Global Teaching InSights:
Making quality practices from around the globe visible to improve teaching and student learning

Our vision
Empowering teachers to learn from each other through classroom observation and collaborative practice is one of the most promising ways to improve learning outcomes.

Our mission
To make quality teaching practices from around the globe visible, showcasing a diversity of evidence-based approaches to teaching in different contexts, and building a practice-based global research community of teachers.
Teachers make a difference

Teachers make a difference. We can all remember a teacher who influenced our lives. A teacher who shaped our character, broadened our aspirations, and instilled in us a love for learning. This is not just something that we believe in. We have accumulated a wealth of evidence over the past five decades that underlines that teachers are more important for student learning than anything else in school.

Teaching for the future rather than the past

The role of teachers has never been so important. We live in a world that no longer rewards us just for what we know but for what we can do with what we know. If all we do is teach our children what we know, they may remember enough to follow in our footsteps. But it is only if we help them to build a reliable compass that they will be able to go anywhere and navigate through the increasingly complex social, economic, and environmental challenges of our time.

When we could still assume that what we learn in school will last for a lifetime, teaching content knowledge and routine cognitive skills was rightly at the centre of education. Today, preparing students for the future requires shifting instruction from knowledge transmission to knowledge co-creation, from receiving abstractions in textbooks to learning by experimenting, from summative evaluation to formative monitoring, from isolated to connected classrooms. The work of teachers is ever more complex.

Teachers are willing to take on this challenge. Nine out of ten teachers see their role not to simply impart prefabricated knowledge from the front of the class but to equip students with the skills to be learners throughout their lives (Figure 1). Yet traditional teaching practices continue to dominate in many classrooms (Figure 2). Addressing this disconnect is key to prepare the profession to teach for the future.

Focusing on the “know-how” of teaching

The greatest determiner of quality teaching is the teacher’s “know-how” of teaching. It is not about the facts, knowledge, or concepts they have learnt, but specifically how they teach what they know. It is more impactful than a teacher’s personal traits and the teacher’s qualifications or post-graduate diplomas. Without this “know-how” about how to convey knowledge and instruct in the classroom, the expertise of the teacher, no matter how great it may be, remains inaccessible to their students.

The challenge is to capture, assemble, and disseminate the professional knowledge of classroom teaching. The “know-how” of teaching is based today largely on the teacher’s personal experience rather than on robust principles grounded in the education sciences. Teachers primarily work on their own; too often, learning by trial-and-error and developing “survival strategies” in the classroom. Instead, teachers could deliberately choose their own approach from practices collectively agreed on by the profession as effective, just as professionals in other sectors do.
Figure 1. Percentage of lower secondary teachers who "agree" or "strongly agree"

Figure 2. Practices self-reported by teachers as being used “frequently” or “in all or nearly all lessons

Source: OECD (2014), TALIS 2013: An International Perspective on Teaching and Learning, TALIS, OECD
Observation can shift teaching from a secret art to a science

Teaching does not need to be a secret art based on innate talent and inspiration. Observation can bring the “know-how” of teaching to life and turn teaching into an object for methodical study (Table 1). It can enable the profession to codify and refine teaching, collectively.

Table 1. Observation shifts the focus to what matters for learning

<table>
<thead>
<tr>
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<tr>
<td>An untrained eye</td>
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<td>Simple greetings like “child”</td>
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<td>and “son”</td>
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<td>Students talking over one another</td>
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<td>A trained eye</td>
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Empowering teachers to learn from each other through classroom observation and collaborative practice is one of the most promising ways to improve learning outcomes. Observation can help teachers to (Figure 3):

- **Learn the critical “know-how” of teaching.** Teacher education has traditionally been theoretical, largely disconnected from the practical challenges of the classroom. Observation can help aspiring and new teachers to learn teaching skills in a tangible and actionable way, acquiring a repertoire of pedagogical skills in a diversity of settings.

