

## Quality criteria for digital student mentoring from the student point of view

The tool is intended to assist teachers and instructors in the planning, implementation and assessment of high-quality digital mentoring implementations. Is the digital mentoring training (& various mentoring processes/programmes) we provide of high quality and useful from the student point of view? The object of the assessment is student mentoring at the interfaces of working life and education. Where applicable, the tool can also be used for self-evaluation purposes by students or groups who participate in various types of mentoring implementations.



Mentoring training/programme/process being assessed: \_\_\_\_\_

1. Digital student mentoring OBJECTIVES	Assessment	Notes
<b>Select the most suitable option: Is not realised at all 0, Is realised very poorly 1, Is realised poorly 2, Is realised moderately 3, Is realised well 4, Is realised very well 5, Can't say CS.</b>		
a) The student familiarises themselves with digital mentoring as a competence development method that supports continuous learning.	0 1 2 3 4 5 CS  -----	
b) The student applies the knowledge basis of mentoring in their mentoring activities..	0 1 2 3 4 5 CS  -----	
c) The objectives support generic skills (e.g. teamworking, digital skills, skills for working in global operating environments).	0 1 2 3 4 5 CS  -----	
d) The student evaluates and, if applicable, supplements the objectives during the mentoring process.	0 1 2 3 4 5 CS  -----	
e) The student participates in the development of mentoring in digital learning and operating environments.	0 1 2 3 4 5 CS  -----	
f) The objectives support the student's individual learning needs.	0 1 2 3 4 5 CS  -----	
2. Digital student mentoring OPERATING MODELS	Assessment	Notes
<b>Select the most suitable option: Is not realised at all 0, Is realised very poorly 1, Is realised poorly 2, Is realised moderately 3, Is realised well 4, Is realised very well 5, Can't say CS.</b>		
a) The student acts as an actor and/or mentor in various mentoring processes (especially in group mentoring).	0 1 2 3 4 5 CS  -----	

b) The student gains experience in the varied use of various forms of mentoring, such as group, peer, cross and reverse mentoring.	0 1 2 3 4 5 CS  -----	
c) The student becomes familiar with various mentoring methods that support collaborative and peer learning.	0 1 2 3 4 5 CS  -----	
d) The student applies various mentoring methods in digital learning and operating environments in support of continuous learning.	0 1 2 3 4 5 CS  -----	
e) The mentoring operating models support the achievement of the set objectives.	0 1 2 3 4 5 CS  -----	
<b>3. INTERACTION in digital student mentoring</b>	<b>Assessment</b>	<b>Notes</b>
<b>Select the most suitable option: Is not realised at all 0, Is realised very poorly 1, Is realised poorly 2, Is realised moderately 3, Is realised well 4, Is realised very well 5, Can't say CS.</b>		
a) The student acts as an actor and/or mentor in the development of an interactive relationship in the mentoring process that supports dialogical and collaborative learning.	0 1 2 3 4 5 CS  -----	
b) The student uses methods that strengthen remote presence.	0 1 2 3 4 5 CS  -----	
c) The student builds trust within a virtual group.	0 1 2 3 4 5 CS  -----	
d) The student utilises diversity and multidisciplinary in the mentoring processes (as a pair / in a group).	0 1 2 3 4 5 CS  -----	
e) The student creates a mentoring network and utilises it in the development of their competences.	0 1 2 3 4 5 CS  -----	

f) The interaction supports the achievement of the set objectives.	0 1 2 3 4 5 CS  -----	
<b>4. DIGITALISATION in digital student mentoring</b>	<b>Assessment</b>	<b>Notes</b>
Select the most suitable option: Is not realised at all 0, Is realised very poorly 1, Is realised poorly 2, Is realised moderately 3, Is realised well 4, Is realised very well 5, Can't say CS.		
a) The student uses digital tools and develops their digital skills in mentoring.	0 1 2 3 4 5 CS  -----	
b) The student has access to the support they need to utilise digital tools in mentoring.	0 1 2 3 4 5 CS  -----	
c) The student has the opportunity to engage in attitude work concerning digitalisation and the related common problem solving in mentoring (supported by the group).	0 1 2 3 4 5 CS  -----	
d) The selected digital tools support the achievement of the set objectives.	0 1 2 3 4 5 CS  -----	

The quality criteria for digital student mentoring from the student point of view were prepared as part of the eAMK project in the autumn of 2018. The criteria were prepared by Irja Leppisaari from the Centria University of Applied Sciences in collaboration with mentoring experts from the Kajaani University of Applied Sciences. The criteria are based on the educational materials and research results provided by the joint project of the Centria University of Applied Sciences, KAMK and Xamk to develop eMentoring at the interfaces of UAS education and training and working life (2015-2017). In the digital student mentoring initiative of the eAMK project, the eMentoring training provided by three universities of applied sciences was utilised as a testing platform that enabled the generation of quality criteria from the student and UAS point of view, among other things.