



**PEER ASSISTED TEACHING SCHEME (PATS)**

**Teachers Helping Teachers**

*Building Quality in Higher Education Courses.*

[www.monash.edu/pats](http://www.monash.edu/pats)

# **PATS COORDINATOR STARTER KIT**

## **Monash University**

|             |             |
|-------------|-------------|
| Version 2.2 | 11 Feb 2014 |
|-------------|-------------|



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## PATS COORDINATOR CHECKLIST

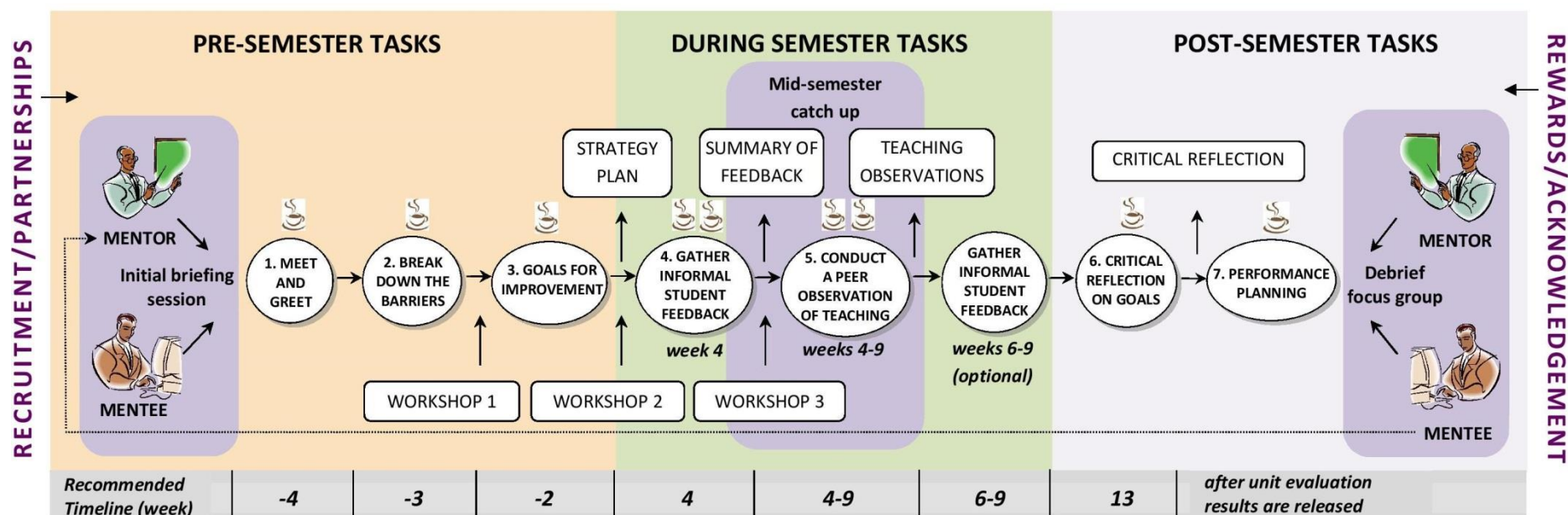
The role of the PATS Coordinator is to:

- *recruit individual participants*
- *run an initial briefing session for participants*
- *support partners throughout semester*
- *run a mid-semester catch up meeting with participants to identify and address any issues*
- *run a debrief focus group session after the end of semester*

