In-Person Room / Seating Configurations

Goal: To foster introductions, facilitate networking, encourage new connections, and enable productive discussions.

Print name tents on heavy cardstock to be displayed at each session; use largest font.

Initial Luncheon
• Arrange table as a large square or U-shape, so that everyone can see each other.
• Allow random seating, but encourage participants to sit by participants they do not already know.

Subsequent Luncheons
• Set up room with four tables with 4 to 8 seats per table.
• Option 1: Allow random seating, but encourage participants to sit by participants they do not already know.
• Option 2: Organizer/group leaders assign participants to tables to ensure new connections as well as a variety of departments, faculty ranks, and gender.
• Option 3: Assign different discussion topics to each table; participants sit at the table of their interest.
Virtual Meeting Set-Up (Zoom)

Goal: To foster introductions, facilitate networking, encourage new connections, and enable productive discussions; to maximize engagement in a virtual setting.

Best Practices

• Keep session to a total of 60 minutes to avoid Zoom fatigue.
• Encourage participants to appear on video if possible.
• Make everyone a “co-host” if using breakout rooms, as this technique allows free movement of participants through breakout rooms, without having to be assigned by the host.
• Use the polling feature – either by preparing polls ahead of time or on-the-fly during the session.
• Pose a question and have participants type answers into chat feature, use “reactions,” or vote “yes” or “no” through Zoom features.
• Use the whiteboard feature to capture discussion ideas.
• Logistics on using Zoom covered by NUIT.
Introductory Activities

**Goal:** To meet fellow group members and get to know them better, thus creating a sense of community.

**Basic Self-Introductions**
- Going around table, each participant introduces her/himself, including name, department, title, length of time at Northwestern, research areas (describe in 3 words), reasons for participating, etc. Could also include a fun fact (or a boring fact) to add a more personal dimension.
- Virtual pivot: Organizer calls on individuals in round-robin style (to avoid confusion), or individual speaking picks the next person to introduce her/himself.

**Brief Self-Introductions with 1 Slide**
- A slide for each participant is prepared – either by participant or by organizer – and shared with group ahead of time. (See next page for example format.)
- Each participant introduces her/himself briefly (in 1-2 minutes depending on total number of attendees) – name, department, length of time at Northwestern, research areas, reasons for participating, etc.
- Alternative: Each participant prepares a slide with 3-5 images that describe/represent their interests (research, personal, etc.) which they present during the session.
- Virtual pivot: Each participant records a 2-3 minute video introduction to be viewed ahead of first session.
Title: Assistant Professor

School: McCormick

Department: Engineering Sciences and Applied Mathematics

Email: niall.mangan@northwestern.edu

Websites:
https://www.mccormick.northwestern.edu/research-faculty/directory/profiles/mangan-niall.html
http://www.niallmangan.com

<table>
<thead>
<tr>
<th><strong>Primary Relevant Research Area</strong></th>
<th><strong>Hope to Gain from Participation</strong></th>
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</thead>
<tbody>
<tr>
<td>I could give some idea of the modeling tools I have developed which can take time-series data and build models.</td>
<td>I am interested in developing an outreach program for my group which helps communicate actionable ideas in sustainability and climate change, especially to policy makers.</td>
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Introductory Activities Continued

**Pair Introductions — Synchronous**
• Participants pair up with person next to them and get to know each other. (See next slide for example questions, which could be provided in a handout or displayed as PPT slide.)
• Participants then introduce their partner to the larger group.

**Pair Interview and Introductions — Asynchronous**
• Organizer pairs participants ahead of first session and asks them to get to know each other. (See next slide for example questions.)
• During the session, participants then introduce their partners, briefly sharing highlights from their conversations.

**Speed Networking Introductions in a Virtual Setting**
• Participants are paired randomly (or intentionally) in breakout rooms to get to know each other — name, department, length of time at Northwestern, research areas, reasons for participating, etc.
• Several different introductions can occur by rotating pairs throughout breakout rooms.
Pair Interview and Introductions

Example Questions (choose a selection of questions)
1. Name, department, and affiliation/s with Northwestern
2. Undergraduate major
3. Graduate degree and inspiration for graduate work
4. Length of time and pathway to Northwestern
5. Favorite part of job
6. Why did you apply to be in this research networking group?
7. Please name three things that you would like to get out of our gatherings (could be what worked well in other networking groups).
8. Briefly describe any work on [insert topic] you have done or currently do.
9. What do you think the biggest unanswered questions about [insert topic] are? Please list at least one societal problem and one technological problem.
10. Have you had any personal experiences with problems with [insert topic] (scarcity, quality, etc.)? What were they?
11. What are one or two [insert topic]-related topics you could present on?
12. What is one surprising thing about you?
13. What do you do for fun?
14. Anything else?
Introductory Activities Continued

Chicago Group Icebreaker (could be adapted depending on group topic)
• At each table, each participant shares a personal and/or scientific interest in the city.
• Each table then shares their interest with the larger group.
• Virtual pivot: Conduct same exercise in breakout rooms either randomly or intentionally assigned.

