

# SKETCHNOTING A METHODOLOGY

## FOSTERING TEAM BASED LEARNING CONVERSATIONS

### WHAT WAS THE CHALLENGE?

Turning a panel proposal for a conference with five panelists into a poster presentation through Sketchnoting.

#### 2018 WORKSHOP SUBMISSIONS SUBMISSION

**Title of Workshop:** • Multi-Level Mentoring Using TBL in Faculty/ Graduate Student/ Undergraduate Student and Teaching Center Teams

**Program Abstract (300 words):** • Mentoring is no longer top down in the contemporary academic setting. The purpose of this session is to inspire TBL conference participants to enhance their mentoring of undergraduates, graduate students, and faculty in multiple ways. What happens when an attempt to optimize TBL with a team in your course results in a much richer experience of reciprocal mentoring?

A panel of experts from four institutions will share varied experiences with multi-level mentoring including a partnership between a faculty member and a teaching center to train TAs to teach an 800 student class via TBL. Another panelist will describe how a partnership between graduate students and the Preparing Future Faculty program had unexpected outcomes for multi-level mentoring of faculty course supervisors. A third will describe how he applied TBL in departmental teams of faculty and graduate students to transform departmental teaching. The panelists will bring experiences from implementing TBL in face to face, blended and online settings, and will describe the transformative power of TBL as they stepped into an active and engaged role of mentor. Following the panel, participants will share their stories and participate in a gallery walk after devising new ways to create multi-level mentoring at their institution using TBL.

**For which of the following tracks is your workshop intended?** • Innovations and Applications

**Has this workshop been presented at a TBLC Meeting before?** • No

**If yes, what year(s)?** •

**Did you receive grant money to support this research?** • No

**If yes, from where?** •

**Will this workshop mention any commercial product or service?** • No

**If yes, please describe.** •

**Panelists:** Janet Johnson, MS, RD, Senior Clinician, Food Science and Human Nutrition, Iowa State University; Verena Paepcke-Hjeltness, MFA, Assistant Professor Industrial Design, College of Design, Iowa State University; Luke Lefebvre, PhD, Assistant Professor, Food Science and Human Nutrition, Iowa State University; Maren Wolff, MS, RD, PhD Candidate, Food Science and Human Nutrition, Iowa State University; Samantha Pritchard, PhD, PhD Candidate, Food Science and Human Nutrition, Iowa State University.

**Abstract:** The purpose of this session is to inspire TBL conference participants to enhance their mentoring of undergraduates, graduate students, and faculty in multiple ways. What happens when an attempt to optimize TBL with a team in your course results in a much richer experience of reciprocal mentoring?

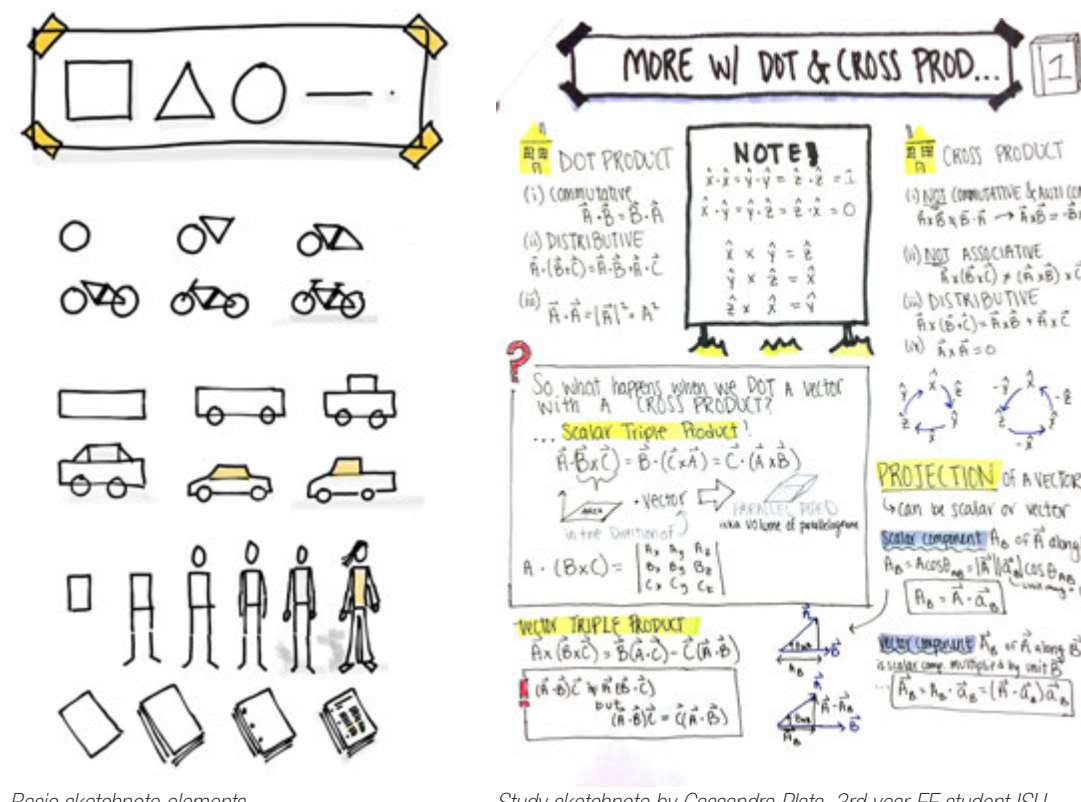
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### WHAT IS SKETCHNOTING?

