

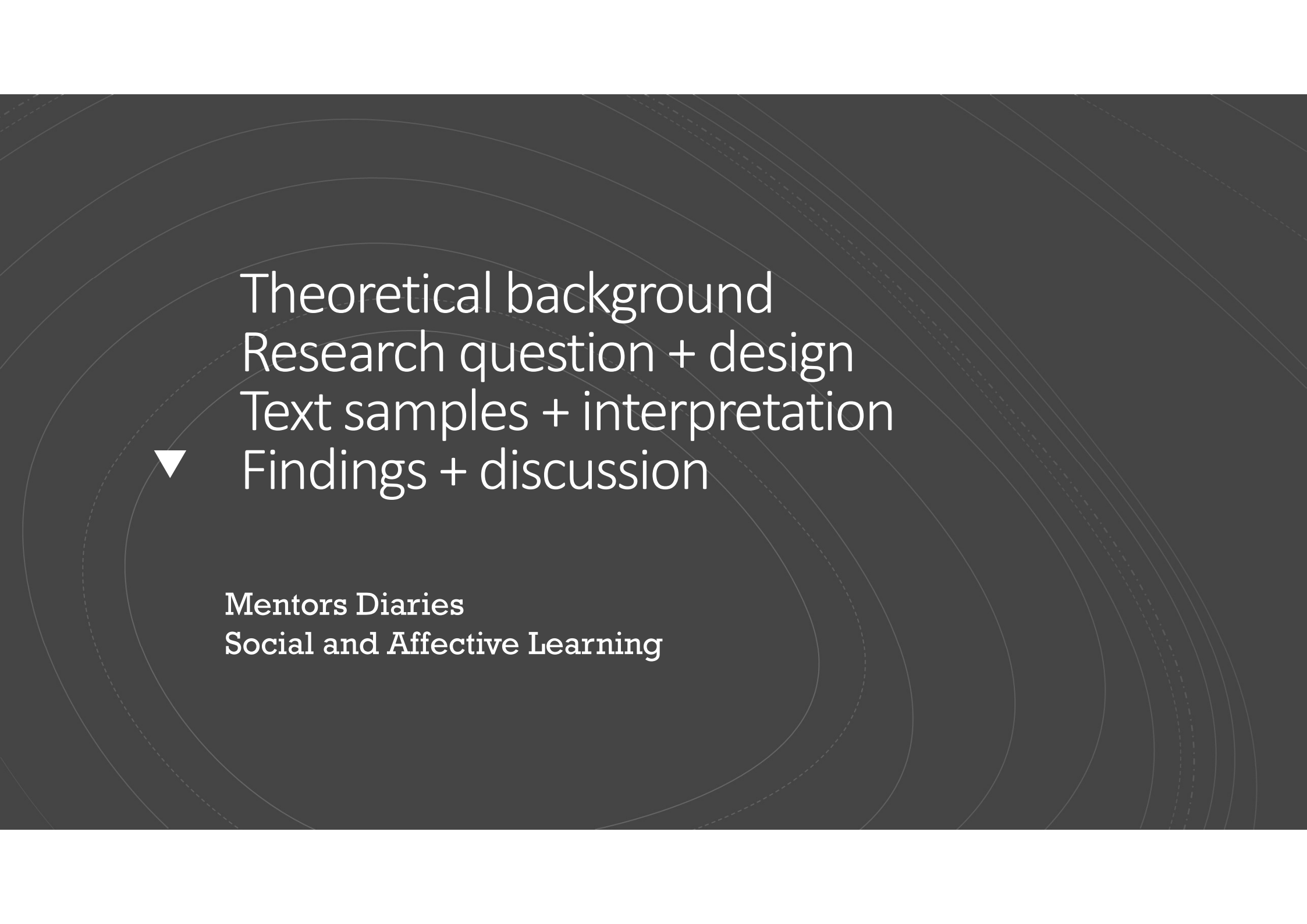
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Mentors Diaries

Social and Affective Learning

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Theoretical background
Research question + design
Text samples + interpretation
▼ Findings + discussion

Mentors Diaries
Social and Affective Learning

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Social and Affective Learning

- "Social learning theory emphasizes the importance of observing , modelling, and imitating the behaviors, attitudes, and emotional reactions of others. Both environmental and cognitive factors interact to influence human learning and behavior." (Bandura, 1977)
- "Affective learning is concerned with how learners feel while they are learning, as well as with how learning experiences are internalized so they can guide the learner's attitudes, opinions, and behavior in the future." (Miller, 2005)

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Research Question

- Which educational competences and beliefs may be gained by mentors in the course of the project?

