9th NATIONAL PASS FORUM

SYDNEY
1 - 2 OCTOBER 2013

Exploring Excellence and Innovation in Peer Learning

UNIVERSITY OF WOLLONGONG

PROGRAM

1st – 2nd October 2013

Swissôtel, Sydney

68 Market Street
Sydney NSW 2000, Australia

Welcome Message from the National Centre for PASS, University of Wollongong

We would like to extend a very warm welcome to all participants of the 9th 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, in particular to Miss Melissa Stephen for her outstanding work in organising this year's Forum.

Best Wishes,

Sally Rogan

Director – National Centre for PASS

Melissa Zaccagnini

Assoc. Director – National Centre for PASS

Venue and Event Information

Workshop Symbols

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

(A) Workshop recommended for any delegates

(L) Workshop recommended for Leaders

(S) Workshop recommended for Staff

Think Tanks

The National PASS Forum Committee is pleased to introduce Think Tanks to this year's Program. A Think Tank is an opportunity for presenters to raise a question or present challenge that may be relevant to a broad range of programs. The collective group will then work together to come up with potential outcomes or solutions.

Forum Networking Event – Tuesday 1st October

The Forum Networking Event will be held at the Swissotel, Sydney in the pre-function area directly after the conclusion of day one. Canapés will be served from 5:00pm and drinks will be available for purchase from a cash bar (please note that credit card facilities are unavailable). Bookings to attend this event were required at the time of online registration. If you have paid for this event you will find a sticker on your nametag. Dress is smart casual.

Tuesday 1st October			
Time	Blaxland B	Blaxland A	Maple Room
8.15–9.30am	Registrations		
9.15–9.30am	Welcome and Opening Ms Sally Rogan, Director – National Centre for PASS		
9.30–10.30am	Invited Presentation – From Distant Shores to New Horizons: Reflections of SI/PASS Across Continents Ms Catherine Unite *Director of the University College Learning Centre, University of Texas at Arlington*		
10.30–11.10am	Networking Morning Tea		
11.20am–12.10pm	How Do You Keep a Session on Track– Practical Leader Skills to Prepare for the Unexpected *University of Wollongong*	Eliciting Answers and Creating Confidence in Qualitative Subjects – A Case Study from Sydney University's Law PASS Experience *University of Sydney*	Smooth Operators: PASS Administrative Best Practices Across Universities *University of South Australia, University of Tasmania and Deakin University*
12.10-1.10pm	Lunch – JPB Restaurant		
1.20–2.10pm	Borderline Reteaching – Where is the Line? How Avoiding Reteaching Situations Promotes Greater Peer-Learning and Collaboration *University of Sydney*	**Think Tank:** Why Do We Expect Feedback When We Wouldn't Give it Ourselves? *Australian National University*	Supporting Graduate Outcomes through PASS *University of Otago*
2.20–3.10pm	Leader Networking and Activity Expo *Facilitated by the University of Wollongong and University of Sydney*	Research Special Interest Group *Griffith University*	Using a Blended Learning Approach to Develop PASS Student Mentor Capabilities *Victoria University*
3.10–3.50pm	Poster Presentations/Afternoon tea		
4.00-4.50pm	Making an Impression: How an Innovative Opening and Closing Can Help Your Session *University of Sydney*	Marketing to Maximise Attendance – A Program Wide Approach *University of Wollongong*	**Think Tank:** Creating Connections: Establishing Collaborative Peer Learning for all Students and Disciplines *University of Tasmania*
5.00-6.30pm	Networking Event, Swissotel, Sydney (optional extra, $20pp)		

Invited Presentation: 9.30 – 10.30am

From Distant Shores to New Horizons: Reflections of SI/PASS Across Continents

Catherine Unite

Director of the University College Learning Centre, University of Texas at Arlington

Since the development of Supplemental Instruction (SI) at the University of Missouri-Kansas City (UMKC) in 1973, the model has emerged from its early beginnings in the American Mid-West to become an internationally recognized academic peer support program that continues to influence global scholarship and education.

The presenter will reflect on her international experiences commencing with her first introduction to SI from the distant shore of a post-apartheid South Africa, leading to her voyage to the American continent, the home of SI and the International Office, and continuing to her current community at the University of Texas at Arlington, University College Learning Center.

