Using Reflective Questions

A Feed-forward Process within Peer Support of Observation of Teaching

MARY OMINGO

Strathmore University Kenya

Abstract

Giving feedback in a teaching observation process can be challenging. However, the use of reflective questions as a feed forward process showed that lecturers have good ideas on students' learning, in most cases, save that they do not get an opportunity of reflecting on how to improve their teaching effectiveness. The study drew on social realism to explain teaching observation as a learning process and concluded that the observer's role is to assist the observed to reflect further and deeper.

Key words: Reflective questions; teaching observation; feed forward; social realism;

Introduction

Peer Support of Observation of Teaching (PSOT) is one of the forms of peer support review that enables lecturers to learn from peers(Gosling, O'Connor, & Staff and Educational Development Association, 2009). Unlike other peer support review types such as: mentoring, reviewing course materials, integrating and interpreting instructional information, PSOT is conducted at the point of production, that is, during curriculum delivery assisted by a colleague (Samson & McCrea, 2008). Moreover, teaching is a service and services are perishable; they cannot be stored. Therefore to improve, teaching has to be tapped at the production point, that is, in class through PSOT (Blackmore, 2005).

However, teaching is considered by lecturers as a private activity and they prefer privacy to colleagues' interferences. Concerning the need to make teaching public , Tapscott and Williams, (2008), on the new promise of collaboration, discuss how no business firm, acting alone will accomplish much. They recommend that the collective knowledge, capability and resources embodied within the horizontal networks of participants should be mobilized to achieve more. As concerns peering and sharing in organizations, Tapscott and Williams further point out that 'today, companies that make their boundaries porous to external ideas and human capital outperform companies that rely solely on their internal resources and capabilities' (p.21). Similarly in higher education, (Gosling & Staff and Educational Development Association, 2005), encourage lecturers to enhance the value of teaching by making it public through peer support and finding out what students are learning from colleagues and discovering new ways of talking about teaching. Teaching is no longer a private matter and lecturers need to make it public by inviting a colleague either as a critical friend or as a peer observer to lectures.

The objectives of PSOT vary but generally, PSOT is a learning process. Specifically at Strathmore University; a private university in Kenya with a student population of slightly over 4000 and about 100 lecturers, the objectives of PSOT are clearly spelt out in the university's teaching philosophy. They include: 'to offer lecturers the opportunity to reflect on the teaching and learning process and to promote dialogue focused on professionalism in teaching'(Academic Affairs, 2005). Although the university's policy is that a lecturer should be observed at least once per year, mainly for developmental purposes, this is at the lecturer's discretion to invite peers for the task. However, for early career academics, it is carried out as a follow up of a training on student-centered approach they attend on academic practice.

Consequently, depending on the model applied, PSOT as a process serves various purposes. According to (Gosling 2005) the evaluative model of PSOT as applied by management, it is mostly for evaluation and/or performance appraisals. Most lecturers are likely to perceive this model as a constraint. Nonetheless, (Fullerton, 2004) discusses how the gradual acceptance of teaching observation, by lecturers has led to teaching becoming more public.And Gosling (2005) further discusses the importance of the developmental model for early career academics as it assists them to improve students' learning. The collaborative model is also useful in lecturers' learning as it emphasizes mutuality between the observer and the observed. Thus the latter two models, where appropriately applied, act as an enablement in lecturers' learning.

A number of benefits accrue from PSOT to the participants. According to Fullerton (2008), some of the benefits include: insights into what helps learners to learn and what happens in effective teaching sessions; discussion, collaboration and exchange of ideas and mutual support between colleagues. Similarly (Mikui, 2013), states that lecturers found PSOT useful as it enhanced their teaching through self reflection and constructive talk among peers. Samson and McCrea (2008) suggest the importance of PSOT as provision of a forum for all participants to discuss instruction tips.

