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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

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

If you have any questions, please contact pats@monash.edu
THE PATS PROCESS

PRE-SEMESTER TASKS

1. MEET AND GREET
2. BREAK DOWN THE BARRIERS
3. GOALS FOR IMPROVEMENT

DURING SEMESTER TASKS

4. GATHER INFORMAL STUDENT FEEDBACK
5. CONDUCT A PEER OBSERVATION OF TEACHING

POST-SEMESTER TASKS

6. CRITICAL REFLECTION ON GOALS
7. PERFORMANCE PLANNING

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.

1. Click on *Create new account* in the Login block, located at the top right-hand side of the Home page.

2. Input your details into the registration form, remembering to check the *Register as a PATS Coordinator* box at the bottom of the page, then click *Create my new account*.

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).

4. You can update your details at any time via the *My account* link in the My PATS block.

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.
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.

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

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.

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.

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.

3. You can also edit individual partnerships, e.g. add/remove members, change the partnership name, and the start/end date of the partnership.
PEER ASSISTED TEACHING SCHEME (PATS)
Teachers Helping Teachers
Building Quality in Higher Education Courses
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]
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

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.

MONASH University

[Diagram]

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

MONASH University
**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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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

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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.

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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%)»

<table>
<thead>
<tr>
<th>Semester</th>
<th>UW1 Learning Objectives</th>
<th>UW2 Intellectually Stimulating</th>
<th>UW3 Learning Resources</th>
<th>UW4 Useful Feedback</th>
<th>UW5 Overall Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem1, 2013</td>
<td>4.7</td>
<td>4.1</td>
<td>3.7</td>
<td>3.9</td>
<td>3.9</td>
</tr>
<tr>
<td>Sem1, 2014</td>
<td>4.8</td>
<td>4.7</td>
<td>4.2</td>
<td>4.3</td>
<td>4.5</td>
</tr>
</tbody>
</table>

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.