

Appendix E.
Learning Community Socio-Gram Activity

Learning Community Socio-Gram Exercise

Objective: To develop a visual representation of your floor or classroom community in terms of sub-groupings and relationships among students, and to identify potential areas of concern. In addition, the socio-gram activity is a stimulus to identify specific actions steps that you can take to develop a successful community within your program.

PART 1 - YOUR COMMUNITY AT A GLANCE...

1. On a large sheet of newsprint draw a plan of your floor or classroom—including student rooms, bathrooms, and den spaces for a residence hall house and desks/tables, doors, lecterns, etc for classrooms.
2. Identify the student in each room or desk by writing their names in the appropriate space.
3. Identify Formal Leaders (House Cabinet members, club or organization officers, etc.) by drawing circles around their names
4. Identify Informal Leader (persons with no official position who exert either positive or negative influences on the community) by drawing a square around their names.
5. Identify students who are or may be struggling academically with a sad face ☹
6. Draw lines connecting people who spend a lot of time together (ie.. eating together, watching TV, studying, intramural teams, "partying", pairing up for group assignments in class, sitting together, etc...). Use different line patterns to distinguish different sub-groups.
7. Draw arrows from the students who most frequently visit you as the Peer Mentor to yourself on the sociogram. Put a triangle around the rooms/individuals with whom you don't interact frequently.
8. Identify where roommate/classmate or other conflicts are occurring or rooms/sections of the classroom where you think there is the potential for conflict.

After completing the above eight steps, complete part II.

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PART 2 - COMMUNITY ASSESMENT CONTINUED...

1. Continue to identify students of rooms/in class who you did not know last week.
2. Remember formal leaders have circles around them and informal leaders have squares drawn around their names.
3. Draw lines connecting people who spend a lot of time together (ie.. eating together, watching TV, studying, intramural teams, "partying", pairing up for group assignments in class, sitting together, etc.). Use different line patterns to distinguish different sub-groups.
4. Draw arrows from the students who most frequently visit you as the Peer Mentor. Put a triangle around the rooms/individuals with whom you don't interact frequently.
5. Identify where roommate/classmate or other conflicts are occurring or rooms/sections of the classroom where you think there is the potential for conflict.

Looking at your floor plan as it is currently drawn, what do you see? What can you learn from looking at your house/classroom in this format?

How will you use this information to assist you in your job as a Peer Mentor?

What sub-groups have formed in your learning community or have the potential to form?

Identify Individuals students who....

- Are loners
- Are succeeding academically
- Are actively involved on campus

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Part 3 - INDIVIDUAL ASSESSMENT

The last two assessments have examined your community from an overall perspective. Now it is time to focus on individual assessments of your learning community students.

1. Look over your socio-gram and your student list. Think about your interactions and observations thus far in the semester. Identify individual students who may be experiencing any of the following...

Please indicate name, room # (if residential), and any other helpful information...

- Are Loners
- Have family problems
- Are actively involved on campus
- Might be over-extended
- Might be depressed or suicidal
- Have relationship concerns
- Might have an eating disorder
- Are not well accepted by others
- Are significant noise makers

- Are homesick
- Are struggling academically
- Do not appear to be studying much
- Might have a problem with alcohol
- Might have a problem with other drugs
- Have health concerns
- Are student athletes
- Can be peer helpers/mentors for others
- May be struggling with sexual identity issues
- YOU feel uncomfortable with

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Part 4 - REFLECTION & GOAL SETTING

1. Which sub-groups have the most impact on the tone of your learning community?
2. What do you think your role is in relating to all different sub-groups in your learning community?
3. What students do you have the most difficulty connecting with? Why?
4. Which students are you the most concerned about?
5. Which students do you need to reach out and connect with?
6. How well does your learning community reflect the kind of community you had hoped for?
7. What are the problems/barriers within the learning community group or within yourself that are preventing you from developing a more positive community?
8. What are some specific plans you have for your community after completing this experience? Please be thoughtful, intentional, and detailed in your responses. We will continue to discuss and create goals to provide students with an environment where they can be successful academically and personally.