

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**Instructional Technology**

EDIT 643– Online Mentoring 1: Building Virtual Relationships (1 graduate credit hour)  
Offered in the Fall, Spring, and Summer Semesters Yearly  
Offered Online

**PROFESSOR(S)**

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**COURSE DESCRIPTION**

- A. Successful completion of EDIT 642 or instructor permission
- B. This one credit hour course is designed to assist students in the development of online mentoring skills related to the integral role that building relationships plays in the success of online learning. Students will examine online mentoring strategies including appropriate questioning, effective listening, assessing communication for underlying messages, and responding to virtual learners' need for connectedness adult interaction. Through a series of case studies, students will examine online interpersonal communications and discuss ways to improve and/or refine those communications. Finally, students will participate in role playing activities simulating email exchanges with virtual high school learners.

**NATURE OF COURSE DELIVERY**

This course is an online course. Students participate in an ongoing process where the learner takes responsibility for structuring his or her time and decides, within a broader time frame, when it is appropriate to complete assignments. Each student registered for a course is a learner of one and is assigned an Online Mentor. The Online Mentor reviews all the assignments submitted, makes suggestions if the assignment is incomplete, responds to ideas, and/or makes suggestions for ways that students can refine their work to construct a more convincing argument or create more powerful learning opportunities. The online mentor asks questions about what students are thinking or learning about. The online mentor is the student's online ally and is the contact point when an assignment does not make sense, when there are difficulties with technology, or if students are stuck for a good teaching idea. The course is web-based and uses a cluster of organized web pages. In addition, students will use phone, email, and synchronous chat functions to communicate with their mentor.

**STUDENT OUTCOMES**

1. The student will understand the role of a mentor and the phases of mentoring: preparing, negotiating, enabling, and closing;
2. The student will investigate how these phases influence the learner/mentor relationship in virtual learning environments;
3. The student will develop an appreciation of and an ability to use the ART of mentoring (assess, respond, target) in constructing appropriate and learning directed communications with online learners;

4. The student will develop a introductory knowledge of a series of micro-counseling skills to include attending, listening, empathy responding, using “I” messages, questioning, challenging, and closing, and an appreciation of the ways that these skills inform online mentoring; and
5. The student will develop competence in responding appropriately and constructively to online learners’ emails whose content is situated in the interpersonal domain.

## **PROFESSIONAL STANDARDS**

This course is designed to meet the standards established by the National Board for Professional Teaching Standards (NBPTS). The NBPTS Standards for every field and developmental level are centered on five core propositions that express the effectiveness, knowledge, skills, dispositions, and commitments of the accomplished teacher:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

## **REQUIRED TEXTS**

There is one required text for this course and a number of web references to appropriate articles. The primary text for the course is

Daloz, Laurent A. (1999). *Mentor: Guiding the Journey of Adult Learners*, 2nd ed., San Francisco, CA: Jossey-Bass. ISBN: 0-7879-4072-0

## **COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA**

### **A. Requirements**

1. Students will complete readings as assigned.
2. Students will complete activities related to readings. This includes constructing a mentoring pamphlet using a provided template. The pamphlet will include central quotes from the reading, definitions of micro-skills, and inspirational poems and is divided into six parts;
3. The student will practice mentoring using the ART of mentoring to craft responses to sample emails from virtual learners distributed throughout the course; and
4. The student will synthesize and elaborate on their developing knowledge by constructing a design document for an online mentor resource site, requiring students to examine the kinds of mentor support systems that might be necessary to facilitate the work of the mentor.

### **B. Performance-Based Assessments**

This course includes a synthesizing performance-based activity. Students are challenged to create a design document as a way of communicating what an online mentor might need as they face the challenges inherent in their journey of learning with their students. This activity requires student to identify and plan appropriate resources that should be available for mentors?

**C. Criteria for Evaluation**

Assessment of the performance-based activity is guided by a rubric. The rubric follows:

**Design Document Rubric**

	Masterful and Compelling (10)	Appropriate and Articulate (6)	Weak and/or Incomplete (3)
1. The design document includes a complete and comprehensive resource of micro-skills necessary for an online mentor.			
2. The design includes a variety of resource delivery methods.			
3. The method of delivery for each component is useful, appropriate and easy to understand.			
4. Relevant examples are included to illustrate the resources.			

**D. Grading Scale**

Requirements	Possible Points
Mentor Pamphlet – Part 1: The ART of Mentoring	5
Mentor Pamphlet – Part 2: Six Attending Behaviors	5
Mentor Pamphlet – Part 3: Confronting Discrepancies	5
Mentor Pamphlet – Part 4: Roadmap to Closure	5
Mentor Pamphlet – Part 5: Personal Mentoring Strengths	5
Mentor Pamphlet – Part 6: A Mentor’s Oath	5
Responses to Sample Learner Emails (5 total)	6 each
A Mentor Resource Design Document	40

Grade	Point Range
A	94-100
A-	90-93
B+	86-89
B	80-85
C	70-79
F	69-below

## **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS**

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See [gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

## PROPOSED CLASS SCHEDULE

This 1 graduate credit hour course is designed to be completed in five weeks. Given the online nature of the course, assignments are clustered in weekly modules. Students, in conjunction with their online mentor, are responsible for dividing the assignments accordingly.

