

Peer Mentoring Guide For Student Mentors University Of Leeds

The mentoring curriculum presented in this manual is built upon the original Entering Mentoring facilitation guide published in 2005 by Jo Handelsman, Christine Pfund, Sarah Miller, and Christine Maidl Pribbenow. This revised edition is designed for those who wish to implement mentorship development programs for academic research mentors across science, technology, engineering and mathematics (STEM) and includes materials from the Entering Research companion curriculum, published in 2010 by Janet Branchaw, Christine Pfund and Raelyn Rediske. This revised edition of Entering Mentoring is tailored for the primary mentors of undergraduate researchers in any STEM discipline and provides research mentor training to meet the needs of diverse mentors and mentees in various settings.

Introduces the equipment and skills needed for painting in oils

Curricular peer mentoring is a programmatic approach to enrich student learning and engagement in postsecondary courses in which instructors welcome a more experienced undergraduate student into a credit course they are teaching. The student then serves as peer mentor to the students enrolled. Peer mentors can provide a variety of peer-appropriate, course-specific mentoring, tutoring, facilitation and

Download File PDF Peer Mentoring Guide For Student Mentors University Of Leeds

leadership roles and activities that complement the roles of the course's instructor and teaching assistants both in classroom settings and beyond. A program provides training and ongoing support for a larger number of peer mentors and instructional teams and manages recruitment and program research and quality. This volume provides research findings, definitions, theories, and practical program descriptions as a foundation for program development and research of undergraduate curricular peer mentoring programs in higher education. This work builds on a long history of higher education program development and collects a significant amount of literature that has previously been scattered.

There is nothing more powerful than receiving adjusting and affirming feedback from a peer. This book is designed to assist all school stakeholders who are interested in implementing an effective peer mentorship program that is specifically geared for high and middle school students. The concept can even be implemented at lower grade levels. Whether you are a student, mentor, mentee, parent, guidance counselor, social worker, teacher or principal, this book will be a guide listing and framing best practices for the coordination of a peer mentorship program. Peer mentorship can be an essential piece of a larger puzzle and can have a tremendous impact on school culture nationwide. For students being mentored the difference in them is almost immediate. Mentorship has a significant effect on bullying, attendance, grade point averages, suspension rates, disciplinary referrals and classroom disruption. Peer mentorship in

Download File PDF Peer Mentoring Guide For Student Mentors University Of Leeds

schools has the potential if implemented with best practices to change the face of student culture throughout every middle and high school in the nation. We live in a society that encourages individuality and promotes independence but at what cost? Though we teach our children to be dependent free of others the reality is that no man or woman is an island. We are social beings and caring for one another is what makes us human. When we work together we achieve more. Character is not a concept that is simply spoken about but actually manifests itself through our actions. As educators it is our moral obligation to teach students the importance to care for one another. Studies have shown that schools with peer mentorship programs along with an effective character education curriculum have had significant increases in academic performance and improved confidence as well as decreases in poor behavior and suspensions.

This second edition offers a practical training guide for college students who serve as leaders, tutors, counselors, or advisors for their peers. This thoroughly revised and updated volume contains a fundamental discussion on student growth and development and provides learning objectives and self-discovery exercises to help student leaders with tasks such as tutoring, student orientation, residence hall advising, crisis intervention, coaching, and more. Students Helping Students includes: Updates on the most current research and the latest advances in technology A revised model that contains service learning and student retention programs The results of two

Download File PDF Peer Mentoring Guide For Student Mentors University Of Leeds

intervention strategies: the Health Behaviors Assessment and the College Learning Effectiveness Inventory, which focus on the topics of wellness and academic success

Descriptive overviews of peer programs addressing sexuality, safety, violence reduction, residence life, online peer connections, and more

Praise for the Second Edition of *Students Helping Students* "This new work remains the definitive standard in the field. It should be on the bookshelf of every student affairs professional and is an important tool for preparing peer educators for providing service."—Ernest Pascarella, professor and Mary Louise Petersen Chair in Higher Education, University of Iowa "The second edition of *Students Helping Students* teems with useful material that can be thoughtfully applied by peer helpers. The what, so what, and now what framework reflectively guides the reader to self-discovery and thoughtful practical applications. Being a peer helper is a high-impact learning experience made intentional through the pages of this fine book."—Susan R. Komives, professor of college student personnel, University of Maryland and president, Council for the Advancement of Standards in Higher Education

Whether you already work as a student mentor or are considering becoming one, this book will serve as an indispensable companion and will help you to make the most of your mentoring experience.

