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KA2 strategic Partnership Project 2019-1-UK01-KA204-061657

MentorNET

Mentoring Good Practice Report

A report into good practices identified relating to mentoring, creating a MOOC and developing sustainable networked organisations

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Based on survey and desk research undertaken by the Project Partners between December 2019 and March 2020.

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Mentoring by **E**xtended **N**etworks to **O**rganise Volunteer **R**esources
KA2 strategic Partnership Project 2019-1-UK01-KA204-061657

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Introduction

This paper pulls together the strands of research carried out by the MentorNET project partners concerning the key skills needed to mentor migrants, the key topics that should be included in a MOOC to teach people how to mentor and the characteristics that successful sustainable networks possess. It also considers good practice in e-learning course design.

Background

The desired outcome of the MentorNET project is to:

- Identify good practice for organising and delivering mentoring and creating self-sustaining networks;
- Create a mentoring MOOC based on identified good practice that delivers a mentoring process sensitive to the differing needs of migrants from their first point of contact in a new country to when they find a country to permanently settle in;
- Identify mentor focused networks in the partner countries and provide them with the resources and tools, one of which will be an app, based on good practice in order to promote mentoring and best support volunteer mentors—including volunteer mentors of migrants—nationally and internationally.

Purpose

The research described in this paper was intended to inform the project team with regards to establishing the key themes and skills that need to be included in the mentoring MOOC in order to deliver a practical, usable and effective learning tool. Similarly, the research was also designed to better inform the project team about the characteristics which support successful self-sustaining networks, as well as how these can be incorporated into national and, it is hoped, international mentoring networks.

The resultant research paper can serve as a guide for the successful development of the MentorNET project outputs and as a useful source of research data for other projects and interested parties.

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Research methods

Two methods of research were used during the course of developing this report:

1. An online survey aimed at selected experts in mentoring and mentoring migrants. The survey was designed for distribution to selected experienced mentors in the UK to understand their views concerning mentoring skills and MOOC content.

2. Desk research: Looking at prior research conducted in each of the partner countries. The countries involved were Cyprus, Germany, Italy, Poland and the UK . This method was supplemented where possible by interviews and an informal focus group.

The online survey was created on the JISC Online Survey platform. It was distributed by email to a selection of experienced mentors. The aim was to establish a clear definition of mentoring and identify key elements for the MOOC content and for creating networks, rather than being a representative sample of mentors and experts, hence the number of respondents.

The survey was jointly developed and tested by the project team and is attached as Annex 1.

Online Survey results

A presentation on the survey results was delivered at the second MentorNET trans-national meeting originally scheduled to take place in Cyprus at the beginning of April 2020, but due to Covid-19 restrictions, this was held virtually using GoTo Meeting. The survey results were as follows:

Demographic

A total of 86 people registered interest in the survey; 18 valid responses were received. Of those valid responses:

11 were from the UK

5 from Germany

1 from Italy

1 from China

2 responses were invalid

The survey was targeted at selected experts and some experienced mentors in the UK with the option for experts from other countries to contribute. The responses were meant to provide direction for the project rather than be a representative sample.

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Respondent experience of mentoring

Of the respondents, 77.8% had some mentoring experience. The range of experience was broad and included:

- Mentoring refugees to set up projects to help their communities;
- Disengaged pupils at a secondary school;
- Social workers;
- Colleagues in the health services;
- Young people;
- Volunteers from a different country;
- African entrepreneurs;
- Migrants seeking employment;
- Sports projects for migrant children;
- Women and the elderly;
- Master's degree students.

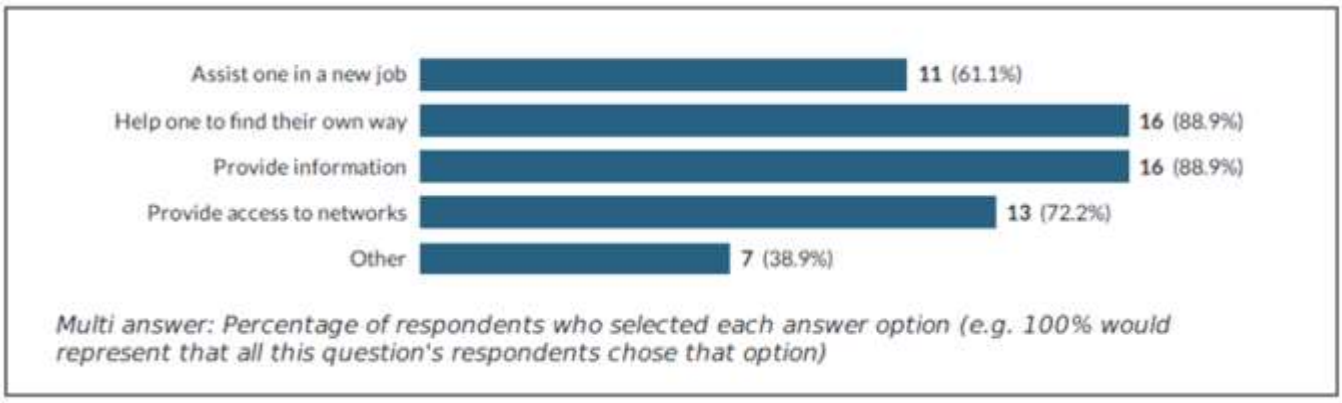
Definition of mentoring

Respondents were asked to define "mentoring". Although the responses varied, there were a number of common themes. Using these, the best way to define "mentoring" appeared to be:

"… a trusted advisor or companion who offers guidance and support by sharing knowledge to help their mentees develop or enhance needed skills and knowledge that enables them to progress in their lives."

Benefits and challenges of mentoring

We asked respondents to state what they thought the benefits to a mentee were from being mentored:



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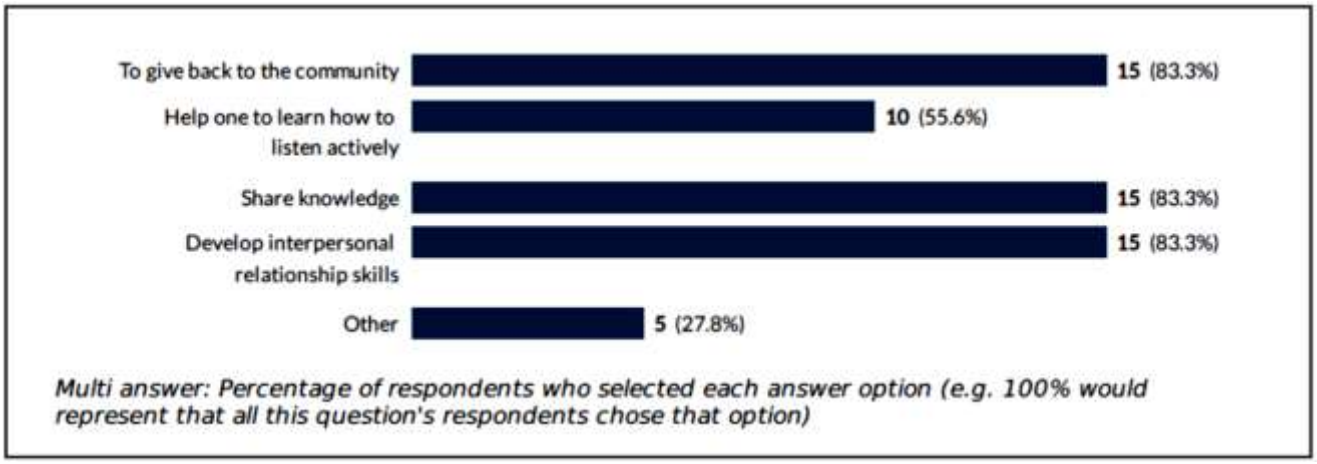
Other responses included

- friendship;
- emotional support;
- boosting confidence;
- self-reflection; and
- overcoming problems.

We asked respondents to state what they thought the benefits to a mentor were from being a mentor.



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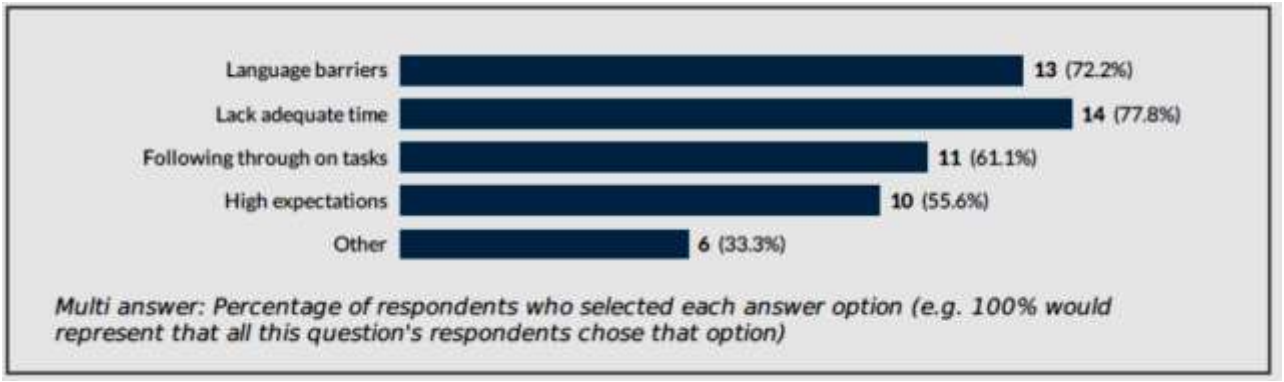
Other responses included:

- involvement in a cause one believes in;
- helping build a better community; and
- making a difference in someone else's life.

We asked respondents to state what they thought the challenges for a mentor might be.



Other responses included:

- cultural differences;
- getting "too involved"; and
- a lack of training to handle "emotionally charged" situations.

We also asked respondents to state what they thought the challenges for a mentee might be:

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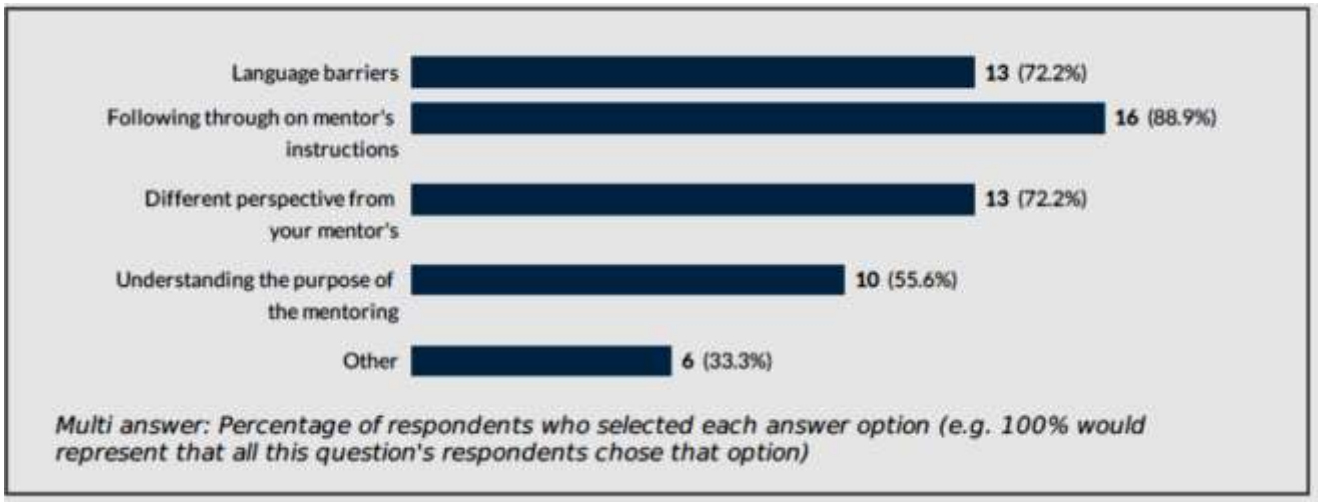
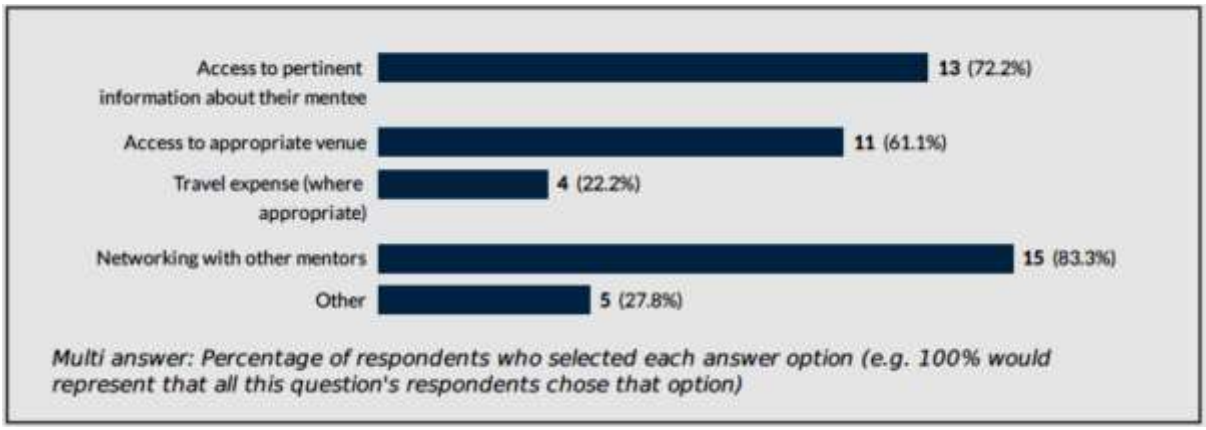


Other responses included:

- the balance of power in the relationship; and
- high or unrealistic expectations.

We then asked respondents about what practical support a mentor would need to successfully support their mentee:



Other responses included:

- supervision; and
- support from an experienced mentor.

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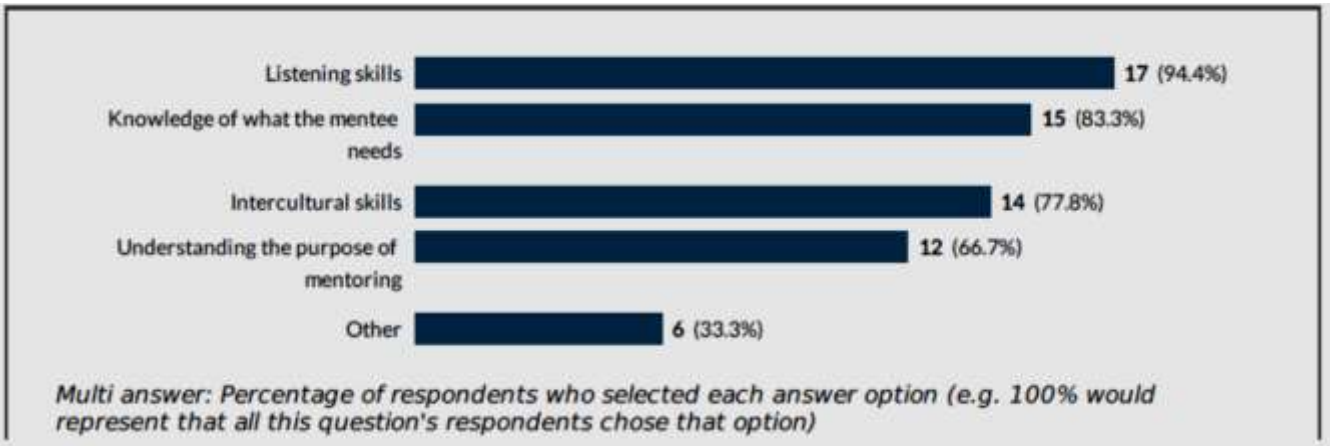
Mentoring skills

We then asked respondents about the skills they thought a mentor should have in order to successfully support their mentee.



Other responses included:

- being supportive; and
- ability to handle emotional situations.

When asked which of the skills were most important, the responses were:

- Listening skills: 44%
- Knowledge of the needs of the mentee: 28%
- Understanding the purpose of mentoring: 22%
- Understanding the importance of mentoring: 6%

61 percent of respondents thought that the skills a mentor needs differ depending on how a mentor is in contact with their mentee.

22 percent thought that there should be some face-to-face contact involved. Many cited that developing empathy between the mentor and mentee was important.

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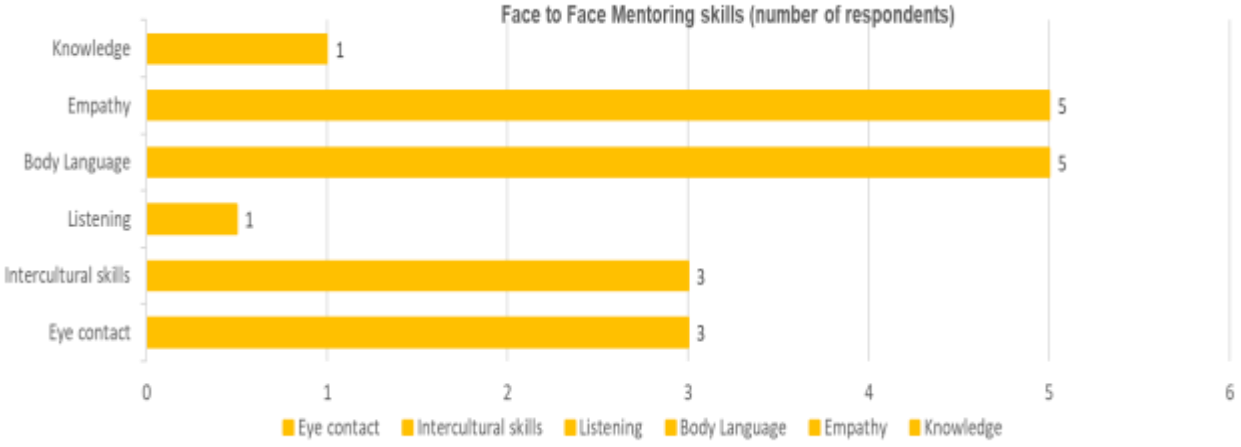
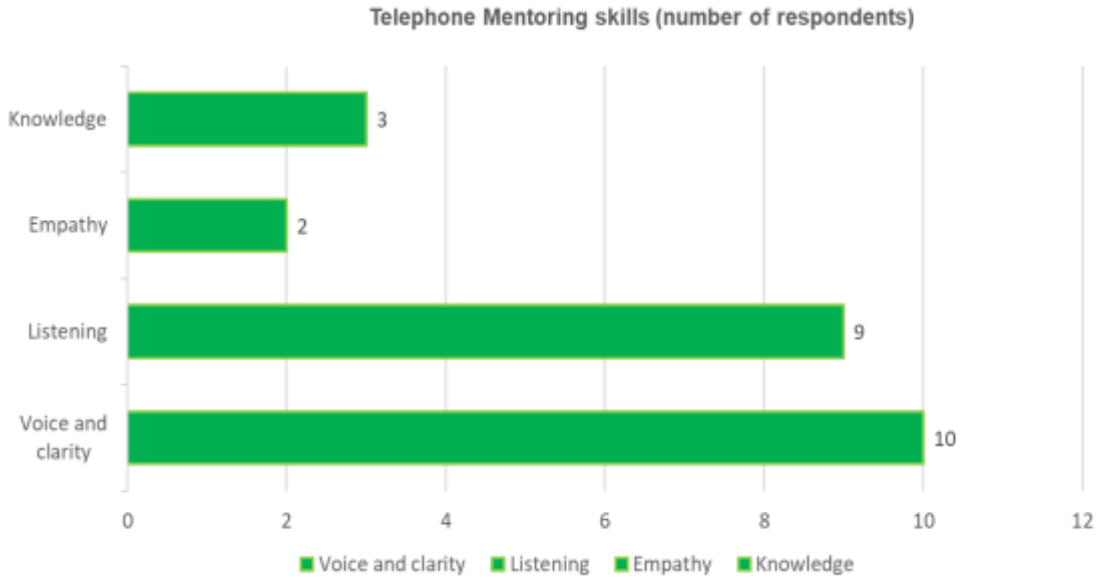
Regarding face-to-face mentoring:



Empathy and body language were considered most important when mentoring face to face.

