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## Recognizing the Stages of Growth for Course-Embedded Peer Educators [poster]

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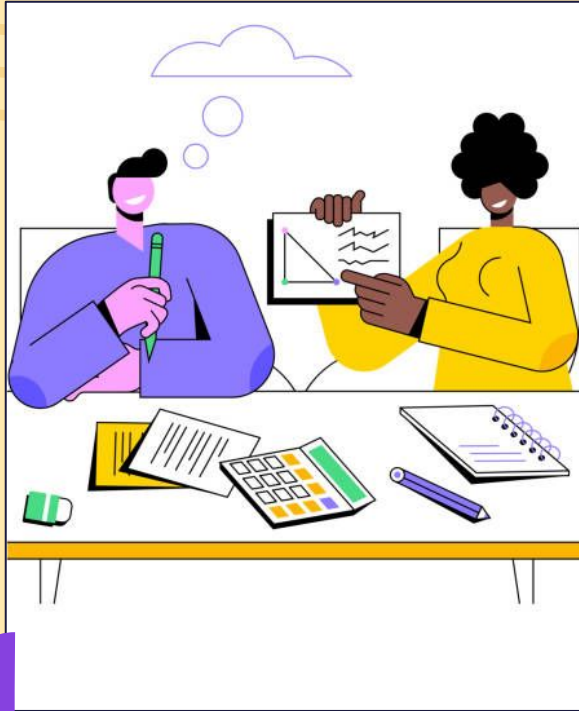
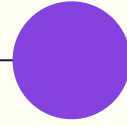
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# Recognizing The Stages of Growth for Course-Embedded Peer Educators

By: Sierra Nemmers





# Introduction

Sierra Nemmers

Undergraduate at the University of Northern Iowa  
Major in English, Minor in Creative Writing, and  
Certificate in Literary Publishing

- My Peer Educator Roles:
  - PLUS TA - Humanities
  - Academic Coach
  - Writing Tutor
  - Strategies Coach



# Learning Objectives

## Course-Embedded Peer Support

Learn about various models of course-embedded peer support

## Growth in the Role

Obtain a sense of professional and personal growth through work in the role

## Skills of Peer Educators

Recognize that not all roles demand the same set of skills



# What does course-embedded peer education entail?



“Peer tutors who work in an academic course with individual students and in small groups to increase students' understanding of course material, in a program that offers additional in-class support to students who may be wary of seeking academic support on their own.” (Merritt College)

## **Course-Embedded Positions at UNI**

1. Peer Mentor
2. Strategies Coach
3. PLUS TA

# Stages of Growth



01

## Anxiety

Uncertainties when starting out in your role



02

## Comfortability

Getting to know your host instructor & students



03

## Implementing Your Practice

Applying what you know from training



04

## Finding What Works

Experiencing what your students are adapting to



05

## Growing Your Practice

Taking on a new role or experimenting with different methods





# Stage 01

## Anxiety

- Uncertainty and Expectations
  - Julie Owen's, "**Peer Educators in Classroom Settings: Effective Academic Partners**"
- Initially assessment → the who and why (Romito, 2012)
  - questions you should ask yourself



# Stage 02

## Comfortability

- Establishing a relationship with your host instructor and students
- Leading sessions with students
  - This may depend on your role

“peer educators include the development of a ‘community of scholars’ where all members of the university community are offered a voice”  
(Owen, 2011).





# Stage 03

## Implementing Your Practice

- Your role in the classroom vs in sessions
  - Connection with students
  - Student engagement
- Three methods to keep in mind while curating (Romito, 2012)

“peers have the most significant influence on another peer’s growth and development in college,” (Wawrzynski, 2011)



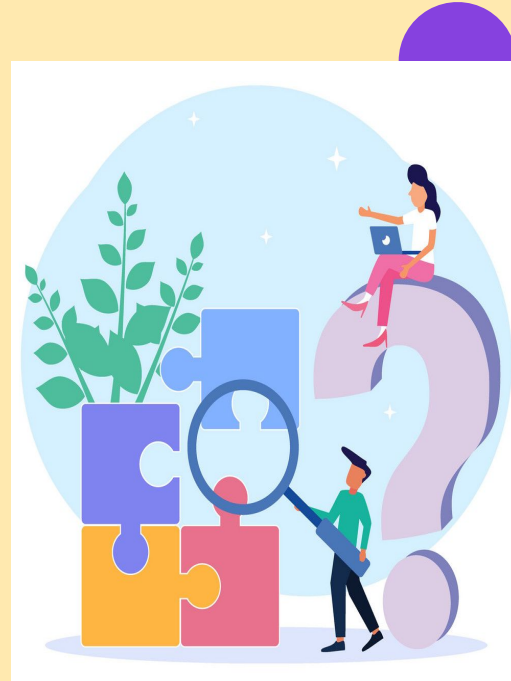


# Stage 04

## Finding What Works

- Exploring different methods and approaches
  - Mistakes will be made
- Feedback, Feedback, Feedback
- Returning to notes from training

“learners have different needs at different times for different things...” (Romito, 2012)



# Stage 05

## Growing Your Practice

- Exploring different methods
- Potentially taking on other roles

“The chance to share common experiences...in a confidential supportive environment can ease the peer educator transition from student to classroom facilitator.” (Owen, 2011)





# Learning Outcomes for Peer Educators

Wawrzynski discusses there are seven learning outcomes for peer educators:

1. Cognitive complexity
2. Knowledge acquisition
  - a. Integration and application
3. Humanitarianism
4. Civic engagement
5. Intrapersonal and interpersonal competence
6. Practical competence
7. Persistence and academic achievement



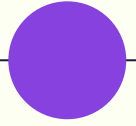
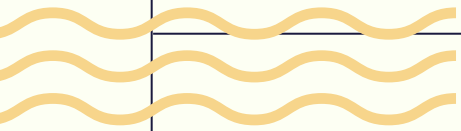
# Advantages of a Peer Educator Role

<ul style="list-style-type: none"><li>• adaptable to different environments</li></ul>	what multiple roles can do for an educator
<ul style="list-style-type: none"><li>• develop social skills (Romito, 2012)</li></ul>	breaking shell - going to events - know campus resources
<ul style="list-style-type: none"><li>• expansive academic skills</li></ul>	focusing skills - note / test taking strategies - study skills
<ul style="list-style-type: none"><li>• professional development (Wawrzynski, 2011)</li></ul>	confidence - motivation - problem-solving - efficiency
<ul style="list-style-type: none"><li>• applying these skills to the real world</li></ul>	communication - collaboration - adaptability - leadership

“gives learners ownership of their own learning which subsequently leads to better conversational and cognitive participation” (Romito, 2012).



# Questions?





# Thank you!



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