



College of Education, Health, and Human Services

The attached proposal is submitted by the EHHS Office of Professional Development and Outreach for Curriculum Committee review:

- XXXX Foundations, Leadership and Administration
Lifespan Development and Educational Sciences
Teaching, Learning and Curriculum Studies
Health Sciences

(Course # EDAD 4/5/70093) (Instructor: Kristen Chorba)
Mentoring Basics: Using
Peer Engagement in Learning

- XXXX Workshop (2 credit hours)
Conference/Institute
Special Topics Off-Campus Course

=====

Signature of Dr. Christa Boske, Program Coordinator Approval Date 4/23/14

See attached email Aaron Mulrooney, School Curriculum Committee Approval Date 9/30/14

Signature of Shawn Fitzgerald, FLA School Director Approval Date 9/30/14

Dr. Catherine Hackney, Dean Approval Date

Comments:



College of Education, Health and Human Services  
Office of Professional Development and Outreach

## WORKSHOP PROPOSAL FORM

Workshop Title: ***Mentoring Basics: Using Peer Engagement in Learning***

*1 credit = 15 instructional hours + 22.5 hours of out-of-class assignments (total 37.5 clock hours)  
2 credits = 30 instructional hours + 45 hours of out-of-class assignments (total 75 clock hours)  
3 credits = 45 instructional hours + 67.5 hours of out-of-class assignments (total 112.5 clock hours)  
(Breaks and lunch hours may not be included as instructional hours)*

Specify number of credits       Undergraduate       Graduate  
 Non-Credit

Associations/Agencies from which CEU Approval Should Be Requested: n/a

### Instructor Information:

Name of instructor: Kristen Chorba

Highest degree: Ph.D.

Degree granting institution: Kent State University

Year: 2013

### Instructor Status:

Returning instructor (Date of last KSU workshop/course taught:      May 2012     )

### Note:

*Anne Brediger Morrison will be co-teaching this workshop for at least the first 1-2 offerings. We will share the teaching responsibilities, as well as the compensation. Dr. Morrison is full-time faculty in LDES.*

Name of instructor: Anne Brediger Morrison

Highest degree: Ph.D.

Degree granting institution: Kent State University

Year: 2001

### Brief Instructor Profile:

Kristen Chorba is an Instructional Designer for the College of Communication and Information. She graduated in 2013 with a Ph.D. in Educational Psychology from Kent State University. She has taught both undergraduate and graduate courses in educational psychology.

Anne Brediger Morrison is a Professor in the school of Lifespan Development and Educational Sciences. She teaches Educational Psychology and Relational Learning courses at the Kent campus, as well as in study abroad offerings.

**Workshop Logistics:**

Preferred location: Fully online and asynchronous  
Specific room: n/a  
*(We will attempt to secure your requested room).*

Projected enrollment: up to 20 Maximum enrollment: 20  
*(Please provide a statement of explanation if the maximum enrollment for this workshop is above or below*

*Please address pedagogical appropriateness and/or resource availability).*  
Reading and writing assignments are appropriate for upper-level undergraduate through graduate level students. They will be guided in planning a mentoring project.

**Proposed workshop dates:** From: Spring 2015 To: (7 weeks)

Day(s) of the week: Asynchronous

Timing (AM/PM) From: Asynchronous To:

Date the final assignment is due, if after workshop ending date: n/a  
*(The due date of the last assignment will determine the session to which the workshop is assigned).*

**Workshop Funding:**

Is this workshop affiliated with a grant? Yes \_\_\_ No XX

Type of grant \_\_\_\_\_

Will the instructor's salary be paid by the grant? Yes \_\_\_ No \_\_\_

Will the participant's tuition be paid by the grant? Yes \_\_\_ No \_\_\_

Grant account # \_\_\_\_\_

**Technology in Instructional Delivery:**

Please indicate if this workshop will involve any of the following:

- Traditional face-to-face
- Computer-based instruction requiring lab times
- XX Distance learning/Online
- Hybrid face-to-face & Online

**Workshop Audience and Content (attach additional sheets if necessary):**

Describe in detail the workshop's intended audience.

