BEYOND LIBRARY SHOW & TELL

Designing Collaborative Learning Experiences for Peer Educators

Erica Schattle
Dianne N. Brown
Our plan for today:

▷ Cooperation, coordination & collaboration
▷ Building relationships
▷ Case studies
▷ Takeaways
Who are the peer educators at your institution?
1. Cooperation, Coordination & Collaboration

Becoming travelers on a journey together
Collaboration as a journey
Four stages of collaboration

1. Envision results by working individual-to-individual
2. Empower ourselves by working individual-to-organization
3. Ensure success by working organization-to-organization
4. Endow continuity by working collaboration-to-community
Are we really collaborating?

<table>
<thead>
<tr>
<th>Cooperation</th>
<th>Coordination</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Informal</td>
<td>▶ More formal</td>
<td>▶ New structure with shared resources</td>
</tr>
<tr>
<td>▶ Short-term project</td>
<td>▶ Longer-term programs</td>
<td>▶ Common mission</td>
</tr>
<tr>
<td>▶ Limited information sharing</td>
<td>▶ Requires planning and division of roles</td>
<td>▶ Collaborative structure determines authority</td>
</tr>
<tr>
<td>▶ Limited risk</td>
<td>▶ Shared risk and rewards</td>
<td>▶ Partners pool resources, share risk &amp; rewards</td>
</tr>
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| low intensity                      | high intensity                        |

Envision results by working individual-to-individual
Bring people together, enhance trust, confirm shared vision, and specify desired results.

Empower ourselves by working individual-to-organization
Confirm organizational roles, resolve conflicts, organize the effort, and support the members.

Ensure success by working organization-to-organization
Manage the work, create joint systems, evaluate the results, and renew the effort.

Endow continuity by working collaboration-to-community
Create visibility, involve the community, change the system, and end the collaboration.

WIN
2. Building the Trust Relationship

Going beyond YAY LIBRARY
Be a good collaborator

▷ Look for ways to add value by making the other person's job easier
▷ Relationship building is a long-term investment
Be mindful of your “asks”
3. Case Studies

Developing student agency and legitimizing practice
Undergraduate Writing Fellows

Using BEAM to recognize students as practitioners
Students read the following article in advance:

Today’s focus: help the students you work with deepen their research methods

- Describe ways in which a variety of source formats could be used in research writing
- Discover research tools related to your discipline
- Ask for help when needed
“We should adopt terms that allow us to name, describe, and analyze the different ways writers use their materials on the page or, equivalently, the various postures toward their materials that writers adopt.”

-Joseph Bizup

What could a writer do with this source?

- **Background**: Present Information, Establish Facts
- **Exhibit**: Explicate, Interpret, Analyze
- **Argument**: Affirm, Dispute, Refine, Extend
- **Method**: Critical lens; key terms, theory, style, perspective, discourse

What could a writer do with this source? by Kristin M. Woodward/Kate L. Ganski is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.
What research tools or databases did the author use to find these sources?

- Background
- Exhibit
- Argument
- Method
What research tools or databases did the author use to find these sources?

- **Background**: SAGE Knowledge, CREDO Reference
- **Exhibit**: Original work
- **Argument**: ERIC, PsycINFO, Educator’s Reference Complete, JumboSearch, Google Scholar
- **Method**: Tufts Classic Catalog, BLC WorldCat
### Where to Find Different Kinds of Sources in your Disciplinary Research Using the BEAM Model

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Where to Find</th>
</tr>
</thead>
<tbody>
<tr>
<td>B Background sources</td>
<td></td>
</tr>
<tr>
<td>E Exhibits or Evidence for your argument</td>
<td></td>
</tr>
<tr>
<td>A Argument sources</td>
<td></td>
</tr>
<tr>
<td>M Method or theory sources</td>
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</tbody>
</table>

When in doubt? Refer to Ask A Librarian! We are always happy to help!

**What research tools or databases do you use in your discipline to find these sources?**

**Hint:** If you’re not sure, use the Get Help—Research Guides section of the Tisch Library website.
Demystifying the librarian code

▷ Metacognitive exploration of how sources are used in a research article
▷ Students articulated that librarians approached the BEAM exercise in a different way and recognized librarians as partners
Undergraduate Subject Tutors

Using listicles to legitimize practice
Students were asked to find the original research article that inspired this tip.

Pairs of subject tutors searched for research about tutoring in their field.

Students created a listicle to summarize their findings.
BIOFEED Presents

5 Actually “Legit Study Tips According to Science:” Biology Edition

http://www.cytoskeleton.com/phdg1
5. The early bird catches the worm BECAUSE OF ECOLOGICAL FOOD WEBS HAHA SCIENCE!!!!!!

Early intervention is key. Kelsey Metzger at the University of Minnesota at Rochester found that using an active learning exercise to engage students’ interest in biology on the first day of class had major downstream effects on their learning and interest in the course.⁷
5 Best Tutoring Strategies for Learning Arabic

1. Use appropriate and useful technology to reinforce class time - listening exercises, vocabulary games, writing practice

5 Best Chemistry Tutoring Strategies
By Emily Lai and Jasper Du

Mnemonic Devices

- Mnemonics can be (1):
  - Auditory - acronyms, music
  - Visual - models, images
  - Kinesthetic
Ask “What, how and why?”

How the question is structured affects the type of response (4)

Do students understand the concepts that cause the chemical reaction, or are they just describing what is happening?

Students may understand more than they say, if the question doesn’t prompt them to give further understanding.
Legitimizing student practice

▷ Students were surprised to learn that there was educational research that aligned with their tutoring practices.
▷ Many students had not conducted research in their own field.
4. Takeaways and next steps

What are your action items?
Who are your peer educators?

▷ Is there a key staff member to ask for coffee? Or meet with?
▷ Are there student events and presentations you can attend?
▷ Do you have colleagues who can help you connect?
Getting to know your peer educators: what questions might you ask?

▷ What are the objectives of their program?
▷ Do they have specific learning outcomes or goals?
▷ When are they trained?
▷ Do they have check in meetings?
▷ What do they need from the library?
Where does the library fit?
What will you do tomorrow?

▷ Work individual to individual?
▷ Or individual to organization?
Special thanks!

To our collaborators at the Tufts University Academic Resource Center: Kristina Aikens & Robin Olinsky
Thanks!

What are your next steps?
Any questions?

Erica.Schattle@tufts.edu
Dianne.Brown@tufts.edu
@diannelibrarian

Special thanks to all the people who made and released these awesome resources for free:
▷ Presentation template by SlidesCarnival
▷ Photographs by Death to the Stock Photo