2022-06-15

Peer Educator Training Course

Hannah Call
hannah.allen75@gmail.com

Peer Educator Training Course

Hannah Call

Design Project Report
Masters
Instructional Psychology & Technology, Brigham Young University

Purpose

The purpose of this design project is to help college students within Brigham Young University become qualified Peer Educators. Peer Educators work with other students who are in need of academic assistance. They help by offering tutoring services, responsive feedback, and holistic student support. Currently, around eighty student employees are working for the BYU Student Success Center as tutors. Prior to this project, these tutors offered help in specialized subjects, but they were not trained to offer any support beyond specific questions asked by students. They had not been trained in the holistic "Peer Educator" responsibilities and were instead trained to perform the tasks of a tutor. The overall purpose of this newly developed training program is to help these student employees shift from being tutors to being certified Peer Educators.

The Peer Educator Training Course will help to bridge the gap between where these tutors currently are to where the Student Success department needs them to be. Recently, there have been many changes within the Student Success department in an effort to create an environment where tutors demonstrate empathy and support in a Peer Educator approach, and this designed training course is one key aspect of other changes underway. The stakeholders view this training as a necessary part of their efforts in shifting their department environment to be more proactive, engaging, and supportive. It is the stakeholders' hope that, since this training course will be the first exposure the tutors have to the department and their work responsibilities, it will help start the tutors on the right path.

The new manager of the Student Success Center envisions these tutors becoming more than a question-and-answer point for students in need—instead, they will become Peer Educators who play a more intimate role in supporting and helping each student. The managers over Student Success also wish for their tutors to be CRLA (College Reading & Learning Association) certified upon completion of their training. This means that the training course needed to be designed in a way that followed guidelines issued by CRLA, allowing participants to receive a Peer Educator certificate upon completion of the course. This design project will replace the previous onboarding process within the Student Success Center. The Student Success Center needed this design project completed in order to have the necessary training to meet their needs and relay the needed expectations to their employees.

Course Learning Objectives

The complete list of learning objectives for this training course is as follows. The main, more encompassing general instructional outcomes have a few specific learning outcomes to specify achievement:

Unit 1: Basics
GIO: Executes the responsibilities of a Peer Educator
- SLO Exhibits appropriate protocol with administrative tasks
- SLO Identifies their purpose as a peer educator
- SLO Lists the appropriate conduct of a peer educator

Unit 2: Communication
GIO: Demonstrates effective communication skills in peer interactions
- SLO Explains the elements of conducting successful peer sessions
- SLO Portrays active listening techniques in peer sessions
- SLO Effectively manages conversations as a peer educator

Unit 3: Learning & Studying
GIO: Offers student support with study needs
- SLO Demonstrates how to set and achieve goals
- SLO Shares available resources to enhance studying

Unit 4: Ethics & Equity
GIO: Practices principles of inclusion

Unit 5: Electives
GIO: Understands help-seeking strategies

Overall, the purpose of this project was to create the needed training to help motivate employees within the Student Success Center to be more professional, proactive, and supportive in their work, and to become certified Peer Educators through a CRLA license.

Project Needs and Constraints

The main needs for this project include the needs of the learner audience and the needs of the stakeholders. The main constraints within this project include the constraints of CRLA guidelines, the constraints of working within a short timeline, and the constraint of deferring to stakeholders to make the final decisions related to the project.

Learner Personas

Gathering information on the learner audience was a necessary first step in identifying learner needs. I collected the following information on learner personas by (1) interviewing the managers who oversee the tutors, (2) interviewing many of the students who work as tutors, and (3) by conducting an ethnographic observation to note how the learning audience typically interacts with their environment.

The following is a summary of our findings related to audience demographics:

- All tutors hired by Student Success must be current BYU students.
- The most common year in school for a tutor to be hired is their sophomore or junior year, but there are a few freshmen and seniors as well.
- The tutors must have experience in the specific area of specialization for which they are applying. For example, if a student wishes to be an accounting tutor, they must have completed the necessary accounting classes.
- Most tutors find and apply for the position via student job listings, but several hear of the job opportunity by word of mouth.
- Tutors hired by the Student Success Center come from a variety of backgrounds, majors, and interests.

When it comes to the current gap in the learning audience, the biggest missing element is a lack of holism in their mentoring capacity. Every tutor hired by Student Success is a BYU student with the necessary qualifications for the position, which indicates that they have a decent academic standing and capacity for the job. However, upon hire, the learning audience has been trained to merely answer questions when someone happens to join their tutoring hours—this is where holistic mentoring is lacking. The tutors view their responsibility as a question-answer relationship, rather than a student-mentor, peer-educator relationship.

A piece of evidence supporting this gap is in the time management of the learner audience while at work. Once they are clocked in, many student employees will sit at their desks and work on their personal school homework, waiting for a student to request a session with them. When a student does join a session, many tutors tend to keep the meeting short so they can return to their personal homework. This suggests that the student employees do not feel the need to be proactive, supportive Peer Educators. This issue of job responsibility is being addressed by other management changes within the Student Success Center as well, but a key element in shifting the tutors' perception of appropriate behavior is to provide foundational training of their roles and responsibilities when they are first hired.

Below is a fictional visual of the standard learner audience. From our analysis, we identified three distinct personas: (a) the "just here for a job" tutor, (b) the "motivated" tutor, and (c) the "lacking confidence" tutor (see Visual Persona). The three different personas represent many qualities that are commonly seen among all of the tutors, but they do not intend to limit all members of the audience to the persona's details.

These personas helped me to humanize the course in order to design material that was relevant and engaging to the audience. During the design process, I frequently referred to the information I collected during my learner analysis. This helped me to empathize with the audience and try to create material that would be understood by and important to the various learners. One way I especially relied on my persona knowledge was in the development of the online activities. In the different assignments and assessments we designed, I wanted to be sure they would reach the audience without being seen as "busywork" or "stiff and boring." One method I employed was maintaining a casual tone in the written directions for the online assignments to help the audience feel more natural about the presentation. As a college student myself—who is not far removed from the context of the BYU employees—I tried to write in a way that I would want to read as a student. I saw this as one way to help make the content feel more relevant and meaningful to the students given my knowledge of the learning audience.

Environmental Analysis

To conduct this environmental analysis, I considered three things: available resources, the project stakeholders, and the constraints within the environment.

Resources

The Student Success department is located on the first floor of the Harman building. In this room, there are over thirty computers available for the tutors to use in their sessions. The computers are assembled on rows of desks, with each row separated by dividers. This allows the tutors to be sectioned together based on similar topics or languages they cover. All of the computers are equipped with software provided by BYU, such as Microsoft Suite. This was valuable to remember during our design to consider available tools the tutors have access to when connecting and meeting with their students.

Another resource in the environment are the lead student supervisors. These student employees help to oversee the tutors, and they help answer questions and assist with any technological issues the tutors have. They also conduct the synchronous portion of the training program, since the training will be received both by live remote synchronously and online asynchronously. For the synchronous training, students will be taught via Zoom by these student supervisors. They are the first point of contact the tutors will have to ask questions and receive direction. During the design of this project, these supervisors were a great resource to us. I frequently met with the lead supervisor to understand various aspects of the department and the tutors. I also worked closely with them during the

design of the synchronous activities to be sure they understood the content, were prepared to deliver the material during their Zoom sessions, and to receive feedback and input for how to make the synchronous material most useful and relevant to the Student Success Center.

Stakeholders

The stakeholders involved in this project are employees within Continuing Education. They include the four managers of Student Success. The overseeing manager is our primary stakeholder, and she makes all high-level decisions within the center. The other three managers include one employee who has been working within the department for six months, and two recently hired managers. Together, these three full-time employees make the day-to-day decisions within the Student Success Center and oversee the hiring process of the tutors. They will be the ones who work most closely with the tutors. All four managers have been with the Student Success Center for 6 months or less, which means all stakeholders are fairly new to the department and do not have any deep-rooted knowledge or experience in the environment.

The needs of the stakeholders were straightforward during this project. They need their tutoring department within the Student Success Center to function properly, and they need their tutor employees to become qualified Peer Educators who effectively help other students succeed. I have mentioned before the desire to help the employees be proactive in their work, and this in part connects with the needs of the stakeholders. The stakeholders cannot be observing the tutors during all hours of the day—they have other responsibilities and logistical duties to fulfill for the department. This being the case, the stakeholders need to have confidence that the tutors will manage their time well and effectively do their job without someone watching over their shoulder. This need influenced a few of the lessons we designed for the training course. In particular, it influenced some of the content development and activities we added to the lesson topic, "Role of a Peer Educator/Dos and Don'ts." We wanted the tutors to understand early on what their expectations were for how they spent their time at work and how they interacted with their students. We implemented a few H5P elements related to proactivity and time management within this lesson to address this specific stakeholder need.

Constraints

Timeline:

Since the stakeholders have been planning on implementing the training by the next round of hires in mid-June of 2022, this posed a very aggressive time constraint on the development timeline of the course. All analysis, design, and development needed to be completed in the weeks between March 1st and May 30th to allow time for user-testing and feedback before implementation. Another element adding to the timeline constraint was one I did not originally foresee, but it manifested itself throughout the design process of this project. Complications arose due to a second work project I was in charge of, which

was closely related to the training course development. The second project I oversaw was designing a BYU Online blended course which will be taught this coming fall. The class is a student development course on tutoring, and the initial idea was to have it pattern the layout and design of the Peer Educator training. The hope was to create one course that could be used for both purposes—the Peer Educator training, as well as the blended student development course. While the two courses share the same core content, there are key differences between the structure and presentation of the two that complicated the simultaneous development of each. This created many instances of confusion for me and the various stakeholders (including the additional stakeholders over the BYU Online course), and it significantly slowed the progress of developing the Peer Educator training. There were many occasions where I needed to give my attention to the BYU Online course, and I was not able to devote the time I had planned to the training course. This added an unexpected multiplier on our already very tight timeline.

