

OLT National Senior Teaching Fellowship Symposium

Developing Excellence in Teaching
and Learning through a Peer Assisted
Teaching Scheme

Associate Professor Angela Carbone

Official Symposium Program and Abstracts
4 December 2013

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Office for
Learning & Teaching

OLT National Senior Teaching Fellowship Symposium 2013

Developing excellence in teaching and learning through a Peer Assisted Teaching Scheme

The symposium aims to showcase some of the results from the OLT National Senior Teaching Fellowship. Participants will have opportunities to learn more about others' experiences of PATS, share ideas and discuss potential collaborations around the scholarship of learning and teaching.



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General information

Location

The symposium will be held in Room 1.16, Building H, Monash University Caulfield.

Catering

Morning tea, lunch and afternoon canapes will be provided in H1.16.

Special dietary requirements may be catered for with individual meals and will be named accordingly.

Wireless connection

A login and password to connect to the wireless network will be provided on request.

Power charging

Power points are available in all symposium rooms. Please ensure cords do not cause an occupational health and safety hazard.

Registration pack

Your registration pack contains a 4GB USB and a pen. Blank pages for notes can be found at the back of this booklet.

Feedback

Your feedback on the symposium is important to us. Thank you in advance for taking the time to complete the feedback form that will be distributed at the end of the day.

Twitter

Please use and follow the symposium via #PATSymp. You can also follow @EduPATS to keep up to date with PATS news and events.

Welcome

Professor Darrell Evans

Pro Vice-Chancellor (Learning and Teaching)
Monash University



Associate Professor Angela Carbone

Director, Education Excellence
Office of the Pro Vice-Chancellor
(Learning and Teaching)
Monash University



Welcome to the National Senior Teaching Fellowship Symposium.

The symposium is a key event in the fellowship program, *Developing excellence in teaching and learning through a Peer Assisted Teaching Scheme*, funded by the Office for Learning and Teaching (OLT) and led by Associate Professor Angela Carbone from Monash University. Monash University, and in particular the Office of the Pro Vice-Chancellor (Learning and Teaching), is proud to host the program as part of its Better Teaching, Better Learning agenda.

The symposium will outline the aims of the fellowship program, highlighting approaches universities have taken to integrate PATS into their culture. The day will provide opportunities to learn more about implementing PATS in a variety of higher education contexts, hear about experiences and reflections from participants, and gain insights into the key components of the scheme through engaging with current PATS Coordinators.

It is hoped that the symposium will inspire academics to engage in discussions around unit quality enhancement, share ideas and innovations, and build leadership capacity in learning and teaching. It is also hoped that delegates continue their conversations after the symposium and develop collaborations around the scholarship of learning and teaching.

We hope you enjoy the event and look forward to engaging with you on the day.

PATS program team

Associate Professor Angela Carbone would like to thank the PATS team for providing support, guidance and advocacy to the fellowship program.

