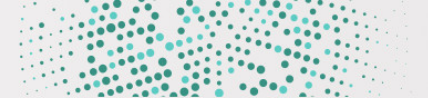


Collegial Sparring

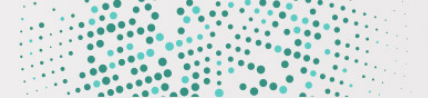




Warm-up questions

- Do you discuss your own challenges about the international classroom with your colleagues?
- Have you ever asked your colleagues for feedback on your teaching?
- How often do you discuss your teaching practice with colleagues?

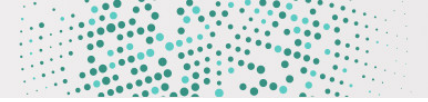




Collegial sparring is relevant if...

- You are colleagues who face an educational or pedagogical challenge and you would like to cooperate, reflect, and discuss solutions.
- You would like to cooperate with colleagues in order to develop your teaching skills.
- You are open to sharing your experiences.



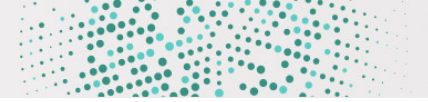


“Do you often talk with colleagues about their teaching?”

One of the participants answered in horror,
“No, that would be comparable to speaking to them about their personal hygiene.”

Handal (1999): *Consultation Using Critical Friends*





“Talking about our teaching is part of our professional job”



Handal (1999): *Consultation Using Critical Friends*





Benefits: Individual and collective development of competences

- Increases sense of security in the role of teaching
- Strengthens feeling of membership in a community of practice
- Enhances collaboration, sharing of didactic and pedagogical knowledge
- Provides a common ground and mutual language to talk about didactic and pedagogical challenges





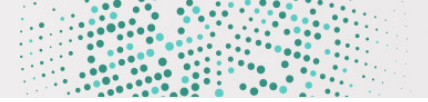
Topics for discussion

Peer supervision is planned, carried out, and evaluated in regard to specific needs and wishes.

Examples of topics:

- How to align my teaching constructively for the international classroom?
- How to integrate student diversity in my teaching?
- How to teach multilingual/multicultural groups of students?
- How to supervise students from different academic cultures?





Collegial Sparring: The Basics

The purpose is

- to create a situation
- where you can explore professional challenges
- in a safe and confidential environment.

Dialogue with others about concrete challenges helps you see the situation and your own actions from other perspectives





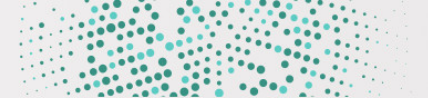
Collegial Sparring: The Basics (2)

The foundation for the discussion is the participants' own teaching practice, understanding and knowledge

The topic stems from concrete practice (observation, video or description of a situation)

The process is an examination of practice (reflection)





