KENT STATE.
UNIVERSITY

College of Education, Health, and Human Services

The attached proposal is submitted by the **EHHS Office of Professional Development and Outreach** for Curriculum Committee review:

XXXX Foundations, Leadership and Administration
_____ Lifespan Development and Educational Sciences
_____ Teaching, Learning and Curriculum Studies
_____ Health Sciences

(Course # *EDAD 4/5/70093*) (Instructor: **Kristen Chorba**)
Mentoring Basics: Using
Peer Engagement in Learning

XXXX Workshop (**2 credit hours**)
_____ Conference/Institute
_____ Special Topics Off-Campus Course

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_____ _____
Dr. Christa Boske, Program Coordinator Approval   Date

_See attached ema.l_____ 9/30/14
Aaron Mulrooney, School Curriculum Committee Approval   Date

_____ 8/30/14
Shawn Fitzgerald, FLA School Director Approval   Date

_____ _____
Dr. Catherine Hackney, Dean Approval   Date

Comments:

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College of Education, Health and Human Services
Office of Professional Development and Outreach

WORKSHOP PROPOSAL FORM

Workshop Title: ***Mentoring Basics: Using Peer Engagement in Learning***

> *1 credit = 15 instructional hours + 22.5 hours of out-of-class assignments (total 37.5 clock hours)*
> *2 credits = 30 instructional hours + 45 hours of out-of-class assignments (total 75 clock hours)*
> *3 credits = 45 instructional hours + 67.5 hours of out-of-class assignments (total 112.5 clock hours)*
> *(Breaks and lunch hours may not be included as instructional hours)*

___Specify number of credits   2_Undergraduate   2_Graduate

_____ Non-Credit

Associations/Agencies from which CEU Approval Should Be Requested: n/a

Instructor Information:
Name of instructor: Kristen Chorba
Highest degree: Ph.D.
Degree granting institution: Kent State University   Year:___2013

Instructor Status:

__XX__Returning instructor (Date of last KSU workshop/course taught: ____May 2012_____)

Note:
Anne Brediger Morrison will be co-teaching this workshop for at least the first 1-2 offerings. We will share the teaching responsibilities, as well as the compensation. Dr. Morrison is full-time faculty in LDES.

Name of instructor: Anne Brediger Morrison
Highest degree: Ph.D.
Degree granting institution: Kent State University   Year: 2001

Brief Instructor Profile:

Kristen Chorba is an Instructional Designer for the College of Communication and Information. She graduated in 2013 with a Ph.D. in Educational Psychology from Kent State University. She has taught both undergraduate and graduate courses in educational psychology.

Anne Brediger Morrison is a Professor in the school of Lifespan Development and Educational Sciences. She teaches Educational Psychology and Relational Learning courses at the Kent campus, as well as in study abroad offerings.

Workshop Logistics:
Preferred location: Fully online and asynchronous
Specific room: n/a
(*We will attempt to secure your requested room*).

Projected enrollment: up to 20   Maximum enrollment: 20
(*Please provide a statement of explanation if the maximum enrollment for this workshop is above or below*

 Please address pedagogical appropriateness and/or resource availability).
Reading and writing assignments are appropriate for upper-level undergraduate through graduate level students. They will be guided in planning a mentoring project.

Proposed workshop dates: From: Spring 2015   To: (7 weeks)

    Day(s) of the week: Asynchronous

    Timing (AM/PM)   From: Asynchronous   To:

Date the final assignment is due, if after workshop ending date: <u>n/a</u>
(*The due date of the last assignment will determine the session to which the workshop is assigned*).

Workshop Funding:
Is this workshop affiliated with a grant?   Yes____No <u>XX</u>
Type of grant_____
Will the instructor's salary be paid by the grant?   Yes____No_____
Will the participant's tuition be paid by the grant? Yes____No_____
    Grant account # _____

Technology in Instructional Delivery:
Please indicate if this workshop will involve any of the following:
___ Traditional face-to-face
___ Computer-based instruction requiring lab times
<u>XX</u> Distance learning/Online
___ Hybrid face-to-face & Online

Workshop Audience and Content (attach additional sheets if necessary):

Describe in detail the workshop's intended audience.

This workshop is appropriate for a wide range of individuals, ranging from upper-level undergraduate students through PhD-level students. It is applicable to a wide variety of majors and situations, including

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education majors (grad and undergrad), current or future teachers or program administrators wanting to create or revise a mentoring program, and those participating in mentoring programs who want to get more out of them.

List the workshop's goals and objectives.

By the end of this workshop, students will be able to:

- Discuss the idea of mentoring, and list some characteristics of a "mentor"
- Describe ways in which mentoring can be beneficial to both the mentor and mentee
- Identify and describe reasons behind why some mentoring projects work and some do not
- Identify opportunities for mentoring/mentoring programs within their own lives/work situations/educational settings
- Use instructional design principles to inform the creation of a mentoring project
- Identify and use basic educational psychology principles in the creation of a mentoring project

What knowledge, skills or expertise will participants have attained upon completing the workshop?