Fellowship Reference Group

Dr Dora Constantinidis

Lecturer, Faculty of Information Technology, Monash University

Dr Peter Coolbear

Director, Ako Aotearoa, NZ

Mr Paul Denny

Senior Tutor, Faculty of Science
University of Auckland, NZ

Associate Professor

Mark Freeman

Director, Accreditation
Sydney University

Professor Roger Hadgraft

Innovation Professor
RMIT University

Professor Sally Kift

Deputy Vice-Chancellor (Academic)
James Cook University

Mr Benjamin Knight

Education Officer, Monash
Students' Association
Monash University

Professor Jane Long

Deputy Vice-Chancellor (Academic)
La Trobe University

Associate Professor

Arnold Pears

Head of Education
Uppsala University, Sweden

Emeritus Professor

Alan Robson

Adjunct (Earth and Environment)
University of Western Australia

Ms Sally Rogan

National PASS Leader
University of Wollongong

External evaluator

Associate Professor Ian Solomonides

Director, Learning and Teaching
Centre, Macquarie University

Project team

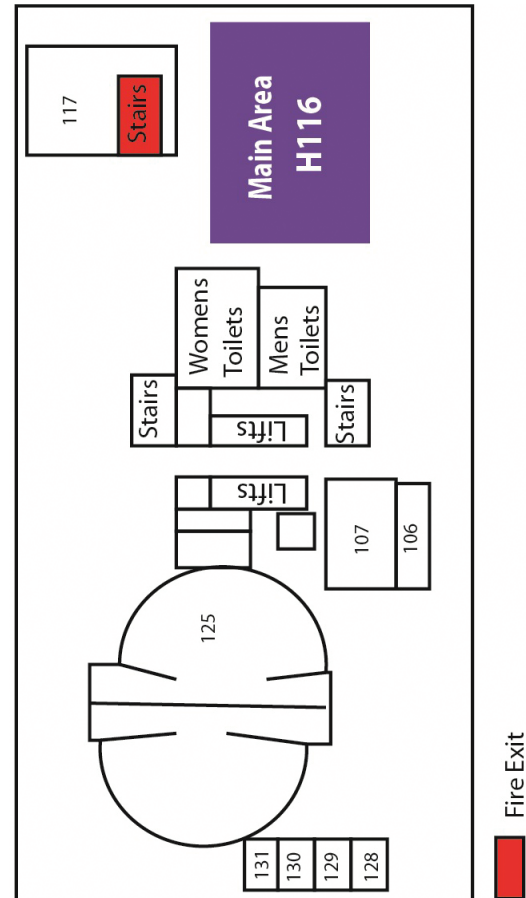
Dr Bella Ross

Research Officer, Monash University

Ms Joanne Rae

Program Officer, Monash University

Room location map



Symposium program

10.30am		Registration with morning tea
11.00am	INTRODUCTION	Opening address Professor Adam Shoemaker, Deputy Vice-Chancellor (Education), Monash University
11.15am		Developing excellence in learning and teaching through a Peer Assisted Teaching Scheme (PATS) Associate Professor Angela Carbone, Monash University
11.40am	EMBEDDING PATS	The PATS experience in the Faculty of Business and Law at UoN: Supporting professional development and building collegiality Ms Katherine Lindsay, The University of Newcastle
11.50am		PACES is PATS with a course enhancement spin Dr Steve Drew, Griffith University
12.00pm		PebblePATS Professor Sue Stoney, Edith Cowan University
12.10pm	Q&A PANEL	PATS participants' experiences Dr Liam Phelan and Ms Bonnie McBain, The University of Newcastle Dr Daryl D'Souza and Ms Astrid Bauers, RMIT University Ms Helen Naug and Dr Eugene du Toit, Griffith University Dr Laurence Orlando and Dr Kris Ryan, Monash University
1.00pm		Lunch

Session 1 2.00pm	ROUNDTABLE SESSIONS	Roundtable discussions/workshops <i>Delegates to select two 20 minute sessions at registration</i>
Session 2 2.25pm		Kicking goals with PATS: Setting academic development goals effectively Ms Kate Lindsay
		Embedding PATS from a senior leadership perspective Ms Margot Schuhmacher
		Breaking down the barriers to teaching improvement Dr Caroline Cottman
		PATS: The ‘how-to’ guide for PATS Coordinators Dr Bella Ross
		Engaging in the student voice Dr Liam Phelan
		Enhancing courses through peer observation Dr Steve Drew
		Teaching quality: How is it measured? Associate Professor Angela Carbone
		How PATS supports Monash’s Better Teaching, Better Learning agenda Ms Melinda Cashen
2.45pm	Overview of roundtable sessions: Ideas and lessons learnt All attendees	

3.00pm	PATS INITIATIVES	PATS and the Learning Thermometer trial Dr Helen Stallman, University of South Australia
3.10pm		The different flavours of PATS Dr Jo-Anne Kelder, University of Tasmania Dr Jacinta Ryan, Kaplan Higher Education
3.30pm	CLOSING	Measuring university learning: Reflections on the recent review of degree programs in Swedish higher education Associate Professor Arnold Pears, Uppsala University
3.45pm		The future of OLT fellowships Dr Suzi Hewlett, Office for Learning and Teaching
4.00pm		Wrap-up and evaluations All attendees, hosted by Angela Carbone
4.10pm		Drinks and networking

Key presenters

Professor Adam Shoemaker

Deputy Vice-Chancellor (Education)
Monash University

Adam Shoemaker has been Deputy Vice-Chancellor and Vice-President (Education) at Monash University since 2007. Prior to joining Monash he was Dean of the College of Arts and Social Sciences at the Australian National University in Canberra and Foundation Director of the Australian National University Research School of Humanities. He has been a Visiting Professor at the University of Toulouse II and the University of Antwerp.



At Monash University, Professor Shoemaker oversees:

- The quality, range and impact of the University's educational programs
- Innovation in digital education, curriculum design and international learning
- Indigenous student and staff access, education and support
- The Monash University Libraries
- The Monash/Oxfam and Monash/World Vision partnerships

His research career includes eight books and many other publications in the field of indigenous literature, history, culture and politics. He maintains a broad research interest in all areas of education and higher education policy, digital education, blended learning and the globalisation of universities.

