# DIGITOOLS

# Digitalization of Training Contents for Middle Schools

# IO3-Teachers as Mentors Guidebook

Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

# Contents





Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

# GENERAL INTRODUCTION

The Covid-19 pandemic almost completely changed the role of teachers. Most professionals in the education field agree that there is no going back to the pre-pandemic days. Now, more and more teachers want to work digitally and use technical tools moving forward. This opens up unprecedented opportunities for education if both online and traditional schools continue to develop, not only the technology but also the pedagogy needed for excellent learning.

The speed at which change occurred has left many educators thinking that they have mastered online learning simply because they have learned how to use a learning management system and Zoom. Others, with the support of strong institutional leadership, have embraced the challenge with creative instructional strategies. Some are “flipping the classroom” by providing short edited videos of lectures and interactive readings online and then planning face-to-face discussion sessions using Zoom and Google Hangouts. Others use virtual simulations and real-world projects for online student groups. Teachers “drop in” to Zoom breakout work sessions to ask prompting questions and listen to their students' discussions. Some regularly meet with student leaders assigned to project groups and hold them accountable for deadlines and demonstration of leadership skills.

The IO3 aims to develop both the digital mentoring and motivational skills of teachers, that is, coaching students in digital education. This output outlines the required digital coaching skills for teachers in digital education. Target groups of this output are teachers working for middle schools, and students at this level are final beneficiaries.

In this output, partners analyzed 26 examples of good practices in mentoring skills, particularly in mentoring, coaching, and digital learning in different countries. Then, partners carried out focus group meetings with school managers/leaders/educational experts (including Teaching Principals, Teaching Deputy Principals, Deputy Principals and Principals). The participants were asked the following questions:

1. During the period of the pandemic and the first confinement, what were the main challenges and needs of teachers in the teaching-learning process? (Introductory question, with a view to getting them to respond to the rapid digital adaptation of classrooms)
2. What digital skills and digital resource management do teachers need in order to generate an effective digital learning process? (How to develop digital skills in the classroom  Digital learning process)
3. Given the situation, teachers have had to take on the role of a digital coach. What difficulties and opportunities do you see in coaching students in digital training? (Coach students in digital training)
4. What competences and features are typical of a good teacher who takes on the role of digital coach? (Features of digital coaching)



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

5. How can the motivation of students in digital distance learning processes be fostered? (Motivate the students)

Their answers were collected by partners as national reports and then the content of the IO3- Teachers as Mentors Guidebook - was decided based on the results taken from the examples of good practices and from the focus group meetings. The content on the following topics are covered in this output:

1) Features of Mentoring in Digital Education
a) Introduction to Mentoring in Digital Education
b) The Roles of Teachers as Mentors in Online Classes
c) Common mentor responsibilities in online classes
d) Preparedness on self-assessment/student-related/parent-related/course related, common support
e) Benefits of online learning

2) Technical Skills for Teachers
a) Digital Literacy Skills for Mentor Teachers
b) Virtual classes and task assignment platforms
c) TPACK framework
d) Links to short tutorials

3) Methodological Competencies in Mentoring
a) Emotional Intelligence as a key mentoring component
b) Achievement orientation
c) Communication with the students in online education
d) Relationships in the mentoring process in online education
e) Sample mentoring questions in in online education
4) Diagnosis and intervention strategies in mentoring
a) Positive Psychology & PERMA Model
b) Self-Mentoring – Working by myself
c) Supporting listening skills
d) Gibbs Reflective Cycle
e) Hamburger Method
f) Metaphor
g) SMART Model of Mentoring

This output contains informative text on these sections. Besides, each section includes evaluation questions and case studies. Additional learning materials are also provided at the end.

**Glossary**

**Mentor:** An experienced person in a company, university, etc. who trains and advises new employees or students (Oxford Dictionary)



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

# 1. Features of Mentoring in Digital Education

## a. Introduction to Mentoring in Digital Education

In the digital world, data is seen as raw material. This data becomes meaningful when it is analyzed in context. After it becomes meaningful, it turns into information according to the meaning loaded. Especially with globalization, it is seen that digital transformation is gaining momentum. This has led to the 21st century being called the digital information age. It is clear that the digital information age has led to transformation in many areas. One of these areas is education. In recent years, it has been seen that the concepts 'education' and 'digital' are frequently used together. This transformation has led to the transformation of the roles of the stakeholders of education. It is possible to say that teachers who take an active role in the field are at the forefront of these stakeholders.

It is important for teachers to develop digital education competences. Regarding the new generation, who are constantly intertwined with technology, in other words, technology is a large part of their lives, traditional methods in education do not work anymore. This is because traditional methods are insufficient to attract and motivate this generation.. For this reason, it is important for teachers to develop their digital skills so that they can motivate and attract the attention of this generation, which is technologically native. Due to this requirement, for example, provincial coordinators/mentors have been appointed in Turkey to coordinate e-Twinning projects where teachers use web2 tools effectively. The main task of the Provincial/District mentors is to provide the necessary support to the teachers who carry out the e-Twinning project, helping them to solve the problems they experience. In this context, e-Twinning, which is a digital social learning environment, can be exemplified as a part of digital mentoring. In addition, projects such as Digitools, a project idea of the pandemic period, are similarly aimed at learning in digital environments, and are also aimed at improving teachers' skills in digital environments.

In summary, digital education is inevitable in the digitalized world. Therefore, it is vital for teachers to develop their digital skills in this context. As in every professional group, there are various difficulties while developing a new skill related to the profession. Mentoring plays a facilitating role in overcoming these difficulties. This role is transforming from traditional mentoring to e-mentoring as a product of digitalization. Therefore, it is important to develop teachers' digital skills by taking advantage of both mentoring and e-mentoring.

Mentoring is a learning process in which helpful, personal, and reciprocal relationships are built while focusing on achievement; emotional support is a key element. Within mentoring relationships, mentees develop and learn through conversations with more experienced mentors who share knowledge and skills that can be incorporated into their thinking and practice. By comparison, tutoring or coaching is the provision of academic and professional assistance in a particular area with a sole focus on competence.

In contemporary times, mentors have played a vital role in the development of individuals in education and business organizations. Mentoring for a professional career became a topic of research in the mid-1970s. Caffarella (1992) defined mentoring as an "intense caring relationship in which people with more experience work with less experienced people to promote both professional and personal development.. Daloz (1986) was more expressive in his description of mentors as guides who "lead us along the journey of our lives … they cast light on the way ahead, interpret arcane signs, warn us of lurking dangers, and point out unexpected delights along the way.



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

The beneficiary of the process is often referred to as the mentee, but various writers have pointed out that the mentoring relationship could be a developmental opportunity for both mentor and mentees. Mentoring relationships have the potential to facilitate psychosocial development – mentored individuals enjoy higher self-confidence, self-efficacy, and self-assurance. Mentors too can benefit from enhanced self-confidence of their capabilities for reflective thinking and communication, as well as personal satisfaction of contributing to the discipline and the next generation.

When the literature is reviewed, it is understood that e-mentoring has emerged as a new approach to mentoring in recent years. Unlike mentoring as it is known, e-mentoring can offer different alternatives by being carried out in online environments and can be more accessible in some respects. It has become preferred especially because it removes time and place restrictions (Kuzu, Kahraman & Odabaşı, 2012). It can be argued that e-mentoring is one of the results of digital education in the digital era.

## b. The Roles of Teachers as Mentors in Online Classes

Teacher presence in online learning is more critical, complex and challenging than traditional educational environments due to the characteristics of the technology. Online teachers have to overcome potential barriers caused by technology, time, and place. Meanwhile, they have to make decisions from the expanded choices and opportunities that online tools provide them for creating effective, efficient and appealing learning environments. Thus, online teaching requires different roles and competencies than classroom teaching. There have been many efforts to identify and verify online teaching roles and competencies.

In June 2000, a group of researchers and practitioners from the United States, the United Kingdom, and several European countries came together in a workshop to discuss and explore different aspects of online



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

learning and teaching. The outcome of this gathering resulted in listing a set of roles for online teachers and competencies associated with these roles. The roles identified at this workshop were:

¾ process facilitator,

¾ adviser/counsellor,

¾ assessor

¾ researcher,

¾ content facilitator,

¾ technologist,

¾ designer,

and ¾ manager/administrator.

The process facilitator role is expected to facilitate the range of online activities that are supportive of student learning. The adviser/counsellor role requires working with learners on an individual or private basis, offering advice/counselling to learners to help them achieve the utmost benefit out of their engagement in a course. The assessor role is concerned with providing grades, feedback, validation of learners' work, and so forth. The researcher role is about engagement in production of new knowledge of relevance to the content areas being taught. The content facilitator role directly focuses on facilitating the learners' growing understanding of the course content. The technologist is concerned with making or helping make technological choices that improve the learning environment available to students. The designer role demands designing worthwhile online learning tasks prior implementations. The manager/administrator role is concerned with issues of learner registration, security, record keeping, and so forth. The participant researchers and practitioners of this workshop have also determined competencies associated with these roles. For instance, challenging participants, supporting them both individually and as a group, summarizing key points in a discussion and guiding discussion in keeping with lesson goals and objectives are among some of the competencies related to the process facilitator role. Conversely, using online techniques to assess learning outcomes and processes, ensuring authenticity of student work, distributing grades and scores in keeping with legal statutes are among the competencies associated with the assessor role. At the same time, making use of online resources to collect information on online education, conducting research on online teaching and learning, developing theory or models are among the ones linked with the researcher role. Structuring content available to learners, monitoring progress, providing feedback are associated with the content facilitator role. Using technology at an operational level, diagnosing learners' technical issues and challenges, having knowledge about how the use of different media influences different types of tutor and student behaviour rest on the technologist role. Selecting appropriate media and modalities, 60 providing for easy access to online resources and ensuring that the learning activities are consistent with the technology constraints and capabilities are some of the competencies associated with the designer role. Finally, interfacing with the institution (enrolling, assessment processes, evaluation, informing), referral of students to appropriate sources of support, enabling students to participate readily in the online environment are among competencies considered under the manager/administrator role.



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

**Evaluation Questions:**

Select the following sentences if True/False:

Mentoring is a teaching process in which helpful, personal, and reciprocal relationships are built while focusing on achievement; emotional support is a key element. (True/False)

Structuring content available to learners, monitoring progress and providing feedback are associated with the content facilitator role.. (True/ False)

## c. Common Mentor Responsibilities in Online Classes

An unpublished study has revealed that only 3 percent of the participant university instructors have had an online learning experience during their academic lives. Due to qualified instructor shortage and some other administrative issues such as intellectual property, the aim of mentoring is to help teachers (1) gain the necessary skills to use required applications or platforms effectively and efficiently, (2) acquire the concepts and experience of Information Management in teaching, (3) attain a collaborative working experience and institutional communication through the Internet environment, and (4) acquire the necessary experience for the schools and management of the Internet environment. The main duties of the mentors include;

¾ providing guidance to students and teachers when they are working on the platform,

¾ answering their questions regarding platform and topics,

and ¾ assessing the effectiveness of the platform.

Besides, they are also expected to solve students' organizational or technical problems (if they can), and/or direct students to related support services. Mentors receive face-to face training on content area, online



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

teaching and program details prior to the new term. Additionally, each mentor works to help and supervise students. Mentors additionally assist in solving students' managerial and technical problems, and are also content experts responsible for the production of course materials. Every day at least one mentor for each course has to be online to help students. This means that students are able to interact with mentors synchronously. Mentors use online tools and telephone calls to communicate with and help students.

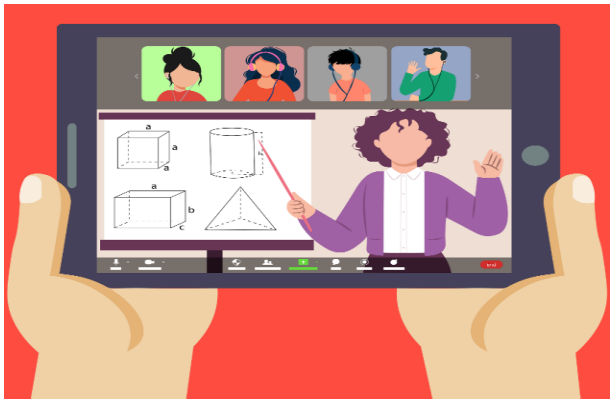
The previous studies revealed nine distinct categories of attitudes and behaviours that learners expected from their e-mentors

(Dos), 10 categories of attitudes and behaviors they wanted e-mentors to avoid.

