

# The Challenges and Rewards of Setting up a Mentoring Programme in the Virtual Environment.

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# Introduction



Liz Hardie



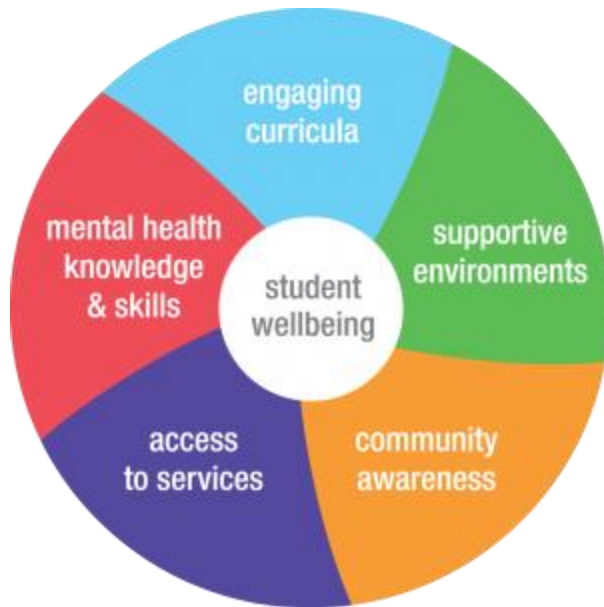
Carol Edwards



**Please write in the chat box your top two characteristics of a well student**



INFORMATION  
FLATMATES STUDENT LIFE  
HOMESICKNESS RELATIONSHIPS  
**RESOLUTION WELFARE**  
CONFIDENTIALITY **WELLBEING** ADVICE HELP  
LISTENING SIGNPOSTING  
FACILITATION **SUPPORT**  
MEDIATION  
ANXIETY BULLYING STRESS



...every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

(World Health Organization Regional Office for South-East Asia, 2017)



# Why Peer Mentoring in the Distance Learning Environment?



# Setting up the Peer Mentoring Pilot

- The Team
- The Vision
- Finding our mentors and mentees
- The mentor co-creation session
- Going live

**If you have been involved in a peer mentoring project, face to face or online, please write in the chat box some of the challenges you faced in setting up the scheme**





# Online vs face to face

## Online & F2F

- Faculty and module team chair support
- Funding
- Recruiting suitable mentors
- Training mentors, including safeguarding
- Defining boundaries for mentors
- Confidentiality and data protection

## Online

- Allocating groups
- Students who haven't met can find it harder to build trust and co-operation.
- Students who do not engage
- Mentors acquiring moderating skills
- Decision how much to monitor online behaviour
- Students misunderstanding non-verbal clues

# The rewards so far...

10 mentors and 42 students

Still ongoing

Evaluation planned for summer 2020

Informal feedback positive from mentors

Further mentoring groups have been set up outside the project



# Any Questions



**THANK YOU**



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