- **Grow into critical and reflective professionals.** Most teachers refine their practice on their own, with little feedback and support from their peers. Through observation, teachers can see and judge for themselves what other teaching practices look like and what impact they have on students. They can engage critically with their practice and learn to shift the focus of their attention from superficial aspects in classrooms to what matters most in learning.

- **Set aspirations for professional practice.** Pedagogy largely remains unarticulated, practiced in isolation and difficult to transfer. By providing a common frame, observation can facilitate a collective dialogue on practice, build a corpus of professional knowledge, and help the profession set tangible aspirations.
Figure 3. Observation can be a powerful means to improve practice

Learn
• Illustrate theory with relevant, tangible examples
• Demonstrate different scenarios and challenges
• Unpack the complexity of challenging practices
• Help develop a toolbox of teaching strategies

Grow
• Become critical and reflective practitioners
• Shift focus on what matters to learning
• Refine their pedagogical skills
• Drive feedback and collaboration

Aspire
• Capture standards and goals to be pursued
• Broaden the horizons to new settings and ideas
• Democratise access to quality teaching ideas
• Facilitate critical discussions around pedagogy
• Establish a professional body of knowledge

Tapping into the potential of observation

Classroom observation is as an integral part of teachers’ routine practice and professional development in some of the most successful education systems, including Shanghai (China) and Singapore. However, only 44% of teachers across OECD countries participate in peer or self-observation and coaching as part of a formal school arrangement (Figure 4).
Observing how other teachers teach in person is often challenging. Finding a time slot in teachers’ overcrowded schedules is not easy, particularly when teachers lack observational and feedback skills. Observation requires changes which go far beyond opening the door of the neighbouring classroom.

Against this backdrop, video-based observation of teaching is raising interest around the world. Video is a powerful means of capturing, analysing and sharing authentic examples of professional practice. It increases the variety of teaching approaches and school contexts observed, and facilitates a deeper analysis of the complexities and intricacies of classroom practice. Video can take observation from a few gathered in a classroom to a global, collective professional effort.

There is also growing research evidence that video observation of teaching can help teachers to become professionals that are more reflective and aware of their teaching choices. It can trigger changes in practice and lead teachers to adopt more student-centred approaches in their teaching. Moreover, recent empirical research has found that video-based coaching can have a positive impact on student achievement.

**Opening a window into classrooms across the globe**

We have only scratched the surface of what teaching looks like across the globe. Pedagogies have largely evolved apart from each other and within national traditions.
As a result, teaching practices differ significantly from one country to the other. Data from PISA, for example, show important differences in the prevalence of teacher-directed methods and memorisation strategies across countries (Figure 5).

The fact that teaching is context-specific can partly explain these differences. Every classroom can be unique in terms of the disposition of the teacher, students’ composition, curriculum topic at hand, and resources available in the school. A teaching strategy can be very successful in a particular context but inadequate in another one. This is actually what makes the know-how of teaching so important.

Despite the singularity of every classroom, all teachers across the world strive for the same goal. They want to help their students learn and develop their full talent. Taking classroom observation to a global scale will shed light on how this common goal is addressed, and help identify which pedagogical approaches work best in which contexts and for which challenges.

**Figure 5. How teachers teach and how students learn**

![Figure 5. How teachers teach and how students learn](image)


**Building a global practice-based research community**

The digital revolution has made it easier than ever to share the “know-how” of teaching across borders. Virtually all teachers have in their pockets devices to access the world of online information and resources. They can also easily create digital resources and capture video at high quality, and share their own content with an unlimited number of peers at no cost.

Technology has also permeated teacher education and professional development. On average, one third of teachers in OECD countries participate in online courses and
seminars. This figure increases to nine out of ten teachers in high performing countries such as Shanghai and Korea (Figure 6). The online world can provide every teacher with more learning opportunities, more relevant to their needs and interest, and available at any time.

**Figure 6. Online learning is widespread in some countries**

Percentage of teachers who participated in online courses or seminars in the 12 months prior to the survey

The largest promise of technology is, however, the potential for building teachers’ collective intelligence. Teachers can now work together to tackle the challenges of teaching – from the smaller obstacles in day-to-day teaching, to the biggest ideas in education. They no longer need to work alone, but can have deep and meaningful conversations with their peers around the world.

