



OLC RESEARCH CENTER FOR DIGITAL LEARNING & LEADERSHIP

# DIGITAL ACADEMIC REVOLUTION

## MENTORSHIP COMPETENCY

**#6 THE INSTRUCTION MANUAL**  
Capturing, Coaching & Creating  
the Learner of the 21st Century

BY MARTIN MEHL & LUANNE FOSE | April 2017



## KEYWORDS

Advising | Active Feedback | Digital Academic Revolution | Digital Mentorship | Every Organization Succeeds | Every Parent Succeeds | Every Student Succeeds | Every Teacher Succeeds | Information Literacy | Luanne Fose | Martin Mehl | Mentorship Grid | Personalized Learning | Screen Coaching | Teacher-Driven Revolution | TLC Diamond |

## PREAMBLE

*The in-depth segments of the Mehl/Fose research from motivation to conceptualization to adaptation through adoption and diffusion are featured in a multi-part series by the Online Learning Consortium Research Center for Digital Learning and Leadership. The Digital Academic Revolution: Mentorship Competency Series shares with OLC members the “inside scoop” and transparency of digital mentorship competency in teaching and learning.*

## #ETS EVERY TEACHER SUCCEEDS

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### #NTLB (NO TEACHER LEFT BEHIND)

Picture a new, shiny ride that sits in your driveway. You may be impressed by its looks, its fuel efficiency, or its potential to go fast and the fact that it’s fun to drive. However, before you are legally allowed to operate it, you have to have a license and insurance. Buzz kill.

All the apps, products, and technology that are trying to get teachers to onboard, buy into or experiment with their students are much like that new shiny ride in your driveway. The impatient and curious minds of learners simply want to take them out for a spin. They want to have a carefree experience. “Why can’t I just ride the ATV, the jet ski, the snowmobile now?” (Insert whiny voice here) “Why not? That’s not fair! Grown-ups just don’t know how to have fun! Rules are meant to be broken! Why does learning have to have rules?”

Sometimes innovation can push rules to be changed, but the Department of Motor Vehicles, driver’s education instructors and law enforcement officers still need to know what the rules of engagement are without being bureaucrats and boring pencil pushers. Education is not a pleasure craft. It operates within an existing, complicated environment that has A LOT of rules, regulations and standards. Most of those rules exist for a reason and for ALL participants to have fun and be safe, no matter what age and skill set because the infrastructure serves EVERYONE.

So how can the world that wants to push learning to be engaging, stimulating and still be fun while experimenting with technology coexist with a world of rules, regulations and classic tools? How can we assess learning outcomes and deliverables, when all we really want to train learners is to be creative and self-sufficient, instead of grade-grabbing copycats? How can we change the world of learning? *What is the missing link?*



We have to make sure that teaching is engaging and motivating. Teachers need to be lifelong learners and mentors if they hope to impact their own students throughout their career both inside and outside of their classroom. We need to make every effort to create the same environment we have purposefully crafted for our students for our educators as well -- that is the missing link. When you care about others you tend to forget about your own needs. We need to prioritize the “healthy body, healthy mind” approach for the sanity check of our classroom heroes. We simply cannot take the survival skills of elementary, middle school, high school, higher education and workforce instructors for granted. There needs to be a manual, a textbook of sorts, on how to be better prepared for the digital classroom of the 21<sup>st</sup> century.

New learners, traditional, non-traditional, talented & gifted, special, or adult learners need to experience **ACTIVE** feedback. That’s the game-changer. It impacts the way we cope with our information digestion. Once you experience ACTIVE feedback it CAPTURES your brain. Mentored learning means capturing the spirit of lifelong learning. This is directly in line with **personalized learning** and reaching the mind of the learner at a unique place in time *during the process*, not afterwards.

Teachers generally assign **PASSIVE** readings to better prepare their students for class. Essentially, the textbook is supposed to set the knowledge foundation for lecture. However, in contrast, simply listening to a presentation and absorbing the content is less effort and more enjoyable, more convenient, faster and increases knowledge competence. It is additionally more affordable than that heavy physical textbook. There is a reason podcasts, TED Talks, webinars and video conferences have replaced their static counterparts.

Let’s be more concrete. Instead of reading a recipe in a cookbook, it is a lot easier to follow step-by-step instructions on a screen and much more engaging to eat a carefully prepared meal and enjoy the fruits of someone else’s labor by following a modeled example. This is clearly evident when flipping through the networks allocating airtime to cooking shows and the celebrity status of viral chefs. Bam! The traditional, dusty, index card archive of family recipes makes way to this “learn by doing” approach.

We don’t need to reinvent the wheel or “build a better mousetrap.” We do, however, need to acknowledge that there is progress in the learning process where technology can now assist educators in customizing content to aid in a student’s growth and foster their independence. We are no longer looking at education as a brick and mortar restricted environment.

When we authored our first article of this six-part series for the OLC, we mentioned that the National Parks had just celebrated their centennial anniversary. Back in 1916, the National Parks opened a new frontier of education to inquisitive and preservationist minds that transformed the preservation landscape.

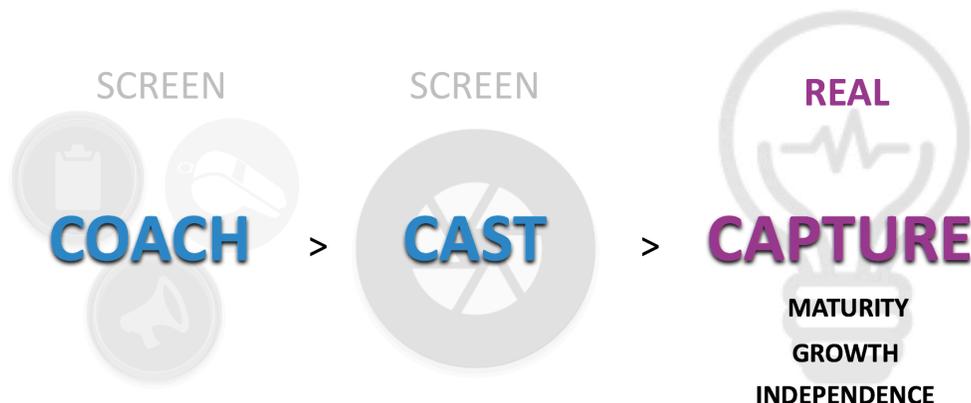
Now with digital mentorship, we are looking at new frontiers in the "Wild West" of the digital landscape and once again, we need to **formally** redefine how best to prepare our instructors and academic leaders for the next dimension of learning – a learning that is multi-dimensional in scope.