Thoughtful and rich with advice, *The Mentor's Guide* explores the critical process of mentoring and presents practical tools for facilitating the experience from beginning to

Download File PDF Peer Mentoring Guide For Student Mentors University Of Leeds

end. Now managers, teachers, and leaders from any career, professional, or educational setting can successfully navigate the learning journey by using the hands-on worksheets and exercises in this unique resource. Readers will learn how to: Assess their readiness to become a mentor Establish the relationship Set appropriate goals Monitor progress and achievement Avoid common pitfalls Bring the relationship to a natural conclusion "The greatest gift one can give, other than love, is to help another learn! Every leader who cares about nurturing talent and facilitating excellence will find this book a joy to read and a jewel to share." --Chip R. Bell, author of *Managers as Mentors*

Analyzing the rich data gleaned from the faculty surveys, they track how these norms are understood and interpreted across academic disciplines and are influenced by such factors as gender, citizenship, age, academic rank, tenure, research activity, and administrative experience.

A definitive resource that pulls together evidence from psychology, education, and organizational studies, this fully updated second edition translates research into practice and serves as a practical handbook on how to set up, run, and evaluate any mentoring program. Despite ever-growing interest, there are few helpful resources for program managers and mentoring coordinators. This book sheds needed light on mentoring behaviors, the stages of mentoring, elements of high-quality relationships, and how to recognize and avoid dysfunctional ones. Step-by-step guidance will enable

Download File PDF Peer Mentoring Guide For Student Mentors University Of Leeds

readers to: · Understand what mentoring is (and is not) · Assess their mentoring program using a clear framework · Work through steps to design or redesign an effective mentoring program · Draw on real-world examples to assess and improve programs · Benefit from all-new material for this second edition, including a chapter on e-mentoring and in-depth case studies, as well as updated information on culturally intelligent mentoring and more If you manage or support a mentoring program, then this handbook is for you. Human resource professionals across industries will gain ideas on how to improve the efficiency and effectiveness of mentoring, while administrators in higher education will value the content on formal mentorship programs for faculty members, graduate students, and undergraduates.

Ultimately, the book is an invitation—and a challenge—for faculty, administrators, and student life staff to move relationships from the periphery to the center of undergraduate education.

[This book] provides an overview of current principles and practices for mentoring and developing IT professionals in higher education. Edited by EDUCAUSE Vice President Cynthia Golden and written by top leaders in the industry who have distinguished themselves and their organizations for sharpening others' skills, institutional savvy, and ability to lead, the book's chapters are organized into two sections: the organizational perspective and the individual perspective. In addition, the online site for the book will have exclusive audio interviews with CIOs and other senior IT leaders in higher

Download File PDF Peer Mentoring Guide For Student Mentors University Of Leeds

education who give advice for future leaders and talk about how they overcame challenges and moved ahead in their own careers.

The Rowman & Littlefield Guide for Peer Tutors introduces college students to the field of peer tutoring, providing a theoretical background and practical guidance for peer tutors in higher education. Taking an innovative approach firmly grounded in the science of learning and cognition, the text guides college students in thinking critically about their work as educators and in making informed choices in working with learners. A vibrant, engaging read, the text covers topics essential for all peer tutors, across writing, mathematics, the sciences, languages, and other disciplines: the brain-based reality of learning, active and collaborative pedagogies, the role of learning centers in colleges and universities, models for tutoring, the transition to college, metacognition, study strategies, online environments, and much more. An ideal supporting text for both tutor training programs and courses for peer educators, this book provides support for learning and writing center administrators in welcoming college students to the field of peer-led learning and for tutors in the work of acting as guides and mentors to the fields of inquiry that exist within the academy.

