



MONASH University

PEER ASSISTED TEACHING SCHEME

TEACHERS HELPING TEACHERS
BUILDING QUALITY IN HIGHER EDUCATION COURSES

PARTICIPANT INSTRUCTIONAL WORKBOOK



2013

Version 3.1

monash.edu/pats

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Glossary of Terms

Different institutions often use different terminology for describing their teaching arrangements. We have therefore included this glossary of terms to try and clarify what we mean throughout this workbook.

Unit	At Monash, and throughout this workbook, we use the term <i>unit</i> to describe a subject or topic. A series of units makes up a <i>course</i> .
Course	Some institutions use <i>course</i> to describe a subject or topic. A series of courses makes up a <i>program</i> .
ADEs	Associate Deans (Education)
ALTC	Australian Learning and Teaching Council
ALTF	Australian Learning and Teaching Fellows
CADAD	Council of Australian Directors of Academic Development
DEEWR	Department of Education, Employment and Workplace Relations (federal)
DIISRTE	Department of Industry, Innovation, Science, Resources and Tertiary Education (federal)
HERDSA	Higher Education Research and Development Society of Australasia
HoS	Head of School
NSTF	National Senior Teaching Fellowship
OLT	Office for Learning and Teaching (part of DIISRTE)
OPVCLT	Office of the Pro Vice-Chancellor (Learning and Teaching), Monash University
PAL	Peer Assisted Learning
PASS	Peer Assisted Study Sessions
PATS	Peer Assisted Teaching Scheme
SETU	Student Evaluation of Teaching and Units
TEQSA	Tertiary Education Quality and Standards Agency
TSF	Teaching Standards Framework
ACU	Australian Catholic University (VIC)
ECU	Edith Cowan University (WA)
JCU	James Cook University (QLD)
RMIT	Royal Melbourne Institute of Technology (VIC)
UniSA	University of South Australia (SA)
UQ	University of Queensland (QLD)
USC	University of Sunshine Coast (QLD)

Introduction

Welcome to the Peer Assisted Teaching Scheme, commonly known as PATS!

Background

The scheme was first piloted in 2008 in the Faculty of Information Technology, Monash University, Caulfield Campus, Australia. Following its initial success, PATS was funded by a 2010 ALTC Teaching Fellowship to open the scheme to all academics within Monash who wish to improve the health and quality of their units. Funding from the Council of Australian Directors of Academic Development (CADAD) then allowed the scheme to be piloted across four other Australian universities with great success. In 2013 a new phase of the scheme will enable more universities to participate and therefore this version of the Instructional Workbook has been extensively revised to produce a more generic resource.

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; to discuss improvements and to develop future educational innovations. PATS brings together teachers and researchers with a common interest in building peer capacity to enhance learning and teaching.

PATS is an interactive and engaging scheme, with pre-semester, during semester and post-semester tasks. Tasks appear in a variety of formats and focus on aspects of unit reinvigoration from four perspectives: self, students, peers and current literature.

In this Instructional Workbook we have set out to give you an overview of PATS and detail its tasks and requirements. Templates have been developed to provide a structured framework for participants to follow. Partnerships need to attend three meetings with their PATS coordinator and complete a series of seven tasks as outlined on the following pages.

We hope you enjoy your PATS experience!



Timetable of activities

The PATS activities have all been designed to help you through the process of reinvigorating your chosen unit. We have provided step-by-step instructions with each task carefully chosen for the purpose of guiding you through your journey. Participants are required to attend three meetings with their PATS coordinator as well as meeting with their partner(s) regularly and working through the seven tasks.

Meetings with PATS Coordinator[#]

1. Initial briefing — outlines the scheme, its aims and the tasks involved. Approx 1 hour.
2. Mid-semester catch up — meet to discuss progress and raise any issues you may have with completing the scheme. Approx 1 hour.
3. Debrief focus group — debrief your own experience with the process and give feedback on how the scheme could be improved for future participants. Mentors and mentees attend separate meetings. Approx 1.5 hours.

[#] Your PATS Coordinator may be someone within your own faculty/institution or it may be the Monash Teaching Fellow.

Pre-semester tasks

1. Meet and greet — introduce yourself and meet your partner
2. Break down the barriers — consider the roadblocks preventing improvements to the unit
3. Set goals — develop a specific action plan to achieve these goals

During semester tasks*

1. Engage your students
 - Decide how to gather informal student feedback
 - Gather feedback
 - Discuss feedback with your partner(s)
 - Conduct a summary of feedback session
2. Engage your peers
 - Decide what to observe
 - Perform a peer observation of teaching
 - Discuss the observation with your partner(s)
 - Produce a joint statement

Post-semester tasks

1. Critically reflect on the semester and your goals
2. Performance planning — incorporate any changes into your professional development plan

* Participants can keep a reflective journal throughout the semester. This is completely optional.

The PATS process

PATS is a developmental and confidential process in which two or more colleagues within a faculty collaborate to improve the quality of, or reinvigorate, a unit. Partners work together setting goals for the semester. Using a collegial approach, strengthened through a series of centrally delivered workshops and informal discussions over coffee, the partners develop an action plan to achieve the identified goals. Informal student feedback and peer observations are used during the semester as tools to enhance unit quality. There is no pre-requisite that a mentor be more senior to a mentee; it may be that the mentor is chosen because they have experience in a particular area of teaching that the mentee wishes to learn about, e.g. blended learning, use of Camtasia etc.

