

TEACHER COLLABORATIVE KNOWLEDGE BUILDING IN RECIPROCAL PEER OBSERVATION

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OBJECTIVE

The article focuses on analyzing how teachers learn by building knowledge collaboratively during the feedback meeting (3rd phase of the Reciprocal Peer Observation -RPO- cycle).

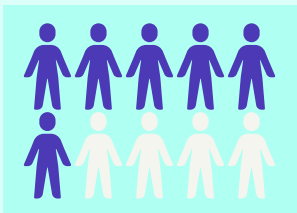


PROCEDURE

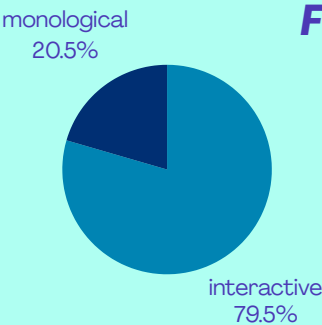
Based on a system of categories, the discourse of the teacher pair in the feedback meeting is analyzed to identify when and how often Collaborative Knowledge Building (CKB) occurs.
This study combines descriptive and inferential analyses to respond to the objectives.

INITIAL SAMPLE: 400

- Objective 1:
Subsample: 273 participants
- Objectives 2 & 3:
47 pairs / 94 audios of feedback meetings



1 What are feedback meetings like?

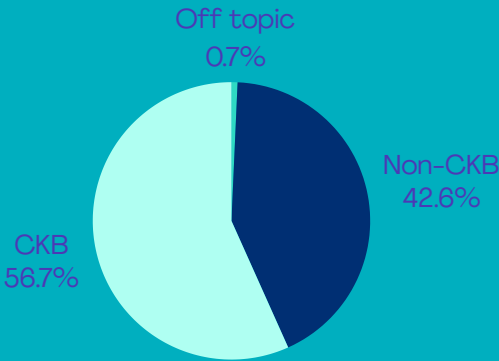


Feedback meetings

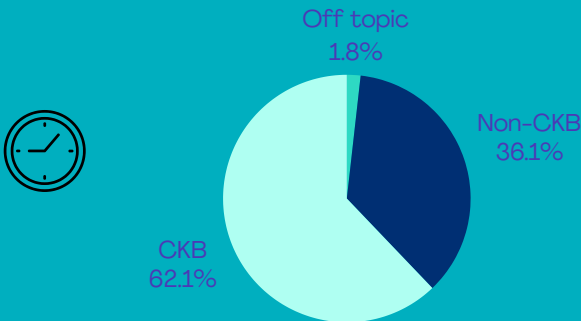


2 In interactive feedback meetings, does collaborative knowledge building (CKB) occur between the two members of the pair?

Frequencies

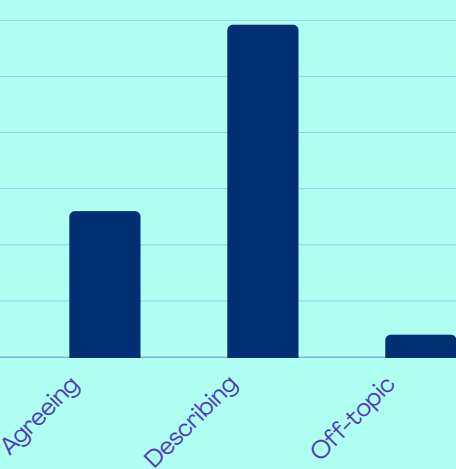
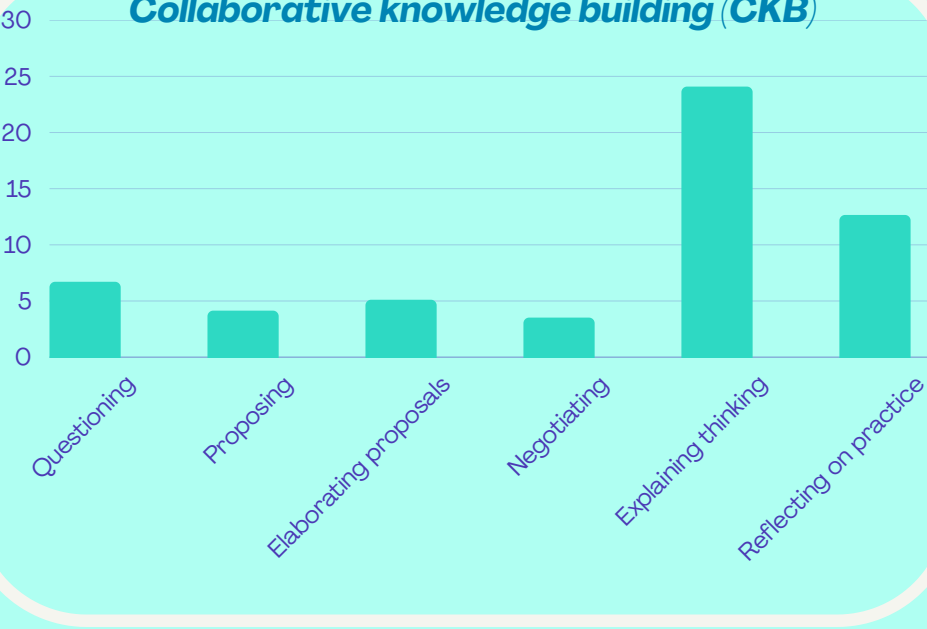


Time



Discourse analysis during feedback meetings

Collaborative knowledge building (CKB)



Non Collaborative knowledge building (Non-CKB)

3 Are there any differences between the two roles during the feedback meeting? What are they?



Yes, there are differences between observer and observee



OBSERVER

- . intervenes more
- . activates ideas
- . invites to go deeper
- . exposes new ideas
- . identifies good practices

BOTH equally:

- . compare ideas
- . give explanations about the meaning of an action
- . rework practical proposals

OBSERVEE

- . confirm ideas
- . admits of difficulty or uncertainty

- **Potential** of RPO for **CKB during feedback meetings**
- The **differences between roles** enrich CKB and the reciprocity of roles promotes maximum learning benefits for participants.
- Quality **feedback should be:**
 - . interactive
 - . based on reflective practice
 - . with instruments and mechanisms that encourage discussion and reflection
 - . based on scientific evidence to promote discussions that increase learning.