Reports on structured interviews conducted with new faculty and graduate students who will be the professoriate of the future. Considers what changes need to be made in the faculty career to make it more enticing, self-renewing, and resilient for the individual and to provide greater flexibility for institutions. Includes a "Principles of Good Practice:

Download File PDF Peer Mentoring Guide For Student Mentors University Of Leeds

Supporting Early-Career Faculty" section also available separately at www.aahe.org/ffrr/principles_brochure.htm

A Training Guide for College Tutors and Peer Educators presents relevant and research-based methods for successful academic support sessions for tutors and peer educator trainees in an adaptable, user-friendly, and interactive format. By mirroring appropriate methods for organizing and presenting material in an academic support session, it allows the reader to experience for themselves the practices and strategies they will apply as future tutors and peer educators. Based on solid learning theory, the activities, assessments, examples and features included in this flexible and engaging text simulate recommended peer educator practices and emphasize guiding college students to become active, self-monitoring and independent learners. While teaching readers the key, research-based elements of quality peer assistance, this first-edition guide also incorporates a comprehensive list of topics represented in certification programs. Peppered with practical examples and interactive problem-solving scenarios that readers can immediately apply in their positions, trainees will learn how to plan for sessions, how to assess students' learning, how to create collaborative activities, how to integrate college learning strategies, and how to approach common issues faced on the job.

Developing Effective Student Peer Mentoring Programs
A Practitioner's Guide to Program Design, Delivery, Evaluation, and Training
Stylus Publishing, LLC

Download File PDF Peer Mentoring Guide For Student Mentors University Of Leeds

The bestselling analysis of higher education's impact, updated with the latest data *How College Affects Students* synthesizes over 1,800 individual research investigations to provide a deeper understanding of how the undergraduate experience affects student populations. Volume 3 contains the findings accumulated between 2002 and 2013, covering diverse aspects of college impact, including cognitive and moral development, attitudes and values, psychosocial change, educational attainment, and the economic, career, and quality of life outcomes after college. Each chapter compares current findings with those of Volumes 1 and 2 (covering 1967 to 2001) and highlights the extent of agreement and disagreement in research findings over the past 45 years. The structure of each chapter allows readers to understand if and how college works and, of equal importance, for whom does it work. This book is an invaluable resource for administrators, faculty, policymakers, and student affairs practitioners, and provides key insight into the impact of their work. Higher education is under more intense scrutiny than ever before, and understanding its impact on students is critical for shaping the way forward. This book distills important research on a broad array of topics to provide a cohesive picture of student experiences and outcomes by: Reviewing a decade's worth of research; Comparing current findings with those of past decades; Examining a multifaceted analysis of higher education's impact; and Informing policy and practice with empirical evidence. Amidst the current introspection and skepticism surrounding higher education, there is a massive body of research that must be synthesized to

Download File PDF Peer Mentoring Guide For Student Mentors University Of Leeds

enhance understanding of college's effects. How College Affects Students compiles, organizes, and distills this information in one place, and makes it available to research and practitioner audiences; Volume 3 provides insight on the past decade, with the expert analysis characteristic of this seminal work.

Mentorship is a catalyst capable of unleashing one's potential for discovery, curiosity, and participation in STEMM and subsequently improving the training environment in which that STEMM potential is fostered. Mentoring relationships provide developmental spaces in which students' STEMM skills are honed and pathways into STEMM fields can be discovered. Because mentorship can be so influential in shaping the future STEMM workforce, its occurrence should not be left to chance or idiosyncratic implementation. There is a gap between what we know about effective mentoring and how it is practiced in higher education. The Science of Effective Mentorship in STEMM studies mentoring programs and practices at the undergraduate and graduate levels. It explores the importance of mentorship, the science of mentoring relationships, mentorship of underrepresented students in STEMM, mentorship structures and behaviors, and institutional cultures that support mentorship. This report and its complementary interactive guide present insights on effective programs and practices that can be adopted and adapted by institutions, departments, and individual faculty

Download File PDF Peer Mentoring Guide For Student Mentors University Of Leeds

members.

This thoroughly updated Second Edition of the Handbook of Youth Mentoring presents the only comprehensive synthesis of current theory, research, and practice in the field of youth mentoring. Editors David L. DuBois and Michael J. Karcher gather leading experts in the field to offer critical and informative analyses of the full spectrum of topics that are essential to advancing our understanding of the principles for effective mentoring of young people. This volume includes twenty new chapter topics and eighteen completely revised chapters based on the latest research on these topics. Each chapter has been reviewed by leading practitioners, making this handbook the strongest bridge between research and practice available in the field of youth mentoring.

