WELCOME!

New Teaching Assistant Orientation and Workshop: Fall 2017
Tuesday, August 15, 2017
8:15 a.m. to 3:30 p.m.
Moderator

R. Paul Duncan, Ph.D.
Senior Associate Dean, Graduate School
PROGRAM
8:15am until 12:15pm

- Welcome and Orientation Overview
- Confidentiality of Student Records and Academic Honesty
- Classroom and Testing Accommodations
- What Best Teachers Do
- Break
- Classroom Challenges -- Panel
- GAU: Creating a Professional Working Environment at UF
- Morning Evaluations and Attendance
• Lunch Provided by the Graduate School

• Your Syllabus and the First Week of Class

• TA Awards Program

• Advice from Panel of Experienced TAs

• TA Resources, Attendance, and Final Evaluations
Student Conduct and Conflict Resolution
Dean of Students Office
202 Peabody Hall
352-392-1261
www.dso.ufl.edu/sccr
Honor Pledge

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

“On my honor I have neither given nor received unauthorized aid in doing my assignment.”
Process

- Gather and note evidence of academic honesty violation.
- Inform your department head.
- Do not discuss with other TAs or other faculty besides supervisor.
- Contact Student Conduct and Conflict Resolution (SCCR) at 392-1261 to see if student has a prior academic violation.
  - If so, the case goes directly to SCCR.
Process (Cont.)

- Decide on Sanctions –
  For example, an “E” for the assignment or an “E” for course. You may also assign an educational sanction such as one of our seminars: “Avoiding Plagiarism” or “Ethical Decision Making”
Process (Cont.)

- Schedule a meeting with the student to discuss allegations.
- Share with student all evidence of academic dishonesty.
- You may choose to have your department head or another faculty member with you when you meet with the student.
Process (Cont.)

- Student must sign Faculty/Student Resolution-Student Agreement Form, whether he/she agrees/disagrees with the allegation. This form can be downloaded at https://www.dso.ufl.edu/sccr/sccr-forms/

- This indicates that the student has discussed the incident with the faculty.
Process (Cont.)

- Give a copy of the signed form to the student. Save a copy of the agreement to the online submission when you submit the online Faculty/Student Resolution form.

- Thoroughly fill out a Faculty/Student Resolution Form. It can be obtained online at:
Process (Cont.)

- If the student agrees to the charge of academic honesty and the sanction suggested, the faculty member is responsible for submitting the appropriate grade at the end of the semester to reflect the grade penalty.

- If the student disagrees with the allegations brought forth, he/she will have an informational meeting with Student Conduct and Conflict Resolution to select a hearing with the Student Conduct Committee.

- The faculty member will be contacted if they are needed to participate in the hearing.
Process (Cont.)

- Please assign the student a grade of “I” until the matter is resolved.
- Please inform the student that they CANNOT drop the class until the case is resolved.
- Follow up letters are sent from SCCR to the student and faculty member referencing the outcome.
Student Conduct Committee

- 5 to 7 Students, Staff and Faculty
- Witnesses, testimony, questions
- Formal hearing, tape recorded
- Committee sends recommendation to the Associate Vice President/Dean of Students
- Student may appeal to the Vice President of Student Affairs or his designee
- Among best trained in the country
Student Honor Code Administration

- Can assist you in understanding how to prepare for a hearing
- Advises students and faculty in honor code proceedings
- Can provide proctors for exams
- Can give presentations on the Honor Code
Student’s Rights

- To be notified in writing of the charges
- To select the Committee hearing format
- To have questions asked of adverse witnesses
- To know nature and source of evidence which will be used by the University
- To present evidence and witnesses relevant for defense
- Freedom against compulsory self-incrimination
- To have an advisor and support person present
Additional Resources

- [www.dso.ufl.edu/sccr](http://www.dso.ufl.edu/sccr)
- Turnitin@UF
  - [https://lss.at.ufl.edu/help/Turnitin](https://lss.at.ufl.edu/help/Turnitin)
For more information contact:
The Dean of Students Office
202 Peabody Hall