We tried back in 2007 to reach inquisitive minds when we looked at podcasting and unlocked a new approach, but the world wasn't quite ready, yet. In 2017, we have unlocked another door by demonstrating that screen coaching simply is the better, more efficient, and more impactful way to reach, guide and encourage learners holistically. Why is 2017 different than the past? **Web 2.0**

That's right. You can purchase routers, tablets, smartphones, Wi-Fi extenders and laptops at your local Walmart, Kmart, Target or Costco. You can walk up to any hotel clerk and ask about Wi-Fi connectivity passwords. You can eat a Big Mac and fries at McDonald's and browse on their network while you chomp away. Try finding a public phone booth these days – anywhere. For the moment, let's suspend security, necessity, and speed as valid points of concern. Wireless connectivity is an accepted way of life in the court of public opinion; that means the market has embraced the usefulness and convenience of the network-centric infrastructure.

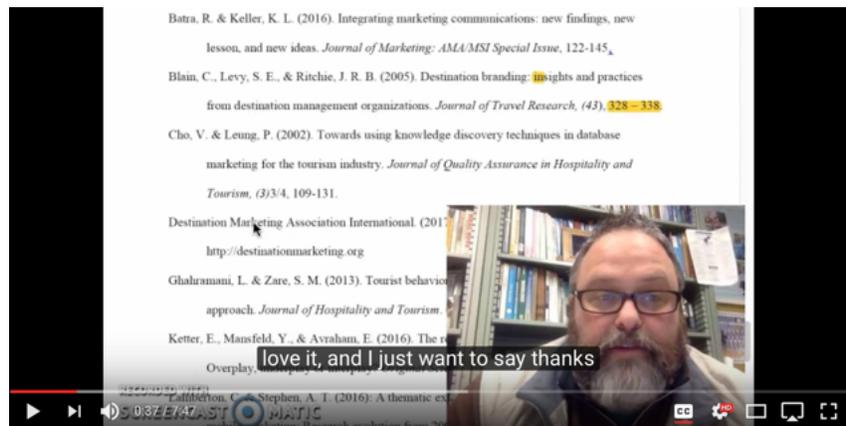
When we wrote our initial article on podcasting a decade ago we were early adopters. What has changed in the course of a decade is not necessarily new innovation pushing acceptance, but the social integration and convenient usage of this setup. What needs to be acknowledged about screen coaching is the simple fact that we are finally ready to use the most efficient way of integrating *cheap, fast and easy* mentorship into the classroom; that is, fusing competence and convenience into **competence**.

The Greeks called a worldview underlying the theories and methodology of a scientific subject a "paradigm." We are on the verge of a new paradigm and you are presented with the decision to either embrace it or be left out. This is not about being a technology evangelist; this is about agreeing that digital mentorship is the single most significant advancement in generating meaningful learning environments and acknowledging that **screen coaching is the easiest, cheapest, fastest, and most impactful method to accomplish this.**



We thought you might need more tangible evidence that the digital mentorship paradigm with screen coaching works. Below you will be able to hear directly from the mentorship-change agents at Cal Poly (San Luis Obispo) who are already “on board.”

[https://youtu.be/jXU\\_8\\_DIHRQ](https://youtu.be/jXU_8_DIHRQ)



(Pictured above)

**Dr. Brian Greenwood, Associate Professor & Sport Management Coordinator  
Experience Industry Management, Cal Poly, SLO**

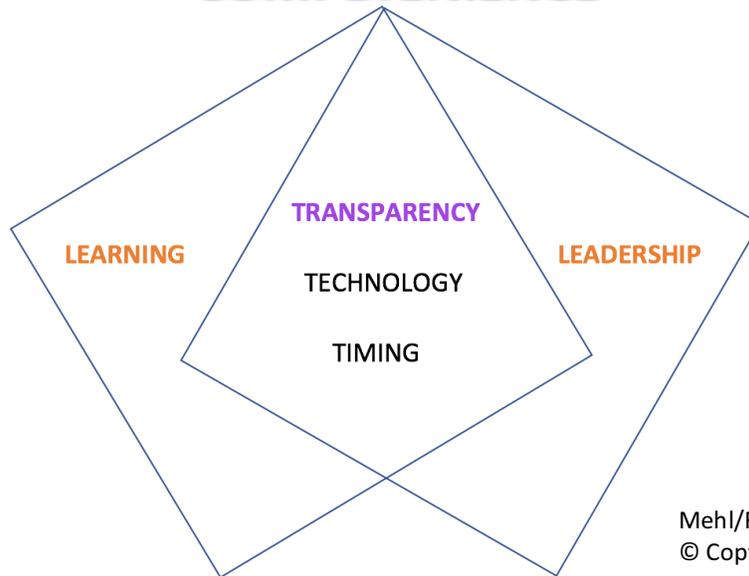
## QUESTION #1:

### WHY IS SCREEN COACHING PEDAGOGY ANALOGOUS TO HAVING A LIFE COACH?

Instead of waiting for our current instructors to be on life support -- exhausted and disheartened -- we need to hook them up to an IV with never-ending infusing drips chock-full of digital mentorship energy and mindset. The digital mentorship approach is a change of mindset in which we are constantly thriving to fuse technology, instructional design and experience into a life lesson, which in turn we transfer by mentoring the next generation of leaders.

This generation of learners is not just restricted to youth coping with technology as a new learning dynamic -- so are their instructors. Technology penetrates the formal academic environment, yet we have not embraced a new methodology on how to transfer the traditional learning principles and pedagogy with the **TLC Diamond** paradigm. In this paradigm, the transparency of the learning process is enhanced, refined and nurtured with the infusion of the instructor’s mentorship guidance & feedback. Instead of self-reliant coping by the learner, the timing and processing of the leader’s mentorship clarifications creates long-term tangible success.

