

## Peer Mentors in ENG 1P03: Student Engagement Project

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### Goals to achieve:

Helping students to:

1. Connect with faculty personally
    - I. What do we ask the professors? Guideline/Strategy to utilize office hours
    - II. Students' transition from high school to university
  2. Relationship building skills
  3. Self-monitoring / self-check
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### Ice breaker brainstorming:

**Deliverable:** each student to leave knowing name, face, and characteristic/events of others (2<sup>nd</sup> tutorial will follow up on this). Get a taste of how everyone can work with each other. (→ at least 5 ice-breakers required for rotation purposes if these are games with answers – Work in Progress).

Activities:

- “What’s in your wallet?” – Find an artifact and tell a story
- “What do we have in common?” – Find connection points across group members

**Allow small groups to facilitate their own ice breaker activities.** Peer mentors to blend in with students (Role modeling in some ways to help/show students how to lead a conversation – plant first year students) for participating in the ice-breaker activity.

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### Peer Mentor speaking time brainstorming:

**Deliverable:** Give students a wake-up call in terms of their own personal, relational and academic mastery. This is done not by direct critique or feedback to the learners, but rather through a vicarious experience of watching peer mentors self-reflect on their experiences.

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- Peer Mentors tell their stories: “A wake-up call” experience during undergrad in engineering. The PEOPLE who were involved. Emphasize the importance of relationships and mentorship (Key people in your life).
  - (Good suggestion: avoid general advices; allow the details of the story to 'demonstrate' important perspective changes). → We thought it is probably too much to ask students to talk about their long term goal settings, etc. in the very first tutorial/ short term plans can be discussed. Instead of goal setting, the remaining time is suggested to be spent on reflection and sharing.
  - Possible lessons:
    - Aim to figure out where your life / career will be heading/True passion
    - Question how effective you are at using your time, energy and focus to the maximum potential
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- Seriously rethink your priorities: Work-Relationship-Health balance is hugely important, and you can't sacrifice one without jeopardizing the other aspect of life. How you've managed time and resources during high school may not cut it for university.
  - Find a mentor. Many mentors. Ask lots and good questions.
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### **Tentative Plan:**

IAI: will announce small group ice breaker – announces that later on peer mentors will join, students are not aware PMs are already in the classroom.

(Prior to the Peer Mentors) approximately **25 minutes**: Course introduction and Faculty/Staff Guest introduction.

**10 minutes**: Getting to know each other icebreaker (e.g. Number memo/Pattern puzzle game)

**5 minutes**: Peer mentors reveal identities and tell their stories.

→ Wake-up call experience (must be a positive experience) and discussion of people who mentor us in our lives (key relationships with people in our lives)

**15-18 minutes**: Conversation. Reflect on what they just heard. PM observes and takes notes on student responses related to the above “possible lessons.”

**12 minutes Q&A**: (To occur in a large group setting (i.e. entire class))

3 min: Students take time to write their 3+ questions.

- (→ to hand in to their peer mentors so we can keep records)
- Question topics:
  - ENG 1 success. (Spare Questions may need to be created)
  - Peer Mentors will collect these questions.
  - Questions will be written on cue cards and be randomly drawn.
- Ideas of student questions may be about:
  - Labs/tutorials logistics
  - Disciplines of engineering
  - Fears/worries

9 min: Q&A – tips

- PMs respond to a random draw of these questions (keep the question sheets for our records)
- PMs can use back up questions prepared by PMs, in case of necessity
- This area pertains to ENG 1 success information and tips.
  - Example: What was the hardest part?
  - What would you go back and change?
- Student **deliverable**: a sheet of tips (→ ways to be successful)
  - If necessary a sheet of tips written by PMs can be emailed to the IAI.

### **5 minutes: Feedback**

Taken by peer mentors (Peer Mentors are also required to record their observations and feedbacks – to be handed in to the IAI at the end of the session)

Questions to focus on:

- Feeling any more comfortable talking to peers?
- Benefits from the activity?
- Helpful at all?

Additional Feedback Questions:

- Did you get any ideas on who and what are necessary for success?
- Would you recommend this be repeated next year?
- Did you learn anything?

Questions can be asked by group consensus via scale from 1 to 5.

Handouts should contain:

- Student Name
- Date
- Time of tutorial
- Feedback Question(s)

Total time planned: 47 - 50 minutes