

The background of the entire graphic is a photograph of a group of students in a study session. A young man with curly hair and a beard is smiling and looking towards the right. Other students are visible in the background, some looking at papers or devices. The image is overlaid with three horizontal colored bands: light blue at the top, pink in the middle, and light green at the bottom.

PASS

PEER ASSISTED STUDY SESSIONS

STRATEGY

CARDS

BLOGS.BRIGHTON.AC.UK/PASS



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These Strategy Cards are here to help you with session planning for PASS.

They're easy to pick up and use when planning your sessions, and offer lots of opportunity to enhance the student learning experience. PASS, or sometimes called PAL, runs at various Universities and Institutions across the UK and globally, so we have ideas in this pack that are used by many places, as well as lots of our own.

To make the activities clearer and easier to use when planning, we've sorted them into three categories:



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EXPLORING CONTENT

DEVELOPING STUDY SKILLS

REVISING FOR SUCCESS

A background image showing a group of students in a classroom. In the foreground, a young man with a beard and curly hair, wearing a red and white striped shirt, is smiling and looking towards the camera. Behind him, two women wearing hijabs are visible, one in a white hijab and one in a dark hijab, both looking towards the camera. A clear plastic water bottle is on a desk in the lower left corner.

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SETTING THE AGENDA

In your session, give each student three post-its and ask them to write down:

1. Something urgent they would like to discuss (eg. a topic)
2. Something they want to improve on (eg. referencing)
3. Something they are nervous about (eg. upcoming exam)

Once this is done, attempt to group the post-its into categories to see if there are overlapping issues or concerns that you can focus upon during the session, or cover in your next session.

Check out the **ASK website** to find information and support on study skills. Head into your School specific area and follow 'Reading, Research & Dissertations' and 'Exams & Revision' for tips in these areas
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2

EXPLORING CONTENT

KNOW-WHAT-LEARNED (K-W-L)

Encourage students to draw three columns and title them [What I Know](#), [What I Want to Know](#) and [What I Learned](#). This can then be used to help focus the session on particular concepts that students are having difficulties with.

Working as a whole PASS group, or individually, encourage the students to fill in the 'K' and 'W' columns relating to a particular topic.

Towards the end of the session, encourage students to review both 'K' and 'W', and then add to column 'L'. If there are any 'What' questions left unanswered, these could be the focus of your next PASS session.

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TWO TRUTHS AND A LIE

Individually, each student in a group writes down three statements derived from a recent lecture, with two of them being true and one which is a lie.

As a group, or in pairs, the statements are shared and you must attempt to identify which statement is a lie.



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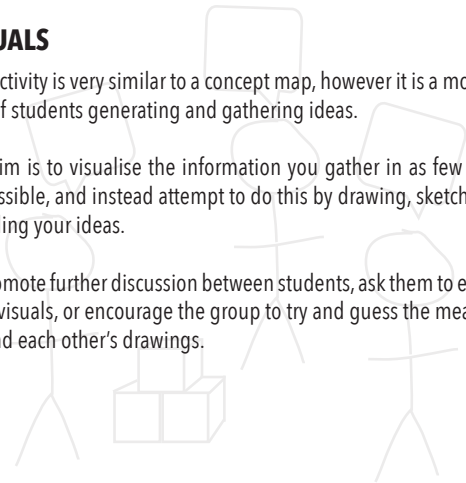
EXPLORING CONTENT 4

VISUALS

This activity is very similar to a concept map, however it is a more fun way of students generating and gathering ideas.

The aim is to visualise the information you gather in as few words as possible, and instead attempt to do this by drawing, sketching or doodling your ideas.

To promote further discussion between students, ask them to explain their visuals, or encourage the group to try and guess the meanings behind each other's drawings.



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KNOWLEDGE TREE

This card allows the opportunity for students to think in depth about the knowledge they hold. This activity works well with students writing on large sheets of paper.

In pairs or small groups, ask the students to draw an empty tree and then give them enough time to add post-its with their current knowledge about a particular topic.