There are four modes of operation for partnerships:

1. **Mentor-mentee partnership**—partnership focuses on the mentee's unit. The mentor supports the mentee in completing the workbook. Both partners undertake a peer observation of teaching.
2. **Reciprocal partnership**—partnership works together providing support and mentorship to each other in reinvigorating their individual units. Each partner completes their own workbook.
3. **Mentor-mentee group partnerships**— a group of mentees works with one mentor. Each mentee completes their own workbook and the mentor should participate in the peer observation of teaching task.
4. **Reciprocal group partnerships**— a small group works together as peer mentors. Each group member completes their own workbook.

The PATS process outlined in Figure 1 (overleaf) is divided into three stages: pre-semester, during semester and post-semester. Participants will need to meet with their PATS Coordinator before commencing their tasks, at mid-semester and for a debrief focus group after the end of semester. You and your partner(s) will need meet on several occasions prior, during and after the semester. To facilitate these meetings, ask your PATS Coordinator to provide you with ten coffee vouchers each. These meetings are an opportunity for you to share and develop your theory and philosophy about teaching and learning in higher education as well as cover the tasks involved in the PATS. Tasks will appear in a variety of formats and focus on aspects of unit reinvigoration from four perspectives: self, students, peers and the literature. Supporting PATS are selected professional academic development workshops delivered at your university. Make sure you take the time to find out what is offered.

Recap

- ✓ PATS is an informal peer mentoring process
- ✓ It is open to any academic wishing to improve and/or reinvigorate their unit or course
- ✓ There are a series of meetings to attend and tasks to work through pre, during and post-semester

Task checklist

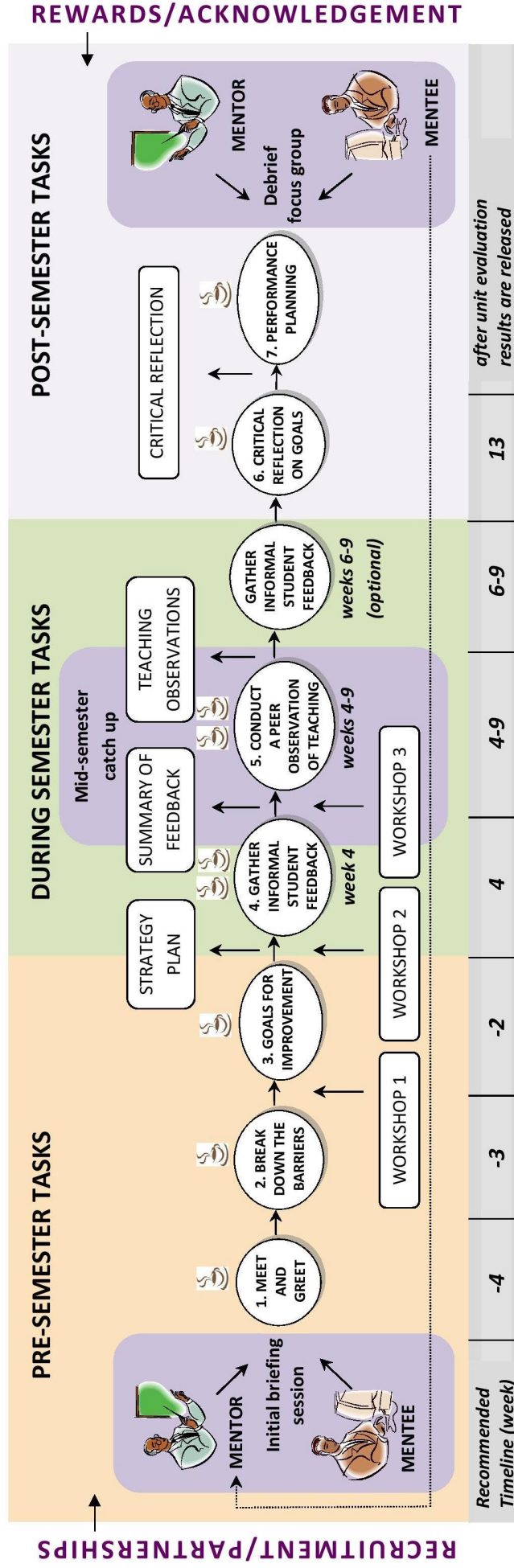
- ☐ Read the pre-semester, during semester and post-semester tasks outlined in the workbook
- ☐ Work with your PATS Coordinator to set meeting dates/times

Resources

- ➔ Mentoring Matters® short course from Monash University's Faculty of Education:
<http://www.education.monash.edu.au/shortcourses/mentoring-matters.html>
- ➔ Higher Education Academy:
<http://www.heacademy.ac.uk>
- ➔ Changing Teaching Practice, an interview with E/Prof Christopher Knapper, Queen's University, Canada:
<http://www.uoit.ca/teachingandlearning/contact/apr10/apr10.html>

The PATS process

Figure 1.



MEETINGS WITH PATS COORDINATOR

Academics are invited to be part of a PATS partnership. Partners, from the same faculty, meet with their PATS coordinator three times:

1. **Initial briefing** – outlines the scheme, its aims and the tasks involved.
2. **Mid-semester catch up** – meet to discuss progress and raise any issues.
3. **Debrief focus group** – debrief your own experience and give feedback.

INCENTIVES

A range of incentives may be made available, subject to individual faculty capacity. These may include coffee vouchers (to encourage partners to meet regularly), time relief and financial incentives where significant curriculum enhancement occurs.

