

## 2023 MME PD Discussion notes:

### **MME Startup & Mentor Selection**

- Onboarding timeline / research question
  - Timeline: Should students request mentors before or after they refine their topic/question?
    - They might not have enough context to evaluate whether their mentor is a good fit - might be better to hold off until at least the first draft of the research question
  - Word soup activity (Christopher Thomas) - ways to refine/develop their research question

### **Grading and Project Planning**

- Is MME a part of students' grades? How do you grade/evaluate it?
  - A communication rubric - tracking whether they are communicating consistently, and tracking video conferences
- Project planning
  - The use of something like clickup or trello boards so that students can organize their work a bit more
  - Give the kids an example of a successful project in the beginning so that they can understand exactly what the end product should be, and where they'll be at the end of that project
  - Outline the entire process in the beginning somehow so that you can continuously refer kids to that structure and they can know where to go next—helpful when everyone in the class is working in different paces
    - [Virtual lab notebook](#) (Amy Elliott)

### **Student Engagement, Posting, & Video Conferencing**

- Fostering relationship-building
  - Require the students to give a short presentation in which they introduce their mentors to the class so that they have to interact with the mentor and address them as a person
  - Teachers reaching out to mentors directly if needed, prompting them to ask a few general questions to students to make them feel more comfortable if there's a student who needs more "warming up"
- Strategies for guiding student posts on MME
  - Setting expectations for the post: giving a status update, asking a question about the process or product, and telling mentors when they plan to post next
  - Specific prompts every time students are posting on MME

- Video conferencing
  - Require 1 video conference in the first quarter to introduce themselves and see each other as people, then 1 video conference in the second quarter to talk about the project
  - Have students make a post right after a video conference in which they summarize what they took away from the conference
  - Encourage students to treat the relationship as mutually beneficial rather than transactional
  - First meeting as a video conference sets the tone as a baseline for the rest of the project communication
- Strategies for utilizing mentors for student networking
  - Connecting on potential academic pathways
  - Selecting/requesting mentors based on a student's potential area of interest post high school

### AP Research

- How do you set expectations for your mentors who may be mentoring in other non-AP courses but have limitations on what they should contribute in an AP Research setting?
  - Encouraging mentors to go through sources/papers with the students instead of just sending a list of sources; explaining to the student why they are good sources
- Lit review
  - Asking mentors “who are the key researchers in that field?”
  - Having mentors give feedback on the outline/concepts rather than paragraphs/drafts - encourages questions around concepts and organization rather than nitpicking language/flow
  - Doing student presentations on lit review, having them articulate their themes/concepts early in the process
- Methods
  - Encouraging students to ask more than what they think is needed - depth compensates for fewer survey responses
- Statistical Analysis / Resources
  - Data classroom
  - Utilizing stats teachers as auxiliary mentors if possible
  - Pivot tables, wizard, google sheets functionality, Scribbr
  - *Naked Statistics: Stripping the Dread from the Data* by Charles Wheelan
  - [College Board Videos for AP Research](#)