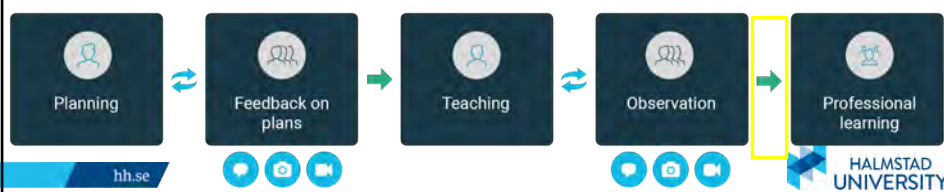
My teaching was observed and reflected by two experienced teachers. Their observations, big and small, put the finger on things that was already “hurting” in my teaching. They helped me to put into words what I actually knew and experienced. I found something I didn’t have the power to processing on my own.

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3: Participation in preparing for PLC-session/mentoring

- Preparation contributed to a shift in focus for PLC-sessions – from descriptions of teaching – to analysis and reflection of teaching.
- During preparation it was possible to formulate practical and theory based arguments for choices in their teaching



4: Participation in dialogues during PLC-sessions/mentoring

- Flipped PLC sessions: Preparation before PLC-session.
- A higher degree of participation among colleagues
- More specific content in conversations related to the observed teaching session and thereby easier to understand.



Preservice teacher



Agency among students

The mentoring session is more equal, everybody is mutually prepared. Otherwise the mentor is in a power position and we, (the students) can end up in a “defence mode”. If you see all comments as critique you want to defend yourself. When I see comments in advance I have the possibility to reflect and handle them in a positive way.

Implications

Findings imply that when digital observation tools are used to support collegial conversations; conversations are characterised by an immediate focus about didactical choices in the teaching sequence, rather than spending time recapturing the teaching sequence.

Similar findings emerged in conversations between experienced teachers, as well as in conversations between mentor teachers and preservice teachers.

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Thank you for listening

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