

## The Questions discussed in the workshop (nov, 5, 2018)

- Discuss the **proposed set of learning outcomes** with the stakeholders: *What should mentors be able to do?*

The discussed LOs / competences supervisors should have encompass large variety of necessary competences, including:

1. Understand the learning specific features of adult learning
2. Understands own role as supervisor:
  - in supporting individual learners and their learning in work based learning
  - in designing of learning environment in the company
  - in implementation of results of learning in working environment
  - in making the practical training meaningful for students
3. Methods:
  - uses various context-specific teaching and supervising methods and communication styles
  - is competent in collecting and providing feedback from various target groups
  - analyses feedback and plans changes in own activities
  - is able to choose, actively use and adjust the content of web-based environment for practical training

- Discuss the **students' learning process**: *Is the given learning process (ePortfolio, competence-oriented approach) appropriate?*

The most fruitful learning methods are experiential methods (learning by experience of supervising/mentoring)

The methods, such as peer group supervision/consultation, sharing experience, feedback providing were discussed. To combine theory and practice the methods related to active reflection and discussions are utmost important. As well, methods applied for adult learning can be useful.

- Discuss the **design of the courses**: *How are the curriculum and pre-defined learning outcomes currently influencing the work of mentors? Are you involved in the design? If not, would you like to be involved?*

The per-defined LOs are needed, particularly in the cases of beginning mentors who have no pedagogical preparation. Sometimes they have no idea, what means to be a mentor, how significant the role is and what mentors' role should mean for relating

theoretical studies to practical ones. It is necessary, that there should be time and space for sharing experiences between supervisors and mentors as part of learning process. In reality, mentors may not personally be involved in the process of designing the curriculum but employers in the field are often involved.

- Discuss the **delivery of the training for mentors** with the stakeholders: *What is the best way to deliver the mentor-training? Online, face-to-face or blended? Why?*

Rather blended learning. There is need for both – for using web-based / e-environment for sharing learning materials, for written feedback etc. At the same time there is also need for face-to face lessons to more deeply discuss about the specific cases, share experiences etc.

So far more widely used and more convenient (for enterprises) method for mentors training in Estonia is that the bigger companies are inviting trainers from Universities to the companies. So the training course is taking place at the company. That doesn't apply for smaller enterprises.

- Discuss the expected **result of the mentor training**: *Is summative assessment and a certificate necessary for the mentor training? Or rather an open course would be more appropriated? Would you expect any of the listed outcomes to happen?*
  - o *formal certificate of some sort,*
  - o *informal (in the way of a badge or stamp),*
  - o *internal recognition (a title? part of an internal network? or?),*
  - o *peer discussion + validation of the achieved learning,*
  - o *nothing (i.e. open voluntary course)*

The issue of the certificate at the end of the training course was considered to be relevant / appropriate. The involvement into the relevant networks would be highly important for sharing experience and solving the practical problems. Peer discussion and experience sharing could be interesting method of assessment. There was also opinion, that evaluation is not necessary. However, the recognition of the learning of supervision and work of mentors should be recognized.

- Discuss further the **format of the mentor training**: *Is a modularised design of the mentor training suitable/practicable?*

There was rather common understanding that the mentors'/supervisors' training format should be modular. This way is easier for mentors in companies to find time and dedicate to studies (as compared to 2-3 days training).

- Discuss which **tools** could be useful for the mentor training: *Which digital tools/platforms could be used for the training?*

The most important is the interactive environment, where students (mentors in companies) can interact, share the experiences and teaching materials.

The web-based environment should support the preparation, conducting and feedback of practical training. The training courses, based entirely on web-tools (e-courses, MOOCs, webinars) should also be considered. Web-based learning environments and web-tools for supervisors training should be available for all parties of the process of practical training (supervisors in HEIs, apprenticeship students, mentors the other responsible persons in companies).

Additionally one more proposition, prior to the mentors training workshop, was discussed. The proposition came from the Ministry of Education and Research and Foundation Innove (at the meeting on 6<sup>th</sup> of June 2018). In today's situation and availability of mentors training in Estonia, it would be more useful and necessary to develop some kind of self-evaluation e-tool. This tool would help the mentors to evaluate their competences, what they are already good at and what needs to be improved. After seeing the results there should be information about available training courses, where to improve needed competences.