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| 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.*
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|  | Middle, this is a marking-point in the semesterLet students know how they’re doing with midterm feedbackGive 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 |  |

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|  |  To add to handout:Final presentations, posters or write-ups Same process as midterm gradesTo 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 2Student 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 brainstormwe want to formulate learning objectives.What will your student **need to be able to do?**Let’s get into pairs or groupsTake a few minutes to writeAnd then share with your partner*5-7 min* OptionalShare | Handout: Page 3Skills 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 & 7Modified 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 4Kickoff Meeting ChecklistPage 5 Building my TeamPages 6 & 7Individual Development Plans |

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|  | 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 outStudents 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.
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