About Atkinson Centre for Mature and Part-Time Students

The Atkinson Centre for Mature and Part-Time Students (ACMAPS) was established to provide a pan-university physical and philosophical home for mature and part-time students. The mandate of the centre includes raising awareness of issues that affect mature and part-time students across the university, leading and facilitating initiatives responding to the needs of these students, and advocating on their behalf.

References & Resources

- Brown, M., David, G. and McClendon, S. (1999). Mentoring graduate students of color: Myths, models, and modes. *Peabody Journal of Education, 74* (2). 105-119.
- Chickering, A. and Reisser, L. (1993). Education and Identity, 2nd Edition. San Francisco: Jossey-Bass.
- Ferrari, J. (2004). Mentors in life and at school: Impact on undergraduate protege perceptions of university mission and values. *Mentoring and Tutoring*, 12(3). 295-307. ... etc

Note

This presentation should be viewed ahead of time by the presenter. Each section is separated into DVD chapters that can be easily navigated with a remote control via DVD player or computer. Therefore, the session can be customized to suit the goals of the presenter.

Peer Mentoring 101:
Standing on the Shoulders of Ordinary People

York University
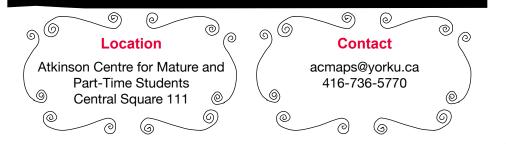Mentor Training
Session 1

redefine THE POSSIBLE.

About Brian Poser

Brian completed his Bachelor of Arts degree at York University and he holds a Master of Education degree from the Ontario Institute for Studies in Education at the University of Toronto. Brian's academic interests include computer-mediated learning environments, distance education, student self-regulated learning, adult development, and retention. He has worked extensively with students on academic skills, time management, academic writing, learning styles, and personal success.

During his employment at York, Brian has served as Learning Skills Counsellor with the Counselling and Development Centre at York University, an instructor in LLS1800 (Language and Learning Seminar for students with Learning Disabilities) and co-authored the Fundamentals of Learning Program, a structured retention program for at-risk students. In 2005, Brian joined the Student Community & Leadership Development team. While there, he assumed the role of Manager, Student Success & Retention with a mandate to integrate orientation and transition programming with ongoing student success support and pan-university retention initiatives. In August 2008, he joined the Atkinson Centre for Mature and Part-time Students (ACMAPS) as Associate Director.

Location
Atkinson Centre for Mature and Part-Time Students
Central Square 111

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About This Presentation

What You Will Need:

- Pen & Paper
- Copy of PowerPoint Presentation

Online Resources:
www.yorku.ca/scld

- PowerPoint Presentation

Before Session:

- Divide students into groups of three or four

By participating in this session, students will be able to:

- Summarize the benefits of Peer Mentoring
- Locate mentoring in leadership
- Identify their mentoring strengths and needs
- Understand the role of the mentor and mentee
- Appreciate the importance of boundaries in the mentoring leadership
- Apply their learning to upcoming mentoring experiences

Structure

Section	Duration	Section	Duration
1. Learning Objectives	2.5 min	4B. Group Activity II	4 min
2. Part I: Benefits of Peer Mentoring	2 min	5. Part III: Making Use of Mentor's Experiences	3.5 min
2A. Group Activity I	2.5 min	5B. Boundaries	2.5 min
2B. Anecdotal Benefits	7 min	6. Parable of the Butterfly	7 min
3. Mentoring & Leadership	2 min	7. Final Thoughts	2 min
4. Part II: Selecting a Mentor	1 min	8. Thinking Challenge	1 min

Total video length is approx. 35 minutes