This workshop is appropriate for a wide range of individuals, ranging from upper-level undergraduate students through PhD-level students. It is applicable to a wide variety of majors and situations, including

education majors (grad and undergrad), current or future teachers or program administrators wanting to create or revise a mentoring program, and those participating in mentoring programs who want to get more out of them.

List the workshop's goals and objectives.

By the end of this workshop, students will be able to:

- Discuss the idea of mentoring, and list some characteristics of a "mentor"
- Describe ways in which mentoring can be beneficial to both the mentor and mentee
- Identify and describe reasons behind why some mentoring projects work and some do not
- Identify opportunities for mentoring/mentoring programs within their own lives/work situations/educational settings
- Use instructional design principles to inform the creation of a mentoring project
- Identify and use basic educational psychology principles in the creation of a mentoring project

What knowledge, skills or expertise will participants have attained upon completing the workshop?

At the end of this workshop, participants will have an understanding of mentoring, mentoring practices, and the benefits of mentoring. Participants will be able to apply what they have learned in this workshop to their own situation, and will have created an outline of a mentoring project of their own. Please see goals and objectives, above, for details.

**(Method of Evaluating Participants)** Please describe in detail how final grades (credit) or successful completion (noncredit) will be determined. Although credit workshops are limited to Satisfactory /Unsatisfactory grading, criteria for awarding of Satisfactory grade must be clearly stated. Attachment of an evaluation rubric is highly encouraged.

Each assignment is point-based. In order to achieve a grade of "Satisfactory" for this workshop, participants must:

- 1) Complete all assignments
- 2) Perform at a passing rate of 70% for each assignment
- 3) Earn a 75% or higher (375 points out of a possible 500), overall

**(Graduate Student Requirements)** Please describe in detail additional requirements for graduate students if the workshop will be offered at both the undergraduate and graduate levels. This should take the form of additional assignments, additional days, enhanced requirements, etc.

As noted on the syllabus. Graduate students will have an extra article to read and will have to complete two additional peer reviews.

*1 credit = 15 instructional hours + 22.5 hours of out-of-class assignments (total 37.5 clock hours)*

*2 credits = 30 instructional hours + 45 hours of out-of-class assignments (total 75 clock hours)*

*3 credits = 45 instructional hours + 67.5 hours of out-of-class assignments (total 112.5 clock hours)*

*(NOTE: Breaks and lunch hours may not be included as instructional hours)*

**TOTAL INSTRUCTIONAL CONTACT HOURS 30**

**TOTAL OUTSIDE CLASS CONTACT HOURS: 45**

## Please List Texts and/or Instructional Resources to Be Utilized for the Workshop:

No textbook will need to be purchased. All readings/videos will be available via eReserves or via hyperlink.