(Don'ts), and 6 categories of knowledge and skills that they felt were necessary for e-mentors (See Table 2).

| | Category |
|---|---|
| Dos | Cooperation with teachers,<br>Quick feedback,<br>Meticulous support,<br>Empathetic attitudes/behaviors,<br>Affinity,<br>Humility,<br>Fairness,<br>Calm,<br>Common-sense attitudes/behaviors |
| Don'ts | Attitudes/behaviors like teachers,<br>Inappropriate attitudes/behaviors as e-mentors,<br>Overbearing,<br>Stern,<br>Forsaking,<br>Unfair,<br>No response,<br>Default,<br>False,<br>Businesslike |
| Knowledge and skills | Specialized subject skills,<br>IT skills,<br>Writing skills,<br>Reading skills,<br>Communication skills,<br>Teaching skills |

Dos: Attitudes and behaviors that learners expected of e-mentors
Don'ts: Attitudes and behaviors that learners want e-mentors to avoid





Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

## d. Preparedness on self-assessment/student-related/parent-related/course-related, Common Support

In a crisis situation, or to establish online learning with school pupils to facilitate their education, a number of steps need to be taken to ensure pupil-readiness:

1. **Establishing the correct learning tools required**: Schools need to ensure children have access to a device to use. For disadvantaged pupils, schools may need to provide a device that children can borrow for a period of time.

2. **Establishing a routine:** Parents can help their child to establish a routine in order to stay focused and motivated. Online lessons will be scheduled for specific times. Parents may need to make themselves available prior to the class beginning to help their child log in, etc, depending on the age and capabilities of the child. Parents can also support their child with the establishment of a timetable for completing their learning activities, supporting them with the breakdown of tasks to ensure they are more manageable, and ensuring they have adequate breaks and refreshments.

3. **Creation of a workspace**: Designating a specific workspace where children can set up their device and work from is essential to establishing a distraction-free zone away from the TV and other potential distractions.

Parents will need to support their children and encourage them. Establishing a reward system can be motivational, and scheduling proper break times is essential. Parents should show interest in what their child has been learning and take time to discuss the subjects and tasks with their children, offering plenty of praise and encouragement about their child's achievements. Parents can engage their child in discussions about course-related topics as well, in order to help increase their child's interest and motivation.

In the absence of more physical lessons such as physical education, particularly when engaging children in online learning due to a crisis situation, it can be beneficial to incorporate a physical activity each day to get children moving. There are many online exercise videos aimed at children which a child can engage with in order to maintain their physical fitness, such as 'Cosmic Kids', yoga for children which is presented using a story to fully engage children.

Regarding preparing children for online assessment, there are some useful strategies which can help a child feel more ready for an upcoming online assessment:

1.**Assessment format**: Find out what assessment format the test will assume. Will it be multiple-choice, true/false questions, etc? Having this knowledge prior to the assessment can help prepare a child and increase their confidence.

2.**Material review:** Parents can encourage their child to review any work, notes, extra sources, etc that are relevant to the assessment prior to the test in order to help their child feel ready and confident. Parents can also do a mock test of the material with their child prior to the assessment.

3.**Time management:** As there may be a time limit to complete the test, providing timed practice of assessments in the lead up to the assessment can be beneficial.



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

4. **Healthy habits:** Parents must help their child to establish healthy habits that will aid their performance, such as getting a good night's sleep, eating healthily, engaging in physical activity and sharing tips and strategies with them on how best to manage stress and promote their well-being.

5. **Internet connection**: Parents should ensure the internet connection is reliable and all required tools and apps are available to the child.

6. **Distractions:** Parents should ensure distractions are minimised so their child can focus on their set task.

7. **Positive reinforcement:** Children should receive extra encouragement and support leading up to the assessment and their hard work and focus should be praised afterwards.

**Evaluation Questions:**
**Select the following sentences if True/False:**

1. It is not necessary for a parent to support their child's online learning. (False)

2. Knowing the assessment format in advance of the assessment can help a child's confidence when facing an online assessment. (True)



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

## e. Benefits of Online Learning

Online learning in school education offers a variety of benefits, including:

1.**Continuity of education:** During crisis situations when schools are forced to close, for example, during the Global Coronavirus Pandemic, and the earthquakes in Turkiye in 2023, online learning enables schools to continue providing an education to their pupils. Video conferencing tools allow teachers to connect with their pupils and hold online classes. Learning Platforms allow teachers to upload learning content and activities for their pupils to work on from home. Teachers can check the work submitted and provide personalised feedback to pupils. Online learning provides a medium for teachers to continue delivering the curriculum to pupils in spite of the difficult situation they are currently facing. Furthermore, the vast range of digitial resources available online ensures learning from home in these circumstances is interactive, engaging and enjoyable for pupils.

2.**The role of teacher:** A significant benefit of online learning is that although online learning is a tool for enhancing the learning experience, the teacher's role in the learning experience is still the most important role in the learning experience. How teachers engage their pupils, the learning activities they set, the types of additional online resources they ask their pupils to engage with, and the quality of the feedback the pupils receive, are still determined by, and are the responsibility of the teacher. The provision of a learning platform for pupils with set work each day is more effective when teachers also engage, motivate and monitor their pupils with regular online classes using video conferencing tools.

2.**Personalisation:** Online learning platforms can be personalised to meet the specific needs of learners. It can allow teachers to pay extra attention to pupils who may need extra support in particular problem areas, as well as allow them to encourage exceptional learners by engaging them with extra, targeted material. Teachers can check each pupil's work and provide personal feedback. Feedback can be provided in text form, or in the form of an audio note. Audio notes work particularly well in a crisis situation as hearing their teacher's voice may promote a feeling of connectedness and togetherness.

3.**Flexibility**: Online learning allows for more flexible learning. In a crisis situation where schools have been forced to close, online learning not only allows pupils to continue their education, it also allows them to study at their own pace and at times that suit them. Additionally, using technology within the classroom has also become more commonplace, for example, engaging pupils in online learning games in subjects such as mathematics during class time. In fact, schools who do not embrace the shift to using technology in the classroom are at risk of being left behind.

4.**Access to resources**: Online learning provides pupils with access to a wide range of interactive and engaging educational resources and tools, including videos, podcasts, eBooks, digital games, etc. Digital games are marked instantly thus offering the benefit of instantaneous results and feedback and reducing teacher marking time. Teachers can set up pupil membership of online ebook platforms and encourage pupils to read a certain amount of books in a set period of time. Such platforms often have a reward system where pupils earn badges or unlock different profile pictures when they reach certain targets, thus providing pupils with a motivational factor.

5.**Collaboration:** Online learning platforms often include tools for collaboration and communication, such as discussion forums and video conferencing. These tools help students connect with peers and teachers, share ideas, and collaborate on projects.

6.**Cost effective:** In a crisis situation, implementing a video conferencing system and a learning platform is a cost-effective solution. Although some tools incur a cost, there are also many online learning resources and tools which are available free of charge.



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

7. **Access to global education:** As well as accessing the school work set by their teacher, online learning provides children with the opportunity to access education from anywhere in the world. This can broaden their perspective, exposing them to new ideas and cultures. For example, the online learning application 'Duolingo' provides an enjoyable method of learning any language, and offers a reward system to help motivate learners, and visually, it is very appealing to younger learners.

8. **Improve digital skills:** Online learning can increase learning opportunities and help build the digital literacy of children. Digital literacy in children is increasingly recognised as a significant skill that children require for school, life, and later, for work. Digital literacy refers to not only technical know-how, but also the knowledge, skills and attitudes children require to be safe and empowered in an increasingly digital world. Digital literacy is an ever increasing requirement in the world today, so developing these skills can only be beneficial.

**Evaluation Questions:**
**Select the following sentences if True/False:**

1. Online learning improves the digital literacy of children, increasing their technical know-how, as well as their knowledge, skills and attitudes required to stay safe and empowered in an increasingly digital world.

2. The role of the teacher becomes less important in online teaching.

1.True
2.False



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

# 2. Technical Skills for Teachers

## Introduction

In the 21st century, teachers need to have a strong foundation in technical skills to be able to navigate the digital landscape and effectively engage with students. The COVID-19 pandemic further highlighted the importance of these skills as schools shifted to remote learning. This unit explores the technical skills required for teachers, focusing on digital literacy, virtual classes, task assignment platforms, and the two professional development frameworks: TPACK and DigCompEdu frameworks.

### a. Digital Literacy Skills for Mentor Teachers

In order to be effective in their roles as educators, mentoring teachers must possess strong digital literacy skills. The identification of digital literacy skills that are necessary for teachers to be competent in technology integration is based on the above mentioned frameworks. Digital literacy skills include several sub-components and these key digital literacy skills for mentoring teachers include:

- **Basic computer skills:** Teachers should have a basic understanding of the operation of computers and mobile devices, knowledge of common hardware and software applications and how to use them. Skills such as navigating among files, opening up word processing software and spreadsheets, creating presentations, saving and classifying folders and the like.

- **Internet research and information literacy skills:** Teachers should be able to use the internet and search engines to search, identify and locate relevant information using keywords, evaluate the credibility and reliability of the sources of information found on the internet, and finally acknowledge the sources of information. Once the information is found, organization of the information, using and sharing the information in different formats therefore are also an important part of internet search and information literacy skills.

- **Digital communication skills:** Teachers should be familiar with computer-mediated communication tools such as email, instant messaging, video-conferencing and LMS embedded messaging tools. They can use them to become a part of professional development networks and to effectively communicate with their colleagues, students and parents.

- **Digital safety and privacy:** Teachers should develop a strong understanding of the ability to navigate and engage in online digital environments in a safe and responsible way. They should be able to protect the privacy of their students and themselves by using secure passwords, enabling privacy settings in platforms where personal information is disclosed, identifying secure websites and obtaining parental consent for sharing data.

- **Digital content evaluation and creating:** Teachers should be able to review currently available resources and assess and evaluate digital resources for their relevance and effectiveness in the classroom. They need to be trained in how to assess the appropriateness of the resource for their pedagogical purposes and the appropriateness of the resource's technical aspects for their teaching context. This skill requires a solid understanding of the affordances and constraints of the target digital tools and the match between these and the learning outcomes, instructional goals, and pedagogical strategies of their learning context.



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

From a pedagogical perspective, teachers, before deciding which tool to use in their lessons, can consider assessing the following:

- effective use of multimedia,
- opportunities for differentiation in learning
- level of interactivity and engagement that promotes active learning
- type of feedback it provides to learners
- opportunities for collaboration among users
- support for higher order thinking skills

From a technical perspective, teachers can consider assessing the following:

- accessibility of the tool and whether it operates on the devices available
- ease of use
- regulations for data privacy
- cost effectiveness

In addition to assessing currently available tools and resources, teachers should also be capable of creating digital content such as presentations, videos, podcasts, and websites. They should be familiar with multimedia tools and platforms that allow students to create and share their own digital projects.

- **Copyright and fair use:** Teachers who would like to develop their own learning materials should be familiar with copyright laws and fair use guidelines. They should be well informed about how to properly cite or attribute content sources and also raise their students' awareness to avoid the misuse of other people's work. They may use a limited amount of copyrighted work for educational purposes without violating intellectual property rights. This is because of "fair use," a legal doctrine that provides permission for unlicensed use of copyrighted work and materials. They may also use materials licensed under Creative Commons licenses that offer a flexible system that allows people to share their creative work with others and permit them to use it under certain circumstances.


Understanding the ethical implications of using digital technologies in the classroom, including issues related to privacy and security:

- Being able to use digital tools to create engaging and interactive learning experiences for students
- Knowing how to use digital tools to support collaboration and communication among students and teachers

To help mentoring teachers develop these skills, schools can provide training and professional development opportunities. This can include workshops, online courses, and access to resources such as online tutorials and webinars.