At the end of this workshop, participants will have an understanding of mentoring, mentoring practices, and the benefits of mentoring. Participants will be able to apply what they have learned in this workshop to their own situation, and will have created an outline of a mentoring project of their own. Please see goals and objectives, above, for details.

(Method of Evaluating Participants) Please describe in detail how final grades (credit) or successful completion (noncredit) will be determined. Although credit workshops are limited to Satisfactory /Unsatisfactory grading, criteria for awarding of Satisfactory grade must be clearly stated. Attachment of an evaluation rubric is highly encouraged.

Each assignment is point-based. In order to achieve a grade of "Satisfactory" for this workshop, participants must:

1) Complete all assignments
2) Perform at a passing rate of 70% for each assignment
3) Earn a 75% or higher (375 points out of a possible 500), overall

(Graduate Student Requirements) Please describe in detail additional requirements for graduate students if the workshop will be offered at both the undergraduate and graduate levels. This should take the form of additional assignments, additional days, enhanced requirements, etc.

As noted on the syllabus. Graduate students will have an extra article to read and will have to complete two additional peer reviews.

1 credit = 15 instructional hours + 22.5 hours of out-of-class assignments (total 37.5 clock hours)

2 credits = 30 instructional hours + 45 hours of out-of-class assignments (total 75 clock hours)

3 credits = 45 instructional hours + 67.5 hours of out-of-class assignments (total 112.5 clock hours)

(NOTE: Breaks and lunch hours may not be included as instructional hours)

TOTAL **INSTRUCTIONAL CONTACT HOURS** 30   **TOTAL OUTSIDE CLASS CONTACT HOURS:** 45

Please List Texts and/or Instructional Resources to Be Utilized for the Workshop:

No textbook will need to be purchased. All readings/videos will be available via eReserves or via hyperlink.

- **Harmon, B.** (2006). A qualitative study of the learning processes and outcomes associated with students who serve as peer mentors. Journal of First-Year Experiences & Students in Transition, 18(2), 53-82.
- **Parker-Katz, M., & Bay, M.** (2008). Conceptualizing mentor knowledge: Learning from the insiders. Teaching & Teacher Education, 24(5), 1259-1269.
- **Rodger, S., & Tremblay, P. F.** (2003). The effects of a peer mentoring program on academic success among first year university students. Canadian Journal of Higher Education, 33(3), 1-18.
- **Smith, T.** (2008). Integrating undergraduate peer mentors into liberal arts courses: A pilot study. Innovative Higher Education, 33(1), 49-63.
- Podcast: Dr. Indira Nair http://relationalpractice.org/The_Art_of_Relational_Practice/Podcast_Series/Entries/2010/10/11_Dr._Indira_Nair.html
- Video: Relational Being https://www.youtube.com/watch?v=qW7cB8lH30o
- Video: Introduction to Relational Practice in Education and Relational Cultural Theory http://vimeo.com/44277320
- Video: Bruner's Groundbreaking Contributions to Cognitive Psychology http://www.psychologicalscience.org/index.php/video/inside-the-psychologists-studio-bruners-groundbreaking-contributions-to-cognitive-psychology.html
- Relational Learning...Say What? http://www.educationrevolution.org/blog/relational-learning-say-what/
- The Relational Quality of Learning http://www.decd.sa.gov.au/learnerwellbeing/files/links/The_relational_quality_of.pdf
- What is Instructional Design? http://www.instructionaldesigncentral.com/htm/IDC_instructionaldesigndefinitions.htm
- Instructional Design Models and Methods http://www.instructionaldesigncentral.com/htm/IDC_instructionaldesignmodels.htm
- Be My Guest: Unschooling Reflects Current Cognitive Research http://www.chrismercogliano.com/be-my-guest-unschooling-reflects-current-cognitive-research/
- Ryan, R. & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*(1), 68-78.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivation: Classic definitions and new directions. Contemporary Educational Psychology, 25(1), 54-67. http://mmrg.pbworks.com/f/Ryan,+Deci+00.pdf
- Dunlosky, J., & Metcalfe, J. (2009). Metacognition. Los Angeles, CA: Sage. Introduction: p. 1-8
- **Recommended:** Bandura, A. (1995). Exercise of personal and collective efficacy in changing societies. In A. Bandura (Ed.), *Self-efficacy in changing societies* (pp. 1-45). Cambridge, UK: Cambridge University Press. http://catdir.loc.gov/catdir/samples/cam034/94049049.pdf

Marketing:
What is mentoring? Whether you have participated in, heard of, aren't sure you value, or know nothing about mentoring, this workshop will help you understand what mentoring really is (and is not!), how it is beneficial, and how you can utilize mentoring relationships to enhance learning and engagement. We will discuss literature on mentoring, our own experiences, and basic principles of educational psychology and instructional design, as a foundation for designing your own mentoring plan.

