

# Peer Observation of In-Person and Virtual Teaching

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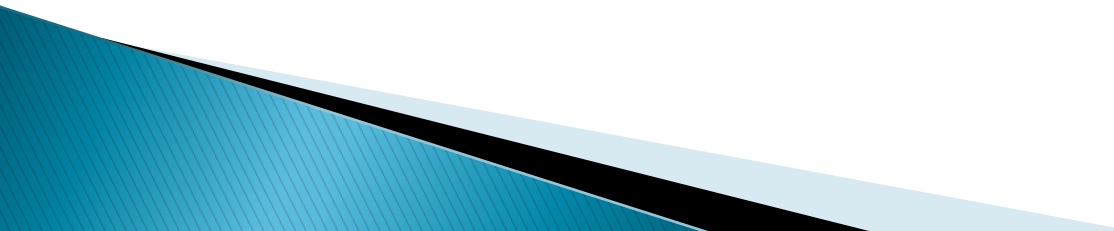
Boston, MA



# ▶ NO DISCLOSURES



# Learning Objectives

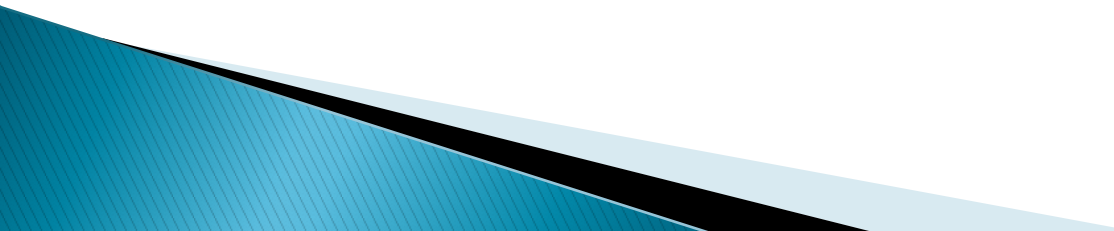
- ▶ Review a practical three-step approach to peer observation of teaching
  - ▶ Discuss effective strategies for giving feedback to a peer
  - ▶ Discuss the benefits and challenges of virtual peer observation of teaching
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# Why Observe a Peer Teach?

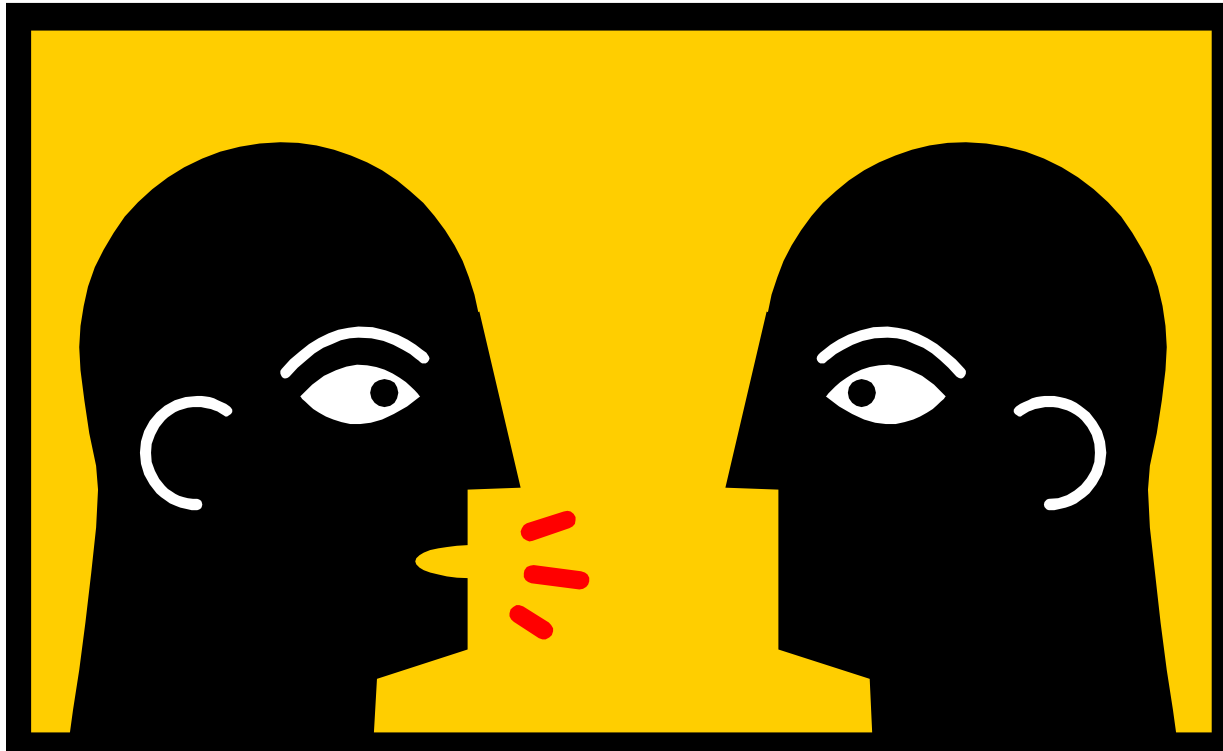
- ▶ Identifies and reinforces best teaching practices
- ▶ Encourages reflective practice
- ▶ Provides professional development at point of practice
- ▶ Reduces isolation
- ▶ Contributes to students' learning