WORKSHOPS

Participating institutions will identify relevant workshops or seminars available from their local department for academic development. These may cover topics such as peer observation of teaching, assessment strategies and curriculum alignment. Ongoing support and monitoring will also be provided by the PATS Coordinator to ensure the successful operation of the partnerships.

PEER MEETINGS

As part of the scheme, participants are expected to meet with their partner over coffee at least nine times and complete the seven workbook tasks. It is expected that at least three meetings will take place before the unit is next offered, at least four meetings should occur during semester and two after the semester has concluded.

Partners are expected to reflect on the unit, students' feedback, and examiner's report and review teaching materials in order to produce the following deliverables:

1. **An action plan** – identified goals and an associated action plan
2. **A summary of feedback** – identified areas of improvement which are fed back to the current cohort of students
3. **A peer observation of teaching** – including a summary of good practice observed and other issues that need attention
4. **Critical reflection** – a summary reflecting on the identified goals

PATS Coordinator meetings

Your PATS Coordinator is there to introduce you to PATS and to support you through the process including answering any questions you might have prior to starting or along the way. For institutions new to PATS, the Coordinator role may be carried out by the Fellowship team within Monash University's Office of the Pro Vice-Chancellor (Learning and Teaching). Where PATS is fairly well established within your faculty/institution, this role may be carried out in-house, for example by the Academic Development Unit or the office of the Associate Dean (Education).

Meeting 1. Initial briefing

This briefing session is held prior to starting PATS (approx. 1 hour duration) and will:

- Outline the rationale of 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
- Give you a chance to ask questions about the scheme and what's involved for participants

Meeting 2. Mid-semester catch up

The mid-semester catch up is an informal meeting that runs for around 1 hour and is designed to check how participants are progressing with their tasks and identify any issues or challenges encountered to date.

Meeting 3. Debrief focus group

As part of the research component of PATS we ask that you participate in a focus group after the end of semester. The session runs for approximately 1.5 hours and includes a series of questions around your experience of PATS, the changes that you made as a result of your participation and any feedback or recommendations you have for the scheme for future iterations.

Recap

- ✓ Your PATS Coordinator may be at OPVCLT Monash or in-house at your institution
- ✓ PATS Coordinators are there to support you through the PATS process
- ✓ You should meet with your PATS Coordinator before, during and after semester

Task checklist

- ☐ Make contact with your PATS Coordinator
- ☐ Finalise dates for initial briefing, mid-semester catch up and debrief focus group where possible

Resources

- ➡ Slide sets for the initial briefing, mid-semester catch up and debrief focus group sessions can be found on the PATS website: monash.edu/pats

Pre-Semester Tasks

Task 1. Meet and greet

It is time to start to think differently about your unit. Any worthwhile journey needs planning and to help start your journey we have three pre-semester tasks. We want to create a habit of how to think differently about yourself, your unit, your students and your learning and teaching environment. To begin we need a map and a process to help you plan your journey. Each pre-semester task sharpens your focus and is designed to get you organised and prepared to make changes to your units. We want you to have a successful journey!

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.

Your first task is to introduce yourself to your partner(s), tell them your name, what you do, and why you are doing PATS. Outline the unit you teach and establish some ground rules so you can work effectively over the term of the semester.

Recap

- ✓ A successful journey begins with good planning
- ✓ The PATS website is a useful place to start

Task checklist

- ☐ Familiarise yourself with the PATS website
- ☐ Introduce yourself - tell your partner a little about yourself, for example:
 - Your name and the unit you are teaching
 - What do you do? (work, study, parent)
 - Why are you doing PATS?
- ☐ Maybe you have something in common or you have an insight to share. Some of our greatest lessons have come from colleagues.
- ☐ Plan your meeting dates for the rest of the semester. Write a one sentence aim for each meeting. This may change over the course of the semester—simply annotate the worksheet as appropriate.
- ☐ Collect coffee vouchers from your ADE (or equivalent)
- ☐ Arrange to view previous unit evaluation qualitative comments and teaching evaluations

Resources

- Office for Learning & Teaching (OLT) Grant & Fellowship programs:
<http://www.olt.gov.au/>
- OLT Networks (national, discipline and state based)
<http://www.olt.gov.au/networks>
- Teacher preparation programs offered by your institution's Academic Development Unit
- Monash Educational Excellence Research Group (MEERG):
<http://www.monash.edu.au/news/show/introducing-meerg>
- Morton, A. (2003). *Mentoring*. In, Continuing Professional Development Series, No. 2. Learning & Teaching Support Network, York.
- Leadership training, LH Martin Institute: <http://www.lhmartininstitute.edu.au/executive-education-programs/leadership-programs/85-emerging-leaders-and-managers-program>
- Leadership and Organisational Development, Monash University:
<http://www.adm.monash.edu.au/human-resources/leadership-development/>

Task 1 worksheet

To get the PATS process underway, introduce yourself and get to know your partner(s). Plan your meetings for the rest of the semester and discuss arrangements if you are unable to meet face to face.

Provide a brief biography of yourself

Outline the background context of the unit you have chosen to reinvigorate. Where does your unit fit within the broader degree program?

Establish some ground rules on how to operate effectively as a partnership

List the teacher professional development programs/workshops offered at your institution

PLAN: Set the meeting dates and aim(s) for the rest of the semester

	Meeting Dates	Brief aim(s) for each meeting
pre-semester	1.	
	2.	
	3.	
	4.	
during-semester	5.	
	6.	
	7.	
	8.	
post-semester	9.	
	10.	

