Engaging Students with Online Video Mentoring: 1-on-1 Learning Scenarios

Twitter during presentation: #UTAES

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Overview

• Nature of the study and online mentoring
• Discussion of findings and implications
• Workshop:
  – Overview of coding scheme and it’s usefulness
  – Coding of interaction (audio clip)
Overview of **Digital Mentoring** Project

• **Preliminary results** from an ongoing research project that examines the engaged and personalized learning that takes place in **digital mentoring sessions** (desktop videoconference-based) between individual graduate students and an education faculty member.

• **Best practices and possibilities for online, real-time mentoring** will be demonstrated and discussed. Participants will gain a better understanding of the tools, a theoretical framework for coaching, mentoring, and facilitating learners, as well as tips for getting started in this cutting-edge practice.
Who We Are

• Peggy Semingson, Ph.D
• Assistant Professor of Literacy Studies in Curriculum and Instruction
• Integrated scholarship: teaching informs research
• Teaching Awards from Distance Education, USDLA, UT System (2013 Regents’ Award).
• Digital pedagogies
• Goal: To foster reflection and critical thinking about literacy instruction to equip teachers for the challenges they will face.
Who We Are

• Pete Smith, Ph.D.
• Division of Teaching and Learning, Office of the Provost, UT Arlington
• Teaching: Russian and German language and culture; localization, computer-aided translation, and machine translation
• Research: role of network tools in the teaching of language, culture; communities of practice and virtual teams, telecollaboration, and telementoring.
Order of Presentation

➤ Need for study
➤ Research questions
➤ Theoretical framework
➤ Digital mentoring defined
➤ Context of study
➤ Methods
➤ Results
➤ Implications
➤ Future directions and related research
Need for study

- Increase in online learning
- Increase in availability of web conferencing tools and synchronous learning
- Value of mentoring, telementoring
- Telementoring literature is primarily medicine, business, etc.
Need for Study: Evaluation

Dede and colleagues describe evaluation studies in the following way: *The purpose of this type of research is to immediately measure the perceived value of program design components and content as well as to assess learner satisfaction.* (Dede et al., 2005, p. 11)
Research Questions

• What are the characteristics of mentoring, teacher facilitating (scaffolding), and coaching that take place within and across three online graduate literacy (teacher education) courses?

• What is the impact of the online 1-on-1 mentoring experience in an online graduate literacy course?
Overviews and Theoretical Frameworks

• Daloz (1999, *Mentor: guiding the journey of adult learners*)
• Cohen (2003, *Adult Learning*)
• Murphy et al. (2005, *Distance Education*)
Sample Definition

First, it is an intentional process of interaction between at least two individuals.... Second, mentoring is a nurturing process that fosters the growth and development of the protege. . . . Third, mentoring is an insightful process in which the wisdom of the mentor is acquired and applied by the protege. . . . Fourth, mentoring is a supportive, often protective process. The mentor can serve as an important guide or reality checker in introducing the protege to the environment he or she is preparing for. Finally ... an essential component of serving as a mentor is role modeling. (Shandley, 1989, quoted in Jacobi, 1991)
### Table 2: Mentoring functions

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<tbody>
<tr>
<td>Acceptance/support/encouragement</td>
<td>X</td>
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<td>Advice/guidance</td>
<td>X</td>
<td>X</td>
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<td>Bypass bureaucracy/access to resources</td>
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<td>Challenge/opportunity/“plum assignments”</td>
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<td>X</td>
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<td>Clarify values/clarify goals</td>
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<td>Coaching</td>
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<td>Information</td>
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<td>Protection</td>
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<td>Role model</td>
<td>X</td>
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<tr>
<td>Social status/reflected credit</td>
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<tr>
<td>Socialization/“host and guide”</td>
<td>X</td>
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<tr>
<td>Sponsorship/advocacy</td>
<td>X</td>
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<tr>
<td>Stimulate acquisition of knowledge</td>
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<td>X</td>
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<tr>
<td>Training/instruction</td>
<td>X</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Visibility/exposure</td>
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<td>X</td>
<td>X</td>
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Session structure (5 conferences)

- *PowerPoint* sent *ahead of time* with any handouts/resources; students appreciated “heads-up” and structure to guide conference. No surprises.

