



**MELBOURNE**

25-26 SEPTEMBER 2012

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Exploring Excellence and Innovation in Peer Learning

UNIVERSITY OF WOLLONGONG

**Novotel on Collins, Melbourne**

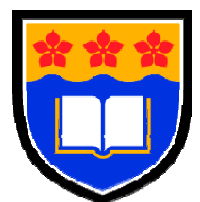
270 Collins Street

Melbourne VIC 3000, Australia



**UNIVERSITY OF  
WOLLONGONG**

**AUSTRALIA**



## Welcome Message from PASS National Centre

*We would like to extend a very warm welcome to all participants of the 8th National PASS Forum. This event has steadily grown since its very modest beginnings in 2005 with some 15 participants. It is now the premier national event centred on peer learning and mentoring and provides a very valuable opportunity to network and disseminate best practice within these areas. Whether you are an experienced member of the PASS community or here to learn more about the many benefits of peer learning, on behalf of the National Centre for PASS at UOW, we hope you find the Forum an engaging and enjoyable event. We would also like to extend a huge thank you to all the UOW PASS team members who have contributed to organising this Forum!*

*Best Wishes,*

*Sally Rogan*

Head – National Centre for PASS  
Director Student Support & Peer Learning, UOW

*Melissa Faccagnini*

Assoc. Head – National Centre for PASS  
Peer Learning & Transition Manager, UOW

## Venue and Event Information

### Workshop Symbols

These symbols highlight the recommended audience for each presentation. They are intended as a guide only.



Workshop recommended for any delegates



Workshop recommended for Leaders



Workshop recommended for Staff

### Forum Networking Event – Tuesday 25<sup>th</sup> September

The Forum Networking Event will be held at Feddish Restaurant. Feddish is located at the River Terrace on the Yarra, Federation Square. The venue will open from 5.30pm and canapés will be served from 6pm. Drinks will be available for purchase from a cash bar. Bookings to attend this event were required at time of online registration. If you have paid for this event you will find a sticker on your nametag. Dress is smart casual.

### Lunch Location

Lunch on both days will be held at Michel's Restaurant, located at the Novotel on Collins. The lunch will feature a full buffet and will include complimentary soft drinks, tea and coffee. Morning and afternoon tea will be served outside the workshop rooms.

## Tuesday 25<sup>th</sup> September

Time	Australia 1	Australia 2	Australia 3
8.15 – 9.30am	<b>Registrations</b>		
9.00 – 9.10am	<b>Welcome and Opening</b>		
9.20 – 10.10am	<p>Taking PASS from the Campus to the Cloud: Experience of an Online Peer Assisted Study Scheme Implementation</p> <p><i>University of Melbourne</i></p>	<p>Follow the Leader: Understanding the impact being a P.A.S.S Leader has on Self Efficacy (Refereed Paper)</p> <p><i>Griffith University</i></p>	<p>How Do You Eat an Elephant? How to Condense Subjects with Mass Information</p> <p><i>University of Wollongong</i></p>
10.20 – 10.50am	<b>Networking Morning Tea</b>		
11.00 – 11.50am	<p>PAL at ANU: 'Learning in All Directions' via a Senior Mentor Program</p> <p><i>The Australian National University</i></p>	<p>Culture Shock – Navigating Challenges to PASS in an Off Campus Environment</p> <p><i>University of Otago</i></p>	<p>The PASS Guide to Maximising the Facilitation Experience</p> <p><i>The University of Sydney</i></p>
12.00 – 1.00pm	<b>Lunch</b>		
1.10 – 2.00pm	<p>What Do You Bring to the Table? Exploring Group Dynamics in PASS</p> <p><i>Monash University</i></p>	<p>Precious MeTL: Reflections on the use of Tablet PCs and Collaborative Interactive Software in PASS (Refereed Paper)</p> <p><i>Monash University</i></p>	<p>'Like us on Facebook': Using Social Media to Market the PASS Program and Establish a Community of PASS Students</p> <p><i>University of Wollongong</i></p>
2.10 -3.00pm	<p>Research Incubator: Part A</p> <p><i>Supported by the Journal of Peer Learning</i></p>	<p>Leader Networking and Activity Expo</p> <p><i>Hosted by the National Centre for PASS</i></p>	
3.10 – 4.00pm	<b>Poster Presentations/Afternoon tea</b>		
4.00 – 4.50pm	<p>Special Interest Group: Peer Learning Online</p> <p><i>Central Queensland University, Curtin University, Monash University</i></p>	<p>Group Interviews for Leader Recruitment: Efficient and Effective</p> <p><i>University of Western Sydney</i></p>	<p>The PASS Environment: Managing Student Expectations During the Transition to Peer Learning</p> <p><i>University of Tasmania</i></p>
5.00 – 5.20pm	<b>National Centre Update and Close of Day One</b>		
5.30pm	<b>Guided Walks to Forum Networking Event</b>		