Task 2. Break down the barriers

Task 2 considers what is holding you back from reinvigorating your unit. How do you think about your students, unit content, and curriculum? Academics are faced with many barriers which can often cause units to under perform — we refer to these as road blocks. There are three types of road blocks or barriers:

1. **Internal barriers:** For example: I'm too tired, I'm not motivated, it's not worth trying, I might fail, I'll look silly.
2. **External barriers within your control:** These are barriers prompted by external factors which you still have some control over. For example: poor organisation of teaching materials, the textbook is out of date, feel pressured to pass sub-standard work.
3. **External barriers outside of your control:** These are external factors that you have no control over. For example: power failure, students not having the pre-required knowledge, timetabling, room allocation.

In this task you should work with your partner(s) to identify these barriers and find ways to break through the road blocks.

Recap

- ✓ Now is the time to reflect critically on your unit
- ✓ If you want to transform your unit, you need to understand the barriers
- ✓ Three types of barriers: Internal barriers, External barriers within your control and External barriers outside of your control

Task checklist

- ☐ List the barriers in the worksheet on the following page. Write down every possible barrier you can think of in each category
- ☐ Discuss barriers with your partner(s)
- ☐ Write down solutions for each barrier. For example if 'Students do not have the right pre-required knowledge' is one of your barriers, to overcome this you might write 'Find out what pre-required knowledge they come with and whether additional classes can be set up'.

Resources

- ➡ Course Quality Attributes, derived from a study of student feedback comments on aspects of courses that could be improved. See Appendix 4.



Task 2 worksheet

It is time to break down the barriers. Write down barriers you have encountered in the past, or are currently facing. Discuss these with your partner(s) and develop solutions together.

1. Internal barriers

Solutions

2. External barriers - within your control

Solutions

3. External barriers - outside of your control

Solutions

Task 3. Set goals

Goals can be set using a variety of different data sources or drivers. A driver might result from a poor unit evaluation, strategic educational directives from within your institution, aligning your unit with the AQF, course review, other feedback or new research emerging from the literature.

Each year, faculties undertake evaluations for all their teaching and units using some sort of student evaluation instrument. These questionnaires typically use standard university-wide questions that are consistent across all faculties, for example Monash University's SETU (Student Evaluation of Teaching and Units) asks students to respond on a 5-point Likert scale to the following questions:

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

Students are also able to provide qualitative comments to two open-ended questions, along with specific information about an academic's teaching. Unit evaluations are only intended to provide a "snapshot" of students' perceptions of a unit, and are only one indicator of unit performance.

Using a range of data to set some S.M.A.R.T goals for your teaching will improve your chances of success. The acronym SMART has a number of slightly different variations, use the one that means the most to you:

S - specific, significant, stretching

M - measurable, meaningful, motivational

A - agreed upon, attainable, achievable, acceptable, action-oriented

R - realistic, relevant, reasonable, rewarding, results-oriented

T - time-based, timely, tangible, trackable

Recap

- ✓ Faculties use a range of instruments to evaluate teaching and units, including some sort of student evaluation instrument.
- ✓ You can use the data collected via the student evaluation instruments to help identify areas for improvement or reinvigoration within your unit(s).
- ✓ You might also use other initiatives, e.g. faculty plans, peer feedback, as drivers for change within your unit.
- ✓ Setting SMART goals from the outset is key to a successful journey

Task checklist

- ☐ Identify the instrument(s) used in your faculty and how the results are interpreted
- ☐ Discuss your unit evaluation results (qualitative and quantitative) with your partner
- ☐ Identify 2-4 SMART goals
- ☐ Produce an action plan to address the identified goals

Resources

- Project Smart, Setting SMART goals:
<http://www.projectsmart.co.uk/smart-goals.html>
- Sustainable improvements to learner outcomes, Ako Aotearoa:
<http://ako.aotearoa.ac.nz/sustainable-change>
- Learning to Teach Online resources, Centre of Fine Arts (COFA), UNSW
<http://online.cofa.unsw.edu.au/learning-to-teach-online/ltto-episodes>
- National Peer Assisted Study Sessions (PASS) Centre at the University of Wollongong
<http://www.uow.edu.au/student/services/pass/centre/overview/index.html>
- Course Quality Attributes, derived from a study of student feedback comments on aspects of courses that could be improved. See Appendix 4.
- Day, T. and Tosey, P. (2011). *Beyond SMART? A new framework for goal setting*. The Curriculum Journal 22(4): 515-534.
- Zimmerman, B. J. (2008). *Goal setting: A key proactive source of academic self-regulation*. Motivation and Self-regulated Learning. DH Schunk and BJ Zimmerman. New York, Lawrence Erlbaum Associates: 267-295.

Task 3 worksheet

Set 2-4 SMART goals. For each goal, produce an action plan and indicate what the driver(s) was for each goal. Later in the semester, revisit your action plan and use the following codes to indicate the status of your plan: **commenced (C)**, **in progress (I)** or **achieved (A)**.



SMART Goals	Action plan	Driver/Data used	Status (C,I,A)
E.g. Reduce lecture contact hours by converting at least 50% of unit to short 5-10min downloadable video clips in order to re-engage students.	<ul style="list-style-type: none"> Learn how to create video & upload to web for access via Moodle Include learning analytics to measure uptake/no. of views 	Unit evaluation Peer feedback Student attendance	I
1.			
2.			
3.			

