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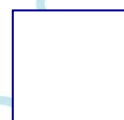
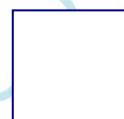


Promoting excellence in higher education

2011

Final Report

PEER ASSISTED TEACHING SCHEME



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2011



PEER ASSISTED TEACHING SCHEME (PATS)

FINAL REPORT
September 2011

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Mr Jason Ceddia, Research Assistant
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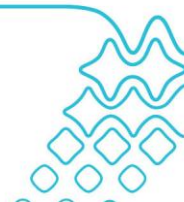
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The Project Officer, Ms Jessica Wong provided invaluable project management support throughout the term of the project. She designed the PATS logos, assisted with the guides, instructional workbooks, flyers and newsletters. She made a significant contribution to the organisation of the Peer Assisted Educational Programs (PAEP) Symposium and has maintained all reference group meeting agendas and minutes.

The Research Assistant, Mr Jason Ceddia made a significant contribution to the final version of the PATS process by analysing the feedback from participants. Jason also assisted in the formulation of papers and development of the Peer Assisted Educational Programs Website.

The Reference Group members were an extremely valuable source of encouragement providing feedback and direction at critical times. The external members included:

- Dr Jane Skalicky, Centre for the Advancement of Learning and Teaching, University of Tasmania
- Ms Katherine Lindsay, Faculty of Business and Law, The University of Newcastle
- Associate Professor Roger Hadgraft, Faculty of Engineering, The University of Melbourne
- Ms Sally Rogan, PASS National Trainer, University of Wollongong
- Associate Professor Susan Edwards, Office of the Executive Dean of Education, Australian Catholic University
- Dr Wendy Sutherland-Smith, Institute of Learning and Teaching, Deakin University

The internal Monash members included:

- Professor Marnie Hughes-Warrington, Pro Vice-Chancellor (Learning and Teaching)
- Ms Catherine Barratt, Faculty of Business and Economics
- Dr Jane Bone, PAL Fellow, Faculty of Medicine, Nursing and Health Sciences
- Dr Phillip Dawson, Office of the Pro Vice-Chancellor (Learning and Teaching)
- Mr Adrian Devey, Office of the Deputy Vice-Chancellor (Education)
- Dr Yvonne Hodgson, PAL Fellow, Faculty of Medicine, Nursing and Health Sciences
- Dr Gerry Rayner, PAL Fellow, Faculty of Science
- Ms Jill French, PAL Fellow, Faculty of Medicine, Nursing and Health Sciences
- Ms Lisa Smith, University Library Administration
- Professor Peter Stewart, Faculty of Pharmacy and Pharmaceutical Sciences

Workshop presenters

Three seminars were delivered each semester to assist the participants in their roles to improve the unit and with undertaking a peer review of teaching. The contents of these seminars were integrated into the Monash Graduate Certificate in Higher Education.

- Dr Maureen Bell, Wollongong University, for delivering the Peer Observation Partnership Workshop;
- Dr Geoff White, Monash University for delivering Preparing your teaching, Interactive Lecturing and Small group teaching workshop, for his support of the project;
- Ms Joan Benjamin, Monash University for integrating the PATS process into the Monash Graduate Certificate in Higher Education unit HED5011 (Teaching and Learning in Higher Education)

Associate Deans (Education)

The Associate Deans of Education were instrumental in engaging their staff with the scheme within their faculties; and the faculty liaison persons provided a communicative channel between the faculties and the fellowship team.



- Faculty of Information Technology (Associate Professor Bernd Meyer)
- Faculty of Engineering (Professor Gary Codner)
- Faculty of Science (Associate Professor Cristina Varsavsky)
- Faculty of Education (Dr Joce Nutall (2010), Professor Peter Sullivan (2011))
- Faculty of Pharmacy (Professor Peter Stewart)
- Faculty of Business and Economics (Professor Owen Hughes, Professor Robert Brookes)

PATS participants

All the academics who participated in the Peer Assisted Teaching Scheme, their willingness to trail the scheme and provide feedback, suggestions and recommendations for improvement were greatly appreciated.



Acronyms

ADE	Associate Dean of Education
BIS	Business Intelligence System
CEQ	Course Experience Questionnaire
GCHE	Graduate Certificate in Higher Education
FEC	Faculty Educational Committee
HoS	Head of School
ICT	Information Communication and Technology
IT	Information Technology
iSETU	Informal Student Evaluation of Teaching and Unit
LT	Learning and Teaching
LTC	Learning and Teaching Committee
MEQ	Monash Experience Questionnaire
OPVCLT	Office of the Pro Vice-Chancellor (Learning and Teaching)
PAEP	Peer Assisted Educational Programs
PAL	Peer Assisted Learning
PATS	Peer Assisted Teaching Scheme
POT	Peer Observation of Teaching
SCERH	Standing Committee on Ethics in Research involving Humans
SETU	Student Evaluation of Teaching and Unit
TEQSA	Tertiary Education Quality and Standards Agency
UEC	University Education Committee
UW	University Wide



Executive Summary

Aims and deliverables

The aim of the fellowship was to achieve a consistent university-wide strategy to assist academics in improving units perceived by students as needing critical attention. This was accomplished by introducing a Peer Assisted Teaching Scheme (PATS). PATS integrates unit evaluation data with discipline-based academic development opportunities to build leadership capacity amongst academics. This builds on the current research that highlights the benefits of Peer Assisted Learning (PAL) programs and applies it to academic teaching staff.

Specifically this fellowship was designed to:

- improve the quality of teaching and student satisfaction within identified units
- build leadership capacity amongst currently recognised outstanding teachers

The scheme was supported by a 2010 Australian Learning and Teaching Council (ALTC) Teaching Fellowship.

Process

PATS is a process by which two or more colleagues collaborate to improve the quality of a unit. This is achieved by establishing a mentor-mentee partnership, in which the mentor has prior recognition as an excellent teacher. Partners work together reflecting on areas that can be improved in the unit. Using a collegial approach, strengthened through a series of informal discussions over coffee, the partners develop goals for unit improvement. Informal student feedback and peer observations are used as tools to monitor the progress of changes and enhance unit quality.

The scheme was first piloted in the Faculty of Information Technology at Monash University in 2009, and led to improved unit evaluations. During the course of the fellowship, using Monash University as a trial site, this model was extended to the Physical Sciences cluster, and then to the remaining three clusters: Biomedical Sciences (Medicine, Nursing and Health Sciences, Pharmacy and Pharmaceutical Sciences); Social Sciences (Business and Economics, Law); and Humanities and Creative Arts (Arts, Art and Design, Education). This tested the validity of the scheme and whether it had the potential to be sustained at the institutional level. If so then it could continue as part of the normal practice for improving teaching and unit curricula across the university.

Data Collection

To measure the success of the scheme four data collections were used:

- a) Focus group sessions with 2010 and 2011 PATS participants exploring the mentors' and mentees' perception of the scheme.
- b) Quantitative changes in unit evaluation results from 2009 to 2010, and 2010 to 2011. These determine whether students felt there was an increase in the overall quality of the unit.
- c) Surveys of sent to Associate Deans Education to suggest improvements to future iterations of the scheme.
- d) Feedback from reference group

The 2010 participants were also invited to draft a case study of their experience in PATS. These were included in the production of a PATS guide and used as an information source for faculties wishing to embed the process in their faculty or institution.



Dissemination

The fellowship's approaches were disseminated by means of a series of seminars, workshops and publications. From July 2010 to June 2011:

- One conference keynote on PATS was presented
- Eight seminars were given, another four are scheduled before the end of the year
- One round table was given and another two workshop are scheduled
- Ten meetings were held with Faculty Education Committees and Associate Deans of Education
- Two peer-reviewed conference papers were presented, and another has been submitted and is currently under review
- Four journal articles are in progress
- An ALTC sponsored symposium on Peer Assisted Educational Programs was held on 7th June at Monash University
- Approximately 150 sets of PATS guides and workbooks were distributed
- Seven newsletters have been distributed to ADEs, reference group members, and participants

Further details are provided in Appendix 4, page 31.

Conclusion

The quality of teaching and learning is an individual matter which needs personalised discipline-specific attention and not broad scale policy and systems. PATS provides a specific personalised approach.

Initial trials of PATS showed its potential for success and its uptake pattern is similar to the adoption trend for the ALTC award winning PASS program (PATS RGM, 2010). The successful results from the pilot at Monash University, in the form of a decrease in both intensity and proportion of units needing critical attention, suggest that the scheme is beginning to develop new generations of leadership in learning and teaching which are instrumental in disseminating the resultant better practice throughout the sector.

More recently, PATS has been adopted as part of Monash's strategy of building teaching capacity, by embedding the scheme in the Graduate Certificate of Higher Education. This might prevent the stigma of being identified as a poor teacher and provide Associate Deans with an avenue to help address a somewhat sensitive issue for academics whose past unit evaluations have been underperforming.



1 Introduction

This ALTC Teaching Fellowship contributes to the national discourse on standards in learning and teaching, in particular, the development of teaching excellence. It does so by adapting and extending the considerable body of research on peer assisted learning among students in the form of a peer assisted teaching scheme. This discipline based scheme, first trialed in the Faculty of Information Technology at Monash University in 2009, delivered clear improvements in student satisfaction reports.

As a result, an ALTC Teaching Fellowship was granted to extend the scheme to all faculties at Monash University in 2010. This allowed the formation of peer assistance capacity in faculties leading to a sustainable approach to teaching development that complements central programs.

The flow on effects of this scheme will strengthen quality assurance commitments in universities, as specified or required by the Tertiary Education Quality and Standards Agency (TEQSA) to protect the overall quality of the Australian higher education system.

1.1 Fellowship team members

The fellowship team consisted of:

- **ALTC Teaching Fellow**, Associate Professor Angela Carbone, Associate Director, Office of the Pro Vice-Chancellor (Learning and Teaching)
- **Project officer**, Ms Jessica Wong, Office of the Pro Vice-Chancellor (Learning and Teaching)
- **Research assistant**, Mr Jason Ceddia, Office of the Pro Vice-Chancellor (Learning and Teaching)

1.2 Fellowship aims

The fellowship was designed to fulfill two purposes:

- To improve the quality of a unit and student satisfaction within identified units
- To build leadership capacity amongst currently recognised outstanding teachers

1.3 People involved

The project involved a reference group and an independent external assessor. The fellowship's reference group consisted of internal and external members.

External reference group members

External members for PATS reference group include:

- Dr Jane Skalicky, Centre for the Advancement of Learning and Teaching, University of Tasmania
- Ms Katherine Lindsay, Faculty of Business and Law, The University of Newcastle
- Associate Professor Roger Hadgraft, Faculty of Engineering, The University of Melbourne
- Ms Sally Rogan, PASS National Trainer, University of Wollongong
- Associate Professor Susan Edwards, Office of the Executive Dean of Education, Australian Catholic University
- Dr Wendy Sutherland-Smith, Institute of Learning and Teaching, Deakin University

Internal Monash reference group members

The fellowship program accorded with the Monash University education priority area for 2010: Peer Assisted Learning (PAL), at the time of its proposal. Monash offered four internal Monash fellowships to focus on peer assisted learning at the undergraduate level. A working party had already been established and these members were invited to join the PATS project reference



group. The internal members included:

- Professor Marnie Hughes-Warrington, Pro Vice-Chancellor (Learning and Teaching)
- Dr Phillip Dawson, Office of the Pro Vice-Chancellor (Learning and Teaching)
- Ms Catherine Barratt, Faculty of Business and Economics
- Mr Adrian Devey, Office of the Deputy Vice-Chancellor (Education)
- Ms Lisa Smith, University Library Administration
- Professor Peter Stewart, Associate Dean of Education, Faculty of Pharmacy and Pharmaceutical Sciences

The 2010 Monash Teaching Fellows (Peer Assisted Learning) were also included:

- Dr Yvonne Hodgson, PAL Fellow, Faculty of Medicine, Nursing and Health Sciences
- Dr Gerry Rayner, PAL Fellow, Faculty of Science
- Ms Jill French, PAL Fellow, Faculty of Medicine, Nursing and Health Sciences
- Dr Jane Bone, PAL Fellow, Faculty of Medicine, Nursing and Health Sciences
- Dr Susan Edwards, PAL Fellow, Faculty of Education

External Assessor

Associate Professor Leigh Wood, from Macquarie University agreed to be the external assessor in June 2010. She interacted with the internal and external reference group at their regular meetings and attended the 2011 PAEP Symposium.

Associate Deans of Education (ADEs)

The smooth operation of the PATS scheme depended on the co-operation of the ADE's to (i) identify units within their faculty in need of improvement and (ii) to allocate/encourage staff to participate in the scheme. Minor financial incentives were sometimes offered. The ADE's were:

- Faculty of Arts (Dr Steve Legg (2010), Dr Susanna Scarparro (2011))
- Faculty of Art and Design (Associate Professor Robert Nelson (2010), Associate Professor Vince Dziekan (2010), Associate Professor Kit Wise (2011))
- Faculty of Information Technology (Professor Guojun Lu (2010), Associate Professor Bernd Meyer)
- Faculty of Engineering (Professor Gary Codner)
- Faculty of Science (Associate Professor Cristina Varsavsky)
- Faculty of Education (Dr Joce Nutall (2010), Professor Peter Sullivan (2011))
- Faculty of Pharmacy (Professor Peter Stewart)
- Faculty of Business and Economics (Professor Owen Hughes, Professor Robert Brooks)
- Faculty of Law (Professor Stephen Barkoczy, Ms Joanne Becker)
- Faculty of Medicine, Health Science and Nursing (Associate Professor Louise McCall)

1.4 Dissemination methods

A variety of strategies were used to disseminate the fellowship's objectives and results to stakeholders and the Australian and international scholarly communities. These included:

- Engagement with senior management
- Seminars and workshops
- Refereed journal and conference papers
- ALTC sponsored PAEP symposium
- PATS Guide and PATS participant instructional workbook
- Bimonthly Newsletters
- PATS website (ALTC extension grant to fund PATS website with interactive workbook (currently under construction))

Further details of each of these dissemination strategies are available in section 7 of this report.



1.5 Related ALTC projects

The fellowship drew on findings from the following ALTC projects:

- 2008 Carrick Leadership funded project 'Changing the culture of teaching & learning in ICT and engineering: facilitating research professors to be T&L leaders'. Investigators: Associate Professor John Hurst and Dr Judy Sheard, Monash University, Associate Professor Sylvia Edwards and Professor Peter O'Shea from Queensland University of Technology (QUT) and Associate Professor David Wilson from the University of Technology, Sydney (UTS).
- 2009 ALTC funded project 'Curriculum improvements in ICT', led by Associate Professor Tony Koppi and a project team from University of Wollongong, Murdoch University, Swinburne University, and the University of Queensland (UQ)



2 Background

A central theme in the Australian government's agenda for higher education is the quality of teaching and learning in universities (Commonwealth of Australia, 2003). Its importance is seen through three government initiatives: (a) the establishment of the Australian Learning and Teaching Council (ALTC) which is aimed at improving the student learning experience by supporting quality teaching and practice, (b) its recommendation that funding for institutions will be determined, in part, by the measurement of graduate satisfaction with teaching, (DEEWR, 2010) and (c) the establishment of the Tertiary Education Quality and Standards Agency (TEQSA) to ensure quality is monitored and standards are set and met. As a result of these government measures there has been an increase in teaching quality initiatives, including the development of formal and informal programs aimed at improving teacher effectiveness (Ling, 2009).

2.1 Teaching quality

There is an increasing amount of attention on the quality of teaching and student satisfaction of units across universities globally. This has led to a spread of global initiatives in implementing strategies and policy changes aimed at improving the quality of education. Some of these have been reported in a study of quality teaching from 29 Higher Education institutions across 20 countries (OECD, 2009). In addition, higher education institutions are developing formal and informal programs aimed at improving teacher effectiveness (Ling, 2009). Also, many institutions (70%) require early career teaching staff to engage in an academic teaching development program (Goody, 2007).

2.1.1 Measuring teaching quality - CEQ

As a way of monitoring quality assurance, evaluations of teaching and student experiences within units and courses have become standard practice in Australian universities. One such evaluation instrument is the Course Experience Questionnaire (CEQ). The CEQ is an annual survey of university graduates, aimed at determining what graduates thought of their coursework program, including their attitudes towards the skills they acquired, and the quality of teaching provided. The CEQ consists of a series of statements associated with a five point Likert scale. The statements are divided into groups with a similar theme (e.g. good teaching, student support). There are three core scales that are asked by all universities, namely the Generic Skills Scale, the Good Teaching Scale, and the Overall Satisfaction Item. National results for the CEQ indicate that some disciplines such as, Engineering and Information and Communication Technology (ICT), perform poorly on the good teaching scale and consequently struggle to meet university and national targets on educational performance. The concern is nation-wide and needs critical attention.

2.1.2 Measuring teaching quality – MEQ

Many institutions also have their own survey instruments, for example Monash University has the Monash Experience Questionnaire (MEQ). The MEQ is issued every two years, and results from 2009 show that ICT and Engineering were ranked second lowest and lowest respectively on the good teaching scale. At the unit and individual teacher level, there are other survey instruments, usually issued at the end of each semester which measure unit and teaching quality on a five point Likert scale. Although unit evaluation results are collected at many universities, there is little published evidence that shows whether they are used by staff for developing and improving their teaching (Marsh, 1987). The most common use for unit evaluations is for quality assurance, instead of quality enhancement (Ballantyne, Borthwick, & Packer, 2000).

Figures from 2008 and 2009 unit evaluation surveys at Monash University show that approximately 10% of ICT units need urgent attention, whilst the number of units meeting aspirations is approximately 75%. This means that whilst some units are perceived by students as 'low quality', the majority are well structured, adequately resourced and meeting the



students' overall satisfaction. Some units perform exceptionally well.

The challenge then, is to develop an academic quality enhancement and support program that can be useful to tertiary teachers to improve their units.

2.2 Benefits of Peer Assisted Learning

The challenge will be tackled by building on the current research that highlights the benefits of peer assisted learning (PAL) programs but applies it to academic teaching staff. Peer learning involves participants facilitating the learning of other participants. (Ashwin, 2003) suggests that the role of the peer facilitator is more social than the traditional role of learner which is focused on self-learning. (Topping, 2001) defines peer assisted learning as the acquisition of knowledge and skill through active support among status equals or matched companions. (Boud, 2001) argues that PAL has the capacity to allow participants to articulate their understandings about a subject, to negotiate their new directions and to present their developing ideas and arguments. Furthermore, the social interactions and responsibilities associated with PAL programs have been shown to provide considerable potential for enhancing leadership skills among peer tutors (Jacobs, Hurley, & Unite, 2008).

