

Reverse Mentoring Toolkit – Overview Workshop

1. Introductions
2. Purpose of Reverse Mentoring
3. Structure of programme
4. Possible themes
5. Tips for Mentor and Mentees
6. Communicating and arranging meetings
7. Reporting and Evaluation

1. Introductions

1. **STUDENT MENTOR:** outline your background, area of study and academic interests, and what your expectations and goals are for the partnership.
2. **HEAD/DEAN MENTEE:** give a brief overview of your role at the university, your research interests, what your expectations are for the partnership.

NOTES

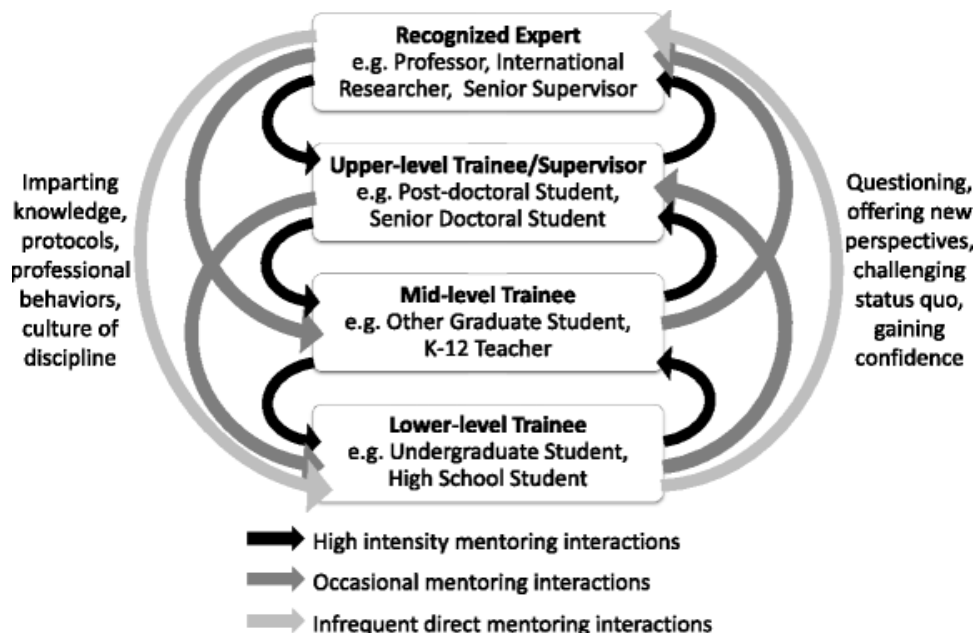
2. Why Reverse Mentoring?

There are vast differences in how each generation uses technology to seek and create learning and information. Reverse Mentoring is proposed as a vehicle is for students to bring those who design and administer third-level learning into their world.

The student mentor introduces the head/dean to the span of apps and sites that they use to acquire and create learning and knowledge. The partnership enables a journey into the most recent trends and methods of creativity and social communication.

Reverse Mentoring supports a *constructivist* view of learning, where individual views of the world are actively constructed through interaction. The student mentor acts as a facilitator or guide, enabling their mentees to critically reflect on their assumptions and beliefs about the student learning experience.

The approach also directly relates to what Santora et al call a *Progressive Mentoring model*, a two-way, participatory approach that is of benefit to both mentor and mentee.



*Progressive Mentoring Model*¹

1. A Model for Progressive Mentoring in Science and Engineering Education and Research
Santora, Kimberly A.; Mason, Emanuel J.; Sheahan, Thomas C.
Innovative Higher Education, v38 n5 p427-440 Nov 2013

1. **GROUP:** Discuss mentor and mentee's experiences of Mentoring and being Mentored.
2. **GROUP:** Discuss what mentor and mentee to achieve and what challenges might be.