## Concurrent Workshops 9.20 – 10.10am

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### **Taking PASS from the Campus to the Cloud: Experience of an Online Peer Assisted Study Scheme Implementation**

Australia 1

Aaron Mannion, Tim Beaumont, Brice Shen  
*The University of Melbourne*



Recent activity on the Australian PASS List suggests an increasing interest in taking PASS online, allowing for increased accessibility, flexibility and engagement. While an emerging body of literature exists that investigates the possibilities for taking peer learning from the campus to the cloud, it is still relatively small and lacking the detail that implementers often desire. This workshop will introduce the Online Peer Assisted Learning scheme, which was piloted at The University of Melbourne in 2011. The workshop will explore leader training and support, session structure and the use of the Adobe Connect online meeting tool. We will discuss strengths of the project and unexpected difficulties and will facilitate discussion about where online PASS may be viable and desirable.

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### **Follow the Leader: Understanding the Impact Being a P.A.S.S Leader has on Self Efficacy – Refereed Paper**

Australia 2

Ruth McPhail, William Vuk Despotovic and Ron Fisher  
*Griffith University*



The purpose of this qualitative study is to inform and advance the body of knowledge of the contribution that Peer Assisted Study Sessions (PASS) provides for student leaders in terms of its impact on their self efficacy - the personal belief in competence to succeed within certain situations (Bandura, 1986). To date, there has been little research providing a practical insight into whether acting as the leader of university PASS sessions has a perceived impact on self efficacy. The results of the qualitative research are based on interviews from a sample of 16 leaders. We found that being a PASS Leader improved self efficacy specifically in the areas of: cognitive development, performance, engagement and satisfaction. The results of this study will have implications for the development of future programs, particularly, in terms of attracting suitable candidates in the recruitment process, the future training of leaders and the provision of ongoing support for the leaders to participate effectively in such programs.

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### **How Do You Eat an Elephant? Condensing Subjects with Mass Information**

Australia 3

Daniel Thomason, Adam Friend and Alex Cousley  
*The University of Wollongong*



Do you support a subject with an enormous volume of content or have you had that one week where the students were suddenly asked to read virtually half the textbook? Ever wondered how on earth you're going to plan a session to address the vast amount of weekly content? This workshop seeks to address these challenges through an interactive exploration of multiple methods for guiding sessions involving masses of information. Participants will be actively involved in a discussion as to how Leaders can identify precisely what needs to be covered in a session plan, through an examination of the distinction between what is important and what is difficult. Participants should leave with new ideas for handling mass content and a deeper understanding of effective strategies to use in planning sessions.

