

## Appendix Seeing Is Believing Study Protocol

The University of Kansas Center for Research on Learning conducted a three-year study, the Kansas Coaching Project, to “analyze what happens when coaches and teachers watch themselves on video.” This work is shared in *Record, Replay, Reflect*, published in Learning Forward’s journal, *The Learning Professional*. The article discusses Jean Clark’s work with Learning Teams, which brought teachers together to watch and discuss video recordings of themselves teaching. Clark noted, “Teachers can learn a great deal about their practice when using video recordings during collaborative learning.” Ms. Clark reported four benefits to the video study group members with whom she worked. They are explored below.

(Knight, J., Bradley, B. A., Hock, M., Skrtic, T. M., Brasseur-Hock, I., Clark, J., . . . Hatton, C. (2012). Record, Replay, Reflect. *The Learning Professional*, 33(2), 18-23.)

### Directions:

Think about your work with peer video coaching in your University of Richmond EDUC 675U Reflective Teaching Experience course. We’d like to ask you questions about your experience with and reflections about peer sharing of recordings of yourself in instruction (video study group). We would like to consider Ms. Clark’s work alongside our own backchannel peer coaching work. **You do not need to answer each question – feel free to answer those that resonate with you or those on which you have a strong opinion. Primarily, we are seeking your practitioner wisdom regarding what happens when teachers and their peers watch video of themselves teaching.**

### Questions:

Through her work, Jean Clark reported four benefits to the video study group members with whom she worked. The benefits are listed below in blue, with related questions, in black:

**Benefit #1. “Teachers learn a great deal by watching themselves teach, especially after they have watched themselves several times.”**

Since you have recorded and shared your instruction with peers, to what degree do you agree or disagree with Clark’s statement? Do you have additional thoughts or examples to share?

Ideas to consider:

- What were your thoughts/concerns/hopes prior to sharing your teaching video?
- After watching yourself in instruction, what were your thoughts – about you and your teaching.
- By watching your recorded teaching, what did you learn about yourself and your instruction?
- How many times do you think you watched your own video BEFORE sharing it with peers?
- Have you watched your video SINCE sharing it with peers?

**Benefit #2. “Video study groups are good follow-up to professional learning by increasing the likelihood and quality of implementation after training.”**

To what degree do you agree or disagree with Clark’s statement? Do you have thoughts or examples to share?

Ideas to consider:

- Did you perceive benefits to your participation in a video study group? Please explain.

- Did you perceive drawbacks to your participation in a video study group? Please explain.
- Did you change any of your instructional practices as a result of your video study group? If so, what did you change, how does it look now, do you see it as an improvement in your practice?

Benefit #3. “The dialogue that occurs during video study groups deepens group members’ understanding of how to teach the targeted practice and often introduces them to other teaching practices while watching others teach and listening to team members’ comments.”

To what degree do you agree or disagree with Clark’s statement in the context of **oral** feedback and dialogue? Do you have examples or other thoughts to share?

To what degree do you agree or disagree with this statement in the context of **digital** feedback and dialogue (backchannel, blackboard, email)? Do you have examples or other thoughts to share?

Idea to consider:

- Did you learn from watching others’ teaching and hearing others’ comments? Can you explain?

Benefit #4. “When teachers come together for such conversation, they often form a meaningful bond because the structure of a video study group compels everyone to stand vulnerably in front of their peers and engage in constructive, supportive, and appreciative conversations with colleagues. Those bonds may ultimately be more important than all of the other learning that occurs since they create supportive, positive relationships among peers.”

Since you have recorded and shared your instruction with peers, to what degree do you agree or disagree with this idea of meaningful bonds? Do you have additional thoughts or examples to share?

Idea to consider:

- In what ways, if any, did your class peer relationships change from the beginning of the instructional video sharing experience to the end? What did and does that look like? What does that mean to you?

What haven’t we asked you about? What else would you like to share about your experiences with or the potential value of instructional video study groups with peers?