Professor Shoemaker chairs the Victorian Curriculum and Assessment Authority and is a Director of Open Universities Australia.

Associate Professor Angela Carbone

Director, Education Excellence
Monash University



Associate Professor Angela Carbone has received numerous awards for teaching excellence. In 2012 she was granted a National Senior Teaching Fellowship by the Australian Government Office for Learning and Teaching. Angela is an executive member of the Australia Council of Deans in ICT, Learning and Teaching Academy and was Chair of the Australian Computing Education conference in 2012 and 2013.

Developing excellence in learning and teaching through a Peer Assisted Teaching Scheme (PATS)

This presentation draws on the findings from a National Senior Teaching Fellowship program funded by the Australian Government Office for Learning and Teaching. The fellowship program, *Developing excellence in learning and teaching through a Peer Assisted Teaching Scheme* (PATS), provides a structured framework to reinvigorate courses. Its aim is to develop a culture within the Australian higher education sector of valuing and enhancing the student learning experience. PATS operates through collegial input and guidance via a process that incorporates goal-setting exercises, peer observation of teaching and analysis of informal student feedback. The presentation will highlight the benefits of PATS and how it might help departments and faculties share expertise to reinvigorate courses. Topics covered include:

- how academics have enhanced curriculum and teaching quality;
- common student concerns for units that need improvement;
- how faculties have built leadership capacity amongst academics; and,
- unexpected outcomes such as: building scholarship of teaching and learning momentum.

Katherine Lindsay

Senior Lecturer
Newcastle Law School
The University of Newcastle

Katherine Lindsay is the manager of the PATS initiative in the Faculty of Business and Law at the University of Newcastle (UoN) and is part of the research team for the multi-institutional Australian PATS trial. Prior to this, she was on the reference group of the original ALTC supported PATS program. She has been recognised for excellence in law teaching and student support by the University of Newcastle, NSW Department of Education and Training (NSW Quality Teaching Award) and the Australian Learning and Teaching Council (ALTC).



The PATS experience in the Faculty of Business and Law at UoN: Supporting professional development and building collegiality

PATS was piloted and embedded in the University of Newcastle's (UoN) Faculty of Business and Law in 2011. The faculty recruited teaching mentors, called Teaching Leaders. These were staff members who had won university or external awards for teaching excellence. Mentees were recruited via expressions of interest from staff members interested in enhancing their units and/or teaching. The faculty demonstrated a supportive culture and a powerful guiding coalition which created and nurtured the communities of practice central to the implementation of PATS. The PATS process is also being adopted in the University of Newcastle Graduate School, with online teaching staff utilising existing collegial networks to invite participation.

Dr Steve Drew

Director, Learning and Teaching
(Science, Environment, Engineering and Technology)
Griffith University



Dr Steve Drew has spent the past five years working with Griffith's academic development team to provide opportunities to actively foster academic engagement with professional development through its GCHE and FUT programs. In particular, the PRO-Teaching project (the vehicle whereby PATS is implemented) has created a growing culture of collegial and collaborative development across the university.

PACES is PATS with a course enhancement spin

Engaging academics with PATS at Griffith University required a refocus of its original marketing. Acceptance testing with academic groups indicated that engagement would be facilitated with less emphasis on teacher quality and more on the improvement of their courses. So putting academics through their PACES was the Peer Assisted Course Enhancement Scheme. This depersonalization was seen to engender a more objective approach to development and to constructive professional feedback. Currently Griffith requires academics that suffer low student evaluations to create Course Improvement Plans. This punitive approach did little to engage academics with a useful quality development tool. PACES became a collaborative vehicle to assist any participating academic, regardless of student evaluation scores, in engaging with the range of data to create plans based on credible evidence. Essentially PACES and PATS are identical but by adapting it to cultural sensitivities and aligning it to existing organizational quality processes its new packaging has assisted rapid adoption. Similarly, by plugging PACES into an existing peer review of teaching administration network it has provided a course oriented development option that was able to be rapidly deployed.

Professor Sue Stoney

Head, Centre for Learning and Development
Edith Cowan University



Professor Sue Stoney has been an academic for more than 30 years, both in the School of Education and in the Faculty of Business and Law. Sue's current role involves leading three staff teams who deliver Edith Cowan University's Organisational Development, manage the University's Teaching and Learning Solutions, and provide advice around academic excellence. Using technology to facilitate learning has been part of Sue's work practices since the late 1980s and she has an enduring interest in the affordances offered by various technologies.