CRLA Guidelines:

Another design and developmental constraint included the CRLA certification requirements for the course. In order for student employees to receive their CRLA certificate, the Student Success department must have an active CRLA license approving the training course. This means that the training course adheres to the requirements posted by CRLA, covering the topics listed on their site (described in greater detail below). This constraint added another factor to my project not related to the design of the training course, which was the application process for BYU Student Success to apply for a CRLA license. I was in charge of the application completion, which was a rigorous and detailed form. We needed to submit this application in the early weeks of May (since it takes up to thirty days to process), and this imposed a few unexpected alterations on the design process of the training. The application required a few detailed, completed examples of lessons, which required us to change the order of which lessons and activities we developed first. Rather than following our initial plan of designing all lessons, activities, and assessments in the training course before moving on to developing the tangible product, we needed to instead pick a few lessons to fully develop and showcase in the application before completing the entire design of the course. This constraint was not ideal, but it was unavoidable and taught me a few valuable design principles along the way.

Stakeholders' Decisions:

The final constraint I faced in this project was the fact that I did not have the final say over the training course development. The manager of the Student Success Center—our primary stakeholder—oversaw the creation of this whole training course, and I communicated with her frequently to give her updates on the course and to receive feedback. Since she is the manager who is responsible for the Student Success tutors, she is the one who made all final decisions related to the training. There were several times during this project where I approached her with the design I had created, and she instructed me to rearrange, alter, or omit certain things. One specific decision she frequently made was to cut back on material and activities in order to keep the training as concise as possible. Her motive was to stay within the budget of paying tutors for their training time, as well as to get them working on

their actual Peer Educator responsibilities as quickly as possible. This was a valid and necessary course of action on her end, but it did impose a constraint on the design of the materials and made it difficult to include the needed content, activities, and assessments to have the tutors meet the learning objectives and be assessed properly in such a brief course.

Content or Task Analysis

Our content and topic selection was largely determined by the specific guidelines provided by CRLA in order to qualify for licensing. The basic structure required by CRLA is this: every training course must include exactly ten topics; each topic must reach a minimum of thirty minutes in content and activities; the total training must be a minimum of ten hours long, which means some topics may be longer than an hour if necessary. CRLA has already identified the topics of content the course may include. While this posed some limitations on the range of topics we could choose to cover in designing the course, the way CRLA has structured their system of certification allows each organization to maintain autonomy in deciding which topics they will select from the available options, as well as *how* they will present the content to users. CRLA offers twenty-two approved topics, from which each institution must select 10 to include in the training design. The twenty-two approved topics are as follows:

1. Administrative Policies
2. Conducting a Successful Session
3. Role of the Peer Educator
4. Peer Educator Do's and Don'ts
5. Active Listening and Responding
6. Communication Styles
7. Question Asking Strategies
8. Peer Educator Conversations
9. Advanced Study Skills
10. Course and Syllabus Analysis
11. Goal Setting and Planning
12. Learning Theories in Academic Support Services
13. Time Management for Peer Educators and Tutees
14. Use of Graphic Organizers
15. Compliance with the Privacy Act (FERPA)
16. Professional Ethics (Academic Integrity and Academic Honesty, Copyright Compliance, Plagiarism)
17. Title IX and/or Sexual Harassment
18. Institutional Policies and Procedures

19. Modeling Problem Solving
20. Practical Applications of Contemporary Research in the Field
21. Substitution of One Topic from Level 2 or 3
22. Other Topic based on Institutional and/or Programmatic Need

After consulting the list of available topics given to us by CRLA, we identified the ten topics that are most relevant to the needs of BYU students in reaching the learning outcomes. This process was quite in-depth and took multiple rounds of creating training outlines in order to finally land on the topics our stakeholders were most happy with. These topics formed the skeletal structure of the training to help students meet the course objectives. From the ten chosen topics, we conducted a content analysis to determine all of the sub-topics and content areas necessary to include in the training. A link to the document listing the topics and content analysis may be accessed here.

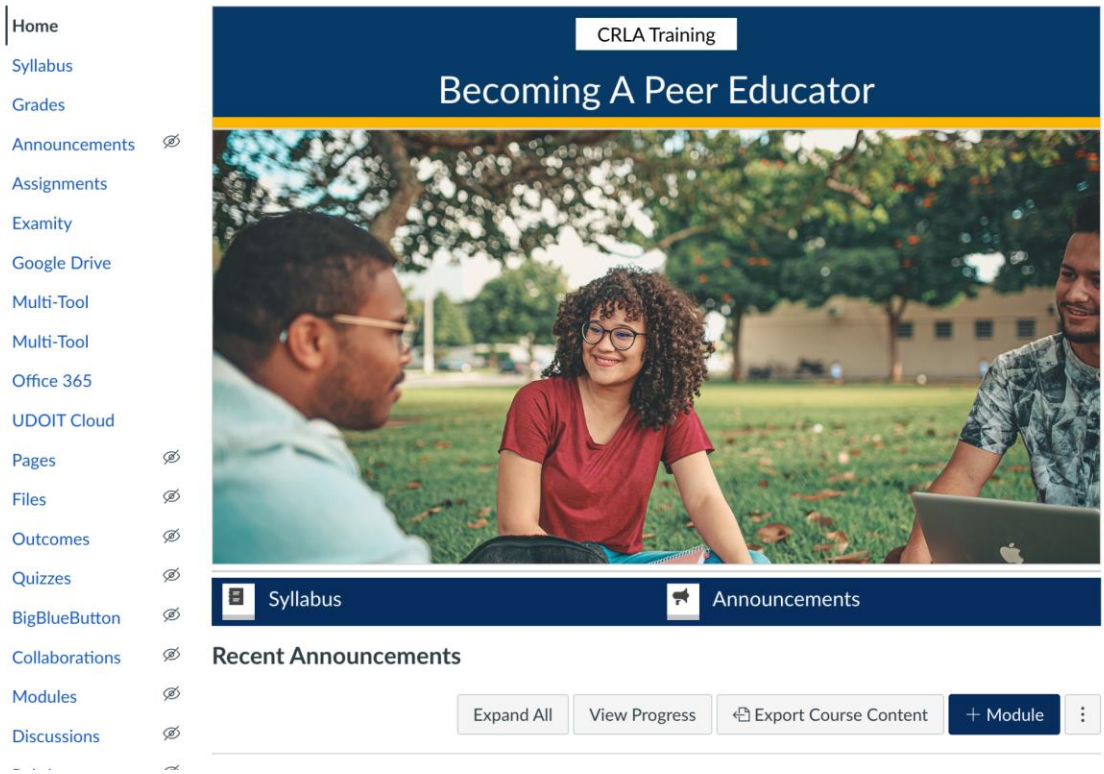
This content analysis proved invaluable during the design and development of the training. Since I was working within a team to help create the course, there were a few lessons I handed over to my other team members to help create. The content analysis was one way for us to be sure we were all on the same page with the core elements of each lesson. As we met together and designed the layout of the various lessons, activities and assessments, we referred frequently to the content analysis to help us determine the things we must cover. It became a great point of reference to us as we divided responsibilities and worked individually on different components of the training. It also helped us to focus on alignment throughout the design of the project. We wanted to be sure our course was aligned in all aspects, meaning the learning objectives aligned with the content, the activities helped students reach the learning objectives, and the assessments adequately measured the achievement of the learning objectives. The content analysis helped us to keep our goal of alignment throughout the training.

Product Design

Design Details

The final product for this training program is housed within a BYU Canvas course. It is a blended training course, with both synchronous and asynchronous components. Students will access the asynchronous components directly in Canvas, consisting of content pages, online activities, assignments, and H5P interactions. The synchronous components were developed as PowerPoint slides for the training facilitator to follow closely for each synchronous lesson. These PowerPoint slides are also housed in the Canvas course, but they are in unpublished pages only visible to training facilitators.

Here is a depiction of the main home page of the course:



Below this banner heading, the complete course contains six modules:

- **Module 1:** This module will remain unpublished. It is a style guide for anyone in control of editing pieces of the course, or for future designers of later course iterations.
- **Module 2:** The second module is Unit 1 of the course. All content in this module is asynchronous. This module covers two lessons: (1) Administrative Policies and (2) Role of a Peer Educator.
- **Module 3:** This module contains Unit 2 of the course. Unit 2 is delivered both asynchronously and synchronously via Zoom, so the module contains unpublished pages for the training facilitators to access the needed materials. This module covers two lessons: (1) Active Listening and (2) Conducting Sessions.
- **Module 4:** This module is Unit 3 of the course. Unit 3 is delivered both asynchronously and synchronously via Zoom. This module covers three lessons: (1) Equity and Inclusivity, (2) Peer Conversations, and (3) Advanced Study Skills: Helping Yourself.
- **Module 5:** This module is Unit 4 of the course. Unit 4 is delivered synchronously via Zoom. This module covers two lessons: (1) Advanced Study Skills: Helping your Mentees and (2) Goal Setting, Planning, Growth Mindset
- **Module 6:** This final module of the course is Unit 5. Unit 5 is delivered both asynchronously and synchronously via Zoom. This module covers two lessons: (1) Campus Resources and (2) Help-Seeking Strategies

Instructional Strategy

The main instructional strategy I used in the design of this project is Stephen Downe's model: Practice/reflect, model/demonstrate. This strategy fit well with the learning outcomes to help the learner audience first see examples of their expected roles as a Peer Educator, then to practice, reflect, and improve in specific areas. Additional research coincides with Downes' theory, suggesting that reflection is a necessary step in the learning process (Boud et al, 1996). To follow this instructional strategy, we created the content for each lesson to demonstrate the concepts learners needed to understand. We then implemented several H5P interactions at various points in each lesson for the learner to engage with the content and, when applicable, to practice the skills being taught. Finally, for each lesson in the training course, we included one activity related to the learning objectives, and incorporated an element requiring student reflection. For a few of the activities, we waited until the following lesson or group gathering to require reflection on the previous activity. Our purpose in this was to provide variation in the gap of time between students practicing activities and reflecting on improvement.

We also gleaned from literature related to Authentic Assessment in order to help us develop a few real-world situations for the tutors to practice. These were implemented in a select few synchronous activities to give students space to practice in real-time with their peers, making the role-play scenarios a form of authentic assessment.

Learning Goals

The main goal or desired outcome for this course is for learners to effectively demonstrate the responsibilities of a Peer Educator upon completion. This main objective is broken up into several learning outcomes to articulate the specific aspects of a qualified Peer Educator. Since our main goal is for the learners to *demonstrate* effective responsibilities, the way we have designed the course allows for the students to see examples of effective peer educator activities and learn what is expected, then for them to practice the principles in front of a facilitator.

