|  |  |  |  |
| --- | --- | --- | --- |
| Welcome | |  | |
|  | By the end of the session. . .   * Outline a typical semester in VIP * Understand the ways student roles change between semesters * Prompts and assignments * Find answers |  |
|  | Introductions:   * Name * Dept * Experience leading teams * 2-3 sentences about project |  |
| Typical Semester | |  | |
|  | The semester can be divided into three parts. |  |
|  | Middle, this is a marking-point in the semester    Let students know how they’re doing with midterm feedback  Give constructive feedback  - Note strengths  - Suggestions for improvement  - “If keep doing what you’re doing, you’d get a B. If you want to improve. . .”  Some teams re-organize:  merge or adjust their subteams |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | To add to handout: Final presentations, posters or write-ups  Same process as midterm grades  To prepare for next semester, have students develop on-boarding resources   * Tutorials * Exercises * Clean-up common documentation | | |  |
| Student Roles | | |  | | |
|  | In any semester, students can be divided into  four distinct groups:   * Newcomers * Contributors * Leaders * Gurus   If you look at handout page 2: how we expect students to progress over time.    Focus on the top half of the table   * Newcomers, Contributors, Leaders & Gurus * Newcomers   + 1st row 1st half of semester   + 2nd row 2nd half * Next semester you’ll have returning students * Contributors, Leaders & Gurus   + All help orient newcomers   + All contribute   + Lead as appropriate     - Contributors help new students     - Gurus serve as resources     - Leaders manage subteams   Look at bottom half   * Most teams start out with all new students, so leadership falls to instructor and grad students   + Be sure to cultivate leadership toward end of semester (tutorials, etc.) * Second semester, should have new and returning students   + New leaders will need help * Good team size: 10-20   + Ensures you have returning students   + Different majors return at different rates, depends on department credit-use policies | | Handout: Page 2  Student Roles on VIP Research Teams | | |
|  | Now we want to think about how we move the students forward.  On handout page 3 we have two items to work through.  First we want to brainstorm.  In the **first 4-8 weeks**, what  **specific knowledge & skills** will students need to gain?  Then after you brainstorm we want to formulate learning objectives.  What will your student **need to be able to do?**  Let’s get into pairs or groups  Take a few minutes to write  And then share with your partner  *5-7 min* OptionalShare | | Handout: Page 3  Skills and Knowledge for your Students | | |
| Starting Your Semester | |  | | | |
|  | Key aspects of leading a VIP Team:  **First thing is the kickoff meeting**  Page 4 – kickoff meeting checklist  **Establishing a team dynamic**   * What are some things you can do to help with this? * Team dinner * Shared experience?   **Teaching a “research” way of thinking**   * BME students will be comfortable with the VIP format * Other students need to learn how to   + Pursue solutions on their own   + Reflect and learn from failures   + Realize you don’t have an answer key   Have an activity for you.  Page 5 – Want to design a challenge you can give your students within the first few weeks.   * Do on own. * Would anyone like to share?   **Training and supporting student progress**   * Hold students accountable (can be awkward) * Help students develop   Have a resource that CTL developed for working with graduate students: Individual development plans, Pages 6 & 7  Modified it to fit VIP.   * Could use with returning students. * Student assesses self, identifies areas for progress * Instructor reviews, identify resources that could help * Meet * Student writes/revises goals * Instructor gives feedback * Mid-semester check-in | Handout: Page 4  Kickoff Meeting Checklist  Page 5 Building my Team  Pages 6 & 7 Individual Development Plans | | | |

|  |  |  |
| --- | --- | --- |
|  | Resources for your semester   * Syllabus with dates * Grading tools * Student applications   + You can view them even if you’re not the approver yet   + Can see how many students have been approved, what majors |  |
|  | Items to figure out  Students take VIP for different amounts of credit.  Solutions from other teams:   * Expect more progress from 2-credit students (could make table tent name cards w/ year and credit hours – will help other students too) * Have 2-credit hour students serve on two different subteams (works well with teams w/ research subteams) * Have 2-credit hour students serve as documentation masters, keeping their subteam wiki up to date and in order. |  |