

Welcome to the
2018 Australasian

PASS &
Peer Learning
Symposium

Building Inclusive
Communities

Welcome

On behalf of the Organising Committee, it is with great pleasure that we welcome you to the 2018 PASS and Peer Learning Symposium in Sydney. This year, we are delighted to welcome staff and students from across Australia, New Zealand, Hong Kong and Singapore.

Under the theme ‘Building Inclusive Communities’ we invite you to share your approaches and strategies to support belonging and interactions between students and student leaders.

We hope that the program will provoke discussions about how we can continue to meet the needs of our increasingly diverse student population through peer learning programs and allow you to take away new ideas and approaches to further develop your own programs.

This year the symposium is co-hosted by the National Centre for PASS (University of Wollongong) and the University of Technology Sydney. A huge thank you goes to the UOW and UTS PASS teams for their work in making this day a success.

We would also like to extend our thanks to all the presenters who will be sharing their insights with us today.

A particular thanks goes out to Associate Professor Phillip (Phill) Dawson, who joins us this year as a keynote speaker and who has been a long term supporter of PASS and Peer Learning.

We are looking forward to meeting and talking with you all today.

Andrea Kornhoff

On behalf of the UOW Peer Learning Team

Georgina Barratt-See

On behalf of the UTS PASS Team

Event Information

The symposium will feature workshops, speed talks, and poster presentations that showcase a range of best practice PASS and Peer Learning initiatives, innovations and high quality research.

Social Media

Join us throughout the symposium on social media using #PPLC2018

Leaders are also welcome to join the Australasian PASS and Peer Learning Leader Community Group on Facebook.

Presentation Symbols

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



Internet Access

Wireless internet is available throughout the venue.

Program—Part One

Monday 26th November 2018

8:00	Registration		
9:00 - 9:10	Welcome		
9:15 - 10:00	Keynote Presentation – Peer Learning for Feedback Literacy Associate Professor Phillip (Phill) Dawson Associate Director of the Centre for Research in Assessment and Digital Learning <i>Deakin University</i>		
10:00 - 10:30	Morning Tea		
10:35 - 11:25	Harris Room	Jones Room	Broadway Room
	Workshop Using PebblePad to enhance leader development and employability <i>Griffith University</i>	Workshop Context is king: The importance of student centred design in PASS <i>University of Technology Sydney</i>	Workshop Strength in Diversity –peer program recruitment initiatives at the University of Canberra <i>University of Canberra</i>
11:30 - 12:20	Harris Room	Jones Room	Broadway Room
	Workshop The Bridge Between Face to Face and Online: Integrating technology for student support and staff communication <i>University of Wollongong</i>	Workshop Activities for Every Body: Anatomy PASS ideas with universal appeal <i>Curtin University</i>	Workshop The Global PAL Session: How to Successfully Engage and Communicate with International Students <i>Macquarie University</i>
12:20 - 1:20	Lunch		
1:25 - 1:45	Harris Room	Jones Room	Broadway Room
	Workshop Grand designs: Building inclusive online communities by design <i>University of Wollongong</i>	Speed Talk “I feel like I have more grit”: students taking on responsibilities to support diverse peers’ learning in Health Sciences <i>Torrens University, THINK Education</i>	Speed Talk Social Media: Engaging the Modern Learner <i>University of Sydney</i>
1:50 - 2:15		Jones Room	Broadway Room
		Speed Talk A Multi-system Approach to Mitigating Gender Inequality in PASS <i>Curtin University</i>	Speed Talk: Riding the Wave: Creating Safe Harbours Through a Community Mentoring Model <i>University of Wollongong</i>

