

Students teaching students during a pandemic: What could possibly go wrong?

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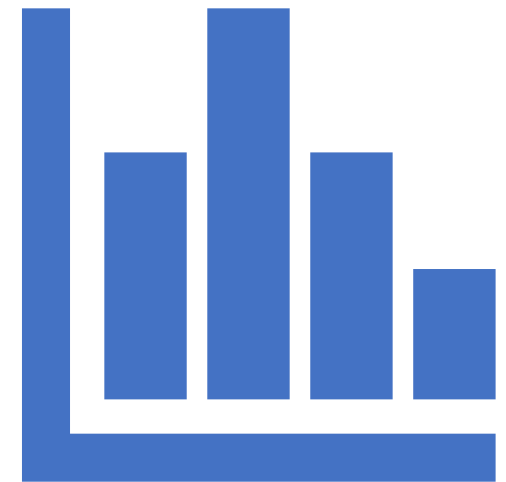
LOEX 2021

Learning Outcomes

Participants should be able to:

- identify the benefits of peer-teaching.
- recognize the challenges of sustaining a peer-teaching program.
- assess your own capacity for developing a peer-teaching program.

Poll Question:
Why are you attending
this session?



Why undergraduates?

Students are more receptive to peers.

- Library Anxiety.
- Common experiences.
- More approachable, available, and less intimidating.
- Potential for more intimate interactions.

Undergraduate peer teachers benefit as well.

- Learning skills that are applicable and marketable to disciplines and careers (Leadership, Communication, Teamwork, etc.)

A High-Impact Practice

“The librarians who guide these programs are able to directly impact the educational experiences of the peer leaders by creating time-intensive **meaningful work opportunities**, by allowing peer leaders to engage in substantive mentoring and **group learning**, by increasing peer leaders’ exposure to **diversity**, by providing peer leaders with timely **formative feedback**, and by helping peer leaders to apply what they have learned in **new contexts....**”

Improved Student Learning Outcomes

Increased confidence in research skills and assessment shows improvement (Salomon, Shapiro, Buck, & Pho 2017)

Students less reliant on Google and developed research skills (Gamsto, Donohue, Vogt, & Donovan 2016)

Learning outcomes of trained peer teacher instruction sessions similar to librarians (Bodemer 2014, 2010)



Pre-COVID Program

The Problem – Peer teaching the solution?

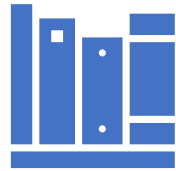
- Reaching all students (e.g., librarian workload)
- Student engagement with IL

Overview



Logistics

Teaching curriculum and mentoring added to librarian workload.



Partnerships

Teaching librarians + Access Services

Teaching librarians + Teaching Librarians



Funding

1 position for 1 year is ~\$4,000 (~10 hours/week)

What we've learned over 4 years

Establishing programs is difficult, keeping them going more so.

Peer teachers don't necessarily save instructor time.

Students:

- see a lot of value in being on both sides of the peer teaching process
- want experiences that will serve them as students and in their careers
- want a paid internship, not a credit bearing course

The Curriculum

Content

- Reference Overview
- Bootcamp
- 6 ACRL Frames – 2 weeks each
 - Pedagogical Exercises for each frame
 - Mock sessions

Assessing it



Assignments



Informal reflections



Formal mid-point and
end-of-curriculum
reflections



Reflections with each class
taught

A new perspective



My interaction with the program
made some challenges easier to face



Drawing on personal experience and
understanding as a now instructor

COVID-19 Challenges Faced

& Program Re-Design

Challenges



Curriculum fully
asynchronous and online



Library classroom
instruction
looked different



Identifying opportunities
that could be done
remotely



No Access Services
collaboration

How we addressed challenges

Revamped Canvas course (e.g., TILT)

Additional education (e.g., chat reference, tutorial design)

Regular Zoom meetings



Purpose

This assignment is to help you begin to think about how to teach. In the bootcamp module, we discussed the challenges you want to think - "What is the knowledge you want to teach? And that you might not be able to teach due to information overload.

For this pedagogical exercise, you're teaching a 1-year seminar. In the class, you are going to teach the concept of information privacy.



Task

- Develop a script where, in the context of the seminar, you teach the concept/idea of Information Privacy.
- "Present" this script during our Monday seminar.



Criteria

- Script can be as short as you like, but it must be at least 1 page.
- Upload in a .doc or .docx format.
- Present (aka teach) the script during our Monday seminar.

What are they doing?

Reviewing asynchronous materials (e.g., tutorials, LibGuides)

Creating learning objects

Providing chat reference (peer-to-peer)

Assessment

Do you feel being
a peer teacher
has had an
impact on your
own
coursework?
Explain.

Oh yes! We saw this with a few of the papers I had to write for my classes last semester. Being able to quickly locate academic journal articles saved me time and stress in completing an essay about the history of vaccine misinformation and why the public is so hesitant to vaccinate against infectious diseases. In all honesty, doing research online isn't that hard once you have a basic understanding of how to search and what databases to use.

Oh yes, definitely! It made it a lot easier for me to complete research papers and bibliographies last semester. I felt like I had an advantage over a lot of the other students in my class because of this. The professors kind of tried to talk about how to look for things and who to contact, but it was a lot less stressful already having that knowledge.

Question Break





What Does It Mean To Me?

Doing it yourself - Caveats

A great deal of collaboration is required (Public Services, Instruction Librarians, Administration)

The program represents a tremendous time commitment for the primary librarian

Identify and repurpose existing training

Trained students should be integrated into courses and other activities as soon as possible

The program is only as good as the students recruited

Funding is always an issue

Sustainability is VERY challenging

Scalability is VERY challenging

Doing it yourself - Questions to consider



Have similar programs been completed elsewhere?



What benefits do you foresee in the program?



What hurdles will you likely face? How can you mitigate these hurdles?



Who owns the program?



Where can you collaborate with others on campus?

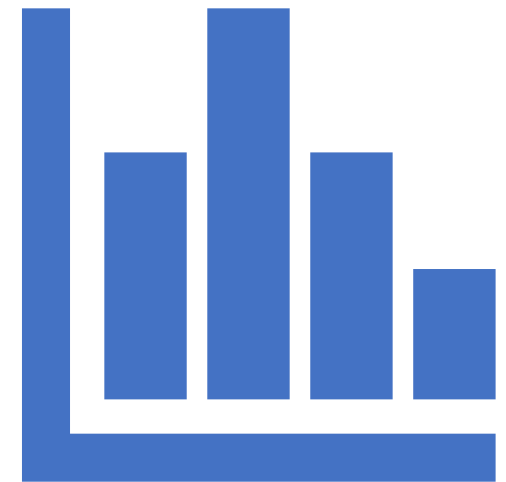


How will you assess performance?

Learning from our failures

- Flexibility is key but sometimes is not enough
- Key collaborations both in and outside your institution can come and go
- Some peripheral stakeholders may be too involved, some not involved enough (getting buy-in)
- Transitioning students from the curriculum to the classroom or other meaningful interactions needs to be well planned and requires a lot of support
- Doesn't take a lot of \$ but does require some

Poll Question:
Now that you know our
story, would you try it?



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Chat Question:
What challenges or opportunities do you see for implementing peer teaching in your library?



Thank you!
Questions?

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