

EMPOWERING HIGHER EDUCATION LECTURERS THROUGH TEMP: AN INNOVATIVE E-MENTORING MODEL

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Abstract

This qualitative study presents TEMP (Teaching E-Mentoring Process), an institutional e-mentoring framework implemented by a Teaching and Learning Center to support lecturers' pedagogical development in digitally evolving higher education environments. Approximately 300 lecturers participated in the TEMP program, and 75 completed a full open-ended qualitative questionnaire analyzed through thematic analysis. Findings reveal three central themes: development of technical pedagogical competence, implementation of active teaching strategies, and improved course structure. The results demonstrate both immediate pedagogical change and a transfer effect across teaching contexts. TEMP is presented as a scalable, reflective, and sustainable faculty development framework.

Keywords: *E-mentoring, faculty development, reflective practice, higher education, teaching innovation.*

1. Introduction

Higher education institutions are undergoing accelerated pedagogical transformation driven by digitalization, the rapid development of generative artificial intelligence, and changing student expectations. Lecturers are increasingly expected to implement active, technology-enhanced, and student-centered pedagogies, often without structured and continuous professional support.

Traditional faculty development initiatives are typically based on short-term workshops that provide general pedagogical guidelines. However, such models rarely result in sustainable pedagogical change. Contemporary research emphasizes the need for continuous, reflective, and context-based professional learning frameworks that are embedded within lecturers' authentic teaching environments.

In this context, e-mentoring has emerged as a promising approach for offering personalized, flexible, and scalable professional development (Tinoco-Giraldo et al., 2022). This study introduces TEMP (Teaching E-Mentoring Process), an institutional e-mentoring model designed to foster pedagogical excellence, reflective practice, and sustainable innovation in higher education.

2. The TEMP model

TEMP is a structured seven-stage e-mentoring model implemented throughout the academic semester as part of the institutional Teaching and Learning Center faculty development program.

The seven stages include mapping lecturers' pedagogical needs, mentor matching, lesson selection, digital observation, individual or group mentoring sessions, developmental planning, and reflective feedback. The model emphasizes confidentiality, flexibility, and alignment with individual teaching goals.

3. Methodology

A qualitative research design was selected in order to capture lecturers' lived experiences of the TEMP process. Approximately 300 lecturers participated in the TEMP program across multiple academic disciplines. Of these, 75 lecturers completed a full open-ended qualitative questionnaire and constituted the research sample.

Data were collected through open-ended questionnaires focusing on perceived pedagogical changes, mentoring experiences, and professional development outcomes. Data were analyzed using thematic analysis to identify recurring patterns and themes. Ethical standards of voluntary participation and anonymity were maintained.

4. Findings

Three central themes emerged from the qualitative analysis. First, lecturers reported significant improvement in technical pedagogical competence, including increased confidence in digital tool integration and lesson design.

Second, participants described greater use of active teaching strategies, such as collaborative learning, interactive questioning, and student-centered classroom activities.

Third, lecturers highlighted improved course structure, coherence, and alignment between objectives, teaching activities, and assessment.

5. Discussion

The findings of this study suggest that TEMP functions as more than a supportive mentoring initiative; it operates as a structured developmental process that enables meaningful pedagogical change. Participants described not only immediate improvements in teaching practice, but also a growing capacity to reflect on their pedagogical decisions and transfer insights to additional courses and contexts.

These findings align with research emphasizing reflective practice and situated professional learning as key mechanisms for long-term pedagogical development. By grounding mentoring in authentic teaching situations through digital observation and dialogue, TEMP enables lecturers to examine their practice in context and to experiment with change in a supported, low-risk environment.

An important contribution of TEMP lies in its adaptive design. Rather than relying on a fixed mentoring script, the process allows mentoring goals, formats, and focal points to evolve in response to changing pedagogical demands, technological developments, and institutional realities.

At the system level, the model offers important implications for how institutions conceptualize faculty development. As Abdollahi and Heshmati Nabavi (2023) demonstrated, structured mentoring programs significantly advance faculty members across multiple professional dimensions. TEMP creates inclusive pathways for professional learning, particularly for lecturers who may have previously felt marginalized or disengaged from formal development initiatives.

6. Conclusion

TEMP represents a reflective, flexible, and scalable e-mentoring framework that promotes pedagogical innovation, professional identity development, and teaching excellence in higher education.

References

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