Global Teaching InSights

Making quality practices from around the globe visible to improve teaching and student learning

OECD
In today’s fast-changing world, we must do whatever it takes to champion a sense of teacher professional empowerment. When teachers feel a sense of ownership over their practices and their classrooms, they push and pull each other in a truly collaborative learning culture, which leads to pedagogical excellence.

Digital accelerations provide an unprecedented opportunity for teachers to learn from each other across classroom walls and borders. We can now break the isolation that teachers face in the classroom and enable them to learn from their peers through the most effective way possible: observation. By observing and connecting one another, we can drive forward the crowdsourcing of great ideas.

Imagine a giant open-source community for teachers, where they can share their expertise, their aspirations and their solutions to common classroom challenges. A space that unlocks teachers’ creativity simply by tapping into their desire to contribute, collaborate and be recognised for their work. This is Global Teaching InSights.

Andreas Schleicher,

Director for the Directorate of Education and Skills and Special Advisor on Education Policy to the OECD's Secretary-General
The OECD Global Teaching InSights initiative

What is it?

The Global Teaching InSights (GTI) initiative is a practice-based, research focused, digital platform built for and in cooperation with the teaching community. It aims to put quality teaching practices from around the world at the fingertips of teachers, school leaders and educators. They can watch classroom videos presenting evidence-backed best practices that provide a window into classrooms from a wide range of countries and contexts. Furthermore, the platform connects teachers and educators to facilitate peer discussion and collaboration at a global scale.
Making teaching visible through authentic classroom videos

The videos displayed by Global Teaching InSights showcase teaching practices that are:

- **Impactful**: Learn best practices taken from authentic classrooms and backed by research
- **Inspiring**: Get inspired by teaching approaches as diverse as the world itself
- **Innovative**: Keep abreast of novel approaches to pedagogical innovation

By directly watching real examples of pedagogy in action, teachers will be able to make their own professional judgements. They will gain a genuine, palpable insight into the world’s classrooms by:

- observing, analysing and sharing authentic examples of professional practice
- exploring the variety of teaching approaches and school contexts observed
- engaging in deeper analysis of the complexities, challenges and intricacies of classroom practice.

Global Teaching InSights will scale up observation from a few individuals occasionally gathered in a classroom to a global, collective professional effort centered on learning and collaboration. In this way, teachers will form part of an international professional community of educators, enabling the profession to codify and refine teaching through the sharing of videos.

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A focus on core teaching practices that work

Global Teaching InSights provides every user with open access to high quality pedagogical expertise.

The opening version of GTI shows teaching practices that support:

- all teachers – common and applicable across subjects and levels
- a variety of approaches – defined broadly enough to avoid promoting one way of teaching
- a detailed analysis – observable and definable at a granular level for systematic comparison and the building of more advanced teaching skills.

The focus will be on:

- individual pedagogical practices to break down the complexity of classroom teaching
- classroom interaction and instruction from the teacher’s perspective
- different teaching approaches, rather than ready-made examples of how to teach a specific subject.

The selection of practices shown will be:

- grounded in evidence of their positive impact on students’ cognitive and non-cognitive outcomes
- systematically organised and documented at an international scale.

GTI’s initial content is drawn from the OECD Teaching and Learning International Survey (TALIS) Video Study. It spanned eight countries, videotaped 700 teachers and recorded over 1 000 hours of lessons on quadratic equations at the lower secondary school level. Teaching practices were unpacked and organised into six domains, illustrated below, to measure student learning gains and outcomes, which in turn inspired the selection of practices for the Global Teaching InSights platform.
Six broad domains of teaching practices

- Eliciting student thinking
- Teacher feedback
- Aligning instruction to present student thinking
- Engagement in cognitively demanding subject matter
- Multiple approaches to/perspectives on reasoning
- Understanding of subject matter procedures and processes
- Metacognition
- Repetitive use opportunities
- Technology for understanding
- Classroom technology
- Student technology
- Software use for learning
- Explicit connections
- Explicit patterns and generalisations
- Clarity
- Explicitness of learning goals
- Accuracy
- Real-world connections
- Connecting mathematical topics
- Mathematical summary
- Types of representation
- Organisation of procedural instruction

- Routines
- Monitoring
- Disruptions
- Activity structure and frequency
- Respect
- Encouragement and warmth
- Risk-taking
- Persistence
- Requests for public sharing
- Nature of discourse
- Questioning
- Explanations
- Discussion opportunities
What will teachers be able to do?