List any academic development workshops you have identified as key to achieving your goals.

Workshop	Date and time	Attended (Y/N)?
1.		
2.		
3.		

During Semester Tasks

Task 4. Gather informal student feedback

One way of checking that you are on the right path to meeting your goals is to collect informal feedback from your students. The collection of feedback can be done via an online survey or handwritten during the class. A template for gathering informal student feedback (ISF) can be found in **Appendix 1**. Brandenburg (2010) provides many strategies in which to collect and use informal student feedback. The University of Queensland has also developed *The Learning Thermometer* which gauges students' levels of distress and motivation at four key points over the semester as another instrument for collecting student feedback. Institutions need to register with the University of Queensland in order to be able to use the Learning Thermometer, contact details below.

Students' responses should be discussed with your partner(s) and considered in terms of what can be addressed and improved, and what will remain unchanged because it is truly outside your control. At the following lecture you will deliver a summary of feedback to your students.

The summary of feedback (**Appendix 2**) is the heart of the informal student feedback process and is delivered at the start of the next lecture. Key issues highlighted by the feedback are communicated back to the students. During the session, the lecturer takes approximately five minutes to create a 'moment of truth' for the student group. The lecturer communicates the feedback in a sincere way and demonstrates his or her commitment to transparency and accountability. When skilfully delivered, the summary of feedback builds trust and respect and opens the whole group up to learning. With successive applications of the informal student feedback process, the students adopt more collaborative behaviours towards each other and the lecturer.

Recap

- ✓ There are different ways to gather informal student feedback
- ✓ Feedback is only useful if it is carefully considered and changes can be made
- ✓ Remember to let the students know what is in your control, and what is outside of your control

Task checklist

- ☐ Meet with your partner(s) to discuss how when & where you will gather informal student feedback
- ☐ Gather the feedback from your students
- ☐ Meet with your partner after collecting feedback to reflect on the key points and draft a summary
- ☐ Set aside time in the next class to give feedback to the students based on changes that you will make that are within your control, and what can be done about those things that are outside of your control
- ☐ Find out what learning support services are available to students at your institution

Resources

- ➡ Brandenburg, R. (2010). *Freida's Feedback on Feedback*. University of Ballarat.
Available online at: <http://querin.ballarat.edu.au/freidafeedback/>
- ➡ *The Learning Thermometer*, University of Queensland: <http://www.learningthermometer.com.au/>
- ➡ Peer Assisted Study Sessions:
<http://www.uow.edu.au/student/services/pass/publications/UOW021342.html>

Task 4 worksheet

It is important to plan how you will gather informal student feedback and deliver the summary of feedback in the following lecture. Meet with your partner to discuss the details of how, when and where you will collect feedback (Part A). Meet with them again after you have collected and read the feedback to draft a summary and plan how you are going to review the feedback with your students (Part B).

PART A. BEFORE GATHERING INFORMAL STUDENT FEEDBACK

When and how will you gather student feedback?

Date:

Time:

Venue:

Type of session (lecture, tutorial, lab):

Method of gathering feedback:

PART B. AFTER GATHERING INFORMAL STUDENT FEEDBACK

Identify what students liked, disliked, want improved

Draft your summary of feedback with your partner(s)

Task 5. Perform a Peer Observation of Teaching

A peer observation of teaching (POT) is where two or more colleagues collaborate in observing each other's teaching and then provide feedback and suggestions for improvement. It can provide a number of benefits both to the teacher and the teaching institution.

Peer observation works to build supportive teams and can increase your repertoire of teaching strategies. The opportunity to participate in peer observation focuses on your own development and critically reflects on the practice of teaching. It is surprising how much you can learn by observing other teachers' classes and by looking through their class materials. You can always pick up new and ingenious ways to inform your own practice!

There are many benefits associated with peer observations of teaching, with the main purpose being to enhance the teacher's own learning and teaching. It can also bring improved quality of student learning, an increased awareness of what material colleagues are covering, and dissemination of ideas about best practice.

A peer observation of teaching consists of four stages:

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 discussion**
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.

Using a template will assist in your planning, observing and recording. Links to a variety of templates can be found in the Resources section below.

Recap

- ✓ A peer observation of teaching can benefit both the observer and the observed
- ✓ There are a variety of templates available to support POTs

Task checklist

- ☐ Find out if your institution has their own peer observation instrument that you could use
- ☐ Meet with your partner(s) and decide on which peer observation instrument to use. See Appendix 3 for a sample instrument.
- ☐ Complete the observation
- ☐ Organise a post observation discussion
- ☐ Produce a joint statement

Resources

- This site contains links to various universities who have developed peer review instruments: <http://www.tedi.uq.edu.au/peer-review>
- Bell, M (2007). *Peer Observation Partnerships in Higher Education*. [HERDSA](#).
- Rowe, A. Solomonides, I. Handal, B. (2010). [How to Collaborate with Peer Observation](#): Learning from each other. Macquarie University.
- Monash University Peer Review: <http://www.opq.monash.edu.au/us/surveys/peer-review-teaching.html>

Task 5 worksheet

Performing a peer observation, or peer review, allows colleagues to provide honest, positive and constructive feedback. Complete Part A prior to the observation and then use your selected peer review instrument as a detailed guide when observing your partner and vice versa. Appendix 3 provides an example of a peer review instrument if your institution does not have their own. After all the observations have been completed, meet with your partner to draft a joint summary statement (Part B).

