

# Reverse Mentoring Toolkit – Overview Workshop

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3. Structure of programme
4. Possible themes
5. Tips for Mentor and Mentees
6. Communicating and arranging meetings
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## 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

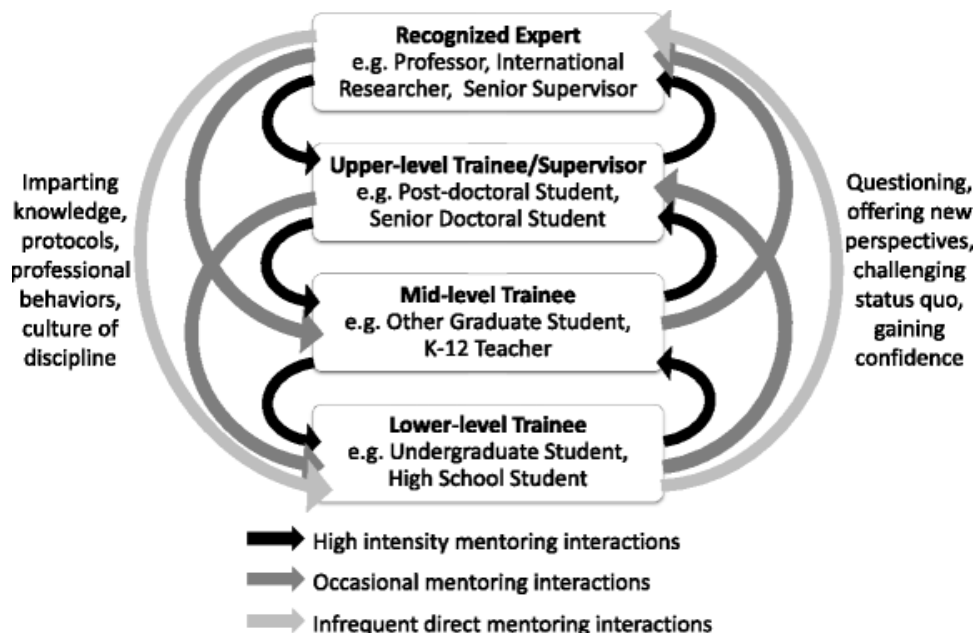
## 2. Why Reverse Mentoring?

**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*<sup>1</sup>

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.**

## NOTES

## 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?

<b>YOUR THEMES</b>	
<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.

<b>YOUR MEETINGS</b>		
<i>MEETING</i>	<i>DATE &amp; TIME</i>	<i>LOCATION</i>
<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>