Sketchnoting is a methodology that uses simple shapes, frames, and connectors to visualize complex information, concepts, and physical objects, thus it has a low barrier entry for skilled and non-skilled drawers, as well as for designers or non-designers alike. It is situated at the lower end of the visualization fidelity spectrum, which ranges from napkin style sketches to photo-realistic renderings or high fidelity info-graphics.

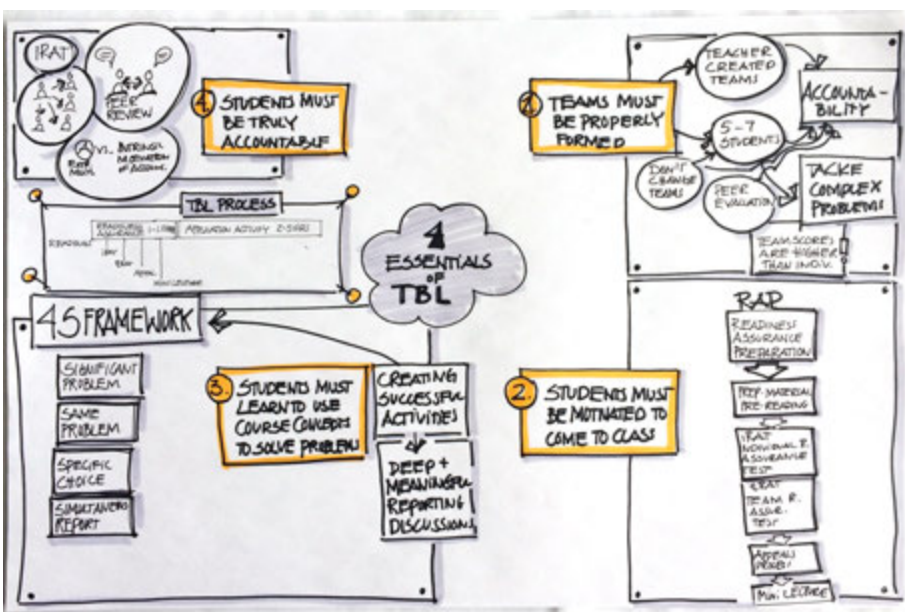
Rohde, M. (2013). *The sketchnote handbook: the illustrated guide to visual note taking*. Peachpit Press.

Paepcke-Hjeltness V, Mina, M., & Qyarnani, A. (2017, October). Sketchnoting: A new approach to developing visual communication ability, improving critical thinking and creative confidence for engineering and design students. In 2017 IEEE Frontiers in Education Conference (FIE) (pp. 1-5). IEEE.

