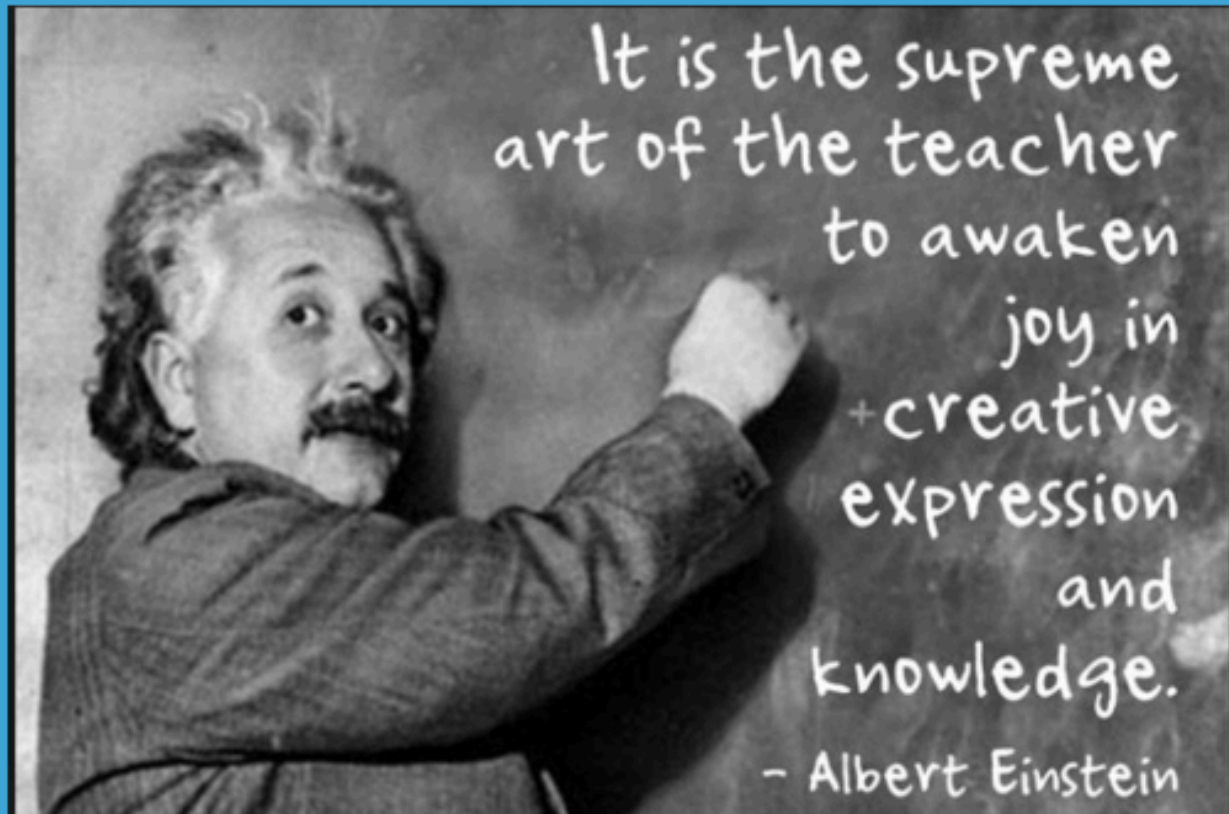


Welcome to the 2015 BE TA Training Workshop!



Overview of SoE TA Training

- Friday, Sept 4 from 9-12pm in 3-270
 - Complete online registration form by Sept 2
- Sessions
 - Interactive teaching techniques for TAs
 - Problems and pitfalls in classroom teaching
- BE TA Training workshop is not meant to replace SoE TA Training

Quality teaching is important

- Teaching PPE
 - Preparation
 - Positive attitude
 - Empathy



Importance of the teaching experience

- Stretching your teaching muscles as a TA is an important part of your education
 - Instills better understanding of our discipline
 - Builds skills required for overall success
 - Oral and written presentation
 - Leadership
 - Teamwork
- Working with faculty other than your advisor broadens your network

Common TAs questions

- Who TAs BE classes?
 - Mostly 2nd year students in BE (Micro/CSB/etc.)
- How are assignments made?
 - Doug and Forest with faculty input
 - Goal is best fit based on student interest and skills
- What is required?
 - Dependent on the class
 - Expectations to be established with faculty

TA roles in BE

- UG lecture class TA
 - Recitation, office hours, grading exams
- G lecture class TA
 - Office hours, often some grading
- In some lecture classes
 - Run review sessions, pre-take exams, write HWs/solutions, etc.
- Lab class TA
 - Pilot experiments, some grading, high contact hours
 - Safety is of utmost importance (moral, legal issues)
- Course development
 - On more *ad hoc* basis
- Ultimately, class- and instructor-dependent
 - Have **expectations-setting meeting** before classes begin