# COMPETENIENCE



Mehl/Fose "TLC Diamond"  
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T	L	C
<b>TRANSPARENCY</b>	<b>LEADERSHIP</b>	<b>COMPETENIENCE</b>
mentorship + pedagogy	modeling + mastery	merging competence + convenience
<b>TECHNOLOGY</b>	<b>LEARNING</b>	<b>COMMUNICATION</b>
capturing the holistic learning process + product	assessing observations + deliverables	knowledge-transfer verbal + non-verbal
<b>TIMING</b>	<b>LONGEVITY</b>	<b>CLARITY</b>
permanent on-demand repository	customization of mentorship short-term + long-term guidance	elimination of vagueness + uncertainty

## QUESTION #2:

**IF YOU WON THE LOTTERY, WHAT WOULD YOU BUY TO MAKE DAILY LIFE MORE CONVENIENT?**

"Either a personal chef, or a personal fitness coach, or both." We know that eating certain foods are unhealthy and bad for us, but we consume them anyway. Why? Because of convenience, access and frankly, they often taste great! What leaves a bad taste, however, is the gain that the bathroom scale displays weeks later. If we could delegate that responsibility to someone else, well... heck yes!



Money may not be able to buy you happiness, but it surely can buy convenience - a lot of convenience. So, let's make you the **richest person you can be**. We want you to grasp that we have answered your question of "Why should I have a screen coach when I learn?" Because you need to get the most powerful education ANY money can buy.

When we talk about information digestion it isn't different -- convenience first. Martin often asks in the forensic classroom the following questions: "Do we read information we hate to read, or do we read information we enjoy reading?" That is his pitch to begin his class discussion on how to avoid self-evident truth and confirmation bias in research. In the post 2016 Presidential elections, we see that the answer coincides with the need to avoid social media echo chambers... but that's another story.

The golden rule to understand your opposition is **to walk a mile in their shoes** and to digest the logic in their arguments. Essentially eliminating an "us vs. them" approach to determine what side has stronger evidence-based reasoning. If you can argue both their side and your own side ethically, you indeed have established the goal of learning something about yourself that you didn't want to admit. There is often more common ground on an issue than you originally thought. With this approach, you also draw a conclusion that is based on properly investigating all sides of an issue instead of the narrow, myopic one.

The next significant lesson learned is the need to conduct more valid research. We have now reached such a progressive state that past research methods no longer apply to the new approaches of learning & assessment. There is no way that direct, in person, face-to-face interaction is going to be replaced through distance learning, but all learning, no matter the mode of delivery, needs to be fully and properly engaged. There is a time and place for technology and a time and place for innovation. The more powerful aspect of the new approach is the opportunity to be personable and permanently available to learners' minds. Redundancy clarification is now eliminated from the daily grind of office hours and limited availability. Now an educator can focus on refinement and customization in lieu of standardization and quantitative assessment.

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### QUESTION #3: SHOULD A CHILD BE ON A SCREEN TIME DIET?

There is an ongoing dispute whether screen time is a healthy influence in developing minds. The general rule of thumb and acceptable approach for most engaged parents is "everything in moderation." There is also the perspective that core values of creativity, engagement, expressiveness and independent problem-solving skills could vanish due to gaming and computer time in lieu of more traditional exposures to learning. As with every dilemma, it is crucial to circumnavigate the extreme positions and engage in a fact-finding approach.

*As a parent, you have to ask yourself: Are they mutually exclusive approaches? Why can't we merge convenience and competence in learning? Is technology friend or foe? Why do we have to be either rigid, or engaging?*

## #EPS EVERY PARENT SUCCEEDS

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### #NPLB (NO PARENT LEFT BEHIND)

Running a classroom is a formal (certified and credentialed) version of being responsible for the intellectual growth, success and guidance of young developing minds. However, innovative, engaging and creative teachers are often discouraged to experiment as if the latest and greatest trend might contradict the tried and true traditional methods. Both approaches have ambitious goals of bringing out the best in students, but the newer approaches may prove to be more engaging for today's 21<sup>st</sup>-century learner, who has been exposed to social media and more collaborative approaches to learning.

We also need to acknowledge that students come in a full range of technology-centric and technology-phobic flavors. As we mentioned earlier, the generation that adopted to phone calls and voicemails, that ends an email message with "Thank you" or "Sincerely," is somewhat different than the generation that has created its own succinct language of acronyms, icons, and emoji's for text messaging. Both approaches have a purpose; both approaches can be merged. Now we can address the voicemail and the text-centric learning styles by using screencasting to capture both of their needs. Yes, you can have it all!

### VoiceMail + Texting = Screen Coaching

Borrowing from Malcom Gladwell's "10,000-Hour Rule" (2008), the challenge is about *exposure, significance and impact* of this new format of infotainment in a tech-centric society. Gladwell argues that "practice makes perfect" and that may well be the case. Encouraging and enabling something that a child's or adolescent's developing mind seeks out because it is highly motivating is a natural human behavior that needs to be reviewed, harnessed and put to good use.

The entertainment value of electronic devices simply cannot be disputed. Video games have introduced the approach of "gamification" -- meaning the playful integration of learning through highly-stimulating challenges on a screen. Gamification is the most trending approach to have the "being logged-in effect." Ranging from in-car movies, tablets in restaurants, waiting rooms, and as babysitter supplements, entertainment through electronic devices are here to stay. There is no doubt that they are engaging to the user as well as simple and convenient. Such entertainment requires minimal effort from the supervisor (parent) and maximum outcome, as the desired goal is lack of nuisance and disruption. So, is technology friend or foe? Let's suspend the perspective on "if" this is a good practice and embrace for a moment that it is *common* practice.



Let's also suspend judgment and contemplation regarding "What is the world coming to?" and "Will robots be taking over the world?" or any other technophobic clichés.

Key here is a form of **role reversal**. As a parent, the role of guiding, teaching, leading, mentoring, counseling is often a delicate balancing act between drawing from our own experiences paired with improvement, and a strong desire to not replicate our mistakes. There is even a healthy portion of "trusting your gut" instinct, while ideally validating those principles with some form of informed consent (books, videos, other parents' advice, imitations, and life lessons). In this dynamic, the parent has the clear role of serving as the **leadership and authority figure**.

