



PEER ASSISTED TEACHING SCHEME (PATS)

Teachers Helping Teachers

Building Quality in Higher Education Courses.

www.monash.edu/pats

PATS COORDINATOR STARTER KIT

Version 2.2	11 Feb 2014
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If you need further information or assistance, please contact the PATS team:

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PATS COORDINATOR CHECKLIST

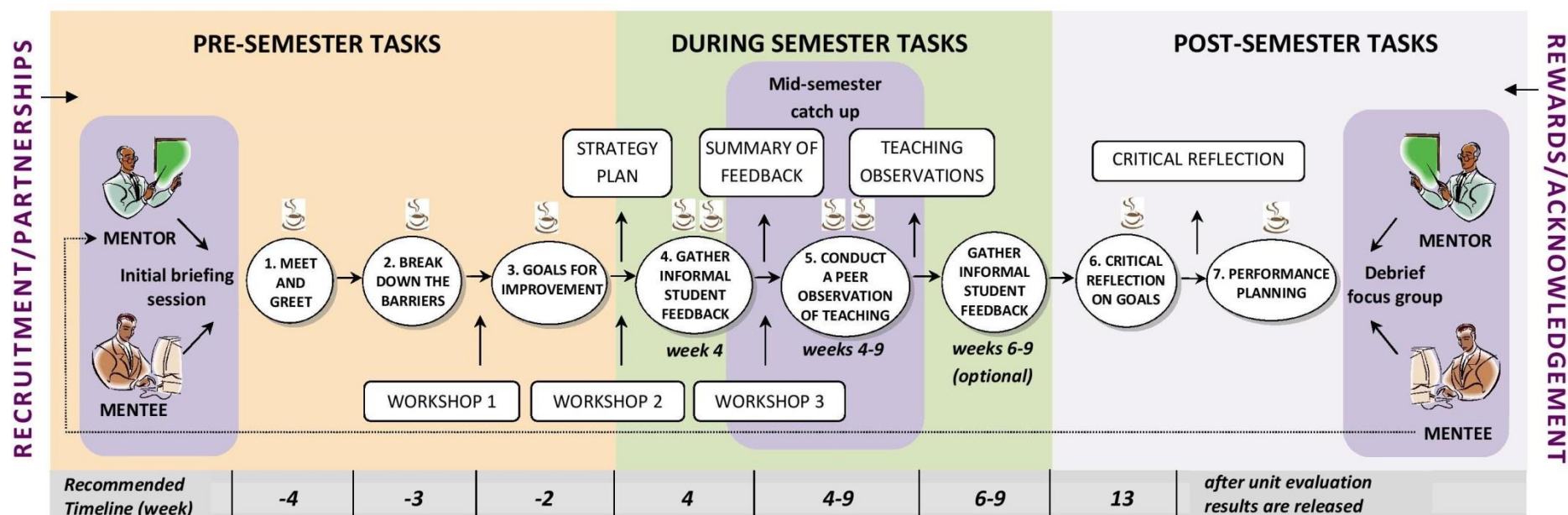
The role of the PATS Coordinator is to:

- *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	
Advocacy and recruitment	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 www.monash.edu/pats	As soon as possible	
	3. Inform ADE/HoS of participant names	Prior to start of semester	
Briefing and startup	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	
Ongoing support	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	
Closure	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

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.

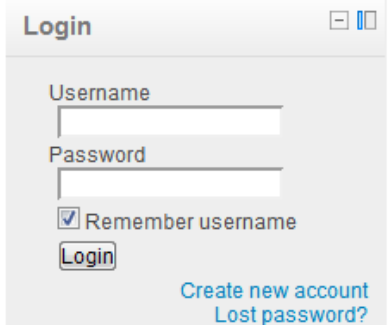
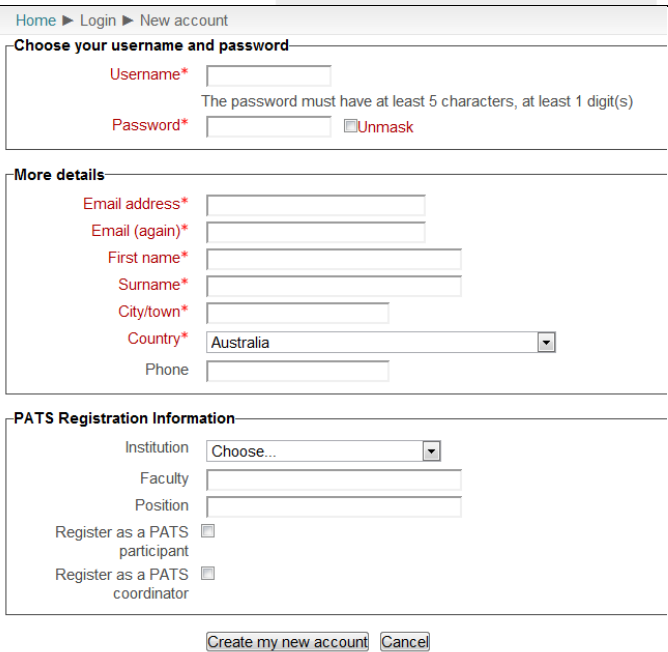
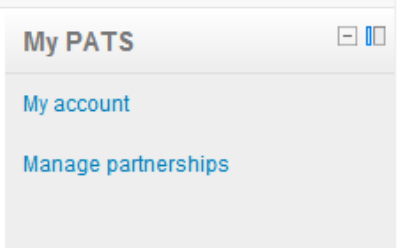
PEER MEETINGS