- **Harmon, B.** (2006). A qualitative study of the learning processes and outcomes associated with students who serve as peer mentors. *Journal of First-Year Experiences & Students in Transition*, 18(2), 53-82.
- **Parker-Katz, M., & Bay, M.** (2008). Conceptualizing mentor knowledge: Learning from the insiders. *Teaching & Teacher Education*, 24(5), 1259-1269.
- **Rodger, S., & Tremblay, P. F.** (2003). The effects of a peer mentoring program on academic success among first year university students. *Canadian Journal of Higher Education*, 33(3), 1-18.
- **Smith, T.** (2008). Integrating undergraduate peer mentors into liberal arts courses: A pilot study. *Innovative Higher Education*, 33(1), 49-63.
- Podcast: Dr. Indira Nair  
[http://relationalpractice.org/The\\_Art\\_of\\_Relational\\_Practice/Podcast\\_Series/Entries/2010/10/11\\_Dr.\\_Indira\\_Nair.html](http://relationalpractice.org/The_Art_of_Relational_Practice/Podcast_Series/Entries/2010/10/11_Dr._Indira_Nair.html)
- Video: Relational Being <https://www.youtube.com/watch?v=qW7cB8IH30o>
- Video: Introduction to Relational Practice in Education and Relational Cultural Theory  
<http://vimeo.com/44277320>
- Video: Bruner's Groundbreaking Contributions to Cognitive Psychology  
<http://www.psychologicalscience.org/index.php/video/inside-the-psychologists-studio-bruners-groundbreaking-contributions-to-cognitive-psychology.html>
- Relational Learning...Say What? <http://www.educationrevolution.org/blog/relational-learning-say-what/>
- The Relational Quality of Learning  
[http://www.decd.sa.gov.au/learnerwellbeing/files/links/The\\_relational\\_quality\\_of.pdf](http://www.decd.sa.gov.au/learnerwellbeing/files/links/The_relational_quality_of.pdf)
- What is Instructional Design?  
[http://www.instructionaldesigncentral.com/htm/IDC\\_instructionaldesigndefinitions.htm](http://www.instructionaldesigncentral.com/htm/IDC_instructionaldesigndefinitions.htm)
- Instructional Design Models and Methods  
[http://www.instructionaldesigncentral.com/htm/IDC\\_instructionaldesignmodels.htm](http://www.instructionaldesigncentral.com/htm/IDC_instructionaldesignmodels.htm)
- Be My Guest: Unschooling Reflects Current Cognitive Research  
<http://www.chrismercogliano.com/be-my-guest-unschooling-reflects-current-cognitive-research/>
- Ryan, R. & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivation: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54-67.  
<http://mmrg.pbworks.com/f/Ryan,+Deci+00.pdf>
- Dunlosky, J., & Metcalfe, J. (2009). *Metacognition*. Los Angeles, CA: Sage. Introduction: p. 1-8
- **Recommended:** Bandura, A. (1995). Exercise of personal and collective efficacy in changing societies. In A. Bandura (Ed.), *Self-efficacy in changing societies* (pp. 1-45). Cambridge, UK: Cambridge University Press. <http://catdir.loc.gov/catdir/samples/cam034/94049049.pdf>

### Marketing:

What is mentoring? Whether you have participated in, heard of, aren't sure you value, or know nothing about mentoring, this workshop will help you understand what mentoring really is (and is not!), how it is beneficial, and how you can utilize mentoring relationships to enhance learning and engagement. We will discuss literature on mentoring, our own experiences, and basic principles of educational psychology and instructional design, as a foundation for designing your own mentoring plan.

# Mentoring Basics: Using Peer Engagement in Learning

## Workshop Objectives

By the end of this workshop, students will be able to:

- Discuss the idea of mentoring, and list some characteristics of a “mentor”
- Describe ways in which mentoring can be beneficial to both the mentor and mentee
- Identify and describe reasons behind why some mentoring projects work and some do not
- Identify opportunities for mentoring/mentoring programs within their own lives/work situations/educational settings
- Use instructional design principles to inform the creation of a mentoring project
- Identify and use basic educational psychology principles in the creation of a mentoring project

## Workshop Logistics

This workshop is fully online and asynchronous, and uses Blackboard Learn for all workshop activity.

- Each week will begin on Monday at 8:00 a.m. Eastern time.
- After Week 1, workshop materials will be available each week on Sunday at 8:00 a.m., for any student wishing to use Sunday to work on that week’s material.
- All work is due by 11:59 p.m. on the date noted in Blackboard. All work for that week must be completed by Sunday, 11:59 p.m.

