ROCZNIKI NAUK SPOŁECZNYCH
Tom 17(53), numer 4 – 2025
DOI: https://doi.org/10.18290/rns2025.0048

MAŁGORZATA ADAMSKA-CHUDZIŃSKA

PROFESSIONALIZATION OF THE ROLE OF UNIVERSITY TEACHERS: CLASSROOM OBSERVATION AS A TOOL FOR FOSTERING COMPETENCE DEVELOPMENT*

A b s t r a c t . Performing the professional role of an academic teacher requires making a constant effort to improve one's teaching competence and adjust flexibly to the ever-changing reality of education. The paper aims to demonstrate that classroom observation based on the constructivist model with the use of adequate tools may serve as an essential instrument of support for the professional development of academic educators. The method chosen is that of participant observation and analysis of classroom observation records. A total of 810 observation hours and documentation prepared by 220 observed participants at the Study for Academic Teaching Excellence of Krakow University of Economics were subject to analysis and research. A proposal for an observation report card was developed, as it plays a vital part in observation and prepares the observer to prompt a post-observation discussion. A holistic, three-stage framework of the classroom observation process is shown to be necessary. Emphasis was also placed on the major significance of a post-observation discussion aimed at stimulating observed trainees to reflect on their teaching skills and qualifications, and to individually devise a competence development plan.

Keywords: university teacher; teaching competence; classroom observation process; constructivist model of classroom observation; observation report card

INTRODUCTION

Constant development is an inherent characteristic of the craft of a university teacher, which results in rapidly growing demands from those practicing the profession at a time of radical changes. Teaching competence is never complete.

Dr hab. MAŁGORZATA ADAMSKA-CHUDZIŃSKA, prof. UEK – Krakow University of Economics; correspondence address: ul. Rakowicka 27, 31-510 Kraków; e-mail: achm@uek.krakow.pl; ORCID: https://orcid.org/0000-0001-6771-9202.

* The article presents the results of a project carried out with a grant awarded to the Krakow University of Economics.

Subject to the dynamics of constant development, it is always somewhat *insufficient*, always in need of reflective growth (Kwaśnica, 2004; Sajdak, 2013).

Thus understood, the specificity of university teachers' competence is the outcome of several factors. First of all, one should consider the subject-oriented and communicational nature of the teaching process as well as the uniqueness and contingency of learning situations created 'on the fly' by their participants. The basis for shaping the process of education is the relationship between students and lecturers, the key subjects in the process, who maintain a dialogue. A person-oriented attitude to students highlights their ability and right to think and act autonomously, which manifests itself in their co-creation of didactic situations. The communicational dimension of teacher-student relationships, therefore, emerges not only in the substantive content of the dialogue but also in the attitudes and personal traits brought to the table by both sides.

Hence, seldom can one strictly define and plan in detail an educational encounter with students (Sajdak-Burska, 2018), as these possess a quality of being created jointly by all the persons involved. Thus, schematic approaches to educational situations make the process of teaching formalized and rigid, based on limited communication, with no genuine dialogue, which leads to poor learning outcomes.

Another factor that requires didactic competence to always be developed and improved, as posited within the Student Centered Learning SCL (Hoidn, 2017), involves directing didactic relationship not only to transfer knowledge and provide professional training but also foster versatile development of students and create an environment fit for it (Adamska-Chudzińska, 2012). In the educational process, it is vital to accommodate the perspective of students' personal development, enabling them to discover their capabilities and overcome challenges (Sajdak-Burska, 2020). Such situations determine the growth of social competence, essential for navigating today's rapidly changing reality (Kafka and Papageorgiou, 2025).

Being aware that one's competence is wanting and requires constant fine-tuning is the grounds for the professional attitude to the academic-teacher's role. At the same time, many academics have limited pedagogical training, which affects the way they teach and makes them see teaching duties as secondary to research. As noted by Ziętek (2023), this tendency is reinforced by evaluation policies that prioritize scientific output over teaching despite growing student expectations regarding the quality of education.

In this context, due to the nature of teaching competence, its development calls for a deliberate analysis and set of adequate skills and qualifications. A particular

form of evaluation for teaching quality improvement is classroom observation. Both in theory and in practice, there is a variety of approaches to evaluating academic teachers' competence. On the one hand, the behavioral framework for explaining human behavior posits the existence of schematic, rigid role models and hence promotes a formalized and directive approach to the observed persons. On the other hand, there is a room for non-directive activities based on humanistic and constructivist theories, preserving the autonomy of the person (Sajdak-Burska, 2018) and stirring reflection on one's teaching qualifications.