A research community of teachers stretching across the world, interrogating pedagogical practices and striving for collective advancement, beckons. It is not possible for hundreds or thousands of teachers to gather in one classroom to observe and dissect instructional moments, but new technological developments provide an unprecedented opportunity to build a collective, analytical dialogue about classroom practice that can take the profession to new heights.

The “know-how” of teaching can only be created and shared by its professionals. No one but teachers can change what goes on in the classroom. How can we give teachers a stronger voice and a powerful resource to improve what matters most to student learning?
The Global Teaching Insights initiative

The OECD is launching the Global Teaching InSights initiative to make quality teaching from across the globe visible to improve teaching and learning.

An initiative to share teaching knowledge at a global scale

Global Teaching InSights focuses on teaching, the driver of student learning, recognising that learning has no boundaries and that the new insights to improve pedagogy will arise from bringing evidence from practice and research closer together.

This initiative aims to develop a critical resource for the international education community to:

- **Learn about practices of proven impact** taken from authentic classrooms and backed by research.
- **Get inspired by a worldwide diversity of teaching approaches**, overcoming the boundaries that prevent pedagogical traditions to learn from each other.
- **Keep abreast of novel teaching approaches** by observing what concepts such as "cognitive activation" or "active learning" actually mean in practice.
- **Advance the professional knowledge base of teaching**, discussing with peers through a common frame and language on what works in teaching and joining a global practice-based research community.

Key features

Global Teaching InSights will be a digital platform for the teaching community. It will make teaching visible through classroom videos and instructional materials, and will provide teachers with a space to interact with their peers from around the globe.

A wide variety of teaching practices and settings

Global Teaching InSights will feature examples for a diversity of teaching approaches and practices that can be used across subjects and grades. Teaching will be unpacked and organised into six broad domains including classroom management; social-emotional support; discourse; quality of subject matter; student cognitive engagement; and assessment of and responses to student understanding (Figure 6). These capture key facets that unite classroom teaching globally, and provide a framework for teaching to be considered within.

Authentic teaching and classrooms

The classrooms showcased will provide authentic examples of pedagogy in action. They will offer a genuine, palpable insight into the classrooms of the world. They will not be staged or scripted, but provide a window that captures the intricacies, complexities, and challenges of classroom teaching. Authenticity will help teachers relate to the teaching observed.
Evidence-based practices

The teaching practices shown will be grounded in evidence of their positive impact on students’ cognitive and non-cognitive outcomes. Global Teaching InSights will be a unique resource showcasing evidence-based practices in teaching in a systematically organised and documented way on an international scale. In doing so, it will provide open access to high quality pedagogical expertise to every teacher.

The initial content of the Global Teaching Insights will be drawn from the OECD TALIS Video Study. This research study spans 8 countries and videotaped 700 teachers as they taught quadratic equations to lower secondary students. The study measured student learning gains and outcomes, and collected a range of background information to ensure that findings are comparable. Over 1 000 hours of videos were recorded, resulting in a wealth of information across a diverse set of examples.

Built for and by the education community

Global Teaching InSights is developed for the teaching profession. It will be a valuable resource to explore the nature of teaching and understand the differences between various teaching approaches across countries. Some examples of potential usages follow:

- **Aspiring Teachers** will be able to gain invaluable insights into the classrooms of experienced teachers to help prepare them for the challenges they will face.

- **Classroom Teachers** will find authentic examples of practices drawn from a rich range of contexts that are relevant to their own needs and serve as inspiration for their own practice.

- **School Leaders** such as principals, mentors and pedagogical advisors will have a wealth of concrete examples to drive pedagogical discussions in communities of practice, coaching, and mentoring.

- **Initial Teacher Educators and Professional Development Providers** will be able to immerse their students in real examples and highlight what different pedagogical approaches mean in practice, bridging the gap between theory and practice.