Date	Topic/Learning Experiences	Readings and Assignments
Week 1	<p>The focus of this module is to understand the importance of initial relationship building and how to establish this in an online environment. Students will read about the mentoring process from an experienced mentor of adults and have an opportunity to express your opinions about the process. Next, they will explore the ART of mentoring - the process of reflecting on communications with a mentee and crafting appropriate interactions. Next, they will read how to focus learning using initial conversations between mentor and student. Finally, students will be given the opportunity to practice their communication skills in a series of analysis and role playing activities.</p>	<p>Activity 1: Read Mentor, Chapter 1, 2. As you read, make note of some of your favorite quotes. You will use them in the next activity.</p> <p>Activity 2: Inspirational Poetry</p> <p>Activity 3: The ART of Mentoring</p> <p>Activity 4: Return to your pamphlet. Add an explanation of the ART process in the text box on page 2.</p> <p>Activity 5: Putting ART into Practice</p> <p>Activity 6: Establishing Relationships</p>
Week 2	<p>This module will look at the next phase of the mentoring relationship- specifically the listening phase. Students will discover that active listening involves a responding component as well. These processes involve what is referred to as attending behavior. In this module, students will continue reading about the mentoring experience and learn about how they will begin to respond to the students they will mentor. Students will then have the opportunity to practice your new skills in various role play activities.</p>	<p>Activity 1: Read Mentor, Chapter 3, 4, and 5. As you read, keep track of your favorite quotes and add them to the third page of your pamphlet.</p> <p>Activity 2: Inspirational Poetry</p> <p>Activity 3: Read the following: Basic Attending Behavior Listening and Empathy Responding "I" Messages</p> <p>Activity 4: Return to your pamphlet. Begin to fill your "bag of tricks" by responding to the prompt at the bottom of the third page.</p> <p>Activity 5: Practicing Attending Behaviors</p>
Week 3	<p>After listening and establishing trust, the mentor's focusing skills enable the learner to view their issues from a variety of perspectives. This module looks at the next steps that involve confronting the learner with the incongruities in the presentation of the problem. After continuing the reading in the book, Mentor, students will read about the basic influencing skills addressed in questioning and challenging. Finally, they will have the opportunity to practice your skills in a role-play activity.</p>	<p>Activity 1: Read Mentor, Chapter 6 and 7. As you read, keep track of your favorite quotes and add them to page 4 of your pamphlet.</p> <p>Activity 2: Inspirational Poetry</p> <p>Activity 3: Read  Questioning and Challenging</p> <p>Activity 4: Return to your pamphlet. On the fourth page, continue filling your "bag of tricks" by responding to the prompt in the third text box.</p>

		Activity 5: Practicing Questioning and Challenging
Week 4	An often neglected phase of a mentoring relationship, closure links the present to the future for mentor and learner. It presents a development opportunity for the mentor and mentee and is, therefore, very important. In this module, after finishing the book, <i>Mentor</i> , students will read about coming to closure appropriately. They will again have an opportunity to practice your new skills in a role play activity.	<p>Activity 1: Read <i>Mentor</i>, Chapter 8 and 9. As you read, keep track of your favorite quotes and add them to the fifth page of your pamphlet.</p> <p>Activity 2: Inspirational Poetry</p> <p>Activity 3: Read</p> <p style="text-align: center;">Closing</p> <p>Activity 4: Return to your pamphlet. On the fifth page, continue filling your "bag of tricks" by responding to the prompt in the third text box.</p> <p>Activity 5: Practicing Coming to Closure</p>
Week 5	With new knowledge of effective mentoring skills and course experiences gained from the case studies and role playing activities in each of the previous modules, students should have some idea of the challenges an online mentor will face. In this module, they will honor their principal's request to develop an Online Mentor Support Center. This encourages student to pull their thoughts together to finish their brochure in the first activity. In the second activity, they will examine several online resource pages as examples. Then, in the last activity, students will create their design document to include the components that they think are necessary for an effective resource web page.	<p>Activity 1: Finishing the pamphlet.</p> <p>Activity 2: Review the following online support websites:</p> <p style="text-align: center;">IpodLinks Wedding Solutions APA Help Center</p> <p>Now think of your favorite hobby or a hobby you would like to explore. Find a website dedicated to resources for this hobby. As you examine each, notice the components that the site designer has chosen to include to support the target audience. Make a note of items you think are appropriate and those that are not.</p> <p>Activity 3: Prepare your design document for the Online Support Center for Mentors.</p>