



An Attitudes of Professors toward Computer Mediated Communication for Master Students Mentoring

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Nowadays communication is unimaginable without IT. Computer mediated communication removes the necessity to plan the date, the place and the length of time for social and work contacts in majority of the cases. However, up-to-date scientific researches show that the more intensively computer mediated communication is used for implementation of work related tasks, the more disadvantages occur. People intensively using electronic communication technologies in the job undergo miscellaneous problems. Most of them are coherent to increased level of the stress, emerged health disorder, diminished work responsibility, reduced level of personal engagement, increased group decision-making time etc.

The possibility of computer mediated communication (further - CMC) is very important for the mentoring of master students in a higher education. CMC enables teachers (mentors) establishing and maintaining the personal contact with each master student or consulting student groups considering their specific interests and difficulties. Since the specificity of the work of teachers' does not allow to attach to a fixed place of work (shifting lectures tables and place, work in the library, public lectures, research activities etc.), it would seem that CMC is the „panacea“, allowing to organize a high-quality joint work of the mentor and the student.

The goal of the article is to highlight the pros and cons of CMC in mentoring of master students. The article presents a research that reveals the Mykolas Romeris University professors'view to CMC for their work with master students. The results of the research shows, that communication via computer is a valuable mean of pedagogical work, but moving the communication between student and teacher to electronic space should not become the main goal or single way to mentoring students.