This book is focused on the mentoring process, a popular higher education initiative that is often used to promote retention and academic success. The central purpose is to unveil the hidden curriculum and provide a blueprint for both students and teachers on how to navigate the institutional culture of higher education.

This book includes 12 cases that illustrate mentoring and coaching programs in a variety of organisational and educational applications around the world. You will find this book helpful in planning new programs in your organisation or in

Download File PDF Peer Mentoring Guide For Student Mentors University Of Leeds

strengthening and expanding your existing development programs. Most organisations today have some type of mentoring program for their employees. Mentoring is seen both as a way of transferring knowledge and skills and as a retention tool for employees. Similarly, coaching has become an important organisational tool for developing people. It is used to improve both personal and organisational skills. Use the cases in this book as models and guides to help you create powerful mentoring and coaching programs for your organisation and for your employees.

A part of the new Teaching Medicine Series, this new title acts as a guide for mentoring and fostering professionalism in medical education and training. This substantially expanded new edition of this widely-used and acclaimed text maintains the objectives and tenets of the first. It is designed to help students understand and reflect on their community service experiences both as individuals and as citizens of communities in need of their compassionate expertise. It is designed to assist faculty in facilitating student development of compassionate expertise through the context of service in applying disciplinary knowledge to community issues and challenges. In sum, the book is about how to make academic sense of civic service in preparing for roles as future citizen leaders. Each chapter has been developed to be read and reviewed, in

Download File PDF Peer Mentoring Guide For Student Mentors University Of Leeds

sequence, over the term of a service-learning course. Students in a semester course might read just one chapter each week, while those in a quarter-term course might need to read one to two chapters per week. The chapters are intentionally short, averaging 8 to 14 pages, so they do not interfere with other course content reading. This edition presents four new chapters on Mentoring, Leadership, Becoming a Change Agent, and Short-Term Immersive and Global Service-Learning experiences. The authors have also revised the original chapters to more fully address issues of social justice, privilege/power, diversity, intercultural communication, and technology; have added more disciplinary examples; incorporated additional academic content for understanding service-learning issues (e.g., attribution theory); and cover issues related to students with disabilities, and international students. This text is a student-friendly, self-directed guide to service-learning that:

- Develops the skills needed to succeed
- Clearly links service-learning to the learning goals of the course
- Combines self-study and peer-study workbook formats with activities that can be incorporated in class, to give teachers maximum flexibility in structuring their service-learning courses
- Promotes independent and collaborative learning
- Equally suitable for courses of a few weeks' or a few months' duration
- Shows students how to assess progress and communicate end-results
- Written for students participating in

Download File PDF Peer Mentoring Guide For Student Mentors University Of Leeds

service learning as a class, but also suitable for students working individually on a project. Instructor's Manual This Instructor Manual discusses the following six key areas for aligning your course with use of Learning through Serving, whether you teach a senior-level high school class, freshman studies course, or a college capstone class: 1. Course and syllabus design 2. Community-partner collaboration 3. Creating class community 4. Strategic teaching techniques 5. Developing intercultural competence 6. Impact assessment This Manual is free, and available only in PDF format. Download here.

"Prepares you to work directly with first-year students, helping guide them through their orientation to college and facilitating their academic and personal success"--Cover.

Through its research-to-practice focus, this book honors the professional contributions of Professor Barry J. Zimmerman as illustrated by the recent self-regulation applications of a highly respected group of national and international scholars. This book will serve as a valuable resource for those interested in empowering and enabling learners to successfully manage and self-direct their lives, education, and careers. In particular, K-12 educators, college instructors, coaches, musicians, health care providers, and researchers will gain invaluable insight into the nature of self-regulation as well as how they can

Download File PDF Peer Mentoring Guide For Student Mentors University Of Leeds

readily apply self-regulation principles into their teaching, instruction, or mentoring. Emergent trends in education and psychology circles, such as linking self-regulated learning assessment and interventions as well as the use of technology to enhance student learning and self-regulation, are additional themes addressed in the book. The kaleidoscope of self-regulation issues addressed in this book along with the wide range of promising intervention applications should also prove to be particularly appealing to graduate students as they pursue their future research activities and seek to optimize their individual growth and development.