International experiences of SI/PASS will be explored and innovative approaches to peer support in the 21st Century learning will be considered.

Catherine Unite is the Director of the University College Learning Centre at the University of Texas at Arlington, which specializes in peer education. She oversees three departments, and manages all peer education programs. The Supplemental Instruction (SI/PASS) program is one of the well-developed initiatives within this centre.

Prior to her current position, Catherine was the overall Coordinator for Supplemental Instruction (SI) and Video-Based Supplemental Instruction (VSI) at the International Office for SI, at the University of Missouri-Kansas City (UMKC). As an Internationally Certified Trainer for both of these programmes, she regularly conducted Supervisor and Leader Trainings on a local, national and international level.

Catherine has acted as the external judge for the Australasian PASS Leader awards since their inception in 2008.

Concurrent Workshops, Session 1: 11.20am – 12.10pm

How Do You Keep a Session on Track:
Practical Leader Skills to Prepare for the Unexpected

Blaxland B

Matthew Daly, Andrew Montgomery and Samuel Thomson
The University of Wollongong

One of the essential aspects of PASS is the dynamic and positive flow of the sessions. An effective session is often characterised by how effectively a Leader can adapt to or deal with a challenge which arises. Group dynamics, an upset student or planned activities being met with indifference can all mean Leaders need to be able to deal with the unexpected. It is critical that challenges can be dealt with positively and promptly to engage all students and maintain participation and positive interactions.

This Workshop aims to enhance Leader skills in dealing with the unexpected. Participants will engage in discussion and analysis of real life scenarios PASS Leaders have encountered and potential responses which can be implemented to keep sessions on track.

Eliciting Answers and Creating Confidence in Qualitative Subjects:
A Case Study from Sydney University's Law PASS Experience

Blaxland A

Lan Wei and Robert Pietriche
University of Sydney

This workshop seeks to showcase best practices and initiatives from the University of Sydney in training and developing the skills required to facilitate conceptually-difficult qualitative subjects. The workshop draws upon materials used to train facilitators in our Law PASS team, and experiences from our other qualitative disciplines. It will include an interactive, scenario-based element and discussions of best practices as found by the University of Sydney team.

Whilst the workshop is based on the experience of our Law team, it is targeted at facilitators of all qualitative subjects, who we believe face similar challenges.

Smooth Operators:
PASS Administrative Best Practices Across Universities

Maple Room

Tristana Sidoryn, Shoaib Gill, Jane Skalicky, Anna Bishop
University of South Australia, University of Tasmania, Deakin University

This workshop will highlight effective and efficient administrative processes in running a PASS program, with best practice examples provided from three universities. There are a variety of ways that a PASS program can be administered, and for a program to expand, often this can put increasing pressure on PASS Supervisors in managing the PASS operational functions. A lean thinking model provides a framework in cutting out the excess administrative processes and trying to find more efficient and innovative ways in running a PASS program. The examples highlighted in this workshop are; the incorporation of group and individual interviews (University of Tasmania), recording attendance in sessions (University of South Australia) and timetabling (Deakin University).

This workshop will also provide an opportunity for participants to work in groups to share and ask questions about PASS administrative practices at other universities.

Concurrent Workshops, Session 2: 1.20 – 2.10pm

Borderline Reteaching: Where is the Line? How Avoiding Reteaching Situations Promotes Greater Peer Learning and Collaboration

Blaxland B

Katherine Russett and Jeremy Dean
University of Sydney

This workshop explores the detrimental impacts that 'reteaching' may have in developing independent thinking and group collaboration amongst students in a PASS session. It examines frequent instances of 'borderline reteaching' that facilitators may face and be completely unaware of. This session will also seek to highlight various strategies that may be implemented in order to avoid the practice of reteaching and minimise student dependence on a facilitator. Through doing so, PASS sessions may foster true understanding and collective learning among students.

Think Tank:
Why Do We Expect Feedback When We Wouldn't Give it Ourselves?

Blaxland A

Stephanie Jones and Ruth Mills
Australian National University

The effective use of student feedback is widely recognized as an important part of good teaching. In the ANU PAL program, leaders have developed numerous strategies to obtain more effective feedback from students, many of which have not been as successful as we had hoped. However, only recently have we begun to consider our experiences as the providers of feedback, particularly the fact that often we don't give feedback when asked.

