



VARIATIONS ON PATS:

CHOICES IN THE DESIGN OF A PEER ASSISTED TEACHING SCHEME



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Variations on PATS: Choices in the design of a Peer Assisted Teaching Scheme is a digital version of the 'Customising PATS' online guide, available monash.edu/pats, first published October 2015.

The guide provides a conceptual framework, design advice and case stories on customising the Peer Assisted Teaching Scheme (PATS). It is the output of a multi-university partnership project, *Adapting and extending the Peer Assisted Teaching Scheme: variations on purpose, people and process*.

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Foreward

This guide, along with its collection of case stories outlining approaches to unit improvement, assurance of quality in the curriculum, and developing teachers' scholarship, is the key output of the Office for Learning and Teaching Extension project - Variations on PATS: Choices in the design of a Peer Assisted Teaching Scheme 2014-2015.

It builds on the foundations of the Peer Assisted Teaching Scheme (known as classic PATS) originally conceived in the Faculty of Information Technology at Monash University in 2009 to improve unit quality and develop leadership capacity amongst their staff.

Classic PATS is based on a distributed leadership model with a strong mentoring focus and underpinned by a social-cultural theoretical model. Since its inception there have been many success stories of units moving into zones where students' aspirations are met or exceeded, academics feeling more supported and engaged in scholarship of learning and teaching, and managers feeling they have finally found a sound process that is collegially based to support their staff in improving their units.

This guide highlights the uptake and growth of PATS as a program for helping teachers and reinvigorating curriculum. It showcases a wealth of examples of how to use and adapt classic PATS for local contexts across a variety of institutions. This is extremely timely as many changes are occurring in the higher education sector and institutions are searching for optimum ways to enhance their units.

As a reader you are provided with a collection of case story examples using contemporary variations of the classic Peer Assisted Teaching Scheme. These documented variations are written

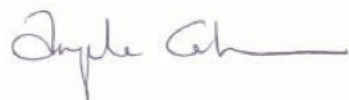


by a community of academics that have engaged in PATS and developed and applied a variation. Their unique case stories provide guidance by example of what the team did, and why they did it, along with reflections on the outcomes. The guide provides a structure for thinking about what can be varied in the classic PATS scheme through the 3P3V model and a checklist of questions that can guide the process of designing contemporary variations.

I hope the Guide inspires academics to engage in the fundamental features of classic PATS and develop their own contemporary PATS, with the specific aim of building capacity in academics to interrogate their practice and identify opportunities for improvement in curriculum, teaching and student learning.

I hope academics find the guide useful and refer to the case stories presented in this book or the ones freely available online through the PATS website (www.monash.edu/pats) that best suit their needs.

The future of PATS will depend on continual commitment and engagement by academics in the process, and innovative variations by academic leaders to suit different contexts.



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1. INTRODUCTION

1.1 Purpose of the Guide

This Guide presents the outcomes of a collaborative effort to understand and build on the success of the Peer Assisted Teaching Scheme (PATS) (Carbone 2011, 2015) and share the collective experience and wisdom on how to design a variation of PATS for specific contexts.

In this guide we:

Explain	what PATS is and how it can be adapted for specific contexts and purposes
Identify	theories from the literature and the concepts that underpin a PATS design
Describe	the key elements of a PATS design
Explain	The '3P3V matrix' and how it can be used to guide a PATS variation design
Present	Case Stories of PATS variations that can be reviewed for relevance to a local, specific, situation

1.2 Who will find this Guide useful?

This Guide provides information for:

- Individual teachers wanting a collegial approach to change or improve their units.
- Anyone responsible for quality assurance in a curriculum (for example, Degree Coordinators).
- Anyone responsible for developing and/or monitoring the standard of a curriculum and reporting against institutional or national metrics.
- Anyone responsible for the capacity of teachers to design and deliver curriculum (providing professional development and support).

The Guide will be useful for those who share the philosophical ideas related to pedagogy and the practice of teaching that underpins the PATS program. The design of a PATS variation begins with an analysis and critical reflection on a local teaching context and individual or collaborative teaching practice. It is informed by the theories and case stories in the Guide.

The case stories demonstrate that PATS variations can be designed at any level, and are dependent only on the capacity of the designer to influence participation. For example, a Director of Learning and Teaching could design and implement an institution-wide PATS variation; the leader of a Faculty could use PATS as a tool to drive staff engagement in quality assurance; a degree course coordinator could lead their teaching team in a systematic approach to evidence-based improvements and scholarly outputs; the coordinator of a single subject could plan a specific quality improvement project and organise a peer partnership with professional development by themselves.



