10th National PASS FORUM
Wollongong 2014

Celebrating 10 years of Excellence & Innovation in Peer Learning
WELCOME

From the National Centre for PASS, University of Wollongong

We would like to extend a very warm welcome to all participants of the 10th National PASS Forum. This year we are very proud to be celebrating the National PASS Forum’s 10 year anniversary. This event is an absolute pleasure to host each year and we are very pleased to be celebrating this great milestone with the wider Australasian PASS Community. The event has grown significantly since its humble beginnings in 2005 and has transformed into the premier national event centred on peer learning and mentoring. Whether you are an experienced member of the PASS Community or here to learn more about the many benefits of peer learning, on behalf of the National Centre for PASS at UOW, we hope you find the Forum to be an engaging and enjoyable event. We would also like to extend a huge thank you to the UOW PASS Team, in particular Melissa Stephen, for their outstanding work in organising this year’s Forum.

Sally Rogan
Director—National Centre for PASS

Melissa Zaccagnini
Assoc. Director—National Centre for PASS

Event information

Workshop Symbols

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

- **A**: Recommended for ALL DELEGATES
- **L**: Recommended for LEADERS
- **S**: Recommended for STAFF

Think Tanks

A think tank is an opportunity for presenters to raise a question or present a challenge that may be relevant to a broad range of programs. The collective group will then work together to come up with potential outcomes or solutions.

Special Networking Event—Celebrating 10 years of the National Forum

To celebrate the Forum’s 10 year anniversary, the Forum Committee would like to invite all delegates to attend the Special Networking Event to be held on The Deck at Novotel Northbeach Wollongong from 6:00pm. Entry is included within registration cost and an RSVP is not required. Canapés will be provided and beverages will be made available for purchase from a cash bar. Music provided by guest DJ, Shoaib Gill, *University of South Australia*. Dress is smart casual.
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<td>9:20 - 9:35am</td>
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<td>Prof. Eeva Leinonen, DVC(E), <em>University of Wollongong</em></td>
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<td>9:35-10:20am</td>
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<td>Making Sense of a Decade of Research into the Effectiveness of PASS</td>
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<td><em>Dr Phillip Dawson, Monash University; Dr Jacques Van der Meer, University of Otago; Dr Jane Skalicky, University of Tasmania and Dr Kym Cowley, University of Newcastle</em></td>
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<td>10:20-10:50am</td>
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<td>Capitalising on Cultural Diversity for Learning Gains</td>
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<td><strong>Buffet Lunch - Windjammers Restaurant</strong></td>
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<td><strong>A Recipe for Success: Catering to Different Learning Styles in PASS</strong></td>
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<td><em>Monash University</em></td>
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<td>2:35-3:25pm</td>
<td><strong>Virtual Classroom: Online PASS at UniSA</strong></td>
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<td>3:25-4:05pm</td>
<td><strong>Poster Presentations / Afternoon Tea</strong></td>
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<td>4:05-4:20pm</td>
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<td>4:20-5:15pm</td>
<td><strong>Australasian Peer Leader Awards</strong></td>
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<td><em>Presentation Ceremony</em></td>
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<td>6:00-7:30pm</td>
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KEYNOTE

Making Sense of a Decade of Research into the Effectiveness of PASS

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

The PASS Systematic Review team (above) have spent three years reading and synthesising a decade’s worth of research into the question: “what is the effectiveness of PASS for the students who attend?” This Keynote will address that question and provide pointers to the best research evidence on the impact of PASS. From around 100 articles considered, the research team identified around 30 articles that represent best practice PASS evaluation. Collectively these articles provide somewhat compelling evidence in support of the US Department of Education’s findings from the 1990s: participation in PASS is correlated with higher marks; higher rates of retention and graduation; and lower failure rates. A selected bibliography will be provided to attendees, along with guidance on how to conduct effective evaluations of PASS programs.