Literature suggests that PAL can be situated across the broad spectrum of the higher education system (Cheng & Walters, 2009; Hodgson, 2009; Loke & Chow, 2007) and has been validated across a range of disciplines (Arendale, 2004). Given the positive outcomes reported in the literature on PAL for both instructors and participants, it seems reasonable that such a scheme and its positive results might be considered for teaching. Much of the research into improving teaching has been via induction programs with mentors to ease the transition of beginning teachers into full-time teaching (Gratch, 1998). However, (Hall et al., 2005) argue that mentor teachers themselves may not have a clear definition of their roles as mentors. They highlight the need to create a common understanding of what it means to be a mentor teacher. In this project we will develop a peer assisted teaching scheme (PATS), to develop new generations of leadership in learning and teaching and to disseminate the resultant better practice throughout the sector.

2.3 The Monash Context

Like most universities, Monash University distributes Student Evaluation of Teaching and Unit Instrument (SETU) surveys at the end of each semester using an online survey. SETU provides to Heads of Schools/Departments and Deans a measure of educational quality assurance. The Monash SETU evaluation items are listed below, along with Monash's interpretations of the results.

2.3.1 SETU Unit Evaluation items

There are five university wide (UW) unit evaluation items. These are:

- | | |
|-----------|--|
| UW-Item 1 | The unit enabled me to achieve its learning objectives |
| UW-Item 2 | I found the unit to be intellectually stimulating |
| UW-Item 3 | The learning resources in this unit supported my studies |
| UW-Item 4 | The feedback I received in this unit was helpful |
| UW-Item 5 | Overall I was satisfied with the quality of this unit |

Responses to these questions use a 5 point Likert scale ranging from *Strongly Agree* (5) to *Strongly Disagree* (1) with 3 representing *Neutral*. Options for *Not Applicable* (6) and *Don't Know* (7) are also provided but are not counted in the response analysis. Students are also able to provide qualitative comments to two open ended questions, along with specific information about an academic's teaching. The two open ended questions are:



1. What were the best aspects of the unit?
2. What aspects of this unit are in most need of improvement?

Faculties are also permitted to include faculty based questions. These questions are usually different for each faculty and typically contain questions about unit organisation and delivery.

Each year, all faculties undertake to evaluate all their units using this instrument. Faculties then use this data to help them identify units that are meeting students' expectations and needs, as well as units that require improvement. Comments specific to an individual's teaching are collected through the teaching questionnaire from SETU. Only the staff concerned have access to these personal comments.

2.3.2 Quality Indicators

Monash University focuses on university-wide item 5 (reporting overall satisfaction) in providing university managers with a quick way of monitoring aggregate performance of the unit. Using item 5 as the key question, a "traffic light" indicator was then developed to interpret the results.

Any unit with a median value of 3.0 or below to the UW-Item 5 "Overall I am satisfied with the quality of the unit" is flagged as needing critical attention. Any unit between 3.01 and 3.59 indicates that the unit needs improvement because responses are generally "neutral" or bimodal with no clear trend. Any unit between 3.6 and 4.69 indicates that the unit is meeting aspirations because responses are generally above "neutral" and the majority of those responses are "agree" or "strongly agree". Any unit scoring above 4.7 indicates that the majority of responses are in strong agreement that the unit is outstanding. Table 1 summarises the meaning of the unit quality indicators.

Table 1 Indicators for Unit Evaluation "overall" UW-Item 5 responses

Colour Code	Interpretation	Unit Measure	Characteristics of unit response distribution	Targets
	Outstanding	"overall" item median ≥ 4.7	A considerable majority of responses are "strongly agree"	5% of units have medians ≥ 4.7
	Meeting aspirations	"overall" item median between 3.6 - 4.69	Responses are generally above "neutral", the great majority are "agree" or "strongly agree"	80% of units fall in this band
	Needing improvement	"overall" item median between 3.01 - 3.59	Responses are generally "neutral" or bimodal with no clear trend	10% of units fall in this band
	Needing critical attention	"overall" item median ≤ 3.0	Responses generally below "neutral", majority "disagree" or "strongly disagree"	5% of units have medians ≤ 3.0

The target set by Monash University is that 5% or more units should be rated as "outstanding", 80% or more should "meet aspirations", 10% or less should "need improvement" and 5% or less should "need critical attention". At the end of each semester a "red report" is produced flagging units that fall in the needing critical attention zone. For these units, the academic policy on Student Evaluation of Teaching and Units (Monash University, 2011a) (SETU) Procedures requires that:

"Each unit-owning faculty reviews the published reports and data files of the unit evaluation data and prepares an action plan to address areas for improvement for faculty-wide issues."

and that

"The department/school prepares an action plan to address areas for improvement where unit issues are identified."

Units that fall in the "red" for three consecutive offerings are deemed non viable and are discontinued, unless the Dean or Associate Dean Education argue a case for their continuation



along with a detailed action plan.

Monash University has set a target of less than 5% for units requiring critical attention. Unfortunately, figures from 2008 to 2010 ICT unit evaluation surveys show that approximately 10% of units within ICT need urgent attention (Monash University, 2011b).



3 PATS process

PATS provides a structured framework for ongoing improvement of teaching and learning practice with input, assistance and guidance from faculty teaching leaders. This section provides an overview of the Peer Assisted Teaching Scheme, and the process followed by the Teaching Fellow, ADEs and the participants. The main focus of PATS is on quality enhancement, yet outcomes and results provided to Heads of Schools/Departments and Deans gives them a measure of quality assurance.

The PATS process is graphically illustrated in Appendix 1, page 31.

3.1 Components of the PATS process

3.1.1 Monitoring of SETU evaluations

Formal engagement in the scheme commences through the normal practice of identifying units within faculties that require critical attention or need improvement and those which have performed at the high end of meeting aspirations or outstandingly. Unit evaluation results are released approximately one month after semester is over, and are reviewed by the Associate Dean of Education (ADE) and Heads of Schools (HoS). ADEs and HoSs identify units within their faculty that require critical attention as well as those that perform well.

3.1.2 Forming the partnerships

For the units that require critical attention, or where significant issues are raised in the students' qualitative comments, a meeting is scheduled between the HoS and the academic responsible. If deemed appropriate by the HoS, the academic is invited to participate in PATS, though participation is voluntary. To help with the recruitment process three template letters were devised.

- sample letter is used by Associate Deans of Education to determine whether the same person is teaching the unit in the following offering, Appendix 7, page 50.
- sample letter used by Heads of Schools to recruit mentees, Appendix 8, page 51
- sample letter used by Heads of Schools to recruit mentors, Appendix 9, page 52

The academic (mentee) responsible for teaching a unit that is in need of *critical attention* or *needs improvement* is partnered with an academic (mentor) leading a high performing unit to discuss practical ways to improve teaching, course curriculum, and unit development.

3.1.3 Briefing session

The process begins once two academics from the same faculty are paired together – one taking the role of a mentor and the other as the mentee. An initial briefing between the teaching fellow and the participants takes place prior to the semester. During this briefing, an overview of the scheme is presented with the roles and expectations of the mentor/mentee relationship clarified.

3.1.4 Meetings/Interactive activities

During the semester, the partnerships meet to discuss and share ideas on how to improve the unit requiring critical attention. The meetings take place informally over coffee – between six to ten vouchers are provided to each participant, depending on the financial position of the faculty. Participants are also encouraged to attend teaching workshops where they learn about strategies and methods to improve their teaching. The meetings are intended to cover the following items:

1. Meet and greet
2. Break down the barriers
3. Set goals for improvement
4. Gather informal student feedback



5. Perform a peer observation of teaching
6. Critical reflection
7. Performance planning and strategies

3.1.5 Deliverables

As part of the scheme, partnerships are expected to produce four deliverables:

- *A strategy plan* – identifying issues to be addressed and how they will to be addressed
- *A summary of feedback* – areas of improvements that can be made, which are fed back to the current cohort of students
- *A peer observation of teaching* – in the form of a joint statement between the PATS mentor and mentee which sets out where and when the Peer Observation of Teaching (POT) occurred along with a summary of good practice observed and other issues that need attention
- *Critical reflection* – a summary reflecting on meeting the goals for improvement

3.1.6 Debriefing

A debriefing session takes place at the conclusion of the semester in the form of two separate focus group discussions between the PATS mentees and the PATS mentors with the teaching fellow. The session covers the process, their own experiences, the appropriateness of the activities and ways to improve the scheme for future participants.

3.1.7 Incentives and Acknowledgements

Incentives (such as coffee vouchers provided by the respective faculties) are issued to each participant to encourage partners to meet informally during the semester. Each faculty determines its own incentive for participation in PATS or improvement in unit evaluations. Faculties are encouraged to reward academics in some way (ie. via an academic performance development scheme, towards promotion or a certificate for teaching improvement) if unit evaluations are increased by more than 0.5. Appendix 10 provides a sample letter acknowledging the participants. Different letters are issued depending on the unit's overall quality performance.

3.2 Amount of time devoted by participants

Total time required by participants involved in the scheme is approximately 20 hrs (2-3 days).

Workshops 3 x 2hrs each = 6 hrs

Meetings with partners 9 x 1hr = 9 hrs

Focus group sessions 1x 2hr = 2 hrs

Briefing session with Teaching Fellow 1 x 1hr = 1 hr

Mid-semester progress report with Teaching Fellow 1 x 1 hr = 1hr

De-briefing session with Teaching Fellow 1x 1hr = 1hr



4 Evaluation Approach and Method

The project was evaluated both internally and externally. Internal evaluation was sought from all stakeholders and an external evaluator was contracted.

4.1 Internal and External evaluation

4.1.1 Internal Evaluators

The internal stakeholders comprised of Heads of Schools, Deans, Associate Deans of Teaching/Education, PATS mentors, PATS mentees and the students.

The primary stakeholders were the teaching academics whose units were perceived by students in need of critical attention, for whom the Peer Assisted Teaching Scheme was designed, and their partner who is recognised as an excellent teacher. Data was gathered from PATS participants by way of focus groups.

The secondary stakeholders were the students, who received the benefits of PATS across their coursework. Information from students was gathered via Monash's SETU - the unit evaluation instrument.

The tertiary stakeholders were the senior (non-teaching) academics at the levels of Associate Dean and Head of School who were aware, and supportive of the PATS process. Feedback from these stakeholders was sought via a survey instrument.

4.1.2 External Evaluators

The ALTC Fellowship has established a reference group, which comprised of both internal and external members. The reference group met bimonthly to provide feedback on the status and direction of the project.

An external evaluator was also contracted to attend meetings, meet participants, to review qualitative and quantitative data and subsequent outcomes. The evaluator Associate Professor Leigh Wood, has a strong background in Teaching and Learning, and will be providing an ALTC evaluation, following the guidelines for external evaluation of the project.

4.2 Key evaluation Items

The key evaluation questions as stated in the original proposal are listed below. These were evaluated using a variety of methods, and using various sources of information.

- Item 1 - To what extent has the project been implemented as planned?
- Item 2 - How well has the project been co-ordinated across faculties?
- Item 3 - How appropriate were the project activities?
- Item 4 - How well have the needs of staff been met?
- Item 5 - Were there any unintended outcomes
- Item 6 - To what extent have there been improvements to unit evaluations?
- Item 7 - What measures, if any, have been put in place to promote the sustainability of the projects focus and outcomes?

4.3 Data collection methods

Four data collection methods used in this study were:

- a) Focus group sessions with 2010 and 2011 PATS participants exploring the mentors' and mentees' perception of the scheme.
- b) Quantitative changes in unit evaluation results from 2009 to 2010, and 2010 to 2011. These determine whether students felt there was an increase in the overall



quality of the unit.

- c) Surveys of sent to Associate Deans Education to suggest improvements to future iterations of the scheme.
- d) Feedback from reference group

4.3.1 Focus group sessions

Four focus group sessions were planned, two for the mentees and two for the mentors. Each session was held after the semester had concluded. The focus group sessions explored the influence of PATS on staff's teaching practice, and if the project activities were appropriate.

During the sessions, a number of topics were discussed including: the recruitment process into the scheme, the ease or difficulty in identifying issues with the units, approaches in gathering student feedback, conducting a peer observation of teaching, building a relationship with partners, positives and negatives of the scheme, whether the PATS process would be suitable as a professional development component for new teaching staff and if staff needs had been met.

Participants were also asked to write down their answers to a variety of questions including:

1. Describe your impression of PATS.
2. How easy was it to identify issues with the unit using a scale of 1(easy) to 5(hard)?
3. Did you gather informal student feedback during the semester?
4. Did you conduct a peer review of your partner's teaching?
5. Describe your relationship with your partner.
6. Identify something positive about the scheme.
7. Identify a weakness of the scheme.
8. Do you think this scheme would be suitable as part of the Graduate Certificate in Higher Education (GCHE)?

The focus group sessions were recorded and transcribed. The transcripts were sent to participants (after anonymising) to ensure this was an accurate reflection of the session.

4.3.2 Changes in unit evaluation results

Quantitative changes in unit evaluation results

Changes to unit evaluations were monitored to determine what extent there had been improvements to unit evaluations.

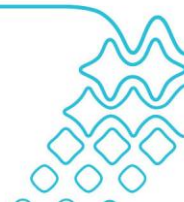
Prior to semester starting, all units that were in need of critical attention were extracted from the Monash Business Intelligence System (BIS). These lists were passed onto the ADEs who then approached potential mentors and mentees to participate in the scheme.

Of those that participated, changes were monitored in the UW – Item 5 “Overall I was satisfied with the quality of this unit”. As comparisons were made from one offering to the next, a requirement for participation for the mentee was that the mentee taught the unit in the following offering, although sometimes this was not the case. For example, if the mentee had a poor unit evaluation and that unit was then discontinued, and was allocated a new unit.

Qualitative comments

Responses to the open ended questions in the unit evaluation data was obtained, by seeking Human Ethics approval to analyse the unit evaluation qualitative comments for the units needing critical attention before commencement of the project.

Since the raw data was not collected by the ALTC Fellow, the fellowship team sought



permission to use the data gathered by University Statistics (Strategic Analysis and Surveys), from of the Office of Pro Vice-Chancellor (Planning & Quality), (OPVCPQ).

To obtain the data from the OPVCPQ a clarification was required about the term 'unit'. Some faculties teach its units across multiple campuses. Monash has six campuses, four domestic campuses within Victoria and two international campuses, Malaysia and South Africa. This essentially means that the same unit can be offered at six different campuses. In a Unit Evaluation, a 'unit' is defined in a slightly different way; it is a 'unique unit offering', which is a unique identifier comprising the following components:

Unique unit offering = unit code + teaching period + mode (eg. face-to-face on-campus) + location (eg. campus)

For example, the fictitious unit FIT1234, in Table 2 below, has four unique unit offerings, with different overall satisfaction ratings across the different campuses, some of which may be above 3, and some below.

Table 2 The same unit offered at four campuses.

Unit Code	Sem	Year	Mode	Campus	UW-Item 5
FIT1234	2	2010	f-2f	campus-A	3
FIT1234	2	2010	OCL	campus-B	2.7
FIT1234	2	2010	f-2f	campus-C	4.7
FIT1234	2	2010	mixed	campus-D	3.9

Mode" in table 2 refers to the delivery mode;

'f2f' refers to face-to-face

OCL refers to 'Off Campus Learning'.

In this case, the average median for all the unique unit offerings is 3.57, which is well above 3. However, there are two unique unit offering (FIT1234 campus-A and campus-B) with median 3 or below. For this study, the qualitative comments for all the unique unit offerings that were taught in a particular semester that scored 3.0 or below were requested.

The OPVCPQ extracted the comments from the 'unique unit offerings' with median of 3 or below for all faculties. Comments relating to the same unit were consolidated into one file and put into a folder of the unit owning faculty. In the above example, the comments of FIT1234 as surveyed at campus A and Campus B were put together in one file and stored in the folder of 'ICT', though they are treated as two unique unit offerings.

All the campus and unit information were removed from the comment files. The majority of the comments that were provided came from online surveys, however, a small portion of the hand written comments taken from the paper surveys were provided as images. Some 'unique unit offerings' had no comments at all. The comments in the provided files were partially de-identified, with unit and campus information being removed. However, some files contained students' comments with sensitive information that could possibly lead to the identification of staff, so all identifying information was removed before using these comments in any publication.

4.3.3 Survey of ADEs

Feedback from ADEs was sought to gauge how well the project had been co-ordinated across faculties. A survey was issued to all ADEs who had mentors and mentees from their faculty participating in PATS. The survey issued is available in Appendix 11, page 54.

4.3.4 Feedback from reference group

The reference group met regularly to ensure that the project was implemented as planned and to provide direction so that appropriate measures could be taken to promote the sustainability of the project's focus and outcomes.



5 Evaluation results

5.1 Evaluation of key Items

As stated in section 4.2 there were seven key evaluation questions listed in the original proposal. A variety of methods using various sources of information were used to evaluate the project.

5.1.1 Implementation as planned

Item 1 - To what extent has the project been implemented as planned?

Over the course of the Fellowship the reference group met six times. Dates of meetings are provided in Table 3, agendas and meeting minutes are available the PATS website <http://opvclt.monash.edu.au/educational-excellence/peerassistedteachingscheme/resources.html>

The reference group ensured that the project was implemented according to the plan outlined in the original proposal, followed the timeline and operated within budget.

Table 3 Reference Group meetings dates - Agendas and Minutes

Agenda	Minutes
Meeting #1 7 July 2010	
Meeting #2 7 Sep 2010	
Meeting #3 10 Dec 2010	
Meeting #4 22 Mar 2011	
Meeting #5 7 Jun 2011	Symposium
Meeting #6 14 Jun 2011	
Meeting #7 30 Sep 2011	

The terms of reference of the reference group were:

1. Promote the design, implementation and evaluation of the activities of the project
2. Provide advice and collegial support to the ALTC Teaching Fellow
3. Work with the ALTC Teaching Fellow to plan an event focused on peer assisted teaching.
4. Work with the project evaluator to facilitate an evaluation of the value for investment and effectiveness of the Peer Assisted Teaching Scheme against proposed benefits

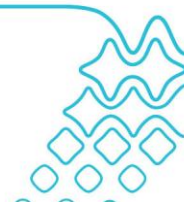
The reference group also provided direction so that appropriate measures could be taken to promote the sustainability of the project's focus and outcomes. Such measures included: the development of the PATS website, developing a PATS Guide not specific to Monash University and other suggestions such as offering a poster session at the ALTC sponsored PAEP Symposium.

5.1.2 Project co-ordination

Item 2 - How well has the project been co-ordinated across faculties?

In semester 2, 2010, at the start of the fellowship only the faculties in the Physical Science cluster were invited to participate; this included the faculties of Information Technology, Science and Engineering. The Faculty of Information Technology (FIT) contributed three partnerships, the Faculty of Science and the Faculty of Engineering contributed two partnerships each. The Faculty of Science did not have any units that were in the critical attention zone. Therefore participants were chosen from units needing improvement. A survey was sent electronically to the ADEs of participating faculties.

