

# A systematic review of reciprocal peer observation in higher education

Corcelles-Seuba, M., Ortiz, M., O'Leary, M., & Duran, D. (2025). A systematic review of reciprocal peer observation in higher education. *Professional Development in Education*, 1-18. <https://doi.org/10.1080/19415257.2025.2480768>

## Objective

To understand the empirical evidence on the effectiveness of RPO (Reciprocal Peer Observation) and its benefits and challenges for lecturers, students, and institutions.

## Method

Systematic review of 57 empirical articles using the PRISMA method.

### Types of Research Evidence on RPO

#### LECTURERS' PERCEPTIONS

- Questionnaires, interviews, focus groups, self-reports.
- Changes assessed through pre/post-tests.

#### LECTURERS' PRACTICE

- Feedback conversations and reports.
- Observed changes in pre/post studies (externally validated).

#### STUDENTS' PERCEPTIONS

- Questionnaires, interviews, focus groups.

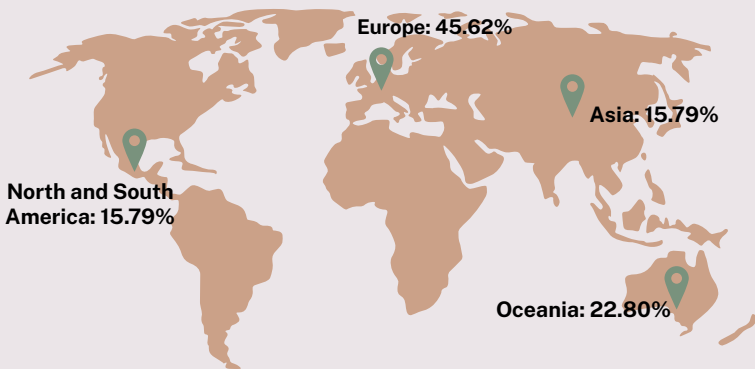
#### STUDENT PERFORMANCE

- Pre/post-tests and comparison with control groups.

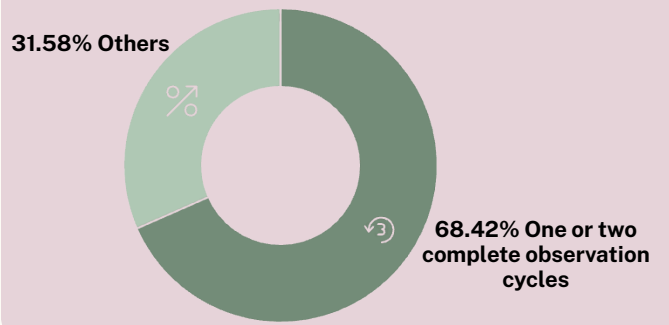
## Results

### Context and Characteristics of the Interventions

#### Geographical Origin of the Articles



#### Observation Cycles with All Three Phases



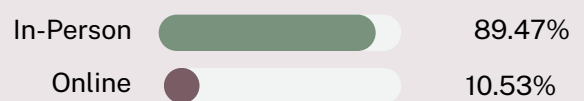
#### Grouping Models



### Study Approach



#### Modes Of Delivering RPO

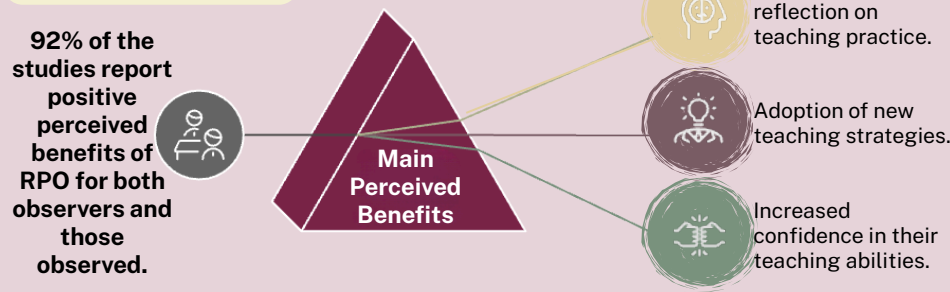


### Training

Less than half of the articles (43.86%) reported that specific training in RPO was provided to participants.

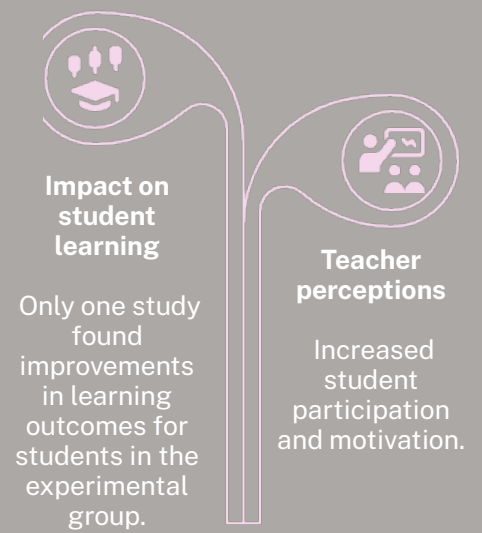
## Results Of The Scientific Evidence

### Benefits For Teachers

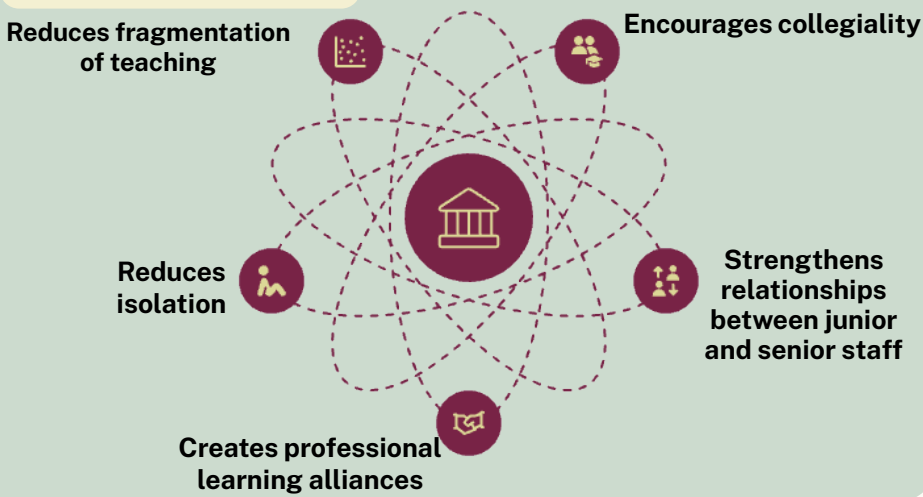


### Benefits for Students

#### Limited research on the impact of RPO on student learning



### Benefits for Institutions



## Conclusions

<b>Key Strategy</b>	An effective professional development tool for improving teaching practice.
<b>Versatility</b>	Adaptable to formats and types of groupings.
<b>Main Challenges</b>	Effective interaction and meaningful process.
<b>Training Needs</b>	It requires formal training in observation.
<b>Grouping Strategy</b>	Success does not depend on prior relationships.
<b>Collegial Culture</b>	It requires trust and collegiality.
<b>Institutional Integration</b>	It must be formally included in the programmes.
<b>Time Allocation</b>	Institutions must provide protected time.