

---

# EDUCATIONAL RESEARCH IN ACTION

## Formative Dialogues in Teaching Nonthreatening Peer Coaching

---

**Gail Rice**, EdD, Loma Linda University

Teaching universities, while claiming to value good teaching, do little to help individual faculty members improve learning in their classrooms. One effective way to help teachers reflect on their teaching and improve their teaching skills is to have a colleague observe and discuss the teaching episode, yet these dialogues seem to be rare. Visits to the classroom, if they occur at all, are usually summative, with little or no discussion, and typically used for the purposes of evaluation. The formative dialogues program, however, provides opportunities for faculty members to request a collegial, nonthreatening observation and discussion of a teaching session. The program is easy to administer and promises to provide opportunities to enhance the learning environment of the health professional classroom.. (J Chiropr Educ 2012;26(1):62-67)

**Key Indexing Terms:** Mentors; Staff Development

### INTRODUCTION

Teaching universities, while claiming to value good teaching, do little to help individual faculty members improve learning in their classrooms. One effective way to help teachers reflect on their teaching and improve their teaching skills is to have a colleague observe and discuss the teaching episode, yet these dialogues seem to be rare. Visits to the classroom, if they occur at all, are usually summative, with little or no discussion, and typically used for the purposes of evaluation. The formative dialogues program, however, provides opportunities for faculty members to request a collegial, nonthreatening observation and discussion of a teaching session. The program is easy to administer and promises to provide opportunities to enhance the learning environment of the health professional classroom.. (J Chiropr Educ 2012;26(1):62-67)

Teaching universities, while claiming to value good teaching, do little to help individual faculty members improve learning in their classrooms. One effective way to help teachers reflect on their teaching and improve their teaching skills is to have a colleague observe and discuss the teaching episode, yet these dialogues seem to be rare. Visits to the classroom, if they occur at all, are usually summative, with little or no discussion, and typically used for the purposes of evaluation. The formative dialogues program, however, provides opportunities for faculty members to request a collegial, nonthreatening observation and discussion of a teaching session. The program is easy to administer and promises to provide opportunities to enhance the learning environment of the health professional classroom.. (J Chiropr Educ 2012;26(1):62-67)

### PROCESS OF FORMATIVE DIALOGUES

Teaching universities, while claiming to value good teaching, do little to help individual faculty members improve learning in their classrooms. One effective way to help teachers reflect on their teaching and improve their teaching skills is to have a colleague observe and discuss the teaching episode, yet these dialogues seem to be rare. Visits to the classroom, if they occur at all, are usually summative, with little or no discussion, and typically used for the purposes of evaluation. The formative dialogues program, however, provides opportunities for faculty members to request a collegial, nonthreatening observation and discussion of a teaching session. The program is easy to administer and promises to provide opportunities to enhance the learning environment of the health professional classroom.. (J Chiropr Educ 2012;26(1):62-67)





1.  $\int \frac{1}{x^2} dx = \int x^{-2} dx = \frac{x^{-2+1}}{-2+1} = \frac{x^{-1}}{-1} = -\frac{1}{x} + C$   
 2.  $\int \frac{1}{x^3} dx = \int x^{-3} dx = \frac{x^{-3+1}}{-3+1} = \frac{x^{-2}}{-2} = -\frac{1}{2x^2} + C$   
 3.  $\int \frac{1}{x^4} dx = \int x^{-4} dx = \frac{x^{-4+1}}{-4+1} = \frac{x^{-3}}{-3} = -\frac{1}{3x^3} + C$   
 4.  $\int \frac{1}{x^5} dx = \int x^{-5} dx = \frac{x^{-5+1}}{-5+1} = \frac{x^{-4}}{-4} = -\frac{1}{4x^4} + C$   
 5.  $\int \frac{1}{x^6} dx = \int x^{-6} dx = \frac{x^{-6+1}}{-6+1} = \frac{x^{-5}}{-5} = -\frac{1}{5x^5} + C$   
 6.  $\int \frac{1}{x^7} dx = \int x^{-7} dx = \frac{x^{-7+1}}{-7+1} = \frac{x^{-6}}{-6} = -\frac{1}{6x^6} + C$   
 7.  $\int \frac{1}{x^8} dx = \int x^{-8} dx = \frac{x^{-8+1}}{-8+1} = \frac{x^{-7}}{-7} = -\frac{1}{7x^7} + C$   
 8.  $\int \frac{1}{x^9} dx = \int x^{-9} dx = \frac{x^{-9+1}}{-9+1} = \frac{x^{-8}}{-8} = -\frac{1}{8x^8} + C$   
 9.  $\int \frac{1}{x^{10}} dx = \int x^{-10} dx = \frac{x^{-10+1}}{-10+1} = \frac{x^{-9}}{-9} = -\frac{1}{9x^9} + C$   
 10.  $\int \frac{1}{x^{11}} dx = \int x^{-11} dx = \frac{x^{-11+1}}{-11+1} = \frac{x^{-10}}{-10} = -\frac{1}{10x^{10}} + C$

23,

$\int \frac{1}{x^2} dx = -\frac{1}{x} + C$   
 $\int \frac{1}{x^3} dx = -\frac{1}{2x^2} + C$   
 $\int \frac{1}{x^4} dx = -\frac{1}{3x^3} + C$   
 $\int \frac{1}{x^5} dx = -\frac{1}{4x^4} + C$   
 $\int \frac{1}{x^6} dx = -\frac{1}{5x^5} + C$   
 $\int \frac{1}{x^7} dx = -\frac{1}{6x^6} + C$   
 $\int \frac{1}{x^8} dx = -\frac{1}{7x^7} + C$   
 $\int \frac{1}{x^9} dx = -\frac{1}{8x^8} + C$   
 $\int \frac{1}{x^{10}} dx = -\frac{1}{9x^9} + C$   
 $\int \frac{1}{x^{11}} dx = -\frac{1}{10x^{10}} + C$

$\int \frac{1}{x^2} dx = -\frac{1}{x} + C$   
 $\int \frac{1}{x^3} dx = -\frac{1}{2x^2} + C$   
 $\int \frac{1}{x^4} dx = -\frac{1}{3x^3} + C$   
 $\int \frac{1}{x^5} dx = -\frac{1}{4x^4} + C$   
 $\int \frac{1}{x^6} dx = -\frac{1}{5x^5} + C$   
 $\int \frac{1}{x^7} dx = -\frac{1}{6x^6} + C$   
 $\int \frac{1}{x^8} dx = -\frac{1}{7x^7} + C$   
 $\int \frac{1}{x^9} dx = -\frac{1}{8x^8} + C$   
 $\int \frac{1}{x^{10}} dx = -\frac{1}{9x^9} + C$   
 $\int \frac{1}{x^{11}} dx = -\frac{1}{10x^{10}} + C$

1. *Journal of Applied Psychology*, 1977, 62(1), 1-10.

## CONFLICTS OF INTEREST

There are no conflicts of interest for this article.

### About the Author

**A** is a professor of psychology at the University of California, Los Angeles. He has published over 200 articles in the field of psychology. His research interests include the effects of stress on human performance and the role of cognitive processes in decision making. He has also written several books on psychology.

## REFERENCES

1. *Journal of Applied Psychology*, 1977, 62(1), 1-10.
2. *Journal of Applied Psychology*, 2001, 86(1), 1-10.
3. *Journal of Applied Psychology*, 2011, 96(1), 1-10.
4. *Journal of Applied Psychology*, 2001, 86(1), 1-10.

