



UNIVERSITY OF THE WEST INDIES
St. Augustine Campus
CENTRE OF EXCELLENCE FOR TEACHING AND LEARNING

**UWI-STA COLLABORATIVE PEER OBSERVATION AND FEEDBACK
FRAMEWORK**

A Position Paper for a Developmental Approach to
Improving Teaching and Learning
at the UWI-STA

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DRAFT

Glossary (Operational Definitions)

agency	the ability to act or to choose what action to take
coaching	the action of modelling and facilitating best practices to achieve desired learning outcomes while providing feedback
peer coaching	a relationship between two or more colleagues, in which persons share practices, feedback, insights and challenges; coaching is a formal, structured process based on a supportive, reciprocal coach-coachee relationship. Coaching involves aiding without judgment.
peer observation	peer observation is a peer based (observer and observe), collaborative, non-judgmental scheme designed to provide opportunities for peers to learn from each other's practice and offer constructive feedback to enhance the learning experience of their students, and to reflect on, and develop aspects of their own professional practice.
self-efficacy	one's ability to exercise control and achieve the goals that he/she has set.
Mentoring	Mentoring in higher education is most often conceptualized as the relationship between a more senior and less experienced faculty member or between faculty and student in the process of imparting knowledge and skills from the mento (senior member) to mentee (junior member).

Introduction

Peer observation among faculty is a valuable tool that can be used to promote reflective practice and improve teaching effectiveness. Through peer observation, faculty can share best practices, provide feedback, and offer support to one another. In addition, peer observation can help identify areas where faculty need to improve their teaching.

Moreover, peer observation and feedback can engender professional discussion, collaboration, teamwork, coaching, peer support and potentially transformative interdisciplinary exchange of ideas. This position paper, therefore, seeks to advance the development of a Collaborative Peer Observation and Feedback Framework (CPOFF) as a form of personal and professional development within The UWI, St. Augustine setting. This framework, therefore, forms part of CETL's drive in supporting faculty towards teaching excellence through a collegial, collaborative framework.

This position paper presents an undergirding philosophical statement that draws upon relevant theoretical perspectives, beliefs and values. It then goes on to provide a rationale for the adoption of the CPOFF being proposed. This is followed by guiding principles/aims of the activity, a glossary of key terms and sample instruments.

Philosophy Statement

A defining characteristic of peer observation is that it involves the drawing of conclusions. This impacts the formulation of personal views about practical teaching methods rather than simply noting that something has happened. Collaborative peer observation and feedback, in the context of Higher Education (HE), may then be regarded as engendering a recursive process that involves continuous reflective learning and by extension, an alternative pathway of professional development that augments the quality of teaching and learning in HE contexts.

The concept of peer observation is aligned with Bandura's (1997) **social cognitive theory** which suggests that persons can learn from social interactions and observation of others. So, by observing a peer teaching a lesson, the observer can expand his/her current knowledge and ideas about pedagogy. Hendry and Oliver (2012) tell us that the basic premise of Bandura's (1977) social cognitive theory is that people are the agents of change in themselves and their environment through their interaction with that environment.

This interaction can contribute to augmenting individual and collective agency from an efficacy standpoint. A major influence on personal agency is a person's *self-belief* or belief in personal *efficacy*, i.e. one's ability to exercise control and achieve the goals that he/she has set. Self-efficacy is a person's belief in his/her ability to complete a task in a particular area (Bandura 1997). It influences goal-setting, motivation and the effort a person expends on a task, even in the face of difficulties or obstacles (Bandura, 1989; see also Barni, Danioni and Benevene, 2019).

Applying Bandura's theory to teaching in HE, therefore, means that university teachers' self-efficacy to teach well could be enhanced not only through mastery experience but also through

vicarious experience or modelling--that is, *observing* a colleague teach successfully, and through receiving persuasive *feedback* on their ability to teach well (Dewey, 1933; Farrell, 2015).

Moreover, the concepts of coaching and *peer coaching* are useful to consider for promoting the adoption of a collective philosophical positioning that privileges a collaborative peer observation and feedback model of peer review for the fostering of a collegial, relational dynamic between and among colleagues, across disciplines in HE (see Joyce and Callahoun, 2019). This can further support the establishment of communities of practice in the UWI-STA teaching and learning environment in which creative and innovative pedagogy is valued and critical reflection serves as an effective method for (trans)forming professional teacher identity (Candy, 2019; Colliander, 2018).

Collaborative Peer Observation and Feedback: A Rationale

Collaborative Peer observation and feedback encourages the advancement of improved teaching teaching capacity and the promotion of teaching excellence among faculty in the HE setting. For this reason, this peer observation practice forms a common staple practiced by several HE institutions. It should be noted that peer observation forms an integral part of the Certificate in University Teaching and Learning (CUTL) but is not sufficiently practiced among faculty as a form of faculty advancement within The UWI.

Admittedly, the idea that peer observation can simultaneously serve developmental and evaluation purposes. However, it is advisable to consider both functions as mutually exclusive; in that, it is necessary to separate peer observation from formal performance evaluation/assessment since “evaluation is a high stakes summative judgment about competence and is not always a focus on the developmental and growth potential. For many faculty taking part in the peer evaluation/assessment frameworks, the judgment is seen as having high stakes, which potentially could impact their future promotions. For these reasons, frameworks that engender a performance evaluative arrangement often trigger defensiveness among faculty and as a result is widely suspect in denying faculty opportunity for promotion, contract renewal, tenure, or merit pay. It is for this reason, the shift towards developmental models is a preferred framework among faculty – as it is seen as a framework to advance teaching excellence without the elusive performance evaluation attachments. Non-evaluative, developmental, peer observation activity is not always seen as a positive endeavour.