**SAMR Model**



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

Another important framework that informs and guides teachers to transform classroom based teaching and learning is the SAMR (substitution, augmentation, modification and redefinition) Model developed by Puentedura. The first two levels of this model describe educational practices in which technology either directly replaces non-digital instructional materials and techniques or an older technology is replaced by a newer technology without any methodological changes and functional improvement in learning gains. The next two levels, on the other hand, describe situations in which technology is used in a way that significantly changes and enhances the methodological approaches of the educator and their instructional techniques. Learning outcomes that cannot be achieved in the absence of digital technologies are intended to be achieved in these two levels. Teachers should have a strong understanding of these levels and how and to what extent use of technology, indeed, reshapes and enhances the effectiveness of their instruction.

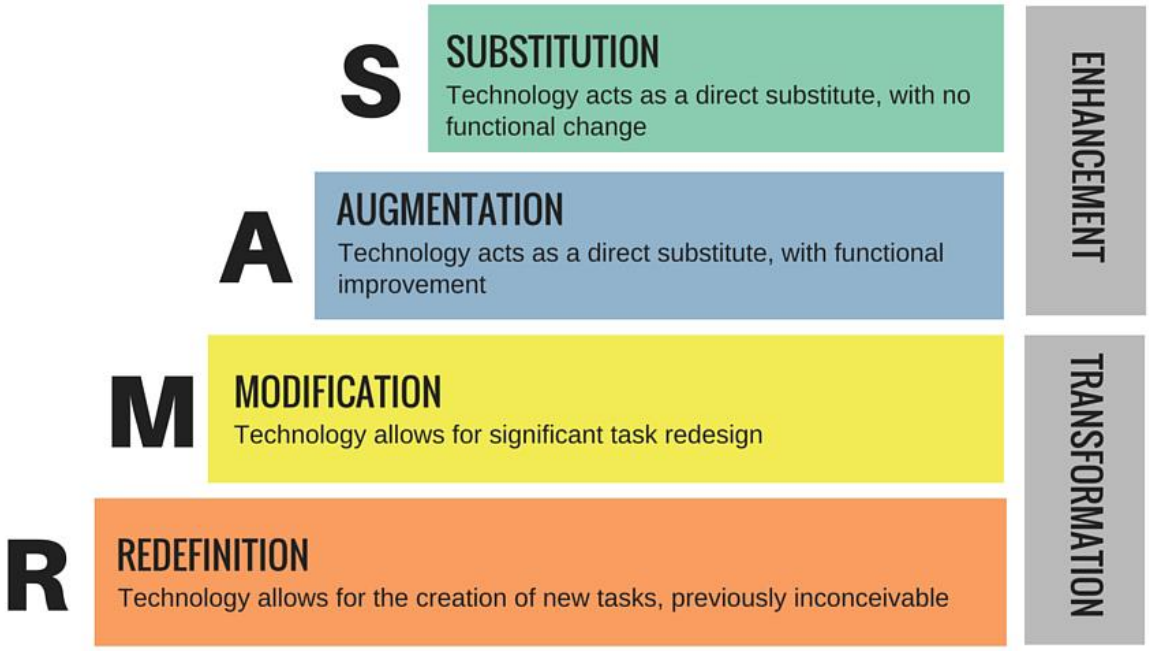



Figure 3. The SAMR model (Puendetura, 2014)

### b. Virtual Classes and Task Assignment Platforms

Virtual classes and task assignment platforms have become increasingly important in the wake of the COVID-19 pandemic, and teachers need to be able to use these tools effectively. Some key skills for teachers in this area include:

- Being able to set up and manage virtual classrooms using platforms such as Zoom or Google Meet, MOODLE, Canvas etc.
- Knowing how to use virtual whiteboards and other digital tools to enhance teaching and learning
- Being able to assign and manage tasks and assignments using digital platforms
- Understanding how to assess student work in a virtual environment

To help teachers develop these skills, schools can provide training and support, including access to online tutorials and resources. Teachers can also benefit from collaborating with colleagues to share best practices and ideas for using virtual classes and task assignment platforms effectively.



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

The most popular tools for virtual classes and online collaboration, but also online learning platforms are displayed below.






Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

## c. TPACK Framework

The TPACK (Technological Pedagogical Content Knowledge) framework is a model developed by Mishra and Koehler (2006) to describe the knowledge and skills that teachers need to effectively integrate technology into their teaching. It is a widely used framework that is used in educational technology. The framework is based on three types of knowledge that teachers should acquire in order to effectively integrate technology into their educational practices:

- Content knowledge: The subject matter knowledge that teachers need to effectively teach their subject
- Pedagogical knowledge: The ability to use effective instructional strategies and methods to engage students and promote learning
- Technological knowledge: This included the knowledge of available digital tools and technologies to enhance teaching and learning, their affordances as well as their constraints.

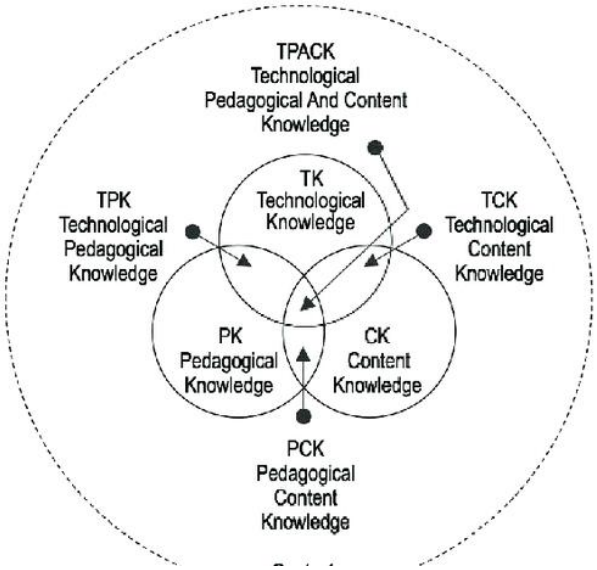



Figure 1. Visual representation of the Technological, Pedagogical, and Content Knowledge framework (Mishra and Koehler, 2006)

To effectively integrate technology into their teaching, teachers need to have a deep understanding of all three types of knowledge. However, an integrated and interconnected understanding of these three types of knowledge, rather than knowing them in isolation, is considered crucial for effective use of instructional technology. As new technologies and pedagogical strategies emerge, teachers must adapt and adjust their instructional practices to meet the changing needs of their students. This can be challenging, but there are resources available to help teachers develop their TPACK skills. These include online courses, workshops, and access to online resources such as videos and articles.

**European Framework for Digital Competences for Educators (DigCompEdu Framework)**

European Framework for Digital Competences for Educators has been developed by the European Commission to provide a general reference frame applicable to all educational contexts where technology integration is intended. The framework identifies and explains the key digital competences specific to



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

educators, and it addresses all teachers regardless of their branches. In addition to providing educators a common frame that summarizes the fundamental aspects of pedagogical digital competence, DigCompEdu also allows teachers to assess their digital competence by using a freely available online check-in self-reflection tool and helps them take necessary actions to improve their competences.

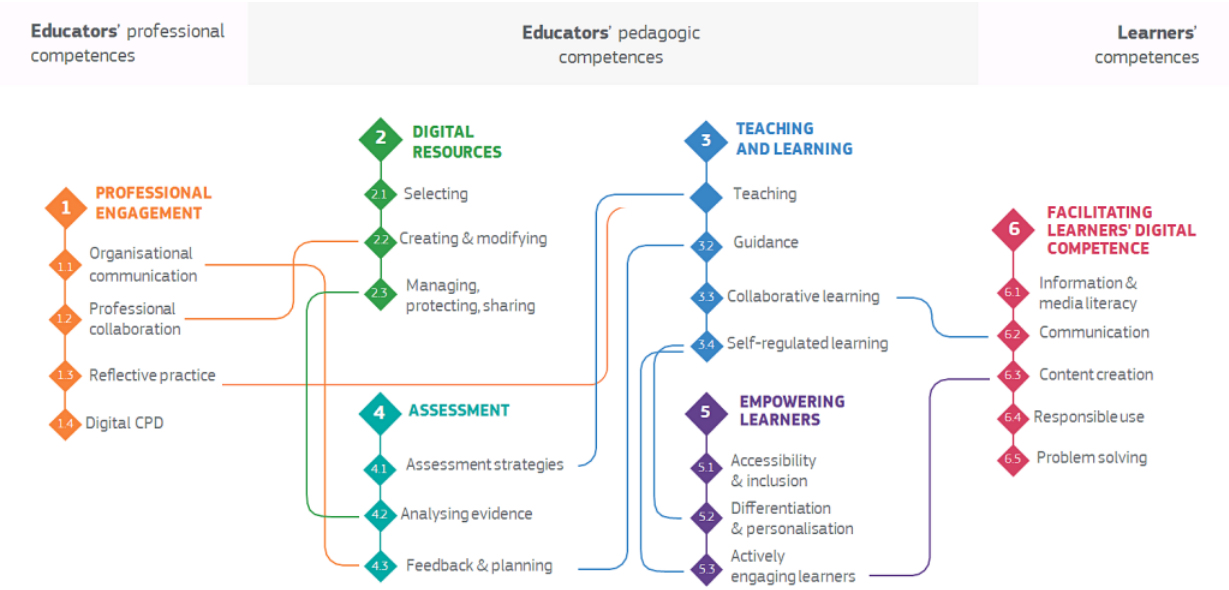



Figure 2: 22 competences of DigCompEdu Framework organized in six areas (Redecker, 2017)

The framework details 22 educator-specific digital competences categorized under six core areas: professional engagement, digital resources, teaching and learning, assessment, empowering learners, and facilitating learners' digital competence (Redecker, 2017). Each competence in each core area is described with six competence levels according to a progression model that is similar to the competence levels in Common European Framework of Reference for Languages (CEFR): A1 Newcomers, A2 - Explorers, B1- Integrators, B2- Experts, C1 - Leaders, C2 -Pioneers. A realistic goal in many educational contexts is for educators to reach a B2 level competency in integrating technology into their practice.

**Evaluation Questions**

**Choose the right option to complete the sentence.**

1. The TPACK framework stands for.....

a) Technology, Planning, and Knowledge
b) Technology, Pedagogy, and Knowledge
c) Technology, Pedagogy, and Kinetics
d) Technology, Psychology, and Knowledge

Answer: b) Technology, Pedagogy, and Knowledge



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

### d. Links to Short Tutorials

Here are some links to short tutorials that can help teachers develop their technical skills:

- Google Classroom for Teachers: https://www.youtube.com/watch?v=u-8nJj1EXhw
- Zoom for Teachers: https://www.youtube.com/watch?v=Z2UoOTg8J2Ic
- TPACK Explained: https://www.youtube.com/watch?v=7dtj91L_wq4
- Technological Pedagogical and Content Knowledge - TPACK: https://www.youtube.com/watch?v=0AiUNujA0DM
- Digital Literacy Tutorial: https://www.youtube.com/watch?v=oU1X3QpX-90
- Why Digital Literacy is Important for Learning: https://www.youtube.com/watch?v=zXuPnpKV14I
- MOODLE Tutorial: https://www.youtube.com/watch?v=97vBWNam-ro
- Canvas Tutorial: https://www.youtube.com/watch?v=SjRufr1AR_o
- H5P Tutorial Playlist: https://www.youtube.com/watch?v=2HtxLeXGU48&list=PL4lOawnmqTnEjL-Tpg8aAEADYFxN5WCOW
- Quizizz Walkthrough for Teachers: https://www.youtube.com/watch?v=rUI-bWFg3rc
- Quizlet tutorial for Teachers: https://youtu.be/Rc9Gw5UwMlg
- Kahoot Tutorial Playlist: https://youtu.be/KJgZZQcsSPk
- How to Use Wakelet in The Classroom: https://www.youtube.com/watch?v=5Z9JUelSKpk

**Conclusion**

Technical skills are becoming increasingly important for teachers in the 21st century. Schools can support teachers in developing these skills by providing training and professional development opportunities, access to resources such as online tutorials and webinars, and opportunities to collaborate with colleagues. By developing their digital literacy skills, learning to effectively use virtual classes and task assignment platforms, and understanding the TPACK framework, teachers can create engaging and effective learning experiences for their students.

## 3. Methodological Competences in Mentoring

### a. Emotional Intelligence as a Key Mentoring Competence

In the age of digital learning, mentoring has become more important than ever. Mentors play a vital role in providing guidance, support, and advice to students, especially when it comes to developing emotional intelligence. Emotional intelligence is the ability to recognize, understand, and manage one's emotions, as well as the emotions of others. It is essential in the digital classroom because it helps students to navigate difficult situations, build stronger relationships, and communicate effectively.

