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Autore	de Lange Thomas
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Nota di contenuto	Chapter 1: Peer mentoring among faculty in higher education -- Chapter 2: Feedback in the Context of Peer Group Mentoring: A Theoretical Perspective -- Chapter 3: Peer mentoring: Exploring the interplay with institutional practices -- Chapter 4: Interactional Dynamics in Observation-based Peer Group Mentoring -- Chapter 5: Dialogue and Artefacts as Instruments in Peer Group Mentoring and Supervision of Problem-Based Learning in Higher Education -- Chapter

6: Developing Research Supervision Capacity in Clinical Health Professions: Structured Peer Group Mentoring as Collegial Support in a Research School Context -- Chapter 7: Problem-Based Peer Group Mentoring and Organisational Learning -- Chapter 8: Problem-Based Peer Group Mentoring: A Tool for Faculty Development -- Chapter 9: Analysing the Emergence of Trust in Peer Group Mentoring -- Chapter 10: Experiences from the PeTS Project: What Lessons Have We Learned, and How Should We Proceed? -- Chapter 11: The Power of Collegiality in Developing Higher Education -- Chapter 12. Rebuilding Collegiality?.

Sommario/riassunto

This book addresses how peer group mentoring in higher education can contribute to the development of supportive and collaborative working environments for faculty staff. It draws on an extensive empirical study examining how group based peer-mentoring methods are implemented and experimented within four different academic communities at one university, and documents how these environments and their participants experience peer group mentoring as a collaborative measure in the development of teaching and supervision practices. The book presents a literature review of research on peer group mentoring in higher education and provides the conceptual grounding for the book, placing peer group mentoring within the field of faculty development. The work presents analyses of the enactment of peer group mentoring in different environments and of faculty peers' engagement and collaboration with colleagues within the same teacher community, across teaching and supervision communities and across institutional boundaries. It also discusses the significance of trust in these peer group mentoring settings, summarises the implications of the reported findings and addresses the role this peer based approach might play in developing supportive collegiality in higher education as a working environment.