Fletcher (2018) points out that:

- persons might feel comfortable providing constructive feedback but hesitant to make critical comments;
- although critical reflection is an integral aspect of the peer observation process, the extent to which it is developed, along with improved pedagogy, is not readily ascertained;
- without adequate training, faculty might not be fully capable of providing constructive feedback on the effectiveness of their peers’ teaching.

Notwithstanding these legitimate concerns, the benefits to be derived from peer observation of teaching, according to Fletcher (2018), far outweigh any possible difficulties he asserts that

formative peer observation of teaching can be a powerful mechanism for providing constructive comments on teaching, for sharing best practices and for engendering a culture of critical reflection.

As was highlighted earlier, a collaborative approach to peer observation--as determined within faculties, departments, and/or disciplines e.g. clinical bedside teaching that requires confidentiality), peer observation and feedback is a reciprocal process in which colleagues consensually observe each other's teaching and provide different forms of feedback to encourage awareness and enhance individual teaching practice (Hammersley-Fletcher and Orsmond, 2004; Sullivan et al. 2012). Reciprocal, collaborative peer observation, therefore, is about teachers observing the pedagogical practices of their peers and learning from each other in a mutually beneficial, non-judgmental, supportive relationship. It aims to support sharing best practices and building awareness about the impact of one's teaching. Notably, the CPOFF can also serve as an alternative pathway that adds value to faculty professional development, which, by extension, advances teaching excellence.

In addition, the collaborative peer observation and feedback activity being proposed aligns with international standards for teaching excellence, for example, The Professional Standards Framework (HEA/Advance HE); the U21 Teaching Standards Framework; the Caricom Standards for Teachers, Educational Leaders and Teacher Educators and more specifically, The UWI Triple A Strategy 2022-2027: The Revenue Revolution. Notwithstanding the over-arching revenue-generating emphasis in the plan, excellence in teaching and learning is highlighted within the strategic goals and objectives:

- Access - AC 3: Enhance the quality of teaching, learning and student development as reflected through the voice of student surveys;
- Agility: AG2: Continue the development of a Creative, Caring, Accountable, Motivated, professional (CAMP) Team
- AG3: Build out the UWI Agenda to foster greater efficiency in operational processes and innovation in the delivery of its services.

Importantly, as well, the CPOFF being proposed can significantly contribute to the Scholarship of Teaching and Learning by expanding the university's research agenda to include peer/team (action) research/publications about the peer observation/feedback, processes, experiences and perceptions of faculty within the unique UWI-STA context.

Fletcher (2018) holds the view that the knowledge about teaching that many educators possess "is generally gained from informal approaches such as experience as students, experience with students, trial and error, teaching assistantships, and interactions with fellow instructors" (p. 10); discussions among colleagues, he continues, are primarily focused on content rather than knowledge about pedagogy and structural procedures.

He goes on to argue that peer observation of teaching practice "is a professional responsibility that is vital to teaching quality and cites Huston and Weaver (2008), who assert that the value of peer coaching [observation and feedback] as a legitimate method of continuing professional development for experienced faculty is largely unrecognised" (p. 5). Fletcher (2018) further mentions Chism (2007) who advocates for the introduction of peer observation systems which he believes, "can reap substantial rewards for the health of academic units" (p. 7).

Moreover, Sachs and Parsell (2013) assert that notwithstanding “the overwhelming evidence of the value of peer review in the context of research and publication, it is a remarkable feature of higher education - until recently - that the processes relating to teaching and learning have not traditionally been subject to formal processes of peer review” (p. 3). They go on to inform us that this shortcoming was observed by one of the early proponents of the Scholarship of Teaching and Learning (SoTL) in the USA, Lee Shulman (2000) laments the absence of (a) community (communities) of teachers within which ideas and experiences of teaching could be exchanged.

Collaborative peer observation and feedback, therefore, as Fletcher (2018) puts it, is a collegial process whereby two or more faculty members voluntarily work together to improve or expand their capabilities and approaches to teaching. Many articles document the general benefits of peer coaching (also referred to as peer mentoring, observation, etc.), improved morale, motivation, and increased collaboration among faculty members.

This flexible, collegial approach will, furthermore, provide the following benefits:

- Discovering and sharing examples of good practice;
- Identifying potential areas for staff development;
- Enabling subject areas to take a thematic approach in response to an identified area of weakness;
- Facilitating peer discussions can take place throughout the academic year;
- Involving group activities. For example, a course team could review feedback provided to students during the observation process. (BCU Guide to Peer Development and Support, 2021).
- Faculty possessing teacher education and/or professional teacher training/qualifications could mentor peers needing support to improve their teaching skills (e.g. CUTL graduates).
- Higher value placed on teaching (tracks)
- Promote scholarship of teaching and learning through (collaborative) (action) research and publication.
- Foster an environment that supports peers as *critical friends* who pose provocative questions, offer constructive critique for the success of his/her colleague.

