



PEER ASSISTED TEACHING SCHEME (PATS)

Teachers Helping Teachers

Building Quality in Higher Education Courses.

www.monash.edu/pats

PATS MENTOR STARTER KIT

Monash University

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If you need further information or assistance, please contact the PATS team:

A/Professor Angela Carbone (PhD)

Director, Education Excellence

Office of the Pro Vice-Chancellor (Learning and Teaching)

2012 OLT National Senior Teaching Fellow

angela.carbone@monash.edu

T: 03 9903 4481 | M: 0407 886 791

Dr Bella Ross

Research Officer

bella.ross@monash.edu

1. THE PEER ASSISTED TEACHING PROGRAM

1.1 What is PATS?

PATS is a new form of academic developmental for teaching staff to assist them in enhancing teaching quality, increasing teaching satisfaction and improving student learning experiences. The scheme provides a structured framework to reinvigorate units and courses through collegial input and self-regulated activities that involve goal-setting exercises, peer observation of teaching and analysis of informal student feedback.

Details of the process are provided in section 1.5.

1.2 Aims

The Scheme aims to inform and equip academics with skills and strategies to reinvigorate their units. It provides opportunities for teachers to share ideas, discuss improvements and develop future educational innovations. PATS brings together teachers and researchers with a common interest in building peer capacity to enhance learning and teaching. Some outcomes of the PATS scheme include: scholarly publications by peers, the receipt of awards and grants for teaching innovations. Visit the pats website (www.monash.edu/pats) for examples of the impact of PATS .

1.3 History of PATS

PATS was initially piloted in the Faculty of Information Technology at Monash University in 2009 to combat the large number of units with low student satisfaction units evaluation scores. Positive results led to an ALTC Teaching Fellowship in 2010 supporting the seeding of PATS at seven faculties throughout 2010-2011 at Monash University. This in turn led to interest by the Council of Australian Directors of Academic Development and funding for a trial of PATS across five Australian higher education institutions in 2012. In 2013 A/Prof Angela Carbone was awarded an OLT National Senior Teaching Fellowship to expand PATS to higher education institutions across Australia. Thirteen institutions, including two private providers took part.

1.4 Partnership types

There are four partnership types:

- Mentor-mentee partnership - partnership focuses on the mentee's unit
- Reciprocal partnership - partnership works together providing support and mentorship to each other in reinvigorating their individual units
- Mentor-mentee group partnership - a group of mentees works with one mentor
- Reciprocal group partnership - a small group works together as peer mentors

1.5 The PATS process

The PATS process is outlined in Figure 1 page 5.

The meetings will occur with your faculty's PATS co-ordinator, and seven meetings will occur with the partners alone.

Meeting with PATS co-ordinator

Throughout the course of a semester, a mentor and mentee liaise with their PATS Coordinator:

- Initial meeting with PATS Coordinator – participants are introduced to the scheme and given the opportunity to ask questions about the scheme
- Mid-semester catch up with the PATS coordinator – to support participants by offering the chance to reflect on issues/dilemmas as they arise and to share these with the group; there will be opportunities for all to learn from the experiential learning of their peers.
- Final meeting with PATS coordinator – meeting with the mentor and mentee to discuss the long-term outcomes of the process, review progress, challenges and further aspects of learning and teaching.

Both parties should review the literature on Mentoring listed in Section 6.