Once this is done, they pass their knowledge tree on for another group to review and also add their own thoughts and ideas to the tree for the original group to consider.

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SHARING IS CARING

This card is useful to encourage students to work together and share resources, tools, and methods of learning.

Example 1: In small groups, students could share their notes from a recent lecture to compare/discuss with peers.

Example 2: Share useful digital resources or apps such as file storage, note taking, referencing, calendars and planning. It's also helpful for students to explain why they think their resource is useful, how it works etc.

Check out the **ASK website** to find information and support on study skills. Head into your School specific area and follow '[Reading, Research & Dissertations](#)' to find a section about **making notes in class**.
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EXPLORING CONTENT

READING GROUPS

This card is useful for revising text and promoting further discussion.

1. In small groups, encourage students to read and analyse a chosen paragraph from a text or important chapter.
2. Ask them to make note of the important points from the paragraphs, referring to the following questions or prompts: who, what, why, when, where and how.
3. Ask the groups to compare their work, and if they had trouble clarifying or understanding important points, have all the groups discuss and collaborate in order to find out the answers.

Check out the **ASK website** to find information and support on study skills. Head into your School specific area and follow 'Reading, Research & Dissertations' to find a section about **making notes from reading**.
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DEBATE

As a group, each individual can have the opportunity to comment on a particular topic or idea which is being discussed by the group. It may be useful for the PASS Leaders to begin the discussion with a topic already in mind (i.e. derived from recent lecture content).

It would be useful for PASS Leaders to take notes on a whiteboard or flipchart and encourage students to take a photo of the ideas which were generated.

DOES ANYBODY HAVE
A DIFFERENT THEORY?

WHAT HELPED
YOU MAKE THAT
CONCLUSION?

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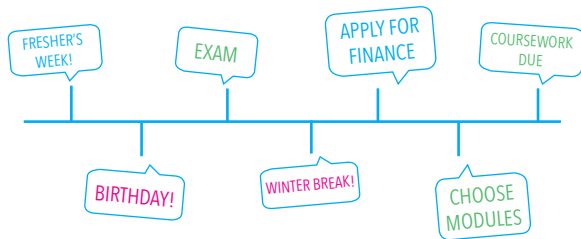
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TIMELINE

This card is useful for helping students to identify milestones which may occur at similar times when deadlines are taking place.

Begin with a horizontal line (see image) and mark and label important event on the time line. Each point should be marked with the date, a brief description of the event and the significant people involved.



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EXPLORING CONTENT

TWEET CHALLENGE

This strategy card is a useful activity to help students to summarise a topic, theory, or concept using minimal words whilst remaining concise and critical.

In a group or pairs, students critically summarise a piece of information by creating a tweet (140 characters/12 words). Once completed, pass the newly created tweets around the room or stick them up for all to see. Engage the students in a group discussion e.g. How did they find the task? How would they improve their tweet?



GETTING STRAIGHT TO THE POINT
CAN BE TRICKY; IT'LL TAKE PRACTISE
#SKILLEDATWAFFLING
#MAKEITCOUNTFORTHEWORDCOUNT

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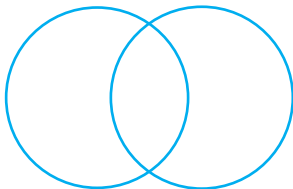
11

EXPLORING CONTENT

VENN DIAGRAM

This card is a useful revision activity to encourage students to compare the similarities and differences between concepts or topics.

On a large sheet of paper draw a Venn diagram (see image), ensuring the circles slightly overlap and are each labelled as a different topic. Encourage students to write the similarities in the overlapping portion, and then differences in the outer portion of the circles to show similar yet contrasting ideas within different topics.



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EXPLORING CONTENT

JIGSAW

This activity requires 4-6 students and is a method of making the group dependent on each other for gathering information.

A large PASS group is divided into groups and each group is assigned a topic, task or step of a problem. In their groups, they all become an 'expert' at their given topic. Students then move from their expert group and move to join a new group so that each student is an expert of their topic or section.

