ISATT 2011 Conference
04-08 July 2011
University of Minho, Braga, Portugal

Paper Number
(defined by the organising committee)

Title of Paper
From peer to peer: an opportunity to improve observers' professional development

Key-words *(please indentify 3 to 4 keywords)*
Peer observation; Higher Education Pedagogy; Teachers' professional development

Sub-Theme *(please select one of the following sub-themes)*

1. Teacher Education and Professional Development ☐
2. Educational Leadership in Context ☐
3. Learning Communities and Networks ☐
4. Teaching in a Digital Culture ☐
5. Challenges in Higher Education X☐
6. Research, Knowledge and Change ☐

Type of Paper		**Presentation**	
Paper Proposal	x	Pre-Conference	☐
Symposium Proposal	☐	Main Conference	x☐
Poster Session	☐		

Abstract (please insert the abstract here - 500 word limit)

Higher education teaching and learning in Europe faces challenging times and deep changes, largely due to many reforms originated by the so-called Bologna process (Moore et al, 2008; Leite, 2007; Vieira, 2005). What is a good professional is a question that gets, nowadays, other meanings when someone talks about teaching. The objective of this paper is to present the results of a training + research project that was proposed by a Teaching and Learning Lab (TLL) set up jointly by the Faculty of Educational Sciences (FPCEUP) and the Faculty of Engineering (FEUP) at the University of Porto. Its underlying strategy aims to improve the quality of teaching and the quality of learning, and at the same time to capture information about teaching and learning practices used within the university. As teachers' evaluation process faces, at least in Portugal, new approaches and operative trends, it was research team

intention to distinguish those two processes and when Peer Observation Teaching (POT) experiment was launched, its main and unique purpose was to promote teachers' training; through the peer review model of POT, which emphasises the POT formative effects both to the observer and the observed. Specifically, this paper wants to argue the idea that POT is an opportunity to improve observers' professional development.

The organisational model underlying this training + research project was based on teams with four elements, two from Educational Sciences and two from Engineering. The observation grid was adapted from several models used in European Universities and in its second part adapts a model from F. Vieira (Vieira, et al., 2004). The first section covers class-related topics, namely "organisation", "presentation", "class mood", "content", and "awareness and flexibility". The second section asks the observer to compare the observed class with his/her own classes, offering the observer four leading questions addressing observation subjects that were not covered by the closed response items: 1) What was most striking? 2) What questions would I like to ask to the teacher? 3) What similarities / differences were found in relation to my own lecturing practice? 4) Can I make any recommendations? Finally, the third section covers the post-observation reflective discussion.

Are those two sections that are presented now as an exercise to highlight observers' concerns rather observed teachers' practices.

Research data comes from 31 observation forms and could aloud us to conclude that experiment gave an opportunity to reflect upon teachers' one practices as a result from observing peers.

References:

Leite, Carlinda (2007)."Que lugar para as Ciências da Educação na formação para o exercício da docência no ensino superior?". JM. Sousa. *Educação para o Sucesso: Políticas e Actores*. Actas do IX Congresso da SPCE. (pp.131-140). Funchal: SPCE.

Moore, Sarah, Walsh, Gary & Rísquez, Angélica (2008). *Ensinando na Universidade. Extratexias eficaces e princípios clave*. Vigo: Universidade de Vigo.

Vieira, Flávia (2005). Transformar a Pedagogia na Universidade? *Currículo sem Fronteiras*, v.5, n.1, pp.10-27.

Vieira, F., Silva, J.L., Melo, M.C., Moreira, M.A., Oliveira, L.R., Gomes, C., Albuquerque, P.B. & Sousa, M. (2004) Transformar a pedagogia na universidade: experiências de investigação do ensino e da aprendizagem. Relatório de Investigação. Braga: Universidade do Minho, CIEd.

