Excellence and Innovation: The Future of Peer Learning

2019 AUSTRALASIAN PASS AND PEER LEARNING CONFERENCE

UNIVERSITY OF WOLLONGONG AUSTRALIA

#PPLC2019
Welcome

We would like to acknowledge the Traditional Custodians of the lands on which the University of Wollongong is situated. We pay our respects to Aboriginal Elders past and present, who are the knowledge holders and teachers. We acknowledge their continued spiritual and cultural connection to Country.

As we share our own knowledge, teaching, learning and research practices throughout the conference may we also pay respect to the knowledge embedded forever within the Aboriginal Custodianship of Country.

This year, we are delighted to welcome staff and students from Australia, New Zealand, Japan and the United States of America to showcase best practice and innovations from the PASS and Peer Learning Community. The PASS and Peer Learning Conference (PPLC) continues to offer the opportunity to bring staff and student leaders together to discuss the many factors that contribute towards successful peer learning initiatives.

The focus of this year is “Excellence and Innovation: The Future of Peer Learning”, which aims to create a conversation around emerging topics that are related to ensuring PASS and peer learning programs remain relevant and valuable in a rapidly evolving higher education sector. Some of the themes from the community created program include the role of peer learning for diverse learners, innovative activity design, partnership practices, creating impact in online modes and training/professional development for leaders feature. It is particularly exciting to see reflections on enhancing inclusivity and environmental awareness as programs continue to lead the way around the region.

We welcome and thank the two keynote speakers, Emeritus Associate Professor David Arendale and Associate Professor Kelly Matthews for giving their time to be with us. As an expert on peer learning, course based assistance learning design, universal design, understanding best practices in Higher Education and a history with PASS/SI which started working alongside Deanna Martin, it is a privilege to host David and we appreciate him travelling so far. Kelly is an expert and co-creator of the emergent conversations and literature around the role of students as partners in Higher Education and we greatly appreciate her being with us to continue to challenge our thinking around what true partnership means in our 21st century learning environment for all stakeholders. We also wish to acknowledge all session presenters for their contribution to the conversation around PASS and Peer Learning. This event is not possible without the continuing commitment to open sharing of practice that has been a defining feature of the community since the first PASS Forum in 2005.

Finally, we wish to extend a sincere thank you to Andrea Kornhoff and the UOW Peer Learning team as the PPLC conference conveners for 2019. They have worked tirelessly to make this event an enjoyable and enriching experience for all.

We invite you to share your insights on social media using #PPLC2019.

Melissa Zaccagnini
Head, National Centre for PASS

Melissa Bergner
Associate Head, National Centre for PASS

On behalf of the UOW PASS and Peer Leader team, I would like to extend the warmest welcome to all the student leaders, staff members, award recipients and volunteers attending the 2019 PASS & Peer Learning Conference in our beautiful hometown of Wollongong. Across these two fun-filled days, we would like to encourage you all to make the most of this opportunity to meet delegates from other institutions; share ideas and strategies with one another; and join in on all of the exciting activities and events offered throughout the conference. With so much to do in our city, don’t forget to take some time to see what’s around and enjoy the incredible coastline views while you are here too! In what is sure to be a conference to remember, we hope you all have an incredible time and we cannot wait to meet you all.

Taylor Sumelj
Student Conference Assistant
University of Wollongong
Event Information

Social Media
Join us throughout the Conference on social media using #PPLC2019.
Leaders are also welcome to join the PASS and Peer Learning Conference Peer Leaders Group on Facebook.

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

Internet Access
Wireless internet is available throughout the venue:
Code: pass

Venue Event Map
Our conference venues are the Illawarra rooms (Belmore, Keira, Kembla) and Pacific 1, 2 and 3. Lunch will be served at Windjammers Restaurant, located inside the Novotel on the beach front.
## Program Day One
Wednesday 2nd October 2019

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:15</td>
<td>Registration opens</td>
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<tr>
<td>9:00 – 9:30</td>
<td><strong>Welcome - Conference opening</strong> (Illawarra Rooms)</td>
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| 9:30 – 10:15| **Keynote Presentation:** Strengthening Relationships with Students: Best Practice that Promotes Student Success  
Associate Professor Emeritus David Arendale  
University of Minnesota, USA |
| 10:15 – 10:45| **Morning Tea — Illawarra Gallery**                                    |
| 10:50 – 11:30| **Workshops**                                                          |
| 10:50 – 11:30| Belmore  
Student-Centred Activities at the Roll of a Dice: The Random Session Plan Generator  
Curtin University |
| 10:50 – 11:30| Keira  
Beyond Tomorrow: Preparing Learners for the Automation Age  
University of Sydney |
| 10:50 – 11:30| Kembla  
Exploring Ethical Onboarding, Training and Development of Peer Leaders  
University of Tasmania |
| 11:35 – 12:15| **Workshops**                                                          |
| 11:35 – 12:15| Belmore  
Closing the Language Gap: How PAL Leaders are Enhancing International Students’ English Language Skills at Macquarie University  
Macquarie University |
| 11:35 – 12:15| Keira  
Intentional Inclusivity: Creating an Inclusive PASS Community which Welcomes and Values Everyone’s Strengths  
Western Sydney University |
| 11:35 – 12:15| Kembla  
Low Cost and High Impact Marketing Initiatives for PASS  
Griffith University PASS |
| 12:30 – 1:30| **Lunch — Windjammers Restaurant**                                     |
| 1:40 - 2:00| **Speed Talks**                                                        |
| 1:40 - 2:00| Belmore  
Using the Case Study Method as a Facilitation Tool in Peer Assisted Learning  
Macquarie University |
| 1:40 - 2:00| Keira  
Reflections on Self-Direction to Inform Independent Learning – Teaching University Students How to Learn  
University of Adelaide |
| 1:40 - 2:00| Kembla  
Thinking Outside the Box: Innovative Approaches to Engaging Students in an Unconventional Learning Environment  
Griffith University |
| 2:05 - 2:25| **Speed Talks**                                                        |
| 2:05 - 2:25| Belmore  
The Fastest PASS Pilot in the West: How Curtin Started Online in only 5 Weeks  
Curtin University |
| 2:05 - 2:25| Keira  
The Renaissance Peer Leader: Harnessing Partnerships to Redefine Peer Learning  
University of Canberra |
| 2:05 - 2:25| Kembla  
BOAT Program at Griffith University: From Choppy Waters to Smooth Sailing  
Griffith University |
| 2:30 – 2:50| **Speed Talks**                                                        |
| 2:30 – 2:50| Belmore  
Enhancing PASS through Structured Metacognitive Awareness Training  
University of Otago |
| 2:30 – 2:50| Keira  
Feedback Mechanisms at Work: Student Innovation and Excellence in Curriculum Development  
University of Technology Sydney |
| 2:30 – 2:50| Kembla  
Professional Development: Workshops Facilitated by Leaders for Leaders  
University of South Australia |
| 3:00 – 3:30| **Afternoon Tea and Poster Presentations** (Illawarra Gallery)         |
| 3:35 – 4:45| **Workshop:** Introducing the Course Based Learning Assistance Guidelines  
Associate Professor Emeritus David Arendale  
Belmore  
**Leaders Think Tank**  
Kembla and Keira  
Facilitated by the UOW Student Leaders Team |
| 6:00—8:00 | **Networking event—Level One Harbourfront**                            
2 Endeavour Drive, Wollongong Harbour |
## Program Day Two