Additionally, practical collaborative peer observation (including feedback and reflection), according to Smith et al. (2014), is a core component of creating a professional community and building collective efficacy. This provides an opportunity to share responsibilities for improving teaching practices and student learning outcomes through a reflective process among colleagues. Table 1, following, gives a summary of the key features of a collaborative model of peer observation and feedback:

Table 1. A Collaborative Model of Peer Observation

No.	Feature	Collaborative Model
1.	Who is involved?	Teachers/peers/colleagues
2.	Intent	Improve teaching through dialogue; self and mutual reflection; stimulate improvement
3.	Result	Analysis, reflection, discussion, wider experience, improvement to teaching and learning
4.	Relationship	Equality/mutuality

5.	Confidentiality	Between reviewer and the reviewee
6.	Inclusion	All involved in supporting student learning
7.	Verdict	Non-judgmental, constructive and facilitated dialogue
8.	Items reviewed	Any aspect of course design, teaching, student learning outcomes chosen by reviewee
9.	Benefits	Mutual benefits for both peers
10.	Conditions for success	A culture in which teaching is valued and discussed

Adapted from Fletcher, (2018).

Guiding Principles

Fletcher (2018) tells us that it is important to reinforce the point that faculty have a personal as well as professional commitment to their colleagues and friends. He stresses, however, that faculty also have other time commitments and deadlines. Attempts should, therefore, be made to design a peer observation framework in a way that would encourage maximum participation but require a minimal premium on time. With this in mind, O’Leary (2014) recommends a peer observation process that values a 3-step cycle--illustrated in Figure 1 below:

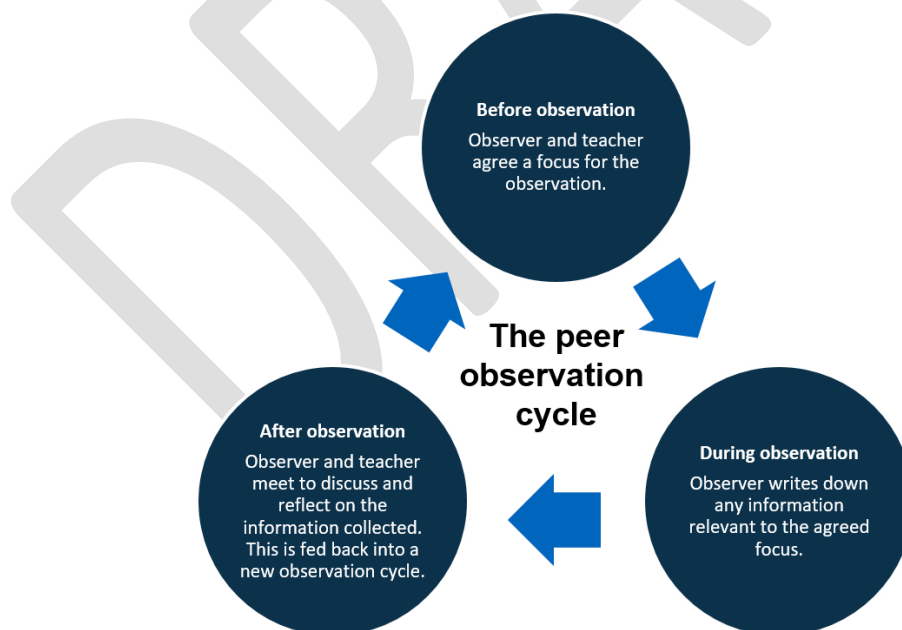


Figure 1 Traditional three-step model of peer observation (see Gosling, 2013). Adapted from Cambridge Assessment International Education

More recently, Sundset and Sandvoll (2022) suggested two additional stages that deepen value for a more reflective approach through the following five steps (illustrated in Figure 2):

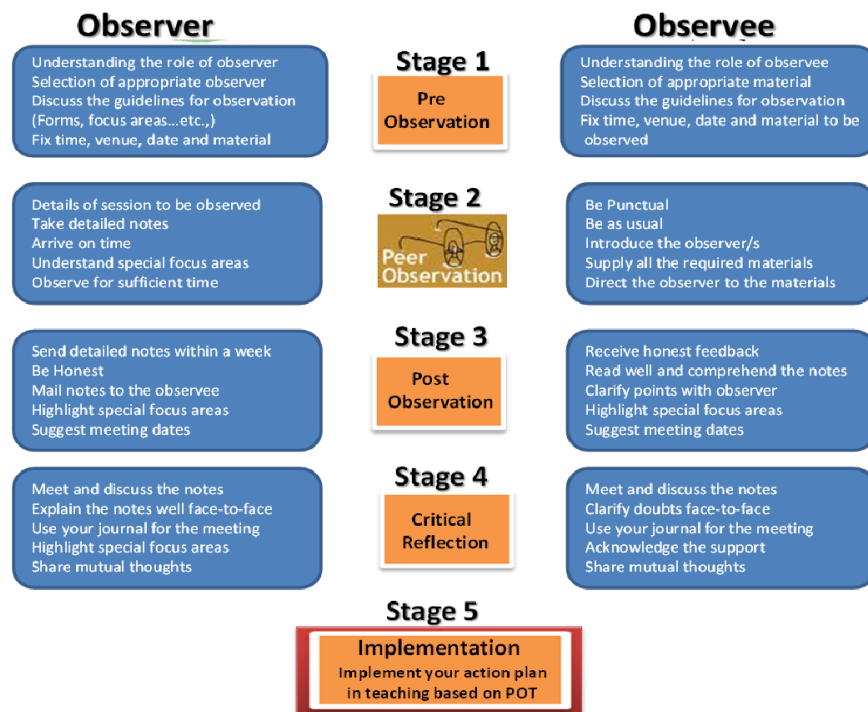


Figure 2 The process of peer-observation of teaching explained in 5 stages adapted from Eri (2014)

Step 1 (self-reflection): This step is important for self-reflection, and the teacher may choose to focus on one or just a few dimensions of the teaching, to get more detailed and formative feedback from the observer. This is information to the observer about the context for the peer observation.