Regarding telephone mentoring:



Voice and clarity / listening skills were considered the most important when mentoring by telephone.

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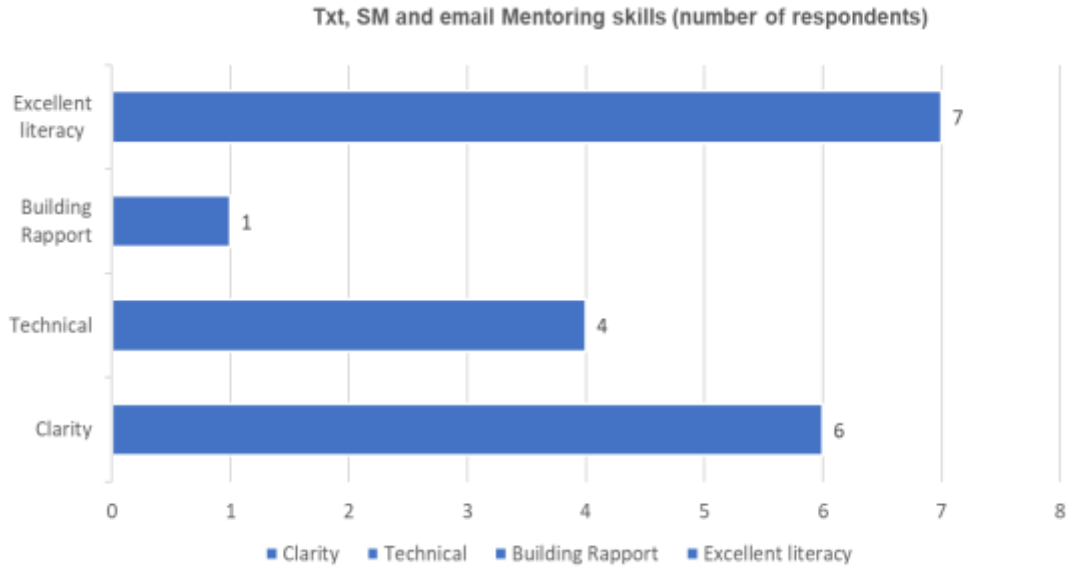
Regarding text, social media and email mentoring:



When using text or social media to mentor, the most important skills were regarded as literacy and clarity.

The mentoring relationship

When asked about things that would hinder a successful mentoring relationship, respondents identified the following:

- A lack of understanding concerning the power dynamics in a mentoring relationship;
- A lack of trust;
- Inappropriate expectations;
- A lack of cultural awareness;
- A lack of patience;
- A lack of commitment (in time and effort);
- Language barriers.

The MOOC (Massive Open Online Course)

When asked about other relevant things that would benefit a mentoring MOOC, respondents identified the following:

- Ability to meet face to face with peers;
- Provision to locate mentor and mentee in the same geographical area so that face to face support can occur is wanted;
- The support of a peer group;
- Sharing good practice;

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- Intercultural listening skills;
- Skills for motivation;
- Should be practical—would like stories of what works well, what did not work so well and the learning from them.

Perhaps the big surprise was the desire to have some sort of face to face meeting when engaging in an online course. The implication of this is that the MOOC becomes a form of blended learning rather than being a purely online learning format.

The results of the survey were sent to two experienced mentors of migrants for their comments. They said:

> "*I think that summarises well my view too. The only two things I would want to add is that I think continuity is really important for the mentor / mentee relationship in order to see positive results; this can be a challenge for many different reasons. The other skill I think is important is the ability to boost the mentee's confidence; I think that emotional aspect of self-belief is really important to their success. Of course, on both sides dedication is also required. Hope that helps!*"
>
> Shweta
>
> "*Interesting to see the results here. I firmly believe that intercultural understanding and language are the keys when it comes to access, but I guess I would say that as a specialist in intercultural studies and language!*"
>
> Stuart

These comments validate the results of the survey and also add other important considerations such as self-belief, boosting confidence and also underlining the importance of both parties in a mentoring relationship needing to be committed to the relationship.

Summary

The online survey was designed to collect expert opinion on what a mentoring MOOC should focus on. The results provided some excellent information and insight into vital aspects such as the definition of mentoring, the challenges posed to both mentors and mentees, the overall mentoring relationship, key skill requirements and the structure of a MOOC.

This information will be crucial for the design and production of a well-structured, engaging and successful mentoring MOOC.

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Analysis of desk research – Good Practice in Mentoring and Sustainable Networks

Each of the project Partners undertook desk research on identifying good practices relating to mentoring, MOOCs and sustainable networks. To progress the research, tasks were allotted between the Partners. This approach helped widen the scope of the research and added great depth to the quality of the results obtained, which are reported on below. Partners were provided with a template to summarise each located resource and these summaries are included at the end of this report in Annex 2. Some of the Partners were able to supplement the research by conducting interviews either in person or by telephone, and in one case by an informal focus group. These activities were by necessity limited with the introduction of national lockdown measures adopted to address the Covid-19 pandemic.

MENTORING

Mentoring good practice

Research based on interviews and an informal focus group with a number of mentors and mentees found that good mentoring relies on:

- Willingness;
- Respect;
- Patience;
- Knowledge and skills of the mentor;
- Attitude;
- Personality;
- Available time;
- Trust;
- Discretion & confidentiality;
- Adaptability & flexibility;
- Clear boundaries.

Mentees identified the following as contributing factors to failed mentoring relationships:

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- Pride and arrogance;
- Impatience;
- Lack of manners;
- Lack of boundaries;
- Disrespect, ignorance, dismissive behaviour.

In particular, they identified that an important detrimental factor for the mentoring relationship was when the mentor used mentoring not to help other people, but to reaffirm their superiority by constantly referring to their experience and actions. Mentors identified the following as contributing factors to failed mentoring:

- High or unclear expectations by mentees;
- Lack of eagerness of mentees to commit;
- Lack of focus.

A further important negative factor was the over-reliance and high expectations of mentees on the mentor and their own failure to put in any effort to make the relationship work.

The research found that positive interactions and behaviours within a human network are often “contagious” and that they appear to spread within three degrees of connectivity. This means that cooperative behaviour within a network cascades and spreads, affecting all members of the group / network. Conversely, negative behaviour can be spread in the same way.

A good mentor is patient and able to listen, provide advice and determine what the mentee is trying to accomplish in their career. Advice given by a mentor should be clear, without conflict, and transparent, pointing out both the benefits and pitfalls. Equally, the mentee must identify their goals and determine what help is really necessary to accomplish these. The mentee may need someone to listen, give advice on their career and family, and help with career decisions. The mentee should be conscious of their career at all times and be informed of the opportunities that exist. In addition, as mentioned above, the mentee must also listen and be prepared to take the mentor’s advice.

Good time management is of high priority for a mentee. Learning to manage time is a surprisingly difficult skill. Common problems include spending too much time making lists, starting the same task multiple times, and not taking control, so that projects become delayed by others’ mismanagement. A mentor can assist the

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mentee in learning how to prioritise tasks and, thus, how to get things done efficiently.

Benefits of using Computer Mediated Communication (CMC) to support mentoring

A common argument is that communication, regardless of medium, is taken for granted, and the key to successful mentoring is nurturing the relationship. The nurturing process builds upon trust and relationship expectation. A key element of mentoring is communication concerning a mentee's career performance and social interest. It has been shown, however, that computer mediated communication (CMC) technologies can extend the mentee's knowledge and commitment to their profession and that e-mentoring is also able to have a positive and significant impact on the success of the mentor / mentee relationship when it is not possible to offer such support face to face

There is yet another benefit to using CMC for mentoring, which is that CMC can reduce the effects of status differences since fewer social cues, and hence less face-to-face social interaction occurs, resulting in increased focus on organisational tasks. This is due in part to the fact that people take longer to construct messages in a CMC environment, resulting in a longer delay between message exchanges and more time to think about each message before it is sent. The result is messages that are more organisationally focused, career supportive, and professional.

Key Competencies for Volunteer Mentors working with Migrants

Research was also conducted to find good practice regarding the key-competences needed by a volunteer mentor working with migrants:

- *Basic skills:*
    - Understanding what "mentoring" means (as compared to coaching, being a good friend, a companion, etc.);
    - Understanding the importance of ethical standards;
    - Respect of privacy;
    - Clear understanding of "borders" of mentoring;
    - Intercultural understanding of social roles and functions;
    - Understanding principles of migration and integration.

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- *Personal skills:*
  - Openness for personal supervision;
  - Acceptance of diversity and complexity of society (there is not just “one way“ of how to do things);
  - Acceptance of migration and immigration as a global reality.

- *Social (behavioural) skills:*
  - Ability to keep “distance“ (mix of being close and distant);
  - Ability to say stop or to apply “sanctions“.

- *Communicative skills:*
  - Understanding basic principles of human communication;
  - Ability to listen;
  - Ability to write and speak clearly / ability to use easy language.

- *Guidance / leadership skills*:
  - Ability to define clear and transparent rules and goals;
  - Ability to adapt to change (skills in change management).

Skills for a Successful Mentoring Relationship

The role of a mentor encompasses aspects of a teacher, sponsor, counsellor, guide, and role model. His or her task is to facilitate the development of his or her mentee through cajoling, challenging as well as holding back. Traditionally, the mentoring relationship between a mentor and his / her junior colleague must be strong and enduring. Although mentoring can be an intense relationship, it can also be a more formal relationship such as one between work colleagues.

It is important to match the mentor to the mentee carefully. Consider gender when working in different cultures and traditions. Our research identified an academic scientific network which only allowed same gender mentoring and felt that it was very important to keep it this way. Some networks match mentors and mentees very carefully before the process starts to best match them up, others let the mentor and mentee “choose” themselves and start the mentoring process. Others keep profiles of the mentors and mentees and a mentee can meet several possible mentors before deciding on the one they wish to go with.

Successful matching is perhaps the most difficult part of mentoring and it can present challenges. Someone must take responsibility to match the mentor’s skills /

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experience with the mentee, and it is good for the mentee to have some say in this process.

Mentoring enhances:

- Leadership development;
- Career and professional development;
- Growth in physical therapy practice, education and research;
- Professionalism.[1]

The good mentor should be:

- Responsive;
- A good listener;
- Open and honest;
- Not judgmental and ethical;
- Approachable and available;
- A good problem-solver;
- A good observer;
- Patient;
- Communicative.

The good mentee ought to be:

- Ready to learn;
- Expecting help from the mentor;
- Proactive;
- Non-judgmental, trustworthy and ethical;
- A good listener;
- Taking initiatives;
- Asking for feedback.[2]

[1] Ridout, S. (2006). Mentoring Guided by the Light, Magazine of Physical Therapy, pp. 42-48.
[2] Ridout, S. (2006). Mentoring Guided by the Light, Magazine of Physical Therapy, pp. 42-48.

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Informational and Transformational Learning for Mentors

Mentors need both informational and transformational professional education. Informational learning gives them a better understanding than they had previously of cultural and work-related knowledge and helps to expand their horizons.

Transformational education helps them to better understand themselves. Thanks to this kind of learning, mentors can recognise some of the structural and cultural barriers which are experienced by newcomers.

Both these kinds of learning contribute to disrupting the perception and feelings of inequality between newcomers and the host society.

According to Mezirow[3], transformative learning is a rationalist process of '*construing and appropriating a new or revised interpretation of the meaning of one's experiences as a guide to action*'. One of the important outputs of that kind of learning is an increasing of empathy and understanding of others. This helps mentors to amend and change their stereotypes about immigrants.[4]

Boundaries for the mentor:

- Do not expect the mentee to be just like you;
- Do not give advice automatically without a thorough discussion;
- Allow the mentee to determine solutions;
- Do not expect your advice to be followed blindly;
- Do not avoid uncomfortable topics.

Boundaries for the mentee:

- Be cognisant of the mentor's time;
- Be accountable for the direction of the relationship;
- Do not hesitate to bring up struggles and problems;
- Ask questions to help the mentor provide guidance;
- Self-evaluate honestly.[5]

[3] Mezirow, J. (1994). Transformative Learning Theory Understanding and promoting transformative learning: A guide for educators of adults. (pp. 252). San Francisco, CA: Jossey-Bass.
[4] Hongxia Shan and Shauna Butterwick, (2017). Transformative learning of mentors from an immigrant workplace connections program, vol. 39, no. 1, pp. 1–15
[5] Britton, K. (2014). Mentorship in Veterinary Practice, Special Feature, available at: www.veraerinaryteambrief.com , pp. 44-46.

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SUSTAINABLE NETWORK GOOD PRACTICE

Network Good Practice

Eight mentoring networks were compared to one another across a range of parameters.

This research found the following examples of good practice which helped to support effective and successful mentoring networks:

- *Management:*
  - Management board as “steering committee“ of a network;
  - “Person in charge“ of network (paid or volunteer);
  - Clear affiliation to an institution, group, or association;
  - Clear roles in board for contact to mentors, mentees;
  - Evaluation and quality control as a task of the board;
  - Control of agreed-upon ethical standards in mentoring.

- *Reasons for success:*
  - Clear definition of target group(s);
  - Clear definition of “content“ (what will be “mentored“);
  - Clear rules for conflict resolution, quality control;
  - Clear definition of the added value a mentee will gain;
  - Public or institutional support (financial, infrastructure, etc.);
  - Training and supervision for mentors.

- *Self-Sustaining*:
  - There needs to be a person who feels “in charge“, who keeps the network going;
  - Clear rules for financial sustainability (if applicable have a fee);
  - Technical sustainability (IT, platform, etc.), staff;
  - Sustainability (training, supervision, HR development);
  - Client sustainability (PR, content and added value offered, maintain target group).

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- *Structure:*
  - All good practice networks have “an office“ (virtual or real);
  - All these networks operate a website or contact board;
  - All networks have more vertical and less horizontal structures;
  - All networks have monthly meetings (online) of mentors and board;
  - All networks are publicly recognised and recommended by others; (e.g. public offices, employment services, special interest services, migrant organisations, etc.);
  - Decentralised networks have local or regional representatives.

- *Topics covered:*
  - Good networks focus on one or two topics only (i.e. labour market / finding a job; personal development; mental health; migrant women empowerment, etc.)
  - No topic is “impossible“;
  - Topic(s) go along policy-lines (mission) of institutions or follow and support developments in (migrant) communities;
  - Topics follow needs of mentees (and successful networks clearly focus on specific needs only).

- *Resolving conflict in the mentoring relationship:*
  - Some of the networks had established a Code of Conduct which was signed by both the mentor and mentee. This Code contained information about what actions would be taken in a conflict situation. There was also provision for a third party who could be referred to in a conflict situation and who could work with the parties to try and find a successful way forward.
  - Other networks were less specific about dealing with such situations. They would try to find a way forward but if this were not possible to achieve then the mentoring agreement would be terminated.

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Successful Networks

According to The Danish Centre for Information on Gender, Equality and Diversity (KVINFO), a networking approach involves two key features: information exchanges and the possibility to act on opportunities.

This research established the following checklist for the setting up of a mentoring network:

- The aim and objectives that the mentor network will address are clear;
- The needs of the target audience, the mentees, have been identified;
- The potential mentors have been identified;
- The potential mentees have been identified;
- The process to identify a mentee's individual needs is planned;
- A way to determine a mentor's individual skills and ability is planned;
- A means to match mentors and mentees has been identified;
- A process to provide ongoing information and support to mentors and mentees is in place, including how potential conflicts will be mediated and resolved;
- A training plan to meet the needs of mentors and mentees is in place;
- Key performance indicators and a method for evaluating the mentoring relationship have been identified.[6]

Some of the factors that are common to successful networks include:

- Allowing time to establish trust and respect—A relationship founded on mutual respect is more likely to survive and can be established through regular and open communication.
- Establishing common interests and goals—These allow organisations to communicate in a similar language and move in the same direction over time.
- Clearly defining everyone's role within the network—This ensures each member's role is distinct in terms of actions and tasks, and are not restricted to, or reliant on, one individual.
- Identifying the right people to champion relationships at the right time—The network should not rely on one person to be the "champion" all the time. A

[6] The Danish Centre for Information on Gender, Equality and Diversity (KVINFO). (2014), Creating Mentor Networks in the OSCE Region: A Practical Roadmap, Vienna: Published by OSCE Secretariat.