Mentoring Basics: Using Peer Engagement in Learning

Workshop Objectives

By the end of this workshop, students will be able to:

- Discuss the idea of mentoring, and list some characteristics of a "mentor"
- Describe ways in which mentoring can be beneficial to both the mentor and mentee
- Identify and describe reasons behind why some mentoring projects work and some do not
- Identify opportunities for mentoring/mentoring programs within their own lives/work situations/educational settings
- Use instructional design principles to inform the creation of a mentoring project
- Identify and use basic educational psychology principles in the creation of a mentoring project

Workshop Logistics

This workshop is fully online and asynchronous, and uses Blackboard Learn for all workshop activity.

- Each week will begin on Monday at 8:00 a.m. Eastern time.
- After Week 1, workshop materials will be available each week on Sunday at 8:00 a.m., for any student wishing to use Sunday to work on that week's material.
- All work is due by 11:59 p.m. on the date noted in Blackboard. All work for that week must be completed by Sunday, 11:59 p.m.

Workshop Workload

This workshop is worth 2 credit hours. According to University policy, the time requirements for a workshop worth 2 credit hours are as follow:

2 credits = 30 instructional hours + 45 hours of out-of-class assignments (total 75 clock hours)

Over a five-week workshop, this means that you should expect to spend approximately 15 hours per week on this material. Since this workshop is fully online and asynchronous, you have the flexibility to choose when you will work, during your day/week, in order to meet the stated deadlines. *Note: If you would like to discuss ways to effectively manage your time during a fully online workshop, or if you notice yourself falling behind, please do not hesitate to contact the instructor(s)!! I/we will be happy to discuss ways to improve your chances of success.*

Note on the Mentoring Requirements Set by the Ohio Department of Education

This workshop offering **is not** associated with and **does not** replace the formal mentor training ODE expects of the mentors that teachers are required to have in the first four years of their careers. This workshop focuses on one interpretation of peer mentoring and should not be considered formal training for any specific mentoring-based program.

Grading

Each assignment is point-based. In order to achieve a grade of "Satisfactory" for this workshop, you must:

1) Complete all assignments
2) Perform at a passing rate of 70% for each assignment
3) Earn a 75% or higher (375 points out of a possible 500), overall

Note: Late assignments will automatically be reduced by 25%.

Workshop Schedule

Getting Started

- **Intro Assignment – Discussion (25 points):** Introduce yourself and include a photo. Be sure to include some or all of the following, plus anything else we should know about YOU!
    - Why are you taking this workshop?
    - What do you want to learn about mentoring and/or what do you want to take away from this workshop?
    - Note: For this assignment, you can be as creative (or not!) as you want. Consider making a quick video (i.e., via YouTube) – a minute or two in length, max!! – or a Prezi, or some other kind of dynamic, web-based presentation. You also, of course, have the option to simply write out an introduction in "standard" text.
    - Due Tuesday of Week 1, 11:59 p.m.

- **Pre-Assignment – Discussion (25 points):** What is the first thing you think of, when we hear the word *mentoring*? What have your experiences with mentoring been? Have you had any?
    - Create an original post addressing these questions by Tuesday of Week 1, 11:59 p.m.
    - Be honest! But also be constructive and respectful, if you have opinions that differ from others in the workshop.
    - Check back in, and be sure to *read your classmates' responses* by Friday, 11:59 p.m.
    - No replies to this discussion are *required* – but are certainly encouraged.

Week 1: What is Mentoring?

Topics

What do we know about mentoring?
What does the literature say about mentoring?

Lectures

- **Intro Lecture**
- **Lecture**: Mentoring in the literature

Reading

- **Harmon, B.** (2006). A qualitative study of the learning processes and outcomes associated with students who serve as peer mentors. Journal of First-Year Experiences & Students in Transition, 18(2), 53-82.
- **Parker-Katz, M., & Bay, M.** (2008). Conceptualizing mentor knowledge: Learning from the insiders. Teaching & Teacher Education, 24(5), 1259-1269.
- **Rodger, S., & Tremblay, P. F.** (2003). The effects of a peer mentoring program on academic success among first year university students. Canadian Journal of Higher Education, 33(3), 1-18.
- **Smith, T.** (2008). Integrating undergraduate peer mentors into liberal arts courses: A pilot study. Innovative Higher Education, 33(1), 49-63.

