Workshop

Theme group: cocreation with the workfieldmentor

Introducing

Mariette Muris

Representative Theme Group Workbased Learning

Frederiek Berthier

Teamleader
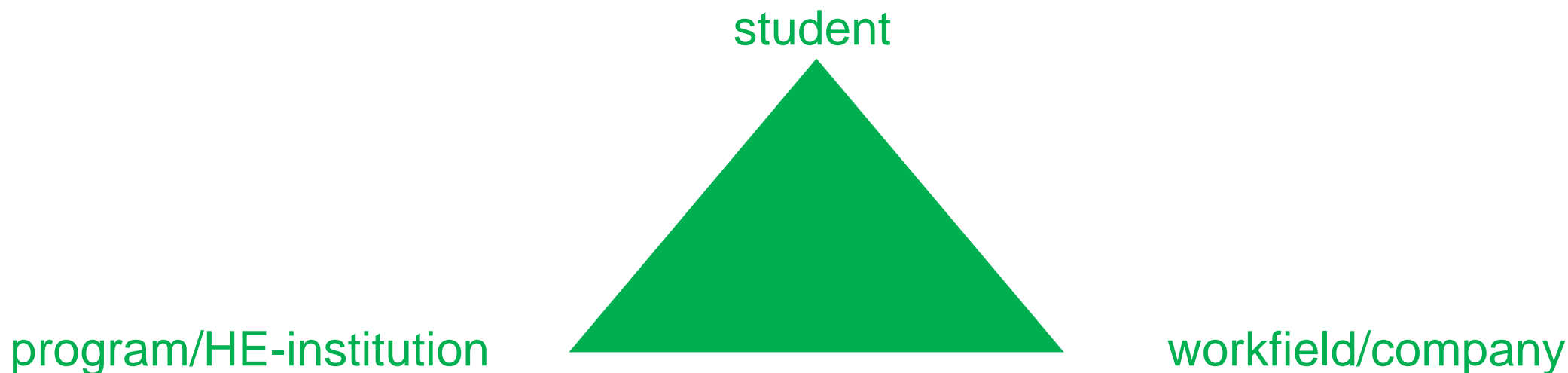Associate Degree

Howest Belgium

Marlon Hartskeerl

Teamleader
Associate Degree

Rotterdam Academy

The Netherlands

Workfieldmentor

- Is an important actor in the 'learning triangle Level 5':

student

program/HE-institution   workfield/company

- Stimulates and encourages the learning of the student in the workplace
- Facilitates a learning climate in the work environment

Theme group Workbased Learning

- Explores good practices of co-creation with the workfieldmentor

- Discusses developments about mini-courses and professionalization for workfieldmentors in Belgium and the Netherlands

After the session, you will have answers on

- How to get connected with workfieldmentors?

- How to align expectations on workplace guidance?

- How to develop a minicourse for workfieldmentors?

- How to facilitate communication and feedback on competence development in the learning triangle?

# Good practice Frederiek: course Workfieldmentor

EU Research project: Howest – AP Hogeschool Antwerpen – PXL

- What are key issues for a mentorcourse?
  - Which items can be jointly developed and/or offered?
  - Which items are specific?

- Which competences of a workfieldmentor can be identified?

- Which workforms are feasible for workfieldmentors?