The disconnect of the new technology-seeking child and clueless parent isn't new. Today it is the Nintendo Switch. Back in Martin's day it was a Commodore C64 with either a data tape drive or the more advanced 1541 floppy disk drive. Later it became the Apple II and Oregon Trail. No matter what the console (Xbox, PlayStation, Wii U), the next generation will seek out the most recently-released platform to engage in the most recently-released game.

The typical scenario in which a child approaches a "grown up" while showing off a victory in a particular game -- for instance, material collection in Microsoft's Minecraft -- results in a lack of understanding from the parent, or a somewhat dismissive "good for you" or "that's nice" response. However, the worst reaction is based on a lack of competence on the subject matter: "I don't even understand what you are showing me!" Even the most engaged parent doesn't take the hours necessary to learn about the characters in various virtual worlds that the next generation resides in. This is where Malcom Gladwell's "10,000 hours" comes into play. The key in this analysis is not about the gamification of learning, or the glorification of technology gadgets above all; it is about understanding that in the current dynamic *the child is technologically standing in the mentorship role*. (This dynamic is best illustrated in the Digital Mentorship Grid at the end of this article.)

Now let's push the example a bit further. Let's say the parent identifies the need of being able to fully engage, and asks the child to teach them the game, which is inherently uncharted territory in the power dynamic. The lack of maturity and thoughtfulness on how to mentor their own parent, is an instant summary of the role of parenting and **Screen Coaching Pedagogy**.

It isn't problematic that the parent is the student, but it is crucial to comprehend that the parent is being exposed to new material, yet how this information is relayed and digested has not been reversed. The ability to guide the process (i.e., going over fundamentals, defining, distinguishing and establishing the scope and scale of HOW to relay this information) remains firmly the mentor's responsibility. The instructor in this scenario is merely more exposed and experienced in the game; however, not on the



technique of leadership that comes with “10,000 hours” of making mistakes on how to guide the learning process most effectively as a “grown up.” The child has a more natural affinity for embracing technology due to curiosity/novelty and the ability of not yet being set in their ways (in other words, being open-minded).

When children are trying to problem-solve a challenge in their world, they seek out “how to” YouTube videos from peers or subject matter experts online. This is because they are in a sort of “survival mode” and need to keep up with their peers who are more versed on the subject matters of Super Mario, Minecraft, Grand Theft Auto, coding and/or robotics.

Now that you are up-to-date on the learning process methodology and we have been transparent with you about where we see the fusion of technology-centric knowledge-transfer developing, we want to share with you its applications. We could not be more appreciative of those of you who digested and inhaled five articles that may very well have been a book, or at least a manifesto of what the digital academic revolution of mentorship competency will be. In this final article of the DAR series, we wish to share with you our mission statement and game plan.

Steve Jobs is universally praised for applying the famous quote from the 1989 Iowa baseball movie, *Field of Dreams*, using the approach of “build it and they will come.” Jonathan Ive, Apple Product Design VP, explained in the interview with Helen Walters (2009) from Bloomberg about “The Key to Apple’s Success” that Apple’s primary goal is not to make money, but to make great products that people will love.

*“Apple’s goal isn’t to make money. Our goal is to design and develop and bring to market good products... We trust as a consequence of that, people will like them, and as another consequence we’ll make some money. But we’re really clear about what our goals are.”*

When the “Think Different” advertisement campaign was unleashed in 1997, it empowered a transformation that constituted a consumer-centric approach and positioned Apple as a seminal brand. In retrospect, it marked the re-emergence of Apple as a market powerhouse and the declaration that there was a “new sheriff in town” with the rearrival of Steve Jobs. Most significant is that this advertisement campaign was unique for Apple showcasing a montage of ground-breaking figures (Thomas Edison, Pablo Picasso, Albert Einstein and Mahatma Gandhi, to name just a few) who had significantly impacted history. The genius here was highlighting great minds and insinuation that Apple would be at the forefront of developing and mentoring the next generation of leaders instead of promoting technology tools.

We also want to foster minds that “Think Different.” We want to empower teachers and leaders to help those “different” developing minds to grow and thrive and reach new heights that they had never even dared to dream of. However, like Einstein and Steve Jobs, we believe that simplicity is key and it is imperative that the end goal of mentorship is not cluttered by complicated theories and processes.

*“If you can’t explain it simply, you don’t understand it well enough.”*

~ Albert Einstein

**DIGITAL MENTORSHIP LITERACY**

MUSIC: Pleny Ford, Johann Sebastian Bach

BUSINESS: Albert Einstein

SPORTS: Muhammad Ali

SCIENCE: Albert Einstein

ART: William Shakespeare, M. Curie

PAIRING LEADERS & LEARNERS

PRAGMATIC HOLISTIC INSTRUCTIONS

KNOWLEDGE TRANSFER & TRANSPARENCY

CONNECTING SCHOLARS & STUDENTS

CAPTURING LEADERSHIP LEGACY

Martin and Luanne agree with that statement, which is why we called the initial white paper “less is more.” If we can’t explain what this vision is to a class of elementary school children we have failed. So, let’s do that. **Here is the Future.**

What we want to accomplish may be equally ambitious. It is less tangible but has clear benchmarks. We want the vision of experienced leaders to have a more potent, instant and permanent impact. We want to capture the ideology and convert qualitative theory into quantitative outputs. If we can’t explain what this vision is to a class of elementary school-aged children, then we have failed.

Dear 3<sup>rd</sup> Grader,

We want you to be able to see, hear and feel what someone you admire thinks of your work and capture what they think of it right away. We want you to never guess what they meant when commenting on your writing. We want you to be able to see those comments anytime, anywhere, whenever you want. We want to reinvent the book and make it your screen. We want you to be able to hear the thoughts before the pen is too slow to capture it. We want to reinvent learning.

We want your teacher to be able to do a really good job when they share this knowledge with you. We want to reinvent what a teacher does. We want teachers to be mentors. We want you to be able to hear, see and feel what a person giving you instructions thinks of your work so that you can understand how to improve it. We call that "digital mentorship."

We want your parents to see and hear what your teacher thinks and then share that with you in order to make you better at what you want to do. We want you to go to college and keep learning the same way. We want you to be able to share your own work that way and someday train others that way. We want you to hear the voice and guidance of all those mentors that make you the best version of yourself. We want you to have a movie and a soundtrack of all the things you have learned from those mentors throughout your life that you can return to anytime. If we can accomplish this, we will have accomplished our life goal.