1.3 How to use the guide

The rest of this Guide has the following sections:

Topic	Information about ...	Potential usefulness
Conceptualising PATS	“classic PATS’, ‘contemporary PATS’ and the characteristics they have in common the ‘3P3V matrix’ to describe the dimensions of variation of classic PATS	Understand the underlying philosophy and contextual factors that affect a design for a PATS implementation
How to design a PATS variation	Core elements of PATS Checklist questions to help formulate a PATS variation	Use the checklist of questions to describe your situation Map your situation to the 3P3V matrix to identify what you want to vary
Case stories	Case stories of ‘classic’ and ‘contemporary’ variations of PATS	Stories from different discipline and institutional contexts that might be relevant to you; give you some ideas on what is possible and potential barriers to consider

2. CONCEPTUALISING PATS

2.1 What is PATS?

‘PATS’ is a practical, evidence-based approach to enhancing teaching and curriculum through peer engagement and targeted professional development. It facilitates a collegial culture of peer-led learning in a context of quality standards for higher education, where measurement matters. It provides an outlet for scholarship, where a theoretical underpinning is expected.

It is also a way of thinking about the teaching-side of academic teaching work. It provides a framework for goal-directed design, implementing changes and then measuring the outcomes and impact of quality activities.

The original, ‘classic’, PATS is structured and prescriptive; it is especially useful for teaching situations characterised by problems that are relatively straightforward to resolve over a short (one semester) timeframe. In comparison, ‘contemporary’ PATS is adaptable to context and flexibly accommodates the variety of activities that are directed towards improving curriculum, developing teaching capability and assuring students’ learning and learning experience. In its contemporary manifestations, PATS has evolved as powerful cultural approach that connects the academic aspiration to enact collegial and evidence-based knowledge-seeking to a quality standards agenda that is largely externally imposed and can be viewed as a threat to academic autonomy.

In this Guide, ‘quality enhancement’ is defined as ‘a systematic, future directed, continuous cycle of goal setting, planning, managing and reviewing, within an appropriate governance framework and aimed at transformation ... [and is] the responsibility of all members, units and levels of the University (Macquarie University, 2012). This definition is the basis for describing intentional activities that have a quality-related purpose (goal) as occurring on a spectrum of quality improvement, quality assurance and scholarship in learning and teaching. The authors of this Guide believe that the foundation for successful adaptation and multiple variations of PATS (its demonstrated ability to evolve) is ensuring its underlying values are maintained, particularly commitment to evidence-based decision-making regarding curriculum design and delivery and scholarship in teaching.

The conceptual strength of PATS is the strong commitment to:

- peer-led learning communities (Gratch 1998; Boud 2001; Topping 2001; Arendale 2004; Hall et al. 2005)
- the core elements of a strong mentoring program (Dawson 2014)
- critical reflective and student-centred teaching practice (Brookfield 1995)
- social-cultural learning theory (Vygotsky 1978) and situated learning theory (Lave 1998)
- distributed leadership (Jones et al 2014).

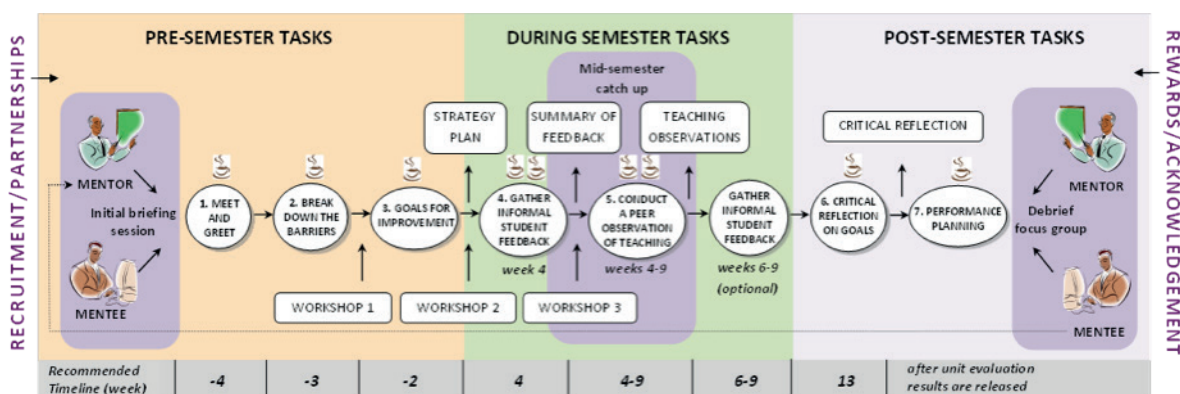
2.2 Classic PATS

'Classic' PATS provides a tightly structured framework of connected activities completed within a specified time. Participation involves identifying a problem (QI-) or opportunity (QI+) to be addressed, specifying a measurable goal (focused on curriculum or teaching) and designing a project to achieve the goal. It includes scheduled meetings with a mentor, professional development workshops and reporting expectations.