- *Habits of Mind (Costa & as framework* for conference

- Reflection components: both open-ended questions and some quick writes.

- Students are *expected to prepare* for the conference—bring their own ideas to dialogue and bring questions about course topic/assignments.
Set up of Mentoring Conference

- Audio features (required)
- Whiteboard (akin to classroom)
- *PowerPoint*
- Desktop sharing
- Student work as mediating tool
Strong Reflection Component

Habits of Mind Discussed

VC 1: Habit of Mind: Applying Past Knowledge to New Situations
VC 2: persistence
VC 3: “Questioning and Posing Problems”
VC 4: Metacognition
VC 5: Striving for Accuracy

Post-conference reflection

Post Video-Conference Reflection Form

Your Name:
Mentor’s Name:
Topic of Session: (e.g. personal writing)

After each video-conference session with your mentor, post a 1-2 page (single-spaced; 12 font, standard margins) reflection here.

1. What did you discuss with your mentor (recap and summarize)?
2. What resources did you learn about that will be beneficial and how can you use them?
3. How can the videoconference session help you with you this course in future sessions?
Screenshot of conference session

- open ended reflective questioning
--student-centered (following student’s conversational lead)

Habit of Mind: Listening with Understanding and Empathy

• What are your thoughts?
• How can this connect with writing pedagogy?
• How can this help you as a writer?

Example Slides from a 1-on-1 Videoconference
Plan for the conference

• Touch base about due dates/assignments
• Quick Write
• Habit of Mind
• Looking forward to book club
• Personal Piece
• Professional Piece
Personal Piece
Professional Piece

• What are your thoughts on these?
• How can I help?
• What is your advice to yourself on the
  —personal piece?
  —professional piece?
Quick-write: 3-4 sentences

• How’s it going?

Quick-write in chat window

• -class
• -personal writing
• -readings
• -ideas/applications
Coding scheme from Murphy et al.

• Mentoring

...is a one-on-one relationship between and expert and a novice in which the expert guides the novice by behavioral and cognitive modeling, academic and career counseling, emotional and scholarly support, advice, professional networking, as assessment.
Coding scheme from Murphy et al.

• Coaching
  ...observing learners’ performance and providing encouragement, diagnosis, directions, and feedback.

• Facilitating
  ...providing technical, pedagogical, managerial, and social activities that maintain sustained and authentic communication between and among instructors and students.
<table>
<thead>
<tr>
<th>Time and Transcription</th>
<th>Initial Open Codes</th>
<th>Coding with M, C, and F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P:</strong> You can hear me and I'm going to go ahead and upload the Powerpoint. So, how are you doing?</td>
<td>Open Questioning</td>
<td><strong>F</strong> - FP2, FP15, FP2-tech</td>
</tr>
<tr>
<td><strong>S:</strong> I'm doing great. How are you?</td>
<td></td>
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<tr>
<td><strong>P:</strong> Oh good. Have you done videoconferencing before?</td>
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<tr>
<td><strong>S:</strong> No. I haven't. This is really <strong>exciting.</strong> [enthusiasm]</td>
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<tr>
<td><strong>P:</strong> Oh good. Ok. I've just been doing it myself for the first time so it's been really interesting.</td>
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<tr>
<td><strong>S:</strong> Oh really.</td>
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<tr>
<td><strong>P:</strong> Yeah, so it's been fun. Today we're going to talk about your ideas and thoughts for the first assignments and also just other...any other questions you might have about the first assignment also just the class in general. So...Yeah.</td>
<td></td>
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<tr>
<td><strong>S:</strong> Ok, great. Well, I feel really prepared because you gave us the notes ahead of time which is really nice.</td>
<td></td>
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</tr>
<tr>
<td><strong>P:</strong> Oh good. You mean the Powerpoint or the handout about technology?</td>
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<tr>
<td><strong>S:</strong> The Powerpoint. Was really helpful and the email that you sent with all of the things in one. There was an example for the professional development and then the template was really helpful.</td>
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<tr>
<td><strong>P:</strong> Oh the examples. I will refer to those. How has it been going with the class in general with the books and the assignments? [how's it going slide 2 and then slide 3 with course calendar as overview of course assignments]</td>
<td></td>
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</tr>
<tr>
<td><strong>S:</strong> It's going really good. I went to the --- bookstore and I rented some of the books. The self-paced phonics book</td>
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</tbody>
</table>
Case example

Context: I’m using a **desktop sharing (screensharing) tool** to help guide her through the UTA library databases towards her own inquiry.

