

**Title:** **Creating communities of learning through peer mentoring**

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### **Abstract:**

#### **Session Learning Outcomes**

By the end of this session, delegates will be able to:

- understand the process of establishing a mentor-based community of learning of students enrolled in a BA programme at a University
- identify and articulate possible complications and benefits associated with a mentorship-based community of learning of students at a University
- share ideas from their own experiences of working with communities of learning

#### **Session Outline**

Key issues to be addressed are:

This session will invite delegates to think about how a community of learning might operate within the context of a mentoring scheme for students at University. We will also probe ideas related to how to foster a community of learning, and how this scheme incorporates the principles of a community of learning. We will show a brief video, photographs, and include prompts for dialogue amongst delegates.

This session will help delegates who are interested in establishing a community of learning in a university setting by discussing what is different or unique about these settings. This session will also help delegates who are interested in exploring aspects of communities of learning which operate within voluntary mentoring schemes.

#### **Session Activities and Approximate Timings**

- I. (10 minutes) Overview of the student mentoring scheme within the Early Childhood Studies Programme at Froebel College/Roehampton University
  - a. Need for the programme
    - i. Student perspectives
    - ii. Faculty perspectives
  - b. How the programme works - activities the students are involved in.
  - c. Envisioning the mentoring scheme as a community of learning
- II. (5 minutes) Establishing the programme
  - a. Resources needed
  - b. Time allocation

- c. Recruiting the mentors
  - d. Training sessions
- III. (25 minutes) Interactive Dialogue/Feedback amongst delegates
- a. We will lead an interactive discussion amongst delegates related to questions/topics that emerge from the presentation. Some possible prompts:
    - i. How does/might a mentoring programme work as a community of learning in the university setting?
    - ii. How can we encourage participation in these programmes?
    - iii. What are the possible benefits/difficulties?
    - iv. How can we demonstrate the effectiveness of a mentoring scheme in order to encourage further investment by stakeholders?
- IV. (5 minutes) Assessment of the scheme
- a. Mentor perspectives
  - b. Mentee perspectives
  - c. New recruits
  - d. Faculty perspectives

## References

Lave, J (1996) Teaching as learning in practice. *Mind, Culture and Activity*, 3(3), 149-164

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The Higher Education Academy (n.d.) Link 15, Supporting Student Learning. (accessed at [www.hlst.heacademy.ac.uk](http://www.hlst.heacademy.ac.uk) on 24/9/09)

Morton, A (2003) *Mentoring*, CPD Series No.2, Learning and Teaching Support Network, York.