Pertaining to limitations, (Fullerton, 2004) indicates that PSOT process causes nervousness in both the observer and the observed. As a process it impinges on the emotions, ego and professionalism of the observed. A case in point is when the observed are asked to explain either the challenges and/or benefits of PSOT, they apply terms such as 'I didn't *feel natural*', it undermines *colleagues confidence,* 'I learn quite a lot from observing- not so much from being observed; people are too *kind',* (Blackmore,2005 p.227)

However, the bone of contention has been the way feedback is communicated by the observer to the observed during the post-observation meetings. Blackmore (2005) acknowledges that assessment of peers might be too self congratulatory and therefore inaccurate as observers cannot be experts in all areas. Moreover in the evaluative and developmental models, the traditional approach of providing feedback is mostly used. In this approach, the observer tends to be judgmental and subjective as the feedback is that of 'telling' (Gosling, 2005). This encourages the observed to be defensive (Mikui, 2013). In such instances the observed is likely to block out most of the observer's feedback. Thus the traditional approach of providing feedback might act as a constraint to the learning of the observed.

To counteract the traditional approach, (Gosling 2005), recommends providing feedback in a reflective approach but in the collaborative model where mutuality between the observed and the observer act as an enablement. Reflective practice as a way of professional development has

been discussed in a number of studies. The term reflection was discussed as early as 1933 by Dewey and Habermas (1971). And whereas Kolb (1984), applied it in the context of experiential learning cycle, Schon (1983), used it in the context of reflection in the professional development (Moon, 2007). While in some cases reflection and thinking are used interchangeably, Moon (2007: P4), defines reflection as: 'a form of mental processing with a purpose and or an anticipated outcome that is applied to relatively complicated or unstructured ideas for which there is not an obvious solution'. Reflective questions discussed in this paper were a form of mental processing with a purpose. The questions were reflective in the sense that they were characteristic to each teaching observation; the field notes that were converted into questions were unique to each observation.

According to (Gosling, 2005), in the reflective approach the observer thinks of the topics that will open lines of enquiry that will be useful to explore. The reflective questions as applied in this study tended to open lines of inquiry. Though they were a feedback on what had gone on in class, the observed had a chance to reflect on them before the post-observation discussions. Similarly, for the observer, they were an intervention that allowed her to make adjustments in how to conduct the post observation discussions. Thus the questions were an intervention before the output: feed forward or formative in nature instead of after the output; feedback or summative.

Realist Social Theory of Learning

From the preceding discussions, PSOT can be considered as a structure put in place to assist lecturers to improve students' learning through participation and dialogue amongst lecturers. Therefore, one needs a theory or conceptual framework that looks at this policy driven process to determine how it facilitates individuals to grow in terms of agency and reflection, and how it supports some individuals and not others. While there are a number of theories on structure and agency, the study informing this paper applied the realist social theory.

According to Archer (2003) the realist social theory is for 'emergency' not transcendence. Central to the theory is the statement that 'the causal power of social forms is mediated through social agency'. That is the structural factors ultimately emerge from people and are efficacious only through people. It is then that the social forms are reified (Archer, 2003.p 2). Archer argues that structural and cultural emergent powers (SEPs/CEPs) can only condition what exists. Projects of agency have to exist as SEPs/CEPs are mediated by the personal emergent powers of intentionality and language. However, (Archer,2003) notes that the exercise of agential powers can be suspended, modified and re-directed by the social forms in which they are developed and deployed. Accordingly people tend to prioritize their concerns according to the relationship of congruency between the structural powers and their courses of action (projects); congruence implies structural enablement while incongruence implies structural constraints.

Archer (2007) also asserts that to deal with variation in subjects in the same social settings, entails acknowledging the power of reflexivity. Reflexivity is a means by which as human beings we make our way through the world. It is the regular exercise of the mental ability, shared by all normal people to consider themselves in relation to their social contexts and vice versa (Archer, 2007: 4). Reflexive deliberations are important since they form the basis upon which people determine their future courses of action. Thus, through reflexive deliberation agents *subjectively* determine their practical projects in relation to their *objective* circumstances (Archer, 2003).

Although (Archer, 2003) model of the interplay between structure and agency was developed in relation to the realist social theory rather education, PSOT in higher education is a learning process of participants in a social practice. Thus the theory is appropriate as it allows one to look at how agency emerges from its interplay with structure. Additionally, (Ashwin, 2009) points out that the failure to consider the role of both socio-cultural structure and individual agency in explaining the teaching and learning interactions in higher education is both a conceptual and methodological problem. However, (Kahn, 2009) applies the realist social theory to early-career academics and (Kahn, Qualter, & Young, 2012) apply critical realist theory to account for the development of capacity to reflect on academic practice.

