New Instructor Workshop

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By the end of this session you should be able to...

- Outline typical one-semester framework for VIP courses;
- Articulate the ways in which student roles change between semesters;
- Develop appropriate prompts & assignments to support student development into active research team members;
- Find answers to your VIP-related questions.

Introductions

- Name
- Department
- Experience leading teams
- 2-3 sentences about your VIP team project

A Typical Semester in VIP

**Beginning**
- Kickoff meeting
- Establish relationships
- Develop team dynamic
- Identify goals & roles
- Establish baseline knowledge

**Middle**
- Midterm feedback
- Peer evaluations
- Collect VIP notebooks
- Check-in on documentation
- Revise & re-establish goals & roles

**End**
- Final grades
- Peer evaluations
- Collect VIP notebooks
- Check documentation
- For next semester:
  - Develop student on-boarding resources
  - Establish next steps and goals
## Student Roles on VIP Research Teams

<table>
<thead>
<tr>
<th>Student Role</th>
<th>First half of semester</th>
<th>Second half of semester</th>
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<tbody>
<tr>
<td>Newcomers</td>
<td>Gain knowledge:</td>
<td>Continue building</td>
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<tr>
<td></td>
<td>• content</td>
<td>knowledge.</td>
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<tr>
<td></td>
<td>• research project</td>
<td>Begin contributing to</td>
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<td></td>
<td>goals &amp; procedures</td>
<td>forward progress on</td>
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<td></td>
<td>• research methods</td>
<td>research project.</td>
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<td></td>
<td>• research-oriented</td>
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<td></td>
<td>mindset</td>
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<tr>
<td>Contributors</td>
<td>Managing new student</td>
<td>Continue as in the first</td>
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<td></td>
<td>progress (e.g. on</td>
<td>semester, and help with</td>
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<td></td>
<td>assignments).</td>
<td>the onboarding of</td>
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<tr>
<td></td>
<td></td>
<td>newcomers to project</td>
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<tr>
<td>Leaders</td>
<td>Managing sub-teams.</td>
<td>Help newcomers develop &amp;</td>
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<td></td>
<td></td>
<td>adjust to the research-</td>
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<tr>
<td></td>
<td></td>
<td>oriented mindset.</td>
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<tr>
<td>Gurus</td>
<td>Resource for rest of</td>
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<tr>
<td></td>
<td>the team.</td>
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**First Semester**
- Most of your students will be at this stage.
- You and your graduate student(s) may need to do most of this work.

**Second Semester**
- A few new students should arrive.
- Most returning students will be contributors.
- New sub-team leaders will need help learning how to effectively manage their team.
- Specific student skillsets will begin to become apparent.
Skills and Knowledge for My Students

Step 1: Brainstorm
What specific knowledge & skills will your students need to gain during the first 4-8 weeks of their participation in your team?

Step 2: Formulate learning objectives
To participate effectively in my research team, students will need to be able to:
Kickoff Meeting Checklist

Welcome & Introductions

Project/Team Overview
- **New Teams**: Presented by your and/or your graduate student(s)
- **Returning Teams**: Presented at least in part by returning students

Methods & Logistics
- VIP notebooks and/or Lab Archives (what are they for, etc.)
- Wiki (or equivalent)
- Shared calendar or wiki meeting list
- Create a contact sheet for the team (name, phone, e-mail) & clarify your method of communication
- Additional items (e.g. GitHub)
- **Homework**:
  - Bring your notebook with you for (and/or log into Lab Archives at) the next meeting (and every team & sub-team meeting from now on).
  - Sign in to our wiki, create a page, and update a page.
  - *Sign in to GitHub, download something, and upload something.*

Overview of Grading Methods & Timeline for the Semester

**Ongoing:**
- Weekly check-ins/sub-team presentations;
- In-depth presentations;
- Maintaining VIP notebook;
- Logging work in wiki;
- Documentation.