For further reading:

SESSION 1: 11:45am - 12:35pm

**Mirror, Mirror on the Wall: How Reflection Helps Facilitators Give Their All**

Samantha Sing Key and Katherine Russett  
*University of Sydney*

This workshop explores the importance of reflective practices in achieving the outcomes of the PASS model, and the benefits and limitations of embedding reflective practices into a PASS program. Maximising the value of PASS sessions for students necessitates a structured approach for facilitators to reflect on their materials and performance in sessions to ensure continual professional development and nurturing of graduate attributes. This session will examine the ways that a system of reflective practice can encourage facilitators to engage in reflection, followed by an open discussion of problems that may be encountered as a result of embedding these reflective activities into the PASS program and possible ways of managing these issues.

**Think Tank - Capitalising on Cultural Diversity for Learning Gains**

Nafissa Youssouf, Nicole Chan, Zeynep Ibrahimoglu; presentation facilitated by Nicole Chan and Raphael Pereira  
*Curtin University*

Diversity can arise due to cultural difference, different personalities and different learning styles. Although a diverse group can enhance the learning experience of PASS, it is often seen that these diversities may lead to challenges in PASS sessions.

This workshop aims to highlight the variety of challenges faced by facilitators due to diversity in sessions and to share and generate ideas to combat these issues in PASS sessions. The workshop is structured collaboratively where participants share their experiences in PASS sessions and develop ideas that can overcome these issues.

**Refereed Paper - Developing Student Mentors Through Formative Feedback: Rubric Development Phase**

Authors: Jackie Hammill and Dr Gill Best  
Additional Presenters: Ashley Hodgkin and Tom Russell  
*Victoria University*

Research into Peer Assisted Study Sessions (PASS) in Higher Education has largely focused on the positive effects of PASS on student motivation, retention and engagement. Less attention has been given to the cognitive, affective and professional development of the PASS student mentors through their engagement with students and academic staff. At Victoria University in Melbourne Australia (VU) learning and development for Student Mentors begins at training and continues during the semester, supported by several methods of formative feedback: weekly reflective posts through an online platform, weekly development workshops, observations, progress interviews and evaluations. Despite ongoing training and development throughout the semester, PASS supervisors have observed that some Student Mentors do not have a clear understanding of the role expectations. This paper describes the processes undertaken to develop a rubric that clarifies PASS facilitation objectives for Student Mentors and their PASS supervisors.
SESSION 2: 1:35 - 2:25pm

A Recipe for Success: Catering to Different Learning Styles in PASS
Caitlin Hallett, Lara Rijkmans, Adam Bell and Kelly Price
Monash University

What is your learning style? Does it affect the way you plan and facilitate your PASS sessions, and does it have an impact on your learning outcomes? Students of all backgrounds and abilities attend PASS sessions and PASS offers tremendous freedom for Leaders to choose learning activities that align with the learning style preferences of their students – which may be different from their own.

This workshop will demonstrate activities which cater to a variety of preferred learning styles so that your PASS sessions maximise your students’ comprehension of the course material that you cover. Accommodating a variety of learning styles in your PASS sessions will lead to more active and effective learning and retention of knowledge by your students.

The PASS Craft of Questioning
Ashley Hodgkin, Juliana Hamit and Jennifer Anderson
Victoria University

Victoria University PASS supervisor observations of PASS sessions revealed that without intervention, student mentor questioning can become ‘stuck’ at Bloom’s (1956) basic cognitive levels of knowledge and comprehension. This limits opportunities to develop higher order ‘critical’ thinking skills, not only for PASS mentors but also for their students. While student mentors need to learn how to ask display, thinking, prompting and hinting questions, PASS session participants also need to independently use these question types in their groups as both questioners and explainers. In this workshop, participants will complete two question-based activities (based on Bloom: 1956 and King: 1998), and then evaluate them according to their applicability and level of difficulty. They will offer modifications or alternatives for use in their PASS programs.