The paper attempts to show that a classroom observation process based on the constructivist education model may serve as a tool for ensuring competent performance of the professional role of university teacher, who deals with the need for constant development and improvement of teaching competence. Based on the qualitative research, a proposal of items was offered for a classroom observation report card (henceforth: ORC), seen as a useful tool for conducting observation within the constructive model, and appropriate preparation for post-observation discussions, directed to enticing the trainee's self-reflection. The latter were identified as crucial in shaping the professional role of a university teacher, and so was their ability to design activities for any further development.

CLASSROOM OBSERVATION AS A TOOL TO AID TEACHING COMPETENCE DEVELOPMENT

Classroom observation for professional development should be done within an certain observation model. Gosling (2002) identifies three basic approaches to observation in terms of its goal and course, viz.: the evaluation model, development model, and the peer review model. In the first model, the goal is to identify the competence shortcomings and weaknesses of classes as far as control and teaching quality assessment are concerned. The second model is for observation instances when educationalists perform expert observation of the teaching competence of the person conducting the class to support her or his development. The last model involves peer observation aimed to provide non-evaluative constructive feedback and stimulate discussion about various aspects of the observed classes.

An intermediary form between the development and the peer review models – referred to as an approach *fostering teaching competence improvement* – was put forth by Wach-Kąkolewicz (2015). The author points to the shared goals of the said models, i.e, inciting reflection about one's teaching practice and

broadening one's didactic awareness. A key role within this approach, however, is that of the educationalist, who is to offer methodical tutoring, help identify the areas of competence, and stimulate reflection to bolster motivation for developmental activities.

In line with the author's approach, the rest of the paper presents a constructivist model of classroom observation as regards its positive influence on the competences of the observed teacher.

CONSTRUCTIVIST OBSERVATION MODEL AND THE OBSERVER'S SUPPORTIVE ROLE

Within the tenets of educational constructivism (Fosnot, 2005), observation aimed at broadening the scope of competence should focus on professional analysis and diagnosis of teaching skills as well as guidance and support for university teachers in development and change implementation (Donnelly, 2007). Observation practice of this kind is conducted by an educationalist or a teaching expert in a given field, or a team of such persons, and invited peers of the observed. To diagnose didactic competence we need teaching expertise and respect for the self. So an action plan (Gosling, 2002) is created jointly to safeguard the autonomy and subjecthood of the observed person. The educationalist, albeit an expert, does not assume the role of an evaluator but that of a supportive advisor. She or he is to deftly shape didactic reflection and provide positive motivation for trainees to undertake specific actions, defined jointly and signaled by the observed person (Bell et al., 2010).

The constructivist approach to classroom observation must be clearly distinguished from the supervision-evaluation model, put forth within the pedagogical supervision theory (Kupisiewicz, 1981; Tyler, 1973). Though that model is still used in some institutions as a part of the system of employee evaluation, its main role is to compile rankings and help in HR decisions (Rudnicki and Szwed, 2010). But many studies show that the bureaucratic logic behind such an evaluation demotivates teachers instead of stimulating their growth (House, 1980; Black and Wiliam, 2009), while O'Leary (2013) indicated that it cements avoidance strategies and hinders self-reflection.

Thus, the observation model informed by the constructivist theory of knowledge and learning is more appropriate in teachers 'competence development. It is worth identifying the stages of the observation process it entails and their quality-enhancing role (Kowolik and Pośpiech, 2009; Wach-Kąkolewicz, 2015):

– pre-observation meeting;
– classroom observation;
– post-observation discussion.

The pre-observation meeting is to help the observer and the observed get to know each other, provide the observed teacher with information about observation goals, enable both parties to discuss teaching aims and projected learning outcomes, lesson concept and plan, and the analysis criteria for the observation itself. Building a relationship based on trust and openness to professional support is a key element too.

In the class, the observer does not intervene but analyzes the lecturer's activities in connection with students' reactions, i.e., their interest in the topic, their comprehension of the subject matter, their motivation and engagement, etc. Guided by methodological regards, she or he takes notes that include observation criteria, drafts feedback and sets key issues for discussion at the next stage.

Post-observation discussion is invaluable for the observed person in this development-oriented process. It involves working on the experience, an analysis of the conducted class, and stimulation of the observed lecturer's reflection on their teaching skills (Wach, 2019). The observing team should formulate pertinent questions to spur self-analysis and self-reflection in the observed lecturer (Sajdak, 2013; Omingo, 2014).

Ramsden (1992)stresses the value of stimulating the self-reflection and didactic awareness. He advocates a partnership approach to evaluation in HEIs, based on the reflection on one's didactic qualifications, self-assessment, and support for development, free from supervision and control. And O'Leary (2016) stresses the merit of dialogic feedback, the observed teacher's cooperation and reflection, as conditions for successful observation in place of the traditional evaluative approach. Peel (2005) shows that the practice of peer observation among university lecturers may help didactic development if rooted in trust and self-reflection. A model based on voluntary collaboration and reflection, which creates a culture of learning in HEIs, is also recommended by Kocur (2021). Bell and Thompson (2018) argue that making the observation process less formal and focusing on mutual learning among academic teachers increases its value as a tool for teaching competence development.

