

Modified Student Summer Scholar Program Application

Examples

A2. Mentorship/Apprenticeship Plan

Example

Preparation

I met █████ five years ago, he was a student in my ANT 320: Culture and Disease class during the winter 20██ semester. This class is a general education course that I teach every semester. The class is filled with biology, BMS, AHS, majors, since it counts as a Global Health issues course. █████ made intelligent and insightful contributions during full-class discussions. █████ participation was always greatly appreciated as it encouraged other students to contribute their perspectives as well. █████ demonstrated an ability to integrate new material to create a larger framework for discussion and analysis. While █████ took a break from the time he was in my class, it is a testimony to his energy and motivation that I remembered him five years later.

During the Fall 2002 Undergraduate Research Fair, I was thrilled to see █████ again. I remember his love of animals and dream of having his own farm one day. When █████ told me █████ was now Pre-Vet, I mentioned the future goal of extending the ethnobotany project to focus on livestock. █████ lit up and immediately wanted to get involved. What truly impressed me was █████ initiative in following up after the fair by sending an email and stopping by the office to chat. What was a far-flung idea began to solidify into a clear summer research project.

Mentorship

While I have mentored two other S3 students in the past, they were both Anthropology major students. So, goals for █████'s learning during this project will be slightly different. Instead of focusing on learning to conduct ethnographic fieldwork, per say, it will be more to focus on the interdisciplinary connection between Anthropology and Veterinary medicine, making this truly a collaborative project. Just in the research and planning stages of this project █████ has discovered █████ passion for the sub-field of Veterinary Anthropology.

My primary pedagogical approach to this project is a learning-centered approach. This approach combines a teaching-centered and learner-centered approach but focuses on which environmental context is most impactful for █████'s learning preferences. By taking █████ to the field I will be able to introduce █████ to pastoralists caring for cows, goats, and sheep. █████ will be able to observe ethnoveterinary practices in action while also assisting to document this knowledge in response to the community request.

Once we return from the field, I will be able to continue mentoring █████ in a step-by-step fashion through processing and analyzing the data. The Anthropology department has an Ethno, Linguistic, and Visual (ELVis) lab space devoted to research and teaching in cultural and linguistic anthropology. Jordan and I will take advantage of this incredible

resource for this section of the project. We will use the software program MAXQDA. For each of the final steps of the process (data cleaning, transcribing, analyzing) I will be available to advise, problem-solve, mentor, and assist.

Collaboration

There are two aspects of collaboration with this project. First, this is an interdisciplinary project. [REDACTED] as a biology major and pre-vet student brings an aspect of studying animal biology and behavior that I do not have. This will be an incredible resource in the field and throughout the project. While I will be able to extend [REDACTED] skillset by introducing and mentoring [REDACTED] on Anthropological fieldwork and ethnographic methods. Additionally, this is a collaborative community based project. While the *Olosho Ethnobotany Project* is a larger project working with local healers and documenting medicinal knowledge, this component of understanding ethnoveterinary practices and traditional medicine for livestock among Purko Maasai is an important piece to the overall picture. The elders involved in this project have been anxious to add an animal husbandry care component to the project.

Independence

The project is designed to slowly increase [REDACTED]'s independence and with particular focus on meeting [REDACTED] where [REDACTED] is at. [REDACTED]'s GPA is lower than expected for participating in undergraduate research, there are various contributing factors to this, such as challenges attending school after serving in the military, being a first generation and minority student (see [REDACTED] supplemental section for more details). Participating in an individualized mentoring program will give [REDACTED] a chance to build [REDACTED] skill set leading to success moving forward in [REDACTED] career. It is expected that during the first two weeks [REDACTED] will need daily guidance and mentoring during the fieldwork process. Conducting ethnographic fieldwork will be completely new to [REDACTED], and the first time in the field is overwhelming to any young scholar. While conducting interviews in the field I will start [REDACTED] off primarily as a note-taking observer while I conduct the first interviews. I will gradually move to an interviewing situation where [REDACTED] and I split the task of asking questions and leading the discussion. Near the end, I will observe and take notes while [REDACTED] conducts interviews. This process will slowly build [REDACTED] independence as a researcher.

When we return to GVSU I will use the same transition model as fieldwork. [REDACTED] previous training in transcribing will be a great asset during this stage in the project. The data processing, coding, and analysis are the steps that we will work more closely at the beginning of each activity. The goal will be to slowly build [REDACTED] knowledge and skill set with each task striving towards more independence.