This has led us to ask ourselves: why do we expect feedback when we wouldn't give it ourselves? By comparing our experiences as both givers and receivers of feedback, we have identified ways to ask for feedback more effectively. This workshop will focus on further discussion of this question, sharing some of the lessons we have learnt at ANU and encouraging staff and leaders to work together to consider methods of collecting feedback from both perspectives.

Supporting Graduate Outcomes through PASS

Maple Room

Carole Scott and Dr Angela McLean
University of Otago, New Zealand

Recent studies show that the role of PASS facilitator provides distinct opportunities for students to develop graduate attributes (GAs) and skills necessary for employability and citizenship. An increased emphasis on the GA agenda in higher education in recent years has resulted partly from pressure from external stakeholders to produce "work ready" graduates. However, the GA literature reports that efforts to embed GAs within the curriculum often produce inconsistent outcomes.

This workshop reports on the preliminary findings of a study examining how the role of PASS Mentor contributes to the development of GAs and employability skills. It also addresses the potential for co-curricular activities such as PASS to support graduate profile outcomes in the higher education sector.

Concurrent Workshops, Session 3: 2.20 – 3.10pm

Leader Networking and Activity Expo

Co-facilitated by the University of Wollongong and University of Sydney

Blaxland B

This is an opportunity for Leaders to connect and share ideas with their peers from other institutions. Leaders will be 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.

Research Special Interest Group

Facilitated by William Vuk Despotovic
Griffith University

Blaxland A

This Research SIG aims to form and develop relationships and networks of individuals interested in participating in and conducting PASS related research. Building upon areas of participants' research interests, this workshop will explore areas of theoretical significance which may provide gaps for potential future research and have practical application. Forum participants interested in developing on-going research connections are invited to attend and participate.

Using a Blended Learning Approach to Develop PASS Student Mentor Capabilities

Jackie Hammill, Juliana Hamit and Danielle Borlovan
Victoria University

Maple Room

The success of PASS programs rests largely upon the strengths of the PASS Student Mentors. It makes sense therefore to put into place teaching and learning processes which help PASS Student Mentors continually improve their student mentoring practice. This workshop will explore how VU uses an online platform as a place for PASS Student Mentors to post reflections about their PASS sessions. In the workshop we will explore how these reflections are used to (a) help identify issues being encountered by student mentors and (b) help design the weekly Student Mentor development workshops to aid student mentor development. The challenges and opportunities of using online reflections as a means to aid PASS Student Mentor development will be discussed as will strategies for overcoming the challenges. The workshop is suitable for both users and non-users of online platforms in PASS programmes. Those currently utilizing an online platform will gain new ideas and/or strategies while other participants will be provided with the opportunity to examine and evaluate online posts and investigate their usefulness.

Poster Presentation and Afternoon Tea: 3.10 – 3.50pm

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

"I Wish Someone Had Told Me . . ."
Tips and Advice for Commencing PASS Leaders from Experienced Leaders
Adrian Devey and Alison Glasgow
Monash University

The University of Sydney PASS Strategy
Naomi Pan
University of Sydney

Preparing for PASS Online
Claire Saggers, Julia Orpin, Jane Skalicky, Kelsea Clingeleffer and Meg Dennis
University of Tasmania

Anatomy of Success: PASS in the School of Medicine
Clare Power, Corinne Fulford, Li Ching Ooi and Hanan Abu-Saif
University of Western Sydney

The Use of Group Interviewing for PASS Mentor Selection
Trudi Aitken and Ashley Hodgkin
Victoria University

Challenges of Supporting a Subject within a Clinical Practicum Degree
Hannah Rodwell and Sian O'Sullivan
University of Wollongong

How does PASS Support Students in Study Week
Jamie Pickett, Emma Kotzur, Carina Tobia and Thomas Dodson
University of Wollongong

Concurrent Workshops, Session 4: 4.00 - 4.50pm

Making an Impression:
How an Innovative Opening and Closing Can Help Your Session

Blaxland B

James Kirkpatrick and Mario Moreno
University of Sydney

This workshop seeks to underscore the often overlooked importance of a strong, innovative and structured opening & closing to a PASS or other peer learning program session. The workshop includes two interactive discussion sessions which seek to link a strong opening and closing to the remedy of real-world difficulties that PASS and other peer learning program facilitators in the audience encounter during their sessions. A video activity is also included whereby the audience works in groups to identify and remedy the flaws depicted in the recorded opening and closing scenarios. This gives the audience the opportunity to apply the concepts they have just discussed and ensures the audience is made aware of the real-world applicability of the workshop content to their sessions.

