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Abstract

An investigation was undertaken into how a process involving peer review and observation of teaching can be used to enhance academics' teaching practices and inform professional development activities at an organization level. We describe an innovative and highly structured approach to gathering evidence of pedagogic practice from academic peer observers, students, and reflections on practice. Collating multiple perspectives on multiple instances of observed teaching a focused analysis is undertaken to provide an insight into development opportunities for a teaching culture and context. The investigation was undertaken in response to organizational needs in an increasingly competitive higher education sector where strong quality statements around teaching and learning outcomes are a matter of importance for organizational success. This paper will be of interest to academic developers and leaders in quality enhancement in higher education. (HRK / Abstract übernommen) Drew, Steve, E-Mail: s.drew@griffith.edu.au