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catalyst is important in driving the network; however, all members must take ownership of its purpose, direction and maintenance.[7]

- Establishing formal agreements—These may help collaboration and will make it easier to resolve potential conflicts.
- Defining protocols for conduct and behaviour in meetings and between individual members—These will make it easier to resolve potential conflicts between individuals, groups or organisations, and will set a standard for how people communicate.
- Being aware of mutual strengths and gaps and sharing of skills—This prevents any gaps in skills and allows members to understand and build on their existing abilities and knowledge base.
- Being clear, transparent and accountable for any decisions / agreed actions.[2]

Networking is not a social event, rather it is a process in which you 'contact, connect, involve and evolve' a relationship over time. It can be broken down into four steps, which are powerful ways of engaging key members when setting up networks:

- *Research*: Good prospect research helps you to determine, evaluate and qualify the individuals who will become leaders within a network.

- *Cultivation:* Cultivation is the process of moving people from a state of unawareness to informed, understanding, sympathetic interest, engagement, commitment and, finally, passionate advocacy.

- *Solicitation*: Key members need to be engaged in small groups with specific projects over a limited time frame. If not, initial enthusiasm will quickly fade.

- *Stewardship:* Stewardship means thanking and recognising the contributions made by members to the network.[8]

Networking can be described as the act of linking. It is important to establish clear aims and objectives for the network and to build trust and respect. It is harder however to build trust in an online relationship. Networking is not a social event; it is rather an evolving process which needs to be well organised and supported.

[7] Kenny, P., Morley, S., & Higgins, D. (2015). Forced Adoption Support Services: Establishing and building networks. Melbourne: Australian Institute of Family Studies.
[8] Kingsley, A., White, N. (2011), Global Diaspora. Strategies Toolkit. Harnessing the Power of Global Diasporas, Dublin: Diaspora Matters.

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Mentoring Networks

Within a mentoring network or any mentoring relationship, it is essential that cooperation, respect and positivity are present in all interactions among people. Once these positive measures are established, then they are able to spread throughout the network, promoting an overall culture of cooperation which, in turn, enhances the sustainability of the network through mutual commitment which also yields positive psychological effects.

However, within a network, the opposite is also true. A negative, uncooperative, distrustful behaviour will also spread throughout the group, threatening its sustainability, even when at first it only refers to a limited number of participants.

Higgins and Kram[9] called mentoring a "multiple developmental relationship phenomenon" and argued that developmental mentoring networks are more effective than hierarchical, dyadic mentoring models. These successful mentoring networks have the following characteristics: they are multilevel, intra- and extra-organisational, career / person-related, and based upon mutuality and reciprocity.

Mentoring networks have been widely used in the business world. Two key elements of a mentoring network are diversity and the strength of the relationship among the network members. The diversity of a mentoring network is determined by the number of social systems the individuals in the network come from (referred to as the range of the network) and the extent to which the members of the network are connected (referred to as the density of the network). A high-density (closed) network is one in which all or many members know each other, whereas a low-density (open) network includes members who are unknown to each other. In a low-density network, there is an increased likelihood that input from members can be truly unconflicted, objective, and, to the extent possible, unbiased.

Using support networks / mentors to support learners

Many learners will benefit from a trusted friend or mentor to learn effectively, especially if they lack study skills or digital literacy. Recent research has shown how such support has helped learners undertaking self-study through MOOCs.

[9] Higgins C, Kram K E: Reconceptualising mentoring at work: a developmental network perspective. The Academy of Management Review. 2001: 26(2): 264-288.

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"*If the development of more social forms of learning is a goal, then MOOC development teams might usefully consider how the diversity, commitment and focused interests of MOOC learners might best be harnessed and utilised to promote the formation of networks and communities*."[10]

- Local support groups have been shown to provide learners with the skills and confidence to finish a MOOC.
- Informal support groups have increased MOOC retention rates.
- Learners signing up with friends or family members correlated with higher levels of course completion, achievement and discussion.
- A learning circle in Kenya had a high correlation with learners who had no previous experience of online education.
- In Germany, MOOC Meet Up bars provided social networking opportunities for learners to meet up and socialise.
- Study buddies provided support to otherwise isolated learners.
- R Labs in South Africa provided local support for development of the skills needed to take a MOOC.
- In Syria Jesuits have provided class support for online Higher Education programme which had a positive impact.
- In Kenya the MOOCs4Peace Centre helped refugees in camp develop study skills to enable their MOOC studies.[11]
- The German Kiron Open Higher Education project has curated MOOCs for refugees which are supported by volunteer mentors and tutors:
  "Our findings indicate that offline, face to face support plays a critical role in the retention and success of Kiron learners".[12]

[10] Higher Education Academy: Engaged Learning in MOOCs: a study using the UK Engagement Survey. 2015.
[11] All examples taken from "The 2018 OpenEd Trend Report on MOOCs facilitated MOOC support – closed bubbles in an open sea. EADTU".
[12] Suter & Rampelt, 2017

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MOOCS

MOOC Good Practice in Design and Implementation

MOOCs (Massive Open Online Courses) are a very recent product in online learning. The first MOOCs were produced in Canada about 15 years ago and followed the connectivist view that learning is a socially constructed process, representing a connection or interaction between the tutor / course designer / the student / the online course materials and resources provided and fellow learners. MOOCs were seen as a catalyst for knowledge.

These early MOOCs were followed by the development of courses which followed more behaviourist approaches relying on information transmission, computer-marked assignments and peer assessments. An example was the development of the EdX platform by MIT and Stanford which in its original form was based largely on its face-to-face teaching methods with its materials captured and placed online but with apparently little thought as to how the online environment could best offer a personalised learning experience.

> "*The magic of online learning happens when extensive effort is made to tap into student expertise through blogs, chat, discussion forums, wikis, and group assignments. Socio-constructivist and connectivist learning theories acknowledge and embrace the social nature of learning. Learning is not just acquiring a body of knowledge and skills. Learning happens through relationships. The best online pedagogies are those that use the open web and relationship to mine veins of knowledge, expertise, and connections between students, between students and the instructor, and between students and others on the open web*."[13]

There are a number of issues identified in research which affect the success of a MOOC. These include:

- How to ensure that a MOOC is able to successfully reach less technology experienced learners.

- How to address the issue of low completion rates. MOOCs are free and open to all whatever their educational level of experience, and hence this open access may lead in part to a high dropout rate which can reach 80% as

[13] Paul Stavey. The pedagogy of MOOCs. 2013 EdTech Blog.

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learners will try out courses which seem interesting. Time pressures may also have an effect.

- The learner's motivation underpinning the reason for taking a MOOC is very important in how they view the MOOC and whether they finish it. The main reasons are vocational and personal interest.

- How to address the role of the "teacher" within the MOOC environment? The course author will have spent considerable time and effort preparing the course and its materials, resources and assessment, but how much of a "voice" online should they have? How much of a presence? Is the role of educator changing in the online environment to that of a facilitator with a minimal interventionist role?

- How does a MOOC ensure that a learner does not feel isolated and unsupported? The online environment can be a very lonely space if the course is not carefully designed.

- Self-directed learning is easy for some people, difficult for others. The online medium needs to support all types of learners as far as possible and provide a positive learning experience which by its design and structure assists and encourages the learner. They may need time to gain in confidence.

- Online assessment needs to be carefully thought through, otherwise tests with multiple choice can encourage superficial learning of "facts" to get through the test, rather than more meaningful understanding and application.

In a successful MOOC, the learner should be able to:

- ***Aggregate***—work with and consider the materials and resources provided;
- ***Relate***—use their own experience to understand the materials;
- ***Create***—having gone through the first two experiences, the learner makes sense of their learning and moves to required outputs, such as posts, required tasks, assignments;
- ***Sharing***—share their learning with others.[14]

[14] The Challenges to Connectivist Learning on Open Online Networks: Learning Experiences during a Massive Open Online Course. Rita Kop, National Research Council of Canada

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When designing a MOOC, it is important to ensure that the learner knows how to use the course materials, i.e. explain how to use videos, make posts, how to share ideas and resources. This helps to encourage participation and address the important issue of learner isolation.

Clear guidance should be provided to learners about expectations for the course, what time commitment it entails and how the course is put together, e.g. incremental or in discrete blocks. Learners should be also be clearly told how the course will be assessed if applicable, or what criteria will be used to provide a Certificate of Participation.

If it is possible, make use of OER resources, creative commons licenced materials and proven open source software that works and supports learning pedagogy in order to help reduce the costs of developing totally new materials. Attribution and copyright issues must be looked at carefully.

It is important to try to leverage the ability of the online medium to support peer-to-peer learning rather than self-study. In the same way leveraging the mass participation of all learners can be supported by actively encouraging and supporting all of them to contribute. Likewise, inclusive language is vital as is respecting different points of view.

MOOC course designers should think carefully about the metrics used to determine the success of a MOOC. This is not an easy task: is it to be completion rate; number of participants; successful completion of the course assessments / tests; participant feedback or a combination of these?

It is important to carefully consider what resources are available to develop the MOOC: i.e.

- Course designers—time available;
- Resources—budget, IT and technical support;
- Medium for the MOOC;
- Pedagogy to underpin the design;
- Online discussion facility and who will facilitate it?

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Other relevant findings regarding MOOCs*:*

- A MOOC which is to be successfully delivered across EU countries needs to be multilingual with the inclusion of subtitles.

- Migrants are diverse, and MOOCs developed for migrant communities need to cover multidimensional aspects and offer multidimensional activities and tools in order to attract and engage their audience.

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E-learning – how to develop an effective online course

E-Learning: Online educational courses

There are currently many terms used to describe technology-driven educational provision including online learning, web-based learning, technology-based learning, multimedia-supported learning, computer-based training (CBT), distributed learning, virtual learning in Virtual Learning Environments (VLEs) and e-learning. This plethora of terms helps to show how dynamic the world of educational technology is at the present time, as it is operating in a world where technology is constantly advancing and ever-increasing bandwidth speeds and capability permits the use of even more functionality and better graphics and user interfaces. In addition, mobile phone usage is now ubiquitous and offers opportunities to reach learners who do not have reliable online access through other devices, and this is driving the development and look of online learning courses for adults which can be accessed anytime and anywhere.

What makes an effective online course?

Instructional Design

Instructional design is the systematic development of specifications based on learning and instructional theory and good practice for the course designer to follow in order to ensure the quality of instruction. It is the entire process of analysing the needs of the learner, the instruction goals and the creation of an instructional system which meets those needs and goals. The three main instructional design models are:

Behaviourism—based on the programmed instruction model (Skinner 1954; 1974[15]) and the idea of operant conditioning when the learner operates voluntarily on the environment and receives a response for certain behaviours or actions. Reinforcement, both positive and negative is an important part of this theory and can take the form of praise or criticism. Most compute-based training (CBT) and computer-aided instruction (CAI) courses are based on this idea of programming instruction as a series of repeatable and definable instructional elements. It is often used when teaching a specific skill such as car mechanics.

Cognitivism—based on cognitive psychology and stresses the importance of the learner's cognitive and affective processes in mediating the effects of instruction.

[15] Skinner, B. F. (1954). The science of learning and the art of teaching.
Skinner, B. F. (1974). About Behaviorism. New York, Knopf.

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Knowledge is seen as symbolic mental constructs in the learner's mind and learning as the process by which these constructs are added to memory (Piaget 1950[16]).

Constructivism—draws greatly from the writings of John Dewey, who believed that knowledge was not absolute and immutable but rather relative to the interaction of man within his environment as he found himself faced with problems which needed solutions. He also emphasised the value of self-reflection (Dewey 1991[17]). Constructivism argues that, by reflecting on an experience, a learner can construct his own understanding of the world he lives in. Everyone generates their own rules and mental models which are used to make sense of experiences. Learning, therefore, is simply the process of adjusting a person's mental model to accommodate these new experiences.

Within constructivism there are two broad schools of thought: social constructivism and cognitive constructivism:

Social Constructivism—Vygotsky's Social Development theory argues that social interaction is a fundamental part of learning and that a more experienced partner, whether a parent, teacher or peer, can provide "scaffolding" by acting as a facilitator to support the student's developing understanding. This latter concept formed part of the Zone of Proximal Development (ZPD), which was defined as the distance between the level of actual development and the more advanced level of potential development which came into existence between more and less capable participants. These less capable participants would be able to participate in forms of interaction which would be beyond their own capabilities if they were acting alone. This support could be gradually removed as learners began to take on more responsibility for their own learning (Vygotsky 1962; 1978[18]).

Cognitive Constructivism—argues that learning is an active process whereby learners create new ideas and concepts, building on their own experience and prior knowledge as they interact with their environment. The learner is using a cognitive structure or schema to give meaning to his experience which permit him to select and transform information, construct hypotheses and make decisions, which lead in turn to him "going beyond the information given" (Piaget 1950; Bruner 1960[19]). Cognitive constructivism emphasises the importance of the teacher's role in

[16] Piaget, J. (1950). The psychology of intelligence. London, Routledge & Kegan Paul.
[17] Dewey, J. (1991). How We Think. New York, Prometheus Books
[18] Vygotsky, L. S. (1962). Thought and Language. Cambridge, MA, MIT Press.
Vygotsky, L. S. (1978). Mind in Society. Cambridge, MA, Harvard University Press.

[19] Bruner, J. (1960). The Process of Education. Cambridge, MA, Harvard University Press

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providing a learning environment which encourages and challenges students (Piaget 1950[20]).

In practice, in creating technology delivered courses and materials, a mix of instruction and constructivist learning design is often used to best suit the needs of the learners and the materials being taught. With this approach the designer can draw from a large number of strategies to meet a variety of learning situations. The Continuum of Knowledge Acquisition Model identifies three types of learning and matches them to the appropriate learning theory approaches. This continuum goes from ignorance to expertise, and the learning phases are introductory, advanced and expert. The authors believe that the introductory phase is best served by traditional IS models and that constructivist learning environments are best suited to advanced knowledge acquisition which they argue universities are ideally suited to provide (Jonassen, Mayes et al. 1993[21]).

Many studies refer to the pedagogical importance of scaffolding and support, with the tutor moving to a role as a facilitator of learning, with knowledge management and team working capabilities emphasised using synchronous and asynchronous technologies. The constructivist view of technology-supported learning emphasises that technology should provide support to the learner making their own way through the e-learning environment, constructing knowledge and meaning through interaction with the course materials, the use of authentic and contextualised tasks and using self-reflection. The research studies also emphasise the importance of the individual's learning approach and reasons for studying online, as each person has different motivations, background knowledge and aspirations which have an effect on their learning outcome. It is also important to determine what are the learner's needs and expectations for an online course of study to maximise the likelihood of successful completion.

Another essential factor for successful learning in the e-environment is feedback, which is more than just a mechanism to inform the student how well they did on an assignment. In traditional face-to-face training, nonverbal gestures are constantly exchanged, however, in the online environment all the contextual cues of communication, which are important in creating the feeling of social presence, are lost. Students need many opportunities for feedback on their assignments,

[20] Ibid

[21] Jonassen, D. H., T. Mayes, et al. (1993). A Manifesto for a Constructivist Approach to Technology in Higher Education, In T. M. Duffy, J. Lowyck, & D. H. Jonassen (Eds.), Designing environments for constructive learning, New York, NY: Springer-Verlag. 1993. **2001**.

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participation in discussion, and overall progress. It is important to contact learners regularly to check if they are having any problems with the course, assignments, use of technology, and to receive any feedback for improving the course.

Adults have been shown to learn well by actively "doing" rather than being taught, and this view has been extended by the theory of Andragogy or adult learning which states that adults learn best when they are faced with relevant subject content which is problem rather than content centred (Knowles, 1984). The content of an online course for adults should encourage active engagement with the materials.

It is the way that technology is used to deliver e-learning to students that is the important factor in its success, and to help achieve this, at the very least, it should be reliable and accessible as well as easy to navigate.

In order to help inform the design process pedagogical themes can be placed under three sub-headings:

Preparatory activity

- Understanding what the learner wants / needs and what is the aim of the course. What basic requirements are there for the course: IT skill level; knowledge of the subject area, etc?
- How long is the course intended to take?
- What support is available if anything goes wrong with the technology or if the learner is having a problem with the course materials and required tasks?

Course Design features

Areas the course design needs to address and includes making provision for areas such as:

- Environment and context of the learner;
- Building on tacit knowledge;
- Cognition—how the learner acquires knowledge;
- Clear route maps (able to move easily backwards or forwards and find current place in the course). Colour coding can be useful here;
- Dividing the course into clear sections or "chunks" as a teacher would do in a face to face lesson with clear educational aims and outcomes for each "chunk";
- Scaffolding / tutor support or support provided within the course design if it is self-learning;
- Personalisation;
- Interaction with the course materials;

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- Feedback and encouragement;
- Reflection;
- Opportunity to record / assess achievement on completion of the course which might be a formal certificated qualification.

Learner attributes
What the individual learner brings to the course:

- Individual learning styles—offer a variety of activities
- Motivation to learn and self-improve
- Prior knowledge and experience.[22]

Table 1[23] below provides a suggested basic methodology to use when designing an adult e-learning course which matches the features of the online learning environment to the identified design and task requirements, which in this case includes the use of “case stories”. This can be extended and modified to suit the individual course requirements and complexity. The course designer can complete the final column of suggested activities to fit in with the course aims and intended outcomes. It is often helpful to create individual “storyboards” for an online course which can be moved around to create the best logical “flow” for the learner through the provided materials and resources.

All e-learning courses need to be trialled and modified according to the feedback received from the tutors / facilitators (if any) and from the learners. It is important that the technology works seamlessly and supports the course materials and activities and does not hinder the learning experience. The design of the course should provide that it will have the same “look” and feel on a computer screen as it does on a tablet or mobile screen, with clear navigational routeways which record / bookmark where the learner has got up to, as learners may be accessing the course by one or more of these methods.