Sincerely,  
Martin & Luanne

Matter of fact, we would be disappointed if we couldn't have an actual 3<sup>rd</sup> grader explain it. Since Martin's son, Carsten, had already volunteered to take his dad's photo for the author profile, he was also excited to take on this task. Carsten Mehl is a 3<sup>rd</sup> grader in a public elementary school in California. Here is what he had to say:

[https://youtu.be/dB\\_WsDDgrYI](https://youtu.be/dB_WsDDgrYI)



Howard Gardner, who is credited as the author of the theory of multiple intelligences, expressed similar sentiments in a 1997 Edutopia interview (Gardner, 1997) when he discussed the need for a new approach to assessment in schools:

*“Let's get real. Let's look at the kinds of things that we really value in the world. Let's be as explicit as we can. Let's provide feedback to kids from as early as possible and then let them internalize the feedback so they themselves can say what's going well, what's not going so well.*

*I'm a writer, and initially, I had to have a lot of feedback from editors, including a lot of rejections, but over time, I learned what was important. I learned to edit myself, and now, the feedback from editors is much less necessary. And I think anybody as an adult knows that as you get to be more expert in things you don't have to do so much external critiquing; you can do what we call self-assessment.”*

*~ Howard Gardner*

This is the beauty of screen coaching pedagogy. At the beginning, you need and even crave significant feedback from your mentor, but eventually, as you gain more expertise and get a grasp of what is most important, you learn how to assess yourself – to objectively and intricately evaluate your own craft. In time, as you develop your ability to self-assess, you will find that you don't need your mentor's input quite as much as you did in the beginning. However, with screen coaching pedagogy, if you find yourself stagnating, you can always return to select moments in the soundtrack of your life to remind yourself of your mentor's sage advice. In essence, it's the difference between having a historical written letter from your past, which is one-dimensional, and a video assessment, which is multi-dimensional. Being able to go back to the multi-dimensional video assessment and refresh your memory of what you took away from it as a lesson the first time, may just help you move further forward and rise above your stagnation.

#### **QUESTION #4: WHO BENEFITS FROM THIS APPROACH?**

Let's be honest, instead of reading through this article you would have much rather had us explain our thoughts and ideas in a webinar or a video. Your nodding head proves the point right there! During our research over the past two years with screen coaching, one of the things that we have found to be self-evident is that this method of mentorship feedback does not play favorites to a specific discipline -- that is, it doesn't work better in one discipline over another. It seems that no matter where the method is applied, it always has something to offer -- sometimes surprising us in its ability to magnificently transform itself in the hands of creative, experienced educators who are intentional masters of their craft. Let's look at a few examples.

In the music classroom, screen coaching is comfortable in, to name just a few, applied performance, music theory/composition, and music education. Each of these situations requires a different type of coaching from the master teacher and yet screen coaching is perfectly comfortable and qualified to mentor in each instance. Music instruction has



always relied heavily upon a master teacher skilled in a particular instrument to critique, demonstrate and vocalize the ethereal and emotional aspects of music that are difficult to put into words. Sometimes the best response by a master musician to a struggling learner is, “Here, listen...” as they pick up their own instrument and demonstrate to a student the nuance of a particular phrase or their fluid musicality while mastering a difficult fingering passage.

Imagine, if you will, how much more effective it would have been in the situation that Luanne described in our *Article #2 - The Conversation*, if her music theory/composition instructor had said, “You know, Luanne, although you have tried to emulate the compositional style of Mozart by following certain compositional tenets that you observed in his original manuscripts, you have missed the *soul* of Mozart’s writing in this section of your string quartet. Here, listen...” This comment would have been followed by the instructor sitting down and screencasting a demonstration at the piano while displaying the specific musical passage on the screen, performing the passage both the way Luanne had written it and then, in the master teacher’s opinion, how Mozart might have written it. To this you might say, “Well, yes, but that same approach could have been done in a one-on-one private compositional lesson.” True, it could have, but would it have been done in a class of twenty? Not very likely or certainly, not very often; and it most certainly wouldn’t have been recorded so that it could be accessed time and time again as Luanne attempted to develop her compositional skills. Furthermore, would Luanne have been ready to accept the advice in class or in a one-on-one meeting with the maestro as easily as she would have had she been listening to it in the privacy of her own music studio?

Maybe Luanne would have recoiled in horror, embarrassment or fear of her mistakes or maybe she just wouldn’t have the capacity to listen to the correction at the particular moment that the maestro had chosen. Screen coaching adds a further dimension in instruction by letting a student receive correction at a time when they are more open and ready to hear it. As a musician, timing can be everything. It can inspire, or destroy passion. Additionally, recording adds a different element to the learning dimension by allowing the concept to be reapplied over and over again each time the student is open to receiving the instruction again.

Capturing the moment of instruction with screen coaching allows the student to listen and experiment with different approaches to find the ultimate solution to the problem. In short, it allows for *learn by doing* through a documentable approach that seeks improvement with each experiment. With such documentation, *learn by doing* is no longer *learn by failing* (as our Cal Poly students sometimes like to tease), but a documented progression toward eventual success and mastery.

Imagine how this also could have played out in applied music performance lessons by a master teacher who the student doesn’t normally have access to study with locally, or

even in the classroom filming of a novice single-subject credential candidate out in the field braving the jungle of the junior-high band classroom. The master teacher could simply play the video of the candidate leading the band in a typical class performance of a composition. After that a detailed screencast commentary could serve to refine the candidate's pedagogical techniques and improve upon the current classroom dynamics. Such a review could even include observed classroom discipline issues, which the candidate is likely unaware of or doesn't have enough experience to understand how such disruptions will become more problematic in the future.

No matter the academic discipline, everyone needs coaching to hone their skills and to discover, on a deeper level, what they are capable of within the field that their heart longs to excel in. This is true whether you are a child, a teenager, a young adult, or a middle-aged/senior adult. If we truly believe in lifelong learning as we say that we do, then we should always be seeking as lifelong learners to find a master teacher who can coach us to become our best selves, no matter what point we stand on the chronological timeline of our lives.