The constructivist approach places emphasis on the active role of the learner, the joint creation of knowledge, and the importance of dialogue, which fosters critical thinking but proves time-consuming, leads to uneven involvement, and is not fully accepted among the staff. As noted by Paszenda (2023), constructivism appears to be both a necessity, an opportunity, and a utopia, which requires

introducing a change in attitudes and overcoming institutional barriers. Thus, it is crucial that proper tools are implemented to support the organizational culture of HEIs. Observation report card may prove just such a tool. A carefully elaborated ORC provides basis for a constructivist classroom observation process – it helps awaken in the observed lecturer independent analysis and self-reflection inspired by the methodological observation results provided by their peers.

METHODS

The aim of the analytical and research activity undertaken was to identify the components of an ORC as a tool for developing teaching qualifications and verifying the structure of the observation process with a particular attention to post-observation discussion phase. The method chosen was that of participatory observation and the analysis of classroom observation records.

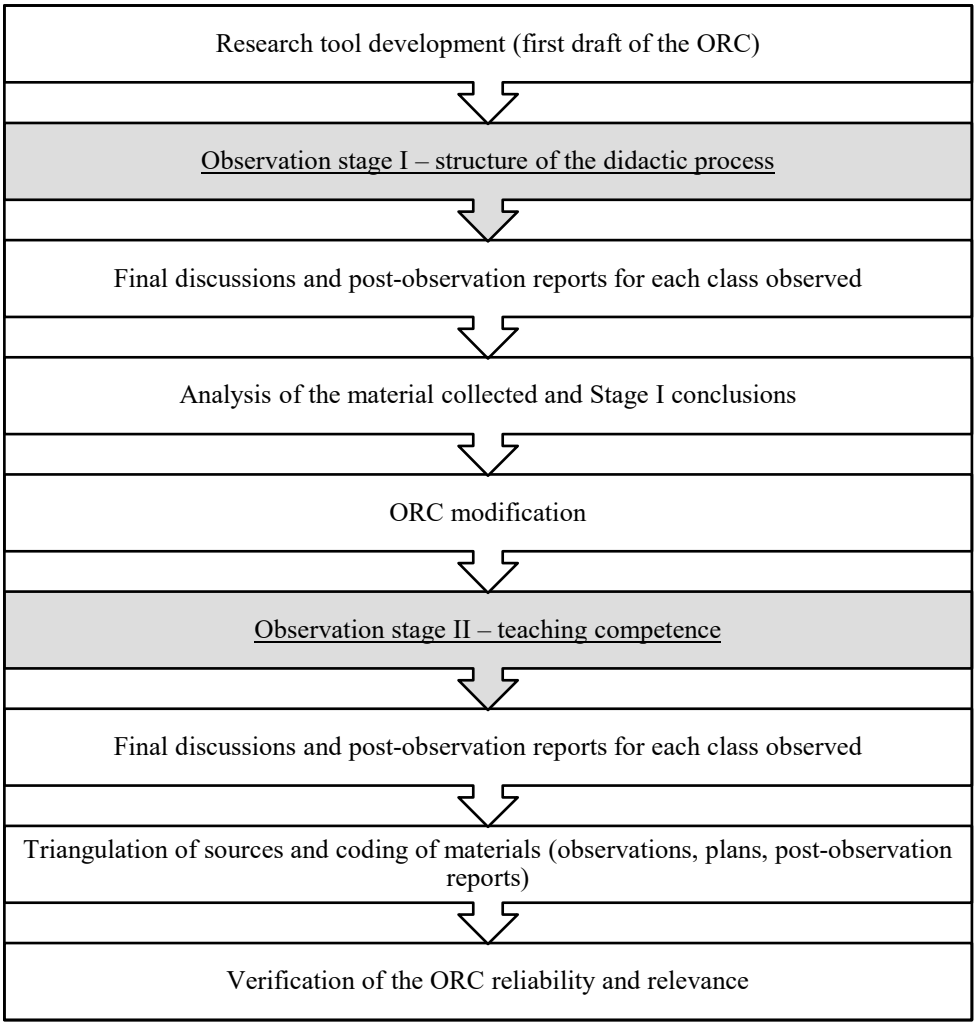
The analytical and research activities conducted covered a total of 810 hours of observation over the period of almost 20 years in the Study for Academic Teaching Excellence (SATE; originally – Study for Assistant Professor Training) at Krakow University of Economics in the years 2001–2020. The observation consisted in overt and passive participation in classes conducted by fledgling university teachers.