Kahn et al (2012), further explore the role of reflexive deliberation and social interaction in mediating the influence of both social and cultural structures and personal powers. They hypothesized that where reflexive deliberation is inhibited in relation to participants' primary configuration of concerns, the participants are more likely to form an intention simply to complete the tasks' requirement. However, participants' own concerns will directly influence their own focus of attention.

In their study of early-career academics, Kahn et al., (2008) identify reflection tasks as one of the factors pertinent to the emergency of personal powers to engage in reflection on academic practice. They argue that the capacity to engage in reflection involves socio- cultural factors and personal powers and assert that social interaction and reflexive deliberation have a role in the mediation of socio-cultural factors and personal powers. However, reflexive deliberations in some instances also need to be activated. Thus the reflective questions as a feed forward process in this study were applied to act as a catalyst in the reflexive deliberation of both the observer and the observed.

Research Settings and Methodology

The study was conducted at Strathmore University in Kenya where lecturers new in the university attend one week training on student-centered approach. The PSOT exercise was a follow up on the training and it was not mandatory. Although the objective of the class observations was to observe how lecturers applied the learner-centered approach in class and support them in improving students' learning, the observer decided to use reflective questions to feed into the post observation discussions. The decision to use reflective questions was a response to previous post- observation discussions where the observer, an academic developer, felt she had been subjective and judgmental.

Although a total of 26 lecturers had attended the training, only 13 were observed. Ten lecturers responded to the email (six accepted and four declined) sent out by the observer requesting for a teaching observation session. The four lecturers declined due to reasons beyond their control. A follow up, verbally, on seven others, four who initially were to attend the training but did not, yielded positive results. The majority of the lecturers were early-career academics. The observation exercise was conducted over a period of one month.

The study applied the steps in PSOT of pre-observation, observation and post observation meetings (Gosling (2005). For the first three lecturers the pre-observation discussions entailed the lecturer informing the observer, generally, on what to expect. This changed thereafter as the observer felt the need to discuss in detail, during the pre-observation meetings, the learning

outcomes and students' learning activities for the lesson. Therefore for the remaining ten lecturers, the discussions were on what to expect in class in terms of learning outcomes and learning activities. On average the class observations lasted one hour. The observer noted down most of what went on in class, occasionally reflecting on and questioning some of the on-goings during the observations (see appendix 1).

Thereafter the observer converted the field notes into reflective questions. The reason for converting the notes into questions was to give time and opportunity to the observed lecturers to reflect on and corroborate the issues that the observer had noted down. Moreover, in previous observations, when the observer asked the observed how they felt about the class, the response was: 'fine' most of the time. This did not enrich the post-observation discussions as the observed always looked forward to being 'told' by the observer and the discussions tended to be one-sided.

A total of 96 questions were sent to the observed. However, the number of questions per lecturer varied, depending on what had been noted down, they ranged from as low as none to a highest of fifteen questions as shown in Table 1 below.

Observed	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	Total
No of questions	4	11	10	7	9	7	12	2	15	0	6	5	8	96
Answered	4	11	10*	5	9	5	12	2	15	0	6**	0***	0***	78

Answered all but most of them after the discussion

**Answered on a hard copy and only brought it during the discussions.*

***The questions were not answered and the post- observation meetings were not held*

The lecturers were given two to three days to reflect on the questions, and send the responses to the observer. A post- observation meeting was then held where the discussions were mainly centered on the reflective questions and the responses. The responses to the questions were later coded, analyzed in subcategories and themes extracted. The study was exploratory as there was need to gain additional insights on their teaching from the observed. Both qualitative and quantitative data analysis was applied