In semester 1, 2011 the scheme was open to all faculties. There were six faculties that



participated (ICT, Eng, Edu, Art, Pharmacy, BusEco). Three partnerships from FIT, one from Engineering, three from Education, one group of four from Pharmacy, one in Business and Economics. A survey was sent electronically to the ADEs that had mentees and mentors participate in the scheme. Of the six ADEs three responded. Results indicate that they felt sufficiently informed of the process and that it was a suitable way to improve students perceptions of units needing improvement. It was clear that the ADEs would like the scheme available to all units not just those that require critical attention, as one ADE suggested, this would

“avoid the stigma amongst academics of being in a remedial program because all academics are encouraged to attend, not just those who perform poorly in Unit Evaluation ratings.”

5.1.3 Appropriateness of activities

Item 3 - How appropriate were the project activities?

Participants involved in PATS attended workshops, mentoring sessions, briefing and debriefing sessions. The appropriateness of these activities was reviewed during the focus group sessions. Workshops were evaluated separately.

In total five focus group sessions were held. It was not possible to get all the mentor together in the first round, so two mentor focus group sessions were held at the end of semester 2, 2010:-

Table 4 Focus Group Schedule

Focus Group meeting	Date	Number attended
Focus Group – Mentor Meeting*	28 Oct 2010	4
Focus Group – Mentee Meeting	4 Nov 2010	4
Focus Group – Mentor Meeting*	3 Dec 2010	3
Focus Group – Mentee Meeting	9 June 2011	8
Focus Group – Mentor Meeting	14 June 2011	5

NOTE* One participant had to leave early, so attended the second focus group session.

Feedback from the PATS focus group sessions suggested that the project activities were valuable and appropriate. Feedback made by the participants led to improvements in the following areas:-

1. A refined PATS process as displayed in Appendix 1 from that originally proposed in Appendix 2, to include revised activities and when these were required by.
2. A refinement to the tasks, including breaking the barriers, revisiting the goals set to see if they were actually achieved and entries into the performance development plan.
3. The development of a PATS participant instructional workbook
4. The availability to complete the task in the instructional workbook online, whilst in the café discussing their unit over a coffee.
5. Revising the scheme so that it was open to all, and so that it could operate in a reciprocal fashion. That is, instead of a mentor-mentee relationship, both partners acted as critical friends, and the mentor mimicked the same activities required by the mentee in their unit.



Workshops

Three PATS workshops took place in November and December 2010. These workshops were repeated in 2011.

- Workshop #1: Planning your Teaching 8 Nov, - 21 academics attended
- Workshop #2: Interactive Lecturing 12 Nov, - 20 academics attended
- Workshop #3: Peer observation of Teaching 8 Dec, - 18 academics attended

Workshop #1 and #2, were evaluated using a online SurveyMonkey questionnaire <https://www.surveymonkey.com/s/P8HZSB8>. Questions included:-

1. In terms of meeting my needs and interests as an educator, I would rate this workshop as:
Very Helpful -- Helpful -- Possibly Helpful --- Relevant
2. Has this workshop developed your skills and confidence in planning future lectures or other teaching sessions? YES- NO
3. What aspects of this workshop did you find helpful?
4. What aspects of this workshop could be improved?
5. Overall I was satisfied with the quality of this workshop.
Strongly Agree – Agree – Neutral – Disagree -- Strongly Disagree

Results from these workshops were extremely positive.

Thirteen participants completed the “*Planning you Teaching*” Survey. All of which rated this workshop as high to very high in meeting their needs and interests as an educator. All respondents felt the workshop developed their skills and confidence in planning future teaching sessions, and indicated their overall satisfaction with the quality of the workshop.

Eleven participants completed the “*Interactive Lecturing*” Survey. All of which rated this workshop as high to very high in meeting their needs and interests as an educator. All respondents felt the workshop developed their skills and confidence in planning future teaching sessions, and indicated their overall satisfaction with the quality of the workshop.

Workshop #3 Peer Observation of Teaching was evaluated via a paper based survey instrument distributed after the session. An evaluation report, provided by the presenter on workshop #3, was given an overall rating of 6.3/7. (where 0 is Poor and 7 is Excellent). Comments also show that participants started to view peer observation as a data reflection tool, and would consider incorporating time to applying it.

Some of the qualitative feedback provided from participants that attended the workshops include:

- “Excellent ‘live’ role-play of peer observation practices”
- “Really good session, very well facilitated - most enjoyable”
- ... made me feel excited about teaching.
- His workshop was fantastic and taught me many things that I have incorporated into my own lectures and pracs.

5.1.4 Meeting needs of staff

Item 4 - How well have the needs of staff been met?

Feedback from the PATS focus group sessions suggest that PATS is worthwhile and meets needs of staff in areas that are often overlooked. Focus group participants commented that PATS achieved the following:-

- create a supportive environment
- encourage interaction and response to issues and opportunities that arise



- set time to reflect critically and creatively on practices
- construct understandings together
- communicate reasonable expectations and achievements
- foster enthusiasm and commitment to learning through actions and approaches
- review and plan together for a shared purpose
- share accountability for outcomes
- build confidence and opportunity and guidance to display leadership
- share in planning, learning and assessment activities

5.1.5 Outcomes and Deliverables

Item 5 - Were there any unintended outcomes?

The fellowship outcomes as stated in the initial proposal are listed in Table 5 below.

Table 5 Proposed Outcomes and actual deliverables

Proposed Outcome	Deliverable
A consistent university-wide strategy/policy to assist academics to improve units that need critical attention	A strategy plan in the form of a flow chart diagram was developed to assist academics in understanding the process of improving units. Refer to details in Appendix 1.
Identification of perceived challenges and opportunities for the development of PATS as a mechanism to improve quality of teaching in Higher Education	Lessons learnt and challenges met with running the program are listed in Part 2 of the ALTC Final Report. An analysis of the data collected via focus group sessions, online surveys and case studies will identify perceived challenges and opportunities. A pictorial analysis is contained in Appendix 12.
Improved teaching practice and student experience, and improved unit and course evaluations	Overall there has been an increase in student satisfaction and unit evaluations. These results are provided in Section 5.1.6.
Dissemination of good practice both within and across discipline areas, through wide distribution of reporting and publications	The teaching fellow has disseminate practice via: <ul style="list-style-type: none"> - Trial of PATS process across a variety of Faculties in Monash University - Newsletter series - A PATS guide and instructional workbook - Keynote presentations, invited speaker and seminar presentations - refereed journal and conference publications A full list of dissemination activities in included in section 6 of this report.
Embedded acknowledgement in “most improved unit from each cluster” into Monash’s Teaching Excellence Award process	Following the release of unit evaluations, the participants are issued with an acknowledgement letter, sent out on behalf of the ALTC Fellow. We have discussed the benefits of issuing letters of “most improved unit” with the Deputy Vice Chancellor (Education), who has agreed to implement.
Ongoing acknowledgment and development of previous award winners’ and outstanding teachers’ skills	All the academics who took on the mentoring role were previous award winners – Faculty Teaching Excellence awards, ALTC citations. A list of mentors is provided in Appendix 13.
Embedding of the outcomes into the Monash University Graduate Certificate of Higher Education	The fellowship is embedded into a unit in the Graduate Certificate of Higher Education (HED5011 – Learning and Teaching in Higher Education) where it forms part of the assessment component.



Unintended Outcomes

- Some faculties have found a potential use (as mentors) for staff who have translated into education focused roles
- Some faculties felt more comfortable applying PATS in a modified approach whereby the partners mentored each other, so that each partner was critical friend
- Some mentees, acted as mentors in the following round
- The ability to work online and the automatic generation of an online workbook

5.1.6 Improvements to teaching and unit evaluations

Item 6 - To what extent have there been improvements to unit evaluations?

The Pilot Study

Table 6 Changes in Overall Unit Satisfaction - PATS pilot study in FIT

Unit	2008 Semester results prior to PATS			2009 Semester results after PATS		
	UW-Item 5 Median	Enrolment	Responses	UW-Item 5 Median	Enrolment	Responses
FIT 1	2.86	59	25	4.33	30	23
FIT 2	2.11	38	20	3.5	30	12
FIT 3*	NEW UNIT			4.36	25	16
FIT 4	3	42	22	3.56	49	25
FIT 5	2.5	24	7	3.67	30	5

* This unit was a new unit taught in 2009, however, the lecturer wanted to be involved in PATS because his previous unit was flagged as needing critical attention (Median: 2.95, Mean: 2.83 (112 students enrolled, 29 responses)

Table 6 shows the 2008 and 2009 Faculty of Information Technology unit evaluation results for UW-Item 5, with all unit codes anonymised. All units improved their ratings by at least 0.5. Three of the units (FIT1, FIT3, FIT5) moved out of the critical attention zone (median less than 3.0) into meeting aspirations (median above 3.6) whilst the other two units (FIT2, FIT4) moved into the needs improvement zone (median greater than 3.01 but less than 3.6).

Of the ten participants, there were six respondents that completed the survey regarding their participation in the scheme. The amount of time partners spent together to improve in their unit varied. This ranged from: meeting a couple of times in the corridor, to three to four times over the semester, to spending over 20 hours during the semester. Across the five units, the following areas were identified as needing improvement: assessment material, overall course content, presentation of material, and developing good examples. In one case, the mentee was unable to specify what they wanted to improve and responded by stating they wanted to improve 'general issues'.

Not all participants chose to collect informal student feedback, but of those that did, the feedback was useful and instrumental in guiding the mentee's reflection on their unit. One participant reported:

- "Getting student feedbacks in Weeks 4 and 8 have really been good in helping me respond to students' need and improve the unit accordingly.... I will continue with the habit of getting student feedbacks in Weeks 4 and 8 in my future units."

The peer review component was well received, and provided a valuable perspective from a colleague. Respondents provided the following supportive comments:



- *"I think everyone should be doing this, i.e., peer review in the form of reviewing both materials and the teaching of a subject... Peer reviews are almost always informative for the one reviewed."*
- *"One week after the peer-review, [we] had a meeting in which we discussed comprehensive and detailed written findings on my teaching. I have learned many things about my teaching that I didn't realise before."*

In one partnership, the partners felt that the peer review would not have helped them with improving the unit:

- *"The issues with the unit aren't really related to the kind of thing a peer-review of teaching will help address."*

Some of the participants openly offered their time to conduct a peer review of some-one else's teaching. This, along with improvements made to the unit, showed that the scheme was building capacity in others to become PATS mentors.

- *"...I will definitely be happy to conduct a peer-review for someone else's teaching. If I prove to do well this semester, I'd volunteer to be a mentor on the PATS scheme starting next semester."*
- *"I am available to review others upon request."*

Overall, feedback from the initial pilot scheme provided academics with the support they needed to openly exchange teaching ideas, improve unit resources, and discuss ways to improve the unit. Suggestions to improve PATS further included:

- *"Make it universal"*
- *"The time commitment on the part of the mentor is quite high...can provisions [be] given in his/her workload for the semester?"*

Phase 1 of PATS

Phase 1 of the PATS scheme involved seven partnerships. Table 7 shows the 2009 and 2010 unit evaluation results for UW-Item 5.

Table 7 Changes in Overall Unit Satisfaction - PATS study in Physical Science Cluster

Unit	2009 Semester results prior to PATS			2010 Semester results after PATS		
	UW-Item 5 Median	Enrolment	Responses	UW-Item 5 Median	Enrolment	Responses
FIT 6	2.5	70	16	4.3	49	10
FIT 7	3	167	64	3.28	131	46
FIT 8	3	48	8	2.92	40	17
ENG 1	2	29	9	4.1	27	6
ENG 2	1.75	104	29	2.56	123	48
SCI 1	3	7	5	3.5	2	2
SCI 2	3.14	79	51	2.93	72	12

Five of the seven units improved their ratings by at least 0.5. Two of the units (FIT6, ENG1) moved out of the critical attention zone (median less than 3.0) into meeting aspirations (median greater than 3.6 but less than 4.7). Two units (FIT7, SCI1) moved out of the critical attention zone (median < 3.0) into the needs improvement zone (median greater than 3 but less than 3.6). One unit (ENG2) remained in the critical attention zone but improved its rating by 0.81. Two units (FIT3, SCI2) had a slight decrease moving from the needs improvement zone (median greater than 3 but less than 3.6) into the critical attention zone. However these units



did show slight improvements in the other university wide indicators.

Of the fourteen participants, there were ten attended the focus group sessions. Generally, the partners meet regularly, at least six times over the semester. Across the seven units, the areas identified as needing improvement included: clarifying the unit's objectives, harmonising lecture and tutorial material, improving assignment specifications and assessment, low student attendance, learning resources to support the unit, and student feedback.

The general impression of PATS from the participants was a positive one. Common terms used by the PATS mentees to describe the scheme were: *good idea, non-invasive, supportive, collegial, putting more priority to teaching, scheme to improve teaching, learning from a successful and genuinely enthusiastic teacher, and friendly*. The PATS mentors expressed similar attitudes towards the scheme, using descriptive words like: *effective, valuable, structured, useful and improving quality*. Whilst the mentees' response to "How easy was it to identify issues with the unit using a scale of 1 (easy) to 5 (hard)?", ranged from 1 to 5, the mentors' response was more confined, ranging from 1 to 3, suggesting that the mentors could more readily identify issues with the unit based on the students' qualitative comments and by reviewing the resources.

Each partnership varied in the way they obtained informal student feedback, this ranged from:

- a. Using a student representative from the student society to collect feedback from students in the lecture. The representative records the prioritized issues and forwards a written report to the lecturer.
- b. The lecturer devising a survey which asked three questions (likes, dislikes, improvements) and administered it to the students in the lecture.
- c. Using the tutorials to casually ask very general questions about how students were finding the unit. (Though students gave very general answers which did not highlight major concerns.)
- d. The mentor attends the mentee's lecture and administers the survey, strongly stating that any surveys with insulting comments or foul language would be ignored. The mentor then reviews the responses before discussing them with the mentee.
- e. Using an anonymous survey in week 5 on Blackboard; students were provided to time to complete it in the laboratory class.

Even though there was variety in the way informal student feedback was collected, in all cases, the mentees found the early informal student feedback very informative.

Only three of the partnerships conducted a Peer Observation of Teaching (POT). Reasons for not conducting a POT were it would not provide any useful information about ways to improve the unit, or there wasn't enough time to organise one. Of those partners that did conduct a POT, they found it useful in that it allowed them to see how their partners in action.

Comments included:

- *"I watched a video and thought it was fine and then went to watch a lecture in person".*
- *"I got to see my partner's style of teaching and the interaction with the students. I watched the whole lecture and then wrote a report and gave it to my partner."*
- *"A major issue for my partner was their lack of confidence"*

There were positive responses towards PATS from both mentees and mentors. The mentees were appreciative to have the support from a colleague in their discipline. Typical comments included:

- *"It is helpful having someone to talk to, ask questions and seek advice from"*



- *“Great having a mentor for support”*
- *“The scheme allowed the mentee to build relationships with the students”*
- *“Provided a chance to share ideas and receive feedback”*

Mentors enjoyed the collaborative, mutual problem solving aspect of the scheme, and received personal satisfaction in helping someone wanting to improve their unit. The scheme expanded their networks, and as a side benefit for one mentor:

- *“... I got to see an ALTC grant project up close. It’s often difficult (I think) to look at the programs and teaching grants, and to be able to imagine what kind of program or grant could be done in engineering. Seeing PATS has also made me view ALTC grants differently - they are not all airy-fairy, pie in the sky grants for humanities (this is not my considered opinion - I am exaggerating to make my point here). PATS was practical helpful useful and effective - and it also seemed doable even for me, who does not have a strong education pedagogy background. If I had thought of PATS I would never have also thought that it was a scheme that could be funded by ALTC - I would have assumed that I would need to do it on my own etc. So I may consider applying in future, if I have an idea.”*

The main concern shared by the mentees and mentors was the time-consuming nature of the scheme, particularly in an academic’s busy schedule. Mentees were also concerned about feeling stigmatised as “bad teachers” by participating. To alleviate these concerns, suggestions were raised about providing mentors with time credit (similar to that for supervising a post graduate student) and normalising the process, so that it is offered to all teaching staff. Teaching staff new to Monash University are required to complete the Graduate Certificate of Higher Education (GCHE) programme, embedding the scheme into the GCHE would be another way of reducing stigma and would open the scheme to a wider audience.

In 2011, the PATS scheme was open to all faculty staff members, not just those whose units resided in the critical attention zone. As a consequence, there were several academics responsible for units that were already meeting aspirations that participated in Phase 2 of the scheme.

Phase 2 of PATS

Phase 2 of the PATS scheme involved ten partnerships and the PHM participants worked as a group of four. The four PHM participants (who were meeting aspirations) worked as a small group instead of being paired off to avoid feeling stigmatised. They also wanted to use this as an exemplar model in their faculty.



Table 7 shows the 2010 and 2011 unit evaluation results for UW-Item 5.

Table 8 Changes in Overall Unit Satisfaction - PATS study in Monash's remaining clusters

Unit	2010 Semester results prior to PATS			2011 Semester results after PATS		
	UW-Item 5 Median	Enrolment	Responses	UW-Item 5 Median	Enrolment	Responses
ARTS 1	2.33	35	19	N/A		
ARTS 2*	4.5	18	8	3.94	22	11
BUS 1	2.88	91	47	3.78	101	39
EDU 1	3.11	65	39	3.79	155	100
EDU 2	3.11	65	39	3.79	155	100
EDU 3	3.93	24	12	4.93	34	13
ENG 1	3.65	64	19	3.9	30	12
FIT 9	3.28	93	26	3.89	60	19
FIT 10	3.56	70	19	3.75	60	26
FIT 11	NEW UNIT			3.63	31	15
PHM 1	3.98	246	77	3.77	196	57
PHM 2	4.17	24	6	4.79	27	10
PHM 3	NEW UNIT			4	22	3
PHM 4	3.91	190	72	4.12	235	74a

* Teaching this unit for the first time. Previous unit taught was in the critical attention zone.

Thirteen of the fourteen units improved their ratings, nine improved by at least 0.5. One of the units (BUS1) moved out of the critical attention zone (median less than 3.0) into meeting aspirations (median greater than 3.6 but less than 4.7). Four units (EDU1, EDU2, FIT9, FIT10) moved out of the needs improvement zone (median greater than 3 but less than 3.6) into meeting aspirations. Four units (ARTS2, ENG1, PHM1, PHM4) remained in the meeting aspirations zone, however two of these units (ARTS2, PHM4) had a slight decrease in their overall rating. Two units (EDU3, PHM2) moved out of the meeting aspirations zone into the outstanding category.

Of the twenty-four participants, there were thirteen that attended the focus group sessions. Generally, the partners meet regularly, at least six times over the semester. Across the fourteen units, the areas identified as needing improvement included: low lecture attendance, lack of student engagement, information overload, better supporting materials.

Eight partners gathered informal student feedback. Each partner approached the gathering of informal student feedback differently. The approaches ranged from:

- A form being distributed at the start of the lecture by the lecturer
- A form being distributed in a tutorial as the attendance rate was much higher than in a lecture
- A form being distributed at the end of the lecture

A mentee said that the students really appreciated being heard and acknowledged. The lecturer's on the student feedback provided an opportunity for the academic to let the students know that there were some things out of their control but these were brought to the attention of the HoS/ADE.