# Evidence

- Peer observation and feedback advances clinical teaching skills, increases confidence, and strengthens behaviors. Guisic 2013; Mookherjee 2014
  - Individuals who serve as peer observers note an increase in their own teaching knowledge and skills. O'Keefe 2009; Finn 2011; Sullivan 2012; Mager 2014; Thampy, 2015
  - Peer observation of teaching is significantly and positively correlated with student learning outcomes. Goddard & Goddard 2007; Galbraith 2012
- 

# Giving Feedback vs. Reflective Discussion



# Peer Observation: A Learning Laboratory

Word Choice Matters!



gettyimages®

25 YEARS

Clive Rose

149169983





# Peer Observation: A Learning Laboratory

Formative, confidential

Establish  
credibility:  
peer  
observer  
skill set



Be curious –  
explore and  
experiment

Use  
established  
performance  
standards

Base  
reflections  
on concrete  
examples









# A Three-Step Approach

## ► Pre-Observation Discussion

- Have teacher identify areas to focus upon during the observation
- Use a peer observation **worksheet** to pinpoint specific teaching skills/behaviors

PEER OBSERVATION OF SMALL GROUP TEACHING

Observer:	Faculty	<i>Observations/Notes/Quotes</i>
Member:		
<b>Learning Environment</b>		
Gets to know the learners and identifies their needs		
Demonstrates enthusiasm for teaching		
Builds on learners' knowledge and skill-base		
Encourages learners to voice uncertainty, ask questions		
Addresses range of learner levels and needs		
<b>Learner Engagement</b>		
Probes and encourages learners to share information and experiences		
Is comfortable with silence		
Asks learners to make connections between what they already know and what they are discussing		
Encourages learners to pursue and critically appraise the literature		
Solicits and provides learner feedback		

STEP 1

# *Peer Observation of Teaching Handbook*

Lori R. Newman, MEd,  
David H. Roberts, MD and Richard M. Schwartzstein, MD  
Harvard Medical School

MedEdPORTAL® 2012

[https://www.mededportal.org/doi/full/10.15766/mep\\_2374-8265.9150](https://www.mededportal.org/doi/full/10.15766/mep_2374-8265.9150)



# Virtual Presentation Worksheet

**Presenter's Name:** \_\_\_\_\_

**Title of Presentation:** \_\_\_\_\_

Criteria	Observable Behaviors	COMMENTS
1 <i>Goals and Expectations</i>	During introduction, communicates purpose of the presentation and learner expectations (e.g. turn on video, use chat box, ask questions).	
2 <i>Importance of Topic</i>	Clearly explains the topic's significance to the audience (e.g. presents compelling data, case[s]; relevance to current clinical situation, and/or uses a "hook").	
3 <i>Organization and Cognitive Load</i>	Uses an organized framework so the presentation flows logically and is easy to retain. Limits or chunks the amount of material to not to overwhelm the audience.	

Criteria	Observable Behaviors	Comments
1 Goals and Expectations	During introduction, communicates purpose of the presentation <b>and learner expectations (e.g. turn on your video, use the chat box, ask questions).</b>	

Criteria	Observable Behaviors	Comments
10 Digital Interface	Demonstrates comfort and facility with the technology, and/or uses a technical facilitator for the session. Ensures internet connectivity. Considers lighting, optimizes audio. Looks directly at the camera, reduces background interruptions.	