It was designed to improve the quality of teaching and level of student satisfaction of identified units and to build leadership capacity amongst currently recognised outstanding teachers. 'Classic' PATS is a collegial collaborative mentoring process. It involves a partnership between a mentor, who is usually a recognised outstanding teacher, and the academic wanting to address a problem in their unit.

The scheme is often supported at different levels of leadership within the institution, usually the Associate Deans (Education; Learning and Teaching) and an appointed PATS coordinator to ensure participants have scheduled meetings for the program of PATS activities. One of the core requirements of the Scheme is that participants, supported by a mentor, identify goals for improvement in teaching, reflect on the barriers they face in achieving the goals, and to proffer strategies for overcoming them. Figure 1 outlines the PATS program of activities, including professional development workshops and reporting expectations.

Figure 1. Classic PATS process



Initially, PATS was designed to address low student satisfaction with the quality of Information and Communication Technology (ICT) units in the Faculty of Information Technology at Monash University in Victoria, Australia. Improvements in the student satisfaction of units from the pilot scheme in 2009 (Carbone, Ceddia & Wong 2011) led to a trial of the scheme in other disciplines at Monash University in 2010, supported by an Australian Learning and Teaching Council (ALTC) Teaching Fellowship grant (Carbone 2011). The scheme was primarily designed to: (i) improve the quality of student satisfaction within identified units; and (ii) build leadership capacity by engaging teachers currently recognized as outstanding. In 2012, the Council of Australian Directors of Academic Development funded a trial expanding the Scheme across several other Australian universities (Carbone 2013), which was further advanced through a broader national rollout across 14 universities supported by an Office for Learning and Teaching funded National Senior Teaching Fellowship (Carbone 2015).

PATS works best when it is used as an integrated quality enhancement process executed as part of unit or course preparation and delivery. A structured framework to enhance unit quality is achieved when assistance and guidance from the partnership is collegial, and follows the framework of goal setting, peer observation of teaching and analysis of informal student feedback. In addition, workshops covering various aspects related to teaching improvement provide new insights.

For example, Liam Phelan trialled PATS in two schools at the University of Newcastle: the School of Environmental Science and School of Education. As online teaching and learning co-ordinator, his role is to support teachers in the online space:



I think there's some genius in PATS in two ways: one is that it really reinvigorates that idea of collegiality in tertiary teaching...which in a contemporary setting sometimes is hard to find, people are always feeling so time pressured ... the second part is that it allows for that collegial activity to be recognised formally because it is a formal scheme. I think that's fantastic because it gives an opportunity for institutions to really get behind the scheme.
(quotation from OLT National Senior Teaching Fellowship Report)

Another example illustrates the way PATS can be varied. Steve Drew, Director of Learning and Teaching, Griffith University Sciences Group, changed the name to Peer Assisted Course Enhancement Scheme (PACES) and constructed 'peer-pairs' rather than mentors and mentees in order to significantly reduce the perceived power distance and emphasise the collegial nature of the scheme. PACES was implemented to improve student satisfaction with courses; improve the quality of teaching; build leadership capacity amongst academics and provide peer assistance for teaching with potential for both academics and managers to participate. Administration staff members from the PRO-Teaching/PACES project group, an independent office, were responsible for organising PACES and engaging with staff members. This arrangement placed the process into the hands of the participants and out of the hands of line management, although the Head of School and Dean (Learning and Teaching) had input and were supportive.