Results and Analysis

As stated earlier, the study informing this paper sought to explore the use of reflective questions as a feed-forward process in the PSOT. Generally, the results showed that the reflective questions applied as a way of improving the post-observation discussions were useful as they enhanced the learning of both parties.
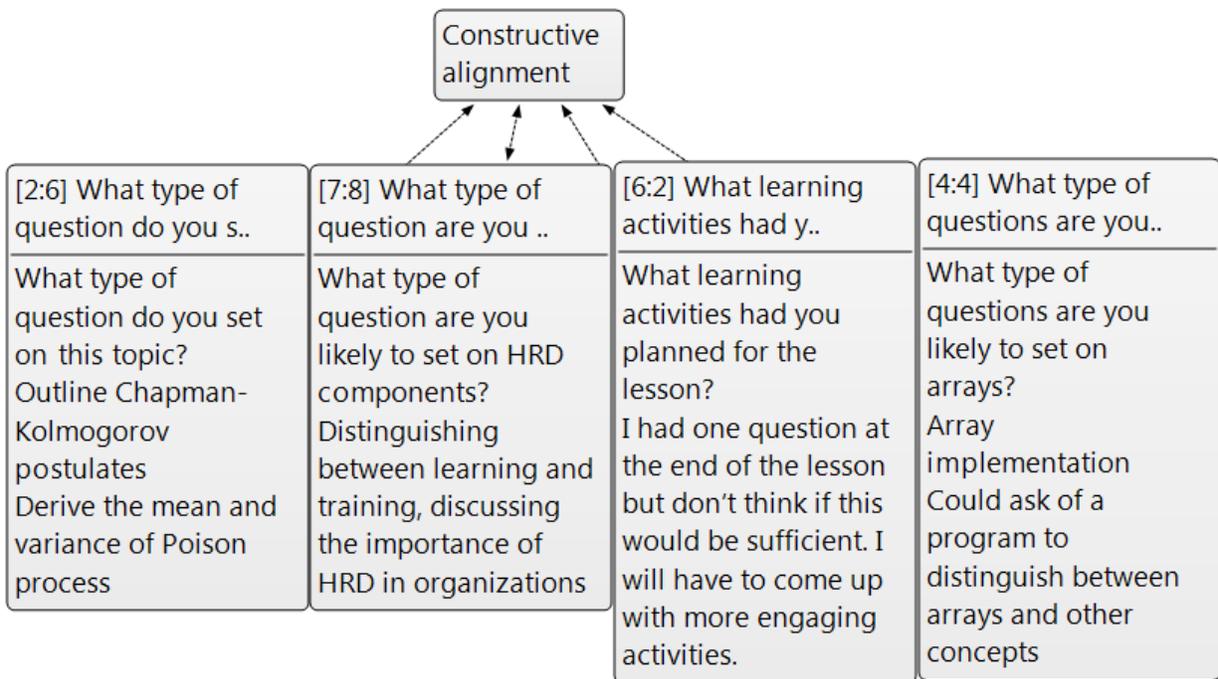
First, the responses provided insights into issues concerning: class management, deep learning, students' engagement, the teaching process and content, constructive alignment and drafting and use of intended learning outcomes as shown in Table 2.

Table 2: Teaching and Learning Issues.

Issues	P1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	TOTALS
Class management	0	2	3	0	0	0	0	0	0	5
Constructive alignment	0	1	0	1	0	1	1	0	0	4
Deep learning	1	2	1	1	3	0	0	1	1	10
Intended learning outcomes	1	1	0	1	0	0	4	0	2	9
Not answered	0	0	0	2	0	2	0	0	0	4
Resources	1	0	0	1	0	1	2	0	1	6
Students' engagement	1	2	0	1	0	3	2	2	7	18
Teaching content	0	0	2	1	4	1	1	0	0	9
Teaching process	0	2	0	1	5	1	2	0	6	17
TOTALS:	**4**	**10**	**6**	**9**	**12**	**9**	**12**	**3**	**17**	**82**

Note: Some of the questions covered more than one area. Only responses from nine lecturers were analyzed as one class did not generate any question; one respondent had a hard copy and two did not send in their responses.

The analysis showed that most of questions were on students' engagement and teaching process and the least on constructive alignment issues. Fig 1 below shows the questions and responses under constructive alignment after the analysis.

Constructive alignment

[2:6] What type of question do you s..

What type of question do you set on this topic? Outline Chapman-Kolmogorov postulates Derive the mean and variance of Poison process

[7:8] What type of question are you ..

What type of question are you likely to set on HRD components? Distinguishing between learning and training, discussing the importance of HRD in organizations

[6:2] What learning activities had y..

What learning activities had you planned for the lesson? I had one question at the end of the lesson but don't think if this would be sufficient. I will have to come up with more engaging activities.

[4:4] What type of questions are you..

