Leveraging Online PASS Leader Training to Promote Integrative and Collaborative Learning

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Old Dominion University

- Location: Norfolk, Virginia (with 3 extended campuses & online learning opportunities)
- Total Enrollment: 24,670 (19,612 Undergraduate & 5,058 Graduate)
- Diverse Student Population:
  - 56% female
  - 47.7% white, 27.4% African American, 7.9% Hispanic, 4.4% Asian, & 12.6% other/multiple
  - Approx. 25% military-affiliated
  - Approx. 40% transfer students
  - 28% first-generation college students
  - 726 international students from 88 countries
Peer Assisted Study Sessions

- Achieved SI Program Certification in Fall 2017
- Part of Peer Educator Program
- Support courses in biology, business, history, & sociology
- PASS in Fall 2017 & Spring 2018:
  - 10 classes
  - 25-30 sections
  - 16 leaders
  - 12-13 instructors
  - 1,600-2,100 enrolled students
  - 34-40% participation rates
Fink’s Taxonomy of Significant Learning

- Foundational Knowledge
- Application
- Integration
- Human Dimension
- Caring
- Learning How to Learn
Online Training Modules

- Orientation to Online Training
- Module 1 – Expectations
- Module 2 – The SI Model & Theory
- Module 3 – Administrative Duties
- Module 4 – Resources & Referrals
- Final Quiz
Module 2 – The SI Model & Theory Example:

Six slides showcasing Social Cognitive Learning Theory from Module 2 – The SI Model & Theory
1. Social – Cognitive Learning Theory

The first theory we will explore is Social–Cognitive Learning Theory and Modeling. According to this theory:

- learning is largely a social process
- we learn based on observing others’ actions, as well as the consequences of those actions
- we choose how to behave based on these observations, as well as our social goals

In other words, if we want to be successful, Social–Cognitive Learning Theory says that we are likely to watch and learn from other people that we see as successful.

On the next slide, watch the video on Social-Cognitive Learning Theory, and consider how it applies to PASS Leaders as models.
1. Social – Cognitive Learning Theory

Consider how Social-Cognitive Learning Theory applies to PASS Leaders as models.

If you’re having issues with the video, follow this link (https://www.youtube.com/watch?v=ftm3Ohm65zr) and watch from 0:00 to 2:34.
As you might have guessed from the video, PASS draws on Social Cognitive Learning Theory by presenting the PASS Leader as a model for students. PASS Leaders peers: they are just like the students in the class. They have already done well in that course, and are there to help the current students to do the same.

Leaders need to sit in on class to keep up with what material is being covered, but they also model successful in-class behavior.

Leaders take notes, ask questions, and participate when appropriate to serve as an active role model to the other students in the class.
Leaders also act as models in sessions through activities, attitudes, and actions. Leaders lead by example through:

- sharing activities and using techniques that students can use to improve their own studying
- using resources such as the textbook, the internet, and even the professor to help them find answers and learn
- maintaining productive and positive attitudes about learning and studying

Leaders can and should explain how their strategies, habits, and attitudes have been beneficial to increase student motivation to follow their example.
Therefore, it is most important that PASS Leaders are genuine and friendly. A little imperfection is likely to make a leader more effective, not less.

1. Social – Cognitive Learning Theory

Modeling does NOT mean that leaders should be perfect!

Modeling is most effective when the model is someone relatable. In order for people to be influenced by a model, they must:

- Like the model enough to want to be like them
- Believe that it is possible for them to be like them

Therefore, it is most important that PASS Leaders are genuine and friendly. A little imperfection is likely to make a leader more effective, not less.
Throughout Module 2, you have been asked to consider how the theories described relate to your role as a PASS Leader. You were also asked to consider why good PASS Leaders

✓ act as models
✓ plan group activities
✓ avoid lecturing and re-teaching

The Module 2 Reflection Activity asks that you explain your answers to these questions. Be sure to read the questions carefully and answer thoroughly.
Module 2 Reflection Activity

After completing module 2 of the online PASS training, answer the following reflection questions thoroughly. Responses should be at least 3-5 sentences, and fully answer BOTH questions in each prompt.

