

THE
SCHOLARSHIP
FRAMEWORK

PASS leaders'
workbook

Contents:

	Page
1. PASS leaders' responsibilities	3
2. Icebreakers	4
3. KWL – reflect, review, plan	5
4. 21 principles of PASS	6
5. Confidentiality	7
6. The structure of a PASS session	8
7. Redirecting questions	10
8. Bloom's taxonomy	11
9. Wait-time	13
10. Think, Pair, Share	14
11. General tips for conducting sessions	16

PASS leaders' responsibilities

Training: attend workshops

Commitment: agree with other leaders and your First Year group how often you will run workshops. Debrief regularly with your co-ordinator.

Action in sessions: facilitate the discussions; be supportive of problems; signpost students to relevant help; take registers; work with another PASS leader; give First Years confidence to ask questions inside PASS (to each other) and outside (to lecturers).

Action outside groups: e-mail your PASS group to remind of time/session; ask First Years if there are specifics they would like to cover – advertise this as necessary; suggest topics of discussion that caused problems last year; keep in contact with your PASS leader partner(s) and your co-ordinator.

What you won't do: give any answers to academic questions or coursework; take the place of lecturers.

Personal qualities: trustworthy; non-judgemental; approachable; communicative.

Support for you: regular contact with the PASS co-ordinator; additional training and support if required; recognition and reward (certificate of achievement; references, support from your own course leader.

For discussion:

What would you have liked to know about in your first year?

Pair up with another student and make a list.

Get together with another pair of students. See if you can organise the list into categories; for example, questions to do with coursework, questions to do with the college, etc.

What kinds of questions could be talked about in PASS?

What kind of questions should be referred somewhere else?

Icebreakers

An icebreaker is a game or activity that is used to introduce people to each other so that they feel more relaxed together. Different icebreakers suit different groups.

Examples:

Zip Zap Boing

Everyone stands in a circle and one person starts the throwing. If you throw the ball to one of the two people either side of you, you say Zip. If you throw it to anyone else in the whole group you say Zap, and if you throw it back to the person that threw the ball to you, you say Boing. Players lose by either not catching the ball or saying the wrong word for the wrong action.

Two Truths and a Lie

- Get into a pair and tell the other person two things about yourself that are true and one thing that is untrue.
- Try to guess which of your partner's statements is a lie.
- Share your partner's statements with the whole group, and give them a chance to guess.

Activity:

In your group, try the two icebreakers above then discuss which one you preferred, and why.

In threes, think about different icebreakers you have experienced. One of you make a note of these. Choose one that your group particularly liked and write it down as a set of instructions.

The facilitator for the day will collect up the different icebreakers and photocopy them for all the groups' participants. Try out the different icebreakers with your PASS group. Note which are the most successful.

KWL – reflect, review and plan

KWL (Ogle, 1986) is a strategy or technique which can be used to set expectations and to plan learning objectives. Students begin by brainstorming everything they *Know* about a topic. This information is recorded in the *K* column of a KWL chart. Students then generate a list of questions about what they *Want to Know* about the topic. These questions are listed in the *W* column of the chart. During or after reading, discussing and researching students answer the questions that are in the *W* column. This new information that they have *Learned* is recorded in the *L* column of the KWL chart.

The KWL strategy serves several purposes:

- Elicits students' prior knowledge of the topic of the text
- Sets objectives
- Helps students to monitor their progression and comprehension
- Provides an opportunity for students to expand ideas

Activity:

What do you know about PASS?

What questions do you have about PASS that you would like to have addressed in this training?

We will revisit this chart at the end of training to assess what you have learnt!

What I Know	What I Want to know	What I Learned

The 21 principles of PASS

1. Is a methodology for learner support
2. Is small group learning
3. Is facilitated by other students acting as mentors
4. Is confidential
5. is voluntary
6. Is non-remedial
7. Is participative
8. Is content-based and process-oriented
9. Encourages collaborative, rather than competitive learning
10. Benefits all students regardless of current academic competency
11. Gives privacy to practise the subject, make mistakes and build up confidence
12. Gives opportunity to increase academic performance
13. Is pro-active, not reactive
14. Targets high 'risk' courses, not high 'risk' students
15. Decreases drop-out rates and aids retention
16. Encourages learner autonomy
17. Does not create dependency
18. Integrates effective learning strategies within the course content
19. Enables a clear view of course expectations
20. Works in the language of the discipline
21. Challenges the barrier between year groups

Activity:

Mark the three principles which you think are the most important

Pair up and discuss your choices

Facilitate a whole group discussion about the principles of PASS

Confidentiality

Confidentiality is one of the key principles of PASS, but there are circumstances when things are disclosed which should not be kept confidential. In particular safeguarding issues should always be reported.

