

Welcome to the Short Course in Online Mentoring

Topic 1 - Fundamentals

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Agenda:

- Defining students and comparing to F2F
- Student expectations and motivations
- Compartmentalisation and student engagement
- The mentor persona and student interactions



Professional Online Students

Time-Poor

- Are usually working and busy and do not have time to attend a traditional class

Experienced

- Are familiar with the larger world and want to be treated as mature adults

Successful

- Have found some degree of success in life and have enrolled in your subject to expand on that

Online versus Face to Face

- F2F and the commitment to roll call
- Engagement is incremental when online
- “Lessons” are actually constructed by the student and are comprised of their multiple logins and interactions
- Online mentors have no control over student participation
- Online students are motivated mainly by long term goals
- The online mentor is less “real” than the physical teacher

Online Student Expectations

Efficiency

Not losing time
accessing or
finding content

Structure

Compartments
of learning that
flow together

Guidance

Indications of
what to engage
with and when

Opportunity

Chances to
express ideas
and opinions

Action/Motivation Cycle



The cycle runs for each topic and involves the actions and decisions that a student must make each cycle.

These actions represent key moments that should motivate the student to log on to the subject and engage with its compartments.

Compartmentalisation

- Breaking down the interaction into bite size pieces
- Showing causal links flowing from one action to the next
- Creating a specific action-oriented reason to log on
- Allowing student interaction in small time increments
- Creating a feeling of progress by measurable increments

Student Engagement

Students share
their opinions
more easily
than their
knowledge

1. Asking students to demonstrate knowledge feels more like a test, and requires confidence.
2. Students are more comfortable sharing their opinions and views on their own terms.
3. Students will more easily engage in a debate when no-one can be clearly right or wrong.

Efficiency vs Excitement

Predictability leads to **efficiency** of decision

The unexpected leads to greater **excitement**

The balance
between
efficiency and
excitement

- The structure **predicts** where things are found
- The content **excites** by being unknown
- The syllabus **predicts** when things will happen
- The discussion **excites** by being personal

The Mentor Persona

Be human

- Be yourself and allow the students to see the real you

Be honest

- Don't hide or cover things up, deal with things as they are

Be personal

- Share thoughts or experiences that have meaning to you

Be passionate

- Show the students your enthusiasm for teaching the subject

Be adaptable

- Be free to divert from plan A when a new path is interesting

Be grounded

- Position yourself on equal terms with your students

Interactions

Professional Students

- They want to interact with each other as much as with you
- They are less likely to ask for help even when they need it
- They want clear expectations on *when* to interact
- They want wide freedoms on *how* to interact
- They want to study and learn on their own terms, but;
- They want to clearly know what *your* terms are as well

Task – Topic 1

Consider an
online subject
with which
you are
familiar

1. Review the break down of its content into topics and sections.
2. Look at how this guides the student through the process of absorbing its content.
3. Decide how you might rearrange or otherwise deliver this content in a different sequence or in a new way to improve how the student might be engaged with it.

Next Topic

Using the CMS and Online Portal

CMS and
online content
layout

Online forums
and engaging
students

Content and
resources

Official
information