

## AM-ME Research Group Meeting Agenda

### Year 1 dissemination group brainstorming (September 2023)

September 25, 2023. 3:30 to 5:30pm (CST)

**Location:** *[school district office]*

Remote option: *[zoom link]*

#### Meeting Objective:

- Discuss our revised categories of math engagement.
- Brainstorm dissemination ideas.

#### Meeting Documents

- Slides
- Brainstorm dissemination ideas handout
- Norms & Expectations
- Exit ticket

Time	Item & Notes
10 minutes	<p><b>Welcome</b>  <i>Facilitated by:</i> Samantha Holquist  <i>Timekeeper:</i> Alyss Scott</p> <ul style="list-style-type: none"> <li>• Introductions of new people</li> <li>• Review survey development plan: show the timeline of activities and point out that we are in the asking student and teacher for feedback stage.</li> <li>• Discuss upcoming fun activities.               <ul style="list-style-type: none"> <li>○ We will cover the cost of food and non-alcoholic drinks at the events (<i>funded outside of the NSF grant</i>).</li> <li>○ We are asking that you fill out a survey (<i>show QR code to the survey</i>) to indicate: (1) what you would be most interested in participating in, (2) what day of the week you are most free during October, and (3) what time of the day you are most free during October.</li> </ul> </li> <li>• Review of norms and expectations.</li> </ul>
15 minutes	<p><b>Team Building Activity</b>  <i>Facilitated by:</i> Alyssa Scott  <i>Timekeeper:</i> Samantha Holquist</p> <ul style="list-style-type: none"> <li>• We'll break into three small groups and go to separate areas of the room/building.               <ul style="list-style-type: none"> <li>○ Group 1: [names]</li> </ul> </li> </ul>

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Learn more about the Adapted Measure of Math Engagement at <https://www.childtrends.org/project/adapted-measure-of-math-engagement>.

	<ul style="list-style-type: none"> <li>○ Group 2: [names]</li> <li>○ Group 3: [names]</li> <li>● Your goal is to change three things on your physical person(s) and try to stump the other groups about what you changed.</li> <li>● You'll have five minutes to make your changes before you're brought back to the large group and guess the changes other groups made.</li> </ul>
<p><b>20 minutes</b></p>	<p><b>Discuss Changes to Engagement Categories</b>  <i>Facilitated by:</i> Samantha Holquist  <i>Timekeeper:</i> Alyssa Scott</p> <p><b>Implementing Your Feedback</b></p> <ul style="list-style-type: none"> <li>● Thank you to those who completed the July homework! Your feedback helped us continue to make improvements to our themes and buckets.</li> <li>● Here's the steps we took to incorporate your ideas:             <ul style="list-style-type: none"> <li>○ [Researcher name] read over the homework, summarized it, and suggested action items based on your thoughts.</li> <li>○ The AM-ME researchers had the opportunity to provide comments or ideas.</li> <li>○ [Researcher name] revised the Canva board and marked what is different from the last Canva board we used.</li> </ul> </li> </ul> <p><b>Where We're Starting From</b></p> <ul style="list-style-type: none"> <li>● For reference, <i>show a screenshot of the factor placemat that we landed on in August.</i></li> </ul> <p><b>What We Discovered</b></p> <ul style="list-style-type: none"> <li>● We found out a lot when we looked over the homework. Our main takeaways were:             <ul style="list-style-type: none"> <li>○ As our themes evolved, the names of our buckets needed to as well. Four out of six of the buckets now tentatively have new names compared to our last version.</li> <li>○ There were lots of ideas on where different themes might belong.</li> <li>○ There are ideas that are sources of inspiration for crafting our focus groups next year.</li> </ul> </li> </ul> <p><b>Our Current Version</b></p> <ul style="list-style-type: none"> <li>● Here's our current working version of the categories of math engagement.</li> <li>● Every modification is either highlighted in yellow or written in blue.</li> </ul> <p><b>Activity (10 minutes)</b></p> <ul style="list-style-type: none"> <li>● We know you all still have some feedback on how we can improve the names, descriptions, and where themes are located!</li> <li>● In three small groups, you'll use large Post-it notes to mix things up with our current buckets and themes. Here are some possibilities:             <ul style="list-style-type: none"> <li>○ Keeping things as they are</li> <li>○ Moving themes to different buckets</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Renaming themes or buckets</li> <li>○ Combining buckets</li> <li>○ Rewriting bucket descriptions</li> <li>○ Eliminating buckets</li> <li>● Small groups:             <ul style="list-style-type: none"> <li>○ Group 1: [names]</li> <li>○ Group 2: [names]</li> <li>○ Group 3: [names]</li> </ul> </li> </ul> <p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>● Did you feel like you needed to make a lot of changes to the board to improve it? Why or why not?</li> <li>● What change(s) felt really important to make? Why?</li> <li>● Did you combine any buckets? If so, which ones &amp; why?</li> </ul> <p><b>What Next?</b></p> <ul style="list-style-type: none"> <li>● We are going to take each of the large Post-it notes and create a final Canva board for Year 1 based on your feedback.</li> </ul>
<p><b>10 minutes</b></p>	<p><b>Break</b></p> <ul style="list-style-type: none"> <li>● Stretch, go to the bathroom, grab more snacks.</li> </ul>
<p><b>55 minutes</b></p>	<p><b>Dissemination!</b>  <i>Facilitated by:</i> Diane Hsieh  <i>Timekeeper:</i> Alyssa Scott</p> <p>We are going to focus the next set of discussions on dissemination. <b>“Dissemination”</b> is basically a fancy word or saying that we want to share our findings. During these discussions, we will be broken into two small groups:</p> <ul style="list-style-type: none"> <li>● Group Middle School: [names]</li> <li>● Group High School: [names]</li> </ul> <p>We will use the handout to share our ideas. During these discussions, we will be walking through different aspects of dissemination. They are detailed below!</p> <ul style="list-style-type: none"> <li>● <b>Why</b> do we want to share our findings?             <ul style="list-style-type: none"> <li>○ Share with others our understanding of a complicated concept.                 <ul style="list-style-type: none"> <li>▪ Knowing what we know, what do we want others to know?</li> </ul> </li> <li>○ Recommend <b>actionable</b> changes and improvements.                 <ul style="list-style-type: none"> <li>▪ Knowing what we know, what changes do we want to make?</li> </ul> </li> <li>○ Let participants know that "we hear you" and that their voices matter.                 <ul style="list-style-type: none"> <li>▪ What do we want to share back with the people who contributed their voice to start with?</li> </ul> </li> </ul> </li> </ul>