Marketing to Maximise Attendance: A Program Wide Approach

Blaxland A

Melissa Stephen and Chloe-Jane Williams
University of Wollongong

PASS@UOW continually seeks to review and enhance the way it markets PASS. A key goal of PASS@UOW in Autumn Semester 2013 was to increase the overall attendance of students at PASS, with a particular focus on improving regular attendance. To achieve this goal, PASS@UOW revised and consolidated its marketing activities and processes at a program-wide level, with pleasing results achieved to date.

This workshop aims to share the marketing strategies and processes implemented program-wide by the PASS@UOW Team. Attending staff will receive practical tips on developing and implementing a strong marketing plan, monitoring attendance and successful examples of marketing activities.

Think Tank: Creating Connections: Establishing Collaborative Peer
Learning for all Students and Disciplines

Maple Room

Ryan Thompson, Vern Kityap, Grace Constable and Rochelle Hodge
University of Tasmania

PASS has been implemented across Australia in a broad range of disciplines, providing essential support to thousands of first-year students each year. Collaborative peer learning has been shown to be an effective way in which to increase student retention and academic results. At UTAS, we have observed PASS to have more success in some disciplines over others. This has led the program to explore the reasons behind this and how we can optimise peer learning for all students. In this think-tank, supervisors and student leaders will have the opportunity to engage in discussions and activities to explore how PASS can be applied across a diverse range of disciplines and to identify the key factors for success. UTAS will share insights into how creating connections can enhance student engagement across all disciplines.

Time	Blaxland B	Blaxland A	Maple Room
___	**Wednesday 2nd October**		
9:15–9:35am	National Centre for PASS and Journal of Peer Learning Update		
9.35-10.20am	Presentation of the 2013 Australasian Peer Leader Awards		
10.20-10.50am	Networking Morning Tea		
11.00–11.50am	Facilitating International Student Success with PASS *Curtin University*	Behavioural Economics: Looking at the Effects of Social, Cognitive and Emotional Factors on Student Behaviour within PASS *University of Wollongong*	PASSwrite: An Innovative and Sustainable Approach to Student Academic Literacies Development *University of Western Sydney*
12.00–12.50pm	Planning the Route and Navigating the Sign Posts to Compiling an Award Winning National PASS Leader Application *University of Texas at Arlington*	Managing a PASS Session: Strategies for Effective Student/Student And Student/Facilitator Engagement *University of Sydney*	Peer Assisted Intensive Study Days: Exam Prep, a Staff/Student Collaboration *University of Newcastle*
12.50-1.50pm	Lunch – JPB Restaurant		
2.00–2.50pm	The ABC of MCQs in PASS: Maximising Student Learning from Multiple Choice Questions in PASS *Monash University*	Hit the Ground Sprinting: Successful Transition Strategies for New PASS Leaders *University of Wollongong*	Interactive Data Explorations: Engaging with Students in PASS *University of New South Wales*
3.00–3.50pm	Strategies for Success When Attendance is Low *Curtin University*	Peer Assisted Teaching Scheme (PATS): Peer Learning for Academic Teaching Staff *Monash University*	**Think Tank**: Developing Peer Assisted Learning Programs Through Everyday Leadership *Australian National University*
3.50-4.10pm	Networking Afternoon Tea		
4.10–5.00pm	Fostering Soft Skill Development through PASS *University of Sydney*	On the Road: PASS USA, UK and Canadian Style *University of Western Sydney*	**Refereed Paper**: Small Wins: A Strategy for Developing Evidence for a Student Learning Assistance Program (LAP) Unit through Formative Evaluation *University of Southern Queensland*
5.00pm	End of Forum		

Presentation of the 2013 Australasian Peer Leader Awards

Commencing in 2008, the Australasian Peer Leader Awards recognise 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 levels. The National Centre for PASS would like to extend thanks to colleagues from the University of South Australia, Griffith University, University of Tasmania, Victoria University, University of Western Sydney and Monash University for giving their time to shortlist the nominations prior to them being sent to the international judge in the USA - Ms Catherine 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