The mentorship approach highly resembles a coaching mentality. Any athletic field has debriefing sessions, competitor's review, performance assessment, skill refinement and one-on-one feedback to optimize performance. New York Yankee's Yogi Berra famously stated "Baseball is ninety percent mental and the other half is physical." However, the mental refinement is usually not part of the coaching framework; it is a sports psychology training framework, focusing on performance, and player preparedness, media savvy and image consciousness, not knowledge transfer. That needs to change. Players don't just need to get ready to perform they need to be able to see, hear and absorb their trainers, coaches, even senior teammates.

Screen coaching provides optimal preparation through asynchronous mentoring with advice, instruction, and guidance capturing. For recruiters and professional sports development this will change how we capture prospects and guide talented protégés in any learning arena. No longer will coaches only show video footage of selected portions of a game in the locker room and provide commentary to the team; now they can actually take video footage, open it in Screencast-O-Matic, and then provide personal comments to individuals about their performance in a much more effective way.

Law school teaches you a very fundamental approach to cross examination and approaching a witness on the stand: NEVER ASK A QUESTION YOU DO NOT ALREADY KNOW THE ANSWER TO. We will have introduced you to a total of five questions in this last and final article in the Digital Academic Revolution (DAR) Series and we are confident that we are not sharing an idea but an ideology, and that we are able to make change happen through disseminating the message and method we call **Screen Coaching Pedagogy**.

## #EAS EVERY ADVISOR SUCCEEDS

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### #NCLB (NO COUNSELOR LEFT BEHIND)

Students struggle to balance their financial, personal, nutritional and classroom challenges. In a set-up where the ‘freshman 15’ (overeating) and ‘poverty drop out’ (food insecurity) shows the difficulty of mastering time management, homesickness and good decision making, it is invaluable to have the voice of good counseling available like a reliable DVR recording. Combining asynchronous advice and the use of other resources (for example synchronous teleconferencing with advisors and counselors through tools like Zoom) permits knowledge-transfer and interactive remote assistance to increase personal and academic success.

This can be for career counseling, academic advising, peer-to-peer mentoring, mental and nutritional health, human resources clarification and international time-change challenged situations, just to name a few. We are on the cusp of further experiencing tele-internships and remote apprenticeships empowering an inclusive workforce training that isn’t location limited, leveling the playing field.

If we are looking at the core challenges that have triggered the California State University’s Graduation Initiative 2025, DMC can serve in the process of generating solutions (see below).

The strategic measures proposed in the Graduation Initiative 2025 are designed to support students through the entire pipeline—from applying to the CSU through to graduation. Some of the methods on the path to achieving these objectives include:

- Ensuring first-time freshmen are prepared for college. The CSU works closely with its K-12, community and business partners throughout California to prepare more students for the rigors of college—and on the path toward a lifetime of success.
- Ensuring transfer students entering the university are academically prepared. The Associate Degree for Transfer program, a collaboration with the California Community Colleges, helps streamline the transfer process for tens of thousands of students annually.
- Ensuring technology is part of every CSU student’s learning environment. Effective use of technology has been shown to improve retention in courses with the highest failure rates.
- Ensuring student outcomes are improved and clear pathways to degrees are established through the expansion of electronic academic advising tools.
- Ensuring student success is supported with the hiring of more tenure-track faculty and more support and counseling staff.

Graduation Initiative 2025 is the CSU’s commitment to remove the obstacles to student success, enabling our students to experience transformation for themselves and a lasting impact on California.

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## #EOS EVERY ORGANIZATION SUCCEEDS

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### #NOLB (NO ORGANIZATION LEFT BEHIND)

In Article #5 we referred to the knowledge-transfer-system; in other words, we were talking about the HOLISTIC approach to **pedagogy + instructional design (ID)**.

#### K-12 + ID

Digital Mentorship (DM) has eliminated faculty and student frustration of “redundancy clarification” during office hours (including parent-teacher conferences), active parent participation, and teacher-to-teacher (including teacher substitutes) knowledge-transfer. No travel is required to comprehend the instructor’s commentary while creating minimal to no wait time or excuses for students to fully engage and comprehend the subject matter. This enhances parent engagement/involvement and pupil guidance. Affordable learning: First-generation, non-traditional and under-represented students can be pro-actively reached, guided, motivated and impacted through the usage of screen-capture grading. This also empowers pre-service, in-service and veteran educators.

#### HIGHER EDUCATION + ID

Our vision for long-term sustainability creates an entirely new category for faculty development centers, instructional designers and faculty on campuses across the nation. They will assume the role/responsibility of advisors, facilitators, generators and assessors of information transfer repositories housing “best practice” modules.

#### WORKFORCE TRAINING + ID

The Common Core standard conceptualization draws from the “college and professional preparedness” requirement of diploma-issuing academic arenas. However, the necessity of talent acquisition, retention and advancement is the ultimate goal of the paradigm shift. Converting intangible performance benchmarks and assessments into tangible deliverables and disrupting the current framework by incentivizing passion, motivation, task and social leadership within the workforce is our goal.

## CAREER IMPACT

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By now we’re sure you’re wondering if we are ever going to address the third-tier application of digital mentorship that we mentioned in earlier articles - **professional development and workforce training**. Although we have not established a “proof of concept” YET into this arena with the digital mentorship approach, there is no doubt that this arena is longing for a fast, easy, and cheap approach to mentoring employees.

High School teachers and university professors have long been aware that the current U.S. educational system is failing to provide the type of employees that the workforce needs. The U.S. Department of Education (2017) described “**employability skills**” as skills that are recognized as essential to college and career readiness. The key employability skills identified by employers are aptitudes that we all might expect for a formally-

educated individual to possess, (i.e., *critical thinking skills, interpersonal skills, technology usage skills, and communication skills*).

Recent studies by the U.S. Department of Education show that 39% of employers think that high school graduates are unprepared for the expectations they'll face in entry-level jobs. 45% of employers think high school graduates aren't prepared with skills to advance beyond entry-level positions. So, in a nutshell, almost half are not ready to advance in their career development. For college grads, the numbers are even worse with 58% of the employers reporting that college students have not been trained by our educational system to succeed in entry-level jobs and 64% of the employers believe that significant improvements are needed to pass on the skills required to advance in their careers. Essentially, **6 in 10** of our college graduate are not ready or positioned to succeed in their career.