* Required

Module 2 explains that PASS leaders plan a variety of structured group activities for every PASS session. According to theory, why is this important? How will you ensure variety in your PASS session activities? *

Your answer

Module 2 explains that PASS leaders avoid re-teaching the material from class. According to theory, why is this important? How will you ensure that you do not lecture in your PASS sessions? *

Your answer

Do you have any questions from Module 2? *

Your answer

SUBMIT

Never submit passwords through Google Forms.
On-Campus Training Highlights

- Schedule overview
- Ice-Breakers/Meal Times
- The Helping Puzzle
- Hot Seat/What If Scenarios

- Admin Duties Scavenger Hunt
- Strategy Cards: Planning & Activities
- New & Returning Leaders Split
- Mock Sessions
Schedule Overview – Day 1

Thursday, January 4, 2018 – New Leader Training

8:30-9:00am: Breakfast/Check-in

9:00-9:15am: Introductions/Welcome

9:15-10:00am: Ice Breaker – The Helping Puzzle

10:00-11:00am: Facilitation Skills
   • Wait time
   • Redirection
   • Checking for understanding

11:00-11:10am: Break

11:10-12:00: Session Activities and Flow & Strategy Cards
   • Discuss structure of sessions – Purposeful activities; intro, main activity, and conclusion
   • Categorizing materials/choosing and creating activities
   • Tour of SSC and LC 1313

12:00-1:00pm: Lunch (Mentors join)

1:00-2:00pm: New Leaders and Mentors Split
   • Mentors: Role Review & Meetings
   • New Leaders: First day Introductions and Marketing

2:00-3:00pm: Planning Mock Sessions (Mentors assist)

3:00-5:30pm: Conducting Mock Sessions (Mentors provide feedback)
Schedule Overview – Day 2

Friday, January 5, 2018 – All Leader Training

8:30-9:00am: Breakfast/Check-in

9:00am-9:30am: Ice Breaker/get to know each other

9:30am-12:00pm: Administrative Responsibilities
  • Training Quiz Review, Review and sign Expectations Agreement & Loan Equipment Agreement, Distribute Strategy Cards, E-mail, Mentor role review, Calendar/Dates, SCAVENGER HUNT ACTIVITY!!!, Google Drive, Timesheets, MyTutor, Exam Reviews, Rooms, PASS 30-second elevator speech, and Assessment

12:00-1:00pm: Lunch

1:00-2:00pm: New and Returning Leaders Split
  • New Leaders: Develop mock sessions for returners on facilitation skills
  • Returning Leaders: Practice with intro speech & group discussion on session activity variety

2:00-2:50pm: Mock sessions led by New Leaders

2:50-3:00pm: Break-ish **have leaders fill out cards before/during break for next activities (Mentor leads)

3:00-3:45pm: New Leader Hot Seat/What if Questions (Mentor leads)

3:45-4:30pm: Relationship discussion (Mentor leads)

4:30-5:15pm: Returning Leader Hot Seat/What if Questions (Mentor leads)

5:15-6:00pm: Training feedback/survey
Ice Breakers & Meal Times

- **Community-building must be intentional!**
- **Examples of ice-breakers:**
  - Simple introductions with answers to fun questions
  - Ice-breaker questions from a bucket during meals
  - Adjective name game
  - Big wind blows
  - Getting to know you BINGO
  - Ready, set, reorganize
  - Four corners game
1. Everyone works individually using verbal/written instructions (see handout)

2. Rate confidence on 1-4 scale (1=not at all; 4 = very)

3. Show model & give self a grade

4. Discuss the activity
1. Work in teams of 2-3
2. Have another team evaluate drawing & make changes, if desired
3. Rate confidence on 1-4 scale
4. Show model & give self a grade
5. Discuss differences of indiv. vs. group puzzles

The Helping Puzzle
Hot Seat/What If Scenarios

Sample Scenarios for New Leaders
- What if phones become a serious distraction in the session?
- What would you do if you find yourself struggling with session variety?
- What would you do if your professor asks you to help grading papers?