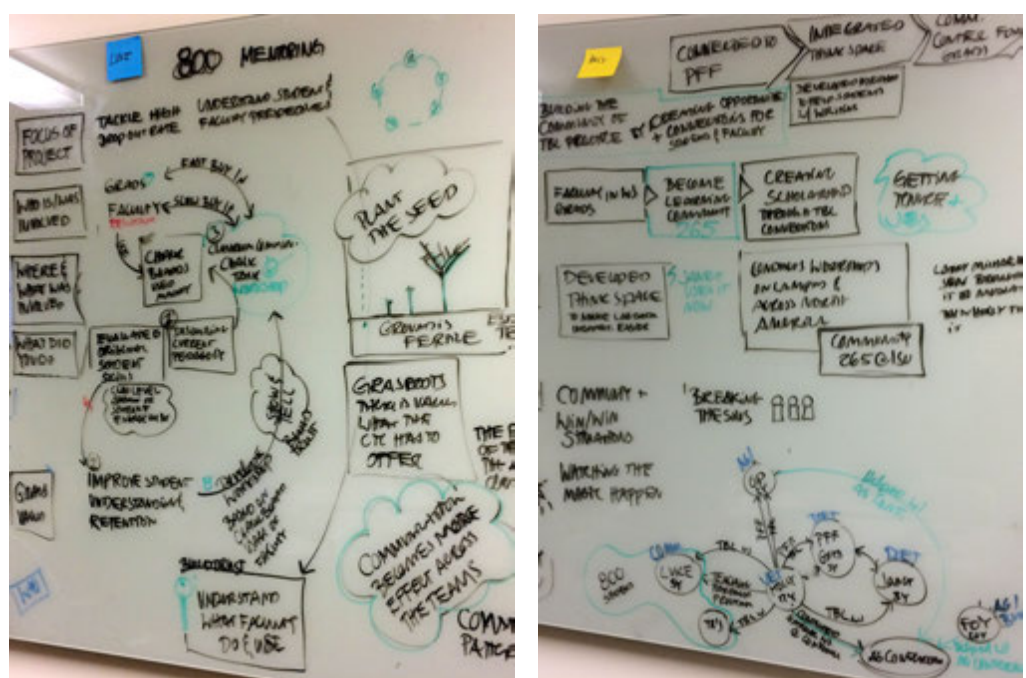
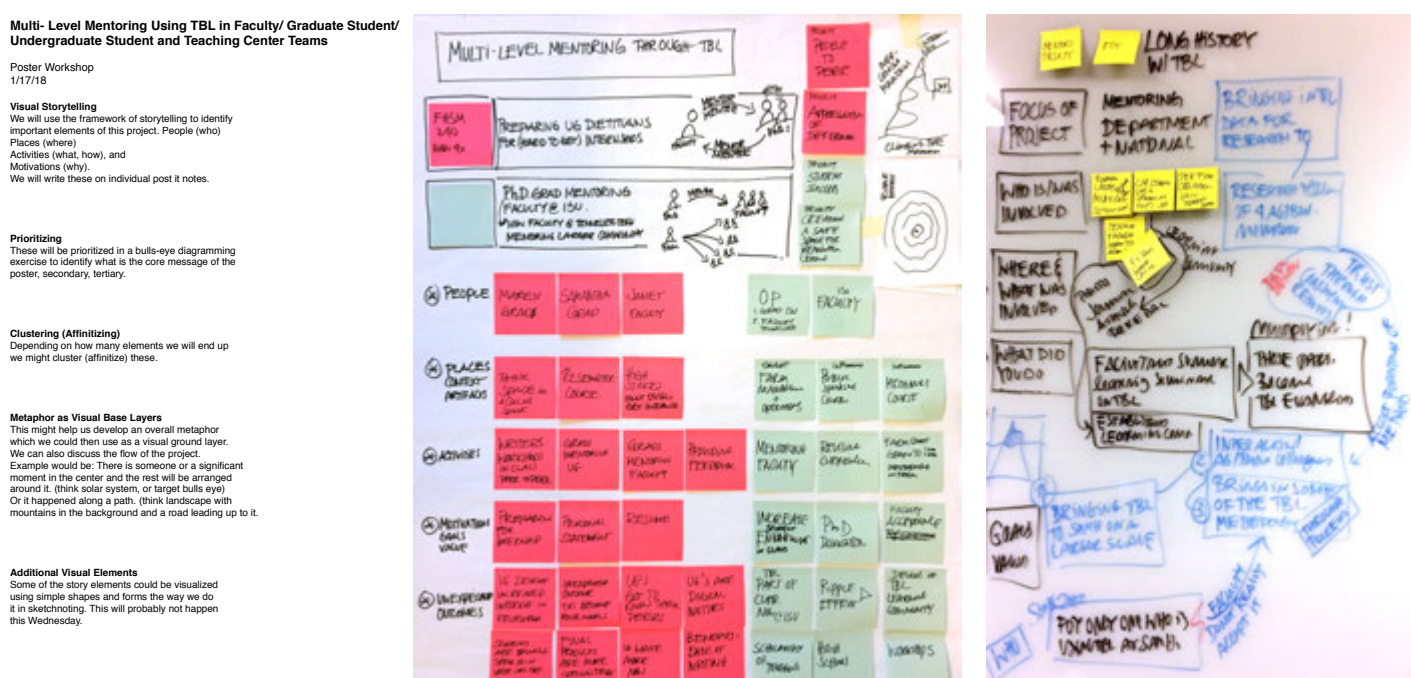