Designing with Constraints

When it comes to the constraints I faced during this project, there were several decisions I made design-wise to accommodate the unique circumstances we faced. The first constraint impacting design decisions was the steep timeline we faced. Since I was aware of this timeline from the very beginning of the project, one of the first things I did was create an itemized timeline working backwards of each step needing to be accomplished. The exact due dates I placed for various steps of the project were slightly adapted over time as needed, but this general overview of the steps required to complete the project gave us an immediate sense of how we needed to approach the course. Using this descriptive timeline pushed us to begin work right away on the up-front analysis needed to understand the learner audience and the environment.

The second constraint that directly impacted design decisions was the list of requirements issued by CRLA licensing. Again, I was aware of this constraint from the beginning of the project, so I began the design of the course under a framework that included this constraint. There are two main parts of the design process that this constraint heavily influenced. First, it gave us instant direction. The CRLA guidelines gave us a rapid start to deciding what the training would cover, which I viewed as a great benefit to the project. Rather than having a blank space to work with and no limit of possible ideas, the CRLA guidelines gave us direction and traction to begin drafting possible outlines of the course right away. The second instance this constraint posed on the project was slightly more complicated than the first. During the "ideate" phase of the design process, our brainstorming sessions were restricted to the CRLA requirements. In some ways this proved to help our ideas be focused and effective (again, a positive outcome for this constraint), but in other ways, it limited the scope of possibility for what we could include in the course. With such a limited amount of space to reach the learning objectives, and with so much of that space needing to be devoted to the CRLA requirements, there was little room for us to explore other possibilities of topics or content to help the Peer Educators.

The final constraint I faced that impacted design decisions was the need to defer to my stakeholders. Initially, this constraint was not at the forefront of my mind in the beginning phases of design. But it became clear about a month into the project that our stakeholders would have changing opinions about the design of the training, and that they would freely ask us to alter various aspects of the design they had previously approved. When I realized this, I made a shift in my communication patterns with our lead stakeholder. Before this shift, I would discuss design ideas with the lead stakeholder, get them approved, design that piece of the product directly in Canvas, then have it reviewed and altered by the stakeholder. I changed my communication to meet with the lead stakeholder regularly to show early drafts and sketches of low-fidelity prototypes. I would still discuss initial ideas with her, but then I would let those ideas sit for a few days while I drafted a few rough sketches of prototypes. I would then meet with her and review the sketches in detail to see if she had additional things she would like altered. By implementing this change in working with our lead stakeholder, we were able to spend less time re-working our high-fidelity prototypes and instead receive stakeholder feedback early on before investing too much time into the physical design. This helped us to save time in the design process as well as catch changes and bugs earlier on.

Describe precedent products you consulted

There are a few precedented works we gleaned from while designing this project. The first includes the previous CRLA training course for tutors. The title of the course is simply "CRLA Level 1," and it is the previous training the Student Success Center used for the onboarding of their tutors. The course does not focus on the Peer Educating aspect that this project emphasizes, but it did offer an example of a training course licensed by CRLA under the tutoring umbrella. One valuable thing we learned from this course was a better understanding of time estimates. Since the training needed to be at least ten hours to meet CRLA requirements, and since our main stakeholder did not want the training time to exceed this at all, we consulted the old CRLA course (as well as the managers who

implemented it) to determine the average time students spent on various activities. This helped us in planning lessons and activities to accurately gauge how long student completion would be.

Another work we consulted is a training course designed by BYU Online to instruct Teaching Assistants. The title of this course is "BYU Online TA Roles and Responsibilities." A useful part of this TA training course is the emphasis it places on empathy. It focuses on helping TAs connect with and support their students in a personal way. There is one specific unit of the course that has activities related to active learning, ministering individually to your students, and offering proactive support. This unit from the course helped to give us ideas and include elements that help motivate the users to be supportive and sympathetic to their students. There was also a unit in this course focused on diversity and belonging, and we gleaned a lot from this unit to help us build our lesson on inclusivity. One major way we benefited from this precedent was by utilizing the concept of "Psychological Safety," as taught by Dr. Timothy Clark. Dr. Clark shares concepts on learner safety relevant to the Peer Educators, and he also provides several brief videos explaining the different stages of psychological safety. These videos were a valuable addition to the content designed for our equity lesson, and we may not have discovered them without this diversity unit found in the TA training course.

A final work we used from precedent is a BYU Online Student Development Course. The class is a term-length college success course, and it focuses on basic principles students need to succeed academically. The lessons we referred to the most were based on college-level study skills. Since one of our learning objectives for Peer Educators is for them to offer student support with study needs, we wanted to include enough material for them to learn basic study strategies and equip them with resources to share with their students. The study skills lessons in this student development course provided curated content already geared towards BYU college students for us to learn from. We referred to their resources related to reading strategies, note-taking methods, and test-taking strategies to help inform our lesson design on this topic.

Course Overview

The complete training course comprises eleven lessons for tutors to work through. Each lesson has a minimum time estimate of thirty minutes (due to CRLA guidelines), but most lessons take between 40–60 minutes for students to complete. Each lesson is described below to summarize the main content, interactions, and assessment. A detailed description of the assessment tools and activities is described in a later section.

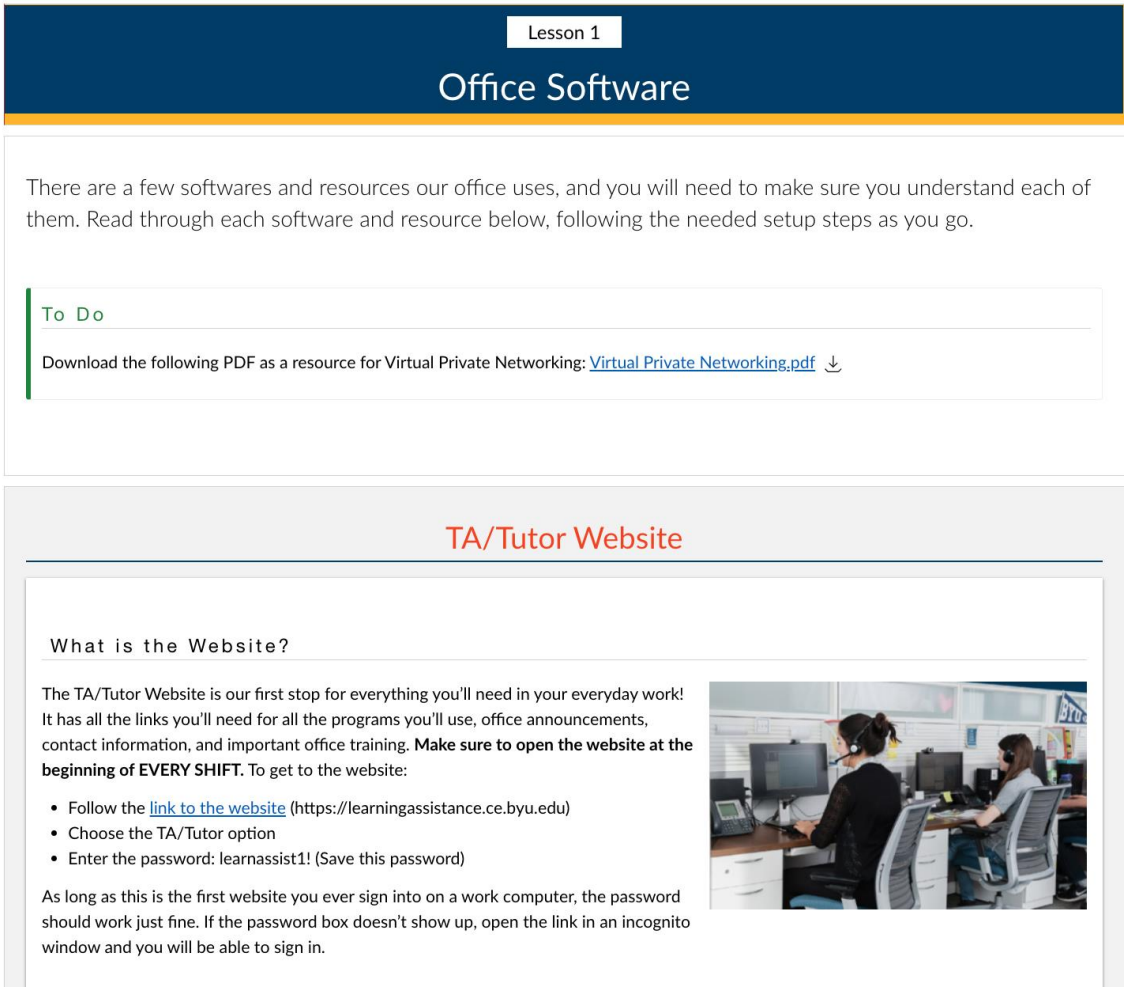
Lesson 1: Administrative Policies

Lesson 1 is delivered asynchronously for students to complete on their own time, and it covers the nuts and bolts of all administrative procedures in their responsibilities. This is the longest lesson in the entire course, with a time estimate of two hours. It is this length because it covers the most subtopics of all the lessons and has many to-do items for the

tutors to be hired properly, set up the necessary software, and ensure they understand payroll and scheduling.

This lesson begins by introducing tutors to the structure of the department to help orient them in their environment. They then learn how to clock in properly and how to schedule their shifts. After these two pages, students will take a short quiz with 4 questions that list the main steps of the hiring process they need to complete. They must then work through each hiring step as they answer the quiz to ensure they have submitted the needed paperwork. The last two pages of this lesson explain the software the tutors need to accomplish their tasks, as well as the software they will use when working with their students.

Throughout this lesson, students will be presented with various green checkpoints indicating steps they need to complete as part of the hiring setup process. An example of this is shown in the figure below.



Students will answer multiple H5P question checks throughout this lesson, and the final assessment for this lesson is a knowledge quiz at the end.

Lesson 2: Role of Peer Educator

The second lesson is delivered asynchronously as well, and the time estimate is 40–50 minutes. This lesson lays the foundational expectations for the Peer Educators in their job responsibilities. The first page teaches their main purpose and responsibilities by comparing their role to other titles, explaining how they are expected to support students, and hopefully awakening them to a sense of the impact they can have on students. They are given a table of similar job titles to help them recognize what a Peer Educator consists of, as shown in the following figure.