What type of questions are you likely to set on arrays? Array implementation Could ask of a program to distinguish between arrays and other concepts

Additionally, the reflective questions confirmed a number of issues in the observer's notes. The analysis showed that 10 out of 18 (56%) questions on students' engagement were similar to the observer's notes. Table 3 below shows a sample of responses under students' engagement compared with the observer's notes.

Reflective questions Under student engagement category	Lecturers' responses	Level of similarity to the observer's notes/Comments *On a scale of 1-5* *1: Very different* *5: Very similar*
After watching the documentary, how else would you have engaged students?	I would have allowed for brief discussions in small groups around the four key learning points of the day and then elicit discussions around the points generated in the discussions. This would have allowed the students organize their thoughts and ideas picked from the documentary and share them in the wider class discussions. Another way to engage the students would have been to pick two dominant but divergent views from the analysis on poverty and allow for a brief debate out of which we can synthesize the most important learning points.	5 There was need to give students more time to engage in meaningful and appropriate learning tasks
How could you have engaged students in the deriving the formula?	Move-around and explain the derivations at small groups	2 Planning for students' activities. The lecturer did most of the work during the observation
In a typical lesson how much time do you allocate to yourself? To the students?	Myself-70%, Students-30%	4 In this particular class it was closer to 90:10
How else would you have engaged students in their learning?	Giving them more time to discuss	5
How else would you have used the group discussions and their responses to enhance	They make presentations to the other students, Let other groups critique their presentations	5

students' learning?		
How else would you have engaged students deeper into the learning when: Comparing public speaking and interpersonal conversation?	By asking them to discuss in groups….making two columns, one for interpersonal communication and the other for public speaking. This would be followed by a brief discussion that would help in having a recap of interpersonal communication and an introduction to Public speaking.	5: Although the lecturer had engaged most of the students in the learning by using a number of learning activities, there was need for more in depth learning. The question the observer noted down at this point was: how deep is deep learning?

Discussions

The Role of Reflective Questions in Learning

The use of reflective questions as a feed forward process enabled the observed and the observer to: actively participate in the process; fuse theory to practice and experience deep learning. They also brought to the fore personal beliefs and dilemmas of some of the observed as discussed below.

Active Participation

PSOT is a social practice that requires the participants to actively participate so as to grow and sustain the practice. Wenger (1999) describes how people participate actively in a practice through negotiation of meaning. In this study, the reflective questions on one hand enabled the lecturers who were observed to actively participate in the process by reading through and responding to the questions. The assumption is that by answering a total of 78 out of 96 questions, 82%, the observed thought through the questions, reflecting on how they had conducted the classes as they wrote down the responses. They also participated actively in the post observation meetings as the discussions were based on the questions and their responses. Likewise, the observer actively participated by: converting the field-notes into questions, reading through and reflecting on the responses, and comparing and contrasting the responses and the notes. Kahn et al (2008), state that an active stance is more likely to occur where insights of practice emerge from engaging in reflection and indeed where scope is present for practice to change as a result of such insight.

Furthermore, the responses, as in Table 3 above, show that the questions enabled the lecturers to reflect on how else they would have facilitated students' learning. Archer (2003), states that socio-cultural powers can only condition what exists and only if the personal powers emerge. In this study, when the observer sent out email and the observed accepted to participate, they allowed the structure, the PSOT process, to condition them. However, for the two lecturers, answering the questions was not a priority, they did not allow the questions to condition them; their personal powers did not emerge. But the ten lecturers, using their personal powers through reflexive deliberation elaborated the PSOT structure by answering the questions.

Fuse Theory and Practice

One of the concerns of the observer was to relate theory to practice.Since the lecturers had previously learned about constructive alignment and drafting of intended learning, intentional questions from the field-notes incorporating theory into practice were also set. For example, a response such as: 'distinguishing between learning and training and discussing the importance of Human Resource Development(HRD) in organizations'; to the question, 'what type of question are you likely to set on (HRD) components?' led to discussions on constructive alignment. There was need to align the learning activities and assessment to the learning outcomes. Alignment is really simply a matter of honesty and fairness that establishes the trust required for students to be confident that they can manage their own learning (Biggs & Tang, 2007).Where the assessment is not aligned to the learning outcomes and the learning activities, students' tend to feel cheated.