Student Conduct and Conflict Resolution
392-1261

Assistant Dean of Students/Director: Pamela Malyk
Assistant Director: Mick Earley
Assistant Director: Christine Natal
Assistant Director: Amanda Campbell
Program Coordinator: Keondra Brown
Graduate Assistants: Katie Shirley and Brandon Hanley
Case Coordinators: Alec Lund, Hannah Beatty, Olivia Bibbee
An umbrella for care-related programs and resources for students and employees. The initiative includes a program to train people to recognize the signs of distress and to provide help. It also includes a website of care-related resources, as well as a centralized phone number (294-CARE) and email address (umatter@ufl.edu) for those seeking help or wanting to help others.
EVERY GATOR COUNTS

Being a Gator means caring about the Gator Nation! If you or a fellow Gator is in distress, contact U Matter, We Care.

In case of emergency, contact the University of Florida Police Department at 352-392-1111.

352-294-CARE(2273)  UMATTER@UFL.EDU  @UMATTERWECARE
CLASSROOM TESTING AND ACCOMMODATIONS

INTRODUCTION

Mr. Gerardo Altamirano
Assistant Dean/Director,
Disability Resource Center
ACCOMMODATIONS: Understanding Your Role In Supporting Students

Gabriella McIntyre
Testing and Note Services Coordinator
Disability Resource Center
DID YOU KNOW?

• Approximately 20% of the population worldwide has a disability
• Approximately 6-8% of college students have a disability
• Most common functional disability type in the US has to do with mobility impairments
• Most common learning disabilities are those that impact reading, math, and written expression
  • Not mutually exclusive
How many students do you think were registered with the DRC in the 2016-2017 school year?

- 2,297 students
- 4.4% of the total UF student population
  - Discrepancy between UF and worldwide data... why?

Categories of disability, by primary disability:

- 31% Mental Health Impairments
- 26% Attention Deficit/Hyperactivity Disorder
- 18% Learning Disorders
- 13% Medical/Chronic Health Conditions
- 6% Other: Hearing, Vision, TBI, Autism
- 5% Physical/Mobility Impairments
ACCOMMODATIONS PROCESS

Student self-identifies to the DRC and provides our office with documentation.

DRC Reviews student’s documentation.

DRC holds a collaborative discussion with student regarding accommodations.

DRC prepares accommodation letter for student to provide to instructors.

Student provides accommodation letter to instructors.*

*You are not obligated to provide a student accommodations if they do not provide you with their accommodation letter.
ACADEMIC ACCOMMODATIONS

• Note-taking services
• Access to course materials (e.g. copy of PowerPoint Presentations)
• Access to course materials in an alternative format
• Services for students with hearing impairments (e.g. captioning, interpreter)
• Accommodated testing (e.g. access to an extended exam time, a low distraction environment, assistive technology, a scribe)
• Educational/Lab Assistants
NOTE-TAKING SERVICES

- DRC student and note taker must adhere to attendance policy
- Instructor / TA is responsible for identifying note-taker
- DRC handles behind-the-scenes coordination and troubleshooting
- Packet available at our office or online as a writable PDF
ACCOMMODATED TESTING

- Testing accommodations are facilitated in one of the following ways:
  - Instructor accommodates students during office hours or private appointment, or
  - Instructor arranges student to test at DRC, following the process below:

Instructor and student decide to have exam at DRC

Instructor provides proctoring info to DRC via “Contract”

Student submits test request with DRC > 4 business days before exam

Instructor receives notification, approves (or declines) request

Student is added to DRC schedule if approved

Instructor provides exam materials (drop off or electronically)

Completed exam returned to instructor via email or pick-up

Student tests with DRC
RESPONSIBILITIES RECAP

**Students**
- Initiate process
- Provide you with their accommodation letter
- Utilize the *Accommodated Test Request (ATR)* form online to test at DRC
  - No less than 4 business days before their examination date

**Instructors**
- Provide accommodations based on accommodation letters
- Keep disability-related information regarding a student confidential
- If using DRC for testing:
  - Complete a “Contract” with DRC (link available on website)
  - Provide DRC with exam materials no later than 3pm the day before an exam
  - Inform DRC if there have been changes in dates/times of exams
  - Approve and/or decline test requests no less than 2 business days before an exam
If a student in your class has a disability and is not yet registered with our office, you may have them contact us at the phone number above.
What Best Teachers Do

