

Peer Assisted Teaching Scheme



**TEACHERS
HELPING
TEACHERS**

Welcome

to the eighth newsletter for the Peer Assisted Teaching Scheme (PATS). This newsletter will be published every two months for the entirety of the program. We welcome your feedback, input and comments at any point along the way.

In this eighth issue of the newsletter, we will explain the different modes of operations for PATS partnerships and give you a sneak preview of the exciting new interactive PATS website.

At the end of September we submitted the final report on PATS to the Australian Learning and Teaching Council (ALTC). It provided a detailed report of all our activities to date, outcomes and recommendations from the entire project.

We hope you enjoy this newsletter, and we look forward to engaging PATS within your Faculty.

Recommendations

The following recommendations were made and included in the final report submitted to the ALTC.

- 1. Open scheme to all units** - to provide a usefulness beyond just improving units that are "needing critical attention" and opening up to any unit wanting to improve its health and student satisfaction.
- 2. List of mentors** - who are available and willing to assist new academics and making it part of the culture.
- 3. History and context of the unit** - should be made available.
- 4. Embed PATS into GCHE** - benefiting all new incoming academics allowing them to critically reflect on their teaching practice. The scheme is now embedded into the GCHE.
- 5. Allocate workload relief** - participation in the scheme needs to be recognised at a more senior level and factored into the academics' workload.
- 6. Devise qualitative measures of success** - due to scepticism of the use of unit evaluation results as the only measure of success.
- 7. Central and Faculty liaison person** - to provide support and assist with the maintenance of the scheme within their faculty.
- 8. Mode of operation** - provide different types of partnerships (explained further on page 2).

Each issue we will introduce the people whose commitment makes this program possible.

PATS Participants

This semester PATS two academics from the Office of the Pro Vice-Chancellor (Learning and Teaching) (OPVCLT) are participating in PATS in a reciprocal partnership.

Dr Phillip Dawson

Phill is a lecturer in the GCHE and Chief Examiner of the unit HED5012: Learning and Teaching in Higher Education Level II. Prior to his appointment at Monash, Phill was a lecturer at Deakin University and the University of Wollongong. He is also the recipient of a number of awards including the Deakin University Vice-Chancellor's Award for Outstanding Contribution to Rural and Regional Engagement (2011), Australian College of Educators Peer Recognition Award (2008), Australian Learning and Teaching Council Citation (2007), University of Wollongong Outstanding Contribution to Teaching and Learning Award (2007) and the Australian Postgraduate Award (2006).