In a situation where the learning outcome addressed low cognitive skills, like in 2.6 in Fig 1, Outline… the discussion was on setting of learning outcomes at high cognitive levels and reference was made to Bloom's taxonomy and Structure of Observed Learning Outcomes (SOLO) (Biggs and Tang, 2007). Biggs and Tang, note that while content, increase in knowledge at the quantitative phase is crucial, it is important that lecturers strive to teach at the qualitative phase where students can theorize, hypothesize, relate and/or apply what they learn (Biggs and Tang, 2007).

Personal Beliefs and Dilemmas

Moon (2007), suggests that reflection can bring to the fore personal beliefs and dilemmas. The responses to the reflective questions and the discussions thereafter, enabled the observer to have a bigger picture of students' learning, the lecturers' dilemmas and their beliefs about students' learning.

In situations where the lecturers basically applied the teacher centered approach, the lecturers' responses either showed that they were in a dilemma or they did not have a clue of what was supposed to be done. In a case where the response to how much time do you allocate yourself? was: 'At the beginning I had allocated 70% but in the previous class the students suggested that I should teach first and then ask questions'. The lecturer's dilemma was either to adhere to students' demands or apply what he knew about effective teaching. This enabled the observer to be less subjective and judgmental during the post-observation discussions.

In another class where the lecturer had spent time dictating questions to the students, the question was: How would Power point presentation, if applied properly, assist in the students' learning? The lecturer's response was on the various learning styles and he explained that:

> 'Some people like them. But from experience, my subject is dynamic. However, power point could help out in some areas such as outlining definitions. I find that students understand better whenever they write as opposed to just seeing'.

Instead of the observer 'telling' the observed how Power point can be used for example in projecting the questions or different definitions so that the students can synthesize them, the approach taken during the discussion was totally different from the one envisaged. The post-observation discussion based on the reflective questions was less judgmental and less of prescriptions as the observer had to take into consideration the lecturer's stand/belief on Power

point (Bell & Mladenovic, 2008). Furthermore, the post-observation discussions emanated from the responses. This led to mutual discussions where the observed did most of the talking.

Deep Learning

Finally, although deep learning is mainly applied to students' learning, the peer support process using reflective questions enabled lecturers to reflect on a number of issues. High cognitive level activities such as reflection lead to deep learning (Biggs & Tang, 2007). Moreover, reflection is presumed to have a key role in either experiential learning or in enabling experiential learning (Moon, 2007). The issues noted down by the observer and later on analyzed as shown in Table 2 were issues related to what lecturers experience most of their time in the teaching and learning process. Thus the post-observation discussions were not just instruction tips as suggested by Samson and McCrea (2008) but discussions on the observed lecturers' concerns, their courses of action and practices.

In a class, for example, where the lecturer taught so much within one hour, the question was:

How much of the topic can students learn in depth in one hour? The response was:

> *'One sub-topic. Deriving the formula would have been good enough. Application should have been in the next class after they have worked out a few problems'.*

The response indicated that some conceptual development and change had taken place (Trigwell & Prosser, 1996). The lecturer was able to reflect on how else to engage students more in their learning. Other responses that showed some conceptual development and change were on: planning for students' activities before, during and after class, appropriate use of handouts, and use of questions in engaging students.

Practical Implications and Conclusions

The interplay between structure and agency played a major role in the personal emergency powers of both the observer and the observed in the PSOT process and in the construction of personal and social identities. The analysis of reflective questions, with reference to social realism, as a catalyst in the reflexive deliberation also provided a learning theory in academic practice as explained below.

The PSOT as a process is a socio- cultural structure that enables or constrains learning and can be analyzed with reference to social realism. Some of the socio-cultural structural factors in PSOT process in this study include students' demands, personal beliefs and dilemmas, and technology. They objectively shape the situations that both the observer and observed confront involuntarily. Although the structural factors possess generative powers of constraints and enablements, with regard to the subjects' (Observer and observed) own constellation of concerns such as; students engagement, teaching content and utilization of resources, the concerns have to be subjectively defined. Consequently, the courses of action such as participating or not participating in PSOT, answering or not answering the questions are produced through the reflexive deliberations of subjects who subjectively determine their practical projects in relation to their objective circumstances. However, reflective questions can be applied to act as a catalyst to the reflexive deliberations.