- **System Leaders** such as policy-makers, union leaders, and experts will be able to obtain fresh ideas to enrich national pedagogical debates and use tangible examples to explore possible approaches with stakeholders.

A diverse group of targeted users from different countries, including novice teachers, school principals and teacher trainers, will provide feedback throughout the design and development of this initiative. Their engagement will help the Global Teaching InSights meets their needs, interests and preferences.
Figure 7. The six domains of teaching showcased

- **Nature of discourse**
- **Questioning**
- **Explanations**
- **Discussion opportunities**

- **ASSESSMENT OF AND RESPONSES TO STUDENT UNDERSTANDING**
  - Routines
  - Monitoring
  - Disruptions
  - Activity structure and frequency

- **CLASSROOM MANAGEMENT**
  - Respect
  - Encouragement and warmth
  - Risk-taking
  - Persistence
  - Requests for public sharing

- **SOCIAL EMOTIONAL SUPPORT**
  - 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

- **STUDENT COGNITIVE ENGAGEMENT**
  - Elicitating student thinking
  - Teacher feedback
  - Aligning instruction to present student thinking

- **QUALITY OF SUBJECT MATTER**
  - 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
The design of Version 1.0 of the *Global Teaching InSights*

Version 1.0 of the Global Teaching InSights platform will have three key strands:

**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.

Teachers will have choice and voice over what, how, and when they engage with video contents and activities. The underlying premise is that, like any adult learner, teachers are motivated to learn when there is a need and a potential to improve their daily practice.

**WATCH: A Window into the World of Teaching**

**Short videos illustrating a specific practice**

Teachers will be able to watch:

- **Illustration of practice**: The centrepiece of Global Teaching InSights will be short video clips (1-5 minutes) illustrating one example of practice in a given classroom context. This will help teachers focus their viewing attention on an individual practice, avoiding cognitive overload and facilitating comparisons with other illustrations.

- **Thematic playlists**: Each short video clip will be part of at least one thematic playlist. These playlists will provide viewers with an opportunity to explore teaching practices in a comparative perspective. For example, these might be a
curated series of videos highlighting different ways of teaching to attain the same goal or using the same practice in different contexts.

- **Full-length lesson**: Some full-length lessons will be available to provide teachers with a more complete view of teaching inside a classroom, and allow for consideration of the broader structure of the lesson and learning activities.

**Searching and browsing through practices and contexts**

Teachers will be able to search or browse for content of particular interest to them. They will also be able to discover content based on what others have viewed or follow relevant suggestions based on their areas of pedagogical interest. Just as in a real library, all contents will be open for discovery, though recommendations will also be at hand.

The teaching practices will be classified on the basis of the OECD Teaching Practices Observation Code. This codification encompasses a broad array of practices and provides fine-grained details about their quality (Figure 7). They are practices that any teacher, teaching across any subject and grade, can adopt and learn from. This codification has proven to be successful in capturing teaching in settings as diverse as those in China, Chile, Colombia, Germany, Japan, Mexico, Spain, and the United Kingdom.

Teachers will be able to choose to observe classrooms that correspond to their own context and setting of interest. Each video clip will include relevant contextual elements, for example:

*Mathematics (subject), quadratic equations (subject topic), lower secondary education (education level), urban school (school location), disadvantaged socio-economically (classroom composition), novice teacher (teacher attributes), country (geography)*

**What to look for in watching practice**

Teachers will be given hints on what to look for when watching classroom footage (Figure 8). Unless teachers know what to pay attention to when observing teaching, they tend to focus on the less critical aspects of the lesson, such as time spent on activities or whether students are listening to the teacher, instead of noticing the dynamics of more complex learning processes (Table 1).

**LEARN: Reflection on practice**

Teaching practices are sticky. It is hard to question deeply held beliefs or habits that have developed over a long time. Observing an inspiring peer teach is certainly not enough to change practice.

