



Evidence in Action

A K20 Center Research Brief

Mentorship Modes: Strategies for Influencing Interactive Learners

Brad Gyori
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Introduction

This intervention brief explores the research article "Mentorship Modes: Strategies for Influencing Interactive Learners" by Brad Gyori, published in 2013. The article addresses the challenge of engaging interactive learners in the age of the Internet, where students seek immersive and participatory learning experiences. The research problem focuses on how educators can share autonomy without losing control of their classrooms. The objectives are to identify effective mentorship strategies that foster student engagement and autonomy. The significance of the research lies in its potential to transform traditional lecture-based instruction into a more dynamic, student-centered approach.

Methodology

Research Design:

The study employs a qualitative research design, drawing on the author's experiences, interviews with educators, and existing literature on student-centered pedagogy.

Sample:

The sample includes educators from Tribeca Flashpoint Media Arts Academy in Chicago, a school dedicated to problem-based and project-based learning.

Data Analysis:

Data was analyzed through thematic analysis, identifying key themes and strategies to mentorship modes and interactive learning.

Results

The study identifies three mentorship modes: Bottom-Up (Modeling), Lateral (Collaborating), and Top-Down (Organizing and Supervising). These modes provide a framework for educators to engage students effectively:

1. **Bottom-Up Mentor (Modeling):** Educators lead by example, demonstrating taste and fostering meta-cognitive things. This mode helps students build confidence with themselves as professionals in their field.
2. **Lateral Mentor (Collaborating):** Educators collaborate with students, encouraging peer-to-peer learning and intrinsic motivation. This mode emphasizes the importance of teamwork and accountability.



3. **Top-Down Mentoring (Organizing and Supervising):** Educators guide students through inquiry-based learning, posing questions and fostering problem-solving skills. This mode balances autonomy with accountability, ensuring a productive learning environment.

The implications of these results suggest that adopting these mentorship modes can enhance student engagement, foster critical thinking, and promote a more interactive and participatory classroom dynamic.

Application into Practice

To replicate this intervention in a school context, educators can:

1. **Implement Bottom-Up Mentoring:** Demonstrate tasks and model professional behaviors. Encourage students to observe and imitate these behaviors, fostering a sense of confidence and competence.
2. **Foster Lateral Collaboration:** Create opportunities for peer-to-peer learning through group projects and collaborative activities. Encourage students to take on leadership roles and to hold each other accountable.
3. **Adopt Top-Down Guidance:** Use inquiry-based learning techniques, posing questions that prompt students to think critically and solve problems. Provide guidance and support while allowing students to take ownership of their learning.

Work Cited

Gyori, B. (2012). Mentorship Modes: Strategies for Influencing Interactive Learners. *Interdisciplinary Journal of Problem-Based Learning*, 7(1).
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