- by Dr. Ken Bain
  - Professor and Author
  - President of Best Teachers Institute
SHORT BREAK

• Please return to your seats by 10:45 a.m.
• Bathrooms are located behind Carlton Auditorium on either side of Little Hall.
CLASSEEM ROOM CHALLENGES

Moderator
R. Paul Duncan, Ph.D.
Senior Associate Dean, Graduate School and
Professor, Health Services Research, Management and
Policy
Faculty and Administrative Panel

- **Dr. John Abbitt**  
  Senior Lecturer,  
  Department of Mechanical & Aerospace Engineering

- **Dr. Julie Abrams-Bernier**  
  Psychologist,  
  Counseling and Wellness Center

- **Dr. Heather White**  
  Interim Dean of Students,  
  Dean of Student’s Office

- **Ryan R. Fuller, Esq.**  
  Senior University Counsel,  
  Office of the General Counsel

- **Dr. Constance Shehan**  
  Professor,  
  Sociology
CLASSROOM CHALLENGES

How would you deal with these potential situations?
Scenario 1 – Academic Dishonesty

William, a TA teaching COM 1010 Introduction to Communications, was pleased with his interactions with his class. The class was very complimentary about his teaching. He felt engaged with the class and was on a first-name basis with the students.

His problems began during the first major examination. He distributed the tests, talked about academic honesty, asked for questions, and then turned his attention to studying for the exam he was scheduled to take in a few hours. He occasionally heard rustling and looked up, but nothing serious registered with him.

Later, six students independently reported seeing classmates swapping exams. He was devastated to hear that his students cheated and promised to investigate.
Scenario 1 - Discussion

1. What specific steps should William take to address this situation?

2. Did he help create an environment that enabled cheating?

3. Aren’t students really responsible for their own conduct?

4. What steps should he take to assure that cheating does not occur again?
Scenario 2 – Office Hours

At the beginning of the semester, Laura, a struggling student in Teaching Assistant John’s class, used to visit John during office hours whenever she did not understand the class material. John thought the sessions were helpful, and he felt that he was establishing a real mentoring relationship with Laura.

But as the semester progressed, Laura no longer sought help during office hours, even though she performed badly on some of her exams.

When John asked Laura why she no longer came to him for help, she avoided answering the question and simply left the class.

The next day, she asked the department’s undergraduate coordinator to remove her from John’s class because she said he would repeatedly rub her back and put his arm around her as they were working in his office.

John did not deny the charges, but maintained that he was simply fulfilling his role as a caring teacher and meant nothing at all sexual by these actions.
Scenario 2 - Discussion

1. Do John’s actions constitute sexual harassment?

2. Was Laura right to report John?

3. What actions should John expect to happen now?
In TA Gerardo’s class, two very tall, muscular African American students sit in the back of the room. They are very attentive, participate in class discussions, and complete all of their assignments on time.

Impressed by these students, Gerardo decided to express his satisfaction with their performance in front of the entire class. He said, “I just want you guys to know that you are two of the hardest working student-athletes I have ever met. Keep up the good work.”

One of the young men stood up and said in an angry tone, “I am not an athlete.” He left class early and did not come to class the next session.
Scenario 3 - Discussion

1. Since Gerardo’s comment was intended as a compliment, is Gerardo responsible for the student’s angry reaction?

2. What should Gerardo do now?

3. Do you think teachers should compliment specific students in class?
Scenario 4 – Communication Gap

Andreas, an international TA, is teaching his first class in the U.S. Unfortunately, his relationship with his students is strained.

He can see the students exchange glances when he explains assignments and can hear them mimic his accent when he mispronounces some difficult words.

A few days later, after having done poorly on the first two assignments, his students complain to another TA, Julie, that they weren’t able to do the assignments correctly because they can’t understand his English.

The students tell Julie that they want to switch to her class section.
Scenario 4 - Discussion

1. How should Andreas handle his students’ taunting?

2. Should he directly confront the disgruntled students? Why or why not?

3. How should Julie handle the students’ request?

4. Should she discuss the situation directly with Andreas? If so, should Andreas encourage the students to leave his class?

