2012 TA Training: Team-building session

Department of Biological Engineering

Odd-numbered teams should begin with the reflective exercise, while even-numbered teams begin with the chalkboard exercise. After 20 minutes, please switch.

Reflective exercise

The questions below are intended to help you explore your attitudes and goals regarding teaching. Discuss them as a group to see what common issues arise, and consider asking your TA mentor about these issues over lunch.

If you have time now or perhaps later in the week, try making a list (individually or together) of 3 key dos and don'ts that you want to strive for in your teaching this year.

Remember that when it comes to teaching, energy in = energy out. Your students will take notice if you are both prepared and engaged, and ideally your behavior will be contagious!

1) Who is one of the best teachers you ever had? What did s/he do that was particularly effective?
2) Describe a class in which an instructor *didn't* contribute to (or even actively impeded!) your learning.
3) What concerns you most about teaching MIT undergraduates/graduate students? What excites you most about the opportunity to TA?

Chalkboard exercise

As a team, please transform the information below into 2-3 boards of instructive text and diagrams. Each of you should get a chance to write and/or draw to get a feeling for the physical space. Afterward, be sure to look at your boards from the back *of the room to see if everything is big enough. If you have time, compare your approach with another group's.*

There are several goals in the drug delivery field, including sustained release, targeting, and increased bioavailability. Whether for sustained or traditional release, drug load should lie in the space between toxicity and efficacy. The facets of drug delivery can be divided into carrier, cargo, and delivery method, which together attack a target. A common type of carrier is a degradable polymer. Drugs may be released by bulk erosion or surface erosion.