Program—Part Two

Monday 26th November 2018

2:20 – 2:40	Harris Room	Jones Room	Broadway Room
	<p>Speed Talk Transitioning into Second Year: A reflection on the introduction of PASS for a second year subject</p> <p><i>Griffith University</i></p>	<p>Speed Talk Student Centred Learning Strategies in PASS</p> <p><i>University of Technology Sydney</i></p>	<p>Speed Talk Creating an inclusive learning space through peer tutoring: Experiential implementation framework and monitoring strategies</p> <p><i>The Chinese University of Hong Kong</i></p>
2:40 – 3:10	Afternoon Tea		
3:15 – 3:45	Harris Room	Jones Room	Broadway Room
	<p>Speed talk Brief Report from the 10th International Conference on PASS/SI in Seattle, USA</p> <p><i>University of Wollongong, Curtin University</i></p>	<p>Speed Talk Incorporating Academic Expectations into a U:PASS session</p> <p><i>University of Technology Sydney</i></p>	<p>Speed Talk Embedding Peer Leaders in Engineering Workshops: Benefits and Challenges of embedding a PASS approach in a subject</p> <p><i>Griffith University</i></p>
3:45 – 4:05	Poster Presentation		
4:10 – 4:30	Peer Leader Awards Presentation		
4:30 – 4:45	Conclusion		
5:00 – 6:30	Cocktail Reception – Networking Event		

Keynote Presentation

9:15am - 10:00am

Peer Learning for Feedback Literacy

Associate Professor Phillip Dawson, *Deakin University*



Feedback is hard. Have you ever received feedback comments on your work that made you angry or upset? Have you ever avoided reading feedback other people have given you? Have you ever held your tongue providing feedback because you didn't want to hurt someone's feelings? Imagine if you were excellent at seeking feedback comments, using them to improve your work, and keeping your emotions in check. That sounds like a superpower. PASS and peer learning can help you and your learners develop that superpower. The name of that superpower: feedback literacy.

This keynote will help you understand what feedback literacy is, why peer learning is an effective setting for developing it, and what you can do to

Biography:

Associate Professor Phillip (Phill) Dawson is Associate Director of the Centre for Research in Assessment and Digital Learning at Deakin University.

Between 2003-2009 Phill worked on the PASS Program at the University of Wollongong, initially as a PASS Leader, and then across all aspects of PASS. He completed his PhD about the support of PASS leaders in 2011. For his PASS work he has received a Vice-Chancellor's award and an OLT Citation (both as part of teams). He has twice received the Outstanding Publication award from the International Conference on Supplemental Instruction (also as part of teams): firstly for establishing the Journal of Peer Learning which he edited for five years, and secondly for a systematic review of a decade of evidence on PASS.

Session One

10:35am - 11:25am

Workshop

Using PebblePad to enhance leader development and employability

Jackie Wilkinson

Griffith University



Harris Room

Griffith Sciences PASS uses a personal learning environment PebblePad for observations and Leader reflections. Introduction was initially for observations to ensure that feedback was documented, easily accessible and released to leaders in a timely fashion. With a stronger focus on developing ‘soft skills’ for STEM students the focus is now reflecting on, and demonstrating, the beneficial impact of the role for their own learning, personal and professional development and employability. This session will focus on the benefits of using PebblePad to allow leaders to access an electronic evidence base of the PASS Leader experience to produce a portfolio.

Workshop

Context is king: The importance of student centred design in PASS

Rosemary Farlow

University of Technology Sydney



Jones Room

As PASS Leaders, we aim to build inclusive and effective learning environments. Each group we work with is unique and as leaders, we are challenged to continuously adapt our approaches to suit different groups. This workshop presents an opportunity for leaders to gain an appreciation of the uniqueness of each PASS group and why this needs to be central when planning and running PASS sessions.

Workshop

Strength in Diversity - peer program recruitment initiatives at the University of Canberra

Shane Rigby, Gail Heinrich and Chantal La

University of Canberra



Broadway Room

At UC we have implemented a new recruitment process for our peer learning programs with the aim of building a more inclusive and diverse peer learning community. As Lundmark et al. (2017) highlight, diversity in peer facilitators more appropriately reflects a diverse student body. With the introduction of ‘Jobs on Campus’ we have liaised with Careers UC to design an inclusive recruitment process that is both online and face-to-face, open to all students, and provides unique opportunities for applicants to showcase their attributes while presenting us with highly suitable candidates for our peer programs. This new recruitment process utilises authentic group interviews and real-world scenarios. As a result, we have more diverse teams and higher quality peer leaders.

Session Two

11:30am - 12:20pm

Workshop

The Bridge Between Face to Face and Online: Integrating technology for student support and staff communication

Stephanie Varcoe and Kelly Rump

University of Wollongong



Harris Room

As the digital world evolves, the tertiary education sphere must adapt to keep up with change. How might we bridge the gap between face-to-face and online help? How can we integrate this for academic resources and student support, but also inter-team communication?