|                                 | Task   | Timeline                           |  |
|---------------------------------|--|------------------------------------|--|
| <b>Advocacy and recruitment</b> | 1. Organise an information session to assist participants in choosing the scheme (optional)                            | At least 6 weeks prior to semester |  |
|                                 | 2. Register yourself as a Coordinator on the PATS website <a href="http://www.monash.edu/pats">www.monash.edu/pats</a> | As soon as possible                |  |
|                                 | 3. Inform ADE/HoS of participant names   | Prior to start of semester         |  |
| <b>Briefing and startup</b>     | 4. Arrange initial briefings for partnerships  | Prior to start of semester         |  |
|                                 | 5. Arrange coffee vouchers from relevant on-campus supplier and distribute at initial briefing session                 | Prior to start of semester         |  |
|                                 | 6. Identify suitable local workshops (e.g. via academic development unit) and inform participants                      | Prior to start of semester         |  |
| <b>Ongoing support</b>          | 7. Check Tasks 1-3 have been completed in online workbook  | Early in semester                  |  |
|                                 | 8. Arrange/deliver mid-semester catch-up with partnerships   | Week 6 onwards                     |  |
|                                 | 9. Check Tasks 4 and 5 have been completed in online workbook  | End of semester                    |  |
| <b>Closure</b>                  | 10. Arrange/deliver debrief sessions with partnerships   | 2-3 weeks after semester           |  |
|                                 | 11. Check Tasks 6 and 7 have been completed in online workbook   | 2-3 weeks after semester           |  |
|                                 | 12. Send acknowledgement letters to participants   | 5-6 weeks after semester           |  |

*If you have any questions, please contact [pats@monash.edu](mailto:pats@monash.edu)*

## THE PATS PROCESS



### MEETINGS WITH PATS COORDINATOR

Academics are invited to be part of a PATS partnership. Partners, from the same faculty, meet with their PATS coordinator three times:

1. **Initial briefing** – outlines the scheme, its aims and the tasks involved.
2. **Mid-semester catch up** – meet to discuss progress and raise any issues.
3. **Debrief focus group** – debrief your own experience and give feedback.

### INCENTIVES

A range of incentives may be made available, subject to individual faculty capacity. These may include coffee vouchers (to encourage partners to meet regularly), time relief and financial incentives where significant curriculum enhancement occurs.

### WORKSHOPS

Participating institutions will identify relevant workshops or seminars available from their local department for academic development. These may cover topics such as peer observation of teaching, assessment strategies and curriculum alignment. Ongoing support and monitoring will also be provided by the PATS Coordinator to ensure the successful operation of the partnerships.

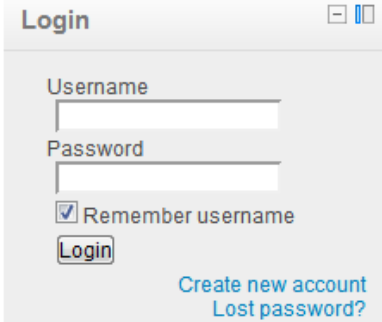
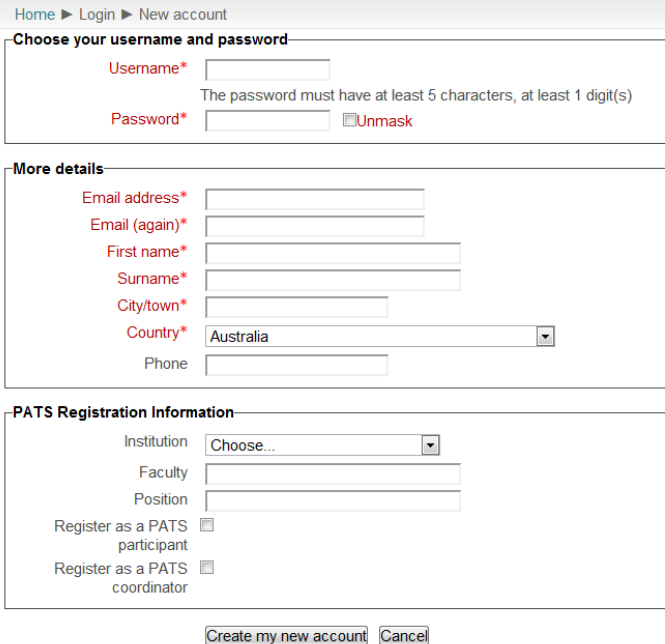
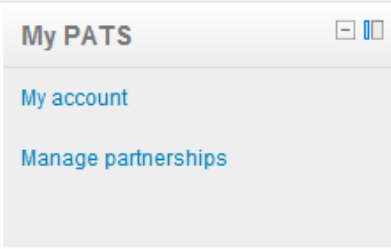
### PEER MEETINGS

As part of the scheme, participants are expected to meet with their partner over coffee at least nine times and complete the seven workbook tasks. It is expected that at least three meetings will take place before the unit is next offered, at least four meetings should occur during semester and two after the semester has concluded.