Assignments

- **Assignment 1 (50 points):** Article summaries. Think critically about and then summarize three of these articles. Consider the following in your summaries:
  - What are these authors saying about mentoring – what are the main points?
  - What are the benefits of mentoring?
  - Are there any downsides?
  - How does this fit with your own experiences of mentoring?
  - 2-3 pages, doubled spaced.
  - Due Friday, 11:59 p.m.
- **Assignment 2 (25 points):** Think about a mentoring experience you would like to design. It could be an experience you would like to have – i.e., mentoring students who are new to college; mentoring students on your floor, as an RA; creating a mentoring project for your classroom; or revising a mentoring project/program that you have used or been involved with in the past. Fill in the table (provided at the end of this syllabus and on Learn) and answer the questions/prompts to describe the following:
  - What is/was the experience?
  - If it's one that you've been involved with before, describe what went right, and what could be improved
  - If it's one you've never had before, describe what challenges you might encounter – and some ways you might address them.

- Describe what you want / want your students/mentees/participants to get out of this mentoring experience. What goals do you have? Why are you creating this experience?
- Who will be involved? Is it a small experience – just you and another person? A classroom? A grade level?
- Due Sunday, 11:59 p.m.

Week 2: What is Relational Learning?

Topics

Learning Theory

- Scaffolding and ZPD (Vygotsky/Bruner)
- Social Construction (Gergen)
- Collaborative Learning (Bruffee)

Relational Learning

Lectures and Videos

- ☐ Lecture
- ☐ Podcast: Dr. Indira Nair
  http://relationalpractice.org/The_Art_of_Relational_Practice/Podcast_Series/Entries/2010/10/11_Dr._Indira_Nair.html
- ☐ Video: Relational Being https://www.youtube.com/watch?v=qW7cB8lH30o
- ☐ Video: Introduction to Relational Practice in Education and Relational Cultural Theory
  http://vimeo.com/44277320
- ☐ Video: Bruner's Groundbreaking Contributions to Cognitive Psychology
  http://www.psychologicalscience.org/index.php/video/inside-the-psychologists-studio-bruners-groundbreaking-contributions-to-cognitive-psychology.html

Reading

- ☐ Relational Learning...Say What? http://www.educationrevolution.org/blog/relational-learning-say-what/
- ☐ The Relational Quality of Learning
  http://www.decd.sa.gov.au/learnerwellbeing/files/links/The_relational_quality_of.pdf
- ☐ Vygotsky reading - tbd

Assignments

- ☐ **Discussion (25 points):** This workshop is about *mentoring* – it is not about a radical takeover in education, singing around a campfire, or expecting everyone to get along, all of the time. How do (or could) the ideas discussed in this week's material shape a mentoring project – or an approach to learning – in Anyschool, U.S.A.? How could they be incorporated into *your* school, at whatever point it is at, right now?
  - o Original post due Thursday, 11:59 p.m.
  - o Reply to at least one classmate by Sunday, 11:59 p.m.
- ☐ **Assignment 3 (25 points):** Continue to think more in-depth about your mentoring experience. Address the following questions in a 1-2 page, typed, double-spaced Word document:
  - o How will you / your students get connected?
  - o How will you / your students start *intentionally* building relationships?
  - o Describe specific opportunities or activities that can begin to foster this engagement. How will you create space for it to happen?

- Are there any challenges to getting whoever is involved in your experience to work together? How could you address those?
- **Hint:** You can use bullets/headings to get organized – this doesn't have to look like a "paper" – but please be sure to write in complete sentences, and express complete thoughts.
- Due Sunday, 11:59 p.m.
  - Submit to the dropbox in Learn
  - Post to the Assignment 3 Discussion Forum

Week 3: Designing Learning Experiences: The Basics

Topics

Considerations in designing learning experiences
Getting started with a mentoring relationship
What works in mentoring relationships/projects
Peer Review of Assignment 3

Lectures

- ☐ **Lecture**: What is Instructional Design? Basics of designing experiences that support learning.
- ☐ **Lecture**: What makes a successful mentoring experience?
- ☐ **Lecture**: Being intentional about connections – building a community of learners
- ☐ **Lecture**: Navigating the "half-step" – being a "mentor" and a "peer" at the same time.

Reading

- ☐ What is Instructional Design?
  http://www.instructionaldesigncentral.com/htm/IDC_instructionaldesigndefinitions.htm
- ☐ Instructional Design Models and Methods
  http://www.instructionaldesigncentral.com/htm/IDC_instructionaldesignmodels.htm
- ☐ From dissertation - p. 201-207 *What has made this project successful?*
- ☐ From dissertation – p. 71 – 74 *Mentoring Is/Is Not* ???

Assignments

- ☐ **Discussion (20 points)**: You (probably) did not enroll in this workshop to become an instructional designer: how do the instructional design principles and theories apply to you? Were there any that you particularly liked/disliked? For what reasons? How can these theories help you in *designing* a mentoring experience?
  - o Original post due Thursday, 11:59 p.m.
  - o Reply to at least one classmate by Sunday, 11:59 p.m.