## ► Observation

During an in-person teaching session, take notes on:

- learning environment
- learner engagement
- teaching methods
- interesting comments or reactions



Step 2

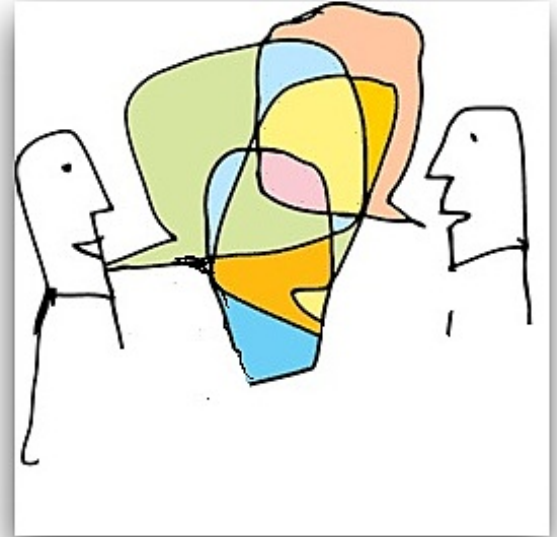




Step 2

# ► Post-Observation Debrief

- Hold debrief soon after teaching encounter
- Address skills/behaviors the host identified as wanting to discuss
- Provide concrete examples of behaviors, quotes, and questions asked



Step 3

# Let's Practice



[https://www.ted.com/talks/dean\\_ornish\\_on\\_the\\_world\\_s\\_killer\\_diet?language=en#t-12903](https://www.ted.com/talks/dean_ornish_on_the_world_s_killer_diet?language=en#t-12903)

# Breakout Room Activity

- ▶ Join breakout room with 1 or 2 other people.

- ▶ You will receive a hyperlink in the chat box.

<https://dme.childrenshospital.org/peer-observation/>

- ▶ Everyone should click on the link. Quickly choose either the role of Dean Ornish or the Peer Coach. Click on your role **only**. If there is a 3<sup>rd</sup> person in the room, they should just watch and take notes on the debrief.
- ▶ You only have 8 minutes for this entire exercise.

## Peer Coach

Dean Ornish has asked you to observe him give his TED talk and pay particular attention to his audiovisuals and mechanics of communication (items 8 and 9). He has asked you **to be “brutally honest” in the debrief** you provide. It’s now time for the post-observation debrief. Unfortunately, Dean only has 5 minutes for this discussion before he has to catch a plane.

# Dean Ornish

You have just finished giving what you consider a very good TED talk, and it's time for your post-observation debrief. You asked the coach to pay particular attention to your audiovisuals and mechanics of communication, items 8 and 9 on the worksheet.

Unfortunately, you have to catch a plane and only have 5 minutes for this debrief. NOTE: One thing that you NEVER EVER share with people is that you do not take criticism well. Actually, it makes you very emotional



## Be aware of:

- ❖ Biases
- ❖ Tensions in giving and receiving feedback



# Observer Biases

When prior judgments systematically influence how one perceives another's performance



Arnold, Health Care Manager, 2003



# Halo Effect

Extension of  
a positive  
impression of a  
person to the  
judgment of  
his/her entire  
performance



Arnold, 2003

# Horn Effect

Extension of a negative impression of a person to the judgment of his/her entire performance

Arnold, 2003



# The “Similar-to-Me” Effect

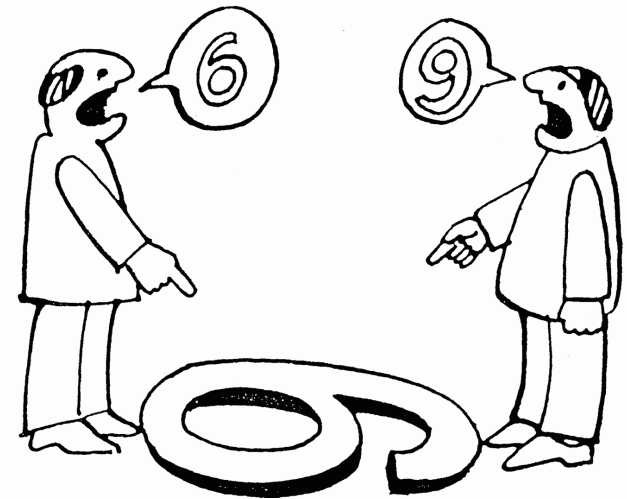
Tendency to  
favor people  
who are  
professionally  
similar to oneself

Arnold, 2003



# Teaching Perspective

- ▶ Interrelated set of beliefs, experiences that affect one's teaching perspective
- ▶ Having observers examine their own teaching perspectives and other ***equally*** effective perspectives reduces the similar-to-me bias.