Focusing on Peer Academic Coaches and the Learning Co-op as an example, we highlight how Self Determination Theory's concepts of Autonomy, Competence and Relatedness promote this integration. We'll reflect on how connecting face-to-face and online technology allows for an inclusive and technology-minded community.

Workshop

Activities for Every Body: Anatomy PASS ideas with universal appeal

Logan Ovenden-Clarke and Amanda Smith

Curtin University



Jones Room

Peer Observations are becoming common requirements for PASS Leaders – observing different PASS sessions can give us new ideas for our own sessions and build confidence. PASS Anatomy sessions at Curtin University have developed a reputation for innovative, engaging and beneficial collaborative activities, and are highly sought after for Peer Observations. This workshop, presented by a Curtin PASS Senior Leader, will briefly explore our Anatomy sessions and proven activities that maximise engagement. With the collaboration of the participants, we will attempt to address the universal application of the mechanisms behind the activities: scaffolding, exploring relationships between content topics and units, and building knowledge and skills within the unit as well as across the degree.

Workshop

The Global PAL Session: How to Successfully Engage and Communicate with International Students

Dr Ammy Kochakorn Kwong and Alex Jinhe Zhang

Macquarie University



Broadway Room

Peer Assisted Learning Leaders/Facilitators often struggle with understanding how to engage and communicate with a culturally diverse student cohort within the session. This workshop aims to provide a better understanding of culture, identify potential problem areas and provide tips and strategies for creating and building an inclusive cohesive group dynamic community. The outcome of the workshop is for leaders/facilitators to have a better understanding of the dimensions of culture, the hidden cultural iceberg aspects and how to avoid miscommunication in cross cultural exchanges. The leaders/facilitators will be equipped with tips and strategies to deal with international students after completion of the workshop.

Session Three

1:25pm - 1:45pm

Workshop - This workshop runs over sessions three and four, concluding at 2:15pm

Grand designs: Building inclusive online communities by design

Dr Janine Delahunty

University of Wollongong



Harris Room

Interaction is key for developing relationships, particularly in PASS or Peer Learning contexts where sense of belonging is essential. In face-to-face contexts, fostering discussion is not generally an issue, however when discussion shifts to online it can often be ‘hit and miss’. Typically, initial sessions are well ‘attended’ but may drop off over time. A way that this drop off may be mitigated is by design. By this I mean that sessions – whether synchronous or asynchronous – can be designed for interaction so students have reasons to ‘attend’. This workshop will introduce some ideas for ‘designing-in’ interaction as central to peer online sessions, including a set of communicative strategies which have been successful in asynchronous modes, but are readily transferrable to synchronous.

Speed Talk

“I feel like I have more grit”: students taking on responsibilities to support diverse peers’ learning in Health Sciences

Dr Louise Townsin, Dr Katy Osborne, Ashley Hillsley and Dr Dhivya Rajasekaran

Torrens University, THINK Education



Jones Room

Peer Assisted Study Sessions (PASS) are commonly implemented by universities to support students’ success. This presentation shares findings from a small-scale exploratory study on a PASS program for undergraduate Health Sciences students. The findings illustrate facilitators’ experiences preparing and delivering sessions using digital technologies and successfully and/or unsuccessfully negotiating their own expectations, and the expectations of others (including PASS students and academic staff). The study highlights that facilitators should be supported to develop critical reflection skills, and skills relevant to intercultural and digital literacies in order to flourish in their roles to encourage their peers’ learning in inclusive learning communities.

Speed Talk

Social Media: Engaging the Modern Learner

Joshua Sinn and Jessica Morr

University of Sydney



Broadway Room

Literature on the effect of social media use amongst university students suggests that it can be used to strengthen peer relationships and student perceptions of belonging within a learning community (Sheeran & Cummings 2018). Further, empirical studies have confirmed that a large majority of university students engage with social media on a regular basis (Irwin et al. 2012).

The PASS program at the University of Sydney has implemented a multidimensional social media strategy to continuously engage with students throughout the academic year and facilitate peer-connections, both online and offline. Using internal data, we have estimated that our social media strategy has had a statistically significant positive impact on offline student engagement with the PASS program since its implementation over one year ago.