Here are some strategies that mentors can use to support the development of emotional intelligence in the digital classroom:

- Encourage self-awareness: Encourage students to reflect on their emotions and how they are affecting their behavior. This will help them to develop self-awareness and understand how their emotions impact their relationships with peers and teachers.



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

- Model positive behaviors: Mentors should model positive emotional behaviors such as empathy, active listening, and patience. This will help students to develop these same skills and apply them in their digital interactions.
- Foster a positive online environment: Mentors should encourage a positive online learning environment by promoting respectful communication, empathetic responses, and constructive feedback.
- Address conflicts constructively: When conflicts arise in the digital classroom, mentors should address them constructively, encouraging students to express their emotions and work together to find a solution.
- Provide opportunities for social connection: To foster social connection in the digital classroom, mentors can provide opportunities for students to connect, such as online discussion forums, group projects, or virtual meetings.

Ultimately, emotional intelligence is a critical component of effective mentoring in the digital classroom. By helping students to develop this skill, mentors can create a positive and supportive environment that fosters academic success and personal growth.

Developing emotional intelligence is a key aspect of effective mentoring in the digital classroom. Here are some strategies that mentors can use to support the development of emotional intelligence in their students:

Foster digital empathy: Encourage students to develop digital empathy, which is the ability to understand and respond to the emotions of others in online interactions. This can be achieved by modeling positive behaviors, such as responding to messages promptly and with empathy, and encouraging students to think about how their online actions may affect others.

- Teach online communication skills: Mentors should teach students online communication skills, such as active listening, effective questioning, and respectful disagreement. These skills are essential for building strong relationships and effective collaboration in the digital classroom.
- Encourage self-regulation: Students need to learn how to regulate their emotions and behavior in the digital classroom. Mentors can encourage self-regulation by promoting mindfulness practices, stress management techniques, and strategies for dealing with distractions.
- Promote digital citizenship: Mentors should promote digital citizenship by encouraging responsible and ethical behavior online, such as respecting others' privacy and intellectual property rights, and avoiding cyberbullying and other harmful behaviors.
- Provide personalized support: Every student is unique, with different emotional needs and learning styles. Mentors should provide personalized support that is tailored to the individual needs of each student, such as offering one-on-one mentoring sessions, providing feedback on assignments, and offering resources for emotional support.

In conclusion, emotional intelligence is a critical component of effective mentoring in the digital classroom. By using these strategies, mentors can help their students to develop this essential skill and create a positive and supportive environment for academic success and personal growth.



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

**Evaluation Questions:**

**Choose the write option for the following questions.**

1. How can emotional intelligence benefit the mentoring relationship between a mentor and a student?

a) By increasing the mentor's knowledge and expertise in the subject area
b) By improving the mentor's ability to understand and relate to the student's emotions and needs
c) By reducing the amount of time and effort required for the mentor to provide guidance and support
d) By increasing the student's ability to work independently without the need for mentoring

2. Which of the following is an example of how a mentor can apply emotional intelligence in the mentoring process?

a) Providing only critical feedback to the student without acknowledging their achievements
b) Ignoring the student's emotions and focusing only on their academic progress
c) Encouraging the student to take an active role in their learning and providing support and guidance as needed
d) Punishing the student for mistakes or errors without providing constructive feedback or guidance

3. Emotional intelligence is not important in online mentoring because:

a) Students cannot see their mentors' emotions online
b) Online mentoring is more focused on technical skills than emotions
c) Emotional intelligence can help mentors to better understand their students' needs and emotions
d) Emotional intelligence is not applicable to online learning

Reponses:

1.b
2.c
3.b,c,d

### b. Achievement Orientation

Since its introduction in the early 1980′s, the achievement goal theory has been used to model educational contexts, and tackle issues of ethnic, cultural, and gender diversity [1]. Achievement goals have the role to orient and motivate students and teachers to strive to achieve or avoid certain types of tasks in an achievement-related context [2]. When performing achievement-related tasks, individuals can fluctuate in their state of involvement directed toward task or ego goals.

Students’ involvement in striving to meet task-involved goal criteria during the goal setting process is dependent on the situationally and task-emphasized goals or the perceived motivational climate. Successful goal achievement is directly connected to achieving an equilibrium in terms of complexity: the difficulty of



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

the assigned tasks should be correlated to the learner knowledge, stimuli should be correlated to the complexity of the activities, the learning objectives, and the planned performance parameters, as well as the social environments surrounding individuals should provide enough variety to accommodate different needs.

During the goal-setting process [1-5], the motivational overriding climates are created by: (1) the type and level of the goals assigned, (2) the nature of the feedback given, (3) the evaluation criteria used to judge goal accomplishment, and (4) the manner in which that goal accomplishment is recognized.

For a task-driven climate, the goals should be focused on the improvement achievement in connection with the required effort (e.g., process and performance goals), the feedback provided would be informational, self-referenced, and task-centred, the learner himself/herself could be involved in the evaluation of goal accomplishment, and successful goal completion should be also tied to intrinsic satisfaction.

In accordance with the achievement goal theory, three distinct types of achievement goals can be defined: (1) mastery goals (gaining skills to accomplish tasks and the resultant sense of competence that follows skill mastery), (2) performance-approach goals (reinforces competence), and (3) performance-avoidance goals (motivational strategy that addresses a desire to avoid feelings of incompetence relative to others). Therefore, achievement orientation phases comprise four distinct achievement profiles [6]: mastery-approach, mastery-avoidance, performance-approach, and performance-avoidance.

- *Mastery-Approach Goals*: Learners with/ assigned with mastery-approach goals should focus on the development of a competence for its own sake. When learners have mastery-approach goals, they strive to master or understand the task they are working on; they are motivated to learn in order to improve their knowledge and abilities. The emphasis is on learning and self-improvement. An example of a mastery-approach item is: "*I want to learn as much as possible from this class.*"

- *Mastery-Avoidance Goals*: Learners with/ assigned with mastery-avoidance goals are motivated to avoid situations in which they are unable to learn. When learners have mastery-avoidance goals, they tend to worry about their inability to master the task. An example of a mastery-avoidance item is: "*I worry that I may not learn all that I possibly could in this class.*"

- *Performance-Approach Goals*: Performance-approach goals are focused on the demonstration of a competence in relation to others. When a learner has performance-approach goals, s/he does not necessarily care about mastering the task. There is an emphasis on doing better than other students. Learners who have a performance-approach goal orientation are extrinsically motivated. An example of a performance-approach item is: "*It is important for me to do better than other students.*"

- *Performance-Avoidance Goals*: Learners with performance-avoidance goals are concerned with avoiding failure in front of others. They are extrinsically motivated by a fear of poor performance. An example of a performance-avoidance item is: "*My goal in this class is to avoid performing poorly.*"




Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

There are four learner performance levels (achievement levels): Below Basic, Basic, Proficient, and Advanced. The goal for all students is to score at the proficient or advanced level. Performance levels are based on predetermined score ranges.

- *Advanced*: A learner demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with elementary school content-readiness.
- *Proficient* – A learner demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with elementary school content-readiness.
- *Basic* – A learner demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with elementary school readiness.
- *Below Basic* – A learner demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with elementary school content-readiness.


Achievement orientation needs to consider the content-readiness for elementary school, respectively the ability of students to learn specific skills and content at their grade level. Content-readiness is influenced by factors such as their prior knowledge, language proficiency, learning styles, motivation, and family support. Content-readiness can vary among students in the same classroom, so teachers need to differentiate their instruction based on students' needs and interests.

To guide teachers to construct achievement orientation, a teacher can use the following strategies:

- Develop clear and specific learning objectives that align with the goals and mission of the program and course (*https://cetl.uconn.edu/resources/design-your-course/developing-learning-objectives/*). Learning objectives communicate what students are expected to learn and how they will be assessed. They can be written using, for example, the ABCD model: audience (who), behaviour (what), condition (how), and degree (how well) (*https://cetl.uconn.edu/resources/design-your-course/developing-learning-objectives/*).
- Use formative assessments and feedback to monitor learners' progress and learning needs. Formative assessments can be used as they are informal and ongoing ways of checking learners' understanding and skills. Feedback is information that helps learners improve their performance and learning. Both formative assessments and feedback should emphasize effort, improvement, and mastery rather than grades, comparison, or ability.
(*https://education.msu.edu/research/projects/eteams/goal-orientation/*).
- Promote a mastery-oriented classroom culture that values learning, curiosity, challenge, and growth. The teacher can do this by modelling a mastery orientation culture, praising learners for their effort and strategies, encouraging learners to set their own goals and monitor their own learning, providing opportunities for choice and autonomy, fostering collaboration and peer support, and creating a safe and supportive environment where mistakes are seen as opportunities for learning



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

(*https://education.msu.edu/research/projects/eteams/goal-orientation/*).

**Teachers' achievement goal orientations**

Based on research carried out by [6, 7], during mentoring processes, it is important to consider teacher motivation factors and their contribution to teachers' instruction and students' motivation. The assessment of the teachers' perception of the goal structure, as well as of the relations between goal structure, teaching related goal orientation, engagement for teaching, and job satisfaction leads to an improved mastery goal structure.

**Evaluation questions.**

**Select the following sentences if True/False:**

1. Learners that have mastery-avoidance goals, tend to worry about their inability to master the task.
2. Identify the strategies that can be used to support teacher's achievement orientation:
    a) Promote a mastery-oriented classroom culture
    b) Use informative assessment methods
    c) Use feedback to help learners improve their performance
    d) Develop general learning objectives

Responses:

1.True

2.a,c

## c. Communication with the Students in Online Education

Effective communication is crucial in online education. As an online educator, it is essential to establish clear communication channels with your students to ensure that they are engaged, motivated, and on track. Here are some tips on how to communicate effectively with your students in online education:

- Establish clear expectations: Make sure that your students understand your expectations for communication, including when and how you will be available to them. Establish clear guidelines for communication, such as the preferred mode of communication (email, video chat, etc.), and the expected response time.
- Be responsive: Respond to your students' inquiries and feedback promptly. This will help them to feel valued and supported, and it will also help you to identify any issues or concerns before they become major problems.
- Use multiple communication channels: Utilize a variety of communication channels, such as email, video chat, discussion forums, and social media. This will allow you to connect with your students in different ways and keep them engaged and motivated.
- Encourage participation: Encourage your students to participate in online discussions, group projects, and other collaborative activities. This will help to build a sense of community in your online classroom, and it will also help your students to feel more engaged and invested in their learning.
- Provide regular feedback: Provide regular feedback on your students' assignments and performance. This will help them to understand their strengths and weaknesses and identify areas for improvement.



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

Online education has become increasingly popular in recent years, and effective communication strategies are essential for success in this environment. Here are some effective communication strategies for online educators:

- Use clear and concise language: Use clear and concise language in your communications with your students. Avoid using jargon or technical terms that your students may not understand.
- Create a welcoming environment: Create a welcoming environment in your online classroom by greeting your students and encouraging them to introduce themselves. This will help to build a sense of community and create a more positive learning environment.
- Use visuals: Use visuals such as images, videos, and infographics to help illustrate complex concepts and keep your students engaged. This will help to break up the text-heavy content and make the learning experience more engaging.
- Schedule regular check-ins: Schedule regular check-ins with your students to ensure that they are staying on track and understand the material. This will also help to build a rapport between you and your students and create a more supportive learning environment.
- Encourage questions and feedback: Encourage your students to ask questions and provide feedback on your teaching methods and materials. This will help to improve your teaching and ensure that your students are getting the most out of their learning experience.

In conclusion, effective communication is critical for success in online education. By using clear and concise language, creating a welcoming environment, using visuals, scheduling regular check-ins, and encouraging questions and feedback, you can create a more engaging and supportive learning environment for your students.