Partners are expected to reflect on the unit, students' feedback, and examiner's report and review teaching materials in order to produce the following deliverables:

1. **An action plan** – identified goals and an associated action plan
2. **A summary of feedback** – identified areas of improvement which are fed back to the current cohort of students
3. **A peer observation of teaching** – including a summary of good practice observed and other issues that need attention
4. **Critical reflection** – a summary reflecting on the identified goals

# WEBSITE USER GUIDE FOR PATS COORDINATORS

| STEP 1: Register as a user  | Every individual needs to set up an account on the PATS website.                     |
|---|--|
| <p>1. Click on <i>Create new account</i> in the Login block, located at the top right-hand side of the Home page.</p>   |   |
| <p>2. Input your details into the registration form, remembering to check the <i>Register as a PATS Coordinator</i> box at the bottom of the page, then click <i>Create my new account</i>.</p>   |   |
| <p>3. You will receive an email including a link to confirm your account. The PATS team will confirm you as a PATS Coordinator (see Step 5).</p>  |  |
| <p>4. You can update your details at any time via the <i>My account</i> link in the My PATS block.</p>  |  |
| <p>5. Once you have processed your registration, the PATS team will need to manually confirm your role as a PATS Coordinator on the system. This should take no more than two working days and you will be sent a second email confirming your registration once this process has been completed.</p> |  |

**STEP 2: Set up partnerships**

**NB:** Participants will need to register themselves on the site before you are able to assign them to a partnership. Please ensure all PATS participants in your area complete the participant registration process (detailed in the 'Website user guide for PATS participants').

Once your PATS Coordinator account is confirmed, you can login and begin to set up partnerships between participants within your faculty/department.

1. Login and click on Manage partnerships in the My PATS block.

**My PATS**[My account](#)[Manage partnerships](#)

2. This will show all participants at your institution, including those who have not yet been assigned to a partnership.

**Allocate partnership**[Create new partnership](#)

There are 2 participants who haven't been allocated to any partnership yet

| First name / Surname | Institution                     | Faculty  | Position | Coordinator | Confirmed |
|----------------------|---------------------------------|----------|----------|-------------|-----------|
| Mathew Helm          | University of Western Australia | Medecine | Lecturer | Jo Rae      | Yes       |
| Dan Tout Jnr         | Monash University               | OPVCLT   | RO       | Jo Rae      | Yes       |

**Reciprocal partnership: The A Team** [\[Edit\]](#) [\[Delete\]](#) [\[Workbook\]](#)

**Institution:** University of Western Australia

**Coordinators:** [Jo Rae](#)

**Period:** from Friday, 1 February 2013, 12:00 AM to Monday, 30 September 2013, 12:00 AM

[Jo Cooke](#)

[Susan Thompson](#)

3. Click on Create new partnership to set up a new relationship.

4. Give the new partnership a name and indicate which individuals will be participating, as well as whether any of the individuals will play a mentoring role (this role is optional and is dependent on the nature of the partnership).  
NB: The *Start date* should be set to the month prior to the start of semester; the *End date* to the month after teaching finishes.

**Partnership information**

Partnership name\*

Institution University of Western Australia

Coordinator Jo Rae

Start date

End date

**Members of this partnership (0)**

None

**Ungrouped participants (2)**

Mathew Helm

Dan Tout Jnr

Mentor

There are required fields in this form marked \*.

5. Participants will receive a confirmation email once they have been added to a partnership. Participants will only be able to access their workbook during the time period specified. This is to enable individuals to participate in additional partnerships in subsequent semesters.