[22] Suzie Moon, David Birchall, Sadie Williams, Charalambos Vrasidas, (2005) "Developing design principles for an e-learning programme for SME managers to support accelerated learning at the workplace", Journal of Workplace Learning, Vol. 17 Issue: 5/6, pp.370-384
[23] Ibid

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Table 1: Matching System Features to Design and Task Requirements

Design Theme	Type of Task	System Features	Suggested Activity
Small "bites" or "chunks" of material to fit in with limited time availability	Course to be divided into "discrete" sections which can stand alone as an activity or be joined to others	Re-usable learning objects. Clear design framework to guide the user and enable them to choose own route through materials. Ability to bookmark progress. Use technology to help contextualise data, e.g. translation: links to local resources	*To be completed by course developer* Match each activity to clear learning outcomes.
Self-reflection	Generating insights from formal and informal learning opportunities	Word pad facility which could be printed out. Text-based conferencing systems, email exchanges, bulletin boards, etc.	*To be completed by the course developer:* e.g. learning diaries
Interactivity	Test understanding giving quick feedback	Using VLE in-built interactive features to offer instant feedback. Offer support if responses are not correct to encourage going go back to course to try again.	*To be completed by the course developer:* e.g. online summary quiz.
Practical not theoretical tasks to fit in with the course subject, aims and expected outcomes	Tasks to be carried either on-screen or in everyday situations	Host environment as attractive as possible to engage and keep interest. Mixture of text, visual, video, audio to engage interest of learner. Can provide link to additional resources.	*To be completed by the course developer.*
Case stories / real life examples	Look at case story examples	Text / pdf files Audio / video technology (could be a problem for users with low band width); have available as text.	*To be completed by the course developer.* e.g. learner can add their own story for others to comment on.
Virtual network	Create a network of learners supported by a tutor.	Use synchronous / asynchronous technology but could be an issue with those with low bandwidth or unreliable access.	*To be completed by the course developer.* Raises resourcing and cost issues. e.g. Submit personal details and stories / questions / problems / useful info, etc. to a shared facilitated area. Tutor available to encourage discussion and reflection by posing questions at set times for synchronous discussion.

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Research Summary

Conclusions on mentoring skills

A number of “key themes” were identified from the results of the research detailed above:

- There is a need for a clear definition of mentoring.[24]
- There is a need for a mentoring “agreement” to define conduct and boundaries, for example manners, respect, etc.
- Trust is an important element of a successful mentoring relationship.
- A mentor needs to develop soft skills, for example: openness / willingness and seeking feedback.
- A mentor should be able to demonstrate empathy and understanding of their mentee’s situation.
- A mentor should be able to communicate clearly and at times use simple language in order to promote understanding. At the same time they need good listening skills.
- A mentor should be adaptable.
- A mentor needs good intercultural awareness if they are mentoring migrants.
- A mentor needs to be willing to give up their time and be committed to the mentoring process. They also need good time management skills, including following up when needed.
- Some mentoring requires specific knowledge, e.g. mentoring within a technical or scientific context.

[24] It is important to clarify that in certain countries there may be a different understanding of the meaning and role of “mentor”. In 2019, an Erasmus+ project, the Multidimensional training of adult volunteers to foster migrants’ integration (MAV-2017-1-DE02-KA204-004284) found that in some of its Partner EU countries such as Greece and Italy, the role of “mentor” was sometimes viewed more akin to that of a tutor (hence the need to clearly define what a mentoring role is within the mentorNET network).

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- A mentor needs to be able to focus and be clear about the purpose of the mentoring relationship.
- There should be realistic expectations in the mentoring relationship. It is important that the mentee does not become over-reliant on the mentor.
- A mentor should ideally be matched to their mentee. This helps to ensure continuity in their relationship.
- A mentor should aim to provide leadership to their mentee, helping to instil self-belief and to build a nurturing mentoring environment.
- A mentor should understand their reasons for being a mentor—is it altruism / to enhance personal skills and experience / advance career or a mixture of these?
- Having a support network to offer advice, resources and guidance helps to create a successful mentoring relationship, e.g. this could be a formal mentoring network or a more informal network of friends and colleagues.

Conclusions on sustainable networks

Regarding sustainable networks, several key themes were identified:

- There is a need for a clear organisational structure: this could be in the form of a hierarchy vs developmental; with a person in charge.
- Clear policies, guidelines and ethics should be established for the network.
- A successful network needs clarity of purpose and ownership by all.
- Regular meetings / and an “office”—this can be virtual and is important to sustain the network.
- Local / regional representatives are needed to act as focal points.
- Within a network technology becomes a “leveller”.
- The level of openness within the network is important in encouraging members to work together.

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- Contagion (3 degrees): this can promote either negative or positive behaviours, so the focus within a successful network must be on promoting positive behaviours.
- A successful network needs clearly defined roles for its members.
- Diversity and the strength of relationships are important in a successful network.
- One of the keys to sustaining a network is the support mechanisms it has developed and put in place.
- Key performance indicators should be developed as it is important to be able to demonstrate that the network is delivering.

Conclusions on MOOC content and E-Learning

From the survey concerning MOOCs and the research into e-learning, a number of themes and conclusions were evident:

MOOC content

- The MOOC must provide a clear definition of mentoring.
- The MOOC must describe what good mentoring looks like; it should provide clear course aims and design.
- The MOOC should help develop trust in the mentor–mentee relationship.
- The MOOC should help the mentor to develop ways of understanding their mentee's needs.
- The MOOC should help develop a clear understanding of the purpose of mentoring.
- Multilingual audience—a MOOC designed for use by a wide range of nationalities must be available in several languages with the provision of subtitles.

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- Time—the length of the MOOC is important if it is to be a useful resource for potential mentors.

- Learners on the MOOC need to be supported—the importance of following up and following through.

- A MOOC supporting volunteer mentors mentoring migrants should contain two sets of knowledge resources: generic mentoring skills and specific knowledge in mentoring the needs of migrants.

- The MOOC should have in place agreed measurements for success.

- The MOOC should clearly manage learner expectations.

- The MOOC should provide a chat function / forum and moderator. It is important to ensure that learners are not isolated.

- The MOOC can be supported by a blended learning approach if that suits the learner's situation, in particular if they are being sponsored by an organisation or network. This could include a mix of online / face-to-face / virtual meetings. This approach was also identified in our research survey and shows the importance of ensuring that the learner does not feel isolated and has support when they need it, either through the MOOC or via face-to-face / mobile / social media.

- The MOOC may be supported by face-to-face support for the learner before, during and after via a learning network.

- The MOOC should be created with a clear structure and support – made explicit to the learner.

- The MOOC must have interactivity and multidimensional tasks for the learner to complete.

- The MOOC must provide opportunities for self-reflection.

- Consideration should be given to how assessment / testing would be carried out within the MOOC if required.

- Consideration should be given to the criteria to be used to be provide a Certificate of Participation to the learner if required.

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E-learning conclusions

The content of an online course which aims to support volunteer mentors to learn about mentoring and about mentoring migrants in particular must consider the conclusions of good practice identified above. In addition, for the course developers, the way that technology is used to deliver e-learning to students is the important factor in its success, and to help achieve this, at the very least, such technology should be reliable and accessible as well as easy to navigate.

In order to help inform the design process, pedagogical themes can be summarised and placed under three sub-headings:

Preparatory activity

- Understanding what the learner wants / needs and what is the aim of the course. What basic requirements are there for the course: IT skill level; knowledge of the subject area, etc.
- How long is the course intended to take?
- What support is available if anything goes wrong with the technology or if the learner is having a problem with the course materials and required tasks?

Course Design features

Areas the course design needs to address and includes making provision for areas such as:

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- Clear route maps (able to move easily backwards or forwards and find current place in the course). Colour coding can be useful here;
- Dividing the course into clear sections or “chunks” as a teacher would do in a face to face lesson with clear educational aims and outcomes for each “chunk”;
- Scaffolding / tutor support or support provided within the course design if it is self-learning;
- Personalisation;
- Interaction with the course materials;
- Feedback and encouragement;

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- Reflection;
- Opportunity to record / assess achievement on completion of the course which might be a formal certificated qualification.

Learner attributes

What the individual learner brings to the course:

- Individual learning styles—offer a variety of activities;
- Individual motivation to learn and self-improve;
- Prior knowledge and experience.

All e-learning courses need to be trialled and modified according to the feedback received from the tutors / facilitators (if any) and from the learners. It is important that the technology works seamlessly and supports the course materials and activities and does not hinder the learning experience. The design of the course should provide that it will have the same “look” and feel on a computer screen as it does on a tablet or mobile screen, with clear navigational routeways which record / bookmark where the learner has got up to, as learners may be accessing the course by one or more of these methods.

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ANNEXES

Annex 1: Survey

WHAT MIGHT A SUCCESSFUL MENTORING MOOC LOOK LIKE?

MentorNET is an Erasmus+ co-funded project which aims to create a mentoring MOOC which focuses on supporting mentors working with newly arrived migrants as well as encouraging the development of a sustainable international network of volunteer mentors to support them when mentoring migrants.

To assist in the development of the mentoring MOOC we have produced a short questionnaire to be answered based on your own experience and knowledge about the subjects and topics that should be included in a MOOC which would make it relevant and useful to anyone interested in developing their mentoring skills to support their work with migrants.

All responses to this questionnaire will be treated by the MentorNET researchers in strict confidence and no individual will be personally identified. Contact details will be kept only if further information about the project has been requested.

QUESTONNAIRE

1. **Have you had experience of mentoring?**

   Yes ☐ **No** ☐

   If yes, where have you mentored and what did it involve?

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2. How would you define mentoring?

3. What are the possible benefits of mentoring in your opinion? *Please tick all that apply and provide as much information as possible in the comment box.*

a. For the mentee?

☐ Assist one in new job

☐ Help one to find their own way

☐ Provide information

☐ Provide access to networks

☐ other, please write as much as you can in the box below

b. For the mentor?

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- ☐ to give back to the community
- ☐ Help one to learn how to listen actively
- ☐ Share knowledge
- ☐ Develop interpersonal relationship skill
- ☐ other, please write as much as you can in the box below

4. **What are the possible problems of mentoring in your opinion?** *Please tick all that apply and provide as much information as possible in the comment box.*

   a. For the mentor?

- ☐ language barriers
- ☐ lack adequate time
- ☐ following through tasks
- ☐ high expectation
- ☐ Other

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other, please provide as much information as possible in the box below

b. For the mentee?

- ☐ language barrier
- ☐ following through mentor's instructions
- ☐ different perspective from your mentors
- ☐ understanding the purpose of the mentoring
- ☐ other, please provide as much information as possible in the box below

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5. What skills do you think a mentor would need in order to successfully support their mentee? *Please tick all that apply.*

- ☐ listening skill
- ☐ knowledge of what the mentee needs
- ☐ intercultural skill
- ☐ understanding the purpose of the mentoring
- ☐ other, please provide as much information as possible in the box below

6. **Please place the skills identified in question 4 in order of priority**.

- ☐
- ☐
- ☐
- ☐
- ☐

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Other, please provide as much information as possible in the box below

7. What practical support do you think a mentor will need in order to successful support their mentee? *Please tick all that apply.*

- ☐ access to pertinet information about the mentee
- ☐ access to appropriate venue
- ☐ travel expense (where appropriate)
- ☐ networking with other mentors
- ☐ other, please provide as much information as possible in the box below

8. Do you think that the skills a mentor needs differ depending on how a mentor is in contact with their mentee?

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☐ Yes ☐ No

Please elaborate how in the box below

9. What are the skills required regarding:

a. Face to Face mentoring (for example, good eye contact)?

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b. Mentoring by telephone (for example good listening skills)?

c. Mentoring remotely, e.g. online, by text, social media, etc. (for example competence using technology)

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10. What would hinder a successful mentoring relationship?

11. Any other comments?

Please note: This survey will be designed and distributed via Survey Monkey.

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Thank you for taking the time to complete this questionnaire. Please return it either to the MentorNET partner who has sent it to you or please scan / post to:

Dr Jon Moon

European Management Education and Learning (e-mel) LLP

55 West Street

Marlow, Bucks, SL7 2LS, UK.

jon@e-mel.biz

If you would like to be kept informed about the development of the MentorNET mentoring MOOC and mentor network, please tick the box and provide your contact email.

Yes, I would like to be kept informed about the development of the MentorNET mentoring MOOC and mentor network. ☐

Name: _____

My e-mail address is: _____

Privacy

If you have agreed to receive information from us by placing a tick in the box below, it provides us with your first and last name and your e-mail address. We only use this information to send information relating to the development of the MentorNET mentoring MOOC and mentoring network only.

Legal basis for processing of your data

The legal basis for the processing of your data is governed by the Data Protection Act 2018 (EU General Data Protection Regulation (GDPR); regulation EU 2016/679). Your data will be stored for the duration of the validity of your consent or until the purpose is fulfilled. After that the data will be deleted if there are no other legal obligations for storage of the data. We will not use your data for profiling or automatic decision making.

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Duration of storage of your data

Your data will be stored with us for the duration of your consent or until the end of a booked purpose. After this, your data will be deleted if there were no other legal obligations to continue to store these data.

Processing for automated decision making or profiling

We will not use your data for automatic decision-making processes or for profiling.

According to The Data Protection Act 2018 and the Information Commissioner's Office, you have the right to information free of charge regarding your stored personal data and, where applicable, correction, blocking or deletion of this data. If legal retention obligations apply, we will limit your data for further processing, so that it cannot be used for the purposes mentioned above.

Furthermore, you have the right to receive a copy of your personal data stored with us in digital form.

You can withdraw you consent to storage and processing of your data anytime. In this case we will delete your data immediately or block the data that cannot be deleted for legal reasons or limit the processing.

Please contact us with your request at the address opposite.

If you think that your data is not processed according to the data protection laws at e-mel, you have a right to complain to the Information Commissioner's Office (ICO).

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Annex 2: Good Practice Research Summaries

The following are the research summary templates completed as a part of the desk research process.

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Mentoring / self-sustaining networks research

Source name	Abenteuer Mann sein (Mentoring Network for Men)
Citation	
Link (if available online)	

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

This resource is a bit special. It focuses on gender mentoring for males only. It intends men helping each other regarding career planning, family building, role of men in society and within a partnership and recreational mentoring.

It is one of Germany's largest matching platform to bring mentors and mentees together. It has a bit a character of a dating app, but without any "explicit" intentions behind.

The way this mentoring service works, could help us to build our content on the matching aspect of mentoring.

This is what the platform says about itself: (quote, auto translated)

"Adventure. Man. His. Mentors Network

Are you looking for a mentor by your side? Someone who gives you honest feedback, shares their experiences with you and thus supports your personal growth? Then the mentoring network may be right for you.

Mentoring is a relationship between an experienced mentor and the less experienced mentee. It is characterized by mutual trust and goodwill, its goal is to promote learning and development as well as to advance the mentee.

How men become men, men only learn from and together with older men.
Not all of us have or had a father, uncle or other close man who took on this role.

In Adventure's mentoring network. Man. His. it's about connecting younger men and older men.
Who are the mentors?

All mentors on this page are men who have also set off.
They went through initiations and researched their innermost.
Men who know at the same time that this journey never ends.

How often does mentoring take place?

The frequency of contact is very different. Starting with occasional phone calls, regular

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meetings and retreats lasting several days, a lot is possible. However, there is no entitlement, it is always an individual agreement between the mentor and mentee.
What does the mentoring cost?

All mentors on this page do this on a voluntary basis because it is an honor for them to give something back - something they may have been missing.
Any travel and accommodation costs incurred by the mentor are to be borne by the mentee.

How does mentoring work?

You look at the mentors.
You contact a mentor.
You will have a first, non-binding introductory conversation.
Mentor and mentee sleep over it one night.
If both can imagine the mentoring, you sign this agreement.
Let's go! When, where, how often? You clarify all this with each other."

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Source name	**Agabey Abla Programme / Network**
Citation	Deutsch-Türkisches Forum Stuttgart / German-Turkish Forum Stuttgart (Migrant Organisation / Migrants Network
Link (if available online)	http://www.dtf-stuttgart.de/agabey-abla/programm.html

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

Sample of good practice

The German-Turkish Forum Stuttgart e. V. Baden-Württemberg give small grants to citizens of Turkish origin who graduated from high school or pursue studies or training after graduation, as scholarship holders on their educational path.

In return, they work as volunteer mentors for younger Turkish-born students / pupils at seven partner schools in Stuttgart. As Ağabey (big brother) and Abla (big sister) they accompany these younger students and help them and their parents to develop better in the German school system and outside of school.

Not only the schools of the mentees, but also extra-curricular educational and cultural institutions in the Stuttgart region are important partners who support the Ağabey-Abla network program through their participation and suitable offers.

Since the beginning of the program in spring 2019, an active network of active people, alumni and people from social and economic life has developed in Stuttgart, in which the scholarship holders can move and improve their educational and vocational career promotion opportunities.

Through this network and a wide range of further training offers, the Ağabey-Abla program helps to promote previously unused potential in the immigration society in a new and effective way.
The program is supported by the City of Stuttgart, the Baden-Württemberg School Foundation and other sponsors. It was accompanied by the Institute for Regional Innovation and Social Research IRIS e. V. evaluated.

The mentoring programmes has an alumni network of former mentors and mentees. Today, more than 800 young adults are members of this network. The aim of this alumni work is to give the former Ağabeys and Ablas the opportunity to find each other again and to continue to participate in the German-Turkish forum. On the one hand, the professional exchange between the alumni should be strengthened, in which the alumni can support each other in the choice of degree and career orientation. On the other hand, joint leisure activities are also organized to strengthen group dynamics and to collect new suggestions for future projects. The alumni can organize themselves freely and implement ideas. The German-Turkish Forum provides structures and premises to support the network as best as possible.

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Who can participate?
You can participate if you are of Turkish (and since 2020 of any other migrant) origin and attend high school in the Stuttgart area, or if you are studying or training after completing your Abitur (high school allowance exam).

When can I register?
Registration is always possible, but our "hot phase" is in autumn. If we don't have a place in our program for you at first, you will be put on the waiting list and we will inform you as soon as there is a mentee for you.

What do you have to bring?
You like to commit yourself to others and see this as a gain for yourself. You are willing to learn 2-3 hours a week with your mentee and to accompany him / her regularly for at least one year as an Ağabey or Abla also in extracurricular activities. There are no limits to the top and we are happy about every Ağabey and Abla that we can accompany for longer. You also have Turkish roots and know the challenges and opportunities that come with growing up in two cultures.

What do you take with you?
With our wide range of training courses, you have the opportunity to develop yourself personally. They are available on educational topics as well as personal development and professional orientation.
As part of the Ağabey-Abla network, you make personal and professional contacts and can actively participate in joint events. We also support you on your way with a financial scholarship.