Terri de Costa   *Curtin University*

Akassh Prasad   *Fiji National University*

Kelsea Clingeleffer   *University of Tasmania*

Kylie Ellwood   *University of Western Sydney*

Outstanding Senior Leader Award Winners

Michael Lousick   *Griffith University*

Hayley Horwood   *University of Otago*

Hannah Rodwell   *University of Wollongong*

Outstanding Team Award Winner

Alexander Meekin, Shirley-Anne Hu, James   *University of Sydney*
Kirkpatrick, Naomi Pan, Claudia Yeap and
Mario Moreno

The National Centre for PASS would also like to warmly congratulate all those Leaders who were nominated by their institution and shortlisted for the Australasian Peer Leader Awards.

Concurrent Workshops, Session 5: 11.00 – 11.50am

Facilitating International Student Success with PASS

Lavina Chagani, Raphael Pereira and Anna Neindorf
Curtin University

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Blaxland B

One of the challenges facing peer learning facilitators is to meaningfully engage international students in collaborative learning. Challenges can arise due to culture, different learning styles, and language barriers. Facilitators have observed that international students are sometimes hesitant to give direct opinions, defend an argument, or critique someone else's work – requisite academic skills in Australian universities.

This workshop aims to highlight the issues faced by international students, and to generate innovative ideas for delivering a PASS session inclusive of international student needs. The workshop is structured around a collaborative forum where participants will share their experiences and co-construct adaptable and innovative delivery ideas.

Behavioural Economics: Looking at the Effects of Social, Cognitive and Emotional Factors on Student Behaviour within PASS

Lena Höck and Jack Patrick
University of Wollongong

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Blaxland A

Learn how to use insights from behavioural economics to attract, engage and retain as many students as possible in PASS or other student programs. Behavioural economics involves the study of decision making and related factors such as emotions and social norms. The presenters, Economics PASS Leaders, will share practices, tips and key words that can make a significant difference to PASS participant engagement and the perception value of PASS attendance. So if you would like to know how the Power of FREE, Loss Aversion, Self- Herding and more can impact PASS, you'll value this innovative workshop which deals with findings from a less well known field of economics – the behavioural kind!

PASSwrite: An Innovative and Sustainable Approach to Student Academic Literacies Development

Frances Williamson, Adrien Kamal and Maria Hatzistergos
University of Western Sydney

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Maple Room

It is widely acknowledged that many students entering university have lower levels of preparedness and increasingly, are experiencing difficulties meeting the demands of academic study (TEQSA, 2013). While this observation is not new (Reid, Kirkpatrick & Mulligan,1998), current practices of academic literacies development typical in many higher education institutions are not only unlikely to adequately address students' learning needs, but are also unsustainable (Williamson & Goldsmith, in press). We report on the implementation of a sustainable and innovative response to the above conditions. PASSwrite brings together the well-established and effective peer-learning model (PASS) with the best practice model of discipline-based academic literacy to create peer-facilitated group learning environments in which students engage in critical reading, writing and dialogue around the concepts, language and conventions of their own academic discipline.

Concurrent Workshops, Session 6: 12.00 – 12.50pm

Planning the Route and Navigating the Sign Posts to Compiling an Award Winning National PASS Leader Application

Blaxland B

Catherine Unite
University of Texas at Arlington

The Australasian Peer Leader Awards recognise the outstanding work conducted by PASS/SI Leaders from the Australasian region in facilitating peer learning and their contributions to the field of student development.

Each year the quality of award submissions increases with the exceptional candidates that are nominated. This is testimony to the high quality of programs in the Australasian region, and the outstanding work of the Australasian Centre for PASS.

This workshop will be facilitated by the international adjudicator, who will share some tips on how to plan for a successful submission amidst increasing competition, and what sign posts to follow to compile an award winning application for all categories of peer support awards.

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

Blaxland A

Shirley Hu and Mario Moreno
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.