## Concurrent Workshops 11.00 – 11.50am

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### **PAL at ANU: 'Learning in All Directions' via a Senior Mentor Program**

Australia 1

John Rivers, Shannon Webb and Ruth Mills

*The Australian National University*



Maintaining excellence and innovation in a Peer-Learning Program requires good lines of communication between team members at all levels: PAL Mentors, Senior Mentors, and the PAL Coordinator. Ideally, information is shared through these levels in a bi-directional manner allowing not only for instruction-delivery from those in decision-making positions but also feedback-collection and the proposal of new ideas from all parties involved. Naturally, this paradigm becomes more difficult as programs expand. Using the ANU PAL program as an example we will examine the merits of the concept we term 'Learning in All Directions'—i.e. learning horizontally (across disciplines) and vertically (across different leadership levels)—and describe how our Senior Mentor program allows us to maintain this ethos in the face of rapid expansion.

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### **Culture Shock – Navigating Challenges to PASS in an Off Campus Environment**

Australia 2

Carole Scott, Hayley Horwood and Angela McLean

*University of Otago*



Do you want to contribute to a better understanding of the barriers to PASS in different contexts? This workshop will report on a practice-based initiative to extend PASS from the on-campus environment at Otago (see van der Meer and Scott, 2008) to the off-campus residential colleges. We outline the traditions and context of Otago and contrast this with the mandate for change that now exists at the university. Over the next few years, the content-focussed tutorials at the colleges are to be phased out and replaced with study sessions that enhance independence in learning – and PASS is the programme of choice (University of Otago, 2008). However, since piloting PASS in the colleges in 2010, there have been several challenges that are unique to the off-campus environment. Underlying these are issues of cultural change.

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### **The PASS Guide to Maximising the Facilitation Experience**

Australia 3

Joshua Dillon and Alisha Malhotra

*The University of Sydney*



This workshop emphasizes making the most of the facilitator's experience in PASS, including tips for facilitators and their supervisors to maximise facilitator energy, enthusiasm and engagement throughout the semester. For any potential subject, it is well recognised that the facilitator's level of engagement is crucial to developing meaningful and productive PASS sessions. By employing a simple range of techniques, we believe that facilitators can get the most out of their experience and in the process help foster an optimal outcome for student learning.

## Concurrent Workshops 1.10 – 2.00pm

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### **What Do You Bring to the Table? Exploring Group Dynamics in PASS**

Jamila Bird, Claudia Ashkar, Jessica Hughes, Ryan Jennings, Matthew Bell  
*Monash University*

*Australia 1*



Understanding how to gauge and respond to the mood, personality type and learning needs of your PASS students is a difficult task to master. Class dynamics can play an important role in shaping the learning environment and student participation, which influences student performance. This workshop will explore the impact of leader and student interaction on class dynamics through interactive activities and scenario-based discussion. Leaders will leave with a greater awareness of class dynamics and techniques which can be implemented to avoid issues that commonly arise.

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### **Precious MeTL: Reflections on the use of Tablet PCs and Collaborative Interactive Software in Peer Assisted Study Sessions - Refereed Paper**

Adrian Devey, Marianne Hicks, Shaminka Gunaratnam, Yijun Pan,  
Alexandru Plecan  
*Monash University*

*Australia 2*



Peer-Assisted Study Sessions (PASS) is an academic mentoring program, where high achieving senior students assist small groups of first years in study sessions throughout semester. One of the challenges PASS Leaders face at Monash in conducting their classes is the limited time they have with their students. The current paper explores, through action research, the use of Tablet PCs and an interactive, online whiteboard software suite called MeTL to increase the efficiency of time spent learning and sharing. The PASS Leaders found that while some difficulties remained, the advantages of using the Tablet PCs and the software were significant, particularly for student engagement, increasing time efficiencies, student collaboration and encouraging real-time feedback to the PASS Leader.

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### **'Like us on Facebook': Using Social Media to Market the PASS Program and Establish a Community of PASS Students**

Adam Reich, Meredith Young-Whitford and Hannah Bates  
*University of Wollongong*

*Australia 3*



This workshop will explore the exciting concept of utilising social media, such as Facebook, to engage students and enhance their experience of PASS. It will discuss how social media can be used as a marketing tool to access a large volume of potential attendees, with the aim of increasing awareness of the PASS program and subsequent attendance rates. The workshop will also evaluate how social media may be used to create a community where PASS attendees can create networks with one another and collaborate on subject content. Based on Vygotsky's theory of social and cognitive development, it is believed that such support networks provide an optimal environment for learning independently of PASS. Ultimately these networks can be used as the basis of establishing self sufficient study groups as students progress through their degree and study subjects that are not supported by the PASS program.