2.3 Contemporary PATS

One way to represent a contemporary PATS design is to use a matrix that describes the dimensions of what can be or is being varied from the classic version. The matrix functions as a framework for understanding where each contemporary PATS case is situated in relation to other PATS cases. The primary dimensions of variation are:

Purpose: an aspect of Quality Enhancement (QE)

- Quality Improvement (QI- fixing a problem or QI+ implementing an innovation)
- Quality Assurance (QA: reporting external standards)
- Scholarship of Learning and Teaching (SOTL: reporting to the higher education community)

People: Peer partnership model

- Mentor/mentee, peer-to-peer
- Employment category (casual, contract, permanent)
- Mode of peer interaction (Face-to-face; distance)

Process: to ensure planning, milestones, reports, professional development, deliverables

- Timeframe for engagement
- Scope (unit/course/program/curriculum mapping)
- Outputs (Things to deliver: e.g. teaching innovation, new resources, course review, course accreditation, reports, publications, new resources)

All PATS variations have an overarching 'Quality Enhancement' (QE) purpose. Thus, the **Purpose** dimension is related to which particular orientation towards QE is the focus of a PATS activity. A case does not have to have one focus but it is useful for the purposes of designing a PATS variation to identify a primary focus: QI-, or QI+, QA or SOTL.

All PATS variations involve in a goal-directed activity. Thus **People** is a dimension related to who will be involved in the PATS variation and the nature of that involvement.

Each PATS variation design needs to have the core elements of PATS that we have identified. Thus **Process** is a dimension related to how the core elements of PATS are designed to work together from a process design perspective.

Decisions about **People** and **Purpose** have a strong impact on the **Process** design for a PATS variation. Within each of these variations, there are usually additional dimensions of what can be changed Table 1 presents a matrix of three variations (3V) within each of the 3P variations. This matrix provides a structure for the locating case stories presented in the Guide.



Table 1. PATS Variation Description Framework – the 3P3V matrix

Variation by	Variation of some or all elements in the matrix		
PURPOSE	QI – Quality Improvement	QA - Quality Assurance	SOTL – Scholarship of Teaching & Learning
PEOPLE	PPM – Peer Partnership Model	EC – Employment Contract	MI – Mode of peer Interaction
PROCESS	T - Timeframe for engagement	S – Scope	O - Outputs

2.4 The relationship between ‘Classic’ and ‘Contemporary’ PATS

The case stories in this Guide describe a wide range of PATS variations. Variations build in choice and discretion, the ability to respond to contextual constraints and to create links to existing institutional systems for professional development, reporting and rewards. However, it is important to establish, “What changes to the original PATS design are possible such that a contemporary PATS is identifiable as a variation of classic PATS?”

Table 2 summarises core characteristics of classic PATS in comparison with PATS variations in terms of ‘on a spectrum’.

Table 2. Core characteristics of 'classic' PATS and 'contemporary' PATS variations

'Classic' PATS	'PATS variations
Tightly structured framework of activities to achieve specific goals that are related to improving a single unit.	Loosely structured set of activities aligned to achieve specified goals that are related to which aspects of quality enhancement are in focus.
Highly specified relational process <ul style="list-style-type: none"> • primarily 1:1 peer-partnership model • participants have defined roles: mentor or mentee or peer-mentor • primarily teacher of a unit with mentor 	PPM – Peer Partnership Model <ul style="list-style-type: none"> • no limit on number of participants in a peer partnership • fluid roles (shared leadership) • relational groupings can include COP, teaching team, other staff categories (e.g. sessional staff, PhD candidates).
Limited scope goals (Quality Improvement focus – either remediation or reinvigoration of a subject/unit within a degree program).	Situated goals related to different aspects of quality enhancement Nested goals (can include quality improvement, quality assurance and SOTL).
Short-term, limited scope quality improvement projects, one-off.	Project scope and timing extendible; can include ongoing projects dedicated to continuous quality enhancement.
Targeted, externally provided professional development (e.g. workshop).	Ad hoc, opportunistic, in-house or externally provided professional development. Shared leadership in capability building of teachers.
Scholarship a welcome but not expected outcome.	Scholarship can be embedded into the PATS variation as a core element.
<ul style="list-style-type: none"> • Design is underpinned by explicit theoretical understandings that inform decision-making in relation to People, Purpose and Process. • Goal is to empower teaching staff through model of peer-led, collegial activities • Value the individual (their role, contribution, knowledge and skills) • Relationships based on respect and mutual desire for good teaching practice and curriculum design/delivery • Rewards (tangible and intangible) • Establish an evidence-base to inform decisions so that curriculum and teaching meets the requirements of standards for learning and teaching (monitoring, intervening, reporting) 	

3. HOW TO DESIGN A PATS VARIATION

The case stories in this Guide provide illustrations of how PATS has been varied thus far. Our contention is that theoretical foundation of classic PATS design is the foundation of PATS variations. Thus awareness of (and alignment with) the perspectives provided by the different theories underpinning classic PATS is an important source of guidance on what can be changed, and insight into whether a variation is likely to produce intended outcomes.