Randomised Encouragement Design: An Experimental Technique to Evaluate PASS Programs
Peter Siminski, Alfredo Paloyo and Sally Rogan
University of Wollongong

Selection bias is perhaps the greatest challenge for evaluating the impact of programs such as PASS. Selection bias can be avoided by randomised trials, but these often have significant barriers to implementation. The presenters will discuss an alternate impact evaluation strategy, which also avoids selection bias: Randomised Encouragement Design (RED). Strengths, weaknesses and practical considerations will be discussed. Preliminary results from a full-scale RED evaluation of UOW’s PASS Program, which is currently in the field, will be presented. It involves around 4000 students, randomly allocated to treatment and control arms. The treatment group has been incentivised with a $50,000 pool of gift vouchers. Results from the first semester of the project, more than half of the sample, will be discussed.
Virtual Classroom: Online PASS at UniSA
Peter Andrinopoulos, Shoaib Gill and Tristana Sidoryn
University of South Australia

The PASS model has traditionally been used as an on campus model; however over recent years, there has been an increase in the number of universities who have facilitated PASS through an online platform. Universities have different types of online interfaces that can be adopted to use PASS in an online format. This workshop will provide an example of how PASS is run in an online format at the University of South Australia. In 2014, the University of South Australia trialled online PASS using Adobe Connect, and the students’ feedback and results will be discussed. In this workshop we will involve participants in a practice run of online PASS using the Adobe Connect software to give participants a practical example of how PASS works in an online format.

Using PASS Data to Demonstrate Program Value and Impact
Brian Cox
University of Wollongong

Collecting and using the right data in a timely and efficient manner is absolutely critical to success. Data is the lifeblood to continuous improvement. Data can identify which initiatives are successful, and which require revision. Data is also essential to showcasing the impact of the PASS program to stakeholders. However, not all data is equal. Driving continuous improvement, implementing successful marketing, and demonstrating program value and impact tends to become more challenging as programs mature. Consequently, the need for more sophisticated data analysis tends to grow over time, making the need for the right data more relevant to program managers. This workshop will explore what data program managers are currently using, how effective they find this data, and what data gaps they need to address. This workshop is an opportunity to share your successful data strategies, share your less successful uses of data, and learn from other participants.

Fostering Online and On-Campus PASS Leader Development Through Peer Led Interdisciplinary Team Meetings
Julia Carew, Hollie Greeves, Joelle Chin, Chris Bigwood, Rochelle Hodge and Helen Worley
University of Tasmania

At the University of Tasmania, PASS Mentors conduct fortnightly interdisciplinary team meetings to foster PASS Leader development. In meetings, PASS mentors facilitate a number of activities that encourage PASS Leaders to challenge their understanding of the role and develop practical skills for their sessions through interaction with their peers. Using Interdisciplinary teams maximises the opportunities for PASS Leaders to engage with a variety of perspectives, challenge their own assumptions and deepen their understanding. PASS Leaders are also supported to develop further by engaging critically with their practice using Brookfield’s four lenses of reflection. In this workshop, participants will explore how interdisciplinary team meetings can be used to support Leader development, in both Online and On-campus programs.
POSTER presentations

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

PASS Preparation: Advice for Commencing Leaders
Adrian Devey and Alison Glasgow
Monash University

A Recipe for Success: Catering to Different Learning Styles in PASS
Adrian Devey and Alison Glasgow
Monash University

Targeted Approach in Peer Assisted Learning for First Year Experience
Dr. Ewe Joo Ann, Dr. Phelim Yong Voon Chen, Carolina Vanathas and Pardip Sidhu
A/L Atama Singh
Taylor’s University, Malaysia

PASS@Unitec: One Size Fits All?
Cindy Wee and Margi Grey
Unitec Institute Technology, New Zealand

PASS Leaders Head Back to High School
Cheryl Burgess and Miriam Lowe
University of Newcastle
PASS at the University of Sydney
Rhiannon Parker and Rita Mikhael

University of Sydney

Supporting Languages with PASS @ UOW
Quinny Nguyen, Jasmine Tobia, Zoe Broisson and Chloe-Jane Williams