Passionate Participant Primer
• Round 1 – Each participant announces name and 3 words that describe/indicate their passions about their work; if any of the words resonate with others, they stand up.
• Round 2 – Each participant announces 3 words that describe/indicate their personal passions; if any of the words resonate with others, they stand up.
• Virtual pivot: Participants use “thumbs up” feature in place of standing up.

Create-Your-Own Icebreaker Exercise
• Each table brainstorms the goals of an icebreaker (e.g., should be simple to describe, effective, interesting, entertaining, and appropriate for the room) and develops an exercise.
• Each table pitches their idea to the room, and the larger group decides on exercise by voting.
• Entire group conducts the icebreaker exercise.
• Virtual pivot: Conduct same exercise with small groups in breakout rooms either randomly or intentionally assigned.
Introductory Activities Continued

Think-Pair-Share Discussion about Group’s Topic and Future Presentations

• Small group brainstorming followed by large group sharing.
• Discussion questions:
  • What are you hoping to get out of participation in this group?
  • Review description of group . . . .
  • What is this group's definition of [insert topic/theme]?
  • What is at the core of [insert topic/theme] and should be included in our presentations and discussions?
  • Where are the overlaps of [insert topic/theme]-related research interests at your table?

Project Proposal and Working Group

• Conduct small group brainstorming about potential projects.
• Propose a specific project for each group.
• Work on that project throughout the course of the series.
• Present results of each project.
Introductory Activities Continued

Speed Networking Introductions Variation for In-Person Setting

• Display the slide below with terms relevant to the topic (e.g., Food-Energy-Water-Nexus).
• Each participant writes two of the terms on two 3x5 cards (one term per card).
• They find another participant with same term and exchange cards while explaining why that term was chosen.
• Exercise repeats for a second round, and participants have met two others and no longer have either of their original cards but the cards of two others.
• Then, participants introduce the people whose cards they have to the rest of the group.

Food-Energy-Water-Nexus terms

• Sustainable Systems
• Policy
• Value-added products
• Agricultural productivity
• Water scarcity
• Soil engineering
• Materials design & recycling
• Engineering microbes
• Markets and technology adoption
• Transition to non-fossil energy
Name Games

Goal: To meet fellow group members and learn their names, thus creating a sense of community. (Virtual pivot: Exercise can be conducted via Zoom.)

Funny Story: Each participant introduces her/himself and tells a funny story about their name – how they got their name, a funny mispronunciation, a famous person with same name, etc.

Same Letter Adjective: Each participant introduces her/himself by an adjective beginning with same letter (or sound) as their name (e.g., Marvelous Matt or Quirky Kristi). Moving clockwise around the table, next participant introduces her/himself in same manner and repeats previous name(s).

Object Toss: A participant tosses a soft object (small, soft ball or other toy) around/across the circle, with recipient saying her/his name when they catch the object. After a few rounds, as well as saying their own name, participants also say the name of the person they are throwing the object to.

Last Names First: Participants are randomly assigned to a team upon arrival and provided with a list of last names of group members. The goal is to work collaboratively to fill in as many first names as possible. The team with the most correct names wins a prize.
Get-to-Know-You Activities

Goal: To meet fellow group members and get to know them better, thus creating a sense of community.

True or False: In round-robin fashion, participants introduce themselves with three or four statements, one of which is false. The rest of the group votes on which statement is false.

Favorites: Pose a question to the participants, asking them to consider their favorite ______. This could be a favorite year, country, food, book, travel destination, etc.—whatever is most relevant to the specific group and will spark robust discussion. Go around in a circle, inviting each participant to share their “favorite.”

Things in Common: Pair participants with someone with whom they do not normally work. Provide 90 seconds for each pair to identify things they have in common (e.g., both studied at Northwestern as undergraduates). Have each pair share their commonalities with the larger group.