Thursday 3rd October 2019

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<tbody>
<tr>
<td>8:30</td>
<td>Registration opens</td>
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<tr>
<td>9:00 — 9:10</td>
<td>Welcome Day 2 (Illawarra Rooms)</td>
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<tr>
<td>9:10 — 10:00</td>
<td><strong>Keynote Presentation:</strong> Peer Learning as Partnership Practice</td>
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<td>Associate Professor Kelly Matthews</td>
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<td>University of Queensland</td>
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<td>10:05 — 10:40</td>
<td><strong>Student Leader Awards Presentation</strong></td>
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<td>10:45 – 11:15</td>
<td><strong>Morning Tea &amp; Poster Presentations</strong> (Illawarra Gallery)</td>
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<td>11:20 – 12:00</td>
<td><strong>Workshops</strong></td>
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<td>Belmore</td>
<td>Overcoming Cultural Barriers: An Engagement Initiative to Support a Diverse Cohort</td>
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<td>Keira</td>
<td>Building a Comprehensive and Effective Peer Support / Learning Environment to Enhance Student Success</td>
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<td>CSU Study Centre</td>
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<td>Kembla</td>
<td>PASS Online—Innovative and Agile Learning Environment</td>
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<td>University of Wollongong</td>
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<td>12:05 — 12:45</td>
<td><strong>Workshop:</strong> Taking PASS to Class</td>
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<td>University of South Australia</td>
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<td>2:05 – 2:25</td>
<td><strong>Speed Talks</strong></td>
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<td>Pacific 2 &amp; 3</td>
<td>Peer Programs have a Social Buffering Effect</td>
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<td>Keira</td>
<td>The Student Mentor Coordinator: Continuing Professional Development in the PASS Setting</td>
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<td>University of Wollongong</td>
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<td>Kembla</td>
<td>Innovation begins with Uncertainty: Evolving Student-Staff Collaborations</td>
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<td>University of South Australia</td>
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<td>2:30 – 2:50</td>
<td><strong>Speed Talks</strong></td>
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<td>Understanding Postgraduate International Students in the Peer Learning Space: Lived experience of a PASS Leader</td>
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<td>University of Wollongong</td>
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<td>PASS Online: Key Findings of a Pilot PASS Program through Open Universities Australia (OUA)</td>
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<td>Griffith University</td>
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<td>Complex Collaboration – Large Scale Faculty Revision Session</td>
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<td>University of Adelaide</td>
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<td>2:55 — 3:15</td>
<td><strong>Conclusion and Farewell</strong> (Belmore Room)</td>
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Day One

Keynote Presentation, 9:30am - 10:15am

**Strengthening Relationships with Students: Best Practice that Promotes Student Success**

Associate Professor Emeritus David Arendale

University of Minnesota, USA

![David Arendale](image)

A positive academic relationship among students, staff, and faculty members leads to higher student satisfaction and persistence towards graduation. Student peer leaders, whether facilitating a study group, serving as an orientation seminar leader for new students, or serving as a guide for campus tours create a supportive learning environment for new students to develop confidence and belonging at the institution.

In his keynote, David will share best practice principles and personal lessons learned from 40 years as a classroom teacher on strengthening relationships with students to promote student success. Several times during the talk small group discussions will occur at the tables to apply the principles and to share personal experiences and expertise.

David will finish the session by sharing some of the positive outcomes for student leaders that are achieved as a result of interacting with their fellow students.

**Biography:**

David Arendale serves as an Associate Professor Emeritus in the Department of Curriculum and Instruction within the College of Education and Human Development at the University of Minnesota-Twin Cities. At the same University, he also serves as the Manager for the Educational Opportunity Association Best Practices Clearinghouse.