**Evaluation Questions:**

**Choose the correct option for the following questions:**

1. Which of the following is an effective way to establish clear and effective communication with students in online education?
    a) Using email as the only means of communication with students
    b) Setting up virtual office hours to be available to students
    c) Not providing any contact information and expecting students to solve problems on their own
    d) Providing contact information only to outstanding students

2. What is asynchronous feedback?
    a) Real-time communication between the student and the instructor
    b) Delayed communication that allows students to process information and provide a thoughtful response
    c) Feedback that is only given at the end of the course
    d) Feedback that is only given to students who meet certain criteria

Responses:

1.b
2.b



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

## d. Relationships in the Mentoring Process in Online Education

Mentoring is an important component of online education. A mentor can provide guidance, support, and advice to students, helping them to navigate the challenges of online learning and achieve their academic goals. A strong relationship between the mentor and the student is essential for a successful mentoring process. Here are some tips for building a strong relationship in the mentoring process in online education:

- Establish clear expectations: Establish clear expectations at the beginning of the mentoring process. This includes expectations around communication, feedback, and support. It is important that both the mentor and the student understand what is expected of them and how they will work together.
- Communicate regularly: Regular communication is key to building a strong relationship in the mentoring process. The mentor should be available to the student on a regular basis and respond promptly to any questions or concerns.
- Be supportive: The mentor should be supportive of the student throughout the mentoring process. This includes providing encouragement, motivation, and feedback that is constructive and helpful.
- Listen actively: Active listening is an important skill for mentors. The mentor should listen carefully to the student's concerns and questions and respond thoughtfully.
- Foster a positive environment: It is important to foster a positive environment in the mentoring process. This includes being respectful and positive in all communications and creating an atmosphere of trust and mutual respect.

Building a strong relationship in the mentoring process is essential for success in online education. By establishing clear expectations, communicating regularly, being supportive, listening actively, and fostering a positive environment, mentors can help students achieve their academic goals.

On the other hand, online education has become increasingly popular in recent years, and effective mentoring relationships are essential for success in this environment. Here are some tips for building effective mentoring relationships in online education:

- Establish clear communication channels: Establish clear communication channels between the mentor and the student. This includes identifying the preferred mode of communication (email, video chat, etc.) and the expected response time.
- Set goals: Set clear goals for the mentoring process. This includes identifying specific academic goals and milestones that the student wants to achieve.
- Provide feedback: Provide regular feedback to the student on their progress. This includes both positive feedback and constructive criticism.
- Be flexible: Be flexible in the mentoring process. This includes being open to the student's needs and adjusting the mentoring process as necessary.
- Foster a collaborative environment: Foster a collaborative environment in the mentoring process. This includes encouraging the student to take an active role in their learning and providing opportunities for collaboration with other students.



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

In conclusion, effective mentoring relationships are essential for success in online education. By establishing clear communication channels, setting goals, providing feedback, being flexible, and fostering a collaborative environment, mentors can help students achieve their academic goals and succeed in online education.

**Evaluation Questions:**

**Choose the correct option for the following questions.**

1. Why is building a positive relationship important in the mentoring process in online education?
    a) It allows the mentor to avoid interacting with the student
    b) It helps the mentor establish their authority over the student
    c) It enables the mentor to understand the student's goals and needs and provide appropriate support
    d) It helps the mentor maintain distance and objectivity from the student

2. What is the role of active listening in the mentoring process in online education?
    a) To avoid listening to the student's concerns and focus on the mentor's agenda
    b) To listen only to the student's academic progress and ignore their personal concerns
    c) To fully understand the student's perspective and provide relevant guidance and support
    d) To interrupt the student and provide unsolicited advice without understanding their needs

Responses:
1.c
2.c

### e. Sample Mentoring Questions

Mentoring questions are questions that **a teacher, acting as a mentor, can ask students** to help them reflect on their goals and performance.

1. What are some of the goals that you have for yourself as a learner? How do you plan to achieve them? How can a mentor support you in reaching them?
2. Which are the most interesting ways to learn?
3. Which are the most boring ways to learn?
4. What technologies do you prefer to use when learning?
5. What technologies do you prefer to use when playing?
6. How do you prefer to learn new information? Do you like to read, listen, watch, or do something?



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

7. What are some of the things that you find difficult or challenging? How do you cope with them?
8. How do you like to receive feedback on your work? Do you prefer verbal or written feedback?

Mentoring questions are questions that **a mentor can ask a teacher** to help them reflect on their practice, identify their strengths and areas for improvement, and set goals for their professional growth.

1. How do you handle classroom management issues?
2. How is it best to integrate technology into your teaching?
3. How can you best identify the individual and collective needs, interests, and goals of learners?
4. How do you differentiate your instruction to meet the diverse needs and interests of your students? What are some of the strategies or tools that you use or would like to try?
5. How do you plan your lessons and assessments? Which are the factors that influence your decisions?
6. How do you know if your students are learning and meeting the objectives? What evidence do you use to monitor their progress and provide feedback?
7. How do you engage your students in active and meaningful learning? What are some of the ways that you foster their motivation, curiosity, and collaboration?
8. How do you reflect on your teaching practice? What are some of the sources of feedback or support that you use or seek?

# 4. Diagnosis and Intervention Strategies in Mentoring

## a. Positive Psychology &P ERMA Model

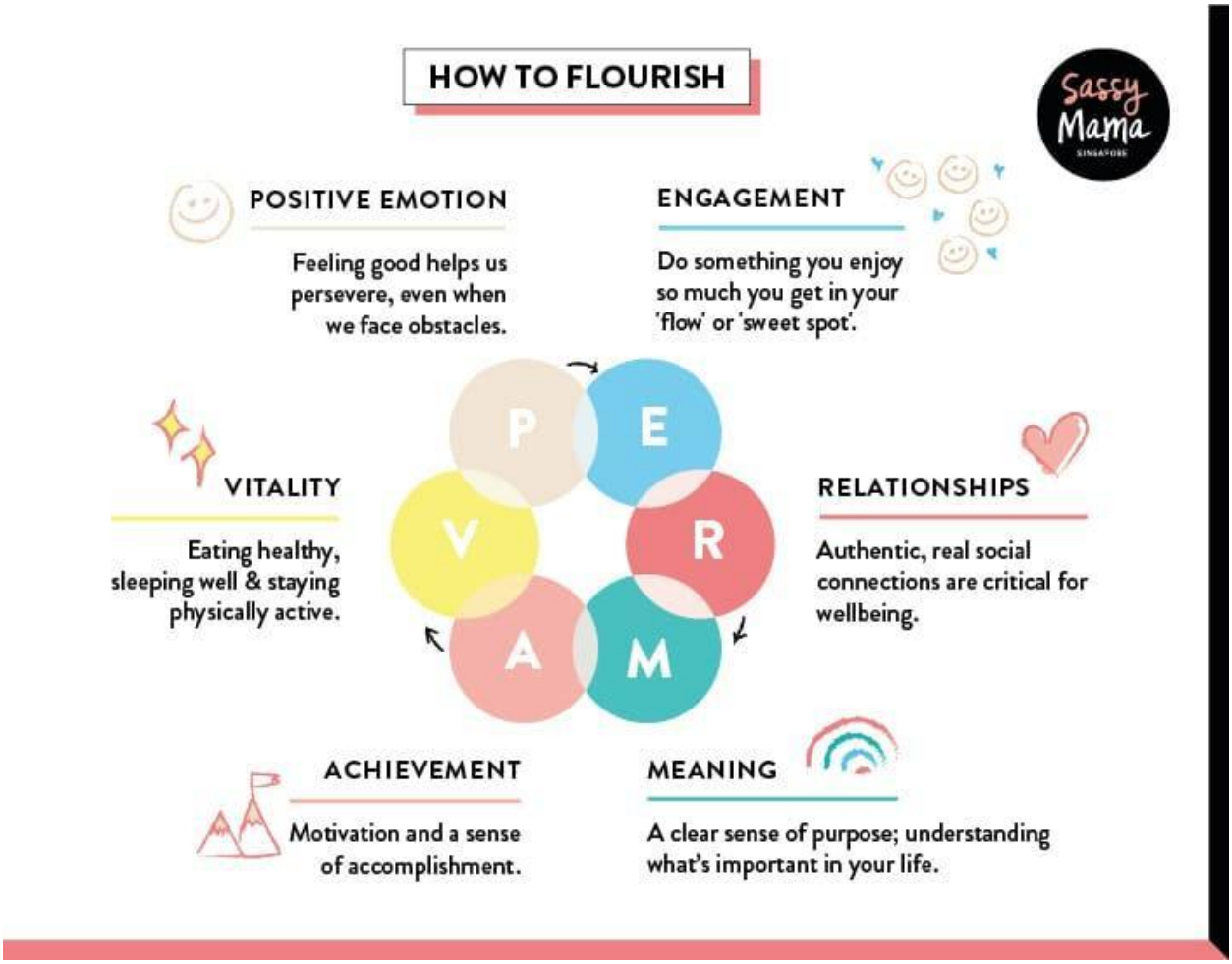
**Description and aim of the techniques**

The PERMA + V Model is the core of Dr. Martin Seligman's Wellbeing Theory. It is an acronym that defines the five factors that contribute to a person's wellbeing and happiness.

**How to Flourish**



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.




**P – Positive Emotion** - is, perhaps, the most obvious connection to happiness. Focusing on positive emotions is the ability to remain optimistic and view one's past, present, and future from a constructive perspective.

A positive outlook can help relationships, working environments and recreational activities and inspire others to be more creative and take more chances. There are many health benefits to optimism and positivity.

This type of positive emotion is crucial. It can help people enjoy the daily tasks in their lives and persevere with challenges they face by remaining optimistic about eventual outcomes.

**E – Engagement** - Activities that meet our need for engagement flood the body with positive neurotransmitters and hormones that elevate one's sense of well-being. This engagement helps us remain present, as well as synthesize the activities where we find calm, focus, and joy. Whether it's playing an instrument, playing a sport, outdoor activity, dancing or even just a hobby.

When time truly "flies" during an activity, it is likely because the people involved were experiencing this sense of engagement.

**R – Relationships** - Relationships and social connections are crucial to meaningful lives. We are social animals who are hard-wired to bond and depend on other humans. Hence, the basic need for healthy relationships and positive connections.



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

We thrive on social connections that promote love, intimacy, and a strong emotional and physical interaction with other humans. Positive relationships with one's parents, siblings, peers, work colleagues and friends with similar interests and aspirations is a key ingredient to overall joy.
A strong social circle also provides support in difficult times and when making important life decisions, and helps build resilience.
**M – Meaning** - Religion and spirituality provide many people with meaning, as can working for a good company, raising children, volunteering for a greater cause, and expressing ourselves creatively.
Understanding the impact of your work and why you chose to "show up at the office" may help you enjoy the tasks and become more passionate about what you do. You can ask yourself, is this aligned with my core values?
**A – Achievement** - Having goals and ambition in life can help us to achieve things that can give us a sense of accomplishment. You should make realistic goals that can be met. Just putting in the effort to achieve those goals can give you a sense of satisfaction, and when you finally achieve those goals a sense of pride and accomplishment can be felt.
**V - Vitality** - Research shows us that vitality is integral to our wellbeing. Our ability to get a good night's sleep, get the right nutrition in our bodies. Exercising regularly has a significant impact on all other elements of well-being.



