

# DOES RECIPROCAL PEER OBSERVATION PROMOTE THE TRANSFER OF LEARNING TO TEACHING PRACTICE?



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The main objective is to examine and characterize the transfer process to the classroom after completing an Reciprocal Peer Observation (RPO) cycle.

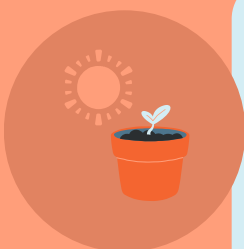
## WHO ARE THE PARTICIPANTS?



This study adopts a sequential explanatory mixed-methods design (Creswell, 2021).

## CHECK WHETHER THE TRANSFER OF IMPROVEMENT GOALS OCCURS IN THE CLASSROOM AND TO WHAT EXTENT, AFTER COMPLETING A FULL CYCLE OF RPO.

# 1



Participation in one cycle of Reciprocal Peer Observation promotes the transference of Improvement Goals to the teaching practice and significantly contributes to Teacher Professional Development.

**94.78%  
OBSERVERS**

**90.44%  
OBSERVEES**

considered that the IG and associated actions were transferred mostly or fully

Concordance analysis between the evaluations of observers and observees indicating a good level of agreement (Kappa index of 0.6).

## IDENTIFY FACTORS ASSOCIATED WITH TEACHER COLLABORATION THAT CAN PREDICT THE DEFINITION AND TRANSFER OF IMPROVEMENT GOALS TO CLASSROOM PRACTICE AFTER COMPLETING A FULL CYCLE OF RPO.

# 2



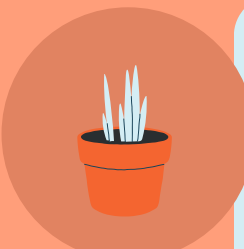
School's collaborative culture and collective agency, focused on positive interdependence, are predictive factors for the successful implementation of Improvement Goals in classroom practice.

A Logistic Regression analysis was conducted and Odds Ratios (OR) were calculated.

**School collaborative culture** had an OR of 2.047 (95% CI: 1.129 - 3.712, p=0.014)  
**Collective agency** had an OR of 2.197 (95% CI: 1.030 - 4.685, p=0.037).

## DESCRIBE THE FACTORS THAT TEACHERS WHO ACHIEVED OPTIMAL TRANSFER PERCEIVED AS EFFECTIVE IN DEFINING IMPROVEMENT GOALS AND TRANSFERRING THEM TO PRACTICE.

# 3



### PERSONAL FACTORS

Self-efficacy (n=45; 93.75%) and Responsibility (n=43; 89.58%)

### CONTEXTUAL FACTORS

Colleague support (91.67%) and having opportunities to apply (83.3%) the Improvement Goals (IG)

**Acts as levers for the successful transfer of Improvement Goals.**

A descriptive analysis, using Jamovi 2.3.21 software, and a qualitative thematic analysis based on Braun and Clarke (2022) were conducted.

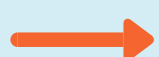
## CONCLUSION

The findings highlight the effectiveness of Reciprocal Peer Observation (RPO) as a promising practice for facilitating the transfer of what has been learnt through peer observation to the teaching classroom practice and thus strengthening teachers' professional development.

It is of the utmost importance to achieve this:



To create educational environments that encourage collaboration between teachers and promote a culture of continuous learning.



To integrate strategies that encourage peer observation as a part of training and professional development programmes in schools.