- **When** do we need to share our findings?
  - We have from now till December!
  - We want to share findings in a timely manner.
  - We want to buffer in some time for approvals (e.g., Bloomington).
- **What** findings do we want to share?
  - Share findings that *you* feel should be shared the most. For example:
    - Top 5 ways that teachers can support students' math engagement.
    - How do families support Black and Latino students' math engagement?
    - Why are student-teacher relationships important for math engagement?
    - How are feelings related to math engagement?
    - How is (\*insert any theme\*) related to math engagement?

*\*\*15 minutes small group discussion\*\**

- **Who** do we want to share the findings with?
  - Who do you want to share the findings with the most?
  - Who would benefit most?
  - Examples: Students, Teachers, School leaders and staff, District leaders and staff, School board, Community members, Families, Researchers.....

*\*\*15 minutes small group discussion\*\**

- **How** do we want to share our findings?
  - Knowing what we want to share and with whom, then we think about how (in what format) can we share so that people will most likely receive and take in the information.
  - Examples: Infographics, Briefs, Data party, Blog posts, Multimedia (audio/video), Roundtables, Presentations, Press coverage (op-ed, podcast interview) ...
- **How** are each of us part of the stories? How do we want our voices to be integrated?
  - When two people read the exact same interview transcript, they will have different takeaways based on their unique experiences, knowledge, and ways of looking at things.
    - Example: Because Diane felt judged learning math in middle school, Diane really resonates with the students who mentioned "feeling judged" and sees this theme as one of the most important ones.
  - Based on how you think who you are and how the ways you look at this is influencing the stories you are telling, consider how much and in what ways you want to introduce yourself.
  - Examples:

	<ul style="list-style-type: none"> <li>▪ I share findings that really speak to my own experiences → consider writing from a first-person point of view.</li> <li>▪ I am an outsider, and I only want to report what I see, not getting any personal emotions involved → consider writing from a third-person point of view.</li> </ul> <p style="text-align: center;"><i>**15 minutes small group discussion**</i></p>
<p><b>5 minutes</b></p>	<p><b>Disseminating Findings Small Group</b>  <i>Facilitated by:</i> Diane Hsieh  <i>Timekeeper:</i> Samantha Holquist</p> <p>We have accomplished sooooo much over the summer, and it's time that we share those findings! This dissemination small group will run from October to December 2023, and participation will include:</p> <ul style="list-style-type: none"> <li>• One-hour small group meeting to develop an outline of the dissemination products (including what topic we want to cover, who we want the audiences to be, how we want to share it, etc.).</li> <li>• Two to four hours independent work to create the dissemination products.</li> <li>• One-hour meeting to review and revise the dissemination products.</li> <li>• One-hour meeting to finalize the dissemination products.</li> </ul> <p>If you are interested in joining this group: <i>[show RQ code to the sign up form]</i></p> <p><i>This is entirely optional and could be a fun learning experience! This would be covered in your current responsibilities as part of the AM-ME Research Group (<b>although if you already signed up for the gathering feedback small group, joining this small group as well will put you a bit over your hours.</b> You are still very welcome to join both small groups, we just want to be transparent about your time commitment!). You can also switch small groups.</i></p>
<p><b>5 minutes</b></p>	<p><b>Closing</b>  <i>Facilitated by:</i> Samantha Holquist  <i>Timekeeper:</i> Alyssa Scott</p> <ul style="list-style-type: none"> <li>• Next all-team AM-ME Research Group meetings:             <ul style="list-style-type: none"> <li>○ Late October (*online*): review findings from the students &amp; teachers feedback.</li> <li>○ Mid-November (*in-person*): discuss students &amp; teachers feedback to adjust the AM-ME.</li> </ul> </li> <li>• Overview of next steps</li> <li>• Complete the exit ticket</li> </ul>