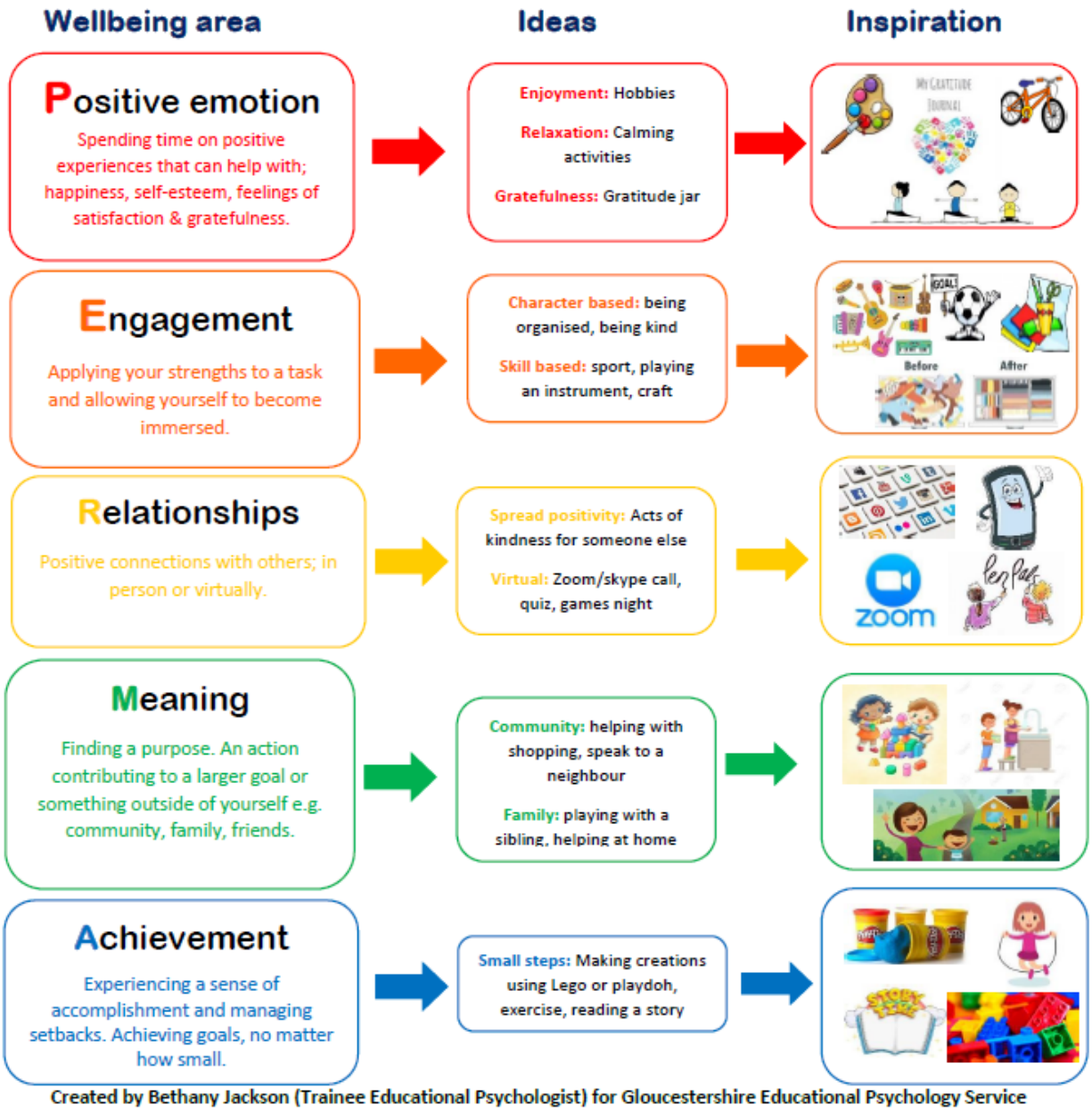
Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

## Implementation – How to Build Teacher Wellbeing




Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

## Implementation – How to Build Students Wellbeing




Created by Bethany Jackson (Trainee Educational Psychologist) for Gloucestershire Educational Psychology Service



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

**Evaluation Questions**

Choose the correct option for the following questions.

1. Who designed the PERMA model?

a) Sigmund Freud
b) Abraham Maslow
c) Martin Seligman
d) Carl Gustav Jung

2. What does “P” stand for in The PERMA model and what does it mean?

a) Positive Emotions
b) Positive Relationships
c) Power
d) Perseverance

3. What does 'E' stand for in the PERMA model of wellbeing?

a) Emotion
b) Empathy
c) Experience
d) Engagement

4. What does the R stand for in the PERMA model?

a) Misterious
b) Meaning
c) Magnificent
d) Mindful

5. What is the purpose of the PERMA model in positive psychology?
a) To identify areas of weakness in students' academic performance
b) To promote positive emotions and well-being
c) To develop students' critical thinking skills
d) To provide a structure for giving feedback to students

Responses:

1.c
2.a
3.d
4.b
5.b



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

## b. Self-Mentoring – Working with Myself

As a mentor, it's important to remember that you don't always need to have all the answers. Sometimes, the best way to support your students is to help them develop the skills they need to find solutions for themselves. One powerful tool for achieving this is self-mentoring.

Self- mentoring involves teaching students to ask themselves questions that can help them better understand their own thoughts and behaviors, identify areas for improvement, and develop actionable steps for making positive changes. This process can be particularly effective in online learning environments, where students may feel isolated or disconnected from their peers and teachers.

To implement self- mentoring in your mentoring sessions, consider the following steps:

**Start with reflection:** Encourage your students to take a few minutes to reflect on their recent experiences in online learning. Ask them to think about what has gone well, what has been challenging, and what they would like to improve.

**Identify goals:** Based on their reflections, help your students identify one or two specific goals they would like to work on. These goals should be challenging but achievable, and should be focused on skills or behaviors that the student has control over.

**Ask mentoring questions:** Once your student has identified their goals, use mentoring questions to help them explore their current thoughts and behaviors, and identify opportunities for growth. Some sample mentoring questions include:

- What do you think is holding you back from achieving your goal?
- What specific steps can you take to make progress towards your goal?
- How can you hold yourself accountable for taking these steps?

**Develop a plan:** Based on the insights gained through mentoring questions, work with your student to develop a specific plan for achieving their goals. This plan should include concrete actions, timelines, and milestones for progress.



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

**Check-in regularly:** As your student works towards their goals, schedule regular check-ins to provide encouragement, celebrate progress, and provide feedback on areas for improvement.

By teaching your students the skills of self- mentoring, you can help them develop greater self-awareness, resilience, and problem-solving abilities, all of which will serve them well in online learning and beyond.

**Evaluation Question:**
**Choose the correct option for the following question:**

1. What are some benefits of self-coaching?

a) Improved self-awareness and self-esteem
b) Increased motivation and goal-setting abilities
c) Better decision-making and problem-solving skills
d) All of the above

Response:
1.d

### c. Supporting Listening Skills

Effective listening is a crucial skill for success in online learning. When students feel heard and understood, they are more likely to engage with the material and feel motivated to participate in class discussions. However, listening in an online environment can be challenging, as students may face distractions or technological difficulties that can interfere with their ability to focus.

As a mentor, you can support your students in developing strong listening skills by implementing the following strategies:



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

**Set clear expectations:** At the beginning of each mentoring session, set clear expectations for how you and your students will communicate. Encourage your students to turn off any distractions, such as their phones or notifications, and ask that they actively listen during the session.

**Practice active listening:** Model active listening behaviors by paraphrasing your students' statements, asking clarifying questions, and providing feedback that demonstrates your understanding of their perspective. Encourage your students to do the same when communicating with you and their peers.

**Use visual aids:** In an online environment, visual aids can be helpful in reinforcing key points and keeping students engaged. Use slides or other visual aids during your mentoring sessions to support your verbal communication.

**Encourage note-taking:** Encourage your students to take notes during the mentoring session to help them retain information and stay engaged. Note-taking can also help students to organize their thoughts and identify areas for further exploration.

**Provide opportunities for reflection:** At the end of each mentoring session, provide time for your students to reflect on what they learned and how they can apply it to their studies. This can help to reinforce key concepts and deepen their understanding.

By supporting your students in developing strong listening skills, you can help them to be more engaged and successful in online learning environments. These skills will also serve them well in their future academic and professional endeavors.

Evaluation Question:
Choose all the correct options for the following question.

1. What are some ways to improve listening skills in online mentoring?
   a) Encourage students to use nonverbal cues to express themselves
   b) Focus on active listening and asking clarifying questions
   c) Avoid distractions and multitasking during mentoring sessions
   d) All of the above

Response:
1.a,b,c,d



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

## d. Gibbs Reflective Cycle

The topic has been presented in the following video. This video has been created by the students from Romania.

https://www.youtube.com/watch?v=0YQrGF1mzNs

**Evaluation question:**

**Choose the correct option for the following question.**

1. Which of the following is an example of a closed-ended question?
   a) "What do you think about this idea?"
   b) "Why did you make that decision?"
   c) "Did you understand the instructions?"
   d) "Can you tell me more about your thought process?"

Which of the following is an example of a reflective question?

   a) "What would you do differently next time?"
   b) "Can you explain why you made that decision?"
   c) "What do you think about this idea?"
   d) "Can you tell me more about your thought process?"

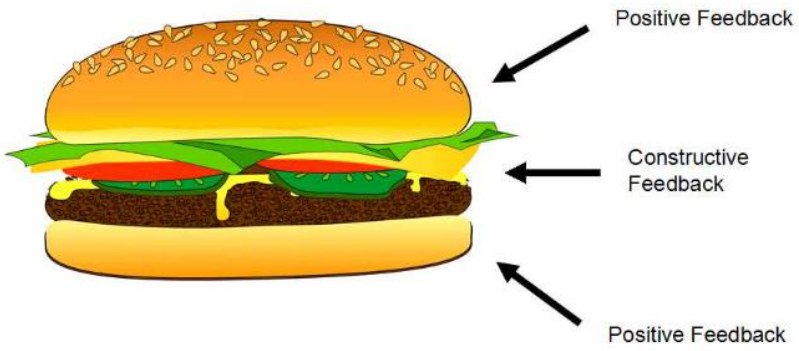
Response:
1.c



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

2.a

### e. Hamburger Method




The Hamburger Method is a popular strategy for providing feedback to students. The method is named after the three parts of a hamburger - the top bun (positive feedback), the meat (constructive feedback), and the bottom bun (positive feedback). This method can be particularly useful in online mentoring environments, where clear and concise feedback is essential.

**Here's how the Hamburger Method works:**

**Begin with positive feedback:** Start by providing positive feedback to your student. This can help to build trust and rapport, and reinforce their strengths and accomplishments. For example, you might praise their effort or creativity.

**Provide constructive feedback:** Next, provide constructive feedback on areas where your student can improve. Be specific and provide actionable advice on how they can make improvements. This can be challenging feedback to deliver, but it is crucial for your student's growth and development.

**End with positive feedback:** Finally, end with more positive feedback. This can help to leave your student feeling encouraged and motivated to continue working on their skills. You might again praise their effort or creativity, or highlight a specific area where they have shown improvement.

The Hamburger Method is a powerful tool for providing feedback in online mentoring environments. By following this simple structure, you can deliver feedback that is both constructive and supportive, and help your students to grow and develop their skills.



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

**Practical Tips for Implementing Hamburger Method:**

**Be specific:** When providing constructive feedback, be specific about the areas where your student can improve. Instead of saying "you need to work on your writing," try saying "I noticed that your paragraphs tend to be long and could benefit from more organization. Have you considered breaking them up into shorter, more focused sections?"

**Use concrete examples:** Whenever possible, use concrete examples to illustrate your feedback. This can help your student to better understand your perspective and apply your advice. For example, you might say "I really liked the way you explained your reasoning in your math problem. However, I noticed that you forgot to carry over a digit, which led to an incorrect answer."

**Frame feedback as opportunities for growth:** Instead of framing feedback as criticism, try to reframe it as opportunities for growth and improvement. For example, instead of saying "you made a mistake," you might say "let's take a look at this together and see if we can figure out what went wrong. This is a great opportunity to learn from our mistakes and improve for next time."

Here's an example of how you might use the Hamburger Method to provide feedback to a student who has submitted a writing assignment:

**Top Bun (Positive Feedback):** "I really enjoyed reading your writing assignment. You did an excellent job of using descriptive language and creating a clear picture for your reader."

**Meat (Constructive Feedback):** "One area where you could improve is in your use of transitions between ideas. I noticed that your paragraphs sometimes jump from one topic to another without a clear connection. Consider using transition words or phrases to help guide your reader through your ideas."

**Bottom Bun (Positive Feedback):** "Overall, you have a strong grasp of the concepts and did a great job of organizing your thoughts. Keep up the good work!"

By using the Hamburger Method, you can provide feedback that is both constructive and supportive, and help your students to grow and develop their skills.