5. What can he do to improve the class dynamic?
WHAT IS GAU?

- Labor union that represents all graduate assistants at UF
- Fueled by volunteers
- Strives to achieve the following:
  - Competitive GA salaries and benefits
  - A forum to discuss GA needs with administration
  - A fair, efficient way to resolve disputes
  - Greater inclusion in strategic plans
Dues-paying members receive:

- Grievance team support
- FEA legal services program
- National AFT/NEA member benefits
- Local business discounts

- Solid Member card
- Full voting privileges
- Admission to members-only events

Dues-paying members receive:

- Minimum stipends
- Annual raises
- Fee deferrals
- Tuition waiver program
- Paid time off

- Letters of appointment
- Workload limits
- Due process in discipline
- Academic freedom
- Fair working conditions

- High-quality insurance
- Low out of pocket costs
- FloridaBlue coverage
- Annual wellness screening
- Dental checkup & cleaning

"With Love" t-shirt

Grievance team support
FEA legal services program
National AFT/NEA member benefits
Local business discounts

"With Love" t-shirt
Solid Member card
Full voting privileges
Admission to members-only events
WHAT WE DO: BARGAINING

• Negotiate the terms of our employment at UF

• Collective Bargaining Agreement (CBA)

• What we have won:
  • Health insurance
  • Stipend raises
  • Increases in minimum stipend
  • Tuition waivers
  • Sick leave
  • Family Medical Leave
  • Fee Relief
WHAT WE DO: GRIEVANCES

• Our Grievances Committee ensures that the collective bargaining agreement (contract) is upheld

• If contractual violations occur, GAU’s Grievances Committee will represent members free of charge

• Professional legal representation available as needed
WHAT WE DO: ORGANIZE

- When necessary, we organize events and mobilize our membership in order to ensure that the administration hears our voice.
- The goal: create and maintain an environment at UF in which GA needs are understood and respected.
STRENGTH IN NUMBERS

GAU negotiates and protects the collective bargaining agreement (CBA). This year, GAU negotiated the 2017-2020 contract and won:

• Three year extension of GatorGradCare as a robust, low-cost health insurance program
• Additional due process protection for discipline
• Gender identity protections
• Continuing employee protections with appointment changes
MEMBERSHIP & BARGAINING

• We continue to fight for:
  - Across the board, equitable pay increase
  - Additional fee relief

• Why should YOU join?
  - Strength in numbers
  - Not only a union – a community of scholars
WHERE ARE WE GOING FROM HERE?

• Become a member!
• Add your name to our volunteer email list
• Join a committee (grievance, healthcare, organizing, mental health, communications)
• Become a department steward
• Attend our happy hour on Friday!
VISIT OUR WEBSITE: www.ufgau.org

Who We Are

Graduate Assistants United is your labor union!

We represent all Teaching Assistants, Research Assistants, and other Graduate Assistants at the University of Florida. When you are a Graduate Assistant (GA), you are more than just another student; you are also an employee of the University. GAs perform over half of the academic work (teaching and research) at UF, and serve in many other support roles across campus. Our skills keep the University running smoothly. UF works because we do!

Why GAU?

Graduate Assistants United was founded in 1972 to improve the lives of all Graduate Assistants during their time at UF. As a recognized labor union, GAU gives Graduate Assistants the right to negotiate the terms of their employment through a contract with the University of Florida. Through GAU, we have won tuition waivers, free health insurance, regular pay increases, paid sick leave, due process rights, and a formal grievance procedure to enforce these rights.
LIKE OUR FACEBOOK PAGE:
Search for “UF Graduate Assistants United”

THIS WEEK
5
Page Likes

1,455
Past Reach

UNREAD
1
Notification

0
Messages

UF GAU
Community Organization

What have you been up to?

From our good friends at FSU-GAU:

As you may be aware, we at United Faculty of Florida - Florida State University - Graduate Assistants United (GAU) have had quite an interesting time at the bargaining table this summer. I am writing to inform you of what is in progress.
QUESTIONS? COMMENTS? WANT TO JOIN?

Email us at: organizing@ufgau.org

See you at GAU’s Orientation Happy Hour this Friday, Aug 18!

