



ILLINOIS
SCIENCE &
TECHNOLOGY
COALITION

EDUCATION

from the classroom to the real world

2023/2024

Communication Examples

What to expect?

For many students, MME is an access point to connect with mentors for the first time. Students are **learning how to communicate** with someone outside of their normal peer circle.

Be patient with your students as they flex their communication muscles!

Here are a few strong examples of great communication to get a feel for the end goal.

MENTOR MATCHING ENGINE

Type: Student Letter of Introduction

Category: Exemplary

Letter of Introduction

Hello there, I am [redacted] and I am currently a senior in a Chicago public (CPS) high school who is participating in the second year of the AP Capstone program. I am a Hispanic student with Mexican origin who is giving it their all in their studies and in making sure to enjoy the little things in life that bring exhilaration.

I am very focused on school and being able to make progress in my academic life. This is not the only AP class that I am participating in this year since the over-achiever in me has always pushed me to work harder even if it comes with additional stress. I have also engaged in 4 years of Spanish while in high school which has allowed me to receive the Seal of Biliteracy. Whilst it is hard to find a balance of classes, home, and my future, I think that it is always good to prepare myself for what is to come.

Aside from that, I have many passions for things outside my academic journey. I adore traveling. Every summer I travel somewhere new, without including the pandemic year of course. It is delightful to seek new cultures and different ways of living. From beaches to cities, it is all so exciting to explore. Another aspect that makes traveling so amusing is that I love spending time with my family because it brings me events of joy and memories that I will never forget. I think that on these adventures we come closer as a family more than when we are all at home because none of this is when we do not have to agonize about responsibilities like school or work. This is an opportunity to let go of all those worries and just have a moment of leisure to ourselves. Very few occasions like this come about during the year which is what in addition to making traveling special, also accomplishes to make summer special.

Over my high school career there have been highs and lows that have accumulated among classes, applications, and things outside of school. What keeps me going is my friends and the classes that I enjoy. The pandemic, however, changed a lot of the algorithm that was my life. Coming back to school this fall was quite weird at first. I think that it definitely gave me a lot of social anxiety, and even now further into the school year I do not believe that conversations with people are as strong as before. This led me to my interest in researching the topic of social anxiety which in an intriguing way correlated to childhood trauma. This is a very sensitive topic and I think that although it is delicate, it's a topic that not only I can relate to but others can as well. After these interesting years that we have undergone, we have all experienced such a wide range of trauma especially for those of younger populations. I seek to not only further correlate trauma and mental health but to see that amongst a population. I look forward to bringing this topic to light and gathering data on a topic that is important to me.

With this mentor program, I strive to be able to communicate with my mentor and connect even beyond this research process. I cannot wait to learn more from my mentor and be able to receive help and another perspective towards my field of psychology and the topic of childhood trauma in the sense of this pandemic. It will be nice to receive support about how to communicate with participants about such a sensitive topic and in addition to that, advice on how to be able to collect the best possible qualitative and quantitative data.

MENTOR MATCHING ENGINE

**Type: Student
Research Description**

Category: Exemplary

Research Description

I am planning on conducting a research project that focuses on the relationship between the psychological concepts of escapism and flow in the context of “getting lost in a book”. From personal experience, I have noticed that a common form of coping is to temporarily escape from reality by immersing oneself in fictional worlds, particularly through the act of reading. However, despite the prominence of escapism and its many forms, escapism is often discouraged as a coping mechanism due to its ties to avoidance, procrastination, and dissociation when relied upon too heavily. On the other hand, flow, otherwise known as being “in the zone,” is praised as an important step towards achieving happiness and is, thus, encouraged. Though existing research portrays escapism and flow as opposites, the first being self-suppressive and the second self-expansive, both allow a reader to temporarily lose track of time and lose awareness of their consciousness by engaging them in a task. Therefore, I am interested in exploring whether reading fiction for escapist purposes affects the frequency at which one can enter a state of flow. As of now, I am planning on centering my methodology around correlational research with a data collection method of a survey, using existing scales and questionnaires to measure the extent of flow and escapism that individuals recall having experienced when reading fiction. To minimize memory distortion, I am considering asking participants to read a self-selected fictional text for a certain period of time before taking the survey in addition to potentially conducting interviews with approximately 10 survey respondents to gain deeper insight into their experiences.

