PASS@UQ Session 2 Plan

2.1 How do we manage PASS for learning?  20 mins

- Consider proactive strategies for managing PASS
- Discuss ways to deal with difficult situations in PASS
- Learn that the University has a statement of expectations for student behaviour as well as policies and procedures for dealing with student misconduct

Activity 1: Case studies: managing PASS.
Behaviour management

2.2 How is my PASS leadership evaluated?  5 mins

- Consider the importance of getting feedback on your PASS leadership
- Identify the UQ evaluation of PASS leaders, the Student Evaluation of PASS in Economics.

Student Evaluation of PASS in Economics

2.3 What else do I need to know before I start leading PASS?  10 mins

- Identify future professional learning opportunities
- PASS planning

Where to from here?

Session wrap-up & reflection  10 mins

- Review
- Question for reflection
2.1 How do we manage PASS for learning?

Activity 1: Case studies: managing PASS.

1. Paul is a good student; however, whenever you ask another class member a question he jumps in to answer it and then continues to dominate the conversation. You notice others are becoming annoyed with him dominating every discussion.

What is the challenge?
What strategies would you use to address it?

1.
2.
3.

2. Jules is midway through the semester when she finds her students are not keeping up with lecture materials or studying. She is quite concerned.

What is the challenge?
What strategies would you use to address it?

1.
2.
3.

3. A discussion in Jane’s PASS class is really going well, and she is finally feeling more confident, when one of the students asks her a relevant question that she does not know the answer to. Jane is worried that if she doesn’t give an answer her students will think that she is not a good PASS leader.

What is the challenge?
What strategies would you use to address it?

1.
2.
3.

4. Peter is leading a discussion about an important topic when one of the students relates it to an event that occurred during his previous holiday. It is not relevant to the class discussion and more and more students are turning towards him to join the discussion about his holiday.

What is the challenge?
What strategies would you use to address it?

1.
2.
3.

The fundamentals of classroom management are based upon the effective communication of goals and expectations, as well as a willingness to articulate and enforce behavioural standards.
2.3 What else do I need to know before I start leading PASS?

Online Resources for PASS@UQ

PASS@UQ: www.science.uq.edu.au/pass/


UQ Tutors website: www.uq.edu.au/tutors/

The staff development program: www.uq.edu.au/staffdev/

The Teaching and Educational Development Institute (TEDI) Website: www.tedi.uq.edu.au/