Each video clip will:
- Be 4-7 minutes
- Illustrate one example of a practice in a given context
- Be part of a thematic playlist to facilitate comparison.

**WATCH**
The centrepiece will be short video clips illustrating different teaching practices and classrooms contexts.

**SHARE**
Discussions with peers on critical aspects of teaching and learning will help build insights on practice.

**LEARN**
Analysis and reflection activities will facilitate a deeper dive into practice, teaching styles and contexts.
A look inside the online platform

- Tags for navigating the library of videos
- Viewing hints that identify key pedagogical moments
- Overview of the classroom context and background
- Additional resources such as lesson plans, transcripts, handouts

Bespoke user profile to create a tailored GTI experience

Further inspiring illustrations of teaching practice

Commentary from global experts and the GTI community to spur discussion and dialogue

Space for reflection and contributions

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Examples of teaching insights for key classroom goals and challenges

**Snapshot 1. Helping students overcome misconceptions, Shanghai**

What can teachers do when many students encounter the same problem? The teacher can bring the class back together to evaluate an example student's method, whilst carefully illustrating and guiding students through the misconception.

**Snapshot 2. Leveraging students’ existing knowledge, Mexico**

How can teachers revisit previous learning in an engaging way? In this summary of previous learning, the teacher has given each student a card and asks them to form different groups to consolidate their learning in an engaging and enjoyable way.

**Snapshot 3. Encouraging students to learn from each other, Shanghai**

How can students work together to solve a real world problem? After trying to solve the problem independently and in pairs, the teacher asks different students to move around the room to share and discuss different strategies.
## Users and uses of Global Teaching InSights

Video contents, resources and features are designed...

<table>
<thead>
<tr>
<th>for...</th>
<th>to...</th>
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<tbody>
<tr>
<td>– Aspiring teachers</td>
<td>– Gain invaluable insights into the classrooms of experienced teachers and prepare for future challenges</td>
</tr>
<tr>
<td>– Classroom teachers</td>
<td>– Serve as inspiration for their own practice</td>
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<tr>
<td>– School leaders</td>
<td>– Drive pedagogical discussions in communities of practice, coaching, and mentoring</td>
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<tr>
<td>– Training professionals</td>
<td>– Immerse their student teachers in real examples and highlight what different pedagogical approaches mean in practice, bridging the gap between theory and practice</td>
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<tr>
<td>– System leaders</td>
<td>– Obtain fresh ideas to enrich national pedagogical debates and use tangible examples to explore possible approaches with stakeholders</td>
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**Built for and by the education community**

Throughout the design and development stages of Global Teaching InSights, a diverse group of the above targeted users provided feedback and guidance to ensure that the platform provides an accurate window into real classroom teaching, as well as represents the needs, interests and preferences of stakeholders.
What does it mean for the education community?

When we reflect on our own lessons after watching videos, we can focus on how students are learning. With video you can see the signs of students struggling. I value this highly, it will help you to better plan your lessons and teaching.
- Kenji, Maths teacher from Japan

It is a very dynamic video. I’ve never had the idea to summarise a lesson with cards like that. I will do it in my classroom as I already knew the importance of a summary but I do not do it systematically. This shows me it has to be done much more frequently.
- Anaïs, Science teacher from France

I think it is an excellent learning strategy, fun and dynamic...promoting meaningful learning.
- María, Language teacher from Mexico

I have never seen problem-solving like that.
- Aurelio, Maths teacher from Spain

Being able to watch how teachers in other countries teach could give me more ideas to improve my own teaching.
- Laura, Science teacher from Colombia

When it comes to building a professional learning community, watching video allows the exchange of ideas among peers.
- Rongjin, Maths teacher from China
A roadmap for the development of version 1.0

The OECD formally launched the Global Teaching InSights initiative in September 2019. Over the span of a year, the OECD Secretariat has focused on developing the first version of GTI in collaboration with participating countries, technological partners and key stakeholders from across the education sector.