Seven of the eight partners conducted a POT and found the exercise to be useful. It provided an opportunity to observe and learn from their partner and also to reflect on their own



teaching.

Overall, the general impression of PATS from the participants in semester 1, 2011 was also a positive one. Common terms used by the PATS mentees in Phase 2 to describe the scheme were: *collegial, friendly, supportive, excellent, professional and cordial, understanding, approachable, constructive, respectful*. PATS mentors expressed similar attitudes, using descriptive words like: *supportive, respectful, non-intimidating/judgmental, constructive and purposeful, enjoyed thoroughly, felt a sense of accomplishment due to initially feeling the "wall" could not be penetrated*. Some of the positive aspects of the scheme expressed by the mentors included:-

- *Helped to build up leadership skills*
- *Felt gratification in being recognized by a colleague*
- *Broadened education and increased skills*

The two main concerns expressed mainly by the mentees, were the time-consuming nature of the scheme, especially in an academic's busy schedule and for a few minority the way in which they had been approached to participant in the scheme.

Two suggestions to improve the future running of the scheme, included:-

- creating a list of mentors who are available and willing to assist new academics and making it part of the culture.
- Provide an opportunity to discuss and report on the history and context of the unit.

Qualitative Comments

After the release of the semester 2, 2010, the reported number of poorly performing units in each faculty were:

- 13 for Information Technology
- 19 for Art and Design
- 33 for Arts
- 20 for Business and Economics
- 29 for Education
- 9 for Engineering
- 1 for Law;
- 37 for Medicine, Nursing and Health Sciences
- 2 for Pharmacy and
- 9 for Science

To develop an understanding of the reasons why students perceive units as needing critical attention, qualitative responses to Monash's unit evaluation questionnaire were examined. We started the process by examining student feedback from the 13 units needing critical attention in ICT. Comments from the 'unique unit offerings' in semester 2, 2010 with median of 3 or below for all faculties relating to the same unit were consolidated into one file. Responses to the open ended question: What aspects of this unit are most in need of improvement? were analysed using a grounded theory based approach to determine common re-occurring themes in need of critical attention.

Eight main categories emerged from the analysis process, each containing a set of sub-categories or attributes. These are the Lecturer, Lecture, Tutorial, Tutor, Assessment, Off campus issues, the LMS and resources provided.

The 'lecturer' and 'lecture' categories differ in that 'lecturer relates to items like the presentation style, apparent knowledge of the subject matter in answering audience questions



and availability to students. 'Lecture' refers to the content of the actual lecture as gauged by how much material was presented, the logical flow to the material and the originality of the material.

Likewise the 'tutor' and 'tutorial' categories differ in that 'tutor' relates to how prepared and knowledgeable the tutor was and how responsive to students were they in terms of answering questions and emails. 'Tutorial' refers the relevance or alignment of the material to the lecture, the type of exercises, the complexity of exercises and the duration of the tutorial. The 'assessment' category refers to items like clarity of the assignment specification, alignment with lectures, detailed and clear marking guidelines and quality of feedback.

The 'LMS' (Learning Management System) category refers to items like ease of navigation, amount of material and accuracy of the material. The 'Off campus' category refers to the level of support specifically for off campus students. This may be via the LMS or availability of lecturers and tutors for consultation. The 'resources' category refers to the currency of recommended readings, the availability of readings and references from the library and the sheer quantity of readings and references.



Appendix 14 contains the top six themes illustrated with typical student comments.

The next phase of project, as part of the extension project, is to repeat the qualitative comment analysis process with unit evaluation data from the remaining faculties. This will be tackled by initially analysing the data from low performing units in the Faculty of Engineering and Faculty of Education, since these faculties generally perform below the university average at Monash University. This process will be followed by a further analysis on the data derived from faculties who generally are top performers (ie. the Faculty of Law, the Faculty of Business and Economics and the Faculty of Arts).

5.1.7 Measures to promote sustainability of project

Item 7 - What measures, if any, have been put in place to promote the sustainability of the projects focus and outcomes?

The following measures have been put into place to ensure the sustainability of the projects focus and outcomes.

- Early contact with the Associate Deans Education, immediately after the unit evaluation results are released.
- Each faculty have a PATS liaison person in which the Teaching Fellow can communicate with to chase up partnership formation
- Development of template letters to make recruitment into the scheme easier for ADEs and HoSs.
- The development of a timeline so that participants are aware of when deliverables are due
- The creation of online instructional workbook, to minimize paper wastage, and so that participants can work from iPads and laptops. This will also minimize the time spent collating deliverables.
- Extending the scheme to faculties to include any units, not just those in the 'critical attention' zone
- Creation of list of mentors (this may come from academics in education focused roles)
- Allowing various modes of PATS operation including:
 - a. Single partnership standard mentoring relationship
 - b. Single partnership reciprocal mentoring relationship
 - c. Group partnership with reciprocal mentoring relationships



6 Dissemination

The ATC Teaching Fellowship used engagement strategies to build the PATS profile and a variety of methods to disseminate the fellowship findings.

6.1 Engagement strategy

To support the ALTC engaged-focused approach to dissemination, the following groups were engaged in the process: PATS participants who received either high or low unit evaluations, Heads of Schools, Associate Deans of Education, and staff from the Office of Pro Vice-Chancellor (Learning and Teaching).

The engagement strategy included:

1. Initial information about the scheme was included as an agenda item on the Learning and Teaching Committee (LTC) and University Education Committee (UEC) to inform all ADEs across all faculties.
2. Meetings were held with Associate Deans (Education) from the Physical Sciences cluster in the first iteration and further clusters in the second iteration to discuss the PATS project.
3. Briefing sessions with PATS partners at the start of each iteration.
4. Mid-semester progress reporting catch up session with ALTC Fellow and partners.
5. Debriefing sessions, including focus groups with PATS partners after both the first and second iterations.
6. A workshop series was established for the PATS participants.
7. The teaching fellow provided leadership and ongoing support. The monitoring of PATS partnerships through regular email contact and mid-semester meetings was maintained by the project officer.
8. End of semester summary reports outlining unit evaluation were sent to university education committees (FEC, LTC and UE)

6.2 Dissemination strategy

A variety of methods were used to disseminate the development, methodology and outcomes of this program, including recommendations and suggested enhancements. These included:

- Seminars and workshops
- Referred journal and conference papers
- ALTC sponsored PAEP symposium
- PATS Guide and PATS participant instructional workbook
- Bimonthly Newsletters
- PATS website (ALTC extension grant to fund PATS website with interactive workbook (currently under construction))

6.2.1 Seminars and Workshops

The Fellow has presented seminars and workshops introducing PATS at universities across Australia (see Appendix 4, page 31).

Seminars

1. Seminar presentation, *The Peer Assisted Teaching Scheme*, Australian Council of Deans ICT (ACD ICT), Sydney, 5-6 July 2010.
2. Seminar presentation, *ALTC Teaching Fellowship Programme*, Business Education Research Network (BERN), Monash University, 26th October 2010,
3. Seminar presentation, *How teachers can help teachers*, Melbourne Computing Educational Conventicle (MCEC), Melbourne, 19 November 2010
4. Seminar presentation, *Building peer assistance capacity in faculties to improve student*



satisfaction of units, ACDICT Learning and Teaching Academy (ALTA) Adelaide, May 2–3 2011.

5. Seminar presentation, *Building Quality in Higher Education Units*, Graduate School of Information Technology & Mathematical Sciences, University of Ballarat, 19th May, 2011
6. Seminar presentation, *Mentoring relationships to build quality in Higher Education units*, RMIT University on Friday 17th June, 2011
7. Seminar presentation, *Building peer assistance capacity in faculties to improve student satisfaction of units*, The Australian Council of Deans of Science (ACDS) Teaching and Learning Conference Mercure Hotel, Sydney 18th & 19th July, 2011
8. Seminar presentation, *Peer mentoring – helping academics thrive in the education space*, Caulfield Women's Network and Support Group, Monash University, 10 Oct 2011
9. Seminar presentation, *The criteria of effective teaching in universities of the future: My University, my goodness?* Internal Learning and Teaching Conference, Deakin University, 2-3 Nov 2011
10. Seminar presentation, *A scheme to improve quality in Higher Education Units*, Council Australian Directors of Academic Developers (CADAD), Perth 3-4 Nov 2011
11. Seminar presentation, *A scheme for improving ICT units with critically low student satisfaction*, Melbourne Computing Educational Conventicle (MCEC), Swinburne University, 18 Nov 2011

Workshops and Round Table discussion

12. Round table Discussion, *Developing an understanding of good, excellent, high quality and effective teaching*, HERDSA conference, Griffith University, Gold Coast Australia, July 4-7, 2011
13. Workshop, *Establishing and sustaining mentoring relationships*, Faculty Teaching Leaders Development Day, Faculty of Business and Law, Newcastle University, Tue 4th October, 2011.
14. Workshop, *Road testing the peer assisted teaching scheme*, Fourteenth Australasian Computing Education (ACE) Conference, RMIT, Melbourne, 29-3 Feb 2012.

6.2.2 Referred journal and conference papers

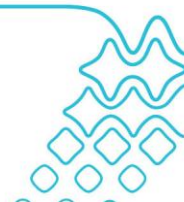
Dissemination of the PATS process was achieved through two full refereed conference papers and conference presentations at national and international levels.

- **Keynote speaker**, *Building peer assistance capacity in faculties to improve student satisfaction of units*, Learning & Teaching Conference. University of Ballarat, 29 - 2nd Dec, 2010.
- **Carbone, A.**, Wong, J., Ceddia, J., (2010). *A scheme for improving ICT units with critically low student satisfaction*. ITiCSE'11, Darmstadt, Germany, June 27–29, 2011
- **Carbone, A.** (2010). *Building peer assistance capacity in faculties to improve student satisfaction of units*. HERDSA'11, Griffith University, Gold Coast Australia, July 4-7, 2011
- **Carbone, A.** and Ceddia, J. (2011). *Common Areas for Improvement in ICT Units that have Critically Low Student Satisfaction*. Fourteenth Australasian Computing Education (ACE) Conference, RMIT, Melbourne, 29-3 Feb 2012. [submitted]

In progress

- Carbone, A., Wong, J., Ceddia, J., (2011). A case study approach to building effective partnerships for unit quality. *Global Journal of Engineering Education*. [in progress]
- Carbone, A., (2011). Teaching effectively - what good teachers do that others don't. *British Educational Research Journal* [in progress]
- Carbone, A., (2011). Investigating three years of ICT units that have critically low student satisfaction: Re-occurring themes for improvement. *Computer Science Education* [in progress]
- Carbone, A., (2011). Challenges faced in attempting to improve units with critically low student satisfaction. *Higher Education Research Development* [in progress]

From these conference presentations a number of national and international institutions have expressed interest in using PATS, including: RMIT, Melbourne; Deakin University, Melbourne; Griffith University, Gold Coast; Massey University, New Zealand; and University of the West



Indies Open Campus, Jamaica.

6.2.3 ALTC sponsored Peer Assisted Educational Program symposium

An ALTC sponsored symposium on Peer Assisted Educational Programs (PAEP) was held at Monash University, Caulfield on Tuesday 7th June, 2011. National and international academics were invited to share their expertise on PAEP integrated at their respective universities.

Keynote presenters included:

- Ms Sally Rogan, ALTC Program Award Recipient (FYE category), University of Wollongong
- Dr Keith Willey, ALTC Teaching Fellow (Spark^{Plus}), University Technology, Sydney
- Mr Paul Denny, National Tertiary Teaching Excellence Award Recipient (2009), University of Auckland

Monash PAL Fellows

- Dr Gerry Rayner, Faculty of Science, Monash University
- Dr Jane Bone, Faculty of Education, Monash University
- Dr Yvonne Hodgson, Faculty of Medicine, Nursing and Health Sciences, Monash University

Poster presentations

- The Griffith PRO-Teaching Project – Sharing Ideas to Develop Capabilities with Peer Review and Observation of Teaching (Dr Steve Drew, Griffith University)
- Peer-assisted teaching and learning in paramedic education: Preliminary findings (Mr Brett Williams, Monash University)
- The Monash PASS Program: Peer-assisted transition into and out of university (Mr Adrian Devey, Monash University)
- “The Moot Tute” – Peer assisted learning benefits in a “traditional” tutorial (Mr Lloyd England, Monash University)
- Teaching – The Heart of UB. What do teaching staff *really* think about teaching @ UB? (Dr Nina Fotinatos, University of Ballarat)
- Teaching – The Heart of UB. How do new & existing teaching staff learn to teach at the tertiary level? (Dr Nina Fotinatos, University of Ballarat)
- Meet-Up for Success (Ms Lindy Kimmins, University of Southern Queensland)

PATS panel presentation included the following panelists:-

Ms Rosemary Bennett, Dr Matthew Butler, Dr Ian Larson, Dr Prahbakar Ranganathan, Dr Grace Rumanthir, Dr Judy Sheard

Nineteen higher educational institutions were represented with eighty-nine attendees. Eight posters that covered a range of Peer Assisted Education Programs available at tertiary institutions from around the country were also displayed. A schedule of the day is provided in Appendix 5, page 35.

Full details of the ALTC sponsored symposium on Peer Assisted Educational Programs can be found at the PATS Symposium Website:

<http://opvclt.monash.edu.au/educational-excellence/peerassistedteachingscheme/>

6.2.4 PATS guide and participant instructional workbook

The PATS guide was developed to provide an overview of the scheme with a process to follow and outlined scheduled activities. It is a useful tool in introducing the scheme. The workbook provides the PATS participants with a set of tasks to complete.

6.2.5 Newsletters

Seven bimonthly newsletters were produced as a communicative channel to the PATS community. The newsletter contained the latest PATS research; progress to date; profiles on



some of the key stakeholders and important events. Appendix 6, contains the newsletter editions 1 – 7 (see page 36). These are also available on the PATS website under the 'Resources' link.

6.2.6 Website

A website was initially developed for the ALTC Teaching Fellowship symposium on Peer Assisted Educational Programs. This site acts as the base for a more comprehensive website for the entire fellowship. An extension grant has been provided to extend the website to include an interactive workbook, in which participants can register and undertake the online activities. The website includes detailed information on:

- the PATS process, its development and potential for use to improve the overall quality of units;
- lists of PATS workshops, papers and conference presentations
- contact information.
- links to other websites and online publications that focus on developing teaching effectiveness.

All resources pertaining to PATS are currently available for viewing. In early 2012 a completed and fully interactive version will be up and running.

7 Conclusion

The quality of teaching and learning is an individual matter which needs personalised discipline-specific attention and not broad scale policy and systems. PATS provides a specific personalised approach, that was endorsed by the Associate Deans of Education, across the ten faculties at Monash University.

Initial trials of PATS showed its potential for success. The results from the pilot at Monash University, in the form of a decrease in both intensity and proportion of units needing critical attention, suggest that the scheme is beginning to develop new generations of leadership in learning and teaching which are instrumental in disseminating the resultant better practice throughout the sector.

At Monash, PATS has been adopted as part of its strategy of building teaching capacity, by embedding the scheme in the Graduate Certificate of Higher Education. Workshops such as planning your teaching, interactive lecturing and peer observation of teaching have been integrated in the Principles for effective teaching unit. Along with other good teaching principals, such as alignment of lecture material with tutorials and assignments

The uptake pattern of PATS is similar to the adoption trend for the ALTC award winning PASS program (PATS RGM, 2010). To ensure uptake continues and expands, a couple of initiatives are underway. First, the mode in which PATS operates does not only include a single mentor-mentee relationship, but also reciprocity in mentoring relationships, and group mentoring; second, the workbook will be generalized and available on-line so that academics can record meeting outcomes, plans and strategies on their iPads or laptops; third, all units can be included in the scheme, not just those perceived by students as needing critical attention.

Extending the scheme might prevent the stigma of being identified as a poor teacher and provide Associate Deans with an avenue to help address a somewhat sensitive issue for academics whose past unit evaluations have been underperforming. Last, to help faculties with the process support should be provided by central units to ensure maintenance and efficient running of the scheme.



8 Future Work

An extension grant was sought to extend the fellowship in the following ways:

1. Resources currently specific to Monash will be redeveloped for generic use at other institutions wishing to adopt the PATS scheme.
2. Unit evaluation qualitative data for units in need of critical attention will also be analysed for common re-occurring themes on areas of improvement. Findings will assist in producing advice for DVCs on how to improve low-performing units.
3. A website will be developed where the resources required to run a Peer Assisted Teaching Scheme will be available. Resources will include guides, instruments to elicit student feedback, how to conduct a peer review and other Peer Assisted Educational Program materials. Newsletters and publications will also be posted. The site will be built with an administrator login for maintenance purposes.
4. A series of workshops are planned for 2011 and 2012 to disseminate the PATS scheme beyond Monash University, to local and international audiences. These include:
 - Workshop, *Establishing and sustaining mentoring relationships*, Faculty Teaching Leaders Development Day, Faculty of Business and Law, Newcastle University, Tue 4th October, 2011.
 - Seminar presentation, *A scheme for improving ICT units with critically low student satisfaction*, Melbourne Computing Education Conventicle (MCEC), Swinburne University, 18 Nov
 - Seminar presentation, *The criteria of effective teaching in universities of the future: My University, my goodness?* Deakin University, 2 Nov 2011
 - Seminar presentation, *A scheme to improve quality in Higher Education Units*, Council Australian Directors of Academic Developers (CADAD), Perth 3-4 Nov 2011
 - Workshop, *Road testing the peer assisted teaching scheme*, Fourteenth Australasian Computing Education (ACE) Conference, RMIT, Melbourne, 29-3 Feb 2012.
 - Presentations at University of Tasmania, Melbourne University, University of Wollongong, ACU are still to be confirmed.