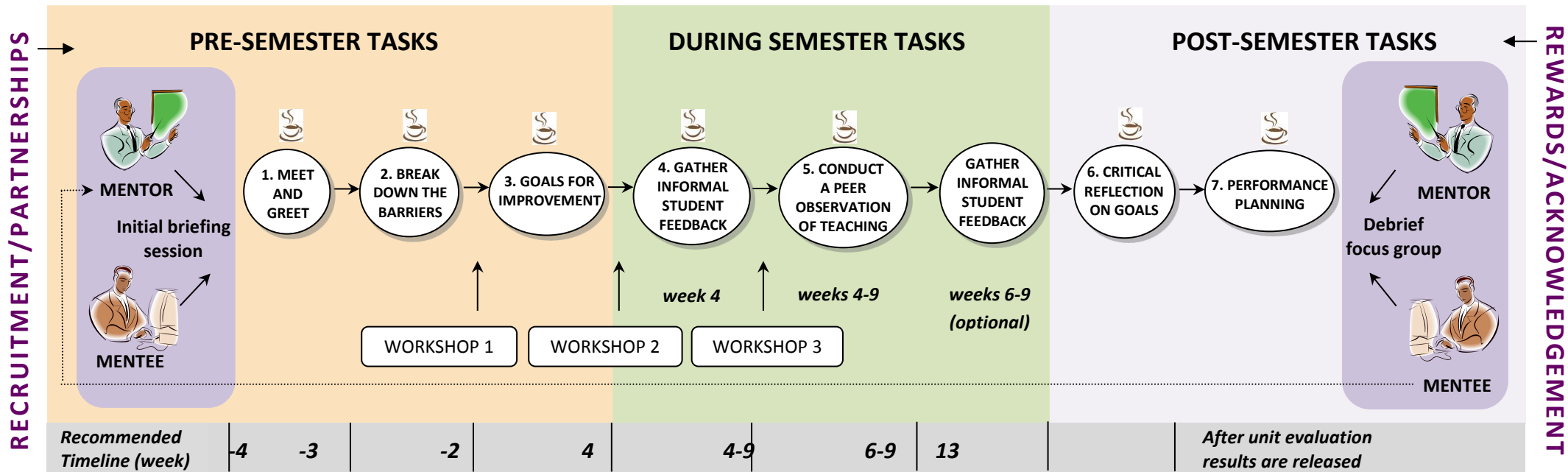
Meetings with PATS partners

Throughout the semester, regular PATS meetings should take place where you and your peer discuss and reflect on re-invigorating a unit or course. There will be seven tasks to complete overall - three pre-semester tasks, two during semester tasks and two post-semester tasks. Your responsibilities for each task is explained in section 3. The partners are expected to meet to discuss the task requirements. The tasks are explained in the PATS Instructional Workbook, which is available for download from the pats website.

1.6 Acknowledgements and Rewards

As part of participating in PATS, participants are allocated 10 coffee vouchers to encourage meetings and collegial discussion around improving learning and teaching. Other incentives may be offered – check with your faculty PATS Coordinator for details.

2. THE PATS PROCESS



3. PATS MENTORING RESPONSIBILITIES

The role of the PATS Mentor is to:

- provide support to your mentee before, during and after the completion of a teaching semester
- conduct a peer review of teaching together with your mentee
- assist your mentee in completing the workbook tasks

PATS Outcomes

In your role as mentor, you will have achieved the following at the end of the PATS scheme:

- assisted your mentee in identifying 2-3 learning and teaching goals
- agreed and implemented a strategy(s) to achieve each goal
- accessed and reviewed informal student feedback about their teaching and unit
- reviewed each other's teaching and/or unit and responded to peer feedback
- shared ideas, knowledge and experiences with each other
- reflected on your mentee's goals, strategies and barriers
- drafted a set of achievements for input into performance development plans
- considered engaging in the scholarship of learning and teaching by drafting paper for publication in a leading educational journal or conference



Dr Laurence Orlando (pictured below with her PATS partner Peter Wagstaff) from the Faculty of Pharmacy and Pharmaceutical Sciences at Monash University introduced PATS to develop the use of Wikis in collaborative student assessments. The resulting output was a student-led produced textbook - *The Formulator's Guide to Tableting* Monash PSC3201 students.

4. THE PATS TASKS

Task 1 – Meeting Your Peer

The most important aspect to your PATS partnership is getting to know your peer and developing a good working relationship.

The first step is to arrange a meeting where you can get to know each other over coffee. During this initial session you will:

- Introduce yourself to your peer: tell them your name, what you do, and why you are doing PATS
- Outline the rationale for the PATS and the theories that underpin the scheme
- Go through the PATS process and the time involved
- Highlight some of the key benefits of PATS
- Establish some ground rules so you can work effectively over the term of the semester
- Give your peer a chance to ask questions about the scheme and what's involved for them

As a mentor, your role is to assist your peer to think differently about their unit, their teaching, their students and their learning and teaching environment.

Before you meet with your peer, visit the PATS website monash.edu/pats. This will reinforce the information received in your initial briefing and provide links to regular newsletters, video clips and other useful resources.



Resources

Leadership training, LH Martin Institute: www.lhmartininstitute.edu.au/executive-education-programs/leadership-programs/85-emerging-leaders-and-managers-program

Leadership and Organisational Development, Monash University: www.adm.monash.edu.au/human-resources/leadership-development/

Monash Educational Excellence Research Group (MEERG): www.monash.edu.au/news/show/introducing-meerg

Morton, A. (2003). Mentoring. In, Continuing Professional Development Series, No. 2. Learning & Teaching Support Network, York.

