# Title: Evaluating the role of dialogue in virtual teaching observations

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# Abstract

Building confidence in teaching practice is one of the many beneficial outcomes of structured teaching observations. Academic developers working to establish good practices in this area highlight the value of observation and post-observation dialogue as a relational experience that empowers individuals and promotes agency. As well as helping participants identify new methods and approaches, the opportunity for deep reflection and analysis of moments of practice can be a crucial aspect of professional learning (Elinor & Gerard, 1998) where colleagues can develop a deeper philosophical understanding of their professional ‘self’. Following changes made to the observation process as a result of the covid-19 pandemic, researchers from two institutions, Manchester Metropolitan University and the University of Worcester, undertook research comprising a series of questionnaires, focus groups and interviews with PGCLTHE students and academic developers with the aim of interrogating key effects of quality interactions around observation. This work has informed the development of a framework for effective post-observation dialogue, offering a starting point for discussion amongst education developers and others interested in this area. The framework offers practical examples which can be adapted to individual contexts including considerations of behaviours, speech and attitudes likely to support the development of critical knowledge and skills. Educational developers and other stakeholders across the sector are invited to make use of the principles of this framework to enhance value of the observation process for both observers and observees.

**References**

Ellinor, L., & Gerard, G. (1998) *Dialogue: Rediscover the transforming power of conversation*. New York. NY. Wiley.