

PASS@

Peer Assisted Study Sessions



A Handbook for PASS Leaders

Table of Contents

1. Introduction	5
1.1 What is PASS?	5
1.2 How it works.....	5
1.3 Objectives of the PASS programme	5
1.4 The role of a PASS leader	6
2. PASS @ Unitec	6
2.1 PASS Coordinators	7
2.2 Responsibilities of a PASS Leader at Unitec	8
2.3 Unitec Code of Conduct.....	8
2.4 Admin for PASS Leaders.....	10
2.5 Referring students.....	11
2.5.1 Student support services at Unitec.....	12
2.6 Unitec Security Centres.....	15
3. PASS as a Learning Model	16
3.1 Learning is better when	17
3.2 Learning principles and collaborative action.....	17
3.3 Differences in learning styles.....	18
3.4 Cultural differences in learning.....	18
3.5 Similarities and differences between PASS and teaching.....	19
4. Key skills that students can gain from PASS	20
4.1 Learning Skills	20
4.2 Study Skills	22

5. The First PASS session	25
5.1 Planning for the first PASS session.....	25
5.2 Template for first PASS Session.....	26
6. Ideas for facilitation of PASS session	27
6.1 Ideas for icebreaker activities	27
6.2 Activities to facilitate content	28
6.3 Activities for group work	30
6.4 Stages in group facilitation	32
6.5 Facilitating one-one session.....	34
7. Closing a Session	36
8. Techniques for encouraging participation	37
9. Some tips for remembering students' names	39
10. Avoiding Re-teaching	40
11. Redirecting Questions	41
11.1 Guidelines on avoiding re-teaching.....	43
12. Questioning Techniques	45
12.1 Types of questions	45
13. Communication Skills	46
14. Voice for Leaders	49
15. Attendance Strategies	50
16. Tips and hints from PASS Leader	50
16.1 Conducting your PASS sessions	50
16.2 Promoting active participation.....	51
16.3 Providing reassurance	52

16.4 Time management issues.....	53
16.5 Difficulties and possible solutions.....	54
17. PASS Outcomes	55
18. A Good Pass Leader.....	55
19. Key messages for PASS Leaders training.....	56
References.....	57
Appendix	
PASS Attendance sheet	58
PASS Observation (standard)	59
PASS Observation (one-one).....	60
PASS Student Evaluation (standard).....	61
PASS Student Evaluation (one-one).....	62
PASS Leader Evaluation	63
PASS Planning template	64
PASS Planning template (with ideas on how to use).....	65

Last updated 15/02/2022

1. Introduction

1.1 What is PASS?

Peer Assisted Study Sessions (PASS) is a form of student-led additional study support that targets difficult 1st and 2nd year core courses, most often in areas with demanding content such as business (accounting, statistics, economics) and sciences (anatomy, chemistry, physics) and computer science.

1.2 How it works

A specific course with challenging content is identified. High achieving past students from that course are trained in group facilitation and study skills to become PASS student leaders. Students enrolled in the course can then voluntarily sign up for PASS, and they get weekly study sessions over the semester run by the student leaders. The leaders model effective learning and discuss approaches to study which suit the course.

1.3 Objectives of the PASS Program

PASS sessions are offered within a particular subject with a number of goals. These include:

- To provide a comfortable environment where students can assist one another to revise and discuss coursework and therefore, achieve better results
- To promote deeper understanding and learning of subject concepts
- To allow students to build a network of friends, including the leader, whom they can turn to for support
- To offer students extra support to aid in the successful transition from high school to Unitec (particularly relevant in first semester subjects), and;
- To demonstrate to students effective learning and study techniques that can be extended to private study and other subjects and promote the development of students as independent learners.

1.4 The role of a PASS Leader

PASS Leaders are senior students who have previously shown competence in the subject or a related area. They are recruited on the basis of their academic performance and their organisational and interpersonal skills.

The Leader's role is to act as a mentor to the students. This primarily involves directing the group to undertake subject-specific activities and avoiding re-teaching.

The Leaders attend lectures and in most cases have access to lecture notes and other materials relevant to the subject.

Typically, a Leader will conduct one PASS session per week and undergo an evaluation process, for quality assurance purposes, at various times within the semester.

Leaders undergo training prior to the first semester on how to open and close PASS sessions, methods for facilitating group discussion. They discuss study and time-management techniques, and learning activities (such as lecture reviews, quizzes, etc) that can be done during the session or passed onto the students for private study. Leaders are shown ways of dealing with problem students, poor group dynamics or very quiet students who may be reluctant to speak or participate in group work. Leaders also learn how to facilitate one-one PASS sessions in labs or practical learning environments.

Leaders can revise any material covered in the lectures or laboratories and tutorials with their sessions. However, they cannot use this material to answer specific questions taken from assessable material such as assignments or lab reports etc.

Leaders are encouraged to refer any problems to their PASS Coordinator, Programme Leader, lecturers and tutors from the faculty or other relevant services at Unitec.

Leaders who experience conflicts within their PASS leader role are encouraged to contact their PASS coordinator as their first point of contact to help solve their problem/conflict.

2. PASS@Unitec

The Peer Assisted Study Sessions (PASS) programme is an initiative which began at Unitec in 2008; it supports faculties and targets traditionally difficult first year subjects.

Standard PASS sessions are voluntary and open to all students within the course. Sessions usually consist of between 5 and 20 students. PASS sessions can also be in a lecture or tutorial where attendance is compulsory. A Peer Leader, typically a more experienced student who has previously studied the subject, conducts the standard PASS sessions and/or supports students one-one in lecture or tutorial PASS sessions. The leader has undergone training in facilitation of the sessions, and importantly, in methods to avoid re-teaching.

PASS programmes conducted previously within Unitec and elsewhere have shown decreased failure rates and improved results for students with regular attendance.

At Unitec, PASS has been run in courses such as Principles of Biology, Anatomy, Bioscience, Critical studies and Engineering Maths.

2.1 PASS Coordinators

The PASS Coordinators are Academic Development Lecturers based in the Student Learning and Achievement Team, which is part of Student Success. They help to initiate the PASS programme in courses by liaising with Academic Leaders and lecturers. Their main role is to:

- train PASS Leaders to facilitate PASS sessions in their courses
- provide on-going support for PASS Leaders and feedback based on observation of PASS sessions
- ensure that the PASS programme maintains high quality leaders
- ensure that the principles of PASS are being met by all leaders, in turn ensuring that the PASS programme at Unitec maintains its integrity
- act as a communication medium between Programme Leaders and PASS Leaders
- report on the progress of the PASS programme to Schools

PASS Coordinators

Mt Albert Campus

Cindy Wee

Ph: 09-892-8941

Email: cwee@unitec.ac.nz

Margi Grey

Ph: 09-892-8681

Email: mgrey@unitec.ac.nz

2.2 Responsibilities of a PASS Leader

- Keep the PASS coordinators and your department lecturers up to date with any unavoidable cancellations of PASS sessions.
- Meet with the Programme Leader.
- Meet with the lecturer whose course you'll be supporting.
- Find out what textbooks and other materials students require on this course. Is there a way that you can get access to them?
- Try to make sure that the lecturer understands that helping students with assignments is not part of your role. You can help with content that MAY be part of assignments, but not work on the actual assignment.
- Contact your lecturer to help you get access to photocopiers in the school.
- Ensure you check emails, respond to messages and get in touch with lecturers and the PASS coordinators throughout your role as a PASS Leader.

2.3 Unitec Code of Conduct

As a PASS leader employed by Unitec, you are expected to meet the obligations as stated in Unitec's Code of Conduct:

The five principles of Te Noho Kotahitanga and Unitec Values are intended to guide the way we interact with others and how we do our work. Ngākau Māhaki (Generosity of Spirit) is a key principle of Te Noho Kotahitanga that shows our commitment to ethical conduct and integrity as core to the way we do things in our organisation.

This Code of Conduct is a guiding document alongside Our Kaupapa that sets out the minimum standards of integrity and conduct that apply to all of us who work at Unitec. The Code and Our Kaupapa stand beside, but do not exclude or replace, the rights and obligations of staff under common law. Unitec recognises that many of its academic and other professional staff are also bound by codes of conduct or ethics pertaining to particular professions or professional societies or groups.

Unitec recognises and protects the concept and practice of academic freedom in accordance with the provisions of the Education Act 1989 S161, as essential to the proper conduct of teaching, research and scholarship within Unitec.

Unitec is considered an agency for the purposes of the State Sector Act 1989. As an agency it must comply with the Standards of Integrity and Conduct which state we must be:

- Fair (Tika)
- Impartial (Tōkeke)
- Responsible (Takohanga)
- Trustworthy (Matatika)

The Code of Conduct is intended to provide clear expectations and boundaries for how we:

- Behave in the workplace
- Perform our duties
- Conduct our outside interests and activities that are relevant to our work or the work of Unitec.

It is important that we all understand what is in this Code of Conduct. Our leaders at all levels are expected to model the standards described in this Code.

It is compulsory to familiarise yourself with the full Code of Conduct document – access the the complete document [here](#) by using Ctrl + Click to follow the link.

2.4 Admin for PASS Leaders – making claims for payment

<p>PASS LEADERS DOING 'STANDARD VOLUNTARY' PASS SESSIONS:</p> <p>BREAKDOWN OF WHAT TO CLAIM FOR</p>	<p>PASS LEADERS DOING 'ONE-ONE IN-LECTURE' PASS SESSIONS:</p> <p>BREAKDOWN OF WHAT TO CLAIM FOR</p>	<p>PASS LEADERS DOING 'ONE-ONE IN-TUTORIAL' PASS SESSIONS:</p> <p>BREAKDOWN OF WHAT TO CLAIM FOR</p>
<ul style="list-style-type: none"> • *Training time • Attendance at 50% of lectures per week (not tutorials) • 1 hour preparation time per week • 1 or 2 hours facilitation of PASS session per week • Average: 4-5 hours per week 	<ul style="list-style-type: none"> • *Training time • Not necessary to claim for lecture attendance • No preparation is necessary • 1-2 hours facilitation of PASS session (in-lecture) per week • Average: 2 hours per week 	<ul style="list-style-type: none"> • *Training time • Attendance at 50% of lectures per week • No preparation is necessary • 1-2 hours facilitation of PASS session (in-tutorial) per week • Average: 4 hours per week

Important - please note:

- As soon as possible after the training, it is important to speak with your School's Business Administrator (BA) about your new PASS Leader role and to make sure exactly what you can claim for and how you can go about making weekly claims. The hours you claim must be agreed by your School.
- Unitec operates on a fortnightly payroll system so check with your BA on when you should make your claims. It is advisable to keep a weekly record of your hours in case you need to refer back to them.
- Occasionally you may be claiming for one week only because of breaks, but mostly it should stick to a fortnightly pattern.