Each student then feeds back their thoughts of their topic to the rest of the group, and also takes notes from other 'expert' students.

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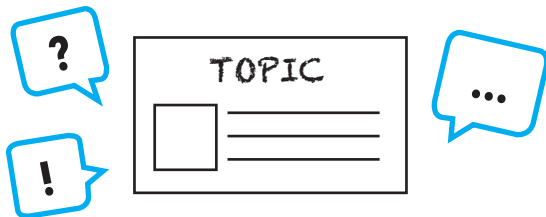
13

EXPLORING CONTENT

SUMMARISE THE LECTURE

As a group, summarise the lecture from the previous class. You may have to provide prompts for the students. For example, 'The first topic discussed was contemporary market analysis tools. What did the lecturer highlight regarding this topic?'

Ask students to try summarizing without their notes at first.



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EXPLORING CONTENT

ONE-MINUTE PAPER

The one-minute-paper is designed to help students realise what they know or do not know i.e. it is a 'check for understanding'.

Ask students to write on a specific topic discussed in the lecture for one straight minute.

Remind them to put their thoughts into their own words. Have each student share their response with a partner or in front of the group.

Leaders may like to encourage conversation regarding similarities and differences between students' ideas.



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EXPLORING CONTENT

THINK-PAIR-SHARE

Students should be given a question or concept and then encouraged to think about it alone for 5-10 minutes. Then they pair with another student and discuss what they found for 5-10 minutes each. Lastly, the pairs join other pairs and discuss and share their ideas as a whole.

This activity is particularly good for people in the group who prefer not to talk in front of lots of people at first. It can build students' confidence in their answers gradually.

Check out the **ASK website** to find information and support on study skills. Head into your School specific area and follow '[Coursework & Assignments](#)' to find a section about **Presentations**.
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EXPLORING CONTENT

EXTERNAL MATERIAL

Bring in copies of a research article or timely media release and have the students read and highlight any points of interest and/or confusion.

Invite students to share and discuss what they wrote in pairs or as a group.



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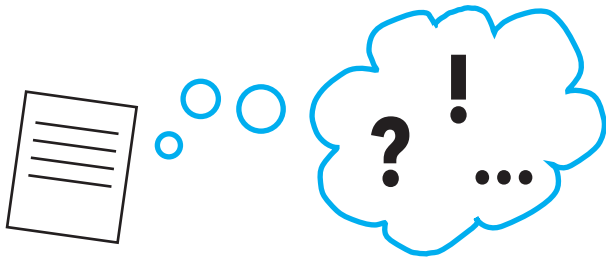
17

EXPLORING CONTENT

IDENTIFY THE 'BIG IDEA'

Ask each student to share with the group what they thought was the most important concept, idea or new information they learned during a specific lecture.

Ask students 'If you could only take one thing from the lecture material presented, what would it be and why?'





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CONCEPT MAP

Concept Maps (also known as mind-maps) are a useful study tool for gathering ideas and forming connections. They can be used in large and small groups or individually.

This activity could also be used over several sessions to make further connections and help students to see their own progression over time.

For students who may prefer using digital resources, you could refer them to the free app **MindGenius**.





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FEEDBACK CHAT

This card is useful for students to discuss and understand their lecturer's feedback.

In pairs or small groups, ask students to exchange and read through their feedback. Explain to students that this should be a positive experience and a constructive conversation about each other's submission comments and not about their grade!

Ask students to discuss how they could interpret the feedback and progress forward for their next assignment.

Check out the **ASK website** to find information and support on study skills. Head into your School specific area and follow '**Coursework & Assignments**' to find a section about **using feedback to improve work.**
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REFERENCE REVISION

This card can help students to improve their referencing skills but does require some preparation (eg. gathering books).

Once you have prepared your items for the students to reference, each student must select an item and attempt to correctly reference it as if they were writing a bibliography list.