What I Am Good At / What I Am Bad At: Participants share one activity they are really good at and/or one they are really bad at.
Get-to-Know-You Activities Continued

Other Exercises, in Which Each Participant...
• Shares a picture and paper of which they are most proud.
• Draws a picture of their research without using numbers or words.
• Draws a magazine cover featuring a major accomplishment(s) ten years from now.
• Shares their research/academic superpower.
In-Person Networking Activities

Sticker Collection
• Participants meet-and-greet/network with each other and collect stickers for each new person they meet. The goal is to collect as many stickers as possible. The participant with the most stickers wins a prize.

BINGO
• Ahead of time, create a BINGO-style worksheet with general descriptors in each square that may fit anyone in the group such as hobbies, favorite color, travel destinations, etc. Alternatively, the sheet could be tailored with information specific to the members of the group, if such details are known (e.g., someone who can make cement on Mars, someone who traveled to Kenya, etc.). Meeting other participants and marking the box(es) that pertain to them, the participant who gets BINGO first wins a prize.

Free-Form Networking
• Remind participants that they can hang out in the room after the luncheon (the room is generally booked 30 minutes prior to the official start and 30 minutes after the official end), or they can go elsewhere in the Allen Center with a second dessert or coffee.

These could also be used at events such as the end-of-year reception to facilitate introductions to members of other groups.
Virtual Meeting Icebreakers

Goal: To energize group and engage participants, which is particularly useful when meeting in a virtual setting; also helps to build a sense of community.

Show and Tell
• Participants “show” an object they have near them and “tell” a story about the object; the story could be related to the theme of the group or an otherwise identified theme (e.g., representing a hobby, a favorite memory, something international, etc.).

Virtual Background Contest
• Participants vote on who has the “best” virtual background, which could be related to the theme of the group or which is the most unique or interesting.
• Participants could be apprised of the theme ahead of time in order to come prepared to the meeting, or the contest could be a spontaneous activity.

Fun Polling Question
• Organizer prepares a poll ahead of time and deploys as participants are joining the meeting. (See next slides for example questions.)
• Organizer shares results of the poll with the group immediately.
Fun Polling Question Examples

How are you feeling today? (choose one answer)

• Energetic: I could bike from here to Navy Pier and back
• Average: I have adjusted to the “next normal”
• Exhausted: Zoomed out

Greatest fear about delivering a virtual presentation (choose one answer)

• Needing to ask my son or daughter for help in preparing
• Saying something very profound, but only while muted and then not being able to repeat it
• Forgetting that I am dressed in business attire only for my top half
• Zoombombing by my beloved pet
• Zoombombing by a human family member
• Sneezing uncontrollably
• Screen freezing in an unnatural pose

Other open-ended options (answers in chat)

• Greatest pet peeve about attending a webinar
• One new thing researched or learned recently
• Something that sparks joy
• Netflix or other TV series or movie recommendation
• New food or recipe tried
• Book recommendation
• Favorite thing to do in Chicago over the summer
Presentation Approaches

Goal: To obtain buy-in, ownership, and/or shared responsibility from the group and to increase participation and connections.

Self-Pair Speakers by Content / Research Areas

- Option 1: Ask each participant to prepare a tentative talk title prior to the next session and send to organizer ahead of time; collate into a master list to bring to next session.
- Option 2: Organizer prepares a list of participants and their research areas (as collected from their departmental webpage) in a Google sheet, including columns for Presenter 1 and 2.
- At the next session, the group reviews the list and discusses who should be paired together for future presentations.

Pair Speakers by Content / Research Areas: See above, yet the leaders pair the presenters.

Self-Organize: Each small group is in charge of planning an upcoming session

Divide group into small groups based on identified (by leaders or by group itself) clusters or sub-topics/sub-themes.
- What activity (activities) will you plan for the group to undertake?
- If activity includes presentations, who in the group will present and on what topic(s)?
- What will be your goals for the session?
**Presentation Approaches Continued**

**Flash/Lightning Talks**
- Option 1: Participants present a portion of their research in 3 slides/5 minutes or 2 slides/2 minutes, using PPT template, including prompts such as a) your core expertise, b) your research areas which could benefit from or be applied to collaboration, and c) your needs for collaboration.
- Option 2: Specify a general topic ahead of session, and interested participants sign up to present a brief (5-minute) presentation.

**Chalk-Talks**
- Participants present one small chunk of a story from the lab, usually never presented before.
- Use presentation as opportunity to get new ideas.

