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2010

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Pre-Conference 23–24 August
Main Conference 25–27 August

PROGRAMME

NW 20 SES 07 B   Innovative Pedagogies and HE
Paper Session   Chair: Willumsen, John
U40 SALI 8

626   **Young Adults' Citizenship: Building Voice and Participation through Schooling**
Macedo, Eunice; Costa Araújo, Helena
Affiliations: Universidade do Porto, Portugal - Faculdade de Psicologia e de Ciências da Educação

1136   **The Relationship Between Multicultural Orientation and Individualism-Collectivism Dimensions Among University Students**
Carmona, Carmen (1); Van Oudenhoven, Jan Pieter (2); Orellana, Natividad (1); Almerich, Gonzalo (1)
Affiliations: 1: University Of Valencia, Spain; 2: University Of Groningen, The Netherlands

1619   **Testing the Impact of Innovative Pedagogies for Higher Education**
Clough, Nick (1); Tarr, Jane (1); Macedo, Eunice (2); Cortesao, Luiza (2)
Affiliations: 1: University of the West of England, United Kingdom; 2: Universidade do Porto

Network 22   Research in Higher Education

NW 22 SES 07 A   Inequality and Diversity in Higher Education Settings
Paper Session   Chair: Kubiak, Chris
M.B. SALI 14

436   **Being in the Midst? Changing Landscapes, Shifting Identities in Higher Education**
Trahar, Sheila
Affiliations: University of Bristol, United Kingdom

1045   **Categorizing Students in Higher Education in Finland – Which Cultural Groups are Visible in Research in the 21st Century?**
Nissilä, Pia; Jääskelä, Päivikki
Affiliations: University of Jyväskylä, Finland

974   **Cultural Capital in Transition? Methodological Reflections on an Analysis of Elite and Excellence Discourses in a French Grande École**
Schippling, Anne
Affiliations: Martin-Luther-Universität Halle-Wittenberg, Germany

458   **Five Groups if Adult Entrants in Finnish Universities**
Haltia, Nina
Affiliations: University of Turku, Finland

NW 22 SES 07 B   Teaching, Learning and Assesment in Higher Education
Paper Session   Chair: Teelken, Christine
M.B. SALI 15

938   **Students' Participation in Learning Assessment in Higher Education**
Rodríguez Santero, Javier; Torres Gordillo, Juan Jesús; Padilla Carmona, María Teresa; Álvarez Rojo, Víctor
Affiliations: University of Seville, Spain

908   **ActEval: A Questionnaire for the Analysis and Evaluation of University Teachers' Assessment Activity**
Quesada_Serra, Victoria; Rodríguez_Gomez, Gregorio; Ibarra_Saiz, Maria Soledad; Gómez_Ruiz, Miguel Ángel
Affiliations: Universidad de Cádiz, Spain

1174   **Inter-institutional Peer Observation of Classes – a Powerful Tool to Improve the Quality of Teaching and Learning**
Mouraz Lopes, Ana (1); Lopes, Amélia (1); Martins Ferreira, José Manuel (2); Trindade, Rui (1)
Affiliations: 1: Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto, Portugal; 2: Faculdade de Engenharia da Universidade do Porto

1406   **University Students' Experiences of Guidance in Finland: Multifaceted Challenges**
Skaniakos, Terhi; Kallio, Eeva; Tynjälä, Päivi
Affiliations: Finnish Institute for Educational Research, University of Jyväskylä, Finland

[handwritten notes: "Pudividrelized", "Useful", "Guidance", "the 2—e pecartage."]

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Inter-institutional Peer Observation of Classes – a Powerful Tool to Improve the Quality of Teaching and Learning

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Presenting Author: **Mouraz Lopes, Ana**

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). 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.

Our training scheme follows the peer observation model presented by Gosling (2002), whose proposed solution differs from evaluation or developmental models (Hammersley-Fletcher & Orsmond, 2004; Cosh,1998) . According to Gosling (2002, p. 5), on a peer-observation model, teachers observe each other with one clear objective – to discuss their teaching activities through self- and group-reflective exercises. One main feature of our model is that it offers a symmetric distribution of power between the observer and the one being observed; it focus the observation on teacher performance, on the class, and on the learning content, and is followed by constructive, non-judgemental feedback.

The training & research instrument used in our TLL was inspired on similar work done at other universities (Leicester, Nottingham, Southampton, Queens at Belfast, Imperial College at London), and includes three stages: prior, during, and post observation. At prior-observation the observers obtain information about all relevant facts / data using documents and through an interview with their colleague that will be observed. The post-observation stage is related to the constructive feedback and reflective discussion. During observation a regular class is attended by the observers, who use an observation grid adapted from the model used at Southampton University. The observation scheme requires that all observers be observed as well, and also that each team member observes one class at FEUP and another class at FPCEUP.

A total number of 40 observation sessions were organised during the first semester of 2009 / 10, divided equally between FEUP and FPCEUP. The results that will be presented are based on these 40 observation grids, which were analysed with the objective of improving our knowledge about the teaching and learning practices at these two University of Porto schools.

Methodology, Methods, Research Instruments or Sources Used
The organisational model underlying this training & research project was based on teams with four elements, two from Educational Sciences (FPCEUP) and two from Engineering (FEUP). The observation grid was adapted from the model used at the Southampton University, and comprises three sections. The first section covers class-related topics, namely "organisation", "presentation", "class mood", "content", and "awareness and flexibility". Each topic comprises a set of items that are marked from 1 (satisfactory) to 4 (very satisfactory), and also an open space where the observer may insert additional comments. The second section asks the observer to compare the observed class with his/her own classes. Finally, the third section covers the post-observation reflective discussion.
The data present in the first section of the 40 observation grids was analysed with the help of the SPSS software, taking into account each of the five topics referred above.

Conclusions, Expected Outcomes or Findings
The item that consensually received the highest appreciation was "content", indicating very good knowledge of the subject matter or skills to be presented.
When the observation discrepancies were analysed, we found that they were particularly relevant concerning the "awareness and flexibility" topic: items "asks questions or uses other strategies to check that students understand what is being taught", and "Changes the teaching strategies if the students do not show evidence of understanding the content or mastering skills as expected".
The remaining items that were mostly praised were the following: 1) Under the "Class mood" topic: "Builds a positive mood in the class promoting mutual respect", and "Is enthusiastic about the content and makes the students want to learn about it." 2) Under the "presentation" topic: "Speaks clearly", and "keeps eye contact".
The items that were least praised belonged to the "organisation" topic (dealing with time management, and calling the students attention to the subject of the following class), but mostly to the "awareness and flexibility" topic. From a general point of view , we concluded that improvements are possible in relation to the concept of knowledge and on how to access it from the students' point of view .

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Intent of Publication
We have intention to submit paper to one of Higher Education Journals.