# Teaching Perspectives Inventory



**TPI** TEACHING  
PERSPECTIVES  
INVENTORY

About the TPI Contact Us

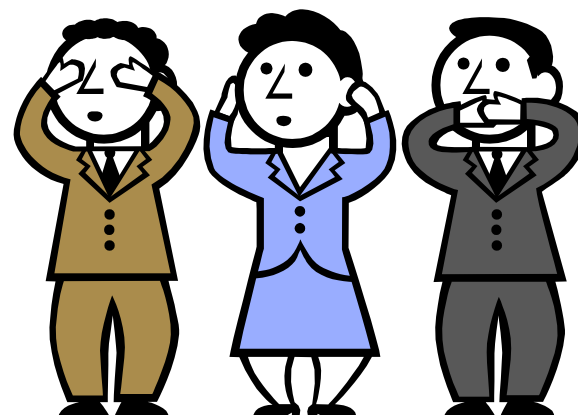
Take the TPI *It's Free!*

Summarize Your Views and Perceptions about Teaching

<http://www.teachingperspectives.com/tpi/>

# Wanting, Receiving, Giving Feedback

- Fearing disconfirming information
- Wanting feedback yet not wanting to look incompetent
- Needing a positive relationship to give feedback, but worrying about damaging relationship



# How Did I Do?

Your colleague's predominant expectation is to gain a verdict about his/her teaching competence.



Hatzipanagos, Int J of Teach and Learn in  
Higher Ed, 2006.