David is the former National Director of Supplemental Instruction at the University of Missouri-Kansas City and since the mid-1980s he has been an active member of both the College Reading and Learning Association along with the National Organization for Student Success where he served as president. Employing Universal Design for Learning (UDL) principles, he embeds into his first-year history course approaches and strategies to eliminate barriers to learning and provide learning services to increase academic success and persistence of students. He helped create the campus Peer Assistance Learning Program that operates within the Learning Commons. David is a prolific author, conference speaker, and workshop leader.
Session One
10:50am - 11:30am

**Student-Centred Activities at the Roll of a Dice: The Random Session Plan Generator**

Amanda Smith and Andrea Victoria Cousins  
*Curtin University*

Save session planning time while still keeping sessions engaging and interesting! Curtin’s UniPASS staff and leaders have designed group activities and written them up into session plans. The Random Session Plan Generator then incorporates these to take the angst out of deciding which activities to use for a session. This ‘quick and easy’ way to plan enables PASS leaders to change up their sessions more often, saving a lot of preparation time, and keeps both students and PASS leaders engaged and interested with creative and diverse sessions. Staff and students will walk away from this workshop with some engaging, student-centred activities, and ideas on how to use them with your own content/topic areas, mostly planned out and ready to go!

**Beyond Tomorrow: Preparing Learners for the Automation Age**

Joshua Sinn and Abhay Mahajan  
*The University of Sydney*

Automation and artificial intelligence are expected to revolutionise the way we work within the next two decades. The Organisation for Economic Cooperation and Development (OECD 2019) estimates that 46% of existing jobs in developed countries will disappear or change significantly in the next twenty years. While technological change in the workplace is projected to displace 75 million non-agricultural jobs worldwide, 133 million new roles will be created (World Economic Foundation 2018). Several organisations have identified that the technology-augmented jobs of tomorrow will require a mastery of uniquely human skills, such as leadership, emotional intelligence and logical reasoning skills. This workshop will investigate ways in which peer learning can couple knowledge development with human-oriented skill development to prepare students for the automation age.

**Exploring Ethical Onboarding, Training and Development of Peer Leaders**

Dr Kathryn French and Julia Crew  
*University of Tasmania*

Ethical human resource management theory demands managers take responsibility in developing leadership skills and experience to transform staff, while also meeting the strategic priorities of our institutions. Investing in our staff delivers benefits for our student leaders, the students using our services and the broader communities in which they participate. Developing leadership skills and experience in University of Tasmania peer learning programs starts with investment in three areas: onboarding, training and development. This workshop will explore the theory on incorporating leadership skills and experience into the onboarding, training and development processes for our student staff. Furthermore, we will discuss how we could translate this into practice in our programs.
Session Two
11:35am - 12:15pm

Closing the Language Gap: How PAL Leaders Are Enhancing International Students’ English Language Skills at Macquarie University

Dr Ammy Kwong, Gabriel Van Duinen and Prahlad Suresh Iyer

Macquarie University

Peer Assisted Learning (PAL) Leaders are equipped with the skills to facilitate group discussions. Thereby, Macquarie University Business School (MQBS), has made use of their skills to establish an informal and relaxed environment to increase international students’ engagement. Established in 2011, the English-Speaking Club (ESC), has gained university wide interest, with feedback results indicating that not only do students improve their English-speaking skills and develop confidence with their studies, but students have also made new friends, and improved on their academic standing. This workshop aims to showcase “best practice” run by MQBS in utilising PAL Leaders to promote student engagement through programs such as ESC.

Intentional Inclusivity: Creating an Inclusive PASS Community which Welcomes and Values Everyone’s Strengths

Renée Boucher, Karen Douglas, Lenny Patel, Leanne Markovic, Rhonda Blackadder and Sahar Tabbouleh

Western Sydney University

The Western Sydney University PASS Team has been actively and intentionally developing inclusive practices to ensure we embrace the strength that lies in difference within our facilitator team. Inclusivity is one of the five philosophical pillars of our PASS program. This awareness of inclusivity is becoming embedded in the team culture; the use of evidence to inform practice; a range of conscious recruitment strategies; the training and ongoing professional development offered and informs event planning. Our goal is to intentionally plan for the success of all students in PASS, beginning with facilitators. During this workshop we will share our early learnings around making a new, inclusive space in PASS that is a better space for everyone.

Low Cost and High Impact Marketing Initiatives for PASS

David Schmidtke, Jackie Wilkins, Heba Allouche and William Vuk Despotovic

Griffith University

PASS programs across institutions are often limited in their marketing efforts due to funding restraints. Despite this, marketing PASS is known to be persuasive in convincing more students to start attending PASS sessions or to aid in ensuring existing attendees engage with a greater number of sessions. Presenters will share examples of marketing initiatives which are believed to have helped increase student uptake and retention in PASS at Griffith University. A discussion on the literature regarding loyalty programs will be presented; providing some justification for the success of the marketing strategies utilised. The success of the PASS model is pivotal upon the students’ view of the peer facilitator. This workshop explores why students’ perceptions of their facilitator are important to their overall learning experience, and the methods to minimise students’ view of the facilitator as an academic and consequently eradicate the potential facilitator-student barrier. Through this, students are put at ease and encouraged to think critically and engage deeply with course material. Ultimately, this discussion aims to generate implementable ideas to create an interactive and student-focused environment conducive to active discussion, teamwork, and effective learning.
Session Three  
1:40pm - 2:00pm

Using the Case Study Method as a Facilitation Tool in Peer Assisted Learning  
Gabriel Van Duinen  
Macquarie University  

Leading a group in eerie silence is one of the greatest fears of Peer Assisted Learning leaders. However, at least once in their career, every facilitator has been confronted with the dreaded “silent room”. Increasing diversity in student groups means that initiating and maintaining discussion is one of the key challenges facing Peer Assisted Learning leaders. Case study activities provide students with a practical problem to solve and become one way of promoting discussion and debate within their session. This Speed Talk will explore how case studies can be used to develop group members’ higher order thinking skills and study techniques, improving their university experience. It will also introduce the process of developing engaging case studies for participants that enhance students understanding and achievement.

