

eMentoring for classes

Thanks for your interest in using eMentoring with your class! In joining us, you join hundreds of teachers, in our program and beyond, who have utilized the support and expertise of mentors to expand students' learning to beyond the classroom. Our one-on-one mentoring program was designed to be used in high school classes and our mentors are prepared to mentor students participating in coursework – so we've got you covered!

Our eMentoring program is flexible and can be incorporated into a variety of courses and subjects. It is completely up to you how you want our mentors to support your class. This handout describes what you need to know about using our one-on-one mentoring program in your class.

Timing and frequency

Please set aside time **at least once per week** for students to access an internet-connected device and message their mentors. Try to plan for the same day(s) each week, so that mentors can know when to expect to hear from your students.

When deciding which days of the week to work on the program, remember that messaging is asynchronous and we allow our mentors 72 hours to respond to their mentees (i.e., avoid having students work on it two days in a row).

We strongly recommend that the time you dedicate to the program be in-person sessions where you (or the point person) are available to monitor and assist students. For example, set aside 30 minutes twice a week in-class to work on the program.

Program length

There is no minimum or maximum length that students can be connected to their mentors. In fact, if students wish to stay in contact with their mentors after their course ends, the eMentoring staff will continue to support their safe communication through MentorCity.

Please keep the following activities in mind as you plan your course:

- 1 hour for students to complete their profiles. This process also includes a short course that introduces the students to the program.
- 1 week for the eMentoring staff to make the matches.
- 1 week for the students to meet their mentor and learn how to use the program.
- 1 week for the pairs to say goodbye at the end of the program.

If you wish to include any of the activities in your course, please see our [guide on using eMentoring's activities in your course on our website](#).

What mentors can support

Most of our mentors are post-secondary students, and many are high academic achievers. Therefore, mentors can support a variety of subjects and courses. Some examples:

- **Careers courses:** mentors can help students plan for the future. [See how our activities can support careers courses on our website](#).

- Health courses: mentors can help with skills like communication and “adulting”.
- Science projects: mentors can give feedback as students design, execute and present science projects or experiments.
- Anything else! You, as the class instructor, are welcome to provide some discussion topics, questions, prompts or activities of your own to help guide the students’ discussions.

Please keep in mind that mentors are not tutors, nor should you expect them to assess students.

Activities (optional)

We designed a series of optional activities that students and their mentors can work through together. At your discretion, students’ discussions with their mentors can be guided by our activities, which are organized into themed units. At each unit’s core is an activity or discussion prompt, informed by an article, video or text to provide context. Each unit also has additional activities and information for motivated students. The units are designed so that students’ inquiries direct the flow of progression through each unit – ensuring that students with differing learning needs and motivation levels are satisfied.

All units are easily accessible through the MentorCity platform. See our [guide on using eMentoring’s activities in your course on our website](#) for more information.

Assessment

It is up to you how you assess your students’ progress or participation as they work through the program. We recommend having some assessment component in order to motivate students to engage with the program and their mentors – in our experience students are rarely self-motivated.

- Example: eMentoring is worth 10% of the students’ course grade. If students engage regularly, they get the full 10%, if they are very engaged, they get extra credit. The program is meant to be low-pressure and fun, allowing for students to take risks step outside their comfort zone.
- Example: Credit/no-credit for sending messages at the assigned times.
- Example: Require students to send a certain number of messages to their mentor.
- If you are using any of the activities we provide, view our [guide on using eMentoring’s activities in your course on our website](#) for some ideas for assessment.

Thanks for learning about how to use eMentoring in your class! We would love to hear your creative ideas on how to utilize our passionate and dedicated mentors in your classroom. Please reach out to us to bring your ideas to life: e.mentoring@ubc.ca.