Sample Questions for Returning Leaders
- What do you do if students clearly aren’t responding to the activity you had planned?
- What activity tends to be a student favorite?
- How has being a PASS leader affected your own academics?

New Leader “Hot Seat” Questions
- “What if” scenarios on slips of paper
- Circle-up & question from a bucket
- Facilitate group discussion

Returning Leader “Hot Seat” Questions
- Questions on slips of paper
- Circle-up & question from a bucket
- Facilitate group discussion
Admin Duties Scavenger Hunt

- The hunt includes activities of:
  - Signing into a session
  - Entering their time in payroll system
  - Creating a folder in Google Drive
  - Writing down who their mentor is and dates of scheduled meetings
  - Writing down information from their expectations agreement and loan equipment agreement forms
Strategy Cards

- Signed out for planning purposes
- Used to identify activities for different session purposes

Props Game

- Various items available to PASS Leaders to use in sessions
- PASS Leaders are put on the spot to come up with an activity using the item handed to them
New & Returning Leaders Split

- New Leaders prepare a mock session on facilitation skills
- Returning Leaders practice their first day introduction speeches and discuss improvements

Mock Sessions

- Day 1 - New Leaders conduct a mock session on their specific content area
- Day 2 – New Leaders conduct a mock session on facilitation skills
Wrap-Up with Assessment & Reflection

Session Reflection:
- How do other institutions assess their training?
- What unique activities do you currently incorporate into your training that falls within Fink’s Taxonomy?
- Share something from today’s session that you plan to implement in your training.

PASS Training Activities:
- Share program goals & past assessment data
- Individual goal-setting
- Distribute training survey
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Thank You!
Questions?
Leveraging Online PASS Leader Training to Promote Integrative and Collaborative Learning
Old Dominion University PASS Program – Jenn Grimm & Lisa Moser

Theoretical Framework: Fink’s Taxonomy of Significant Learning

Online Modules (Completed one week prior to on-campus training)
- Orientation to Online Training
- Module 1: Expectations
- Module 2: The SI Model & Theory
- Module 3: Administrative Duties
- Module 4: Resources & Referrals
- Final Quiz

Sample Condensed In-Person Training Schedule

Day One (New Leaders):
- 8:30-9:00am: Breakfast/Check-In
- 9:00-9:15am: Introductions/WELCOME
- 9:15-10:00am: Ice Breaker – The Helping Puzzle
- 10:00-11:00am: Facilitation Skills
  - Wait time
  - Redirection
  - Checking for understanding
- 11:00-11:10am: Break
- 11:10-12:00: Session Activities/Flow and Strategy Cards
  - Discuss structure of sessions – Purposeful activities; intro, main activity, and conclusion
  - Categorizing materials/choosing and creating activities
  - Tour of the building
- 12:00-1:00pm: Lunch (Mentors join)
- 1:00-2:00pm: New Leaders and Mentors Split
  - New Leaders: First Day Introductions and Marketing
  - Mentors: Role Review & Meetings
- 2:00-3:00pm: Planning Review Sessions (Mentors assist)
- 3:00-5:30pm: Conducting Mock Sessions (Mentors provide feedback)

Day Two (All Leaders):
- 8:30-9:00am: Breakfast/Check-In
- 9:00am-9:30am: Ice Breaker
- 9:30am-12:00pm: Administrative Responsibilities Overview and Scavenger Hunt
- 12:00-1:00pm: Lunch
- 1:00-2:00pm: New and Returning Leaders Split
  - New Leaders: Develop mock sessions for returners on facilitation skills
  - Returning Leaders: Practice with intro speech & group discussion on session activity variety
- 2:00-2:50pm: Mock sessions led by New Leaders
- 2:50-3:00pm: Break-ish **have leaders fill out cards before/during break for next activities (Mentor leads)
- 3:00-3:45pm: New Leader Hot Seat/What If Questions (Mentor leads)
- 3:45-4:30pm: PASS Relationships discussion (Mentor leads)
- 4:30-5:15pm: Returning Leader Hot Seat/What If Questions (Mentor leads)
- 5:15-6:00pm: Assessment: Program Goals, Personal Goals, and Training Survey
The Helping Puzzle Instructions & Reflection Questions