Collegial Sparring: Participant's Role

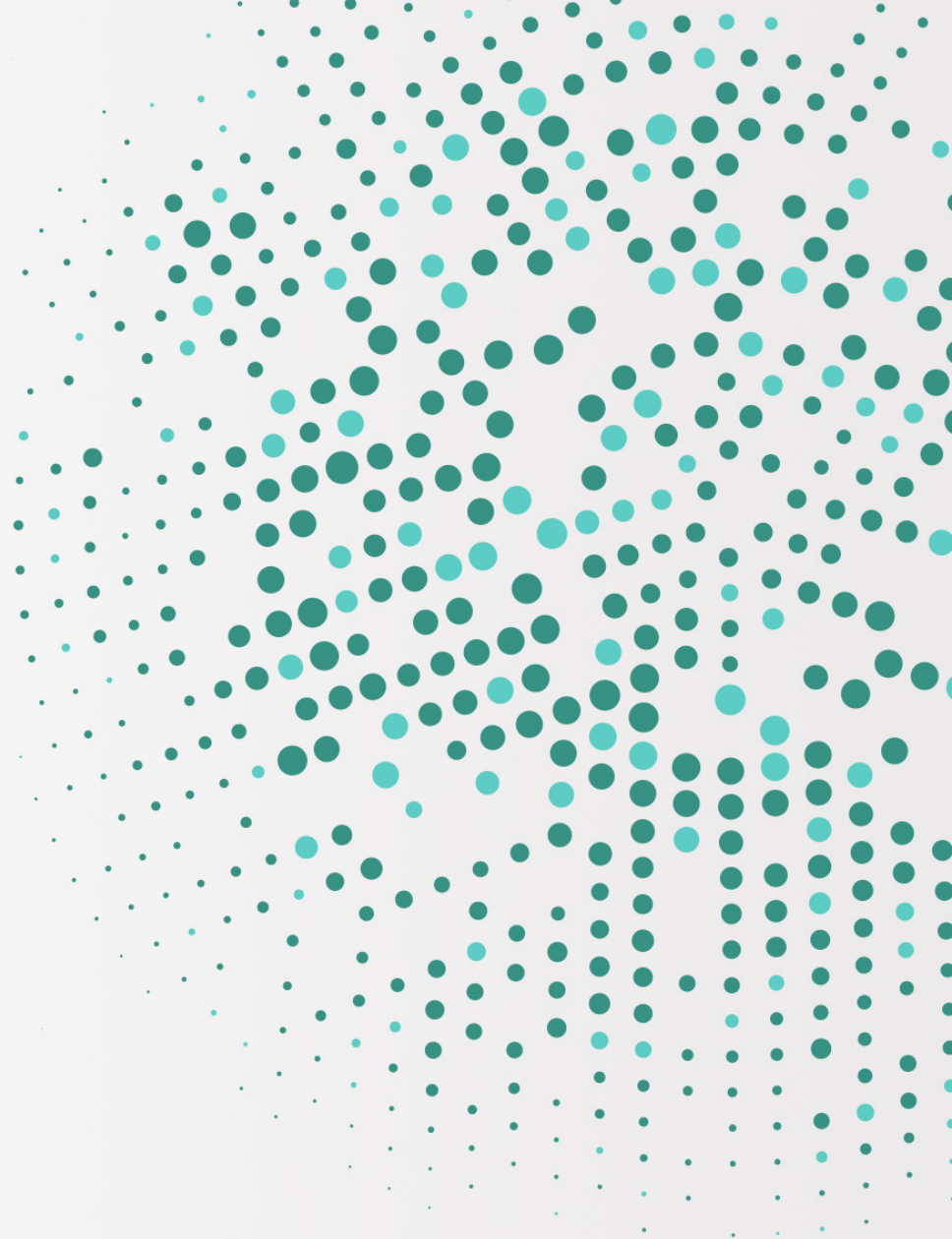
As a participant your role is to:

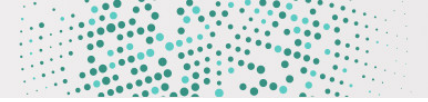
- support your colleague's development
- stick to the agreed focus and guidelines for the conversation



Collegial Sparring as a Method

(Video)



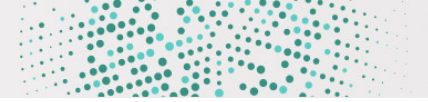


Exercise

Form groups of three

- Participant 1: describe your challenge
(4 minutes)
- Participants 2 + 3: discuss the challenge (Participant 1 may NOT speak)
(8 minutes)
- Participant 1: sum up your take away from the discussion (Participants 2 + 3 may NOT speak)
(3 minutes)
- Rotate roles so that each participant receives feedback





Debriefing in a large group

Regroup with participants you haven't spoken to and

- discuss the collegial sparring experience – what worked well, what was difficult about collegial sparring for the international classroom
- formulate one or two suggestions for doing collegial sparring





