



# CAULLT

**COUNCIL OF AUSTRALASIAN UNIVERSITY  
LEADERS IN LEARNING AND TEACHING**

## **CAULLT Final Grant report**

### **Developing a Technology Enabled Mentoring (TEM) framework and short course for the Australasian HE community**

30/01/2025

Lead institution: University of New South Wales

Partner institution(s): Western Sydney University, Flinders University, University of Western Australia,  
University of Melbourne/James Cook University, Massey University (NZ)

Project leader and contact details:

Dr Pranit Anand, Senior Lecturer, University of NSW, [pranit.anand@unsw.edu.au](mailto:pranit.anand@unsw.edu.au)

## Project summary

This project investigated Technology Enabled Mentoring (TEM), informed by the lived experiences of academics who engaged in TEM due to geographical challenges as well as those who had to transition to online mentoring during COVID-19, as well as the experiences of the project team. The team for this project consisted of a diverse group of early career academics, senior members of the academic community and senior university management from different states in Australia and New Zealand. The team's auto-ethnographic reflections added value this project to develop a TEM framework for higher education providers as well as a short online course to upskill both mentors and mentees about to engage in their mentoring relationships.

## Methodology

Mentors and mentees were contacted through the HERDSA and ASCILITE contacts and invited to participate in an anonymous online survey and a semi structured interview. The questions for the survey and the interviews were informed by an extensive literature review. Data analysis was done using NVIVO, and interpretative analysis between the research team.

## Project findings

Some of the key findings aligns with the hypothesis that Post COVID-19 provided an excellent opportunity to explore the technology enabled mentoring experiences.

It was expected TEM would help participants would find it much more convenient and flexible, however we also expected that the experiences may not be as enriching as non-TEM experiences.

There were four key themes identified as leading towards successful mentoring programs:

### **Convenience**

Technology Enabled Mentoring has significant advantages such as convenience, flexibility and location. The participants in our study reported ability to engage in mentoring meetings was easier to organise and manage with multiple priorities, and especially for parents and carers. These findings align with other findings with various online education programs.

### **Relationships**

The research participants also highlighted the importance of developing collaborative relationships between mentors and mentees. This was identified as a significant aspect of successful mentoring programs, and was absent from ones that often did not help both the mentees and mentors achieve their goals. While it was easier to develop these relationships in face-to-face modes, it required more work on the part of both mentors and mentees in online environments. Many of the participants indicated that some face-to-face meetings, when possible, may help develop more meaningful relationships, and helped with the online meetings and communications.

### **Clarity and focus**

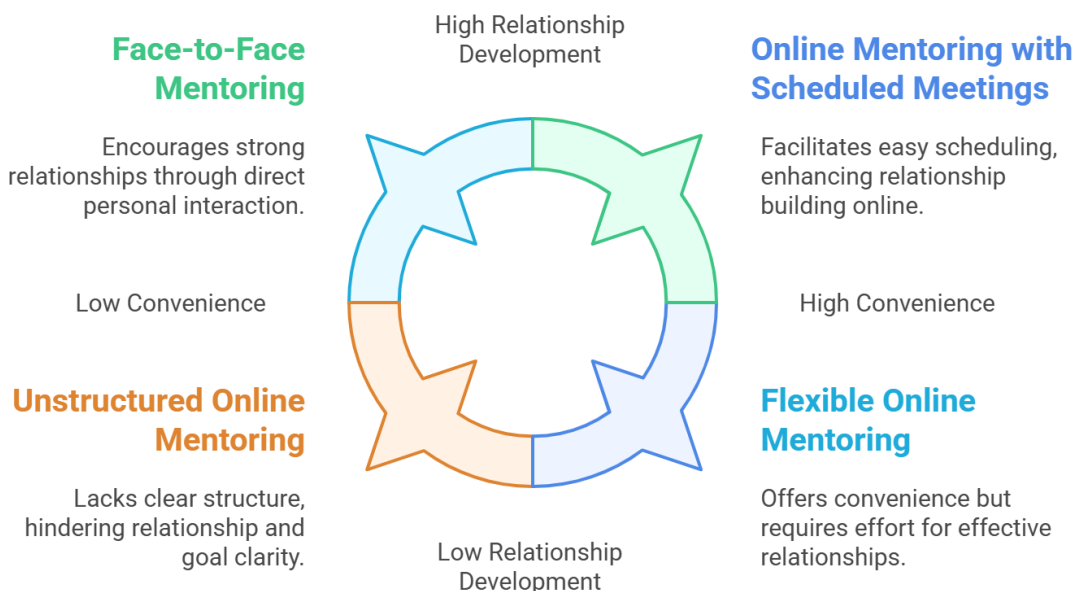
Similarly, identifying the objectives of mentoring was identified as another significant aspect of successful mentoring programs. While some mentoring programs were used more generally, the ones identified as successful and productive had clear focus and clarity. These often-included working on achieving things like fellowships (e.g. HERDSA or HEA), career progression and promotions, research publications, etc.

