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creating successful telementoring programs edited by frances k kochan auburn university a volume in the series perspectives on mentoring editors frances k kochan auburn university published 2005 this volume technological aspects of mentoring edited by frances k kochan and joseph t pascarelli will examine mentoring in the technological age

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Ebook Epub Library one of the ways to insure success for a telementoring program is mentor training the training of mentors is vital to the success of a mentoring program nichols r j amick b t 1995 the case for instructional

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Bloomberg delivers business and markets news, data, analysis, and video to the world, featuring stories from Businessweek and Bloomberg News on everything pertaining to technology

This volume, Technological Aspects of Mentoring, edited by

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Frances K. Kochan and Joseph T. Pascarella, will examine mentoring in the technological age. It will focus upon the impact and use of technology in terms of program development, mentoring roles, problems and solutions and issues to be addressed including confidentiality, ethics, and implications for future practice. The editors will explore the possibilities for tomorrow from the work of today.

In response to changes in the workforce, scholars are calling for mentoring that is more fluid, flexible, and responsive to the needs of diverse groups of individuals, whether culturally (Kochan & Pascarella, 2012; Kochan, Searby, George, & Mitchell Edge, 2015) or intergenerationally (Thorpe, 2012) diverse. With these changes, there are greater demands for

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Intergenerational and intercultural collaboration and mentoring. One response to these changes is to take a more collaborative, interactive, and transformational approach to mentoring. In response, this book provides a model for collaborative mentoring, based on best-practice, grounded in theory and research, and framed by the Dynamic Model of Collaborative Mentorship. Each chapter provides a description of one of the five components of the mentoring model which are grounded in theory and include: agency, values, engagement, patterns, and roles. Individual chapters provide resources, prompts and questions to guide reflection, and suggested readings. This book is authored by four individuals who work, research, and write as a team. The book itself is the product of their mentoring research as well

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as their mentoring practice in action. It is current and timely, focusing on team processes which are collaborative, dynamic, reflective, and continuously developing and evolving.

The Art and Science of Mentoring is a collection of chapters and vignettes that honors one of the leading experts of mentoring, Fran Kochan. Her amazing role of being able to blend theory and practice in regards to mentoring is captured in these pages. As one prote ge said, “ She practices what she preaches. ” The volume is divided into an introduction, Part II, which explores important concepts and ideas in regards to mentoring and then Part III which are essays from individuals whom Fran Kochan mentored

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throughout her life. In closing, Fran Kochan lives and breathes her words. Even today, she continues to work with scholars, practitioners and others she meets. She offers a guiding hand, she uplifts and she supports all that she meets. Please enjoy this volume of highlights of research from top mentoring experts who are peers of Dr. Kochan, as well as the tributes from a sampling of individuals she has mentored to successful careers. You will be inspired to learn how Dr. Fran Kochan masters both the art and science of mentoring. We honor her in this book as scholar, mentor, and friend.

In striving to reduce racial achievement gaps, schools and youth development programs are increasingly turning to youth mentoring programs. But how to ensure success?

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Here, accomplished educators Graig Meyer and George Noblit reveal how one such program challenged institutional racism and eliminated persistent achievement disparities in a local school system that boasts a national reputation for excellence. The authors share personal lessons, strategic guidance, and detailed practical advice for education and community leaders seeking to create successful youth mentoring programs. Their story, backed by research, offers real-world perspective on the important work of challenging systemic racism in schools. Meyer and Noblit demonstrate how mentoring and advocacy come together in a strengths-based program that boosts academic success and post-secondary enrollment for youth of color, while also creating change to benefit all students in a school system.

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Mentoring in educational contexts has become a rapidly growing field of study, both in the United States and internationally (Fletcher & Mullen, 2012). The prevalence of mentoring has resulted in the mindset that “ everyone thinks they know what mentoring is, and there is an intuitive belief that mentoring works ” (Eby, Rhodes, & Allen, 2010, p. 7). How do we know that mentoring works? In this age of accountability, the time is ripe for substantiating evidence through empirical research, what mentoring processes, forms, and strategies lead to more effective teachers and administrators within P?12 contexts. This book is the sixth in the Mentoring Perspectives Series, edited by Dr. Frances Kochan former Dean of the College of Education at Auburn

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University. This latest book in the series, co-edited by Linda J. Searby and Susan K. Brondyk, brings together reports of recent research on mentoring in K-12 settings for new teachers and new principals. The book has already garnered accolades from mentoring experts: "You will want to add this high-quality volume on mentoring to your library! What a terrific resource for teachers, leaders, administrators, and mentoring scholars alike. Having first-hand knowledge of mentoring practices and programs for P-12 teachers and administrators can help with the national need to retain teachers and principals through such means as excellent, proven methods, programs, and processes of mentoring" ~ Carol A. Mullen, Educational Leadership Professor, Virginia Tech, U.S. Fulbright Scholar; Kappa Delta Pi Presidential

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Commissioner "This volume, *Best Practices in Mentoring for Teacher and Leader Development*, forwards principles of effective mentoring, including the role and importance of talk in mentoring, using tools that make mentoring talk more purposeful, analyzing practice, involving mentors in opportunities to share their practice, providing space for mentees to have a voice in mentoring conversations, and promoting learning at all levels as part of instructional leadership in schools. Much research is still needed to build a sense of urgency that mentoring can matter, and ideas promoted within this book can contribute to this important conversation." ~ Randi Nevins Stanulis, Professor, Department of Teacher Education, Michigan State University, and Director of Launch into Teaching. "This book is a huge

