Goals and objectives

- Goal 1 : Identify mentoring relationship assumptions
    - Objective 1: Identify mentoring relationship assumptions
    - Objective 2 : Evaluate which assumptions are held by the mentee

- Goal 3 : Articulate and evaluate expectations for BSURP
    - Objective 1: Identify expectations for BSURP research (self vs mentor)
    - Objective 2 : Evaluate expectations for research experience with peers

- Goal 2 : Set SMART goals for BSURP experience
    - Objective 1: Articulate 3 goals for BSURP
    - Objective 2 : Refine goals using SMART
    - Objective 3 : Evaluate peer's goals
    - Objective 4 : Note unanswered questions and make plan to ask mentor for additional support regarding individual SMART goal(s)

- Summary : Students should have one refined SMART goal for BSURP

Student Environment and Considerations

- Room format
    - Tables or pods with movable would be ideal for partner/small group work
    - Writing surface is essential (if no tables, clip boards)
    - Slide presentation
    -
- Key engagement strategies
  [techniques you will use if students aren't responding]
    - Worksheet for reference
    - Think-pair-share
    - Waiting for 3 responses
    - Designate reporters for whole-class discussions

  [General themes you'll follow when building your presentation]
    - Roadmap slide
    - Lecture slide
    - Activity slide

    - Repeat pattern

- Student accessibility [consider options such as live captions, colorblind-friendly diagrams, visuals, movement, etc.]
    - Ask about live caption options (record on zoom for students that can't show up in person?)
    - Printed worksheets
    - Slides posted online

Key points for feedback

- Format for gathering feedback + justification
    - Format: QR code or tiny url for anonymous google poll
        - 3 short questions
    - Justification
        - Students submit their refined smart goal and questions they prepared to ask their research mentor. This gives BSURP organizers a record of student goal-setting and allows check-in in future workshops.
        - Students submit short written response of comments on how useful they thought the workshop was and what can be improved.

- Consideration for time [in-class or out-of-class effects on scheduling]
    - 30-40min

- What do you want to know/what part of your session do you want to review
    - Time allocated for activities = DONE

Activity details

Activity 1 : Personal reflection

- Purpose: articulate assumptions about mentor-mentee relationnships
- Flow/sequence:
    - Show slide read through example assumptions
    - Activity
    - Call on 3 reporters
- Materials: worksheet, writing tool, partner

Activity 2 : Expectations worksheet + small group discussion

- Purpose: Articulate and expectations around BSURP and evaluate by discussing with small groups
- Flow/sequence:
    - Show slide for expectations
    - Fill out table in worksheet
    - Discuss with small group

- Materials: worksheet, writing tool, partner/small group

Activity 3 : Goals worksheet + partner activity

- Purpose: Generate 3 goals and peer-edit to make them SMART-er
- Flow/sequence:
    - Individually come up with 3 goals
    - Share with partner
    - Pick the partner's goal that is most achievable and edit if needed
    - Identify gaps in knowledge and note questions for mentor
    - Evaluation plan
- Materials: worksheet, writing tool, partner

Schedule

- Orienting students
    - (2min) About me slide, goals can be intimidating, it gets easier with practice
    - (1min) Roadmap slide

- The bulk of the course
    - Assumptions about mentoring relationships
        - (2min) Resetting mentor-mentee relationships slide
        - (3min) Activity slide
    - Expectations of BSURP: mentee and mentor
        - (1min) Expectations for BSURP slide
        - (5min)Activity slide
    - SMART Goals
        - (3min)smart goals slide
            - Discuss example as class: my goal is getting better at writing (how do we make this SMART-er?)
        - (1min) Soccer ball examples of goal topics slide
        - (10min) SMART goals activity
    - Where to go with questions
        - (0.25min) Slide with question
        - (1min) Slide with key lab personnel
        - (1min) Slide with all lab personnel

- Wrap-Up
    - Closing slide with contact info
        - (5min) Feedback survey link/qrcode
            - What is your refined SMART goal?
            - What question do you have for your mentor regarding your SMART goal?
            - Comments: Did you find this workshop useful? What can be improved about this workshop?