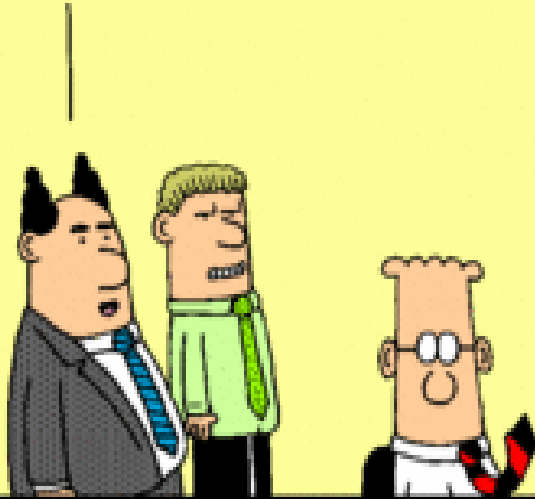


## **Let's not 'PASS' the buck: Fostering the PASS-ALL relationship through innovations in pedagogy and practice.**

Presented by: Roz Rowen

Lecturer- Academic Language and Learning Success Program (ALLSP)

I HIRED A  
BUCK-PASSER.



www.dilbert.com

scottadams@aol.com

HE'S CHEAPER THAN  
A REGULAR EMPLOYEE  
BECAUSE HE GETS OTHER  
PEOPLE TO DO  
HIS WORK.



© 2004 Scott Adams, Inc./Dist. by UFS, Inc.

COULD YOU SHAKE HIS  
HAND FOR ME, SPORT?  
I DON'T HAVE THAT  
KIND OF TIME.



<https://www.techdruid.com/wp-content/uploads/2014/02/Dilbert-Buck-Passer.gif>

# PASS? ALLSP? ALLSP and PASS?





## Outline

---

1. PASS @CDU
2. ALL support @CDU
3. Key pedagogical features
4. Designing learning with both in mind
5. Impact
6. Moving forward with student support





**@CDU**

# How do students use PASS?

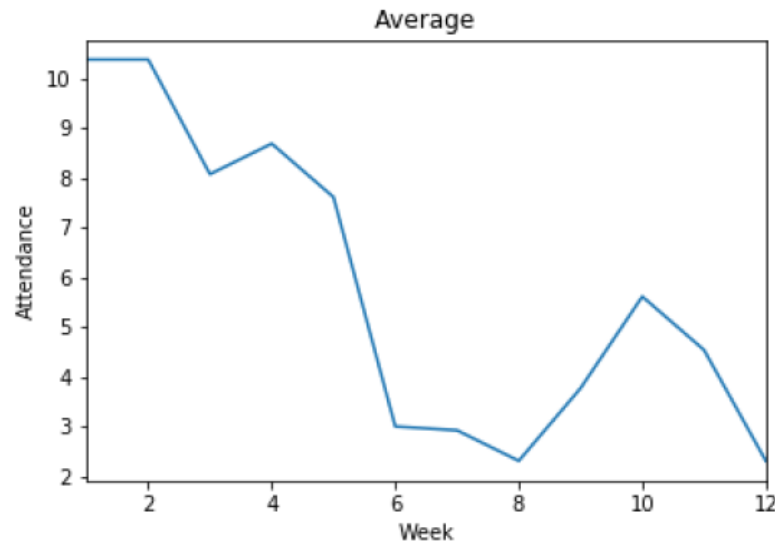


Figure : Average attendance for PASS, Semester

1. To get grounding and help with initial understanding of subject.
2. To get understanding and help with context related to exams/assessment.

# ALL support @CDU

Curriculum/Assessment Support for unit academics



Embedded Workshop targeting various aspects of academic literacy:

- genre
- Critical thinking
- Critical analysis
- language



Drop-in (20 mins)

Individual Consultations (50mins)

**Grounded in  
assessment**



# Key pedagogical features

ALL





# Issues with current approach to PASS and ALL



# Re-designing learning with both in mind

## ALL

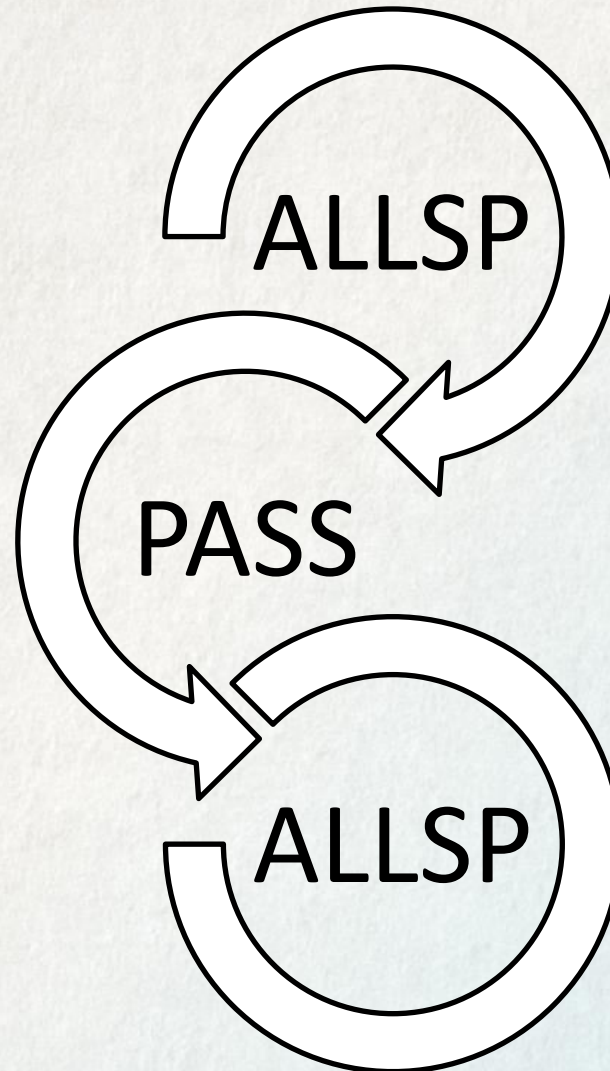
- Single targeted workshop focussing on unpacking and writing assessment
- Break down of BIG (assessment task) into smaller tasks
- Larger group and individual tasks
- Designed by ALL lecturer and unit lecturer
- Set agenda for workshop