In his New York Times bestseller *Steal Like an Artist*, Austin Kleon showed readers how to unlock their creativity by “stealing” from the community of other movers and shakers. Now, in an even more forward-thinking and necessary book, he shows how to take that critical next step on a creative journey—getting known. *Show Your Work!* is about why generosity trumps genius. It’s about getting findable, about using the network instead of wasting time “networking.” It’s not self-promotion, it’s self-discovery—let others into your process, then let them steal from you. Filled with illustrations, quotes, stories, and examples, *Show Your Work!* offers ten transformative rules for being open, generous, brave, productive. In chapters such as *You Don’t Have to Be a Genius*; *Share Something Small Every Day*; and *Stick Around*, Kleon creates a user’s manual for embracing the communal nature of creativity— what he calls the “ecology of talent.” From broader life lessons about work (you can’t find your voice if you

Download File PDF Peer Mentoring Guide For Student Mentors University Of Leeds

don't use it) to the etiquette of sharing—and the dangers of oversharing—to the practicalities of Internet life (build a good domain name; give credit when credit is due), it's an inspiring manifesto for succeeding as any kind of artist or entrepreneur in the digital age.

In preparation for role-play during a RIPP class, 6th grade students consider the following conflict situation: Sharon and Josie, who are good friends, tryout for the basketball team. Josie makes the team, but Sharon does not. The week after tryouts, Sharon tries to pick a fight with Josie, calling her a "cheater" and "some one the coach felt sorry for. " Josie is in a bind; she wants to remain friends with Sharon, but she is really angry with Sharon for treating her so badly. What can Josie do in this situation? What type of self-talk will help her work out this problem with Sharon and keep the friendship? During the role-play, Sharon calls Josie a cheater. Then, before Josie responds, two students representing her positive and negative sides take turns whispering into her ear. Negative self-talk: "Boy, is she a loser! What if everyone believes her and thinks that I cheated to get on the team?!" Positive self-talk: "I know I worked hard to get on the team! Sharon must really be hurt that she didn't make it. I can talk to her later when she's cooled down, and maybe we can do something together after practice. " Josie listens to the two voices, and decides that the best approach is to ignore Sharon's comments for now and to call her later that day to see if they can do something together. This description of students dealing with everyday conflicts is quite real.

Written for staff in schools and colleges, this book offers the challenge and support necessary to understand, analyze and adopt coaching, mentoring and peer-networking mechanisms as an essential part of the development of professional learning within an organisation. Drawing on the new national strategy for professional development, it emphasises the importance of

Download File PDF Peer Mentoring Guide For Student Mentors University Of Leeds

learning with and from other colleagues, helping your organisation to become a professional learning community and supporting the drive to raise standards and attainment. Organised into nine distinct but interrelated chapters, this is an invaluable sourcebook of practical information for in-service training. It contains a range of stimulating activities which engage the reader and encourages reflection on: * the nature and importance of professional development in schools and colleges * the potential benefits and difficulties associated with coaching, mentoring and peer-networking * factors essential to the successful establishment and management of coaching and mentoring programmes * team leadership and leadership coaching * the role of the coach, mentor and networker with respect to the creation of professional learning communities.

Whatever stage of the peer mentoring journey your students are at, this engagingly-written book will help them to get the most out of their peer mentoring experience. It explains the role of peer mentors in universities and shows students exactly what's involved in providing academic and pastoral support to other students. The book also contains a helpful troubleshooting chapter, packed with supportive guidance on dealing with challenging scenarios. The final chapters of the book prompt students to reflect on the skills they have developed through peer mentoring, and help them to articulate these skills to prospective employers. This book will be an essential companion for both aspiring and current student mentors, and an invaluable reference point for staff involved in facilitating peer mentoring schemes.