- How to organise the process of co-creation with the workfieldmentor?
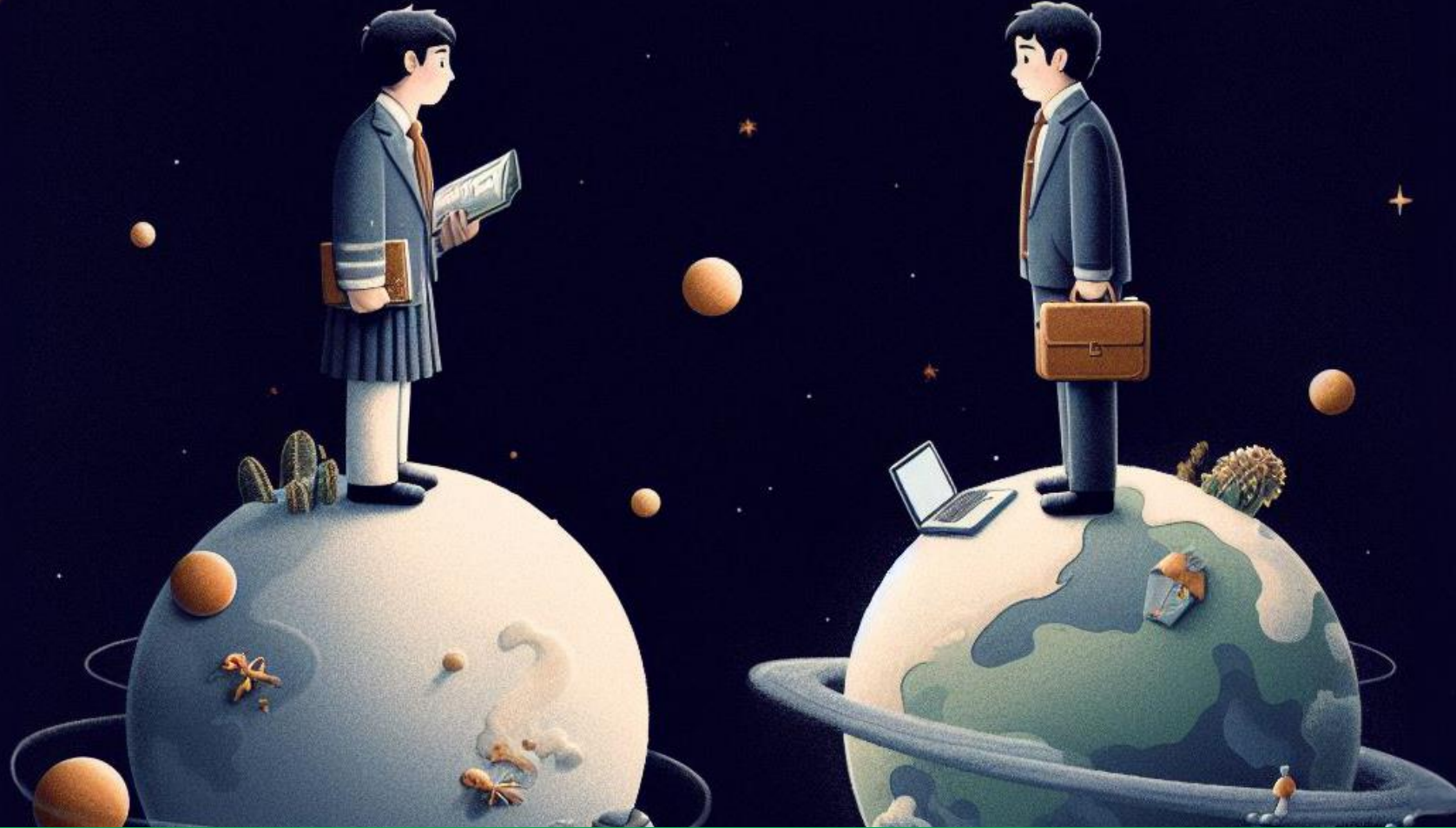
Planet education versus planet workplace

Why a workfieldmentor training?

- We're on different planets!

  ◦ Different language

  ◦ Different expectations

  ◦ Different organization

- What is the aim?
  ◦ Workplace stimulates and encourages the learning of the student
  ◦ How to facilitate a learning climate in the work environment?

- What is not the aim?
  ◦ Train workfieldmentor to become teachers with technical jargon etc …

SWOT Project mentor 2.0

- Strengths
  - Better guidance for students
  - Validated guidance
  - Educators cross the theory-practice gap through better collaboration
  - Good mentors strengthen training
  - Better recruitment and retention because mentors have a better picture of students
  - Joint certification

SWOT Project mentor 2.0

- Weaknesses
  - Requires a lot of effort and commitment
  - Currently very dependent on intrinsic motivation
  - Vision around mentoring is not aligned across HE

SWOT Project mentor 2.0

- Opportunities
  - Joint educational programme strengthens content and provides support for content experts
  - Creating learning network as educator and learner
  - Clear language and uniform profile, unambiguity
  - Promotion of life long learning
  - Designing a blended course to appeal to a broad audience
  - Strengthen employees in skills useful to other colleagues and customers

  Lecturers can be involved in mentortraining, increasing visibility to the workfield

