



## Rural eMentoring BC

### Guide to using 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 as part of a class – so we've got you covered!

Our eMentoring program is flexible and can be incorporated into a variety of classes 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

**You must 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 class:

- 1 hour for students to complete their profiles.
- 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.

#### 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 classes:** mentors can help students plan for the future. [See how our activities can support careers classes below.](#)
- **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 – easily available on MentorCity. At your discretion, students' discussions with their mentors can be guided by our activities, which are organized into themed courses. Students view an article, video or text about the course's topic, and then students either do an activity, respond to a discussion prompt, or ask their mentor a question.

The courses are designed so that students' inquiries direct the flow of progression through each course, and there are plenty of additional resources for motivated students – ensuring that students with differing learning needs and motivation levels are satisfied.

Learn more about the activities by viewing our Guide for eMentoring's Activities and Course Summaries on [on our website](#). You can also contact us to gain access to the courses on MentorCity.

## Assessment

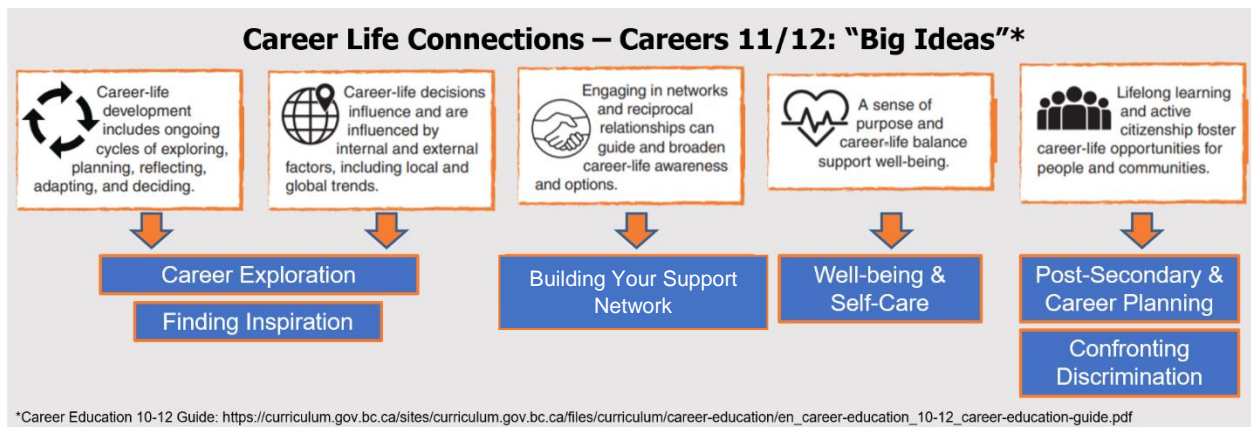
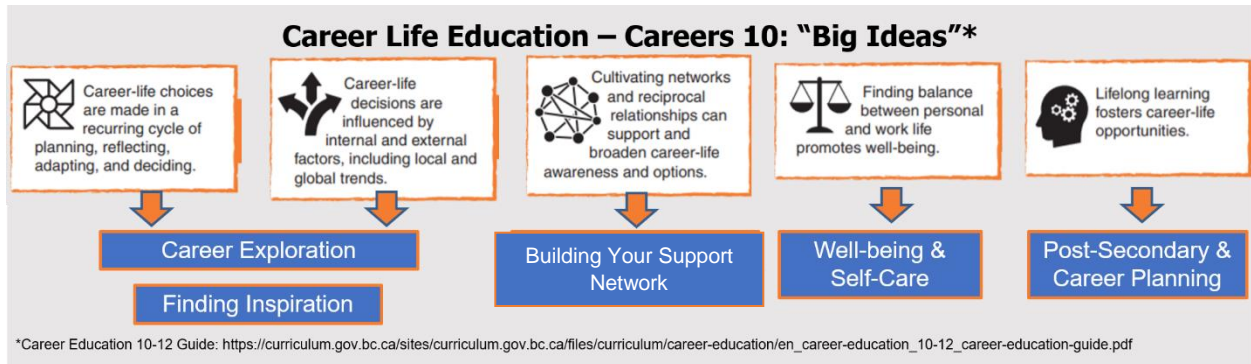
It is up to you how you assess your students' progress or participation as they work through the program. We recommend having some assessment component in order to motivate students to engage with the program and their mentors – in our experience students are rarely self-motivated. Here's how some other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

- **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, our Guide to eMentoring's Activities (posted [on our website](#)) has some ideas for assessment using the activities.

# eMentoring and careers classes (CLE, CLC & Capstone)

ReMBC has been a part of dozens of careers classes, like Career Life Education, Career Life Connections and Capstone projects, in a variety of ways.

Since we have been so popular with careers classes, we have specifically tailored many of the program’s activities to fit careers classes. Some of our courses can supplement or even replace some of the content for those courses. The below graphics show how some of the program’s courses (in blue) map to some of the “big ideas” for CLE and CLC classes (in white).



In addition, students in these classes might also benefit from the “Getting Hired” course, which helps students create a resumé and become comfortable with job interviews, and the “Adulthood” course, which explores the skills needed for living independently.

## How to incorporate eMentoring into your careers course

The activities we developed are not mandatory and you can incorporate the program and our mentors into our course however you see fit. Here’s some examples of how other teachers have done it:

- **Weekly check-in with mentors:** students write to their mentors once or twice a week, reflecting on what they learned in class. They can tell their mentors how they will apply what they learned to their life, and/or ask their mentor questions about the topics covered in class that week.
- **Feedback from mentors:** students can send their work to their mentors for gentle, constructive feedback (we have a mentor training tutorial on giving feedback sensitively). For example, mentors can provide advice and suggestions on educational and career plans, resumé and goals.
- **If you would like to use our activities,** check out our Guide to eMentoring’s Activities [on our website.](#)

**Capstone:** we have had many mentors work with students on their Capstone projects. Some have even attended their mentee's final presentation!

- We can match students to a mentor studying in the student's desired school and/or program.
- Mentors can answer questions or be interviewed about their educational and career paths.
- Mentors can provide feedback and advice on students' projects and/or final presentations.
- Some students have completed some of our program's activities for their Capstone project. Check out our Portfolio Project in our guide on using eMentoring's activities in your course

Let us know your Capstone requirements and we can arrange these connections.

**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](mailto:e.mentoring@ubc.ca) or 604-827-4197.**