What Does a Peer Educator Encompass?	
Instructor	⛔ No, a Peer Educator does not share similar responsibilities to an instructor. You are not a subject matter expert overseeing a course.
TA	✔ Yes, a Peer Educator shares a few responsibilities similar to TAs. While you may not be grading assignments, you will be a point of contact to help struggling students.
Tutor	✔ Yes, a Peer Educator includes the responsibilities of a tutor. You will be responsible to answer questions, clear up confusion, and help students learn your specified subject.
Mentor	✔ Yes, as a Peer Educator you will also be a mentor. You will be guiding, helping, and inspiring your students to reach their potential.
Friend	✔ Yes, you will also be a friend! Be genuine with your students, and treat them like a friend. **However, you will need to be careful to set boundaries and maintain professionalism in your interactions.**
Academic Advisor	⛔ No, you are NOT authorized to be an academic advisor in your position. Be careful not advise students on classes they should take, how to complete their program, or anything that should be determined by an academic advisor.

The next page in this lesson demonstrates examples of connecting with students by walking them through an H5P interactive video on mentoring. In the video, students hear examples of what good mentoring looks like and share their responses to reflection questions. The final content they learn in this lesson is what they should and should not do during work hours. They then complete a reflection quiz where they demonstrate their understanding of their responsibilities.

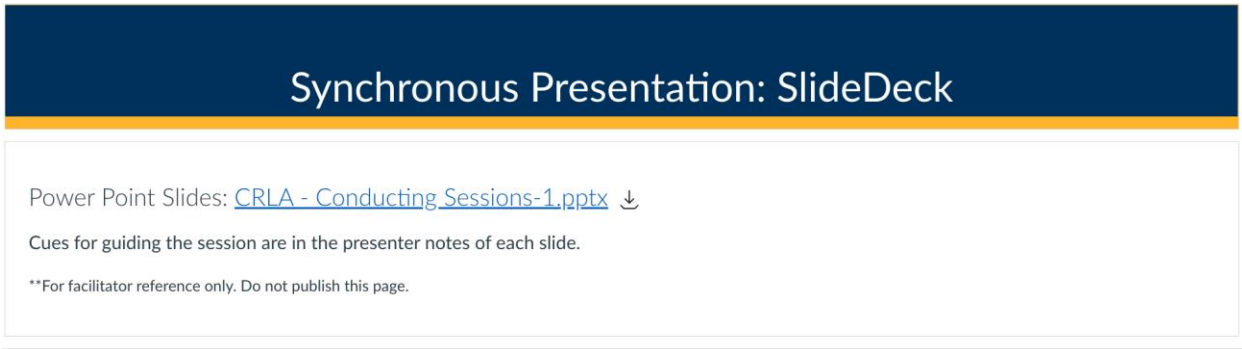
Lesson 3: Active Listening

The active listening lesson covers three topics: (1) what active listening is, (2) how active listening is necessary to identify student needs, and (3) various active listening strategies. These three pages are delivered asynchronously with a time estimate of 45 minutes. In the final activity for this lesson, students will watch a short video demonstration of a Peer Educator leading a peer session, and they will evaluate what active listening techniques

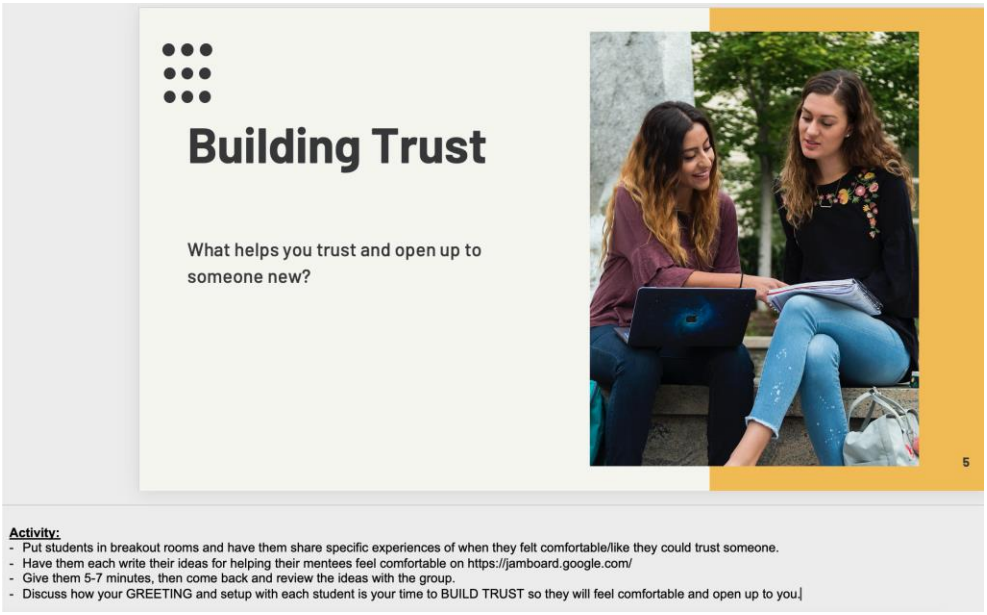
were employed by the Peer Educator and what could be improved. They will write and submit their evaluation as the assignment.

Lesson 4: Conducting Sessions

This lesson will be the first synchronous meeting for the Peer Educators. To keep all materials for the course in one place, we built a page to house each PowerPoint slidedeck for the synchronous lessons inside of Canvas. These pages are unpublished, so only course facilitators will have access to the SlideDeck as shown in the figure below.



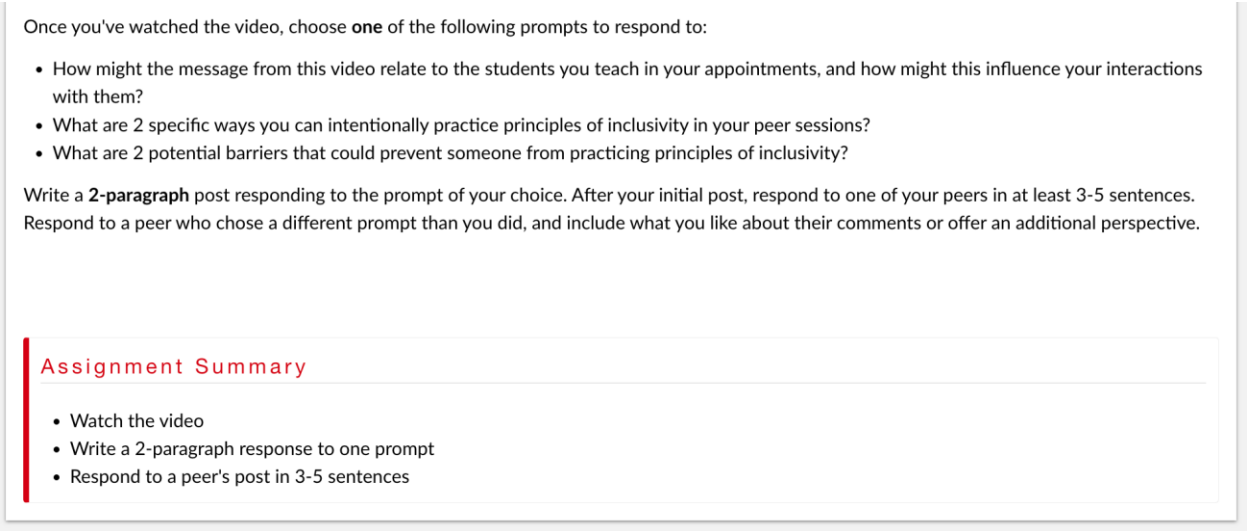
For this lesson, students will learn the twelve steps of the tutoring cycle as outlined by Ross MacDonald. For each slide of the PowerPoint, we have written clear instructions for the facilitators to follow to lead the discussion and carry out activities as in this example:



Students will spend the second half of their meeting time practicing roleplay scenarios for the facilitators to assess how effective students are at applying the principles of conducting sessions.

Lesson 5: Ethics

Lesson 5 is delivered asynchronously and covers three main topics: (1) academic integrity, (2) psychological safety, and (3) becoming aware of bias. These three pages have several videos explaining what these principles entail and how we can apply them. The final activity for this lesson is a discussion the students will participate in. For the discussion, students will watch a three-minute video depicting a story of inclusion and they will base their discussion responses around the video. The details of the discussion assignment are as follows:



Once you've watched the video, choose **one** of the following prompts to respond to:

- How might the message from this video relate to the students you teach in your appointments, and how might this influence your interactions with them?
- What are 2 specific ways you can intentionally practice principles of inclusivity in your peer sessions?
- What are 2 potential barriers that could prevent someone from practicing principles of inclusivity?

Write a **2-paragraph** post responding to the prompt of your choice. After your initial post, respond to one of your peers in at least 3-5 sentences. Respond to a peer who chose a different prompt than you did, and include what you like about their comments or offer an additional perspective.

Assignment Summary

- Watch the video
- Write a 2-paragraph response to one prompt
- Respond to a peer's post in 3-5 sentences

Lesson 6: Peer Conversations

The "Peer Conversations" topic is a follow-up from the previous lesson. Once they have learned the basic principles of inclusivity from Lesson 5, they will practice implementing them in their peer conversations in Lesson 6. This is a synchronous meeting time for the students to discuss these concepts in-depth and practice applying what they learn in roleplay scenarios. Again, facilitators will have access to the PowerPoint slides in Canvas to direct the discussion and roleplays.