SWOT Project mentor 2.0

- Threats
  - Effort of training may deter mentors and internships
  - How to create an added value in a crowded market
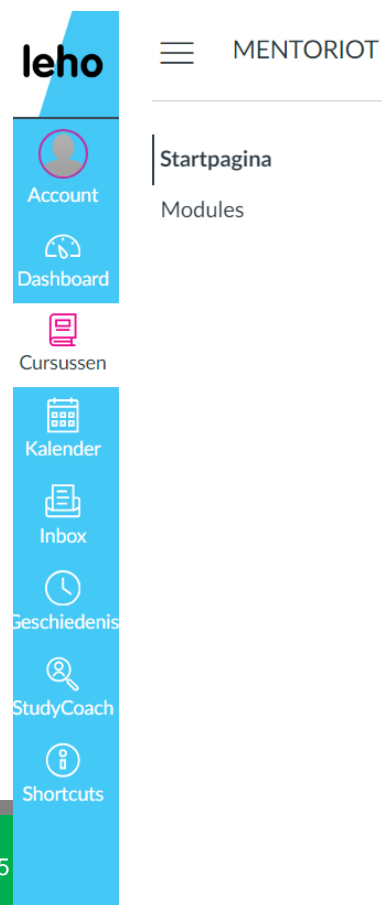 - A comprehensive digital package may be a stumbling block for some

Competences of a mentor

Creating a powerfull and safe learning environment	Guide	Evaluate	Communicate	Collaboration and organization of learning
Stimulate	Empathy	Summative and formative evaluation	Feedback	Reflection
Expert	Challenge			Learning organizer
Creativity	Confidant			Ambassador of organization
Didactics	Coaching			
Integrity	Take the time for the student			

Project mentor 2.0

- Creation of an e-learning platform
  - Canvas as Electronic Learning Environment
  - Accounts for mentor

Module 'Mentor as a process supervisor' (10h)

- Workplacelearning
  - WPL in HE
  - Role of a mentor
  - Profile of a mentor

- Your competences as a mentor
  - Creating a safe learning environment
  - Guiding
  - Evaluating
  - Communicating
  - Collaboration and organization of learning

- Conclusion and further growth

Modules 'Mentor Plus' (5h)

- Part one: Basic didactics and evaluation
  - Complex learning
  - Working forms
  - Evaluation
  - Conclusion

- Part two: Educational resources
  - Using reliable sources of information regarding the learner's education
  - Searching with current search engines
  - Create search strategy

Modules 'Mentor Plus' (5h)

- Part three: Communication
  - Introduction and background
    - Recap of communication
    - Functioning of the brain through life stages
  - In dialogue towards growth
    - Conversation techniques
    - Communication Wall (*intended is not what is said*)
    - Peer review
    - Personal development plan (POP)
    - Coping strategies

- Conclusion

Mentorplus : on campus training

- Training coaching skills
  - DAY 1
    - The roles of the mentor
    - Creating trust and equality
    - Giving instructions
    - The art of giving feedback
    - Conversational techniques
    - Communication wall (What you say is not always what you intend to say)

Mentorplus : on campus training

- Training coaching skills
  - DAY 2
    - Dealing with resistance
    - Coaching toward a desired goal
    - Coaching by conviction
    - Inspiring and challenging the student
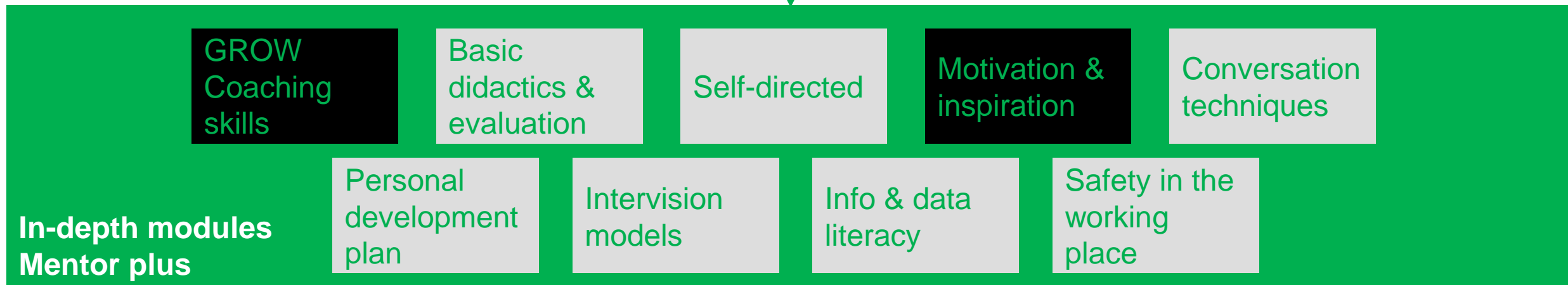   - Case discussion