### STEP 3: Ongoing management of partnerships

Using the *Manage partnerships* section of the website, you can track your participants' progress through their online workbooks.

1. Via the Manage partnerships section, select the Workbook for the partnership you want to view.

#### Allocate partnership

[Create new partnership](#)

There are 2 participants who haven't been allocated to any partnership yet

| First name / Surname | Institution                     | Faculty  | Position | Coordinator | Confirmed |
|----------------------|---------------------------------|----------|----------|-------------|-----------|
| Mathew Helm          | University of Western Australia | Medicine | Lecturer | Jo Rae      | Yes       |
| Dan Tout Jnr         | Monash University               | OPVCLT   | RO       | Jo Rae      | Yes       |

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[Jo Cooke](#)

[Susan Thompson](#)

2. You will be able to view the details of the partnership, including the Unit(s) they are working on and their progress through the seven workbook tasks. If partners are working on different units, you will need to select the relevant unit code for each partner from the drop-down box at the top.

#### PATS Workbook

Other unit code in this partnership:




##### Your partnership information

|                    |  |
|--------------------|--|
| Partnership name   | Test partnership   |
| Partnership type   | Reciprocal partnership   |
| Coordinator        | <a href="#">Angela Carbone</a>   |
| Partnership period | 1/04/13 - 31/12/13   |
| Members            | <ul style="list-style-type: none"> <li><a href="#">Bella Ross</a></li> <li><a href="#">Jo Rae</a></li> </ul> |

##### Your unit/subject information

|                  |                      |
|------------------|----------------------|
| Unit code        | MED123               |
| Unit name        | Medicine for Dummies |
| Unit description | First year unit      |

[Download workbook](#)

| Pre-semester           |                        |                        | During-semester        |                        | Post-semester          |   |
|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|---|
| <a href="#">Task 1</a> | <a href="#">Task 2</a> | <a href="#">Task 3</a> | <a href="#">Task 4</a> | <a href="#">Task 5</a> | <a href="#">Task 6</a> | <a href="#">Task 7</a>  |
| Not attempted          |                        |                        |                        |                        |                        |  |
| Incomplete             |                        |                        |                        |                        |                        |  |
| Complete               |                        |                        |                        |                        |                        |  |

3. You can also edit individual partnerships, e.g. add/remove members, change the partnership name, and the start/end date of the partnership.



# PATS INVITATION FLYER TEMPLATE

Insert partner institution  
logo here

## PEER ASSISTED TEACHING SCHEME (PATS)

### Teachers Helping Teachers

*Building Quality in Higher Education Courses*

[monash.edu/pats](http://monash.edu/pats)



Do you want to work with a colleague to reinvigorate your curriculum?

Would you like to gain feedback on your unit from multiple sources?

Are you interested in accessing tailored resources to support curriculum enhancement?

If you answered yes to any of the above questions, then the Peer Assisted Teaching Scheme (PATS) could be for you. The scheme provides an informal, relaxed environment for a partnership from your faculty – either a pair or a small group of academics – to discuss and share ideas, come up with strategies and undertake some collaborative mutual problem solving.



Coffee vouchers provided!



This research is supported by an OLT National Senior Teaching Fellowship and we are seeking volunteers from Australian higher education institutions to participate in this national program. The scheme involves forming a partnership with a colleague (one-to-one or small group) and working through the PATS workbook. The workbook encompasses 7 tasks covering areas such as developing an action plan, gathering feedback, a peer observation of teaching and critical reflection on current practice. Participants are also expected to take part in a pre-semester briefing, a mid-semester catch up and a debrief focus group at the end of the semester.

If you are interested in participating, please contact:

*[Insert name and email of institutional contact]*



Funded by the Australian Government Office for Learning and Teaching.