University of Wollongong

University of Tasmania's PASS Mentor Role
Julia Carew and Hollie Greeves

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

**Outstanding New Leader Award Winners**

Legrand Buan  
Stephanie Howard  
Gloria Pino Escobar  
Trang Dao  

*Macquarie University*  
*University of Newcastle*  
*University of Western Sydney*  
*University of Wollongong*

**Outstanding Senior Leader Award Winners**

Sarah Steen  
Peter Andrinopoulos  
Ivan Li  

*Deakin University*  
*University of South Australia*  
*University of Sydney*

**Outstanding Team Award Winners**

Anneliese Wilson, Zach Clark, Claire Kenney and Caitlin Hagdorn  
Rochelle Hodge and Chris Bigwood  

*Curtin University*  
*University of Tasmania*

The National Centre for PASS would also like to warmly congratulate all those Leaders who were nominated by their institution and shortlisted for the Australasian Peer Leader Awards.
August 26th, 2014

It has been an honour once again to adjudicate the Australasian PASS Leader Awards for the seventh consecutive year for the 10th National PASS Forum. This process becomes increasingly challenging every year, due to the outstanding contributions. The Team Category was of a particularly high standard this year.

I would like to commend all the PASS Leaders who were short listed and for those nominated for their outstanding contributions to the field of peer education. A particular commendation goes to Deakin University and the University of Newcastle for having successful nominations for the first time.

Congratulations to all the exceptional applicants which is a true testament of the high standards of programmes in the Australasian region, and the outstanding work of the Australasian Centre for PASS based at the University of Wollongong. I would like to take the opportunity to commend this Centre for their excellence in contributions to teaching and learning within the Australasian region and internationally. Also to wish this Centre a Happy Anniversary in their 10th year!

The award categories include: the “Outstanding New Leader Award”; “Outstanding Senior Leader/Mentor Award”; and the “Outstanding Team Award.”

The following criteria were utilized in assessing the candidate submissions:
- Evidence of quality contribution to student learning and development of a culture of peer learning;
- Understanding of peer learning theory as demonstrated in practical experiences and professional development as a Leader;
- Demonstration of outstanding performance, commitment or leadership.

From the high quality short list of submissions, four award winners were identified for the New Leader Award out of a short list of eight finalists; three award winners were selected for the Senior Leader Award out of a short list of six; and two award winners were chosen for the Team Award out of a short list this year of five finalists, which is a significant increase compared to the previous year.

It was a privilege to review such outstanding entries which reflect the wonderful work of the peer leaders from the Australasian region. Congratulations to the award winners and their mentors for excellence in contributions to the field of student learning.

Sincerely,

Catherine Unite | Director
University College Learning Center
Room 205 Ransom Hall
T: 817-272-2617 | F: 817-272-3770
unitec@uta.edu | www.uta.edu/utsi
## PROGRAM  
**day two**

**Wednesday 1st October**

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<td><strong>10:45—11:35am</strong></td>
<td>Raising the Bar: Improving the Quality of PASS Within a Complex Learning Environment</td>
<td>Supporting Diverse Disciplines with PASS</td>
<td>Planning on Campus and Online PASS Sessions: A Step by Step Process Using Constructive Alignment</td>
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<td><strong>11:45—12:35pm</strong></td>
<td>Networking Event</td>
<td>Taking a Global Approach to Understanding Excellence and Best Practice in Peer Learning, Education, Leadership and Mentoring</td>
<td>York University, Canada</td>
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<td>Mastering Oral Presentations Through PASS</td>
<td>Collaboration by Design: Maximal Interaction with Minimal Facilitation</td>
<td><strong>Think Tank:</strong> The Positives and Challenges of Retaining Senior Leaders</td>
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SESSION 4: 9:15 –10:05am

**Where Do I Start? Effective and Efficient Preparation of PASS Sessions**
Lauren Tomlinson, Sarah Courtney, Tim Ziegler, Christie Bennett and Zac Cook
*Monash University*

Planning PASS sessions is an important part of being a PASS Leader, and the time taken to prepare PASS sessions is an issue affecting all PASS Leaders, particularly less experienced Leaders. PASS Leaders want to develop strategies for preparing their PASS sessions as efficiently and effectively as possible. This workshop will challenge participants to reflect on key aspects of the planning process, from reviewing content and selecting topic(s), to choosing the activities for each topic and creating the resources required for these activities. The presenters will question whether it is better to work alone or collaborate with other Leaders, and what support PASS Leaders would like from their Universities?