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Source name	C-Mentoring (Christian Mentoring)
Citation	**Pfarrer Stefan Pahl** Gehrdener Kirchweg 9 30989 Gehrden 0 51 09 - 46 13 s.pahl@c-mentoring.net
Link (if available online)	https://c-mentoring.net/

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

This sample of good practice focuses on Christian mentoring. Initiated by a priest, it offers training for mentors, search and match base for mentees and offers a network of over 360 mentors. Based on its denominational character, this network defines its own quality and ethical standards for mentoring.

Their site is a good resource for basic, advanced and “graduate” training programs for mentors. They have a good list of materials (most in German, unfortunately), reading recommendations, training materials and personal references.

The network offers a mentoring conference every two years.

“The Christian Mentoring Network e.V. (cMn) is the platform for mentoring offers in various areas of life and work (e.g. student mentoring, university mentoring, mentoring for communities, mentoring in factories and associations, ...).

As a network, the cMn wants to consciously connect with each other and promote cooperation - beyond the boundaries of denominations, associations and theological trends.

The management team designs and coordinates the work of the cMn as a board. The advisory council includes supporters and supporters from all corners of the country who can also be named as reference providers for new mentors.”

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Source name	Coaching vs. Mentoring
Citation	
Link (if available online)	https://www.coaching-report.de/definition-coaching/modelltheoretischer-hintergrund/coaching-vs-mentoring.html

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

Good source with background material and further information / definitions of terms such as mentoring, coaching, guidance, companionship, etc. – might be useful in a multi-lingual project such as ours to have a shared and agreed-upon understanding of mentoring and the way this term is used and understood in our different languages.

Quote from the site:

“The term mentoring describes a "sponsorship" between a young or new employee and an experienced manager. This manager, who is almost always older, acts as an informal or formal mentor - depending on whether he or she has been selected or assigned by the employee. The task of mentoring is to convey the rites and norms of the organizational culture, to bind the employee to the organization and sometimes also to provide career-oriented advice. Ultimately, the mentoring aims to reduce fluctuation costs, avoid misunderstandings and friction losses when integrating new employees, and to bind employees to the organization in the long term. From this description it is already clear that there is a gradient in the relationship between the mentor and the “protégé”. The advice is also not neutral because the interests of the organization are in the foreground - the freedom to give advice is therefore limited to the intersection of organizational and employee interests.”

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Source name	Forum Mentoring Deutschland
Citation	Forum Mentoring e.V. c/o Julius-Maximilians-Universität Projektstelle MENTORING, Medizinisches Dekanat Josef-Schneider-Straße 2 97080 Würzburg Sibylle Brückner Anke Kujawski Telephon: +49 (0) 5251 60 2898 Telefax: +49 (0) 5251 60 3528 E-Mail: info@forum-mentoring.de
Link (if available online)	https://www.forum-mentoring.de/ https://www.forum-mentoring.de/files/8014/1104/2070/BroschuereForumMentoringeV_2014-09-162.pdf

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

The Forum Mentoring Germany is Germany's largest network of mentoring programmes with currently 120 members. This forum is university-based and university-focused. It has a concentration on career mentoring for young academics and scientific professionals.

This forum has an additional focus of mentoring as an instrument to promote equal rights, gender rights and diversity rights in academia. It started as an equal opportunities network and developed into a large-scale network of mentoring programmes and mentoring research. Today it is financially supported by federal ministries.

The forum is a good resource of knowledge on

- Forms of mentoring
- Quality Standards for mentoring (see pdf link above)
- Training of mentors
- Mentoring for career promotion (employability)
- Mentoring and HR development

Since the end of the 1990s, mentoring programs have been created nationwide in Germany and other EU countries at universities and research institutions in the context of gender equality work against the background of countering the underrepresentation of women in certain subjects and in the further academic career.

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The first meetings between coordinators of scientific mentoring programs took place in 2001. A network of mentoring experts formed, which was established in 2006 with the foundation of the "Forum Mentoring e.V." association.

In 2010, with the support of the Federal Ministry for Family, Seniors, Women and Youth and THINK ING., The initiative to promote young talent from the employers' association Gesamtmetall, the association organized the first nationwide mentoring congress and presented the mentoring quality standards to a broad public.

The current activities of the association include the changes in the area of universities and research institutions with the resulting implications for mentoring programs in science.

The goals of the association are initiation, conceptual development, institutionalization and quality assurance of mentoring measures under aspects of equal opportunities in the promotion of young researchers and academic personnel development.

To this end, he represents the interests of the members externally and contacts decision-makers, promoters and multipliers in universities and non-university research institutions.

As part of successful human resource management, mentoring programs must become a permanent part of equality-based personnel development for young researchers at universities, university hospitals and scientific institutions. The resulting institutional involvement ensures the chances of real structural changes with regard to promotion mechanisms, active development and acquisition of women for high and high management positions as well as visible female role models in science.

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Source name	MEiN - Mentoring with Experts and international Networking
Citation	
Link (if available online)	https://www.uni-konstanz.de/gleichstellungsreferat/gleichstellung/angebote-und-ausschreibungen/mentoringprogramme/mein/ https://www.uni-konstanz.de/typo3temp/secure_downloads/92894/0/45760da4077c8e8ebd2eb5f302bba4c47e832a8c/Call_for_MEiN_2020_II.pdf https://www.uni-konstanz.de/typo3temp/secure_downloads/92894/0/45760da4077c8e8ebd2eb5f302bba4c47e832a8c/MEiN_Infoblatt_2020_II.pdf

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

MEiN is a mentoring program designed to encourage female doctoral students to develop an academic career by gaining international experience, extending her professional network at an early stage of career and mentoring with renowned researchers and accompanying workshops.

The program is open for female doctoral students of the University of Konstanz working in the Faculty of Sciences.

Program Information

Program duration
12 months
Duration of stay abroad
2 to 8 weeks
Program content
- One-to-One Mentoring
- Research stay abroad, visiting the mentor's lab (international)
- Workshops: Positioning and strategic career planning, communication, self-presentation / leading competences (Blockseminar)

MEiN is a mentoring program designed to encourage female scientists to develop an academic career by gaining international experience, extending a professional network at an early stage of the career. It includes a mentoring with renowned international researchers and accompanying workshops.

1. Target group Applications are open to female doctoral students (enrolled doctoral students, employed doctoral students, doctoral students with a scholarship / grant) working in the Faculty of Science at the University of Konstanz and who fulfil all of the following criteria:

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-The applicant intends to pursue a scientific career.
-The applicant is willing to spend time and engagement in the program by participating in mentoring, training and network meetings.

Researcher with children or other special family obligations will be given preference.

2. Program ModulesThe MEiN program consists of three modules:

-Mentoring with a mentor abroad / Visiting the mentors lab for 2 to maximum 8 weeks (mandatory)
-Workshops: Networking, Communication, Positioning and Strategic Career Planning (mandatory)
-Peer Meetings: Round Table once per semester (optional)

3. Expenses

-The costs for the workshops and the peer meetings will be covered by the program.
-The costs for the stay abroad will be covered for a maximum of 2.000 € by the program.

4. Program Duration

The program runs from January 1st 2020 to December 31st 2020.

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Source name	Network Mentoring Baden-Württemberg
Citation	Netzwerk Mentoring Baden-Württemberg e.V. Gudrun Damm 1. Vorsitzende Friedhofstraße 20 78333 Stockach Info@mentoring-bw.de
Link (if available online)	https://www.mentoring-bw.de/

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

The Network Mentoring Baden-Württemberg offers certified training programmes for mentoring managers. The modules offered could be a good recourse for the MentorNet MOOC and the selection of topics and content.

The Network Mentoring Baden - Württemberg sees itself as an actor for networking and supporting gender and diversity-friendly mentoring measures in Baden - Württemberg. As a non-profit organization, it promotes the professionalization of mentoring measures and the qualification of mentoring managers. The overall aim is to help people to become good mentors.

This mentoring program and project serves personnel development of both mentors and mentees and require comprehensive management in order to operate successfully in accordance with the quality standards of the Forum Mentoring e.V. The aim of the qualification is to provide mentoring managers with the necessary know-how to plan, implement and evaluate mentoring programs, thereby contributing to the professionalization of their work. In five core modules and nine elective modules, knowledge, skills and methods are imparted that enable the professional implementation of mentoring management.

In order to receive the "Mentoring Manager" certificate, at least three core modules and at least two advanced modules must be completed. The modules must be attended within a maximum of 36 months.

Core modules (two days)

Basics of mentoring

Day 1: Definition and delimitation, quality standards for successful mentoring, mentoring formats
Day 2: Variety of roles, areas of competence and functions of the mentoring management networking management
Establishing and maintaining contacts with participants and actors from science and business
Event Management *
Conception, planning and implementation of a supporting program and further training

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events
- Quality management
- Controlling and evaluation: instruments, methods and statistics
- Advice and coaching in mentoring *
- Day 1: Advice on mentoring
- Day 2: coaching and mediation

Extension modules (one day)

- Innovation in mentoring
- Moderation and presentation skills
- Resource orientation in mentoring
- Time and self-management
- Gender and diversity
- Project applications and financial management
- PR and public relations
- Program marketing, positioning and
- Micropolitics in universities

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Source name	Stuttgart Qualitätssiegel – Qualitätsstandards für Patenprogramme in Stuttgart
Citation	Landeshauptstadt Stuttgart, Abteilung Bildungspartnerschaft, Yvonne Schütz, Stuttgart 2016
Link (if available online)	https://www.stuttgart.de/img/mdb/publ/26897/120697.pdf

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

This good practice defines quality standards for good mentoring. These quality standards build upon pre-requisites which were defined by the "City of Stuttgart Educational partnership department" and the "Good Mentoring Quality Network".
Note: This source is available in German only (link to PDF above).

The quality guidelines define:

- Why has there been / is there a need for mentoring programmes?
- What are mentoring programmes? How are mentoring programmes defined?
- What is the role of a good mentor?
- A look back: Academic analysis of needs and occasions for mentoring and how mentoring has been developing during the last ten years
- Mentoring as one-to-one relationship
- Why mentoring has an impact
- Social environment and quality standards for mentoring
- Good practice quality standards for successful mentoring relationships
- Key indicators for mentoring: mentoring neither is an "emergency tool", nor a "wonder instrument" to cure everything
- Limits and "borders" for mentoring
- Key success factors for mentoring (checklist)
- Continuing development of mentoring
- Supervision for mentors
- Protection of children and youth in mentoring programme

This document describes key processes of mentoring programmes:

- Public relations / advertising mentoring programmes to reach out to specific target groups (of both mentors and mentees)
- Selection criteria for mentors
- Selection criteria for mentees (inclusion of children, families, youth in mentoring programmes)
- Matching and start of a mentoring relationship
- Supervision and accompanying the mentors
- Supervision and accompanying the mentees (children, youth, their families)

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The criteria defined in this document for good mentoring and for building good mentoring networks are based on research done by the Robert-Koch-Institute Berlin, the Boston Center for Evidence Based Mentoring, EU studies on informal learning, analysis of tandem-principles in mentoring for children and youth, theories of building up friendship and social binding and on studies of “Big brother / Big sister” programmes.

The quality guideline clearly differentiates between mentoring programmes for children and youth and mentoring for adults.

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Source name	Cooperative Behavior Cascades in Human Social Network
Citation	James H. Fowler, and Nicholas A. Christakis Political Science Department, University of California, San Diego, La Jolla, CA 92103; and Harvard Faculty of Arts and Sciences and Harvard Medical School, Boston, MA 02115
Link (if available online)	

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

Positive interactions and behaviours within a human network are “contagious” and they can spread within 3 degrees of connectivity. In particular, cooperative behaviour within a network cascades and spreads, affecting all members of the group / network.

From the above we can deduce, that within a mentoring network or any mentoring relationship, it is essential that cooperation, respect and positivity are present in all interactions among people, and once it exists, then it will spread throughout the network, promoting an overall culture of cooperation which -in turn- enhances sustainability of the network through mutual commitment that also yields positive psychological effects.

Within a network, the opposite is also true, a negative, uncooperative, distrustful behaviour will also spread throughout the group, threatening its sustainability, even if -at first- it refers to a limited number of participants.

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Source name	Mentoring and networking: how to make it work
Citation	Laura Haynes, Sherrill L Adams & Jeremy M Boss Mentoring and networking are critical components for success in science. Here the importance and steps required for good mentoring and networking are described. 2008 Nature Publishing Group.
Link (if available online)	http://www.nature.com/natureimmunology

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

However, a good mentor is patient and is able to listen, provide advice and determine what the mentee is trying to accomplish in their career. Advice given by a mentor should be clear, without conflict, and transparent, pointing out both the benefits and pitfalls. Equally, the mentee must identify their goals and determine what help is really necessary to accomplish these. The mentee may need someone to listen, give advice on career and family, and help with career decisions. The mentee should be conscious of their career at all times and be informed of the opportunities that exist. In addition, as mentioned above, the mentee must also listen and be prepared to take the mentor's advice.

Good time management is of high priority for a mentee. Learning to manage time is a surprisingly difficult skill. Common problems include spending too much time making lists, starting the same task multiple times, and not taking control, so that projects become delayed by others' mismanagement. A mentor can assist the mentee in learning how to prioritize tasks and, thus, how to get things done efficiently.

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Source name	The importance of asking, mentoring and building networks for academic career success - a personal and social science perspective
Citation	Julie A. Stenken & Anna M. Zajicek Published online: 18 November 2009 # Springer-Verlag 2009
Link (if available online)	

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

Seek out formal and informal mentoring opportunities and having access to both effective and supportive mentors is a critical component of professional success for both women and men. In fact, the job-satisfaction literature cites effective mentoring as an important factor affecting retention. For junior faculty, mentoring serves different functions. Ambrose et al. [20] distinguish among three types of mentoring: intellectual, professional / career development, and departmental politics.

Although in STEM disciplines intellectual mentoring or professional development mentoring are not necessarily predicated on mentor and mentee having similar experiences, political mentoring, which includes sharing the information as to “how to play the game,” requires a degree of trust and affirmation. Trust is often easier to establish in interactions between people who have similar experiences [22].

This article contains a lot of information pertinent to an academic environment. However, I chose to include it, primarily for the highlighting of the importance of trust & affirmation as critical components of the mentoring relationship. Interestingly, the same two are also integral components of human networks and also influence their sustainability. Networks where members do not feel & exhibit trust amongst them, are more easily dissolved and more likely to disintegrate over time.

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Source name	Mapping a Mentoring Roadmap and Developing a Supportive Network for Strategic Career Advancement
Citation	Beronda L. Montgomery1, SAGE Open April-June 2017: 1–13 © The Author(s) 2017
Link (if available online)	https://journals.sagepub.com/doi/full/10.1177/2158244017710288

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

This article presents a proactive, individual-centered mentoring model which meets a recognized need for defined, practical methods for supporting comprehensive career planning and strategic development grounded in personal career aspirations.

The developed model consists of a mentoring roadmap charting process and construction of a developmental mentoring network based on an integrative literature review of successful mentoring practices and adaptation of tested methods for retrospective analyses of effective mentoring. The mentoring roadmap concept encompasses the following steps: (a) self-reflection, (b) establishment of mentor–mentee relationship(s), (c) maintenance of mentoring relationships, and (d) advancing in mentoring relationship(s).

To support strategic advancement along a defined mentoring roadmap and toward attainment of individual goals, the identification and cultivation of a broad collection of mentoring resources or mentors (i.e., nodes) and the relationships (i.e., edges) which connect these nodes in an effective mentoring network topology are discussed.

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Source name	Establishing Effective Mentoring Networks: Rationale and Strategies
Citation	**Citation:** Christou H, Dookeran N, Haas A, et al. Establishing effective mentoring networks: rationale and strategies. MedEdPORTAL.
Link (if available online)	https://www.mededportal.org/doi/10.15766/mep_2374-8265.10571

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

Higgins and Kram called mentoring a "multiple developmental relationship phenomenon" and argued that developmental mentoring networks are more effective than hierarchical, dyadic mentoring models. These mentoring networks have the following characteristics:

They are multilevel, intra- and extraorganizational, career / person-related, and based upon mutuality and reciprocity. Mentoring networks have been widely used in the business world. Two key elements of a mentoring network are diversity and the strength of the relationship among the network members. The diversity of a mentoring network is determined by the number of social systems the individuals in the network come from (referred to as the range of the network) and the extent to which the members of the network are connected (referred to as the density of the network). A high-density (closed) network is one in which all or many members know each other, whereas a low-density (open) network includes members who are unknown to each other. In a low-density network, there is increased likelihood that input from members can be truly unconflicted, objective, and, to the extent possible, unbiased.

The strength of the relationships in a mentoring network is determined by its levels of mutuality, reciprocity, and interdependence, as well as by the frequency of communication.

*note: the above extract in bold corresponds completely to the findings of the informal focus groups and interviews we held.

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Source name	Breaking Perceptions of "Old Boys' Networks": Women Leaders Learning to Make the Most of Mentoring Relationships
Citation	Searby, Linda and Tripses, Jenny, "Breaking Perceptions of "Old Boys' Networks": Women Leaders Learning to Make the Most of Mentoring Relationships" (2006). *Journal of Women in Educational Leadership*. 199.
Link (if available online)	http://digitalcommons.unl.edu/jwel/199

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

Mentoring, Reflection, and the Relational Process
Mentoring is a relational process in which a mentor, who knows or has experienced something and transfers that something (resources of wisdom, information, experience, confidence, insight, relationships, status) to a protege, at an appropriate time and manner, so that it facilitates development or empowerment (Stanley & Clinton, 1992). The emphasis is on the relational process. In order for this process to unfold, mentors must help proteges tap into their inner lives through the act of reflection. Osterman and Kottkamp (1993) defined reflection as:

... a cycle of paying deliberate, analytical attention to one's own actions in relation to intentions-as if from an external observer's perspective for the purpose of expanding one's own options and making decisions about improved ways of acting in the future, or in the midst of action itself. (p. 183)

Analysis of the responses revealed a wide range of general thoughts about engaging in a mentoring relationship. From those who had just been introduced to the possibility of seeking a mentor, there were responses such as "I like the idea, but feel resistant to setting up a formal structure;" "I rely more on networking than mentoring;" and "I am more used to processing things on my own-I need to remind myself to reach out." Some comments reflected a "head knowledge" of the importance of mentoring, but an unwillingness to engage in it.