Attendance sheets – for ‘Standard Voluntary’ PASS Sessions only

Please ask students to write their first names and ID numbers. Please add in the date and details of the PASS session.

The attendance sheets are very important to us for our statistics on the value PASS is adding to student learning, and for your School’s accountability for the PASS budget. Please scan and email the attendance sheets to us or hand in to the PASS Coordinators at Mt Albert in Building 180, office 2060 on level two.

Alternatively, you can record students’ attendance on a Google doc and share with the PASS coordinators.

Rooms

Access to your teaching rooms will vary according to your School. You may have to ask an administrator to open up.

Photocopying

Please approach your School to assist you with photocopying for your PASS sessions. Mt Albert and Student Central, Waitakere also have photocopier machines that you may use.

Access to computer and printer (up to School if they can offer this)

2.5 Referring students to support services

Leaders are encouraged to contact their PASS Coordinator, Programme Leader or subject lecturer when issues regarding sessions or students arise. Furthermore, Leaders are able to direct the students in their sessions to contact the relevant lecturers with problems with assessments etc.

Leaders are made aware of the importance of referring difficult problems on to the appropriate people so as to avoid running sessions as tutorials. In most cases, it is appropriate to advise students with specific problems or difficulties to see their lecturer during consultation hours. However, if Leaders are having difficulties in the running of their sessions, it is appropriate for them to discuss this with either their PASS Coordinator or Programme Leader.

It is encouraged that Leaders also refer students to other services available at Unitec as listed in pp. 12-14.

2.5.1 Unitec Student Success Support services

- **The Learning Centre Teams (Learning Advisors)**

Mt Albert

Te Puna, Building 180, room 2060, Level 2

Waitakere campus

Waitakere Campus Library, Level 3
Building 520, Level 3

To make appointments contact: Ask Me Desk - 0800 10 75 10

- **Career Development Team**

Mt Albert Campus

Te Puna, Building 110, Level 2

Contact: Ask Me Desk - 0800 10 75 10

Email: career@unitec.ac.nz

- **Te Puna Waiora Health & Wellbeing services**

- **Counselling**

Confidential support for worries about study or personal matters.
The team also has Mental Health Advisors who provide confidential support for students who have experience of mental health issues.

Mt Albert Campus

Te Puna, Building 180, Ground Floor (next to Red Lecture Theatre)

Contact: 0800 10 85 10

Email: counselling@unitec.ac.nz

- **Wellness Centre**

Mt Albert Campus:

Te Puna, Building 180, Ground Floor (next to Red Lecture Theatre)

Contact: 09-892-2948 or 0800 10 85 10

Email: studentwellbeing@unitec.ac.nz

- **Access4Success Disability Service**

Mt Albert Campus

Te Puna, Building 180, room 2060, Level 2

Contact: 0800 10 75 10

Email: disabilitysupport@unitec.ac.nz

- **Pacific Centre**

Mt Albert Campus

Building 110, Ground Floor

Waitakere campus

Level 3, Waitākere Library

Contact: 09-892-2949

- **Library services**

Mt Albert – Hub Library

Te Puna, Building 180

Phone: (09) 892 8625

Email: libinfo@unitec.ac.nz

Mt Albert – Building One Library

Building 1

Phone: (09) 892 7241

Waitākere Unitec Library

Building 520, Level 3

3 Ratanui St, Henderson

Phone: (09) 892 8982

- **Information Management Services (IMS) Support**

Locations: Student Central, Mt Albert in Building 180, and Building 3 at Waitakere

Contact: Ph: (09) 892-8484 or (09) 815 2908 or 0800 0800 ASK
IMS (0800 275 467)

Email: imssupport@unitec.ac.nz

- **Chaplaincy Services**

Mt Albert Campus:

Building 159

Contact: Ricky Waters – Coordinator Chaplaincy & Multifaith Team

Ph: 09-892-7208

Email: chaplains@unitec.ac.nz

- **International Services (student application and visa support)**

Mt Albert Campus:

Te Puna, Building 180, room 2020, Level 2

Contact: 09-892-4302

Email: international@unitec.ac.nz

- **Advocacy Service (student complaints)**

Mt Albert Campus

Contact: 0800-10-75-10

Email: studentsupport@unitec.ac.nz

- **Student Support Advisors (scholarships, Studylink, financial help)**

Mt Albert Campus

Te Puna, Building 180 room 2020, Level 2
By appointment only

Contact: Ph: 0800-10-75-10

Email: studentsupport@unitec.ac.nz

2.6 Unitec Security Centres

Security Centre - Mt Albert – available 24 hours a day, 7 days a week

Ph: 0800-10-95-90 or 09-892-7788

Email: securitycontrol@unitec.ac.nz

Building 112, Room 1001

Office open from Monday-Friday, 8.00 am-5.00 pm

Security Centre – Waitakere

Ph: 021-610-877

Building 510, Level 3, Room 3023

Monday-Friday, 6.30 am-10.30 pm

Saturday and Sunday, 8.00 am-4.00 pm

As part of Unitec's concern for your personal safety and security, Unitec encourages awareness of the dangers inherent in any community of this size. Everyone has the right to feel safe on campus and the Unitec Security Team have provided advice below on how we can all help that happen.

You can help safety on campus by:

- Recognising risks and taking steps to avoid potentially hazardous situations
- Making use of Unitec's Security's presence (24/7) and reporting suspicious activity
- Use the [Security Incident Report Form](#) to record and advise Security if you witness or are involved in any Security Incident

The Security Centre is at Mt Albert in Building 112, Gate 4. The Centre is staffed from 8.00 am-5.00 pm, Monday to Friday. The Security Team patrol continuously, 24 hours a day, 365 days a year.

Waitakere Campus - Unitec Waitakere security staff are located in building 510 and operate Monday to Friday between 6.30 am and 10.30 pm and weekends 8.00 am to 4.00 pm. Security staff can be contacted on 021-610-877.

Getting help

Report any suspicious behaviour on campus to the Unitec Security Team, no matter how unimportant, or irrelevant it may appear. All reports will be checked and actioned, where necessary.

Security escorts

Staff from the Security Centre are available to escort students and staff between buildings and campus car parks. To arrange this service, please call Security on 0800-10-95-90. Please note that the Security Team may be busy and there could be a short delay.

Further information regarding security, refer to

<https://www.unitec.ac.nz/current-students/on-campus/safety-and-security>

3. PASS as a Learning Model

The benefits of learning in a peer-assisted environment are numerous, and include the fact that you, as PASS leaders, can help new students bridge the gap between the learning culture and expectations of high school versus the university experience. You can also help students address the objectives from their course profile in a way that promotes deep learning and understanding of the course material. In this respect, leaders play an important role in helping to raise their students' learning outcomes. According to educational theory perspectives, the fact that you are *just* ahead of your students, in terms of competence and experience, means that you can understand and empathise with their difficulties in gaining control of the new material, and can help them to construct a higher level of knowledge for themselves within this interactive framework.

3.1 Learning is better when ...

- Teachers are enthusiastic
- You set and achieve your goals
- It's done in short bursts
- You are confident about yourself and the teacher
- There is a good supportive environment and encouragement is given
- You can put theory into practice
- It's fun; you enjoy the experience
- A deep approach to studying is used
- It's important
- It's at the right time
- You're actively involved
- You're determined
- You get positive feedback
- You're confident
- You have an incentive
- It's step-by-step
- It recognises that people learn in different ways
- You have enough time to understand what you're trying to learn

(Peer Assisted Learning Project, n.d.)

3.2 Learning Principles and Collaborative Action

- Learning is fundamentally about **making and maintaining connections**: biologically through neural networks; mentally among concepts, ideas, and meanings; and experientially through interaction between the mind and the environment, self and other, generality and context, deliberation and action.

- Learning is enhanced by **taking place in** the context of a **compelling situation** that balances challenge and opportunity, stimulating and utilising the brain's ability to conceptualise quickly and its capacity and need for contemplation and reflection upon experiences.
- Learning is an **active search for meaning** by the learner – constructing knowledge rather than passively receiving it, shaping as well as being shaped by experiences.
- Learning is **developmental**, a cumulative process **involving the whole person**, relating past and present, integrating the new with the old, starting from but transcending personal concerns and interests.
- Learning is done by **individuals** who are intrinsically **tied to others as social beings**, interacting as competitors and collaborators, constraining or supporting the learning process, and able to enhance learning through cooperation and sharing.
- Learning is strongly **affected by the educational climate** in which it takes place: the settings and surroundings, the influences of others, and the values accorded to the life of the mind and to learning achievements.
- Learning requires **frequent feedback** if it is to be sustained, **practice** if it is to be nourished, and **opportunities to use** what has been learned.
- Much learning **takes place informally and incidentally**, beyond explicit teaching or the classroom, in casual contacts with faculty and staff, **peers**, campus life, active social and community involvements, and unplanned but fertile and complex situations.
- Learning is **grounded in particular contexts and individual experiences**, requiring effort to transfer specific knowledge and skills to other circumstances or to more general understandings and to unlearn personal views and approaches when confronted by new information.
- Learning involves **the ability of individuals to monitor their own learning**, to understand how knowledge is acquired, to develop strategies for learning based on discerning their capacities and limitations, and to be aware of their own ways of knowing in approaching new bodies of knowledge and disciplinary frameworks.