Lesson 7: Study Strategies: Helping Yourself

This is an asynchronous lesson for students to gain exposure to different study techniques. The goal of this lesson is for tutors to analyze their study methods and find ways they can personally improve. Students will work through three content pages and then complete an assignment. This lesson covers study habits, reading strategies, and test-taking strategies. In the lesson assignment, students will review the topics from the lesson and choose one

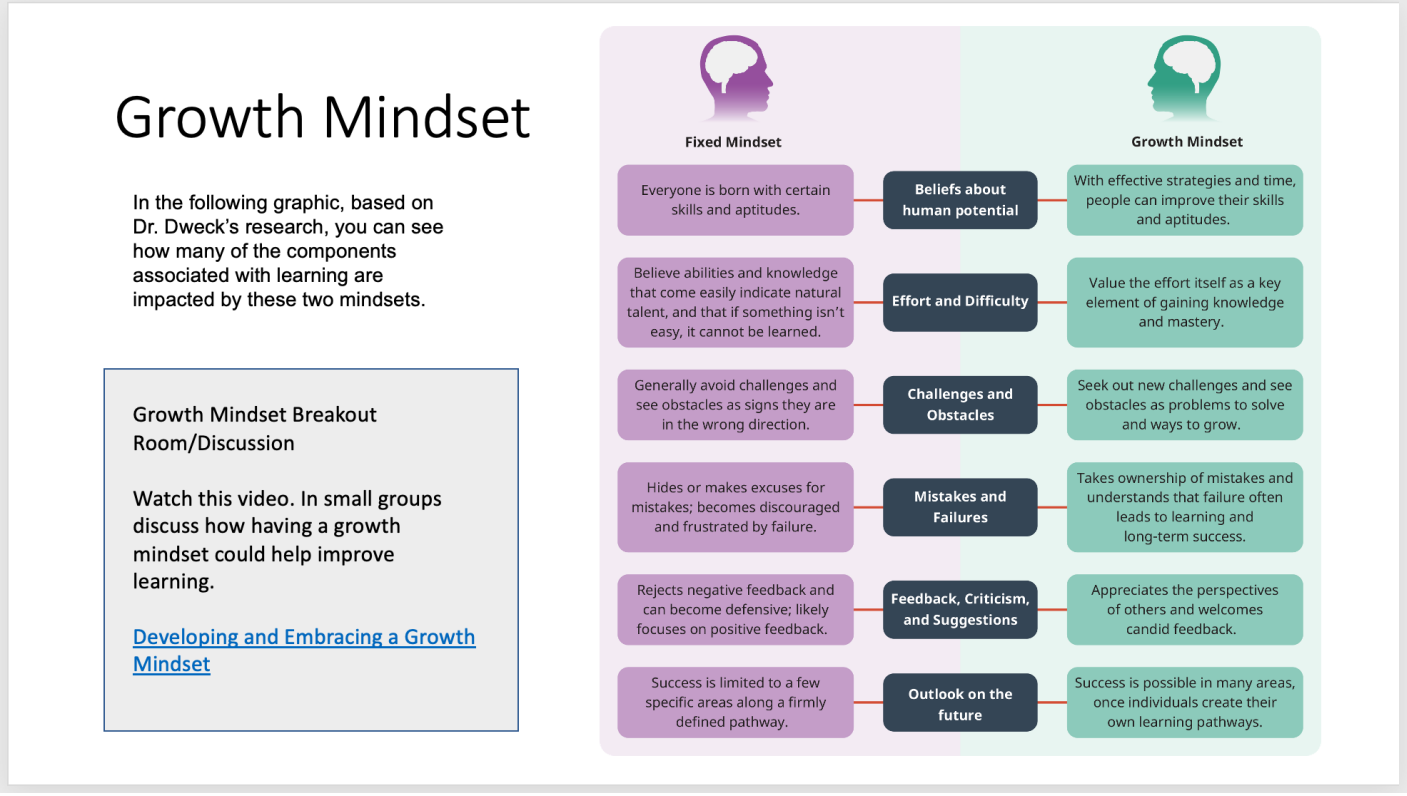
area to make a specific goal. They will submit their goal as the assignment and practice their chosen strategy for the following few days before their next synchronous meeting.

Lesson 8: Study Strategies: Helping Your Mentees

After learning various study strategies in Lesson 7, students will meet synchronously to discuss how to help their mentees apply these skills. They will begin the discussion by reviewing their study goal from their most recent assignment and reflecting on what went well and what difficulties they faced. For the remainder of the lesson, the facilitator will lead a discussion and activity on (1) how to recognize when students need help with study strategies, and (2) how to effectively share helpful resources.

Lesson 9: Goal Setting, Planning, & Growth Mindset

Lesson 9 is given synchronously. A brief portion of time at the beginning will be spent discussing goal-setting and planning in relation to their study strategies lessons, then the remainder of the lesson will be focused on principles of a Growth Mindset. Students will learn the concepts of a growth vs fixed mindset and complete an activity where they discuss possible methods of encouraging growth mindset among their students.

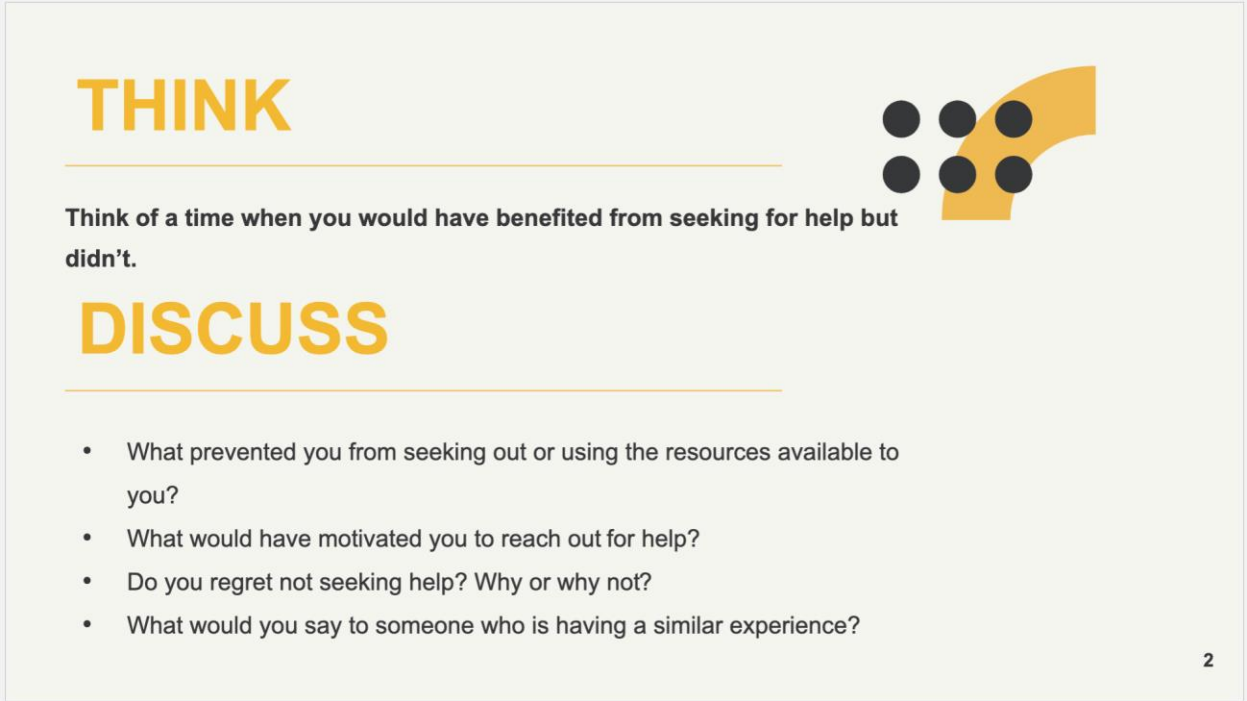


Lesson 10: Resources

This topic of the training is delivered asynchronously. Lesson 10 will be a brief thirty-minute overview of various resources available to students. Students will learn about campus resources, human resources, and community resources available to them and many of their students. They will then complete a short assignment to reach out to one of the campus resources they learned about.

Lesson 11: Help-Seeking Strategies

In this final synchronous meeting of the training, the facilitator will discuss with the tutors how to practice the steps in help-seeking and how to overcome barriers in asking for help. An example of the introduction discussion slide is shown below.



Since this is the final topic of the training, we wanted to conclude with a message that gave the tutors confidence in their abilities and direction for when they or their students feel lost. We could not cover every topic in this training the Peer Educators might need, but if they ever need more help, they have the tools they need to find it. The final discussion of this lesson covers ways to help their students practice help-seeking and ends with one last roleplay practice and reflection.

Actual Product

Link to Canvas site (Admin access required): https://byu.instructure.com/courses/14555

Video Walkthrough

Link to video walkthrough: https://www.youtube.com/watch?v=WA0E9PlKrxA

Design Process and Evolution

Project Conception

In the first phase of my design experience, I would describe it as the initial conception of my project. This phase included the beginning conversations during my work meetings where my employer discussed the needs she saw for an improved training program. These conversations turned into brainstorming sessions, where my employer talked about the possibility of having tutors be Peer Educator certified via CRLA and the possibility of having the training ready for the next round of hires in June. After a few of these conversations in our work meetings, my boss approached me with the offer of leading the design of the training. I was immediately interested and told her I would take on the project. Once I was committed to lead out the training, I realized how much I didn't understand about CRLA, how much I needed to learn about the target audience, and how tight our timeline was to accomplish everything. With the realization of how much needed to be done, I chose to follow the steps of design thinking to give me some order and direction moving forward with the process.

Empathize and Define Phase

Even though *empathize* and *define* are technically two separate steps in the design thinking model, I found that for this project the two overlapped and went back and forth informing each other indistinctly, so for that reason I am combining the two as a single phase. As I mentioned my initial realization with how little I knew concerning the moving pieces of this project, my first step in this phase was to try and understand CRLA. I met with my boss several times to ask her questions about what CRLA is, what the requirements were and how to access them, and what the overall goal was in using CRLA in our training. I also spent a lot of time on CRLA's website to read through their mission statement, read the various certifications they offered, and to familiarize myself with the rigorous application we would need to submit in order to receive a CRLA license. At first, I felt very ignorant and nervous to ask questions for fear of being viewed as an incompetent project-lead, but little by little my confidence grew and I finally felt like I was getting a grasp on the scope of this project.

During this phase of the design, I also needed to understand the learning audience. My first goal was to understand the context of the audience so that I could have a solid framework to know their work responsibilities, their environment, and their overall fit within the Student Success Center. Working with a large list of detailed questions, I interviewed the most seasoned manager as well as two student supervisors to understand the context of the tutors. Our interviews were very helpful in giving me general insight, and it led to more and more questions. In this phase of the design process, I began to accept the fact that I was not the expert in this subject area, and I did not have to pretend to be one. This

acceptance gave me the confidence to ask more and more questions and gain the information and perspective I needed. Along with conducting interviews, I spent time in the Student Success department to be in the same room as the tutors observing their regular work patterns. Being in the same room as the audience is where I gained the greatest amount of empathy to visualize their needs.