9 Recommendations

The following recommendations have been made:

- *Open scheme to all units*
It is important to note that PATS has a usefulness beyond just improving units that are in the “needing critical attention” category. As shown in the results table in Appendix 3, units that were in the “needing improvement” category also showed improvement in some areas. There are faculties within the university which do not have any or very few units in the “needing critical attention” category. As a result, future schemes will be opened up to any unit wanting to improve its health and student satisfaction.
- *Faculties to establish a list of mentors*
Creating a list of mentors who are available and willing to assist new academics and making it part of the culture will improve the efficiency of creating partnerships. The Faculty of Arts and Faculty of Medicine, Nursing and Health Science have proposed that academics that have translated into the newly created education focused roles would be suitable mentor candidates.
- *Capture the history and context of the unit*
Modifying the initial task to capture the history and context of the unit in need of improvement will provide the mentor and mentee with the setting in which they are required to operate in.
- *Embed PATS into GCHE*
Through the focus group discussions conducted with the participants, it was suggested that the scheme will be beneficial to all new incoming academics as it allows them to critically reflect on their teaching practice. As a result, some of the PATS tasks are incorporated in the Graduate Certificate of Higher Education (GCHE).
- *Allocate workload relief for participants*
The scheme needs to be recognised at a more senior level and factored into the academics’ workload – given the scheme requires an additional 20 hours (approximate).
- *Devise qualitative measures of success*
Academics are sceptical of the use of unit evaluation results as the only measure of success. In the PAL and PASS programs, qualitative feedback is a vital part of the measure of success. The workbook deliverables could be used as a qualitative measure of progress and commitment made to improving units.
- *Create Central and Faculty liaison person*
There is a requirement to help faculties with the initial setup of the scheme, some support should be provided by central units, as well as each faculty having a liaison person to assist with the maintenance and running of the scheme within the faculties.
- *Allow alternative modes of operation*
Allow various modes in which PATS can be undertaken. These should include:-
 - a. Single partnership standard mentoring relationship
 - b. Single partnership reciprocal mentoring relationship
 - c. Group partnership with reciprocal mentoring relationships



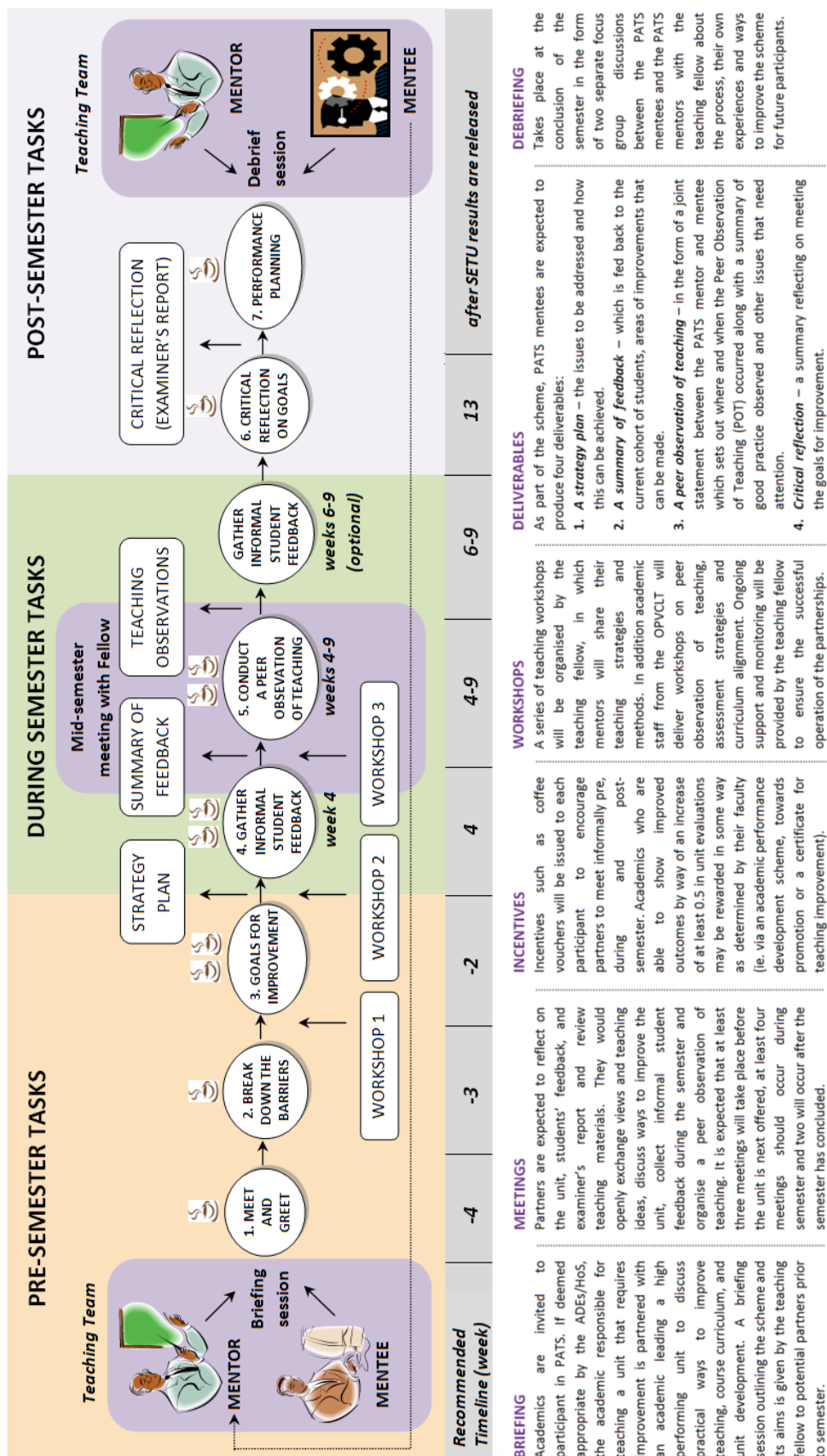
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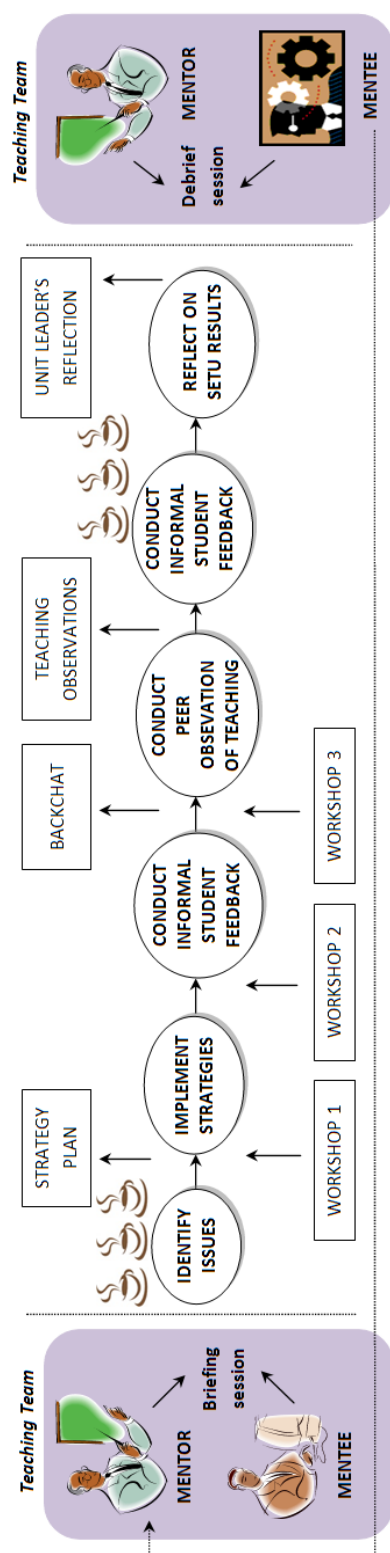


Appendices

Appendix 1 The PATS Process



Appendix 2 The Original PATS Process



BRIEFING

Academics are invited to participate in PATS. If deemed appropriate by ADEs/HoS, the academic responsible for teaching a unit that is in critical attention or needs improvement is partnered with an academic leading a high performing unit to discuss practical ways to improve teaching, course curriculum, and unit development. A briefing session outlining the scheme and its aims is given by the teaching fellow to potential partners prior to semester.

MEETINGS

It is expected that partners would reflect on the unit, students' feedback, examiner's report and review teaching materials in a non-threatening environment. They would openly exchange views and teaching ideas, discuss ways to improve the unit, collect informal student feedback during the semester and organise a peer observation of teaching. It is expected that at least two meetings will take place before the unit is next offered, at least three meetings should occur during semester and one will occur after the semester has concluded.

INCENTIVES

Incentives (such as coffee vouchers provided by the respective faculties) will be issued to each participant to encourage partners to meet informally during the semester. Academics who are able to show improved outcomes by way of an increase of at least 0.5 in unit evaluations be rewarded in some way (i.e. via an academic performance development scheme, towards promotion or a certificate for teaching improvement).

WORKSHOPS

A series of teaching workshops will be organised by the teaching fellow, in which mentors will share their teaching strategies and methods. In addition academic staff from the OPVC (LT) will deliver workshops on peer observation of teaching, assessment strategies and curriculum alignment. Ongoing support and monitoring will be provided by the teaching fellow to ensure the successful operation of the partnerships.

DELIVERABLES

As part of the scheme, PATS mentees are expected to produce four deliverables:

1. **A strategy plan** – the issues to be addressed and how this can be achieved.
2. **A backchat session** – which feeds back to the current cohort of students, current learning issues they face so that improvements can be made.
3. **A peer observation of teaching** – in the form of a joint statement between the PATS mentor and mentee which sets out where and when the Peer Observation of Teaching (POT) occurred along with a summary of good practice observed and other issues that need attention.
4. **Unit leader's reflection** – that reflects on the unit, in terms of the SETU results, POT and the student performance.

DEBRIEFING

Takes place at the conclusion of the semester in the form of two separate focus group discussions between the PATS mentees and the PATS mentors with the teaching fellow about the process, their own experiences and ways to improve the scheme for future participants.

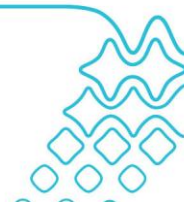
Appendix 3 Meeting schedule with Associate Deans (Education)

Date	Faculty	ADE
1 July, 2010	Information Technology	Professor Guojun Lu
August 18, 2010	Education	Dr Joce Nuttall
September 15, 2010	Arts	Professor Stephen Legg
September 16, 2010	Business & Economics	Professor Owen Hughes
September 28, 2010	Arts & Design	Dr Vince Dziekan
October 1, 2010	Medicine (undergraduate)	Dr Louise McCall
October 1, 2010	Pharmacy and Pharmaceutical Sciences	Professor Peter Stewart
October 27, 2010	Law	Professor Stephen Barkoczy
December 2, 2010	Medicine (postgraduate)	Dr Louise McCall

NOTE

Due to changes in ADE appointments in 2011, the teaching fellow engaged with the newly appointed ADEs in 2011. This included:-

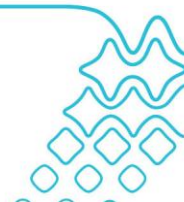
- Faculty of Information Technology, Associate Professor Bernd Meyer
- Faculty of Education, Professor Peter Sullivan
- Faculty of Arts, Dr Susanna Scarpato
- Faculty of Arts and Design, Dr Kit Wise
- Faculty of Law, Professor Justin Malbon
- Faculty of Medicine, Nursing and Health Sciences, Professor Ben Canny (Acting ADE)



Appendix 4 Workshop and Seminar Schedule

Date	Location	Workshop Details
Jul 4, 2011	Griffith University, Gold Coast	<i>Developing an Understanding of good, excellent, high quality and effective teaching.</i> HERDSA conference, roundtable discussion
Oct 4, 2011	Newcastle University, Newcastle	<i>Establishing and sustaining mentoring relationships</i> Teaching Leaders workshop day, Faculty of Business and Law
29-3 Feb 2012	RMIT, Melbourne	<i>Road testing the peer assisted teaching scheme</i> Fourteenth Australasian Computing Education (ACE) Conference

Date	Location	Seminar Details
Jul 5-6, 2010	Sydney	<i>The Peer Assisted Teaching Scheme</i> ACDICT Learning and Teaching forum
Oct 26, 2010	Monash University, Melbourne	<i>ALTC Teaching Fellowship Programme</i> Business Education Research Network
Nov 19, 2010	Monash University, Melbourne	<i>How teachers can help teachers</i> Melbourne Computing Educational Conventicle (MCEC)
Nov 29 – Dec 2, 2010	University of Ballarat, Ballarat	Keynote: <i>Building Peer Assistance Capacity in Faculties to Improve Student Satisfaction of Units.</i> Learning and Teaching Week
May 2-3, 2011	Adelaide	<i>Building Peer Assistance Capacity in Faculties to Improve Student Satisfaction of Units.</i> ACDICT Learning and Teaching Academy (ALTA) forum
May 19, 2011	University of Ballarat, Ballarat	<i>Building quality in Higher Education Units</i> Graduate School of Information Technology & Mathematical Sciences
Jun 17, 2011	RMIT, Melbourne	<i>Mentoring relationships to build quality in Higher education units</i> School of Computer Science and Information Technology
Jul 18-19, 2011	Mercure Hotel, Sydney	<i>Building Peer Assistance Capacity in Faculties to Improve Student Satisfaction of Units.</i> Australian Council of Deans of Science (ACDS) forum
Oct 10, 2011	Caulfield Women's Networking and Support Monash University	<i>Peer Mentoring - helping academics thrive in the education space</i> Caulfield Women's Networking and Support
Nov 2-3, 2011	Deakin University, Melbourne	<i>The criteria of effective teaching in universities of the future: My University, my goodness?</i> Internal Learning and Teaching Conference
November 3-4, 2011	Watersports Complex Perth	<i>A scheme to improve quality in higher education units</i> CADAD Meeting
Nov 18, 2011	Swinburne University Melbourne	<i>A scheme for improving ICT units with critically low student satisfaction.</i> Melbourne Computing Educational Conventicle (MCEC)



Appendix 5 ALTC Sponsored Peer Assisted Education Programs (program)

TIME	EVENT	PRESENTER
8:45am – 9:15am	Registration	
9:15am – 9:30am	Welcome	Professor Adam Shoemaker <i>Deputy Vice-Chancellor (Education)</i> <i>Monash University, VIC</i>
9:30am – 10:30pm	Keynote (PASS)	Ms Sally Rogan <i>University of Wollongong, NSW</i>
<i>10:30am – 10:50am Morning Tea</i>		
10:50am – 11:30am	Keynote (PATS)	Associate Professor Angela Carbone <i>2010 ALTC Teaching Fellow</i> <i>Monash University, VIC</i>
11:30am – 12:40pm	The PATS experience	PATS participants
<i>12:40pm – 1:40pm Lunch</i>		
1:40pm – 2:30pm	Keynote (PeerWise)	Mr Paul Denny <i>University of Auckland, NZ</i>
2:30pm – 3:20pm	Keynote (SPARK ^{PLUS})	Dr Keith Willey <i>University of Technology, Sydney, NSW</i>
<i>3:20pm – 3:40pm Afternoon Tea</i>		
3:40pm – 4:50pm	Monash PAL Fellows presentation	Dr Gerry Rayner (<i>Science</i>) Dr Yvonne Hodgson (<i>MNHS</i>) Dr Jane Bone (<i>Education</i>)
4:50pm – 5:00pm	Closing	Associate Professor Angela Carbone
<i>Dinner at Zagames, 25 Derby Rd, Caulfield East, 6:00pm – each person pays for themselves</i>		



P_{eer} A_{ssisted} T_{eaching} S_{cheme}



**TEACHERS
HELPING
TEACHERS**

Issue 1, August 2010, Page 1

Each month we will introduce the people whose commitment makes this program possible.

**ALTC Teaching Fellow:
Dr. Angela Carbone**

Angela is the Director of Educational Quality in the Faculty of Information Technology at Monash University. She is responsible for providing senior level leadership to the Faculty's learning and teaching strategic and action plans. With a background in Computing, Mathematics and Education, Angela held the position of senior lecturer at Monash University prior to the commencement of the program.

In her career, Angela has been the recipient of numerous prestigious awards, notably the Prime Minister's Award for University Teacher of the Year (1998) and the Australian Award for University Teaching in the category of Computing and Information Services (1998).

**ALTC Teaching Fellowship
Research & Admin Officer:
Ms. Jessica Wong**

Jessica is an exciting new addition not only to the PATS team but also to Monash University. Having been accepted into both ANU and Monash University, Jessica decided to pursue her interest in the area of health and administration through non-conventional methods. With experience working in the US and Australia, Jessica brings a refreshing perspective to the program.

Welcome to the first newsletter for the Peer Assisted Teaching Scheme (PATS). PATS is an Australian Teaching and Learning Council (ALTC) Teaching Fellowship funded program aimed at improving the quality of teaching and student satisfaction within identified units – and build leadership capacity amongst currently recognised outstanding teachers.

This newsletter will be published every two months for the entirety of the program. We welcome your feedback, input and comments at any point along the way.

In this first issue of the newsletter, we wish to outline our program and express our gratitude for the interest and enthusiasm of a number of colleagues from all around Australia who are involved in the program.

The PATS reference group consist of three subgroups. Our external reference group members provide valuable advice and guidance to inform our work. Other reference group members from within Monash will enrich our program with their perspectives. The Monash Peer Assisted Learning Fellows will provide insightful comments and act as critical friends.

Central to the scheme is an independent external evaluator Dr Leigh Wood from Macquarie University. The purpose of the evaluation is to systematically investigate the worth and merit of the program.

In 2010, three ALTC National Teaching Fellowships and nine ALTC local Teaching Fellowships were awarded. To find out more information, visit: <http://www.altc.edu.au/fellows>

We hope you enjoy this newsletter, and we look forward to engaging PATS within your Faculty.



Support for the production of this resource has been provided from the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations.

The views expressed in this resource do not necessarily reflect the views of the Australian Learning and Teaching Council Ltd.

PATS NEWS

Faculties engaging in PATS:

- Faculty of Engineering (Clayton)
- Faculty of Science (Malaysia)
- Faculty of IT (Caulfield)

PATS REFERENCE GROUP:

External Reference Group

Ms Sally Rogan, Ms Katherine Lindsay, Mr Phillip Dawson, Associate Professor Roger Hadgraft and Dr Jane Skalicky

Monash Reference Group

Professor Marnie Hughes-Warrington, Professor Peter Stewart, Dr Sheila Vance, Ms Catherine Barratt, Dr Wendy Sutherland-Smith, Mr Adrian Devey, Dr Judith Rochecouste and Ms Lisa Smith

Monash Peer Assisted Learning

(PAL) Fellows

Dr Susan Edwards, Dr Jane Bone, Ms Jill French, Dr Yvonne Hodgson and Dr Gerry Rayner

External Evaluator

Dr Leigh Wood

OTHER NEWS

New ALTC Fellows Orientation

The new 2010 ALTC Fellows had their orientation during the 26-27th July. The two day program covered managing the fellowship, evaluating the fellow program and media training.

Former fellows (Professors Geoff Crisp, Peter Goodyear and Cynthia Mitchell and Associate Professor Les Kirkup) also shared their Fellowship experiences.

Research in Progress

Prior to the beginning of Semester 2, 2010, participants from the Faculties of Engineering and Science attended a PATS briefing outlining the plan of activities. During the semester the partners will meet informally over a coffee, to identify key issues surrounding the unit and discuss ways to address these issues. Partners will be supported by their faculties via CALT workshops, resources aimed at improving the health of a unit and other incentives.

Past CALT workshops tailored for the needs of PATS participants included...

- Stimulating Students Intellectually
- The what and how of a peer review
- Aligning assignment work with learning objectives

These workshops will be open to all staff to attend and will take place in the upcoming months.

Another point of reference that has been found to be helpful to PATS is the Higher Education Research and Development Society of Australasia (HERDSA) guide: Peer observation partnerships in higher education (2005) written by Maureen Bell.

"Peer observation of teaching is a truly effective process for ongoing change and development in higher education teaching. This guide aims to support higher education teachers through a program of skills, knowledge and ideas development to meet their own developmental aims within their immediate teaching environment."