## Workshop Workload

This workshop is worth 2 credit hours. According to University policy, the time requirements for a workshop worth 2 credit hours are as follow:

*2 credits = 30 instructional hours + 45 hours of out-of-class assignments (total 75 clock hours)*

Over a five-week workshop, this means that you should expect to spend approximately 15 hours per week on this material. Since this workshop is fully online and asynchronous, you have the flexibility to choose when you will work, during your day/week, in order to meet the stated deadlines. *Note: If you would like to discuss ways to effectively manage your time during a fully online workshop, or if you notice yourself falling behind, please do not hesitate to contact the instructor(s)!! I/we will be happy to discuss ways to improve your chances of success.*

## Note on the Mentoring Requirements Set by the Ohio Department of Education

This workshop offering **is not** associated with and **does not** replace the formal mentor training ODE expects of the mentors that teachers are required to have in the first four years of their careers. This workshop focuses on one interpretation of peer mentoring and should not be considered formal training for any specific mentoring-based program.

## Grading

Each assignment is point-based. In order to achieve a grade of "Satisfactory" for this workshop, you must:

- 1) Complete all assignments
- 2) Perform at a passing rate of 70% for each assignment
- 3) Earn a 75% or higher (375 points out of a possible 500), overall

*Note: Late assignments will automatically be reduced by 25%.*

# Workshop Schedule

## Getting Started

- **Intro Assignment – Discussion (25 points):** Introduce yourself and include a photo. Be sure to include some or all of the following, plus anything else we should know about YOU!
  - Why are you taking this workshop?
  - What do you want to learn about mentoring and/or what do you want to take away from this workshop?
  - Note: For this assignment, you can be as creative (or not!) as you want. Consider making a quick video (i.e., via YouTube) – a minute or two in length, max!! – or a Prezi, or some other kind of dynamic, web-based presentation. You also, of course, have the option to simply write out an introduction in “standard” text.
  - Due Tuesday of Week 1, 11:59 p.m.
  
- **Pre-Assignment – Discussion (25 points):** What is the first thing you think of, when we hear the word *mentoring*? What have your experiences with mentoring been? Have you had any?
  - Create an original post addressing these questions by Tuesday of Week 1, 11:59 p.m.
  - Be honest! But also be constructive and respectful, if you have opinions that differ from others in the workshop.
  - Check back in, and be sure to *read your classmates’ responses* by Friday, 11:59 p.m.
  - No replies to this discussion are *required* – but are certainly encouraged.



# Week 1: What is Mentoring?

## Topics

What do we know about mentoring?

What does the literature say about mentoring?

## Lectures

- **Intro Lecture**
- **Lecture:** Mentoring in the literature

## Reading

- **Harmon, B.** (2006). A qualitative study of the learning processes and outcomes associated with students who serve as peer mentors. *Journal of First-Year Experiences & Students in Transition*, 18(2), 53-82.
- **Parker-Katz, M., & Bay, M.** (2008). Conceptualizing mentor knowledge: Learning from the insiders. *Teaching & Teacher Education*, 24(5), 1259-1269.
- **Rodger, S., & Tremblay, P. F.** (2003). The effects of a peer mentoring program on academic success among first year university students. *Canadian Journal of Higher Education*, 33(3), 1-18.
- **Smith, T.** (2008). Integrating undergraduate peer mentors into liberal arts courses: A pilot study. *Innovative Higher Education*, 33(1), 49-63.

## Assignments

- **Assignment 1 (50 points):** Article summaries. Think critically about and then summarize three of these articles. Consider the following in your summaries:
  - What are these authors saying about mentoring – what are the main points?
  - What are the benefits of mentoring?
  - Are there any downsides?
  - How does this fit with your own experiences of mentoring?
  - 2-3 pages, doubled spaced.
  - Due Friday, 11:59 p.m.
- **Assignment 2 (25 points):** Think about a mentoring experience you would like to design. It could be an experience you would like to have – i.e., mentoring students who are new to college; mentoring students on your floor, as an RA; creating a mentoring project for your classroom; or revising a mentoring project/program that you have used or been involved with in the past. Fill in the table (provided at the end of this syllabus and on Learn) and answer the questions/prompts to describe the following:
  - What is/was the experience?
  - If it's one that you've been involved with before, describe what went right, and what could be improved
  - If it's one you've never had before, describe what challenges you might encounter – and some ways you might address them.

