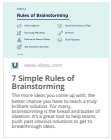
MENTORS' ONLINE MEETING 8 MARCH 2022
summary and next meeting

1

NEEDS
What do you want to learn from the mentors' team?

NARROWING DOWN COMMUNICATION GAP
IMPORTANT ROLES
ACTIVITIES WHERE MENTOR'S ROLE IS CRITICAL
EXHANGING PROJECT MANAGEMENT SKILLS
ASSESSMENT OF STUDENTS
SHARING EXPERIENCES & COMMON CHALLENGES
METHODS IN DIFFERENT CULTURES AND DISCIPLINARY BACKGROUNDS
NETWORKING SKILLS
BRAINSTORMING AND IDEATING METHODS *)
COMMON RESOURCE CENTER
FORMAL CERTIFICATION
BROADER PERSPECTIVE TO TEACHING AND LEARNING
TAKING THE PBL TO NEXT LEVEL
MONTHLY MEETING ON CRITICAL ISSUES

*) **Rules of Brainstorming**

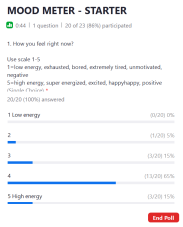


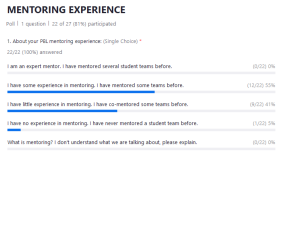
https://www.ideou.com/blogs/inspiration/7-simple-rules-of-brainstorming

GROUND RULES
How do we work together?

ATTENDING AND BEING PRESENT IN THE MEETINGS
RESPECTING OPINIONS OF MEMBERS
RESPECTING TIME
GETTING TO KNOW EACH OTHER
MEETING FREQUENTLY
MEETING ONCE OR TWICE A MONTH
PROVIDING AN EQUAL OPPORTUNITY TO SHARE

Additional ideas:
-Aiming to meet also informally face-to-face when possible
-Having an expert mentor in each mentoring team
-Smaller online peer-groups of mentors





NEXT MEETING

Thursday **24 MARCH**

at 13:30 India / 13:45 Nepal / 14:00 Bhutan / 10:00 Finland, Lithuania / 9:00 the Netherlands.
Duration of the meeting is 1 hour.

Meeting link: https://aalto.zoom.us/j/68809081560

TOPICS OF THE MEETING

1) ROLE(S) AND RESPONSIBILITIES OF A MENTOR
2) STUDENT TEAM FORMATION & TEAM DYNAMICS

In this session we share practical experiences of being a mentor and what kind(s) of role(s) mentor might need to take and what responsibilities mentor might have. We also share ideas how to form the student teams and how in practice further the team dynamics.

This session is facilitated by Aalto team.
We will test some online tools in practice and work in smaller peer-groups to encourage more lively discussion.

HOMEWORK
How would you describe yourself as a mentor?
What kind of role(s) you might need to take as a mentor?
Write down notes for yourself. The different roles will be shared in the next meeting.

Co-funded by the Erasmus+ Programme of the European Union

South Asia

MENTORS' ONLINE MEETING 24 MARCH 2022

summary and next meeting

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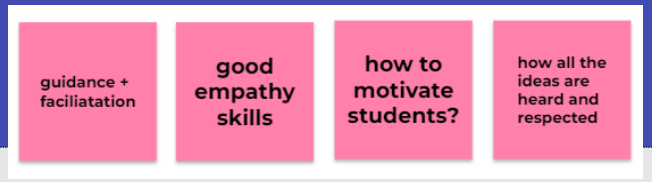
1. STARTER/ ICEBREAKER

Share what do you see in front of you?