ACDICT Learning and Teaching Network Forum, July 2010

The ALTC Fellow was invited to present the PATS scheme at a two-day program held by the Australian Council of Deans of ICT (ACDICT) to disseminate new developments, networking and sharing of good practice. Time slots were also devoted for the discussion of hot issues identified by the participants. A key outcome of the forum was the identification of future actions to enable the establishment by ACDICT of a framework to support the strategic development of new collaborative initiatives to enhance ICT teaching and learning outcomes across all Australian Universities.

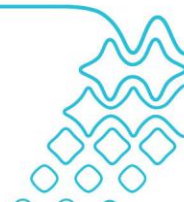
What's next...

- CALT workshops
- Focus group sessions

CONTACT

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

Jessica Wong
Jessica.Wong@monash.edu



Peer Assisted Teaching Scheme



**TEACHERS
HELPING
TEACHERS**

Welcome

to the second newsletter for the Peer Assisted Teaching Scheme (PATS). This newsletter will be published every two months for the entirety of the program. We welcome your feedback, input and comments at any point along the way. Thanks to those who provided feedback after the first issue, your comments were most welcome and very positive.

In this second issue of the newsletter, we wish to outline the aims of the PATS project and introduce the external reference group who will provide valuable advice and guidance to inform our work. We have also included some information on the workshops which will take place over the next few months as part of PATS.

In other exciting news, Dr Angela Carbone has accepted an Associate Professor position with the Office of the Pro Vice-Chancellor (Learning and Teaching) (OPVCLT). She will begin her new role as Associate Director on November 15.

We hope you enjoy this newsletter, and we look forward to engaging PATS within your Faculty.

Project Aims

A brief overview of the PATS project was provided in the first newsletter. To deepen your understanding, here are the specific project aims:

- Improve the quality of teaching and student satisfaction
- Build leadership capacity amongst currently recognised outstanding teachers
- Introduce sustainable processes to Faculty clusters and make recommendations to university level education committees
- To create a supportive environment in which teaching networks can be expanded and the teaching-research nexus strengthened and improved

Each month we will introduce the people whose commitment makes this program possible.

EXTERNAL REFERENCE GROUP

Ms. Sally Rogan

Sally is the Head of Student Support & Peer Learning and is also the National Trainer for Peer Assisted Study Sessions (PASS) at the University of Wollongong. *I have a strong interest in peer learning at all levels and I am the external evaluator for a PAL project Monash is undertaking.*

Ms. Katherine Lindsay

Katherine is a Senior Lecturer in Law at the University of Newcastle.

Mr. Phillip Dawson

Phillip is a Lecturer in Education Studies at Deakin University in Warrnambool. *I have an interest in peer learning and mentoring across a variety of higher education contexts. I'm also coordinating a new and rapidly growing course and am looking for ways to support the staff teaching in it.*

A/Prof Roger Hadgraft

Roger is the Director of the Engineering Learning Unit (ELU) at the University of Melbourne.

Dr. Jane Skalicky

Jane is the Peer Assisted Study Sessions (PASS) Program Coordinator Lecturer, Learning & Teaching for the Centre for the Advancement of Learning and Teaching (CALT) at the University of Tasmania. *"The value of peer learning, both for students and teachers, is an area I am highly interested in. The outcomes and identification of factors of success for PATS should be of interest more broadly for the HE sector in supporting quality teaching and learning."*

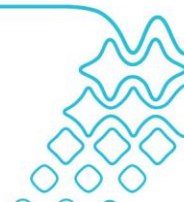
Dr. Wendy Sutherland-Smith

Wendy is a Senior Lecturer at the Institute of Teaching and Learning at Deakin University.



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EXTERNAL REFERENCE GROUP

Independent External Evaluator:

Dr. Leigh Wood

Leigh is the Associate Dean of Learning and Teaching in the Faculty of Business and Economics at Macquarie University. Her expertise is in learning and teaching and her teaching area is applied mathematics and qualitative research methods. *"My aim is to work with the Faculty to enhance the outcomes of students and to make the profession of teaching more enjoyable, effective and efficient. As Associate Dean I have implemented a faculty wide peer observation schedule and am a participant of a peer review international benchmarking exercise. Moreover, I have seen the transformational effect of working collaboratively with peers to improve learning and am keen to enhance peer learning in universities."*

OTHER NEWS

ALTC Teaching Fellows' Forum

The ALTC Fellows will meet together as a community of scholars from the 13-14th October in Brisbane.

ALTC Awards Ceremony

ALTC Fellows have been invited to attend the ALTC Awards Ceremony on November 16th at the Canberra Theatre, Parliament House.

ACDICT Learning & Teaching Academy
Angela will assist with the establishment of the Australian Council of Deans of ICT (ACDICT) Learning & Teaching Academy. The initial meeting will be held in Sydney on November 23rd.

Learning & Teaching Conference

Angela will be a keynote speaker at the Learning & Teaching Conference to be held at the University of Ballarat from November 29th to December 2nd.

Business Education Research Network (BERN) Seminar

Angela will speak about her experience as a successful teaching award winner on October 26th at the BERN seminar.

Research in Progress

PATS was recently presented at the Faculty Education Committee (FEC) meetings to the remaining faculties of Education, Arts, Business & Economics, Art & Design, Medicine, Pharmacy and Law. The program was well received and the seven faculties will be participating in the 2011 scheme.

Focus Groups

Focus group sessions with the PATS leaders and mentees will take place on October 28th and November 4th respectively. In the meetings, the participants will provide valuable feedback to improve the scheme.

Workshops

During the semester, the PATS participants were consulted over which workshops they felt would be most beneficial in improving their teaching. The following workshops will be presented:

- Planning your Teaching 8/11 (Geoff White)
- Interactive Learning 12/11 (Geoff White)
- Peer Observation Partnership (POP) 8/12 (Maureen Bell)

PATS Guide

A PATS guide is currently being produced. It will provide information on all things PATS and be a vital tool for future participants and faculties in the program. The guide will likely be available in early 2011.

The HOW TO...Teaching Series from HERDSA

(HERDSA News, April 2010)

HOW TO...Deal with hurtful students' comments in anonymous surveys

Nothing unravels us more than a hurtful comment. For many teachers the qualitative comments collected from students are among the most constructive aspect of student feedback. Yet, from time to time, students write mean, offensive or malicious comments intentionally aimed at humiliating, undermining or threatening their lecturers. Belittling statements by students hurt because we are surprised that some students resent our efforts to help them learn. After you are over the initial shock that one of your students wants to denigrate you there are some further actions you might consider:

- Decide whether you need professional counselling
- Talk to your colleagues
- File a complaint with the survey unit
- Try to short-circuit abusive behaviour in your students
- Don't look like an easy target

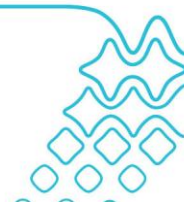
What's next...

- Briefing session with new PATS participants

CONTACT

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

Jessica Wong
Jessica.Wong@monash.edu



Peer Assisted Teaching Scheme



**TEACHERS
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Welcome to the third newsletter for the Peer Assisted Teaching Scheme (PATS). This newsletter will be published every two months for the entirety of the program. We welcome your feedback, input and comments at any point along the way.

In this third issue of the newsletter, we wish to introduce three of the PATS mentors who have helped make the scheme a success. In related news, *Dr Grace Rumanitir*, a previous mentee in PATS has received the **2010 Faculty of IT Teaching Excellence Award** and *Ms Sally Rogan* from the University of Wollongong, a member of the PATS external reference group, has received an **ALTC citation for the Peer Assisted Study Scheme (PASS)** now in its tenth year of operation. Congratulations to Grace and Sally!

We are very happy to announce a new member to the PATS team—*Mr Jason Ceddia*. Jason will be a research fellow in the scheme. He was previously a senior lecturer in the School of Computer Science and Software Engineering (CSSE) in the Faculty of Information Technology. Jason has won several prestigious awards: 2006 Vice Chancellor's Teaching Showcase, 2005 Vice Chancellor's Teaching Showcase, and 2002 CSSE Innovation Teaching Excellence Award.

We hope you enjoy this newsletter, and we look forward to engaging PATS within your Faculty.

Unit Evaluation results:

The unit evaluation results for semester 2, 2010 have been released. The seven participants (FIT, SCI & ENG) who took part in the PATS program achieved the following results in the University Wide-Item5:

- Two units moved out of the *critical attention* zone (median < 3.0) into *meeting aspirations* (median > 3.6)
- Two units moved out of the *critical attention* zone (median < 3.0) into the *needs improvement* zone (median greater than 3.0 but less than 3.6)
- Three units remained in the *critical attention* zone

Each month we will introduce the people whose commitment makes this program possible.

PATS Mentors

PATS is extremely fortunate to have currently recognised outstanding and award-winning academics as mentors in the scheme. Below are just three of the many mentors who have helped make the scheme a success.

Dr. Karen Hapgood

Karen is a senior lecturer in the department of chemical engineering in the Faculty of Engineering. In 2008, she won the Dean's award for Teaching Excellence and in 2010, a Citation for Outstanding Contributions to Student Learning. Karen has also been awarded several major research grants. Her research interests include powder technology, granulation processes and pharmaceutical technology.

Dr. Catherine Yule

Cathy is a senior lecturer from the School of Science at the Sunway campus in Malaysia. In 2008, she was awarded an ALTC Citation for Outstanding Contributions to Student Learning for her emphasis on environmental education - particularly through field experience.

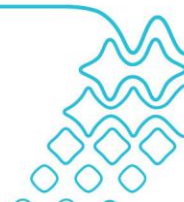
A/Professor David Tanir

David is a senior lecturer from the Faculty of IT. In 2008 and 2009, he won the Faculty of IT Teaching Excellence Award for Postgraduate Teaching. David's research interests are in databases (query processing and grid), data mining (techniques and applications), mobile query processing, mobile information systems, web information systems and XML databases.



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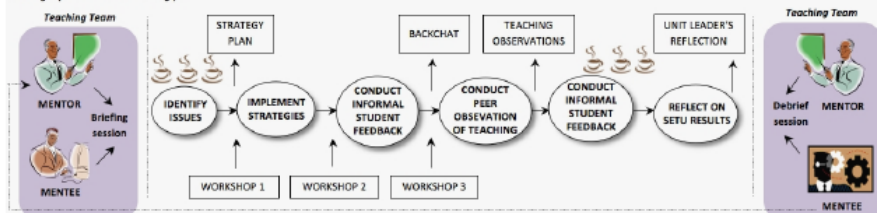


Research in Progress

The PATS process in which participants follow is represented in the following flowchart:

Getting the PATS process going

At the end of each semester, Associate Deans of Education (ADEs), Heads of Schools (HoS) and academics will receive unit evaluation results for all units taught in their faculty. The quantitative results are made public while the qualitative student results are only available to the ADEs, HoS and the academic in charge of that unit. Engagement formally in the scheme will commence through the normal practice of identifying units within faculties that require critical attention or need improvement and those which have performed at the high-end of meeting aspirations or outstandingly.



A **briefing session** takes place prior to the semester in which all participants attend. Partners are given six coffee vouchers each as an **incentive** to meet up during the semester. During the **meetings**, participants discuss issues and ideas and come up with strategies to improve the unit requiring **critical attention**. A series of **workshops** will be conducted during the semester where presenters will share their teaching strategies and methods. As part of the scheme, participants are expected to produce four **deliverables**: a strategy plan,

a backchat session, a peer observation of teaching and a unit leader's reflection. At the conclusion of the semester, a **debriefing session** takes place in the form of focus group discussions. Participants discuss about the PATS process, their own experiences and way to improve the scheme for future participants.

From 2011, PATS will be a part of the *Graduate Certificate of Higher Education (GCHE)* unit HED5011 (Learning and teaching in higher education Level 1).

OTHER NEWS

ALTC Teaching Fellow's Report

The ALTC Teaching Fellow's 6-month progress report is due on Tuesday February 1st, 2011. The report details the activities and outcomes of the first six months of PATS.

ACDICT Learning & Teaching Academy

Angela will attend a secondary meeting for the Australian Council of Deans of ICT (ACDICT) Learning & Teaching Academy in Sydney on Monday 14th February, 2011.

ALTC Fellows' Forum

The ALTC Fellow's forum will be held in Brisbane on Monday 21st and Tuesday 22nd February, 2011.

Papers in Progress...

Our expression of interest (EOI) was accepted by HERDSA and the full paper is due on Friday 25th February, 2011 for the conference taking place in July on the Gold Coast. We are also submitting a paper to Innovation and Technology in Computer Science Education (ITICSE) due on Thursday 14th January for the conference held in Germany in July, 2011.

Workshops

Three PATS workshops took place in November and December.

Workshop #1: Planning your Teaching - 21 academics attended

Workshop #2: Interactive Lecturing - 20 academics attended

Workshop #3: Peer observation of teaching - 18 academics attended

Some of the feedback provided:

"Excellent 'live' role-play of peer observation practices"

"Really good session, very well facilitated - most enjoyable"

Semester 1, 2011 PATS

There are currently ten academics from three faculties (Business & Economics, Pharmacy and Education) who will participate in PATS in semester 1, 2011. The details of the initial briefing for the participants are below: **Date: Tuesday 25th January, 2011**

Time: 10-11:30am

Location: Room 3.22, Building C, Level 3, Caulfield Campus

What's next...

- Initial briefing session for all new PATS participants on 25th January, 2011

CONTACT

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

Jessica Wong
Jessica.Wong@monash.edu

Peer Assisted Teaching Scheme



TEACHERS
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Issue 4, February 2011, Page 1

Each month we will introduce the people whose commitment makes this program possible.

PATS Mentors

This semester PATS is once again extremely fortunate to have currently recognised outstanding and award-winning academics as mentors in the scheme. Below are just four of the mentors participating.

Dr Amy Cutter-Mackenzie

Amy is a senior lecturer in the Faculty of Education and has generated substantial external research income (including an ARC Discovery grant). Her achievements include being selected as a Fellow/Participant in the 2010 Monash Research Accelerator Program (\$110,000), as well as being awarded a prestigious ALTC National Teaching Excellence Award (2010), the Vice-Chancellor's Teaching Excellence Award (2009) and receiving a prestigious ALTC Citation for Outstanding Contributions to Student Learning (2008).

Dr Kris Ryan

Kris is a senior lecturer in the department of mechanical and aerospace engineering in the Faculty of Engineering. Kris was the winner of the 2007 Dean's Award for Excellence in Teaching. The award recognises "the contribution made by academics who have shown outstanding leadership and innovation in teaching and research." This is the second time Kris has acted as a mentor—he also participated in semester 2, 2010.

Ms Nell Kimberley

Nell is a senior lecturer in the department of management in the Faculty of Business and Economics. She received an ALTC Citation in 2006 for Outstanding Contributions to Student Learning - leading by example and addressing student learning needs through the development of innovative faculty-wide transition programs and resources. Nell has also been the winner of the Pearson Education ANZAM (Australia and New Zealand Academy of Management) Management Educator of the Year.

Welcome to the fourth newsletter for the Peer Assisted Teaching Scheme (PATS). This newsletter will be published every two months for the entirety of the program. We welcome your feedback, input and comments at any point along the way.

In this fourth issue of the newsletter, we wish to introduce some of the new PATS mentors who will be participating in semester 1, 2011. In related news, *Associate Professor Karen Hapgood*, a previous mentor in PATS and a featured mentor in the last newsletter, received a professional appointment in January 2011 to the position of Associate Professor. Congratulations Karen!

At the beginning of February we submitted the 6-month progress report on PATS to the Australian Learning and Teaching Council (ALTC). It provided an outline of all our activities to date and results from semester 2, 2010.

We hope you enjoy this newsletter, and we look forward to engaging PATS within your Faculty.

Semester 1, 2011

This semester we have five faculties participating in the scheme:

- Business and Economics: two participants
- Education: six participants
- Engineering: two participants
- IT: six participants
- Pharmacy: four participants

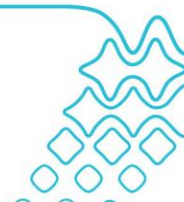
In four of the five faculties, the participants have been paired up, with one academic taking on the role of the mentor and the other the role of the mentee. In the Faculty of Pharmacy, the four participants will work together as a small group rather than two pairs providing support and mentorship as a group.

An initial briefing for all new participants took place in late January and was repeated in February and March. During the meeting, they were given an overview of the scheme and expectations of their participation.



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The views expressed in this resource do not necessarily reflect the views of the Australian Learning and Teaching Council Ltd.



PATS Mentors cont.

Dr Matthew Butler

Matthew is a lecturer in the Faculty of Information Technology. In 2008, he received an honourable mention at Faculty of IT Teaching Excellence Awards in the category of undergraduate teaching. In 2010 Matthew was part of the Information Technology Computer Programming Multi-Campus Team that received an ALTC Citation for Outstanding Contributions to Student Learning. The team was recognised for team leadership that re-invigorated a challenging multi-campus, multi-disciplinary first year core programming unit through introducing innovative feedback processes to develop independent student learning.

OTHER NEWS

ACDICT Learning & Teaching Academy

The second ACDICT Learning and Teaching Academy (ALTA) meeting was held on 14th February in Sydney. The ALTA executive established funding guidelines for ICT learning and teaching improvements. Information about the grants scheme, dates and processes can be found on: <http://www.acdict.edu.au>

ALTC Teaching Fellows' Forum

The ALTC Fellows met together as a community of scholars to share progress on their programs, and attend facilitated workshop and discussion sessions on February 21st to 22nd in Brisbane.

Melbourne University PATS Interest

Associate Professor Roger Hadgraft, a member of our external PATS reference group, is using the PATS resources to develop a similar scheme in the Faculty of Engineering at Melbourne University.

Publications

- Carbone, A., Wong, J., Ceddia, J., (2010). A scheme for improving ICT units with critically low student satisfaction. *ITICSE* [submitted]
- Carbone, A. (2010). Building peer assistance capacity in faculties to improve student satisfaction of units. *HERDSA* [submitted]
- Carbone, A., Wong, J., Ceddia, J., (2011). A case study approach to building effective partnerships for unit quality. *Global Journal of Engineering Education*. [in progress]

Research in Progress

PATS Guide

The PATS guide has been completed and is available to view online: <http://opvcit.monash.edu.au/educational-excellence/promoting-excellence/pats.html>. The guide provides information on all things PATS and will be a vital tool for future participants and faculties in the program. Below are just some of the responses given by participants about the scheme.



- supportive, collegial
- non invasive
- places more priority on teaching
- effective
- valuable
- improving quality
- expands network



- Academics think their unit is the hardest unit to teach
- Academics want "quick and dirty" tips and tricks
- Academics are time poor

- hard to find time
- feeling stigmatised
- success tied only to unit evaluations (quantitative)
- requires total dedication from both partners to be successful
- more work to do

News about ALTC Abolition

The Prime Minister has announced the abolishment of the ALTC from January 1st, 2012 as one of the savings measures to address the recent Queensland floods. Lobbying by the ALTC Fellows has resulted in \$50M restored to fund Higher Education Projects over the next three years.