Office for Learning & Teaching (OLT) Grant & Fellowship programs: www.olt.gov.au/

OLT Networks (national, discipline and state based): www.olt.gov.au/networks

Teacher preparation programs offered by your institution's Academic Development Unit

Victorian Tasmanian Promoting Excellence Network: vtaspenetwork.com

Task 2 – Identifying the Barriers

As mentor, your role in Task 2 is to assist your peer in identifying barriers to teaching improvement. This task requires academics to identify and “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.

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

Our work with PATS has shown that the types of barriers that academics face in their teaching can be categorised into the following themes and sub-themes. This is a work in progress (Carbone et al. in progress). It is your role to guide your peer through the task of identifying their barriers and suggesting possible strategies to making teaching improvements.

Theme	Sub-themes
Personal	Confidence; Knowledge; Motivation; Skills; Anxiety
Student	Attitude; Language Skills; Knowledge; Background
Department/ Faculty	Culture; Support; Time & Workload; Structural Aspects
Institutional	Training; Class size; Resources; Admin; Scheduling

Resources

Brownell, S., & Tanner, K. (2012). Barriers to Faculty Pedagogical Change: Lack of Training, Time, Incentives, and Tensions with Professional Identity? *CBE—Life Sciences Education*, 11(Winter), 339-346.

Carbone, A., Ross, B., Lindsay, K., Drew, S., Tout, D., Phelan, L., Cottman, C., Stoney, S (forthcoming) Contemporary barriers to teaching Improvement in Higher Education: Insights from the Peer Assisted Teaching Scheme. *Educational Researcher*

Carbone, A., Ross, B., Lindsay, K., Drew, S., Tout, D., Phelan, L., Cottman, C., Stoney, S (forthcoming) Breaking down the barriers to teaching improvement using a Peer Assisted Teaching Scheme. *Teaching in Higher Education*

Christensen H. J. M., & Mighty, J. (Eds.). (2010). *Taking Stock: Research on teaching and learning in higher education*. Montréal, Quebec: McGill- Queen’s University Press.

DaRosa, D. A., Skeff, K., Friedland, J. A., Coburn, M., Cox, S., Pollart, S., O’Connell, M., & Smith, S. (2011). Barriers to Effective Teaching. *Academic Medicine*, 86(4), 453-459.

Hockings, C. (2005). Removing the barriers? A study of the conditions affecting teaching innovation. *Teaching in Higher Education*, 10(3), 313-326.

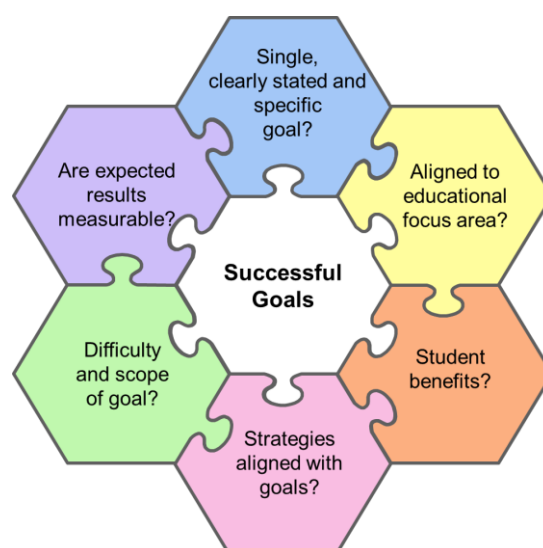
Knight, P. (2006). *The effects of postgraduate certificates in teaching and learning in higher education: A report to the project sponsor and partners*.

Task 3 – Setting Achievable Goals

As a mentor, you will be working with a peer to improve their teaching by setting goals for improvement and formulating strategies to achieve these goals.

The SMART goal setting framework may assist in thinking about their goals as: Specific, Measurable, Attainable, Relevant, and Time-bound (Ross et al. Under review).