### **Frequency and structure of meetings**

Finally, our findings also highlight the importance of regular, timed meetings to maintain frequency and momentum. Mentors and mentees need to identify a suitable time, length and structure of the meetings.

These meetings does not need to be held every week, but should be scheduled at regular intervals to ensure everyone understood the expectations and were able to work around their other schedules.

### Balancing Mentoring Program Elements



### Project deliverables

The project deliverables include:

1. An online MOOC-like resources available for the Australasian Higher Education community and representative bodies such as HERDSA and ASCILITE. This can be accessed via this link: <https://new.express.adobe.com/webpage/KJZtkpEYWm8oL>
2. A presentation was done for the CAULLT executives and members on 27/09/24. <https://www.caullt.edu.au/events/technology-enabled-mentoring-for-the-higher-education-community/>
3. A conference presentation and a journal paper is being worked on.
4. Presentation to HERDSA and ASCILITE executives about how they can utilise the online resources and embed into their mentoring programs.

### Project evaluation

#### Lessons learnt

There were significant challenges that impacted the proposed timelines for this project. Initially the project was awarded while the project lead was at a different university, however he changed university before that grant was finalised. This required another round of negotiation with the new university to ensure the grant was transferred and all appropriate setups. This took some time, and new set of overheads.

While having a large and diverse research team contributed to the diversity of ideas, and enabled dissemination of the project and data collection, coordinating such a large group posed its own set of challenges, especially with different time zones.

Similarly, the initial project plan and ethics clearance had focus group interviews but again coordinating the participants and interviewer timings became too challenging and an amendment had to be sought from the ethics committee to conduct individual interviews. This also added to the timelines.

### Challenges met

The challenges identified in the lessons learnt above were met within budget, however it impacted on the timeline for project completions.

### Recommendations / key learnings

- High-level overview about mentoring
- Different types of mentoring arrangements
- Effective mentoring strategies for mentors and mentees
- Dealing with uncomfortable situations
- Making the most of mentoring and alignment with personal and organisational goals

### Benefits to CAULLT members

CAULLT members who wish to engage in mentoring, either through existing external mentoring structures such as HERDSA and ASCILITE, or within internal institutional processes will benefit from the findings of this project. The free online resource will be accessible to all member institutions and their staff and will cover all aspects of TEM. This will ensure more productive mentoring for all involved.

## Dissemination of outcomes and findings

### Dissemination to date

Upcoming CAULLT presentation on 27<sup>th</sup> September 2024.

### Planned future dissemination

MOOC/online resources launch – September 2024

Conference presentation 2025

## Budget

### Itemised list of expenditure compared to original budget

Description	Amount Spent	Amount Received
CAULLT Grant Received		\$9050.91
UNSW Costs Recovery	\$2346.53	
Salary for Research Assistant	\$2304.21	
Contract for Video and MOOC Development	\$4320.00	
Catering during video recording	\$12.45	
Adjustment	\$67.72	
	\$9050.91	\$9050.91

## Certification

I certify that this is an accurate representation of the progress of this project.

Name of project leader: Pranit Anand

Signature



Date: 30/01/2025

Please submit this report via email to [secretariat@caullt.edu.au](mailto:secretariat@caullt.edu.au)

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