



4-12-2019

## Casting Students in the Leading Role: Peer Learning in Academic Libraries

Mallory R. Jallas  
*Gettysburg College*

Meggan D. Smith  
*Gettysburg College*

Follow this and additional works at: <https://cupola.gettysburg.edu/librarypubs>

 Part of the [Information Literacy Commons](#)

**Share feedback about the accessibility of this item.**

---

Jallas, Mallory R. and Smith, Meggan D., "Casting Students in the Leading Role: Peer Learning in Academic Libraries" (2019).  
*Musselman Library Staff Publications*. 110.  
<https://cupola.gettysburg.edu/librarypubs/110>

This is the author's version of the work. This publication appears in Gettysburg College's institutional repository by permission of the copyright owner for personal use, not for redistribution. Cupola permanent link: <https://cupola.gettysburg.edu/librarypubs/110>

This open access other is brought to you by The Cupola: Scholarship at Gettysburg College. It has been accepted for inclusion by an authorized administrator of The Cupola. For more information, please contact [cupola@gettysburg.edu](mailto:cupola@gettysburg.edu).

---

# Casting Students in the Leading Role: Peer Learning in Academic Libraries

## **Abstract**

Peer learning services are an emerging trend in academic libraries of various sizes. These models allow students to engage and support the research needs of other students. These interactions may build off their classroom experiences and library training, while further developing their own research skills. This handout provides the context and questions for the roundtable discussion, “Casting Students in the Leading Role: Peer Learning in Academic Libraries,” at the ACRL 2019 conference. There are also resources for additional reading on the topic.

## **Keywords**

academic library, peer learning, Gettysburg College, ACRL, peer research mentors, research

## **Disciplines**

Information Literacy | Library and Information Science

## **Comments**

This handout was featured as part of the ACRL Round Table Series at the ACRL 2019 Conference in Cleveland, OH, April 9-12, 2019.

**Casting Students in the Leading Role:  
Peer Learning in Academic Libraries  
#castingstudents**



**Facilitators:**

Mallory Jallas, Research & Instruction Librarian,  
[mjallas@gettysburg.edu](mailto:mjallas@gettysburg.edu)

Meggan Smith, Research & Instruction Librarian,  
[mdsmith@gettysburg.edu](mailto:mdsmith@gettysburg.edu)

**Learning Outcomes:**

- Participants will examine strategies for implementing or growing peer learning models in academic libraries.
- Participants will discuss challenges (training, funding, library staff buy in, and quality control) relating to peer learning models.
- Participants will consider assessment opportunities in order to demonstrate value of peer learning programs.

**Guiding Questions:**

- What is the structure of your student peer learning model at your institution? Or, what have been the hurdles for implementing something like this at your institution?
- What are some of the challenges that you have faced (or anticipate) in developing your program?
- How do you assess your program? What are some opportunities for assessment that would demonstrate value?
- Are there any initiatives on your campus that this type of program could support or augment?
- What have been the benefits of these types of programs for the students? For your library?

## **Additional Readings:**

- Baugess, C. K., Jallas, M. R., Smith, M. D., & Wertzberger, J. (2017). Peer research mentors at Gettysburg College. In E. Rinto, J. Watts & R. Mitola (Eds.), *Peer-assisted learning in academic libraries* (pp. 135-146). Santa Barbara, CA: ABC-CLIO. Retrieved from <https://cupola.gettysburg.edu/librarypubs/64>
- Collins, N., & Bredahl, L. M. (2011). Teaming up without selling out: The Scopus student ambassador program at the University of Waterloo. *Partnership: The Canadian Journal of Library & Information Practice & Research*, 6(1), 1-8. doi:10.21083/partnership.v6i1.1412
- Fargo, H. (2018). They CAN and they SHOULD and it's BOTH AND: The role of undergraduate peer mentors in the reference conversation. Retrieved from <http://www.inthelibrarywiththeleadpipe.org/2018/they-can-and-they-should-and-its-both-and/>
- MacDonald, H. (2018). Undergraduate students can provide satisfactory chat reference service in an academic library. *Evidence Based Library & Information Practice*, 13(2), 112-114. doi:10.18438/eblip29414
- Meyer, K., & Torreano, J. (2017). The front face of library services: How student employees lead the library at Grand Valley State University. In S. Arnold-Garza, & C. Tomlinson (Eds.), *Students lead the library: The importance of student contributions to the academic library* (pp. 39-55). Chicago, IL: Association of College and Research Libraries.
- Mitola, R., Rinto, E., & Pattni, E. (2018). Student employment as a high-impact practice in academic libraries: A systematic review. *The Journal of Academic Librarianship*, 44(3), 352-373. doi://doi.org/10.1016/j.acalib.2018.03.005
- O'Kelly, M., Garrison, J., Merry, B., & Torreano, J. (2015). Building a peer-learning service for students in an academic library. *Portal: Libraries and the Academy*, 15(1), 163-182. doi://dx.doi.org/10.1353/pla.2015.0000
- Parton, S., & Fleming, H. (2007). Academic libraries and learning support in collaboration. *New Review of Academic Librarianship*, 13(1), 79-89. doi:10.1080/13614530802021698
- Rinto, E., Watts, J., & Mitola, R. (2017). *Peer-assisted learning in academic libraries*. Santa Barbara, CA: ABC-CLIO.
- Stanfield, A. G., & Palmer, R. L. (2010). Peer-ing into the information commons. *Reference Services Review*, 38(4), 634-646. doi://dx.doi.org/10.1108/00907321011090773