	Observation 1	Observation 2
PART A: Before undertaking peer observation	Observer name:	
	Observee ¹ name:	
	Date:	
	Time:	
	Venue:	
	Type of session (lecture, tutorial, lab):	
	Method/instrument for conducting peer observation:	
	Observee's aims for the session:	
PART B: After undertaking peer observation	Joint statement (one per observation):	

¹Individual being observed



Post-Semester Tasks

Task 6. Critical reflection

Critical reflection on your unit and your teaching is a key ingredient in professional development (Brookfield 1995). It is also important to reflect on how well you achieved your goals. Your participation in PATS provides you with knowledge and experiences to develop as a reflective practitioner, in this case a critically reflective lecturer in higher education. PATS is expressly designed to provide a rich source of data for you to work with.

Critical reflection is another key element in any Peer Observation Partnership, in which teachers and colleagues reflect together and individually on teaching events in order to develop teaching skills and understanding (Bell, 2007).

Your 'during semester tasks' collected evidence about your unit and your teaching. This task now requires you to analyse and reflect on that evidence available. Your reading and viewing of the resources will assist you in theorising about your teaching and your students' learning. The evidence you have gathered and your response to the reading you have done will form the foundation for this reflection.

Recap

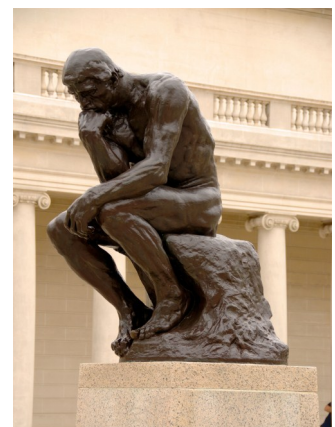
- ✓ Critical reflection is key to effective personal and professional development
- ✓ PATS provides and excellent source of data for you to reflect and build on

Task checklist

- ☐ Reflect on your teaching and unit
- ☐ Did you achieve your goals?

Resources

- ➔ Critical Reflection and Critical Pedagogy podcast, Dr Phil Chambers, Coventry University
<http://coventryuniversity.podbean.com/2009/08/07/critical-reflection-and-critical-pedagogy-interview-with-philip-chambers/>
- ➔ Learning through reflection, Don Clark
<http://www.nwlink.com/~donclark/hrd/development/reflection.html>
- ➔ Donald Schön, Learning reflection and change:
<http://infed.org/mobi/donald-schon-learning-reflection-change/>



Task 6 worksheet

Self reflection on your unit and teaching is a vital part of your professional development. It displays a desire to acknowledge what you do well and what you can improve on. Revisit worksheet 3 and reflect on your goals. Comment on whether or not these were achieved.

SMART Goal	Action plan	Were you satisfied? Y/N	Comment on achievements	What would you do differently next time?
E.g. Reduce lecture contact hours by converting at least 50% of unit to short 5-10min downloadable video clips in order to re-engage students.	<ul style="list-style-type: none"> Learn how to create video & upload to web for access via Moodle Include learning analytics to measure uptake/ no. of views 	Y Y	Learning to create video was challenging and time consuming to start with but the results were very well received with positive feedback from students.	Consider purchasing more user friendly/ easier video capture software. Canvas students for ideas for video topics.
1.				
2.				
3.				
4.				

Draft an overall statement of reflection about your experience. Have standards been maintained in re-invigorating your unit?

Task 7. Performance planning and strategies

One way of capturing both the qualitative and quantitative changes in the performance of academics, in relation to unit and teaching improvement, educational leadership and education standing is via a formal Performance Development tool. Most institutions provide this tool to support academic staff in managing their performance development cycle in a timely and consistent way, and embedding the changes you have made as a result of PATS in your performance plan helps to validate the work you have undertaken and can lead to further recognition and reward.

Education innovation is around developing something new in your teaching. For example a partnership team at Monash decided to harness digital technologies in their partnership and developed the "Conversation Sim".

Education leadership: usually mentors can talk about leadership in terms of helping another colleague, advice given, methods adopted, etc.

Education standing is about developing a reputation around a specific educational innovation, theory or practice, or being recognised for your innovation or leadership. For example invitations to give a keynote or deliver a seminar on your new/revised practice.

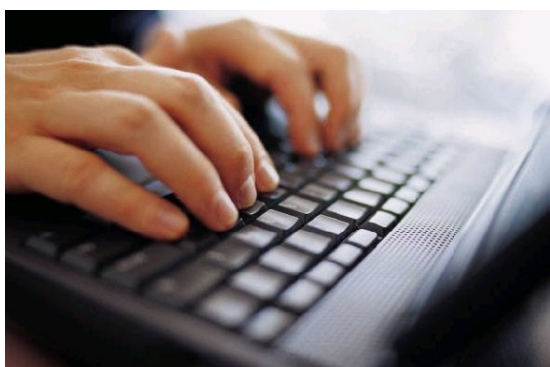
Frame the goals achieved in terms of your professional development and don't let this effort go to waste. Use this material to make an entry in your academic performance plan and start a teaching portfolio.

Task checklist

- ☐ Locate your institution's academic performance standards around education
- ☐ Discuss with your partner aspects around the education component of your Personal Development Plan
- ☐ Enter improvements into your Personal Development Plan
- ☐ Reference your unit evaluation and teaching results
- ☐ Consider a promotion application
- ☐ Create a teaching portfolio which contains all of your achievements (eg. awards, certificates, commendations, emails from peers or students, etc)
- ☐ Consider publishing the work you have done in reinvigorating your unit

Resources

- ➔ Teaching Standards Framework, DIISRT: <http://teachingframework.edu.au/>
- ➔ OLT Grants and Awards: <http://www.olt.gov.au>
- ➔ Some suggested Educational Research journals are given in Appendix 5.