PebblePATS

Having identified a number of staff members who wanted to improve their student evaluations of teaching, the PebblePad e-portfolio platform was explored for participants in the PATS program to complete their tasks, and renamed 'PebblePATS'. In order to get maximum value from PATS, the program was built into the Graduate Certificate in Higher Education as part of the first unit – University Learning and Teaching. A total of 12 pairs registered, some of whom participated in the research conducted by Monash University. Some of the staff members were full-time and others were sessional academics and they either worked in mentor/mentee relationships or in reciprocal relationships, depending on their needs or levels of experience.

The tasks highlighted the benefits that these staff members derived from participating in PATS – issues such as feeling more connected to the School, managing student expectations, improving communications, and feeling “less lonely”.

Building PATS into an academic program and using the e-portfolio approach to store the reflections and tasks was very successful. This has now been operationalized in the Centre for Learning and Development's planning.

Associate Professor Arnold Pears

Head of Education and Deputy Head of Department of IT
Uppsala University



Associate Professor Arnold Pears is currently Head of Education and Deputy Head of the Department of IT at Uppsala University, Sweden's strongest research and teaching university in Computer Science. His educational activities have led to an international involvement in development of computing and engineering education. Arnold was awarded the Uppsala University Pedagogy Prize in 2008 and the Excellent Teacher of Uppsala University in 2013.

He is a member of the Council for Educational Development of the Faculty of Science and Technology and chairs the research board of the Faculty of Science and Technology Centre for STEM Research in Higher Education (www.mint.uu.se). In the international arena he serves on the Board of Governors of the IEEE Computer Society and also Chairs the Special Technical Community for Education initiative. In 2011 he was heavily involved in launching a new IEEE sponsored conference series in Computing and Engineering Education "Learning and Teaching in Computing and Engineering (LaTICE)". Arnold has published several book chapters and over 50 articles in refereed conferences and journals in the area of computing and engineering education research.

Measuring university learning: Reflections on the recent review of degree programs in Swedish higher education

The Swedish government has just completed a two year evaluation of engineering and computing degree programmes in Sweden. This talk will reflect on this process and the nature of "quality" in the delivery and management of higher education. The outcomes of the current Swedish evaluation will have far reaching effects on the structure and focus of university teaching throughout the country. How do we prepare staff and students to engage with the challenges that will emerge?

Suzi Hewlett

General Manager, Office for Learning and Teaching
Australian Government Department of Education



Suzi Hewlett has worked for the Australian Public Service for 13 years, primarily in vocational education and training, and more recently as the General Manager of the Office for Learning and Teaching within the Higher Education Division of the federal Department of Education. Prior to this she was the Chief Operating Officer for the Building the Education Revolution Taskforce, established to receive, investigate and respond to complaints about the school building program.

OLT National Senior Teaching Fellowships program

The National Senior Teaching Fellowships program advances learning and teaching in higher education by supporting a group of leading educators to undertake strategic, high-profile activities in areas of importance to the sector. Through their fellowship activities, Fellows have a positive and lasting influence and impact on higher education practice in Australia. There are currently 70 scholars from 26 institutions in diverse discipline communities that represent the Australian Learning and Teaching Fellows network.

Fellowship selection is based on individuals' demonstrated leadership capacity in higher education. The fellowships are prestigious acknowledgements of individuals' expertise and influence and, as such, are highly valued by recipients' home institutions. Fellowships afford opportunities for individuals to undertake strategic programs of activities around identified educational issues, to develop their knowledge of the broader higher education environment in Australia, and to practice and further develop their leadership skills in this area.

www.olt.gov.au/fellowships

Dr Helen Stallman

Senior Lecturer

The University of South Australia



Dr Helen Stallman is a clinical psychologist and senior lecturer at The University of South Australia. Helen's research has focussed on the prevention and treatment of mental health problems, particularly in adolescents and university students. Helen has developed a number of award-winning programs including The Learning Thermometer, thedesk, Family Transitions Triple P, and OnTrack. She has authored numerous peer-reviewed papers and

clinical resources. Her current research is focussed on cost-effective interventions to improve the mental health and educational outcomes of university students, particularly using internet-based technologies.