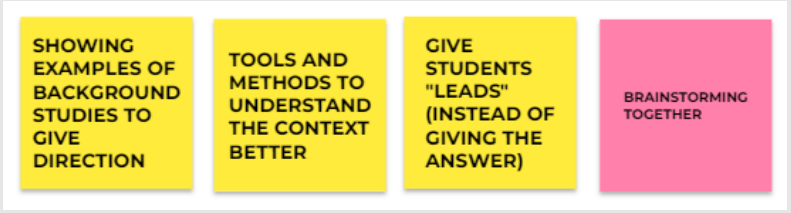


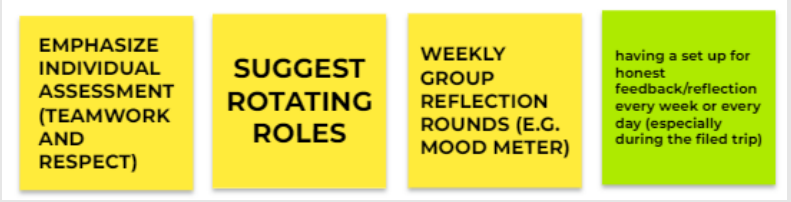
2. BREAKOUT ROOMS

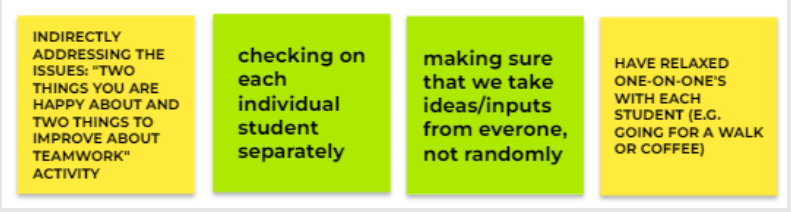
Online collaborative tool: **Jamboard**

https://jamboard.google.com/d/1kF_BcgwNQrI5YaSajzaB1-H9tiyEvtoWkTcVh3fR2X8/edit?usp=sharing

Different scenarios on the Jamboard for the groups to discuss and think what might be the mentor's role in the situation described.







NEXT MEETING

Wednesday **13 APRIL**

at 13:00 India / 13:15 Nepal / 13:30 Bhutan / 10:30 Finland, Lithuania / 9:30 the Netherlands.
Duration of the meeting is 1 hour.

Meeting link: https://aalto.zoom.us/j/68809081560

TOPICS OF THE MEETING
1) MENTORING THE LEARNING PROCESS
2) REFLECTIONS & FEEDBACK

In this session we are looking together into practical tools for supporting the learning process. We will also share ideas on reflections exercises and how to give and receive feedback.

This session is facilitated by Aalto team.
We will test some online tools in practice and work in smaller peer-groups to encourage more lively discussion.

HOMEWORK

Think how to give feedback to student team? What are the critical moments in the student case process when the feedback from mentor is needed the most? Do you use some tools or specific methods?
Write down notes for yourself.

Co-funded by the Erasmus+ Programme of the European Union

South Asia

Use 'sticky note' tool from the left side tool bar

RULES

Encourage wild ideas!

Go for quantity!

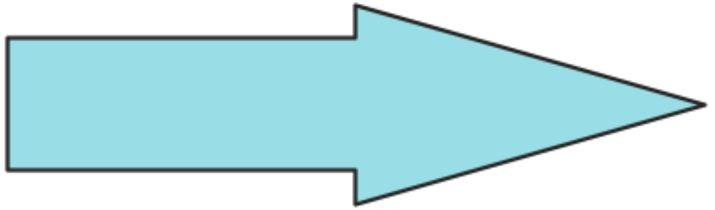
Add one idea per sticky note!

Build on the ideas of others

Stay focused on the topic

Keep it practical!

?



You have been assigned to mentor a new student case and new team. You are meeting the team for the first time. You have booked one hour with the team.

How do you start the meeting? What do you do during the meeting?

Share practical ideas/ tools/ methods.

GET TO KNOW THE TEAM!

elaborate on purpose of the meeting

HOPES, FEARS AND EXPECTATIONS (mentor too!)

RULES FOR COMMUNICATION AND TEAMWORK

2) Any previous experiences in PBL journey?

WHAT SKILLS DO YOU WANT TO DEVELOP THROUGH THIS EXPERIENCE?

DISCUSSING THE CASE

GET TO KNOW THE TEAM!

FUN INTRODUCTION ACTIVITY (A QUIZ, A GAME)

1) Introduction / Mood meter

know the students

HOPES, FEARS AND EXPECTATIONS (mentor too!)

introduction: name, interests, project case knowledge and interest/motivation towards the case

RULES FOR COMMUNICATION AND TEAMWORK

deciding on communication grounds (tools/methods/which apps), collaborative tools, soft team ground rules and roles, agreeing on next meeting

WHAT SKILLS DO YOU WANT TO DEVELOP THROUGH THIS EXPERIENCE?