This process of going back and forth from conducting interviews, observing the audience, back to conducting more interviews helped us to gradually define the largest needs. The collective needs we discovered were the needs of tutors to be more supportive of their students, to be more proactive in their responsibilities, to be better at managing their time as an employee, etc. After analyzing the various needs we learned from interviews and observations, we consolidated the collective needs into one overarching need: students need to receive clear expectations of work behavior. It seemed to us that this need was the driving force behind every other need the audience had. Most of the tutors within the department are high achieving students who want to do well - they are not inherently lazy or lacking the ability to excel as a Peer Educator. Instead, they had not been given clear direction for how to spend their time at work, how to reach out to their students and offer support, or how to handle peer sessions in the most effective way. Because of this, they completed what they viewed as all of their work responsibilities and then they used the rest of their time to focus on personal priorities. We believe—based off of our learner analysis—that the greatest need in this training design is to clearly explain the expectations of each Peer Educator. Giving clear expectations and demonstrating what an effective Peer Educator looks like will convey the needed information for the tutors to practice appropriately.

Ideate Phase

During the ideate phase, we frequently consulted the CRLA guidelines to generate ideas for the training outline. Since we had a restricted list of topics we could include, we began by discussing each topic available within CRLA and how it related to the learning needs of the tutors. Our stakeholders made the final decisions for the topics to be included in the training.

Once we had our chosen topics and a rough outline sketched, we explored each topic in detail to brainstorm sub-topics and create our content analysis. We realized the most helpful approach was to first construct our learning objectives for each topic, then to generate ideas of content, activities, and assessments based off the learning objectives. We finalized our learning objectives and began brainstorming possible ways to reach each objective while maintaining consistency throughout the course. Since our work team had several other projects to oversee and limited time to discuss details in meetings, I thought an effective brainstorming approach would be a live document we could all update and pour ideas into on our own time, but I was wrong. The live document never got updated with ideas, and we were left with our initial skeletal outline.

The second approach I used to brainstorm ideas for reaching the learning objectives was to reach out to team members one by one to hear different thoughts. This approach was more

successful, and I began collecting a list of possible content to cover, activities, and assessments. With this list of ideas, I created several different detailed outlines to construct a possible design for the overall course. These outlines were the most iterative part of this project. I met with the stakeholders regularly to finalize the layout of the course so we could update our prototypes and implement the design into Canvas.

Prototype Phase

The prototyping phase loosely began early on as we initially created ideas for the outline and structured a few lessons in Canvas. We started the prototyping early to help us gain a visual of how the lessons would appear to the students. In order to prevent having to re-create or alter the layout of the Canvas pages later on, I spent a large chunk of time in the beginning of the prototyping phase developing a style guide for the Canvas course, including page templates, color themes, and open images to use throughout the course. This step helped us to eliminate confusion across multiple people editing pages and created uniformity in the prototyped course.

There were three main steps within our prototype phase. First, we collected content related to the ideas we generated. Related content included articles, open content, and videos to go in the Canvas pages and help teach each topic and subtopic as needed. Second, we created H5P and other simple activities to generate engagement throughout each lesson. Lastly, we developed the chosen learning assessment associated with each topic. These three steps were not always done in order, but each was done for the various lessons to prototype examples.

Testing Phase

During the testing phase, we brought our prototyped lessons to the stakeholders first for feedback and ideas. We then opened the course to a few selected students and instructed them to go through the material as if they were a student in the course. We gave them a list of questions to answer once they had finished reviewing the content. The list of questions we asked are as follows, and the questions repeat for each topic in the training:

- In your opinion, does this lesson clearly explain ____ (fill in the blank for the lesson topic)?
- Were there any confusing pieces of the lesson?
- Did you notice any typos or obvious errors?
- Is there anything you would add/change to make the lesson more relevant and/or engaging?
- Do you have any other thoughts or comments?

Evaluation Phase

Since this training has not yet been implemented (it will be implemented in June of [year] with the next round of tutor hires), we have been unable to evaluate the effectiveness of the training on real Peer Educators in their work environment. However, we have created a

detailed assessment plan to ensure the training is evaluated and changes are made as needed. The assessment plan includes the Student Success managers regularly evaluating the Peer Educators as they complete various work responsibilities. We have created a rubric for the managers to fill out for each evaluation as they observe Peer Educators conducting sessions and working with their students in other ways.

Design Iterations

When it comes to the different iterations of each phase, the majority of iterations we encountered came as we determined the final detailed outline and design for the training in the ideate and prototype phases. The stakeholders chose the list of topics to include in the training, and from that list we created a detailed outline of the course structure and content analysis, determining what lessons would be taught synchronously, asynchronously, etc. After a few weeks of developing this outline, our lead stakeholder changed some of the topics she wanted to include, switched around what would be taught synchronously and asynchronously, and rearranged the order of the topics. With this new outline, we had to recreate a completely separate detailed outline and course structure. There were a few more changes to the overall design and layout of the course made by our stakeholders, and we made the minor changes to the detailed outline as the changes came up.

As the project lead, I was responsible for dividing out responsibilities within our group and giving timeline expectations. In the ideate phase, each member of our team (consisting of six BYU Online employees) volunteered ideas and helped contribute to the general design of the course outline and structure. In the prototype phase, I structured things more systematically so we were each working on different pages within the course. Three of my teammates were available to help construct prototypes, so I assigned each of them one or two lessons to oversee, based on each person's bandwidth. The lessons they helped prototype are: (1) Campus Resources & Help-Seeking Strategies, (2) Advanced Study Skills, and (3) Goal Setting, Planning, Growth Mindset. I oversaw the development of the remaining lessons.

When each team member had inserted some content for their lesson pages, I reviewed the material with our stakeholders and made notes of changes or adaptations still needed in each lesson. I was then responsible for implementing the changes in each lesson and updating the content as needed. Occasionally, we made larger alterations (such as changing a synchronous activity), but usually our adaptations were more minor, such as slightly adjusting the wording or content to be geared more appropriately towards the learning audience.

Design Rationale

The simplistic explanation of the design layout is as follows: each asynchronous lesson follows the same pattern of including content pages explaining the topic, interspersed with small engagement activities, and a brief activity or assessment at the end. The synchronous lessons follow the pattern of presenting material, interspersing discussions, with a brief

activity assessment at the end. The rationale behind this overall structure is based on the need we saw in the learning audience, the instructional strategy of choice, and design principles for online content.

First, this design for the training helps to meet the needs of the audience. With the largest need of the audience being to understand the expectations of their responsibilities, it was necessary to take space in each lesson presenting and explaining their expectations for each topic. This is what we included in the content pages for each lesson. Second, the instructional strategy of model/demonstrate and practice/reflect encouraged us to include a brief assessment at the end of each lesson. In this way, students will first learn what they are expected to do and what principles they are to follow, then they will get a chance to practice what they learned. We also incorporated many reflective elements throughout the training to follow this instructional method. Examples of reflection occur as H5P activities, lesson activities, and Zoom discussions with their peers. Lastly, we relied on principles of online learning to inform the design of this blended training. We created a PICRAT model to help us be sure our activities were not always passive and replacing. To avoid this pitfall, we interspersed simple online interactions to engage students, and we included a variety of assessment activities at the end of each lesson that fell in the various PICRAT categories. We also incorporated online learning principles to guide the creation of our *equity* discussion, making it clear, relevant, and community-building for the students.
These three motivators influenced the rationale behind most of our design decisions for the training.

Unexpected Road Bumps

The most common and unexpected challenge I faced during this project was waiting on others to complete their tasks. Almost every due date I set for our timeline had to get pushed back slightly due to unfinished tasks. I did not foresee this as a challenge, and it created a few delays in the design process. My other teammates were busy with other projects and responsibilities as well, so there were sometimes setbacks with our timeline. There were also times that I needed approval of stakeholders before moving on to other development, and occasionally I found myself waiting several days before receiving the needed approval. These delays altered the structure of my initial timeline.

Project Prototypes

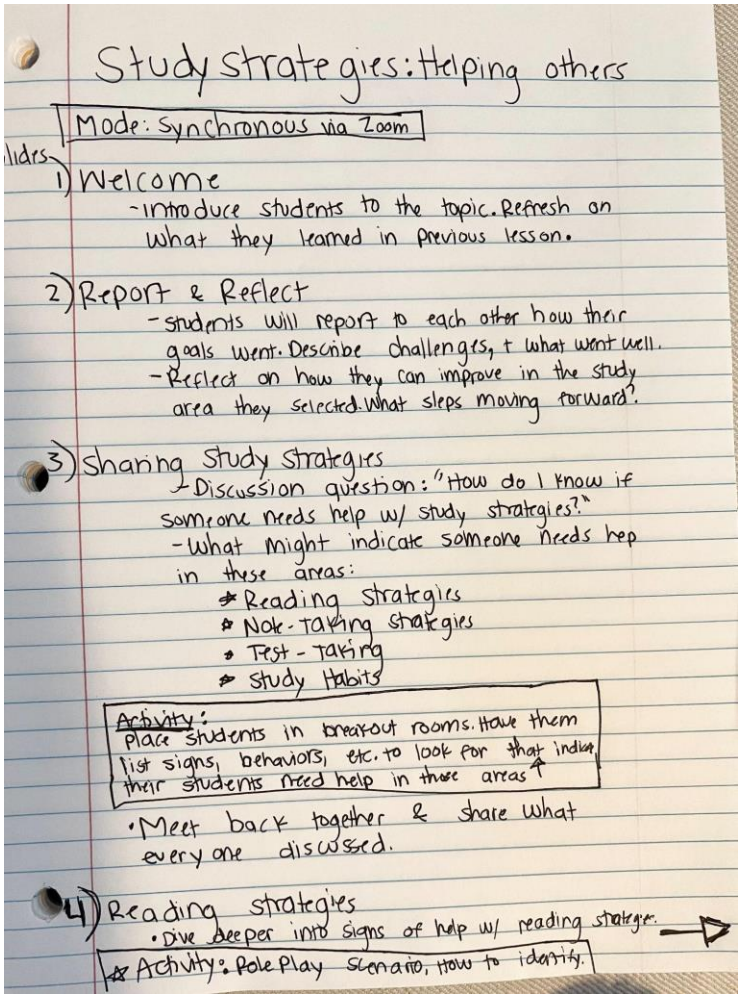
Our prototypes were mainly in the form of excel sheet outlines, lesson sketches, or complete pages in Canvas. Below are examples of each three.