Advice for mentors: if another student discloses something that in your judgement places them, or someone else, at risk of harm, tell them gently that you are unable to keep this confidential and ask what they would like you to do. Offer to go with them to the counselling services, a pastoral mentor, or whoever supports students on personal matters in your college. If they refuse it is still your duty to report the conversation to a responsible member of staff.

Activity:

In threes, discuss the following scenarios. When would it be appropriate to disclose an issue to a member of staff?

- 1) A student bursts into tears in your PASS session. Your colleague signals that he will continue to facilitate the group while you take the student outside. In the corridor she tells you that her dog died that morning. What do you do?
- 2) A student asks to speak to you at the end of a PASS session. He says that he has not slept for two nights. He is worried about going to the doctor 'because if I get pills I might take too many.' What do you do?
- 3) A student criticises one of her tutors during the PASS session, claiming that the member of staff never listens to her point of view. She asks other students in the group to agree with her. What do you do?

Between you, come up with one more scenario where it may be appropriate to disclose an issue to a member of staff.

The structure of a PASS session

Once you have planned your session, matching content (what you will cover) with strategies (how you will cover it), the next step will be to run it! This is collaborative learning, and your role as leader is to encourage student-to-student interactions.

Sessions are generally structured as follows:

- 1) Introductions (new attendees) take a register.
- 2) Set the agenda (tell students what you have planned for them).
- 3) Address student needs/allow student input (what would students like to address before they leave the session? Remember, don't address these needs yet).
- 4) Strategies (facilitate one or two activities you planned for the session).
- 5) Summary and action plan (how can the group best summarise what they have got from the session? What will they do next?).
- 6) Set the date and time for the next session.

If someone else is taking the next session, communicate student requests to them. It's important for subject mentors to stay in touch with each other.

Three useful strategies:

- a) **Redirecting questions:** whenever possible, ask other students to answer questions directed at you (see separate sheet for more detail.)
- b) **Wait-time:** the longer you wait within reason, the better responses you will get.
- c) **Checking for understanding:** how can you be sure students are gaining understanding? Check!

Tips for opening and closing sessions:

- Arrive early – is the room locked or occupied?
- Arrange the room – sit with the students, not at the front
- Pass around the register (get it back!)
- Watch the time – be sure to allow enough time to summarise properly
- Suggest additional activities for students to do on their own
- Ask for input – what do they want to cover in the next session?

Activity:

Plan a session with a partner

Session date:

Objectives: What do we want the 'take away' ideas to be?

	Content to cover	How to get the students working on the content	Timing
Intro			
Beginning			
Middle			
Close			

Redirecting questions

Re-directing questions is one of the most important tools in the facilitation of group discussions. Imagine that a member of your PASS group asks you a direct question. If you answer the question, sessions will soon be reduced to you answering questions and possibly re-delivering the material! Your overall goal, therefore, is to redirect questions to the group to be answered. This is more difficult than it sounds because it is counter-intuitive not to answer a question to which you know the answer.

Bloom's Taxonomy of Educational Objectives (1973)

Level One: Knowledge

remember - define—repeat—record—list—recall—name—relate—underline

Level Two: Comprehension

translate—restate—discuss—describe—recognise—explain—express—identify
locate—report—review—tell

Level Three: Application

interpret—apply—employ—use—demonstrate—dramatise—practice—illustrate
operate—schedule—shop—sketch

