This video builds on the three main stages of peer filming:
1. the use of a design brief to create classroom tasks,
2. the recording of a 'quick and dirty' record of the activity,
3. the discussion of critical incidents to consolidate student teacher learning.

It presents
- criteria for assessing language tasks from a TBLT perspective (Erlam 2013, 2015)
- ways of selecting critical incidents (Breen et al 2001).

We conclude with some recommendations for this aspect of peer filming in language teacher education.

Further reading