

Microsoft Mentor

Training Sessions



Welcome back!



Margaret Price
Microsoft Lead

Ground rules

- Be **open-minded**.
- Be willing to be **uncomfortable**.
- Speak from your own **perspective**.
- Be **patient** and allow space for all to learn.
- Facilitation means **interruption**
- What's said here stays here; what's **learned** can be shared.

Remember

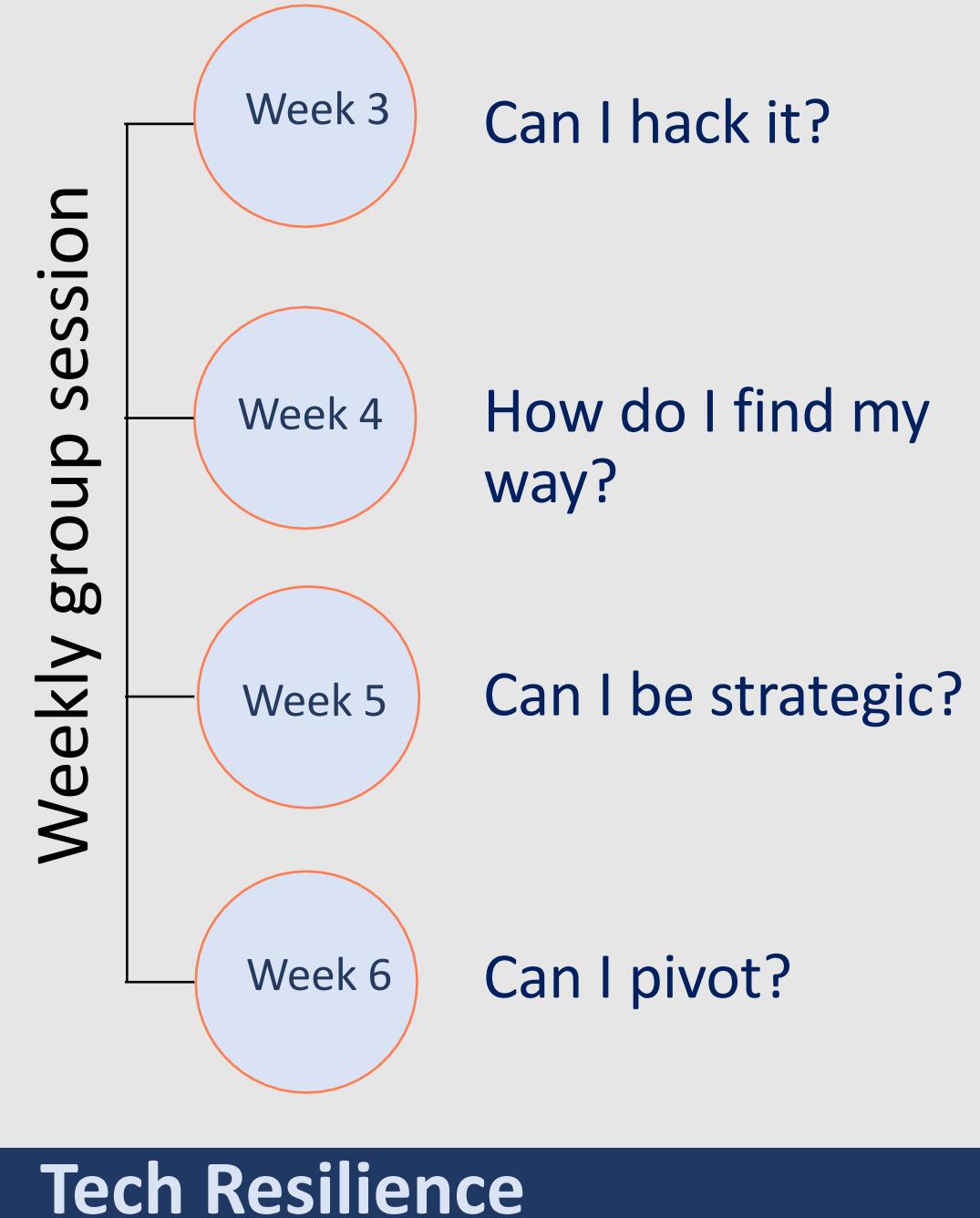
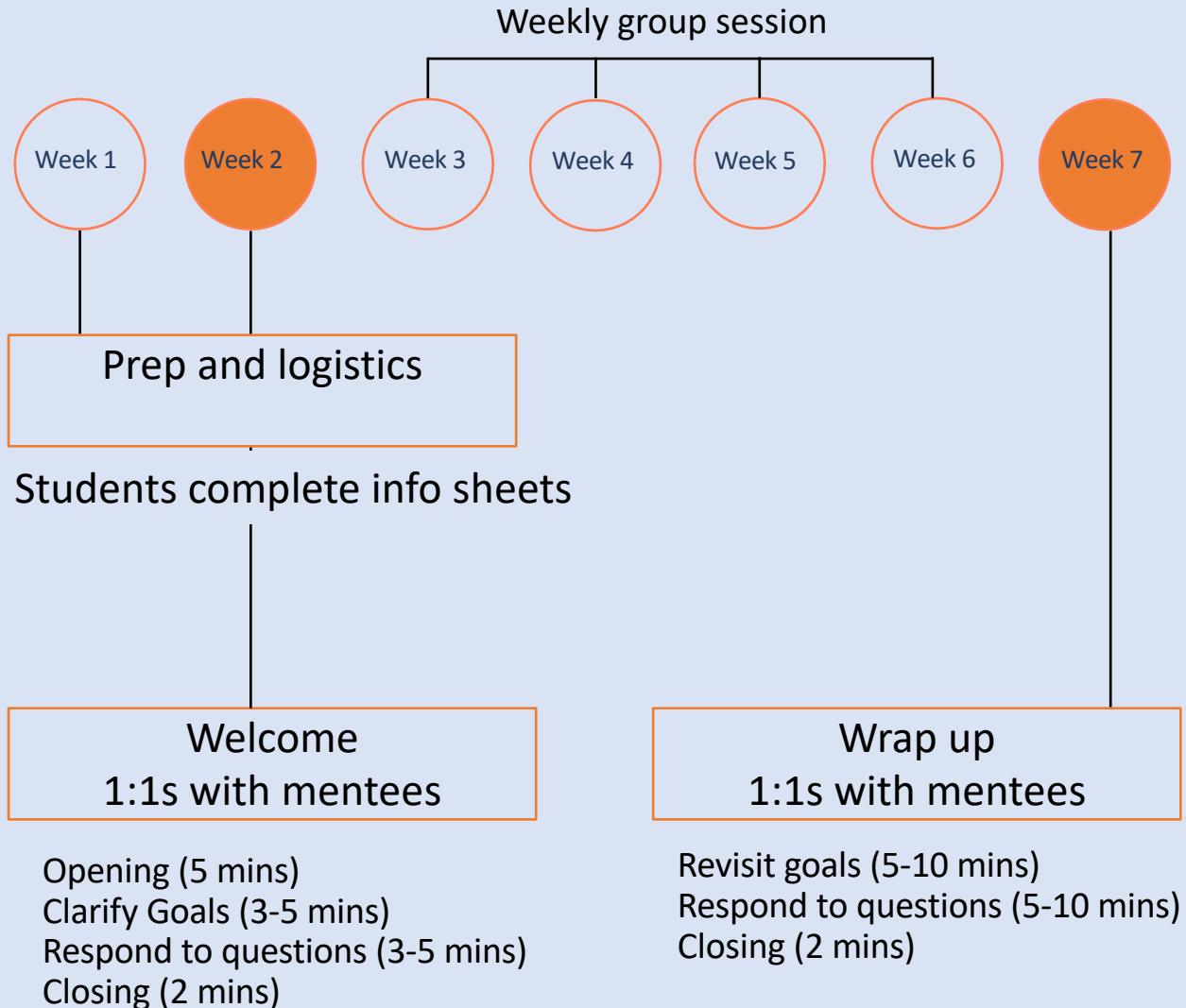
- Rename yourself
- Group work: intros and pronouns
- Chat usage
- Breakout support

