



**Center for Teaching and Learning
Office of Distance Learning
Best Practice Manual**

Section Title:	Last Updated:
Mentoring in Online Courses	12/09/2010
Related Policies and Procedures: Teaching Online Certificate	

Summary:

Frederick Community College is committed to excellence in online instruction. Serving that commitment, the Online Learning Mentoring program is designed to partner an experienced online educator with an instructor who is new to teaching online. The mentor acts as a resource and guide for the new instructor regarding best practices in teaching online. Completion of the mentoring unit is a prerequisite to obtaining the Teaching Online Certificate.

A. Mentor's Role:

1. The mentor establishes pre-course conference to look at the design of the course, discuss the instructor's expectations of the mentoring partnership and set-up the parameters of the mentoring relationship including questions for a mid-semester student feedback survey. The Handbook for "Teaching Online:" is referenced as a resource throughout the semester.
2. The Mentor is introduced to the class by name as "Observing Instructor". In that capacity he/she should not appear on the "Faculty" page or in the course's Who-is-Who forum display.
3. The mentor maintains a presence in the online course throughout the semester and receives copies of all communication that is related to the course. If needed, this may include 1:1 email between the instructor and students.
4. The Mentor initiates a second conference to discuss the results of the mid-semester student feedback survey.
5. The mentor serves as a resource for any questions the instructor may have relating to teaching the course online, managing technologies, facilitating student learning etc. The mentor keeps a record of advice given or recommendations made.
6. The Mentor initiates a third conference before the end of the course to reflect on the experience and discuss the exit interview.
7. The mentor completes the Exit Interview and attaches a list of recommendations for the instructor or for the Office of Distance Learning if more than minor design issues are addressed.

B. Instructor's Role:

1. The instructor meets with mentor (by phone or in person) before the course starts to discuss expectations of the mentoring partnership and set-up the parameters of the mentoring relationship.
2. The instructor is responsible for delivering the course to students, responding to and initiating communication with students, assessing students' work, and posting final grades.
3. The instructor meets with mentor (by phone or in person) to discuss the results of the mid-semester student feedback survey.
4. Utilizes the mentor as a resource to help them successfully navigate their first semester teaching online.
5. Includes the mentor in all course-related activities and communications.
6. The instructor meets with mentor (by phone or in person) before the end of the course to reflect on the experience and discuss the exit interview.
7. The instructor completes the exit interview.

C. Exit Interview and Sign-off

Both the Mentor and Instructor complete exit interview questions and sign off on successful completion of the Mentoring Unit. (See Appendix A and B)

D. Compensation

The Mentor is compensated by cash stipend; the instructor receives compensation for the full credit load of the course.

Exit Interview Mentor

Name of Mentor:	Course ID:
Name of Instructor:	Semester:

		Yes	No	NA
1.	The Mentor was enrolled as an instructor in the course			
2.	The Mentor conferred with the instructor before the start of the course			
3.	The Mentor was introduced to the students			
4.	The Mentor reviewed Assessment Strategies			
5.	The Mentor followed Discussion Forum(s) on a regular basis			
6.	The Mentor observed the grading practice			
7.	The Mentor reviewed the use of external resources			
8.	The Mentor reviewed Weekly/Unit Assignments			
9.	The Mentor received copies of the email traffic from instructor to students			
10.	The Mentor conferred with the instructor about mid-semester feedback			
11.	The Mentor conferred with the instructor			
10.	Instructor asked for advice and/or assistance			
11.	Mentor made suggestions during the semester (examples).How did the Instructor respond?			
12.	The following improvements / changes in teaching the course are advisable:			

The instructor is ready to accept online teaching assignments YES NO

Exit Interview Instructor

Name of Mentor:	Course ID:
Name of Instructor:	Semester:

		Yes	No	NA
1.	The Mentor was enrolled as an instructor in the course			
2.	The Mentor conferred with the instructor before the start of the course			
3.	The Mentor was introduced to the students			
4.	The Mentor reviewed Assessment Strategies			
5.	The Mentor followed Discussion Forum(s) on a regular basis			
6.	The Mentor observed the grading practice			
7.	The Mentor reviewed the use of external resources			
8.	The Mentor reviewed Weekly/Unit Assignments			
9.	The Mentor received copies of the email traffic from instructor to students			
10.	The Mentor conferred with the instructor about mid-semester feedback			
11.	The Mentor conferred with the instructor			
12.	Instructor asked for advice and/or assistance			
13.	The Mentor was courteous and helpful Low <input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. High			
14.	Suggestions to improve the role and function of the Mentor			