Co-funded by the Erasmus+ Programme of the European Union

Source name	Telementoring in Global Organizations: Computer Mediated Communication Technologies and Mentoring Networks
Citation	*International Journal of Applied Science and Technology Vol. 2 No. 1; January 2012*
Link (if available online)	

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

Computer-mediated communication (CMC) technologies, such as Instant Messaging (IM), the cell phone, and e-mail have exploded, thus, creating fertile ground for innovative methods of communication. In this global environment, it is evident that innovative techniques must be employed to foster and sustain the mentor–protégé relationship.

The results offer promising evidence that computer-mediated communications can be used to support the continuance and effectiveness of a mentoring relationship.

A common argument is that communication, regardless of medium, is taken for granted, and the key to successful mentoring is nurturing the relationship. The nurturing process builds upon trust and relationship expectation. We acknowledge that a key element of mentoring is communication concerning a protégé's career performance and social interest, however, we believe that CMC technologies can extend the protégé's knowledge and commitment to their profession; thus, telementoring will have a positive and significant impact on the success of this relationship.There is yet another benefit to using CMC for mentoring, and that is that CMC can reduce the effects of status differences since fewer social cues, and hence less face-to-face social interaction occurs, resulting in increased focus on organizational tasks. This is due in part to the fact that people take longer to construct messages in a CMC environment, resulting in a longer delay between message exchanges and more time to think about each message before it is sent. The result is messages that are more organizationally focused, career supportive, and professional.

We included this article because it offers concrete evidence that a mentoring relationship and therefore a mentoring network, cannot only exist "virtually" through technology, but it can also thrive in such conditions where face-to-face interactions are minimal or non-existent.

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Source name	STUDIES IN CONTINUING EDUCATION
Citation	Hongxia Shan and Shauna Butterwick, (2017). Transformative learning of mentors from an immigrant workplace connections program, vol. 39, no. 1, pp. 1–15
Link (if available online)	http://dx.doi.org/10.1080/0158037X.2016.1167032

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

It is a scientific paper dedicated to the Canadian mentorship programs which aim is integration of immigrants to the Canadian labour market. Authors state that these programs are assessed for their impact on mentees – in this case they are immigrants. But only in narrow range they are focused on influences on mentors. That is why researcher – authors of that study examined 19 mentors being involved in mentorship programs.

Mentors were engaged in both form of learning, i.e. informational and transformational. Informational learning gave them more extensive than before cultural and work-related knowledge and expended their horizons. For some mentors the learning was also transformational. It let them better understand themselves. Some mentors thanks to the learning could recognize structural and cultural barriers which are experience of newcomers.

Authors argue that both kinds of learning contribute to disrupting relations of inequality between newcomers and the host society.

It is important to understand what transformative learning means.

Authors refer to definition of J. Mezirow who says that transformative learning is a rationalist process of ‘construing and appropriating a new or revised interpretation of the meaning of one’s experiences as a guide to action’. One of the important outputs of that kind of learning is an increasing of empathy and understanding of others (immigrants). They helped them to defeat their stereotypes about the immigrants.

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Source name	Asia-Pacific Journal of Teacher Education
Citation	Shosh Leshem, (2014). How do teacher mentors perceive their role, does it matter? *Asia-Pacific Journal of Teacher Education*, Vol. 42, No. 3, 261–274.
Link (if available online)	http://dx.doi.org/10.1080/1359866X.2014.896870

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

This is a research paper which shows the significance of professional education of mentors. It is based on a survey.

Unprofessional training of mentors impacts on their uncertain self-perception as mentors.

Author pays attention on one important distinction between mentor and teacher. They are not relevant terms, however very often teachers are treated as mentors. That is why mentors need professional training during they can get knowledge on the real role of mentors and above-mentioned distinction between teacher and mentor.

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Source name	Magazine of Physical Therapy
Citation	Ridout, S. (2006). Mentoring Guided by the Light, MoPhT, pp. 42-48.
Link (if available online)	

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

It is a popular paper but with an intellectual ambition. It defines the role of mentor entirely as teacher, sponsor, counsellor, guide, and role model. His or her task is to facility a development of his or her protégés through cajoling, challenging as well as holding back. In traditional concept of mentoring the relation between mentor and his / her junior colleague must be strong and enduring. It can be intense relationship; however it can also be limited to institutional one.

Author convinces that mentoring enhances:

- leadership development;
- career and professional development;
- growth in physical therapy practice, education and research;
- professionalism.

The growth is an essence of mentoring. So, a mentor is responsible for development of his or her pupil. The first step is to define pupil's goals. If protégé is not ready to define them, mentor has to educate him or her in the direction.
We can find numerous kinds of relationships between mentor and pupil. But one goal is common for all – the development of protégé.

The good mentor should be, e.g.:

- responsive;
- good listener;
- open and honest;
- not judgmental and ethical;
- approachable and available;
- good problem-solver;
- good observer;
- patient;
- communicative.

The good protégé ought to be, e.g.:

- ready to learn;
- expecting a help of mentor;
- proactive;
- non-judgmental, trustworthy and ethical;
- good listener;
- taking initiatives;
- asking for feedback.

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Source name	CREATING MENTOR NETWORKS IN THE OSCE REGION: A Practical Roadmap.
Citation	The Danish Centre for Information on Gender, Equality and Diversity (KVINFO). (2014), Creating Mentor Networks in the OSCE Region: A Practical Roadmap, Vienna: Published by OSCE Secretariat.
Link (if available online)	https://www.osce.org/secretariat/163006?download=true

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

The Danish Centre for Information on Gender, Equality and Diversity (KVINFO) has directly harnessed the importance of networking for marginalized women by successfully developing a Mentor Network that has involved more than 7 000 women since 2002. The KVINFO model was presented as a good practice example on how to empower women from all minority communities at the OSCE.

This roadmap is the result of a partnership between the OSCE Gender Section and KVINFO with the goal of spreading KVINFO's experience and lessons to the entire OSCE region. It is designed as a "how-to" manual for creating a mentoring network by providing operational guidance, concrete examples and samples of useful documents for mentors and mentees. As such, the publication offers practical guidance on how to design a Mentor Agreement including ground rules, confidentiality issues and responsibilities of both the mentor and the mentee as well as providing an introduction to the database software used by KVINFO to monitor and evaluate their results.

Mentoring & Networking -

The basic steps in establishing a mentor network:
1. Understanding that the need for such a programme exists.
2. Main goal and objectives must be linked to a defined time frame.
3. Defining the resources needed to support a programme of this length.
4. Deciding how mentors and mentees will be chosen is also critical.
5. Determining how to screen and match mentors and mentees.
6. Deciding when and where the mentoring will take place.
7. Introductory orientation workshops offer mentors and mentees important opportunities to understand the program's goals and to clarify their expectations.
8. Networking events and opportunities should be offered on regular basis.
9. Proper documentation and monitoring of the progress made by mentor pairs.
10. Assessing results and providing a mechanism for mentors and mentees to evaluate their experience is the key for full implementation.

Part II presents the toolbox - practical tools to create effective mentoring networks (Interview, The Mentor Agreement, Match , Evaluation, Guide to Organizing an Introductory Workshop for Mentees, Guide to Organizing an Introductory Workshop for Mentors, etc.).

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Annexes:

Final checklist for Setting up a Mentoring Network:

This is a checklist of some key actions you should consider:

- The aim and objectives that the mentor network will address are clear.
- The needs of the target audience, the mentees, have been identified.
- The potential mentors have been identified.
- The potential mentees have been identified.
- The process to identify mentee's individual needs is planned.
- A way to determine a mentor's individual skills and ability is planned.
- A means to match mentors and mentees has been identified.
- A process to provide ongoing information and support to mentors and mentees is in place, including how potential conflicts will be mediated and resolved.
- The training plan to meet the needs of mentors and mentees is in place.
- Key performance indicators and a method for evaluating the mentoring relationship have been identified.

At the operational level you should also consider:

- A timeline for implementing the mentor network.
- A budget for implementing the mentor network.
- The logistical requirements for implementing the mentor network (e.g. privacy, technology, communication strategy).
- The support of all relevant stakeholders for implementing the mentor network.

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Source name	Establishing and building networks
Citation	Kenny, P., Morley, S., & Higgins, D. (2015). Forced Adoption Support Services: Establishing and building networks. Melbourne: Australian Institute of Family Studies.
Link (if available online)	https://www.dss.gov.au/sites/default/files/documents/01_2017/establishing_and_building_networks_final_for_publishing_consistent_table_font.pdf

Summary of good practice / lessons learned from poor practice contained in the source
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The aim of the publication is to providing guidance in developing and maintaining networks that are positive, sustainable and, most importantly, work to meet the needs of individuals seeking support.

In the process of establishing local networks, it is essential that funded agencies consider as many relevant service types as possible in order to meet the broad and often divergent range of needs of service users.

The publication presents practical tools, which include topics such as how to promote information about the establishment of the local networks and recruitment of members (e.g., the Communications template); creating terms and conditions of membership and associated agreements; defining roles and responsibilities; how to effectively run meetings; and more complex strategies for dealing with risk and conflict. Importantly, authors also provide examples of evaluation resources that can measure the overall quality of services being provided.

Pros and cons of working within network arrangements – p. 7

Box 2: Successful networks – p. 8
Some of the factors that are common to successful networks include:

- Allowing time to establish trust and respect—A relationship founded on mutual respect is more likely to survive and can be established through regular and open communication.
- Establishing common interests and goals—These allow organisations to communicate in a similar language and move in the same direction over time.
- Clearly defining everyone's role within the network—This ensures each member's role is distinct in terms of actions and tasks, and are not restricted to, or reliant on, one individual.
- Identifying the right people to champion relationships at the right time—The network should not rely on one person to be the "champion" all the time. A catalyst is important in driving the network; however, all members must take ownership of its purpose, direction and maintenance.
- Establishing formal agreements—These may help collaboration and will make it easier to resolve potential conflicts.

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- Defining protocols for conduct and behaviour in meetings and between individual members—These will make it easier to resolve potential conflicts between individuals, groups or organisations, and will set a standard for how people communicate.
- Being aware of mutual strengths and gaps and sharing of skills—This prevents any gaps in skills and allows members to understand and build on their existing abilities and knowledge base.
- Being clear, transparent and accountable for any decisions / agreed actions.

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Source name	Global Diaspora. Strategies Toolkit.
Citation	Kingsley, A., White, N. (2011), Global Diaspora. Strategies Toolkit. Harnessing the Power of Global Diasporas, Dublin: Diaspora Matters.
Link (if available online)	http://thenetworkinginstitute.com/wp-content/uploads/2016/02/Diaspora-Toolkit-Book.pdf

Summary of good practice / lessons learned from poor practice contained in the source
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Pages from 55 to 58

The 4-step process to networking the diaspora (but these steps are rather universal when setting up networks)

Networking is not a social event, rather it is a process in which you 'contact, connect, involve and evolve' a relationship over time.

It can be broken down into four steps, which are powerful ways of engaging key members when setting up networks:

- **research**

Prospect research helps you to determine, evaluate and qualify the individuals who will become leaders within a network.

- **cultivation**

Cultivation is the process of moving people from a state of unawareness to informed, understanding, sympathetic interest, engagement, commitment and, finally, passionate advocacy.

- **solicitation**

Members need to be engaged in small groups with specific projects over a limited time frame. If not, initial enthusiasm will quickly fade.

- **stewardship**

Stewardship means thanking and recognising the contributions made by members to the network. As in all business, satisfied customers are your best salespeople. Measurement of outputs is also another important form of stewardship for networks. It is important to assess the successes and failures of networks and to provide members of the network with evaluative feedback on progress.

Underpinning this networking process are a number of concepts to consider such as Dunbar's rule, the value of weak connections, social capital, the need to move from a 'transactional' to 'relationship' mindset and the importance of managing your online and offline networking.

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Source name	Skills for successful mentoring: Competencies of Outstanding Mentors and Mentees
Citation	Linda Phillips Jones, PhD. 2003. University of Delaware
Link (if available online)	https://my.lerner.udel.edu/wp-content/uploads/Skills_for_Sucessful_Mentoring.pdf

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

This paper argued that there were a number of core mentoring skills which both a mentor and mentee should possess:

- Listening Actively
- Building Trust
- Encouraging
- Identify Goals and current reality

There were also mentor specific skills:

- Instructing Developing Capabilities
- Inspiring
- Providing corrective Feedback
- Managing Risks
- Opening Doors

And mentee specific skills:

- Acquiring Mentors
- Learning Quickly
- Showing initiative
- Following through
- Managing the relationship

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MOOC good practice research

Source name	Open Learn
Citation	The Learner Experience in MOOCs
Link (if available online)	https://www.open.edu/openlearn/education-development/open-education/content-section-6.4

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

Strong evidence of learner independence and peer support in MOOCs. This is largely a necessity due to their scale and also that they are free at delivery – so providers cannot afford to support them in sufficient numbers.

This has led to criticism that MOOCS are only really suitable for more experienced learners who are technologically competent.

MOOCS created as more commercial ventures are based on a more traditional pedagogic approach.

Completion rate for MOOCs is generally low. As they are free, and anyone can try them out, a high drop rate is not unexpected. Is this partly also due to the MOOC approach or do they need different “metrics” to assess their success?

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Source name	Rhizo 14: A Rhizo Learning CMOOC in Sunlight and in Shade
Citation	Open Praxis, vol. 7 issue 1, January–March 2015, pp. 25–38(ISSN 2304-070X
Link (if available online)	https://www.openpraxis.org/index.php/OpenPraxis/article/viewFile/173/140%20

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

Education needs experimental and innovative approaches to teaching and learning, especially in our current fast changing digital age.

This however leads to an increasingly responsible role for learners, whilst the “will to learn is fragile”.

Ethics of educational space (online) and it has not been properly explored.

Adult learners, immersed in traditional educational systems, can benefit from a method of learning which challenged traditional ways of teaching and learning by encouraging learner autonomy, openness, and the co-creation of knowledge and community building. This resulted in mixed results though, some very positive, some very demotivating and demoralising. This meant that some learners lurked in the background and then melted away or felt increasingly disconnected.

These issues require more detailed analysis and understanding. Most early MOOCs seemed to attract professional participants working on the educational sector so not indicative of the wider adult learning experience when confronted with a MOOC environment.

Need to make the MOOC relevant to a wider constituency of learners. This paper is just a first step.

Co-funded by the Erasmus+ Programme of the European Union

Source name	The pedagogy of the Massive Open Online Course: The UK View Sian Bayne and Jen Ross, University of Edinburgh
Citation	The Higher Education Academy, February 2014
Link (if available online)	https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/hea/private/hea_edinburgh_mooc_web_240314_1_1568036979.pdf

Summary of good practice / lessons learned from poor practice contained in the source
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The conclusion of the report draws together insights from the literature review and the snapshots to emphasise three key messages and challenges for UK HE:

1. MOOCs are multiple: UK MOOCs have multiple pedagogic forms and intentions, and we can no longer define them as a single 'transformative' entity. Broad-brush descriptions of MOOC pedagogy in terms of a cMOOC / xMOOC binary are no longer representative or particularly useful. A more nuanced approach to institutional thinking around MOOCs is now needed: one which takes account of an analysis of MOOC pedagogy at a micro level of individual course design.

2. MOOC pedagogy is not embedded in MOOC platforms but is negotiated and emergent. Multiple social and material influences converge when MOOC pedagogy is enacted: teacher preferences and beliefs, disciplinary influences, patterns of learner expectation and engagement, and other contextual factors such as institutional teaching culture or the desire to generate analytics. We need to give greater attention to MOOC pedagogy as a socio-material and discipline-informed issue.

3. The teacher' persists in the MOOC. Though MOOC teaching functions are often disaggregated and delegated to automated processes and community-based social learning, the place and visibility of the teacher remain of central importance. MOOC teaching is high visibility, high risk and dependent on significant intellectual, emotional and time commitment from academics and the professionals who work alongside them.

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Source name	The Pedagogy of MOOCs
Citation	Paul Stavey, Musings on the edtech frontier blog
Link (if available online)	https://edtechfrontier.com/2013/05/11/the-pedagogy-of-moocs/

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

MOOC challenge is how well are they actually teaching their students? The high dropout rates mean that there needs to be pedagogical innovation, but what?

MOOCS originated from Canada in the mid noughties. Idea that 5 steps:
- Orient
- Declare
- Network
- Cluster-
- Focus

MOOC is a *catalyst for knowledge* and that knowledge in a MOOC is *emergent.*

Idea that a MOOC is not a body of content to learn but that learning results from activities and contribution you make, using "connectivist" course approach. Connecting up resources, content on the web and other individual contributions. All participants could contribute to a joint assignment / project. Exciting.

1. Aggregate
2. Remix
3. Repurpose
4. Feed forward

Then courses began to take step backwards pedagogically. Videos, texts, course materials, assignments, quizzes and an exam. Taking campus didactic teaching to the online environment. Not based on how to teach effectively online research done previously.

Importance of bringing discussion amongst participants to become a key means by which learning occurs and finding way to integrate the discussion and outcomes into the course content and assignments.

Importance of community and social learning.

Creation of edX platform by MIT seems to run contrarily to the ideals above. Good that open source but based so much on classroom format, using objectivist and behaviourist methods of teaching and learning. For students this approach can easily become boring and too often disengage from the course.

The author writes:

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The magic of online learning happens when extensive effort is made to tap into student expertise through blogs, chat, discussion forums, wikis, and group assignments. Socio-constructivist and connectivist learning theories acknowledge and embrace the social nature of learning. Learning is not just acquiring a body of knowledge and skills. Learning happens through relationships. The best online pedagogies are those that use the open web and relationship to mine veins of knowledge, expertise, and connections between students, between students and the instructor, and between students and others on the open web.

The big new MOOC's also seem to be ignoring Open Educational Resources (OER) and the incredible pedagogical affordances openly licensing course content brings. Many of the early MOOC's were not just open in terms of enrollment they were open in terms of utilizing the open web, utilizing open content, and making continuous improvement of courses an integral part of the teaching and learning experience. The new MOOC's seem intent on enclosing students in a closed environment that is locked down and DRM'ed in a proprietary way.

He recommends the following pedagogical ideas:
Be as open as possible. Go beyond open enrollments and use open pedagogies that leverage the entire web not just the specific content in the MOOC platform. As part of your open pedagogy strategy use OER and openly license your resources using Creative Commons licenses in a way that allows reuse, revision, remix, and redistribution.

