



PEER ASSISTED TEACHING SCHEME (PATS)

Teachers Helping Teachers

Building Quality in Higher Education Courses

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Breaking Down the Barriers

Identifying barriers to teaching improvement is a crucial first step towards setting goals for development and strategies to achieve this end.

Task 2 of PATS requires academics to identify and subsequently “break down” the barriers they perceive as inhibiting or prohibiting them from initiating improvements to their unit’s content, design and/or delivery.

In order to identify these barriers, academics are asked to reflect on whether barriers are internal, external and within their control or not.

Resources

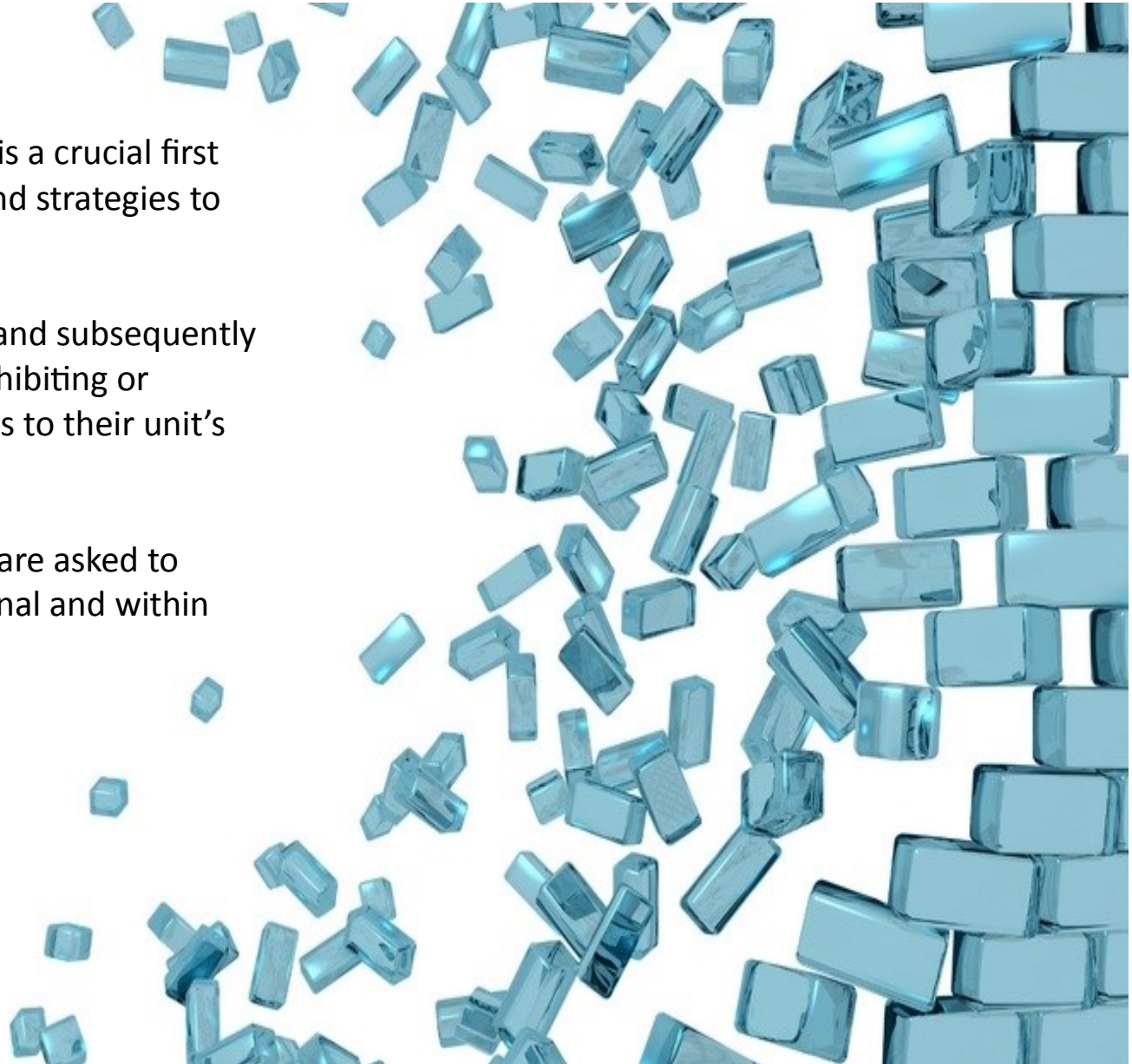
Brownwell & Kimberley 2012

DaRosa et al. 2011

Hockings 2005

Knight 2006

Hughes & Mighty 2010





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Emerging Themes and Findings

The 2012 multi-institutional PATS trial revealed that the barriers listed by academic teachers to improving their unit's content, design and/or delivery can be divided into a series of themes and sub-themes (see below). These were identified through an analysis of the barriers given by academics as well as the existing literature.

Academic teachers are better placed to find solutions to break through the barriers by first identifying the barrier theme/sub-theme. Specific identification enabled academics to devise suitable, more effective strategies for overcoming barriers to reinvigorating their unit.

PATS provides a structured framework for academics to identify and begin to break down the barriers they face when attempting to initiate or institute improvements to their unit/s.

Theme	Sub-themes	Comments from PATS participants
Personal		Confidence; Knowledge; Motivation; Skills; Anxiety <i>I lost motivation to improve things in the course, whatever I do doesn't make any difference!</i>
Student		Attitude; Language Skills; Knowledge; Background <i>Lack of student ability, resistant to methods</i>
Department/ Faculty		Culture; Support; Time & Workload; Structural Aspects <i>Don't feel connected, lack of communication</i>
Institutional		Training; Class size; Resources; Admin; Scheduling <i>Unfamiliar with technology, large class, too many demands, constraints of scheduling</i>