

## *Cross-cultural Peer Feedback*

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The importance of reflecting on the acts of teaching for the enhancement of the teaching and learning process is well documented and is crucial to address the complexity of multilingual and culturally diverse settings (Gaudin & Sébastien, 2015; Murphy, Weinhardt, Wyness, 2018). What type of resources are available to higher education teachers to support their transnational professional development opportunities to enhance approaches to reflection? This paper provides an introduction to the Intercultural Peer Observation and Reflection approach, which builds on classroom observation practices (Rosaen et al., 2008). Teachers film their own teaching and form transnational pairs (and or group) in which recordings are shared and discussed in a one-to-one synchronous virtual chat. The observer is encouraged to get familiar with the course s/he will observe. The key dialogical process involves observer and observee who negotiate the key points of the observation (for the entire process and for each session). The observee can spot areas s/he would like to receive feedback on. On the basis of the agreed goals the observer(s) watch(es) the video(s) of recorded teaching sessions and provide(s) feedback. Observee self-assesses his/her own performance. The core component of the whole process involves sharing and discussing the results of the observation, identifying critical incidents, providing feedback, reflection and potential development plan. The paper presents initial results based on narrative and conversational analysis of data gathered within the “Intref” Erasmus+ project involving the universities of Durham, Frankfurt and Padova. Feedback sessions and texts represent an opportunity to become more aware of the teaching-learning process in relation to the specific setting’s cultural and linguistic diversity. This process helps to highlight key teaching and dialogue elements, as well as to encourage individual and collective reflection and transformative action. It is a matter of choosing the appropriate recording and on-line technologies to favor ways to acknowledge diversity and to learn from experience in order to foster continuous improvement and to enhance the democratic aspects of the learning environment.

### References

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