## PASS

- Series of sessions (following ALL) looking to integrate content knowledge with academic writing
- Further breakdown of ALL tasks into smaller tasks
- Smaller group tasks
- Designed by ALL lecturer and PASS leader
- Flexible agenda but targeted around core academic skills and concepts



# Student Support Loop



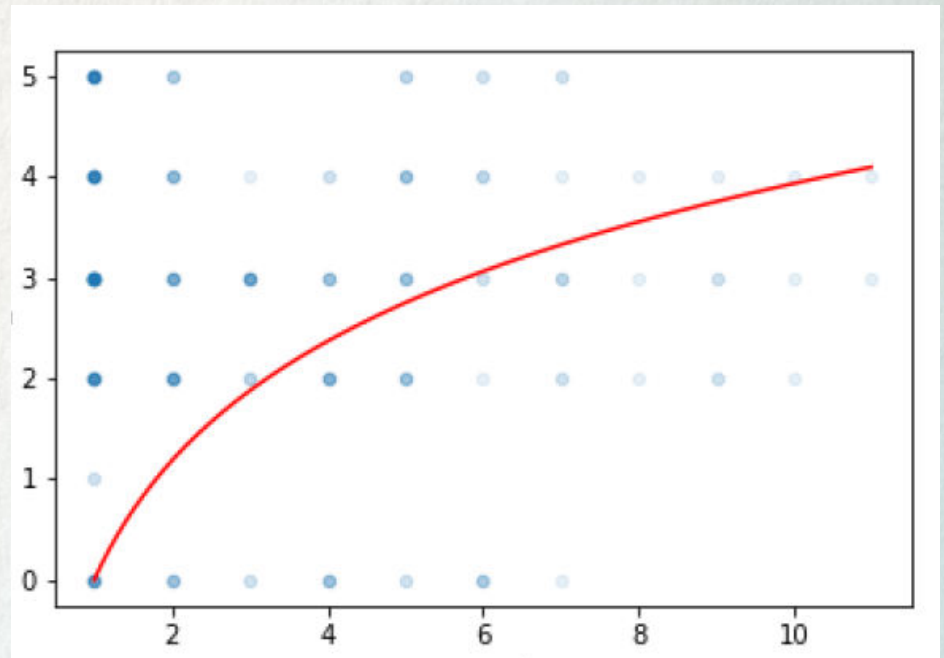
# Impact of PASS & ALLSP

## What model should we fit?

Marginal grade benefits on additional PASS and ALLSP sessions should be increasing at a decreasing rate in accordance with the law of diminishing returns.

The following model was fit to the data:

$$\text{grade\_ord} = \beta + \beta_{1\text{pass allsp}}$$





# Impact of PASS & ALLSP

```

OLS Regression Results
=====
Dep. Variable:          grade_ord    R-squared:                0.345
Model:                  OLS          Adj. R-squared:           0.342
Method:                 Least Squares  F-statistic:             113.1
Date:                  Tue, 08 Aug 2017  Prob (F-statistic):      1.67e-21
Time:                  15:57:24       Log-Likelihood:          -511.09
No. Observations:      216           AIC:                    1024.
Df Residuals:          215           BIC:                    1028.
Df Model:              1
Covariance Type:       nonrobust
=====

```

	coef	std err	t	P> t	[95.0% Conf. Int.]
pass_sessions_log	1.7069	0.160	10.637	0.000	1.391 2.023

```

=====
Omnibus:                9.517    Durbin-Watson:           0.523
Prob(Omnibus):          0.009    Jarque-Bera (JB):        5.165
Skew:                  -0.172    Prob(JB):                0.0756
Kurtosis:              2.325     Cond. No.:               1.00
=====

```

**Figure :** Regression show that the parameter is statistically significant, however, analysis is inconclusive - more explanatory variables need to be added

# Student feedback

Interaction, opportunity to make mistakes and learn from them. Relevant information, guiding direction of requirements.

The way material was presented and explained made it easy to understand and follow. Learning/remembering strategies were very helpful.

They help us to understand in easy and better ways.

Beneficial to make assignments and give direction how to write an assignment as I totally new overseas student.



# Moving forward with student support





where? how? discover questions why asking questions challenge who? clues  
**QUESTIONS**  
ask who? discover what? when? knowing clues how why? knowing investigation  
ask who? discover what? when? knowing clues how why? knowing investigation



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