This activity can also be adapted in several ways, such as creating a 'spot the error' where you deliberately insert an error in a reference line.

Check out the **ASK website** to find information and support on study skills. Head into your School specific area and follow '**Reading, Research & Dissertations**' to find a section about **referencing**.
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CORNELL METHOD OF NOTE TAKING

Ask students to create several sheets of paper using the following instructions:

1. Create a 'Recall Column' by drawing a vertical line down the page about 1" from the margin
2. Create a 'Summary Area' by drawing a horizontal line across the page about 1" from the bottom

For their next lecture, request that students take notes in the main area of the page, leaving the left and bottom blank. At their next PASS session, have the students create cue questions to put in the Recall Column. Ask students to include both general and specific questions so they can test themselves, and each other, on all of the information. Finally, have students write a brief summary of the important material in their notes.



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NOTE CARDS

Note cards can be used for vocabulary, formulas, concepts, questions, etc...

Take a stack of index cards with you to your session and have the students construct the cards during the session based on content from a specific lecture, text or assessment activity.

Write the cue/question on one side of the card and write the definition, description, answer on the other side. Encourage students to place the cards in a place where they can see them regularly to assist them in remembering important information.





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INCOMPLETE OUTLINE

Create a set of incomplete lecture notes by making an outline with some of the parts missing. For example:

Key actions for a paramedic in response situations include:

1. _____
2. _____

The group must then work through their notes to figure out how to fill in the outline. The incomplete outline is an excellent means of helping students recognise the main points/organisational pattern of information given in lectures.



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OUTLINE TEXT CHAPTER

Have students work in groups 2-4 to make an outline using the headings from an important chapter from the text.

Be sure to point out that the size and the placement of chapter headings is important for determining the main ideas and supporting details.

After students have this 'skeleton', have them read to determine the important points under each heading. If the students have trouble determining the important points have them turn the headings into questions and then read to find the answers.



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FINDING RESOURCES

Equipment: paper, pens, computer, projector

The purpose of this activity is to give students practise and build confidence in finding specific resources for completing assignments.

Ask students to work in pairs and write down either some key concepts, or an assignment title that they are working on. Now ask them to use 'OneSearch' on their Subject Guide to find one book and one article that would be helpful in their studies of this concept or assignment.

Ask for a few pairs to demonstrate to the whole group what resources they found and how they used the 'OneSearch'. Discuss any challenges and direct students' with queries to their campus library.



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USING THE ONLINE LIBRARY

Equipment: paper, pens, computer, projector

This activity is designed to enable students to think about where they would go to find different types of library related information.

Split your PASS group into 2 groups and ask both to take a look at their Subject Guide accessed via the library icon on studentcentral. Each group generates 8 questions to be posed to the other group (i.e. four about 'Library Services' and four about 'Library Resources' e.g. Where would you find...? How do I...?). The two groups take it in turns to ask each other their questions and demonstrate how to find the answers via the Online Library.

For any queries, direct students to ask for help at their campus library.

A background image showing a student's profile as they study. They are holding a pen and looking at a notebook with several colorful sticky notes (yellow, blue, pink) attached to it. The text is overlaid on the lower half of this image.

REVISING FOR SUCCESS

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(Academic Study Kit)
website for tips on
study skills!
blogs.brighton.ac.uk/ask

Take a look at the
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PUB QUIZ

This is a typical quiz and also a fun way of checking for understanding of certain module content or topics.

Split your PASS group up into two groups or teams. In their groups, ask the students to write down ten questions that can be posed to the opposing team. Then ask each group to pass them on for the opposing team to answer.

Once this is done, attempt to follow the quiz with an open discussion of the answers, allowing students to expand on the answers and also to agree or disagree.

A background image showing a student's profile as they study. They are holding a pen and looking at a notebook with several colorful sticky notes (yellow, blue, pink) attached to it. The text is overlaid on the lower half of this image.

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PRESENTATION PRACTISE

Depending on the topic and type of presentation, split the PASS group into smaller groups.