Our work has shown that academics may benefit from categorising their goals according to educational focus area (Carbone et al. 2013)



Educational Focus Areas

Teaching goals	Are centred on enhancing the academic's own performance as a teacher, their skills or mastery abilities.
Course goals	Mainly address the choice of topics: making these relevant to students; improving the structure and organisation of the course; as well as the delivery method.
Assessment goals	Cover three themes: the design and specification of the assessment task, the creation of a clear and fair assessment rubric, and the provision of quality feedback to students.
Activity goals	Encompass in-class activities to promote student engagement, creating more collaborative activities and team work exercises.
Administrative goals	Centre on administrative aspects of teaching rather than pedagogy, such as ensuring that students could download the relevant materials, access the readings, and providing email alerts.
Resource goals	Address the currency and relevance of resources supplied to students.
Student goals	Are aimed at changing students' behaviour, their engagement with, and participation in, a course.

Resources

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

Day, T., & Tosey, P. (2011). Beyond SMART? A new framework for goal setting. *The Curriculum Journal*, 22(4), 515-534.

Project Smart, Setting SMART goals: www.projectsmart.co.uk/smart-goals.html

Ross, B., Carbone, A., Lindsay, K., Drew, S., Phelan, L., Cottman, C., Stoney, S. (Under review). Kicking Goals with PATS: Setting Academic Development Goals Effectively

Zimmerman, B. J. (2008). Goal setting: A key proactive source of academic self-regulation. *Motivation and Self-regulated Learning*. D.H. Schunk & B.J. Zimmerman (Eds.). New York, Lawrence Erlbaum Associates: 267-295.

Task 4 – Engaging in the Student Voice

As mentor, you will assist your peer in engaging the student voice early in the semester as part of the feedback process. In Task 4 academics gather informal student feedback using either the template provided in the PATS workbook or an alternative method or instrument of the academic's own choosing.

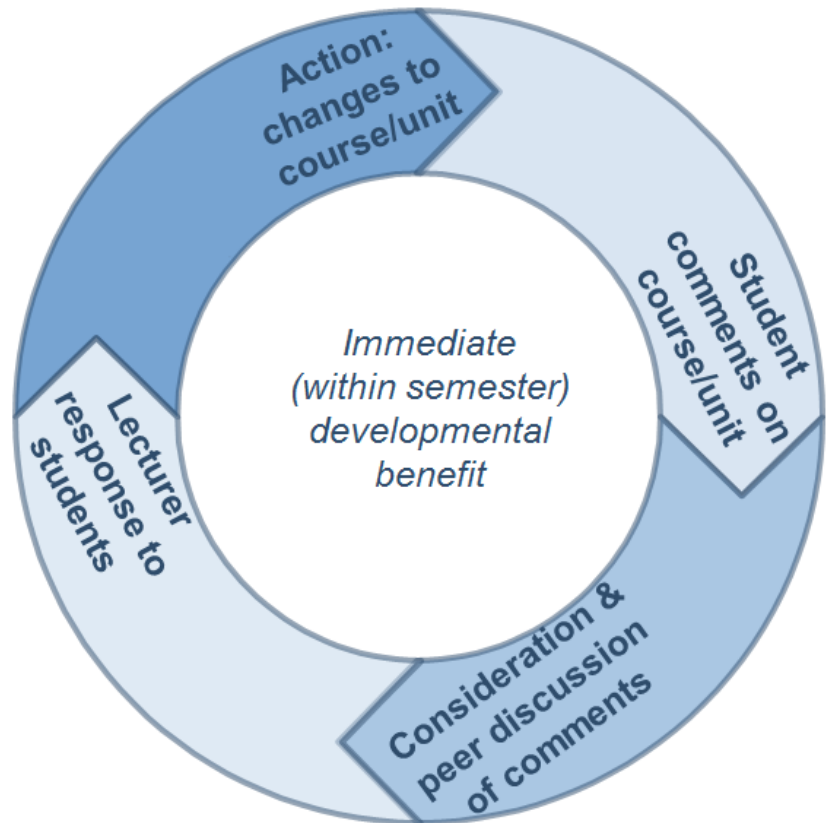
Students' perspectives on their learning experiences can be considered feedback only when lecturers acknowledge and respond to them. When such feedback loops are created and closed within a unit's teaching term, the feedback can be of immediate developmental benefit, and visibly so for students.

This process entails reviewing and reflecting on student comments, and formulating appropriate responses to be "fed back" to students and enacted.

Closing the feedback loop is essential, as is ensuring that students see their comments being received and responded to.

This only occurs when the teaching academic

communicates back to students the course of action they are taking, if any, and the reasoning behind their decision.