Reflections on Self-Direction to Inform Independent Learning - Teaching University Students How to Learn  
Oliwia Derda  
University of Adelaide  

Learning how to learn is among the fundamental skills of lifelong learning. Students, in control of their learning, practice self-direction and independence, and are more likely to take initiatives to complete new challenges (Carpenter 2011). Peer Assisted Study Sessions (PASS) leaders; experts at being students, possess a great ability to lead novice students towards becoming expert students (Zhang and Bayley 2019). The aim of this project was to investigate whether PASS leaders can design classroom activities to help students develop self-directed skills necessary for effective lifelong learning. The main initiatives included the inclusion of (1) two-way constructive feedback between the PASS leader and students, and (2) self-evaluation/reflection exercises. Utilized strategies were designed to give students autonomy over their learning and promote engagement and motivation levels.

Thinking Outside the Box: Innovative Approaches to Engaging Students in an Unconventional Learning Environment  
Martin Luna Juncal and Selina Schuh  
Griffith University  

Traditional notions of PASS, arising from in-depth and extensive studies, show that group work within classroom environments is the most efficient and beneficial method to encourage students to retain concepts and develop study skills (Dawson, van der Meer, Skalicky & Cowley, 2014; Malm, Bryngfors & Morner, 2012). However, limitations due to scheduling within the University can leave leaders with less than ideal conditions to contend with, such as running PASS sessions in a lecture theatre environment. This has the potential to hinder the opportunity for group work and impact the flow of sessions. Subsequently, leaders need to be creative and adapt their approach to create effective sessions. This speed talk will focus on strategies employed to maintain the essence of PASS and maximise student engagement within a lecture theatre.
Session Four
2:05pm - 2:25pm

The Fastest PASS Pilot in the West: How Curtin Started Online in only Five Weeks
Tracy Piper and Amanda Smith
*Curtin University*

The benefits of attending PASS sessions regularly are now well documented, so equity issues are raised when we don’t provide those benefits to online students. Curtin’s PASS program, UniPASS, received equity-focused funding in March 2019 to trial online PASS sessions and we chose a large, core, first year, health sciences unit in which to do this – on a fairly short time frame! This Speed Talk covers our journey from initial training and meetings with incredibly helpful colleagues at other universities, through to the commencement of the sessions and how the students and PASS leaders are currently responding. Learn from our experience in this reflection on the highs and lows of our online pilot.

The Renaissance Peer Leader: Harnessing Partnerships to Redefine Peer Learning
Gail Heinrich, Beth Makin and Shane Rigby
*University of Canberra*

“Student life is not compartmentalised" (Bodemer, 2014), and neither should we compartmentalise academic support. Within UC Student Life, Study Skills peer leaders are working with other business areas to enhance the student experience. Recently we have partnered with Library Services to deliver a shared Help Zone showcasing a peer-led experience addressing the academic, digital and information needs of UC students. The accumulated knowledge bank and communication skills of our peer leaders is widely recognised across the university and has led to partnerships with other business areas revealing benefits for staff, students and the peer leaders themselves who are redefining their role and becoming a multi-faceted, holistic peer leader (Shook & Keup, 2014).

BOAT Program at Griffith University: From Choppy Waters to Smooth Sailing
Heather Harmer and Jacqueline Wilkinson
*Griffith University*

Griffith Sciences have collaborated with the University’s Mentoring and Orientation Hub to introduce the Back on Academic Track (BOAT) Program; a targeted approach to the retention and support of students failing to achieve good academic standing. Student Mentors are employed to support targeted students online, in person and over the phone, addressing issues such as balancing work-study-life, lack of motivation or direction and not accessing/being aware of existing university support services. After an initial 2018 pilot resulted in 75% engagement, the program was extended to over 700 Sciences students and is now being adopted university-wide. This Speed Talk will outline the rationale for the approach, including an overview of online resources provided to students, initial outcomes and plans for sailing ahead.
Session Five
2:30pm - 2:50pm

Enhancing PASS through Structured Metacognitive Awareness Training
Tracy Rogers, Rob Wass, David Berg, Kim Brown, Kelby Smith-Han, Nicola Beatson and Jackie Tagg
*University of Otago*

Metacognitive skills enable awareness of learning through assessment of learning strategies, and the capacity to monitor and evaluate learning. Although research has shown these skills to be highly valuable for effective learning, they are seldom explicitly taught. As a research team, we developed workshop activities to scaffold the metacognitive awareness and regulation of 32 PASS facilitators, and suggested ways to embed metacognitive development into their PASS sessions. Seven PASS facilitators were interviewed at the beginning of the intervention and again at the end to talk about their experiences of the intervention. In this presentation, we report on the preliminary findings of the intervention, including how it changed the metacognitive awareness of the PASS facilitators and how the intervention changed their practice.

Feedback Mechanisms at Work: Student Innovation and Excellence in Curriculum Development
Tijana Sharp
*University of Technology Sydney*

Peer learning requires collaboration and communication from students, academics and PASS leaders. A PASS leader in particular becomes a buffer for the student-academic interaction. PASS programs foster the development of unique teams and networks that provide valuable support, encourage student involvement as partners in learning and develop and refine curriculum through feedback. This presentation will examine the dynamics of feedback learning models involving students, PASS leaders and academics that positions learners as key generators of feedback. An incident in the context of Structural Anatomy will outline how this learning model sustainably equips students with the agency to create a responsive loop of feedback that fosters greater student engagement and academic achievement.