Flow for a new mentor
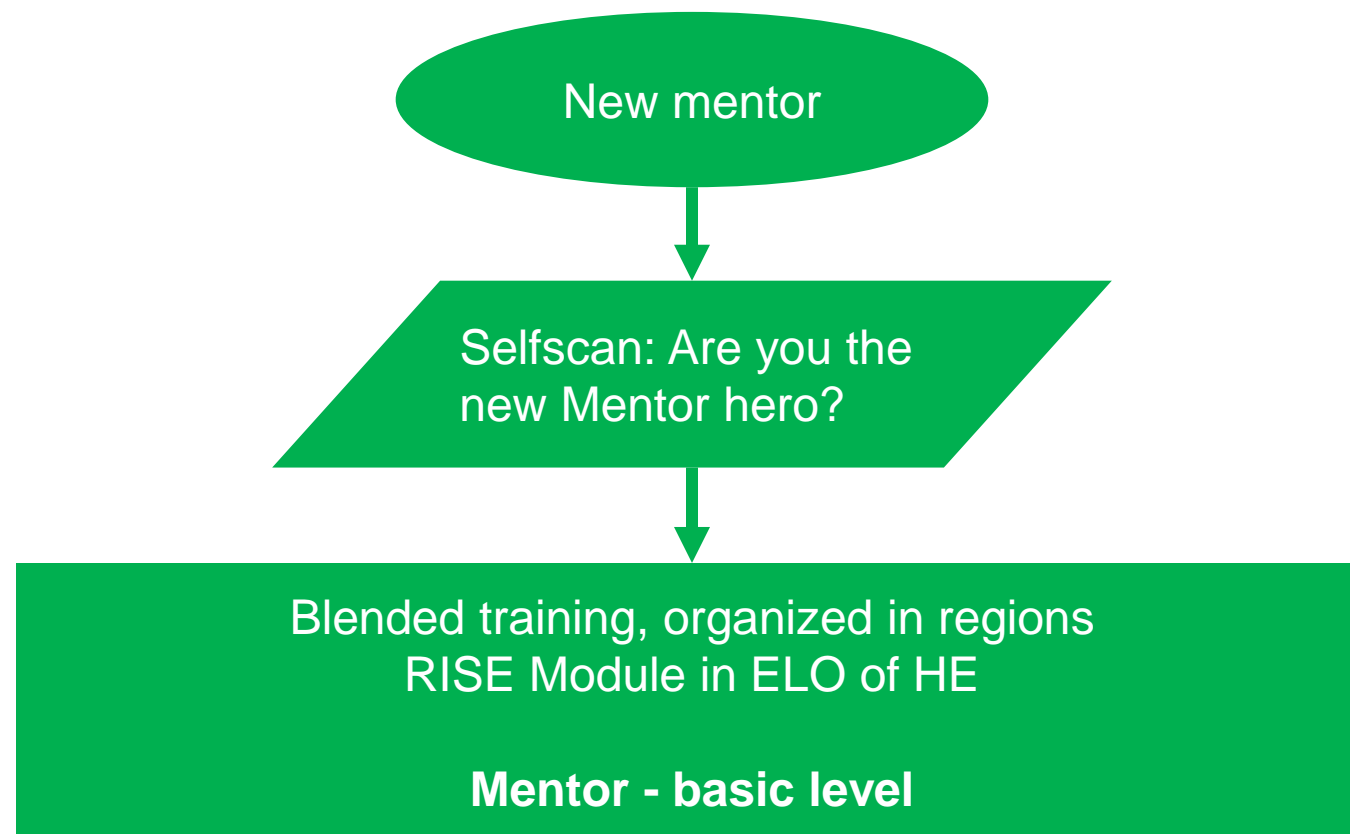
Flow for a new mentor