(American Association for Higher Education, American College Personnel Association & National Association of Student Personnel Administrators, 1998).

3.3 Differences in Learning Styles

Visual prefer reading or iconic (illustrations, slides, graphs)

Auditory prefer hearing what they learn (lectures, tapes)

Tactile prefer direct experience (lab work, field trips)

Multi-sensory are comfortable with all modes

Tips for Visual Learners:

- write it down/ flash cards
- summarise notes in own words
- write down questions for lecturer/ leader
- when you read: underline or highlight important words
- write in margins, use asterisks
- when learning a new word, try to visualise it.
- make lists to remember groups of facts
- use outlines/ take a picture in your head
- draw concept maps

Tips for Auditory Learners:

- tape record notes when reading
- subvocalise – talk to yourself when you want to remember something
- discuss things with others, quiz each other
- when you learn a new word/facts say it out loud, spell it out loud several times, see if it rhymes with something, use it in a sentence
- talk while you write

Tips for Tactile Learners:

- study through experiential learning - make models, lab work
- trace letters and words to learn spelling
- use the computer to reinforce learning through sense of touch
- memorise or drill while walking or exercising

Note: Encourage students to use a combination of techniques to reinforce learning!

3.4 Cultural Differences in Learning

There are many cultural differences in learning. You may have students from a range of cultures in your peer learning groups (racial, ethnic, socio-economic/class, gender, and regional cultures). It is important to think about these and their impact on the learning situation, as they may cause some hindrances to learning. For instance, some cultures value rote learning however, in peer learning we try to focus on understanding; some cultures have deference to authority and will not challenge or question the lecturer or his/her content, in peer learning we encourage students to ask questions and to consider the whys of any statement; in some cultures, students see

themselves as passive recipients of knowledge while in peer learning we encourage students to take responsibility for their learning.

Some techniques to assist with this are the use of pairing (putting a non-English speaking background student with a native speaker in paired problem solving; this forces the more reticent person to speak, but is not usually threatening); asking students to write down their questions anonymously removes the fear of challenging authority; having mixed leaders from varied cultures can provide effective role models and encourage students to engage and participate within this learning community.

(Miller, Oldfield & Murtagh, 2006)

3.5 Similarities and Differences between PASS and Teaching

Similarities:

- Structure of sessions, for example around assignments
- Aims to assist learning
- Planning and preparation
- Directing and receiving questions
- Teacher/Leader is focal point of class
- Concepts are clarified
- Similar aims, i.e. to understand the subject better and get good grades
- Facilitation of independence
- Both give advice and are a source of help
- Both have session plans/objectives

Differences:

- PASS doesn't cover new material
- Leaders/students are equal; different relationship
- No formal assessment
- Different expectations
- PASS benefits students and Leaders
- PASS is more flexible
- PASS also deals with social and other university related issues
- Teachers have more course based knowledge than Leaders
- Different levels of authority
- PASS is planned around the student
- PASS encourages learning by interaction with others

(Peer Assisted Learning Project, n.d.)

4. Key skills that students can gain from PASS

Much of the success of a student's university career is determined by their ability to effectively organize and retain the data presented to them. For first year students, the change from secondary to tertiary teaching styles can be confusing and they may not be aware of the skills they need, or where to look for assistance. PASS is therefore an important forum for giving students the study and time management skills they need, with the advantage that they come from fellow students. This section is divided into Learning Skills and Study Skills, with Learning Skills providing an emphasis on day-to-day collecting of information, and Study Skills providing an emphasis on exam and assessment preparation.

4.1 Learning Skills

Note Taking:

As most subjects run with PASS attached are first year subjects, targeted students are often inexperienced in taking lecture notes. By encouraging the students to use their own notes as a resource during the PASS sessions, they will be able to assess their value. It may also be useful in the first few sessions to give the students some suggestions for note taking. In particular, it should be pointed out that some lecture notes are available online, and that printing them off and taking them to the lecture allows students to focus on the explanation the lecturer gives, rather than the slides. Constantly referring to them during PASS and encouraging students to bring them to every session should emphasise the importance of lecture notes as a resource.

Lecture Summaries:

Even if lecture summaries are produced within the PASS session, students should be encouraged to review and summarise it shortly after it has been presented in lecture. It should be emphasized that a lecture summary does not consist of rewriting the notes they already have, but rather, extracting the main points of the lecture and organizing the data in a way that makes sense to them. Going to the effort of producing these summaries should be justified to the students by pointing out that they increase retention of the lecture material (making future study easier), and can also be used later on when preparing for exams.

The Rich List:

The Rich List is a useful exercise for students to understand the processes for answering a question. Students are broken into two groups, and are each given a different type of question they have to answer. Instead of students actually having to answer the question, they must collaborate to form a list of the necessary steps in order to come to the answer.

Once the groups of students have come up with their lists, the other group then has to decipher the other group's list based on the topic. The group, who wins is the group who can correctly emulate the other group's list. This is a

great exercise to foster independent learning, as the students will be able to transfer this knowledge to any questions they receive surrounding that topic.

Practice Questions and Set Exercises:

Attempting practice questions and any exercises set by the lecturer cements the student's understanding, as well as helping them to identify any problems they may be having. The students should be encouraged to at least attempt these questions, and follow up any problems they may have with their lecturer or tutor. Due to guidelines with assessment and reteaching, the PASS Leaders may not be able to address any problems with these questions directly, but can use any set exercises as a guide for the style of question that the students are expected to answer. If no set exercises or practice questions are given for the subject, then students should be encouraged to go through the examples given in the lectures, or to find appropriate exercises in their texts.

Time Management:

It is a good idea in the first week of PASS to clarify the expectations of the students regarding the amount of study they SHOULD do in relation to how much they actually expect to do. The importance of attending lectures and tutorials should also be strongly emphasised, even if lecture notes are available online. The students should then be informed that, with their cooperation, the weekly PASS session can be an hour of effective study each week. Students have commented that an hour spent in PASS can save them several hours of home study.

Doing what you're meant to and Yes, Yes, No:

This is based around the idea that students are expected to do the reading and turn up to the lectures and tutorials, so if they are doing that and coming to PASS they are already ahead. As well as this, it's useful to discuss the most effective ways of learning, how reading and writing and revising and teaching others all reinforce concepts.

With this in mind, suggest that students adopt an easy method of revision – 'Yes, Yes, No' - which should only take 10-15 minutes of their time. Yes, Yes, No is simply waiting until the night after the lecture or the next day and then re-reading their notes and deciding whether each point they have written is a 'yes' (I get it; it makes sense) or a 'no' (what does that mean?; I can't read my writing; why did the lecturer talk about this?). All the 'no's' should be circled or highlighted and then brought to PASS for the lecture summary where the group is asked to share their 'no's' with each other. The idea here is that one person's 'no' is another person's 'yes', so that hopefully by the end of the lecture summary all of the group's no's become yes's. This quick process reinforces understanding through revision (individually and when sharing at PASS) and ensures that all the problem areas are revised as a group and consolidated more effectively. Running this activity early in the semester provides students with an effective and easy study skill to utilise promptly and offers a useful framework around which to structure lecture summaries for the rest of the semester.

4.2 Study Skills

Past Exams and Post Exam Analysis:

Past exam papers are not always available for all subjects, however first year students are often unaware of where to look for them when they are available. The resources of the library reserve and in particular its electronic resources should be introduced to the students. The PASS Leader can also give their impressions of the exams and assessment tasks from when they did the subject. The value of doing past papers and practice exams should be pointed out to the students. Although most exam papers are not released after the examination, the Leader should still encourage the group to rework the questions in the session immediately after the exam. This requires the group to recall the type of questions asked and to collaboratively rework questions of a similar type and level of difficulty. The Leader should guide the students to critically reflect on their exam preparation by asking thought provoking questions:

- How would you change your preparation for the exam?
- Did you adequately divide your time between questions in the exam?
- If you found the exam challenging was it due to the level of difficulty pertaining to the questions or to insufficient time to answer such questions?

Lecture Material:

Where examinable material is restricted to what is presented in lectures, a substantial amount of time should be spent within a session to review the past weeks lectures. It should be stressed that the aim is to 'review' and not to 'introduce' material. The Leader must emphasize to students that sessions are designed to complement participation at lectures and tutorials, not to act as a substitute for them.

Seeking Help:

The Leader should make sure that the students are aware of any resources that become available to them during the study period, including extra tutorials and extra lecturer consultation times. If the students encounter any difficulties with their studies, they should be encouraged to follow these up with their lecturers or tutors some time before the exam. They should also be encouraged to see their fellow students as a resource.

Mental Preparation:

Many first year students do not know what to expect for their first exams, particularly mature age students. As a consequence, they can become very nervous. The PASS Leader can assist in this by encouraging the PASS group to discuss their expectations for their exam, including the format, length and included topics. This reinforces to nervous students that they are all in the same situation. The Leader can also help by sharing their experiences and tips, e.g. students can take a water bottle into an exam, that the exam hall can get cold, and that you must bring your student card to every exam etc.

5. The First PASS Session

As PASS is voluntary, the impression that the Leader makes in the first session will decide for most students whether they come back the next week. While it is important in the first session that students are made aware of how PASS operates, it is also important that they feel like they gained something from attending.

The Leader should arrive a few minutes early so that they can set up the room in a way that is conducive to group discussion. It is important that the Leader positions themselves inconspicuously amongst the group and not at the front near the whiteboard in a teacher like role. This is important every week, not just the first session.

At the first session with a group, the Leader should introduce themselves making mention of the following points:

- Their name, subject and year of study
- Previous experience as a PASS Leader and / or their qualifications as a PASS Leader.

The group should be informed that the Leader has successfully completed the subject or a similar subject and that the basis of their selection as a Leader was proven academic competence.

- The aims and objectives of the PASS program. There are many common misconceptions that students will have of the program, so it is important that the Leader clarifies the purpose of the PASS program. The Leader should inform students that the program is non-compulsory and non-assessable.