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## Invited Presentations 2.10 – 3.00pm

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### Research Incubator Part A

Australia 1

Dr Phillip Dawson, Dr Jane Skalicky, Dr Jacques van der Meer and Dr Kym Cowley  
*Monash University, University of Tasmania, University of Otago, University of Newcastle*



It is an exciting time to be researching peer learning: PASS is on the rise; Massively Open Online Courses (MOOCs) depend on peer learning; and there has been an explosion in the use of the phrase 'peer learning' in the scholarly literature. This session will focus on identifying new peer learning research ideas, and on connecting with interested peers. It is appropriate for experienced researchers as well as those looking to commence their research journey – including PASS Leaders looking for Honours, Masters or PhD supervisors. Bring along your ideas and enthusiasm. Four experienced peer-learning researchers (who met at previous PASS Forums) will facilitate and provide resources and guidance.

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### Leader Networking and Activity Fair

Australia 2 & 3

Hosted by National Centre for PASS  
*University of Wollongong*



This is an opportunity for leaders to connect and share ideas with their peers from other institutions. Leaders will be divided into discipline based groups and invited to share successful strategies and activities as well as discuss the challenges facing them in their roles. This workshop is designed to facilitate a strong network of connected leaders across the Australasian region and to provide opportunities for leaders to exchange ideas and innovations.

## Poster Presentations and Afternoon Tea 3.10 – 4.00pm

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Please take some time to look at the Poster Submissions over afternoon tea. The presenters will be available to discuss their work and answer questions over afternoon tea.

### **PASS @ Unitec Institute of Technology**

Cindy Wee and Marguerita Grey  
*Unitec Institute of Technology, New Zealand*

### **Student Peer Mentors and Learning Spaces of the Future @ VU**

Joseph Ianni, Juliana Hamit and Jason McLaughlin  
*Victoria University*

### **Bilingual Strategy in PASS@VU**

Briony Supple, Dr Gill Best, Dr Amanda Pearce  
*Victoria University*

### **The Core Learning Theories Underpinning PASS**

Katie Buchhorn, Meredith Whitford-Young and Angus Jackson  
*University of Wollongong*

### **Introducing ResPASS – a Peer Learning Lifestyle**

Marilena DeMayo, Benjamin Kotzur, Melissa Zaccagnini  
*University of Wollongong*

### **PASS at UTAS: Part of an Institution Wide Approach to Peer Learning**

Jacqueline Dircks and Ee-Jon Yeoh  
*University of Tasmania*

### **The PASS Programme @ Victoria, University of Wellington, New Zealand**

Dr Deborah Laurs  
*University of Wellington, New Zealand*

### **PASS at the University of Sydney**

Fayzan Bakhtiar  
*University of Sydney*

### **What Could Possibly Go Wrong? Concerns Raised by Commencing PASS Leaders as they Embark on their Training**

Adrian Devey and Alison Glasgow  
*Monash University*

### **Peer-assisted learning in First Year Nursing: A four-year longitudinal study**

### **Peer-assisted teaching in Final Year Nursing: A four-year longitudinal study**

Associate Professor Lisa McKenna, Jill French, Dr Meredith McIntyre, Dr Brett Williams  
*Monash University*

### **Clinical Teaching Preference Questionnaire (CTPQ): A Confirmatory Factor Analysis**

### **Peer Teaching Experience Questionnaire (PTEQ): A Principal Components Analysis**

Dr Brett Williams, Associate Professor Lisa McKenna, Jill French, Dr Meredith McIntyre  
*Monash University*