The sample group consisted of persons during the first two years of their employment, on completion of their SATE course required to deliver example classes for observation. The approach corresponds to the idea by Wach (2019), who placed emphasis on the process of becoming a teacher through reflective practice and didactic experience.

The observation was aimed at collecting data for an analysis of the key methodological aspects of classes and their impact on a projected ORC. The analysis involved the role these aspects play in forming questions and feedback for the observed teacher in a post-observation discussion, to stimulate reflection on ways to improve their teaching competence. Meanwhile, the analysis of records was performed based on the plans (scenarios) of classes, and reports of post-observation discussions prepared by 220 persons observed within the SATE framework. These served as the data source to help organize components of the ORC and assess the structure of the observation process and the validity of post-observation discussions.

The research comprised two stages, preceded by the development of a preliminary ORC based on literature and previous experience in SATE. A list of analytical and research activities undertaken is shown in Figure. 1.

Figure. 1 Stages of analytical and research activities



Source: own work

The first stage involved an observation focused on the structure of classes (planned in lesson scenarios), comprising three parts of the teaching process, i.e., introduction, elaboration, and summary; each with specific observation criteria (cf. Table 1). The analysis of the empirical material (notes and post-observation reports) enabled to draw conclusions about the course of classes and how to evaluate them. It also revealed the need to change the approach to the very task of observation. An observation process that requires referring to

all the identified criteria (Table 1) proves difficult in practice. A problematic issue was the inconsistency between the planned course of the class and its flexible realization in response to developing didactic situations when working with students and the cognitive needs they manifested. This led to the modification of the preliminary version of the ORC.

Table 1. Observation criteria applied at the initial stage of the research

Introduction – the observation of:
– the way learning outcomes are presented;
– the interest elicited by the topic of the lesson;
Elaboration – the observation of:
– factual knowledge and validity of the terminology used;
– relevance of the selection of teaching methods, their variety and impact on the effectiveness of the teaching process;
– the selection and use of teaching resources;
– the way teaching goals are met;
– the pace and atmosphere of the class;
– communication skills (content delivery, formulation of questions and directives to stimulate learning, self-presentation);
– the ability to activate students (creating and maintaining their engagement);
– time management (planning vs. flexibility);
– the evaluation of learning outcomes 'on the fly';
Summary – the observation of:
– the way major elements of the content are brought together and summarized;
– final verification of the attainment of learning outcomes;
– expressed appreciation of students' engagement and accomplishments.

Source: own work

In the second stage, therefore, the focus shifted to major fields of competence necessary to include educational activities appropriate for a dynamically evolving situation and high quality teaching. The scope of the analysis came to cover three fields of competence:

– knowledge;
– methodology;
– organization and communication.

In these fields, analysis criteria and specific aspects of observation were identified and systematically verified with regard to the class plan, the actual course of the class, the conclusions from the discussion of the observation team. The analysis criteria and detailed aspects of observation, included and verified in the final version of the ORC, are brought together in Table 3, in the Results section.

The observation team comprised at least three experts: a teaching methodology specialist (SATE), a specialist in the field (Head of Chair), and a leading university teacher (based on students' evaluation). After each observation, a closing discussion took place, which served as the basis for reports with constructive feedback. Initial discussions were held when teachers expressed such a need. Source triangulation was used (passive participant observation, analysis of outlines and reports), and collected qualitative materials were coded according to the categories in the card, which confirmed the consistency of the identified areas.

The qualitative nature of the research called for a multi-faceted descriptive approach to be used in assessing the reliability and validity of the ORC. It is not only methodologically justified but also recommended for conducting analyses of complex educational processes (Flick, 2011; Miles and Huberman, 1994; Łobocki, 2010; Pilch and Lepalczyk, 1995; Kvale, 2007).[1]

The reliability and validity of the tool was shown through:

– interpretative consistency of the assessments among the observers;
– long-term nature and reproducibility (810 hours of observation);
– triangulation of data sources (observation and classroom observation documentation);
– coding and analysis of classroom observation documentation;
– structure and content transparency of the tool.

[1] Reliability and relevance of qualitative tools for educational research can be shown descriptively – via the transparency of procedures, triangulation of sources, and interpretative consistency (Flick, 2011; Miles and Huberman, 1994). The processual nature of activities, years of analysis in the field, reproducibility of observation, and coding are vital (Łobocki, 2010; Pilch and Lepalczyk, 1995); the credibility of tools is buttressed by their structural clarity (Flick, 2011; Kvale, 2007).

Table 2 shows how these criteria were met and the methodological basis for the approach in the source literature.