Session Four

1:50pm - 2:15pm

Speed Talk

A Multi-system Approach to Mitigating Gender Inequity in PASS

Alicia Drew and Amanda Smith

Curtin University



Jones Room

Curtin University's PASS team is attempting to mitigate gender inequity, and Bronfenbrenner's Ecological Systems Model (1977) can be used to illustrate our multi-systemic approach. Staff were enabled with tools during Inclusive Practice Training to identify and minimise attendee's barriers to effective education (microsystemic level). A diverse group of PASS leaders resulted from a mindful recruitment process, improving the opportunity for young women to identify role models in Science, Technology, Engineering and Mathematics (STEM) disciplines (exosystemic level). Lastly, the PASS team actively participate in the social and institutional drive for cultural change, in an endeavour to improve the recruitment and retention of women in STEM (macrosystemic level). This talk is an opportunity to open discussion and share ideas around gender and PASS.

Speed Talk

Riding the Wave: Creating Safe Harbours Through a Community Mentoring Model

Tyler James

University of Wollongong



Broadway Room

We operate inside interconnected systems. The culture we create within our PASS leader team flows into leader/student interactions. Despite this, peer learning programs can often focus on improving leader/student relationships without investing in leader/leader and leader/staff relationships. This can lead to a situation where leaders are expected to show acceptance, support, and respect to their students without actively receiving it within their own team. This speed talk details our development of a leader/leader community mentoring model. It also covers some of the practicalities of creating a community with the overarching aim to shape leader/leader interactions to develop and sustain a safe harbour culture through all areas of our peer learning program.

Session Five

2:20pm - 2:40pm

Speed Talk

Transitioning into Second Year: A reflection on the introduction of PASS for a second year subject

Martin Luna Juncal
Griffith University



Harris Room

PASS at Griffith University commenced in 2008 resulting in improved grades of students in targeted subjects. However, student retention remains a significant issue.

In Trimester 1, 2018, PASS was introduced for second-year mathematics to aid student transition, build self-efficacy and create a sense of belonging and purpose. Compared to 1st year students, 2nd year students participating in PASS have a higher level of study skills and experience. This speed talk outlines the shift in approach required to support second year students and shares strategies to aid transition to second year, emphasising how the development of an inclusive community and a strong culture of academic and personal support has benefitted students.

Speed Talk

Student Centred Learning Strategies for PASS

Clementine Grandou
University of Technology Sydney



Jones Room

The traditional learning approach in tertiary education is limited due to large student cohorts, diverse learning styles and minimal student-instructor contact time (Halsne 2002). Peer Assisted Study Sessions (PASS) have been implemented to overcome these limitations and are well-established as an effective tool for preparing students for independent learning in their first year of studies.

The student-centred and cooperative learning methods employed by PASS aim to develop learner autonomy and provide students with greater learning opportunities. Whilst the benefits of PASS are diverse the following talk will focus on the student-centred learning strategies implemented in the subject Structural Anatomy within a sport and exercise science context. The effectiveness of this learning model will be established through the examination of student engagement and academic achievement.

Speed Talk

Creating an inclusive learning space through peer tutoring: Experiential implementation framework and monitoring strategies

Dr Jose Lai
The Chinese University of Hong Kong



Broadway Room

The Peer Tutoring Scheme (PTS) was formally launched in 2016 at a university in Hong Kong to provide an alternative approach to English language enhancement for adult learners in an English as a Second Language (ESL) setting.

This three-year government funded project aims to build an inclusive community of peer learning by recruiting and training students of *diverse linguistic and cultural backgrounds* to serve as peer tutors to provide personalised language support to both undergraduates and postgraduates in the use of English in general and within disciplines. This presentation will describe how the framework of PTS and corresponding monitoring strategies adopted for quality assurance (QA) and quality enhancement (QE) are implemented within an experiential learning framework.

Session Six

3:15pm - 3:45pm

Speed Talk

Brief Report from the 10th International Conference on PASS/SI in Seattle, USA

Sian O'Sullivan and Amanda Smith

University of Wollongong, Curtin University



Harris Room

University of Wollongong and Curtin University staff attended the international SI conference in Seattle this year, this is their brief report from the event. Be inspired by the equity and inclusivity focus, be fascinated by the certification program run through the home of PASS/SI, the University of Missouri-Kansas City, allow yourself to feel smug at how well Australian institutions are doing in this space, and get your hands on the latest list of career readiness competencies being used by US institutions to promote the professional development that PASS/SI leadership brings. This speed talk touches on some of the main points and ideas raised at the conference, which was attended by over 400 delegates, from 191 institutions across 6 countries.