## Concurrent Workshops 4.00 – 4.50pm

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### **Special Interest Group: How Can the PASS Model be Adapted to the Online Environment?**

Australia 1

*Cate Rooney, Raphael Pereira, Roger Chao*

*University of Central Queensland, Curtin University, Monash University*



This Special Interest Group (SIG) will provide an opportunity for those people who have implemented a PASS online program, or who are thinking about it, to meet and share their experiences, thoughts and concerns. The SIG was convened as a result of feedback from the PASS community which confirms that many institutions are exploring possibilities for peer learning in an online environment. It aims to involve participants in conversations that examine how the PASS model can be adapted to the online space. These conversations will be continued through the creation of the National Centre for PASS's new Online Forum. The SIG will encourage participants to connect and share their perspectives on a number of focus questions

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### **Group Interviews for Leader Recruitment: Efficient and Effective**

Australia 2

Rosalie Goldsmith

*University of Western Sydney*



Selection and training of potential PASS facilitators can be extremely time-consuming, and at the end of the process it may not be evident if the facilitator can fulfil the responsibilities and duties required of them. At UWS, one of the largest PASS programs in Australia, we have implemented a potential solution – interactive group interviews and a two-day scaffolded training program. The group interviews and training endeavour to reflect the principles of PASS, and focus on constructivist learning, collaboration and interactive learning activities. The group interviews are a novel way of assessing a student's ability to be collaborative, devise interactive learning activities and think on their feet, while also being efficient in terms of the time and resources they require. The workshop will outline how we conduct the interviews and what the students are required to do.

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### **The PASS Environment: Managing Student Expectations During the Transition to Peer Learning**

Australia 3

Julia Orpin, Samuel Cure, Emily Lowe, Bridget Russell

*University of Tasmania*



Core to the PASS/SI program is the relaxed, student-led nature of sessions, with student leaders trained to develop sessions which will foster a positive, interactive learning environment. This environment often differs from students other learning experiences within the tertiary setting. This can result in students attending sessions with mismatched expectations of the PASS environment leading to dissatisfaction. In this workshop, supervisors and student leaders will have the opportunity to engage with activities and resources developed by UTAS to assist leaders in managing students' expectations prior to and during the first few weeks of sessions, while continuing to create an optimal learning environment.

## Wednesday 26<sup>th</sup> September

Time	Australia 1	Australia 2	Australia 3
9:00 – 9:50am	Presentation of the Australasian Peer Leader Awards		
9.50 – 10.20am	The PASS/SI Systematic Review Project Update		
10.20 – 10.50	<b>Networking Morning Tea</b>		
10.50 – 11.40am	Backward Planning to Achieve Final Learning Outcomes  <i>The Australian National University</i>	Research Incubator: Part B  Supported by the <i>Journal of Peer Learning</i>	A Practical Leader Guide: Presentation Skills  <i>University of Wollongong</i>
11.50am – 12.40pm	Enhancing Quality Assurance Through a Structured Senior Mentor Model  <i>University of Wollongong</i>	SIG: Should there be an Institutional Approach to Peer Based Programs?  <i>University of Wollongong Queensland University of Technology</i>	Managing a PASS Session: Strategies for Effective Student/Student and Student/Facilitator Engagement  <i>The University of Sydney</i>
12.50 – 1.50pm	<b>Lunch</b>		
2.00 – 2.50pm	Towards Online Innovation  <i>Curtin University</i>	Feedback for Change and Growth – PASS and the Participant Survey Process  <i>University of Wollongong</i>	What Do You Bring to the Table? Exploring Group Dynamics in PASS (rpt)  <i>Monash University</i>
3.00 – 3.50pm	Gallery Opening: Peer Assessment of Peer Learning  <i>University of Southern Denmark</i>	Meet-Up for Success: The Story of a Peer Led Program’s Journey (Refereed Paper)  <i>University of Southern Queensland</i>	The PASS Guide to Maximising the Facilitation Experience (rpt)  <i>The University of Sydney</i>
4.00 – 4.30pm	<b>Close of Forum</b> <b>Final Networking Opportunity and Afternoon Tea</b>		