- ☐ **Peer Review of Assignment 3 (50 points):**
  - o Review at least 2 (undergraduate) or 3 (graduate students) of your classmates' mentoring proposals
  - o For each:
    - ▪ Think about whether or not the proposal makes sense, based on what we have learned so far.
    - ▪ Provide two examples of things they have done well
    - ▪ Provide two *constructive* ideas, suggesting ways they could improve or refine their project, *or* something they might consider incorporating
    - ▪ Peer Reviews are due Friday, 11:59 p.m.
    - ▪ Revise your paper/incorporate feedback by Sunday, 11:59

□ **Assignment 4 (25 points)**: Continue to design and refine the specifics of your mentoring experience. Using Instructional Design principles to inform your work, create an experience that supports learning and gives clear outcomes for your students.
- o What will the mentors and mentees do? Will they work on projects? Will they get together to just talk?
- o Describe how you would assess their outcomes – i.e., describe how you will know that your learning experience was successful.
- o Be sure to describe how you will document each person's progress.
- o **Hint:** Refer back to the articles and your summaries from Week 1, as you refine and continue to think about approach, outcomes, etc.
- o Due Sunday, 11:59 p.m.

Week 4: Theory and Practice – The Basics

Topics

Principles of educational psychology
How theory shapes practice
Using what you know about theory to influence outcomes

Lecture

- ☐ **Lecture**: Seeing theory in your practice: Ed Psych in a nutshell
  - o **Motivation**
  - o **Self-efficacy**
  - o **Metacognition**
  - o **Scaffolding revisited**
- ☐ **Lecture**: Letting theory shape your practice – without becoming too rigid

Read

- ☐ Be My Guest: Unschooling Reflects Current Cognitive Research
  http://www.chrismercogliano.com/be-my-guest-unschooling-reflects-current-cognitive-research/
- ☐ * Ryan, R. & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*(1), 68-78.
- ☐ * Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivation: Classic definitions and new directions. Contemporary Educational Psychology, 25(1), 54-67.
  http://mmrg.pbworks.com/f/Ryan,+Deci+00.pdf
- ☐ Dunlosky, J., & Metcalfe, J. (2009). Metacognition. Los Angeles, CA: Sage. Introduction: p. 1-8
- ☐ **Recommended:** Bandura, A. (1995). Exercise of personal and collective efficacy in changing societies. In A. Bandura (Ed.), *Self-efficacy in changing societies* (pp. 1-45). Cambridge, UK: Cambridge University Press.
  http://catdir.loc.gov/catdir/samples/cam034/94049049.pdf

* Students taking this course at the undergraduate level should choose one article to read, from the two starred.

Assignments

- ☐ **Discussion (25 points)**: Theory and Practice – Think about a specific learning experience you had – mentoring, if possible, or something else if you can't think of a mentoring experience. This could be a class activity, a project, a group discussion... Think about the details of that learning event: What was involved? What was the goal? What did you do? What did others do?
  - o What theory or theories can you see that influenced why/how this activity you participated in was designed?
  - o Give an example of each of the topics covered in the lecture (motivation, self-efficacy, metacognition, and scaffolding)
  - o Original post due Thursday, 11:59 p.m.

- o   Reply to at least one classmate by Sunday, 11:59 p.m.

- **Assignment 5 (25 points)**: Completing your mentoring experience plan.
    - o   Within the context of your mentoring plan, identify and describe at least two theoretical concepts that are visible in your mentoring experience. Cite your sources.
    - o   If you cannot identify two, revise your plan to include them.
    - o   Due Sunday, 11:59 p.m.
        - ▪   Submit to the dropbox in Learn
        - ▪   Post to the Assignment 5 Discussion Forum

Week 5: Peer Review, Mentors' Stories, and Wrapping Up

Topics

Peer Review of Assignment 5

- Revisiting what we talked about in Week 1:
    - *Pre-Assignment: What is the first thing we think of, when we hear the word mentoring?*
    - *Intro Assignment: Why are you taking this workshop? What do you want to learn about mentoring and/or what do you want to take away from this workshop?*
- Mentors' Perspectives (videos)
- Wrapping Up

Watch

- Watch: Mentor videos
- Watch: Mentor videos
- Watch: Mentor videos

Assignments

- **Peer Review of Assignment 5 (50 points):**
    - Review at least 2 (undergraduate) or 3 (graduate students) of your classmates' mentoring proposals
    - For each:
        - Think about whether or not the proposal makes sense, based on what we have learned so far.
        - Provide two examples of things they have done well
        - Provide two *constructive* ideas, suggesting ways they could improve or refine their project, *or* something they might consider incorporating
        - Peer Reviews are due Wednesday, 11:59 p.m.
        - Revise your paper/incorporate feedback by Friday, 11:59