Task 7 worksheet

Capture both the qualitative and quantitative changes in your performance, in relation to unit and teaching improvement, educational leadership and education standing. Frame the goals achieved in terms of your professional development and don't let all this effort go to waste.

Quantitative ratings for “Overall I was satisfied with the quality of this unit”:

Before PATS

After PATS

Changes to teaching practices

Educational standing

Educational leadership

Education innovation

Appendix 1

Informal Student Feedback Form

Name of unit: _____

Student name (optional): _____

Please tick ONLY one box for each statement.

	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
• I am finding the unit stimulating					
• The resources are supporting my studies					
• So far I am satisfied with the quality of this unit					
• I would recommend this unit to others					

1. What are the best aspects of the unit so far and why?

2. What aspects of the unit so far would you like changed and why?

3. Any further comments?

Appendix 2

Example of a summary of feedback session

In this instance, feedback was sought on a lecture. One example is given under each category.

After the last lecture I sat down with some volunteers and reviewed your feedback. Firstly, I am pleased that the class is willing to give this process a fair trial. Your written feedback gave me a chance to know how many of the key ideas you remembered in the session and what you were really thinking.

The information you give me is very valuable and I very much appreciate your contributions. I am going to ask you to do this again in a couple of weeks time.

I'll talk first about what you liked and disliked and then the changes you suggested.

Likes - Student participation

Most students found the student participation part of the session was very useful in that it consolidated some abstract concepts and made the lecture more interesting and enjoyable. For instance *student1* and *student2* said:

- *"Practical examples backing up the theory. This makes it easier to remember because of the variety of ways the information was presented" student1*
- *"Having a lecturer which involves the students encourages us to pay attention rather than tune out and wait for the hour to be over" student2*

Dislikes - Lecture theatre lights and wind noise

An anonymous student mentioned the technical difficulties encountered in the lecture theatre.

- *"Fix the lights! When going from projector to computer mode lights automatically turn on. And the wind noise when you close the door." student3*

I contacted the technical assistant and explained the lighting problem. He told me that Rm 117 has problems with the lighting control, and to monitor the change more closely to pin point when it occurs to see if anything can be done about it.

Changes - Copy of Coded Examples

The first comment I'd like to acknowledge is one by *student5*, who suggested something that might help improve the class's learning and understanding

- *"I would like a copy of the code to help me remember what we did". student5*

Thank you *student5*, a copy of all my code can be downloaded from LMS please click on the examples link.

Thank you again for all your comments and this concludes the summary of feedback for week 4.

Appendix 3

Peer Observation of Teaching

Macquarie University have developed the following tools for conducting a Peer Observation of Teaching (POT).

PART 1.

Observation check list

Confidential

Teacher:		Observer:	
Observation date:		Timing:	
Activity type:		Unit:	

	Observed?	Brief comment
Planning/organisation/content		
Teaching purposes are clear and stated in appropriate term e.g. aims, outcomes etc		
Teaching purposes are appropriate to the needs, experience and abilities of students		
Structure of session: introduction, development, conclusion are evident		
Content is appropriate for the level, abilities, needs and interests of students		
Content is well researched and up-to-date		
Teaching strategies/resources		
Methods are appropriate to purposes of session		
Methods are chosen with regard to students' abilities, needs and needs of unit/content		
Methods are chosen to gain interest and participation		
Class management is effective and appropriate		
Resources are used effectively and complement content, methods and purposes		

Presentation, management		
Effective presentation/communication skills are used		
Employs effective use of questioning to promote monitoring and understanding		
Student contributions and participation are encouraged in a positive atmosphere		
Equal opportunities exist for all students		
Assessment/monitoring		
Suitable methods are used to identify and monitor student progress		
Constructive feedback is provided		

Extra comments:

Planning/organisation/content
Teaching strategies/resources
Presentation/class relationships/class management
Assessment and monitoring of students
Additional comments and suggestions for future development

When completed, this form stays with the observed teacher for their records

PART 2.

Guidelines for observation – free response

Confidential

Teacher:		Observer:	
Observation date:		Timing:	
Activity type:		Unit:	

When recording in free response mode you might like to focus on some of the following: Context (e.g. links between other areas of the curriculum), Structure (well organised, key points signposted), Level pitch and pace (could students cope; any provision for students experiencing difficulties?), Clarity, Use of examples, Preparation undertaken by the teacher, Student responses, Interactions (between student & teacher or teacher & student), Involvement (active/passive?), Venue suitability (seating, lighting, AV aids).

When completed, this form stays with the observed teacher for their records

PART 3.

Framework for observer's notes

Confidential

Teacher:		Observer:	
Observation date:		Timing:	
Activity type:		Unit:	

Planning the session

- how does the plan relate to the previous session?
- are there clear aims and objectives?
- how does the session fit with the overall program or unit outcomes?
- how are resources organised for the session?

Introduction

- is it clear how the work relates to other sessions?
- does the introduction set the scene and give an overview of outcomes expected?