Resources

- Brandenburg, R. (2010). Freida's feedback on feedback: Making sense of feedback and evaluation. University of Ballarat (Ed.), Learning and Teaching Week 2010.
- Boud, D., & Molloy, E.K. (2013). Rethinking models of feedback for learning: the challenge of design, *Assessment & Evaluation in Higher Education*, 38(6), 698-712.
- Brookfield, S. D. (1995). *Becoming a Critically Reflective Teacher*. San Francisco, CA: Jossey-Bass.
- The Learning Thermometer: www.learningthermometer.com.au
- Peer Assisted Study Sessions (PASS): www.uow.edu.au/student/services/pass/centre/overview/
- Phelan, L., Tout, D., Cottman, C., Carbone, A., Drew, S., Ross, B., Stoney, S. & Lindsay, K. (In progress). Creating collegial frameworks to tighten and close student feedback loops.

Task 5 – Peer Review of Teaching

One line of inquiry into improving teaching is by getting the opinion of a knowledgeable peer. As a mentor, you can provide your peer with encouraging and constructive advice on their teaching. By observing you, your peer can also learn about different techniques and styles of teaching.

There are many different types of peer review instruments which serve different purposes. Peer review instruments range from justified determinations of evidence against effective teaching principles, checkbox responses against particular teaching quality indicators, to freeform observation notes to capture observer perceptions and ideas as teaching unfolds.

1. Briefing session

An initial discussion between the partners about the nature and aims of the activity so both can benefit from the experience.

2. Observation session

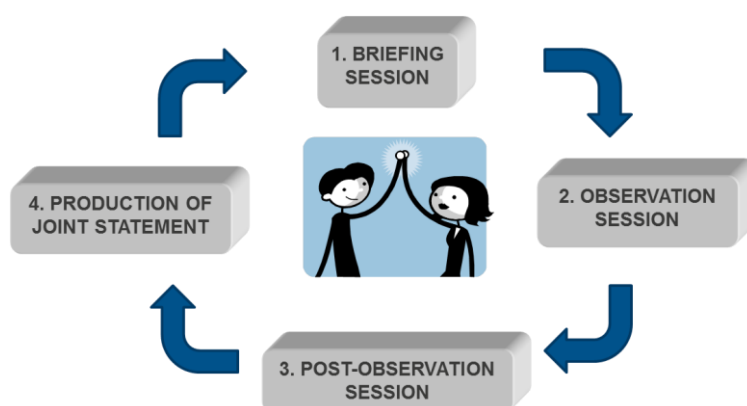
Observer records their observations throughout the session about the various interactions between the teacher and the students.

3. Post-observation session

A collaborative reflection where the observer provides feedback in the form of constructive criticism and suggestions for improvement.

4. Production of a joint statement

A short summary containing a log of who was observed by whom, good practice observed and any other issues related to the promotion of high quality learning and teaching.



Resources

Bell, M. (2007). Peer Observation Partnerships in Higher Education, HERDSA.

Bell, M. (2012). Peer Observation Partnerships in Higher Education (2nd ed.). Milperra, NSW.

Dunseath, T., Thomas, S., Fullerton, P., Haque, S., Crosling, G., Ming, L. W., Muniandy, S., Chin, E. P. Y., Ogawa, S., Ratnasingam, V., Fen, C. Y. S., Lindley, J. & Ayavoo, S. (2010). Peer Review of Teaching. Monash University, Sunway.

Griffith University Peer Review: www.griffith.edu.au/learning-teaching/quality/peer-review-of-teaching/pro-teaching/standard/resources

Macquarie University Peer Review:

www.staff.mq.edu.au/teaching/evaluation/evaluation_methods/peer_review/

Monash University Peer Review: www.opq.monash.edu.au/us/surveys/peer-review-teaching.html

Rowe, A. Solomonides, I. Handal, B. (2010). How to Collaborate with Peer Observation: Learning from each other. Macquarie University.

Tasks 6 & 7 – Reflection and Professional Development Planning

As a mentor, it is your responsibility to work alongside your peer to reflect on and discuss the goals they set for themselves in Task 3. By reflecting on how well and why certain goals were achieved, an academic can identify areas to continue working on in future teaching. Reflecting on those goals that were not fully achieved can open up a discussion around how to do things differently in future. As an experienced academic, you can assist your peer in this process.

