

Examining the role of mentoring relationships on student learning and professional development: a collaborative process within an early childhood consultation program

Brubaker, Kana

URI: <http://hdl.handle.net/10211.2/1649>

Date: 2012-07-17

Abstract:

Examining the Role of Mentoring Relationships on Student Learning and Professional Development: A Collaborative Process within an Early Childhood Consultation Program expands on an existing follow-up study that was designed to examine any long lasting effects on students professional development through their experiences within the context of the Partnerships for Excellence, Early Childhood Education Consulting Services program. The initial follow-up study revealed many interesting findings associated with the major influences on student learning and professional development, including student-mentor relationships. However, the initial study briefly discussed the significance of mentor-student relationships and little was said about how or why student-mentor relationships were a significant aspect of student learning and professional development. Therefore, the idea of a subsequent study further investigating the interviews from the initial study pertaining to student-mentor relationship to better understand their practice and unique approach to learning became an interesting possibility, and has led to the examination of mentoring relationships in the context of the Partnerships for Excellence: ECECS program. Interview transcripts from nineteen participants were collected and analyzed on Dedoose.com where key components of student-mentor relationships were identified and categorized into five themes. The five identified themes can serve an essential purpose to the field of child development by effectively enhancing student learning and professional development, not only benefitting students, but children, families, and future educators as well. Furthermore, the expansion of the early childhood education consultation program can help re-define or change professional development practices in the field of Child Development.

Description:

Includes bibliographical references (pages 94-97)

[Show full item record](#)

Files in this item



Name:
Kana_Brubaker_Final_Draft_05.11.12.pdf
Size: 1.181Mb
Format: PDF

• [Download](#)

Search

Search
 This Collection

My Account

[My Exports](#)
[Login](#)
[Register](#)

RSS Feeds

[RSS 1.0](#)
[RSS 2.0](#)
[Atom](#)

This item appears in the following Collection(s)

- [Electronic Theses & Dissertations \(ETDs\) \(2011-\) \[1501\]](#)
Collection of theses and dissertations written by CSUN students.
- [Educational Psychology and Counseling Master's Thesis Collection \[199\]](#)
Collection of theses written by CSUN Educational Psychology and Counseling department students



CSU Northridge Oviatt Library
18111 Nordhoff Street
Northridge, CA 91330
Phone: (818) 677-2285 / [Contact Us](#)

Works in CSUN ScholarWorks are made available exclusively for educational purposes such as research or instruction. Literary rights, including copyright for published works held by the creator(s) or their heirs, or other third parties may apply. All rights are reserved unless otherwise indicated by the copyright owner(s).

[Document Reader](#)

[California State University](#)
[Emergency Information](#)
[Oviatt Library Webmaster](#)
[Document Reader](#)
Page Last Updated: 06/01/2014