

Mentoring and Community - Building in Language Classes

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Mentoring and Community Building

Hi Yore,

In case you were wondering everyone decided to stay and do the practice quiz together. See you tomorrow!

Feel better,

Rachel



Mentoring and Community Building

Finished class strong!! Have a good one Yore, feel better.



Unique Opportunity

1. Some language programs rely on a small number of faculty and instructors
2. Meet face-to-face multiple times a week
3. Over several semesters

Mentoring in Music Studios

The mentoring dyads and the interactions in music studios can be viewed as a continuation of parent-child relationships as Jones (1975) suggested that “A student often experiences a relationship with his teacher as personal as any in his life” (p. 46)

Mentoring in other Higher Education Contexts

1. Aiming towards a more personalized experience in teaching and learning (Goldenberg 2001)
2. “...more engaged and active environment is the interaction between the faculty, peer, or professional mentor and the student” (Marra and Pangborn, 2001, p. 35)
3. Mentoring leads to learning beyond obligation
4. Beneficial to both mentors and mentees

Caring Mentoring Relationships

Aesthetic Caring  Ethical Caring (Noddings, 1984)

“By definition, self-understanding cannot be taught. But the student grows in self understanding through her encounters with teachers, fellow students, and the subject matter under study” (Gallagher 1992, p. 167).

“Using our moral perception, we must strive to vividly imagine the contents of our students’ character, recognize their unique potential, and foresee their future” (Garrison 1997, p 170)

Promoting Mentorship and Community Building

1. Design activities that encourage students to bring their lives into the classroom
2. Build in collaborative opportunities
3. Be available during office hours
 - a. Work with students on specific classrelated issues
 - b. Ask students about their lives and studies
4. Give positive feedback and reinforcement
5. Provide independent studies and honors projects
6. Be open to learn about / from students

Growing in Mentoring Relationships

Through dialogue the teacher-of-the-students and the students-of-the-teacher cease to exist and a new term emerges: teacher-student with students-teachers. The teacher is no longer the one-who-teaches, but one who is himself taught in dialogue with the students, who in turn while being taught also teach. They become jointly responsible for a process in which all grow (Freire, 1970, p. 80).

Benefits for Students

Work more directly with a faculty member

Benefit from faculty member's network

Receive educational / emotional / professional support

Develop relationships that can continue beyond graduation

Benefits for Faculty

Continue to grow professionally

Challenge established practices

Receive more direct feedback from students

Grow personally from meaningful interactions

Challenges

Personality mismatch

Confusion and challenges to authority

Expectations vs. reality

Relationships challenging professional practices and evaluations

Emotional and psychological support

#metoo

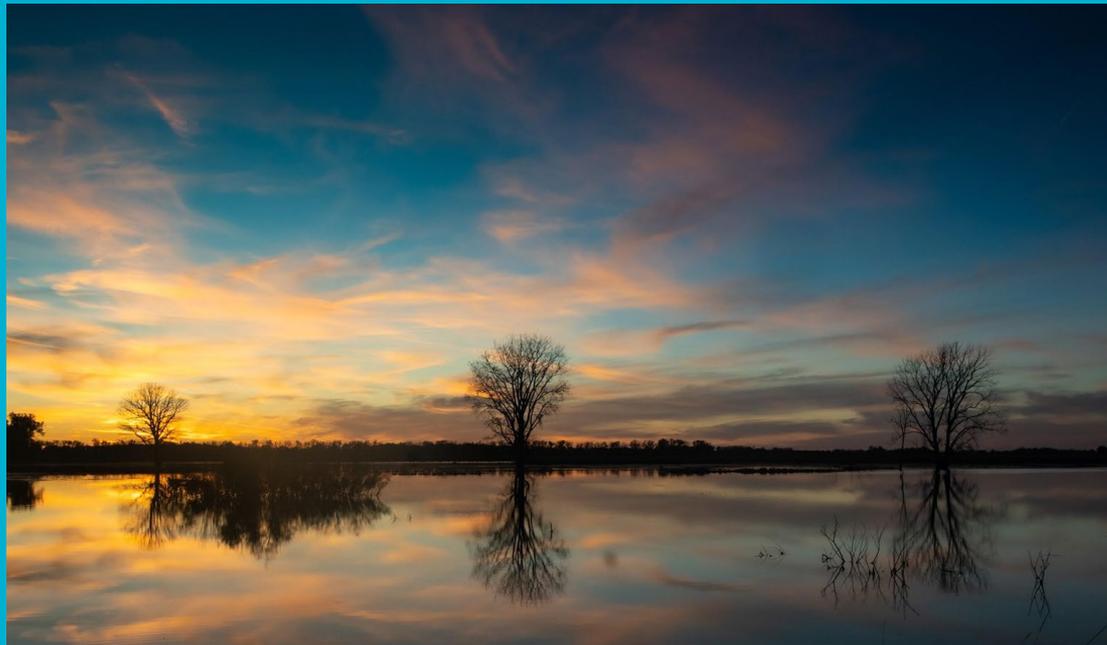
A Strength for Smaller Language Programs

The opportunity to establish mentoring relationships is readily available

A good reason for students to take a less popular language

A strong argument for continued institutional support of face-to-face instruction in language programs, large and small

Questions?



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