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first step in a field where best practices have not yet been agreed upon, and it is sure to be a leading voice in research on teacher and principal mentoring. As such, this book helps to bring together a variety of beliefs, evidence, and practices in teacher and principal mentoring, and gives a clear pathway for others trying to establish best practices in their mentoring fields. For those in the K-12 fields, and in all mentoring practices, this is a thought-provoking, must-read." ~ Nora Domínguez, International Mentoring Association, President and CEO

This Handbook is a leading source of ideas and information on mentoring and coaching. It covers national and international research on schools, higher education, and

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disciplines within and beyond education. The editors draw together contributions and present evidence bases and alternative worldviews in which concepts are both untangled and substantiated. Unique in its coverage, it maps current knowledge and understanding, and values and skills underpinning educational mentoring and coaching for learning. Contributors set out practical applications of coaching and mentoring for practitioners and researchers and also address social justice issues, such as those involving traditional and technical forms of mentoring and coaching, democratic and accountability agendas, and institutional and historical patterns of learning.

This edited volume brings together conceptual and empirical

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work from various professional fields to inform a perspective on mentoring that goes beyond what is needed for today and orients toward what is needed for the future in order to promote healthy and productive organizations. This perspective is important because the pace of change in organizations is rapid--and increasingly so. Under conditions of rapid and on-going change, employees, students, and colleagues all are learners; and the learning needs of these adults demand meaningful and focused strategies for professional development. A major strategy with demonstrated value for fostering learning among adults is mentoring, which contributes both relational and structural support for such learning. This support helps organizations build communities of practice in which colleagues alternate

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the role of mentor and mentee by sharing different types of expertise and different perspectives on organizational challenges. Chapters within the book focus on theoretical perspectives on mentoring, the connection between change and mentoring, the character of the leadership that mentoring entails, the developmental processes that mentees experience, the transformation of the mentee as a result of mentoring, the value of matching mentor and mentee styles, and the role of mentoring in organizational team building. Furthermore, some chapters explore the similarities and differences in individual versus group mentoring. And some of the contributions elaborate linkages among mentoring concepts and those used in related practices such as coaching and distributed leadership.

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Although cultural issues have a powerful influence on the failure and success of mentoring programs and relationships, there is scant research on this area and little in the way of guidelines that practitioners can use to help assure mentoring success. This book seeks to expand our knowledge and understanding of this topic and to foster the use of this information to enhance practice and research. The book is unique in a number of ways and will be an important resource for all those engaged in mentoring endeavors and for those conducting research in this area. First, it presents research findings on the cultural impact of mentoring at the individual relational level, at the organizational level, and within the structures of the society. Secondly, the chapters

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describe mentoring from an international perspective including programs from Africa, Australia, Canada, Finland, India, Ireland, Korea, Scotland, Sweden and the United States. Third, the book is research based and yet, can be easily applied to practice. Chapters provide information on lessons learned and also include reflective questions to enable the reader to delve more deeply into the constructs and findings in order to apply them to their own practice and research. This makes the book an ideal resource for training mentors and mentees, for designing mentoring programs, for teaching about mentoring, and for establishing and maintaining mentoring relationships. It also will be of value to those who are engaged in conducting research on how to create and maintain successful mentoring relationships and

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programs. Endorsements All mentoring relationships are diverse. Indeed, it is the difference between mentor and mentee that creates the potential for co-learning. Mentoring that bridges cultural gaps opens the way to an exchange of understanding about both internal and external assumptions and perspectives (how each of us thinks and how the world functions for each of us). In this book, the editors and contributors demonstrate the diversity of diversity, with particular focus on education in different societies. I recommend it as essential background reading for anyone designing mentoring programmes, in which cultural diversity will be a significant dynamic. Dr David Clutterbuck, Special Ambassador, European Mentoring and Coaching Council In this boundary-spanning volume, the authors pull back the

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curtain on the latest evolution of mentoring theory and practice revealing that all mentoring relationships are intrinsically cultural. Not only that, the researchers present creative, empirically sound ideas for mentoring at different scales—personal encounters, networked communities, and loose collectives. This book is robustly inclusive of structural layers of mentoring differentiated by context—whether higher education, schools, or collegial communities—making meaning of cultural diversity as part of one ' s inner core of relational and systematic mentoring. Practitioners of mentoring and researchers of mentoring alike should find this work important for understanding the breadth and depth of mentoring in different cultural contexts while allowing its essence to remain unfolding, rather than simply

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told. All mentoring professionals can gain insight and value from the diversity of theoretical orientations that capture as well as map the impact of global and cultural influences of mentoring in everyday worlds. A must read for all who care about the quality of educational relationships and about making a difference in learning settings. ~ Dr. Carol A. Mullen, Professor of Educational Leadership, Virginia Tech, University Council for Educational Administration (UCEA) Plenary Session Representative (PSR)

"This 10-volume compilation of authoritative, research-based articles contributed by thousands of researchers and experts from all over the world emphasized modern issues and the presentation of potential opportunities, prospective

Online Library Creating Successful Telementoring Program Perspectives On Solutions, and future directions in the field of information science and technology"--Provided by publisher.

As new trends emerge in the realm of education, instructors are faced with the task of continuing development in order to stay up to date on the latest teaching methodologies for both virtual and face-to-face education. Facilitating In-Service Teacher Training for Professional Development is a pivotal reference source for the latest research on the scenarios faced by in-service educators, uncovering models, recent trends, and perceptions of in-service teacher training. Featuring extensive coverage across a range of relevant perspectives, such as teacher identity, collaborative teacher development, and exploratory practice, this book is ideally

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designed for researchers, practitioners, and professionals seeking current research on the need for continuing development in teacher education.

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