Hart Research Associates (2015) drafted a study on *College Learning & Career Success* that discussed the learning outcomes that employers deem most important for college graduates and as top priorities when hiring. Comparable to the U.S. Department of Education's employability skills, the learning outcomes that four in five employers rate as "very important" (i.e., assign a rating of eight, nine, or 10 on a zero-to-10 scale) relate to communication, teamwork, ethical decision-making, critical thinking, and applying knowledge in real-world situations.

The "Skills Comparison" table below, extracted from the HRA report, demonstrates the disparity between *which skills employers desire* in their employees and their assessment of *whether the typical college graduate possesses these skills*. The results of this study provide discouraging evidence that our educational system is indeed failing to provide graduates with the skills they need to secure a job, advance in their careers and succeed in their professional life.

Clearly, we are falling short in passing these skills on to students to prepare them for the workforce where they will spend most of their lives. In their article, *Mentoring Millennials*, Meister and Willyerd (2017) point out that Millennials are pushing for a change in the workforce by soliciting for straight feedback from their employers as well as more mentoring and coaching to accelerate them along their chosen career paths.

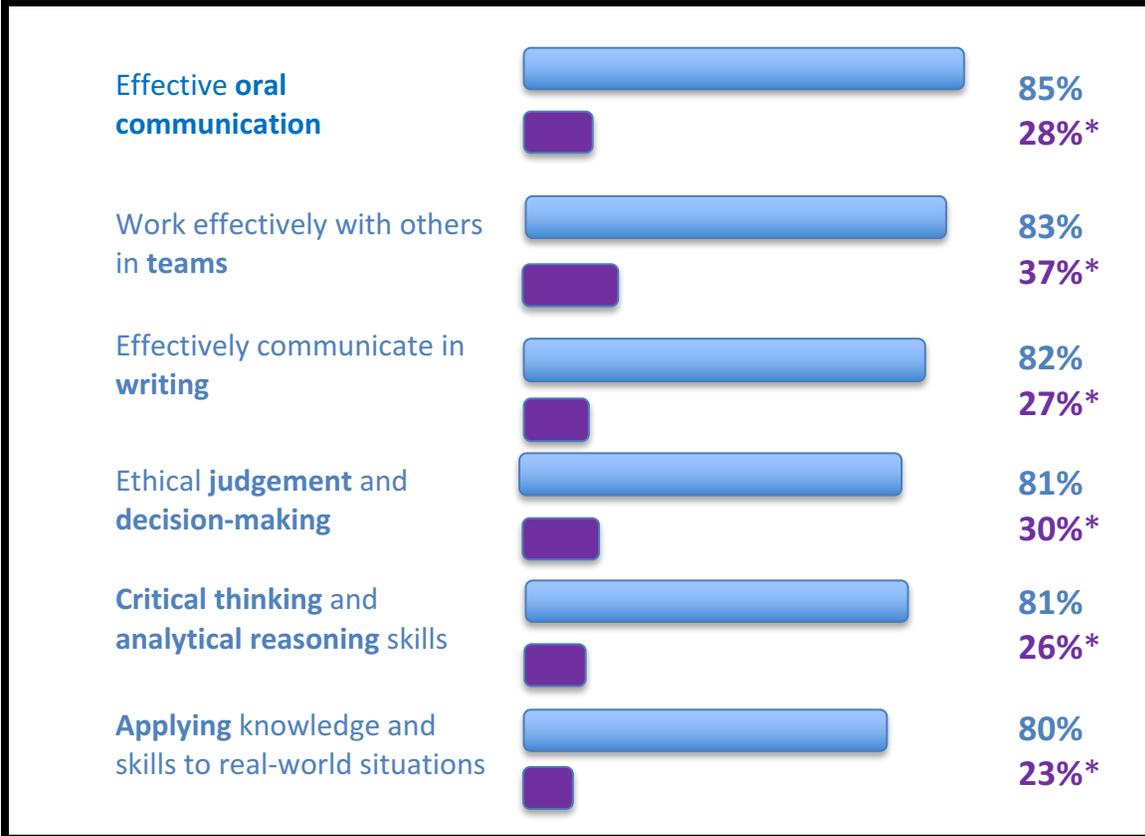
Millennials crave a roadmap to success and although they set high expectations of their employers, they also do not waver in their commitment to do what is needed to get to their ultimate career goal -- work that is personally fulfilling. Three of the top five characteristics that Millennials desire from a boss, according to Meister and Willyerd, are a boss who will:

1. help them navigate their career path;
2. give them straight feedback; and
3. mentor and coach them.

This is where digital mentorship comes in!

## SKILLS COMPARISON

Top 6 Skills Identified as **“Very Important”** to Employers (Blue)  
Employers Assessment of Percentage of College Graduates  
**“Well Prepared”** in the Top 6 Skills \* (Purple)



Imagine that instead of waiting for weeks, or months to receive a written evaluation from your boss, you could receive feedback on a regular basis through video assessment. Imagine your boss taking a few minutes in regular intervals to send you a video of what they view as goals you should attempt to achieve soon or in the long term? Imagine your boss taking time to provide you with concrete feedback and suggestions on a recent project you were involved in or in charge of? How much added value would this bring to your career development aspirations? How much more mentored would you feel than you currently do?

We picture video assessment feedback as the future for employee evaluations – in the future a written evaluation will be rare or maybe even a thing of the past. We believe this kind of feedback is priceless and we’re willing to bet that employees and employers will immensely value it as well. Essentially, digital mentorship will not only increase employee happiness in the workplace, but it is going to be the key that helps employers recruit, retain and promote valuable employees. This is how organizations succeed!

In our assessment, employees who are engaged in their career are invaluable. Now you can empower them with **tangible** evidence that they can refer to again and again – *a movie and soundtrack of their career that comprehensibly demonstrates how they have continued to learn and grow throughout their career.*

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## QUESTION #5:

### IF YOU COULD HAVE DINNER WITH ANYONE, WHO WOULD IT BE?

What we're talking about here is the opportunity to have a dinner conversation with those that inspire, motivate and teach you whenever you want. It gets better... this isn't just at the dining table; this could be on the treadmill, in the pool, in the train, plane or (autonomous) car, inside or outside of the classroom, online or offline.

