

THE SCHOLARSHIP FRAMEWORK

“I appreciated the ‘scaffold’ as a way of getting more out of the peer observation process; it helped me to reflect more effectively on planning according to the level of the course. It also prompted me to think about, and discuss, how my own scholarly activity enhances my practice already and how I could bring more into my teaching as a result of the blogging I do around my subject.”

“This approach ‘got us talking’ as a course team about HE pedagogy...it got us excited about sharing our ideas and realising we engage in a lot of scholarly activity as a matter of course. We started talking to the students about our reflections and our own scholarly activity and it motivated them in the course of their own research.”

“The opportunity to discuss how and why I had planned the session with the observer was really useful and helped me to feel much more relaxed when the observer came in later on. The ‘prompts’ we were given to support this discussion were excellent.”

“As a teacher used to teaching FE, this process made me feel like I was part of an HE environment. It has helped to improve my teaching and the students’ learning experience.”

“I liked the three-stage process; it did support us to discuss HE pedagogy and think about teaching strategies and bringing in the latest ideas...the final discussion enabled me to reflect on what I was doing well and what I could adapt to make the students more autonomous.”

“A useful reminder that peer observation is about my own professional development. I have tended to think about it as a ‘tick box’ exercise in the past.”