## **Presentation of Awards 9.00 – 9.50am**

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*Australia 1, 2 & 3*

The Australasian Peer Leader Awards commenced in 2008, and since that time these awards have recognised the outstanding contributions of leaders in peer learning programs across the region. The calibre of nominations is now exceptionally high, with applicants being shortlisted at institutional and national level. The National Centre for PASS would like to extend thanks to colleagues from the University of South Australia, Griffith University, the University of Tasmania, Victoria University and Monash University for giving their time to shortlist the nominations prior to them being sent to the international judge in the USA - Ms Cathy Unite, Director University College Learning Centre, University of Texas Arlington & former National Trainer for PASS/SI in South Africa and USA.

### **Outstanding New Leader Award Winners**

Adam Bromage	<i>Victoria University</i>
Dzung Bui	<i>University of South Australia</i>
Adam Friend	<i>University of Wollongong</i>

### **Outstanding Senior Leader / Mentor Award Winners**

Lavina Chagani	<i>Curtin University</i>
Abineet Gupta	<i>University of Technology Sydney</i>
Samantha Sing Key	<i>The University of Sydney</i>
Srishti Shrestha	<i>University of Western Sydney</i>

### **Outstanding Team Award Winners**

John Rivers, Eleanor Kerdo, Julia Rayner, Shannon Webb, Tanja Racic	<i>The Australian National University</i>
Alexander Stamenkovic and Danielle Camer	<i>University of Wollongong</i>

## **Invited Presentation 9.50 – 10.20am**

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*Australia 1, 2 & 3*

### **The PASS/SI Systematic Review Project Update**

Dr Phillip Dawson, Dr Jane Skalicky, Dr Jacques van der Meer and Dr Kym Cowley  
*Monash University, University of Tasmania, University of Otago, University of Newcastle*

How do we know if PASS works? This project will provide an update on a systematic review of the literature about PASS/SI. The team have read all scholarly literature about the effectiveness of PASS from 2000-2010 and have some preliminary findings to share, as well as a few key references that you can use. If you're ever asked or if you have ever wondered 'where is the evidence for PASS?' then this presentation should give you some helpful information.

## Concurrent Workshops 10.50 – 11.40am

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### Backward Planning to Achieve Final Learning Outcomes

Australia 1

Lachlan McGuinness, Ruth Mills

*The Australian National University*



To create excellent and innovating peer learning sessions we need excellence in the way we plan our sessions. No engineer or architect designs a bridge or a building without first knowing its purpose. However when designing peer learning sessions, sometimes it is easy to jump in and start planning your session without first thinking about the purpose of the session and what goals you are trying to achieve. In their 1998 publication 'Understanding by Design' Wiggins & McTighe put forth an innovative concept based unit design format known as 'backwards planning'. In essence backward planning is first identifying goals and objectives then planning sessions and activities that are tailored to fulfilling these objectives. This workshop will explore how the concept of Backward Planning can support Leaders to achieve learning outcomes.

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### Research Incubator Part B

Australia 2

Dr Phillip Dawson, Dr Jane Skalicky, Dr Jacques van der Meer and Dr Kym Cowley

*Monash University, University of Tasmania, University of Otago, University of Newcastle*



How do you turn a peer learning research idea into a project, then into a publication/thesis? This workshop will focus on the next steps for your ideas from Part A, as well as other ideas that have come up over the PASS Forum. Researchers, supervisors and leaders interested in research are all welcome. You can expect to leave this workshop with: a project plan; contact details for future collaborators/supervisors; an understanding of the journal publication process; and a strategy for getting a research grant/scholarship. The workshop facilitators are active PASS researchers with experience reviewing/editing journals and have collectively received hundreds of thousands of dollars of research grant income.