3.1 Core Elements

Our suggestion is that the core elements required for a contemporary PATS design include:

- Planning (project activities, milestones, deliverables)
- Peer Engagement
- Goal setting (SMART – includes timeframe, measured output)
- Professional development
- Reporting (plans and outcomes)

Developing a PATS design includes identifying:

- Specific issues or opportunities that the PATS variation is addressing
- Stakeholders (students, teaching staff, administrative staff)
- Audience (University, Faculty, Associate Dean, Learning and Teaching)
- Scale of influence - related to scope (individual, teaching team, Learning and Teaching community)

If the Purpose includes Scholarship of Teaching and Learning, then an additional activity of developing an evaluation-research design supported by ethics approval is necessary.

3.2 Checklist Questions to help formulate a PATS variation

The checklist questions provided represent a distillation of collective experience with PATS and covers ten key components to consider. Questions are raised for each component that can help identify and navigate potential barriers to adopting PATS (or a variation) for your local context. A template “Checklist Questions for a PATS variation” is available from the PATS website: monash.edu/pats from the drop down list under the ‘Customising PATS’ tab.

3.2.1 Context

The local context is a major driver for varying and adapting PATS. In particular, it is useful to identify the extent of your ability to influence individual academics to participate in PATS or academic leaders to support its implementation as an institutional program. An academic in charge of a unit may have less authoritative influence than the coordinator of a degree program. An Associate Dean may decree participation in PATS for units with low student satisfaction scores.

Checklist Questions:

- What is your capacity to exercise influence?
- What kind of influence will you want to (be able to) exercise? (persuasive/authoritative)
- What is your leadership role and responsibilities?
- What are the characteristics of staff employees you want to participate? (individual teacher; teaching team (including professional staff); tutors; sessional staff; PhD candidates)
- What is the scope in terms of curriculum you intend to cover in the PATS activities? (single unit; selected or all units in a degree program; all courses in a Faculty; university wide program)
- What support can be offered to participants?

3.2.2 *Type of Quality Enhancement*

Contemporary PATS can be designed to address one or more outcome. A key principle is to set up a PATS program or approach that will provide an evidence base to inform or enable at least one of the following outcomes:

- Identifying and acting on opportunities for quality improvement (QI+)
- Monitoring for poor performance and instituting remediation (QI-)
- Reporting against internal and external quality standards (QA)
- Analysing data related to impact and effectiveness for scholarly purposes (SOTL)

Our taxonomy for quality enhancement activities highlights different measurement orientations and intended outcomes.

Checklist Questions:

- What is the primary outcome you intend to achieve?
 - **QI+** quality improvement (trialling an innovation)
 - **QI-** quality improvement (fixing a known problem)
 - **QA** quality assurance (measuring achievement against external standards)
 - **SOTL** Scholarly publications (applying a theoretical framework and interpreting outcomes and impact of quality activities)



3.2.3 Goal

A central tenet of classic PATS is goal-directed activities. Contemporary PATS maintains a commitment to “SMART” goals for each PATS variation.

Checklist Questions:

- What is the goal of a PATS program for your context?
- Is your goal (or goals):
 - **Specific** and **Strategic** to course improvements and student satisfaction.
 - **Measureable** throughout, and at the end of, PATS by easily obtainable and highly valued data.
 - **Attainable** and **Achievable** by the end of the PATS process.
 - **Relevant** and **Results-orientated** in relation to the key focus areas of educator course, assessment, learning activities, resources administration and students.
 - **Timely** and **Time-bound** allowing for clear direction of time and energy by PATS partners. (Ross et al. forthcoming).

3.2.4 Type of Peer-Relationships

Classic PATS has flexible peer partnership models to provide skilful, knowledgeable support to an individual teacher. The most common partnership is where an experienced and successful teacher will agree to mentor a peer through a process to fix a known problem. This relationship is short-term, focused on a specific project and follows a structured program. Alternatives include one-on-one internal or external mentor, peer-to-peer, peer-to-team and reciprocal relationship. Peer relationships can be informed by Communities of Practice theory (Wenger 1998) or by a shared/distributed leadership model (Jones et al 2014; Pearce 1994).

Checklist Questions:

- What peer partnership model would suit/help achieve the goals?
- What level of commitment should be described for mentors and PATS participants?
- What reward needs to be communicated for participation in a peer-partnership

3.2.5 Participants

Participants in a PATS program can be anyone whose role has an effect on the teaching, curriculum or learning of students.

