

# Appendix A

## Example of a Workshop Agenda

1. Students greet and welcome incoming participants who are then able to find a seat of their choosing, grab a coffee/tea, and mingle with the other participants.
2. Students ask participants to take their seats and provide a quick introduction of themselves
3. Students present a starting pitch to the group: e.g. *“Have you ever felt demotivated?”*; *“What are some of the issues in academia?”*
  - a. From this, student guides can take note of common/major issues brought up by the teachers and see how to adjust the program to incorporate coverage of some of the presented issues.
4. Students then select and/or encourage the group to share their thoughts, experiences, and/or examples from the previously asked question.
5. The students then provide a quick overview of the workshop, its goals, setup, agenda, and expectations.
6. An activity is then introduced in which the group will be asked to participate in, then reflect and provide their thoughts, feelings, experiences during the activity
7. Coffee break of 15-20 mins
8. Topic: Restructuring a Classroom Environment
  - a. Students introduce the problem topic, ask for thoughts, opinions, and/or experiences from teachers and share perspectives from students. Group then works on and generates ideas on how to solve this. Student guides serve to help provide student opinions (which have been previously researched/collected prior to the workshop) and potential pre-generated solutions to the issue based on their research into the topics and methods on how to solve it (research into the topic and potential alternatives done before the workshop).
  - b. Additional activities/simulations/exercises may be implemented relating to the topic at hand
9. Lunch of 1 hour
10. Topic: the Importance of Communication and Feedback
  - a. See point 8a.

- b. Additional activities/simulations/exercises may be implemented relating to the topic at hand
11. Ask if participants need a brake/booster activity. If yes, 15-20 minutes.
  12. Exercise: Redesigning a lectures
    - a. Participants are provided with case examples of various lectures (including their style, topic, classroom environment and overall functionality of a lecture and its participating students). Participants are then tasked with discussing and brainstorming the things that are going wrong in the cases as well as alternative ideas for how these could be addressed.
  13. Wrap up, students ask participants about their thoughts and suggestions for the workshop, aka, “Keeps and Changes” feedback round (i.e., things that were done well and should be kept for future workshops and things that could be adjusted and the subsequent suggestions for improvement).