With Love, Graduate Assistants United
Winifred Cooke, PhD
Director, Teaching Center
College of Liberal Arts & Sciences

Morning Attendance and Evaluation
Attendance

Tuesday Morning, August 15, 2017

Notice:
Please use #2 pencil
Evaluation

Tuesday Morning, August 15, 2017

Notice:
Darken Test Form Code A
Evaluations

• Tell us your thoughts…
  use the morning session evaluation form in your packet

• Turn them in before you leave
LUNCH

• Lunch will be provided on the Carlton Auditorium breezeway.
• Please return to your seats by 1:00 p.m.
A POSITIVE START TO YOUR TEACHING: YOUR SYLLABUS AND THE FIRST WEEK OF CLASSES
Make the most of your time now to prepare for a successful semester.
Your objectives for this session

1. Develop checklist to help you prepare to start teaching
2. See how COPE Strategies can help you
3. Be aware of UF syllabus requirements
4. Plan for positive start for your semester
Strategies for Successful Teaching
For faculty, adjuncts and teaching assistants who want to be effective teachers

UF Orientation helps new teaching assistants have positive start to semester
Posted on August 10, 2016
by Julie Dodd

New teaching assistants at the University of Florida will attend an Orientation for Graduate Teaching Assistants on Tuesday, Aug. 18, to help them be ready for the start of Fall Semester on Monday, Aug. 29. More than 500 teaching assistants attend the orientation, which is organized by the Faculty Development and Clinical Skills Team. The orientation includes presentations from the University Office of Graduate Studies, the Teaching Assistant Program, the Academic Support Center and the Center for Teaching and Learning.
Develop checklist for teaching
Meet with your supervisor or course coordinator
Determine your duties
Teaching an online course
Learn how you will be assessed

Faculty Course Evaluations

View Evaluations

Select Term & Status

Term: 2016 Spring
Status: any status

Get Evaluations  Export Evaluations

Instructions: In order to view your evaluations, select the term and status from the drop down menus to the left and then click on the "Get Evaluations" button. Once the list of evaluations is loaded, click on the "Details" link in the left-hand column to view the results and other information related to the evaluation.

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Learn about your course

- How does course fit into the UF curriculum?
- Course goals (Student Learning Outcomes – SLOs)
- Course materials
- How students earn grades
- Assignment deadlines
Learn about your students

- Their reasons for taking course
- Their prior learning in subject
- Their career goals
- Number of students in the class
Locate your classroom
Try out your classroom
Plan your schedule

- Classes you take
- Classes you teach
- Office hours
- Your meetings
- Your major deadlines – your assignments, conference deadlines
- Study, fitness, meals, sleep, etc.
Peer-to-peer activity

Introduce yourself:
Name, degree program
Course you will teach
At least one question you have about teaching
COPE Strategies for teaching success
C = Context
Student Learning Outcomes (SLOs)

What is a learning outcome for the course you will teach – or for an entry undergraduate course in your field?

At the end of the course, the student will …
O = Optimism
Dr. Linda Bartoshuk

UF Taste & Smell Lab – College of Dentistry
Who Gets to Graduate?

Here’s a basic truth about American colleges: Rich kids complete their degrees; poor and working-class kids usually don’t. A new experiment at the University of Texas is trying to change that equation. BY PAUL TOUGH
P = Preparation
Peer-to-peer activity

List at least five ways you can prepare for teaching the course overall and for individual class meetings.
E = Engagement
Active learning

- Think-Pair-Share
- Raise hand survey – can use clickers or app
- Admission or exit ticket
- In-class writing activity
- Class discussion
- Small group activity – in-class discussion or on-going assignment (group project)
Creating a syllabus
Your syllabus is a contract between you and your students
Syllabus requirements

1. Course title, instructor’s contact information
2. Office hours
3. Course objectives / Student Learning Outcomes
4. Weekly schedule of topics & assignments
5. How grades determined – assignments, grading
6. Class attendance, makeup work
7. Accommodations for students w/ disabilities
8. Required and recommended textbooks, materials
9. Grading policies for assigning grades
10. Materials & supplies fees, if any
11. Statement about online course evaluation process
12. Deadline dates for exams & other work
13. Class demeanor (late to class, technology use, etc.)
14. UF honesty policy
15. Counseling and Wellness Center info
Remember: There’s more to students’ UF experience than your course

