

## EXPLORING DISSONANCE AND HARMONY AMONG MENTEES AND MENTORS' CONCEPTUALIZATIONS OF EFFECTIVE PEER TEACHING MENTORSHIP

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Graduate student peer-mentoring programs benefit participants by providing unique academic, social, psychological, and career development opportunities (Lorenzatti et al., 2019). However, the positive effects of research-oriented peer-mentoring programs are much better understood than teaching-oriented ones. In our poster, we consider mentees and mentors' perceptions of effective mentoring in a teaching-oriented peer mentorship program.

Previous research provides possible frameworks regarding mentee-mentor interactions. Rose (2003) designed the Ideal Mentor Scale for doctoral students to consider the qualities they value most in a faculty mentor: *integrity*, *guidance*, and *relationship*. With regard to school-based youth mentoring, Brodeur et al. (2015) identified the dimensions of *structure*, *engagement*, *autonomy*, and *competency support* that governed mentee and mentor impressions of mentor behaviors. However, no existing theoretical or empirical framework could be identified to address the unique nuance of peer GTA teaching mentoring relationships.

As part of a multi-component program, *Promoting Success in Undergraduate Mathematics Through Graduate Teaching Assistant Training* (PSUM-GTT; Harrell-Williams et al., 2020), GTAs participated in a peer teaching mentoring program. This study focuses on two research questions: What are mentees and mentors' conceptualizations of "effective" peer teaching mentors? How do mentors' views of themselves compare to their conceptualizations?

Survey data was collected from mentees and mentors, with Likert-type and open-ended items relating to each groups' conceptualization of an effective mentor. For example, we asked mentors where they saw a mentor on a continuum of an authority figure (scored as "1") to a collaborator (scored as "5") and compared this to how they saw themselves as mentors using the same scale. According to a contingency table analysis, 10 of 15 mentors rated themselves as more collaborative (more "4"s or "5"s) than they imagine a mentor in general should be (more "2"s and "3"s). According to a psycholinguistic analysis in Linguistic Inquiry and Word Count (LIWC) 2022 (Boyd et al., 2022), 11 of the 15 mentors felt more confident, according to the LIWC clout score, when reporting about the nature of an ideal mentor than when they wrote about their own role as a mentor. Taken together, this suggests that our peer mentors didn't see themselves as being as much of an "authority" as they would like to in their new roles. Further results concerning mentees and mentors' conceptualizations and their alignment in conceptualizations will be presented in our poster.

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