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3. Structure of programme

REVERSE MENTORING

*POTENTIAL PROGRAMME STRUCTURE

MEETING 1 – Overview workshop

- Introductions by L&D – biography, interests
- Program objectives, roles, processes, goals, gaps
- Determine future meetings – Location; how to schedule

MEETING 2 – Mentor's choice

- Based on Meeting 1, Student Mentor steps through some applicable apps and websites
- Head/Dean Mentee defines learning requirements inviting Mentor to address in Meeting 3

MEETING 3 – Mentee's choice

- Based on Meeting 3, Student Mentor gives overview of apps or websites that may address Mentee's learning requirements
- Check in on progress

MEETING 4 – Peer apps & tips

- Mentor collates apps and website their peers have recommended and brings to this meeting to discuss

MEETING 5 – Student experience

- Mentor and Mentee discuss Mentor's experience of learning and teaching at the university
- Discuss: How is tech best used to enhance learning?
- Discuss: What skills are not addressed by university education?

MEETING 6 – Learnings & practice

- Discuss: How can we strengthen teaching and learning on campus?

SCHEDULE

APRIL 2018
MEETING 1

MAY 2018
MEETING 2

SEPT 2018
MEETING 3

OCT 2018
MEETING 4

NOV 2018
MEETING 5

DEC 2018
MEETING 6

**This is a proposed structure for a Student-Staff mentoring programme.*

4. Possible themes

- Mobile apps for learning and teaching
- Websites for learning and teaching
- Student learning experiences – classroom, lectures, seminars
- How students prepare for exams – on and offline
- Head/Dean teaching and learning challenges
- Mentor’s BEST student learning experience
- Laptops in the classroom – help or hindrance?
- Skills gap in the university education – what’s missing?
- Enhancing learning spaces
- Standard lecturing format – is it outdated?
- Student’s experience of project-based and collaborative learning
- Augmented and virtual reality in education – what will the future look like?

YOUR THEMES

<i>Meeting</i>	<i>Theme</i>
<i>Meeting 2</i>	
<i>Meeting 3</i>	
<i>Meeting 4</i>	
<i>Meeting 5</i>	
<i>Meeting 6</i>	

5. Tips for Mentors and Mentees

- **Reflect on your experience** - Build your everyday experiences and challenges, either as a head or dean and as a student, into the experience.

Mentors: What learning challenges have you met? What are the day-to-day frustrations of acquiring new knowledge, collaborating on projects, completing assignments, and preparing for exams? How do you address these challenges?

Mentees: What digital challenges have you had in preparing for lectures? What questions have you asked yourself about how students learn? Have you ever wanted to use a basic digital tool in the classroom but weren't sure? What would help you address students' needs?

- **Consider the goal of the partnership** and have a focus for each discussion: compelling question, web site, app, case study, new experience, article, etc.
- **Consider sharing CVs or LinkedIn profiles** – or online projects or research.
- **Be open and honest.** Don't hesitate to ask direct questions, share what you are learning from the experience and engage in debate. Give and take constructive feedback. Be willing to coach and be coached.
- **Honour commitments** that you make to meetings or followups.
- **Ask potent questions** and continue to be curious about each other as individuals.
- **Enjoy the experience!** It's a great opportunity to partner with anyone who wants to learn and share knowledge.

6. Communicating and arranging meetings

- **Number of meetings** – 5 meetings are to take place over April, May, Sept, Oct, Nov, December – preferably one per month.
- **Length** – one hour is recommended, so it’s important to know in advance what you’re going to discuss and have a rough plan for the meeting.
- **Location** – it’s beneficial for the partnership that a location that is neutral for mentee or mentor is chosen.
- **Setting up meetings** – the Mentor student contacts the head/dean Mentee to arrange a time. It’s suggested that the student propose a few times to the head or dean and that an agreement is reached around this.
- **Cancelling meetings** – adequate advance notice by email should be given in the event of a cancellation.

YOUR MEETINGS		
MEETING	DATE & TIME	LOCATION
<i>Meeting 2</i>		
<i>Meeting 3</i>		
<i>Meeting 4</i>		
<i>Meeting 5</i>		
<i>Meeting 6</i>		

7. Reporting and evaluation

- This programme is partially funded by *The National Forum for the Enhancement of Teaching and Learning*. As it's a novel programme, your experiences and insights are greatly valued. Therefore, reporting is an imperative.
- After each meeting, please spend a few minutes recording your experience using the online forms.

<https://sites.google.com/dcu.ie/mentoring>