

NC PEER EDUCATOR CONFERENCE AT UNC CHARLOTTE

LEAD TO GOLD: PEER EDUCATORS AS CATALYSTS FOR CHANGE



SATURDAY, APRIL 6, 2024

UNC Charlotte – Dubois Center

NC PEER EDUCATOR CONFERENCE

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SCHEDULE OVERVIEW

Saturday, April 6, 9:15am-3:30pm

CHECK IN: 9:15 AM UNTIL 9:45 AM
OPENING SESSION: 9:45 AM TO 10:20 AM
CONCURRENT SESSION 1: 10:30 AM-11:15 AM
CONCURRENT SESSION 2: 11:15 AM-12:00 PM
LUNCH: 12:00 PM- 12:45PM
STUDENT TEAM ACTIVITY: 12:45 PM – 1:30 PM
PROFESSIONAL STAFF MEETING: 12:45 PM – 1:30 PM
CONCURRENT SESSION 3: 1:30 PM – 2:15 PM
CLOSING SESSION: 2:30 PM TO 3:30 PM

OPENING SESSION

9:45am-10:20am - Auditorium (second floor)

Opening Remarks - Dr. Coral Wayland (Sr. Associate Dean for Curriculum)

Opening Presentation - Alison-Leigh Rosenfeld, Bushra Alsaftawi, Natalie Gardner, Austin Butler (UCAE Graduate Assistants), and Jessica Franco (Peer Mentor and Success Guide)

SESSION 1

10:30am-11:15am - ninth floor

901

STRATEGIES TO BUILD CONFIDENCE IN YOUR TUTEES

This presentation will present strategies that foster confidence in learning and abilities in the people you tutor or coach as well as the importance of building their confidence long-term. These strategies may improve a tutor's ability to give their tutees a sense of confidence and empower them to learn. A positive self-image can extend beyond academics and positively impact other aspects of their lives. Confident students are more likely to engage with the learning material and ask questions to retain knowledge.

*Max Adkins and Allison Pate (East Carolina University)

COME TOGETHER: THE POWER OF COLLABORATION AND SUPPORTIVE GROUP LEARNING DYNAMICS TO IMPROVE MATHEMATICS LEARNING OUTCOMES

This presentation will explore how collaboration between preceptors positively impacts student success through developing and refining language and study aids that meet the students where they are. We will also share our experience supporting each other, creating an atmosphere of connection, and fostering teamwork among students in multiple sections to normalize the inherent challenges and celebrate successes in student learning.

*Marc Cammarata (University of North Carolina Charlotte)

902

MASTERING STUDY SKILLS FOR SUCCESS

Effective study skills are essential for achieving academic success. This presentation explores practical techniques such as time management, active learning, and note-taking. We will explore strategies for maintaining focus, leveraging resources, and adapting to different learning styles. Within this presentation, we will focus on three methods. The three methods are Pomodoro, Eisenhower Matrix, and Cornell. Students can enhance their learning experience and achieve their goals by mastering these study skills.

*Jennifer McCarthy, Ashton Brown, Makyla McLeod (East Carolina University)

BUILDING CONNECTIONS WITH THE PEER EDUCATOR SOCIAL SERIES

Since the pandemic, it has become harder than ever to connect with other students and peers. This session will highlight the CAPS Peer Ed Social Series, an initiative featuring various programs designed to bring students from all backgrounds and experiences together. The aim is to foster connections and build relationships over activities such as painting or bingo. These events aim to strengthen social connections among students and peers, serving as a preventative measure against mental health concerns and combating loneliness.

*Lainey Horton, Hannah Roche, and Kaitlyn Leverton (University of North Carolina Charlotte)

905

THE FUTURE OF ACADEMICS: HOW TO USE AI AS A PERSONAL AND ACADEMIC RESOURCE

As technology progresses sometimes we allow these resources to be our only source of information and trust that the information provided is accurate. AI is no different, students have been using AI as a means of getting and giving information. However, there are better ways of utilizing these resources. In this presentation, I will showcase ways in which students I have worked with have improved their study skills by using AI to create practice tests and exams and ways in which I have used AI to improve time management. I will also showcase ways in which AI is not as accurate as one may hope it might be. By showing that AI is not always as precise as we may expect this can improve our specificity to get the best answer.

