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Building Resilience and Success: The Effects of Peer Mentoring [poster]

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Building Resilience and Success: The Effects of Peer Mentoring

Mentoring offers students the opportunity to develop their skills as lifelong learners, leaders, and successful adults

Academic Development

- **Amaral and Vala found in their study of a college general chemistry course that mentors' academics improved.**
 - Amaral and Vala observed a first semester general chemistry course from Fall 2002 to Summer 2005.
 - They established a group of students that were not involved as a mentor and two groups of students that were mentors. One was a group of students who were determined to be “under-prepared” for the chemistry course before coming into the mentoring position.
 - The other group was chosen based off grades as well as their leadership skills and the recommendations of a previous mentor.
 - There was also an additional step taken to identify if gender or ethnicity affected students and their retention. There was no significant difference found.
- **Mentors utilized metacognitive approaches to academic material**
 - Teaching to teach the mentees (Amaral and Vala 2005)
- **Quantitative results showed that the “underprepared” group excelled academically**
 - Increased level of confidence with communicating with small groups of students (Amaral & Vala)

References

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More Developments from Mentoring

- **Building student relationships build up mentor:**
 - Confidence in interactions (Dixon et al)
 - Developed leadership skills (Colvin and Ashman 126)
- **Common themes from peer educator responses:**
 - Support system for students
 - Bringing mentor skills into personal life
 - Learning how to develop meaningful connections with others (Colvin and Ashman pp. 126 - 127)

Risks of Mentoring

- **It is essential to understand the challenges in taking on a peer mentor role**
 - “I would say the biggest risk of being a mentor is people who are trying to do too much and people who are trying to be perfect in everything...” (Colvin and Ashman pp. 129).
 - Thirty-eight out of seventy comments attributed balancing being a mentor and a student as one of the most anxiety inducing factors.
 - Other mentors mentioned that vulnerability was a huge risk that they had to take. Putting yourself out there leaves the room for rejection, which for some can be debilitating (Colvin & Ashman, 2010).
- **Trauma changes us, no matter what our role in is a context.**
 - As a trusted figure for students, there lies the possibility of being exposed to traumatizing information or experiencing trauma directly from a student.
- **Transformative experiences from trauma**
 - Alexander Miller wrote his dissertation discussing “Transformational experiences” for peer mentors. One of the transformational experiences that he discusses include traumatic experiences that mentors would encounter within their role
 - Through these experiences, the peer leaders had to remain steady and confident in their roles