PATS and The Learning Thermometer Trial

Learning at the tertiary level is dependent on a range of student characteristics, environmental factors and quality teaching. The Learning Thermometer is a web-based tool to support student learning through self-regulation and just-in-time support. This presentation will discuss research that combined The Learning Thermometer with the Peer Assisted Teaching Scheme to create a multi-faceted and integrated system to support both students and teachers. The tools provide developmentally appropriate guidance for teachers and students to make iterative changes to their practice with the aim of improving learning outcomes. Challenges and considerations for implementation will be discussed.

Dr Jo-Anne Kelder

Lecturer, Learning and Teaching Quality

Faculty of Health Science, University of Tasmania



Jo Kelder works as an academic in the Quality Evaluation Learning and Teaching Unit, with particular responsibility for embedding scholarship into learning and teaching practice within the Faculty of Health Science. To this end, she has taken a lead role in the design of educational evaluation research that spans the spectrum of evaluation for quality improvement, quality assurance and scholarship of learning and teaching research.

A multi-stream approach to adapting and extending PATS for embedding scholarship in health sciences disciplines at the University of Tasmania

The professional identity and practice of higher education academics now explicitly includes scholarship of learning and teaching. University of Tasmania (UTas) documents set out aspirations for the qualities of teachers and the learning experience they provide students. A whole-of-university framework for academic standards is being constructed, including mechanisms for identifying units and teachers 'at risk' of failing to meet quality requirements. The aim is to embed quality into the fabric of UTas learning and teaching practice. In this context, the Faculty of Health Science has identified the Peer Assisted Teaching Scheme (PATS) as a mechanism to support teaching staff to embed educational evaluation and scholarship into the courses and the specific units they teach.

The faculty aims to adapt and extend PATS to suit the different needs of teaching staff. Differences are reflected in the concept of three flavours of PATS: q-PATS (quality improvement of units); s-PATS (engaging with scholarship) and e-PATS (peer support online).

Dr Jacinta Ryan

Academic Head, Management
Kaplan Business School



Jacinta has worked in science and management in both the public and private health sectors. She has also completed postgraduate studies in business and education. More recently Jacinta has taken on the role of Academic Head of Management at Kaplan Business School.

She is committed to enabling students to learn with confidence and insight. To support student development Jacinta currently undertakes research into student engagement, collaborative

learning, and the integration of new technologies to better enable student learning.

PATS – Facilitating the process of integration in the private sector

In early 2012 Kaplan Business School (KBS) merged with Carrick Education. This merger saw the integration of two of Australia's well-known private education providers. Central to the success of this merger was the building of a unified teaching team, not an easy aim for any organisational merger. Given the need for a structured approach to creating this new teaching team, KBS engaged the PATS program to aid and facilitate this process of integration. Using the reciprocal partnerships approach for PATS has been valuable in orientating new teaching staff and aligning existing staff. The program has successfully contributed to establishing agreed KBS teaching standards and building greater insights into the unique characteristics of the KBS student cohort.

Panel members



Dr Liam Phelan

**Online Teaching and Learning Coordinator, GradSchool
Conjoint Senior Lecturer, School of Environmental and Life Sciences, The University of Newcastle**

Liam has research interests in two areas:
environmental studies and higher education.

He publishes and reviews, including serving in editorial roles for scholarly journals, in both fields. His role as Online Teaching and Learning Coordinator with GradSchool provides the opportunity to work with colleagues across the University of Newcastle and beyond who teach online. One key initiative developed through this role is Newcastle's Community of Interest in Online Teaching, Learning and Research, a collegial network for academic and professional staff with an interest in online education. Liam's outstanding teaching has been recognised by the OLT, the University, and postgraduate students.



Bonnie McBain

Conjoint Lecturer, School of Environmental and Life Sciences, The University of Newcastle

Bonnie is inspired, both professionally and personally, by the search for solutions to persistent environmental problems. Given the increasing complexity of environmental issues, she focuses her

research, teaching and professional practice on approaches which address this complexity directly. She has a multidisciplinary environmental background (ecological footprints, climate change, surface water quality, catchment management, sustainable forest management, air quality, groundwater and fisheries management) but is particularly interested in transdisciplinarity (work that goes beyond traditional disciplinary boundaries). Bonnie is an early career lecturer and teaches online courses only. She brings her professional experience to her teaching of environmental management and sustainability.



Dr Daryl d'Souza

**Senior Lecturer
School of Computer Science and IT
RMIT University**

Daryl has been a full-time Computer Science academic since 1982, and has been an academic member of the School of CS&IT since 1983.