Your experience as a mentor in the PATS scheme will provide you with the tools to build educational standing and educational leadership in your field. By providing advice and mentorship to your peer, you are adding credibility to your teaching profile while helping a peer to make improvements to their teaching.

It is also a good idea to ask your peer for a short statement about your role as teaching mentor, which you can then use in your professional development portfolio.

Resources

Clark, D. Learning through reflection: www.nwlink.com/~donclark/hrd/development/reflection.html

Critical Reflection and Critical Pedagogy podcast, Dr Phil Chambers, Coventry University:

www.coventryuniversity.podbean.com/2009/08/07/critical-reflection-and-critical-pedagogy-interview-with-philip-chambers/

Schön, D. Learning reflection and change: www.infed.org/mobi/donald-schon-learning-reflection-change/

5. WORKSHOPS 2014 – Monash University

Academics participating in PATS can access a variety of workshops (through Monash's GCAP program) to enhance their teaching. GCAP offers the following units:

- HED5060 Principles of Effective Teaching (Dr Phillip Dawson)
- HED5062 Contemporary Learning Environments (Dr Hariz Hallilovich/Jason Ceddia)
- HED5081 Discipline based studies in Higher Education (Jason Ceddia)
- HED5092 Higher Education Inquiry (A/Prof Angela Carbone)

The key units for PATS participants are HED5060 and/or relevant modules from HED5081. See below for an outline of each unit. The full unit guides can be accessed here:

www.opvclt.monash.edu.au/educational-excellence/gcap/unit-information.html

Note that you do not need to complete the assessment component to attend an individual module.

HED5060 Principles of Effective Teaching – S1 & 2

This unit enhances participants' knowledge of the principles of planning, teaching, learning and assessment. Effective teaching is viewed as a continually evolving practice based on the quality cycle of plan, act, evaluate and improve. Participants will explore inclusive student-centered learning activities and make choices in matching learning outcomes, learning activities and assessment with learning objectives. The unit also investigates strategies for optimizing student engagement and helps participants act effectively in the classroom through analytical processes and peer review.

HED5062 Contemporary Learning Environments – S2

This unit provides participants with a structured introduction to the key contemporary learning environments in higher education. Such environments include: virtual spaces; industry placements; simulated settings; as well as a range of traditional and state-of-the-art lecture, laboratory and tutorial settings. HED5062 will allow participants to examine the influence of virtual design, physical spaces and the 'hidden curriculum' on learning. It will introduce ways of promoting learning in a range of different contexts both indoor and outdoor, and on-site and online. Participants will consider: the impact of different learning environments; how to maximise and/or broaden student learning; and practical considerations such as available resources and administration.

HED5081 Higher Education Inquiry – S1

Higher Education Inquiry is designed to allow the teaching of topics which are of specific interest to particular disciplines within higher education or are focused upon a particular contemporary perspective in higher education. In line with other Graduate Certificate in Academic Practice units, this unit will explore aspects of the particular topic through examining participants' own work practices.

HED5092 Developing Higher Education Innovations – S2

The Higher Education Innovations unit will allow participants to design a project which aims to improve or innovate in an area of higher education. Participants can investigate any area of teaching and learning in higher education. This unit will introduce the essential elements required to undertake a higher education project. Participants will consider: ways of expressing their project effectively using variety of formats; the need and value of their project; exploring the literature and building on past higher education projects and programs; the research approach; dissemination plans; timeline and budget so that the deliverables and outcomes of the project can be achieved within the timeframe.

Module Timetable – HED5081

PATS participants should choose the most relevant modules(s) from HED5081 based on their aims developed in Task 3 of the PATS workbook.

Please email adm-qcap@monash.edu to register interest in attending.

0	Unit introduction	Jason Ceddia	Tue 21 Jan
1	Enhancing learning and teaching with technology	Jason Ceddia	Tue 21 Jan
2	Managing and assessing group work	Jason Ceddia	Wed 29 Jan
3	Internationalisation of curriculum and globalization	Matthew Piscioneri & Libby Tudball	Thurs 6 Feb
4	Research skill development for improving student learning outcomes	Glen Croy, Leanne McCann, Susan Mayson, Lyn Torres & Sarah Jansen	Fri 14 Feb
5	Problem-based learning and teaching	Fiona Newton	Wed 19 Feb
6	Assessment design: A critical thinking approach	Cristina Neesham	Tue 25 Feb
7	Career development in higher education	Joanne Tyler	Wed 12 Mar
8	Peer assisted learning (PAL)	Gerry Rayner & Yvonne Hodgson	Thurs 20 Mar

All modules will run from 10.00am to 4.00pm with an hour break for lunch. Please note – some information may be subject to change. Modules will run subject to enrolment. The Introduction module is compulsory. Venues are provisional and should be checked on the Moodle unit site before attending.

