Directions

You should prepare a written reflection of approximately 200 words. Please submit it to Gradescope before each week's class in PDF form (Ideally by Thursday 11:59PM PST, so Austin & Elshiekh can read before we meet). Writing should address at least one of the following topics:

1) Relate reading topics to your personal experiences leading/participating in a mentoring/TA dynamic
2) One or more of the week's "Writing Reflection Questions"
3) Anything that stood out from the reading
4) A discussion question of your own making

You are encouraged to address the topic in a way which will best facilitate your participation in class – sharing insights about the readings, contextualizing our discussions with your own experience, or reflecting on pedagogy and inclusivity.

Writing Reflection Questions

1) Consider the different mentoring styles described in this study (motivating master mentoring, informatory standard mentoring, and negative minimalist mentoring). Which style do you think would be most effective for you, and why?
   a) Follow up: How might this preference change depending on your goals or the context in which you are seeking mentorship?
2) How might the findings of this study be applied to other fields or industries outside of academia?
   a) Follow up: What lessons can be learned from this study about the importance of mentorship and its impact on personal and professional growth?

Class Discussion Questions

Be free form! These are just a starting point :)

General
1) What opinions do you have about the readings?
2) What parts of the reading stood out to you?

3) Do any questions jump out after the reading?
4) Do you relate to the reading from any of your personal experiences?
5) Any thoughts to share from anyone's written reflections?

Reading
- What do you think are the most important qualities for a mentor to have?
  - How do these qualities differ depending on the mentee's needs and goals?
- How do you think peer mentoring differs from traditional mentoring relationships between a student and a faculty member or professional in their field?
- How can universities and other educational institutions better support first-year students in their transition to college life?
  - What role can mentoring programs play in this support?
- Do you believe that different mentoring styles can have varying impacts on mentees' academic performance? Why or why not?
- What do you think are the key qualities of an effective mentor, based on the findings of this study?
- What are the potential benefits of peer mentoring in academic settings, based on the results of this study?
- The paper mentions people taking courses with friends improves success - do you agree?
  - What do you do in mentor sessions when you notice obvious cliques or friend connections?
  - How can mentors foster social integration?
- Do you think TAing falls under formal or informal mentoring?
  - What are the pros and cons?
- Should there be more targeted mentoring for career support specifically? (Paper mentions psychosocial support is easier to achieve)
- How can peer mentors in CS offer even more psychosocial support?
- How does in-person mentoring differ from online?
  - What's your experience in hosting online mentor sessions been?
    - Or attending online office hours?
- Do you agree or disagree with the proposed support systems offered at the end of the paper?
  - What would you implement to see better mentoring and mentee experiences?

Reading Summary

- The study examined the impact of peer mentoring on mentee academic performance.
- Participants were 417 psychology students who started their course of study in the 2007/2008 winter term at the University of Vienna.
- Three hundred twenty-eight students participated voluntarily in the peer mentoring program, while 89 students did not participate.
- Mentoring groups were classified according to one of three mentoring styles: motivating master mentoring, informatory standard mentoring, and negative minimalist mentoring.
- The study found that participating in the mentoring program led to better academic outcomes for students in terms of average grade and number of courses passed.
- There was no specific impact of the different mentoring styles on mentee academic performance.
- The study has implications for universities looking to support first-year students in their transition to higher education.

Quote/ Idea from your peers that stood out to you (feel free to write here!)
- write stuff
- Here