Instructions for Puzzle 1 (Completed Individually)
- Draw this puzzle on your sheet in portrait orientation.
- Large circle whose diameter is approximately ½ the width of a standard notebook page.
- 4 rectangles at the north, south, east and west points of the circle.
- Rectangles protrude outward from the circle.
- Width of the longer side is ¼ the diameter of the circle & the shorter side is ½ the length of the longer side.
- Shorter side of each rectangle is tangent to the circle.
- Inside the circle is an isosceles triangle.
- Bottom two points of the triangle intersect with the larger circle at points ~1/2 the distance from the west to south rectangles and east to south outer rectangles respectively.
- Top of triangle protrudes out of the larger circle and forms a small triangle inside the north rectangle.
- Inside the triangle are three overlapping circles of equal diameter forming a Venn diagram.
- Venn diagram circles ~1/3 diameter of outer circle, and each has two points that are tangent to the outer circle.
- Center of the Venn diagram is the center of the outer circle.

Reflection on Puzzle 1
- On a scale of 1-4 rate how confident are you that the puzzle picture you drew is correct:
  o 1= not at all confident
  o 2= only a little confident
  o 3= confident
  o 4= very confident
- Give yourself a grade (compared to actual image)

Instructions for Puzzle 2 (Completed in Pairs/Small Groups with Other Group Review)
- There are three diamonds of equal size lined up side by side across the center of a notebook page oriented landscape. The middle diamond is in the exact center of the page, and its east and west points touch the corresponding points of each adjacent diamond. The total width of the three diamonds is about three-fifths the width of the page.
- Below the three diamonds are two circles whose diameters are equal to the length of one side of one of the diamonds. The two circles are tucked up inside the two partial triangles that form from the meeting of the three diamonds. Each of these two circles is almost, but not quite, tangent to the lines forming the bottom of the diamonds above. Inside each of these two circles are equilateral triangles, whose points intersect with north, southeast and southwest points of the respective circle.
- A third circle, of equal diameter to the former circles, overlaps the middle diamond and the peak of the middle diamond is at the center of this circle. A vertical line runs down the diameter of this circle so that a “peace sign” is formed from the circle, the top of the diamond and the circle’s vertical line.

Reflection on Puzzle 2
- On a scale of 1-4 rate how confident are you that the puzzle picture you drew is correct
- Give yourself a grade (compared to actual image)
- Why did both confidence and performance increase on the team drawing?
- How did the facilitator structure the team session to ensure that:
  o individuals could reveal their thinking in personally non-threatening ways?
  o teams worked together and shared ideas?
  o teams were motivated to think “deeply” about the task, and produced a high-quality product?
  o individuals’ misconceptions were revealed & corrected?

PASS Leader Training Survey Questions

1. Rate your agreement with the following statements.
   (1-5 Scale: Strongly Disagree – Strongly Agree)
   This PASS Leader training as a whole has:
   a. clearly outlined what is expected of me as a PASS Leader.
   b. helped me to understand/reinforce various functions of the PASS model.
   c. helped me to feel prepared to present PASS to the students in my course effectively (first day introduction).
   d. prepared me to appropriately plan for PASS sessions.
   e. prepared me to effectively lead PASS sessions.

2. What additional support/resources do you feel you need to perform your job?

3. For the in-person PASS Leader training, what did you find most valuable? Please explain.

4. For the in-person PASS Leader training, what do you feel could have been improved? Please explain.

5. For the online modules, what did you find most valuable? Please explain.

6. For the online modules, what do you feel could have been improved? Please explain.

7. Do you feel that the allotment of hours to complete online training (4 hours for new leaders, 1 hour for returning leaders) is reasonable? Please explain.