

# Peer Assisted Teaching Scheme



**TEACHERS  
HELPING  
TEACHERS**

[monash.edu/pats](http://monash.edu/pats)

@EduPATS

**Welcome** to the fourth newsletter for the OLT funded National Senior Teaching Fellowship (NSTF): Peer Assisted Teaching Scheme (PATS).

We begin with a **congratulations** for A/Prof Carbone who has just been appointed, Director, Education Excellence in the Office of the Pro Vice-Chancellor (Learning & Teaching). She will work closely with the PVC to lead and oversee the implementation of the **Better Teaching, Better Learning** strategy and promote a culture of scholarship and excellence in teaching and student-centred learning. She has also just been accepted on the Tertiary Education Quality Standards Agency (TEQSA) register of external experts.

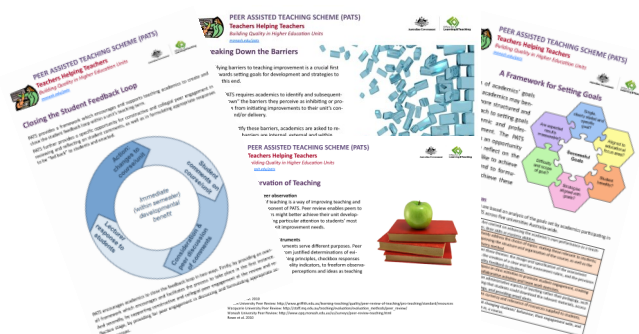
## PATS Showcase at HERDSA

The recent HERDSA conference in Auckland showcased some of the results coming out of the 2012 CADAD-funded trial of PATS. The team presented showcases around: barriers to teaching improvement; effective goal setting; peer observation of teaching and closing the student feedback loop.

For the goal setting session, audience members were asked to share their goals for teaching improvement and to apply the framework developed through PATS to find suitable solutions.

The presentations were positively received with comments including: *'I appreciated that the presenters drilled down to demonstrate the four tasks in action'*, *'thanks for the useful resources'*, and *'demonstrating the process in action'*.

During the showcase, two-page flyers including supporting resources for each theme were made available to participants. These are now available on our website in the About PATS/PATS Resources section.



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

Private higher education providers are a new addition to the PATS family this year. Here they share their initial experiences...

### Ann Applebee

**Head, Academic Professional Development**

**Think: Education Group**

Think Education staff members have been teaching in the online environment and participating in peer review of their subjects. The existing in-house THINKFLEXIBLE professional development program provides a baseline for staff to build their expertise. PATS was trialled in the Faculty of Business and provided the opportunity to take the peer review to the next level to both share and embed changes to support greater student engagement. Staff found the collegial approach of PATS to be extremely beneficial for sharing and trialling new ideas.

### Jacinta Ryan

**Discipline Head, Management**

**Kaplan Business School**

Kaplan became involved with PATS via Reference Group member A/Prof Mark Freeman. Kaplan is very keen to improve the student experience and embrace collaborative teaching and learning projects to improve the learning environment and enhance the reputation of the private sector as a viable, quality higher education alternative. PATS is being trialled across a range of streams (e.g., Management, Economics, Finance, HR, Hospitality & Tourism) and has proved to be a great opportunity to better integrate the entire teaching team—including sessional staff—following the recent merger of the organisation.

## New PATS Resources

Video case studies of participants' experiences are available on our website: [monash.edu/pats](http://monash.edu/pats) in the categories of:

- ⇒ Embedding PATS
- ⇒ Building collaborative relationships
- ⇒ PATS in action



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## PATS Events

### 16 August 2013

Participation in the National Think Tank Professionalising the Academic Workforce 2020  
University of Melbourne

### 26-28 August 2013

Presentation to future PATS participants  
James Cook University, Townsville

### 4 September 2013

Keynote presentation  
Learning & Teaching Expo  
RMIT, Melbourne

### 18-19 September 2013

Keynote presentation  
Auckland University of Technology, NZ

### 1-2 October 2013

Workshop  
9th National PASS forum, Sydney

### 4 December 2013

PATS Symposium  
Monash University, Melbourne

## Debrief Sessions

Almost 70% of participants from semester 1 attended an end of semester debrief focus group, conducted either by the Fellowship team or by a PATS Coordinator in-house.

The most common aspects of a unit that participants chose to address were:

- making classes more interactive,
- using technology more effectively, particularly using a blended learning approach,
- fostering student engagement,
- reinvigorating assessment and activities, and
- course structure and organisation.

Academics said they gained the following from participating in PATS:

- collegial relationships built within and between departments,
- explicit focussed conversations around teaching and learning, and
- constructive peer perspectives on course delivery and design.

*"It gave me an opportunity to develop a professional relationship with somebody else in the department...and from the point of view of the health of the department it was more productive because it brought me out of one silo and got me talking to somebody in another silo."* PATS mentor, Monash University

## Program Progress

Semester 2 recruitment has resulted in 56 confirmed participants from 6 institutions, including 1 private HE provider: University of Tasmania, Griffith University, the University of Wollongong, Macquarie University City Campus, Kaplan Higher Education (Kaplan Business School) and Monash University.

### Survey

To gain an understanding about the forms of support available to enhance teaching quality, we surveyed two groups across Australian Universities:

1. Directors/leaders of academic development units (56 responses)
  2. Current and past PATS participants (20 responses)
- Responses to the question "What is provided to support and enhance quality teaching?" included:

#### Group 1

- Academic development units
- Grants and awards
- Workshops and forums

#### Group 2

- Seminars
- Grants

In terms of what they would like to see more of:

#### Group 1

- Mentoring support
- Time allocation
- More peer review programs

#### Group 2

- Mentoring support
- Time allocation
- More recognition

We would like to sincerely thank everyone who responded to the survey.

### Combining PATS with the Learning Thermometer

Two partnerships involving academics from the Faculty of Business and Economics at Monash University took part in a trial of the Learning Thermometer ([www.learningthermometer.com.au](http://www.learningthermometer.com.au)) as a way of garnering, and potentially acting on, student feedback during semester.



*"The Learning Thermometer feedback gave me the confidence to know that I was heading in the right direction but also allowing me to tweak and reframe the message I was delivering to the students."* PATS & Learning Thermometer user, Monash University

## What's Next...

- Full analysis of survey data
- Semester 2 update
- PATS Symposium—4 December, save the date!
- Engaging with institutions to trial PATS in 2014

## Contact

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

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