Speed Talk

Incorporating Academic Expectations into a U:PASS session

Roshini Roberts

University of Technology Sydney



Jones Room

An integral part of our role as U:Pass Leaders is to work alongside the academic staff. The input of a subject coordinator profoundly influences the structure of the session and may sometimes limit the Leader's creativity in planning and running a session. The speed talk will venture into my personal experience with the expectations of Subject Coordinators I have worked with and incorporate the experience of other Leaders in order to share some possible scenarios that Leaders could encounter. The talk will focus on how to accommodate the expectations of the academic staff in a creative way whilst maintaining the informal learning environment.

Speed Talk

Embedding Peer Leaders in Engineering Workshops: Benefits and Challenges of embedding a PASS approach in a subject

Tiffany Guan and Lillian Guan

Griffith University



Broadway Room

Student engagement is a challenge when students are relying more on online resources to complete their studies and will be selective in terms of sessions to attend on campus. With a decline in attendance at lectures and workshops it is more difficult to attract students to PASS. To promote the benefits of PASS, and support belonging and interaction between students, a pilot project is underway to embed leaders in Engineering Programming workshops. By running PASS in workshops and building a closer relationship with academics it is hoped that a strong staff and Leader partnership can be fostered without diluting the PASS approach. The approach and progress for trimester 2 will be outlined with specific focus on the benefits and challenges of pursuing such an approach.

Poster Presentations, Foyer

3:45pm - 4:05pm

Students as Partners in Developing Effective Online Training

Jacqueline Adriaanse and Melanie Jones

University of Wollongong

During 2018 Peer Learning at the University of Wollongong has worked to develop a SSAF funded training module created by students for students. The interactive online module introduces student leaders in peer-to-peer roles to the key academic and welfare support available at UOW and focuses on their role in the triage process and how to refer students effectively and responsibly.

This 'Responsible Referrals' training module has sought to involve student leaders in the development of the module to ensure it accurately reflects the skills and information needed to be confident in the referral process. Leaders partnered with the project team by participating in focus groups, developing content, and providing feedback and evaluation of the module.

Learning through experience: Reflective stories of linguistically and culturally diverse peer tutors

Dr Jose Lai, Ms Sophia Yan Xue and Ms Carmen Ka Man Li

The Chinese University of Hong Kong

An English language peer tutoring scheme (PTS), launched in 2016 with government funding at a comprehensive research university in Hong Kong, aims to provide a supportive platform for trained peer tutors to share knowledge and experience in English language learning with fellow students.

Since its inception, 57 linguistically and culturally diverse trained peer tutors from eight countries and seven faculties have provided over 850 one-hour sessions to both undergraduate and postgraduate students from different disciplines. Through the experiential service-learning process, the peer tutors have reported noticeable positive impacts on them as young adults. This poster will present the stories of three peer tutors of diverse backgrounds, highlighting their reflections, which inform how PTS can further be improved in its practice.

Speak up! To find your voice

Alison Brown

Monash College

Monash College Foundation Year provides a pathway for international students to Monash University. However, due to its central Melbourne location, most of our students have little contact with local Monash University students. In fact, only 17 percent of them were happy with their engagement with locals.

To address this, and build a sense of identity and belonging (Haslam 2018), we leveraged from the successful Monash University Program, Let's Chat. We developed our own staff-student partnership, employing local students to devise and facilitate the Speak Up! Conversation and Culture program. The program has crossed boundaries, broken barriers and been a three-way win for students, facilitators, and the College.

National Centre for PASS Presentations

Australasian Peer Leader Awards, 4:10pm - 4:30pm

Commencing in 2008, the Australasian Peer Leader Awards recognise the outstanding contributions of Leaders in Peer Learning programs across the region. The National Centre for PASS would like to extend thanks to colleagues from University of Otago, Curtin University, University of Wollongong, University of Newcastle, and University of South Australia for giving their time to shortlist the nominations prior to them being sent to the international judge in the USA - Ms Catherine Unite, Director of University College Learning Centre, University of Texas Arlington and former National Trainer for PASS/SI in South Africa and the USA.