**Research Challenges And Problem-solving**
- Participants can either prepare challenges ahead of time (in writing or in head) or session can be used to brainstorm and share.
- Participants share a specific problem they are trying to solve or a challenge they are having in their research (e.g., technical issue, data issue, etc.).
- Rest of group discusses and brainstorms collectively to identify solutions.

**Panel Presentation**
- Organize a panel (with 2 to 3 speakers) per a defined topic in advance, which could “force” a discussion at the nexus of a substantive topic, method, ethical implication, etc.
- Make one panel member the point person for each such dimension.
Presentation Approaches Continued

**Thought-Provoking Questions:** Ask presenters to include 1-3 questions for group discussion into their presentation. They can also send to organizer ahead of time.

**Coordinate Speakers Ahead of Time:** If participants have already volunteered or been asked to present, ask them to coordinate their topics and share slides/outlines ahead of time, working together to synergize their talks.

**Curate Entire Presentation Series Ahead of Time:** Schedule presentations/presenters for the entire series to enable better recruitment. Could identify particular overall topics or themes for participants from which to choose.

**Multiple Approaches to Similar Research Topic:** Leaders or participants identify a theme or research area and organize two speakers with two different approaches to the topic.

**Flipped Classroom**
- Have presenters record their presentation for viewing ahead of session.
- Use time during session for discussion only.
- Presenters can pose questions ahead of time in their recording or plan to pose questions to Spark discussion during session.
- Alternatively, a discussant could be chosen to develop questions and pose to group.
Presentation Approaches Continued

Presentation Template Provided

• Provide participants with a PPT template to complete; this template would help to ensure consistency of format between presentations and comprehensive coverage of research topic.

• Slides could address the following:
  • The context for my work is . . . .
  • The problem that this poses is . . . .
  • Solving this problem would entail . . . .
  • The objective of my work is . . . . / My work focuses on accomplishing . . . .
  • My approach involves . . . .
  • I have produced results which . . . .
  • I am constrained by . . . .
  • Moving forward, my next steps are . . . .

• To foster discussion:
  • Participants could also pose specific questions on each slide for group discussion.
  • Or, a formal discussant/respondent could be identified to pose questions to the speaker and to the group for discussion.
Other Activities

Goal: To provide guidance on structure and to seed conversation ideas to strengthen presentations and foster better discussion and interaction within the group.

Virtual pivot: Exercises can be conducted via Zoom using breakout rooms.

“Speed Researching”
- Pair participants (either draw names out of a hat for randomizing or ask participants to pair themselves with someone they don’t know well).
- “Speed research” (5-10 minutes) using one or more prompts (see next slide).
- Repeat 2 or more times, depending on how much time is allotted during session.

Table Discussion (e.g., Addressing Climate Change group)
- Participants divide into small groups based on the topic they would like to discuss: Climate Mitigation, Climate Adaptation, Climate Communication, Climate Impacts.
- Each group discusses interests/opportunities for collaborative research, teaching, outreach, policy, etc. for their topic.
- Each group captures the ideas in writing (on the worksheet provided) and shares with the larger group.
Discussion Prompts

- If you received a grant to work together and had unfettered time and unlimited funding, what project would you work on?
- What is one idea you are currently excited about?
- What role does intuition play in your work?
- Where/how do you get inspiration?
- Have you experienced unintentional breakthroughs in your research?
- How do you intentionally innovate? How do you identify problems worth studying, and how do you conceptualize a solution?
- When is an idea ready to share with the public and how can you tell?
- What role does nature play – or not play! – in inspiring your work?
- What is one idea and/or problem keeping you up at night?
- Identification of grand research challenges: What are they? How does NU address them? How could NU do more? With whom could you collaborate?
- Equipment brainstorm: Where is new equipment needed and/or should equipment be replaced?
Other Activities Continued

Theme of the Day Discussions
Assessing Change
• What are the best ways to measure change over time?
• If there are policy changes or other smaller-scale interventions, when do we know they are working?
• When do we decide to start or stop an intervention?
• How do we determine “end goals”?

Community Engagement
• Who are your partners in the Chicago community? How do you engage them in your work?
• What are the barriers to doing community-based research? Why doesn't it happen more?
• What does it mean that there is a lot of community engagement across the University, some with the same partners and communities? What would the goals of that engagement be?

Influencing Policy
• How can we communicate our work to policy makers in a meaningful way?
• How can results be translated into policy?
• At what research stage do we start to engage with policy (design, analysis, dissemination)?
• At what career stage?
**Specific Brainstorming Exercises to Spark Discussion**

- If you and your activity partner were members of the Chicago mayor elect’s transition team, how would you both use your research to help shape a new and improved Chicago?