**Evaluation Questions:**

**Choose the correct option for the following questions:**

1. The Hamburger Method is a useful feedback technique for students because it.....

a) Encourages students to reflect on their own work
b) Provides students with both positive and constructive feedback
c) Can be used in any subject or field
d) All of the above



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

2. When using the Hamburger Method, what does the "meat" represent?
a) Positive feedback
b) Constructive feedback
c) Neutral feedback
d) Negative feedback

3. When providing feedback to students, it's important to.....
a) Focus only on what they did wrong
b) Criticize their work as much as possible
c) Provide specific examples and suggestions for improvement
d) Avoid providing feedback altogether

4. The Hamburger Method is a popular strategy for providing feedback to students. Which of the following best describes the structure of the Hamburger Method?
a) Top bun (constructive feedback), meat (positive feedback), bottom bun (constructive feedback)
b) Top bun (positive feedback), meat (constructive feedback), bottom bun (positive feedback)
c) Top bun (positive feedback), meat (negative feedback), bottom bun (positive feedback)
d) Top bun (constructive feedback), meat (negative feedback), bottom bun (positive feedback)

Responses:
1.b
2.b
3.c
4.b

## f. The Metaphor Technique in Mentoring

**Description and aim of the techniques**

The goal of this creative technique is to enable the supervisee to “see” how he/she personally perceives his/her position within the institution.

In this experiential process, they became aware of the difference between imagination, verbalization of the image, and translation of the image into a “third medium” – a drawing. They realize how difficult it is to verbalize their imagination, and the drawing, in many cases, significantly differs from what they imagined or expressed verbally.

The fascination with these differences is the first step in thinking about the constructs that we create in our mind and the second – to what extent they can be verbalized. By material representation through creativity, we allow “the freedom of expression” to issues that were not



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

represented in the first and second steps. All three steps lead to a clear picture and final idea about the issue in question.

"Metaphor" as a creative technique enables the participants to reflect on the gap between the image in their mind, its verbal expression, and its visual representation. One's own positioning within the institution and understanding of that position is very important in successful team leading and working with others. A deeper understanding of one's expectations, the wider context, and its reality, as well as opportunities for improvement, is crucial for successful cooperation in any institution.

**Barriers, challenges in using the activity**

During the facilitation of the process, it is essential that the facilitator/supervisor does not suggest possible solutions to the supervisee.

The role of the facilitator/supervisor is to give clear instructions and to use open questions to guide the supervisee in the reflection and self-reflection of their work. Also, the role of the facilitator/supervisor is to prevent other mentees to ask questions and give comments on other participants' results, because the process and its outcomes are completely individual.

It is very important for the facilitator/supervisor to be an active listener, and in the final round of reflection to highlight the characteristics of the process and not the content of individual outcomes of this activity.

**Implementation**

**The work on the metaphor is created by the facilitator (supervisor), and it represents the starting point for self-reflection of each individual mentee.**

**Step 1. 10 min for reflection**

Instructions (given by the facilitator/supervisor)

Remember how the institution (i.e. school) that you work in looks like. What is it like in terms of its architecture? How many people/students are present on a daily basis? What is its daily rhythm of movement indoors and outdoors? What is the spatial arrangement of offices and/or classrooms, the library, the gym, and other facilities?

Try to convey your view of the institution by a metaphor which, in your opinion, describes your institution in the best way. What would you compare it to?

**Step 2. 10 min for drawing**

Every supervisee draws their metaphor on a piece of paper.

**Step 3. 5 min for storytelling**

Every supervisee tells their own metaphor, giving some details about it.



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

**Step 4. 15 min for self-reflection**

Every supervisee reflects individually what they "saw", what they feel and think about the metaphor, and how they could change their position in the institution.

**Evaluation Questions**

**Select the following sentences if True/False:**

1) The goal of this creative technique is to enable that facilitator/supervisor understands the supervisee's position in his / her institution.
2) The work on the metaphor is created by the facilitator/supervisor and it represents the starting point for self-reflection of each individual supervisee.
3) Every supervisee draws their metaphor on a piece of paper and the facilitator/supervisor explains what's in the picture.
4) The results of this technique may lead to the development of better interpersonal relations among the teaching staff, better recognition of their expectations, and the prevention of conflicts.
5) During the facilitation of the process, it is essential that the facilitator/supervisor suggests possible solutions to the supervisees.
6) Choose the correct option for the following question: What is the purpose of using metaphors in mentoring?

a) To help students remember important concepts
b) To make mentoring sessions more fun and engaging
c) To provide visual representations of complex ideas
d) All of the above

Responses:

1.F
2.T
3.F
4.T
5.F
6.a,b,c,d



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

## g. Smart Model of Mentoring

**Description and aim of the techniques**

SMART stands for Specific, Measurable, Achievable, Realistic, and Timely.
The SMART Mentoring Model helps the coaches to set goals and create an action plan that goes with its definition.

**Barriers, challenges in using the activity**

While executing the SMART mentoring model, coaches often make certain mistakes. If you are choosing the SMART mentoring model, try to ensure that you don't make them.
**Specific**– Many coaches are less focused while setting specific goals. To set specific goals you must be laser-focused.
There is a difference between the below two lines:

***"I want to get clients fast."***

***"I want to get 5 new high-end paying clients by the end of this quarter."***

A vague idea about your purpose leads you to create unspecific goals.

**Measurable**– Many coaches are unable to measure the difference between the starting and ending points. They pay less attention to the parameters that they will focus on while measuring their performance. As a result, it becomes difficult for them to understand how far they have reached in accordance with their goals.
**Achievable**– There's a difference between a stretch goal and one that is straight out of the stratosphere. Don't make goals that are beyond the scope of your abilities, knowledge, resources, and time.
**Relevant**– Many coaches take steps that are not in accordance with their core objective. You can be creative but try not to become irrelevant in the quest of experimenting with new approaches.
**Time-Bound**– Often coaches don't set timelines and milestones. Some of them set abrupt deadlines that are unattainable. Both these cases must be avoided. Always perform a reality check while setting deadlines.

**Implementation**

Coaches who follow the SMART mentoring model ask different mentoring questions. These questions are aligned with the definition of the SMART mentoring model.

**Specific**

- What specific results do you want to accomplish?
- Do you think that you can narrow your goals down?
- Do you think that your expected outcomes are specific?
- What is the purpose of accomplishing the outcomes?



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

- What are the reasons for achieving the outcomes?
- What are the benefits of accomplishing the outcomes?
- Who are the stakeholders?
- Where is it going to happen?
- What is the risk involved?
- What else do you think must be considered to make the goal specific?
- Do you think there are other parameters that can affect the outcomes?
- Paint me a picture of how success looks and feels to you?

**Measurable**

- How will you know that you have achieved your goal?
- What would the parameters be that will help you to measure your success?
- What tools and exercises will you use to measure your success?
- Is data to measure your success readily available? Or do you need to develop the measures of success – surveys, focus groups, etc.?
- Do you think there are any other factors that can help in measuring success?

**Achievable**

- Do you have sufficient financial stability to achieve your goal?
- Do you have enough time to reach your destination?
- Do you have the skills and resources to attain your goals?
- How confident are you of attaining the goal?
- What are the limitations that can prevent you from achieving the goal?
- What do you think will matter most to achieve the goals?
- How will you set your priorities to ensure that the goal is attainable?
- What are the other resources that you need to achieve your goals (Technology, space, equipment, etc.)?

**Relevant**

- Why is the goal/approach significant?
- Does the goal align with the needs?
- Do you think that the action steps are in line with the goal?
- On a scale of 1-10, how would you rate the relevance of the goal to your personal/professional life?
- Is it worthwhile?
- Does the action plan align with the needs/efforts?
- How does this goal relate to your most important value?
- Have you ever faced any relevant situation before?
- Is there any other experience of yours that can give relevant insights for tackling the current situation?
- What are the most irrelevant things that you find about the goal, process, or session?

**Time-Bound**



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

- When will we achieve this objective?
- When will we begin taking activities to achieve this objective?
- When will we be able to achieve the shorter outcomes?
- What date will you make significant progress related to the goal?
- Are there other milestones that you want to set?
- When do you think it would be too late to achieve the goal?
- What is the shortest span of time in which you think you can achieve the objective?

**Evaluation Questions**

1. Coaches who follow the SMART mentoring model ask different mentoring questions. Match these question(s) with the definition of the SMART mentoring model.

| | |
|---|---|
| Measurable | What is the risk involved? |
| Specific | How will you know that you have achieved your goal? |
| Time Bound | Do you have enough time to reach your destination? |
| Achievable | What are the benefits of accomplishing the outcomes? |
| Relevant | How will you set your priorities to ensure that the goal is attainable? |

2. Choose the correct option for the following question.

When using the SMART model of coaching, what does the "T" stand for?
a) Time-bound
b) Targeted
c) Thoughtful
d) Tenacious

Response:
2.a



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

# 5. Case Studies

## a. Case Study on Features of Mentoring in Digital Education

| | |
|---|---|
| **Name of the Partner** | Innoquality Systems |
| **Title** | Managing school closures and the switch to online teaching and learning. |
| **Website or Link if possible** | |
| **Name of the Organization** | A Dublin primary school. |



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

| | |
|---|---|
| **Description** | This case study will focus on how one County Dublin primary school responded to school closures and implemented the features of Mentoring in Digital Education.<br><br>**Feature 1: Personalised Learning**<br><br>Personalised learning is a key feature of mentoring in digital education. In this case, the school responded by establishing a learning platform, where each child had an individual profile (with an image they could select as their profile picture). In this case, the school principal chose to use 'Seesaw'. This feature is an important part of personalised learning as it empowers each child by putting them in control of choosing which icon best represents their identity. Further images can be accessed upon completion of tasks. This worked well to encourage the children to work hard and progress so they could update their profile picture to better pictures and show their peers that they had been successful in their progression.<br><br>Additionally, not only was it was possible for the teacher to set a general work schedule of tasks for all pupils in the class to work on, it was also possible for them to provide excelling pupils with additional tasks to maintain their interest, as well as provide pupils in need of support with additional, targeted activities.<br><br>Furthermore, the teachers took different learning styles into account, offering a range of tasks types. The pupils could communicate with their teacher using different mediums as well, by writing a message or recording a voice message. This worked well to encourage all children to maintain contact, as it was possible to do so in a variety of ways. Some children preferred writing a message whereas others found it easier to record a voice message.<br><br>Personalised feedback from teachers worked well to maintain pupil motivation and focus. The children looked forward to logging onto the platform after submitting their work to discover the personal feedback provided by their teacher.<br><br>**Feature 2: Collaborative Learning**<br><br>Another key feature of mentoring in online communication is allowing opportunities for collaborative learning. This was less possible to implement in this case as the children were still very young, primary school age, and so were set activities to work on alone. They did not have the means or autonomy to contact their peers to engage in collaborative learning so it could not be implemented but it is something that would work well in post-primary schools. |



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

| | |
|---|---|
| | **Feature 3: Learning through Technology**<br><br>One week after schools were closed, the children at this County Dublin school were provided with login details to set up their profile on the learning platform. This was established first and was used alone initially, before the school also introduced online classes through the video conferencing application Zoom. Using both tools in parallel worked well. The children needed the zoom meetings to remain engaged and connected to their teacher and their peers. The contact helped motivate them to engage with the activities set for them on the platform. At the start, when only the learning platform was in place, children could have felt unconnected and a little demotivated. They could not see the wider picture. The implementation of online classes to work in parallel with the learning platform was vital to maintain a sense of whole-school community togetherness.<br><br>**Feature 4: Monitoring Progress**<br><br>Online mentoring provides the opportunity for teachers to effectively monitor their pupils' progress. Online learning platforms have features so teachers can keep track of their pupils' work. Additionally, platforms offering e-Books also store information regarding how many books the pupil has read and feature rewards. The teachers at this school in County Dublin found this feature useful as the children were motivated to read more.<br><br>**Conclusion**<br><br>As the school closure due to the Pandemic was so sudden, most schools were not digitally prepared and had to undertake major changes in a very short space of time. However, the school in this case study, like most schools in Ireland, responded quickly and effectively. If there was a reason for schools to have to close again in the future, most schools in Ireland, and across Europe would now be ready and able to implement effective online learning and mentoring. |
| **Questions** | 1. What strategies worked well when establishing an effective online learning solution for this County Dublin school?<br>2. How did the school you work for respond to school closures and the sudden shift to online learning and teaching? |



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

| | |
|---|---|
| | 3. How would you respond (in hindsight), to the same situation if you were the school principal? |

