## Thriving in a Research Environment: Instructor Guide

### Workshop learning objectives

After completing this workshop, students should be able to…

* Describe how goal setting is important for achieving and tracking actionable progress in research, emphasizing the connections between getting from a research question to making research progress and ultimately impact.
* Use the technique of connecting broad statements to specific requirements to establish an achievable goal.
* Practice using the SMART goal framework to set an achievable goal.

### Preparing for the workshop [approximately 2 hours prep time]

* Reserve a space for the workshop and advertise to students. The workshop as outlined below can be completed in 1 hour but can be adjusted by facilitators as needed.
	+ Students do not need to complete any pre-work for this workshop, but it is advantageous if they have completed Workshop 1.
	+ Students should bring their laptop, **OR** the facilitator should print paper copies of the student slide deck and/or the student handout.
* Designate a workshop facilitator. The facilitator will use this instructor guide, supplemental materials, and the provided slide deck to guide students through the workshop activities and encourage discussion.
* The facilitator should review the following documents in advance of the workshop
	+ The KEEN Framework: A Guide for Entrepreneurial Mindset (if the facilitator is not already familiar with this framework)
	+ Instructor Slides, including reading the notes section and watching the video
	+ Optional additional reading
		- *SMART Goals:* <https://dougthorpe.com/be-smart-about-your-goal-setting/>
		- Nezafati, M., Reizman, I., Marincel Payne, M., Liu, L. (2023). Development of entrepreneurial mindset-driven training materials for undergraduate researchers. Paper presented at 2023 ASEE Annual Conference, <https://peer.asee.org/43158>.
* Upload the student slide deck and student resources document to a location that will be accessible to students (Google drive, LMS, etc.), or print hard copies to share with students.

### Workshop structure

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| **Activity** | **Approximate recommended time** |
| Introduction and welcome statement | 3 min |
| Play video | 5 min |
| Debrief from video | 12 min (slides 3-4) |
| Activity 1: Brainstorm general goals | 3 min |
| Activity 1: Create SMART goals | 30 min |
| Wrap up–thinking realistically | 7 min |
| Total | 60 min |

### Day of the workshop [approximately 1 hour]

As students enter the classroom, ask them to download the student slide deck and/or handout sheet (or hand out these documents if they are in hard copy).

The workshop is guided by the facilitator using the Instructor Slide Deck. **Suggested questions and organizational notes for the facilitator are in the notes section of each slide.**

* Slide 2: How do we connect opportunities to actionable research? [3 minutes]
	+ Start the workshop with suggested questions in Slide 2 notes section.
	+ For larger groups, the facilitator may want to use a tool such as a [Jamboard](https://jamboard.google.com/u/0/) or [Poll Everywhere](https://www.polleverywhere.com/) or [Mentimeter](https://www.mentimeter.com/features/word-cloud) to aggregate student answers about characteristics of actionable progress in research, and if their project has clear action items.
* Watch the introductory video [5 minutes]
	+ After the video, the remainder of the workshop is guided by the facilitator using the Instructor Slide Deck.
* Slide 3: Goal setting is confident progress. [2 minutes]
	+ Motivation for goal-setting: Students discuss how they felt before Tatiana set her goal in the video
* Slide 4: SMART goal setting is just plain smart! [10 minutes]
	+ Continue debrief of video: students discuss what the goal allows Tatiana to do and feel, and what ways they might improve upon her SMART goal.
* Slide 5: Now I want to get SMART. [3 minutes]
	+ Students will use the second slide in their slide deck or their handout to list their research question and an idea or two for an overall goal they want to achieve. After this workshop, they are able to save these slides and continue building on them for subsequent workshops. At the end of all workshops, they have a slide deck portfolio, illustrating some ways to integrate entrepreneurial mindset into their research experience.
* Slide 6: SMART goals = questions + honest answers. [30 minutes]
	+ Students will use the third slide in their slide deck or the table on the handout to craft their SMART goal.
	+ The instructor should move around the classroom to hear discussions and help struggling students.
	+ Students should be encouraged to share and provide feedback on each other’s SMART goals, as was modeled at the beginning of the class with respect to ways to improve Tatiana’s SMART goal.
	+ If students are finishing earlier than expected, they can be encouraged to add additional specifics to the goal, and they can start on writing a second or third SMART goal. They can also explore using the Mad Lib option for creating a draft SMART goal as shown in the student handout sheet.
* Slide 7: SMART goals still need to be nurtured. [7 minutes]
	+ Students will use the last slide in the student slide deck or the last items on the student handout sheet to identify what they might need to rearrange/do/give up to achieve their goal, and any particular items they need to pay attention to while following through with their goal. As time allows, students can share ideas and discuss their feelings about needing to take the step of fitting in the work.

### Alternative formats

The workshop materials are designed to be easily adapted for virtual format, for reaching remote research students, or for delivering the contents to students across multiple universities at once. For that case, the facilitator preparation will include sending meeting links for the remote workshop and setting up breakout rooms for the final discussion sessions.