

REFLECTIVE DIARY

ONLINE PEER MENTORING FOR
DISADVANTAGED YOUTHS
(SERVICE LEARNING)



01

TRAINING CONTENT

*Introduction of
Interpersonal
Communication*

- The ideas of **inevitable**, **irreversible**, and **unrepeatable**
- **Interpretation** and **perception**

*Concepts of
self-awareness*

- The Johari Windows - **The 4 Selves**
- **Application: Self-introduction/ Personality/ Strengths and Weakness Questions**

*Verbal
Communication*

- **Abstract Messages**
- **Application: Answering concretely**
E.g. The reason of choosing this school/subject

*Nonverbal
Communication*

- **Types of Nonverbal Communication**
- **Application: NC in Interviews,**
E.g. facial message/ gesture/ clothing

02

TRAINING STRATEGIES

TARGET-ORIENTED

This online workshop aims to turn the mentee into a quality candidate in the interview section through communication training.

Therefore, I focused on the most interview-related concepts so as to be specific and practical. At the end of the workshop, we left time for practice and reflection

- Depth is more important than breadth here -

INTERACTIVE TEACHING

Interaction is the key to staying connected with the audience and increasing the willingness to learn.

I raised questions occasionally to encourage active participation and brainstorming. Learning is not only receiving knowledge but digesting and absorbing it.

We played a mini game of distinguishing good and bad examples of interviewees and suggesting improvements.



Samples of game questions shown to mentee

02

TRAINING STRATEGIES

CLOSE TO EVERYDAY LIFE

When explaining abstract concepts, illustrating everyday life examples could be extremely helpful, especially since my mentee was not familiar with communication studies. Telling stories and scenarios that happened to us while indicating different communication concepts made it a lively teaching and easy to recall.

PRACTICE MAKES PERFECT

After introducing all the learning materials, we did practice giving self-introduction for interviews by applying what we have taught in the workshop.

- Always learn from mistakes and improve -

By giving feedback to the mentee, she could find out her strengths and weakness, what to keep, and what to improve. It is a step forward to succeed.

記得一陣要做一次self introduction ah~

12:22 ✓

Yes



12:22 ✓

NOW IT'S YOUR TURN!

03

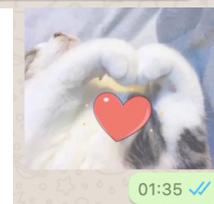
TRUST IN ONLINE ENVIRONMENT

“Trust is the glue of life.
It's the most essential ingredient in effective communication.
It's the foundational principle that holds all relationships.”

To achieve successful mentorship, trust-building is necessary. Early before the workshop, I started a conversation with my mentee and got to know her, trying to speak in a friendly tone and to be approachable just as a senior friend instead of a coach or teacher.



Having a chitchat before stepping in the process helps to reduce the tension and distance if the target audience is a stranger. I showed my interest in her in order to let her know I care about her and I really mean it by real communication instead of simply sending out the messages.



03

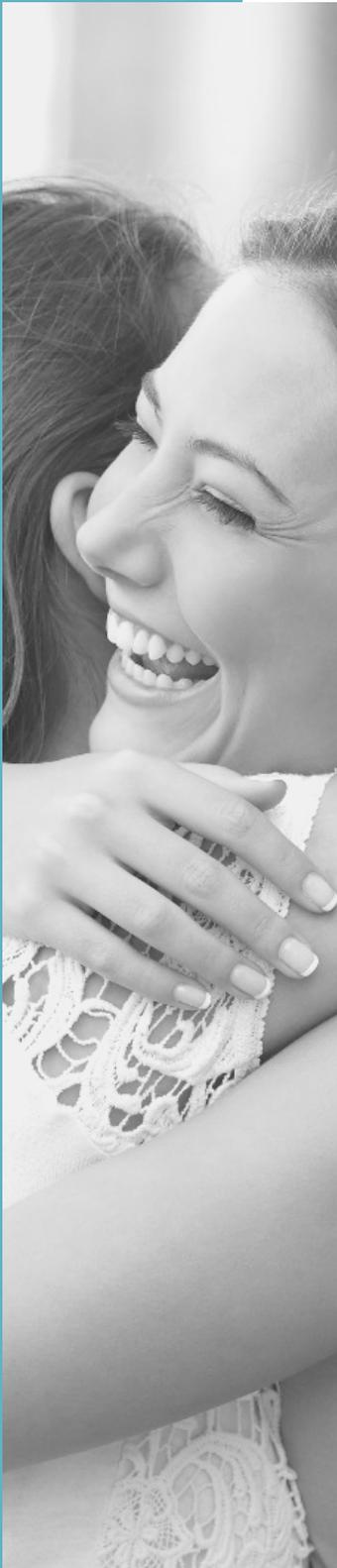
TRUST IN ONLINE ENVIRONMENT

Undeniably, how can we build trust and relationships with people that we have never seen before, that's why turning on my camera to show my face could enhance the whole workshop. Be less mysterious and get close to my audience, show my facial expression and passion while mentoring, we smiled while talking to each other, indicating the sign of a good start and good relationship.



