

## RESEARCHER/SCIENTIST IDENTITY DISCUSSION PLAN

*Instructions for Graduate Mentors facilitating discussion with student trainees in Phase 3*

### **Night Before**

- Send a reminder the day before the scheduled breakout session to students to have their responses to the SURGE 2021 writing prompts ready to view during the breakout activity.
- Let them know that they will be encouraged to have their camera on during the paired conversation.

### **Day of Discussion:**

#### **Introducing Activity [7 minutes]**

- It's a good idea to introduce the activity to give students a sense of what they will be doing, to give them a sense of the timing, and to make sure they are ready for what's to come.
- What will students be doing? Let the students know that they will be discussing their responses to the writing prompts about how their various identities fit with their researcher/scientist identity, and the extent to which their various identities inform their research interests and career goals. Let the students know that there are no right or wrong answers to these prompts.
- What is the structure of this activity? Let the students know that they will first be placed in a separate breakout room with one or two other students for 20 minutes. In this breakout room they will be asked to share what they wrote in response to the writing prompts. After the breakout room, the whole group will return, and then there will be a larger discussion—about 30 minutes—based on everyone talked about in their breakout rooms.
  - o “For next 20 minutes, please take turns sharing your responses to the writing prompts. Make sure to allocate an equal amount of time to each student. It is important that each student shares their responses. When sharing, you are NOT required to read your responses verbatim—it's up to you how you'd like to share your responses.”
  - o It's important that students share with each other but also display good listening skills (e.g., not interrupting, talking over, showing non-verbal cues that you're following); also encourage turning camera on.
- What will students need? Let students know that they will need to have their responses to the writing prompts in front of them. Perhaps give them a minute or two to find their responses and open them.

#### **Paired Sharing [20 minutes]**

- Create Zoom breakout rooms that place two students in each room. If you have an odd number of students, GM could pair up with this student because ideally, there would only be two students in each room, because we want to make sure each student has enough time to share their responses.

- Before opening the rooms, copy and paste the prompts and questions below into the Zoom chat. The students should still be able to see what's in the chat once they are in their breakout rooms. It's important that students know exactly what they are supposed to do when in breakout rooms.
- o “For the next 20 minutes, please take turns sharing your responses to the writing prompts. Each of you will get 5 minutes for uninterrupted sharing about your prompts. It is important that each student shares their responses. When sharing, you are NOT required to read your responses verbatim—it's up to you how you'd like to share your responses. They can include:
  - What did you write about?
  - How did the assignment go for you?
  - Any other thoughts?
- o After each student has completed their uninterrupted sharing, you will have about 10 minutes to discuss the following questions.”
  - “Did you notice any overlap in your responses and the other student's responses? How were the other student's responses similar to your own responses?”
  - “Did you have any new insights while listening to the other student's responses? How might you update or change your responses to the prompts after hearing the other student's responses?”
- Ask the students if they have any questions before opening the breakout rooms.
- Let the students know that they can call you into their breakout rooms if they have any questions.
- Finally, go ahead and open the breakout rooms.

### **Discuss Similarities [10-15 minutes]**

- After 20 minutes, call everyone back into the larger Zoom room. At this point, the first larger discussion will commence. This first larger discussion will last for roughly 15 minutes, and it will center on the questions: o “In your paired sharing, did you notice any overlap your responses and the other student's responses? How are the other student's responses similar to my own responses?”
- Ask if there are any volunteers, but make sure the discussion is not dominated by a few students. If you start to notice that the discussion is being dominated by a few students, let them know that you will call on students to ask them to share.
- In this discussion, try to guide the discussion toward **similarities**, NOT differences. If possible, we want students to try to find and discuss connections with other students.
- When possible, ask students to elaborate and provide examples to ensure that everyone listening can follow along.

### **Discuss New Insights [5-10 minutes]**

- After discussing connections, transition to discussing new insights that students may have had while hearing other students' responses. This second larger discussion will last roughly 15 minutes, and it will center on the questions:

- o “Did you have any new insights while listening to the other student’s responses? How might you update or change your responses to the prompts after hearing the other student’s responses?”
- Again, ask if there are any volunteers, but make sure the discussion is not dominated by a few students. If you start to notice that the discussion is being dominated by a few students, let them know that you will call on students to ask them to share.
- Again, when possible, ask students to elaborate and provide examples to ensure that everyone listening can follow along.

**Wrap Up [5 minutes]**

- After about 15 minutes of discussing new insights, transition to a wrap-up section of the activity.
- Let students know that the activity will be ending soon, but they can share any thoughts they have about the whole activity. Perhaps you can ask one or two students to share something they learned—about themselves or other students—during the discussion.