

Appendix 2. Guide to support students in planning an event

First meeting with student(s) interested in planning an event

1. The student facilitator encourages student(s) to talk about what they like to share with others. Ask reflective questions to help the students articulate the significance of their experiences, interests, and passions. For example,
 - a. *What motivated you to learn about this topic?*
 - b. *Who would be interested in learning this topic? What do you want them to gain from planning this event?*
2. The student facilitator helps the students decide on details which include:
 - a. Event title
 - b. Dates and time (in my institution, students must submit an application form 2 weeks before the event and their poster must be submitted a week in advance. If the student community/club belongs to Student Affairs, different rules apply).
 - c. Where (student facilitator takes responsibility for making the reservation of the space)
 - d. Which language(s) will be used
 - e. Short description of the event
 - f. Support needed from the student facilitator or the institution (e.g., required materials, presentation practice, etc.)
 - g. Event marketing (encourages students to advertise their event by themselves using their connections). Let them know that a personal and verbal invitation is much more effective than websites and email advertisements.
3. The student facilitator explains the Checklist for Making a Poster (Appendix 3), especially regarding copyright.

After the meeting

4. Right after the meeting, the student facilitator sends an email that includes:
 - a. the list of things you discussed (including the due dates for the poster and application forms—it seems troublesome but saves time later)
 - b. confirmation of the reserved space
 - c. The Checklist for Making a Poster (Appendix 3)
5. When the due dates approach (e.g., the poster and application form), the student facilitator sends students a reminder.
6. When the students submit the poster, the facilitator checks their poster and suggests corrections (in an autonomy-supportive way).
7. The student facilitator advertises the event to colleagues and students while encouraging the event organizers to advertise it themselves.

On event day

8. If the students are struggling with finding participants, the student facilitator walks around and invites students.
9. The student facilitator supports the administrative part of the event, takes photos of their memories, and gives positive feedback.