

Supplementary Material

Table S1 – Pharmacy (Ph), Social Work (SW) and Veterinary (Vt) teachers' feedback summary obtained during the Education teacher peer observation session.

Identification data				
Teacher	Disciplinary field / CU			Year, Cycle of study
Tatiana Sanches	Education (Ed)			1 st year, 3 rd cycle
Teacher performance – Performance, Commitment				
	Ph	SW	Vt	Comments
Communication skills (accuracy, articulateness, and proficiency)	+++	+++	+++	
Behaviour engagement	+++	+++	+++	
Time management	+++	+++	+++	
Focus on students	+++	+++	++	
General comments:				
Students behaviour – Behaviour Engagement, Attitudes				
	Ph	SW	Vt	Comments
Commitment (e.g. video on/off)	+++	+++	NA	
Participate actively in the discussion	+++	+++	++	
Initiative (making relevant questions)	+++	+++	+++	- Very clear while communicating with students; helpful and available (Ph)
Environment adequacy (comfortable within the class)	+++	+++	++	- There is room for technical improvements (eg: a bigger board and faster internet connection for students (Vt) - Adequate to the class subject (Ph)
General comments:				
Curricular Content – Organization, Structure				
	Ph	SW	Vt	Comments
Learning objectives	+++	+++	+++	
Logical structure	+++	+++	+++	
Active learning strategies	+++	++	+	- Expository class (Vt) - Explanation and demonstration of an online search engine in class (Ph)
Sum up at the end of the lecture	+++	++	++	
General comments:				

S1: Quantitative grid resulting from the observation of the class in the field of Education. Few Evidence +; Some Evidence ++; Strong Evidence +++, Not applicable NA, Social Work (SW), Veterinary (Vt), Pharmacy (Ph), Education (Ed)

Table S2 – Pharmacy (Ph), Education (Ed) and Veterinary (Vt) teachers' feedback summary obtained during the Social Work teacher peer observation session.

<i>Identification data</i>

Teacher name	Disciplinary field / CU			Year, Cycle of study
Cristina Duarte	Social Work (SW)			3rd year, 1st cycle
Teacher performance – Performance, Commitment				
	Vt	Ph	Ed	Comments
Communication skills (accuracy, articulateness and proficiency)	+++	+++	+++	- Fluent speech (Vt, Ed) - Detects students’ cues to adjust class direction (Vt) - Encourages interactions (Ed)
Behaviour engagement	+++	+++	+++	- Warm and welcoming demeanour, comfortable with the camera (Ed)
Time management	+++	+++	+++	- Naturally leads the conversation, highlighting important ideas (Ed)
Focus on students	+++	+++	+++	- Very attentive to students’ interactions and expressions (Ed)
General comment – Somewhat difficult to evaluate in an online class. Very well structured, almost personalized class. Not certain if all students kept their focus when their peers were sharing experiences. Still, these group activities seem very enriching (Ph).				
Students behaviour – Behaviour Engagement, Attitudes				
	Vt	Ph	Ed	Comments
Commitment (e.g. video on/off)	++	+++	+++	- Students disengage when their peers are sharing personal experiences (Vt) - All students were engaged, having the camera turned on during class (Ed)
Participate actively in the discussion	+++	+++	+++	- Students answered direct questions but were hesitant to intervene by themselves (Ed) - One student was participative from the beginning of class, while others increased their participation as class continued (Vt)
Initiative (making relevant questions)	+++	+++	+++	- Class was conducted as a meeting where students could spontaneously share, and did so unrestricted (Ed) - Students contribute their own experiences to the conversation when relevant (Vt)
Environment adequacy (comfortable within the class)	+++	+++	++	- All participants were comfortable using zoom (Ed) - Some students had external distractions where they were attending class (Vt)
General comment – Clear language when talking to students; very comfortable with the class subject (Ph)				
Curricular Content – Organization, Structure				
	Vt	Ph	Ed	Comments

Learning objectives	+++	+++	+++	- Initial content summary and its connection to previous classes (Ed)
Logical structure	+++	+++	+++	- Structure was evident throughout the class. Teacher specially highlighted a few important subjects (Ed)
Active learning strategies	+++		+++	- The whole class was based on active sharing of students' internship experiences. A group activity in zoom simultaneous rooms was also proposed (Ed) - Group discussion of provided reading material, leading to the share of personal and relevant experiences (Vt)
Sum up at the end of the lecture	NA	+++	+++	- Class was synthesized and tasks for the next tasks were presented (Ed)

General comments:

Legend: Few Evidence +; Some Evidence ++; Strong Evidence +++, Not applicable NA, Social Work (SW), Veterinary (Vt), Pharmacy (Ph), Education (Ed)

Table S3 – Pharmacy (Ph), Social Work (SW) and Education (Ed) teachers' feedback summary obtained during the Veterinary teacher peer observation session.