Peer Assisted Intensive Study Days: Exam Prep, a Staff/Student Collaboration

Maple Room

Claire Hagan, Valentene Asvestas, Kelly Rogers, Patricia Johnson, Kym Cowley and John Nolan
University of Newcastle

Peer Assisted Intensive Study Days (referred to as PASS Exam Prep) is a program conducted in the Faculty of Business and Law at the University of Newcastle. It comprises a six hour study day in the week prior to exams; importantly these sessions are open to all students enrolled in the course. Data collected over eight courses in semester one 2012 found significant differences in overall grades between three groups of students: (1) students who attended neither PASS nor PASS Exam Prep, (2) students who attended PASS Exam Prep only and (3) students who attended both PASS and PASS Exam Prep.

Concurrent Workshops, Session 7: 2.00 – 2.50pm

The ABC of MCQs in PASS: Maximising Student Learning from Multiple Choice Questions in PASS

Blaxland B

Brett Anderson, Rachel Vorlander and Dylan Fox
Monash University

Multiple-Choice Questions (MCQs) are an important form of assessment in many first year units, particularly in the sciences. PASS students want to develop strategies for taking MCQ tests, and to practise MCQs. PASS, however, offers the ideal setting to extract more learning value to the students from MCQs. This workshop will demonstrate two education technologies: (i) PeerWise, a free online platform developed by the University of Auckland for students to create, share, refine and answer MCQs, and (ii) an audience response system (clickers) to encourage collaboration and deeper thinking in answering MCQs. Both technologies can easily be applied to PASS to enhance the learning value of MCQs.

Hit the Ground Sprinting: Successful Transition Strategies for New PASS Leaders

Blaxland A

Sian O'Sullivan, Melissa Stephen and Thomas Dodson
University of Wollongong

A significant challenge for any tertiary peer based program is the ongoing turnover of student leaders due to graduation or new disciplines being added for the program to support. Consequently, a large portion of Peer Leaders each year are new and face the challenge of becoming effective facilitators within the first crucial weeks of semester.

A key strategy implemented by PASS@UOW, in addition to the New Leader Training, is to increase the professional development of New Leaders entering the program in order to best prepare them for the start of semester and allow for a smooth transition into their role. This workshop explores the implementation of initiatives that serve to provide New Leaders with the tools, support, confidence and knowledge to prepare them to become better facilitators within the first crucial weeks of semester.

Interactive Data Explorations: Engaging with Students in PASS

Maple Room

Judith Watson, Merrilyn Groom and Sophia Ye
University of New South Wales

This workshop demonstrates the use of innovative data explorations in PASS Business Statistics classes and their effectiveness in engaging students in the classes and courses. In a subject that deals with abstract concepts, developing a student's understanding can be difficult. Easy and engaging explorations which collect real data from the class and then apply statistical techniques help this development. PASS Leaders have put together a collection of innovative experiments and games, including age-sampling, lolly-based hypothesis testing and regressions on university travel time, which they find increase participation in all areas of the class, encourage classroom interactions and stimulate questions and discussions. The workshop encourages PASS co-ordinators and leaders to investigate whether similar data explorations are appropriate for their subject areas.

Concurrent Workshops, Session 8: 3.00 – 3.50pm

Strategies for Success When Attendance is Low

Ashleigh Wolfe and Anna Neindorf
Curtin University

(A) *Blaxland B*

As most Australian educational institutions use passive learning approaches, many students experience difficulty achieving study success. PASS was introduced large-scale in Curtin University in 2012, offering peer facilitation for select units. Mathematics 135 is an example of one unit with very low attendance in its first semester; PASS leader efforts have significantly increased student participation over time. This workshop aims to generate innovative strategies leaders can utilise to improve PASS session attendance. The workshop addresses cost-effective marketing techniques leaders can implement to improve student retention and encourage new participants. Collaborative activities will be incorporated in this forum-based workshop to maximise audience participation. Initial strategies implemented by a Mathematics 135 PASS Senior Leader will be provided, with participant feedback and ideas encouraged.