# INITIAL BRIEFING SLIDES

## Developing Excellence across the Australian Higher Education Sector

[monash.edu/pats](http://monash.edu/pats)



Associate Professor Angela Carbone  
Office of the Pro Vice-Chancellor (Learning and Teaching)  
Monash University



Sponsored by CADAD

## What is Peer Assisted Teaching Scheme (PATS)?

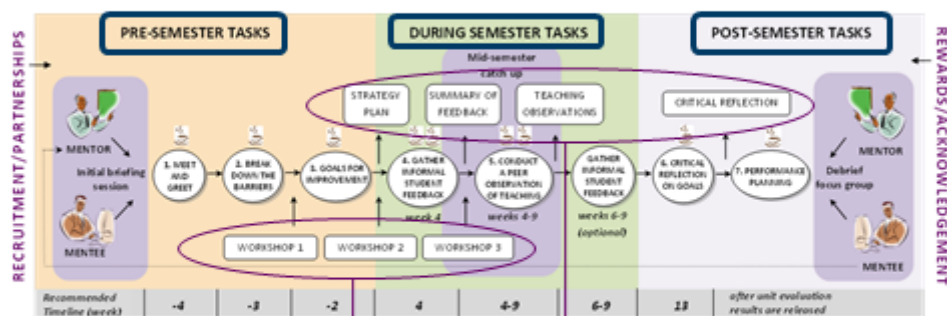
PATS is a scheme in which academics within a faculty are **partnered** and follow an *informal* process to discuss strategies to improve unit quality and develop educational innovations.



### Aims

- improve student satisfaction with units
- improve the quality of teaching
- build leadership capacity amongst teachers

# PATS Process



## Workshops:

1. Interactive Lecturing
2. Planning Your Teaching
3. Peer Observation of Teaching

## Deliverables:

1. Strategy Plan
2. Summary of feedback
3. Peer Observation of Teaching
4. Critical Reflection

## PRE-SEMESTER TASKS

### Task 1 – Meet and greet

Introduce yourself and plan your meeting dates for the rest of the semester  
Receive coffee vouchers from your PATS co-ordinator



### Task 2 – Break down the barriers

List a barrier you face in teaching your unit  
Discuss barriers with your partner  
Suggest possible solutions

### Task 3 – Set goals for improvement

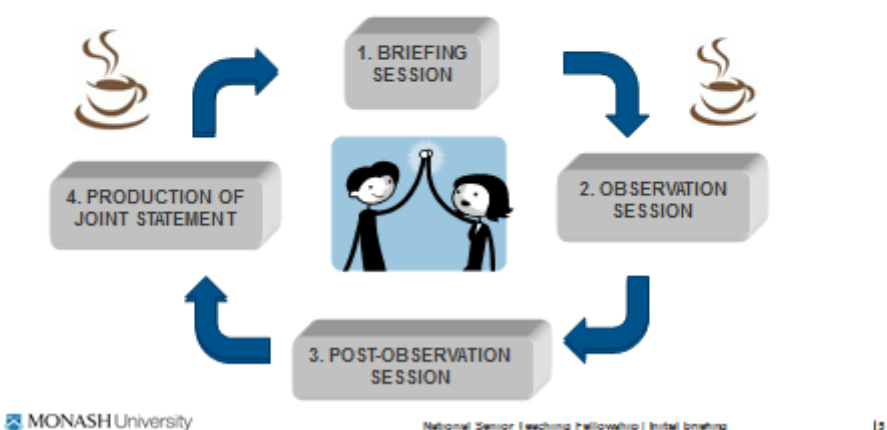
Identify 2-4 goals for improvement and develop an action plan  
What data will you gather to evidence whether your goal(s) have been met

## DURING SEMESTER TASKS

### Task 4 – Gather informal student feedback

Informal student feedback helps the lecturer create a collaborative learning culture

### Task 5 – Peer review of teaching



## POST-SEMESTER TASKS

### Task 6 – Critical reflection

Reflect on your unit and teaching evaluations

Did you achieve your goals?