Checklist Questions:

- Who will be recruited to participate? (teaching team, tutors, sessional staff, PhD students)
- How will they be recruited? (invitation; role requirement)
- How will participation be recorded and reported?

PATS Activities

'Classic' PATS provides a tightly structured framework of connected activities completed within a specified time. The PATS workbook provides seven activities (see Figure 1) for participants to complete. Three of these activities occur before semester starts, two during semester, and two after the semester are completed. Activities 1 'Meet and Greet' and 2 'Break down the Barriers' are used to establish the partnership and focus on the barriers participants perceive are standing in the way of making improvements. In Activity 3, 'Goals for Improvement', participants are asked to set goals and strategies to reinvigorate their teaching practice. Participants are asked to gather informal student feedback in Activity 4 'Informal Student Feedback' and complete a peer observation of teaching in Activity 5 'Peer Review'. Activity 6, 'Critical Reflection', asks that mentees critically reflect on their teaching and course. In the final task, 'Performance Planning', participants are required to capture both the qualitative and quantitative changes in their performance as it relates to teaching improvement, educational leadership and education standing.

The case stories of PATS adaptations show that the specifics of goal, timeline, milestones, resources and expected outcomes for a quality enhancement activity can vary from classic PATS, however each PATS activity needs to include those elements.

Checklist Questions:

- What is your goal?
- What tasks will support achieving your goal?
- Classic PATS core tasks: briefing meetings; project plan (goal-setting, milestones, resourcing, timeline, report); professional development workshops; peer partner meetings.
- PATS variation tasks: project plan, research plan with ethics application (publication outputs), publication plan, communication mechanisms (online; blended; face-to-face), professional development (online; blended; face-to-face); peer partnership plan;