Professional Development: Workshops Facilitated by Leaders for Leaders
Nicole Vincent, Katrin Horsey and Duc Vo
*University of South Australia*

The UniSA Business School is committed to encouraging the personal and professional growth of its PASS Leaders. To achieve this, the PASS team has successfully implemented a Professional Development program where PASS Leaders are responsible for facilitating workshops, which focus on developing and refining skills that are relevant to their role as a PASS Leader. These sessions are held for approximately 45 minutes and run weekly during our team meetings. PASS Leaders work in pairs to plan, research and prepare a session on a predetermined topic. In this speed talk, UniSA PASS Leaders will use activities to introduce participants to the Professional Development program, including current and future workshop topics and provide guidance for how other institutions can incorporate this practice into their own program. This program is feasible for any tertiary peer learning program and all conference attendees would benefit from attending.
Poster Presentations
3:00pm - 3:30pm

Developing and Employing a Comprehensive Study Support and Peer-Support Learning Environment to Enhance Student Success

Dr Jeffrey Gosper, Elaine Rodrigues, Mazin Yousif

Charles Sturt University Study Centres

The CSU Study Centres have developed a comprehensive supportive environment built around a range of study support, peer-support and learning programs that assist international students in their transition to their studies in Australia. Students experience this environment starting with ‘Study Ready’ which runs during orientation, helping students identify skills gaps and build essential study skills. Study Ready is followed by the Academic Skills Development Program running in the first weeks of each session. Students have access to well-established peer-support and learning programs including SRC (Student Representative Council), Mentors and PASS. These programs are augmented by two novel peer-programs: STEP (Successful Transition Enhanced by Peers) and DSS (Discipline Support Sessions). Together they provide a comprehensive supportive environment to assist in student success.

Chinese Academic Business Learning & Education (CABLE): A Voluntary-Based Bilingual Peer Assisted Learning Program

Xinru Wang, Yiyang Sun, Tairan Huang and Jun Cui

University of Wollongong

Chinese Academic Business Learning & Education (CABLE) is a voluntary-based, Bilingual Peer Assisted Learning (B-PAL) program operating in the Faculty of Business, University of Wollongong (Cui et al., 2015). Founded by several high-achieving Chinese international students who embrace peer learning philosophy in 2010, the program developed into a large faculty-based student association and provides both academic and social support to more than 1,000 students per annum. The poster showcases the program’s development process, highlighting its pedagogical characteristics which integrate peer learning, bilingual instruction, and a sociocultural approach to cater to the unique learning needs of international students. It also exhibits the program's practices, achievements, and research evidence demonstrating the program's effectiveness in improving student engagement, academic performances, and social wellbeing.

Uber for Peer Tutoring? Curtin’s Vygo Experience

Tracy Piper

Curtin University

In mid-2019 Curtin’s University Library received SSAF funding to trial an online peer tutoring service with the start-up company, Vygo. Vygo uses sharing economy principles to connect students to academic and mentoring support from peers at their campus through the use of an app (Office of the Queensland Chief Entrepreneur, n.d.). This poster outlines the whirlwind journey we’ve experienced in commencing a trial with a tutoring service likened to Uber, and incorporates student user and peer advisor feedback.
How Student Initiative Maximised the Potential of an Online Tool to Identify Patterns of Student Need

Benjamin Jacobs, Nathan de Souza, Alison Pryce and Keith Smith

*University of South Australia*

The Study Help PALS (SHP) program at the University of South Australia provides students with study strategies and resources through drop-in sessions run by student volunteers. Initially, staff used an Excel spreadsheet to record data about student-SHP interactions. Two SHP Leaders then developed an entry form classifying student enquiries, which was incorporated into the program. This inclusion recognised that meaningful student-staff collaborations make space for students to be involved in reaching decisions about improvements, as well as being active partners in any implementation (Williamson & Jones 2015). Patterns were observed in the questions asked that could improve the service, such as the training of Study Help PALS volunteers, and more widely student engagement with other university areas.

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Our PASS Family

Sharon Ho

*The University of Sydney*

This year’s poster will focus on the ‘PASS-family’, specifically the friendships and bonds that have been forged between facilitators along the way. The poster will feature a photo collection of past and present facilitators to highlight their PASS journey and beyond. On the border of the poster, photos of alumni will be featured to show that although they have graduated, their contributions are still valued by the PASS team. Within the inner borders of the poster, photos of the present PASS teams are shown. These photos will be segmented into the different discipline teams present in the program. Alongside these photos, will be statistics showcasing the accomplishments of the various teams and their contribution to student life and grades. This poster aims to showcase the benefits of the PASS program to not only students, but facilitators as well, demonstrating that the PASS program has the capacity to develop a wide range of people both personally and professionally.

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Digital Academic Support: Assisting Students Beyond the Classroom

Elizabeth Rowe

*University of Wollongong*

Launched in 2015, the UOW Learning Co-Op is a collaboration between Peer Learning, UOW Library, Learning Development and the UOW College to provide a seamless and centralised knowledge hub for Academic Support services. Initial support platforms were based around physical interactions via academic seminars, face-to-face Peer Academic Coaching, Library Rovers, and Academic Consultations. In 2018, a digital presence strategy was launched, providing self-directed academic support through online resources. This poster highlights the outcomes of the new suite of digital tools offered by the UOW Learning Co-Op including an online Assignment Calculator, weekly ‘Study Hacks’ episodic videos and an online Peer Academic Coaching service via videoconferencing and instant messaging. It reflects on how digital Academic Support improves engagement beyond the classroom and traditional physical presence support.
Session Six
3:35pm - 4:45pm

**Introducing the Course Based Learning Assistance (CLA) Guidelines**

Associate Professor David Arendale  
*University of Minnesota, USA*

This interactive session will introduce participants to the CLA guidelines. The guidelines were developed by an international group of peer program supervisors, including members from Australia. They are relevant to any peer learning program such as SI, PASS, PAL, and PLTL as well as teaching staff interested in developing new learning activities. So far, the guidelines have been downloaded by 600 peer learning program managers in 14 countries. The twelve guide sections range from program evaluation to technology and everything in-between. Session participants will work in small groups on different sections of the guidelines and have an opportunity to add to them. Other peer-to-peer training materials will be identified for free downloading.