Level Four: Analysis

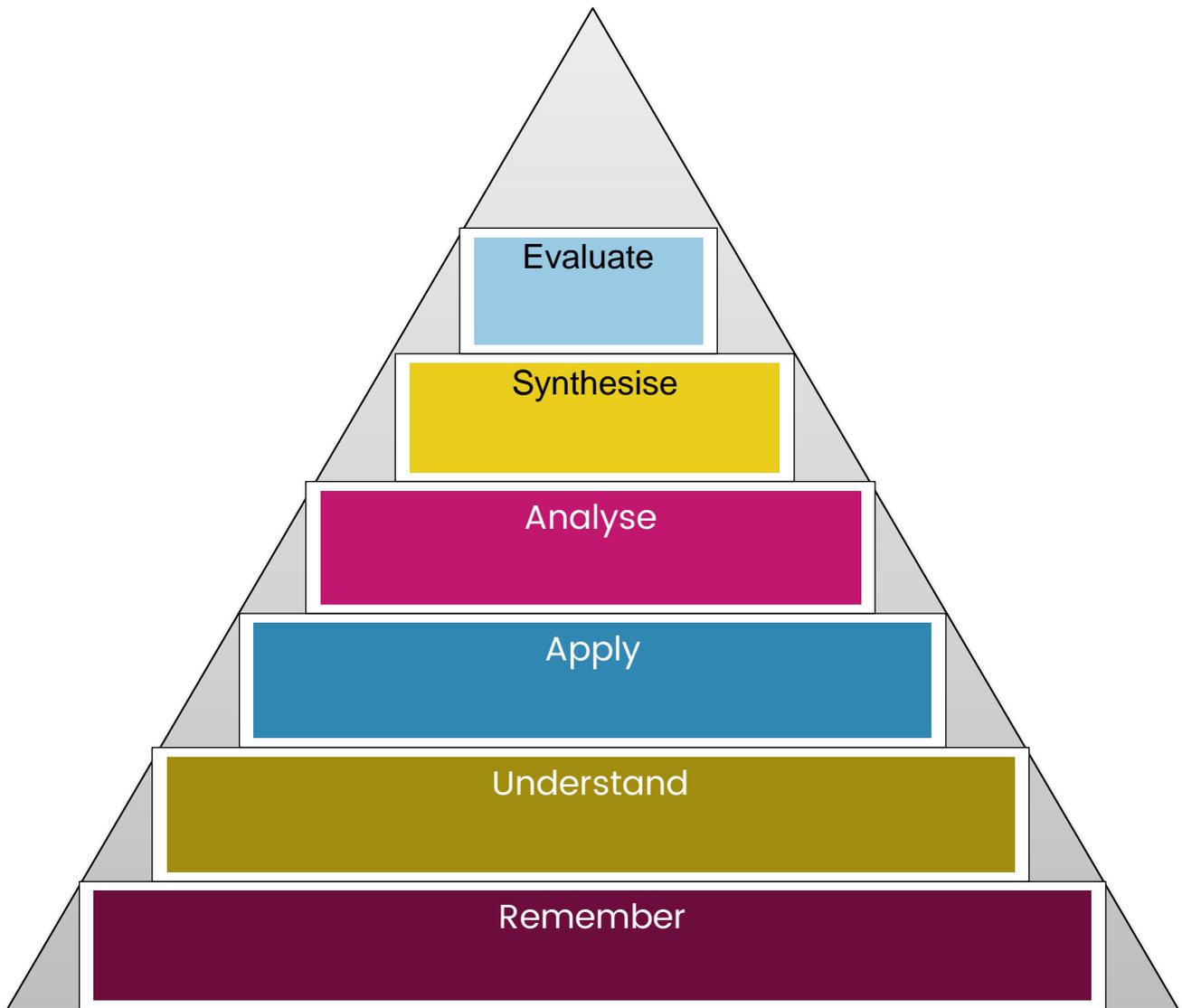
distinguish—analyse—differentiate—appraise—calculate—experiment—test—
compare contrast—criticise—diagram—inspect—debate—relate—solve—
examine—categorise

Level Five: Synthesis

compose—plan—propose—design—formulate—arrange—assemble—collect
construct—create—set up—organise—manage—prepare

Level Six: Evaluation

judge—appraise—evaluate—rate—compare—value—revise—score—select—
choose assess—estimate—measure



Suggested phrases for redirecting questions

- Does anyone know the answer to that question?
- Can anybody help Mary answer that question?
- Can anyone find the answer to that in your notes?
- Let's look that up in the book.
- What do you think about that?
- How would you say that in a different way?
- What are we trying to find out?
- What do you need to do next?

- How did you do that?
- What do you mean by . . . ?
- Tell us more...
- What else did they do?
- Anything else?
- Can you be more specific?
- In what way?
- What are you assuming?
- Why would that be so?
- How can that be?
- How would you do that?
- Are you sure?
- Give an example of that.
- How is that related to . . . ?
- Can you summarise the discussion up to this point?
- How does your response tie into . . . ?
- If that is true, then what would happen if. . . ?
- Let's see if we can figure out how to answer it together.
- Can you think of another way to think about this?
- Would any of you like to add something to this answer?
- How is your answer (point of view) different from _____?
- What do we need to know in order to solve the problem?
- Which words in the question do you not understand?
- Let's rephrase it on the board and figure out what information we will need to answer it.

Activity:

Have each participant write down a question that could be asked in a session for his/her discipline.

Make sure the group is in a circle.

Have the participants ask the questions they have written down.

Have the leader redirect the questions to the group. Group members should answer as naturally as possible.

After a few questions, swap the leader and repeat the process.

Discussion:

Map the interaction patterns during this exercise. Discuss how effective the interactions were in promoting student learning.

Make sure you are redirecting the right questions. Can you give an example of a redirection that shows that the leader misunderstood the question?

