

## **Video recorded peer group teaching as a learning and teaching strategy: Analysis of experiences and performances of pre-service teachers during COVID-19 pandemic**

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This presentation is based on an assessment task on peer group teaching completed by third year undergraduates in primary teacher education at a regional university. As peer group teaching in tutorial groups of pre-service teachers was impossible due to COVID restrictions, this activity was completed by groups of three in the absence of other peers and recorded as a video even though it was preferable to perform the task in front of the whole cohort.

In previous studies video-based research projects have demonstrated different ways in which video can be used in a variety of research paradigms. This particular research involved video as a source of data and tool to study peer group teaching in mathematics learning and teaching. Lesson topics were randomly allocated to each group. They were allowed to incorporate manipulatives, games, ICT, and any other suitable activities when planning their lessons. During the semester there were different levels of COVID restrictions from time to time. When PSTs were unable to meet face-to-face, they had to communicate via emails, text messages, or social media. Each group had to record their video and upload to a Moodle forum for assessment by the lecturer and feedback from other groups. Some groups made individual videos from different locations and combined as one while others made their videos as a group at the same location. The former set of groups who combined their individual recordings either taught to an imaginary group of students or involved siblings or other young children as students. The latter set had their turns of one PST taking the class and the other two acting as students. All lessons were presented as warm up activity, main activity, wrap up with reflections, and assessment. Some well-structured lessons had different activity stations catering for ability groups including real world examples and hands on activities. The task was a great experience to PSTs when collaborating with others as qualified teachers in future.

In most cases quality or success of the lesson depended on the frequency of collaboration and time spent on planning. Observations and findings from the videos which contribute to explore peer group teaching as a strategy to address the needs of a specific context in complex and uncertain times are discussed in this presentation, providing examples of how video was used in the process of generating data, details of analytical approaches employed, and conclusions resulted from the analysis.