TABLE OF CONTENTS

Foreword vii

Preface xi

Acknowledgements xiii

List of Figures and Tables xv

1. Teaching for Learning and Learning for Teaching: Peer Review of Teaching in Higher Education 1
Christopher Klopper and Steve Drew

2. Defining and Developing a Framework for the Peer Observation of Teaching 13
Steve Drew, Christopher Klopper and Duncan Nulty

3. PRO-Teaching: Sharing Ideas to Develop Capabilities 35
Steve Drew, Christopher Klopper and Kirsty Mallitt

4. Enhancing Learning by Enhancing Teaching: Peer Assisted Review and Observation for Course and Teaching Quality Improvement 53
Christopher Klopper, Steve Drew and Bianca Power

5. Peer Assisted Reflection for Studio Music Teachers: Toward Transformative One-to-One Teaching and Learning 63
Gemma Carey and Catherine Grant

6. Peer Observation in the Online Learning Environment: The Case of Aviation Higher Education 79
Tarryn Kille, Paul Bates and Patrick S. Murray

7. Peer Review of Teaching Law to Business Students in Traditional and Flipped Lecture Environments 99
Craig Cameron and Jennifer Dickfos

8. Analysing Peer Pedagogic Practices as a Positive Contribution to Academic Professional Development: A Strategic Approach to Improving Faculty Teaching 117
Owen Wright and Katherine Main

9. Challenges Associated with Assessing Teaching Delivery in an Embodied, Experiential and Expressive Learning Environment: Performance Practice Training and PRO-Teaching 135
Linda Hassall

10. Everyone's a Critic: The Power of Peer Review: A Pedagogical Case Study of Quality Enhancement Methods in a Music Education Course 155
Irene Bartlett and David Spicer

11. From 1–2–1 Instrumental to Large Class Academic Teaching: A Case of the 21st Century Conservatoire Lecturer 169
Diana Tolmie

12. Story-Telling in Lectures: How a Narrative Pedagogy Can Create Meaning for Students in Large Group Settings 189
Paul D. Williams

13. Peer Observation as a Collaborative Vehicle for Innovation in Incorporating Educational Technology into Teaching: A Case Study 209
Sven Venema, Steve Drew and Jason M. Lodge

14. The Reluctance of Scientists to Engage in Peer Review of Teaching: Finding the Way Forward 227
Sarah L. Cresswell, Sarah-Jane Gregory and Dianne J. Watters

15. Using Most Significant Change to Evaluate Impact of the PRO-Teaching Project 247
Christopher Klopper and Steve Drew

Contributors 261