**Leaders Think Tank**

Facilitated by the UOW Student Leader Team

The leaders Think Tank is an important opportunity for leaders to collaborate and learn from each other in a dynamic and relaxed environment. It acts as a way for leaders to connect across universities and share knowledge in order to learn and grow. The session will feature several different topics focusing on session dynamics and environments; successful and engaging activities; adapting to a diverse student population; focusing on knowledge development and long-term understanding. During the session leaders will collaborate with their peers to address current challenges and areas for future development opportunities.
Keynote Presentation, 9:10am - 10:00am

Peer Learning as Partnership Practice

Associate Professor Kelly Matthews

University of Queensland

Peer learning and PASS – by definition – recognise the expertise of students as teachers and learners. The growing commitment across Australian (and overseas) universities to engage students as partners also recognises and affirms the expertise that students bring to educational endeavours alongside staff. But are peer learning and PASS programs fostering genuine partnerships between students, and between students and staff? The answer is inevitably: it depends. In this informal yet informative talk, I will create space for us to think together about the intersection of partnership and peer learning/PASS to illuminate possibilities and paradoxes. In doing so, I will stretch our thinking about the role of students as curriculum co-creators and argue for an ethos of partnership across PASS and peer learning that will sit comfortably with some and unsettle others.

Biography:

Kelly Matthews is an Associate Professor (Higher Education) at The University of Queensland, Australia. Her research explores students’ experiences of learning, and engaging students as partners in learning and teaching. Kelly has collaborated on 24 funded teaching and learning projects. She publishes extensively and in 2015 was awarded an Australian Learning and Teaching Fellowship focused on Students as Partners. She is Vice-President (2016-2019) for the International Society for the Scholarship of Teaching and Learning, inaugural co-editor for the International Journal for Students as Partners, and on the editorial board for the International Journal of Chinese Education.
National Centre for PASS Presentation
Australasian Peer Leader Awards, 10:05am - 10:40am

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

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

Outstanding New Leader Award Winners

Rita Anjerkoushian, Curtin University
Rita joined UniPASS at Curtin in early 2019 and despite her super-busy Physiotherapy degree schedule, she has been highly committed to supporting PASS attendees in her Anatomy sessions. Described as supportive, creative, encouraging and dedicated by students, Rita’s contribution to student learning has been three-fold: her attendees have a broader range of study techniques to revise, understand and remember content; increased confidence in both their current knowledge of content and their capacity to learn more; and a larger group of peers with whom they are comfortable and relaxed enough to form study groups and rely on for general support.

Amanda Smith, Peer Learning Coordinator, Curtin University

Narasimhan Ravi, Griffith University
Narasimhan is an exceptional PASS Leader, performing at an excellent standard across all aspects of the role. He has strong facilitation skills, develops great activities, uses effective questioning techniques and creates a highly effective peer learning environment within his sessions. Further, Narasimhan also creates highly relatable and engaging social media posts, which has seen the 1102AFE Facebook group gain a lot of traction from attendees outside of PASS sessions. Narasimhan has also contributed to the greater Griffith Business School PASS Community through his innovative approach to getting feedback from attendees and PASS Leaders and sharing that feedback in highly meaningful ways.

David Schmidtke, PASS Program Coordinator, PhD Candidate and Sessional Academic, Griffith University
Duc Vo, University of South Australia

From the outset Duc has been an enthusiastic and engaged PASS Leader in the UniSA Business School. Aside from his outstanding performance during sessions, Duc has made an enormous contribution to the wider PASS community. Duc has taken an active role in ensuring the PASS program is well promoted and visible throughout the campus, he has also been our eyes on the ground, monitoring attendance and sessions with low attendance to report back to the supervisor team. Duc’s enthusiasm and contagious personality makes him a shining light in the PASS space and a joy to be around. It is clear that he possesses the leadership qualities we look for in our senior team and it is wonderful to see this early in his appointment as a PASS Leader.

Tristana Sidoryn, Coordinator: Community Engagement, UniSA Business School, University of South Australia

Outstanding Senior Leader/Mentor Award Winners

Sahar Tabbouleh, Western Sydney University

Sahar Tabbouleh is an excellent example of a superb PASS facilitator, mentor and team member. She is truly valued here at Western Sydney as being the quintessential PASS Leader package. Her collaborative skills; her leadership; her warmth; her willingness to step forward at all opportunities; and her humility in light of her consummate skill are all hallmarks of the great leader that Sahar has become. Sahar willingly contributes to all developmental projects to enhance our PASS program and offers insightful ideas that always help move the projects forward positively. She is a talented and inclusive colleague who consistently supports others.

Karen Douglas, Assistant Coordinator Peer Assisted Study Sessions (PASS), Student Engagement, Western Sydney University

Gayani Gunasekera, University of Wollongong

Gayani is an outstanding leader who takes great pride in delivering best practice Peer Assisted Study Sessions (PASS) on postgraduate business subjects. Gayani always offers to help when we are short of leaders, and displays exceptional maturity and leadership. She excels at making students feel enthusiastic about challenging disciplines and has made the transition to study easier for many international students. Gayani completed additional training to mentor new leaders, and she provides excellent constructive feedback to enable them to improve. This level of involvement demonstrates her high level of commitment to the Program and her willingness to help in any situation. Gayani’s positivity, compassion and relentless work ethic have been evident since she joined the Peer Learning Team and we are so proud of her for winning this award.

Sian O’Sullivan, PASS Program Coordinator, University of Wollongong
Outstanding Student Peer Leader

Rhiannon Terry, University of Tasmania

Rhiannon Terry has been a valuable member of the Student Learning Drop In team at the University of Tasmania for the last 3 years. For the last 2 years, she has taken on the responsibility of senior mentor, assisting the program coordinator and supporting the newer student staff members. Rhiannon has a positive, energetic approach to her role. She is always ready to assist, advise and support fellow staff. The Student Learning Drop In program has benefited from Rhiannon’s efficiency, organisation and can-do attitude. Rhiannon has excellent communication skills and shows great leadership potential.