Exit cards & Recap



Audrey St. John
Mount Holyoke
CS faculty

1:1 meetings with your mentees



Group Polls

Breakout

Simulation + Reflection

Breakout: simulation

Introductions (remember: pronouns)

Lead facilitator is assigned

Share your story:
mindset OR feedback

Call on 2-3 people as “mentees”

Synthesize & reflect back

Reflection

On the story share...

On the round robin...

On the reflect back + synthesize...

Lesson

**How can mentors strike a
balance?**



Becky Wai-Ling Packard
Mount Holyoke
Psych-Ed Faculty



Mirror vs. Coach



A tension in mentoring

- If the mentor leads too much, the student is not helped in the longer run
- If the mentor doesn't listen enough, they may incorrectly assume what kind of help is needed
- If student flounders too much = frustrated

Mirror



What is a mirror?

- reflects back
- asks about the student's process
- with the goal of understanding

Often in this process, a missed step will be illuminated to the student.

Why is mirroring important?

- The dialogue is part of the process
- Making their inner-thinking visible

Refresher:

Self-Regulated Learning = Plan, Act, **Reflect/Revise**

Mirror Language

ASK

“Tell me more about what you are doing”

“Walk me through so I can see how you are approaching it.”

CLARIFY

“What happened when you tried X or Y? Why do you think X did that?”

“It sounds like you are stuck (here). Did I get that right?”

SHARE THE BIGGER PICTURE

“Typically the next step would be Z. Did you get there yet?”

“Here is what I see happening. Does this make sense?”

Coach



What is a coach?

- gives key advice to help to make progress or improve
- offers another way forward
- appreciates and encourages efforts

Often in the process, the student discovers something new and persists in their efforts.

Why is coaching important?

- Similar to mirroring, dialogue is part of the process
- Coaches offer alternative ways to try given their experience

Refresher:

Self-Regulated Learning = Plan, Act, **Reflect + Revise**

Coach Language

ASK

“Are you willing to try a new strategy?”

OFFER

“Let’s review a few alternatives. One option is: _____. Another is Y.”

ASK AGAIN

“What do you think you might try? Maybe there is another you are thinking of.”

APPRECIATE AND ENCOURAGE

“I see your efforts and progress.

“Keep going. You are almost there.”

Take Away Messages

Acting as a **mirror** can help you to be a more informed **coach**

Remember to pause and clarify that you understand (as the **mirror**)

- the student's goal; the student's "stuck place"
- otherwise you may push them in a wrong direction.

As a **coach**

- enlist the student in the coaching process
- offer advice by sharing pros/cons, have student take ownership
- appreciate and encourage them

Bibliography

Beek, G. J. Zuiker, I., & Zwart, R. C. (2019). Exploring mentors' roles and feedback strategies to analyze the quality of mentoring dialogues. *Teaching and Teacher Education*, 78, 15-29.
<https://doi.org/10.1016/j.tate.2018.10.006>

Highlights

Combining mentor roles and feedback strategies reveals patterns within dialogues. Mentor teachers often show primarily one mentoring role within a learning dialogue. Feedback provided by the mentor is often positive and non-specific. Promising mentoring strategies failed to focus on progress/discrepancy feedback. Current mentoring practice may improve and thereby teacher training and learning.

Hammill, J, Best, G., & Anderson, J. (2015). Developing student mentor self-regulation skills through formative feedback: Rubric development phase. Journal of Peer Learning, 8, 48-58. Available <http://ro.uow.edu.au/ajpl/vol8/iss1/6>

Abstract

Research into Peer Assisted Study Sessions (PASS) in Higher Education has largely focused on the positive effects of PASS on student motivation, retention and engagement. Less attention has been given to the cognitive, affective and professional development of the PASS Student Mentors through their engagement with students and academic staff. At Victoria University learning and development for Student Mentors begins at training and continues during the semester, supported by several methods of formative feedback: weekly reflective posts through an online platform, weekly development workshops, observations, progress interviews, and evaluations. Despite ongoing training and development throughout the semester, PASS supervisors have observed that some Student Mentors do not have a clear understanding of the role expectations. This paper describes the processes undertaken to develop a rubric that clarifies PASS facilitation objectives for Student Mentors and their PASS supervisors.

Wilson, Z.S., Holmes, L., deGravelles, K. et al. Hierarchical Mentoring: A Transformative Strategy for Improving Diversity and Retention in Undergraduate STEM Disciplines. (2012). Journal of Science Education and Technology, 21, 148–156.
<https://doi.org/10.1007/s10956-011-9292-5>

Abstract

In the United States, less than half of the students who enter into science, technology, engineering, and mathematics (STEM) undergraduate curricula as freshmen will actually graduate with a STEM degree. There is even greater disparity in the national STEM graduation rates of students from underrepresented groups with approximately three-fourths of minority students leaving STEM disciplines at the undergraduate level. A host of programs have been designed and implemented to model best practices in retaining students in STEM disciplines. The Howard Hughes Medical Institute (HHMI) Professors Program at Louisiana State University, under leadership of HHMI Professor Isiah M. Warner, represents one of these programs and reports on a mentoring model that addresses the key factors that impact STEM student attrition at the undergraduate level. By integrating mentoring and strategic academic interventions into a structured research program, an innovative model has been developed to guide STEM undergraduate majors in adopting the metacognitive strategies that allow them to excel in their programs of study, as they learn to appreciate and understand science more completely. Comparisons of the persistence of participants and nonparticipants in STEM curricular, at the host university and with other national universities and colleges, show the impact of the model's salient features on improving STEM retention through graduation for all students, particularly those from underrepresented groups.

