

PEER SUPPORT FOR FIRST YEAR STUDENTS IN THE SCHOOL GPEM

UQ POLICY: "Seek to extend the use of Peer Assisted Study Sessions (PASS) across a broader range of programs, initiate a network of PASS coordinators and enhance PASS leader training." Teaching and Learning Profile, Incorporating the 2008-2011 Teaching and Learning Enhancement Plan



1. ACADEMIC BENEFITS

- How Peer Assisted Study Sessions (PASS) operate:**
- Voluntary, one hour, student-centered and student-directed sessions
 - Provide immediate feedback within an interactive, friendly and collaborative learning environment
 - Small class size (10-20 students) facilitated by paid, high achieving, second/third year students
- Leaders complete 4 hours of formal training, and work in pairs



- Outcomes of PASS:**
- Enhanced learning outcomes (Fig.1.1, 1.2)
 - Very low attrition rates e.g. GEOS1100 (5.7%, 2011) and Plan1001 (5.5%, 2011). National university attrition rate is approx 18% (*The Australian*, 6/18/09)
 - Lower tertiary entrance level (OP10+) students have most to gain (Fig.1.2)
 - Social benefits. Interaction within small groups provide social cohesion and support for those who may otherwise become alienated in large classes (Fig.2)
 - Varied learning activities keep students motivated (Fig.3)

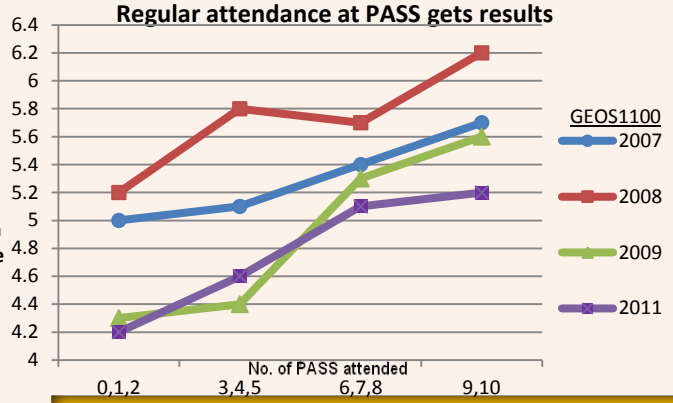


Fig.1.1 There is a strong, positive correlation between the number of PASS attended and average grade achieved.

"I have to say that personally I think PASS was well worth the mention and found that when I had the time to attend it was well worth while in consolidation of learning and definitely creates a better foundation for students." Zane O'Donahoo, Senior Marketing Executive OPEN HOUSE REALTY GROUP. 8 May 2012. Undergraduate, B RTP.

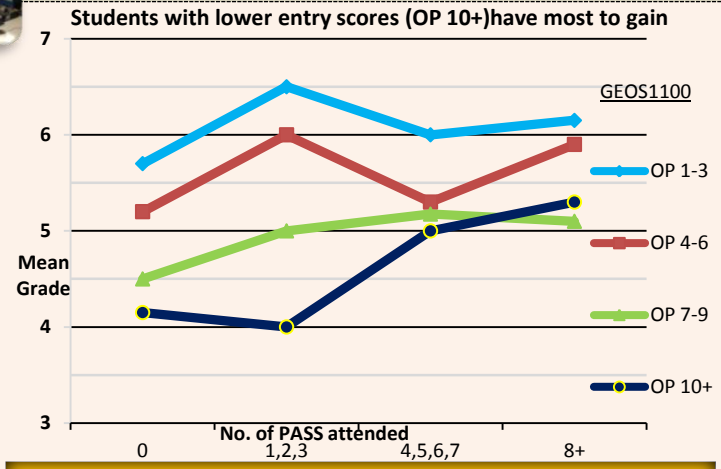


Fig.1.2 Effect of tertiary entrance scores on grade and attendance.

2. SOCIAL BENEFITS

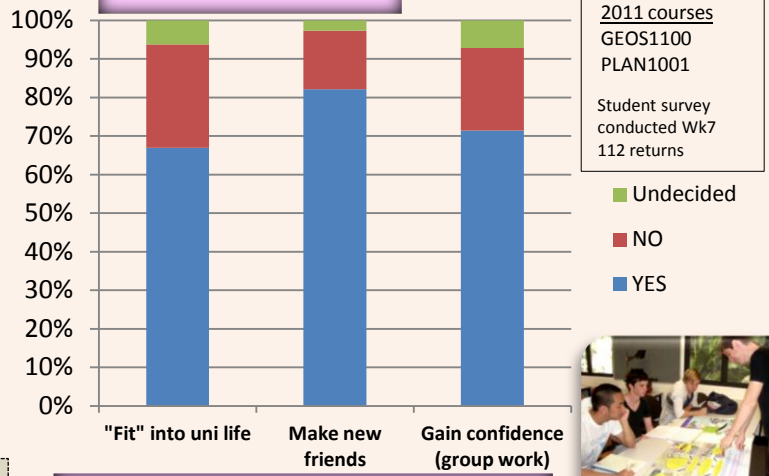


Fig.2 PASS is collaborative and new friends are made which may reduce attrition.

Would you recommend PASS to another student and why/why not? *Yes, an hour well spent of study rather than doing it yourself. Meet people.*

3. WHAT ACTIVITIES DO STUDENTS LIKE?

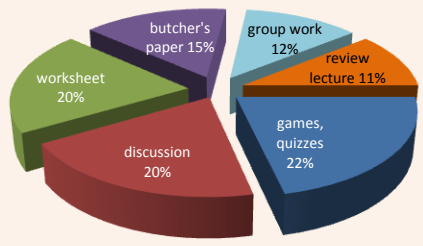


Fig.3 A variety of techniques keep students motivated.