Take a critical look at the theory and recent empirical research specific to mentoring undergraduate students. This monograph: Explains how mentoring has been defined and conceptualized by scholars to date, Considers how recent mentoring scholarship has begun to

Download File PDF Peer Mentoring Guide For Student Mentors University Of Leeds

distinguish mentoring from other developmental relationships, Synthesizes recent empirical findings, Describes prevalent types of formalized programs under which mentoring relationships are situated, and Reviews existing and emerging theoretical frameworks. This monograph also identifies empirical and theoretical questions and presents research to better understand the role of mentoring in promoting social justice and equity. Presenting recommendations for developing, implementing and evaluating formal mentoring programs, it concludes with an integrated conceptual framework to explain best-practice conditions and characteristics for these programs. This is the first issue of the 43rd volume of the Jossey-Bass series ASHE Higher Education Report. Each monograph is the definitive analysis of a tough higher education issue, based on thorough research of pertinent literature and institutional experiences. Topics are identified by a national survey. Noted practitioners and scholars are then commissioned to write the reports, with experts providing critical reviews of each manuscript before publication.

This is a comprehensive resource for creating, refining and sustaining effective student peer mentoring programs. While providing a blueprint for successfully designing programs for a wide range of audiences - from freshmen to doctoral students - it also offers specific guidance on developing programs targeting three large groups of under-served students: first-generation students, international students and student veterans. This book is primarily intended as a resource for student affairs professionals and program coordinators who are developing new peer-mentoring programs or considering refining existing ones. It may also serve as a text in courses designed to train future peer mentors and leaders.

How can educators work together more effectively to improve professional practice in a way

Download File PDF Peer Mentoring Guide For Student Mentors University Of Leeds

that enhances student performance? The answer, says author Pam Robbins, involves combining collaborative activities and peer coaching—teachers supporting teachers. This book describes how any school can implement these proven practices and experience positive changes in teaching, school culture, and learning. Robbins explains how to develop a collaborative, learning-focused culture and build trust among colleagues; offers strategies for participating in difficult conversations that yield useful feedback; clarifies how to develop, sustain, and evaluate peer coaching efforts; and showcases exemplary peer coaching practices used in real schools. She also includes coaching tools, scenarios, process guidelines, and reflection questions that make it easier to transfer these ideas into a school setting. Peer coaching offers a job-embedded learning strategy; it's a valuable structure for supporting schoolwide and districtwide priorities such as analyzing data, improving instruction, integrating technology, and implementing standards. In short, it creates an effective way to support the growth of every teacher and enrich learning processes in any school. Pam Robbins is a former teacher, coach, director of professional development, and school leader. She consults with high-performing and low-performing districts and designs and conducts workshops on leadership, school culture, organizational change, mentoring, and peer coaching.

Undergraduate research enhances the learning experience of students in science, technology, engineering, and mathematics. Undergraduate Research in the Sciences offers a groundbreaking and practical research-based book on the topic. This comprehensive resource addresses how undergraduate research benefits undergraduate participants, including those populations that are underrepresented in the sciences; compares its benefits with other types

Download File PDF Peer Mentoring Guide For Student Mentors University Of Leeds

of educational activities and experiences; and assesses its long-term value to students and faculty as both a scholarly and educational endeavor. In laying out the processes by which these benefits are achieved, this important book can assist faculty and program directors with practical guidance for design and evaluation of both new and existing undergraduate research programs. Praise for *Undergraduate Research in the Sciences* "This meticulous, definitive study of the effects of working with a faculty member on research as an undergraduate confirms the overall value of the experience by taking us deep into the minds and actions of participants—both faculty and students. As a result we now have many more compelling reasons to get more students involved with research mentors and ways to optimize the benefits for all parties."—George D. Kuh, Chancellor's Professor and director, Indiana University Center for Postsecondary Research "This timely book offers a unique, comprehensive analysis of undergraduate research in the sciences, based on the voices of college students and faculty mentors who have participated in these voyages of discovery. As our nation struggles to train more scientists, this book will be a valuable resource for designing undergraduate research experiences that can build our country's capacity for discovery and innovation."—Arthur B. Ellis, Vice Chancellor for Research, University of California, San Diego "The text is written in a lucid and engaging style and will be a valuable guide to policymakers, academic administrators, and faculty members who want to find ways to engage undergraduates in the 'real work' of investigation."—Judith A. Ramaley, president, Winona State University "This book is a 'must-read' for anyone who directs undergraduates in research. It presents an impressive and rigorous body of work that brings fresh insights into the field of undergraduate research. The next generation of scientists will benefit greatly from the findings and recommendations!"—Jo