- A sales pitch. The Leader should make it clear to the students why they should attend PASS. The following sales pitch was used extensively by Leaders:

“Many students struggle each year with this subject, and PASS has a strong record of helping those students to get through the subject. In 2013, regularly attending PASS students scored marks higher than students who did not attend PASS”

- Administrative matters. General housekeeping rules need to be established within the group. Students should be made aware of the need to sign the attendance sheet and of their expected conduct within a session. The attendance sheet should be passed around both at the beginning and the end of a session. The group should be made aware that recording attendance is for statistical purposes only.
- Other Housekeeping Rules. The Leader must set appropriate boundaries within a group with the objective of facilitating a non-threatening learning environment for students. Below are some guidelines that past Leaders have considered appropriate to achieve this end:

- No hands to be raised when asking questions
 - No degrading or critical remarks about other students, tutors and lecturers
 - Food is permissible especially if the session is scheduled during the common lunch hour
- The Leader should then ask each member to introduce themselves to the rest of the group. In order to achieve a sense of welfare and community within the group, it is important that the Leader **LEARNS** and **USES** the students' first or given **NAMES**. It is essential that Leaders utilise the **NAME TAGS** in each and every session. This not only assists the Leader in using the student's names, but for the students themselves in becoming familiar with one another. It is also appropriate to engage students in a fun 'icebreaker' activity during this first session, which not only relates to the subject content but encourages students to mingle and talk with other students that they previously hadn't.
- Leaders **should not** give out private contact details such as email addresses and personal telephone numbers. Provision of such details makes the Leader prey to questions by students in relation to assessable material, placing the Leader in the position of teacher rather than peer mentor. Accordingly, Leaders are instructed not to provide private tuition to students studying the subject. This again places a necessary boundary between the Leader and the students in a group so that the main objectives of the **PASS** programme may be met.

5.1 Planning for the first PASS session

1. Introductions

- What is PASS / What are the aims of PASS?
- Why it is good to come to PASS?

2. Admin / housekeeping

- Your expectations of PASS and their expectations of PASS. It is also good to mention: There are no silly questions.

3. Begin session

- use an icebreaker
- keep it short and snappy
- target it towards the size of your group
- involve everyone equally

4. Activity

Content/lecture summary/activity. Should also mention:

- study tools and resources
- time management
- department contacts
- importance of lectures
- lecture notes are not a substitute for lectures
- how to get the most from a lecture, eg. read a bit about the topic before attending

5. Closing the session

- Close with a hook - this means giving students a reason to think their hour has been well spent and that it's worth coming back the next week.

5.2 First PASS Session template

Introductions (your name, subject, year of study)	
What is PASS? / What are the aims of PASS?	
Sales pitch - why it's good to come to PASS	
Admin / housekeeping	
Begin session Use an icebreaker	
Activity (what sessions will focus on)	
Closing the session (use a hook to get students interested in the next session)	

6. Ideas for Facilitating PASS Sessions

6.1 Ice breaker activities

Icebreaker Activities are an excellent tool for establishing a positive learning environment during PASS sessions, especially in the first week. Icebreaker Activities can be used for multiple purposes, these being to create a broader learning community, to split the students into groups or pairs, or an effective way to facilitate subject content.

Speed Dating

'Speed Dating' is an effective icebreaker as it allows the students to interact with most people in the PASS session. Firstly, the Leader lines the students up into two lines (they don't need to be separated by gender). The Leader then gives each student 20 seconds to find out the name, degree and other interesting fact about the person standing in front of them. Once the 20 seconds is up, the students in one line moves forward one person, whilst the other line remains static. This continues until all the students in one line have met the students in another.

Matching Activity

The 'Matching Activity' can be very useful in a PASS session, as it can be used for a variety of purposes. Prior to coming to the PASS session, the Leader devises a series of cards. One set of cards has a word or concept on it, and the other set has a definition or theory. Students who are given a 'word' or 'concept' card need to find the person who has the corresponding definition or theory. This is great for revising key concept or definitions, placing students in random pairs or groups, and getting everyone out of their seats and talking with one another, creating a broader learning activity, as well as to provide an ongoing positive learning environment, as students often drop in and out over the course of the semester.

Find Someone Who...

The 'Find Someone Who...' Icebreaker can be adapted to suit any cohort of students and is a flexible but engaging activity. The aim of the activity is for the students to complete every box with a different student in the group's name. It is a great activity for getting people out of their seats and talking with one another. They also get the opportunity to learn something they didn't know about the other students, breaking down the barriers and working towards a successful, inclusive and positive learning environment.

6.2 Activities to facilitate content

The activities described below can be adapted to suit nearly any PASS Session!

Circling the room

Students are asked to say their first name, and then something covered in the past week's lectures. Students stand up, and starting with the PASS Leader and traversing the room in a circular manner, each says their response. After the first round, students that can't respond are asked to sit, with the exercise continuing until just one student is standing. This exercise is a useful way to reinforce the names of students to each other and the Leader, while serving as a way to get students to talk and remember the content of recent lectures.

Pass the 'PASS'EL

PASS the 'PASS'EL can be used as an initial activity to begin a session. Words can be placed into newspaper or box and passed around the group. Once students have taken a word out of the newspaper/box they are asked to define the word/concept given. As this activity is fun and engaging it automatically sets a great tone to the PASS session. It also assists with the retention of difficult concepts and definitions.

Creating your own exam

Encouraging students to come up with their own exam question is an efficient way of creating a practice exam for your PASS session. Asking the students to think of the most difficult question that they can solve and providing the Leader with a worked answer, gets students thinking about what potential questions might be included in their exams. Also, students may be motivated to complete this activity as they are trying to stump other members in the group. As the students have come up with and solved the questions themselves, this also takes the onus off the Leader to provide answers to questions, as the students can then explain how they got to their final answer with one another.

Word Bag

The word bag is an effective activity where you split students up into groups and each group is assigned a bag. Students then need to take turns to go up to the bag and choose a word out of it where they then need to talk about the word in terms of a definition or concept – depending on the topic. This would be an effective game for the first PASS session where a lot of theory is often discussed. As this activity is fun and engaging it automatically sets a great tone to the PASS session. It also assists with the retention of difficult theoretical concepts. It can also be turned into a competitive race, whereby the first group to provide an explanation to all the c concepts in their bag wins.

“A Ok, A Bit Foggy, No Idea”

This activity begins with the students making a list of topics relevant to that weeks lecture. The students then classify the topics into the columns ‘A’ ok, A Bit Foggy or No Idea. The point of this activity is to devise activities or discussions which assist students to understand the topics that they have ‘no idea’ about. This is also a visual aid demonstrating the process of learning. The goal of the session is to move all the topics that existed in ‘No Idea’ into the ‘A Bit Foggy’ column at the very least.

Take a topic from the hat

To engage students one by one, you can write down a number of topics on pieces of paper, put them into a hat and have the students take turns drawing one of them and explaining it. While a student is explaining their topic, the rest of the group can ask questions or add to the student’s explanation.

The Leader can choose when to move on to the next student, providing a way to take the spotlight off students who are struggling.

Debate a true or false statement

This exercise involves the Leader writing a statement on the whiteboard and asking students to debate its truth in pairs. They are asked to convince their partner as to whether the statement is true or false. After students have had a couple of minutes to discuss the statement, the Leader can ask for a show of hands or hold a group discussion about the statement. Requiring that students justify their opinion regarding the statement to each other or to the group encourages deeper learning.

Lecture Reviews

Students often spend a lot of time on assignments and lab/tutorial reports but little time reading and reviewing lecture material and therefore PASS sessions provide a good opportunity to begin reviewing material.

Lecture review activities include:

- Summarising the most recent lecture within the session
- Identifying key words from lectures in a brainstorming activity
- Using flow charts or diagrams with blank spaces to be filled in by the group
- Breaking up the group into pairs or threes and assign each group a lecture to summarise and then formulate 5 questions based on their summary. The summary and questions can be written on an overhead transparency. Each transparency can be put up and the group can answer the questions and copy the summary. A spokesperson from each group should nominate a person to read out their answers, and offer the correct answer if needed.

Competitions / Races

Quizzes, such as those based on game shows like Who Wants to Be a Millionaire, are useful ways of encouraging the students to think about their subject material and the questions can be designed to emphasise any aspect

which the group wishes. When conducting, Who Wants to Be a Millionaire? and other such games it can often be useful to have the students competing in a quiz and the other half acting as adjudicators, this way the whole group is participating and it limits the role of the Leader in a positive way, i.e. takes the focus away from the Leader.

The competing students have to explain their working and reasoning to the adjudicators, who then decide whether they are correct or not. This involves all the students in the session, and works well for groups of around five or six. For larger groups, dividing the students into small teams which compete against each other also works well. Wherever possible, offer some sort of prize in these competitions, even if it is only a lolly, as it gives the students something tangible to compete for.

6.3 Activities for group work

Think / Pair / Share

Group members work on an assignment or project individually and then share their results with a partner.

Explain this activity to the others in your own words

What's one question you have about it?

When or how could you use it in your tutorials?

Jigsaws

Jigsaws make the group as a whole dependent upon all the subgroups. Each group provides a piece of the puzzle. Group members are broken into smaller groups. Each small group works on some aspect of the same problem, question or issue. They then share their part of the puzzle with the large group.

Explain this activity to the others in your own words

What's one question you have about it?

When or how could you use it in your tutorials?

Clusters

In clusters, group members are divided into smaller groups for discussion. They can be assigned to their cluster, or self-select. After discussing the assigned topic the cluster may report their findings to the larger group. A debate, where the group discusses two sides of an issue, is a particular type of cluster.

Explain this activity to the others in your own words

What's one question you have about it?

When or how could you use it in your tutorials?

Group discussion

A general discussion of an issue or topic by the group.

Individual members are free to contribute or not contribute. These can also be organised as debates with one side taking the 'for' side to a controversial issue, and the other arguing 'against'. The tutor can be the adjudicator, but a panel of students can also fulfil this role.

Explain this activity to the others in your own words

What's one question you have about it?

When or how could you use it in your tutorials?

Make/take a practice quiz

Divide the group into two teams and have each team make up a set of questions for the other team to answer. Give students time to write some answers on their own and then join up with their group members to compare answers and report back.