Dr Kathy French, PASS Program Coordinator, University of Tasmania

Outstanding Peer Educator Team Winners

PASS Mentor Team, University of Wollongong

The PASS Mentor Team at Wollongong campus are a dedicated group of senior leaders who are committed to instilling a Safe Harbour within the entire PASS Program. Mentors not only observe sessions, they are a constant source of advice, encouragement and support on a daily basis to all leaders. New leaders are warmly welcomed into the team and the PASS Leader room is a fun and vibrant safe haven where all leaders can share their experiences and learn from each other. Leaders are then able to continue this ethos when facilitating PASS, which is of great benefit to the students in the sessions. I am so grateful and proud of the continued hard work of the PASS Mentor team. Their passion for peer learning and the provision of a safe and respectful environment is paramount to the success of the PASS Program.

Sian O’Sullivan, PASS Program Coordinator, University of Wollongong

In Picture: Gayani Gunasekera, Kaaden Smith, Campbell Neave, Katie Mordue, Jade Burgess and Kiana Hunter. Absent: Tas Fitzer, Kasandra James, Siobhan O'Brien and Megan Greaves.
Session Seven
11:20am - 12:00pm

**Overcoming Cultural Barriers: An Engagement Initiative to Support a Diverse Cohort**

Luke Whitbread and Harry Batt  
*University of Sydney*

Increasing diversity is expected to revolutionise the Australian workplace over the next few decades. Since 2011, 1.3 million new migrants have moved to Australia, with China and India being the largest sources having 191,000 and 163,000 migrants respectively (APH, 2019). In addition, Australia remains a popular destination for Chinese and Indian international students. A successful integration into the Australian tertiary education environment and culture is important for these students to succeed. This workshop investigates the ways in which peer learning can support this integration. In this, it is vital to assess the dimensions of culture and how they impact on students’ perceptions and engagement in peer learning. The resulting challenges are explored with reference to strategies that have the potential to ensure effective integration of diverse cultural dimensions in peer learning.

**Building a Comprehensive and Effective Peer Support/Learning Environment to Enhance Student Success**

Dr Jeffrey Gosper, Elaine Rodrigues and Mazin Yousif  
*Charles Sturt University Study Centre Sydney*

The CSU Study Centres have developed a comprehensive supportive environment built around a range of study support and peer-support and learning programs that assist international students in their transition to their studies in Australia. Students experience this environment starting with ‘Study Ready’ which runs during orientation, helping students identify skills gaps and build essential study skills. Study Ready is followed by the Academic Skills Development Program running in the first weeks of each session. Students have access to well-established peer-support and learning programs including SRC (Student Representative Council), Mentors and PASS. These programs are augmented by two novel peer-programs: STEP (Successful Transition Enhanced by Peers) and DSS (Discipline Support Sessions). Together they provide a comprehensive supportive environment to assist in student success.

**PASS Online – Innovative and Agile Learning Environment**

Tasman Fitzer, Campbell Neave and Melissa Bergner  
*University of Wollongong*

Delivering PASS in an online environment presents great opportunity in terms of growth, innovation and inclusivity. It also, however, presents equally as many challenges. As many universities navigate the expansion of PASS to the online environment, this workshop presents an opportunity to celebrate some of the triumphs and discuss some of the pitfalls. Focus will be placed on Leader strategies and activities, re-evaluating expectations and providing an environment to learn from each other’s practice.
Session Eight
12:05pm - 12:45pm

Taking PASS to Class
Claire Papoulis and Dr Lorraine Overton
The University of South Australia

Recognising the need to offer inclusive support to first year students, the University of South Australia trialled a program whereby existing PASS Leaders presented the My First Year program. This program extended early transition support beyond orientation and into the tutorials during the first six weeks of the students’ first semester. As students appear less likely to attend non-compulsory support sessions, they were introduced to PASS during tutorials to assist them to recognise the value of this non-compulsory support, with attendance at PASS increasing following this initiative. Additionally, 94.7% of students surveyed rated the program as somewhat helpful to very helpful. This workshop will discuss the pilot of this collaborative program and the benefits of embedding PASS leaders in tutorials.

Ten-Year Reflection on A Bilingual Peer Assisted Learning Program - An Autoethnographic Approach (Refereed Paper)
Jin Cui, Xinru Wang, Yiyang Sun and Tairan Kevin Huang
University of Wollongong

Autoethnography is a qualitative method that enables the researcher(s) to reflect on his or her experiences to comprehend certain social phenomena (Wall, 2006). It focuses on personal experiences within social and cultural contexts and raises provocative questions about social agency and constraints (Reed-Danahay, 2009). This paper embraces an autoethnographic research design and presents and evaluates the reflections of four principal members involved in initiating, operating and evaluating a Bilingual Peer Assisted Learning program for students studying business degrees between 2010 and 2019 at University of Wollongong (UOW). It explores their understandings and practices in the integration of bilingual education and peer learning using a non-traditional genre of inquiry and research design. The program’s pedagogical value through building a community of learning and hence improving students’ engagement and academic performances is traced. It also makes methodological contributions to peer learning research by demonstrating the value of investigating the role of the peer learning program facilitators as social actors.

