ACTIVITY NAME: PAIR AND SHARE TRAINING

PURPOSE: Pair and Share activities can be very helpful in teaching and I will use it several times this semester. However, it is helpful to learn how to do a pair and share by evaluating an anonymous person (rather than your own work). By going through this exercise first, I hope that the first time we use it for your work you will be more effective.

INSTRUCTIONS: (TOTAL OF SEVEN MINUTES)
REFLECTION (Two minutes)
1. Read the example provided
2. Write down your response as a reader (this will not be turned in so don’t worry about spelling or legibility).
3. For each “event”, does it make you believe that this person will do well in graduate school?
4. You **ARE** commenting on your reaction to what is written
5. You **ARE NOT** commenting on the writing or on the writer and his/her ideas (in other words don’t be judgmental)

DISCUSSION (Five minutes)
1. Take five minutes to discuss your reactions with your partner.
2. Remember to keep the discussion non-judgmental. The goal is to help the writer, not to make them feel badly
Three hypothetical events from three hypothetical students

1. During my entire undergraduate career, I worked with professor Smith (who holds the Gates Chair in Molecular Systematics) on her research project investigating The Great American Interchange. As I began my senior year she encouraged me to consider going to graduate school. She said that I was the best lab tech she had ever had and that several of her previous students had gone on to graduate school and done very well.

2. The movie “Contact” has always been one of my favorites and Jodie Foster’s character as a SETI scientist has inspired me to pursue a career as a scientist and, therefore, a graduate degree. It was really this movie that made me realize that what scientists do is discover the unknown and this is my passion.

3. For my first three years as an undergraduate student I was a pre-Med major and worked in the oncology lab of Dr. Jones. But in my sixth semester I took a required course in ecology. Wow! I was hooked. Every lecture gave me new insights into the world around me and for the first time in my career, I found myself doing much more than just the assigned readings. By the end of the semester I had changed my major.
ACTIVITY NAME: PAIR AND SHARE – PERSONAL EVENTS

PURPOSE: Provide you with quick feedback regarding:
1. The effectiveness of the events you’ve selected
2. The way you present/talk about those events

INSTRUCTIONS: (TOTAL OF FIFTEEN MINUTES)

REFLECTION (Three minutes)
1. Pair up with one other person
2. Exchange your list of key events in your life that help explain your decision to go to graduate school
3. Take three minutes to read your partners list and make comments.
4. Do these “events” make you believe that this person will do well in graduate school?

SHARING (Six minutes for each person)
1. Three minutes – Reader summarizes his/her reaction while the Writer simply listens
   1. You **ARE** commenting on your reaction to what is written
   2. You **ARE NOT** commenting on the writing or on the writer and his/her ideas (in other words don’t be judgmental)
2. Three minutes - Writer responds and asks for clarification.
   1. Writers should not disagree with the reader or be defensive.
ACTIVITY NAME: PEER WORKSHOP ON RESEARCH EXPERIENCES

PURPOSE: Provide you with quick feedback regarding:
1. The appropriateness of the experiences you’ve listed
2. The completeness of your descriptions of those experiences
3. The impression that the collection of experiences makes

INSTRUCTIONS: (TOTAL OF FIFTEEN MINUTES)

REFLECTION (Three minutes)
1. Pair up with one other person
2. Exchange your list of research experiences
3. Take three minutes to read your partners list and make comments referring to the instructions for the assignment.
4. Do these experiences make you believe that this person will do well in graduate school?
5. Do you have any questions about those experiences
6. Take three minutes to discuss person A
7. You ARE commenting on your reaction to what is written
8. You ARE NOT commenting on the writing or on the writer and his/her ideas (in other words don’t be judgmental)

SHARING (Six minutes for each person)
1. Three minutes – Reader summarizes his/her reaction while the Writer simply listens
2. Three minutes - Writer responds and asks for clarification. Writers should not disagree with the reader or be defensive.
ACTIVITY NAME: Broader Impacts Opportunities

PURPOSE: To increase everyone’s knowledge of opportunities that they can explore

INSTRUCTIONS: (15 minutes total)

Individual Reflection (5 minutes):
1. This will not be turned in so don’t worry about spelling or legibility
2. Simply list broader impacts activities you’ve been involved with (here or elsewhere) and/or opportunities of which you are aware

Group Sharing (5 minutes):
1. Each person mention one of their ideas (avoid repeating any that have already been mentioned)
2. Keep going around the class until most ideas have been revealed

Group Discussion (5 minutes): guided by instructor
ACTIVITY NAME: PAIR AND SHARE – Introductory Sentences

PURPOSE: Provide you with quick feedback regarding:
1. The effectiveness of the approaches you’ve tried

INSTRUCTIONS: (TOTAL OF FIFTEEN MINUTES)

REFLECTION (Three minutes)
1. Pair up with one other person
2. Exchange your alternative introductory sentences
3. Take three minutes to read your partners sentences and make comments.
4. How do you react to each? Is one more compelling than the others
5. Take three minutes to discuss person A
6. You ARE commenting on your reaction to what is written
7. You ARE NOT commenting on the writing or on the writer and his/her ideas (in other words don’t be judgmental)

SHARING (Six minutes for each person)
1. Three minutes – Reader summarizes his/her reaction while the Writer simply listens
2. Three minutes - Writer responds and asks for clarification. Writers should not disagree with the reader or be defensive.
ACTIVITY NAME: Peer Group Workshop of PSRBFG Drafts

PURPOSE: To provide constructive feedback

INSTRUCTIONS:

Housekeeping
1. (5 minutes) introduction/setup (assign time keeping responsibilities)

Repeat the following for each writer
1. (10 minutes) Readers take turns telling the writer their personal reaction to the draft. Writers just listen, do not respond
2. (5 min or less) WRITERS review READERS’ feedback & ask for clarification if necessary
ACTIVITY NAME: Peer Group Workshop of GR Introductory Paragraph

PURPOSE: To provide constructive feedback

INSTRUCTIONS:

Housekeeping
1. (5 minutes) introduction/setup (assign time keeping responsibilities)

Repeat the following for each writer
1. (10 minutes) Readers take turns telling the writer their personal reaction to the draft. Writers just listen, do not respond
2. (5 min or less) WRITERS review READERS’ feedback & ask for clarification if necessary
ACTIVITY NAME: Peer Group Workshop of Complete Proposal Drafts

PURPOSE: To provide constructive feedback

INSTRUCTIONS:

Housekeeping
1. (5 minutes) introduction/setup (assign time keeping responsibilities)

Repeat the following for each writer
1. (10 minutes) Readers take turns telling the writer their personal reaction to the draft. Writers just listen, do not respond
2. (5 min or less) WRITERS review READERS’ feedback & ask for clarification if necessary