Explain this activity to the others in your own words

What's one question you have about it?

When or how could you use it in your tutorials?

Build a glossary

Take difficult terms or concepts from the subject and work in groups of 3 to write explanations or definitions of them. These are then shared with the group and form part of an ongoing glossary that the group is building up together.

Explain this activity to the others in your own words

What's one question you have about it?

When or how could you use it in your tutorials?

6.4 Stages in group facilitation

1. Setting the group up – welcoming and inviting people in

Demonstrating leadership –

Hi, welcome to the PASS session. I'm X, the PASS leader, which means I'll facilitate and assist you with your study on the 5200 course

Could I have your attention for a moment. Okay let's get started

For anyone who doesn't know me, I'm X.....

Creating an open environment -

This is a voluntary session for all students in this course. If you have questions we can discuss them in the session. If you don't we can share information about the course topics.

Can we each go round the group and share one thing we recall about the lecture, and one question we have?

Building group rapport –

Thanks for your contributions. There are some excellent ideas among this group. You've raised a good point...now can we work together to find a solution.

Goal setting –

This is what I've planned for the session.

I thought we could do today, but is there anything else that needs covering?

The lecture covered....., what are the key points that you remember?

2. Providing information and ideas to help the group achieve its goals

Providing information –

Here's a diagram of one of the topics. Let's work out together how to label it.

Let's read (or re-read) the text on pg 83, and stop and talk about relevant areas

Brainstorming –

Can you quickly write down what you know (or remember) about...?

Why don't we break up into smaller groups with newsprint, and write down words and ideas on the subject, then come together to review. Jenny, can you be the scribe?

Let's quickly make a list of the main points and then we'll organise it later.

Eliciting information –

Who can tell me where you would find the information on

How does link in with

What did the lecturer say about this?

What are 3 ways in which the body processes fats?

Clarifying -

Can you tell us more about that? Can anyone expand on that?

You said that one key problem was (e.g. economics). Can you expand on that a bit?

Can anyone explain that in a sentence...?

3. Involving members in interaction

Break down into smaller groups –

Now let's get into groups of 3...

Why don't we work in pairs for 5 minutes to sort out the key points?

For this activity can you all please find a pair...

Spend 1 minute thinking about....then get into groups of 4 to discuss...

Deflect questions –

Where could we look for an answer to this? What do other people think about this?

Can anyone answer Jenny's question on...

Could you write the question on the whiteboard so we can brainstorm it..

Identifying differences and then looking for similarities –

It sounds as if you have different ideas about what the lecturer said. Can we sort out what we're sure about, and what questions you need to ask in the next class?

Alex's group, can you identify differences between....and Nathan's group, can you look for similarities... then we'll come back together and share

Sherry thinks it's this and Lisa thinks it that...how can we sort this out?

Encourage cooperation –

Let's make a list on the whiteboard of all the points we can remember.

Let's go round the group and share a point each

4. Concluding, Reviewing, Planning

Summarising - *let's recap what we've covered*

Applying - *which strategy are you likely to use in future?*

Reviewing – *what are 3 things you can remember from the group discussion?*

Planning - *what would you like us to look at next week?*

Would you like to go over XX again next week?

6.5 Facilitating a one-one session

1. Preparation

- Check with the lecturer prior to the session, what the session is going to be or what are the areas you need to pay attention to.
- Go through the topics or lecture notes before the session.
- Think of what questions you will anticipate.

2. In the class/lecture theatre/lab

- Remember to wear your PASS t-shirt.
- Write your name on the top right or left corner of the whiteboard.
- Position yourself in the classroom where you could see students when they need help.

3. Be friendly and approachable

- If students are not raising their hands, gently approach the students around the room and ask, for example, “hi, how are you going with that? Can I help with anything?”
- Keep the atmosphere positive.

4. Focus and understand the student’s question and concern

- Pay attention and listen carefully what the student wants
- Ask further questions if you are unclear

5. Use questioning technique/redirect students’ questions

- Encourage students’ thinking by using a variety or level of questions.
- Redirect questions to others when necessary.

6. Give feedback

- Give feedback and praise when the student has answered or done something correctly, e.g. well done, you’re on the right track, good job etc.
- If the student has made a mistake, use guiding questions and/or phrases like, for example, I’m not sure if that’s the right step, can you refer to your notes? What does it say? That’s very good that you have got that far, so what do you think you need to next?

7. Allow silent pauses

- If students don’t respond immediately, don’t jump in with more questions. Give them some silent thinking time and then wait for them to respond.

8. Get students to explain to other students

- Once you’ve explained something to one student, if another student approaches you with the same questions, see if you can get the student who knows to talk to the student who doesn’t yet know.

9. Use visual materials or refer to relevant sites on the internet.

- Get familiar and refer sites where are they good visuals or resources so help students’ understanding especially on the processes.

10. Try to make the learning relevant in the real world

- Most students are focused on getting a job after the course, so if you can try to make the study real in terms of how the learning might be useful in a later job, this may make the study more relevant to the student.

11. Share study skills

- Share some of your own study skills how you manage to do the course successfully can help students.

12. End with a positive note

- At the end of the time with the student, ensure that you have met the student's need and say something like "well done". You could ask the student to tell you what she/he has learnt or what she/he needs to do next to be on the right track.

13. Reflect

- It is always a good practice to reflect if you think the session with a particular student doesn't go well, identify strategies of how you could do better the next time.

Things to avoid:

- If working at practical workstation or computer, resist handling the equipment or mouse, instead, use guiding questions, e.g. what would happen if you..., do you have your instruction notes from Moodle etc.
- Avoid doing problem solving for them, for example calculating the answers or answering the questions on their assignments.
- Manage your time - don't spend too much time on one or two students and neglect other students who may miss out on getting help from you.
- Try not to work with students outside your PASS session times as you will not be paid.

7. Closing a Session

There are a number of techniques that a Leader can adopt to close a session. Ultimately the aim is to encourage the students to summarize what they have learnt in the session so as to improve their retention and recall ability for future reference of the material. Closing techniques are many and varied. Whatever method is chosen, it is ESSENTIAL that a "HOOK" is given for the following week, e.g. "We'll be looking at topic X next week, it's a difficult concept and it's always in the final exam..."

Mini-Quiz:

A Leader may opt to prepare a five-minute quiz on the material covered in the session. The aim of the PASS programme is to provide a non-threatening learning environment for students. Therefore the Leader should emphasise to the students that the quiz is non assessable and that students individually mark their own work.

Formulating Exam Questions:

The Leader can ask the group to formulate a range of questions on the topics discussed in the session. Often students expect assessment questions to be similar to those given in tutorials. By encouraging the students to examine the number of ways a topic's content can be tested, it enables students to be better equipped for exam questions that are phrased differently to tutorial questions.

Returning to the Subject Outline:

Students should be encouraged to use the subject outline as much as possible, knowing the dates and assessment details. The Leader can close a session by reminding students of an upcoming assessment so as to discourage members of the group leaving preparation to the last minute.

Topics for up-coming sessions

Ask students to say whether there is anything they would like to cover in the next week's session.

Write a list of points on the board and make a note of them yourself.

When closing a one-one session, you can do the following:

- Ask the student to sum up what he needs to do next
- Ask the student to tell you what he has learnt
- Suggest the student to show or tell his peers if they ask him/her a similar problem

8. Techniques for Encouraging Participation

As a PASS leader, you are not a teacher. Your main job is to encourage active learning and to encourage students to participate in discussion.

- **Use students' names**

Using students' names can help you and your students to feel more comfortable and increase student participation. You can make use of the attendance roll if you cannot remember names easily.

- **Place the emphasis on student ideas**

Students often have the correct ideas, it just takes time to put them together (and it is easier simply to be 'told'). Always encourage students to share their thoughts, because students build new concepts upon their own ideas and new course material.

- **Use positive reinforcement**

This can have a positive effect on learning and confidence. Examples of positive reinforcement include offering praise for an answer (even if not

correct), using a posture of interest and concern, maintaining eye contact, smiling and nodding and making positive comments.

- **Delayed positive reinforcement**

Remind students of correct ideas they have offered earlier.

- **Repeat student responses**

This can act as positive reinforcement, to summarise or clarify comments and enable others to hear comments.

- **Ask appropriate questions**

The PASS leader should ask questions that require students to think about important concepts and give substantial answers that reveal a lot about their thinking.

- **Use Socratic questioning**

Socratic questioning can be used to lead students to correct answers. This is where the PASS Leader breaks down difficult concepts into small chunks of information that students can answer more easily. Instead of asking “How do we address this whole problem?” ask first “What is the first thing we need to do to understand this?”

- **Encourage student questions**

Student questions form the raw material for PASS sessions. Always ask if students have questions and offer plenty of time to answer.

- **Wait for student responses**

It is important to train yourself to wait for student answers. Students may need time to think and gain confidence when asked a question. After a while they will usually respond with an answer or another question.

Waiting for answers is a difficult but important skill – it can be very tempting to answer questions for students or jump in with another question or answer – learn to be patient and this will usually lead to better discussion and more group involvement.

Encourage students to find the answers in their lecture notes.

You should also wait for other students to comment after a member of the class has said something. Don't immediately label an answer right or wrong – wait to see if other students have anything to add, and encourage them to do so.

- **Avoid interrupting student answers**

PASS should be a safe and comfortable environment for students to try things out, attempt answers and make mistakes. Remember it is often from making mistakes that our best learning comes about.

- **Encourage student verbalisation**

As discussed above, when students put their ideas into words it helps them to process information. Also, when a student verbalises an idea it helps their learning processes and encourages other students to share their ideas.

- **Encourage them to search in their notes for clarification**

If there are discrepancies between students, ask them to compare notes and come to a consensus.

- **Give permission to acknowledge fears and anxieties**

Reassure the group that some parts of the course are difficult and will probably take some time and effort to understand.

- **Be a role model by using “I” statements yourself**

Reflect on your first year experience and be open and direct with the group. If you don't understand something or can't remember, then say so. This will help students feel that you are involved as a participant.

