

Peer Assisted Teaching Scheme



**TEACHERS
HELPING
TEACHERS**

monash.edu/pats

Welcome to the third newsletter for the OLT funded National Senior Teaching Fellowship (NSTF): Peer Assisted Teaching Scheme (PATS). PATS participants have been very busy finishing off Tasks 4 and 5 and will soon be ready to start their post-semester tasks.

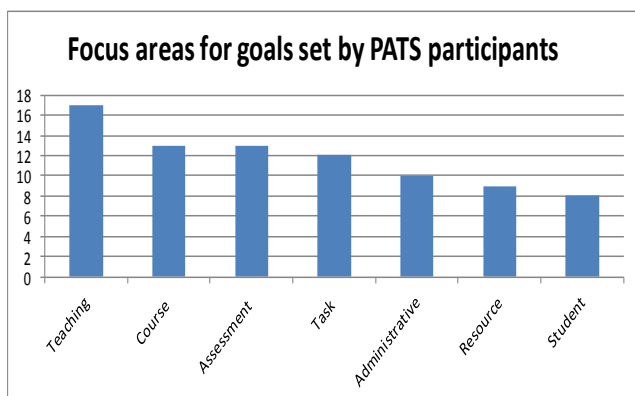
We are also running our post-semester debrief sessions over the next fortnight with selected PATS Coordinators running their own in-house sessions.

PATS findings—2012 trial

The PATS trial conducted over semester 2, 2012 (supported by the Council of Australian Directors of Academic Development) has produced some interesting results which are due to be showcased at the HERDSA conference in Auckland from 1-4 July under the themes of: barriers; goals; informal student feedback and peer review.

Of the 25 units with previous data available, 22 demonstrated improved unit evaluation (UE) scores, particularly where the driver for participation was a low UE for the previous offering of the unit. Academics who participated voluntarily also benefitted from improved UE results even though many of the units were already performing satisfactorily.

Analysis of the goals identified by participants revealed seven different focus areas: teaching; (own performance) course content; assessment (design, rubrics and feedback); task; administration (access to readings, LMS) ; resources (currency and relevance); and changing student behaviour.



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

Our PATS partners have been working hard on reinvigorating their units this semester. Here we profile two reciprocal partnerships...

Nell Kimberley and Vivienne Interrigi
Faculty of Business & Economics
Monash University

Nell and Viv want to explore effective use of Web 2.0 technologies in their Management unit to improve communication between students and enhance their ability to learn from each other. They also wanted to improve their Moodle skills as Monash has just recently moved from Blackboard to Moodle.

Daryl D'Souza and Astrid Bauers
School of Computer Science & IT
RMIT

Daryl wanted to review all course materials for his Programming course in light of significantly reduced student contact hours. He aims to 'chunk' course work into deliverable and private study components. He also wants to increase student use of ViLLE (a visualisation tool to support student learning of programming in a range of languages) and a Facebook programming group for self-study exercises.

The challenge for Astrid's Software Engineering Project Planning course is to apply theoretical concepts into practical outputs, for a very diverse group of students, where they (mostly) have had little prior exposure to formal project management principles and practices.

Further case studies of participants' experiences are showcased on our website: monash.edu/pats



Australian Government



Office for Learning & Teaching



PATS Events

19 March 2013

Linking standards to professional development in teaching
Assessing & Reporting Learning & Teaching Outcomes conference, Melbourne

22-24 March 2013

Common Areas for Improvement in Physical Science Units that have Critically Low Student Satisfaction LaTICE conference, Macau

1-3 July 2013

Five years of taps on shoulders to PATS on backs in ICT
ITiCSE conference, UK

1-4 July 2013

A Peer Assisted Teaching Scheme: showcase presentation
HERDSA conference, Auckland NZ

Program Progress

In semester 2 last year, 41 partnerships from 13 faculties across 5 institutions participated in PATS.

This year, a further 3 institutions including 1 private provider are participating with a total of 27 partnerships across 12 faculties involved.

Semester 1, 2013 | Meetings with participants

Mid-semester catch up sessions have been held with the majority of participants. These sessions aim to track partners' progress through the PATS tasks, get an idea of what sort of goals participants have set for the semester and to provide support for partnerships. Over 60% of participants, from 7 of the 8 participating institutions, attended a session, either face to face or via phone/video conference. Responses have on the whole been very positive. Participants like the scheme's emphasis on explicit discussions around enhancing teaching and its focus on evidencing impacts of a change in their teaching approach.

Post-semester debrief focus groups for participants to reflect on their PATS partnership and provide feedback on possible improvements for future iterations of the scheme are currently being held. Some institutions will hold their own in-house sessions and forward summaries to the program team.

Dissemination & engagement

A/Prof Carbone has presented PATS information sessions at:

- University of the Sunshine Coast
- University of Tasmania
- University of Western Sydney
- Australian Business Deans' Council
- UNSW Canberra
- Kaplan HE
- Flinders University

If you would like Angela to come to your institution and talk about PATS, please contact joanne.rae@monash.edu

Critical success factors

Discussions with PATS participants and senior management at participating institutions has led to the identification of critical success factors for embedding PATS.

The top 3 critical success factors are:

1. Faculty support through Associate Deans (Education) & Heads of Schools—to enable academics to challenge current education content; to provide funding and other support to assist the PATS process; and to identify and support PATS champions and mentors.
2. Maintaining momentum via an appointed PATS Coordinator—dedicated staff time to support and encourage participants, capture success stories and work with central unit to identify relevant workshops.
3. Gathering evidence that PATS works, e.g. unit evaluation results, qualitative comments, career progress of participants and unintended outcomes.

What's next...

- Recruitment for semester 2, 2013 and initial briefings for participants
- Collating data from all PATS tasks
- Analysis of Goals and Barriers data
- Reporting on debrief sessions

Contact

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

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