Peer Assisted Teaching Scheme (PATS): Peer Learning for Academic Teaching Staff

A/Prof Angela Carbone
Monash University

(A) *Blaxland A*

This workshop will report on Monash University's Peer Assisted Teaching Scheme (PATS), an integrated quality enhancement process, executed as part of unit preparation and delivery, which harnesses the power of peer learning to assist academics in reinvigorating their units through collegial input, assistance and guidance. PATS aims to inform and equip academics with skills and strategies to reinvigorate their units by establishing peer partnerships and providing a structured framework for teaching staff to share ideas, discuss improvements and develop future educational innovations. The overarching aim of PATS is to contribute to the development of a culture within the Australian Higher Education sector of valuing and enhancing the quality of the student learning experience. This interactive workshop will offer an overview of the PATS process, its history and development, as well as some of the impacts and outcomes of the scheme to date. It will also offer attendees an important professional development opportunity, including the chance to involve themselves and their institutions in future iterations of this peer-assisted educational initiative.

Think Tank: Developing Peer Assisted Learning Programs through Everyday Leadership

Danial Escobar and Ruth Mills
Australian National University

(A) *Maple Room*

PASS leaders/PAL mentors play a crucial role in the success of peer learning programs. Achieving program wide excellence requires everyone to show initiative in addressing challenges as they arise and the leadership of leaders/mentors can be crucial to the development of new initiatives. With these benefits in mind, in 2013 the ANU Science and Computer Science PAL program began focussing on developing the leadership capacity of all mentors in the program, reflected by the adoption of everyday leadership as one of the three program values. This decision raised an important question: What can programs actually do to encourage leaders/mentors to show leadership, since, in this context, leadership involves going beyond what is expected? This workshop will facilitate discussion around this question and share some of the lessons learnt from ANU. Emphasis will be given to the benefits of focussing on everyday leadership, namely the acts of leadership that can be performed on a daily basis (e.g. keeping a discussion on track, offering encouragement to another leader/mentor), rather than associating leadership with particular jobs or as a trait possessed by a select few.

Concurrent Workshops, Session 9: 4.10 – 5.00pm

Fostering Soft Skill Development through PASS

James Hunt and Chris Ng
University of Sydney

Blaxland B

Enhancing soft skills in PASS can bring new dynamics into the peer learning model. The development of soft skills such as communication, critical thinking, social graces and attitudes are fundamental for student success at university and are crucial in career development. The PASS peer learning model can effectively foster the development of soft skills and assist students to gain life-long skills beyond academic knowledge. Our goal has been to successfully facilitate soft skills development whilst enhancing students' application of these skills. The objectives of this workshop are to share styles and techniques adopted by the PASS Leaders at the University of Sydney to enhance students' soft skills and explore how they may be applied in a variety of disciplines.

On the Road: PASS USA, UK and Canadian Style

Clare Power
University of Western Sydney

Blaxland A

In 2012 I was fortunate to visit 20 different universities and colleges offering PASS in the UK, Canada and the USA. As well as meeting a range of wonderful people who are passionate about student learning, I observed many different variations of Peer Learning that were each adapted to their particular contexts. Although most of these functioned under the Supplemental Instruction Model, there were also a number of hybrid programs. The purpose of this workshop is to provide information about the range of interpretations and models I encountered and the successes and challenges that people shared during our discussions, and then, using the world cafe process, to generate discussion about different aspects of peer learning and the PASS/SI model.

Refereed Paper: Small Wins: A Strategy for Developing Evidence for a Student Learning Assistance Program (LAP) Unit through Formative Evaluation

Maple Room

Fernando F. Padró & Lindy Kimmins
University of Southern Queensland

This paper discusses the strategy a Learning Assistance Program (LAP) based on peer learning is following to create an evidence-based decision-making environment and quality assurance process. Often, the emphasis is in creating a useful database and integrating it into other existing databases in order to focus on summative decisions about a program's or unit's success, merit or worth; however, what happens if the database is being systematized for the first time from what are existing disparate and informal sources of data? More to the point, what happens to the ability to navigate the program through continuous improvement? Presented is a formative evaluation strategy based on Weick's (1984) notion of 'small wins' that allows a data-driven continuous improvement monitoring process to help determine program efforts and that, in the longer term once the database is completed, can lead to an additional source of summative evaluation data.