Our various excel sheets were places for us to create the detailed outlines of the complete course. These helped to give us a snapshot overview of the entire training containing the topics, the activities, and the assessments for each unit of the course. Here is an example of one of our sheets:

CRLA Itemized Outline

Topic:	Assigned to:	Modality:	Time Estimate:	Content to Include:	Related Learning Objective:	Activity Ideas:
Role of a Peer Educator & Do's and Dont's	Hannah	Async	1 hour	**Definition of Peer Educator:** Compare/contrast to other titles (such as tutor, TA, etc) Peer Educator encompasses the other titles, plus more. It's a holistic approach to peer mentoring. You care about them as a person and their overall success. **Clear expectations:** Know their purpose and responsibilities Help students succeed! Meaningful interactions with students Holistic support/empathy Academic assistance Proactivity	Identifies their purpose as a peer educator	Reflect on a time when they felt helped/supported by a mentor Share in a discussion what they think make up the most important elements of a good mentor
Active Listening	Anna	Async	1 Hour	**Active Listening:** What does it mean to listen. What is the purpose of listening? Active listening in sessions helps you to identify WHAT the student needs help with. Empathy **Strategies:** How to listen without planning what you're going to say Show you're listening through body language Asking the right questions to understand your students	Portrays active listening techniques in peer sessions	
Conducting Sessions	Hannah	Sync	1 Hour	**Conducting Sessions:** Their greatest influence as a mentor will likely happen in their peer sessions. This is theimportant part of their job! Emphasize the need to take it seriously and the need to practice. You don't have to be perfect. You don't have to be a public speaker or an extroverted personality type to conduct meaningful, successful sessions that impact your students Anatomy of a successful session: **Beginning**: Building trust Helping mentees feel comfortable (give list of simple starter "how are you" type questions) Treat mentees like a friend, create a safe space Set expectations for meeting (what are youcovering, who is leading, etc.) **Middle**: The middle is CORE. This is where they listen. Ask questions. Answer	Explains the elements of conducting successful peer sessions	Role Play elements of conductings sessions with peers

The lesson sketches we created were a way for us to flesh out how each lesson would function, then present it to our stakeholders for feedback before developing the content in Canvas. These were probably our most abundant prototypes as we sketched all of our main lessons before implementing them in Canvas. Here is an example of a lesson sketch:



Study strategies: Helping others

Mode: Synchronous via Zoom

1) Welcome
- Introduce students to the topic. Refresh on what they learned in previous lesson.

2) Report & Reflect
- Students will report to each other how their goals went. Describe challenges, + what went well.
- Reflect on how they can improve in the study area they selected. What steps moving forward?

3) Sharing Study Strategies
- Discussion question: "How do I know if someone needs help w/ study strategies?"
- What might indicate someone needs help in these areas:
  - Reading strategies
  - Note-taking strategies
  - Test-taking
  - Study Habits

Activity: Place students in breakout rooms. Have them list signs, behaviors, etc. to look for that indicate their students need help in these areas

- Meet back together & share what everyone discussed.

4) Reading strategies
- Dive deeper into signs of help w/ reading strategies.

Activity: Role Play scenario, How to identify.

The final common prototypes we developed were directly inside of Canvas. These were our most high-fidelity prototypes, as they reflected exactly what the final product would consist of. These prototypes allowed us to interact with the material in a way the student would and make adjustments as needed. Below is an example of a lesson page prototype in Canvas:

Lesson 7

Study Strategies

There are various study strategies used to help improve learning. This page covers a variety of strategies to consider using to get the most out of your learning this semester. As you read about each strategy, ask yourself: how could you apply it? How could it help improve your learning? Could it be combined with some of your other study preferences? Given your current classes, would this work to improve your studying in those classes? Thinking through these questions and others can help you find the strategy (or the combination of strategies) that works well for you.

Study Ideas

Pomodoro Technique

The **Pomodoro Technique** is a time management method developed by Francesco Cirillo in the late 1980s. It uses a timer to break study into intervals - usually 25 minutes in length - separated by short breaks. Each interval is called a *pomodoro* (the name comes from the Italian word for tomato, after the tomato-shaped kitchen timer Francesco used as a university student). With this technique as a study method, the purpose is to focus on homework for 25 minutes **undistracted**, then take a 5-minute break when the timer goes off. This technique can help reduce mental fatigue, improve concentration and productivity.

Pomodoro Timer

Steps to a Successful Pomodoro Approach

The Pomodoro Technique has six steps:

1. Decide on the task to be done
2. Set the timer (typically for 25 minutes, but you may determine the length of your pomodoro)
3. Work on the task for the set amount of time. If an unrelated thought comes to your mind, or if you find yourself tempted by a distraction, write it down to review later and remain focused for the entire pomodoro
4. End work when the timer rings and take a short break (5–10 minutes)
5. If you only do three pomodoros, go back to Step 2 and repeat until you work through all three pomodoro
6. After three pomodoros are done, take the fourth pomodoro and then take a longer break (traditionally 20 to 30 minutes). Once the long break is finished, return to step 2

If this is a helpful way for you to set up your study time, you may consider looking into different omodoro apps to help you.

Product Implementation

Since the next round of tutor hires is in June, the training has not officially launched in the implementation phase. The following headings describe what we have done to implement the training within the department as they prepare for the next round of hires to be trained using the course.

Resources

Most of the physical resources needed for this project to be received were already in place within the Student Success Center. First, the tutors need physical computers to access the asynchronous portion of the training if they do not have their own computers, and the Student Success Center provides many computers available for all tutors to use. Second, the training required facilitators to lead the synchronous portion of the training. With the managers and lead employees overseeing the Student Success Center, there were already facilitators in place to lead out on the synchronous portions of the training. The major need in ensuring the success of the facilitators was to train them appropriately on the design and flow of each synchronous session.

Training the Trainers

To prepare the facilitators for leading the synchronous training sessions, we included them in the design process throughout the creation of the training. We frequently met with them to discuss which topics would be covered synchronously and asynchronously, and to review the layout of the PowerPoint slides. We let them view the presentations to see if they had any questions about the organization or structure of anything. We needed to make sure the facilitators knew where to access the SlideDeck, how to download and screen share the slides using Zoom, and how to view the presenter notes on each slide to follow the lesson plans and activities we had created. These were the main areas of competency the trainers needed to demonstrate in order to be ready to lead these trainings in June.

Other Considerations

There were a few other considerations we had to account for to guarantee a smooth implementation process. First, we needed to determine which Zoom account would be used for synchronous training meetings. This needed to be decided so we could place one single Zoom link on the Canvas site for students to access, helping to eliminate confusion and to prevent them from waiting on a new link for each session. Another logistical consideration was determining a point of contact for students with any questions. Since the first three lessons of the training are given asynchronously, we wanted students to have a reference point if they had any confusion or questions regarding the training or anything else. Once we decided on the person we would direct students to (one of the coordinators), we placed her information throughout the course on each synchronous meeting page for students to contact if they had any trouble accessing the Zoom link or if they had any other questions about the meeting time. These are simple logistics to take care of, but planning ahead and foreseeing these minor details will help the product to run as smoothly as possible.

Assessment of Student Learning

The five main general instructional objectives we will be assessing in this training are:

1. Executes the responsibilities of a Peer Educator
2. Demonstrates effective communication skills in peer interactions

3. Offers student support with study needs
4. Practices principles of inclusion
5. Understands help-seeking strategies

Since the first learning objective encompasses their administrative as well as tutoring responsibilities, we are administering two separate assessments to measure this objective. The first assessment tests their understanding of administrative procedures in the form of a knowledge quiz. This quiz includes scenarios and multiple-choice answers for students to select the most appropriate response to given situations. If students do not gain a passing score on the quiz, they will need to review the material and take the quiz again until they receive a passing score. In this way, the assessment is a mastery-based objectively scored test. The quiz items are listed in this document: Quiz Items

The second aspect of the first learning objective includes their role and purpose as a Peer Educator. This assessment is given in the form of a performance-based short answer. After learning the different elements of their responsibilities, students will be given a few short answer prompts to explain their role and purpose as a peer educator. The first prompt asks them to compare and contrast their role as a peer educator with other similar roles, such as tutor, TA, friend, etc. The second prompt asks what their main responsibilities include. The third and final prompt asks them to explain how they plan to fulfill their role as a Peer Educator with the way they spend their time at work. Students are instructed to write three to four paragraphs answering each of the prompts, and training facilitators will grade the responses using the following rubric:

	Meets Expectations	**Partially Meets Expectations**	**Does Not Meet Expectations**
Compares & Contrasts Roles	- Accurately compares their role to at least one other title sharing similar responsibilities - Accurately contrasts their role with at least one other role sharing different responsibilities - Writing is clean and neat	- Compares and contrasts their role to only one other title - Does not accurately represent the various roles in their description - Writing contains minor errors	- Does not attempt to compare or contrast their roles to other titles - Writing contains major errors
Main Responsibilities	- Lists the main responsibilities of a Peer Educator, including: - Supporting students academically - Offering motivational support to students - Being proactive during work time - Writing is clean and neat	- Lists a few but not all of the responsibilities of a Peer Educator - Writing contains minor errors	- Does not list any of the main responsibilities of a Peer Educator - Writing contains major errors

Plan to Fulfill Role	- Creates a specific plan or goal for meeting Peer Educator Responsibilities - Demonstrates sincere thought - Writing is clean and neat	- Creates a plan or goal for fulfilling role, but it is vague or unclear - Demonstrates some thought - Writing contains minor errors	- Does not create a plan or goal for fulfilling their role - Does not demonstrate sincere thought - Writing contains major errors

The remaining four learning objectives will all be assessed using one method. The method is a performance-based authentic assessment. Since the remaining four objectives each relate to the way the tutors handle their peer sessions, the training facilitators will evaluate roleplay scenarios during synchronous training time to evaluate how well the tutors meet the objectives. Different role plays will be constructed for each topic relating to a specific outcome, and facilitators will observe the roleplay scenarios to assess how well the peers are demonstrating the related objective. Facilitators will evaluate the sessions using this rubric: Evaluation Rubric

If tutors are evaluated as not meeting expectations or partially meeting expectations, the training facilitators will provide specific feedback for how they can improve. If these tutors still do not meet expectations after receiving feedback, supervisors will discuss with Student Success managers what further action should be taken regarding the position of these tutors.

