

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?



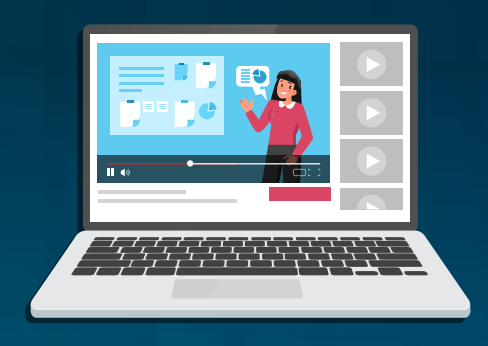
Three new tools were incorporated into school-based mentoring



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



Shift from established routines makes mentoring demanding and time-consuming



Tools served as conversation starters and made PTs active drivers of conversation



Information provided by the tools made conversations richer and more targeted

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



Making preparation phase and mentoring conversations more structured



Facilitating discussions on one's own professional development during the conversations



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