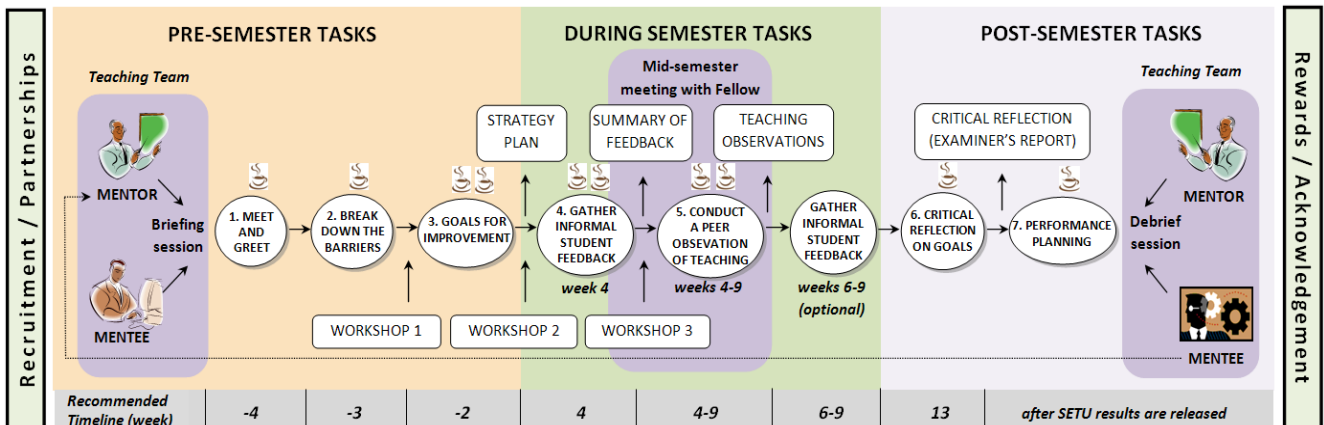
Associate Professor Robert Nelson

Robert is the Associate Director, Student Experience in the OPVCLT and a lecturer in the GCHE unit HED 5041: Postgraduate Research Supervision. Prior to this appointment, he was at various times HoD, ADE, ADR and ADGS in the Faculty of Art & Design. Robert is a critic interested in how the aesthetic interacts with the moral with many of his publications available freely online.

- *Moral Sustainability and Cycling: an Ecology of Ambition for a Hyperactive Planet* (www.st-andrews.ac.uk/sasi/media/sustainability_and_cycling.pdf)
- *The Jealousy of Ideas: Research Methods in the Creative Arts* (www.writing-pad.ac.uk/index.php?path=photos/20_Resources/08_The%20Jealousy%20of%20Ideas)
- *The Spirit of Secular Art: a History of the Sacramental Roots of Contemporary Artistic Values* (www.epress.monash.edu/ssa)
- *The Visual Language of Painting* (www.scholarly.info/author/150)

Research in Progress

The PATS process flowchart has been refined and includes recruitment/partnerships prior to PATS and rewards/acknowledgement following PATS:



INVITATIONS

Monash University presentation

"Using PATS to build educational standing", Monash Education Focused Forum, Monash University, Friday 30th September.

University of Newcastle Workshop

"Establishing and sustaining mentoring relationships", Faculty Teaching Leaders Development Day, Faculty of Business and Law, University of Newcastle, Tuesday 4th October.

Deakin University Seminar presentation

"The criteria of effective teaching in universities of the future: My University, my goodness?", Teaching and Learning Conference, Deakin University, Tuesday 2nd November.

CADAD Seminar presentation

"A scheme to improve quality in Higher Education Units", Council Australian Directors of Academic Developers (CADAD), Perth, 3rd-4th November.

WAND Poster presentation

Western Australian Network for Dissemination (WAND) Sharing Day, Murdoch University, Perth, Monday 7th November.

Swinburne University Seminar presentation

"A scheme for improving ICT units with critically low student satisfaction", the Melbourne Computing Educational Conventicle (MCEC), Swinburne University, Friday 18th November.

PATS website

The exciting new PATS website is slowly taking shape. Here is a sneak preview of the website! Currently there is some background on PATS, past results, resources, etc available for viewing.



PATS Guide

The PATS guide has been redeveloped into a generic format which can be used by other tertiary institutions. The guide is presented in an informative and user-friendly booklet and will be available to download from the website.

PATS Participants Instructional Workbook

The PATS participants instructional workbook has also been redeveloped into a generic format which can be used by other tertiary institutions. Once the website is complete, the workbook will be available in an interactive online format.

PATS Partnerships

PATS was initially developed with a mentor-mentee approach in mind. The process has been refined and redeveloped with the inclusion of all academics as the driving factor. This has led to the development of two different modes of operation:

1. Mentor-mentee partnership

This is the traditional mentoring relationship whereby the academic with a low performing unit is mentored by a currently recognised outstanding and award-winning academic. This partnership is more suitable for academics who are new to teaching and require guidance and support from a more experienced colleague.

2. Reciprocal partnership

In this partnership the academics work together as a small group (can have more than two academics) providing support and mentorship to each other in improving their individual units. This arrangement is more suited for experienced academics who may or may not be responsible for a low performing unit.

What's next...

- Completion of the interactive PATS website

CONTACT

If you wish to provide feedback or comment on the PATS program, please feel free to contact:

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