After preparation time, each group will be paired with another group who they will present their chosen topic to.

This topic could be course based to prepare for a specific presentation, or around a random topic to focus more strongly on presentation skills.

Check out the **ASK website** to find information and support on study skills. Head into your School specific area and follow 'Coursework & Assignments' to find a section about **presentations**.
blogs.brighton.ac.uk/ask

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3-2-1 REVISION

This card is a useful activity to use before an exam or for revision. In small groups or individually, ask your students to come up with:

- 3 topics that they know well enough to explain to other students;
- 2 topics that do not understand fully, and would like help with;
- 1 possible question to ask their peers in the group.

Ask your students to write these down and group their topics together. Usually, the topics will overlap and common topics will appear that students don't fully understand.

At this point, ask students to mix and discuss these topics to help each other.

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PAIRING

For this activity, you will need to prepare between 12-14 note cards (half of these should be key words and the other half should be corresponding or matching definitions OR use note cards developed by students in a previous PASS session).

The aim of the game is to shuffle the note cards and place them face up on the table. The students then work together to correctly match the key words to the definition.

You could include a competitive element by having two groups race against each other to find the pairs in the quickest time.

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QUESTION TIME

- 1 Put students in small groups and ask them to write down some questions based on a topic.
- 2 Ask the students to swap their questions, or to write their questions on a whiteboard.
- 3 Encourage the opposing group to discuss the questions and come up with possible answers or solutions.
- 4 During this activity, encourage the groups to discuss each other's answers and make notes to encourage further revision.

A background image showing a student's profile as they study. They are holding a pen and looking at a notebook with several colorful sticky notes (yellow, blue, pink) attached to it. The text is overlaid on the lower half of this image.

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PEER REVIEW

This card is useful for students to discuss and understand their lecturer's feedback.

In pairs or small groups, ask students to exchange and read through each other's working drafts. Explain to students that this should be a positive experience and a constructive conversation about each other's work, looking at particular issues such as the content, the ideas covered, the structure etc.

Make sure you explain to students that whilst sharing your work is useful, copying or 'colluding' is serious academic misconduct.

A background image showing a student's profile as they study. They are holding a pen and looking at a notebook with several colorful sticky notes (yellow, blue, pink) attached to it. The text is overlaid on the lower half of this image.

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STUDY BUDDIES

1. Ask students to develop a list of questions & answers over course material.
2. Students then pair up with their study buddy.
3. Student A asks the first question and student B answers. Student A offers additional info if needed.
4. Swap! Student B asks next question and student A answers. This continues until all questions are answered.

Encourage students to ask more open ended questions and to vary the types of questions.

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WHAT'S THE QUESTION?

The Leader writes some facts on the board. The group must then attempt to guess what the question/s could be in response which links each fact. The person who guesses a question correctly will take the next turn.

Example:

Key words: Autonomy-supportive; Differentiation; Progression

Potential question/s: What are some of the pedagogical concepts primary school teachers should consider when planning a maths session for pupils in Yr 5?



A close-up, slightly blurred photograph of a student's profile as they study. They are holding a pen and looking at a notebook with several colorful sticky notes (yellow, blue, pink) attached to it. The background is a soft, out-of-focus green.

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REVISION PONG

For this activity you will need some plastic cups and a small ball, or scrunched up paper.

Split your PASS group in half and position them at either end of a table. Each group will write down some questions relating to a topic (or you can prepare them beforehand) and place in the cups.

Students from each team take it in turns to try to bounce a ball into a cup. If successful, the team gets the opportunity to answer the question. If correct, they win a point. If they are unable to correctly answer, the other team gets an opportunity to answer.

If you have any ideas for other Strategy Cards, or questions about our pack, please contact us in the PASS Team at the University of Brighton:

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A green speech bubble with a white background and a green border, containing text. The bubble has a tail pointing towards the bottom right.

Produced by the
Student Academic Success and Partnership Team
Within the **Centre for Learning and Teaching**,
University of Brighton