Table 2. Reliability and relevance criteria for the observation report card

Research quality criterion	**Criteria met in the research**	**Literature**
Long-term nature and reproducibility	A 20-year period of research (810 hours of observation in 2 stages). Performed multiple times, the procedure allowed a gradual refinement of the tool and ensured reproducibility of results.	Łobocki (2010); Pilch & Lepalczyk (1995)
Interpretative coherence of evaluations	The observation team comprising at least 3 persons (teaching specialist, expert in the field, leading university teacher). Discrepancies contrasted and discussed post-observation, fostered reliability and reduced subjectivity of results.	Flick (2011); Kvale (2007)
Triangulation of data sources	The data from passive participatory observation complemented by the analysis of class plans and post-observation reports informed by concluding discussions. The combination of sources helped corroborate validity of the findings.	Flick (2011); Miles & Huberman (1994)
Coding and documentation analysis	Content analysis of class plans and post-observation reports in the three key areas of competence (subject-related, methodological, organizational and communicative), which confirmed the coherence of the categories.	Miles & Huberman (1994); Flick (2011)
Structure and content transparency	Precise and unequivocal evaluation criteria in the 3 areas of competence specified on the basis of literature, consultation with method-experts, relation to teaching outcomes, and educational constructivism, tested in a true academic environment.	Flick (2011); Pilch & Lepalczyk (1995)

Source: own work

Meeting the criteria presented above made it possible to confirm methodological soundness of the ORC studied. An extra field in the report card for free notes, which facilitated capturing nuances of the educational process, further increased the precision of the tool's practical use.

RESULTS

The results enabled to meet the research goals and confirm the constructivist model is highly useful in conducting classroom observation for genuine growth of educators' competence. Within this model – its atmosphere of partnership in the observation process rooted in empathy and assertive feedback – it is possible to elicit in the observed teacher an openness to engage in methodical reflection on their teaching practice. Meanwhile, a precise orientation of this reflection by the observer, due to their methodical expertise, makes the implementation of appropriate adjustments highly probable. In such conditions, the observation process, no longer evaluative in nature, offers genuine aid for growth.

The analytical and research work helped determine and organize basic components of the ORC to fit the constructivist model of observation. The assumed main aim of this competence improvement tool was to facilitate professional observation and prepare the observer to lead a reflective post-class discussion. Thus, considering the specific character of the didactic situation and its multifaceted – i.e., knowledge-oriented, methodological, organizational and communicational – requirements, three corresponding fields of academic teaching competence were outlined as vital in conducting observation.

Performed during the research, the verification of the criteria adopted for each of the fields for analysis confirmed they are adequate to the corresponding dimensions of didactic situations, crucially important for diagnosing a given type of competence, and complementary in their contribution to the educational process. Specific aspects for observation were assigned to respective analysis criteria. The research showed their major role in shaping the classroom observation process and above all in identifying the topics for post-observation discussions. On the one hand, the set of crucial observational items is broad enough for it to serve as a basis for a joint discussion. On the other, it certainly does not exhaust all possibilities for analysis. It should be noted, however, that it does cover the entirety of the educational process and may provide observed teachers with the ground for self-reflection. The proposed ORC also features the „*notes to stimulate the post-observation discussion*" column as a space to amass teaching-related

notes. Table 3 shows the proposed ORC as a key tool to support university teachers in their professional development in the observation process according to the constructivist model.

Table 3. Observation report card for classes taught at HEIs

OBSERVATION REPORT CARD FOR CLASSES TAUGHT AT HIGHER-EDUCATION INSTITUTIONS		
Observed person (academic degree/rank, name and surname, position): **Chair**:		
Course name:		
Degree course:		
Study type: full-time / part-time Class: Academic year: ……../……		
Fields and criteria of analysis	**Specific aspects of observation**	**Observer notes to stimulate post-observation discussion**
Subject matter		
Subject and program of classes	Clarity of discourse Compliance with course curriculum	
Teaching goals and projected learning outcomes	Types and validity of approach Range of attainment	
The teacher's factual knowledge	Preparation level Validity of terminology Subject matter consistent with the topic of classes	
Methodical area		
Teaching methods and didactic activities implemented	Validity of selection Variety Quality impact	
Teaching resources	Preparation Application	

Structure and course of classes	Stages and completion Pacing	
Verification of learning outcomes' attainment	'On the fly' evaluation Final evaluation	
Organization and communication		
Teacher's communication skills	Manner of knowledge dissemination Formulation of questions and directives to stimulate learning Self-presentation	
Student activation	Level of interest Level of engagement Atmosphere in class	
Time management	Planning Flexibility	
Distinguished qualities of the class taught	Usefulness Attractiveness Quality impact	
Other aspects of post-observation discussion		

Source: own work

The results of the analysis of documents (lesson plans and reports of post-observation discussions) made it possible to also consider the desired structure of the observation process itself. A review of the scenarios of the observed classes showed a great variety in their preparation. Only a fraction of these were influenced by the pre-observation meeting with an educationalist, which resulted in a more in-depth methodical and organizational awareness. Similar variety was found in the reports of post-observation discussions. A large number thereof comprised formal notes, with negligible impact on competence development. A high value for teaching qualifications improvement was recorded for reports presenting conclusions of post-observation discussions conducted on a partnership basis, as these served trainees to draw up plans for development manifesting a solid understanding and strong motivation of trainees to undertake the activities planned.