- **Submit and Post Your Final Project Plan (75 points)**
    - After you have revised your mentoring plan:
        - Submit your final project plan to the dropbox in Learn by Friday, 11:59 p.m.
        - Post it in the Forum "Final Mentoring Proposal" by Friday, 11:59 p.m.
    - Take some time to read through some of your colleagues' proposals

- **Reflection Journal (50 points)**
    - Have any of your perceptions on mentoring changed? How (or why not)? What did you take away from this workshop?
    - Has theory shaped your plan, whether or not you realized that it was happening?
    - Did you revise your plan, based on theory? How so (or, why not)?
    - Did theory help you understand why you were doing some of the things that you were planning intuitively?
    - What resources did you find most useful?
    - Due Sunday, 11:59 p.m.

Kristen Chorba, Ph.D.

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Associate Instructional Designer
College of Communication and Information
361 Library · Kent, Ohio 44240

Education

Ph.D., Educational Psychology, 2013, Kent State University; Kent, Ohio
Dissertation Title: Relational Learning: A Study of Peer Mentoring Experiences among Undergraduate Teacher Education Majors

Certificate in College Teaching, 2010, Kent State University, Kent, Ohio

M.Ed., Higher Education Administration, 2007, Kent State University, Kent, Ohio

B.A., Organizational Leadership Systems, 2005, Baldwin-Wallace College, Berea, Ohio

Peer-Reviewed Publications

Chorba, K., Was, C. A., and Isaacson, R. M. (2012). Individual Differences in Academic Identity and Self-Handicapping in Undergraduate College Students. *Individual Differences Research, 10*(2), 60-68.

Other Scholarly Publications

Chorba, K. (2011). Exercising the mind: A review of *stretching exercises for qualitative researcher. The Qualitative Report, 16*(5), 1429-1433. Retrieved from http://www.nova.edu/ssss/QR/QR16-5/chorba.pdf

Chorba, K. (2011). A review of qualitative research: Studying how things work. *The Qualitative Report, 16*(4), 1136-1140. Retrieved from http://www.nova.edu/ssss/QR/QR16-4/chorba.pdf

National and International Peer-Reviewed Presentations

Chorba, K. and Morrison, A. (2013, June). Mentoring Is: Reflections from Undergraduate Teacher Education Majors. Paper presented at the *25th Annual Ethnographic and Qualitative Research Conference*, Cedarville, Ohio.

Chorba, K. and Morrison, A. (2011, June). Peer mentors' experiences in pictures: Using photo elicitation in education research. Paper presented at the *23rd Annual Ethnographic and Qualitative Research Conference*, Cedarville, Ohio.

Chorba, K. and Morrison, A. (2011, April). Reflecting processes: An approach to research and discovering learning outcomes in a peer mentoring project. Paper presented at the *American Educational Research Association Annual Meeting*, New Orleans, Louisiana.

Chorba, K. and Morrison, A. (2010, June). Intrapersonal outcomes of mentors who participate in an undergraduate peer mentoring project. Paper presented at the *22nd Annual Ethnographic & Qualitative Research Conference*, Cedarville, Ohio.

Morrison, A. and Chorba, K. (2010, June). Reflecting processes in research: Relational learning in a peer mentoring project. Poster presented at *the 22nd Annual Ethnographic & Qualitative Research Conference*, Cedarville, Ohio.

Morrison, A. and Chorba, K. (2010, April). Learning to listen: Reflecting processes in a peer mentoring project. *Taos Institute Conference: Collaborative and Dialogic Practices in Therapy and Social Change: Honoring the Past and Creating the Future*, Cancun, Mexico.

Chorba, K. and Morrison, A. (2010, April). Learning through relationships: Becoming a teacher in a peer mentoring project. Poster presented at the *Taos Institute Conference: Collaborative and Dialogic Practices in Therapy and Social Change: Honoring the Past and Creating the Future*, Cancun, Mexico.

Local and Regional Peer-Reviewed Presentations

Chorba, K., and Morrison, A. (2011, March). Peer mentoring in education: Looking at relational learning and individual outcomes in a peer mentoring project. Roundtable presentation, The 8th *Annual Qualitative Research Conference*, St. Louis, Missouri.

Chorba, K., Morrison, A., Rothermel, A., and Wylie, M. (2010, October). Peer mentoring in education: Preparing for teaching and learning. Poster presented at the *Mid-Western Educational Research Exchange*, Columbus, Ohio.

Chorba, K., Brown, K., Brown, M., and Morrison, A. (2010, October). Relationships in teaching: Reflecting on thinking and learning in a peer mentoring project. Symposium presented at the *Mid-Western Educational Research Association*, Columbus, Ohio.