Download File PDF Peer Mentoring Guide For Student Mentors University Of Leeds

Handelsman, Howard Hughes Medical Institute Professor, Yale University

"Creating Learning Communities is a guide to the essentials of this rewarding new program area, including how to design, fund, staff, manage, and integrate learning communities into different campuses. Drawing from their own experience, as well as from experiences of campuses around the country, Nancy S. Shapiro and Jodi H. Levine provide both a sound theoretical rationale and nuts-and-bolts advice on the logistical, administrative, financial, and turf-related issues of creating an effective learning community. And perhaps most important, they show how to ensure that such communities embody and fulfill the objectives for which they were established."--BOOK JACKET.

At a time when college completion is a major issue, and there is particular concern about the retention of underserved student populations, peer mentoring programs offer one solution to promoting student success. This is a comprehensive resource for creating, refining and sustaining effective student peer mentoring programs. While providing a blueprint for successfully designing programs for a wide range of audiences – from freshmen to doctoral students – it also offers specific guidance on developing programs targeting three large groups of under-served students: first-generation students, international students and student veterans. This guidebook is divided into two main sections. The opening section begins by reviewing the issue of degree non-completion, as well as college adjustment challenges that all students and those in

Download File PDF Peer Mentoring Guide For Student Mentors University Of Leeds

each of the targeted groups face. Subsequent chapters in section one explore models of traditional and non-traditional student transition, persistence and belonging, address what peer mentoring can realistically achieve, and present a rubric for categorizing college student peer-mentoring programs. The final chapter in section one provides a detailed framework for assessing students' adjustment issues to determine which ones peer mentoring programs can appropriately address. Section two of the guidebook shifts from the theoretical to the practical by covering the nuts and bolts of developing a college student peer-mentoring program. The initial chapter in section two covers a range of design issues including establishing a program timeline, developing a budget, securing funding, getting commitments from stakeholders, hiring staff, recruiting mentors and mentees, and developing policies and procedures. Subsequent chapters analyze the strengths and limitations of different program delivery options, from paired and group face-to-face mentoring to their e-mentoring equivalents; offer guidance on the creation of program content and resources for mentors and mentees, and provide mentor training exercises and curricular guidelines. Section two concludes by outlining processes for evaluating programs, including setting goals, collecting appropriate data, and methods of analysis; and by offering advice on sustaining and institutionalizing programs. Each chapter opens with a case study illustrating its principal points. This book is primarily intended as a resource for student affairs professionals and program coordinators who are developing new peer-mentoring programs or considering refining

Download File PDF Peer Mentoring Guide For Student Mentors University Of Leeds

existing ones. It may also serve as a text in courses designed to train future peer mentors and leaders.

On Being a Mentor is the definitive guide to the art and science of engaging students and faculty in effective mentoring relationships in all academic disciplines. Written with pithy clarity and rooted in the latest research on developmental relationships in higher educational settings, this essential primer reviews the strategies, guidelines, and best practices for those who want to excel as mentors. Evidence-based advice on the rules of engagement for mentoring, mentor functions, qualities of good mentors, and methods for forming and managing these relationships are provided. Summaries of mentorship relationship phases and guidance for adhering to ethical principles are reviewed along with guidance about mentoring specific populations and those who differ from the mentor in terms of sex and race. Advice about managing problem mentorships, selecting and training mentors, and measuring mentorship outcomes and recommendations for department chairs and deans on how to foster a culture of excellent mentoring in an academic community is provided. Chalk full of illustrative case-vignettes, this book is the ideal training tool for mentoring workshops. Highlights of the new edition include: Introduces a new model for conceptualizing mentoring relationships in the context of the various relationships professors typically develop with students and faculty (ch. 2). Provides guidance for creating a successful mentoring culture and structure within a department or institution (ch. 16). Now includes questions

