



WORKING ONE-ON-ONE WITH STUDENTS

1st Part: Meet Your Mentee

Timelines should be calculated as achievement based. When each step is achieved you should go on to the next.

Ensure basic tech and vocational skills

In the beginning, meet with the mentee as much as possible (3-5 times per week). Ensure that the mentee has basic tech and vocational skills (typing, understanding Western concepts of time, e-mail literacy, attachments, basic computer skills, language proficiency).

Match the mentee to the right medium

This should also serve as a time to match the mentees emotional and professional temperaments and goals with the correct journalism field (videography, multimedia, print, radio, or some combination thereof). Generally, people who are being mentored on a one-on-one basis have sought media training before and have some ideas of the careers that they'd like.

Plan the First Story

Find an everyday story that would be unique to others

Sometimes it's helpful to use a metaphor when asking what mentees would like to do for their first story: "You've heard of the Statue of Liberty in New York, right? You've heard of cowboys in the American West? Well, if you were born in New York or in a place in America with cowboys you wouldn't think they were unique, but to the rest of the world they still are. What are some things about your home that are common to you, but would be interesting to an outsider?"

Coproduce the first story so that your mentee can learn in the field

Once a story topic is selected, work with the mentee and teach whatever is needed after each moment/day (interviewing techniques, framing for photos/video, who/what/ where/ when as caption and story structure, media workflow efficiency). Then, publish the story and have the mentee e-mail the link to someone they know and have a conversation about their work. The process of direct supervision with quick feedback rather than hand-holding is similar to the approach of American educator and philosopher, John Dewey.

Remember: *"PEOPLE LEARN BY DOING"*



2nd Part: Practical Education for Professional Advancement

Show work by established professionals:

Every class show students examples of work done by masters of the respective mediums being learned. For photojournalism do a slide show, for multimedia take examples from MediaStorm's website. Talk a little bit about the bio and lives of the famous journalists you are showing. Look for biographic connections between the accomplished journalist's life and that of the student.

Like nutrition, the more exposure to great journalism the healthier the soul.

Provide daily support and encouragement

Push your best students the hardest as one can always improve. Getting your students that extra 10 percent of improvement will be the deciding factor in helping them get a job and a career. By having a great student achieve at a high level you create a role model within the community and other students will strive harder.

When reviewing student work note what is positive about it rather than negatively correcting what's deficient.

When something is achieved praise it and then show the student work at the next level.

For example, if a student has put together a photojournalism essay then go on to audio and multimedia (if that's the student's path).

Show the connection between different media. For example, if you are teaching audio editing use that as an introduction to video editing by showing how to move clips together on a timeline.

When a student can do something specific well, refer them to a colleague for a simple job.

For example, a diplomat coming to make a speech is a story that will usually get picked up by some media outlet and is a good way to introduce students to press accreditation, filing on time, and getting the correct quotes/photos.



3rd Part: Creating jobs through who you know and what you have

Help get the mentee a job

Once the mentee has the basic skill sets of online literacy and the ability to tell stories it's time to help them succeed professionally. This is important to help create jobs using information age technology and also psychologically so that the mentee will think of themselves as a journalist and respected professional in their community.

Think inside your global box

The world is so connected now that you , or someone you know, already know the people needed to help your mentee get a job. Think in terms of connectivity, creating a job is one or two e-mails or phone calls a way. Set up a simple, one-time job with no long-term obligations attached for either mentee or employer. This way the mentee can experience working in the field of modern media and journalism and the employer can provide a job for someone without a long-term contractual obligation.

Help the mentee develop a reputation using social media

Think of Facebook and social networking technology as platforms to better the human condition and each posting you do an opportunity to help someone. Incorporate parts of your professional network onto Facebook. There are people you know who can help your mentees, by posting and promoting their work on your social network you are helping secure the long-term success and reputation of your mentees.

Check in and follow up

As your mentees develop they will no longer need you and this is a wonderful thing. You are an important and irreplaceable part of their life who is in a unique position to offer help and opportunities for your mentees to grow. Continue to offer emotional support and ideas on how mentees can succeed at greater and greater levels. Many mentees express an interest in continuing education abroad. Think of scholarship opportunities and institutions that could help your mentees.



General Tutorial Guidelines:

- Think of each student as a three-year commitment.
- Always praise what has been done well and correct deficiencies as a structural formality and not a personal criticism. Allow for the unique voice to exist and flourish within the context of professional development.
- Build the students up every day and thank them for their courage, dedication, and valor. Remind them that the stories are reaching a global audience and cite benchmarks in the student's career (first story published, people in 12 countries have read your story, etc...).
- Anyone can be a great journalist. If you do the acts of a great journalist then you are a great journalist. The rest of it is just repetition.
- Your students can only be as good of a journalist as you are. Focus on your craft every day for you and for them. Teach by being the kind of journalist your students look up to.
- Promote students to personal and professional contacts once you are proud of them.
- You should spend at least 3 hours a day thinking, worrying about, and helping your students.
- Be emotionally prepared to be involved in almost every facet of the student's life. You are a mentor in a complete manner.
- Think of your role as someone who cares and solves difficult problems, rather than as a teacher of a specific thing. Students will naturally respect commitment and consistency. Think of yourself as a purpose rather than a person, a force in the world creating wealth and telling stories.