*Cole Mlostek (University of North Carolina Charlotte)

MIND OVER MATTER: TUTORING MINDSETS INSTEAD OF JUST CONTENT

The goal of tutoring is to give students the tools to be successful on their own. As a result, tutoring is not only about helping students with content. Successful tutors must also teach students how to learn. This session will highlight the importance of building tutees' metacognitive capabilities and showcase strategies for introducing metacognition into tutoring sessions.

*Christopher McDuffie (University of North Carolina Charlotte)

PEER OBSERVATIONS AS A MEANS FOR TUTOR GROWTH.

Tutoring by appointment can often feel like a siloed position. You meet with the students who come to your sessions, but you don't have much of an opportunity to network with other tutors or see how they might facilitate their sessions differently from you. At NC State, every tutor completes at least one peer observation as part of their tutor training. Within this presentation, we'll chat about the benefits of completing peer observations, such as seeing other tutoring styles, discussing strengths and areas for improvement, and fostering collaboration within a tutoring program. Furthermore, conducting peer observations is a great way to promote a growth mindset and allows them to work together on improving sessions for both tutors.

*Dillon Wells (North Carolina State University)

SESSION 2

11:15am-12:00pm - ninth floor

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THE NEUROSCIENCE AND PSYCHOLOGY OF PEER TUTORING: LEVERAGING BRAIN SCIENCE AND HUMAN BEHAVIOR TO ENHANCE LEARNING

This presentation explores how neuroscience/psychology contributes to peer tutoring, a method gaining popularity in education. We aim to understand the neurological basis of peer tutoring, its psychological impacts, and how to create effective programs. Peer tutoring stimulates learning pathways in the brain and promotes social interaction, aiding cognitive development. Psychologically, it aligns with social constructivism and Vygotsky's theories, enhancing self-efficacy and motivation while addressing challenges like matching peers and providing feedback. Strategies for successful implementation include training tutors and fostering supportive environments. Integrating neuroscience/psychology into peer tutoring can improve course outcomes.

*Marcus Apodaca and Dhvani Hada (East Carolina University)

UNLOCKING POTENTIAL: CREATING A SUPPORT PROGRAM FOR STUDENTS WITH ADHD TO THRIVE IN COLLEGE

The SHIELD (Students Honoring Individual Experiences and Learning Differences) program represents a pioneering approach to extending support beyond ADA accommodations for students diagnosed with ADHD. In 2023, SHIELD began as a cohort within a transition initiative at Charlotte called the Forty-Niner Intensive Transition program. It was further augmented as a course during the fall semester with the support of peer mentors in the class. This presentation is focused on best practices in effectively supporting students with ADHD and seeks to shed light on the possibilities and challenges in advancing support services for students with ADHD from a peer mentor role.

*Jessica Franco (University of North Carolina Charlotte)

901

LEARNING SMARTER, NOT HARDER: BUILDING A STUDY SCHEDULE TO ACCOMMODATE HOW YOUR BRAIN WORKS BEST

The Pomodoro Technique was created by Francesco Cirillo in the late 1980s as a study method designed to provide frequent breaks and shorter, yet deeper focus periods. Originally using a kitchen timer to keep track of breaks and productivity cycles, the Pomodoro Technique has since blossomed into a well-known and frequently used tool with countless variations to tailor to your specific needs. However, the power of this technique doesn't come from the timer itself, but rather how you chose to use it. This presentation will cover how to effectively use the Pomodoro Technique and similar methods to learn smarter, not harder, in a way that suits one's learning style the best.

*Lauren Yost (University of North Carolina Charlotte)

902

HOW THE PASC CREW CAN HELP YOU

In our presentation, we will discuss things that our organization does in around in the PASC (Pirate Academic Success Center) and how they benefit not only our student employees at the PASC, but also the entire student population at ECU.

*Adam Harrison and London Gwyn (East Carolina University)

NAVIGATING CAREER PATHS

In this presentation, we will discuss a career-searching template that was designed by mentors to help mentees explore career choices. The template integrates tools such as PathwayU, O*Net Online, and What Can I Do With A Major In. The template asks questions about job activities, skills, work environments, salaries, job outlooks, and more. This template promotes confidence and clarity for mentees who are making this decision. Following the use of this template mentees are encouraged to utilize the career center where they can join career communities, network with alumni, and more!

*Alcie Kreutzer, Tristan Story, and Nadia Schiesl (University of North Carolina Charlotte)

905

THE ART OF DOING NOTHING: IT'S SOMETHING

This session highlights the necessity of doing nothing to incorporate taking breaks as a necessity to learning and productivity. The session will review scientific studies that show its significance. The session will introduce strategies to incorporate "nothingness" into everyday life that will help students balance their studies, their goals, and personal lives.