His qualifications in Computer Science include an undergraduate degree (Imperial College, London), masters research (Monash University), and PhD research (RMIT University). He has extensive teaching experience, spanning the depth and breadth of CS offerings at all levels. He has recently taught first year programming. His recent research interests includes (primarily) Computing Education, in which he has published, supervised students, and been involved in several grants. During 2007 and 2008 he led two RMIT research projects that led to the implementation of a student mentoring service, which continues to operate to this day.



Astrid Bauers

**Senior Lecturer
School of Computer Science and IT
RMIT University**

Astrid's career has spanned some thirty years, mostly in industry, progressing from early roles as a Business/Systems Analyst, Testing Manager and

Software Development Manager to Strategic Planning and ICT Program Manager. She joined RMIT as a Senior Lecturer in Computer Science and IT in 2005, initially to establish a full time capstone course for Masters' students wishing to gain industry experience by carrying out ICT development projects with industry partners. She also lectures in Engineering Software Projects and Software Requirements Engineering courses to a diverse range of undergraduate and postgraduate students, for them to be able to apply theoretical principles and standards to practical outcomes.



Helen Naug

**Lecturer
School of Medical Science
Griffith University**

Helen Naug is a teaching focussed lecturer with a background in Biomedical Science. Helen teaches a large multi-disciplined first year course of Anatomy and Physiology. She received a Griffith University Excellence in Teaching Award in 2012. Her higher education research interests are in the areas of student engagement and metacognition. This is Helen's first experience of the PATS program.

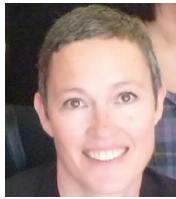


Dr Eugene F Du Toit

**Senior Lecturer
School of Medical Science
Griffith University**

Dr Du Toit is a physiologist with postgraduate training in exercise and cardiovascular physiology.

He completed his PhD in the Heart Disease Research Unit at the University of Cape Town and his postdoctoral studies in the Department of Cardiothoracic Surgery at Ludwig Maximilians University, Munich, Germany. After completing his postdoctoral studies he was employed as a researcher at the University of Cape Town before taking up an academic position at the University of Stellenbosch. Here he taught undergraduate and post-graduate faculty of health and science students. In 2009 he relocated to Griffith University where he teaches and continues his cardiovascular research in the School of Medical Science.



Dr Laurence Orlando

**Senior Lecturer, Faculty of Pharmacy and
Pharmaceutical Sciences
Monash University**

Laurence worked in Research and Development in the pharmaceutical industry for 15 years prior to joining the Faculty of Pharmacy in 2009. She has been responsible for teaching in the undergraduate Pharmaceutical Science degree and has introduced/revamped five third year units. As a participant in PATS Laurence reinvigorated her unit Product Manufacture by engaging students in the RSD framework. A concrete outcome of the PATS process was the publication of their findings in a book, *The Formulator's Guide to Tableting*. Laurence is currently looking at mapping students' attributes across the pharmaceutical science course and exploring the benefits of alternative methods of assessment that mimic real world deliverables.



Dr Kris Ryan

**Associate Dean (Education)
Faculty of Engineering
Monash University**

Prior to his current role, Dr Ryan was the Director of Teaching and Learning in the Department of Mechanical and Aerospace Engineering. During his time at Monash, Dr Ryan has been actively engaged in using innovative teaching and learning communication processes. This has involved the employment of online tests, laboratories and recorded lectures. Dr Ryan is an advocate for providing real life examples to illustrate theory and he is renowned for the use of practical demonstrations in his lectures.

Roundtable facilitators



Associate Professor Angela Carbone

Director, Education Excellence
Office of the Pro Vice-Chancellor (Learning and Teaching)
Monash University



Ms Margot Schuhmacher

Director of Educational Quality
Faculty of IT
Monash University



Dr Caroline Cottman

Academic Developer
Centre for the Support and Advancement of Learning
and Teaching (C-SALT), University of the Sunshine Coast



Dr Bella Ross

Research Officer
Office of the Pro Vice-Chancellor (Learning and Teaching)
Monash University



Dr Liam Phelan

Senior Lecturer and Online Teaching and Learning Coordinator,
GradSchool and Conjoint Senior Lecturer, School of
Environmental and Life Sciences, The University of Newcastle



Dr Steve Drew

Director, Learning and Teaching
Science, Environment, Engineering and Technology
Griffith University



Ms Katherine Lindsay

Senior Lecturer
Newcastle Law School
The University of Newcastle



Ms Melinda Cashen

Educational Designer
Office of the Pro Vice-Chancellor (Learning and Teaching)
Monash University

Roundtable sessions

Kicking goals with PATS: Setting academic development goals effectively

Ms Katherine Lindsay

In any form of professional development, setting goals and monitoring progress towards achieving those goals is integral. In a changing educational landscape, with ever mounting pressure to achieve teaching enhancements, PATS provides an opportunity for peers to discuss and set goals and strategies for improving their practice. Based on goal setting theories from the research literature as well as previous PATS findings, this session will outline key factors to consider when setting teaching improvement goals.