- **Refer to the course profile regularly**

Encourage students to bring their course profile to PASS sessions. Check that students understand the requirements of the reading lists, assignments and exams. Get them to look regularly at the learning outcomes so they are well aware of what they should be able to do.

- **Use small group/pair work**

If your group has more than 15 students it is useful to divide into subgroups and encourage them to find an issue they wish to explore. If you are on your own you can then move between groups to challenge and offer support and encouragement. Use individual and pair work to get students involved. The student leader can create problems based on the course for students to do. This can help students become immersed in the material and provide a springboard for discussion. Where students are engaged in individual or pair work this can also provide an opportunity for the leader to offer more individual assistance.

- **Encourage students to use the whiteboard**

Physical activity helps prevent students being too passive or bored; it also encourages students to talk to one another.

9. Some tips to remember students' names

- On the first session, have each student simply take an index card, fold it in half "hot-dog" style, and ask them to write their name on one side. Students then place that index card with their name facing out towards the Leader. Students are told to place these cards on their desk in the same manner for the first few sessions.
- When calling on students make sure to use their names.
- When a student says "thank you", say "You're welcome Trina."

- When giving positive feedback, say, "Great answer, Jessica"
- Greet students by their names.
- Spend a few minutes going through the name list.

Bottom line: use their names at EVERY chance you get.

10. Avoiding Re-teaching

In line with the objectives of PASS, re-teaching is a technique to be thoroughly avoided. Immediate demands of a subject do need to be addressed within peer-facilitated sessions, but the program also exists to help students to develop successful learning strategies and techniques. Re-teaching may alleviate the conscience of the Leader and provide the student with a quick fix to an immediate problem, but it does not, ultimately, achieve the aims of PASS and promote independent learning.

Re-teaching can be described as merely repeating content or solutions already imparted to the student by the lecturer or tutor. However, it exists more subtly than that too. Any form of second-source 'teaching' or directly answering questions that maintains the passivity of the participating student can be correctly labelled re-teaching and models the student-Leader as a gatekeeper of knowledge, rather than as a mentor.

When learning is passive, the student is like a sponge. The information will enter their head, but without a substantial grounding in the theory the student can only ever retain and not understand the content.

Re-teaching perpetuates the 'dependency cycle' that PASS aims to counteract, since the student will return to the source of the knowledge in the future. One of the chief aims of PASS is to equip the student to obtain knowledge independently, to be their own source of knowledge. Re-teaching is simply inconsistent with this approach.

There are many techniques that can be used to develop students into independent, lifelong learners without re-teaching.

Care must be taken when the group sets its focus. The mentor should not be the focal point of discussion. While they need to direct the group, they should be aware that the focus is students learning and helping each other at all times.

If the mentor becomes too dominant and is too frequently the source of the answers, it is easy for the session to deteriorate into yet another lesson and for the goals of PASS to be lost in the process.

A student Leader should also discipline themselves to not answer questions directly. This can be difficult given that this has become an expectation of

modern classroom settings, where the student Leader is a participant. Instead, the Leader should direct discussion toward sources of the relevant information. This approach employs the art of re-direction, to which we now turn.

11. Redirecting Questions

PASS sessions are designed to assist students in developing successful learning strategies and techniques, while addressing the immediate content demands of the subject. Ultimately, PASS aims to assist students to learn the skills that are necessary for independent learning.

Redirection is the most obvious foil to re-teaching habits. Redirection is a technique employed to alter the original course of a question. The mentor, having been asked their opinion or advice, points to an alternate means to the information.

Redirection can take on several forms, for there are many avenues to which a mentor might redirect a student's question. These include:

- Directing discussion back to the group
- Referring students to other sources of answers - textbooks, lecture notes, WebCT
- Ushering the student toward more expert knowledge, such as their Lecturer or Tutor.

While all of these are valid approaches, and each necessary in its own context, the most commonly appropriate approach, from experience, for reasons of helpfulness and expediency, has been to redirect questions from students to other students in the same group. However, regurgitating any and all questions indiscriminately is an ineffective technique. It does not help the group, nor aid the goals of PASS to answer inappropriate or tangential questions. There is a suitable practice to in-session redirection, and some of the simple rules to follow are:

- Breaking a problem down so that groups of students can tackle individual parts.
- Asking "Does anyone know the first step in solving the problem? What are we trying to solve in the first place?"

These simple steps, the combined result of experience and some research, have proved to be worthwhile advice within the PASS setting. It is important to develop re-questioning approaches quickly. The more effective the PASS Leader is at redirection, the better the aims of the program can be achieved.

Further, as the Leader learns to listen more effectively to questions and to sort them, they are better able to identify questions that are helpful to the group at that time.

Redirection is not always the best way to answer someone's question. It is a common and effective technique used to deal with many questions. However, there are times when the student concerned should seek external advice such as the lecturer and they should be redirected accordingly. It must also be noted that some solid grounding is often required before redirection becomes effective. A topical or theoretical summary provided by one of the students, or even by the mentor, while not a collaborative approach, may occasionally be the most appropriate method for a difficult question.

Some useful, general redirection questions:

Can anybody help X answer that question?

What was said in the lecture about this?

Does anyone know the answer to that question?

What do you think about that?

What information would you need to answer that?

Does anyone have any hints about this in their notes?

Let's try and work that out together.

Other useful and challenging process questions

What are we trying to find out here?

What do you need to do next?

Can you suggest another way to think about this?

Could anyone add something to this?

What kind of exam question might come from that lecture?

What is it? ie definition

What is its purpose? ie why?

When would you use it?

When have you done something like this before?

Would you like to add something to this answer?

As long as there is lively discussion...

The suggestions so far are ideas to help sessions run smoothly – don't worry too much about whether you are asking the perfect questions. Theory is all very well, but what is more important is that you and your students engage in lively and helpful discussion that you and your students can enjoy.

(Peer Assisted Learning Project, n.d.)

11.1 Guidelines on avoiding re-teaching for PASS Leaders working with students one-one or in small group work

Avoiding re-teaching is a key principle of PASS, where PASS Leaders are expected to guide students to find answers so they can ultimately become independent learners. The following points provide guidance on how to effectively deal with students' questions without needing to give answers.

1. A student(s) asks for help or a PASS Leader asks a student(s) what they need help with.
2. Listen carefully to the student's question and make sure you understand what he or she needs help with. Then try the following techniques to get the student onto the right track:
 - Redirect their questions by asking effective and probing questions, then wait and see what they say or do next before deciding how to answer.
 - When and where possible, try to redirect their questions back to other students.
 - Use the questioning technique ie. Bloom's taxonomy of questioning
 - Suggest where they can find the answers e.g. ask "have you looked in Moodle for lecture notes, instructions, etc". If what they need isn't on Moodle, suggest "where else can you find it?" or "try Googling it and see what you can find? Let's have a look together...what can you see here? Anything useful"?
 - Demonstrate an example of how you approached a problem e.g. "To tackle this problem, I tried doing it this way...now you try working on this new problem for a while and I'll come back to check in ten minutes"
 - Explain something to the student and then ask them to repeat the process back to you (so it will become clear what they do understand and what they need to work on).
 - If they don't understand concepts or definitions, suggest they read the appropriate texts or course materials and come back to check if they have understood – pair or small group work is a good way to deal with

this too. Suggest they refer to dictionaries or glossaries for meanings of words, key terms or jargon if they don't understand.

- See PASS handbook section 8. Techniques for encouraging participation on pp. 38-41.
3. If the student has given the correct answer or is on the right track, praise them for finding it themselves e.g. "yep that's correct, well done! Now what do you think you need to do next?" Keep acknowledging what the student has done well, and keep encouraging their ability to learn e.g. "Good work, see you can do it! Keep going".
 4. Manage your time – try not to spend too long with one student. If you think a student needs more time, ask them to work on something on their own (or in a pair or small group) and tell them you'll come back in 10 minutes to check in to see how they got on.
 5. It is okay to be flexible with new students – **there may be some instances where you might need to give a direct answer** e.g. if a student has never used a computer before, you might need to show them where certain commands are, or how to use their mouse, or if a student has never used a course text book before, you might need to demonstrate how the book is organised ie. table of contents, chapters, glossary for important terms and definitions etc.
 6. Contact the PASS Coordinators if you would like further guidance.

12. Questioning Techniques.

Asking effective questions help to generate interesting discussions and students' thinking.

12.1 Types of Questions

Bloom's Taxonomy system has six levels of question-asking which are arranged in hierarchical form, moving from the lowest level of cognition (thinking) to the highest level of cognition (or from the least complex to the most complex):

Knowledge

This is the lowest level of questions and requires students to recall information. Knowledge questions usually require students to identify information in basically the same form it was presented.

Words often used in knowledge questions include *know, who, define, what, name, where, list, and when.*

Comprehension

Simply stated, comprehension is the way in which ideas are organized into categories. Comprehension questions are those that ask students to take several bits of information and put them into a single category or grouping. These questions go beyond simple recall and require students to combine data together.

Words often used in comprehension questions include *describe, use your own words, outline, explain, discuss, and compare.*

Application

At this level, students are asked to take information they already know and apply it to a new situation. In other words, they must use their knowledge to determine a correct response.

Words often used in application questions include *apply, manipulate, put to use, employ, dramatize, demonstrate, interpret, and choose.*

Analysis

An analysis question is one that asks a student to break down something into its component parts. To analyse requires students to identify reasons, causes, or motives and reach conclusions or generalizations.

Words often used in analysis questions include *analyse, why, take apart, diagram, draw conclusions, simplify, distinguish, and survey.*

Synthesis

Synthesis questions challenge students to engage in creative and original thinking. These questions invite students to produce original ideas and solve problems. There's always a variety of potential responses to synthesis questions.

Words often used in synthesis questions include *compose, construct, design, revise, create, formulate, produce, and plan.*

Evaluation

Evaluation requires an individual to make a judgment about something. We are asked to judge the value of an idea, a candidate, a work of art, or a solution to a problem. When students are engaged in decision-making and problem-solving, they should be thinking at this level. Evaluation questions do not have single right answers. "What do you think about your work so far?"

