### 3.1. What happened in my PASS classes?
- Reflect on your experiences as a PASS leader, identifying success and concerns
- Discuss and develop strategies to address individual concerns about your PASS leadership

**Activity 1:** What helped students learn?

**Activity 2:** What didn’t help students learn?

### 3.2. How can I continue to improve my PASS leadership?
- Recognise the importance of reflective practice and continuous improvement
- Discuss ways to evaluate your teaching (and student learning)
- Recognise continuous self-reflection as a part of professional practice

**Activity 4:** What sorts of evidence can you gather about your PASS leadership?

**Activity 5:** Case study – feedback about your PASS leadership.

### 3.3. Where to from here?
- Identify future professional learning opportunities
- PASS planning

**Professional learning opportunities as a PASS leader at UQ**

### Session wrap-up & reflection
- Review
- What’s next?

### Evaluation of PASS leadership
Interested in formally evaluating your PASS leadership? UQ uses the *Student Evaluation of PASS in Economics* questionnaire.

Remember, Student Evaluation of PASS in Economics must be ordered by week 10.

Activity 5: Take home case study – feedback about your leadership

Student Evaluation of PASS in Economics

Course Code: ____________________________
Semester: _______________ Year: ____________
Leader names: ________________________________________________________

Please indicate the answer that best represents your response to the following statements by placing a cross in the relevant box.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PASS helped me to clarify my understanding and knowledge of the course content</td>
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<td>2. PASS is more effective for me in overcoming problems I am having with the course content than study alone</td>
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<td>3. PASS has improved my ability to achieve my desired grades in this course</td>
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<td>4. I would recommend PASS to other students</td>
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<td>5. The PASS leaders generated enthusiasm for this course</td>
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<td>6. My leaders were well prepared</td>
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<td>7. My leaders communicated clearly</td>
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<td>8. My leaders were friendly and approachable</td>
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<td>9. My leaders encouraged student input and participation</td>
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<td>10. The PASS workbook was a useful resource for learning in this course</td>
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<td>11. The summary sheets handed out in class assisted me in this course</td>
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<td>12. Overall, how would you rate PASS?</td>
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</table>

Outstanding | Satisfactory | Very Poor
Jane also received the following feedback to the open response question: ‘What would you like this PASS leader to have done differently?’

- We need more feedback
- Why did you cut your hair? It was awesome.
- You need to consider me not just what you want to say
- Get a different job – you shouldn’t be leading PASS
- Nothing – I loved your sessions – thanks Jane.
- I really couldn’t connect with you
- Get a better room – the air-conditioning was too cold
- We already have lectures, you need to be a PASS leader
- Nothing
- Answer my questions
- Provide notes online
- –
  - Realise that we’re not all able to keep up with her
  - Skip some of the boring things we already know
  - Tell us how we are going
  - Pay attention to where we are up to
  - Nothing
  - Smile

During the next semester:
Jane decided to focus on increasing student interactions and incorporate small group activities into her classes. To gather some evidence of the effect these changes were having, she asked both her students and peer, Yoko, for feedback.

Part B: Student Feedback
Jane asked her students to write on a piece of paper one thing that was working well and one thing that needs improvement in her PASS. Jane collected and reviewed the responses. A lot of students identified the group work as valuable. Some students said they needed more attention and wanted their questions answered, too. A few students commented that they should spend less time talking with other students and wanted to be told how to get the answers. A lot of students appreciated the organised, well-prepared approach Jane took to PASS.
Part C: Peer Review

Jane asked her fellow PASS leader, Yoko, to observe her class. Jane asked Yoko to focus particularly on student group work and see if it was working for all the students.

Teacher’s name: Jane

Observer: Yoko

Date: August 12th

<table>
<thead>
<tr>
<th>Planning and purpose: Were the goals of the PASS clear? Was the PASS leader well-prepared for the class?</th>
<th>Comments: The goals for the class are very clear on your lesson plan. The session is incredibly well planned and organised – I wish I could keep to timing like you. The materials you prepared before class were excellent – you should share copies with the other PASS leaders. I don’t think you ever told the students the session goals or the goals for each activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process: Did the PASS leader use methods appropriate to the goals? Were they applied effectively? Did he/she modify methods if necessary in response to the context? Did he/she communicate effectively?</td>
<td>Comments: Your session ran like clockwork. Your explanations of content were beautiful. But the students didn’t always seem to know what they had to do. You never deviated from your lesson plan, which seems to work as you included looking at student responses. Some students seemed a bit confused. I think the activities match the goals but you may have to spend more time explaining what students are meant to produce in their groups.</td>
</tr>
<tr>
<td>Assessment: Did the leader assess student learning during the PASS and provide ongoing feedback?</td>
<td>Comments: You seemed to spend lots of time with individuals or some groups and not see the work of the whole class. I didn’t hear you tell people they were on the right track – just if you noticed they were missing the point.</td>
</tr>
<tr>
<td>Outcomes: Did the students achieve the stated goals?</td>
<td>Comments: I think at least most of the students achieved the goals you set out. Though I am not sure if they realised it.</td>
</tr>
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<td>General Comments: It was a really good session, I learnt a few things and will try the second activity in my next PASS. At the end of the PASS there were a couple of students who had been trying to ask questions who never got an answer, you might want to try deliberately moving to different parts of the room to make sure you see all the students. When debriefing after the session, Yoko commented that Jane didn’t make the goals of each activity clear to the students: ‘While I think students are engaged and learn what you want them to, I don’t think all the students know they are achieving the goals. Also it was very serious; you didn’t seem to smile or laugh at all during the session.’</td>
<td></td>
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Planning for better PASS - template

Identify what you want to achieve and why, and think how you will go about it. Outline a plan of action and the evidence you will look for to evaluate the success of your plan.

When asked, be prepared to share your plan of action with the class.

1. What do you want to do?

2. Why? What are you hoping to achieve by doing this?

3. How will you go about doing this? And when? In what time frame?

4. What evidence will you use to evaluate the outcome?
Appendix 2: A sample peer observation guide

Teacher’s name: __________________________

Observer: __________________________ Date: ____________

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References


Online resources

PASS@UQ: www.science.uq.edu.au/pass
Teaching and Educational Development Institute: www.tedi.uq.edu.au
General tutors website (Tutors@UQ program): www.uq.edu.au/tutors
Getting tutors evaluations: www.tedi.uq.edu.au/teaching/tutoring
UQ Staff Development: http://uq.edu.au/staffdevelopment/teaching-and-learning
PASS@UQ: www.science.uq.edu.au/pass/