After watching a video, teachers will therefore be able to engage in further activities to anchor their learning and reflect on how the teaching practice they witnessed relates
to their own teaching style and context. They will be able to discuss about why and when it makes sense to use a practice, and for what specific challenges or goals.

**React**

Looking at classrooms around the world is likely to be an eye-opening experience. After watching how a practice is performed, teachers will be able to react immediately to:

- **Show interest**: indicating whether they find an illustration of practice of interest, and for what purpose it can be watched.
- **Bookmark**: saving the illustration of practice watched into their own library to return easily to it later.
- **Watch similar illustrations of practice**: from other contexts, countries and domains of a pedagogical practice.
- **Build a playlist**: giving new meaning to the individual illustrations of practice by grouping them in terms of, for example, type of practice, contexts or skill levels.
Figure 8. A typical video sequence

**Opener:** indicates what practice is showcased.

**Context:** key contextual aspects to help viewers relate to and understand the video are given.

**Lens:** suggests key pedagogical actions to focus the attention on.

**Action:** classroom footage plays as raw, only English subtitles are added.

**Take-away:** prompts thinking on why the practice matters for student outcomes.

**Call for action:** spurs thinking on how this relates to their own classroom practice.
Reflect

The teaching showcased in the Global Teaching InSights will provide rich stimuli for teachers to reflect upon, and thus deepen their understanding of pedagogy and their own practice. Teachers will be able to (Figure 9):

- **Address questions for reflection:** considering how common classroom challenges can be addressed in multiple ways, and how it related to their own pedagogical style and context.

- **Make time-stamped comments:** deconstructing specific teaching and learning moments when they occur more thoroughly, and discussing its critical pedagogical moments.

- **Look into instructional materials:** (e.g., lesson plans, visual aids, handouts and in-class assignments) to gain a more practical insights on teachers’ intentions in preparing the lesson and how to scaffold specific teaching moments observed.

- **Use a classroom observation tool:** to practice their skills in noticing critical teaching movements and reasoning through objective evidence of teaching, by applying the internationally designed and tested OECD Teaching Practices Observation Code.

- **Read research evidence:** to learn what research has found on the impact of teaching practices on student outcomes.

Find out how their teaching compares

A survey on “How your teaching compares” will enable teachers to become more aware of their own teaching beliefs, attitudes and style. They will be able to compare their responses to those of their peers in the 48 countries that participated in the Teaching and Learning International Survey (TALIS) 2018. This will help them become more aware of their own practice in the classroom and identify areas for development. They will receive video recommendations of potential teaching practices of interest on the basis of their responses.
Checking for Student Understanding

How can we check students’ understanding and help them overcome errors?

Look out for how the teacher: 725K Views

A) Observes student work
B) Questions students to check understanding
C) Uses hints to guide through misconceptions

Reflect

1) What type of contributions are most useful for checking students’ understanding?
2) How do you align your instruction to student understanding?
3) What have you noticed happen when you adapt your teaching to support students?
4) How do you react to students’ errors and mistakes?

What does the research say?
Research shows that checking on student understanding allows a teacher to see what students are struggling with. It helps the teacher to notice errors or misconceptions and then respond with hints and clues that guide students to overcome these. It helps the students to understand content at a deeper level. This can be particularly important when students are engaging in challenging work. The teacher can scaffold their learning so students feel supported and learn to persist through difficult content Read more.

Supporting Materials
- Lesson plan
- Handout
- Visual materials
- Homework
- In-Class Assignments
- Textbook Pages
- Transcript
SHARE: Teachers’ collective intelligence

The “Share” strand of the Global Teaching InSights is about teachers sharing their thoughts, insights and advice to discuss collectively pedagogical practice. It ultimately aims to build a research community of practitioners to tackle key pedagogical challenges and drive classroom teaching across the world to new heights. Teachers will be able to:

- **Provide ideas**: initiate and contribute to pedagogical analysis and discussion in a forum.
- **Share resources**: share their own instructional resources for publication on the site and engage with peers to co-create them.
- **Provide feedback**: request feedback from their peers during the challenging journey of reflecting and refining their practices and developing impactful instructional resources (e.g., lesson plans, activities, and assignments).