Gator sports
Other courses
UF events
Clubs/organizations
Community service
Jobs and internships
Dorm/apartment life
Religious observances
Life responsibilities
Classes start next week
A positive start to your semester
Set up e-Learning account in Canvas

- Before class starts: Post an announcement welcoming students to course & providing information about course (meeting time and location, textbooks)
- Post grades & handouts
- Assignments turned in and evaluated online
- Give quizzes
Review and edit your online persona/avatar

- UF email name
- LinkedIn, Facebook, Twitter, Instagram, Pinterest, blogs, YouTube, Periscope, Snapchat
- Dating apps
Prepare for your first week of classes

- Plan for getting to campus
- Decide what you will wear
- Prepare your briefcase/backpack
Beginning in the first class, establish yourself as a teacher

You are prepared:
  Write lesson plan
  Rehearse

You are professional:
  In class
  Outside of class
  Online
Your first week as a teacher

- Be enthusiastic, patient and calm
- Promote value of course
- Discuss the syllabus
- Utilize class time
- Get students involved
- Be available for students before and after class, office hours
- Learn students’ names
Think-Pair-Share activity

What questions do you have about preparing to teach?
Recognize your potential for growth as a teacher
R. Paul Duncan, Ph.D.
Senior Associate Dean,
Graduate School

TEACHING ASSISTANT AWARDS
Teaching Assistant Awards

• The University values contributions of TAs
• Graduate teaching assistants make a major contribution to teaching and learning at the University of Florida.
• Each academic year, the UF Graduate School recognizes the best, brightest and most industrious of the University of Florida’s graduate teaching assistants for their work.
• Deserving students are nominated by their department and award winners are selected by a university wide faculty committee.
• For more information visit: http://graduateschool.ufl.edu/faculty--staff/awards/graduate-student-teaching-awards/
ADVICE FROM PANEL OF EXPERIENCED TAS
Panel of Experienced TAs

• Ms. Kathleen Joseph, History
• Ms. Amanda Desormeaux, Natural Resources and Environment
• Mr. Ehsan Fereyduni, Chemistry
• Mr. Todd Schumann, Electrical and Computer Engineering
Ehsan Fereyduni
Chemistry PhD Student
University of Florida

08/15/2017
What I’m going to talk about?

- A Typical Schedule for Teaching
- Teaching as an International Student
- First Day of the Teaching in Lab
- My Approach for Teaching
# A Typical Schedule

for Organic Chemistry Lab at UF

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Teaching as an International Student
Pronunciation

in English

/in Farsi

/ælkiːn/
Practice speaking with confidence and (a little bit) loud
First Day of Teaching in the Lab

First Activity
First Day of Teaching in the Lab

Second Activity

Deja

Megan
Transfer knowledge
Building Knowledge
Approaches for Teaching

Teacher Center

Student Center
Students Name
Being in touch
Social Media
It is not only 6 hours!

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Thank You!
Did you know . . .

• 2016 Freshman applicants ave. H.S. GPA = 4.35?

• UF students participate in over 1100 registered student organizations?

• Your classroom will have a SMART Podium equipped with SMART Ink software?

• You can set up library reserve materials for your class online?

• You can use Canvas to average and provide grades to each student confidentially?
TA Handbook (online)

Along with Other Resources

www.teachingcenter.ufl.edu
TA Handbook (online) Along with Other Resources

www.teachingcenter.ufl.edu

Table of Contents

PART 1: THE TA’S ROLE ON CAMPUS ................................................................. 1
  TA Role Adjustments .................................................................................. 1
  Responsibilities and Expectations .............................................................. 2
  THE TA AS GRADUATE STUDENT .............................................................. 2
  Time and Space Management ................................................................ 2
  Help from Senior Teaching Assistants ..................................................... 3
  THE TA AS FACULTY ASSISTANT ............................................................. 4
  Negotiating Responsibilities ................................................................. 4
  Dealing with Problematic Relationships ................................................ 5
  Relations with Students ........................................................................... 6
  THE TA AS TEACHER .................................................................................. 7
  INTERNATIONAL TEACHING ASSISTANTS ............................................ 7
  Cultural Differences in the Classroom .................................................... 7
  Teaching Tips for International TAs ......................................................... 8
  International TA Support Services ......................................................... 9
  Useful Resources for International TAs .................................................. 10
  PROFESSIONALIZATION ........................................................................ 11
  Development Opportunities at UF ........................................................ 11
  Excellence in Teaching Awards ............................................................... 12
  The Teaching Portfolio ........................................................................... 12
  Resources on the Teaching Portfolio ...................................................... 13