Make your MOOC platform open source software. Publish the learning analytics data you collect as open data using a CC0 license.

Use tried and proven modern online learning pedagogies not campus classroom-based didactic learning pedagogies which we know are ill-suited to online learning.

Use peer-to-peer pedagogies over self-study. We know this improves learning outcomes. The cost of enabling a network of peers is the same as that of networking content – essentially zero.

Use social learning including blogs, chat, discussion forums, wikis, and group assignments.

Leverage massive participation – have all students contribute something that adds to or improves the course overall.

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Source name	The Atlantic: Technology
Citation	Overblown Claims of Failure Watch: How not to gauge the success of online courses. Rebecca Rosen. 22 July 2012
Link (if available online)	https://www.theatlantic.com/technology/archive/2012/07/overblown-claims-of-failure-watch-how-not-to-gauge-the-success-of-online-courses/260159/

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

Certain MOOCS can see massive enrolment, being open to far more students than is possible in a face to face setting. However, these courses can see massive dropout rates, nearly as high as 80% in some cases. This study argues that this is how it should be! The stats do not necessarily reveal the quality or efficacy of the online MOOC course. This is because a MOOC attracts many aspirational learners who want to learn but have perhaps just found a course because it looks interesting and want to try it or see what level it is at.

This means that some will find out that the MOOC is not right for them, the level is set too high for them, or they just do not have the time available to commit to following it. It does not necessarily mean that the course is a failure.

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Source name	Open Praxis. Open Praxis, vol. 7 issue 1, January–March 2015, pp. 25–38(ISSN 2304-070X
Citation	Rhizo 14: A Rhizomatic Learning CMOOC in Sunlight and Shade. Jenny Mackness and Frances Bell
Link (if available online)	https://www.openpraxis.org/index.php/OpenPraxis/article/viewFile/173/140

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

This study looks at a connectivist based MOOC about Rhizomatic Learning.
It considers the surface level view of the course based on forum posts etc, against looking at much deeper data below the surface in the data they have collected, including some which is anonymous.

The study shows that there is a positive transformative experience for many participants, but for others the experience is more negative.

The paper argues for further research into this area, including the following areas:

- Ethical implications of pedagogical experimentation
- Inter-related processes of community and curriculum formation
- Role of the MOOC convenor and the
- Learner experiences with MOOC communities.

In this study the researchers were also participants in the course, which they made explicit to the other participants.

An issue this paper raises is the difference between the original connectivist principles behind the early MOOCs which were to encourage learning through the creation of new networks new ideas and the creation of active communities which help to support and embed this learning – thus replacing the role of the face to face tutor in a classroom setting.

In the view of many the role of the educator in a MOOC situation is changing as the course developers become facilitators and partners in the learning of course participants with a minimal interventionist role.

The role of the educator in a MOOC needs further research.

MOOCS vary in content and structure with some following traditional lines such as video lectures, readings, tests, weekly syllabus to follow etc whilst the more connectivist structured ones have less emphasis on content and more on how to learn through networking and connectivity. The problem is ensuring that some participants do not get to feel isolated and not able to make meaningful connections. Conversations could become dominated by a few people.

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Some argue that classrooms are also laboratories as teachers found ways to best instruct and teach their pupils. This has led to considerable innovations in teaching approaches but with the fast-moving digital advances teaching has had to adapt to the changes and possibilities it brings but also be aware of the ethical dimension and their responsibility towards learners.

Co-funded by the Erasmus+ Programme of the European Union

Source name	Connectivism: Design and Delivery of Social Networked Learning
Citation	The Challenges to Connectivist Learning on Open Online Networks: Learning Experiences during a Massive Open Online Course. Rita Kop, National Research Council of Canada
Link (if available online)	http://www.irrodl.org/index.php/irrodl/article/view/882/1689

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

In a connectivist approach to a MOOC, learning is advanced by 4 activities:

Aggregation: looking at different provided resources
Relation: Reflecting and thinking about the materials in relation to own experiences in order to make sense of them
Creation: Based on two earlier activities create something based on their own sense making: a required activity, blog post, test etc
Sharing: sharing the learning they have had with others in the network / course

3 key challenges exist to this however:

Self-directed learning is hard for some learners, as they have to find time to access the course and its activities, and the motivation to complete the different parts of the course and to develop learner autonomy.

The problem of presence – how close does the learner feel that the activities they have to follow take place in real life, as if the medium of the computer were not there. In other words, they need the communication and feedback / collaboration with others as they would get in a classroom setting as far as the medium will allow. The MOOC needs to provide the scaffolding the learner needs to feel they are involved and supported. Some learners will need more support than others in this regard.

The problem of Critical Literacies: in order to fully engage and feel comfortable in an online learning environment, learners need different abilities and competencies. There is no overarching guide / teacher presence to support them and challenge their ideas and beliefs, to help them critically evaluate information and resources. The learner has to make these decisions themselves which is more than knowing how to use ICT well. They need to be flexible and have the ability to problem solve during their learning journey. There is a need for a high level of critical abilities in order to access the relevant information and resources and to reject the irrelevant.

The research study found that people had to be confident and competent in using the different tools available on the MOOC in order to become involved in meaningful interaction. It takes time to achieve this and to enable learners to learn in an autonomous way.

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Other factors apart from time which were needed included the social presence of the facilitators and the participants, enhancing the sense of community and sense of belonging which built confidence and stimulated active participation.

The research showed that the majority of participants who were happy to aggregate, relate and share resources were not able to successfully create and share digital materials such as blog posts and videos. They needed time to feel comfortable and confident to digest the resources and materials in the course before actively contributing themselves. This may be a learning process which will improve as a learner undertakes more MOOC type courses.

Co-funded by the Erasmus+ Programme of the European Union

Source name	Musings on the edtech frontier Paul Stacey
Citation	The Pedagogy of MOOCS 11 May 2013
Link (if available online)	https://edtechfrontier.com/2013/05/11/the-pedagogy-of-moocs/

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

Challenge for developers of MOOCs is how can you teach thousands of students simultaneously?

Contrast between need for a face to face class to limit class size to achieve effective teaching and the desire to have as many students as possible enrol on a MOOC.

To reduce student drop out in MOOCs on the current massive scale will require pedagogical innovations. It is this innovation which the author feels is important.

MOOCs originated in Canada (See Stephen Downes). Offered as informal learning open to anyone for free without a "credit" component. Early pedagogical approach was:

Orient
Declare
Network
Cluster
Focus

MOOC was seen as a catalyst for knowledge and that knowledge was emergent.
Idea as in earlier paper reviewed that 4 types of activity:

Aggregate
Remix
Repurpose
Feed Forward

Known as connectivist course, as not conducted in one place or environment but all over the web, with participants adding their own contributions. They might end up in different places (in terms of knowledge). Sometimes participants worked together on producing an assignment which would be posted for all to see.

MIT / Stanford then began producing MOOCs which were based on campus based didactic methods but used in the online environment. Did not reflect good practice in online learning environments.

Another MOOC format was that of Udacity which was based on weeklong course units which could take as long to complete as a learner wished. Discussion forums were included, and instructors could provide comment, but the main emphasis was on self-study.

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Udacity students began to organise their own physical meetings so they could study together, ask questions and share ideas. Udacity provide a community site to facilitate this.

EDX and others like it have based their MOOCs on objectivist and behaviourist methods of teaching and learning. The belief is that social learning is not possible when you have so many thousands of students enrolled. Interaction is normally via artificial intelligent interaction with the platform.

The author believes it is relatively simple to add in instruction design into MOOCs which provides for deep discourse. The idea is to make use of student's breadth of knowledge and expertise and to tap into this through blogs, chats, wikis, discussion forums, group assignments.
Learning is not just acquiring a series of skills and knowledge but also acquiring knowledge through relationships, between students, students and the instructor(s), students and other web users.

They need to make use of OER resources and the powerful affordances of openly licensed materials. Promote the idea of digital openness, open source software, open access and open educational resources.

The author provided the following pedagogical recommendations for a MOOC:

- Be as open as possible. Go beyond open enrollments and use open pedagogies that leverage the entire web not just the specific content in the MOOC platform. As part of your open pedagogy strategy use OER and openly license your resources using Creative Commons licenses in a way that allows reuse, revision, remix, and redistribution. Make your MOOC platform open source software. Publish the learning analytics data you collect as open data using a CC0 license.
- Use tried and proven modern online learning pedagogies not campus classroom-based didactic learning pedagogies which we know are ill-suited to online learning.
- Use peer-to-peer pedagogies over self-study. We know this improves learning outcomes. The cost of enabling a network of peers is the same as that of networking content – essentially zero.
- Use social learning including blogs, chat, discussion forums, wikis, and group assignments.
- Leverage massive participation – have all students contribute something that adds to or improves the course overall.

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Source name	Open Learn: Education and Development: Open Education course
Citation	4.5 Personal Learning Networks
Link (if available online)	https://www.open.edu/openlearn/education-development/open-education/content-section-6.5

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

PLN- personal learning network- your personal network of peers is important in learning. A personal learning network provides a means not only of disseminating and finding resources but also of discussing ideas and connecting with peers.

This PLN is very different to the resources available to leaners within the very structured and organised VLE, Virtual Learning Environment, hosted by academic institutions.

Within a PLN is it the people who are important rather than the technology. This is shown when you think about a network you have in say WhatsApp. If you migrate this network to Twitter, the value would be in the people in the network, not the tool being used. Though some tools facilitate specific network actions easier than others. ie. Twitter requires short postings!

Wikipedia defines a PLN as:

an informal learning network that consists of the people a learner interacts with and derives knowledge from in a personal learning environment. In a PLN, a person makes a connection with another person with the specific intent that some type of learning will occur because of that connection.

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Source name	Journal of Interactive Media in Education
Citation	Daniel, J., 2012. Making Sense of MOOCs: Musings in a Maze of Myth, Paradox and Possibility. *Journal of Interactive Media in Education*, 2012(3), p.Art. 18.
Link (if available online)	https://jime.open.ac.uk/articles/10.5334/2012-18/

Summary of good practice / lessons learned from poor practice contained in the source
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Two distinct types of MOOCs, the first are cMOOCS, based on connectivist and networking principles and where MOOCs first started in Canada, based on these principles.

Second is that of xMOOCS, based on more behaviourist approaches which is the model taken up by the big universities such as Stanford and MIT.

Many xMOOCS were based originally on old and outdated behaviourist pedagogy, relying on information transmission, computer-marked assignments and peer assessments. They do not offer personalised learning. Although allowing alternative routes through the materials and automated feedback they do not provide a sense of being treated as an individual. This requires online intervention, which could take the form of discussion forums, which provide support, encouragement and an understanding of an individual's needs.

The author argues that the development of MOOCs will create a sea change in online offerings by educational establishments as they will focus on teaching quality and students as never before. It should help to create a trend for lower costs in higher education.

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Source name	Higher Education Academy
Citation	Liberating leaning: experience of MOOCs: Julie Wintrup, Kelly Wakefield, Debra Morris and Hugh Davis 2015
Link (if available online)	https://eprints.soton.ac.uk/373639/1/HEA_liberating-learning.pdf

Summary of good practice / lessons learned from poor practice contained in the source
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In this third report we gain insights into the views and experiences of interviewees once they had finished their studies. Four themes emerged that provide an overarching synopsis: the fact that MOOCs were flexible, fascinating, and free made for a positive and attractive learning experience; a feeling of being part of something contributed to motivation and staying power; the wide variety of aspects of learning –including time invested, the organisation and pacing of learning, and the ways in which different formats and resources supported learning – were important factors; 'proof' of study, through some form of accreditation, however, attracted little interest.

The report proposes a useful continuum that connects two primary reasons for study: personal enjoyment, and learning for work or professional reasons, and juxtaposes these against whether learners' study alone, or participate strongly in social interaction. The typology provides a way for educators to audit the design of their MOOCs and to incorporate features that, based on the findings of the research, they suggest are likely to enhance the learning experience even more.

Interesting thought: the multiple choice or quiz format seems to run counterproductive to deep learning, instead testing superficial recollection of facts. Have to take care when creating them to understand what you want from them.

The authors introduce a 4-quadrant approach to guiding and supporting engaged learning:
Studying alone
Social learning
Personal enjoyment
Learning for work/education
Could be a useful basis for developing a MOOC as it could help to promote greater learning and engagement.

Might be useful to consider:
Making explicit how to use particular resources e.g. Videos, or how to structure a debate with peers
How long more complex activities might take to encourage completion and not an attitude of just getting it done.
Need to recognise that learning alone whether online or in traditional settings can be isolating. There are clear links between peer learning, social interaction and the sharing of resources.

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The silent majority in a MOOC seem to benefit from, or even depend upon, the more active minority.

The points they emphasised were:

Variety of formats: *First, we aim to ensure that learners continue to be provided with content in as wide a range of formats as possible in order to cater for the diversity of learners –including disabled learners –that study MOOCs. This diversity seems to be far greater than is the case with many traditional online and distance learning courses, not least because of the large number of nationalities who enrol on MOOCs with their respective different educational backgrounds. It is challenging to provide a high-quality learning experience that meets these needs and expectations, and although we recognise that we cannot please all the people all of the time –and indeed, that student satisfaction is not necessarily a helpful tool when gauging the effectiveness of pedagogy and the quality of learning –the evidence suggests that variety is one of the keys.*

Clear Guidance: *Second, we have taken note of the supportive role that clear guidance to learners plays in ensuring their study of a MOOC is positive. Information about what is expected of them, how long an activity is likely to take, whether their learning develops incrementally or instead offers discrete blocks of learning, and how the MOOC is structured, all contribute to facilitating the learning experience and to managing learners' expectations. These subtle indicators need to be carefully thought through so that they are easily visible but do not dominate either visually or by requiring excessive reading. Similar guidance in the form of signposting more difficult exercises or contested theoretical ideas that require greater critical analysis we plan to do routinely, enabling effective time management for independent study and reflection.*

Importance of good design*: Designers have a real role to play in MOOCs, as they do in all online learning. We have realised afresh the importance of designers and educators collaborating together in order to develop the skills of differentiating between a poorly constructed session and a genuinely difficult task that needs greater application, especially when responding to learner feedback. Another area requiring close collaboration is between designers and academic librarians about issues such as guidance and negotiation for copyright and licensing of resources for MOOCs; support for MOOC design; and support for information and digital literacies for educators and learners on MOOCs.*

Good Netiquette: *Our ongoing focus will be to build on the expertise we have already gained and to seek to develop opportunities by ensuring learners are able to seek advice quickly and easily, by creating a sense of welcome and being available to give, or point to, relevant information. At the same time, again emphasising good online practice beyond MOOCs, 'netiquette' in the form of using inclusive language, demonstrating respect for alternative viewpoints and all the other forms of acceptable social interaction, needs to be endorsed through specific guidance and exemplary practice.*

Addressing feelings of isolation: *Learners with a specific goal need to develop ways of pacing themselves and to focus on one MOOC at a time in order to engage with their*

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learning in depth and do any associated extra research and reading. At the same time, looking for opportunities to apply their new learning, either through conversations and debates with peers in a forum, or elsewhere outside the MOOC environment (e.g. professional networks, social networks, at work) will go a long way to addressing potential feelings of isolation.

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Source name	Digging deeper into learners' experiences in MOOCs: Participation in social networks outside of MOOCs, notetaking and contexts surrounding content consumption G Veletsianos, A Collier, E Schneider
Citation	British Journal of Educational Technology: Volume 46, Issue 3. 570-587, 25th May 2015
Link (if available online)	https://onlinelibrary.wiley.com/doi/abs/10.1111/bjet.12297

Summary of good practice / lessons learned from poor practice contained in the source
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13 in depth interviews. Age range 25-67
9 female, 4 male
From USA, Canada, El Salvador, India, Ireland, the Netherlands
7 took part in first MOOC, 3 was second MOOC, for 3 more they took part in 3rd, 4th and 5th MOOC consecutively.

92% of participants took notes either on paper or on digital platform
All students described that environmental and personal factors shaped their course participation.
Implications and Recommendations:

1. Learner's participation and experiences resists monolithic interpretations
2. Learners are active in digital environments other than the central MOOC platforms.
3. An over reliance on digital data leaves many learner activities invisible to researchers.

Unsurprisingly the authors highlight the lack of literature around MOOCs that look into the metrics of MOOCs that are not captured on the MOOC platform (EdX, Coursera, FutureLearn, etc.), notably the social engagements, note-taking, and content consumption. Something I'd not considered before is the "availability of large-scale data sets appears to have shaped the research questions that are being asked about MOOCs." It's something I've wrestled with … are we asking the right questions about a course 'success', and do we have the right data to start with? I think not, on both counts. I would love to know more from learners on a MOOC, but the response rate on post-course surveys are typically low, typically completed by the ones who finished the course and enjoyed it. It's the learners who signed up and didn't visit the course, those who did visit the first step but then left, and those who dipped in and out that I really want to hear from. They have as much to say about the course, it's content, it's delivery, and it's 'merit' as those who completed.

The paper concludes, rather disappointingly, by saying that "researchers need to dig deeper, and use an array of methodological tools to do so. Separately or together, each research method can lead to pragmatic suggestions to improve open teaching and learning through social, pedagogical, or technological approaches." I shouldn't be too surprised with the conclusion as there isn't a good metric to define a MOOC or online

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courses' success – it depends on what you define as the success (numbers of learners enrolled, numbers of learners completing, passed assessments, duration of study, post-course questionnaire, course reach, etc.)

David Hopkins. https://www.dontwasteyourtime.co.uk/mooc/reading-digging-deeper-into-learners-experiences-in-moocs/

Important to agree what metrics are being used to define a successful MOOC: there are no set criteria here.

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Source name	Time is the bottleneck: A qualitative study exploring why learners drop out of MOOCs. Thommy Eriksson, Tow Adawi and Christian Stohr
Citation	Journal of Computing in Higher Education 29, 133-146 (2017)
Link (if available online)	https://link.springer.com/article/10.1007/s12528-016-9127-8

Summary of good practice / lessons learned from poor practice contained in the source
Please also report any other interesting information of relevance to the project

This paper looks at why over 90% of Massive Open Online Courses (MOOCs) never finish their course. This is a qualitative study with in-depth interviews with 34 learners.
Four main factors influencing drop-out:
(1)the learner's perception of the course content,

(2) the learner's perception of the course design,
(3) the learner's social situation and characteristics, and
(4) the learner's ability to find and manage time effectively.