Morrison, A., Chorba, K., Korbar, K., and Greve, K. (2009, October). Relational learning: Peer mentoring among teacher candidates. *Mid-Western Educational Research Association Annual Conference*, St. Louis, Missouri.

Chorba, K. and Was, C. (2010, March). Executive functions and metacognition: Finding similarities among constructs. Paper presented at the 7th *Annual Educational Research Exchange*, Akron, Ohio.

Chorba, K., Austin, J., and Morrison, A. (2010, March). Reflecting processes in a peer mentoring program. Poster presented at *the 7th Annual Educational Research Exchange*, Akron, Ohio.

Chorba, K., Brown, K., Brown, M., and Morrison, A. (2010, March). Collaboration and interaction between mentors and mentees in a peer mentoring program. Poster presented at the *7th Annual Educational Research Exchange*, Akron, Ohio.

Chorba, K., Was, C., and Isaacson, R. (2009, October). Individual differences in academic identity and self-handicapping in undergraduate college students. Paper presented at the *Mid-Western Educational Research Association Annual Conference*, St. Louis, Missouri.

Chorba, K. (2009, March). Academic identity status and Winne and Hadwin's model of self-regulated studying. *Paper presented at the 6th Annual Educational Research Exchange*, Cleveland, Ohio.

Was, C. A., Chorba, K., and Isaacson, R. M. (2009, February). Academic identity and self-handicapping in undergraduate college students. Paper presented at the *Annual Conference of the Eastern Education Research Association*. Hilton Head, SC.

Chorba, K. (2008, March). The influence of motivation on transfer. Paper presented at the *5th Annual Educational Research Exchange*, Cleveland, Ohio.

Service Presentations

Chorba, K., Brown, K., Brown, M., Morrison, A., Rothermel, A., and Wylie, M. (2010, October). Using reflecting processes to enhance engagement, knowledge, insight, and responsibility. Roundtable presented at the *University Teaching Council's 17th Annual Celebrating Teaching Conference*. Kent State University, Kent, Ohio.

Chorba, K., Wylie, M., Pillar, J., Glennon, B., and Morrison, A. (2010, October). Intrapersonal outcomes of mentors who participate in a peer mentoring project. Poster presented at the *University Teaching Council's 17th Annual Celebrating Teaching Conference*. Kent State University, Kent, Ohio.

Morrison, A. and Chorba, K. (2009, October). Involving students in their education: Service, research, and relational learning in a peer mentoring project. Roundtable presented at the *University Teaching Council's 16th Annual Celebrating Teaching Conference*. Kent State University, Kent, Ohio.

Higher Education Experience

2012 – present **Associate Instructional Designer**

Responsible for building, designing, and maintaining online courses (individual offerings and programs) in the College of Communication and Information and

the School of Library and Information Sciences
Kent State University, College of Communication and Information

2011 - 2012 **Assistant Instructional Designer**
Assist with building, designing, and maintaining online courses for programs in the College of Communication and Information and the School of Library and Information Sciences
Kent State University, College of Communication and Information

2007-2008 **Graduate Assistant/International Advisor**
Assisted new and continuing international students with immigration questions; Issued form I-20 for eligible students; Assisted in all phases of international student orientation; Created and distributed a monthly email for families of enrolled international students.
Kent State University, International Student and Scholar Services, Office of International Affairs

2006, Spring **Practicum Student**
Assisted with advertisement of and fundraising for Alternative Spring Break program to Biloxi, Mississippi; Assisted with writing and editing of student biographies for the annual student success awards program; Assisted with organization, design, student leader selection, and student leader training for a new program, implemented summer of 2006, "Spend a Day the KSU Way."
Kent State University, Center for Student Involvement

2005-2007 **Graduate Assistant**
Coordinated and staffed special tours for groups of middle and high school students; Presented daily overview of Kent State for prospective students and their parents; Supervised telecounselors for calling projects to admitted and prospective students.
Kent State University, Undergraduate Admissions Office

2005, Summer **Intern**
Worked with Dean of Admissions and Financial Aid and Director of Undergraduate Admissions on various recruitment and retention projects.
Baldwin-Wallace College: Office of Admissions

2005, Spring **Student Intern**
Worked with Admissions Staff; Assisted in planning, organizing, and hosting events for new and prospective students; Assisted with first reads of prospective student applications; Participated in interviews of prospective students
Baldwin-Wallace College, Office of Admissions

Teaching Experience

2011 - 2012   **Instructor**
The University of Akron, Department of Educational Foundations and Leadership, College of Education

2010 – 2012   **Instructor**
Kent State University, Department of Lifespan Development and Educational Sciences, College of Education, Health and Human Services

2009-2010   **Teaching Assistant**
Kent State University, Department of Lifespan Development and Educational Sciences, College of Education, Health, and Human Services