Use instrument to identify areas that are meeting students' expectations and needs, as well as areas that can be improved

### Task 7 – Performance planning and strategies

Discuss with partner about completing your teaching improvement, educational

standing or education leadership in your Personal Development Plan

Enter improvements into your Personal Development Plan

Reference your teaching and unit results

Consider a promotion application

Create a teaching portfolio of your achievements

Consider publishing on your innovation/ change in practice/ improvement

## Next steps

[www.monash.edu/pats](http://www.monash.edu/pats)

1. Register as a participant on the PATS website
2. Get allocated to a partnership (PATS Coordinator)
3. Enter your unit/subject details
4. Get started!

## Questions



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*Research Officer*  
Bella Ross  
[Bella.ross@monash](mailto:Bella.ross@monash)

PATS Website:  
[monash.edu.au/pats](http://monash.edu.au/pats)

## WORKSHOPS 2014 – Monash University

Academics participating in PATS can access a variety of workshops (through Monash's GCAP program) to enhance their teaching. GCAP offers the following units:

- HED5060 Principles of Effective Teaching (Dr Phillip Dawson)
- HED5062 Contemporary Learning Environments (Dr Hariz Hallilovich/Jason Ceddia)
- HED5081 Discipline based studies in Higher Education (Jason Ceddia)
- HED5092 Higher Education Inquiry (A/Prof Angela Carbone)

The key units for PATS participants are HED5060 and/or relevant modules from HED5081. See below for an outline of each unit. The full unit guides can be accessed here:

<http://www.opvclt.monash.edu.au/educational-excellence/gcap/unit-information.html>

Note that you do not need to complete the assessment component to attend an individual module.

### **HED5060 Principles of Effective Teaching – S1 & 2**

This unit enhances participants' knowledge of the principles of planning, teaching, learning and assessment. Effective teaching is viewed as a continually evolving practice based on the quality cycle of plan, act, evaluate and improve. Participants will explore inclusive student-centered learning activities and make choices in matching learning outcomes, learning activities and assessment with learning objectives. The unit also investigates strategies for optimizing student engagement and helps participants act effectively in the classroom through analytical processes and peer review.

### **HED5062 Contemporary Learning Environments – S2**

This unit provides participants with a structured introduction to the key contemporary learning environments in higher education. Such environments include: virtual spaces; industry placements; simulated settings; as well as a range of traditional and state-of-the-art lecture, laboratory and tutorial settings. HED5062 will allow participants to examine the influence of virtual design, physical spaces and the 'hidden curriculum' on learning. It will introduce ways of promoting learning in a range of different contexts both indoor and outdoor, and on-site and online. Participants will consider: the impact of different learning environments; how to maximise and/or broaden student learning; and practical considerations such as available resources and administration.

### **HED5081 Higher Education Inquiry – S1**

Higher Education Inquiry is designed to allow the teaching of topics which are of specific interest to particular disciplines within higher education or are focused upon a particular contemporary perspective in higher education. In line with other Graduate Certificate in Academic Practice units, this unit will explore aspects of the particular topic through examining participants' own work practices.

## **HED5092 Developing Higher Education Innovations – S2**

The Higher Education Innovations unit will allow participants to design a project which aims to improve or innovate in an area of higher education. Participants can investigate any area of teaching and learning in higher education. This unit will introduce the essential elements required to undertake a higher education project. Participants will consider: ways of expressing their project effectively using variety of formats; the need and value of their project; exploring the literature and building on past higher education projects and programs; the research approach; dissemination plans; timeline and budget so that the deliverables and outcomes of the project can be achieved within the timeframe.

## **Module Timetable – HED5081**

PATS participants should choose the most relevant modules(s) from HED5081 based on their aims developed in Task 3 of the PATS workbook.