**Peer Observations Through a Mirror: Reducing Hierarchy**
Raphael Pereira; presentation facilitated by Raphael Pereira and James Finlay
*Curtin University*

Observations are an essential part of good instructional skills development and are a requirement for PASS accreditation in Australia. There are a range of peer observation models and each offers administrative and development benefits. An effective peer observation programme needs to be adapted to the context of each institution, requiring a deeper understanding of peer observation and the various models in use.

This workshop builds on previous work presented at the West Australian Teaching and Learning Forum (WATLF) 2014 by including current data and approaching peer observations from a PASS perspective. The workshop aims to highlight benefits of peer observation for PASS, illustrate some of the models, and share insights from the Curtin University PASS peer observation programme to facilitate adaption of existing observation programmes to each institution’s context.

Peter Copeman and Polly Keightley
*University of Canberra*

In semester 1, 2013 the University of Canberra (UC) initiated a program of peer-assisted academic skills help, the Academic Skills Rovers program, with the goal of providing drop-in peer learning support to students in locations where they were working. The Academic Skills Rovers were initially recruited from the teacher education discipline, but the pool was subsequently extended to include students with high-level literacy skills from other fields. The program has proven to be a successful addition to the scope of learning development support offered at UC, as measured by a rapid increase in the number of consultations, enthusiastic evaluations by students, and the positive experiences of the Rovers themselves. This paper outlines and analyses the features of the program to provide a road map for other institutions contemplating the introduction of a similar service, and proposes possible directions for the future.
SESSION 5: 10:45 - 11:35am

**Raising the Bar: Improving the Quality of PASS within a Complex Learning Environment**

Renée Boucher, Karen Douglas, Hossai Gul, Gloria Pino Escobar, James Middleton and Hanan Abu-Saif  
*University of Western Sydney*

Striving for excellence in the delivery and design of PASS in a diverse, multi-campus university has its challenges. At UWS, we have been working on ‘Raising the Bar’ in terms of consistent delivery of quality PASS Sessions across our 5 campuses. This workshop will explore how the UWS PASS Team has worked on creating a cycle of continuous improvement within a framework of professional support and accountability to overcome significant geographical and logistical challenges. Key strategies will be discussed and this workshop is designed to provoke dialogue and actionable outcomes.

**Supporting Diverse Disciplines with PASS**

Adam Friend, Chloe-Jane Williams and Emily Wilson  
*University of Wollongong*

Have you ever noticed that a Maths PASS session can look entirely different to a Languages or Law PASS session? In any PASS program there is substantial diversity in the structure and running of sessions from different disciplines and yet sometimes aspects of Leader Training and subject support can seem to be One-Size-Fits-All. This workshop, presented by UOW PASS Leaders, will address the training and ongoing support of PASS Leaders across diverse subjects, proposing some changes for the way we equip and support leaders with activities, strategies and structures to address the distinct challenges and student needs of specific disciplines. Special focus will be given to the similarities and differences of running PASS for Law, Psychology and Language subjects.

**Planning On-Campus and Online PASS Sessions: A Step-by-Step Process using Constructive Alignment**

Julia Carew, Hollie Greeves, Douglas Ryan, Sarah Skromanis and Abbie-Rose Imlach  
*University of Tasmania*

The development and introduction of PASS Online at the University of Tasmania’s PASS program highlighted a number of challenges with the training and resources provided to Leaders around planning for their sessions. In response the University of Tasmania’s PASS team has developed a new step-by-step process for planning based upon the work of Biggs and Tang employing Intended Learning Outcomes and Constructive Alignment. In this workshop, participants will be able to view this planning process in relation to preparing for online and on-campus PASS sessions and engage with training resources developed by the University of Tasmania.
SESSION 6: 11:45am - 12:35pm

**Networking Event** - Leader World Cafe
Facilitated by Sophie Wright-Pederson, Scott Parker, Jessica Hinde and Siobhan O’Brien
National Centre for PASS

This is an opportunity for Leaders to connect and share ideas with their peers from other institutions on key common challenges and issues in running PASS sessions. Leaders will be encouraged to share successful strategies and solutions and listen to how the same challenges are addressed across other institutions. The World Café format is designed to facilitate a strong network of connected Leaders across the Australasian region and to provide opportunities for leaders to exchange ideas and innovations.