2008-2009   **Graduate Assistant**
Research assistant for undergraduate peer mentoring project; Assisted with course preparation/materials development for EDPF 5/65520, Child and Adolescent Development
Kent State University, Department of Educational Foundations and Special Services, College of Education, Health, and Human Services

Courses Taught

Kent State University
EPSY 25925 Educational Psychology / EDPF 29525 Educational Psychology (Undergraduate):
     Fall 09, Spring 10, Fall 10, Spring 11, Spring 12
US10097 First Year Experience/First Year Colloquium (Undergraduate):
     Fall 06, Fall 07, Spring 08

The University of Akron
5100:620 Psychology of Instruction for Teaching and Learning (Graduate)
     Fall 11
5100: 220 Educational Psychology (Undergraduate)
     Spring 12

Certificates and Workshops

Quality Matters Peer Reviewer Course (certificate)   February, 2014
    (Quality Matters)

Blackboard Collaborate Product Specialist Certification (certificate)   May, 2013
    (Blackboard)

Applying the QM Rubric (APPQMR; certificate)   June, 2012
    (Kent State University)

Quality Matters in Online Course Design (workshop)   October, 2011
    (The University of Akron)

Grants and Funding

Dean's Office, College of Communication and Information, Kent State University   2013
    Conference Travel Support

Graduate Student Senate, Kent State University   2013
    Conference Travel Support

Taos Institute,   2013
    Conference Registration Support

Graduate Student Senate, Kent State University   2011
    Conference Travel Support

The Taos Institute   2010
    Taos Associate Grant awarded to Anne Morrison. This grant funded me to design and implement relational learning in education resources on the Taos Institute's Web site. The web pages can be viewed at: http://www.taosinstitute.net/relational-learning-in-education

The Taos Institute   2010
    Conference Registration Support

Enrollment Management and Student Affairs, Kent State University   2010
    Conference Registration Support

Graduate Student Senate, Kent State University   2009
    Conference Travel Support

Service

Reviewer, MidWest Educational Researcher (MWER)	2009-present
Annual Meeting Reviewer, American Educational Research Association (AERA)	2013
Virtual Conference Planning Committee, Taos Institute Annual Conference	2013
Virtual Facilitator, Taos Institute Annual Conference	2013
Conference Program Reviewer, American College Personnel Association (ACPA)	2010
Student Grievance Committee, Graduate Student Representative	2009-2010

University Teaching Council Conference Committee, Graduate Student Representative
2009-2011

University Teaching Council Outstanding Teaching Award Committee	2009-2011
University Teaching Council, Graduate Student Representative	2009-2011

Reviewer, Student Research Award, American Psychological Society Student Research Awards
2009-2012

Reviewer, RiSE-UP Research Award, American Psychological Society Student Caucus
2009-present

From:	Boske, Christa
Sent:	Friday, August 29, 2014 10:58 AM
To:	AUGUSTINE, SUSAN
Cc:	GORNIK, ROSEMARY; Hackney, Catherine; Boske, Christa
Subject:	RE: note of approval

Dear Susan,

Hi ☺. I am verifying that the EDAD faculty approved this workshop. Have a great weekend ☺.

Sincerely,

Christa

From: Hackney, Catherine
Sent: Friday, August 29, 2014 10:54 AM
To: Boske, Christa
Cc: GORNIK, ROSEMARY
Subject: note of approval

Hi Christa- Please send an email note to Susan Augustine to verify that the EDAD faculty has approved the workshop on Coaching and Mentoring. I believe you all discussed this last fall, but we need documentation before the proposal can go to the FLA curriculum committee.
Thanks!
Cathy

Catherine E. Hackney, Ph.D.
Associate Dean for Administrative Affairs and Graduate Education
College of Education, Health and Human Services
409 White Hall
Kent State University
Kent, OH 44242
330 672 0552
Chackne1@kent.edu

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From:	Christopher, Tammy
Sent:	Tuesday, September 30, 2014 12:39 PM
To:	CHUANG, NING; LEPP, ANDREW; Li, Jian; Merril, Martha; MULROONEY, AARON; Chinasa Ordu (cordu@g.clemson.edu); Wheeler-Bell, Quentin
Cc:	AUGUSTINE, SUSAN; Pettit, Hilda
Subject:	CC meeting CANCELLED
Importance:	High

The FLA Curriculum Committee meeting scheduled for tomorrow at 1pm has been CANCELLED.
Both proposals were unanimously approved via email. Thank you all for your input and help in getting these proposals approved.

The next FLA Curriculum Committee meeting is scheduled for Wednesday, October 29th, at 1pm-3pm in 308 White Hall. We look forward to seeing you then☺

Tammy Christopher

Administrative Assistant
Foundations, Leadership and Administration
Professional Development and Outreach
Distance and Online Education
300 White Hall
330-672-0177/Fax: 330-672-3063
ttchrist@kent.edu