## Case Study on Technical Skills of Teachers

| | |
|---|---|
| **Name of the Partner** | BOUN |
| **Title** | Technical Skills for Teachers |
| **Website or Link if possible** | https://files.eric.ed.gov/fulltext/EJ1286522.pdf |
| **Name of the Organization** | Public and Private Schools in Turkey |
| **Description** | In the teacher surveys conducted at international level before the pandemic, it was expressed that teachers needed various supports to develop their ICT skills. During the COVID-19 pandemic, it was also confirmed that teachers needed to have adequate skills in online learning and distance education, as well as the need for different digital pedagogy approaches. These findings were validated by the experiences gained during this process.<br><br>The switch to fully-online education due to the COVID-19 pandemic was so sudden that all teachers and students were extremely unprepared. This was the case for all Turkish schools, too.<br><br>This case study was created based on a research study by Aytac (2021) conducted with 80 teachers who work at public and private schools in different cities of |



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

| | |
|---|---|
| | Turkey. Interviews were conducted with these teachers in the summer of 2020.<br><br>As the transition to distance education was so sudden, the main problems that the teachers encountered resulted from their inadequacy in using educational technologies appropriately. The lack of teachers' experience in using technology to create meaningful learning environments caused several problems for students, as well.<br><br>In the research study, the most-frequently reported problems were teachers' lack of experience in distance education and students' low motivation for learning and low participation in online learning settings. For instance, teachers stated that they were not familiar with any Web 2.0 tools for class communication before the pandemic and they just used EBA (the distance education TV channel of Turkey) in the early days of school closure. Unfortunately, this created a communication gap between teachers and students who were experiencing being far away from schools and receiving instruction at home for the first time in their educational lives. This communication gap between teachers and students led to a decrease in students' motivation and communication because they could not reach their teachers whenever they needed. And, they were not able to participate in any well-designed live online classes during that time period. This means that students mostly relied on self-study at home and could not receive any instant teacher support or complete any in-class activities. As a result, students' learning processes became hindered. |
| **Questions** | 1. What is the main problem teachers experienced in this case study?<br>2. As a teacher, what would you do under similar conditions?<br>3. What technologies would you suggest to enhance the quality of online learning environments for higher students' motivation and participation? |



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

## c. Case Study on Methodological Competences in Mentoring

| | |
|---|---|
| **Name of the Partner** | INFODEF |
| **Title** | AULA DIGITAL |
| **Website or Link if possible** | http://recursostic.educacion.es/observatorio/web/gl/equipamiento-tecnologico/aulas-digitales |
| **Name of the Organization** | Ministry of Education, Government of Spain in collaboration with different educational publishers. |



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

| | |
|---|---|
| **Description** | The Spanish Ministry of Education has launched the "Aula Digital" project to promote the digitisation of educational content and improve learning experiences in schools across the country. The project aims to provide teachers and students with access to interactive digital resources and innovative pedagogical tools.<br><br>The main objective of "Aula Digital" is to facilitate the integration of digital resources in the classroom. The project provides an online platform that hosts a wide range of digital content, including e-textbooks, educational videos, interactive activities and simulations. These resources are aligned with the national curriculum and cover various subjects and levels of education.<br><br>Teachers can use the Digital Classroom platform to select and customise content according to the needs of their students. The platform also allows teachers to create and share their own activities and assessments, fostering adaptability and personalised learning.<br><br>To support the implementation of the project, the Ministry of Education has provided schools with tablets and other digital devices. In addition, professional development and training programmes have been organised to enable teachers to use technology effectively in their classrooms.<br><br>Aula Digital" targets primary and secondary school teachers and pupils across Spain. By embracing digitisation, the project aims to foster student engagement, facilitate differentiated teaching and promote collaborative and interactive learning experiences.. |



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

| | |
|---|---|
| **Questions** | 1) How has the integration of the "Aula Digital" resources impacted your teaching practices and student engagement in the classroom?<br><br>2) In what ways have you personalized the digital content and activities from "Aula Digital" to meet the individual needs and learning styles of your students?<br><br>3) Can you share any examples of how the use of digital resources and tools from "Aula Digital" has enhanced student collaboration and critical thinking skills in your classroom? |

## d. Case Study on Diagnosis and Intervention Strategies in Mentoring

| | |
|---|---|
| **Name of the Partner** | GOI |
| **Title** | Supporting Students in Learning to be Independent |
| **Website or Link if possible** | https://www.edweek.org/technology/opinion-my-online-learning-experience-as-a-student-is-not-so-good/2020/05 |
| **Name of the Organization** | This is not an example of a case study that has occurred. This example is taken from an interview. |



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

| | |
|---|---|
| | |
| **Description** | Larry Ferlazzo is an English and social studies teacher at Luther Burbank High School in Sacramento, California. He held interviews with students about their experiences during the pandemic. Below, there is an example of one of the interviews held.<br><br>Imagine that Kimbery is your student. Read the interview and respond to the questions.<br><br>Kimberly Deluna is a junior at Luther Burbank High School:<br><br>My online experience is disturbing. Ever since we had no school and stayed home due to quarantine, I have been more busy than usual. I don't really like online school because it makes me procrastinate to do my work last minute. On the other hand, at school, I finished all my assignments on time without feeling lazy. The only thing I like about online classes is that they have helped me learn how to be independent, manage family time and school work. I am not as concerned about my grade as much because it can't drop lower. I don't really like how some of my teachers are giving us more assignments now than in the past. Also, I don't understand how to do a lot of classwork because I forgot or it's difficult to understand without anyone's help. Being physically in a classroom, I have more classmates to ask for help. In class, I can ask the teacher for help as many times as I need, and there's a higher possibility I will understand the assignment. It's totally different online because I only have myself to use as a resource. I would rather have physical communication with a teacher. Online learning for me is confusing and too stressful because there are times when my family is using the internet as well as I am. My documents won't turn in on time. Or there's been a moment where it |



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

| | |
|---|---|
| | failed to turn in my assignment at all, and I did all that hard work for nothing. |
| **Questions** | -What problems did the student have with the online learning process during quarantine?<br><br>Categorize them. Which ones are related to issues that you can support as a mentor teacher?<br><br>-In which ways can you, as a mentor teacher, keep the student engaged in the learning process?<br><br>-What methods do you think could be used to increase the student's motivation to learn?<br><br>-How can students be supported in independent learning? |



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

## References


1) Tim Urdan, Avi Kaplan, The origins, evolution, and future directions of achievement goal theory, Contemporary Educational Psychology, Volume 61, 2020, 101862, ISSN 0361-476X, https://doi.org/10.1016/j.cedpsych.2020.101862.

2) Paul R. Pintrich, An Achievement Goal Theory Perspective on Issues in Motivation Terminology, Theory, and Research, Contemporary Educational Psychology, Volume 25, Issue 1, 2000, Pages 92-104, ISSN 0361-476X, https://doi.org/10.1006/ceps.1999.1017.

3) Joan L. Duda, Goal Setting and Achievement Motivation in Sport, in Encyclopedia of Applied Psychology, 2004

4) Ruth Butler, The Role of Gender in Educational Contexts and Outcomes, in Advances in Child Development and Behavior, 2014

5) Ji Young Lim, Kyu Yon Lim, Co-regulation in collaborative learning: Grounded in achievement goal theory, International Journal of Educational Research, Volume 103, 2020, 101621, ISSN 0883-0355, https://doi.org/10.1016/j.ijer.2020.101621.

6) Elliot, A. & McGregor, H. (2001). A 2 x 2 achievement goal framework. Journal of Personality and Social Psychology, 80, 501-519.

7) Ulrich Schiefele, Ellen Schaffner, Teacher interests, mastery goals, and self-efficacy as predictors of instructional practices and student motivation, Contemporary Educational Psychology, Volume 42, 2015, Pages 159-171, ISSN 0361-476X, https://doi.org/10.1016/j.cedpsych.2015.06.005.

8) Einar M. Skaalvik, Sidsel Skaalvik, Teachers' perceptions of the school goal structure: Relations with teachers' goal orientations, work engagement, and job satisfaction, International Journal of Educational Research, Volume 62, 2013, Pages 199-209, ISSN 0883-0355, https://doi.org/10.1016/j.ijer.2013.09.004.

9) Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, *108*(6), 1017–1054. Retrieved from https://www.learntechlib.org/p/99246/

10) Puentedura, R. (2014). SAMR: A Contextualized Introduction. Retrieved from http://hippasus.com/rrpweblog/archives/2014/01/15/SAMRABriefContextualizedIntroduction.pdf

11) Redecker, C. (2017). European framework for the digital competence of educators: DigCompEdu. In Y. Punie (Ed.), *EUR 28775 EN*. Luxembourg: Publications Office of the European Union. https://doi.org/10.2760/159770

12) Akçamete, G., Aslan, B., & Dinçer, Ç. (2010 Mayıs 16-18). Uygulama öğretmenlerinin mentorluk becerilerinin değerlendirilmesi. Uluslararası Öğretmen Yetiştirme Politikaları ve Sorunları Sempozyumu II– Hacettepe Üniversitesi, Beytepe-ANKARA

13) Bozkurt, A., Hamutoğlu, N.B., Liman-Kaban, A., Taşçı, G., & Aykul, M. (2021). Dijital bilgi çağı: Dijital toplum, dijital dönüşüm, dijital eğitim ve dijital yeterlilikler. Açıköğretim Uygulamaları ve Araştırmaları Dergisi, 7(2), 35-63.




Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

14) Engin, R. A. (2021). Dijital eğitim uygulamaları. İ. Erdoğan Tarakçı, B. Göktaş (Eds.) Dijital gelişim dijital dönüşüm içinde (ss.119-138) EfeAkademi.

15) Etwinning, (2023) http://etwinning.meb.gov.tr/il-koordinatorleri/

16) Gümüş, E., & Gök, E. (2016). Eğitim fakültelerinde akademik mentorluk ve göreve yeni başlayan öğretim üyelerinin mentorluk ihtiyaçları. Yükseköğretim ve Bilim Dergisi, 6(2), 268-276.

17) İbrahimoğlu, N. (2013). Biçimsel olmayan mentorluk yoluyla öz-etkinliğin artması. Sosyoekonomi, 19(19), 141-156.

18) İşcan, Ö. F., & Çakır, S. (2016). Mentorluk ve psikolojik güçlendirmenin öz yeterlilik algısına etkisi. Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi, 21(1), 1-15.

19) Kartal, S.E., Özdemir, T.Y., & Yirci, R. (2017). Kırsalda çalışan öğretmenlerin mesleğin ilk yıllarında mentorluk ihtiyaçları. Turkish Journal of Education, 6(1), 30-40.

20) Kuzu, A., Kahraman, M., & Odabaşı, F. (2012). Mentörlükte yeni bir yaklaşım: E-Mentörlük. Anadolu Üniversitesi Sosyal Bilimler Dergisi, 12(4), 173-183.

21) Yirci, R, & Kocabaş, İ. (2010). The Importance of Mentoring for School Principals: A Conceptual Analysis. International Journal Of Educational Leadership Preparation, 2(5), 1-7.

22) https://epale.ec.europa.eu/en/blog/rise-online-learning-benefits-and-challenges-teachers-part-one-benefits

23) https://cardet.org/what-we-do/projects/510-code-coaching-for-staff-professional-development-in-education

24) https://coachfoundation.com/blog/what-is-the-amazing-smart-coaching-model/

25) https://www.jennidonato.com/life-coaching-basics-the-smart-model/#:~:text=The%20SMART%20Model%20is%20a,want%20is%20simply%20not%20possible!

26) http://www.happinesscoachingstudio.com/personal-coaching/smart-model/

27) https://positivepsychology.com/perma-model/

28) https://www.itsmental.co.uk/PERMA-V-MODEL

29) https://www.peggykern.org/questionnaires.html

30) https://www.peggykern.org/uploads/5/6/6/7/56678211/the_perma-profiler_101416.pdf

31) https://www.sassymamasg.com/wellbeing-tips-flourish-meaning-purpose-relationships/

32) https://www.ghll.org.uk/covid19/covid-19-supporting-children-and-young-people/

33) https://school-news.com.au/news/using-perma-pillars-to-support-teachers/

34) https://cardet.org/what-we-do/projects/510-code-coaching-for-staff-professional-development-in-education

35) https://geniusrevive.com/en/metaphor-technique-for-creative-problem-solving/



Project Number: 2020-1-TR01-KA226-SCH-098485
Funded by the Erasmus+ Program of the European Union. However, European Commission and
Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.