To lobby against the government's proposal to abolish the ALTC:

- contact or email Senator Nick Xenophon
- contact your ADE, DVC (Education) or VC and ask them to lobby
- Go to Get Up! to vote for "Reversing the govt's decision to abolish the ALTC": <http://suggest.getup.org.au/forums/60819-campaign-ideas/suggestions/1416367-reversing-the-govt-s-decision-to-abolish-the-austr>
- Join the Facebook group "Save the Australian Learning and Teaching Council"

Upcoming Symposium

ALTC Teaching Fellow's Symposium

Peer Assisted Educational Programs

As part of the original submission to ALTC, one of our dissemination strategies is to hold an ALTC sponsored symposium, organised by Monash University. Experts in the area of Peer Assisted Educational programs will be invited as guest speakers as well as PATS participants who will speak about their experiences in the program. Invitations have been sent out and the Symposium is open to the public with registration capped at 100. More information about how to register will be provided closer to the date.

- Date: Tuesday 7th June, 2011
- Time: 8:45am—5pm
- Location: Room H1.25, Building H, Caulfield Campus, Monash Uni

What's next...

- Areas for improvement - assessing the health of your unit.

CONTACT

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

Jessica Wong
Jessica.Wong@monash.edu

Peer Assisted Teaching Scheme



**TEACHERS
HELPING
TEACHERS**

Welcome to the fifth newsletter for the Peer Assisted Teaching Scheme (PATS). This newsletter will be published every two months for the entirety of the program. We welcome your feedback, input and comments at any point along the way.

In this fifth issue of the newsletter, we wish to invite you to the 2011 ALTC Symposium on Peer Assisted Educational Programs taking place at Monash University on Tuesday 7th June. Please see below for details.

We hope you enjoy this newsletter, and we look forward to engaging PATS within your Faculty.

2011 ALTC Symposium

Peer Assisted Educational Programs - Building Quality in Higher Education Units

Details

Date: Tuesday 7th June, 2011 Time: 8:45am—5pm
Location: Room H1.25, Building H, Level 1, Monash University, Caulfield

Aims

The Symposium aims to **inform** academics on Peer Assisted Educational programs available to use as part of their teaching curriculum. It will provide **opportunities** to share ideas and innovations; discuss research directions; and develop future collaborations.

A poster session will also be available for those who wish to share their Peer Assisted Educational Program. The posters will be displayed during the entire event and will provide an excellent opportunity for discussion and **networking**. If you wish to submit a poster, please send a one-sided pdf document by Friday May 20th to: jessica.wong@monash.edu

Registration

If you wish to attend the symposium please register your interest via the following link: <http://opvcit.monash.edu.au/educational-excellence/peerassistedteachingscheme/>. Registration closes on Friday May 20th so get in quick as there is a cap on the number of attendees. Lunch, morning and afternoon tea will be provided.

Each issue we will introduce the people whose commitment makes this program possible.

Keynote Speakers

We are delighted to have four experts in Peer Assisted Educational Programs come and share their knowledge and experience at the 2011 ALTC Symposium.

Associate Professor Angela Carbone

Angela is the Associate Director in the Office of the Pro Vice-Chancellor (Learning and Teaching) at Monash University. Prior to this appointment, Angela was a Senior Lecturer and Director of Education Quality in the Faculty of Information Technology. In 2010 she received an ALTC Teaching Fellowship grant for the Peer Assisted Teaching Scheme (PATS).

Ms Sally Rogan

Sally is a Senior Manager at the University of Wollongong (UOW). In 2009, Sally was appointed Head of Student Support and Peer Learning at UOW. Since 2005, Sally has also been the National Trainer for the Australasia region for Supplemental Instruction/PASS (Peer Assisted Study Sessions) and Head of the PASS National Centre at UOW.

Mr Paul Denny

Paul is a Senior Lecturer in introductory computer science and computer programming in the Faculties of Science and Engineering at the University of Auckland in New Zealand. In 2007 he created PeerWise to support students authoring, sharing and discussing course-related assessment questions.

Dr Keith Willey

Keith is a Senior Lecturer in the Faculty of Engineering and Information Technology at the University of Technology, Sydney. He is also the Project Manager and lead developer of the self and peer assessment software tool known as SPARK^{AUS} currently being used by faculties at over 20 national and international universities.



Support for the production of this resource has been provided from the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations.

The views expressed in this resource do not necessarily reflect the views of the Australian Learning and Teaching Council Ltd.



OTHER NEWS

ALTC Extension Grant

The Australian Learning & Teaching Council has approved funding for the ALTC Teaching Fellowship to the amount of \$10,000. This will allow us to develop more resources (eg. website, guides, etc) and provide learning and teaching workshops nationally.

ACDICT Learning & Teaching Forum

Angela has been invited to present the ALTC Teaching Fellowship program at the ACDICT Learning and Teaching Academy (ALTA) Forum taking place in Adelaide from May 2–3, 2011.

University of Ballarat

Angela has been invited to present the ALTC Teaching Fellowship program to the Graduate School of Information Technology & Mathematical Sciences at the University of Ballarat on Thursday 19th May, 2011.

Australian Teaching Awards

Angela has been invited to be on the assessment panel for the 2011 ALTC Australian Awards for University Teaching. The panel will be meeting on Wednesday 29 June, 2011.

Publications

- Carbone, A., Wong, J., Ceddia, J., (2010). A scheme for improving ICT units with critically low student satisfaction. *Refereed paper, 16th ITICSE Conference (2011)*. Darmstadt, Germany. [Accepted]
- Carbone, A. (2010). Building peer assistance capacity in faculties to improve student satisfaction of units. *Refereed paper, 2011 HERDSA Conference*. Gold Coast, Australia [Accepted]
- Carbone, A., Wong, J., Ceddia, J., (2011). A case study approach to building effective partnerships for unit quality. *Global Journal of Engineering Education*. [in progress]
- Carbone, A., Wong, J., Ceddia, J., (2011). Currently untitled. *Fourteenth Australasian Computing Education (ACE) Conference (2012)*. [in progress]

Research in Progress

PATS Guide

The PATS guide has been updated to include: different ways to gather informal student feedback, a template survey for collecting student feedback, instruments to conduct a peer observation of teaching and links to other useful information. Visit the following link for the latest version of the PATS guide: <http://opvclt.monash.edu.au/educational-excellence/peerassistedteachingscheme/resources.html>

Mid-semester meeting

The teaching fellow recently met with the PATS participants to discuss their progress in the scheme so far. During the meeting a suggestion was made to develop a "PATS pack" for the participants — this would contain pro formas for: areas needing improvement, strategy plan, informal student feedback, backchat, Peer Observation of Teaching and a critical reflection. These would provide the participants with the specification of the tasks and the dates when the tasks are due. This is currently being developed.

The Road to Improvement

1. What areas can you improve your unit?

Content | Organisation | Delivery | Feedback | Assessment | Resources

2. What strategies will you use to achieve these improvements?

Aligning tasks with objectives | Interactive lectures | Recording of lecturers

3. What can you do to improve the health of your unit?

a. Gathering informal student feedback (ISF)

Purpose: The process of ISF focusses on what the lecturer can do to improve the students' learning early on in the semester (w4-5). It helps the lecturer create a collaborative learning culture and improves both the teaching by the lecturer and the learning by the students.

Backchat: The occurs in the following lecture where the lecturer acknowledges the students' feedback, and the key issues highlighted in the feedback are "fed back" back to the students.

Resources: A template of an ISF form is available in the PATS Guide. Information on different ways to gather feedback and provide feedback to students can be found at: <http://www.ballarat.edu.au/treidafeedback/>

b. Peer observation of teaching (POT)

Purpose: Provides an instrument in which to obtain feedback from peers and colleagues.

Resources: Instrument for conducting a peer observation of teaching, Macquarie University: http://www.mq.edu.au/itc/pdfs/FBE_peer_obs.pdf
Instrument for peer review, HERDSA Guide by Dr Maureen Bell
Trial Instrument for peer review, Monash University (Dr Tessa Dunseath)

What's next...

- 2011 ALTC Symposium on Peer Assisted Educational Programs on Tuesday 7th June

CONTACT

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

Jessica Wong
jessica.wong@monash.edu



Peer Assisted Teaching Scheme

Issue 6, June 2011, Page 1



**TEACHERS
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Welcome

to the Peer Assisted Teaching Scheme (PATS) newsletter which is published every two months. We welcome your feedback and input at any stage along the way.

In this sixth issue of the newsletter, we will highlight some of the key events of the 2011 ALTC Symposium and present a revised PATS process. We hope you enjoy this newsletter, and we look forward to engaging PATS within your Faculty.

2011 ALTC Symposium

The 2011 ALTC Symposium on Peer Assisted Education Programs (PAEP) was held on Tuesday 7th June at Monash University, Caulfield Campus. We had overwhelming interest in the event with **105** registrants and **89** attendees. The presentations and posters presented on the day will be available to view online at: <http://opvclt.monash.edu.au/educational-excellence/peerassistedteachingscheme>

Feedback

We received some wonderful and encouraging feedback from those who attended the symposium:

- "An excellent symposium, thought the panel from PATS participants was wonderful"*
- "A great event—some very useful insights & ideas, and a great opportunity for networking"*
- "Inspiring and enjoyable. Great opportunity to meet like minded folk in tertiary education"*
- "Good variety of speakers"*

Institutions represented: 19 (18 Australian, 1 international)

Central Queensland University, Chisholm TAFE, Deakin University, Griffith University, La Trobe University, Macquarie University, Monash University, RMIT, Southern Health, University of Auckland, University of Ballarat, University of Melbourne, University of New England, University of Newcastle, University of South Australia, University of Southern Queensland, University of Tasmania, University of Technology Sydney, University of Wollongong.

Posters

Eight posters were presented at the Symposium. They covered a range of Peer Assisted Education Programs available at tertiary institutions from around the country.



Support for the production of this resource has been provided from the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations.

The views expressed in this resource do not necessarily reflect the views of the Australian Learning and Teaching Council Ltd.

We would like to thank the following people who helped make the 2011 ALTC Symposium on Peer Assisted Educational Programs a huge success.

Keynote speakers

- Ms Sally Rogan
- A/Prof. Angela Carbone
- Mr Paul Denny
- Dr Keith Willey

Monash PAL Fellows

- Dr Gerry Rayner
- Dr Yvonne Hodgson
- Dr Jane Bone

PATS Participants

- Dr Grace Rumanitir (IT)
- Dr Judy Sheard (IT)
- Dr Prabhakar Ranganathan (ENG)
- Ms Rosemary Bennett (ED)
- Dr Matthew Butler (IT)
- Dr Ian Larson (PHM)

Welcome

- Prof. Adam Shoemaker
DVC (Ed)

Guest introductions

- Prof. Marnie Hughes-Warrington PVC (LT)
- Dr Phillip Dawson
- Mr Adrian Devey

Organising Committee

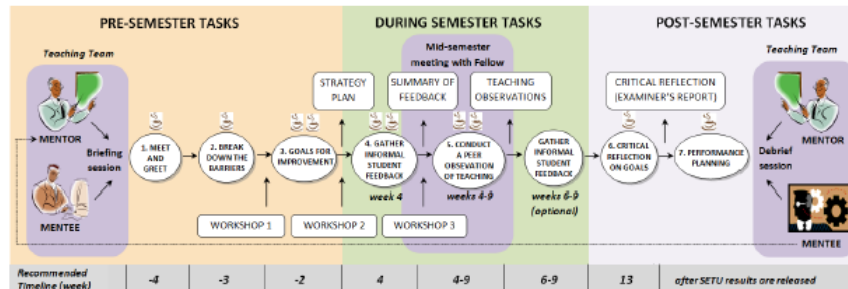
- A/Prof Angela Carbone
- Ms Jessica Wong
- Mr Jason Ceddia

PATS Reference Group

Ms Catherine Barratt, Dr Jane Bone, Dr Phillip Dawson, Mr Adrian Devey, A/Prof. Susan Edwards, Ms Jill French, Prof. Roger Hadgraft, Dr Yvonne Hodgson, Prof. Marnie Hughes-Warrington, Ms Katherine Lindsay, Prof. Peter Stewart, Dr Gerry Rayner, Ms Sally Rogan, Dr Jane Skalicky, Ms Lisa Smith, Dr Wendy Sutherland-Smith and A/Prof Leigh Wood.

Research in Progress

The new PATS process flowchart has been refined and highlights the pre, during and post-semester tasks:



OTHER NEWS

RMIT

PATS was presented at a seminar at RMIT University on Friday June 17th and as a result, RMIT wish to adopt the scheme.

2011 iAwards

Angela is an invited judge for the 2011 iAwards in the category of ICT Educator of the Year. Awards will be presented at a gala event in Melbourne on Thursday August 4th.

Australian Teaching Awards

Angela is an invited assessor for the 2011 ALTC Australian Awards for University Teaching. The panel will be meeting on Wednesday 29 June, 2011.

2011 HERDSA Conference

The 2011 Higher Education Research and Development Society of Australia conference will be held on the Gold Coast from July 4-7. The theme of the conference is 'Higher Education on the Edge' which captures the essence of 'seismic' shifts and 'tectonic' transformations occurring in the sector, both in Australia and internationally.

Publications in progress

- Carbone, A., Wong, J., Ceddia, J. (2011). A case study approach to building effective partnerships for unit quality. *Global Journal of Engineering Education*.
- Carbone, A., Wong, J., Ceddia, J. (2011). Common Areas for Improvement in ICT Units that have Critically Low Student Satisfaction. *Fourteenth Australasian Computing Education (ACE) Conference, Melbourne (2012)*.

PATS Focus Groups

Recently we ran focus group sessions with the PATS participants from semester 1, 2011. This provided an opportunity for them to discuss and share their experiences in the scheme. The PATS guide and instruction workbook were also refined as a result of their feedback.

• PATS Guide

The PATS guide has been redeveloped into a more generic format which can be used by other tertiary institutions. The guide is presented in an informative and user-friendly booklet.

• PATS Participants Instruction Workbook

Following feedback from current participants, a PATS participants instructional workbook is being developed. This will provide participants with guidelines on what is required from them. Each task has been clearly outlined with a corresponding worksheet consisting of questions and tasks which need to be completed. Visit the following link for the latest version of the PATS guide and instruction workbook: <http://opvck.monash.edu.au/educational-excellence/peerassistedteachingscheme/resources.html>

Extension grant

We received an extension grant to the value of \$10,000. This will be used to:

1. Develop a PATS website which will contain all PATS resources, podcasts, videos, meeting agendas and minutes, published papers, workshop details and other events
2. Deliver workshops nationally
3. Analyse unit evaluation qualitative data to identify common reoccurring themes for areas of improvement in units needing critical attention

Semester 2, 2011 PATS Participants

The details for the initial briefing for the semester 2, 2011 participants are as follows:

- Date: Thursday 30th June
- Time: 11am-12:30pm
- Location: C3.01, Building C, Level 3, Caulfield campus

What's next...

- Development of the PATS website

CONTACT

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

Jessica Wong
jessica.wong@monash.edu

Peer Assisted Teaching Scheme



**TEACHERS
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Welcome

to the Peer Assisted Teaching Scheme (PATS) newsletter which is published every two months. We welcome your feedback and input at any stage along the way.

In this seventh issue of the newsletter, we will present the Unit Evaluation (UE) results from semester 1, 2011 and provide an update on the exciting development of the PATS website.

We hope you enjoy this newsletter, and we look forward to engaging PATS within your Faculty.

Unit Evaluation results:

The unit evaluation results for semester 1, 2011 have been released with all participating units achieving excellent results. Of the fourteen units, eleven units were in the *meeting aspirations zone* and two unit in the *outstanding zone* in the University Wide-Item5:

SEMESTER	UNIT*	UWS	SEMESTER	UNIT*	UWS
Sem1, 2010	ART1001	2.33	Sem1, 2010	FIT1001	3.28
Sem1, 2011		N/A	Sem1, 2011		3.89
Sem1, 2010	ART1002#	4.5	Sem1, 2010	FIT1002	3.56
Sem1, 2011		3.94	Sem1, 2011		3.75
Sem1, 2010	BUS1001	2.88	Sem1, 2010	FIT1003	NEW UNIT
Sem1, 2011		3.78	Sem1, 2011		3.63
Sem1, 2010	EDU1001	3.11	Sem1, 2010	PHM1001	3.98
Sem1, 2011		3.79	Sem1, 2011		3.77
Sem1, 2010	EDU1002	3.11	Sem1, 2010	PHM1002	4.17
Sem1, 2011		3.79	Sem1, 2011		4.79
Sem1, 2010	EDU1003	3.93	Sem1, 2010	PHM1003	NEW UNIT
Sem1, 2011		4.93	Sem1, 2011		4
Sem1, 2010	ENG1001	3.65	Sem1, 2010	PHM1004	3.91
Sem1, 2011		3.9	Sem1, 2011		4.12

* All units have been anonymised

The mentee was teaching this unit for the first time in Sem1, 2011 and was previously responsible for a unit that was in the *critical attention zone*.

Common reoccurring themes for areas of improvement in units needing critical attention

The unit evaluation qualitative data from the Faculty of IT in thirteen units needing *critical attention* were recently analysed. The areas students perceived as needing improvement were placed into categories and sub-categories which are presented below:

Major categories:

1. Lectures
2. Lecturers
3. Tutorials
4. Tutors
5. Assessments
6. Off Campus
7. LMS
8. Resources

Sub-categories:

Lecture	Lecturer
<ul style="list-style-type: none"> • structure • access • content • challenge • quantity 	<ul style="list-style-type: none"> • knowledge • presentation style/engagement • support • organisation • response time
Tutorials	Tutors
<ul style="list-style-type: none"> • type of activity • clarity • alignment • available software • length • scheduling 	<ul style="list-style-type: none"> • knowledge • presentation style • support • response time
Assessments	Off Campus
<ul style="list-style-type: none"> • marking • alignment • specifications 	<ul style="list-style-type: none"> • support • availability of recordings
LMS	Resources
<ul style="list-style-type: none"> • ease of use • quantity • accuracy 	<ul style="list-style-type: none"> • relevance • quantity • availability

Further explanation on the data analysis process can be found on page 2.



Support for the production of this resource has been provided from the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations.

The views expressed in this resource do not necessarily reflect the views of the Australian Learning and Teaching Council Ltd.

Research in Progress

Issue 7, August 2011, Page 2

Semester 2, 2011 PATS

This semester there are two partnerships participating in PATS — one from the Faculty of Engineering and the other from the Faculty of IT. The partnerships will be trialling the new PATS participant instructional workbook.

A number of national and international institutions have shown an expression of interest in using PATS.