Please email [adm-qcap@monash.edu](mailto:adm-qcap@monash.edu) to register interest in attending.

|   |  |   |              |
|---|--|---|--------------|
| 0 | Unit introduction  | Jason Ceddia  | Tue 21 Jan   |
| 1 | Enhancing learning and teaching with technology                    | Jason Ceddia  | Tue 21 Jan   |
| 2 | Managing and assessing group work                                  | Jason Ceddia  | Wed 29 Jan   |
| 3 | Internationalisation of curriculum and globalization               | Matthew Piscioneri & Libby Tudball                                | Thurs 6 Feb  |
| 4 | Research skill development for improving student learning outcomes | Glen Croy, Leanne McCann, Susan Mayson, Lyn Torres & Sarah Jansen | Fri 14 Feb   |
| 5 | Problem-based learning and teaching                                | Fiona Newton  | Wed 19 Feb   |
| 6 | Assessment design: A critical thinking approach                    | Cristina Neesham  | Tue 25 Feb   |
| 7 | Career development in higher education                             | Joanne Tyler  | Wed 12 Mar   |
| 8 | Peer assisted learning (PAL)                                       | Gerry Rayner & Yvonne Hodgson                                     | Thurs 20 Mar |

All modules will run from 10.00am to 4.00pm with an hour break for lunch. Please note – some information may be subject to change. Modules will run subject to enrolment. The Introduction module is compulsory. Venues are provisional and should be checked on the Moodle unit site before attending.

## MID-SEMESTER CATCH-UP QUESTIONS

*You do not need to go through all of the questions. Please feel free to select which elements best suit the discussion with your group of participants.*

---

### **1. General comments**

- 1.1 In a word, how is your partnership going?
- 1.2 In a word, how would you describe your relationship with your partner?
- 1.3 Have you felt supported throughout the scheme?

### **2. Barriers**

- 2.1 What barriers did you identify preventing you from reinvigorating your unit?
- 2.2 What solutions did you develop for breaking down these barriers?

### **3. Goal-setting**

- 3.1 What goals did you establish to reinvigorate your unit?
- 3.2 What strategies did you develop to attain these goals?

### **4. Workshops**

- 4.1 Have you identified any workshops to attend? If so, which ones?
- 4.2 Can you identify any gaps in the availability of academic development programs?

### **5. Positives and negatives of the scheme**

- 5.1 In a word, please identify one positive aspect of the scheme.
- 5.2 In a word, please identify one negative aspect of the scheme.

### **6. Any other comments**



## FOCUS GROUP QUESTIONS

*You do not need to go through all of the questions. Please feel free to select which elements best suit the discussion with your group of participants.*

*NB. You may like to meet separately with mentees and mentors to allow for free-flowing discussion*

---

*Quick Questions (for stimulating discussion - optional)*

1. Describe your impression of PATS in one word.
  2. On a scale of 1 to 5 (1=easy, 5=hard), how easy/hard was it to identify issues with the unit?
  3. Describe your relationship with your partner in one word.
- 

### **1. What aspects of the unit have been challenged and why?**

- 1.1 What resources/drivers led you to challenge aspects of the unit?  
e.g. unit evaluations; student feedback; MonQuest (teaching evaluations); examiner's reports; own personal experience; literature.

### **2. Relationship with your partner**

- 2.1 How did you find the process of working together? Was this process easy/difficult? Why?
- 2.2 How do you feel about devoting time to help another colleague improve the quality of a unit?
- 2.3 Should incentives be provided? If yes, what sort?
- 2.4 Were there any unexpected outcomes from working with your partner?

### **3. PATS scheme overall**

- 3.1 What do you feel you have gained by participating in PATS?
- 3.2 Can you identify any specific skills or knowledge you have gained as a result of participating in PATS?
- 3.3 Can you suggest any improvements to PATS?

### **4. Future PATS**

- 4.1 Would you recommend the PATS process to colleagues?
- 4.2 Would you do PATS again?
- 4.3 If you participated as a mentee this semester, would you be interested in undertaking a mentoring role in the future?

### **5. [MENTORS ONLY] Did you feel supported in your role as a mentor?**

- 5.1 Do you have any recommendations for workshops or resources to support you in your role as a mentor?