### WHAT IS TEAM BASED LEARNING?

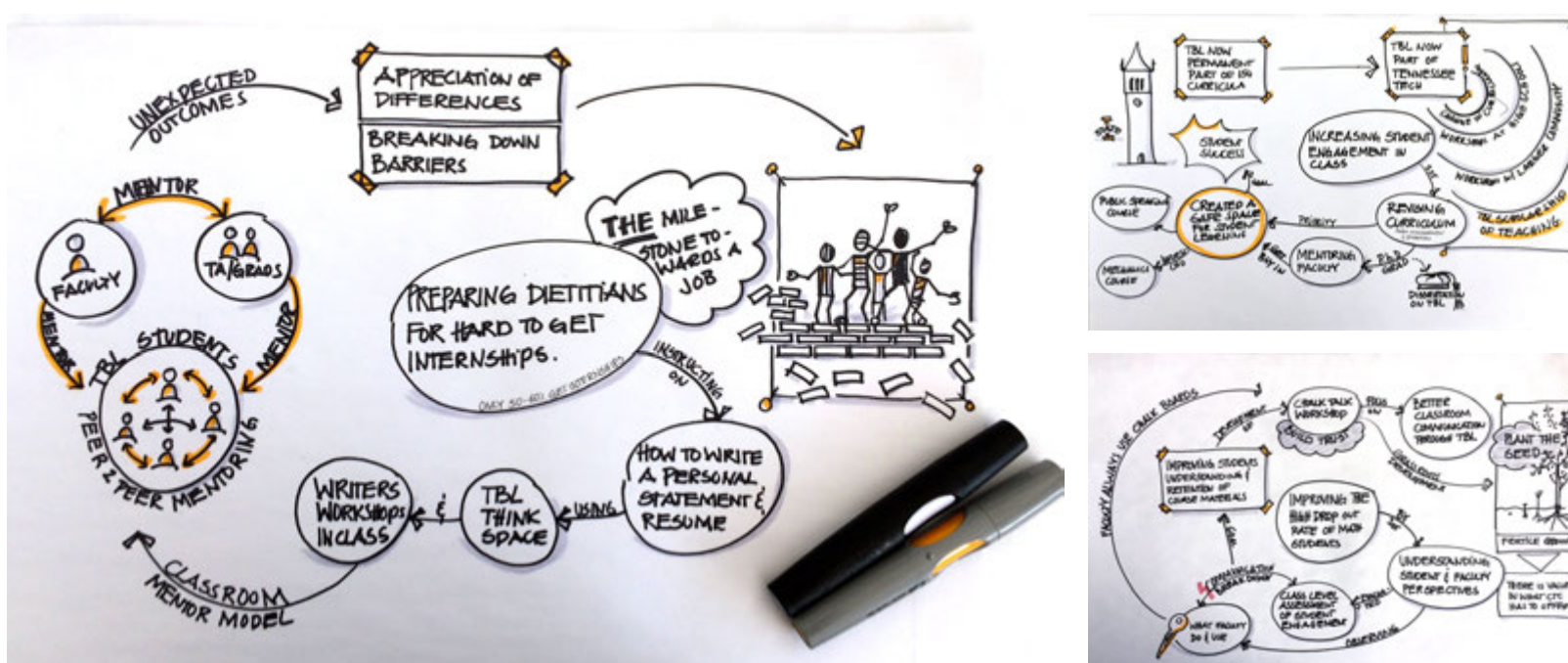
"Team-based learning (TBL) is a pedagogical strategy that engages student knowledge through individual testing and group collaboration. Following individual answers, students join teams and work through problems, appealing when they are incorrect. This process motivates students by holding them accountable to themselves and one another, while introducing them to a variety of thought processes devoted to a single problem. To increase motivation and introduce a fun gaming environment, instructors often group their students into teams and have them compete on various classroom learning tasks." <https://csl.yale.edu/Team-Based-Learning>



### 1. FACILITATING STORY TELLING



### 2. VISUALIZING CONNECTIONS



### 3. COMMUNICATING THE 'POSTER PANEL DISCUSSION'

#### MULTILEVEL MENTORING USING TBL

Faculty / Graduate Student / Undergraduate Student and Teaching Center Teams

5 SUCCESSFUL STORIES

What happens when an attempt to optimize TBL with a team in your course results in a much richer experience of reciprocal mentoring?