The bone of contention in the PSOT process as stated earlier is the way feedback is provided in the various models. Care is needed when giving verbal and written feedback. Gosling (2005),

cautions that a few unfortunate words by the observer can cause damage as during PSOT process. Most lecturers are vulnerable and tend to be defensive to protect their territory/profession (Mikui, 2013). Additionally, the feedback may be damaging if perceived critical but serve little purpose in developmental terms if critical feedback in some instances is avoided (Samson and Mcrea, 2008).

The reflective questions as applied in this study can enable the observer to facilitate the post-observation discussions instead of 'tell'. The observer is less judgmental and subjective as the responses to the questions are likely to provide insights into the observed concerns and confirm their courses of action and their practices. Generally lecturers have good ideas on students' learning, save that they do not get an opportunity of reflecting on how to improve their teaching effectiveness. The reflective questions acted as a feed forward process since the questions and responses fed into and enriched the post- observation discussions. The observer's role therefore is to assist the observed to reflect further and deeper.

 PSOT is considered a form of lecturers learning in formal settings as there is a formal way of conducting it. Further research on the use of other interventions, such as use of reflective journals in informal settings' to channel reflexive deliberation can be carried out. Furthermore, the reflective questions as applied in this study were mainly for early-career academics. Reflective questions for most seasoned lecturers might not suffice as was realized in this study. In such cases the reflective questions, as noted by Gosling (2005) could be applied but in the collaborative model.

Lastly, the post-observation discussions were not audio-taped and transcribed. Thus the study only included the observer's feelings about the discussions. Data collected during the discussions would have provided more evidence enriching the study.

REFERENCES

Academic Affairs Strathmore University. (2005). Guide to quality enhancement and assurance in teaching and learning.

Archer, M. S. (2003). *Structure, agency, and the internal conversation*. Cambridge, UK ; New York: Cambridge University Press.

Archer, M. S. (2007). *Making our way through the world: human reflexivity and social mobility*. Cambridge: Cambridge University Press.

Ashwin, P. (2009). *Analysing Teaching- Learning Interactions in Higher Education: Accounting for Structure and Agency*. London: Continuum,.

Bell, A., & Mladenovic, R. (2008). The benefits of peer observation of teaching for tutor development. *Higher Education*, *55*, 735–752.

Biggs, J., & Tang, C. (2007). *Teaching for quality learning at university what the student does.* Maidenhead : McGraw-Hill/Society for Research into Higher Education & Open University Press,.

Blackmore, J. A. (2005). A critical evaluation of peer review via teaching observation within higher education. *International Journal of Educational Management*, *19*(3), 218–232. doi:10.1108/09513540510591002

Fullerton, H. (2004), Obervation of Teaching in Fry, H. (2004). *A handbook for teaching and learning in higher education : enhancing academic practice* (2nd ed.). London: Routledge Falmer.

Gosling, D., O'Connor, K. M., & Staff and Educational Development Association. (2009). *Beyond the peer observation of teaching*. London: SEDA.

Gosling, D., & Staff and Educational Development Association. (2005). *Peer observation of teaching: implementing a peer observation of teaching scheme with five case studies*. London: Staff and Educational Development Association.

Kahn, P. (2009). Contexts for teaching and the exercise of agency in early career academics: perspectives from realist social theory. *International Journal for Academic Development*, *14*(3), 197–207. doi:10.1080/13601440903106510

Kahn, P., Qualter, A., & Young, R. (2012). Structure and agency in learning: a critical realist theory of the development of capacity to reflect on academic practice. *Higher Education Research & Development*, *31*(6), 859–871. doi:10.1080/07294360.2012.656078

Kahn, P., Young, R., Grace, S., Pilkington, R., Rush, L., Tomkinson, B., & Willis, I. (2008). Theory and legitimacy in professional education: a practitioner review of reflective processes within programmes for new academic staff. *International Journal for Academic Development*, *13*(3), 161–173. doi:10.1080/13601440802242440

Mikui, J. (2013). Factors affecting Peer Observation of Teaching in School of Humanities and Social Sciences in Strathmore University. Unpublished.

Moon, J. (2007). *Reflection in learning and professional development : theory and practice*. London: RoutledgeFalmer.

