***Welcome and introductions***

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| Module 1 | Welcome and introductions |
| Length of module | Approximately 35 minutes to 1 hour 10 minutes |
| Module summary | The purpose of this module is to give us a sense of the ‘geography’ of the workshop, but also to agree on how we want to work together and what we want in the learning environment and from each other to feel ready and free to learn. |
| Equipment, visual aids and handouts (on the day) | PowerPoint projector, screen and laptop  Slim ring binder folders for participants  **1-welcome & intro.pptx**  **VA1 reflection questions.docx**: one question per A4 paper printed out, attached to wall in full view of participants, for the duration of the workshop (they are also at the back of the participant handbook.  Prepared by trainer/s in advance**: participant workshop agenda (+ intended learning outcomes)** one agenda per participant and workshop administrator.  Edited by trainer/s in advance of workshop: **HO1 cases to distribute.doc** |
| Guidance to facilitating learning activities | Display **1-welcome & intro.pptx-slide 1** as a holding slide while participants enter the room and get settled. Start off with some gentle banter or informal conversation with participants, to create a relaxed, positive and friendly atmosphere.  **Module summary** (2-3 mins)  Verbally present the module summary above to set the scene. It is important that these points are shared with participants from the outset of the workshop.  **Welcome and general introductions** (10-20 mins)  If the workshop is to be ‘opened’ by a senior administrator, politely request that this person keeps their speech to under 10 minutes if possible.  Display **slide 2** and quickly run through the agenda for the module. Next invite the participants to introduce themselves and say a little about their background and what they hope to gain from the workshop.  The trainer/s should note their backgrounds, especially as related to the subject matter of the workshop. Try to project a positive attitude, for example *by saying that you are looking forward to exchanging views and experiences during the workshop and noting that it is a chance for all present to learn from each other.*  **Warm up activity: Three things in common** (10-15 mins)  Ask participants to pair up. The objective is for the pairs to find three of the least obvious/hidden things they have in common, for example two participants might both be parents of twins. Not obvious things like age, sex or hair colour. It must be three uncommon things. At the end, ask participants how they think this activity relates to mentorship, for example *the exercise facilitates a deeper mutual understanding of each other, it helps to establish an equal footing at the start of a mentoring relationship, helps the mentor to have a complete view of the mentee rather than simply their work persona etc.*  **Housekeeping** (3-5 mins)  Trainer/s cover basic information participants need to know about the venue, facilities, comfort breaks, refreshments, security of belongings and room etc.  **Introduction to workshop** (5-15 mins)  Display **slide 3** if prompts are needed. Explain that this workshop is intended mainly to increase participants’ ability to mentor PhD students and other junior researchers regarding research communication.  Secondary aims include increasing participants’ overall mentoring skill, knowledge of research communication, confidence in their mentoring abilities, and motivation to mentor.  Note that the workshop is based on the active learning approach. This means that the modules contain activities that encourage participants to take an active, engaged part in the learning process, such as: group discussions, participatory presentations, cases, problem-solving and role play. This might be a good time to give each participant a copy of the handout **HO1 cases to distribute.doc**. Stress that participants will need to keep the handout in their folders, as this will be used throughout the workshop.  Next do a quick run through the **participant workshop agenda** (prepared by the trainer/s) together with intended learning outcomes. Explain the purpose of the participant handbook.  Introduce the four reflection questions (**VA1 reflection questions.docx**) on the wall which participants will be invited to consider at various intervals during the modules and to make notes on at the back of their handbooks Participants will be invited to share some of these reflections at the end of the workshop.  **Learning contract** (5-10 mins)  Explain that the following activity is a way of agreeing how participants and trainer/s want to work together, is a way of setting boundaries and ensuring that everyone has a focus and that the group is productive. Display **slide 4**(on animated fade setting)with suggested ways of working, that have proved effective in past workshops.  Ask participants if they have any questions of clarification, before asking them in pairs to briefly discuss any changes/additions they would like to make and why.  Wrap up in a full-group discussion by inviting participants to volunteer any changes/additions they would like to make. Trainer/s can make the appropriate changes to the learning contract slide (remember that these are for the trainer/s as well so make sure points which are important to the trainer/s are not deleted!). |