Bridging the Gap Through Collaboration:
The ASU Library Barrett, The Honors College Peer Mentor Program
Matthew Harp received his Master's Degree in Information Resources and Library Science in 2013, his Graduate Certificate in Digital Information Management in 2011, and his Bachelor's of Fine Arts in Media Arts in 1998 from the University of Arizona. He is currently an Assistant Librarian specializing in scholarship and research services with a specialization in research data management. Prior to completing his master's degree Matthew worked as the Digital Library Projects Manager at the ASU Libraries producing podcasts and video programs and is a 2010 Library Journal Mover and Shaker.
Edward Oetting serves as the Liaison Librarian to Barrett Honors College. His academic rank is Librarian and he is the research librarian for SHPRS and the following disciplines: History, Military Science, Classical Studies, Medieval & Renaissance Studies, African & African-American Studies, and Ethnic-American Studies. His academic training is in history and library science with a specialization in archival administration. In addition to his current position with the ASU Libraries, he has worked previously in the field of archives and manuscripts as an archivist, curator, administrator and executive director.
Maximilliano Hernandez is a Junior studying Accountancy and Computer Informations Systems in Arizona State University’s Barrett Honors College. He is one of the original Barrett Student Mentors and has given presentations to both Librarians and Students on how to implement, teach and integrate Zotero into existing research habits.
More librarians

Ashley Ghor

Joyce Martin

Brad Vogus
Topics

- Get to know Barrett, The Honors College
- History and Program Design
- Mentoring the mentors
- The student peer mentor perspective
About Barrett
An intellectually stimulating environment with complete access to ASU's vast university resources with unique undergraduate research and internship opportunities

barretthonors.asu.edu/about
Proposing new connections

“While it is the unique role of an Academic Library and its Librarians to provide the necessary and appropriate resources and research facilitation, arguably students are more willing to consult and rely on their fellow students than to avail themselves of professional library assistance... students who receive training and mentoring by Librarians that would allow them to assist their Barrett peers with their research needs.”
History and program foundations

Goal: Get the word out, recruit, and engage
Research, The Library and The Road to the Thesis

An active learning course designed to engage students in guided inquiry as they enhance the evaluation skills needed to research. Students will critically examine information to identify a thesis topic, explore a variety of information resources, and acquire the knowledge and skills needed to synthesize information to create a literature review on their final topic.

Course Description:

ASU students have access to a vast amount of research resources. “Research, The Library and The Road to the Thesis” is an active learning course designed to engage students in guided inquiry as they enhance the evaluation skills needed to research. Students will critically examine information to identify a thesis topic, explore a variety of information resources, and acquire the knowledge and skills needed to synthesize information to create a literature review on their final topic. Coursework and sessions will emphasize active learning and critical thinking in developing a strategic approach to research.

Course Objectives:

1. Identify research topics that are academically appropriate and researchable in a manageable timeframe.
2. Explore and refine a research topic.
3. Analyze and evaluate sources, published, unpublished, and primary.
4. Evaluate the literature to identify principles, arguments, and conclusions.
5. Construct a literature review synthesizing sources related to a chosen topic, beyond description and summarization.
6. Explore, understand, and use appropriate ASU Library and external information resources.
7. Navigate disciplinary, interdisciplinary, and other related resources to select materials most relevant for communicating the history and status of an area of research.
8. Effectively manage, cite, and acknowledge and respect fair use, copyright, and academic integrity issues.
9. Distinguish between and implement strategies for locating qualitative, quantitative and mixed methods research articles.
A cohort with structured support & communication

McKenna

Israel
Barrett, the Honors College accepts high performing, academically engaged students and works with them in collaboration with all of the other academic units at Arizona State University. All Barrett students complete a thesis or creative project, supervised and defended in front of a faculty committee. The thesis or creative project allows students to explore an intellectual interest and produce an original piece of scholarly research. The thesis or creative project is a student's opportunity to explore areas of academic interest with greater intensity than is possible in a single course. It is also an opportunity to engage with professors, nationally recognized in their fields and specifically interested and committed to working with honors students. This work provides tangible evidence of a student's research, writing and creative skills to graduate schools and/or prospective employers.
Some awesome tangible things the students have done
- Online learning objects
- Future of print book
- Selection for collections
- Training materials for future mentors

lib.asu.edu/futureprint
• Barrett little library
• Honors Thesis Workshop
• Trivia Nights

Take a book and leave a book at the Barrett Little Library.

• Reference and research help for faculty and student projects
Space for personal and professional growth

“During our group meetings we would take time to talk about future career goals and the students daily lives and issues and together find solutions and offer comfort” - Ashley Gohr

The students provided the simultaneous function of a focus group by offering feedback about collections, services, and student needs
Student peer mentor perspective
Peer to peer instruction
Teaching citation management to students and librarians
Questions