Stone, D. & Heen, H. (2014). Thanks for the Feedback: The science and art of receiving feedback well. Viking Books.

From the book:

"That's because receiving feedback sits at the junction of two conflicting human desires. We do want to learn and grow. And we also want to be accepted just as we are right now. Thanks for the Feedback is the first book to address this tension head on. It explains why getting feedback is so crucial yet so challenging, and offers a powerful framework to help us take on life's blizzard of off-hand comments, annual evaluations, and unsolicited advice with curiosity and grace."

Breakout

Pivot + Discuss

Breakout: Pivot Prompts

3 rounds of Pivot Prompts

- Listen to a prompt
- Partners discuss for 3 minutes
- Everyone else observes

Open Discussion

How was that for you?

as the active pair...

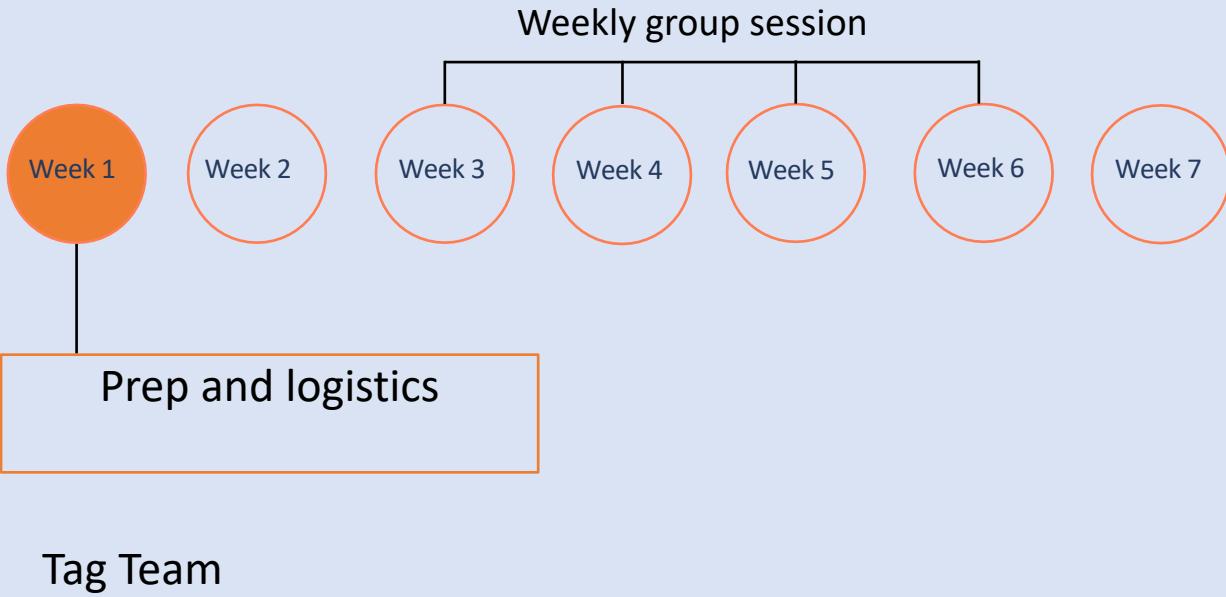
as an observer...

Wrapping Up



Audrey St. John
Mount Holyoke CS faculty

Collaboration & Co-mentors



In each session, who will lead...

- The first video? (story-share)
- The CS challenge?
- The second video? (story-share)

You can change it up each session based on your interest and comfort.

Session structure

Lead in

Learning topic 1

mentor story, video, breakout, report back

CS Challenge

mentor lead-in, breakout, report back

Learning topic 2

mentor story, video, round robin

Open conversation

What's next?

Exit Card

Survey to follow in 1-2 weeks

Toolkits to follow mid to late August

More to come – what else do you need?



Margaret Price
Microsoft Lead