- Describe what you want / want your students/mentees/participants to get out of this mentoring experience. What goals do you have? Why are you creating this experience?
- Who will be involved? Is it a small experience – just you and another person? A classroom? A grade level?
- Due Sunday, 11:59 p.m.

## Week 2: What is Relational Learning?

### Topics

#### Learning Theory

- Scaffolding and ZPD (Vygotsky/Bruner)
- Social Construction (Gergen)
- Collaborative Learning (Bruffee)

#### Relational Learning

### Lectures and Videos

- Lecture
- Podcast: Dr. Indira Nair  
[http://relationalpractice.org/The Art of Relational Practice/Podcast Series/Entries/2010/10/11\\_Dr. Indira Nair.html](http://relationalpractice.org/The Art of Relational Practice/Podcast Series/Entries/2010/10/11_Dr. Indira Nair.html)
- Video: Relational Being <https://www.youtube.com/watch?v=qW7cB8IH30o>
- Video: Introduction to Relational Practice in Education and Relational Cultural Theory  
<http://vimeo.com/44277320>
- Video: Bruner's Groundbreaking Contributions to Cognitive Psychology  
<http://www.psychologicalscience.org/index.php/video/inside-the-psychologists-studio-bruners-groundbreaking-contributions-to-cognitive-psychology.html>

### Reading

- Relational Learning...Say What? <http://www.educationrevolution.org/blog/relational-learning-say-what/>
- The Relational Quality of Learning  
[http://www.decd.sa.gov.au/learnerwellbeing/files/links/The\\_relational\\_quality\\_of.pdf](http://www.decd.sa.gov.au/learnerwellbeing/files/links/The_relational_quality_of.pdf)
- Vygotsky reading - tbd

### Assignments

- Discussion (25 points):** This workshop is about *mentoring* – it is not about a radical takeover in education, singing around a campfire, or expecting everyone to get along, all of the time. How do (or could) the ideas discussed in this week's material shape a mentoring project – or an approach to learning – in Anyschool, U.S.A.? How could they be incorporated into *your* school, at whatever point it is at, right now?
  - Original post due Thursday, 11:59 p.m.
  - Reply to at least one classmate by Sunday, 11:59 p.m.
- Assignment 3 (25 points):** Continue to think more in-depth about your mentoring experience. Address the following questions in a 1-2 page, typed, double-spaced Word document:
  - How will you / your students get connected?
  - How will you / your students start *intentionally* building relationships?
  - Describe specific opportunities or activities that can begin to foster this engagement. How will you create space for it to happen?

- Are there any challenges to getting whoever is involved in your experience to work together? How could you address those?
- **Hint:** You can use bullets/headings to get organized – this doesn't have to look like a "paper" – but please be sure to write in complete sentences, and express complete thoughts.
- Due Sunday, 11:59 p.m.
  - Submit to the dropbox in Learn
  - Post to the Assignment 3 Discussion Forum

## Week 3: Designing Learning Experiences: The Basics

### Topics

Considerations in designing learning experiences  
Getting started with a mentoring relationship  
What works in mentoring relationships/projects  
Peer Review of Assignment 3

### Lectures

- Lecture:** What is Instructional Design? Basics of designing experiences that support learning.
- Lecture:** What makes a successful mentoring experience?
- Lecture:** Being intentional about connections – building a community of learners
- Lecture:** Navigating the “half-step” – being a “mentor” and a “peer” at the same time.