**Taking a Global Approach to Understanding Excellence and Best Practices in Peer Learning, Education, Leadership, and Mentoring**

Associate Professor Robert Kenedy
York University, Canada

This workshop builds on past research and best practices, highlighting international peer leadership, education, and mentoring that promotes student development through facilitating a successful post-secondary transition both socially and academically (Kenedy et al., 2012; Kenedy & Skipper, 2012; Kenedy, in progress). The workshop investigates how, internationally, peer leaders are involved in an instructional capacity, as tutors, in supplemental instruction, and as co-instructors in first-year seminars (Stone & Jacobs, 2008; Tobolowsky & Associates, 2008; Upcraft, Gardner, Barefoot & Associates, 2005; Young & Hopp, 2014). It takes a broader more global view of peer leadership in order to measure the effect on post-secondary student success and best practices in international higher education.
SESSION 7: 1:45 - 2:35pm

Mastering Oral Presentations Through PASS
Christopher Cunningham and Pamela Martin-Lynch
Murdoch University

Oral communication is seen to be highly valued as a graduate attribute and an employability skill. However, 75% of the population has been identified to have a fear of public speaking. This workshop introduces participants to an innovative approach for incorporating oral presentation skills into PASS sessions. This workshop will illustrate the potential to incorporate public speaking training into PASS sessions and leader training. The participants will be actively involved in the workshop presenting to their fellow participants. Using the non-threatening and supportive environment of PASS, students can gain confidence and exposure to public speaking.

Collaboration By Design: Maximal Interaction with Minimal Facilitation
Anneliese Wilson, Claire Kenney, Caitlin Hagdorn; presentation facilitated by Claire Kenney and Caitlin Hagdorn
Curtin University

Peer-learning requires collaboration. Peer educators use collaborative learning to engage students, enable deeper learning, cover more content, and maintain a non-hierarchical learning environment. However, there are varying degrees of collaboration depending on the subject, the learning activity and group dynamics. It is much easier to achieve high levels of collaboration in a PASS session when the activities are carefully designed with levels of collaboration in mind.

This workshop presents a collaborative framework based on rubrics designed by SRI International that describes levels of collaboration and then focuses on designing activities for maximum collaboration. Experience and strategies from Curtin University’s peer-learning programme as well as examples from the audience will be used to apply collaborative design techniques.

Think Tank: The Positives and Challenges of Retaining Senior Leaders
Sian O’Sullivan and Meredith Young-Whitford
University of Wollongong

Senior Leaders can be a valuable source of information and expertise in a PASS team. However, certain challenges can arise when the age and experience gap between Leaders and students grows. Senior Leaders may also be tempted to become complacent, particularly if they have supported the same subject for several semesters or more. This Think Tank will explore how we can work to ensure that we maintain best practice sessions, tapping into the wealth of knowledge and skills that senior Leaders have, while avoiding such pitfalls as complacency or burn out.
NOTES

Top Tips:

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Great Ideas:

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

Lunch on both days will be held at Windjammers Restaurant, located on Level 3 of the Novotel Northbeach Wollongong. The lunch will feature a full buffet selection of hot and cold dishes, as well as prawns, oysters and dessert.

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

Restrooms are located on either end of Level 4 and hotel concierge is located on Level 3.

For any assistance during the Forum, please see one of the PASS@UOW Team.
Thank you for attending the 10th National PASS Forum

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

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

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www.uow.edu.au/student/services/pass/centre