The session aims to:

- share resources to support goal setting practice;
- outline how best to shape achievable goals and strategies; and,
- provide an opportunity to discuss your teaching goals.

References

- Day, T., and Tosey, P. (2011). Beyond SMART? A new framework for goal setting. *The Curriculum Journal*, 22(4), 515-534.
- Doran, G. T. (1981). There's a S.M.A.R.T. way to write management's goals and objectives. *Management Review*, 70(11), 35-36.
- Zimmerman, B. J. (2008). Goal setting: A key proactive source of academic self-regulation. In D. H. Schunk and B. J. Zimmerman (Eds.), *Motivation and Self-regulated Learning* (pp. 267-295). New York: Lawrence Erlbaum Associates.

Embedding PATS from a senior leadership perspective

Ms Margot Schuhmacher

The higher education sector is currently undergoing significant change including increased interest in teaching excellence. This session highlights how PATS can be used as a strategic tool to improve unit quality, build leadership capacity and foster scholarship in learning and teaching as well as offering a concrete resource to support implementation at faculty level.

The session aims to:

- outline the types of decisions Associate Deans (Education), Directors Education Quality etc need to make to engage academics in PATS;
- discuss some of the drivers for participation in PATS; and,
- share some key resources that highlight these decision points.

References

- Barrie, S., and Ginns, P. (2007). The linking of national teaching performance indicators to improvements in teaching and learning in classrooms. *Quality in Higher Education*, 13(3), 275-286.
- Srikanthan, G., and Dalrymple, J. (2005). Implementation of a holistic model for quality in higher education. *Quality in Higher Education*, 11(1), 69-81.
- Treleaven, L., Sykes, C., and Ormiston, J. (2011). A dissemination methodology for learning and teaching developments through engaging and embedding. *Studies in Higher Education*, 37(6), 747-767.

Breaking down the barriers to teaching improvement

Dr Caroline Cottman

The issue of academics facing barriers to teaching improvement is far from novel. There is significant 21st century literature across a range of disciplines identifying and classifying the challenges faced by teachers in higher education, who are seeking to improve their practice and their students' educational experience. What is less well-traversed in theory and practice are the strategies and processes available to teachers for overcoming the challenges and moving beyond these barriers to achieve their learning and teaching improvement goals.

The session aims to:

- provide an opportunity to reflect on and discuss barriers faced in your own teaching;
- outline the types of barriers discussed in the literature and evidenced by participating teachers; and,
- share resources that provide strategies for overcoming common types of barriers.

References

- Brownwell, S., and Tanner, K. (2012). Barriers to Faculty Pedagogical Change: Lack of Training, Time, Incentives, and Tensions with Professional Identity? *CBE—Life Sciences Education*, 11(Winter), 339-346.
- DaRosa, D. A., Skeff, K., Friedland, J. A., Coburn, M., Cox, S., Pollart, S., et al. (2011). Barriers to Effective Teaching. *Academic Medicine*, 86(4), 453-459.
- Kreber, C. (2010). Academics' teacher identities, authenticity and pedagogy. *Studies in Higher Education*, 35(2), 171-194.
- Stenfors-Hayes, T., Weurlander, M., Dahlgren, L. O., and Hult, H. (2010). Medical teachers' professional development – perceived barriers and opportunities. *Teaching in Higher Education*, 15(4), 399-408.

PATS: The 'how to' guide for PATS Coordinators

Dr Bella Ross

This session will outline the key milestones and tasks involved in being a PATS Coordinator. The experiences of past coordinators from a variety of different contexts will be drawn on to outline the different aspects to consider when implementing a scheme such as PATS.

The session aims to:

- discuss recruitment strategies and the challenges involved in embedding PATS;
- outline the tasks involved in participating as a coordinator: recruitment, setting up online workbooks for participants, mid and post semester debriefs, acknowledgement letters, providing support;
- provide relevant PATS resources for coordinators; and,
- explore the lessons learnt by coordinators from past challenges implementing PATS.