- If you and your activity partner were advising a group of smart and dedicated undergraduate students who wanted to use data science to help a Chicago community, what project would you suggest to them and advise them on?

- Design an interdisciplinary course on water-related issues that would be of interest to undergraduate students Northwestern-wide. Each group will develop a course outline listing “modules” (10 min PPT slides that could be used in the course) that the participants at the table could eventually contribute to toward the course.

- With a partner, write down how social science and physical/natural science research problems might catalyze each other while harnessing the data revolution.

- Make a list of courses related to the group’s topic – to raise awareness of what other schools are doing in the same area and to identify ways to potentially collaborate, co-teach, or guest lecture in the future.
### Other Activities Continued

**Address University Needs Through Group Brainstorming**
- Capture ideas either on flip charts or computer via individual or group note-taking.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Barriers</th>
<th>Future Opportunities</th>
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Address “Big Picture” Questions

- What is the definition of “data science”?
- What societal problems can we tackle?
- How can data science be used for social good?
- What are the humanistic / philosophical / moral issues to discuss as society is increasingly run by big data algorithms?
  - “There is a science fiction element to this stuff that was entirely neglected across all of the luncheons. In general, the group felt like a bunch of big data enthusiasts sharing excitement, which is great. But, the University should probably care about the broader implications of this sort of societal change.”
- How do we systematically collect, store, code, and analyze our data?
  - “Data collection for individual studies has been a very individual enterprise, even when collected in project collaborations. There is very little collaboration at the level of data collection / acquisition. We collect data typically for one research purpose, sometimes fortuitously find that the data can also be used for other things, but typically do not design data collections for multiple purposes. This is inefficient and a missed opportunity. Through more effective, designed, and systematic data-collection collaborations, many studies are not just enabled but can also be scaled up.”
- What data sets should Northwestern acquire?
- Are there questions that current methodology cannot solve?
- How can we further engage with data “users” such as policy makers, decision makers, and with those whose data is being collected – community members, patients, etc.?
Other Activities Continued

**Invite Guest Speakers**

- Community partners external to Northwestern
- External faculty with related and relevant research interests; could coincide with other engagements at the University; virtual environment is conducive to inviting such guests
- New faculty or other faculty who are not able to join a group but have related research
- Experts in tools and techniques such as text-based and linguistics analysis; showcasing data; analyzing and visualizing networks; computer literacy for (qualitative) social scientists or “how to speak IT”; dealing with data at scale
- University experts from Research Computing, Information Technology, the Library, etc. to showcase the University’s available resources
- Representatives from offices who routinely attend the sessions:
  - Office of Research Development (ORD)
  - Office of Foundation Relations (OFR)
  - Corporate Engagement (CE)
  - Innovations and New Ventures (INVO)
  - Buffett Institute for Global Affairs
- Amit Prachand from Office of Institutional Research to discuss Northwestern’s new contract with InCites, a research resource which captures faculty publications and citations
End-of-Session Recap Activity

Goal: To summarize learning, key ideas, and/or takeaways from the session.

Activities

- **Option 1:** In round-robin style, ask each faculty member to provide a one-word summation or other succinct thought or phrase regarding the day’s discussion.
- **Option 2:** Ask faculty members to share any unanswered questions they have from the presentation(s) or what was the most surprising or unexpected ideas expressed today?
- **Option 3:** Ask faculty members to respond to each prompt with one-word or a short phrase:
  - I liked . . .
  - I wish . . .
  - I wonder . . .
- **Option 4:** Ask faculty members to respond to each prompt with one-word or a short phrase:
  - I used to think . . .
  - Now I think . . .

- Capture the ideas for the ensuing recap of the session.
- Activity can be conducted by taking notes, by recording on flip charts, by capturing chat, or by responding to a real-time online poll such as Poll Everywhere or SLIDO.
Year-End Activities

Goal: To obtain input and feedback about faculty members’ experiences throughout the year and to start developing ideas for subsequent year topics.

Current-Year Theme Identification (using a list of presentation titles/descriptions)

- What broad themes have you seen throughout the presentations?
- Which themes best represent the research at Northwestern?
- What specific problems can Northwestern faculty start tackling?

Feedback Questions (to ask at the last session in advance of the end-of-year survey)

- Which type of presentations did you enjoy the most this year and why?
- What additional support or changes to the presentation framework or overall session organization would be most useful?
- What can we do/what should we focus on if we meet as a group again next year? What could we accomplish?
- How can we engage with a broader community? Who should be involved, who isn’t already? [specific people or general disciplines]
Year-End Activities Continued

Random Photos/Postcards

• Organizer collects a random assortment of photos or postcards; those with a single theme or image would work best; alternative: each participant could send a random photo in advance.

