



They're doing it anyway: improving academic mentoring in the residential space

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Learning advisers have a role in influencing peer mentoring in residential spaces because:

- they broaden our impact;
- we can strengthen and improve the programs;
- we can encourage academic integrity.

ANU HALLS

**Six university run Halls, seven private (five Unilodge)
Approximately half self-catered, some specific postgraduate**

Increase in students on campus

20% students live on campus
(~ 4,600)

Increase in first year students

Changing culture with less
senior students in Hall

Increase in international students

Social, cultural and academic
integration and adjustment

"We will provide all students who want to live on campus the opportunity to do so"

MENTORING PROGRAMS

characterised by great variation

Different leadership structures

Remuneration may be bursary, scholarship or voluntary

Titles can include: mentor, adviser, officer

Programs can include: drop-ins, study sessions, discipline hubs, workshops, conversation groups

Training and ongoing supervision differs from Hall to Hall

- Difficulties in students buy-in for programs
- Mentors unclear of their boundaries
- Student experience varies greatly from one Hall to the other

Program integrity is difficult to establish and maintain

- Sharing of notes and assignments
- Proofreading and “checking” writing
- Completing assessments in groups
- Verbal advice

Potential risks

QUESTION

How can we as Learning Advisers intervene to reduce the risks and ensure better experience for both mentor and mentee?

Assign a Learning Adviser to each Hall

Create a single point of contact and the potential to build a stronger relationship.

Help to build more robust programs

Influence traditional programs to ensure good models are adopted.

Provide, training, support and resources

Adapt our resources to develop ongoing mentor training and resources.

eLearning site for mentors



Sample resources

Strategies and activities

Bigger picture planning

1. Fill out a semester planner with your own courses and discuss how you worked out how much time you will need to complete each task (our website explains how).
2. Help them to start filling in the planner with their own schedule using their timetable and course outlines.

Weekly routine

1. Fill out a weekly planner with your weekly routine and discuss how you worked out the balance between all your commitments (our website explains how)
2. Help them to fill in their weekly planner and get them to work out their time budget. Is it realistic?

Breaking down tasks

1. Pick an assessment piece that you will be completing - such as an essay, report, presentation or exam and break down all the task that you will need to do to complete that task (our website has some tools to do this)
2. Ask them to take a look at one or more of the to-do list tools and have a go at breaking down one of their assessment pieces.
3. Link this back to the semester and weekly planner to make sure they are being realistic.



ASLC Time Management website



Editable Planner Templates 45.4KB Excel spreadsheet Uploaded 1/02/17, 12:05



Semester Planner 332KB PDF document Uploaded 1/02/17, 12:05



Weekly planner 78.5KB PDF document

Next steps:

- Improved inter-Hall communication – working toward more uniformity
- Group training
- Continue to develop the mentoring materials
- Better peer mentoring models

Ultimate aim – that we become a central touchpoint for all peer mentoring at ANU