Worksheet: Identify Learning Goals for the SHINE19 Student

Reverse engineer the culminating poster (due 7/25) for the 8/1 Poster Session.

What results can your SHINE student show in just 24 days? What skills will s/he be able to say s/he learned? How will your SHINE student demonstrate his/her understanding of university research, from labwork to peer-reviewed communications to college/career pathways to the social significance of the research conducted in your lab?

Today, pair up with other mentors to discuss the questions on this worksheet. By Friday, 6/14, upload your answers on the link on the SHINE mentors page <https://viterbipk12.usc.edu/shine18/mentors/>

List below the three fundamental STEM concepts (theories, formulae, equations, etc.) that your SHINE student will use in those 24 days of research:

1. 
2. 
3. 

List here the three skills or practices you expect your student to know from Day 1:

1. 
2. 
3. 

List here the three key skills or practices you plan to teach your student in Week 1 – 2:

1. 
2. 
3. 

What proficiency do you expect s/he will have by week 4?

How do your expectations compare with the other mentors you are brainstorming with today?

How will you know your student is making progress?