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.

Outstanding New Leader Award Winners



Anastasia Radievska, *University of Sydney*

“Despite having only just completed her second semester within the University of Sydney PASS team, Anastasia has demonstrated an extraordinary commitment not only to building her own skill set as a facilitator, but also to delivering an active learning environment for her participants. Her focus on student collaboration has required Anastasia to cultivate strong questioning techniques and engaging materials to allow students to learn on a deeper level; both of which are the essence of the PASS model.

In addition to her in-class strategies, Anastasia’s commitment goes beyond the classroom as she manages the administration and execution of timetabling for the entire team each semester. Anastasia has become an invaluable member of my PASS team. She embodies the true spirit of the PASS program and it is an honour and a privilege to be working alongside such an engaging and dedicated colleague.”

- Jessica Morr, Project Coordinator, PASS/Maths in Business, The University of Sydney Business School



Jennifer Ly, *University of Technology Sydney*

“It has been a pleasure to watch Jennifer grow in confidence and understanding of student’s learning during her first year of being a U:PASS leader. I am particularly proud of her pedagogical philosophy of “personalisation, participation and productivity”, and how she understands that leading U:PASS is most importantly about trust and relationship between the learners and the leader. She has received some excellent feedback from both the students and senior leaders. The fear from bioscience students studying Physics is a real thing, but with leaders like Jennifer, I know the students are well supported.”

- Georgina Barratt-See, Manager Peer Learning Programs, HELPS, University of

Outstanding New Leader Award Winners (Continued)

Yan Li, *Griffith University*

“Yan (Leanne) Li has performed exceptionally within her role as a PASS Leader for two trimesters in the 1305AFE course at Nathan Campus. Leanne creates inviting PASS Sessions that encompass all the elements we look for in a PASS Session: creative and attendee aligned activities, strong redirection and questioning techniques employed in the session and the establishment of a highly effective peer-learning environment. She achieves this through hard work, taking on feedback and striving to improve and through effective communication with her attendees, co-PASS Leaders, her Senior Leader, academic staff and PASS coordinator (myself).”

- David Schmidtke, PASS Coordinator (GBS), Griffith University

Outstanding Senior Leader Award Winners



Betty Nguyen, *Western Sydney University*

“Betty is a talented and committed PASSOnline facilitator and mentor. During Betty’s time with the program she has made substantial contributions to the learning of both her sessions attendees and the facilitators she has mentored. Utilising and incorporating software tools in the virtual classroom, Betty delivers a variety of interactive online learning activities resulting in robust debate and deep learning. Through her mentorship and guidance many new facilitators have been supported to build their confidence and skill. Betty is a valuable asset to our program and we are so proud of her own professional growth alongside that of our online program.”

- Renée Boucher, PASS Program Coordinator, Western Sydney University



Ritika Saxena, *Deakin University*

“Ritika has been an outstanding PASS leader at Deakin! She has consistently proven herself to be a dedicated and motivated PASS leader that really understands the student-centred methodology behind PASS. Students found her science based PASS sessions to be “fun, enthralling, productive and interesting” – Ritika always used innovative ways to help students engage with the unit content that allowed them to discuss, explore and create as much as possible. Ritika really is a positive role model and leader to others on campus; she has been involved as a student leader in many programs such as Connect, SEBE Peer Support Network, and projects in International student orientation. She has provided valuable insight and contributed to our new Deakin Student Mentor Community of Practice. Ritika is a valued member of the University community and we are extremely proud of her achievements!”

- Fiona Anderson, Peer Support Programs Supervisor, Deakin University

Outstanding Peer Educator Team Winner

Business Law Team - Karen Gan, Bryan Dai, Luna Jia and Stephanie Noronha, *University of Sydney*

“Under the mentorship and guidance of their team leader, Karen Gan, the Business Law team has contributed significantly to the academic achievements of both their undergraduate and postgraduate cohorts, as well as helping students develop their critical thinking skills.

The challenges faced by this team were plentiful, including facilitating a high percentage of international students, and facilitating a unit with challenging reading materials. The strategy and emphasis was consistently on collaboration to transform the traditionally independent self-study of law into one that the PASS model prescribes; an active learning environment.