### **6. Any other comments?**

## ACKNOWLEDGEMENT LETTER (MENTOR) TEMPLATE

9 June 2014

«Name» «Surname»  
«Faculty»  
«Institution»

Dear «Name»,

Thank you for participating in the 2014 Peer Assisted Teaching Scheme (PATS) as a mentor to your «Faculty» colleague. Your participation has helped make the scheme a success.

You were mentor to «Partner\_name» («Unit\_code»). In this role, you undertook the following:

- Participated in three meetings with the PATS program team including an initial workshop, mid-semester catch-up to discuss progress made and a mentors' debrief focus group to share your own experience with the process and give feedback on how the Scheme could be improved for future participants
- Provided ongoing collegial support to your mentee throughout the semester, working through seven PATS workbook tasks that included:
  - discussing barriers to teaching improvement;
  - goal setting;
  - obtaining feedback from students; and
  - conducting a peer review of your mentee's teaching.

Thank you for working together with «Partner\_name». It is acknowledged that there are many factors that have contributed to his/her course experience results. We sincerely appreciate your continued involvement in the scheme.

Yours Sincerely,

«Signature of PATS overseer»

**«Name of PATS overseer»**  
«Position of PATS overseer»  
«Name of University»

## ACKNOWLEDGEMENT LETTER (PARTICIPANT) TEMPLATE

9 June 2014

«Name» «Surname»  
«Faculty»  
«Institution»

Dear «Name»,

Thank you for participating in the 2014 Peer Assisted Teaching Scheme (PATS). Your participation has helped make the scheme a success.

### Partnership details

Partner name: «Partner\_name»

Your unit: «Unit\_code»

The goals you set out at the beginning of semester appear to fall under the educational areas which focus on «Ed\_focus\_areas», areas shared by many other PATS participants.

Scores for your selected unit have increased with respect to the University-wide (Item 5) unit evaluation question, '*Overall I was satisfied with the quality of this unit*'>.

- «Semester 1, 2013: 100 students enrolled, 62 responses (62%)»
- «Semester 1, 2014: 100 students enrolled, 75 responses (75%)»

| Semester      | UW1<br>Learning<br>Objectives | UW2<br>Intellectually<br>Stimulating | UW3<br>Learning<br>Resources | UW4<br>Useful<br>Feedback | UW5 Overall<br>Satisfaction |
|---------------|-------------------------------|--------------------------------------|------------------------------|---------------------------|-----------------------------|
| Sem1,<br>2013 | 4.7                           | 4.1                                  | 3.7                          | 3.9                       | 3.9                         |
| Sem1,<br>2014 | 4.8                           | 4.7                                  | 4.2                          | 4.3                       | 4.5                         |

It is acknowledged that there are many factors that contribute to your unit evaluation results.

We hope you found the scheme useful in supporting a critically reflective approach to teaching and learning. You are strongly encouraged to continue your involvement in the scheme.

Yours Sincerely,

«Signature of PATS overseer»

«Name of PATS overseer»

«Position of PATS overseer»

«Name of University»

## RESOURCES FOR MENTORS – Monash University

The following tools, techniques and services are provided at Monash University to support staff who may be suffering from stress or those who are working with staff who are stressed.

- Counselling appointments:  
<http://www.monash.edu.au/counselling/appointments.html>
- Counselling skills:  
<http://www.adm.monash.edu.au/staff-development/ws/ct/counsel.html>
- Developing Mental Toughness:  
<http://www.adm.monash.edu.au/staff-development/ws/ct/tough.html>
- Mindfulness for staff:  
<http://www.adm.monash.edu.au/staff-development/ws/work/mindfulness-staff.html>
- Mindfulness for supervisors:  
<http://www.adm.monash.edu.au/staff-development/ws/work/mindfulness-supr.html>
- Online mental health resources:  
<http://monash.edu.au/counselling/online-mental-health-resources.html>

The University has engaged ResolutionsRTK to provide our Employee Assistance Program. There is also a service available for Managers and supervisors known as Manager Assist.