Step 2 (pre-observation meeting): The peer observation pair meets ahead of the teaching session to discuss the teacher's plans and what dimension the teacher would like the observer to focus on in the peer feedback. This pre-observation meeting is important to discuss the process and build trust between the two colleagues.

Step 3 (peer observation): The observer discusses with the observee what went well and what could be improved. This includes specific feedback regarding dimensions on which the teacher wanted the observer to focus.

Step 4 (post-observation meeting): The pair meets to discuss the written feedback from the observer, and to digest and process the findings.

Step 5 (self-assessment): After having received both written and oral feedback from the observer, the teacher engages in reflection on the feedback given, as a self-assessment and reflection.

An important aspect of preparation is agreeing on how the peer observation will be documented and made available to the instructor. In most cases, the most efficient form of recording will be note-taking and audio recording, but the occasional use of video can be a very useful tool, if mutually agreed upon, to support reflection (Pea, 2006). There are various ways to take notes; the important thing is to capture the essence of pedagogy techniques to form a basis for reflection.

The foregoing guidelines are practical and potentially effective, if implemented. However, no proposal for a faculty-wide, interdisciplinary initiative to increase excellence in teaching and learning would be complete without consideration of the ontological, epistemological and axiological positionalities which may reflect/impact not only perceptions of self and teaching efficacy (or lack thereof), but also ways of communicating and perceiving that are influenced by diverse sociocultural norms and practices. Considering this, the COPaFF also recommends a structured, short *orientation* of faculty to allow for dialogic interaction concerning topics such as effective communication (e.g. active listening, constructive feedback), problem-solving, conflict resolution, equality, equanimity, principles of effective peer observation/coaching, diversity and collegiality and engendering a safe teaching/learning environment.

Conclusion

In this position paper, the Collaborative Peer Observation and Feedback Framework was put forward for consideration as an alternative pathway of professional development contributing towards teaching and learning excellence within The UWI, St. Augustine setting. Drawing upon relevant theoretical perspectives with reference to concepts about social cognitive theory, self-efficacy, teacher identity, transformative learning, peer coaching, support and review, an undergirding philosophical positioning was articulated. Additionally, a rationale for the adoption of the Collaborative Peer Observation and Feedback Framework (COPaFF) was postulated with reference to potential pedagogical, collegial and institutional benefits to be derived from implementing the Framework. These benefits include opportunities for contribution to the university's research and revenue-generating agendas as outlined in the UWI-STA Triple A strategic plan 2022-2027. The position paper concluded with principles and guidelines in operationalising the Framework within The UWI-STA.

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Appendix I - Procedure & Guidelines

The guidelines presented provide a basis for faculty to draw on the 5-step process outlined in the proposal. It is recommended that faculty adopt and adapt the instruments without losing alignment with the established standards framework. Peer observation is a developmental and optional activity that should be guided by the following procedure.

1. Head of Department should identify the peer observers who will form the peer observation group within their department. Head of Department should invite individuals to serve as observers.
2. Interested faculty (observers and observees) within the department wanting to participate in peer observation must first undergo CETL PO orientation and sensitization activity before being placed on approved list of observers. Approved observers will be required to take refreshers every 4 years to remain on approved list of observers.
3. Departments should make arrangements for the pairings for observations to support faculty who wish to be observed. Interested individuals should make requests and arrangements with an observer identified from an approved list of observers.
4. It is recommended that faculty conduct a peer observation activity at least once every two years. This may occur more frequently at the discretion of faculty, if mutually agreed upon.
5. Observer and observee are recommended to follow the steps:
 - a. Step 1 (self-reflection): This step is important for self-reflection, and the teacher may choose to focus on one or just a few dimensions of the teaching, to get more detailed and formative feedback from the observer. This is information to the observer about the context for the peer observation.
 - b. Step 2 (pre-observation meeting): The peer observation pair meets ahead of the teaching session to discuss the teacher's plans and what dimension the teacher would like the observer to focus on in the peer feedback. This pre-observation meeting is important to discuss the process and build trust between the two colleagues.
 - c. Step 3 (peer observation): The observer discusses with the observee what went well and what could be improved. This includes specific feedback regarding dimensions on which the teacher wanted the observer to focus.
 - d. Step 4 (post-observation meeting): The pair meets to discuss the written feedback from the observer, and to digest and process the findings. Observer should take into consideration the sensitive nature of the PO process and use best practice approaches in sharing feedback to peers. As a way of sustaining a collegial and non-threatening approach to feedback, Willson & Andrade (2005) recommends the ladder of feedback (see Table 1 and Figure 3) framework.
 - e. Step 5 (self-assessment): After having received both written and oral feedback from the observer, the teacher engages in reflection on the feedback given, as a self-assessment.

