

Distance Ed Mentoring Handbook

Mentoring New Instructors or New Courses:

An experienced instructor will be assigned to mentor to each new online course and any new online instructor who requests a mentor. New instructors will be encouraged to request a mentor. Mentoring can be completed primarily via enrollment as a mentor in a new course or in the new instructor's course/s and also over e-mail, although one or two short face-to-face meetings might be helpful, as a mentor in Angel cannot view grading or coursemail from instructor to student.

The mentor should complete a few mentoring steps as soon as possible after the mentoring assignment is made:

- 1) Introduce self to instructor and offer assistance as a go-to person on technology or pedagogy questions.
- 2) Assure that instructor is enrolled in the "Instructor Resources" group and any departmental group for his or her department and discuss the value of these groups for finding resources, Q&A, and obtaining content that can be freely borrowed.
- 3) Ensure to whatever extent possible that the online course offers content and rigor comparable to traditional format of the course as taught by the department. This may require review of comparable syllabi and other materials.
- 4) Ensure that the course design and materials are sound. The mentee should use the course assessment rubric posted on the DE page InsideMCC to assess course readiness. Review that rubric with the mentee, if possible.
- 5) Be enrolled in relevant course shells in order to observe and review course/s at a few points during the semester. The goal is to offer feedback as possible or as sought by the mentee. A suggested review and feedback schedule is listed below:
 - a. Review in the weeks prior to the start of the semester and comment on:
 - i. Course orientation and instructor introduction (present, encouraging, clearly directed, providing an overview of all key skills, providing clear instructions on how to reach instructor and how feedback will be supplied, testing of adequate hardware and software and connection)
 - ii. Clarity of folder structure (is it unit-by-unit or another easily comprehensible structure)
 - iii. Clarity and completeness of directions given (are directions clear, and do the directions include steps outside or and inside of Angel)
 - iv. Functionality of links (are links intact, are links embedded into text instead of set off and presented as URLs, do outside sites open to new windows)
 - v. Accessibility of content (does content flow top-to-bottom, are items named as related to the course)
 - vi. Goals, objectives, and assessment standards (stated and clear, provided for course and for individual assignments)

- b. Review a few weeks into the course, before midterm:
 - i. Student interaction and concerns (are discussion boards lively and posts substantive, is the instructor responding an appropriate amount and with appropriate depth and personalization to student concerns, are discussion instructions clear enough that discussions have structure)
 - ii. Course timing and progress (is course on schedule, and are most students on schedule, are announcements being used when needed – but not constantly, are due dates posted to calendar or elsewhere)
 - iii. Use of content (is some multimedia integrated – although only when most impactful, is structure of content clear but some variety provided)
 - iv. Assessment (is feedback to students adequate – which may be hard to assess from looking at shell and may require a meeting, are a variety of assessment techniques used)
 - v. Content concerns (is content in accordance with best practices for IP protection and ADA compliance)
- c. Review toward end of semester:
 - i. Course overview (is some review – for a final or just as a send-off – supplied)
 - ii. Course evaluation (are students encouraged to complete evaluations, does instructor collect additional evaluation data beyond the MCC forms, is instructor please with results and also planning improvements – which may require a meeting to discuss)
 - iii. Course assessment data (what transformations are indicated)