Designing Interactive Adult Education in Research Development

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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 everyone’s 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 sellable way
- Project lacking significance or being incremental

- Opening that folder on the computer again! → Not getting discouraged wondering if it is worthwhile
- Replacing team members if needed
- Meeting budget constraints
- Changing the pitch
- Revising the specific aims
- Disagreeing with reviewer's points
- Being told by your mentor that it is not consistent with your lab direction

- Lacks in expertise 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!" - they take off and start over with mentor after comments come back
- Thinking about ways to resubmit or submit anew.
- I expect it - haven't actually been reviewed yet but I'm here in anticipation
- It happens - keep at it
- Connect with colleagues or mentors
3.) What is a tip you would offer to other PIs on resubmission?

- Re-think the aims
- Provide insight to why the work is important
- Have another experienced PI proof read
- Discuss comments w/ a colleague/mentor
- Learn to be a better writer
- Go to sessions like this
- Get the good out of comments and build 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 RO1 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

What motivates people to work?

- Fear of redundancy
- Being fired
- Unemployment
- Incentives (bonuses, recognition, perks)

- Job interest
- To gain experience
- To learn new skills
- To be part of a team
- To be a leader
- Promotion

- Awards
- To prove something
  - To yourself
  - To others

- Power and status
- Fear of failure
- Management pressure
- A desire to please
- Success and achievement
- Peer pressure
- Fun and excitement
- Meeting new people
- Opportunity to travel

Future security
Family pressure
Salary
Wages
Financial independence
Money
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

- 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


Thank you!

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