6. LITERATURE ON MENTORING

- Bell, A & Treleaven, L. (2010). 'What makes for a successful mentoring program for academics?' In M. Devlin, J. Nagy and A. Lichtenberg (Eds.) *Research and Development in Higher Education: Reshaping Higher Education*, 33: 61-71.
- Dawson, P. (in press). *Beyond a definition: towards a framework for designing and specifying mentoring models*. Educational Researcher.
- Glassick, C. E., Huber, M. T., & Maeroff, G. I. (1997). *Scholarship assessed: An evaluation of the professoriate*. San Francisco: Jossey-Bass.
- Gray, K., Chang, P., & Radloff, A. (2007). 'Enhancing the scholarship of teaching and learning: Evaluation of a scheme to improve teaching and learning through action research', *International Journal of Teaching and Learning in Higher Education*, 19, 1: 21-32.
- Huber M. & Morreale S. (2000). *Disciplinary Styles in the Scholarship of Teaching and Learning: Exploring Common Ground*. Washington, DC: American Association for Higher Education and The Carnegie Foundation for the Advancement of Teaching.
- Hutchings P. (2000). *Opening Lines: Approaches to the Scholarship of Teaching and Learning*. Washington DC: The Carnegie Foundation for the Advancement of Teaching.
- Johnston, S. & McCormack, C. (1997) 'Developing research potential through a structured mentoring program: issues arising', *Higher Education* 33: 251–264.
- Kift, S. M. (2011) *Integrating a sustainable academic career around scholarly learning and teaching activities*. In Hay, I. (Ed.) *Inspiring Academics: Learning with the World's Great University Teachers*. Open University Press (McGraw-Hill): Berkshire, England, pp. 172-190.
- Lumpkin, A. (2011) 'A model for mentoring university faculty', *The Educational Forum*, 75, 4: 357-368.
- Morton, A. (2003) *Mentoring, 'Continuing Professional Development Series', 2*. LTSN Generic Centre. York: Learning and Teaching Support Network.
- Southwell, D. (2012). *Good Practice Report, 'Revitalising the academic workforce' ALTC Sydney*. Accessed 12.03.13 at www.olt.gov.au/resource-revitalising-academic-workforce-2012
- Waterman, M., Weber, J., Pracht, C., Conway, K., Kunz, D., Evans, B., Hoffman, B., Smentkowski, B., & Starrett, D. (2010) 'Preparing scholars of teaching and learning using a model of collaborative peer consulting and action research', *International Journal of Teaching and Learning in Higher Education*, 22, 2: 140-151.

7. RESOURCES FOR MENTORS – Monash University

Most people experience setbacks or challenges from time to time; managing work commitments, coping with work-related stress, getting the work life balance right, or dealing with mental health issues are just some of the obstacles academics may face during their careers. These issues can be addressed and worked through with the right type of support.

The following tools, techniques and services are provided at Monash University to support staff who may be suffering from stress or those who are working with staff who are stressed.

- Counselling appointments:
<http://www.monash.edu.au/counselling/appointments.html>
- Counselling skills:
<http://www.adm.monash.edu.au/staff-development/ws/ct/counsel.html>
- Developing mental toughness:
<http://www.adm.monash.edu.au/staff-development/ws/ct/tough.html>
- Mindfulness for staff:
<http://www.adm.monash.edu.au/staff-development/ws/work/mindfulness-staff.html>
- Mindfulness for supervisors:
<http://www.adm.monash.edu.au/staff-development/ws/work/mindfulness-supr.html>
- Online mental health resources:
<http://monash.edu.au/counselling/online-mental-health-resources.html>
- The Employee Assistance Program:
<http://www.adm.monash.edu.au/human-resources/counselling/>
- The Manager Assist Hotline:
<http://www.adm.monash.edu.au/human-resources/counselling/manager-assist.html>

The University has engaged ResolutionsRTK to provide our Employee Assistance Program. There is also a service available for Managers and supervisors known as Manager Assist.