CONSIDER:
1. What are you noticing about the interaction, overall?

2. What types of coaching, facilitating, and mentoring are taking place?

3. What other comments and questions arise?
Case example: Instructor Memo
(Peggy S.)

Videoconference 1: Summer Course 2012
This student was pretty enthused about the conference. Like nearly all students in the course she had no prior experience using videoconferencing or digital mentoring before, nor with an online course. I was pretty new to the tool/technology so I did some “thinking aloud’ and running commentary as I transitioned between the tools such as from white board (PowerPoint) to the desktop sharing, etc. She used the chat window a bit but not much. I rarely used the chat window for more than a few comments throughout all the conferences. This teacher wanted specific answers to specific questions that she “brought” to the conference. Some of her questions may have arisen during the conference.
Guiding Student in Research in Real-Time

- P: Have you gotten on the library databases yet for the library website?
  S: Yes. It’s a lot of information on a website. I’ve looked up. Which one was it? It was one of them. Oh here it goes You had recommended scholarly literary journals. I looked up the *Journal of Literacy* and... *The Reading Teacher*. [student pulls out printed handout sent in a previous email]
- P: Oh, ok. I’m going to share my desktop and go to the library. This is another neat thing. [I pull up my desktop and start desktop sharing]
- S: Oh neat.
- P: I can share my internet.
- S: Cool.
- P: Yeah, I can go to the library. So you said you did e-Journals?
  S: Yeah I did the e-Journals. I looked up three of them. I really liked that you bolded three which you like best. I started with three of those first. [student referring to her printed documents of the printed out handout and is looking at those while talking to me.]
- P: Ok
Guiding Student Toward Research Tools in Real-Time

• S: I found some articles I think I would like but I’m still having trouble with them.

• P: Ok I’ll show you the databases. [I am on the university library home page now] So what you did was you looked up some E-journals. That’s actually a good way to find articles because you know they’re going to be literacy-related and if you know that’s a pretty good journal you know it’s peer reviewed and they publish prominent scholars. But databases are a good way too. The library databases you just access them from the main page and click on databases. There’s two I’m going to show you right now. Have you used any of these before? [I click on the next page and lead her through the databases using desktop sharing] S: No. They don’t look familiar.
Hands-on examination of discourse patterns and interaction

*Audio Clip

Read the transcript excerpt from the handout

Code for

(C) Coaching
(M) Mentoring
(F) Facilitating
CONSIDER:

1. What are you noticing about the interaction, overall?

2. What types of coaching, facilitating, and mentoring are taking place?

3. What other comments and questions arise?
Results

• Analysis of Q2:
• Open coding suggests:
  – Knowledge sharing beyond course
  – Application and extension of course content
  – Mentor was supportive of student
  – Mentor’s answers supported student questions
  – Mentor provided direct advice and knowledge
  – Mentor facilitated technical process
  – Student appreciates desktop sharing feature
Current and Future Analysis

• Cross-case analysis between novices and mentors
• Cluster analysis to look for consistencies and patterns between and amongst novices versus veterans.
Implications for your own work/Educational Take-aways

• Shared technical experience and hints for telementoring
• Increased thinking in depth about the acts of mentoring, coaching—both online and offline!
Current and Future Analysis

• Cross-case analysis between novices and mentors
• Cluster analysis to look for consistencies and patterns between and amongst novices versus veterans.

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Questions to Consider

*Optional: Tweet thoughts to #UTAES on Twitter

• What are the **advantages** of implementing a digital mentoring component to your teaching?
• What **structures** need to be in place, ideally, to implement digital mentoring into your teaching?
• How can you **prepare** students for success?
• What **skill set** do you and/or your students need to implement this program?
• What are your **goals and learning outcomes** for implementing digital mentoring?
• How can this activity stay **constructivist, authentic, purposeful, and enriching**?
References

Contact Info

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