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

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](#)

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	Angela Carbone
Partnership period	1/04/13 - 31/12/13
Members	<ul style="list-style-type: none"> Bella Ross Jo Rae

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	
Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7
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)

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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



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)?

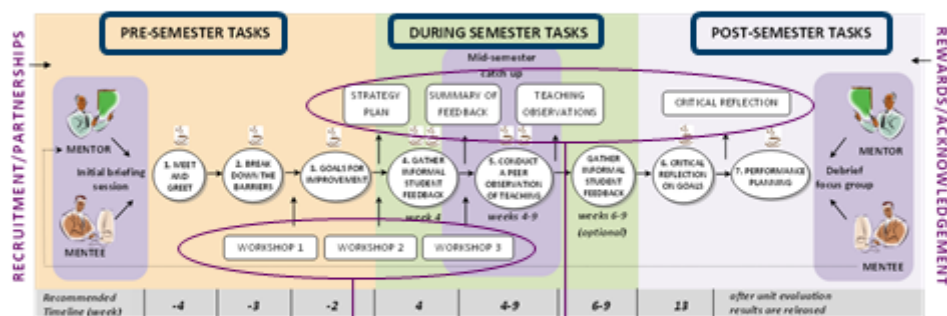
PATS is a scheme in which academics within a faculty are **partnered** and follow an *informal* process to discuss strategies to improve unit quality and develop educational innovations.



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

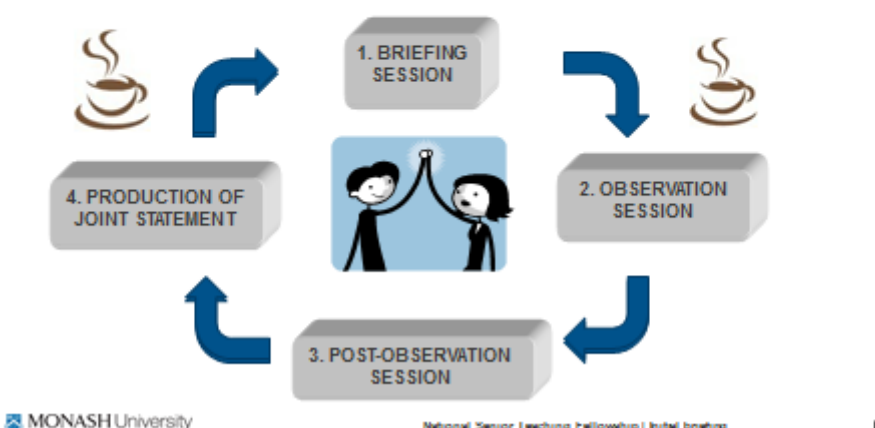
Identify 2-4 goals for improvement and develop an action plan
What data will you gather to evidence whether your goal(s) have been met

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

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
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PATS Website:
monash.edu.au/pats

WORKSHOPS 2014

In order to support the goals they have set in Task 3, academics participating in PATS are encouraged to access one or more professional development workshops. These may be offered through a central learning and teaching unit, e.g. elements of a Graduate Certificate of Higher Education or equivalent, or through a faculty academic development unit.

Coordinators should assist participants to identify available workshops at their institution.

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 Learning Objectives	UW2 Intellectually Stimulating	UW3 Learning Resources	UW4 Useful Feedback	UW5 Overall Satisfaction
Sem1, 2013	4.7	4.1	3.7	3.9	3.9
Sem1, 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

Coordinators should seek to provide mentors with links to internal and external tools, techniques and services to support staff who may be suffering from stress or those who are working with staff who are stressed.