*Pauline Mae Allera (University of North Carolina Charlotte)

THE ROLE OF MOTIVATION AND PSYCHOLOGY IN LEARNING

As peer educators we have a certain role to play in students' learning. Sometimes we think we know how to do it. Sometimes we think we know what our tutee needs. But the reality is that the most important aspect of learning is often missed. Motivation is defined as "the reason or reasons one has for acting or behaving in a particular way". In learning, motivation can be the reason why we study and succeed, or why we stop studying and fail. As peer educators, we must understand that motivation can impact the way we help and how well students feel supported. Therefore, understanding what motivation is, how to identify it, and how to motivate others, can make a big difference and even assure the success of the student.

*Lya Alvarez (University of North Carolina Charlotte)

CHRONICLES OF SUCCESS: MASTERING THE ART OF TIME SYMPHONY

Time management is an important strategy to obtain in college as it plays a pivotal role in shaping academic success and overall well-being. With a multitude of responsibilities such as attending classes, completing assignments, and preparing for exams, students must effectively allocate their time to avoid feeling overwhelmed. Efficient time management not only ensures timely submission of assignments and successful exam preparation but also facilitates a balanced lifestyle. By instilling discipline and structure, time management in college becomes a cornerstone for academic achievement, personal development, and a fulfilling college experience.

*Nia Burgess (East Carolina University)

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LUNCH

12:00pm - 12:45pm - Atrium - second floor

**TEAM
ACTIVITY**

12:45pm - 1:30pm - ninth floor

**PRO-STAFF
MEETING**

12:45pm - 1:30pm - 906 - ninth floor

NOTES

SESSION 3

12:45pm - 1:30pm - ninth floor

901

BUILDING BRIDGES TO SUCCESS: THE INNOVATIVE ROLE OF A PEER ENROLLMENT COACH

Peer enrollment coaches play a vital role before each semester by facilitating a seamless transition into college. They offer advice on course selection, registration, and answer questions about housing, tuition, and balances. Additionally, they create a foundation for a successful academic year ensuring students are equipped with the necessary tools for a successful semester by reaching out before key enrollment milestones and extending support to current and transfer students who may encounter barriers to class registration. They help students overcome obstacles and secure their academic path. Integrating this supportive role into the institutional framework fosters an environment conducive to student success and development.

*Makaylia Wilson and Cierra Powell (East Carolina University)

THE RIPPLE EFFECT: RECOGNIZING THE EMOTIONAL REWARD OF PEER TUTORING ON TUTORS' MENTAL HEALTH

As most people know, peer tutoring is a valuable tool for improving academic performance by providing students with personalized support. However, the benefits of peer tutoring are more than just academic achievement; they also have a positive effect on mental health. However, the potential positive impact of tutors' mental health often goes unrecognized. Drawing from personal interviewing and anecdotal evidence to discuss the sense of fulfillment and satisfaction derived from helping others succeed academically, which can boost tutors' self-esteem and sense of purpose. Overall, the purpose is to discuss the overlooked aspects of peer tutoring by exploring how the act of tutoring can contribute to the enhancement of tutors' mental health.

*Alysia Rosenzweig and Jakelin Santos Reyes (Meredith College)

902

ACHIEVING COLLEGE SUCCESS: THE IMPACT SENSE OF BELONGING HAS ON STUDENT WELL-BEING

Outreach aids and supports those in need and helps build relationships and establish connections with others. Connect For Success focuses on connecting with students through phone calls, text messages, emails, and tabling events. Using peer to peer interactions, Connect for Success has seen positive results using this method through multiple semesters. East Carolina University focuses on creating a sense of belonging in hopes of increasing retention rates.

*Callie Kirby (East Carolina University)

INCLUDING THE EXCLUDED: SUPPORTING MARGINALIZED STUDENTS AS PEER EDUCATORS

Change does not happen alone. To change for the better first requires an atmosphere of care and understanding where students can create more cohesive environments. This session will focus on ways peer educators can facilitate positive change by fostering a sense of community and belonging within their setting. The session will demonstrate approaches that can be used in academic settings to uplift marginalized students and present information surrounding sensitivity and ways to create a more inclusive campus.