Words often used in evaluation questions include *judge, rate, assess, evaluate, What is the best ..., value, criticize, and compare.*

(TeacherVision, 2012)

13. Communication Skills

To facilitate discussion between students in a PASS group, the leader asks, suggests, prompts and invites questions, and is generally concerned not only with the content of the discussion, but also with the feelings of each group member. He/she tries to promote good group interaction, stimulate responses and helps the group members with their thinking. Some of the ways to facilitate group interaction are described below.

Support Group Members

The leader must be supportive of all group members participating in a discussion and in particular be supportive of those students who have problems of entry into the mainstream of group interaction, such as:

- the person who is suddenly unable to answer when asked for a response
- the shy person who offers irrelevant information on his first attempt
- the unpopular person
- the person whose ideas are always just given by the last speaker
- the person who needs a supportive, helping hand

When a student makes an error, ask another question to allow that student to correct the error. Another method is to ask the group for a different point of view. Whenever possible, the leader should refrain from direct correction to avoid inhibiting participation. When students become apprehensive about the reception of their thoughts, they begin to offer only those answers that they consider acceptable to the leader.

It is important for the leader to remember that getting the wrong ideas out into the open is one advantage of discussion. Recognition by the leader that a large segment of the group has serious misunderstandings about a particular idea/topic makes it possible to provide experiences to rectify these misunderstandings.

Communicate with Empathy

Empathy involves seeing the world through the eyes of the other person. When students are feeling discouraged, distressed or helpless, what they want most is to feel understood and accepted. In order to empathize you try to understand their experience as they experience it.

Take some time to reflect on the concerns you had when you were a first year student and use empathetic statements. Some examples:

You're feeling tired / overwhelmed / confused...

You're feeling isolated on campus

You appear to be afraid of failing

Listen Attentively

It is most important as a leader that you listen to your students and encourage and allow your students to listen to each other. The peer learning session should never be a mini-lecture. The goal is to allow students to learn by discussion, debate and sharing knowledge and ideas. Hence, you must listen attentively and in a non-judgmental way. Avoid your own inner distractions and listen to what is said and how it is said. Asking yourself questions like, "How do they view this situation?" may help you understand why the student is having difficulty.

Active listening is a demanding skill which requires practice and perseverance. Use non-verbal clues such as smiling, nodding, etc. to indicate acceptance of ideas. Use phrases such as "Uh-huh," "I see," etc. to indicate to the speaker that you are listening and to encourage them to proceed.

Equity

Be aware that students in your sessions may have diverse cultural and academic backgrounds. You should therefore be sensitive and have an understanding of their differences without being discriminatory.

You may have students from non-English speaking backgrounds (NESB) in your class. Some of these students may want to speak to you in their native language if they are aware that you also speak this language, but try to resist this. However, it is acceptable to allow students to speak to you in their native language if they are struggling to articulate their questions in English, but always reply to them in English. This will:

- benefit the students by encouraging them to practice their spoken English,
- allow other students to listen to your explanations which could generate productive group discussion about common problems, and
- eliminate the possibility of offending students who do not understand the language.

Providing Feedback

Feedback is the response we give a student about their progress on how they are performing a task.

Feedback may be about content (what the student is saying) or about behaviour (what the student is doing). It is important that feedback be constructive. It may be presented as an affirmation:

Yes, that's right, you've got it!

Even if the student has the wrong content, it is important to provide the feedback in a constructive way. To do this:

- Maintain eye contact
- Use the student's name
- Focus on the behaviour / what was said by the student
- Consider how it could be improved
- Focus on what they are doing well / successfully

Remember, people need to hear seven positive statements to be able to hear one negative statement.

- Use your listening skills to see how the feedback was received.
- Try, as much as possible, to use group members in the feedback process.

If students have significant problems (behavioural, learning or personal) it is not your job to take care of them. It is your job to send them to the appropriate professionals to assist them.

Encourage Participation

Encourage participation by letting students know that their contributions are welcome. Invite students to recap, summarise, or just jump in and contribute. The leader should also seek divergent ideas and encourage disagreement with peers. Such involvement assists people to feel that they are members of a group and that it is safe to disagree.

(Appleton, Dekkers & Sharma, 1989b; Lewis, 1994 as cited in Miller, Oldfield & Murtagh, 2006).

14. Voice for Leaders and Presenters

Ensure that you speak

at a suitable volume

for the room

for the background noise

clearly: taking care with:

articulation – mouth movement

speed

pauses

with emotion

expression

enthusiasm

emphasis

How can you check out whether your voice is clear enough for students?

How can you develop your vocal skills?

15. Attendance Strategies

- Report PASS vs. non-PASS test differences to the class.
- Distribute reminder handouts to attend PASS sessions throughout the term.
- Offer sample tests in PASS sessions with questions developed with the lecturer. The lecturer could make these available in class with the comment that they will only be discussed during PASS.
- Report the number and/or percentage of test questions covered in PASS sessions.
- Provide time for regular verbal encouragements to attend PASS sessions.
- Use worksheets during PASS sessions, especially in problem-solving subjects. Even the use of empty matrix worksheets may encourage students to attend who need something tangible to take away from the PASS session.
- Post anonymous quotations from students on how PASS has helped/is helping. Include some of these with the PASS handout on the first day of class.
- Write the daily PASS times and locations on the board during each class.
- Allow for discussions between the class and the PASS supervisor when PASS attendance is low.
- Report improvement on test scores from previous terms.
- Offer regular reminders from PASS leaders in class on attending PASS.

16. Tips and Hints from Past Leaders

16.1 Conducting your sessions:

- Use an icebreaker for the first few sessions, personify anything and everything, talk to students on their level, and smile a lot!
- Arrange for groups to present completed activities on overhead transparencies. This is an efficient way of showing and discussing the

completed activities. Copies of the transparencies can be distributed to all students the following week.

- Begin with a discussion of the lecture material that is relevant to the activity before tackling the principal activity. Reinforce connections to concepts presented in lectures during presentation of the completed activity and, after presentation, discuss how to apply these concepts to solve relevant past exam questions.
- Share the workload evenly with your partner (if you have one). For example, plan together every week so that you both bring an activity for half the session, or take turns preparing from week to week.
- Remember to give at least three encouragements for every one criticism to your students – they will appreciate your personal and caring approach to their problems.

16.2 Promoting active participation:

- Grade problems according to difficulty: easy to hard. Ask students to explain their version of the concept to the class.
- Present students with a challenging problem sheet to solve, followed by an interactive discussion of possible strategies to adopt to solve each problem before they commence the activity.
- Present students with a combination of a summary table and a concept map to complete, followed by a class discussion concerning application of this knowledge to real life issues.
- Crosslink information from different course modules within the same course or different courses, and include real-life practical examples for authenticity. Use analogies as a novel way of explaining difficult concepts, so that students can practise skills in interpretive thinking.
- Throw ‘hard’ questions open to the whole group and encourage students to refer to their notes where necessary.
- Give students control over what they would like to do the following week, and how they would like to present it: butcher’s paper? screen slides? board?
- With large groups, getting students to write answers on the board promotes better visual explanations and discussion for the whole group, rather than having many short butchers’ paper presentations.
- Setting challenging problems usually promotes discussion of answers and strategies amongst students, especially if structured as inter-group

activities.

- Ask students who are finished to help others with their problems. This 'active participation' strategy works especially well if a group of students who are having difficulty understanding English are helped by another group of students from the same country but with better language skills.
- Keep reviewing questions – keep a 'bank' of questions from each week on square 'monopoly' sized cardboard – shuffle and pull questions out at random week by week for quick revision.
- With 'game-generated' questions, stop after each question and ask students to explain the answer to others, with guidance from you if necessary. Sometimes, with fast 'quick quizzes', students may not understand why a particular answer is correct.
- Have multiple activities with different modes of presentation at the one time. This keeps students active and leads to high interest and interaction. Physical movement to the board (in pairs, if students are shy) increases enthusiasm and energises the group.

16.3 Providing Reassurance:

- Provide opportunities to attempt MCQ's from past exam papers.
- Let students know that it is acceptable to give wrong answers to questions, as discussion can be generated about why and how the student arrived at that particular answer.
- Personally approach, advise and discuss topics with each and every group.
- Adopt a casual, supportive but 'in control' attitude.
- Keep first questions easy (True/False, one word answers...) to build students' confidence.
- Ask students to write down anything problematic from the previous 2-3 weeks of lectures. Use this information as a base for the following week's activity.
- Praise all individual attempts to participate – encourage all discussion.
- Show students where they can access the information required in notes, learning guide and textbook. Make them familiar with all

available resources. Talk about what and where they can access information from the library.

- Do not make activities too difficult until you have determined the extent of knowledge of your group. Do not assume that your students know or understand what you are talking about.
- Don't spend too much time with activities set in 'game' mode at first. Make sure that the students are aware that they are being productive and reinforcing course learning during PASS.
- Monitor all PASS groups continually and make sure that you circulate from group to group during the session. Be interactive, interested and communicative.

16.4 Time Management Issues:

- Do not write questions on the board during a PASS session as it may take too much time and students will be tempted to copy down what you write as well. Instead, use photocopies of your activities and PowerPoints for yourself and/or students.
- Student generated work can be copied for students for next week's session.
- Have additional "challenging" questions available for students to solve if they have finished their activity ahead of the whole group.

What NOT to do:

- Never seat students in rows: it will discourage group work.
- Never tutor or lecture: your students will expect you to be always correct.
- Don't talk down to students: they are your peers and potential friends outside the classroom.
- Never do a 'whole class' activity for more than twenty minutes.
- Do not run a whole activity on questions that are too challenging.
- Do not ask for poster presentations on lecture summaries: students will copy from lectures.
- Do not use unstructured, uninformative games as activities.