6. Any faculty member enrolled in CUTL is required to undergo peer observation and as such their peer observation activity would be deemed satisfactory for the peer observation requirement for that year.
7. Peer observation is more concerned with instructional performance rather than the teaching of content. However, Peer Observers may wish to consider, as well, the extent to which an observed session contributes to successful delivery of the learning outcomes specified for the particular course.
8. Peer observation will typically take the form of a *single* Peer Observer observing one teaching, learning or assessment activity, for a duration appropriate for the type of observation agreed upon; however, there is **flexibility to negotiate more than one observation**:
 - a. The Peer Observer should contact the member of faculty to be observed **at least two weeks** before the observation takes place, in order to agree on the arrangements for the observation.
 - b. Observees can share with Peer Observer any issues or areas for consideration for the observed session.

The Peer Observer should use the agreed Observation Form to conduct peer observation feedback. If an alternative is used, both parties should agree on its use. This form remains confidential between the two parties.

Table 1 Adapted from Willson, D. And Andrade, H.G. (2005). *The Ladder of Feedback. A protocol developed at Project Zero*

<i>Step</i>	<i>Actions</i>	<i>Examples</i>
<i>1. Clarify</i>	Ask clarifying questions to be sure you understand the idea or matter on the table. <ul style="list-style-type: none"> • Avoid clarifying questions that are thinly disguised criticism. • Don't give suggestions, complaints or big compliments 	<ul style="list-style-type: none"> • What do you mean by...? • I am not sure I understand...? • Can you explain....?
<i>2. Value</i>	Express what you like about the idea or matter at hand in specific terms. <ul style="list-style-type: none"> • Do not just say good job. Give specific examples of what you like 	<ul style="list-style-type: none"> • I like the part where you • You did a great job of • This part caught my eye because
<i>3. Concern</i>	State concerns. State your puzzles and concerns. <ul style="list-style-type: none"> • Avoid absolutes: "What's wrong is . . ." • Avoid criticizing personal character or ability and focus on ideas, products, or aspects. 	<ul style="list-style-type: none"> • I am wondering if • I'm still not understanding • It seems like...
<i>4. Suggest</i>	Make suggestions about how to improve things. This step is sometimes blended with step 3	<ul style="list-style-type: none"> • Maybe you could • What if

	<p>where you state concerns and then offer suggestions for addressing them.</p>	<ul style="list-style-type: none"> • Could you take out the part where • Maybe you could add
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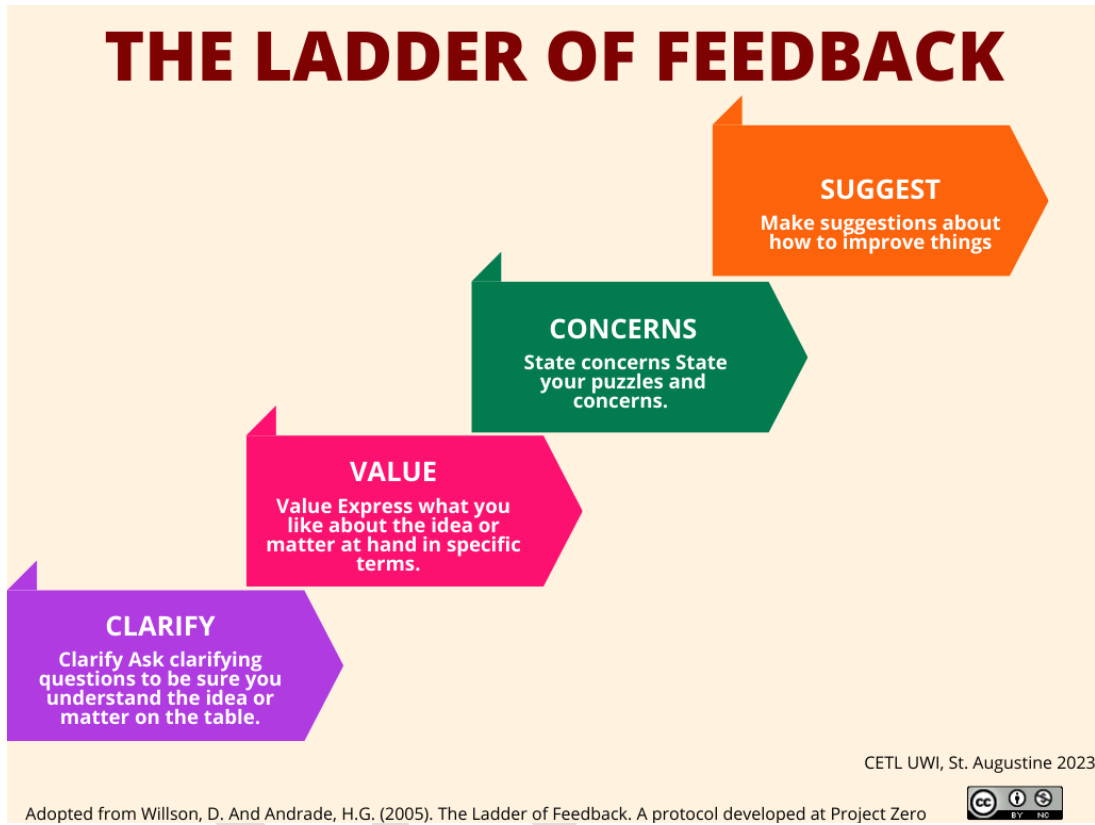


Figure 3- The Ladder of Feedback

In engaging in peer observation process, participants are invited to take note of the following 10 tips outlined in Appendix II.