Day One – Top Tips

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Great Ideas

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Items to Follow Up

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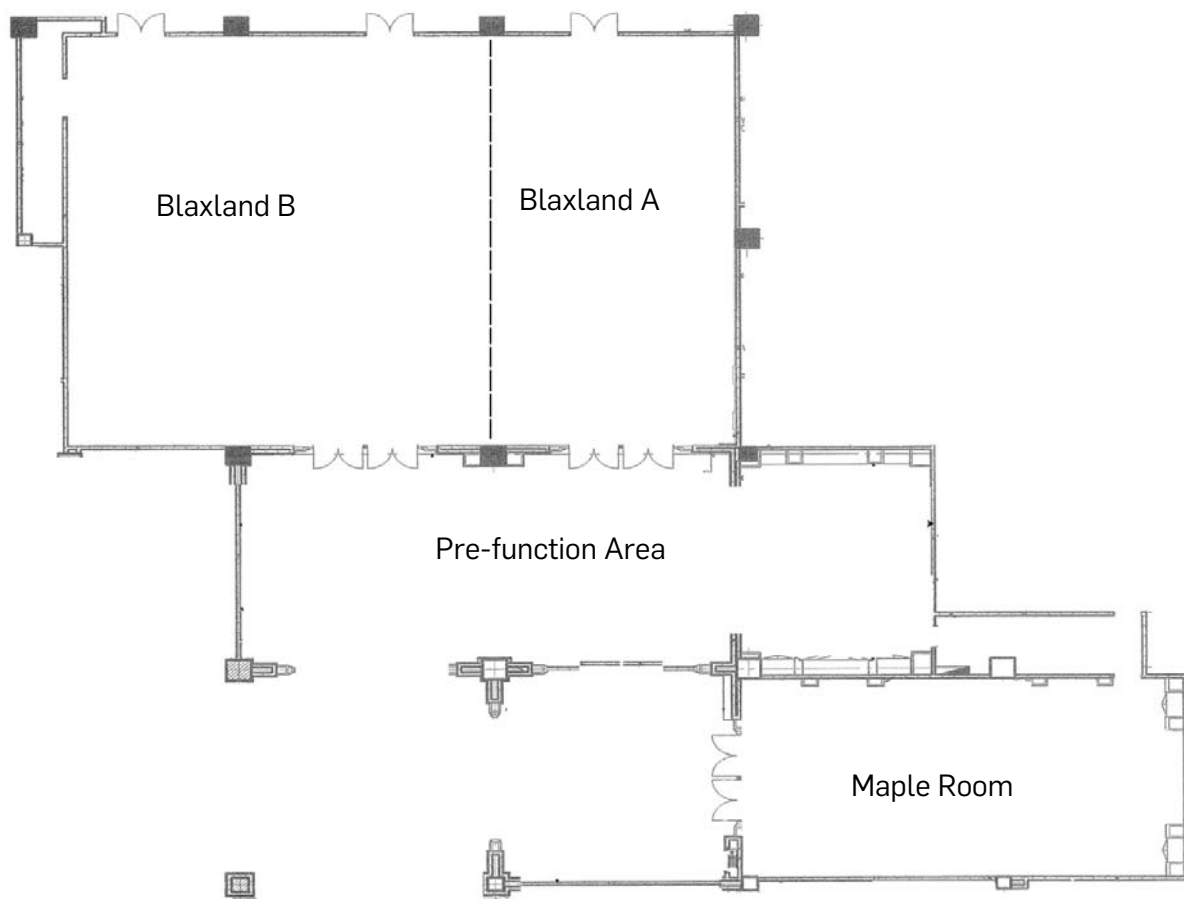_____

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Day Two – Top Tips

Great Ideas

Items to Follow Up

Venue Map

Venue Information:

Lunch on both days will be held at JPB Restaurant, located on Level 8 of the Swissotel, Sydney. The lunch will feature a full buffet selection of hot and cold dishes, fresh salads and a selection of desserts. Lunch will also include complimentary orange juice, mineral water, brewed coffee and a selection of Sir Thomas Lipton tea.

Arrival morning tea and coffee, morning tea and afternoon tea will be served in the Pre-function area of the hotel.

Restrooms and hotel concierge are located on Level 8.

For any assistance during the Forum, please see one of the PASS@UOW Team.

Thank you for attending the 9th 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

Stay connected to the people you have met at the forum by subscribing to the PASS mailing list PASS_LIST@uow.edu.au

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(Please note: Melissa is currently on Maternity Leave until June, 2014)

For more information on the National Centre for PASS please see the website:
www.uow.edu.au/student/services/pass/centre