1. Programme at a Glance

Tuesday, July 5th	Wednesday, July 6th	Thursday, July 7th	Friday, July 8th
9h00 – 12h00 ISATT Main Conference Registration	**8h45 – 10h00** Keynote address 2: Professor Linda Darling-Hammond (A1)	**8h45 – 10h00** Keynote address 4: Professor Ciaran Sugrue and Professor Christopher Day (A1)	**8h45 – 10h45** Parallel Sessions Symposium #244 Symposium #315 Symposium #46
	10h00 – 11h00 Parallel Sessions Poster Presentations (university lobby)	**10H00 - 10H30** Coffee Break	
	11H00 - 11H30 Coffee Break	**10h30 – 12H30** Parallel Sessions Symposium #231 Symposium #293	**10H45 - 11H15** Coffee Break
	11h30 – 13h30 Parallel Sessions Symposium #217 Symposium #39	**Workshop** Publishing in Teachers and Teaching: Theory and Practice (TTTP) – **Room 1214**	**11h15 - 12h15** Parallel Sessions
			12h15 – 13h15 Keynote address 6: Professor Geert Kelchtermans (A1)
	13h30 – 14h30 – National reps Meeting (Lunch)	**13h30 – 14h30** New ISATT Executive Committee Meeting (Lunch)	**13h15 – 13h45** Conference Closing
LUNCH			
14h30 – 15h15 Conference Opening (A1)	**14h30 – 15h30** Keynote address 3: Professor João Formosinho (A1)	**14h00 – 19h00** Optional tours	
15h15 – 16h30 Keynote address 1: Professor António Nóvoa (A1)	**15h30 – 16h30** Parallel Sessions Symposium #299 Symposium #65 Symposium #355		
16h30 – 17h00 Coffee break	**16h30 – 17h00** Coffee break		
17h00 – 19h00 Parallel Sessions Symposium #116 Symposium #308	**17h00 – 18h00** Keynote address 4: Professor Flávia Vieira (A1)		
	18h00 – 19h00 ISATT members' Meeting (A1)		
19h00 – 21h00 Welcome Reception Colunata de eventos – Bom Jesus	**20h00 – 23h00** Conference Dinner, Guimarães.		

LEARNING COMMUNITIES AND NETWORKS *Chair:* Amaury Daele, University of Lausanne, Switzerland	**Room** **1212**	47. Forging bonds of community for sustained teacher learning and educational change, *Tara Ratman, MMPU College, Mysore, India*
		166. A model for utilising social networking for academic adjustment purposes, *Joanne Smailes, Northumbria University, UK, Elsa Fontainha, Technical University of Lisbon, Portugal*
		227. Teachers informal learning and virtual community: a conceptual framework and a case analysis, *Amaury Daele, University of Lausanne, Switzerland*
		245. Gift-giving Technologies as a Learning Tool *Arminda Guerra Lopes, Polytechnic Institute of Castelo Branco, Portugal*
		333. Older People Motivations and Interests in Learning Computers – A Grounded Theory Study, *Luís Barata, Ana I. Barata, Maria João Moreira, Eurico Lopes, Polytechnic Institute of Castelo Branco, Portugal*
CHALLENGES IN HIGHER EDUCATION *Chair:* Birgitte Malm Malmo University, Sweden	**Room** **1213**	37. From peer to peer: an opportunity to improve observers' professional development, *Ana Mouraz; Amélia Lopes, José Ferreira, University of Porto, Portugal*
		63. Challenges in Higher Education: Are we going back to the future?, *Linda Leach, Massey University, New Zealand*
		71. What of the future for academic freedom in higher education in New Zealand? *Nick Zepke, Massey University New Zealand*
		134. The importance of dialogue and personal commitment for teachers' development: Learning from Liberal Arts, *Birgitte Malm, Malmo University, Sweden*
		272. Being a university teacher in times of change, *Ana Celia Bahia Silva, University of Lisbon, Portugal*
CHALLENGES IN HIGHER EDUCATION *Chair:* Elizabeth Labone, Australian Catholic University, Australia	**Room** **A4**	107. Educational Policies in Brazil and Portugal: the local government, *Martha Lucchesi, University of São Paulo, Brazil*
		246. An international higher education capacity building partnership for Timor Leste: Opportunities and challenges for teacher education, *Jude Butcher; Tony d'Arbon; Margie Beck, Australian Catholic University and Instituto Católico para Formação de Professores Baucau, East Timor*
		267. An exploration of the contextual and personal factors that contribute to the success of Indigenous graduate teachers, *Elizabeth Labone, John Maskell, Australian Catholic University, Australia*
		316. Freshmen university students in Latin America: what young students at Universidad Nacional de Córdoba know, do and think about ICT, *Joel Armando; Marcela Pacheco; Jessica Arévalo, Federico Ferrero, National University of Córdoba, Argentina*