**Midterm:**
- Turn in VIP notebooks;
- Complete peer evaluations;
- Receive feedback from instructor.

**End of term:**
- Final presentations;
- Turn in VIP notebooks;
- Complete peer evaluations;
- Receive feedback from the instructor.

Team Expectations
- Basic expectations
- What should a team member do if they get stuck on a problem between meetings?
- What should a student do if they can’t make a meeting?
- What should a team do if a team member isn’t doing their fair share?

Next Steps
Organizing sub-teams, assigning homework/tasks for whole team, etc.
Identify & begin to design a challenge you can give your students within the first three weeks of the semester, with the following features:

- concrete deliverable;
- non-obvious answer/result/outcome/solution;
- something they can figure out how to do without your presence;
- relevant to your research project;
- contributes to the development of their skillset.
The VIP Notebook

What it’s for:
- Documentation
- Assessment
- Student Learning
- Institutional Accreditation

How to use it:
Each week students should take time to:
1. Check items off previous week’s to-do list;
2. Write a short paragraph (or more) explaining their specific contributions to the project over the last week (including documentation of failed efforts!);
3. Create their to-do list for the upcoming week.

Students may also use their notebooks to take notes at team and sub-team meetings, record ideas as they arise, make sketches and diagrams, and so on.

How to grade it:
Notebooks should be collected and graded in the middle of the semester and at the end of the semester, using the VIP notebook rubric. The mid-semester grade is meant as feedback to help students understand how best to use their notebook.

Is there a digital format I can use?
Yes! LabArchives is our VIP-endorsed form of a digital notebook. It is free to faculty and TAs, and $15 per student per semester (with refunds available until the drop date).

1. Go to https://www.labarchives.com/ and create an account
2. Complete a classroom order form (still free)
   https://www.esciencenotebook.com/ce-order-page.html
   - Course name (use VIP or VIP with team name)
   - Course number (use VIP XXXX)
   - Course dates (see https://registrar.gatech.edu/calendar )
     - Use withdraw-with-a-W date for add/drop date
3. A real human from LabArchives will create your course
4. Invite students to join
   - Students should wait for your link, so they can be linked to your course)
Steps to Developing an IDP

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<thead>
<tr>
<th>Step</th>
<th>Student</th>
<th>Team Leader</th>
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</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Conduct self-assessment &amp; identify areas for progress (e.g. fill in attached form to best of ability).</td>
<td>Review student's draft form, and identify resources and opportunities to support their goals.</td>
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<tr>
<td>Step 2</td>
<td>Meet to discuss self-assessment, goals, resources, and opportunities.</td>
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<tr>
<td>Step 3</td>
<td>Write/revise goals for upcoming year and share with team leader.</td>
<td>Review student's completed IDP and add any necessary comments and suggestions.</td>
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<td>Step 4</td>
<td>Mid-year Check-ins (ideally every 2 months throughout the year): meet to discuss progress toward goals, and to revise goals as necessary.</td>
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For additional support & advice (tailored to work with graduate students and postdocs), visit the following links:

- [bit.ly/Minnesota-IDP](bit.ly/Minnesota-IDP)
- [bit.ly/Pitt-IDP](bit.ly/Pitt-IDP)
- [myidp.sciencecareers.org/](myidp.sciencecareers.org/)
- [ctl.gatech.edu/resources/best-practices/IDPs](ctl.gatech.edu/resources/best-practices/IDPs)
This chart is a form of an *Individual Development Plan* (or an *IDP*), which is an effective way to organize information about an individual, and to develop actionable goals. Research shows that this sort of tool is most useful when the student/mentee takes responsibility for identifying appropriate goals for herself (with guidance from her advisor/mentor), and when both the student and his advisor have a clear and shared understanding of the goals in play.

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<tr>
<th>Current Profile</th>
<th>Relevant Experience</th>
<th>Profesionalism &amp; Leadership Skills</th>
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<tr>
<td>Short Term goals (semester)</td>
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<tr>
<td>Long Term goals</td>
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<td>Action Plan (what we’ll do this semester to support these goals)</td>
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