Blended training, organized in regions
RISE Module in ELO of HE

Mentor - basic level

In-depth modules Mentor plus

GROW Coaching skills	Basic didactics & evaluation	Self-directed	Motivation & inspiration	Conversation techniques
Personal development plan	Intervision models	Info & data literacy	Safety in the working place	

On campus   Online

Workfieldmentor
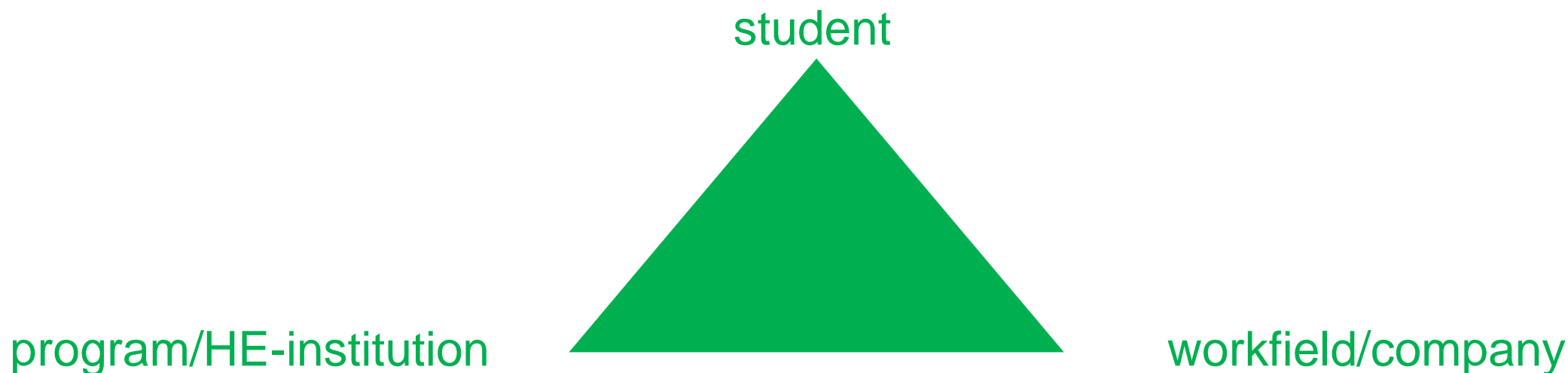
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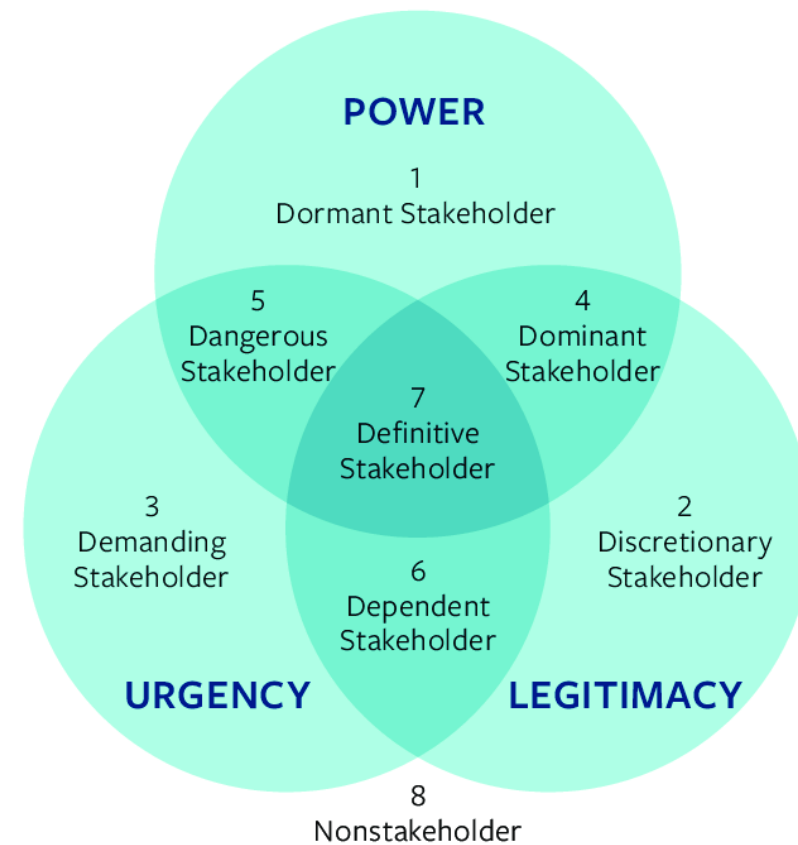program/HE-institution   workfield/company

- Stimulates and encourages the learning of the student in the workplace

- Facilitates a learning climate in the work environment

What kind of stakeholder is your workfield mentor?