Are there some questions that should not be redirected? Give an example.

Wait-time

Definition:

Wait-time is the time that elapses between a PASS leader-initiated question and student response.

There are two kinds of wait-time:

- (1) The time the leader waits after asking a question
- (2) The time the leader waits after a response

Rationale:

Wait-time is an important factor in successful PASS sessions. Research has demonstrated that the quality and quantity of students' verbal responses increases significantly if teachers regularly utilise at least three seconds of wait-time. Wait-time (2) seems to be even more significant than wait-time (1). So, if PASS leaders resist the natural temptation to jump in too quickly to answer or rephrase, student learning improves. Increased wait-time probably allows the brain more opportunity to consolidate information, which allows for deeper processing of information.

When students don't respond:

PASS leaders may worry about what to do if no one responds. After waiting 5-10 seconds with no responses, they may want to try one of the following:

- Repeat the question
- Rephrase the question
- Simplify the question
- Ask a student to attempt to rephrase the question
- Break down the question into its component parts
- Make the question more specific
- Ask students what it is about the question they do not understand
- After each alternative, wait 5-10 seconds.

Activity:

What can you as a PASS leader do if no one answers a question?

Write one possible question from your discipline to actually demonstrate the technique. Write down several anticipated responses.

Use the *Think-Pair-Share* technique (below) with the others in the group using the question you just wrote down.

What are some ways you can remind yourself to wait? (Examples: take a drink of water; look at each student).

Think, Pair, Share

Definition:

The name Think-Pair-Share describes the three stages of this process.

Students are given a question, concept or problem and asked to think about it alone. Then they pair with a classmate and discuss the responses they found individually. Each pair then shares their individual and/or paired solutions with the large group. This part of the process is structured by the leader to combine similar responses and draw abstractions or generalisations about the *types* of approaches.

Rationale:

This technique helps the leader to use wait-time. It also structures the group in a way that helps avoid the question-answer interaction pattern. (Question from leader, answer from student, another question from leader and answer from student, and so on.) It models in-depth questioning, allowing students to consolidate information and think about the concepts under discussion.

Procedure:

1. Begin by telling the students that they should not blurt out an answer.
2. One person asks a question to the whole group. (May begin with the PASS leader asking the first question.)
3. Students listen to the question.
4. The leader asks that students think individually about the question. Students are not permitted to converse or volunteer to talk but are encouraged to write down or diagram their thoughts.
5. At a designated time, students form pairs and exchange ideas.
6. Pairs share with the whole group. (Don't leave out this step, or the session will become individual peer tutoring.)

Activity:

Use the questions below to practice the Think-Pair-Share technique:

- Why is step #4 above important?
- What is the best movie you have seen this year?

Activity:

Working our ideas on paper.

Try to make sure that part of your session involves students in activities, such as filling out Post-Its, making mind maps on large sheets of paper, working with cards with words or ideas on them and so on.

In groups of three, think about ways in which these kinds of strategies could be used to work out ideas in your subject area.

General tips for conducting sessions

- **Arrive early.** It is very helpful to arrive at your sessions early if you can so that you can arrange the room and be ready for the students.
- Make sure that the desks/chairs are arranged in a way that provokes participation. A **full or half circle** is best.
- Always have a detailed **planning sheet with you** at your sessions. You may not remember everything you planned.
- Ask students to fill out a *Participation Log*. Take a minute to learn the students' names from the sheet.
- Maintain **eye contact**.
- It is more effective to '**model**' how successful students learn a particular subject than it is to 'tell' students what they need to know.
- Make use of the language of the particular discipline, course, and tutors.
- **Watch your time.** Your PASS session should only last 50 minutes. Sometimes sessions last longer. This is fine if your schedule permits, but please vacate your room on time if someone else is waiting for it.
- Try to **encourage all students to participate**, even the reluctant ones. The best way to do this is use a variety of learning strategies because each of them is designed to encourage all students to participate. Also, ask a student to go to the board, don't go to the board yourself.
- **Avoid interrupting student answers.** You may be able to say it faster, but that won't help them learn. Protect students from interruptions, laughter, or from those with louder voices.
- Waiting for students to volunteer a well-developed answer takes time. If you are uncomfortable waiting for 10 seconds, join students in looking through notes or text.
- If students are unable to answer the question, ask for the source of information. For example, ask for the date of the lecture that contained the information and search for the answer together. **Avoid** taking on the responsibility of **always providing answers**.
- Lead the session, don't dominate it. An ideal session is one where the **students do most of the talking**.
- Remember that your purpose is to mediate the group in studying class materials. It should be more of a **study group and not a lecture**.

Good luck!