2) Any previous experiences in PBL journey?

knowing about students' previous experiences (views/reviews) and sharing them among the team

DISCUSSING THE CASE

elaborate on purpose of the meeting

Team is assigned to do a background study. They say they cannot find relevant information.

What do you do?

SHOWING EXAMPLES OF BACKGROUND STUDIES TO GIVE DIRECTION

TOOLS AND METHODS TO UNDERSTAND THE CONTEXT BETTER

BRAINSTORM ALTERNATIVE KEYWORDS

SHOWING EXAMPLES OF SIMILAR CASES OR WITHIN THE SAME THEMATIC AREA

search ourselves and/or share our experience (tools, methods, keywords related to the topic)

MINDMAPPING TOGETHER WHAT INFORMATION IS NEEDED, WHY, WHAT IS MISSING --> BASED ON OUTCOME GIVE RELEVANT TOOLS, LEADS ETC.

Assist with similar type of problem

EXAMPLES

BRAINSTORMING TOGETHER

GIVE STUDENTS "LEADS" (INSTEAD OF GIVING THE ANSWER)

ask them to present whatever they might have collected

suggest or refer experts of the topic from our networks

redefine the topic, aims and scope of the given topic

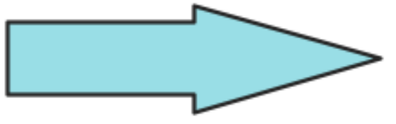
SHOWING EXAMPLES OF BACKGROUND STUDIES TO GIVE DIRECTION

TOOLS AND METHODS TO UNDERSTAND THE CONTEXT BETTER

GIVE STUDENTS "LEADS" (INSTEAD OF GIVING THE ANSWER)

KEEP IT STUDENT CENTERED

EXPERT MEETINGS



One of the team members is taking strong leadership of the student case and only his/her ideas are accepted.

What do you do?

CONSULTING THE LEADER DIRECTLY (THERE CAN BE MULTIPLE REALITIES)

DISCUSSING THE IMPLICATIONS OF LEADERSHIP WITH THE GROUP

Cyclic role of leadership

referring back to prior decided project roles and team agreements

INDIRECTLY ADDRESSING THE ISSUES: "TWO THINGS YOU ARE HAPPY ABOUT AND TWO THINGS TO IMPROVE ABOUT TEAMWORK" ACTIVITY

provide equal opportunity to express their views, decisions made on majority

PEER ASSESSMENT CRITERIA MADE CLEAR

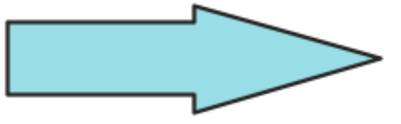
scheduling brainstorming sessions and team discussion sessions so that al the members voices/inputs are respected

EMPHASIZE INDIVIDUAL ASSESSMENT (TEAMWORK AND RESPECT)

SUGGEST ROTATING ROLES

WEEKLY GROUP REFLECTION ROUNDS (E.G. MOOD METER)

having a set up for honest feedback/reflection every week or every day (especially during the filed trip)



Team seems to have some tensions and it leads to some of the team members to be very silent in all the meetings.

What do you do?

INDIRECTLY ADDRESSING THE ISSUES: "TWO THINGS YOU ARE HAPPY ABOUT AND TWO THINGS TO IMPROVE ABOUT TEAMWORK" ACTIVITY

WEEKLY GROUP REFLECTION ROUNDS (E.G. MOOD METER)

Make them sit for group discussion

Recreation activity

HAVE RELAXED ONE-ON-ONE'S WITH EACH STUDENT (E.G. GOING FOR A WALK OR COFFEE)

FACILITATING A DEEP DISCUSSION; MENTOR ACTS AS A MEDIATOR TO RESOLVE CONFLICTS AND UNDERSTAND INDIVIDUAL VIEWS BETTER

Gamification

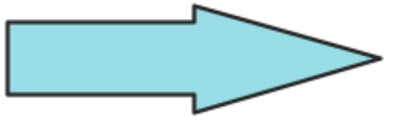
CIRCLE BACK TO ORIGINAL TEAM RULES AND REFLECT ON HOW WE ARE DOING WITH THEM

INDIRECTLY ADDRESSING THE ISSUES: "TWO THINGS YOU ARE HAPPY ABOUT AND TWO THINGS TO IMPROVE ABOUT TEAMWORK" ACTIVITY

checking on each individual student separately

making sure that we take ideas/inputs from everone, not randomly

HAVE RELAXED ONE-ON-ONE'S WITH EACH STUDENT (E.G. GOING FOR A WALK OR COFFEE)



One student in the team does not want to join live meetings because of the covid situation.