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### A Practical Leader Guide: Presentation Skills

Australia 3

Peter McLeod, Katie Buchhorn and Matthew Daly

*University of Wollongong*



From conducting lecture presentations for marketing, to introducing yourself at your first session – being a great communicator is at the core of being a great PASS Leader. As with any skill, achieving presentation and communication prowess takes time and practice. This workshop is designed as a practical session that focuses on the basics of using projection, clarity, and body language to excite and facilitate a room. We will address questions such as: How do you get a room excited about learning and moving so that the momentum can carry the session? How do you guide the momentum without being overbearing? And when that momentum threatens to run away, bulldozing students and facilitators alike in a chaotic sea of 20+ screaming, laughing voices, how do you get your voice to rise above the others and save the session from rolling off a cliff?

## Concurrent Workshops 11.50am – 12.40pm

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### Enhancing Quality Assurance through a Structured Senior Mentor Model

Australia 1

Alex Cousley, Marilena De Mayo, Rachael Zuzek and Cameron Faricy

*University of Wollongong*



With the continuing growth of PASS @UOW, the team have continued to refine and develop their mentoring model. This workshop will discuss the recent developments and initiatives that have been implemented, whilst also examining the models that other institutions have in place. In particular, the introduction of the new iMentor program at UOW as a self reflection tool will be critically evaluated. This workshop will also examine the future of UOW's mentoring program, and discuss future improvements that will be put in place to ensure that the quality of PASS is maintained as the program continues to grow.

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### Special Interest Group: Should there be an Institutional Approach to Peer Based Programs?

Australia 2

Melissa Zaccagnini and Victoria Menzies

*University of Wollongong and Queensland University of Technology*



Programs that facilitate peer-to-peer social interaction and academic learning are an important part of the student experience in higher education and one that complements, but cannot replace academic or professional staff interaction. In focusing on the broader FYE agenda, HE institutions have significantly invested in a range of peer programs and strategies that aim to improve student engagement and retention. Across institutions, programs vary in response to the particular personal, social and academic needs of their students as they transition and adjust to university life. This Special Interest Group aims to encourage participants to connect and collaborate in considering the theme: Should there be an institutional approach to peer based programs?

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### Managing a PASS Session: Strategies for Effective Student/Student and Student/Facilitator Engagement

Australia 3

Robert Pietriche and Maree Andresakis

*The University of Sydney*



This workshop explores the importance of effectively managing a PASS session in creating a collaborative and engaging learning environment. It canvasses the common difficulties which facilitators may face in maintaining a balance between encouraging participants to take responsibility for group discussion and ensuring that discussion is focused and substantive. It also suggests various strategies to address several elements of a PASS session and to develop a facilitator's management skills, and replicates the process of professional development which takes place at the University of Sydney.

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## Concurrent Workshops 2.00 – 2.50pm

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### **Towards Online Innovation**

Australia 1

Raphael Pereira  
Curtin University



Given the Federal Government's recent efforts to widen university participation and the subsequent HEPPP funding, attempts have been made by universities to adapt PASS for online delivery in order to provide support for regional and remote students. However, an effective model has not been established for synchronous collaborative online peer learning. This workshop aims to generate innovative ideas for delivering online PASS programmes in a range of university contexts. The workshop is structured around a collaborative forum where participants share their experiences and research of online peer learning to co-construct an adaptable innovative online delivery model. The current Curtin University online pilot will be used as a starting point and various collaborative activities will be used to maximise participant input and reflection. A summary of the contributions and outcomes will be collated and sent to participants at a later date.

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### **Feedback for Change and Growth – PASS and the Participant Survey Process**

Australia 2

Sian O'Sullivan, Cameron Faricy, Angus Jackson, Danielle Camer and James Passfield  
University of Wollongong



Surveying, reviewing, assessing, analysing, evaluating and investigating are actions that underpin the ongoing improvement and quality assurance of any PASS program. While most programs will have mechanisms to survey students, leaders and mentors, one challenge around surveys is how to fully utilise the information provided. How do you distil the key messages obtained? How can people see feedback in action? This workshop will explore the surveying process at UOW and the resources involved. We will discuss surveys and workshop examples to highlight the strengths and weaknesses in the traditional survey process. Participants will be asked to give feedback on new methods of surveying and to contribute ideas from their institutions.