This topic is of special interest to me because I love immersing myself in stories, whether that be via books, TV shows, or video games. I have witnessed the happiness and excitement that comes from being able to connect with others that share an interest in a particular work. Thus, though I understand both the benefits and detriments of escapism, particularly when it comes to reading fiction for leisure, I am eager to explore its relationship with flow. As of now, I have conducted preliminary research on escapism, flow, and the effects of reading fantasy fiction in addition to finalizing a research proposal. I am now working on revising a literature review. My research process will culminate in April of 2022, roughly following the schedule below:

September: Preliminary Research

October: Research Question/Proposal

November: Literature Review

December: Methods

January: Data Collection Plan

February: Data Analysis

March: Data Analysis (continued) and Conclusion of AP Paper

April: Preparation for AP Performance Tasks (Paper/Presentation)

MENTOR MATCHING ENGINE

Type: Student First
Post

Category: Exemplary

Student:

Hello! It is very cool you speak French as well, my Grandmother actually works at the French consulate downtown Chicago. Firstly, I wanted to say thank you for taking the time to help me out with my research project. **I have finished my first draft of the Literature Review, and I was hoping it would be possible that you look it over? What I was specifically looking for** is whether or not the Literature review is relevant to the question, I am trying to make sure my Literature Review has a clear purpose.

A general timeline of our course is this; after we are finished with our Literature Reviews on December 7th, will begin to work on our methods and research design. We will be developing our research tools and methods until January 18th, then we will begin our data collection. After that, we will shift the focus to our findings and analyzing the data. We will be doing this until about Spring break, which for us is the last week of March. After our data has been collected and analyzed, we will begin to develop our Oral Presentations and Oral Defense. **I will send an update on my progression of research to you every Friday, would it be possible to commit that you can respond to my updates three business days after update, so the following Wednesday?**

MENTOR MATCHING ENGINE

Type: Student Update

Category: Exemplary

Our teacher just gave us a ton of updates and a timeline for everything since April is the final month for this entire project. The next 2 weeks (March 28- April 7) will be focused on data analysis and beginning our discussion about our presentations. We will be looking at some samples to get an idea about what our presentation should look like. This is something that should be drafted over spring break and once I do that I will also share that to receive feedback. Spring break will take place from April 7th- April 17, so classes will not be back in session till April 18th. That takes a big chunk of this month out for working on this project which is why it is important to begin to reach conclusions. The priority for next week is for all data collection to be finalized to complete the analysis. We are also going to be discussing scoring and the oral defense aspect of this presentation. Presentations will take place the final week of April and the final cutoff date for the paper is May 2nd. Because other AP classes will be testing that day, it is likely that the cutoff date will be the week before. That is going to be when we are going to close out this project. I know this is a lot of updates and if there is anymore I will let you know. Today, I am finalizing my corrections for my lit review and getting ready for data analysis next week! For my mental health check, I feel kind of tired at the moment and I feel like more pressure is being added every week that we get closer to May from all classes, not just AP but since I do take 3 of those, it is a lot that is going on. This weekend I am going to go shopping and just practice some self care before catching up on everything! Thank you for all your help and support!

MENTOR MATCHING ENGINE

Type: Student Nudge

Category: Exemplary

Student:

Yes, that sounds great! I can do mornings and evenings on Saturday and Sunday. However, Monday through Friday I can only do evenings. What times would work best for you?

Also there are some rules from College Board I need to share with you. I am going to attach a file to this. I'm just going to need you to read through it and give me an okay on our Mentor Match conversation.

Student:

Hey sorry to bother you again but I wanted to check in and see if you have gotten a chance to read through the college board rules. I need them to be OKed before we can begin working.
Thank you!

Mentor:

I agree to the college board rules.

MENTOR MATCHING ENGINE

Type: Teacher Pivot

Category: Exemplary

Teacher

Hello!

Thank you for input as the team develops their solution and learns more about their problem!

I wanted to jump in to see if this is a project you would still be comfortable mentoring since it will now have a game development bent? If yes, that's wonderful! If not, I can reach out to ISTI to discuss mentor switches.

Let me know what you think and thank you for your help and expertise so far!

MENTOR MATCHING ENGINE

**Type: Conclusion/
Thank You**

Category: Exemplary

Student:

Our project is just about done! Thank you for all of your amazing help throughout this process. We deeply appreciate not only your expert insights, but your challenging questions that pushed us to create better solutions. When we were stuck in a rut of our own thinking, or too sure of a shallow solution, you were the voice pushing us forward. We could not have made this final product without your help. **We've attached a video of our final presentation for you!**

Thank you for everything!