Designing Interactive Adult Education in Research Development

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Office of Research
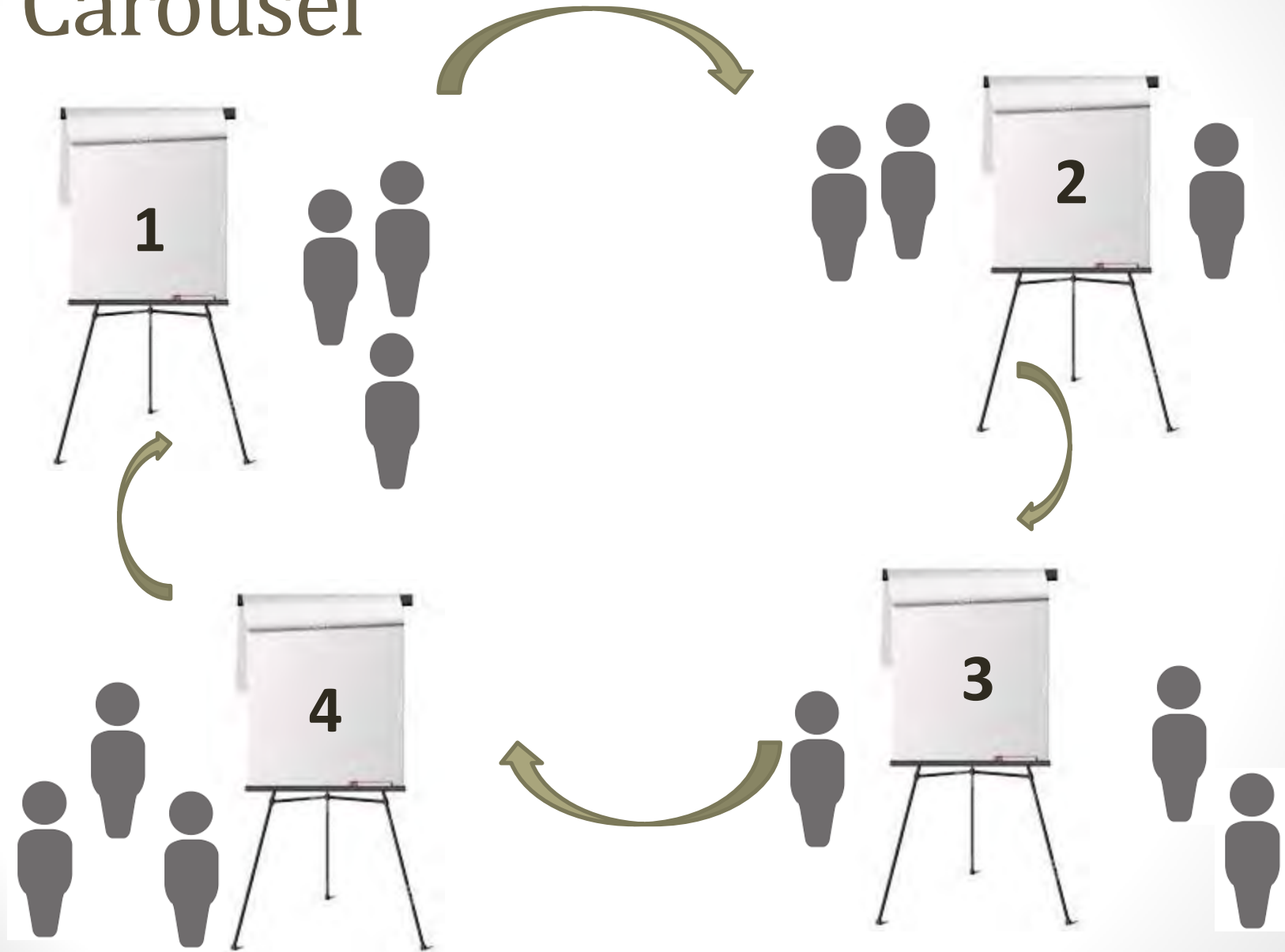Development and Education

UNIVERSITY OF COLORADO
DENVER | ANSCHUTZ MEDICAL CAMPUS

Our Agenda

- Design Showcase
  - Carousel
  - Mind-mapping
  - Visioning
- Other Designs
- Choosing Designs
- Bear in Mind
- Resources
- Questions

After participating in this session, you will be able to employ interactive designs in your research development education.

Carousel

Questions

- What is the most challenging aspect of resubmitting a grant?
- How do you respond when you find out a grant is not funded?
- What is a tip you would offer other PI's around resubmissions?
- What resources would you recommend related to resubmissions?