- RMIT, Melbourne
- Deakin University, Melbourne
- Griffith University, Gold Coast
- Massey University, New Zealand
- University of the West Indies Open Campus, Jamaica

PATS website

We are currently in the development stage of a brand new and exciting PATS website. The website will contain all the PATS resources, videos, podcasts, event details, useful links and more. This will be up and running for the next cycle of PATS running in semester 1, 2012 which will enable the participants to complete their workbook tasks online.

Available on the website will be seven interactive online tasks which participants can complete:

1. Meet and greet
2. Break down the barriers
3. Set goals for improvement
4. Gather informal student feedback
5. Perform a peer observation of teaching
6. Critical reflection
7. Performance planning and strategies

OTHER NEWS

ACDS Conference

The Australian Council of Deans of Science (ACDS) Teaching and Learning Conference was held on the 18th & 19th July at the Mercure Hotel in Sydney.

ALTC Teaching Fellow's Final Report

The ALTC Teaching Fellow's final report is due on Friday 30th September, 2011. The report will detail the activities and outcomes of the Fellowship.

University of Newcastle

The ALTC Teaching Fellow has been invited to present a PATS workshop to Faculty teaching leaders who will perform the role of teaching mentors for their academic colleagues on Tuesday 4th October at the University of Newcastle.

Data analysis

On page 1 we covered the eight main categories that emerged from the analysis process. Each main category contains a set of sub-categories or attributes. The top five categories and sub-categories students highlighted as needing improvement are as follows:

1. **Lecture — content**
Relates to the relevance of the material to real world scenarios and whether the material was current.
2. **Assessment — specifications**
Relates to the clarity in which assignments were written and the submission process.
3. **Lecturer — presentation style/engagement**
Relates to the level of engaging teaching methods used to deliver the material.
4. **Assessment — marking**
Relates to consistency of marking, quality of feedback, timeliness of feedback, and clarity of marking criteria.
5. **Tutorial — alignment**
Relates to the alignment between tutorial activities with learning objectives.

The next phase of the project is to repeat the qualitative comment analysis process with unit evaluation data from the remaining faculties. This will be tackled by initially analysing the data from low performing units in the Faculties of Engineering and Science. This process will be followed by a further analysis on the data derived from faculties who are generally top performers (ie. the Faculties of Law, Business and Economics and Arts).

Making *Changes* and Achieving *Success*

The PATS participants in semester 1, 2011 achieved outstanding results in their unit evaluations. Below are just some of the successful strategies used by the participants:

1. Engaging more directly with students through questioning and the use of video clips.
2. Keeping more regular contact with tutors to ensure greater consistency in the tutorial classes
3. Including 1 or 2 slides at the beginning of the lecture which specifically explain the usefulness of the material relative to a) later material in unit; b) utility in other units or industry.
4. Announce on Moodle that (a) lecture notes will be handed out in lectures to encourage attendance and (b) lecture vodcasts will be made available to facilitate revisions.

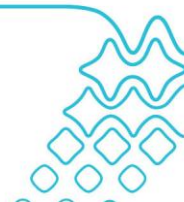
What's next...

- PATS website

CONTACT

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

Jessica Wong
Jessica.Wong@monash.edu



Appendix 7 Sample Invitation Letter from ADE to HoS

Dear <Head of School>,

I am writing with respect to the unit <insert unit here>, which has been identified as a 'unit at risk', having received a unit evaluation of under 3.0 in the latest unit evaluations. In order to assist teaching staff with the challenges facing this unit, I am requesting that you provide me with name of the teacher primarily responsible for this unit in next semester.

We will ask this educator to enter into the Peer Assisted Teaching Scheme (PATS), which will provide a 'critical friend' for the unit from within our Faculty.

PATS is a program whereby two or more colleagues collaborate in helping improve the quality of a unit and student satisfaction within identified units. It also aims to build leadership capacity amongst currently recognised outstanding teachers. This is achieved by building on the current research that highlights the benefits of peer assisted learning (PAL) programs but applying it to academic teaching staff themselves. The scheme provides an informal, relaxed environment where academics can discuss and share ideas, come up with strategies and to do some collaborative mutual problem solving.

For more information about PATS, please refer to: <http://opvclt.monash.edu.au/educational-excellence/peerassistedteachingscheme/resources.html>.

We regard this as an excellent way to improve the quality of our units and to build collegial relationships within Faculty.

Please provide me with the name of the responsible staff for this unit by <insert date>

Best wishes,

ADE/DDE



Appendix 8 Recruitment Letter

Dear (academic's name),

Your Head of School has nominated you as teaching <> next semester. This unit has been identified as a unit at risk.

In order to ensure that this unit has improved unit evaluations, we are requesting that you join the Peer Assisted Teaching Scheme (PATS).

PATS is a program whereby two or more colleagues collaborate in helping improve the quality of a unit and student satisfaction within identified units. It will provide the unit with a 'critical friend' and will provide you, as the lecturer responsible for the unit, with support in identifying and overcoming any challenges facing this unit.

Please refer to the PATS resources for more information about this scheme
<http://opvclt.monash.edu.au/educational-excellence/peerassistedteachingscheme/resources.html>.

It will take 1-2 days of your time, spread across the entire semester.

I appreciate your involvement with the PATS scheme and hope that you will enjoy the collegiate contact as well as assisting in improve the unit.

Best wishes,

ADE/DDE/HoS



Appendix 9 Sample letter to recruit Mentor

Dear (academic's name),

I am writing to advise you that, as an education-focused staff member with an excellent track record in teaching, you have been nominated to participate in the Peer Assisted Teaching Scheme as a mentor.

PATS is a program whereby two or more colleagues collaborate in helping improve the quality of a unit and student satisfaction within identified units. It will provide the unit with a 'critical friend' and will provide you, as the lecturer responsible for the unit, with support in identifying and overcoming any challenges facing this unit.

Please refer to the PATS resources for more information about this scheme

<http://opvclt.monash.edu.au/educational-excellence/peerassistedteachingscheme/resources.html>.

It will take 1-2 days of your time, spread across the entire semester.

I appreciate your assistance with improving the quality of teaching within the Faculty.

DDE



Appendix 10 Participant Acknowledgement Letter

<DATE>

Name
Faculty
University

Dear <Mentee Name>,

Thank you for participating in the 2011 Peer Assisted Teaching Scheme (PATS). Your participation has helped make the Scheme a success. Your partnership has achieved a 'Meeting Aspirations' in the University-wide (Item 5) unit evaluation question, *'Overall I was satisfied with the quality of this unit'*.

You were partnered with <Mentor Name>, and your unit, <Unit name and Title>, was the focus of this partnership. The unit evaluation results for the two relevant semesters, as well as response rates, are shown below:

- Semester 1, 2010: 65 students enrolled, 39 responses (60%)
- Semester 1, 2011: 155 students enrolled, 100 responses (65%)

Semester	UW1- Learning Objectives	UW2- Intellectually Stimulating	UW3-Learning Resources	UW4 - Useful Feedback	UW5-Overall Satisfaction
Sem1, 2010	3.59	3.13	3.56	3.40	3.11
Sem1, 2011	3.93	3.88	3.84	3.61	3.79

Thank you for working together with <Mentor Name> to achieve the higher ratings in <Unit Name>. It is acknowledged that there are many factors that contribute to your unit evaluation result. You are encouraged to continue your involvement in the Scheme by trialling the new PATS workbook available from the Resources page of the PATS website at:
<http://opvclt.monash.edu.au/educational-excellence/peerassistedteachingscheme/>

As a result of improving the quality of this unit, you and your PATS mentor will receive \$1000 into your academic funding accounts.

Yours Sincerely,



Appendix 11 Survey Instrument sent to ADEs

Dear All,

The semester has concluded, and unit evaluation results have been released. In order to improve future iterations of the scheme could you please complete the attached short survey. Data collected will be treated as confidential and anonymity of the will be managed by using pseudonyms.

Please send your responses to Jessica Wong (jessica.wong@monash.edu) by TBA.

Peer Assisted Teaching Scheme (PATs) Survey to ADEs and HoS

1. How sufficiently informed were you of the PATs process as it ran in your faculty?

<i>Very Informed</i>	<i>Informed</i>	<i>Neutral</i>	<i>Uninformed</i>	<i>Extremely Uninformed</i>

If you were not well informed, how could this process be improved, what extra information would you like?

2. To what degree does the scheme provide a suitable way of improving students' perceptions of units taking part in the scheme?

<i>Very Suitable</i>	<i>Suitable</i>	<i>Neutral</i>	<i>Unsuitable</i>	<i>Extremely Unsuitable</i>

3. Should the university acknowledge the most improved unit from each faculty into its Teaching Excellence Awards process?

☐

NO

☐

YES – Recognition only if the same academic improves a unit needing critical attention

☐

YES – Recognition no matter which academic improves the unit needing critical attention

4. Do you have any recommendations on how to improve the scheme?

5. Any further comments.



Positives and Negatives



- supportive, collegial
- non invasive
- places more priority on teaching
- effective
- valuable
- improving quality
- expands network

- Academics think their unit is the hardest unit to teach
- Academics want “quick and dirty” tips and tricks
- Academics are time poor



- hard to find time
- feeling stigmatised
- success tied only to unit evaluations (quantitative)
- requires total dedication from both partners to be successful
- more work to do



Appendix 13 List of Mentors and Mentees

Name	Semester	Faculty	Award
Dr Grace Rumanir	S1, 2009 S1, 2011	IT	<ul style="list-style-type: none"> Faculty award for Teaching Excellence (2010)
Dr Judy Sheard	S1, 2009	IT	<ul style="list-style-type: none"> Vice Chancellor's Award for Excellence in Team-based Educational Development (2001) Vice Chancellor's Award for Excellence in Team-based Educational Development: Special Commendation (2000)
Mr Andrew Paplinski	S1, 2009	IT	
Associate Professor Angela Carbone	S1, 2009	IT	<ul style="list-style-type: none"> Faculty Teaching Excellence Award in team-based teaching (2008) Prime Minister's Awards for University Teacher of the Year (1998) Angela Carbone: Australian Award for University Teaching (1998) Vice Chancellor's Award for Distinguished Teaching (1997)
Associate Professor John Hurst	S1, 2009	IT	<ul style="list-style-type: none"> CSSE Award for Teaching Excellence (2003)
Associate Professor Campbell Wilson	S1, 2009	IT	
Ms Janet Fraser	S2, 2009	IT	
Mr Peter O'Donnell	S2, 2009	IT	<ul style="list-style-type: none"> Faculty citation for Outstanding Contribution to Student Learning Award (2010) Faculty Teaching Excellence Award in Undergraduate teaching (2008)
Professor Mark Wallace	S1, 2010	IT	
Associate Professor Maria Garcia de la Banda	S1, 2010	IT	
Dr Jefferson Tan	S1, 2010 S1, 2011	IT	
Professor David Taniar	S1, 2010 S2, 2011	IT	<ul style="list-style-type: none"> Faculty Teaching Excellence Award in Postgraduate teaching (2008, 2009)
Sue Foster	S1, 2010	IT	<ul style="list-style-type: none">
Dr Kerry Tanner	S1, 2010	IT	<ul style="list-style-type: none"> Honourable mention Faculty Teaching Excellence Award in Postgraduate teaching (2009)
Dr Peggy Chan	S2, 2010 S2, 2011	Engineering	
Associate Professor Karen Hapgood	S2, 2010 S2, 2011	Engineering	<ul style="list-style-type: none"> 'Future Summit' Leadership Award (2011) ALTC citation for Outstanding Contributions to Student Learning (2010) Dean's Award for Teaching Excellence (2008) Australian Research Council Discovery Project DP08 (2008) Monash International Strategic Initiatives fund (2008) Australian Research Council Discovery Project DP0770462 (2007)
Dr Prabhakar Ranganathan	S2, 2010	Engineering	
Dr Kris Ryan	S2, 2010 S1, 2011	Engineering	<ul style="list-style-type: none"> Dean's Award for Teaching Excellence (2007)
Dr Juan Joon Ching	S2, 2010	Science	
Professor Gary Dykes	S2, 2010	Science	
Dr Song Beng Kah	S2, 2010	Science	
Dr Catherine Yule	S2, 2010	Science	<ul style="list-style-type: none"> ALTC citation for Outstanding Contributions to Student



			Learning (2008) <ul style="list-style-type: none"> Vice-Chancellor's Award for Teaching Excellence (2007)
Dr Patrick Spedding	S1, 2011	Arts	
Dr Sarah McDonald	S1, 2011	Arts	
Ms Elena Karataeva	S1, 2011	Arts	
Dr Heinz Kreutz	S1, 2011	Arts	
Dr Wendy Smith	S1, 2011	Business & Economics	
Ms Nell Kimberley	S1, 2011	Business & Economics	<ul style="list-style-type: none"> Citation Awards Winner in the Carrick Awards (2006) Vice-Chancellor's Award for Distinguished Teaching (2005)
Ms TerriAnne Philpott	S1, 2011	Education	
Dr Glenn Auld	S1, 2011	Education	
Ms Rosemary Bennett	S1, 2011	Education	
Dr Amy Cutter-Mackenzie	S1, 2011	Education	<ul style="list-style-type: none"> Selected as a Fellow/Participant in the Monash Research Accelerator Program (\$110,000) Australian Learning and Teaching Council (ALTC) National Teaching Excellence Award (November 2010) Vice-Chancellor's Teaching Excellence Award (September 2009) ALTC Citation for Outstanding Contributions to Student Learning (August 2008)
Ms Leanne Hallowell	S1, 2011	Education	
Dr Wynn Shooter	S1, 2011	Education	
Dr Josie Carberry	S1, 2011	Engineering	
Dr Matthew Butler	S1, 2011	IT	<ul style="list-style-type: none"> Vice-Chancellor's Citation for Outstanding Contributions to Student Learning (FIT team 2010) Faculty Teaching Excellence Award in team-based teaching (2008) Honourable mention in Faculty Teaching Excellence Award in Undergraduate teaching (2008)
Professor Balasubramaniam Srinivasan	S1, 2011	IT	
Dr Carlo Kopp	S1, 2011	IT	
Professor David Abramson	S1, 2011	IT	<ul style="list-style-type: none"> Vice-Chancellor's Award for Excellence in Innovation and External Collaboration 2010 Faculty of Information Technology Award for Excellence in Innovation and External Collaboration (I&EC Award) John Hughes Distinguished Service Award for 2011 by the Computing Research and Education Association of Australasia (CORE)
Dr Sab Ventura	S1, 2011	Pharmacy & Pharmaceutical Sciences	<ul style="list-style-type: none"> Faculty citation for outstanding contribution to student learning (2010)
Dr Ian Larson	S1, 2011	Pharmacy & Pharmaceutical Sciences	<ul style="list-style-type: none"> Vice-Chancellor's Award for Teaching Excellence (2010)
Dr David Morton	S1, 2011	Pharmacy & Pharmaceutical Sciences	
Ms Suzanne Caliph	S1, 2011	Pharmacy & Pharmaceutical Sciences	
Dr Daminda Alakahoona	S2, 2011	IT	



Appendix 14 Top six codes illustrated with typical student comments

Rank	Code Descriptor	Code Description	Typical student comments
1	Lecture-content	The common concern for students with lecture content related to the relevance of the material to real world scenarios and whether the material was current.	<ul style="list-style-type: none"> • <i>The overall content of the course was very "ideal situation" theory and not real world practicalities.</i> • <i>The lecture's content should be more detail and more reading lists suggested</i> • <i>The content seems to be outdated.</i> • <i>The content of this unit should be altered for students to be able to see the relevance of the information given in the REAL world ie how to apply the information in the real world.</i>
2	Assessment-specification	The common concerns for students with the assignment specification related to the clarity in which assignments were written, submission process and change of requirements.	<ul style="list-style-type: none"> • <i>The assessments were in great need of updating -outdated directions for use of software that had changed. Non-standardized submission formats that made assessments a frustration.</i> • <i>Clarity of the assessment tasks and assignments</i> • <i>Assignment specification were quite vague and not sufficiently clear. It was open to interpretation especially for DE students.</i> • <i>The first assignment was unclear and a disaster. The requirements of this assignment were changed closely to the due date. Because of the change of requirements many students were at a disadvantage</i>
3	Lecturer-presentation style/engagement	The common concern for students with the lecturer was the lack of engaging teaching methods used to deliver the material.	<ul style="list-style-type: none"> • <i>The lectures were incredibly dull and presented poorly.</i> • <i>THE TEACHING! We just sit in class without any proper guidelines. They expect us to learn from somewhere and just come in and do exercises.</i> • <i>Needs more engaging teaching methods.</i> • <i>I believe that the lecturer's delivery could use some improvement. It's just the delivery of his lectures tends to drone.</i>
3	Assessment-marking	The common concerns for students with the assessment marking related to consistency of marking, quality of feedback, timeliness, and clarity of marking criteria.	<ul style="list-style-type: none"> • <i>the marking system in this unit is very disappointing and the feedback is terrible. For most assignments; they have not even stated what is done wrong, but just given a grade</i> • <i>Exact marks for assignments would be useful rather than HD, D, C etc. It lets you know exactly where you stand before the exam and could give extra confidence if the mark were, say, 69% rather than 60% (both a credit but ..</i> • <i>Need more feedback on assignments and test. Would be helpful if we were provided with sample solutions to the unit test.</i> • <i>I felt that the submitted tasks should have been graded and feedback given throughout the semester; as opposed to what is happening which is that we get graded right at the end for all the work at once.</i>
4	Tutorial-alignment	The common concerns for students with the tutorial alignment related to lack of alignment between tutorial activities with learning objectives.	<ul style="list-style-type: none"> • <i>Unbelievable amount of incoherence between all elements of the subject-lecturers, tutorial and assignments.</i> • <i>Tutorials not too directly related to what is covered in class or in the book.</i> • <i>tutorials/structure of work is completely unrelated to weekly classes.</i> • <i>Overall Structure. and ensuring the work in tutorials is relevant to the exam.</i>

Rank	Code Descriptor	Code Description	Typical student comments
			<ul style="list-style-type: none"> Tutorials should be aimed towards learning objectives.
4	Tutorial-available resources	The common concerns for students with the tutorial resources related to the reliability of the software required to complete their exercises.	<ul style="list-style-type: none"> Software or an Illustrator plugin for developing ERDs would be better. A reliable SQL server! Links to online resources such as examples of SQL commands and syntax etc as the textbook can only hold so much information. Working software eg Oracle is currently not working.
5	Lecture-structure	The common concern for students with the lecture structure related to the lack of logical sequencing of concepts.	<p>Needs to teach basic PHP syntax before teaching connecting to database!!!. Students don't even know basic syntax, how can we be creative when doing assessments?!</p> <p>The unit needs to be well structured for easier understanding.</p> <p>Lectures should not be so convoluted, and express ideas simply and concisely..</p>
6	Lecturer-support	The common concerns for students with the lecture support related to the lecturer's lack of availability and attitude towards their students.	<p>The lecturer should provide useful answers to students' queries, and not condescend them for requesting feedback.</p> <p>The lecturer should answer students' queries directly, and not avoid difficult questions by providing irrelevant answers that provide no value to the student..</p> <p>More consultation and help for assignments.</p>