Download File PDF Peer Mentoring Guide For Student Mentors University Of Leeds

for reflection and discussion and recommended readings at the end of each chapter for those who wish to delve deeper into the content. Best Practices sections highlight the key takeaway messages. The latest research on mentoring in higher education throughout. Part I introduces mentoring in academia and distinguishes mentoring from other types of relationships. The nuts and bolts of good mentoring from the qualities of those who succeed as mentors to the common behaviors of outstanding mentors are the focus of Part II. Guidance in establishing mentorships with students and faculty, the common phases of mentorship, and the ethical principles governing the mentoring enterprise is also provided. Part III addresses the unique issues and answers to successfully mentoring undergraduates, graduate students, and junior faculty members and considers skills required of faculty who mentor across gender and race. Part IV addresses management of dysfunctional mentorships and the documentation of mentorship outcomes. The book concludes with a chapter designed to encourage academic leaders to make high quality mentorship a salient part of the culture in their institutions. Ideal for faculty or career development seminars and teaching and learning centers in colleges and universities, this practical primer is appreciated by professors, department chairs, deans, and graduate students in colleges, universities, and professional schools in all academic fields including the social and behavioral sciences, education, natural sciences, humanities, and business, legal, and medical schools. For students whose experience with science has been primarily in the classroom, it can

Download File PDF Peer Mentoring Guide For Student Mentors University Of Leeds

be difficult to identify and contact potential mentors, and to navigate the transition to a one-on-one, mentor-student relationship. This is especially true for those who are new to research, or who belong to groups that are underrepresented in research. The Entering Research curriculum offers a mechanism to structure the independent research experience, and help students overcome these challenges.

Successful STEM Mentoring Initiatives for Underrepresented College Students is a step-by-step, research-based guide for higher education faculty and administrators who are charged with designing mentoring programs to recruit and retain students from underrepresented groups. Written by an acknowledged expert in the field of STEM mentoring, the book constitutes a virtual consultant that enables readers to diagnose the issues they face, identify priorities, and implement appropriate practices to achieve their goals. The book describes the real and perceived barriers that underrepresented students—to include women, students of color, transfer students, and first-generation college students—encounter when considering enrollment, or participating, in science courses; considers the issues they face at the various transitions in their education, from entering college to declaring a major and moving on to a profession; and sets out the range of mentoring options available to program designers. By posing key questions and using three running case illustrations of common dilemmas, the book walks readers through the process of matching the best design options with the particular needs and resources of their own department or campus. Intentionally brief

Download File PDF Peer Mentoring Guide For Student Mentors University Of Leeds

and to the point, the book is nonetheless a comprehensive guide to the full range mentoring models and best practices, that also covers issues of institutional and departmental climate and teaching methods, and offers insider insights to help designers avoid pitfalls as they create effective, sustainable mentoring initiatives. This guide will assist administrators working on new initiatives to broaden access and improve persistence and graduation in their programs, as well as apply for research grants, by clarifying objectives and identifying the effective evidence-based practices to achieve them. It also provides common conversation-starters for departments to identify obstacles to enrollment and broaden participation.

This guide offers helpful advice on how teachers, administrators, and career advisers in science and engineering can become better mentors to their students. It starts with the premise that a successful mentor guides students in a variety of ways: by helping them get the most from their educational experience, by introducing them to and making them comfortable with a specific disciplinary culture, and by offering assistance with the search for suitable employment. Other topics covered in the guide include career planning, time management, writing development, and responsible scientific conduct. Also included is a valuable list of bibliographical and Internet resources on mentoring and related topics.

Mentoring is used in a wide range of situations in education: to assist learning; to help weaker students or those with specific learning needs or difficulties; to develop

Download File PDF Peer Mentoring Guide For Student Mentors University Of Leeds

community or business links; to aid the inclusion of pupils otherwise at risk of exclusion; to develop ethnic links; to enable students to benefit from the support of their peers, to name but a few. The development and proliferation of mentoring and mentoring schemes in education over the last few years has been dramatic, and presents teachers, school managers and leaders, as well as mentors themselves with a challenge. This book presents all mentors plus anyone working with young people with an invaluable guide to approaches to mentoring today. It looks at mentoring as a concept, at what mentoring is, how it is done well and how it can be made more effective. Written by a leading expert on mentoring, this practical and relevant handbook is backed up throughout by inspiring and relevant case studies and examples from schools and schemes internationally.

[Copyright: 2875c2907045174393460344207eb966](https://www.pdfdrive.com/peer-mentoring-guide-for-student-mentors-university-of-leeds.pdf)