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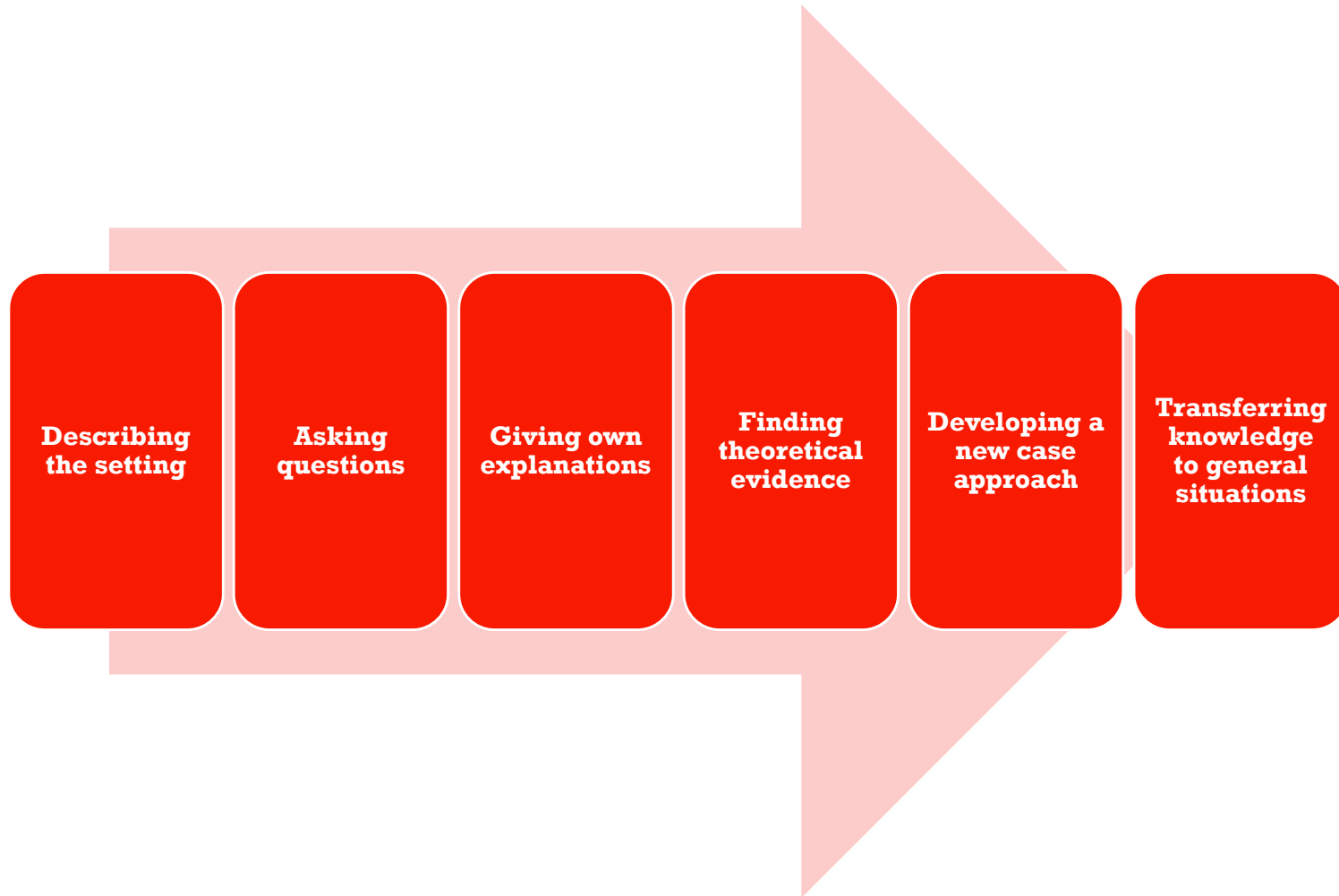
Goals

- Mentors should experience the problems faced by mentees and their families
- Mentors should gain insight into unfamiliar contexts



Diaries

- My personal situation
- Reasons for joining the project
- Expectations on the project
- Getting to know the mentee
- Activities while mentoring
- Significant learning situations
- Personal reflection on learning outcomes



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Categories

- **Ambiguity**
- **Contacting**
- **Affectional Bonds**
- **Assumptions and Prejudices**

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Ambiguity

Significant Learning Situations

- „I was waiting for my mentee at our meeting place but she didn't come. When I saw her next time I didn't mention my annoyance.“ (Diary 1, 2018)
- „Some minutes later my mentee asked me if she got on my nerves. I wasn't able to tell her the truth because I didn't want to hurt her feelings. Thus I said no and told her that I was just tired.“ (Diary 2, 2018)

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Ambiguity

**Interpretation –
Consequences - Action**

- Lack of authenticity
- Frustration
- Group discussions and studying literature

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Contacting **Significant Learning Situations**

- X says: „My mum is at work and my dad hates being disturbed.“ (Diary 3 , 2018)
- „When I arrived at the arranged meeting place, my mentee wasn't there. As her elder brother had given me her father's phone number I called him but he didn't pick up the phone. Nor did her brother.“ (Diary 4, 2018)

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Contacting
Interpretation –
Consequences - Action

- **Challenging and parental conditions**
- **Burdening situations**
- **Clarifying the situation**
– searching for solutions

Affectional Bonds

Significant Learning Situations

- „*Meanwhile X sees me as his ,second mum‘. I don’t know what to do!*“ (Diary 5, 2018)
- „More and more I (mentor) find out that you (mentee) have big problems to accept the typical relationship between pupils and teachers. You start acting like a clown and behave intolerably. The more relaxed, fair, respectfully and appreciatively I deal with you, the better you handle situations.“ (Diary 6, 2015)

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Affectional Bonds

**Interpretation –
Consequences - Action**

- Different roles
- Feeling torn
- Group discussion – defining roles both with mentors and mentees

Assumptions and Prejudices

Significant Learning Situations

- „When I got out of my car at the refugee camp for the first time I had a strange feeling. It cost me quite an effort to visit my mentee X and his family because of being observed by some young male refugees.“ (Diary 7, 2017)
- „I have never been in a social market before and I have never even thought about what it may look like inside.“ (Diary 8, 2018)

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Assumptions and Prejudices

**Interpretation –
Consequences - Action**

- **Uncertainty and discomfort**
- **Going beyond personal borders**
- **Finding and applying different coping strategies**

Research Question - Findings

Self-competence

Competence in communication

Competence in organisation

Intercultural competence



References

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Thank you for
your attention

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Discussion