The University of Sydney Business Law PASS team are truly deserving of the honour of this award and we are enormously proud to have them recognised at this level, in front of the Australasian PASS community.”

- Jessica Morr, Project Coordinator, PASS/Maths in Business, The University of Sydney Business School



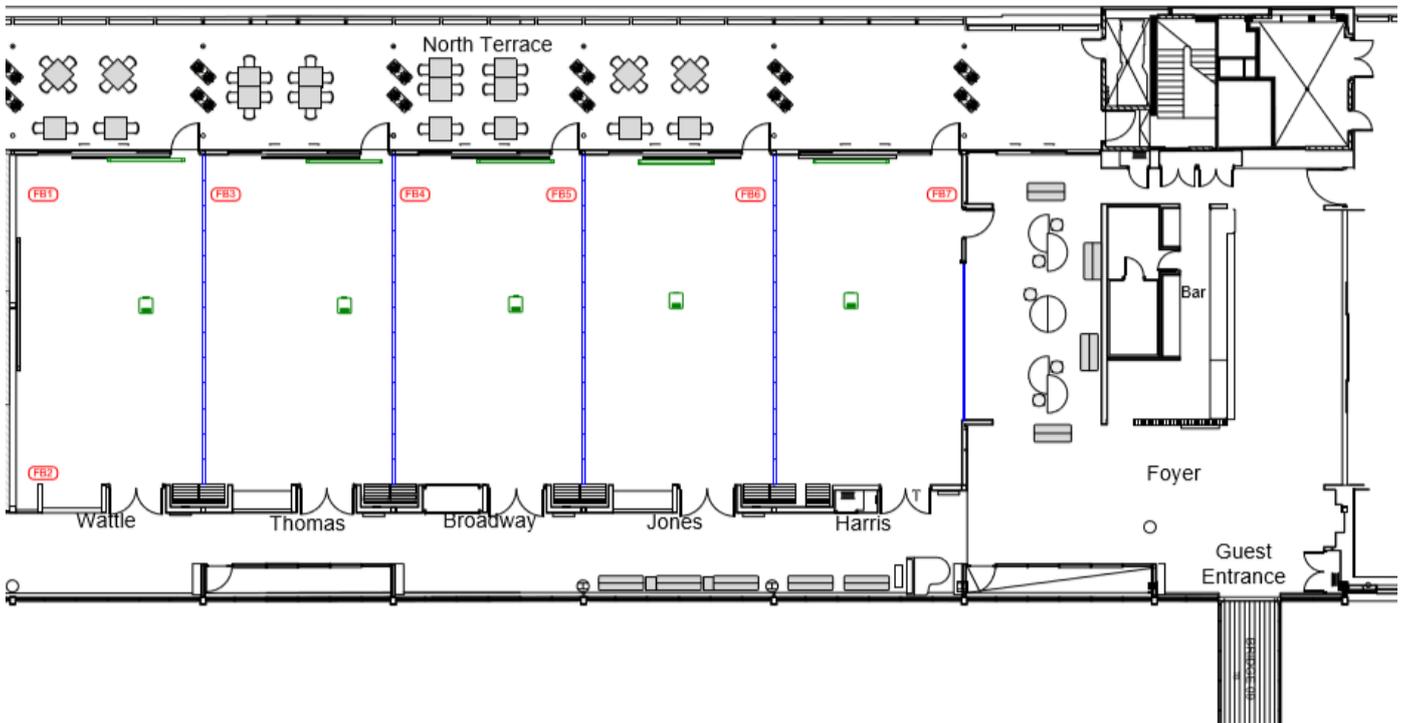
Journal of Peer Learning

The Journal of Peer Learning publishes research articles about peer learning across a variety of contexts, predominantly higher education.

You can access the most recent issue at <http://ro.uow.edu.au/ajpl/>

Venue Event Map

The symposium will be held in the Harris Room, Jones Room, and Broadway Room. Morning tea, lunch, and afternoon tea will be served in the foyer.



Networking Event

Don't get stuck in rush hour traffic! Stay on for some canapés and beverages in the bar and foyer area at the conclusion of the symposium.

We look forward to catching up with you.



Thank you for attending the
PASS and Peer Learning Symposium
2018

#PPLC2018



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