**Tentative timeline**

<table>
<thead>
<tr>
<th>Event</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steering meetings</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Development of sample videos</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Feedback loops from targeted users</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Selection of footage for post-production</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Post-production of videos and materials</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Development of the platform</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Launch of the GTI v1.0</td>
<td>5</td>
<td>5</td>
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A vision forward

Global Teaching InSights aims to break new ground by collecting, consolidating and disseminating teaching expertise on a global scale. Version 1.0 will provide a proof-of-concept demonstrating the potential of video illustrations for stimulating a more effective international, peer-driven discussion about teaching; and like teaching, GTI will continue to evolve and expand with new content sources, types and subjects to be analysed.

Version 1.0 and prospective future versions:

<table>
<thead>
<tr>
<th>Source of Content</th>
<th>Type of content</th>
<th>Breadth of content</th>
<th>Peer Collaboration</th>
</tr>
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<tbody>
<tr>
<td>TALIS Video Study, Texas</td>
<td>Video clips, full lessons, learning resources</td>
<td>Lower secondary mathematics</td>
<td>React, analyse and converse</td>
</tr>
<tr>
<td>Institutions, foundations, governments</td>
<td>Structured thematic courses, other languages</td>
<td>New subjects, new ages, hard-to-teach and innovative pedagogies</td>
<td>Co-designed instructional resources</td>
</tr>
<tr>
<td>Crowdsourced from teachers</td>
<td>Instructional resources (e.g. interviews, live feeds)</td>
<td>Role of teacher in using AI, cross-subject teaching</td>
<td>Feedback and coaching, virtual reality</td>
</tr>
</tbody>
</table>
Get involved

Become a participating country

Global Teaching InSights is a knowledge mobilisation project and does not require country participation as such. However, the initiative is most powerful when it can show the true global diversity of classrooms.

Countries have the option to contribute and participate in the following areas:

- Digital platform
- Country teaching illustrations
- Country pedagogical exchanges
- Expert meetings
- Analytical work

Expected Contributions:

- Review and provide feedback on project outputs and documents.
- Contribute classroom videos and instructional materials (based on Secretariat guidelines), by making available existing national resources or collecting them ad hoc.
- Nominate national pedagogical and subject matter experts to participate in the selection and curation of content and contribute their expertise to the global community of practitioners.
- Participation of country delegates/experts in meetings promoted by the project (one combined expert meeting a year).
- Organise country-specific activities (e.g. meetings with stakeholders, workshops, dissemination event).
- Cover cost of internal travel for experts and possible interpretation for meetings.
**Become a partner**

The OECD is looking for partners to build a dynamic, practice-based, global research community of teachers. Becoming a partner is a unique opportunity to participate in the development of such a powerful resource. Your organisation’s contribution to the expansion of Global Teaching InSights, is not only a sign of support to teachers and students around the world, but it can also make an invaluable difference to furthering teachers’ professional development and broadening pedagogical discussions.

**How can your organisation support the Global Teaching InSights initiative?**

**Connect your community**
- Nominate teachers, school leaders, and teacher educators to take part in a global conversation on pedagogy
- Design teacher education activities

**Collect content**
- Support the collection of videos and instructional materials from great teachers

**Curate Content**
- Spur a global pedagogical conversation
- Curate content taking into account algorithm/community data
- Uphold the values and code of conduct

**Sponsor**
- Provide expert guidance, bringing new ideas on future directions
- Support the general or specific scale-up (i.e. subjects, levels, features)
OECD and the Directorate for Education and Skills

The OECD provides a setting where governments compare policy experience, seek answers to common problems, identify good practices and co-ordinate domestic and international policies. It brings together countries committed to creating better policies for better lives.

In today’s globalised economy, education is a major driving force for growth and development. The OECD Directorate for Education and Skills focuses on current key challenges facing education systems, including how to improve the quality of teachers, teaching, and learning, in order to provide the knowledge and skills needed in the 21st century.

Contact us

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