- Do not ignore students' questions if you don't know the answer. Instead, direct them to other students, textbook, or any other immediately available resource. If the answer is not forthcoming, then direct the group to find the answer and discuss this issue the following week.
- Don't be discouraged by a transient lack of interest in some sessions: students may be preoccupied with assessment demands in other courses. Be assured that participation will **increase later!**

16.5 Difficulties Experienced by PASS Leaders and Possible Solutions

Leaders have experienced a number of challenges with managing their PASS sessions. Some are:

- Difficulties with disruptive, uncooperative or difficult students. In a fortunately small number of cases leaders have experienced such problems, which has been difficult especially as they themselves are often nervous at first.
- With time, disruptive students have tended to either cease attending PASS or quietened down. We encourage leaders to be assertive in extreme cases and if necessary to ask such students to behave or leave.
- Difficulties with being expected to 'know the answers' and being asked a lot of direct questions. This seems to be a common problem, perhaps perennial to PASS. This could be addressed in a number of ways:
 - Setting expectations effectively at the start of the semester can help. The first PASS session can be used to help ensure students are aware of the role of the PASS leaders. When problems arise, revisit these expectations.
 - Students can be reminded of the ethos of PASS – that it is not for them to be taught by leaders but to discuss and arrive at answers for themselves.
 - Leaders are encouraged to persist with a facilitative style (such as asking open ended questions and re-directing questions) and not be tempted to give in to such demands. This can help turn around the character of sessions. Placing the responsibility on first year students means that the pressure is not on the leader.
 - Directed activities can be used to ensure that there is a focus on problem-solving work to be completed by students in class.

(Peer Assisted Learning Project, n.d.)

17. PASS Outcomes

The Evaluation Process

The PASS programme is strictly monitored in all faculties where it is implemented. Leaders are accountable to the administrators of the programme who monitor the performance of the program in terms of students' final grade point average and the Leaders' skills in facilitating group learning.

Leader Observations where a PASS Coordinator sits in on a Leader's group and observes the session (See PASS Observation form in the appendix).

End of Semester Surveys

At the conclusion of each semester Leaders will give out the "PASS student evaluation form" (refer to appendix) during the last few PASS sessions. The students within each of the Leaders PASS sessions will be asked to complete these surveys detailing their experiences of PASS and providing the students with the opportunity to suggest ways PASS sessions could be improved. It is a requirement of all Leaders that these surveys be completed and promptly returned to the PASS Coordinators, as they provide essential qualitative feedback to assist with the evaluation of PASS sessions, ongoing improvements and communication with lecturers and department staff members

18. A good PASS Leader is someone who:

- Establishes positive relationship with peers and the subject lecturer
- Creates good dynamics of group learning
- Provides only positive encouragement
- Encourages students to actively participate in talking about the topic(s)
- Tries to include all the students in the group
- Encourages students to be resourceful
- Doesn't provide answers but redirect questions to the group
- Is well prepared for all the sessions

- Keeps attendance records
- Stays in touch with PASS coordinators and lecturer

19. Key messages for PASS leaders training

- Understand clearly the role of the leader
- How the role is different from the lecturer's role
- Do your best to learn student names (using them is the best way)
- Try to include all the students in the group
- Encourage students to be resourceful
- Encourage students to actively participate in talking about the topic(s)
- Try not to re-teach but redirect questions
- Not to work with students on set assignments and why not
- Not to give out your own contact details
- Not to take on 1-1 tutoring in addition to PASS session (undermines PASS)
- To do your best to inform students if you need to cancel a session (they may wish to gather anyway)
- Why preparation of a session is important and how to do it
- The need to keep attendance records
- The need to check emails, ask if you don't know and stay in touch with PASS coordinators and lecturer

References

- American Association for Higher Education, American College Personnel Association & National Association of Student Personnel Administrators. (1998). *Powerful partnerships: A shared responsibility for learning: A joint report*. Retrieved from <http://www.myacpa.org/pub/documents/taskforce.pdf>.
- Peer Assisted Learning Project. (n.d.), Bournemouth University, UK. Retrieved from <http://www.peerlearning.ac.uk/>
- Bureau of Study Counsel, Center for Academic & Personal Counselling (2013). *Peer tutoring*. Cambridge, MA, U.S.: Harvard University. Retrieved from <http://bsc.harvard.edu/tutor.html>
- Miller, V.; Oldfield, E. & Murtagh, Y. (2006) *Pass leader development handbook*. Brisbane, Australia: The University of Queensland.
- TeacherVision. (2012). *Levels of questions in Bloom's Taxonomy*. Retrieved from <http://www.teachervision.fen.com/teaching-methods/new-teacher/48445.html#ixzz20BwjSuO>

Further resources available on PASS Leader Manual

- University of Wollongong. (2011). *PASS peer leader manual autumn 2011*. Retrieved from www.uow.edu.au/student/services/pass

PASS Attendance

Course:

PASS Leader:

Date:

PASS Session:

Number of students:

	First name	Student I.D Number
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

PASS Leader Observation (standard)

Name of PASS Leader:

Subject:

Date:

Time:

Venue:

No of students:

	Yes	Need for discussion	Comment
Session began on time			
Attendance sheets filled in			
Leader is adequately prepared			
Session opened effectively (review of previous sessions / student's concerns shaping agenda)			
Leader knows and uses students' names			
Students doing most of the talking			
If available, worksheets were helpful			
Students referring to text books and notes			
Leader involves all students			
Leader addresses students' needs and questions appropriately			
Leader is knowledgeable of content material			
Leader created a positive learning environment (supportive / productive)			
Leader promotes appropriate task focus			
Time managed efficiently during the session			
Summary and closure			
Study skills are integrated with course content			

Comments / Suggestions:

--

PASS Coordinator : _____

PASS one-one observation:

Name of PASS Leader		Subject	
Session date		Number of students observed	
Time			
Venue		PASS Coordinator	

	Student 1		Student 2		Student 3	
	Yes	Comment	Yes	Comment	Yes	Comment
Leader is approachable and friendly						
Leader focuses and understands student's question and concern						
Leader uses effective questions to guide students in their learning						
Leader directs student to notes/books/online resources						
Students has opportunity to ask questions						
Leader is knowledgeable of the content material						
Leader addresses students' needs and questions appropriately						
Leader shares relevant study skills						
Leader ends with positive note						
Overall, a student centred session						

Comments / Suggestions:

PASS Student Evaluation (Standard PASS)

Course(s):

Date:

PASS Leader:

Participating in PASS sessions has:	Agree.....	Disagree
• Improved my understanding of subject content	5 4 3 2 1	
• Increased my confidence to study this subject effectively	5 4 3 2 1	
• Encouraged me to ask questions	5 4 3 2 1	
• Increased my motivation to complete my course	5 4 3 2 1	
• Improved my problem solving and analytical skills	5 4 3 2 1	
• Been an enjoyable learning experience	5 4 3 2 1	
• Encouraged me to take responsibility for my own learning	5 4 3 2 1	

Based on the sessions which I attended, what I liked most about the PASS programme is:

How could the PASS programme be improved?

Thank you for your feedback.

PASS student evaluation (one-one PASS)

Course(s):

Date:

PASS Leader:

The PASS Leader has:

AgreeDisagree

- | | | | | | |
|--|---|---|---|---|---|
| • Addressed my need/concern/question | 5 | 4 | 3 | 2 | 1 |
| • Directed me to the appropriate resources to find answers | 5 | 4 | 3 | 2 | 1 |
| • Guided me to solve a problem when I got stuck | 5 | 4 | 3 | 2 | 1 |
| • Helped me keep on track with what the lecturer wanted | 5 | 4 | 3 | 2 | 1 |
| • Motivated me to complete my task | 5 | 4 | 3 | 2 | 1 |
| • Helped me to improve my understanding of subject content | 5 | 4 | 3 | 2 | 1 |
| • Increased my confidence and skills to solve problems | 5 | 4 | 3 | 2 | 1 |
| • Encouraged me to take responsibility for my own learning | 5 | 4 | 3 | 2 | 1 |

Based on the time I had with the PASS leader, what I liked most about PASS is:

How could the PASS Leader improve his / her role in supporting me?

Thank you for your feedback

PASS Leader evaluation

Course(s):

Date:

PASS Leader:

As a PASS Leader:	5 Agree	4	3	2	1 Disagree
I have developed my leadership skills e.g. taking initiative, being well organised, problem solving					
I have developed / increased my communication skills, e.g. facilitating, speaking, questioning					
I have gained a deeper understanding of the course content					
I have learnt to work alongside students from diverse cultures and backgrounds					
I am more confident and prepared for my future career pathway					

State any other benefits you have gained from your role as a PASS Leader:

What are the challenges you have experienced in your PASS Leader role?

What aspects of the PASS programme could be improved?

Thank you for the feedback

PASS Session Planning template (standard)

Welcome		Timing
What you're planning on covering <i>Outline</i> <i>List on the whiteboard</i>		
Why you are covering it		
What the students would like to focus on		
Body of session: Group activities		
Summary of main things covered		
Things you'll follow up on in the session (A hook to encourage the students to come along next week)		

Must haves:

- Attendance sheets
- Materials
- Whiteboard Markers/eraser

PASS Session Planning template (with ideas on how to use)

Welcome	Hi everyone, welcome to today's PASS session, great to see you all today	Timing 1-2 mins
What you're planning on covering <i>Outline</i> <i>List on the whiteboard</i>	Today we are going to cover / I thought we could go over / today we will look at / today this session is going to be focused on etc	1-2 mins
Why you are covering it	We're covering this topic today because it will be in the exam / from my experience it can be challenging working on these questions etc	1-2 mins
What the students would like to focus on	Is there anything else you'd like to focus on / anything else good to look at etc	2-3 mins
Body of session: Group activities (mention important aspects of doing group activities)	Alright everyone, I've prepared this worksheet which we're going to work through, can you work with the person next to you / in groups of three can you work through...then we'll feedback to the board	40 mins
Summary of main things covered	Okay so to summarise today's session we looked at / can anyone tell me the main points we covered etc	5 mins
Things you'll follow up on in the session (A hook to encourage the students to come along next week)	Okay so I'll look into xxx for next week / we'll be covering xxx at next week's session, I'd like you to think about xxx I look forward to seeing you all again etc	5 mins

Must haves:

- Attendance sheets - Whiteboard Markers + erasers
- Materials