Facilitating Collegial Sparring

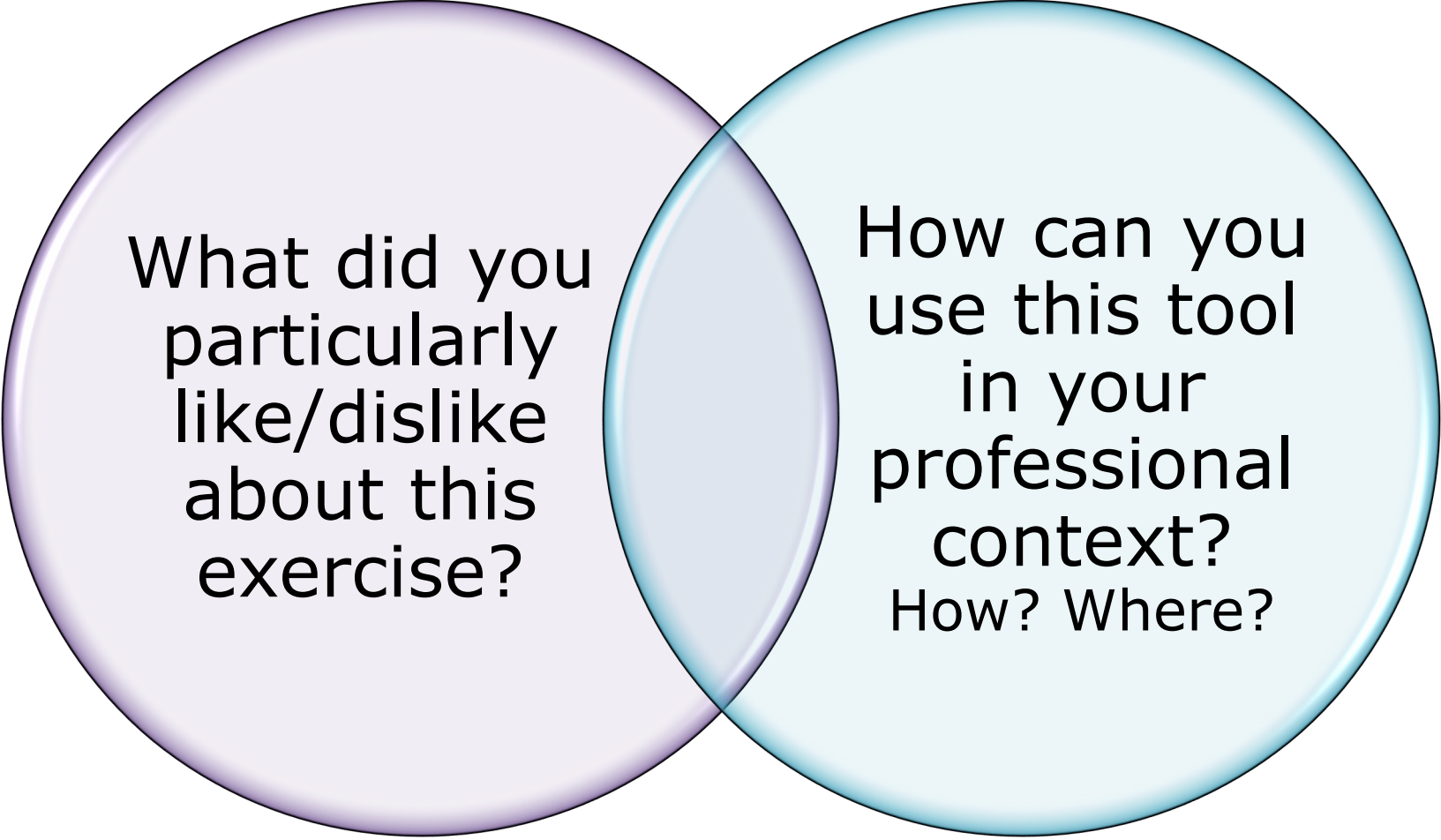
Your role as an ED is to:

- Create a structured framework for a (relatively) judgment free conversation
- Leave participants free to talk over their experiences and challenges (there are no wrong topics, views etc. it is their narrative/story)
- Keep time and enforce the structure – setting the mood





Collegial Sparring: Meta-reflection



What did you particularly like/dislike about this exercise?

How can you use this tool in your professional context?
How? Where?





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