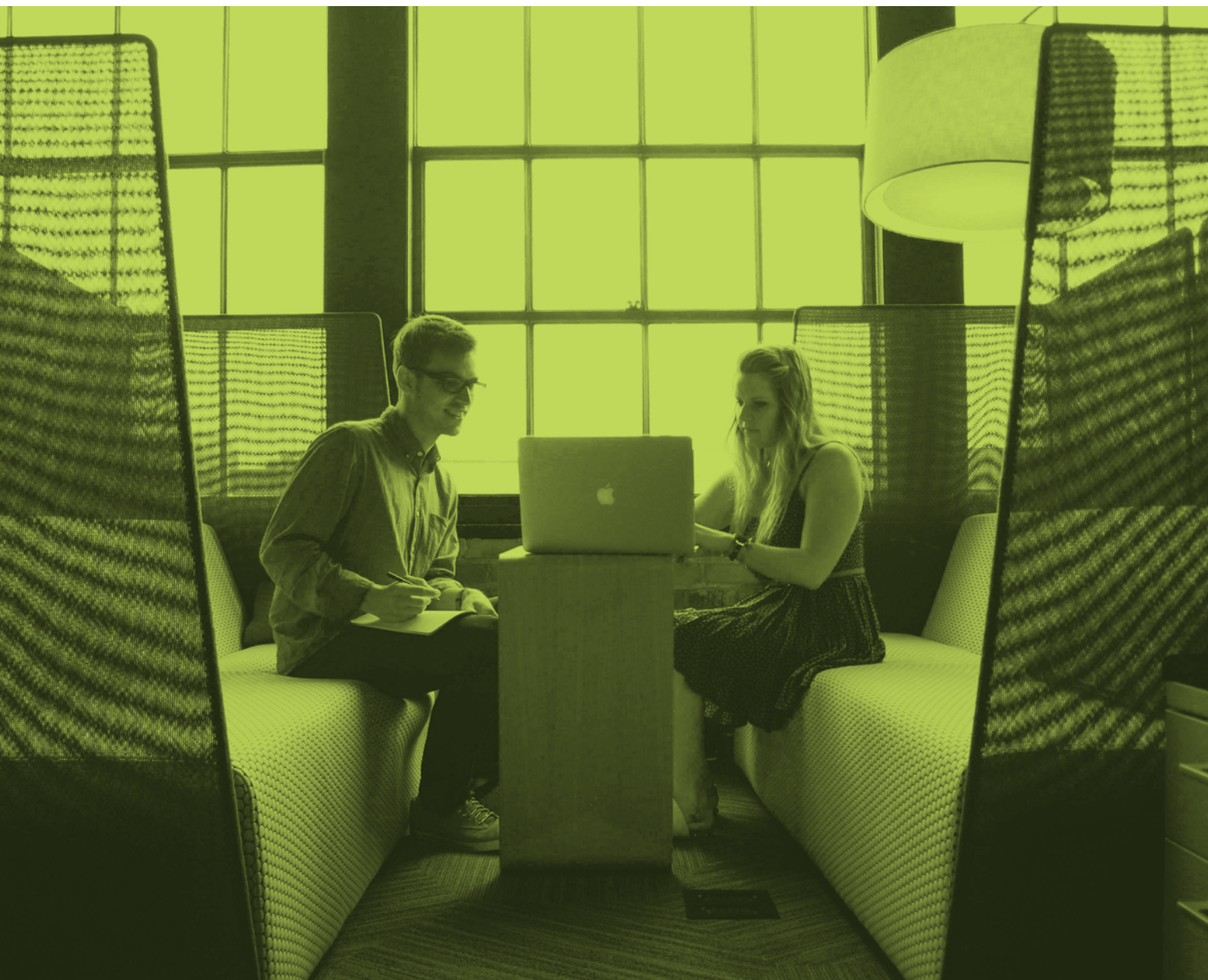
Theories

The theoretical foundations of classic PATS are social learning theory (Vygotsky 1978), situated learning theory (Lave 1988), distributed leadership (Jones), peer mentoring (Dawson 2014), critical self-reflection (Brookfield, 1995) and communities of practice theory (Wenger, 1998). These theories informed decision on the structure, processes and relational elements embedded in the PATS program. For example, Vygotsky's theoretical framework claims that social interaction plays a fundamental role in the development of cognition. It uses the idea of 'zone of proximal development' (ZPD) to infer that the range of skills that one can develop with a 'knowledgeable other' exceeds what can be attained alone. In the case of PATS the knowledgeable other is a peer who has received an award for their teaching or has an outstanding reputation as a teacher. Lave (1988) also argues that learning is constructed in social situations but takes place in an authentic context. As people engage in discussion and activities extensively over time and share an area of interest, a "community of practice" is formed (Lave 2009). Newcomers become a part of community of practice when they move toward full participation in social cultural practices of a community. This is called "legitimate peripheral participation" (Lave and Wenger 1991).

The case stories include PATS variation designs that drew on additional theoretical perspectives, for example distributed leadership to inform adaptations for teaching team contexts. Three lenses in particular have been used by Contemporary PATS variations: mentoring, agency and professional identity and distributed leadership and organisational change. The lenses were useful to investigate questions such as, 'What does good mentoring look like?' (mentoring lens); 'To what extent does PATS empower participants to make decisions and innovate compared with other forms of professional development available to them?' (agency); 'To what extent do casual academics engaging in the PATS process feel that they have an increased 'academic voice' and professional identity?' (identity) and 'what were common barriers to enabling leadership capability and how were they overcome?' (leadership).

Checklist Questions:

- What theoretical perspectives might/will inform your PATS design?
- What theories will help you interpret the outcomes and judge the achievement of your goals?



Infrastructure

It is possible to implement a classic PATS program without any institutional support by arranging your own mentor and using the resources on the PATS website: monash.edu/pats

However, for ongoing impact, PATS requires institutional decisions to provide supporting infrastructure and organisational systems. These can include: strategic planning, policy, resourcing, leadership commitment/support, connections with other institutional directives and initiatives (e.g. Professional Development systems, reward systems).

Checklist Questions:

- What existing infrastructure and organisational systems are available to support your PATS variation?
- What infrastructure and organisational systems need to be in place to support your PATS variation?

Stakeholders

A corollary of the need for institutional infrastructure is the requirement to have stakeholder buy-in, in particular management commitment to ensure PATS is embedded in a sustainable way.

Checklist Questions:

- Who will be likely staff members participating in PATS and who are likely staff members supporting a PATS program?
- Who are the gate-keepers and institutional stakeholders that you need to engage to achieve a sustainable PATS program?
- What information needs to be communicated?
- What are the potential challenges/barriers that you need to address?

3.2.6 Evaluation

PATS is inherently an evidence-based program and has produced a solid body of research publications demonstrating its utility and benefits. It is also important to establish measurable goals for a PATS variation and to collect data that can be analysed to evaluate the outcomes of its implementation.

Checklist Questions:

- What will be the reporting requirements to stakeholders (what evidence will you need to collect? What metrics will you use to measure the effectiveness and impact of implementing PATS?)
- How will I evaluate the extent to which the PATS variation is achieving its goals?
- What data would I need to collect? How?