Delivering and developing the session

- is the communication of ideas relevant, clear and coherent?
- is there opportunity for the students to clarify their understanding? How is this handled?
- what strategies are used to gain attention, and to ensure attention is maintained?
- are the students motivated?
- are the teaching methods appropriate to the tasks in hand?
- are there opportunities for the students to think, question and feedback?
- what modes of delivery are used; is more than one mode used?

Concluding the session

- is the session drawn to a satisfactory conclusion?
- is there a summary of the main ideas or a review of the point reached so far?
- does the conclusion look forward to the next session?

When completed, this form stays with the observed teacher for their records

PART 4.

Summary overview record and permission note

Section A (Please complete this part)			
Teacher:		Observer:	
Observation date:		Timing:	
Activity type:		Unit:	

We confirm that the observation has taken place and feedback has been given. We agree to the release of the information listed or attached below.

Observed..... Date.....

Observer..... Date.....

When completed, copy this form and give to your peer observation coordinator.

Section B (This part is optionally completed)
Summary of shared good practice – perhaps three things that went really well (either as part of the observation process or as teaching practice).
Any other agreed comments

PART 5.

Observer record

Teacher:		Observer:	
Observation date:		Timing:	
Activity type:		Unit:	

Record your thoughts and comments on the experience of observing. This might include your impression of being an observer, examples of teaching methods that you might find useful in your own teaching.

When completed, this form stays with the observer for their records

Appendix 4

Course Quality Attributes

These course attributes are derived from a study of student feedback comments on aspects of courses that could be improved. The attributes are divided into categories and subcategories, and within each category the highlighted subcategory is the one that drew most comments in this study.

Category	Subcategory	Description
Course	challenge	The level of challenge and difficulty of the overall course
	content	The choice of topics that are covered in the course, including programming language used
	relevance	The real world scenarios in the course and whether the course is current
	structure	The way that components of the course are arranged
	workload	The size and number of things to do in the course
Lecturer	control	The amount of control the lecturer has over disruptive students in class
	knowledge	The amount of knowledge the lecturer portrays to the students
	organisation	The way the lecturer arranges the components of the lecture
	presentation	The level of engaging teaching methods used to deliver the material
	support	The lecturer's availability and attitude towards the students
Lecture	access	The ease with which the lecture materials can be reached by students
	challenge	The level of difficulty of the material
	content	The choice of topics and activities that are presented in the lecture
	delivery mode	The suitability of the mode of delivery
	duration	The amount of time allocated to the lecture
	structure	The logical sequencing of concepts
Tutor	organisation	The way the tutor arranges the components of the tutorial
	presentation	The engaging teaching methods used to deliver the material
	response time	How quickly the tutor responds to students' queries
	support	The tutor's availability and attitude towards the students
Tutorial	alignment	The alignment of tutorial activities with course learning objectives
	clarity	The clearness of the requirements of the task
	length	The amount of time allocated to the tutorial
	scheduling	When the tutorial classes are scheduled
	structure	The logical sequencing of activities
	type of activity	The type of tutorial activity
Lab	activity	The type of laboratory activity
	length	The amount of time allocated to the lab
Assessment	alignment	The alignment of assessment tasks with course learning objectives
	content	The choice of tasks covered by the assessment items
	difficulty	The level of difficulty of the assessment items
	feedback	The usefulness of the correspondence in relation to the assessment
	marking	Consistency of marking, quality of feedback, timeliness, and clarity of marking criteria
	organisation	Due dates and the allocation of marks to components of assessment
	practice	The amount of similar tasks students have experienced
	quantity	The number and size of assessments
	specification	The clarity in which assignments were written, submission process and changing of requirements
	support	The assistance provided to students in relation to their assessment tasks
Resources	availability	How accessible and ready for use a resource is
	content	The usefulness of the resources
	quantity	The amount of resources
	readings	The suitability of the readings
LMS	ease of use	The simplicity with which materials can be found on the LMS
Off Campus	ease of study	The challenges students face when undertaking off campus courses
	support	The assistance provided to students studying in distance education mode

Taken from: 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).

Appendix 5

Educational Research Journals

You might consider publishing the innovations to your unit in an education research focused journal. Some examples are given below—listed by FoR code.

Further information on each journal, including impact factor, can be found via the Journal Citation Reports on ISI Web of Knowledge (university subscription/login required): <http://www.webofknowledge.com>

13 (Education) Australian Educational Computing Australian Educational Researcher Australian Journal of Education British Educational Research Journal Higher Education Research and Development Journal of Higher Education Outreach and Engagement 1303 (Specialist Studies in Education) Active Learning in Higher Education Assessment and Evaluation in Higher Education Australasian Journal of Educational Technology British Journal of Educational Technology Canadian Journal for the Scholarship of Teaching and Learning Interactive Learning Environments International Journal for Academic Development Journal of Higher Education Policy and Management Teaching in Higher Education	1301 (Education Systems) Academe Academic Leadership Advanced Technology for Learning Australian Universities' Review Australian Vocational Education Review Canadian Journal of Higher Education College and University Higher Education Higher Education in Europe Higher Education Management and Policy Higher Education Policy Higher Education Quarterly Higher Education Review Industry and Higher Education Innovative Higher Education International Journal of Lifelong Education International Journal of Teaching and Learning in Higher Education Journal of Continuing Higher Education Journal of Further and Higher Education Journal of Higher Education Journal of Vocational Education and Training Quality in Higher Education Research and Development in Higher Education Series Research in Higher Education Review of Higher Education Studies in Continuing Education Studies in Higher Education
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Source: http://www.arc.gov.au/era/era_2012/era_journal_list.htm

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