• Participants either pick a photo/postcard that resonates for them – e.g., depicts or represents a facet of their personality or their research – and explains why to the group.

• Alternative: Organizer flashes a photo or distributes a postcard to each participant, and participants describe how the image resonates for them.
Ideas for Showcasing and Sharing

**Showcase Data**
- Connect with School or University marketing and media relations to garner media attention (e.g., department newsletter or website, Northwestern Now, etc.).
- Showcase data on TV monitors in academic buildings (e.g., live data streaming from sensors).
- Develop an interactive presentation for touchscreen TVs in locations such as the Segal Visitors Center or Silverman Hall.
- Share data through a rotating slide show at the end-of-year reception.

**Share Research**
- Email research developments through group listserv.
- Offer a public lecture.
- Develop a workshop or symposium (e.g., ORD – NU Interdisciplinary 1-2-3 Seed Funding).
- Write a white paper.
- Submit a proposal for a [Lawrence B. Dumas Domain Dinner / Dialogues](#).
- Become a [Faculty Expert for Northwestern Now](#).
Ideas for Educating

**Educate**

- Offer to guest lecture in a fellow group member’s course.
- Co-advice a graduate student with a fellow group member.
- Participate in a Data Science “hack night.”
- Offer a boot camp for students.
- Organize a gathering for graduate students.
- Submit a proposal for the Science Café.
OTHER RESOURCES
Additional Guides

Available upon Request

• Virtual Presentations Best Practice Guide
• Presentations Best Practice Guide
• Co-Leader Guide
• Connections Surveys Guide
Brainstorming Techniques

Think-Pair-Share
• Participants take a specified amount of time to think individually about responses to the proposed question.
• Then, they turn to a partner and share responses.
• Finally, responses are shared with the larger group.
• Virtual pivot: Exercise can be conducted via Zoom utilizing breakout rooms.

Brainwriting 6-3-5 (six people, three ideas, five minutes)
• This activity “is a modified form of classic brainstorming that encourages equal participation from all team members using written rather than verbal idea generation.” It can be more efficient and productive because ideas are being generated in parallel rather than one-at-a-time.
  • Participants take five minutes to write three potential ideas for the proposed question listed at the top of the worksheet.
  • Then, participants pass the worksheet to the next person who takes another five minutes to add three new ideas or to build upon the ideas already listed.
  • No talking is allowed during this exercise.
  • The idea generated cycle is repeated until every participant has written three ideas on every worksheet.
MindMapping (also known as Concept Mapping or Spider Diagrams)

• An unconventional, visually structured method of note-taking that helps to illustrate relationships or associations between ideas and to generate new ideas.

• Mind mapping can be done with paper and pen or with a specially designed online program.

• In general, a mind map looks like this:
Brainstorming Techniques Continued

Brainstorming

- “4 Steps to Successful Brainstorming” from Forbes
- “15 Creative Exercises That Are Better Than Brainstorming”
- “A Creativity Technique That’s Better Than Brainstorming: Brainwriting 6-3-5”
- “Build a Better Brainstorm” from Kellogg Insight
- “Brainstorming: Generating Many Radical, Creative Ideas” from mindtools.com
- “How to Run a Brainstorming Meeting”
- “Mind Maps® - A Powerful Approach to Note-Taking” from mindtools.com
- “Using Brainwriting for Rapid Idea Generation”
- “Your Team is Brainstorming All Wrong” from The Harvard Business Review
Links to Online Resources

Making the most of Zoom breakout rooms:

- [https://medium.com/swlh/how-to-run-a-zoom-cocktail-party-and-have-better-classes-conferences-and-meetings-too-dc2c5b58f8be](https://medium.com/swlh/how-to-run-a-zoom-cocktail-party-and-have-better-classes-conferences-and-meetings-too-dc2c5b58f8be)
- [https://drive.google.com/file/d/1AyQ37Vd_MKPUQhNwijyuMyEFXy-CcBmP/view](https://drive.google.com/file/d/1AyQ37Vd_MKPUQhNwijyuMyEFXy-CcBmP/view)
- [https://courseworks2.columbia.edu/courses/92710/pages/zoom-features-breakout-room-considerations](https://courseworks2.columbia.edu/courses/92710/pages/zoom-features-breakout-room-considerations)