Teaching Students to Fish: Creating a Sustainable Student Peer Research Program

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Abstract
A Peer Research Mentor (PRM) program was developed at Musselman Library, Gettysburg College to augment traditional reference services and expand library outreach. Goals included enhancing these students’ information literacy skills helping them become better researchers, as well as sharing that knowledge with peers. This poster will highlight the initial and on-going training, their involvement at the reference desk, and outreach projects to date.

Keywords
Reference, Students, Outreach, Peer Research Mentor, ACRL, Academic Library

Disciplines
Educational Leadership | Educational Methods | Information Literacy | Library and Information Science

Comments
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Teaching Students to Fish: Creating a Sustainable Student Peer Research Program

Mallory Jallas & Meggan Smith

A Peer Research Mentor (PRM) program was developed to augment traditional reference services and expand library outreach. Goals included enhancing these students’ information literacy skills and sharing that knowledge with their peers.

Training
In order to create a sustainable learning community, a cohort of students from various grade levels participated in ongoing training. The training equips PRMs with a foundation for assisting at the reference desk and helping students with library research needs one-on-one.

Boot Camp
PRM training was structured to mimic the research process and included best practices for the reference desk. “Library Olympics” were held in order to assess the PRMs’ learning and inject fun games.

Bi-Weekly Meetings
Bi-weekly training sessions are held to develop a learning community. These sessions go more in-depth on various topics (e.g. citations, Special Collections, ebooks, etc.) using active learning. The sessions evolved from librarian-led programs to training sessions designed and led by PRMs.

Supervising
PRMs meet with their supervisor weekly to debrief their time at the reference desk, discuss outreach projects, and talk about topics of ongoing training.

Reference
PRMs work twice a week at the reference desk with a librarian buddy. This allows for PRMs to build their research skills in a supportive setting alongside experienced professionals.

@ Reference Desk
PRMs interact with their librarian buddy at the desk, debriefing reference questions and exploring the assigned “Resource of the Week.” A tip sheet has been developed to highlight the goals for the program and share best practices for the librarian buddies.

Reference Assessment
The number of reference questions answered by PRMs are analyzed to determine the effectiveness of the peer-to-peer reference model using the “PRM Connection.”

Statistics
Statistics for the 2014-15 year to date reflect an overall increase in reference questions. A new referral designation, “PRM Connection,” was created to track questions related to PRM outreach projects.

Outreach
PRMs design outreach projects under the guidance of the librarian supervisors. The PRMs have an office hour each week that provides them time to plan, outline, prepare, and assess their ongoing outreach projects.

Course Collaboration
PRMs worked with professors in courses that they had taken previously. Their outreach offerings included visiting during class time, hosting office hours, and creating research guides. Some students were required to meet with a PRM for a research consultation.

Videos
Several PRMs worked together to design video tutorials for the library. They identified topics, scripted the content, and created the videos. The initial products are in final production.

Workshops
PRMs hosted workshops for students on research, RefWorks, and citations. The PRMs designed, promoted, presented, and assessed the workshop sessions that were held in the library.

Outreach Assessment
PRMs designed assessment tools that included follow-up surveys about research consultations and workshops, and web analytics of research guides and video usage.