

How does a group peer observation of teaching scheme lead to change in teaching practice?

The experience of teaching fellows in a UK medical school

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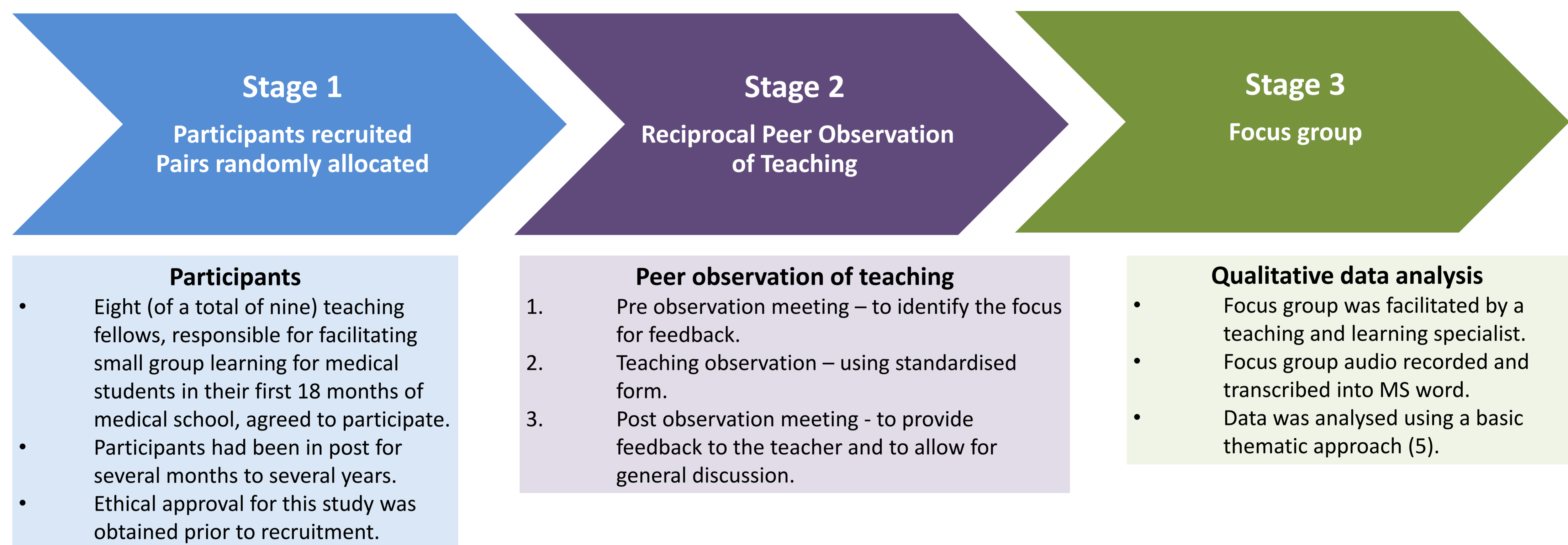
Introduction

- Peer observation of teaching (POT) has been shown to lead to change in teaching practice (1, 2, 3).
- By undertaking reciprocal peer observation the opportunities for reflective practice, collaborative learning and teacher development are emphasised, rather than judgement of teaching performance based on external criteria (4).
- There has been little exploration of the specific aspects of peer observation which can lead to change in practice for a group of clinical educators.

Research Questions

1. What specific aspects of a group peer observation of teaching scheme lead to change in practice?
2. What are the advantages and disadvantages of implementing a group peer observation programme in this setting?