PART 2: THE TA AS TEACHER ........................................................................ 15
  WHO YOUR STUDENTS ARE .................................................................... 15
  How Students Learn ................................................................................ 15
  Implications of Information on Cognitive Styles for Teaching ................. 19
  Guidelines for Responding to Student Differences ............................... 20
  Special Considerations for Teachers of Freshmen ................................. 21
  Tips for Teaching Students with Disabilities .......................................... 21
  U Matter We Care ................................................................................... 22
  PREPARATION ...................................................................................... 23
  Establishing Instructional Objectives ...................................................... 23
  Selecting Instructional Strategies ............................................................ 24
  The Syllabus ............................................................................................ 26
  Class Rolls ............................................................................................... 27
  Classrooms ............................................................................................... 29
  Useful Resources on Course Design ....................................................... 29
  IMPLEMENTATION ................................................................................ 30
  Choosing an Instructional Style ............................................................. 30
  Building a Supportive Classroom Environment .................................... 31
  Communication Checklist ....................................................................... 35
  Classroom Management ........................................................................ 36
  Using Instructional Media ....................................................................... 38
  First Class Survival Tips ................................................................. 38
  LECTURING ......................................................................................... 43
  Lecture Preparation .............................................................................. 43
  Delivering the Lecture ........................................................................ 44
  Questioning in the Classroom ............................................................... 47
  Teaching Large Classes ......................................................................... 50
  Useful Resources on Lecturing .............................................................. 53
  LEADING DISCUSSION SECTIONS .......................................................... 54
  Preparing for Discussions .................................................................... 54
Fall Workshops for TAs

Certificate of Participation for 10 Pedagogy and/or 10 Teaching with Technology

WORKSHOPS FOR TEACHING ASSISTANTS
Fall 2017

University of Florida Graduate School

The following seminars/workshops are free, however, for planning purposes, we request that you pre-register. Certificates of participation will be presented to TAs who complete at least 10 of the general workshops (G) and/or at least 10 of the technology workshops (T). Workshop presenters (faculty from departments across campus) will be announced later. The session titles are listed below:

I. "Orientation" (REQUIRED) -G
A general orientation to your new teaching role at the University of Florida. Campus resources and advice on becoming an effective teacher will be presented.

II. "International TAs in UF Classrooms" -G
Tips for International TAs about cultural differences in teaching methods and student interactions in the U.S.

III. "Technology for Teaching in UF Classrooms" -T
What new "high-tech" technology will find in today's university classroom, and how it can improve your teaching.

IV. "e-Learning @ UF" - T
A comprehensive workshop on how to activate within Canvas, how to create pages, assignments, quizzes, discussions, etc.

V. "How to be a Great Online/Hybrid TA" -T
Learn about teaching online while completing online modules in Canvas.

VI. "Leading Discussions" -G
How to structure questions to increase learning and class participation.

VII. "Own Presentation Skills" and "Planning Your Lecture" -G
Planning and delivering your lecture.

VIII. "Best Practices for Group Work in e-Learning" -T
Design a great group assignment while individuals Accountability and manageable feedback mechanisms

IX. "Writing across the Curriculum" -G
Strategies for writing to learn and learning to write in different disciplines

X. "Power of Rubrics & Peer Review in Canvas" -T
Designing and using rubrics for assessment, and peer review

www.teachingcenter.ufl.edu/ta_development
• Podcast: Beyond the Podium Series
• Online: How to be a Great Online/Hybrid TA
• Online: Portfolio Workshop
• The Academy of Distinguished Teaching Scholars Seminar Series
Attendance

Tuesday Afternoon, August 15, 2017

Notice:
Please use #2 pencil
Tuesday Afternoon, August 15, 2017

Notice: Darken Test Form Code B
Evaluations

• Tell us your thoughts…
  use the afternoon session evaluation form in your packet

• Turn them in before you leave

• Have a great semester!