

Peer Assisted Teaching Scheme



TEACHERS HELPING TEACHERS

monash.edu/pats

Welcome to the second newsletter for the OLT funded phase of the Peer Assisted Teaching Scheme (PATS). There has been lots of activity in the PATS camp over the last 3 months and we now have over 50 participants from 10 institutions ready to get stuck into PATS this semester! Briefing sessions for new participants are now complete, delivered either by the Fellow or by PATS Coordinators based within individual institutions and faculties.

The PATS website monash.edu/pats has recently undergone a significant overhaul in order to facilitate collaborative working by PATS participants. The PATS workbook has been converted to a Moodle-based unit and participants need to register in order to access their own workbook, as well as that of their partner.

Other additions to the site will include a series of short videos from past participants highlighting their experiences with PATS and a news feed bringing you all the latest from the PATS project.

Course Quality Attributes

Alongside the PATS program, A/Prof Carbone and her colleagues studied student feedback comments on aspects of units that could be improved. Comments from 3 faculties at Monash Uni and 3 other institutions (RMIT, Uni of Newcastle, Southern Cross Uni) were analysed.

The main categories for improvement were:

Course—content, relevance, structure, workload
Lecturer—class control, knowledge, presentation style
Lecture—content, delivery mode, challenge, duration
Tutor—organisation, support, presentation style
Tutorial—alignment, type of activity, scheduling, clarity
Lab—type of activity, length
Assessment—specification, clarity, feedback, practice
Resources—content, availability, quantity
LMS—ease of use

Ref: Carbone, A., Ceddia, J., Simon, D'Souza, D., Mason, R. (2013) *Common Concerns in Introductory Programming Courses*, Proceedings of the Fifteenth Australasian Computing Education Conference (ACE2013).

In each issue we will introduce people working on the PATS project.

PATS Coordinators have been established in 10 institutions to facilitate participation in PATS for academics at a local level. In this issue, we'd like to introduce you to some of our hard-working colleagues:

PATS Coordinator:

Dr Steve Drew & Kirsty Mallitt, Griffith University

Griffith University, through their [PRO Teaching project](#), have been very active in their uptake of PATS since semester 2, 2012 and now have over 45 staff participating.

PATS Coordinator:

Prof Sue Stoney, Edith Cowan University

ECU trialled PATS as part of the CADAD-funded project which preceded this program. PATS participants also produced their own reflective journals via Pebble+.

PATS Coordinator:

Liam Phelan & Katherine Lindsay, Newcastle University

Newcastle also trialled PATS via the CADAD-funded project and they now have multiple partnerships across a number of faculties, including a range of online courses.

PATS Coordinator:

Caroline Cottman, University of the Sunshine Coast

USC were the third external partner in the CADAD-funded trial of PATS and have continued to expand the scheme across the university.

PATS Coordinator:

Margot Schuhmacher, Monash University

Margot is the Director of Education Quality in the Faculty of IT and has been involved as a PATS coordinator since 2012.



MONASH University



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PATS Events

9 Nov 2012

Presentation at RMIT School of Business retreat, Phillip Island

29 Jan 2013

Paper presentation at ACE Conference, Adelaide

20 Feb 2013

Presentation and roundtable at MEERG Symposium, Melbourne

14 Mar 2013

Presentation to University of Tasmania, Hobart

Program Progress

The OLT-funded phase of the PATS program has been underway since October 2012. Key achievements to date:

Recruitment of Participating Institutions

To date, 10 institutions, including two private higher education providers, have signed up to take part in PATS in semester 1, 2013. Partnerships are in the final stages of confirmation and many partners have already completed PATS Tasks 1-3.

Links between PATS and the Teaching Standards Framework (TSF)

PATS aims to contribute to the national discourse on higher education standards and in particular, the plans, practices and policies of faculties to support teaching standards. PATS is an integrated quality enhancement process that provides a structured framework for academics to reinvigorate their units through collegial input, assistance and guidance. The process incorporates goal-setting exercises, peer observation of teaching and analysis of informal student feedback.

Survey

In order to determine the extent to which participating institutions and faculties support quality learning and teaching outcomes, the team have developed a survey which will shortly be distributed to all participants and PATS Coordinators. The survey closes on 30 April 2013.

Links with The Learning Thermometer project

A University of Queensland project looking at measuring student motivation and wellbeing throughout the semester is being trialled by selected PATS participants this year. The Learning Thermometer, www.learningthermometer.com.au, surveys students four times throughout the semester and provides collated data direct to the lecturer to help them fine tune their unit. The tool also helps students to reflect on their learning and develop individual learning plans.

To find out more about The Learning Thermometer, please contact Dr Helen Stallman, h.stallman@uq.edu.au.

Participating Institutions

UNIVERSITIES

Monash University

Faculties of IT, Business & Economics, Engineering and Arts

RMIT

School of Computer Science

The University of Newcastle

Faculty of Law and the GradSchool

Griffith University

Faculties of Science and Health

The University of South Australia

Faculty of IT

Charles Sturt University

Faculty of Science

University of the Sunshine Coast

Faculties of Science, Health, Education & Engineering and Arts & Business

Edith Cowan University

Regional Professional Studies

PRIVATE HE PROVIDERS

Kaplan Higher Education

Think Education

What's next...

- Looking at what L&T goals academics set and some of the barriers they face
- Exploring the importance of gathering and responding to informal student feedback
- Following up with participants to complete PATS Tasks 1-3 as soon as possible after the start of semester

Contact

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

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