How the learners conceptualized a MOOC had a strong impact on how they engaged with the contents.

Much of past studies are based on qualitative studies based on data from course access as learners who do not finish MOOCs are unlikely to answer post-course surveys.

Our findings raise several interesting questions that merit further study.

Firstly, a dominant theme in the interviews was the ***learners' lack of time to engage with the MOOCs****. To mitigate this issue, it is therefore worth exploring aspects such as the best time during the year to run a MOOC, the duration of a MOOC, scheduled vs self-paced MOOCs, and the duration of the recorded lectures (Bruff 2013).*

Secondly, one set of dropout factors identified in our study is directly related to one of the hallmarks of MOOCs: the openness. ***When a course is open for everyone, some learners will have problems with the content being too difficult, or too basic, and some will have problems with understanding English, while others will have problems with Internet connections.*** *Thus, we can ask two rhetorical questions: Are MOOCs really open? To what extent should the producers of MOOCs adapt the course design to learners with different levels of pre-knowledge, learners with too low English fluency, and too unreliable Internet connections? Our qualitative interview study does not provide statistics on how common it is that dropouts are caused by these three factors. However, the number of interviewees that mentioned these aspects suggests that the effect is at least noticeable on dropout rates.*

*Finally, one of the more ambiguous results from the interviews concerns the relation between course design and dropout rates****. The issue with the faulty assignment***

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indicates that design mistakes occur and that they will have a distinct effect on dropout rates. *Exploring these issues in more detail can improve the learning experience for all MOOC learners, regardless of whether they intend to complete the whole MOOC or just parts of it.*

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Source name	My First MOOC Experience: Morgan C Matthews
Citation	Learning Design at Dartmouth: Blog
Link (if available online)	https://sites.dartmouth.edu/edtech/2015/09/18/my-first-mooc-experience/

Summary of good practice / lessons learned from poor practice contained in the source
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Pre-Course expectation:
Notably, my expectations for being a student in a MOOC emulated experiences in many classes I took at Dartmouth: in terms of how course material is presented, what class activities look like, and what I would learn. The only difference I anticipated was that because the course is online, I thought I would not have any interactions with the professor and other students taking the course.

Actual experience:
MOOCs can be designed differently with the audience and educational platform in mind.
You learn differently in a MOOC because it is free and online!
The professor and everyone involved in the course are interested in fostering online communities, and this is reflected in the activities you do in this class.

To my surprise, the first thing I did in the MOOC was not watch a lecture or do a reading, but instead participate in a discussion. The first course activity was posting about prior experiences with opera and engaging with other students' responses in the discussion thread. To emphasize the importance of discussion in the course, the tab immediately to the right of "Syllabus" in the course navigation is "Discussion." *As I went through the four sections in the first week of the course, I was presented with activities I had not anticipated: online searches for examples to share in a discussion, contributing to a word cloud, sharing tips for listening strategies, and writing a short analytical essay on the opera. Lectures, which I anticipated being the focal point of the class, were short – about five minutes each – and guided my own explorative learning in the course. While the discussions were not live when I beta-tested the course, I was intrigued to see what other students posted in discussions and to see how they reacted to the ideas I shared.*

Although this online course may not have converted me into a committed opera fan, ***it did cause me to ask some questions about my previous classroom learning experiences and think about how I can help myself learn better.***
How often did my large lecture courses in college encourage me to discuss a course concept with a fellow student?
How many times did I explore course concepts further through personal-interest online searches?
Did I ever take time during a term to reflect on what I had learned, besides studying for exams?

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Source name	Gap between MOOC designers' and MOOC learners' perspectives on interaction and experiences in MOOCs: Findings from the Global MOOC Quality Survey CM Stracke, A M Texeria, B Vassiliadis; E Tan; M dC T Pinto; A Kameas; C Sgouropoulou
Citation	This article is supported by MOOQ, the European Alliance for Quality of Massive Open Online Courses (www.MOOC-quality.eu). The vision of MOOQ is to foster quality in MOOCs lea ding to a new era of learning experiences. MOOQ is funded by the European Commission under the project number: 2015-1-NL01-KA203-008950.
Link (if available online)	https://core.ac.uk/download/pdf/158844203.pdf

Summary of good practice / lessons learned from poor practice contained in the source
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Aim of researchers in project to create a Quality Reference Framework. (www.MOOC-quality.eu). See below for Framework

This paper concluded that:
MOOC designers do not seem to understand very well the needs and demands of MOOC learners. This leads us to conclude that it can be questioned whether designers currently understand and meet the needs and demands of MOOC learners.

http://mooc-quality.eu/wp-content/uploads/2019/11/Quality_Reference_Framework_for_MOOCs_v11.pdf

This framework aims to address the identified issue of MOOC designers not understanding their learners needs sufficiently when designing their courses.

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Source name	Learning in MOOCs: A Comparison Study. Proceedings of the European Stakeholder Summit on experiences and best practices in and around MOOCs.
Citation	Milligan, Colin; Littlejohn, Allison and Hood, Nina (2016). Learning in MOOCs: A Comparison Study, Proceedings of the European Stakeholder Summit on experiences and best practices in and around MOOCs. In: Proceedings of the EUROPEAN STAKEHOLDER SUMMIT on experiences and best practices in and around MOOCs (EMOOCS 2016)(Khalil, Mohammad; Ebner, Martin; Kopp, Michael; Lorenz, Anja and Kalz, Marco eds.), Karl-Franzens, Universit¨atGraz, Graz, pp. 15–26
Link (if available online)	https://oro.open.ac.uk/46383/8/Learninginmoocs.pdf

Summary of good practice / lessons learned from poor practice contained in the source
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Yet, MOOCs attract diverse groups of learners, many of whom may lack the ability to self-regulate, or choose not to
regulate their own learning (MILLIGAN, LITTLEJOHN & MARGARYAN, 2013). This presents a design challenge to MOOC providers: to create MOOC environments th at encourage and assist learners to self-regulate their learning. MOOCs are still novel, and we know very little about how individuals learn in MOOCs. Research in this domain is vital in developing our understanding of how to design MOOC environments that e ncourage active agency in learning.

The analysis presented here helps us to recognize learning exhibited by MOOC learners across the two study contexts. Regardless, of context, high self-regulators will focus their effort on learning: extending their knowledge and expertise to benefit their current or future roles. This is the case regardless of whether they were intending to complete the course, or study more strategically. In contrast, low-self regulators focus primarily
on performance, aiming to complete the course, with less (conscious) regard for w hat they want to learn. At least among the professionals studying here, there was a high level of confidence in their ability to learn, though this was sometimes dimi nished if the individual was an inexperienced MOOC learner. But context is also important. The rigid structure of the Fundamentals of Clinical Trials course encouraged learners to fall into line, all progressing through the course in a similar fashion. In contrast, the more in-depth tasks that formed the core of the Introduction to Data Science Course encouraged learners to focus their learning on those aspects which were of most relevance to them.

For example, course designs that encourage learners to adopt a more active role in their learning by requiring them to utilise their own expertise or integrate learning into their work contexts may be particularly appropriate for professional learners who typically have focused learning requirements.

Source name	Instructor Experiences Designing MOOCs in Higher Education: Pedagogical, Resource, and Logistical Considerations and Challenges

Co-funded by the Erasmus+ Programme of the European Union

Citation	Zhu, M., Bonk, C.J., & Sari, A.R. (2018). Instructor experiences designing MOOCs in higher education: Pedagogical, resource, and logistical considerations and challenges. Online Learning, 22(4), 203-241. doi:10.24059/olj.v22i4.1495
Link (if available online)	https://pdfs.semanticscholar.org/98f8/f132c138cd773983d6db6ff08b9ebc640aa0.pdf

Summary of good practice / lessons learned from poor practice contained in the source
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As massive open online courses (MOOCs) increase, the large scale and heterogeneity of MOOC participants bring myriad significant design challenges. This exploratory mixed methods study explores 143 MOOC instructors' considerations and challenges in designing MOOCs,12 of whom were interviewed and had their courses analysed.

The survey, interview, and course review data revealed a variety of considerations and challenges in MOOC design in terms of pedagogy, resources, and logistics.

Pedagogical considerations included learning objectives, assessment methods, course length, course content, flexibility, and collaborative learning support.

Resource considerations included the affordance of MOOC platforms, support from the host institution and the platform, and the available intellectual and hardware resources.

Logistical considerations included the amount of time instructors spent designing the MOOC.

The obstacles included pedagogical challenges(e.g. ,engaging learners, increasing learner interaction, and limited assessment methods), resource challenges(e.g. ,limitations associated with the affordances of the platform), and logistical challenges(e.g., time limitations for designing and developing MOOCs).

To address these challenges, the instructors often relied on reviewing other MOOCs. They also sought help from colleagues, their universities, and support personnel of the adopted platforms.

Co-funded by the Erasmus+ Programme of the European Union

Source name	The pedagogy of the massive open online course: the UK view
Citation	The pedagogy of the massive open online course: the UK view, S Bayne and J Ross, University of Edinburgh. The Higher Education Academy Feb 2014
Link (if available online)	http://www.aiai.ed.ac.uk/project/ix/documents/2014/HEA_Edinburgh_MOOC_WEB_240314.pdf

Summary of good practice / lessons learned from poor practice contained in the source
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Three key messages:

1. MOOCs are multiple: we can no longer define them either as a single 'transformative' entity or clearly position them in terms of the previously dominant cMOOC/xMOOC binary.

As we have attempted to illustrate here in our snapshots, MOOC pedagogy itself takes multiple forms, and can rarely be tightly aligned either with a purely instructivist, outcomes- and content-oriented ethos, or with an entirely collaborative, social and open approach.

2. MOOC pedagogy is not embedded in MOOC platform, but is negotiated and emergent, a socio material and discipline-informed issue.
3. The teacher persists in the MOOC: though reworked and disaggregated, the teaching function and teacherly professionalism remain central.

The 'teacher function' within the MOOC is disaggregated and re-worked in different ways, depending on platform and pedagogy. Platform-defined roles speak their own definition of how 'the teacher' might be understood, from the 'educator, host and mentor' of FutureLearn, to the 'instructor, teaching assistant and community teaching assistant' of Coursera. Other aspects of the teacher function are informed by more discursive constructions that circulate through practitioner and researcher networks: from the 'facilitator' and 'fellow node' privileged by those drawn to 'connectivist' approaches, to the celebrity academic or role model suggested by the promise of access to the 'world-class professor' in Coursera (Coursera, About us).

At the same time, however, we need to be prepared to rethink how certain teacher-functions are enacted in MOOC space, and by whom, or what. Machinic substitutions for teacher feedback are already common in MOOCs that apply automatic marking to quizzes and assessments. The 'teacher as code' is likely to become more of a feature, as assessment technologies like Automated Essay Scoring, already subscribed to by the MOOC platform EdX, become common (see Balfour 2013 for a useful review). Intelligent tutoring and adaptive learning systems for MOOCs, informed by advances in natural language processing and learning analytics, are likely to further orient MOOC pedagogy toward the non-human teacher. A challenge here is to balance what is good in machinic intervention in the teaching function with a critical understanding and valuing of the professionalism and pedagogic capacities of the human teacher.

Co-funded by the Erasmus+ Programme of the European Union

Source name	Engaged learning in MOOCs: a study using the UK Engagement Survey
Citation	Engaged learning in MOOCs: a study using the UK Engagement Survey. J Wintrup, K Wakefield, Hugh Davis. The Higher Education Academy 2015
Link (if available online)	http://www.aiai.ed.ac.uk/project/ix/documents/2014/HEA_Edinburgh_MOOC_WEB_240314.pdf

Summary of good practice / lessons learned from poor practice contained in the source
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This study looked at learner engagement in a MOOC course and had the following recommendations:

Education enhancement: curriculum developers and learners

• Understanding engaged learning in a MOOC context offers curriculum developers new insights for enhancement. Curriculum developers and learners would benefit from putting measures into place in order to discover what aspects of their courses most and least engage learners, and how particular activities engage different types of learners.
• Identifying the independent learning activities most suited to online learning – in promoting such things as intellectual challenge and enabling new forms of understanding – would be valuable and could be made explicit to learners.
• In the same way, curriculum developers could enable learners to be more strategic and to make more informed choices about how to spend time and invest energies by generating greater clarity about what social learning and interactivity contributes to engaged learning (both within the MOOC community and outside of it).
• Providing direction and guidance to learners about ways to apply new empirical or theoretical knowledge to 'real world' problems may be helpful in deepening and sustaining understanding and promoting creativity. Including and eliciting learners' own ideas and projects would also be a way of developing greater involvement.
• Findings suggest MOOC developers might usefully create more effective opportunities for self-directed and open-ended learning. This is particularly important if learners are using MOOCs as a stepping-stone to higher learning.
• If the development of more social forms of learning is a goal, then MOOC development teams might usefully consider how the diversity, commitment and focused interests of MOOC learners might best be harnessed and utilised to promote the formation of networks and communities.
• Curriculum designers would benefit from gaining a greater understanding of how to enhance engagement in independent, online learning. This also has relevance to blended forms of learning, to the 'flipped classroom' concept, and to work-based, professional development and lifelong learning more generally.

Higher Education Providers and marketing teams

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• Learner characteristics suggest that MOOCs need to be reaching different sections of the population if the objective of widening access to study in higher education is to be achieved. Further work needs to go into how this might be done.
• Given the successful engagement of many who persisted with the MOOCs researched, marketers and those communicating key messages about MOOCs need to consider in greater depth how to attract a more diverse cohort.
• Accreditation of learning that attracts UCAS points is necessary if MOOCs are to become part of the landscape of higher education and provide a route to the full range of higher-level learning. HE providers should work at putting this into place.

Researchers and policy makers

• Further research is necessary in order to gain a deeper understanding of the educational role of MOOC peer communities and their interactivity if MOOC teams are to make informed decisions about how best to invest time supporting learners. This is likely to differ across types of MOOC, across curriculum development teams and according to learners' own reasons for undertaking the MOOC.
• If government and MOOC providers are to know whether the widening access goal has been realised, then collation and analysis of a much more detailed range of demographic information over significant periods of time is necessary, following learners from first contact through and well beyond completion.
• Similarly, more needs to be learned about the potential of analytics to support persistence and completion through targeted communications and interventions. However, as with the collection of demographic data, there is a risk that such approaches could become intrusive.

Co-funded by the Erasmus+ Programme of the European Union

Source name	European Association of Distance Teaching Universities (EADTU). The Netherlands
Citation	The 2018 OpenupEd Trend Report on MOOCs Facilitated MOOC support – closed bubbles in an open sea. A Creelman, Linnaeus University, Sweden and G Witthaus, University of Birmingham
Link (if available online)	https://www.openuped.eu/images/Publications/The_2018_OpenupEd_trend_report_on_MOOCs.pdf

Summary of good practice / lessons learned from poor practice contained in the source
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Many of the people who could gain most from open online education lack the necessary study skills and digital literacies to participate effectively. Although most MOOC providers offer some online support services, they cannot provide personal, face-to-face support.

Many people are unfamiliar with the principles of online learning and need practical support and advice from a trusted mentor or friend to learn effectively.

By forming local support groups, various organisations and communities can provide that vital support to give learners the skills and confidence needed to complete an online course. In the long term there are signs that new learning eco-systems are growing around MOOCs and this can enable more people to benefit from open education in the future.

There is evidence that informal support groups contribute positively to retention rates on MOOCs. Brooks et al. (2015) found that learners signing up for a MOOC with friends or family members correlated positively with levels of course completion, achievement and discussion forum usage. Damasceno (2017) found that P2P Learning Circles running in public libraries across Kenya had remarkably high retention rates among learners with no previous experience of online education.

Good practices

MOOC Meetups is a social networking platform for MOOC learners who want to meet up with other learners in their local area. MOOC Lab's service, Find a Study Buddy, allows learners to team up with other learners studying the same course or the same subject at a similar level of study. This platform is not exclusively for MOOCs but offers a lifeline to otherwise isolated learners.

In 2015 a number of German adult education institutions (Volkshochschulen) ran a course called ichMOOC to explore personal online representation. To strengthen learner participation,'MOOCbars' were introduced in several towns to gather MOOC participants to regular on-site meetings for further discussion of the issues raised by the MOOC.

The P2P University (P2PU) offers learning circles–study groups for people who want to take MOOCs together, in person.

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R Labs in South Africa offers free, specialised skills training courses to the local community, and provides local support for UCT's Changemaker MOOC.

MOOCs4inclusion is a study, commissioned by the European Commission, the Directorate General Joint Research Centre (DG JRC), which aims at assessing the adequacy (mapping and analysing) of Massive Open Online Courses (MOOCs) and Free Digital Learning (FDL) for inclusion of migrants and refugees.

Support for refugees in MOOCs

There are several examples of support groups for MOOC learners in refugee camps. The aid agency CARE International offers weekly 'MOOC screenings' in a refugee camp in Jordan (Bokai, 2017), to help refugees there prepare for future employment. They have also found that offline meetups led to better learning. Crea (2015) reports on a four-year pilot of the Jesuit Refugee Service's provision of local classroom support for online higher education programmes in refugee camps. Positive impacts were reported, with graduates going on to serve their local communities in new ways. The inZone MOOCs4PeaceCentre helps learners in a Kenyan refugee camp to gain conflict resolution skills through locally facilitated MOOC study and workshops(Moser-Mercer, 2014).

Another model for supporting refugees has emerged in Germany: Kiron Open Higher Education offers a programme of curated MOOCs to refugees, along with support from volunteer tutors and mentors. The credits achieved by refugees in this way are recognised by some German Higher Education Institutions. ***Early findings indicate that offline, face-to-face support plays a critical role in the retention and success of Kiron learners*** *(Suter & Rampelt, 2017*

Conclusion

Inexperienced online learners who want to benefit from the opportunities offered by open education may need to first establish a secure and supportive group of colleagues -ironically, the key to participation in open education is a safe, secure and restricted base where they can discuss course content with trusted peers in their own language and apply the lessons to a local context. These 'safe bubbles' can be either closed online groups or physical meetings, organised by the learners themselves (from book circles to MOOC circles) or by third parties such as libraries, community centres or local education institutions. A filter bubble can sometimes be positive!

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