Discuss ways to use TBL to create multi-level mentoring between graduate students, undergraduate students, faculty, teaching center and other campus resources.

Provide an opportunity for participants to network and share how they can implement multi-level mentoring at their institution via TBL.

Discover how using dashboard design originally intended for undergraduate exercises can have unexpected benefits in multi-level mentoring with reciprocal benefits for all participants: students, faculty graduate students, all are teaching each other and creating a win-win environment.

Janet Johnson, MS, RD, Senior Clinician, Food Science and Human Nutrition, Iowa State University

Maren Wolff, MS, RD, PhD Candidate, Food Science and Human Nutrition, Iowa State University

Samantha Pritchard, PhD, PhD Candidate, Food Science and Human Nutrition, Iowa State University

Luke Lefebvre, PhD, Assistant Professor, Food Science and Human Nutrition, Iowa State University

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Op McCubbins, PhD, Assistant Professor, Food Science and Human Nutrition, Iowa State University

Foy Mills, Jr, PhD, Professor and Program Leader-Agriculture, Department of Agricultural Sciences, Sam Houston State University

Holly Bender, DVM, PhD, Associate Director, Center for Excellence in Learning and Teaching, Iowa State University



### 4. PROCESS FEEDBACK

**Janet Johnson, MS, RD**  
Senior Clinician, Food Science and Human Nutrition  
Iowa State University

*"It was a great experience and likely one of the most conversation generating posters I have ever done, it really did draw people in."*

**Samantha Pritchard (Jones)**  
PhD Candidate, Food Science and Human Nutrition  
Iowa State University

*"I think it's such a creative way to showcase what we accomplished in class and with TBL."*

**Maren Wolff**  
PhD Candidate, Food Science and Human Nutrition  
Iowa State University

*"To me it seemed you made the process of putting the poster together very easy - thank you! What stood out to me was despite our different disciplines and unique experiences, the process of creating this poster showed just how similar we all are. We're working towards similar goals: improving student engagement in learning by using TBL and spreading the use of TBL by learning from one another and by sharing with others. I was so impressed by the way the Sketchnoting helped tell this complex story in a Particularly interesting and even easy-to-understand way."*

**Luke Lefebvre, PhD**  
Assistant Professor Communication Studies  
Director, Communication Training Center  
Texas Tech University

*"Enjoyable experience to verbalize my story, the interchange of thoughts and probing questions; and the visualization of the sketches translation of my verbal commentary into a graphic design."*

*"During the presentation of the poster, the picture allowed the attendee to follow the narrative of my story/experiences. The sketches provided a path for me to reference and for the attendee to follow and ask questions about the process. The sketchnote provided a point of reference that allowed the attendee to pinpoint questions during the presentation. Essentially, the sketchnote made the narrative accessible prior, during, and after I verbalized my narrative to the attendee, which allowed for clearer questions and follow-up questions from the attendee/listener."*

**Foy Mills, JR, PhD**  
Professor and Program Leader-Agriculture  
Department of Agricultural Sciences, Sam Houston State University

*"Your ability to take our ideas/comments and craft them into such an engaging visual presentation is amazing, and outstanding. This reminds me of how we are all gifted in different ways. When we take the time to work together and share our abilities, we can produce so much more collectively than anyone of us could individually."*

**Holly Bender, DVM, PhD**  
Associate Director Center for Excellence in Learning and Teaching  
Iowa State University

*"The poster was very well received at the TBLC. Unfortunately we didn't receive the best poster award, but it was definitely the most creative and far better in its ability to start conversations and illustrate stories/journeys than any other I have ever presented."*

*"The poster gave us a place to illustrate our 5 different stories of multi-level mentoring. I felt like I could take each visitor on a tour through my story and then hand them off quickly to Janet or Luke to hear their stories, and then greet the next visitor."*