Appendix II Ten Tips To Make Peer Observation, Coaching, And Peer Review Of Teaching Better

(by Professor Jerome De Lisle)

1. ENSURE A SAFE AND SUPPORTIVE CLIMATE

To be effective, the climate of the interaction, learning community, or department must be safe and supportive, facilitating participant autonomy, innovation, and growth. This positive ethos will allow participants to give of themselves in an authentic way, without performativity. Teams and heads of Department should give deliberate attention to fostering such a safe and mutually trusting environment. Colleagues are to expect anxiety, resistance, and conflict. These are normal responses and require managing the dynamics. In departmental defensive cultures, members will approach tasks in ways to protect their status and security. Therefore, minimize the possible influences of defensive organizational cultures.

2. DEVELOP AN ORGANIC, COLLEGIAL RELATIONSHIP WITH YOUR PEER

According to Noreen Garman, an education philosopher, collegiality is a frame of mind, a cognitive state about the work environment and peers. Avoid acting like an *alienated critic* with little emotional investment in the process or a *neutral observer* in which you pretend that you are not invested, declaring yourself as having no stake in the process of context. Instead, work to become an *organic team member*, which is more intimate interaction than being a *connected member*. Strive for iterative interchanges in roles and positions. Work towards mutual respect, genuine affection, and dynamic tension. In the latter, we challenge, stimulate, and learn from each other.

3. EMPLOY THE PRINCIPLES OF A HELPING RELATIONSHIP

According to Carl Rogers, this type of relationship occurs when at least one party has the intent of promoting growth, development, or improved functioning and coping skills of the other person. For your colleague to self-actualize, you must exercise empathy, congruence, and unconditional positive regard. An essential principle is Rogerian empathy. Empathy from this standpoint is the ability to understand another person's experience in the world, as if you were that person, without ever losing the "as if" sense. Congruence is fundamental to maintaining a person-centred relationship and it means that you are real, genuine, and open. Unconditional positive regard is considered deep and genuine caring.

4. PROMOTE ETHICAL PRACTICE WITH CONFIDENTIALITY

In working collaborations, *you do ethics* rather than have ethics, according to Noreen Gaman. Ethical practice in the peer observation or clinical supervision relationship requires that you pay attention to respect, integrity, doing no harm, competence, and confidentiality. Work especially to ensure the maintenance of clear boundaries in the relationship. That should extend to agreed access to classrooms and appropriate use of information gained in observation.

5. ESTABLISH A WRITTEN CONTRACT AND FOLLOW THE AGREED AGENDA

You may find it helpful to develop a written contract that formalizes all aspects, goals, responsibilities, and expectations for performance and successful completion of the peer observation sequence. Discuss, negotiate, and agree to the expectations. Stick to planning and agreed times for the observation cycle. Discuss cancellation and rescheduling procedures beforehand.

6. PRACTICE EFFECTIVE COMMUNICATION, ACTIVE LISTENING, AND FEEDBACK

Communication is the lifeblood of a sustainable relationship. You should understand communication as a two-way process, and you must estimate the role of context, feedback and messages received. Context, biases, and physical settings can be strong barriers to good communication. An essential skill is active listening. Active listening requires that you listen attentively to a speaker, understand what they're saying, respond and reflect on what's being said, and retain the information for later. Pay close attention to words, behaviours, and body language to gain a better understanding of the messages. Signal that you're following along with visual cues such as nodding and eye contact. Avoid potential interruptions, like fidgeting and pacing. Provide tailored feedback that maintains the organic relationship. Balance between providing challenging and supportive feedback. Always use evidence for feedback and be specific. Always signal good intent and be transparent. If needed, employ the feedback sandwich method in which positive feedback cushions negative feedback.

7. ENCOURAGE AGENCY AND OWNERSHIP BY PEERS

Ensure that your peer maintains ownership of their teaching and the improvements as you ensure collaborative ownership of the overall process. Ownership means freedom for your colleague to be creative, explore, learn, practice and develop within an environment. Your role is not to control or tell but to help develop your colleague and empower them to act in response to the shared reflections. Use self- and co-regulation strategies. Be supportive and provide space for your colleagues' actions.

8. SUPPORT CRITICAL REFLECTION

The heart of peer observation and coaching is learning. The medium of learning is reflection, hopefully critical reflection. Critical reflection is a process of thinking about the conditions for what one is doing and the affects that practice generates. Critical reflection helps professionals to learn directly from their practice experience, so that they can improve their own work in an ongoing and flexible way. Critical reflection will surface thinking and behaviour and allow access to preconceptions and misconceptions. Both members must work towards shared meanings and understandings of reflective practice through discussion and interrogation. Effective reflective techniques include writing, diagrams, representations, perspective learning and discussion.