Method



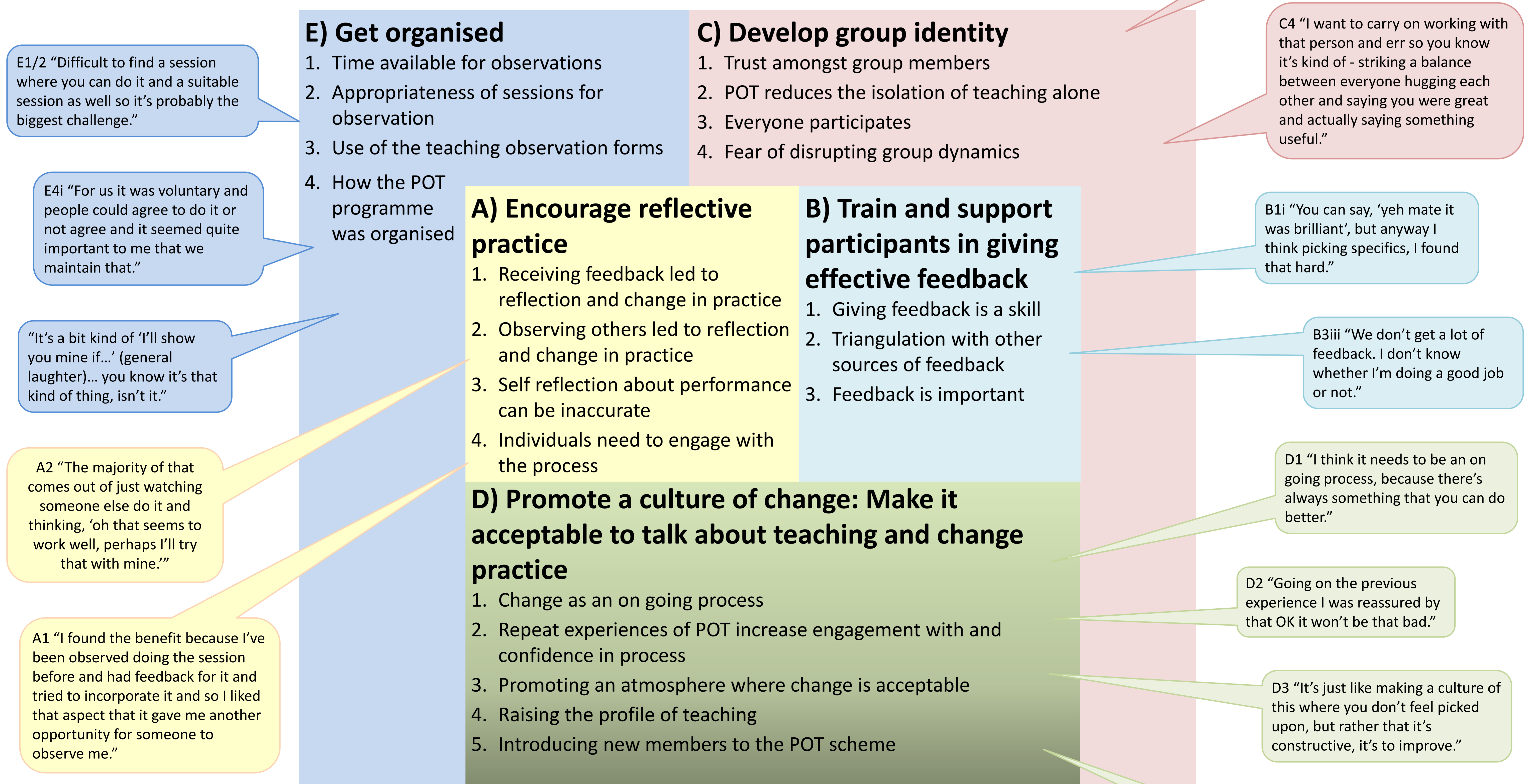
Results

Qualitative data analysis resulted in five key themes:

- A. Developing reflective practice**
- B. Feedback**
- C. Group cohesion**
- D. Promoting a culture of change**
- E. Organisation**

A framework for establishing an effective group teaching observation scheme was developed.

- The inner rectangle represents themes related to teachers as individuals and the outer rectangle represents themes applicable to the group as a whole. Promoting a culture of change (D) contains individual and group themes.



References

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- (4) Siddiqui ZS, Jonas-Dwyer D & Carr SE (2007). Twelve tips for peer observation of teaching. *Medical Teacher* 29: 297–300
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