Emission ImPASSible: Reducing the Environmental Impact in PASS
(Speed Talk, 12:05—12:25pm)
Stephanie Noronha and Tom Roberts
University of Sydney

This talk discusses University-based environmental sustainability policies and the practices of the PASS program. Given the current state of climate emergency, it is imperative that universities minimise their environmental impact where possible; PASS is a key university program that has taken great leaps and bounds in creating innovative activities that respond to this. The PASS model is the ideal springboard for wider university approach; innovative activities and facilitation techniques can build a culture of waste reduction in the classroom, whilst still preserving student learning outcomes. This speed-talk will be discussion-based, with the aim of having leaders and participants share their experiences to support a culture of waste-reduction amongst university students, whilst also proposing techniques that best deliver the PASS Program.
Session Nine
2:05pm - 2:25pm

**Peer Programs have a Social Buffering Effect**

Dr Kathryn French and Dr James Crane

*University of Tasmania*

The student experience during their transition to university can cause significant psychological stress across several domains. Fear-based responses and maladaptive coping behaviours developing in first year university students during their early university experiences can be investigated through parallels drawn with fear-conditioning models. We postulate that peer programs have a role to play in providing such as social buffering to extinguish fear-based learning and prevent the development of ongoing maladaptive coping behaviours for psychological stress encountered at university.

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**The Student Mentor Coordinator: Continuing Professional Development in the PASS Setting**

Jade Burgess

*University of Wollongong*

In 2013, The University of Wollongong PASS Program implemented the position title ‘Student Mentor Coordinator’. Although implemented 6 years ago, the focus of the role in 2018/2019 has been the ongoing professional development of Leaders. The Student Mentor Coordinator works closely with the PASS Coordinator to design and deliver professional development training activities for Leaders and Mentors. This speed talk will provide an overview of the position, how it is improving the PASS program and the legacies from past and present Student Mentor Coordinators. It will further discuss the professional skills developed in PASS based on a survey conducted in 2019.

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**Innovation Begins with Uncertainty: Evolving Student-Staff Collaborations**

Nathan de Souza, Benjamin Jacobs, Alison Pryce and Keith Smith

*University of South Australia*

For two years at the University of South Australia, Study Help PALS (Peer Assisted Learning Support) have provided guidance regarding study strategies, resources and support through drop-in sessions in student areas. The development of an online tool for recording Study Help PALS (SHP)-student interactions has become a site for discussions between the SHP Leaders and Learning Advisers involved. These conversations continue to navigate the space of uncertainty in which both the peer service and student-staff collaborations are evolving. While an efficient tool was developed through regular feedback (Woodward 1999), the discussions also re-affirmed the value of shared learning and 'co-creation' (Bovill et al. 2015) and embracing emergent student initiatives as part of leveraging complexity (Kuhn 2007) in the context of student-staff partnerships.
Session Ten  
2:30pm - 2:50pm

**Understanding Postgraduate International Students in Peer Learning Space:**  
**Lived Experience of a PASS Leader**  
Gayani Gunasekera  
University of Wollongong

The international postgraduate student cohort is characterised through diverse learning styles, different levels of language competency and lived experience of structurally different education systems. These varied lived experiences of systematic education platforms and professional fields are visible in the classroom engagement of international postgraduate coursework students. Cultural differences also influence the level of engagement within a peer learning setting. To facilitate a positive learning experience it is important that the peer leader understands these differences and plays to their strengths. In this speed talk a PASS Leader reflects on the lived experience facilitating peer learning sessions with international postgraduate students and how national identity influences learning and interaction.

**PASS Online: Key findings of a Pilot PASS Program through Open Universities Australia (OUA)**  
David Schmidtke, Amanda Briggs and William Vuk Despotovic  
Griffith University

The Griffith Business School (GBS) PASS Program has been supporting online courses since June 2018. Further, in May 2019, the GBS PASS Program commenced a pilot offering of online PASS in two courses offered through Open Universities Australia (OUA). This is the first time, PASS has been implemented through OUA. Online PASS through the GBS, has not achieved the same uptake of students relative to the on-campus PASS offerings. However, online PASS through OUA has achieved a far greater uptake of students; achieving an uptake of over 20% into PASS (mid-way through the trimester), comparable to the National Benchmark of attendance in PASS (National PASS Conference, 2017).

**Complex Collaboration – Large Scale Faculty Revision Session**  
Taylor Laverty and Megan Liu  
The University of Adelaide

The presence of peers has been shown to encourage task performance (Desender, Beurms & Van den Bussche 2015). This concept motivated us to organise a two-day revision program, catering to students in the Business and Law Schools at The University of Adelaide. Along with encouraging performance, the primary goals for our initiative were to offer students a unique opportunity to attend PASS revision sessions in a single day, facilitate the sharing of information, and create an opportunity to encourage more students to value their peers as sources of information outside formal learning structures. The project gave PASS Leaders the opportunity to develop team-working and leadership skills and united participants from PASS and the Professions Faculty.
Journal of Peer Learning

The *Journal of Peer Learning* (ISSN 2200-2359) is an international open-access journal publishing research articles about peer learning across a variety of contexts, with a focus on higher education.

In its 13th year, the *Journal of Peer Learning* has now published nearly 90 articles in 12 volumes from researchers and practitioners across the globe. With close to 60,000 downloads since 2008, the Journal aims to develop a forum for both scholars and practitioners to share innovations in peer learning programs such as Peer Assisted Study Sessions (PASS), Peer Assisted Learning (PAL), Supplemental Instruction (SI), or any other setting in which peer learning is a focus.

You can access the most recent issue at [https://ro.uow.edu.au/ajpl/](https://ro.uow.edu.au/ajpl/)

To be considered for Volume 13 (anticipated publication in early 2020), submissions should be received by November 25th, 2019.

Networking Event

The Networking Event will be held at

**Level One Harbourfront,**
2 Endeavour Drive,
Wollongong Harbour

between 6:00-8:00pm on Wednesday 2nd October. Level One Harbourfront is located a short 7min walk from the Novotel along Cliff Road or 2 stops on the free Gong shuttle bus 55C.

**Dress code:** Smart casual. Colours of the sea.
Thank you for attending the 2019 Australasian PASS and Peer Learning Conference