### Box 1. Embracing the human nature of teaching and learning in the digital world

Learning and collaborating in an online environment might not come naturally to some teachers. They are unlikely to know each other, work together, or ever meet in person. To create an enabling environment for knowledge sharing, teachers will be asked to and provided with:

- **A personal profile**: identifying themselves and defining a profile in order to access the content of the site. This personalisation will make interactions with peers more human, and reduce the risks of inappropriate conducts.
- **A recognition system**: acknowledging the plurality of users, from one-time visitors or observers to active contributors, and providing incentives for further participation.
- **A safe and encouraging space**: encouraging teachers to step out of their comfort zone without feeling too exposed or vulnerable by setting clear self-policing rules and actively moderating the comments.
- **Respect to individual rights**: no contents will be displayed unless appropriately consented by the teachers and students showcased; and, a strong back-end system architecture to ensure data confidentiality, and a safe transfer and storage of content.
- **Intuitive platform design**: navigation will be intuitive and compatible with their preferred device, whether a laptop, desktop or mobile phone.
- **Language**: version 1.0 will be available in English, but automatic and human translation will be explored to reach greater audiences.
The development of Version 1.0

The Global Teaching InSights initiative will be launched on September 2019. Over the following year, the OECD Secretariat will focus on developing the first version in collaboration with participating countries.

Version 1.0 will be released in 2020. The timeline for the development is as follows:

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<td>Launch and Steering meetings</td>
<td>9</td>
<td>10</td>
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<tr>
<td>Development of sample videos</td>
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<td>2</td>
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<td>Feedback loops from targeted users</td>
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<tr>
<td>Launch of the GTI v1.0</td>
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An innovative initiative with an ambitious vision

The Global Teaching InSights aims to break new ground on what is known about teaching around the world. Version 1.0 of the Global Teaching InSights will focus on videos of classroom practice. It will provide a proof-of-concept on the potential of video samples to stimulate a more effective international, peer-driven discussion about teaching.

As with any truly innovative initiative, the potential of the Global Teaching InSights cannot be fully understood yet. The future of the Global Teaching InSights will build upon the lessons learnt in Version 1.0. It might evolve in the following directions (Figure 9):

- **More diverse classrooms.** Version 1.0 will showcase illustrations of practice in six countries. In future versions, the geographical coverage could expand to other areas to provide an even greater diversity of teaching examples. These examples could be collected through partnerships with established institutions.
(e.g. governments, school networks, teacher associations), or eventually even from teachers themselves.

- **A larger diversity of practices.** Version 1.0 will feature how some universal practices are taught through examples of one curriculum topic at lower secondary Mathematics (quadratic equations). Future versions could illustrate practices which are particular to other student age groups and subjects, traditionally hard-to-teach practices or “21st-century pedagogical skills”.

- **New types of content.** Version 1.0 will mostly include short illustrations of practice and its associated instructional materials. Future versions could include structured courses, a repository of instructional materials, and direct links with the research evidence behind the practices showcased.

- **More opportunities for teacher collaboration.** Version 1.0 will enable teachers to exchange ideas about teaching. Future versions could enable them to work together to design instructional materials (e.g., lesson plan, handouts, assignments, curriculum sequence), receive meaningful coaching and feedback from their peers, or immerse themselves in a classroom through virtual reality.
Figure 10. The future directions of Global Teaching InSights

- Source of contents: TALIS Video Study, Texas, Institutions, foundations, and governments, Crowdsourced from teachers
- Type of contents: Video clips, full lessons, learning resources, Structured thematic courses, other languages
- Breadth of contents: Lower secondary mathematics, Maths, New subjects, new ages, hard-to-teach and innovative pedagogies
- Peer Collaboration: React, analyse and dialogue, Co-design instructional resources, Role of teacher in using AI, cross-subject teaching
- Feedback and coaching, virtual reality

Version 1.0
Version 2.0
Version 3.0
References


