Multilevel Mentoring Using Faculty/Graduate Student/Undergraduate Student and Teaching Center Teams

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**Recommended Citation**

Johnson, Janet S.; Paepcke-Hjeltness, Verena; Lefebvre, Luke; Mccubbins, O.P.; Jones, Samantha; Wolff, Maren M.; Bender, Holly S.; and Mills, Foy JR, "Multilevel Mentoring Using Faculty/Graduate Student/Undergraduate Student and Teaching Center Teams" (2018). *Team-Based Learning Presentations and Posters*. 3.  
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Multilevel Mentoring Using Faculty/Graduate Student/Undergraduate Student and Teaching Center Teams

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

Disciplines
Critical and Cultural Studies | Human and Clinical Nutrition | Industrial and Product Design | International and Intercultural Communication | Organizational Communication

Comments
This poster was presented at 17th Annual Team-Based Learning Meeting in San Diego, CA, March 1-3, 2018. Posted with permission.

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MULTILEVEL MENTORING USING TBL

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?

Discover how using backward design originally intended for undergraduate exercises can have unexpected benefits in multi-level mentoring where excitement builds for all participants; students, faculty, graduate students, all are teaching each other and creating a win–win environment.

Discuss ways to use TBL to create multi-level mentoring between graduate students, undergraduates, 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.

JANET JOHNSON, MS, RD
Senior Clinician, Food Science and Human Nutrition, Iowa State University (ISU) has been using TBL in her classes for more than three years. Participant of ISU TBL Faculty Learning Community and ISU TBL Scholars. She teaches in the largest distance education program for accredited dietetic internships in the nation.

The uniqueness of this mentoring role is the context of mentoring professional peers, Registered Dietitians. The mentees are PhD candidates and participants in the Preparing Future Faculty program and I relied on their confidence in dealing with technology and applying it to the thorny problem of helping undergraduate obtain credentialing in a competitive arena.

“The opportunity for collaborative mentoring allowed us as graduate students to actively learn about teaching from an experienced faculty mentor and Registered Dietitian while also being able to apply new strategies and technology we have learned while facilitating TBL in the classroom and in the course,”

MAREN WOLFF, MS, RD, LD
PhD Candidate, Food Science and Human Nutrition, Iowa State University (ISU). First encountered TBL as a participant in the Preparing Future Faculty program through the Center for Excellence in Learning and Teaching at ISU.

This was her first experience facilitating TBL in the classroom and she has continued to facilitate TBL use in subsequent semesters of the course.

SAMANTHA JONES, RDN, LDN
PhD Candidate, Food Science and Human Nutrition, Iowa State University (ISU). First encountered TBL as a participant in the Preparing Future Faculty program through the Center for Excellence in Learning and Teaching at ISU.

This was her first experience facilitating TBL in the classroom and she has continued to facilitate TBL use in subsequent semesters of the course.

LUKE LEFEBVRE, PhD
Assistant Professor, Communication Studies, Director, Communication Training Center at Texas Tech University. Has used TBL for 4 years in both large lecture, multi-section courses for teaching public speaking as well as other communication courses and offers center workshops for training faculty, instructors, and graduate students for best approaches to implement TBL for classroom learning, particularly in STEM fields.