Samson, S., & McCrea, D. E. (2008). Using peer review to foster good teaching. *Reference Services Review*, *36*(1), 61–70. doi:10.1108/00907320810852032

Tapscott, D., & Williams, A. (2008). *Wikinomics : how mass collaboration changes everything* (Expanded ed.). London: Atlantic.

Trigwell, K., & Prosser, M. (1996). Congruence between Intention and Strategy in University Science Teachers' Approaches to Teaching. *Higher Education*, *32*(1), 77–87.

Wenger, E. (1999). *Communities of practice : learning, meaning, and identity* (1st pbk. ed.). Cambridge U.K.; New York: Cambridge University Press.

Appendix 1: Notes, Reflective Questions and Responses of P5 (The notes were not edited)

Name of the lecturer (Class- Large)

Subject

Topic: Subsequent events

Greetings

Handouts given before hand

Recap done by both the lecturer and students

How do you ensure that students go through the handout before class time?

Good use of the board

Adjusting Vs Non adjusting

Reporting period (Issues)/ subsequent events

Key thing

- Reporting period
- Materiality
- Adjusting Vs non-adjusting

Subsequent event

More clearer if you used months (The lecturer had used years)

*Note making-after a while ask students to exchange their notes *(There were two students sitting in front of me. One kept on updating her notes from the class discussions while the other wrote nothing)*

Use of power point

How do you ensure that students listen to what you are saying?

*Explain the audit procedure

Mind mapping (Ask the students to mind map)

Give them time to talk about adjusting and non-adjusting

*Give students time to read and think through the question

** Use of questions

Going concern- definition; indicators

Students do not need to cram. How else can I get to explain the procedure?

How can you engage most of the students in the discussion?

How relevant was Q2 to subsequent events? It was mainly on going concern

Is there a difference between state and explain? *(The observer felt there was need for the lecturer to explain the difference between the two words before tackling the question at hand)*

Give students time to discuss. Write it down, project your answer

**Peer Marking

Reflective Questions and Responses

1. I liked the idea of transferring data before class (the handouts), and processing it (through discussions) in class. How do you ensure that majority of the students read the handouts before class?
   To ensure the students read handout before class, we usually have a quiz before the class discussion.

2. How else would you have explained the period for the subsequent events? Using months or years?
   Explaining subsequent events using months is better than using years. This is because the events considered are those occurring after previous year and before current years' financial statements. In this case using years may be more confusing.

3. You used a number of teaching aids, the board, handouts and power point, how do you ensure that students are not copying word for word from the power points but listen to the explanations/discussions?
   When discussing in class I usually avoid reading word by word of the slides but explaining the concept and then using application questions where the students apply. Though some questions require the students to state the points. In this case I advise them to internalize and use their own word.

4. Google mind mapping. How can students use it to learn auditing?
   Mind mapping in auditing could be used in developing key concepts map of the unit. This would help summarize the unit by inter-relating all the sub-topics.

5. Due to a variety of teaching methods, students were able to make notes instead of take notes, which is a good practice. How can you ensure that the notes they make are useful for learning purposes?

I usually advice them to refer to different authors and more so to bring to class the areas they find confusing. This usually happens in form of questioning where they ask questions then we discuss. Specifically we use the ISAs as the reference though in some cases I leave them to research for themselves.

6. Instead of you reading the question out to the student, what else would you have done to engage them more in their learning using the question?
   Usually they have the questions in advance, but from previous cases I realized I need to refresh the facts in class. At times I would give 5mins for them to go through and also discuss among themselves or read it explain additional facts for ease of understanding. To engage them I would let them read and discuss then get their various responses to form the basis of class discussion.

7. How best can you use questions for learning purposes/ engage more students in the discussions?
   Questions would help in evaluating the extent to which the students have understood the course content especially questioning on their personal reading assignments. Additionally by them asking questions helps establish areas of contradiction.

8. How relevant was Q2, the question done in class, to subsequent events?
   Q2.was on "going concern'' the prior topic to subsequent event. This question was relevant to relate subsequent events and going concern. In most cases adjusting events affects going concern though not always.

9. Is there a difference between 'state' and 'explain, in auditing?
   "Stating'' involving listing the points while "explaining'' involves discussing the points by either prose paragraphs or listing the points followed by discussion.