Last but not least, always remember to put ourselves in others' shoes. As my audience is a secondary school student, I recalled my memories and tried to think as a secondary school student who lacks knowledge about communication studies while preparing the learning materials and teaching style.

I also shared my personal experience with my mentee, trying to connect with her by similar backgrounds and feeling as a Form 6 student. She eventually shared her school life with me, responding to my self-disclosure. It symbolized the trust between us.



04

DIFFICULTIES

**Technical issues**

Unstable internet connection delayed the teaching process and hardly could we fix it.

The time we had is limited but the content was rich, we could have made better use of time without the connection problems and everything could go smoothly.

Distractions

It was challenging to maintain sufficient focuses of the mentee online due to various distractions. We could never notice if he/she is viewing other websites/applications during the workshop. And we have no means to solve this issue as we could not remove the distraction. In this case, face-to-face learning might be more beneficial that we could avoid distraction and monitor the whole process.

**Stay connected with the mentee**

At the first workshop, my mentee didn't turn on her camera and always kept her microphone muted, in this case, hardly could I know if she was with me or even participating/listening. I could not see her response or reaction during the workshop and I was somehow confused by the situation. To avoid disconnection, I had to spend more time ensuring he/she is following, E.g. asking questions like "Do you understand?", "Are you with me?" and "Any question?", which the time spent on this could use to illustrate more examples or to introduce other useful concepts.

Fortunately, my mentee turned on the camera in the second workshop probably since the trust is built and she was less shy to show her face. I could see her nodding and smiling while I was speaking so things went better at the second workshop.

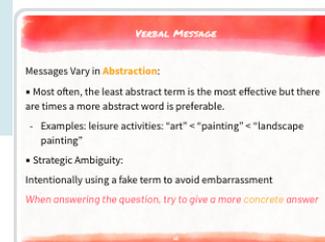
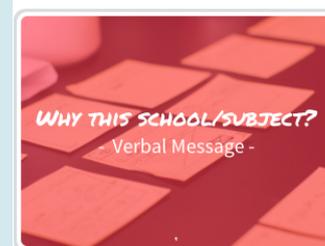
05

SELF-EVALUATION

Due to the fact that I am a private tutor with years of teaching experience, I adapted to online teaching at the very first of COVID, and this allows me to perform a satisfying online workshop with secondary school students with my teaching skills. As a result, we had sufficient interaction during the workshop.

Preparing online teaching materials is always a topic to learn since different types of materials suit different audiences. With the consideration that my mentee is at a younger age, graphics and eye-catching color usage could be added in the PowerPoint to make it interesting and to catch her attention among other online distractions. Colors also help to recall our memories, for example, when my mentee forgot the names/terms of concepts, she mentioned something about "the yellow box" (the open self in the 4 zones) and was able to tell the definition.

However, my time management could be improved as we overran for like 5 to 10 minutes at the first workshop. Since I have never prepared lessons with such limited time, I faced difficulties when selecting content and I had to remind myself to stick with the agenda, not to talk too much or too far so as to finish the workshop on time.



RECOMMENDATIONS

Extend of Time Limit

The time limit of each workshop could extend to at most 1 hour since there is much to talk about in interpersonal communication which could be useful in interviewing, as like as we are spending a lifetime learning and improving how to be a good communicator. In this case, talking about the basic concepts could already have used 80% of the workshop time, yet, I believe the key to effective learning is application. Practice and feedback should not be neglected in the learning process, as same as the reason why assignments and in-class exercises are exists. Therefore, to reserve enough time for theory application and practice, a total of one hour of mentoring may not be sufficient.

Group Teaching

Playing games is always a good means to learn. However in the one-on-one mentorship, hardly could game be implemented as games played in groups would be far more interesting. Under this circumstance, group teaching may decrease the loneliness of learning while increasing the motivation to learn. Nonetheless, this could only be possible when the time limit is extended.

