

# Facilitating Cross-Institutional Professional Conversations About Teaching Through Peer Observation of Teaching (PoT)

## Authors

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## Aims

The research explored PoT as a model to structure cross-institutional conversations about teaching and learning.

## Context & Method

PoT can provide a structured opportunity for participants to share and develop perspectives on teaching.

Many PoT schemes occur within the context of the same institution; this research explored cross-institutional and cross-disciplinary PoT as an approach to foster and facilitate professional conversations and reflections.

The methodology involved a longitudinal reflective process, commencing with peer teaching observation and culminating in a facilitated exploratory discussion.

## Findings & Impact

Our findings provide insights into the conditions perceived as conducive to the nurturing of cross-institutional professional conversations about teaching and learning, as well as how peer observation can contribute to the creation of safe and sustained professional dialogue. Our research highlights these factors for success of professional conversations as openness, honesty, and trust among professionals.

Overall, participants advocated PoT as a tool for structuring professional conversations. Relationships of trust were built over time, and were key to establishing professional learning alliances. Notably, the cross-institutional context of the scheme, coupled with the facilitated and structured academic development approach, were solid foundations for professional dialogue and learning.

## References

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