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### **What Do You Bring to the Table? Exploring Group Dynamics in PASS (rpt)**

Australia 3

Jamila Bird, Claudia Ashkar, Jessica Hughes, Ryan Jennings, Matthew Bell  
Monash University



Understanding how to gauge and respond to the mood, personality type and learning needs of your PASS students is a difficult task to master. Class dynamics can play an important role in shaping the learning environment and student participation, which influences student performance. This workshop will explore the impact of leader and student interaction on class dynamics through interactive activities and scenario-based discussion. Leaders will leave with a greater awareness of class dynamics and techniques which can be implemented to avoid issues that commonly arise.

## Concurrent Workshops 3.00 – 3.50pm

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### Gallery Opening: Peer Assessment of Peer Learning

Australia 1

Rie Troelsen

*University of Southern Denmark*



This workshop will explore a case of how peer learning can be utilised when wrapping up group work. In a teaching form called “Gallery Opening”, students are asked to respond to and perhaps evaluate the group work of their peers. Groups of students are told to create a poster of their work before displaying it on the wall. The groups rotate around the room, viewing the posters of other groups and responding to the work presented. Lastly, the groups return to their own poster, read the responses and respond themselves. This method ensures active learning and engagement in the student group. The participants in this workshop will be invited to act as students at a gallery opening by participating in a facilitator led activity.

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### Meet Up for Success: The Story of a Peer Led Program’s Journey - Refereed Paper

Australia 2

Lindy Kimmins

*University of Southern Queensland*



Technological advancements have forced space and time to evolve to present a virtual university that allows increasing numbers of students to study from a university rather than at university. The best people to guide and advise students through their university journey are experienced students. As Longfellow, May, Burke and Marks-Maran (2008, p. 95) put it, teachers may be content or subject experts, but current ‘students are experts at being students’. Studies by Falchikov (as cited in Longfellow et al, 2008) found that student leaders provide ‘expert scaffolding’, that steps students from one level of learning to the next within the discipline area. Peer-assisted programs contribute to the development of a caring learning community as their trained leaders scaffold learning and negotiation between lecturer and student; both desirable for student success and sustainable learning practices. They also provide a body of students with leadership qualities. This paper explores briefly the history and evolution of an on-campus peer led program to one that is embracing technology and online modes of peer learning. The program’s endurance hints at excellence and its dynamic nature is founded on innovation.

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### The PASS Guide to Maximising the Facilitation Experience (rpt)

Australia 3

Joshua Dillon and Alisha Malhotra

*The University of Sydney*



This workshop emphasizes making the most of the facilitator’s experience in PASS, including tips for facilitators and their supervisors to maximise facilitator energy, enthusiasm and engagement throughout the semester. For any potential subject, it is well recognised that the facilitator’s level of engagement is crucial to developing meaningful and productive PASS sessions. By employing a simple range of techniques, we believe that facilitators can get the most out of their experience and in the process help foster an optimal outcome for student learning.

# Thank you for attending the 8<sup>th</sup> National PASS Forum

Join a community of hundreds of staff who have received accredited staff training from around the region by participating in these initiatives:

- Annual Australasian PASS Forum and Peer Leader Awards
- Journal of Peer Learning
- PASS Program Supervisor and Advanced Supervisor Training
- Hosting of online PASS community forums

Stay connected to the people you have met at the forum by subscribing to the PASS mailing list [PASS\\_LIST@uow.edu.au](mailto:PASS_LIST@uow.edu.au)

For more information on the National Centre please see the website:

[www.uow.edu.au/student/services/pass/centre](http://www.uow.edu.au/student/services/pass/centre)

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