How do you deal with the situation?

IDENTIFY TOOLS THAT ARE SUITABLE FOR MAINTAINING SOCIAL DISTANCE AND ENSURING EFFECTIVE COLLABORATION (E.G. JAMBOARD)

live session maintaining social distance

hybrid sessions

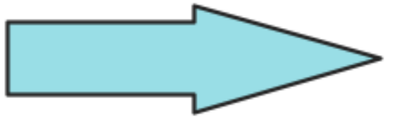
Give him/her offine task

motivate participants to join

provide another/alternative opportunities for such student to contribute via email/chat etc.

A BRAINSTORMING ACTIVITY ON BENEFITS AND CHALLENGES RELATED HYBRID MEETINGS --> HOW TO ADDRESS THEM TO ENSURE A GOOD MEETING EXPERIENCE

MAKE TIME FOR "FUN" AND TEAM BONDING DURING HYBRID MEETINGS (NOT ONLY FOCUSSING ON PROJECT)



Your team is going to travel on a field trip to another country to work with a peer-student group and visit clients and some case study related sites.

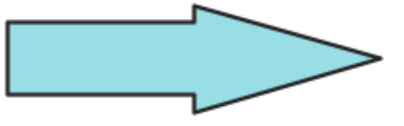
How do you prepare your team? What kind of issues you might need to take into consideration?

giving them advice on/preparing how to respect local culture, people, norms and values

prepare how to engage with different stakeholders, groups of people on communication and objectives of the collaboration

respecting the time of the clients/stakeholders

reviewing their questionnaire lists



Team is working over period of three months all together.

How do you structure the process? What kind of middle-points you would plan for the team?

Please make a (rough) timeline of the activities or events you might have.

SUMMARY INSIGHTS FOR A MENTOR

What a balanced student team consists of? What is a balanced student team?

1 minute excercise

MENTORS' ONLINE MEETING 13 APRIL 2022 (HYBRID SESSION)

summary and next meeting

3

REFLECTION

is about students becoming aware of their own thinking processes, and being able to make those transparent to others." *)

WHY?

In the PBL learning process, self-reflection of students and mentors is essential.

1) Students learn to take ownership of their learning and monitor their progress throughout the PBL learning process.

2) You as a mentor are strengthening their own capacity to learn to think critically and be creative.

2) Students learn to find their way forward and they are able to set the next steps in their project. *)

*) SOURCE: https://assessment.tki.org.nz/Assessment-for-learning/Assessment-for-learning-in-practice/Reflection-on-the-learning/(tab)/Essential-components

TOOL TIP FOR FACILITATED TEAM FEEDBACK AND REFLECTION:
I LIKE, I WISH...
https://ilikeiwish.org/

TEAM DISCUSSIONS

Three main questions. Results were shared in Jamboard shared collaboration tool. Full results as an attachment.

"effectively externalizing internal thoughts at a right time about the learning process"

NEXT MEETING

Thursday **5 MAY**

at 13:00 India / 13:15 Nepal / 13:30 Bhutan / 10:30 Finland, Lithuania / 9:30 the Netherlands.
Duration of the meeting is 1 hour.

Meeting link: https://aalto.zoom.us/j/68809081560

TOPIC OF THE MEETING:
ASSESSMENT

In this session we are looking together how to assess and evaluate PBL student case/ PBL course.

This session is facilitated by Aalto team.
We will test some online tools in practice and work in smaller peer-groups to encourage more lively discussion.

HOMEWORK

What are the evaluation criteria and requirements in your institution? Please be prepared to share in the next meeting

Co-funded by the Erasmus+ Programme of the European Union

South Asia

What is reflective learning?

understanding thoughts and emotions such as breaking the ice, approaching/solving the problems encountered

What actual they (students) learned and their perception

Mentoring and PBL---To be taken as a journey that has no definite start and end with clear direction, but we all sail togethers creating ups and downs. The satisfy with what we did, keep moving.

Interaction

Improvisation

More of interactive understanding

Define the meaning with your own words.