9. SEPARATE DEVELOPMENTAL FROM EVALUATION PURPOSES

It is tempting to believe that peer observation can serve both developmental and evaluation purposes. Unfortunately, both experience and experts consider both functions as mutually

exclusive. The relationship in peer observation, coaching and clinical supervision is complex and specific approaches and models are needed to frame practice. Developmental models define progressive stages of development from novice to expert and focus upon needed feedback and support. Some developmental models may be collaborative, introducing a team-based or learning community element into practice. Evaluation is a high stakes summative judgment about competence. The judgment is high stakes, affecting the peer's future and triggering defensiveness. Examples are personnel decisions such as promotion, contract renewal, tenure, or merit pay. The intimacy and vulnerability of peer observation demands developmental models.

10. ESTABLISH FACULTY LEARNING COMMUNITIES

The purpose of the peer observation is learning. Build and share expertise and rely on evidence-based practices through continuous professional learning. The quality of the practice is enhanced if you work in a larger community or team. Focus upon achieving two types of learning. Developmental learning is a long-term intervention and learning strategy that helps individuals think and act more holistically: as a person and as a professional. The learner moves beyond skills and applying skills in wider contexts, developmental learning focuses on more emotional skills such as assertiveness or managing conflict. Transformational learning enables individuals to shift gear into another way of perceiving. Part of the process is the evaluation of old mind-sets and mental maps. With transformational learning comes a new way of perceiving and looking at.

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Appendix III - Suggested instrument 1 (Adopted from University of Liverpool)

This is a confidential form between the Observer and Observee, and can be completed during the observation or immediately afterwards. Upon completion, the form will be returned to the Observee.

Before the observation

This page is to be completed by the person being observed (Observee) and a copy should be given to the Observer at the pre-observation meeting.

Name of person being observed (Observee): Click or tap here to enter text.

Department/School/Institute: Click or tap here to enter text.

Observer Name: Click or tap here to enter text.

Date of Observation: Click or tap to enter a date.

Module title: Click or tap here to enter text.

Year of study: Click or tap to enter a date.

Type of session: Choose an item.

If Other, please add: Click or tap here to enter text.

Duration of session: Click or tap here to enter text.

Duration of observation: Click or tap here to enter text.

Approximate number students attending: Click or tap here to enter text.

If this is a taught session, what are the learning objectives (what are you planning for the students to learn?) Click or tap here to enter text.

If this is not a taught session, what are your expectations for the students, for example, if your observation is for resources on the VLE, asynchronous materials or feedback given to students etc?

Click or tap here to enter text.

What areas in particular would you like the Observer to focus on during the observation:

1. Click or tap here to enter text.
2. Click or tap here to enter text.
3. Click or tap here to enter text.

During the observation

The sections and questions below are provided to support you with planning for feedback of the observation. **If any of the sections are not applicable or relevant for the observation that you undertaking, please leave blank, or substitute for another heading.**

Area of Practice	Observer Comments
<p>1. Preparation <i>Was the session well organised? Was there a teaching plan? How well did the Observee respond to students' needs?</i></p>	Click or tap here to enter text.
<p>2. Content <i>Was the content pitched at an appropriate level? Too much information? Too little?</i></p> <p>2a. Introduction – <i>was it clear to the students how this session links to previous material covered? Did the introduction provide an overview? Were the Learning Outcome(s) of the session clarified with the students?</i></p> <p>2b. Conclusion/Plenary – <i>was there a summary of main ideas or a review of key points offered? Did the conclusion/plenary offer links to follow-up material or activities?</i></p>	<p>Click or tap here to enter text.</p> <p>Click or tap here to enter text.</p> <p>Click or tap here to enter text.</p>
<p>3. Methods <i>What teaching methods or strategies were used? Were they appropriate for the topic and students, context and environment (face to face or online). Were the needs of students with learning differences taken into account? Were all student included in the session? Were links with online material and/or asynchronous learning made? Does the use of the VLE</i></p>	Click or tap here to enter text.

<i>enhance student engagement and learning?</i>	
<p>4. Student Activity</p> <p><i>Were students able to complete required tasks?</i></p> <p><i>How were students engaged with their learning, and how was this demonstrated? Were there aspects of Active Learning?</i></p> <p><i>Were students challenged to think, reflect and comment on parts of the session?</i></p>	Click or tap here to enter text.
<p>5. Pace</p> <p><i>Was the session well paced, including communication? Did the students have the opportunity to ask questions or develop discussions?</i></p>	Click or tap here to enter text.
<p>6. Use of examples</p> <p><i>How did the use of examples enhance student understanding?</i></p> <p><i>Were student examples asked for?</i></p> <p><i>Were there any employability examples?</i></p>	Click or tap here to enter text.
<p>7. Assessment and Feedback</p> <p><i>Was there any evidence of formative assessment, for example, Q&A, quiz etc.</i></p> <p><i>Was the feedback offered constructive and helpful?</i></p>	Click or tap here to enter text.
<p>8. Teaching Environment</p> <p><i>Were any safety issues highlighted? How effective was the use of the teaching environment, either face to face or online? Were specialist equipment and teaching materials used successfully?</i></p>	Click or tap here to enter text.
<p>9. Resources</p> <p><i>Did resources used during the session enhance or detract from the learning? Were they up-to-date?</i></p>	Click or tap here to enter text.