### Reading

- What is Instructional Design?  
[http://www.instructionaldesigncentral.com/htm/IDC\\_instructionaldesigndefinitions.htm](http://www.instructionaldesigncentral.com/htm/IDC_instructionaldesigndefinitions.htm)
- Instructional Design Models and Methods  
[http://www.instructionaldesigncentral.com/htm/IDC\\_instructionaldesignmodels.htm](http://www.instructionaldesigncentral.com/htm/IDC_instructionaldesignmodels.htm)
- From dissertation - p. 201-207 *What has made this project successful?*
- From dissertation – p. 71 – 74 *Mentoring Is/Is Not ???*

### Assignments

- Discussion (20 points):** You (probably) did not enroll in this workshop to become an instructional designer: how do the instructional design principles and theories apply to you? Were there any that you particularly liked/disliked? For what reasons? How can these theories help you in *designing* a mentoring experience?
  - Original post due Thursday, 11:59 p.m.
  - Reply to at least one classmate by Sunday, 11:59 p.m.
- Peer Review of Assignment 3 (50 points):**
  - Review at least 2 (undergraduate) or 3 (graduate students) of your classmates' mentoring proposals
  - For each:
    - Think about whether or not the proposal makes sense, based on what we have learned so far.
    - Provide two examples of things they have done well
    - Provide two *constructive* ideas, suggesting ways they could improve or refine their project, *or* something they might consider incorporating
    - Peer Reviews are due Friday, 11:59 p.m.
    - Revise your paper/incorporate feedback by Sunday, 11:59

- **Assignment 4 (25 points):** Continue to design and refine the specifics of your mentoring experience. Using Instructional Design principles to inform your work, create an experience that supports learning and gives clear outcomes for your students.
  - What will the mentors and mentees do? Will they work on projects? Will they get together to just talk?
  - Describe how you would assess their outcomes – i.e., describe how you will know that your learning experience was successful.
  - Be sure to describe how you will document each person’s progress.
  - **Hint:** Refer back to the articles and your summaries from Week 1, as you refine and continue to think about approach, outcomes, etc.
  - Due Sunday, 11:59 p.m.

## Week 4: Theory and Practice – The Basics

### Topics

Principles of educational psychology

How theory shapes practice

Using what you know about theory to influence outcomes

### Lecture

- **Lecture:** Seeing theory in your practice: Ed Psych in a nutshell
  - **Motivation**
  - **Self-efficacy**
  - **Metacognition**
  - **Scaffolding revisited**
- **Lecture:** Letting theory shape your practice – without becoming too rigid

### Read

- Be My Guest: Unschooling Reflects Current Cognitive Research  
<http://www.chrismercogliano.com/be-my-guest-unschooling-reflects-current-cognitive-research/>
- \* Ryan, R. & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.
- \* Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivation: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54-67.  
<http://mmrg.pbworks.com/f/Ryan.+Deci+00.pdf>
- Dunlosky, J., & Metcalfe, J. (2009). *Metacognition*. Los Angeles, CA: Sage. Introduction: p. 1-8
- **Recommended:** Bandura, A. (1995). Exercise of personal and collective efficacy in changing societies. In A. Bandura (Ed.), *Self-efficacy in changing societies* (pp. 1-45). Cambridge, UK: Cambridge University Press.  
<http://catdir.loc.gov/catdir/samples/cam034/94049049.pdf>

\* Students taking this course at the undergraduate level should choose one article to read, from the two starred.

### Assignments

- **Discussion (25 points):** Theory and Practice – Think about a specific learning experience you had – mentoring, if possible, or something else if you can't think of a mentoring experience. This could be a class activity, a project, a group discussion... Think about the details of that learning event: What was involved? What was the goal? What did you do? What did others do?
  - What theory or theories can you see that influenced why/how this activity you participated in was designed?
  - Give an example of each of the topics covered in the lecture (motivation, self-efficacy, metacognition, and scaffolding)
  - Original post due Thursday, 11:59 p.m.

- Reply to at least one classmate by Sunday, 11:59 p.m.
  
- **Assignment 5 (25 points):** Completing your mentoring experience plan.
  - Within the context of your mentoring plan, identify and describe at least two theoretical concepts that are visible in your mentoring experience. Cite your sources.
  - If you cannot identify two, revise your plan to include them.
  - Due Sunday, 11:59 p.m.
    - Submit to the dropbox in Learn
    - Post to the Assignment 5 Discussion Forum