References

- Carbone, A. (2013). A peer-assisted teaching scheme to improve units with critically low student satisfaction: opportunities and challenges, *Higher Education Research and Development* (HERD). DOI:10.1080/07294360.2013.841644
- Carbone, A. (2012). *Peer Assisted Teaching Scheme – A Way of Creating, Sustaining and Developing New Connections*. In Brown, N., Jones, S. M. and Adam, A. (Eds.), Proceedings of the 35th Higher Education Research and Development Society of Australasia (HERDSA) Annual International Conference. Hobart, Australia, 2-5 July 2012, 1-10.
- Carbone, A. (2011). *Building Peer Assistance Capacity in Faculties to Improve Student Satisfaction of Units*. In Krause, K., Buckridge, M., Grimmer, C. and Purbrick-Illeke, S. (Eds.), Proceedings of the 34th Higher Education Research and Development Society of Australasia (HERDSA) Annual International Conference. Gold Coast, Australia, 4-7 July 2011, 83-94.

Engaging in the student voice

Dr Liam Phelan

There is merit in lecturers seeking students' perspectives on their learning experiences in order to foster high quality teaching and learning: Brookfield argues that simply seeking to understand students' experiences of their learning is a key indicator of good teaching practice. However, students' perspectives on learning experiences can be considered feedback only when lecturers acknowledge and act on them.

This session aims to:

- provide relevant and effective methods to support lecturers in collecting student comments;
- highlight how PATS can support lecturers to close student feedback loops; and,
- share lecturers' perspectives on inviting, reviewing, reflecting on, and responding to student comments through PATS.

References

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Enhancing courses through peer observation

Dr Steve Drew

Enhancing higher education quality in universities is gaining importance. Peer observation of teaching is a way of improving teaching and comprises one component of PATS. Peer review enables peers to focus on how teachers might better achieve their unit development goals while paying particular attention to students' most commonly perceived unit improvement needs.

The session aims to:

- outline the peer observation process;
- discuss the relative merits of the different observation instruments available; and,
- highlight the benefits of peer observation from literature and PATS participants' perspective.

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Teaching quality: How is it measured?

Associate Professor Angela Carbone

To make improvements to teaching it is important to explore the nature of teaching quality. Various measures of teaching quality have been developed, many of which measure similar or overlapping domains of teaching. This session highlights frequently measured domains of teaching and whether they are relevant in a changing higher education context.

The session aims to:

- share results of a systematic review study that synthesised what teaching domains are measured in quality instruments;
- discuss the relevance of the ten most frequently measured teaching domains; and,
- reach consensus on measures of teaching quality relevant in the changing higher education context.

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How PATS supports Monash's Better Teaching, Better Learning agenda

Ms Melinda Cashen

With the changing demands of a global community, the explosion of new technologies and the emphasis on greater skills, it is essential that universities are ready, willing and able to challenge the learning and teaching journey we provide our students. Monash's Better Teaching, Better Learning agenda aims to encourage academics to challenge all aspects of their units. PATS supports academics to work in collegial partnerships to address the seven challenges: people, content, mode, resources, space, assessment and time.

The session aims to:

- start a conversation around learning and teaching challenges;
- provide academics with resources to provoke thinking, challenge ideas and explore opportunities; and,
- consider ways in which PATS can enable academics to adapt to the changing educational environment.

References

www.opvclt.monash.edu

Poster presentations

The following posters will be available for viewing during the lunch break. Authors will be on hand to answer questions.

PASS: The Power of Peer-Assisted Academic Support

- Adrian Devey, Monash University

Implementing three streams of PATS: Showcasing experiences and lessons learnt

- Melanie Greenwood, Tracy Douglas and Dr Jo-Anne Kelder, University of Tasmania

The Belonging Project – School of Media and Communication

- Associate Professor David Carlin, Bronwyn Clarke, Rachel Wilson, Dr Natalie Araujo and Karli Lukas, RMIT University

Kicking Goals with PATS: Setting academic development goals effectively

- Katherine Lindsay, University of Newcastle

Breaking down barriers with a Next Generation Learning Space (NGLS)

- Theo Hughes, Monash University

Creating collegial frameworks to tighten and close student feedbacks

- Dr Liam Phelan, University of Newcastle

Enhancing teaching and learning using web based tools: Experiences of one PATS reciprocal partnership

- Dr Hilary Monk and Dr Corine Rivalland, Monash University

Journeying to new technologies to enhance teaching and learning

- Associate Professor Ros Gleadow and Dr Patricia Wevill, Monash University

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