The fact is, this is not fiction and this is not a dream. This is *augmented* reality. Instead of using search engines to find the best "how to" videos, you are going to build your very own archive of learning knowledge from mentors that have guided you during your lifetime. We cannot travel back in time, we don't have a magic wand or a genie in a bottle, but what we can do is make sure that we don't miss out on the future.

Your personalized knowledge archive will be unique and applicable to you, because it is customized to fit your needs, interests, skills, abilities and talents. Technology penetrates the formal academic environment, yet we have not embraced a new methodology on how to transfer the traditional learning principles and pedagogy with the new paradigm we have defined as the **TLC Diamond**.

## #ESS EVERY STUDENT SUCCEEDS

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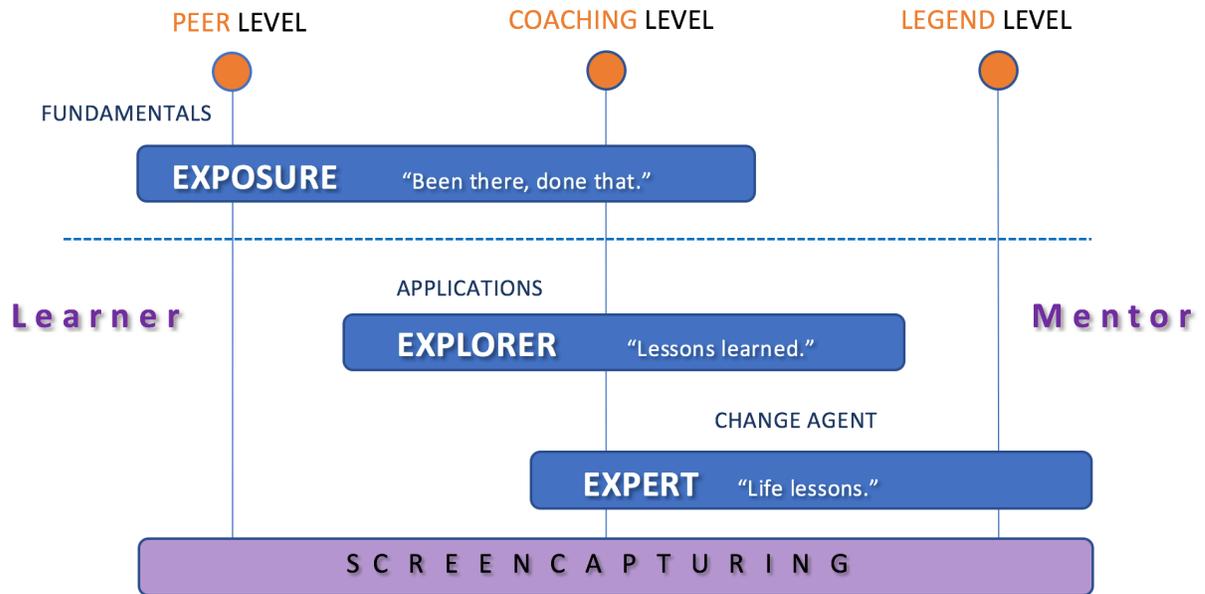
### #NSLB (NO STUDENT LEFT BEHIND)

The various stages we have referred to in this article all come in three's: primary, secondary and tertiary education. When entering college, you transition into the academic environment and infrastructure as an undergraduate, and potentially a graduate and post-graduate. In the athletic realm, you may be a rookie on the team transitioning into the starting lineup and ultimately lead your team as captain.

The same transitional stages apply to the wisdom and capacities shared by using the learning concepts from fundamentals to advanced, and finally mastery stages. When the learning process is being captured you gain the capacity to revisit the Sherpa's of the past and merge them with the Guides of the present. Ultimately, it allows you to experience the balance of different leadership at different stages of your intellectual growth, capturing real maturity, and independence while transforming fundamentals into life lessons and future success.

The “Digital Mentorship Grid” below provides a clear overview of matching the right mentor’s sage advice with the proper learner’s competency level. **The grid** also serves as a gage of progress using **personalized learning** to convert learners into leaders.

# DIGITAL MENTORSHIP GRID



Mehl/Fose “DM GRID”  
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## POSTLUDE

At the beginning of March 2017, we were invited to present at the Society for Information Technology and Teacher Education (SITE) in Austin, Texas, which had concurrent events with the South by Southwest Conference (SXSWedu). We purposely focused on our core goals to push our teacher-driven academic revolution into the next dimension. We continue to look for partnerships, feedback and perspective from the primary and secondary education experts assembled in Austin.

Several presentations served as catalysts for us to review the purpose and goals of our mission statement and we feel invigorated and empowered by the need to focus on the **TECHNIQUE & PEDAGOGY** approach instead of the trendy **TOOL & TECHNOLOGY** quick-fix solutions.

At the beginning of this final installment we confirmed, once again, that we cannot simply rely on novelty and trending. We need to have a pedagogy-based foundation to fit the digital literacy and instructor competencies of the 21<sup>st</sup> century learning arenas. To push a new infrastructure and update our classrooms, we need to have a blueprint of the WHY before the HOW and that has been our goal in this entire series. This final article is our simplified instruction manual previewing the application of our methodology and a glimpse of things to come.

We can't wait to hear from you and work with you no matter which of the three tiers you are in!

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## THANK YOU

Thank you to our readers, friends, peers, current and former students for taking your time and your thoughtfulness to provide feedback and comments during the last year at various stages of researching, writing, publishing, presenting and teaching. We understand that inhaling 6 articles is not an easy task and we do not take your efforts and minds for granted.

When we were at the halfway mark of writing (at the end of article #3), we expressed our gratitude and appreciation to our support network, our peers, our students and our families. As the first author, allow me at the end of this 6-part series to thank my writing partner & co-mentor, Luanne, and our OLC collaborator, Jill Buban, for an amazing effort to turn this from a public state university homegrown research project into a teacher-driven academic movement. Translating our vision into a printable and award-winning version of comprehensive pedagogy was a true labor of love and care. I am humbled to be in the company of such inspiring and brilliant women and minds.

Matt & AJ from Screencast-O-Matic<sup>®</sup>, we would not be here without your vision and generosity creating a transparency-centric competent solution for learners. Your capacity to grasp the digital academic revolution potential has been invaluable.

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