The analysis results for the respective stages of the observation process demonstrated that, the process should not be limited to the phase of actual observation, and the elaboration of the final report. The desired structure of the observation process should comprise all three stages, i.e., pre-observation meeting, classroom observation, and post-observation discussion. The following came to be confirmed as increasing classroom observation effectiveness:

– A pre-observation meeting helps foster a person-oriented atmosphere and deepen methodological awareness.

– Observation quality depends on both the observation tool (report card) and the observer's professionalism.

– The post-observation discussion is key for stimulating reflection, shaping development plans, and strengthening motivation.

– The teacher's own post-observation report serves as a foundation for further professional development.

Abiding by the above may ensure high quality of classroom observation processes and hence high quality education in HEIs. However, it requires dissemination of the constructivist observation model, which posits the need for methodological support and reflective aid in correcting one's teaching qualifications. Conclusions consistent with the above were drawn by Wach (2024), who stressed that the professionalization of academic competence occurs by way of reflective practice and systematic institutional support. A major role in this approach is played by the report card as a tool for conducting observation and working effectively on the trainee's experience.

CONCLUSIONS

The research covered the field of development through university classroom observation due to the approach''s inherent potential of providing observed teachers with suggestions on how to develop their competence. The analytical and research activities showed that the scope of improvement depends largely on the observation model used, the quality of the report card as a tool, and the observer's professionalism.

The interpretation of observation results and the review of documentation were juxtaposed against a specific set of academic teachers qualifications. The analysis showed that a classroom observation process conducted within the constructivist model creates conditions for genuine support to lecturers in developing their teaching competence. At the same time, the constructivist type of

observation was found to only be used in a restricted range. This accords with the results of research by Hammersley-Fletcher and Orsmond (2004), who demonstrated that only few academic teachers engage in active reflection on their educational practice. Likewise, Grushka, McLeod, and Reynolds (2005) claimed that classroom observations tend to be limited to symbolic notes on minor technical aspects of teaching.

The key product of the research is the submitted proposal for an ORC as a tool facilitating observation of classes and reflective post-observation discussions. It can be argued, albeit with a dose of caution, to be the response to the known limitations of the constructivist model as used to date. Indeed, a professional approach to observation requires an adequate set of skills and qualifications enabling one to enter into person-oriented collaboration and find effective motivation to develop as an educator.

Analytical and research activities also showed that successful improvement of teaching competence depends on a holistic approach to observation in a three-stage process. It opens with a pre-observation meeting, which outlines the effectiveness of the following stages. Thorough observation, rooted in the methodology of HEI teaching and personal relationships, defines the observer's readiness to inspire desired development-oriented actions during the post-observation discussion (Omingo, 2014). The latter reveals the outcome of the entire observation process via the quality of self-analysis and self-reflection incited in the observed academic teacher, the validity of planned improvement activity, and the motivation level high enough to execute it. It should be stressed that the crucial role is played by the observed teacher and their insight into their own didactic competence. With expert support from an educationalist and peer feedback, she or he is able to reach a diagnosis, identifying their shortcomings and structuring a development plan for their competence (Wach-Kąkolewicz, 2015).

Though the research at hand was conducted over a long period of time, it is not free from some limitations. The research constitutes a case study carried out in a single institution among beginning university teachers participating in one educational course. This limits the potential for generalization of the findings; therefore, subsequent studies should cover broader groups of educators and a greater variety of academic environments.

The results do not incorporate the opinions of the teachers observed, their experiences, or the changes introduced post-observation. Documentation analysis was carried out from the point of view of the observing parties without an in-depth treatment of its subjects. In the future, their voice should be included to obtain a fuller evaluation of the effectiveness of the ORC.

There are also limitations of the qualitative method applied, as it is prone to subjective interpretation and selective approaches. This aspect was mitigated by triangulating the sources and holding consultations among the observation team; however, the research remained qualitative in nature. Complementing it with quantitative methods and methodological triangulation would help broaden its scope and bolster its conclusions.

The limitations and fields for further studies presented above outline an area for an in-depth reflection on the effectiveness of classroom observation as a tool fostering the development of teaching competence and quality in higher education.

