

Peer Observation to Enhance Teaching

Sarah Harendt, PhD, MS^{1,2}; Jennifer Cleveland, PharmD, BCPS, MBA¹; Mariah Rudd, MEd^{1,2}; Shari Whicker, EdD, MEd^{1,2}

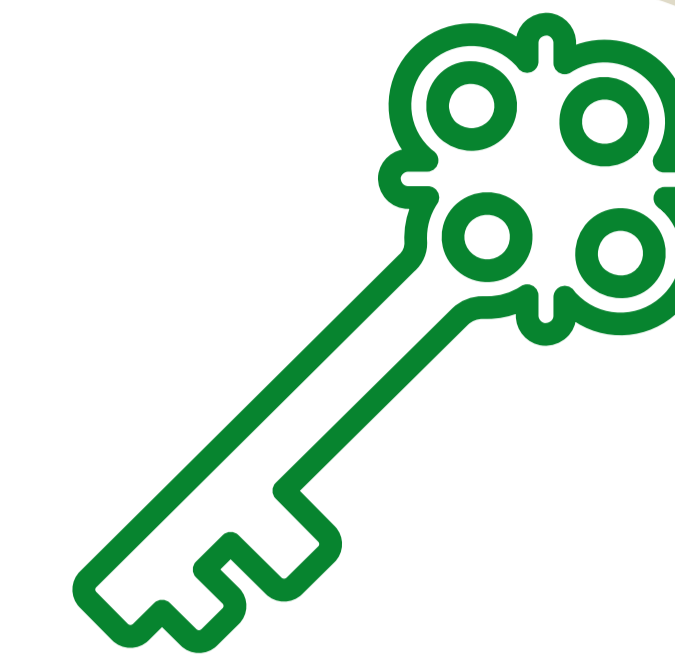
¹ Virginia Tech Carilion School of Medicine; ²Carilion Clinic

Background

- Teaching encompasses diverse roles and responsibilities, with educators striving to support their learners effectively.
- Educators (and their organizations) want to ensure they are doing their best for their learners.
- Faculty excel in subject matter expertise, yet enhancing teaching and learning may not always receive equal focus.
- Peer observations serve to:
 - foster self-reflection and peer evaluation.^{1,2}
 - prevent pedagogical solitude making teaching more visible and encouraging ongoing critical reflection around the quality of their teaching.³
 - foster a community around the scholarship of teaching and learning through the diffusion of evidence-based practices.⁴
 - demonstrate a commitment to effective teaching practices.⁵
 - provide qualitative evidence to substantiate student evaluations which generally focus on levels of satisfaction rather than perspectives on pedagogy.⁶
- Albert Bandura's Social Learning Theory⁷ supports the importance of peer observation as a process for learning and centers the value of modeling and feedback.

Key Takeaways

Teaching Observations:



- Are applicable and beneficial to **anyone** who teaches
- Can occur **wherever, whenever, and for whomever**
- Provide **confidential, individualized feedback** for immediate teaching development and to demonstrate improvement/commitment to teaching

TEACH Observation Process

Pre-observation Request	Interested faculty complete a brief observation form detailing needs and observation setting then choose an observer from TEACH Observation Team (preferably external to faculty discipline)
Pre-observation Logistics	TEACH staff works with the selected observer to arrange an observation opportunity that meets the parameters of the participant
Phase I. Pre-observation Meeting	Participant and observer meet to discuss strengths, opportunities, and observation venue
Phase II. Observation	Observer views participant teaching encounter without disruption to the learning environment
Phase III. Post-observation Debrief	Participant and observer meet to discuss teaching strengths and areas for improvement/ enhancement

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Approach

- Supportive, non-judgmental experience where faculty receive objective, confidential feedback on their teaching practice from experienced educators.
- Focused on teaching and not content.
- Two observations, a minimum of three months apart, are required for the promotion portfolio.
- 3-phase process.
- Iterative process as feedback is utilized and applied by the participant.
- Available to clinical and non-clinical faculty, trainees, and students throughout the healthcare environment.

Findings

- Fosters engagement within our faculty community and offers tailored feedback and development opportunities for individuals.
- 77 individual observations (9 departments plus Anesthesiology) since 2016.
- Participant Feedback:
 - *“Improved teaching style in busy clinical environment”*
 - *“Helped my teaching flow more efficiently within my clinic”*
 - *“Provided practical feedback to streamline my teaching”*
 - *“Provided customized feedback supported by the literature”*