

Peer Observation of Teaching: The PERFECT Project

Authors

Clare Gormley, Dr. Sharon O'Brien, and
Dr Fiona O'Riordan, Dublin City University

Aims

To explore the extent to which Peer Observations of Teaching (POT) are an effective, authentic, and collegial professional learning approach

Findings

Findings from a fully online cycle

Effective PD opportunity:

Valuable, constructive, reflective, reaffirming, empowering - more sessions welcome

Authentic Experience:

Better than training - multi-directional and flexible

Nurtured Collegial Relationships:

Dialogue beyond POT, professional conversations, supportive climate

Impact

Participants:

"Helped me to reconsider assessment approaches"
"Writing and receiving feedback offered opportunities for reflection"

"More efficient online"

School:

- Raised awareness of the benefits of POT at all career levels
- Particularly welcome in the sudden pivot to online T&L



Figure 1: DCU Peer Observation Cycle



[Information Podcast \(10 mins\)](#)

[Literature Scoping Review](#)

[Peer Observation of Teaching \(POT\) User Guide](#)

Reference

Lincoln, A., O'Riordan, F. & Buckley, K. (2021). Peer Observation of Teaching: Can Peer Observation of Teaching Enhance Professional Development Practices within Higher Education? A Literature Scoping Review. Dublin: Dublin City University. <https://doi.org/10.5281/zenodo.4494444>