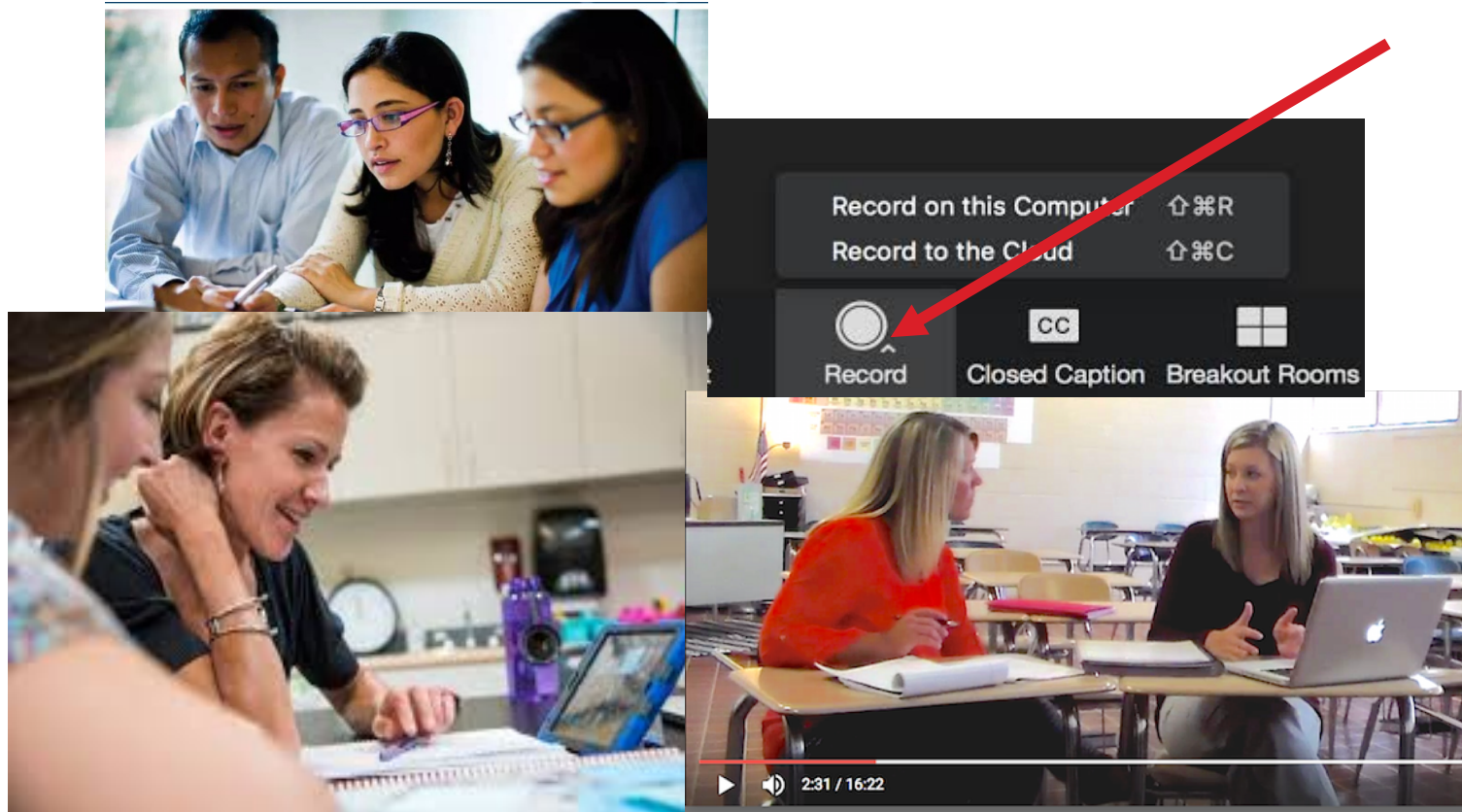
# Rewind the Experience

- ▶ Return to host's original areas of interest
- ▶ “Mirror” back specific examples and quotes
- ▶ Explore with a sense of curiosity underlying thought/decision making process





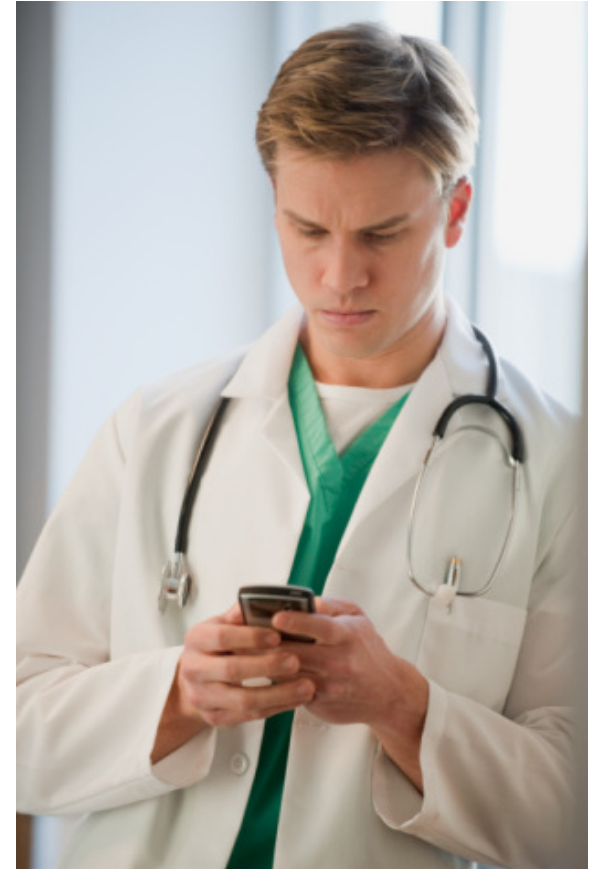
# Advantage of Virtual Peer Observation



# Ask-Tell-Ask Model

- Did you notice the student spent most of the time looking at his phone?
- He looked disengaged to me.
- What are some ways to include the student in the patient encounter next time?

Back, CA Cancer J, 2005



# Advocacy Inquiry

- ▶ Advocacy statements are reflections the observer makes:  
“I noticed 2 students whispering a lot to during the discussion.”
- ▶ Inquiries are probing questions:  
“I’m curious, what was your take on that?”



Rudolph, Simul Healthc, 2006

# Use of Personal Pronouns

- ▶ **You - statements when praising behavior**
  - “You really know the social work students well!”
- ▶ **I – statements when suggesting changes to behavior**
  - “At the start of a session, I find it helpful to have everyone state what they would most like to learn from the discussion.”

- ▶ **“Third-person” statements when suggesting a new approach**
  - “Alan uses this very interesting technique when he teaches his learners...”
- ▶ **“We” statements when normalizing a situation and to generate solutions**
  - “It’s difficult to know what we’re supposed to do when that happens” or “We’ve all faced that problem. Let’s brainstorm some ideas...”



# The End Goal: Become Teaching Partners

- ▶ Highlight best teaching practices
- ▶ Commit to an action plan
- ▶ Share what you learned from observation and will incorporate into own teaching practice
- ▶ Have host observe you



# Final Observation

“Talking about what we do unravels the shroud of silence in which our practice is wrapped. Participating in conversations with peers opens us up to their version of events we have experienced. Colleagues serve as mirrors reflecting back to us images of our actions.”

(from Brookfield, 1995, p.30)

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