BIBLIOGRAPHY

Adamska-Chudzińska M. (2012), *Doskonalenie pedagogiczne jako czynnik wzrostu kapitału ludzkiego uniwersytetu*, [in:] M. Motyka (Ed.), *Dylematy kształcenia nauczycieli przedmiotów zawodowych z perspektywy 50 lat istnienia Studium Pedagogicznego Uniwersytetu Ekonomicznego w Krakowie*, Kraków: Wydawnictwo UEK, pp. 32-39.

Bell A., Mladenovic R., and Segara R. (2010), *Supporting the Reflective Practice of Tutors: What do Tutors Reflect on?* Teaching in Higher Education 15, no. 1, pp. 57-70. https://doi.org/10.1080/13562510903488139

Bell A. and Thompson K. (2018), *Supporting Peer Observation of Teaching: Collegiality, Conversations, and Autonomy*, Innovations in Education and Teaching International 55, no. 3, pp. 276-284. https://doi.org/10.1080/14703297.2016.1212725

Black P. and Wiliam D. (2009), *Developing the Theory of Formative Assessment*, Educational Assessment, Evaluation and Accountability 21, no. 1, pp. 5-31. https://doi.org/10.1007/s11092-008-9068-5

Donnelly R. (2007), *Perceived Impact of Peer Observation of Teaching in Higher Education*. International Journal of Teaching and Learning in Higher Education 19, no. 2, pp. 117-129.

Flick U. (2011), *Designing Qualitative Research* (2nd ed.), London: SAGE Publications.

Fosnot C.T. (2005), *Constructivism: Theory, Perspectives, and Practice* (2nd ed.). New York: Teachers College Press.

Gosling D. (2002), *Models of Peer Observation of Teaching*, ResearchGate, https://www.researchgate.net/publication/267687499_Models_of_Peer_Observation_of_Teaching [accessed: 27.04.2025].

Grushka K., McLeod J.H., and Reynolds R. (2005), *Reflecting Upon Reflection: Theory and Practice in One Australian University Teacher Education Program*, Reflective Practice 6, no. 2, pp. 239-246. https://doi.org/10.1080/14623940500106187

Hammersley-Fletcher L. and Orsmond P. (2004), *Evaluating Our Peers: Is Peer Observation a Meaningful Process?*, Studies in Higher Education 29, no. 4, pp. 489-503. https://doi.org/10.1080/0307507042000236380

Hoidn S. (2017), *Student-centered Learning Environments in Higher Education Classrooms* New York: Palgrave Macmillan.

House E.R. (1980), *Evaluating With Validity*, Beverly Hills, CA: Sage Publications.

Kafka D. and Papageorgiou T. (2025), *The Pedagogy of Skills in the 21st century: Practices for Integrating Them Into the Teaching Process*, Creative Education 16, no. 1, pp. 56-70. https://doi.org/10.4236/ce.2025.161004

Kocur R.D. (2021), *Collaborative Peer Observation of Teaching in Higher Education: Best Practices Review and Recommendations*, Christian Business Academy Review 16, pp. 135-140. https://doi.org/10.69492/cbar.v16i1.582

Kowolik P. and Pośpiech L. (2009), *Hospitacja jako podstawowa forma nadzoru pedagogicznego i kontroli w szkole wyższej*, Nauczyciel i Szkoła, no. 1-2(42-43), pp. 135-141.

Kupisiewicz C. (1981), *Dydaktyka ogólna*, Warszawa: PWN.

Kvale S. (2007), *Doing interviews*, London: SAGE Publications.

Kwaśnica R. (2004), *Wprowadzenie do myślenia o nauczycielu*, [in:] Z. Kwieciński and B. Śliwerski (Eds.), *Pedagogika. Podręcznik Akademicki 2*, Warszawa: PWN, pp. 291-323.

Łobocki M. (2010), *Wprowadzenie do metodologii badań pedagogicznych* (8th ed.), Kraków: Impuls.

Miles M.B. and Huberman A.M. (1994), *Qualitative Data Analysis: An Expanded Sourcebook* (2nd ed.), Thousand Oaks, CA: Sage Publications.

O'Leary M. (2013), *Classroom observation: A Guide to the Effective Observation of Teaching and Learning*, London: Routledge.

O'Leary M. (2016), *Reclaiming Lesson Observation: Supporting Excellence in Teacher Learning*, Abingdon: Routledge.

Omingo M. (2014), *Using Reflective Questions. A Feed Forward Process in Peer Support of Observation of Teaching*. https://paperzz.com/doc/9428822/using-reflective-questions-as-a-feed-forward-process-in [accessed 20.04.2025].

Paszenda I. (2023), *Dydaktyka konstruktywistyczna w codzienności akademickiej – utopia, konieczność, szansa?*, [in:] R. Węgrzyn and R. Włodarczyk (Eds.), *Utopia a edukacja* (Vol. 6, pp. 199-214), Wrocław: IPUW. https://doi.org/10.34616/149613 [accessed 04.09.2025].