Evaluation

The stakeholders over this project are the managers of the Student Success Center within Continuing Education. One of the main criteria the stakeholders held was for the training to be approved by CRLA for certification. This CRLA certification application provided one form of evaluation on its own, since a team within CRLA critically reviews each application to see if the outline, outcomes, and lesson plans are of high enough quality to qualify as a CRLA-certified course. We submitted the application for certification the first week of May, but the approval process takes up to thirty days. We have not yet heard if the application has been approved for licensing.

The second criteria the stakeholders required was that the course improve the tutors' work behavior. This was not a possible outcome to evaluate within our timeline, since the product will not be implemented in the actual environment until June. However, we did create a detailed evaluation plan which will be put into place as soon as the first round of Peer Educators receive the training. As part of the evaluation plan, supervisors will periodically listen to Peer Educator sessions and evaluate the effectiveness of the learning outcomes using the evaluation rubric used for assessing learning outcomes: Evaluation Rubric

Procedures

To gain some insight of the effectiveness of the product, we placed a few students (current student employees of BYU Online) into the Canvas course to review the pages, activities, and PowerPoint slides as though they were taking the training themselves. This was done as soon as we had a complete prototype of the entire course. We gave each student a list of questions to answer for every lesson they worked through. The open-ended questions we asked are as follows:

- In your opinion, does this lesson clearly explain ____(fill in the blank for the lesson topic)?
- Were there any confusing pieces of the lesson?
- Did you notice any typos or obvious errors?
- Is there anything you would add/change to make the lesson more relevant and/or engaging?
- Do you have any other thoughts or comments?

Each student completed the course individually and filled out their responses to the questions. We evaluated each student's responses, then compared the responses to look for common themes or areas of overlap. Once we found the common threads of feedback for change, we made a list of what would be adjusted in the course.

Outcomes

The most common feedback response we received related to the specific wording of content. There were a few places in each lesson that confused the students, and they suggested rewording the content to make it simpler and clearer. This feedback was helpful for us to make immediate changes to the content. The second most common feedback we received related to the activities throughout the course. In general, the comments said the activities kept the course engaging and the assignments were beneficial. A few comments on engagement said they really enjoyed the H5P interactions interspersed throughout, and they suggested adding a few more to each lesson. The other responses we received were about simple typos they noticed or general orvague comments about how they liked the training.

Overall, even though we collected minimal evaluation data, it was still beneficial for our stakeholders to view the comments from students and see the overall user satisfaction. We were able to take the feedback and implement the changes into the course. Our stakeholders were satisfied with the state of the product after this testing period.

Budget and Timeline

Our original budget goal for this project was $3,350. This accounted for the hours I put into the project as well as the hours of my team members helping. In the end, it is estimated we spent closer to $2,735. The drop in numbers between our estimate and actual

spendings can be explained by the work hours of a few team members. With several other projects on our plate, and with personal and other responsibilities, a few of our team members were unable to devote the expected time to helping develop this course.

As far as our timeline, the link to our original goals is kept in this spreadsheet: Timeline. I divided our tasks into five main groups to be completed at different points along the way. However, we did not regularly update this project tracker because there were many tasks and events that happened sporadically and out of order or overlapped with other items. In general, we fell behind this timeline by about ten days. We completed our high-fidelity prototype goal by May 20th (three days later than planned), but other tasks in the timeline were about ten days behind what we'd hoped.

Design Knowledge and Critique

The greatest principle of design I have learned in completing this project is the fluidity of the design process and the importance of promptly acting on opportunity. While most design models portray the phases of design as clean, neat, and sequential, I found that the real-life process presented spontaneous opportunities to complete portions of the project quite randomly. For this project, I generally followed the phases of the design thinking model, and, retrospectively, I could place certain chunks of the project development into these different design categories. It was a helpful model for me to create a plan and think through the completion of the project. However, many of the phases overlapped in their development and most were completed at least somewhat simultaneously. Given the short timeline of this project, I responded promptly to any open door that presented itself or any person I found who had something to add to the project, no matter what phase of the design process I was in. If someone approached me with a sketch they had of a lesson plan, I did not politely ask them to wait until we reached the prototyping phase. As designers working with other people, we need to be flexible and adapt to the complexity that we, as humans, add to the process.

One major weakness this project faced was the short timeline. Because of the timeline, it did not go through as many iterations as it could have to improve the quality. If we would have had a few more months to complete the training, we could have tested it with many more users in multiple rounds of iterations, received more data, and made more adjustments to fit the needs of the learner audience. As it stands, we were only able to test it with a few users and make one round of adjustments based on the feedback we received. However, one design principle I learned in this area is the importance of a deadline. We tend to use the time we are given to complete a task, and having an earlier deadline will typically prompt rapid production. I am confident that this training course project will go through additional future iterations, and the most pressing need of the stakeholders was to have a working product for their June hires. Even though it would be ideal to wait for the course to be released months later after it had gone through more testing and iterations, sometimes in designing for real-world needs, the most useful product is a complete project.

For future designers, I would suggest setting hard, early deadlines with stakeholders to produce the needed product they are looking for.

Another weakness this project faced was my lack of training in product evaluation. While I feel that my IP&T coursework prepared me soundly for the learning theories, strategies, and design principles I would need to complete this project, I did not feel qualified to produce a meaningful product evaluation. This is because I did not take the Product Evaluation course and I did not realize the depth an evaluation should have before implementation. For designers to avoid feeling lost or confused during this process, I suggest preparing for the evaluation before or as soon as they begin their project. I did not prepare for this stage adequately, so, with our time running out before implementation, I was only able to collect minimal data. This could have been avoided if I would have prepared sooner and planned for the evaluation process earlier on.

One other design principle I strongly leaned on in the design process is the principle of alignment. The coursework in IP&T 564 and 652 introduced me to the concept of learning objectives, assessments, activities, and alignment within a design. This project taught me how critical it is to keep a bird's-eye view of the project throughout the entire development to be sure there is continual alignment in all working parts of the design. With so many pieces involved in a project, it is easy to have disjointed material somewhere in the content. I would suggest that future designers follow the pattern of setting clear learning objectives prior to developing any sort of design and maintaining continual surveillance over all aspects of the project to be sure the various elements are all aligned.

Conclusion

Overall, I have learned so many things about the principles and processes of design while completing this project. The main takeaways I have relate to the learner analysis, the benefit of constraints, and the design process. First, the learner analysis is a crucial step to the success of any design work. If I did not take the time to conduct interviews and get to know the learning audience, I would have brought my own assumptions into the project and designed a training based on my external view of the learner's need. By carefully spending time in the analysis phase, a designer can be confident of the learning need and build everything else around the objectives.

Second, constraints in a project can be used as grounds for positive construction. When I first analyzed the constraints of this project (i.e., the timeline, CRLA restrictions, stakeholders needs, etc.) I was originally discouraged at the prospect of having restrictions and limitations with the design. But what I discovered is that constraints fuel creativity. Constraints give a designer the type of canvas they have to work on, and the designer can then decide what to do with the canvas. When we were handed many of our constraints, it sparked ideas within our team for how we could reach our goals and work around the limitations. Our constraints gave us a starting point for our project design and motivated us to meet the challenges.

Lastly, the design process. I learned that the design process is unique for everyone (and possibly for every project as well), but design models may still benefit the designer by giving initial direction and guidance. I learned so many simple, little principles during the design process by working with other people and working to meet deadlines. By taking opportunities as they came to us—talking with experts, finding unexpected resources, listening to new ideas—our team was able to create a training program that the stakeholders are pleased with. I am very grateful for all that I learned while completing this project and hope that others may learn from it as well.

Annotated Bibliography

CRLA Standards, Outcomes, and Assessments: Guidance for Peer Educator Training Programs

Saenz, M., Lewis, A., Trumble, S. and Schotka, R. (2021). CRLA International Peer Educator Training Program Certification Standards, Outcomes and Assessments, Guidance for Peer Educator Training Programs Level 1 (1st ed.).

This document was developed by the leaders within CRLA to outline guidelines for peer educator programs. The procedure for institutions creating personalized training and the certification application process is explained in detail, as well as the twenty-two approved topics for the course. For each approved topic, ideas are given for possible standards, learning objectives, and assessments to consider including in the training. The document was created to be a reference point for training designers.

"We Overwhelm Them With Hope": How Online Mentors Can Support Online Learners

Andersen, C. L., & West, R. E. (2021). "We Overwhelm Them with Hope": How Online Mentors Can Support Online Learners. Online Learning, 25(4), 388–415. https://doi.org/10.24059/olj.v25i4.2440

This research is based on survey responses from 143 mentors around the world. The author analyzes four different mentoring domains in the literature, and the results indicate the most success in online mentoring comes from providing emotional and psychological student support. Specific online mentoring strategies are also analyzed, such as student goal setting, characteristics of an online role model, and gaining technological confidence. This research will be useful as I seek to design training needed for online mentors. It will help inform decisions related to online mentoring strategies we must teach the tutors.

Promoting reflection in learning: a model

Boud, D., Keogh, R., & Walker, D. (1996). Promoting reflection in learning: A model. *Boundaries of adult learning*, 1, 32-56.

This chapter articulates what the reflective stage in learning looks like and why it is important. The authors call the phase after experience the "processing phase" (p 33), during which the learner reflects on the experience, evaluates it, and uses their evaluation to inform future activities. The authors also pull from John Dewy's work, referring to the "inner discomfort" a

learner must feel to prompt the reflection necessary for correcting practice. This chapter will be useful to reference as we design reflective activities for the tutors.

Authentic assessment

Koh, K. H. (2017). Authentic assessment. In *Oxford research encyclopedia of education*. Authentic assessments simulate real-world challenges for learners to demonstrate their knowledge transfer. This literature review looks at the origins of authentic assessment, and then critically compares different ways of designing and implementing authentic assessment. Since we are hoping to design effective ways for learners to practice tutoring before they have real mentees, this literature will be useful in helping us create authentic situations for the tutors to practice.

The Downe's Theory of Education

Video link: https://www.youtube.com/watch?v=OaD4GAXc5Ic

This is a video of Stephen Downes explaining his theory of education. His theory of teaching is that instructors model and demonstrate, while to learn is to practice and reflect. Downes explains that this simple model of learning is at the core of other various theories. Using this model will allow us to focus on tangible ways to model and demonstrate to the tutors and give them a space to practice and reflect.