*Koda Getz, Layla McDaniels, and Valentine Nicholson (Warren Wilson College)

905

MUSIC TO MY EARS

One of the most popular tools for test-taking and studying is music. The stereotype that classical music is the most productive genre is a strong one. This project explores the possibilities of other music genres yielding positive results. The question still stands as to whether it is the lack of words in classical music that makes it so popular or if it is truly the most efficient genre. In our small-scale experiment, a group of college students with varying backgrounds were tested under different conditions. We compared the scores from different studies and received data that supports the idea that the benefits classical music gives are due to its lack of words. Our independent experiment supports the current literature on this argument.

*Sarah Chambers (East Carolina University)

ACADEMIC SUCCESS COACHING: HOW ARE WE IMPACTING STUDENTS' DAILY LIVES

Recognizing the needs of all students is imperative to student success. This presentation introduces UNCG's Academic Success Peer Coaching Program and how it supports a larger student body. Using existing research and our own experience we will focus on the benefits of serving a diverse student body. We explore how coaches grow from peer support experience through creating a culture of humility. Participants will gain practical knowledge and leave with tangible resources.

*Grace Heilmann and Vishva Patel (University of North Carolina Greensboro)

906

GRAMMAR, SCAFFOLDING, AND WHY EDUCATING IS CREATIVE WORK

Learning a second language, especially as an adult, is no easy task. While children's brains are hard-wired to soak up language, adult learners have to do it "manually," tackling the grammar and vocabulary as they would another subject. But what happens when the terms we use to describe grammar sound as foreign as the language we're trying to learn? For many students who did not receive a comprehensive grammar education in their first language, learning a second presents some unique challenges. This session will highlight the difficulties language learners, teachers, and tutors face in these situations and will present a few approaches to making grammar more manageable.

*Cat Beck (University of North Carolina Charlotte)

CULTIVATING COLLABORATION: OPENING AND CLOSING PROCEDURES FOR WRITING CONSULTATIONS

Through a PowerPoint presentation, our session will discuss how writing consultation sessions are opened and closed at the North Carolina State University Writing Center. With a focus on collaboration, we will explore how peer educators can utilize their identities to foster rapport, determine autonomy, set agendas, and establish realistic goals based on time constraints and tutees' unique needs. Furthermore, we will outline the steps NCSU tutors take during session closures to ensure tutees have clear takeaways, such as placing responsibility on tutees to summarize session outcomes and craft a plan of action with tutor support as needed.

*Tatyiana Davis and Michael Smith (North Carolina State University)

SUCCESS GOLD: PLANNING FOR THE FUTURE

This session will demonstrate how SMART goals can lead to student success. Through the examples provided, peers can use the SMART goals from today's session to improve student achievement.

*Jarrod Borders (East Carolina University)

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CLOSING SESSION

2:30pm - 3:30pm - Auditorium - second floor

Certificates

Final Remarks - Michael Spivey (Assistant Director for Student Success)

SPECIAL THANKS

Shout Out to ourUCAE Graduate Assistant Team for spending many hours putting the final touches on buttons, certificates, lanyards and many more items, as well as for their opening presentation and for organizing and hosting the team activity!

Thank you, Bushra Alsaftawi, Pennda Arami, Austin Butler, Natalie Gardner, Rachel Liang, Keora Rogers, Alison-Leigh (AL) Rosenfeld, and Aryeona Wilson, and our Mentor and Success Guide, Jessica Franco!

Thank you also to Dr. Coral Wayland for her Opening Remarks and to Dr. Elizabeth Coghill from East Carolina University for her mentorship!

CONFERENCE PLANNING TEAM

KIMBERLY RODGERS_– DIRECTOR OF THEUCAE

EDDY HICKS – CXC PROGRAM COORDINATOR

BETTINA BECKER – ASSISTANT DIRECTOR FOR PEER-ASSISTED LEARNING (PAL)

ELONA ELLIS – ASSISTANT DIRECTOR FOR THE PEER PROFESSIONALS AND CAREER COACH

HEATHER KNIGHT – ASSISTANT DIRECTOR – PEER ADVISING HUB

REE LINKER – LECTURER AND COORDINATOR OF MATH PLACEMENT

MARGARET FORREST – ASSISTANT DIRECTOR FOR STUDENT SUCCESS

MICHAEL SPIVEY – ASSISTANT DIRECTOR FOR STUDENT SUCCESS

LATEESHA HOLLIS – OFFICE COORDINATOR FOR THEUCAE