Reflective learning is continuous process

processes and experiences the students go through, and description of the same

Learn from previous experience (or examples)

Repetative learning

Deep learning/ thinking

Feedback based

improving the undrstanding the students

Think about better approach

Converting knowledge to action through clear understanding

learning from previous experiences

iterative learning process

deep learning

Learning with feedback

harnessing problem solving skills

What is your role as a mentor in a reflective learning process?

Your responsibilities?

to facilitate the open/honest communication; to create the team attitude/atmosphere (relaxed/positive/supportive etc.)

to recognise the motivation/needs of the students; and acting accordingly

Observing (also in informal communication, reading between the lines) and taking action when needed

Act as catalyst in the entire process

Be important element of bridging the knowledge, understanding and collaborative actions.

Feedback and guiding motivation

Take the feedback (listening) from the learners

Giving feedback

continuous evaluation and assessment

To assess the overall development of learners during the learning

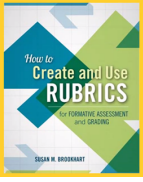
Assessment

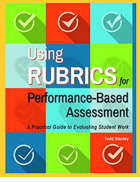
Present questions for group discussion

How to reflect in practice?
Peer-to-peer dialogue.
Comparisons of prior learning/expectations and end learning
Field visits- daily reflections on emotions, processes, tools/methods
Weekly direct individual feedback
Team sessions regularly with the students (informal settings too)
Have a reflection plan - But be flexible
End of course
Share and write down your own experiences as a teacher.
An approach to correct errors
Narrative to point of concern. Using audio and visual aid if possible.
Sharing reflections (public / semi-public), for instance documentation through videos, texts, blog, pictures, social media etc.
Monthly diary - individual and personal reflections
WHEN?
When? different stages of learning
Think when and how in the PBL student case process reflection should be done? Why? and How?
Feedback: learnings/ teaching/ logistics
Reflective tools and methods - such as I like, I wish tool
Showing previous examples/practices, also including learning materials, resources, spaces etc.
HOW?
Final reflections and feedback session after the final presentation.
Final evaluation at end of the course
Interviews in gropus - end of day
Individual periodical learning diaries (with/without a template)
Providing space: lab/ library/online resources tutorials
During confusion time and group discussion
Reflections after external interviews/meetings
Supervison (role/activities) similar to other tasks/jobs
Implement feedback based learning
reflecting with other mentor - peer support
Feedback
Process integral from the beginn for example asking 'How do you feel' immediately after introducing 'the problem'

MENTORS' ONLINE MEETING 5 MAY 2022
summary and next meeting

4

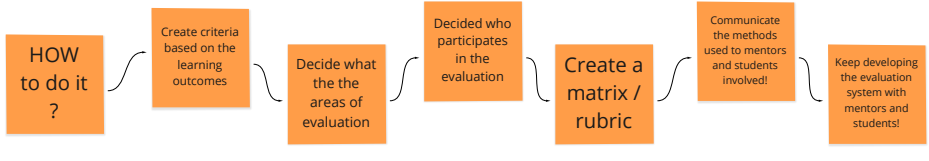




TOOLS AND METHODS |RUBRICS LITERATURE:
Susan M. Brookhart (2013): *How to create and use rubrics for formative assessment and grading*.
Susan M. Brookhart: *How to give effective feedback to your students.*
Todd Stanley: *Using Rubrics for performance-based assessment. A practical guide to evaluating student work.*

LINK TO AN INTERESTING PBL TOOLKIT
Produced by University of Cumbria

http://insight.cumbria.ac.uk/id/eprint/183/1/pbltoolkitsept09.pdf



NEXT MEETING (last one)

Thursday **2 JUNE**

at 13:00 India / 13:15 Nepal / 13:30 Bhutan / 10:30 Finland, Lithuania / 9:30 the Netherlands.
Duration of the meeting is 1 hour.

Meeting link: https://aalto.zoom.us/j/68809081560

TOPIC OF THE MEETING:
OVERALL PBL PROCESS

In this session we are reviewing together the whole PBL process and reflect on what has been discussed in these mentors' meetings.

This session is the final on the series of new mentors' meetings. Session is facilitated by Aalto team.

AN EXAMPLE OF AN EVALUATION MATRIX AVAILABLE IN THE GOOGLE DRIVE

https://drive.google.com/file/d/1nj7cWcBTgl29q1X7BSQhN4cR1UnGHdyI/view?usp=sharing