The use of digital tools in mentoring preservice teachers

The quality of conversations between preservice teachers (PTs) and their mentors during mentoring has an impact on PTs' reported satisfaction with mentoring, development of teaching skills, professional development, and learning.

How do digital and discursive tools contribute to mentoring conversations?

- Thematic analysis of responses
- Interviews on experiences of using tools in mentoring conversations
- 12 participants (5 mentors and 7 PTs)
- School-based mentoring using tools

Three new tools were incorporated into school-based mentoring:

- Decision simulator to understand PTs' preferred teaching style
- Compilation of PTs' self-report and feedback from PTs' pupils
- Video clips of PTs' planned teaching session

Mentors perceived three main changes in mentoring conversations:

1. Shift from established routines makes mentoring demanding and time-consuming
2. Tools served as conversation starters and made PTs active drivers of conversation
3. Information provided by the tools made conversations richer and more targeted

PTs perceived that the tools brought about three main changes in mentoring conversations:

1. Making preparation phase and mentoring conversations more structured
2. Facilitating discussions on one's own professional development during the conversations
3. Providing a fresh perspective of how one conducts oneself in class or performs classroom management

Although initially time-consuming, mentoring conversations supported by digital and discursive tools facilitate reflection and foster the development of adaptive expertise in PTs and mentors.

Tool-based mentoring conversations in teacher education: new structures, opportunities and the role of adaptive expertise

Hunskaar and Gudmundsdottir (2023) DOI: 10.1108/IJMCE-12-2022-0103

International Journal of Mentoring and Coaching in Education

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