Identification data				
Teacher name	Disciplinary field / CU			Year, Cycle of study
Mariana Batista	Veterinary (Vt)			2 nd year, 1 st cycle
Teacher performance – Performance, Commitment				
	SW	Ph	Ed	Comments
Communication skills (accuracy, articulateness and proficiency)	+++	+++	+++	- Very informal style of teaching (Vt)
Behaviour engagement	+++	+++	+++	- Heavy use of body language (Ed)
Time management		+++	+++	- Unable to determine the duration of the entire class and how it was organized (SW) - Good time management skills, allowing time for students’ questions throughout the lecture (Ed)
Focus on students	+++	+++	+++	- Total focus on students (Ed)
General comment – Fluent speech, but requiring more accuracy. Shows at ease in the class room and proficiency in the subject. Sometimes, the anatomical pieces overlap in the video that is being projected, which may confuse students. The constant change of focus from species to species may also confuse the students. Teacher very focused on students. (Ph)				
Students behaviour – Behaviour Engagement, Attitudes				
	SW	Ph	Ed	Comments
Commitment (e.g. video on/off)	+++	+++	+++	- Students continuously answer the teacher’s questions, actively participating in class (Ed)

Participate actively in the discussion	+++	+++	+++	- Students are highly stimulated through an intensive questioning strategy (Ph, Ed)
Initiative (making relevant questions)	+++	+++	+++	- Students participate actively by continuously asking questions (Ed)
Environment adequacy (comfortable within the class)		+++	+++	- Unable to determine, since students were not filmed (SW) - All class resources were adequate to the observed practical class (Ed)

General comments:

<i>Curricular Content – Organization, Structure</i>				
	SW	Ph	Ed	Comments
Learning objectives	+++	++	+++	
Logical structure	+++	+++	+++	- Use of a demonstrative and comparative strategy to highlight organ's characteristics and their eventual differences (Ed)
Active learning strategies	+++	+++	+++	- The whole class is highly practical and resorts to handling of real fixed organs (Ed)
Sum up at the end of the lecture	++	++	++	- Final synthesis and explanation of homework tasks (Ed)

General comments:

Legend: Few Evidence +; Some Evidence ++; Strong Evidence +++, Not applicable NA, Social Work (SW), Veterinary (Vt), Pharmacy (Ph), Education (Ed)

Table S4 – Social Work (SW), Veterinary (Vt) and Education (Ed) teachers' feedback summary obtained during the Pharmacy (Ph) teacher peer observation session.

Identification data				
Teacher name	Disciplinary field / CU			Year, Cycle of study
Joana Miranda	Pharmacy (Ph)			2 nd year, 1 st cycle
Teacher performance – Performance, Commitment				
	SW	Vt	Ed	Comments
Communication skills (accuracy, articulateness and proficiency)	+++	+++	+++	- Some natural hesitations and frequent use of expressions such as “so...” (Ed)
Behaviour engagement	++	+++	+++	- Expressive body language, with wondering hands occasionally inside the pockets or scratching the head (Ed)
Time management	+++	+++	+++	
Focus on students	+++	+++	+++	- Student participation was stimulated and encouraged (Ed)
General comments:				
Students behaviour – Behaviour Engagement, Attitudes				
	SW	Vt	Ed	Comments
Commitment (e.g. video on/off)		NA	+++	- Students responded actively at the very beginning of class. Unable to

				evaluate students' commitment for the rest of the class (Ed)
Participate actively in the discussion	+++	++	+++	- Students were engaged and asked questions (Ed)
Initiative (making relevant questions)	+	+++	+++	- Students seemed participative, although this assessment was deficient due to video quality (Ed)
Environment adequacy (comfortable within the class)	+	NA	+	- The camera points only to the teacher (Vt)
General comments:				
<i>Curricular Content – Organization, Structure</i>				
	SW	Vt	Ed	Comments
Learning objectives	+++	+++	+++	- Teacher spent 10 minutes explaining class objectives and subject (Ed)
Logical structure	+++	+++	+++	- Well structured content, where a few concepts were explained at the beginning and revisited later in class (Ed)
Active learning strategies	++	++	++	- Traditional exposition class, with some room for teacher-student interaction (Ed)
Sum up at the end of the lecture	+++	+++	+++	- The content for the next class and its continuity with the present subject was disclosed (Ed)
General comments:				
Legend: Few Evidence +; Some Evidence ++; Strong Evidence +++, Not applicable NA, Social Work (SW), Veterinary (Vt), Pharmacy (Ph), Education (Ed)				

Table S5 - Qualitative observation grid used in the second peer observation.

Identification data		
Teacher	Curricular Unit	Year

<i>Peer Rating – posture, assurance, awareness, proficiency, organization</i>	
	Observation
Speech fluency and language accuracy (oral and body language)	
Comfortable within classroom space / environment	
Time organization and class conduction	
Attention and focus on students	
Expertise and confidence in the class subjects	
<i>Students Rating – posture, attitude, comprehension, interaction</i>	
	Observation
Presence, commitment, attention	
Attitude, participation, initiative	

Adequacy to the space / environment (comfort vs. discomfort)	
Comprehension of class subjects	
<i>Curricula content – suitability, organization, structure</i>	
	Observation
Precision and simplicity in approaching class subjects.	
Logical organization of class syllabus and well-thought organization	
Pedagogical practices and techniques (Active learning, exposition methods, proposed activities, ...)	
<i>General observations</i>	