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5. CASE STORIES

The case stories listed below are described under the four categories of: **Quality Improvement, Quality Assurance, Scholarship of Teaching and Learning, and Institutional Impact** (across University or Faculty level). Under each of these headings the stories either involve peer-to peer mentoring or a teaching team interactions. The cases were conducted for either an individual unit or, more broadly, for a course or discipline. *You can view and download the case stories from the PATS website: monash.edu/pats from the drop down list under the 'Customising PATS' tab.*

Each of the case stories is located on the Impact Management Planning and Evaluation Ladder (IMPEL), which provides a framework for describing different types of change that can be achieved through educational development projects. Each stage, or ladder rung, is incrementally broader in impact than the last. Further information about the IMPEL model can be accessed at www.olt.gov.au/impact



1. QUALITY IMPROVEMENT

This category includes stories of Classic PATS and the PATS Variations. The PATS Variation stories focus on peer-to peer mentoring or a team approach usually for an individual unit.

Angela Carbone, Monash University

*Peer mentoring for enhancing teaching practices and improving evaluation outcomes -
Faculty of Science, Monash University*

*Peer mentoring for enhancing teaching practices and improving evaluation outcomes -
Faculty of Information Technology, Monash University*

Angela's two stories of Classic PATS focus on peer-to-peer mentoring for remediation of a teaching unit identified as requiring improvement, over a semester's duration.

Caroline Cottman, University of the Sunshine Coast

Curriculum renewal: Preparing the team

Caroline's story focuses on the teaching team and preparation to a new curriculum approach to a unit of Management and Organisational Behavior.

Melanie Greenwood, University of Tasmania

Peer mentoring in the virtual environment

Melanie's story focuses on peer mentoring to support casual staff, not on the physical campus that are teaching online postgraduate nursing units over multiple campuses.

Lynette Zeeng, Swinburne University of Technology

Unit Review: Improving quality, content and teaching in under performing units

Lynette's story focuses on the teaching team, in the Bachelor of Design, providing ongoing peer review of underperforming units to improve quality.



2. QUALITY ASSURANCE

This category focuses on the teaching team for a course, program or school.

Liam Phelan, University of Newcastle

Postgraduate Online Programs with Sessional Staff

Liam's story focuses on the teaching team approach to coherence and consistency of postgraduate programs online and over a trimester.

Andrea Carr, University of Tasmania

Peer Review: A team-based approach ensuring quality curricula

Andrea's story focuses on the teaching team providing ongoing peer review to ensure quality curricula for the newly online Bachelor of Dementia Care.

Anne-Marie Williams, University of Tasmania

Peer Assisted Teaching Scheme for new clinical academics in the online environment: a team based approach

Anne-Marie's story focuses on a teaching team approach to bench marking the Bachelor of Paramedic Practice conversion pathway with UTAS best practice recommendations.

Angela Carbone, Monash University

Inter-disciplinary peer mentoring for quality assurance and scholarship of learning and teaching

Angela's story focuses on peer mentoring, primarily to ensure existing high standards of delivery were maintained, but also to guide decisions and evaluate outcomes of changes introduced by the new lecturer.



3. SCHOLARSHIP OF LEARNING AND TEACHING

These case stories focus on the teaching team for a course, program or discipline.

Tracy Douglas, University of Tasmania

A Team-based Approach to enable Engagement in Scholarship

Tracy's story focuses on the teaching team teaching bioscience over multiple campuses integrating scholarship into their teaching practice.

Jo-Anne Kelder, University of Tasmania

Peer Assisted Course Enhancement (PACE): promoting evidence-based teaching and scholarship within teaching teams

Jo's story focuses on a faculty wide approach to quality enhancement from a 'whole of curriculum' perspective.



4. INSTITUTIONAL LEVEL

These case stories provide insight into organisational arrangements at an either across University or Faculty to ensure Quality Improvement, Quality Assurance and Scholarship of Learning and Teaching in curriculum.

Steve Drew, Griffith University

Peer Assisted Course Enhancement Scheme (PACES)

Steve's story focuses on peer-to-peer mentoring to enable collaborative approaches to curriculum design and review of units for the University.

Jo-Anne Kelder and Justin Walls, University of Tasmania

Distributive leadership for teaching teams: a mechanism for designing and supporting variations of PATS in a Faculty

Justin and Jo's story focuses on a faculty wide approach to quality enhancement for teaching teams.

VARIATIONS ON PATS:

CHOICES IN THE DESIGN
OF A PEER ASSISTED
TEACHING SCHEME

visit monash.edu/pats [click 'customising pats' tab]