What kind of stakeholder is your workfield mentor?

POWER

1
Dormant Stakeholder

5
Dangerous
Stakeholder

4
Dominant
Stakeholder

7
Definitive
Stakeholder

3
Demanding
Stakeholder
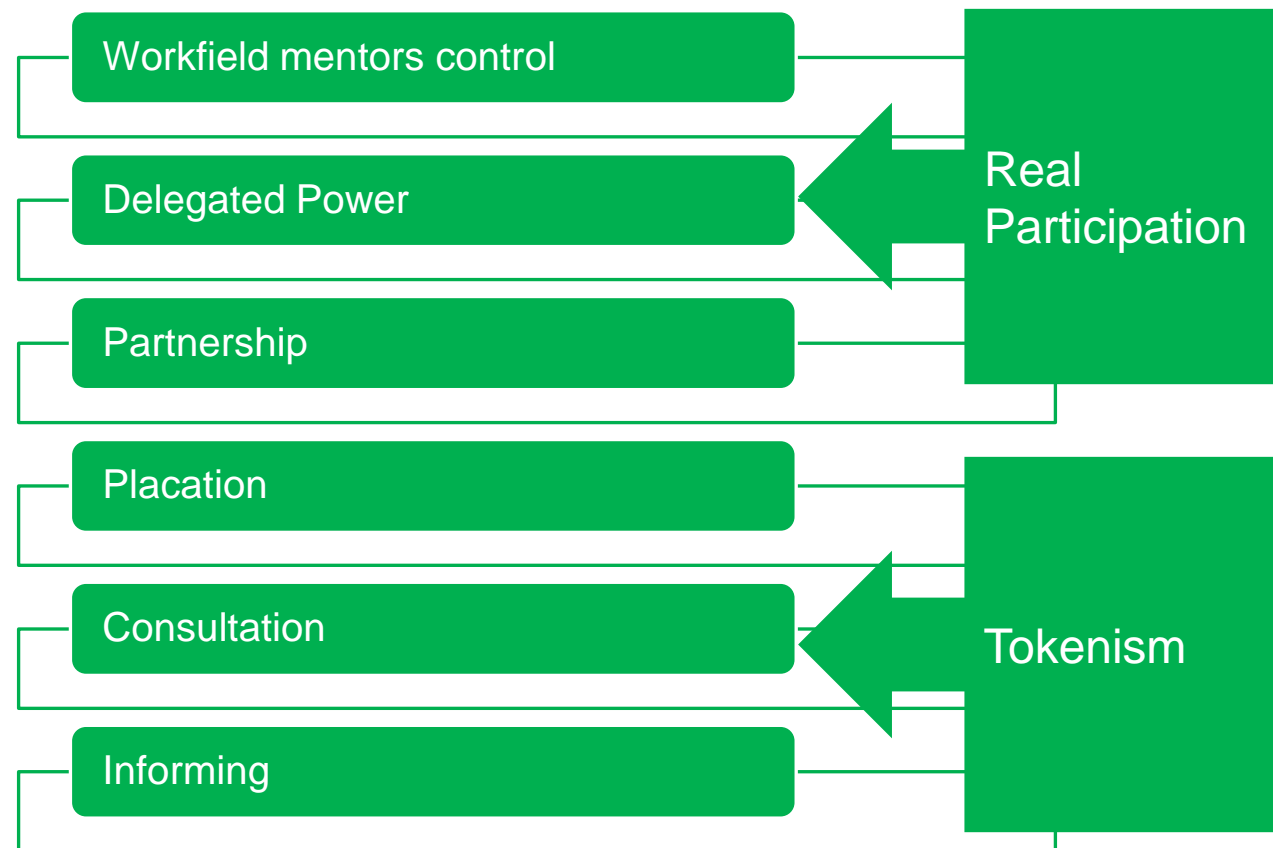
2
Discretionary
Stakeholder

6
Dependent
Stakeholder

URGENCY

LEGITIMACY
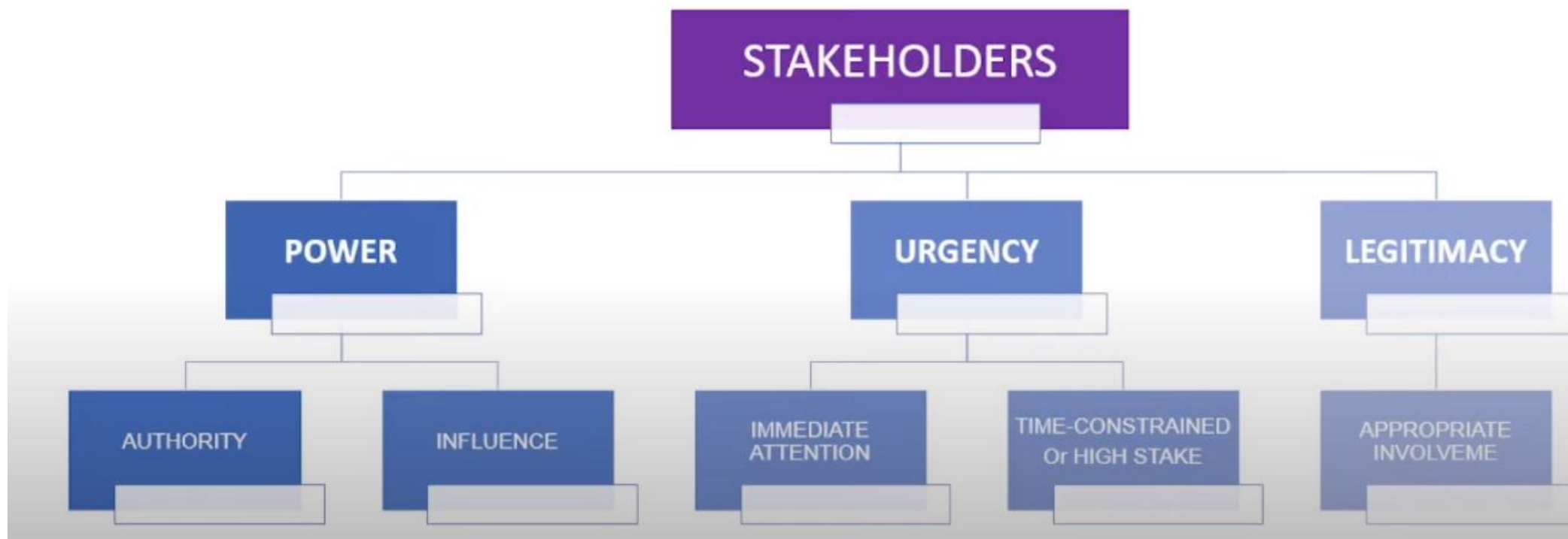
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Nonstakeholder

How to involve the workfield mentor in the learning triangle?

- ## Participation ladder (Arnstein)
  - Used for citizen participation, but can also be used for stakeholder management. Thus, collaboration between the program and workfield

Workfield mentors control

Delegated Power

Partnership

Real Participation

Placation

Consultation

Tokenism

Informing

Case study for a part-time study:

It is our goal to collaborate effectively with workplace mentors, students and teachers, with an aim to establish a community that ensures student success in the programme.

So…

1 How can we improve student success for part-time students by collaborating with workplace mentors?

2 What step on the ladder of the participation ladder should be our ambition? What steps can be taken to achieve this level of participation within an educational context?

Thank you for participating in our workshop!

Frederiek Berthier – Howest

Marlon Hartskeerl – Rotterdam Academy

Mariette Muris – Theme group Workbased Learning

Do you to join the Theme group Workbased Learning?

Send a email to: Mariette Muris, m.l.v.muris@hr.nl

Request Knowledge hub level 5

INTERNATIONALISATION & LEVEL 5

SHORT SURVEY
INTERNATIONALISATION @LEVEL 5

WE'D LIKE YOUR INPUT!

The Knowledge hub Level 5 (Netherlands) would like your input on the topic of internationalisation in Level 5 programs.

We'd like to map the current state of affairs of this topic and assemble inspiration and/or suggestions to help further develop this topic in Level 5 programs.