Carousel Instructions

- Identify four key questions
- Count off participants by four
- Have participants go to corresponding station
- Give each participant a marker
- This is a silent exercise (no negotiating)
- Have participants list responses to their question
- Have them add check marks to those they strongly agree with
- Prompt groups to move to the next station after 3-5 minutes
- Continue moving them till they are back at their original station

Report Back

- Participants end up at their original station
- Add check marks to those ideas that have been added
- Groups assign a reporter for each group
- Participants may now talk
- Take five minutes to identify the top three responses
- Circle the three choices
- Reporter shares the group's choices with the larger group
- Synthesize responses and thank participants

Using the Carousel

- Outcome: Gathers/condenses the ideas of the group
- Use early to begin with what participants know
- Get's <u>everyone's</u> ideas out
- Condensing/reporting top ideas saves time
- Carousel gets people moving
- Although they begin silently, they speak at the end (set up for a continued discussion)

1.) What is the most challenging aspect of resubmitting?

✓ ORGANIZE IDEAS AND WRITE IT IN A MORE JELLABLE WAY

* project lacking significance. OR BEING INCREMENTAL

✓✓✓ opening that folder on the computer again! → Not getting discouraged wondering if it is worth your time

- replacing team members if needed

✓ meeting budget constraints

- changing the pitch

- revising the specific aims

✓ disagreeing c̄ reviewer's points

- being told by your mentor that it is not consistent with your (his) lab direction

- LACKS IN EXPERTIZE AND COLLABORATION

2.) How do you respond when you learn your grant is not funded?

✓ Regroup with mentors to devise plan for next submission

✓ Think about the feedback and focus on other things that are going well

- "NOT AGAIN!" - THEN TAKE DAY OFF AND START OVER WITH MENTOR AFTER COMMENTS COME BACK!

- thinking about ways to resubmit or submit new.

I expect it - haven't actually been reviewed yet but I'm here in anticipation

✓ It happens - keep at it

① - connect w/ colleagues/mentors

② optimistic attitude ✓

3.) What is a tip you would offer to other PI's on resubmission

GET INPUT FROM OTHERS; Don't work alone

✓ Re think the aims
- Provide insight to why the work is important
- Have another experienced PI puot read ✓
✓ - Discuss comments w/ a colleague/mentor ✓
W - Learn to be a better writer ↑

- Go to sessions like this ←
- GET THE FOOD OUT OF COMMENTS AND BUILT FROM THERE A BETTER RESEARCH AIMS.
✓ - if the 1st submission is not scored. probably no "resubmission". rather "a new submission".

4.) What resources would you recommend related to resubmissions?