Peel D. (2005), *Peer Observation as a Transformatory Tool?*, Teaching in Higher Education 10, no. 4, pp. 489-504. https://doi.org/10.1080/13562510500239125

Pilch T. and Lepalczyk I. (1995), *Pedagogika społeczna: człowiek w zmieniającym się świecie* (2nd. ed.), Warszawa: Żak.

Ramsden P. (1992), *Learning to Teach in Higher Education*, London: Routledge.

Rudnicki S. and Szwed A. (2010), *Ocenianie oceniających. Trzy pytania o ewaluację zajęć dydaktycznych*, [in:] W. Przybylski, S. Rudnicki, and A. Szwed (Eds.), *Ewaluacja jakości dydaktyki w szkolnictwie wyższym. Metody, narzędzia, dobre praktyki*, Kraków: Wyższa Szkoła Europejska, pp. 35-50.

Sajdak, A. (2013), *Paradygmaty kształcenia studentów i wspierania rozwoju nauczycieli akademickich*, Kraków: Impuls.

Sajdak-Burska A. (2018), *Hospitacje zajęć jako narzędzie wspomagania rozwoju nauczyciela akademickiego w roli dydaktyka*, [in:] I. Maciejowska and A. Sajdak-Burska (Eds.), *Rozwijanie kompetencji dydaktycznych nauczycieli akademickich: wybrane praktyki*, Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego, pp. 45-58, https://ruj.uj.edu.pl/xmlui/handle/item/56237.

Sajdak-Burska A. (2020), *Edukacja przyszłości. Konieczność profesjonalizacji roli nauczyciela akademickiego*, Forum Akademickie, no. 7-8. https://miesiecznik.forumakademickie.pl/czasopisma/fa-7-8-2020/edukacja-dla-przyszlosci/ [accessed 22.04.2025].

Tyler R.W. (1973), *Educational Evaluation: Need and Response*, Chicago: University of Chicago Press.

Wach A. (2019), *Stawanie się nauczycielem akademickim. W kierunku wspierania uczenia się poprzez refleksyjną praktykę*, Poznań: Wydawnictwo Kontekst.

Wach A. (2024), *W stronę profesjonalizacji kompetencji nauczyciela akademickiego. Przykład Uniwersytetu Ekonomicznego w Poznaniu*, Forum Oświatowe 37, no. 1. https://doi.org/10.34862/fo.2024.1.3

Wach-Kąkolewicz A. (2015), *Hospitacje zajęć ukierunkowane na wspieranie rozwoju kompetencji dydaktycznych nauczycieli akademickich*, Edukacja Ekonomistów i Menedżerów 36, no. 2, pp. 77-94. https://doi.org/10.5604/01.3001.0009.4616

Ziętek A. (2023), *Kompetencje nauczycieli akademickich. Przegląd literatury z wykorzystaniem techniki co-word analysis*, Zarządzanie Zasobami Ludzkimi 154, no. 5, pp. 93-113.

PROFESJONALIZACJA ROLI ZAWODOWEJ NAUCZYCIELA AKADEMICKIEGO: HOSPITACJA JAKO NARZĘDZIE WSPARCIA ROZWOJU KOMPETENCJI

S t r e s z c z e n i e

Pełnienie roli zawodowej nauczyciela akademickiego wymaga ciągłego doskonalenia kompetencji dydaktycznych oraz elastycznego odnajdywania się w zmiennej rzeczywistości edukacyjnej. Celem artykułu jest wykazanie, że hospitacja realizowana na kanwie modelu konstruktywistycznego przy zastosowaniu odpowiedniego instrumentarium, stanowić może istotne narzędzie wsparcia profesjonalnego rozwoju nauczyciela akademickiego. Wykorzystano metodę obserwacji uczestniczącej i analizy dokumentacji hospitacyjnej. Czynnościami analityczno-badawczymi objęto 810 godzin hospitacji zajęć oraz dokumentację sporządzoną przez 220 hospitowanych uczestników Studium Doskonalenia Dydaktyki Akademickiej UEK. Opracowano propozycję karty hospitacji pełniącej istotną rolę w prowadzeniu obserwacji i przygotowaniu hospitatora do inspirowania dyskusji pohospitacyjnej. Wykazano niezbędność holistycznego, trójetapowego ujmowania procesu hospitacji. Zaakcentowano kluczowe znaczenie dyskusji pohospitacyjnej ukierunkowanej na stymulowanie autorefleksji hospitowanego nad własnym warsztatem dydaktycznym i samodzielne określanie planu rozwoju kompetencji.

Słowa kluczowe: nauczyciel akademicki; kompetencje dydaktyczne; hospitacja zajęć; konstruktywistyczny model hospitacji; karta hospitacji