<p><i>If observation is on resources from the VLE – how do they support students; do they encourage independent learning?</i></p>	
<p>10. Digital technology <i>Was any technology enhanced learning used (mentimetre, padlet, PollEverywhere...), and how did they this support learning? If online session, was platform (Teams, Zoom etc) appropriately used? Were other tools used, such online whiteboard?</i></p>	<p>Click or tap here to enter text.</p>
<p>11. Overall <i>In what way was this a positive learning experience from which the students were able to learn, understand and apply new skills and/or knowledge?</i></p>	<p>Click or tap here to enter text.</p>
<p>12. Additional information <i>Please add anything else discussed not covered in previous sections.</i></p>	<p>Click or tap here to enter text.</p>

After the feedback meeting and discussion:

<p>Strengths: <i>In what ways was the observation effective? Think about: Teaching, learning and assessment practice in the discipline; student engagement; active learning; inclusive practice and student support; assessment and feedback; use of resources; online learning; facilitation of discussion...</i></p>	<p>Click or tap here to enter text.</p>
<p>Areas for further consideration /development: <i>Agreed areas that the Observee would like to develop as part of their practice or continuing professional development</i></p>	<p>Click or tap here to enter text.</p>

Was there any area of good practice during the observation that could be shared with colleagues within the School or wider university? Click or tap here to enter text.

Were there any issues identified that should be fed back to the Peer Observation Group? For example, timetabling, environment (rooming or online environment), technology etc. Click or tap here to enter text.

PLEASE ENSURE THAT BOTH THE OBSERVER AND OBSERVEE AGREE AND SIGN THE FORM

We agree that this is a fair record of the observation and post observation discussion:

Observee's Signature (type name): Click or tap here to enter text.
enter a date.

Date: Click or tap to

Peer Observer's Signature (type name):
enter a date.

Click or tap here to enter text.

Date: Click or tap to

The Peer Observer should return the final version of this form to the Observee only, as it is confidential.

Appendix IV Suggested Instrument 2 (Adopted from the University of Bristol)

Name of Teacher:	
Name of Observer:	
Unit Code, Name and Level:	
Title of Observed Session:	
Session Learning Outcomes:	
Date / Time of Observation:	
Number of Students:	

Guidance on Completing an Observation of Teaching/Supporting Learning

Participating in an Observation of Teaching/Supporting Learning offers the opportunity for both those being observed (the teacher) and those observing (the observer) to discuss and reflect on teaching and learning practice. This contributes to continuing professional development in teaching for both observer and teacher and enhances student learning. The following form has been designed to capture the observer's feedback on the teaching encounter, focusing on what the teacher (participant) does and what the students do in the session.

Observations of teaching can be completed for 'face to face' sessions and/or teaching encounters that take place online in real-time (synchronously) or at different times (asynchronously). A pre-observation discussion is recommended.

This form should be completed electronically by the observer and sent to the teacher and should form the basis of discussion of a post-observation discussion between the two.

The comment boxes have been based on the **Areas of Activity** criteria in the UK Professional Standards Framework (UKPSF):

- A1 Design and plan learning activities and/or programmes of study
- A2 Teach and/or support learning
- A3 Assess and give feedback to learners
- A4 Develop effective learning environments and approaches to student support and guidance
- A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and evaluating professional practices.

When commenting on these criteria, you should also make explicit reference to where the relevant UKPSF Core Knowledge criteria have been demonstrated and identify which Professional Values criteria underpin the participant's academic practice:

Core Knowledge

- K1 The subject material
- K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
- K3 How students learn, both generally and within their subject/ disciplinary area(s)
- K4 The use and value of appropriate learning technologies
- K5 Methods for evaluating the effectiveness of teaching
- K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

Professional Values

V1	Respect individual learners and diverse learning communities
V2	Promote participation in higher education and equality of opportunity for learners
V3	Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
V4	Acknowledge the broader context in which higher education operates, recognising the implications for professional practice

Observer's Feedback & Suggestions

Focus of observation

(The focus of the observation could be agreed beforehand – for example, following submission of a lesson plan, online teaching/learning materials, or emergent during the observation.)

Design and planning of learning activities (UKPSF A1)

(For example, clarity and appropriateness of the intended learning outcomes; nature, selection and sequencing of content; appropriateness of the learning activities for synchronous/asynchronous online learning.)

Teaching and/or supporting student learning (UKPSF A2)

(For example, appropriateness of approach/methods/activities/experiences, organisation, timing/delivery pace, and use of resources for synchronous/asynchronous online learning.)

Assessment and giving feedback to learners (UKPSF A3)

(For example, assessment of prior knowledge, assessment of learning within a synchronous/asynchronous online session, nature of feedback to students and student group within the online learning environment(s).)

Developing effective learning environments and approaches to student support and guidance (UKPSF A4)

(For example, use of resources including the physical learning environment, technology-enhanced/online teaching and learning activities, and meeting individual learning needs in an online learning environment.)

Other comments and things to consider for the future

(For example, the overall quality of the session/provision, UKPSF Professional Values which underpin the participant's academic practice, particular issues/areas to be addressed and/or staff development requirements. Please also add here any reflections on your own learning/CPD as a result of observing the participant.)

Response from the Teacher

The teacher should respond to the comments provided by their observer. These comments should form the basis for an action plan for developing future academic practice. The following questions should be used to guide you:

- What did you feel were the most important points to emerge from your interactions with the observer?
- What changes, if any, will you make as a result of your engagements with your observer and your subsequent reflection?
 - to the particular session
 - to your teaching more generally
 - any other comments about the observation