✓✓✓ a fresh view from a senior scholar
✓

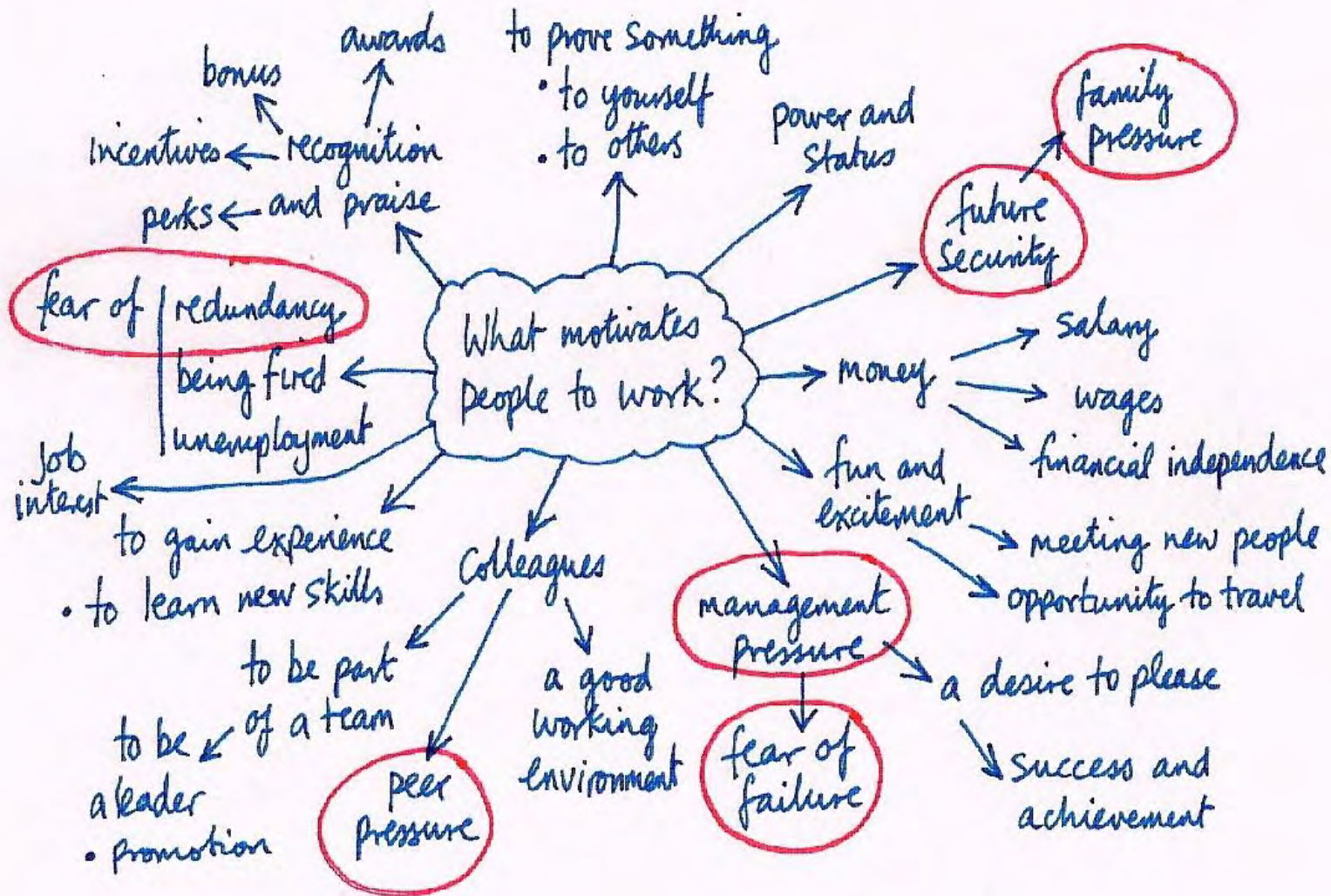~ Refer to the NIH R01 manual

✓✓ Discuss w/ program officer ✓

✓ - Clinical translational research center has some resources

- ASK WHO GOT FUNDED LATER.

Mind-Map: Brainstorming

A visual diagram of related concepts

Mind-Mapping

Instructions

Give participants 5-10 minutes to mind-map their research

- Center their research question or topic
- Link related ideas, causes, impacts, aims/objectives, etc.

Partner up and give pairs 10 minutes to walk through their map

- Walk partner through your mind map
- Partner gives feedback
  - What was most clear and exciting?
  - What was confusing or missing?
  - Use a different color marker to add comments to map
- Switch roles

Mind-Mapping Uses

- Conceptualizing/Visualizing research differently
- Practice presenting your research
- Developing collaborative/interdisciplinary research projects
- Reverse mind-mapping: See how others understand your research

Visioning Exercise

| Year One	Year Two	Year Three	Year Four	Year Five

- What prelim data do I need for my research?
- What will it take to get it – lab space, students, etc.
- Where will I get seed money?
- What mentors/partners will help me with this?

- What grants have I received?
- What are my major project goals?
- What strategic collaborations should I have?

- What impact has my research made?
- What/how much have I published and where?
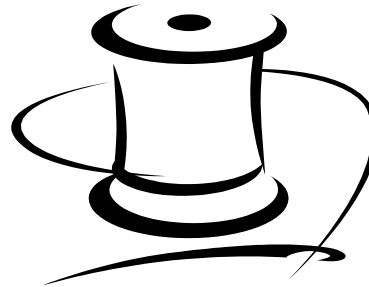- What am I known for?

Three Planning Threads
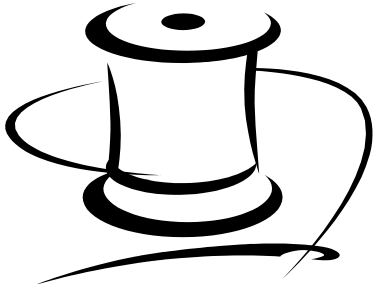
Data collection
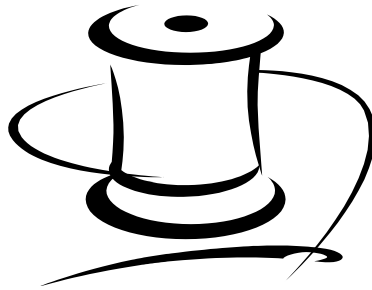
Funding

Pubs

Visioning & Goals Exercise

- 5 minutes: Write the following:
  - Pretend you are in this room five years from now, what have you accomplished?
  - What milestones did you need to reach to accomplish your goals?
  - What were the major challenges that confronted you?
- 10 minutes: Work with a thought partner
  - 3 min: Share what you wrote
  - 2 min: Have your partner share what they heard
  - Switch roles

Other Designs

- Think, pair, share

- Thought partners

- Small groups

- Collaborative learning

- Speed-consulting

Choosing a design

- Learning outcome
- Climate
- # of participants
- Time restrictions

Bear in mind

- Rule of four
- Self-managed roles
- Always share out/bring group back together
- Always segue before/after
- Pay attention to energy and timing
- Parking lot

Resources

- Sanaghan, P. & Gabriel, P. (2011). *Collaborative leadership in action: A field guide for creating meetings that make a difference*. Amherst, MA: HRD Press, Inc.

- ORDE Blog: http://orde-cu.blogspot.com/

Thank you!

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