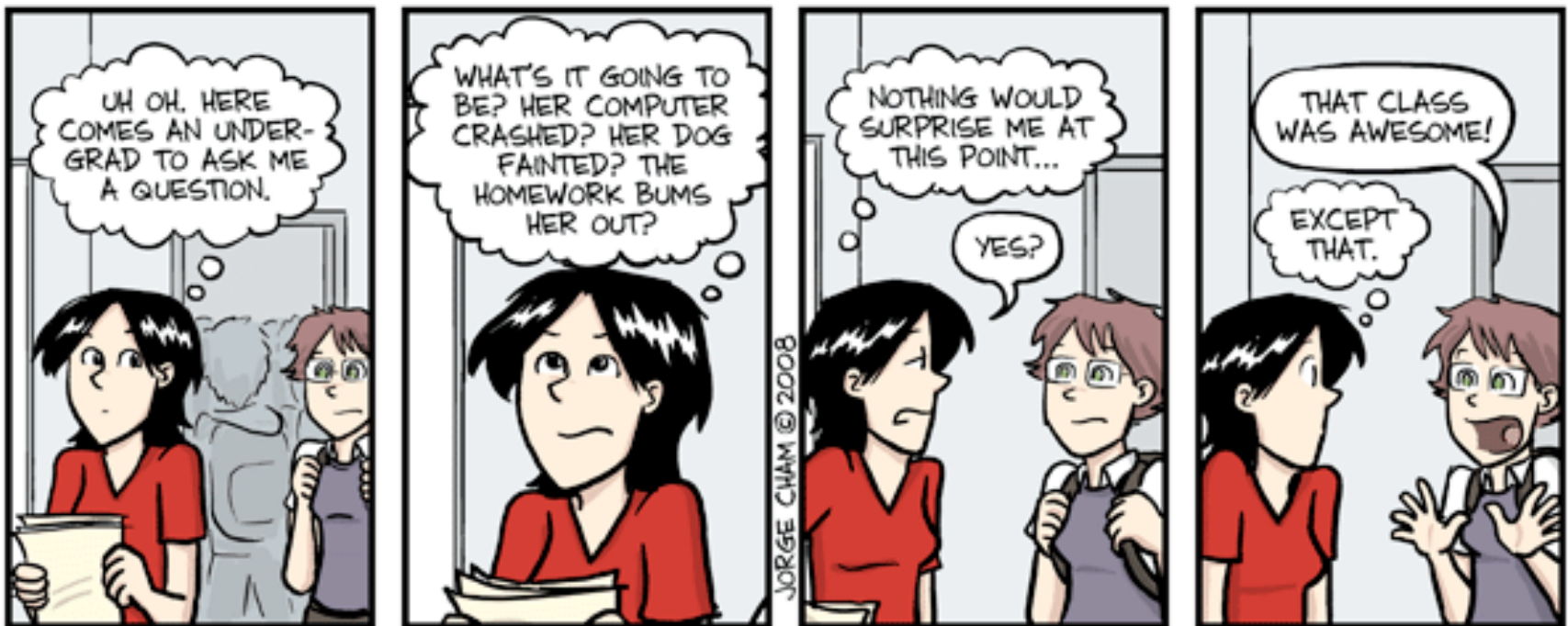
General duties for all TAs

- Know your students
 - Pictures are on Stellar/WebSIS
- Know the material
 - Attend lectures and meetings
- Administrative help within reason
 - Help maintain course web page
 - Track student grades
 - Make photocopies, clean blackboards, etc.
- Help assign final grades
 - You are the **student advocate**!

Specifics on TA responsibilities

- Summary of TA responsibilities
 - Average of 20 hr/wk
 - Prepare materials, complete and proctor exams, write problems and/or quizzes, grading, etc.
- Faculty responsibilities
 - Meet with TAs to establish expectations
- When issues arise
 - Contact BE REFS, BE Graduate Program Chair, Head of Undergraduate Curriculum Committee, Department Head

Resources for success



Teaching tools

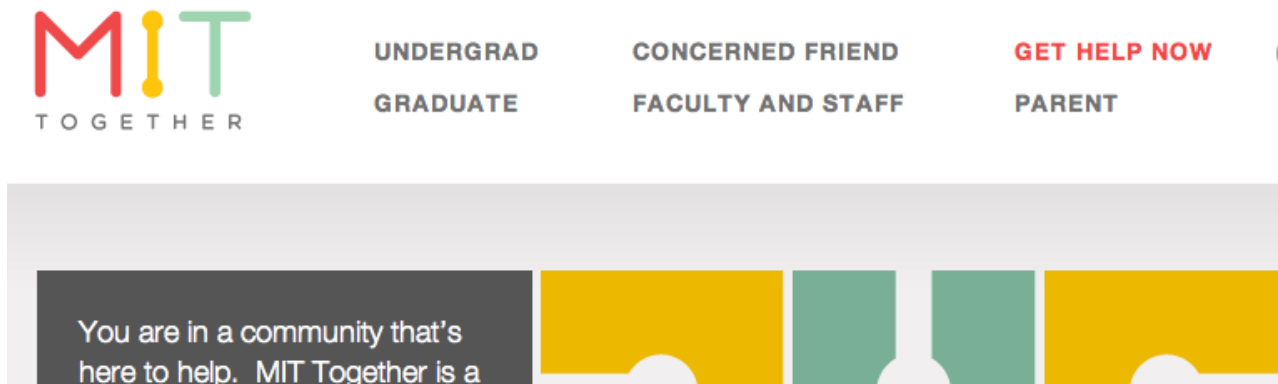
- SoE TA Resources
 - Summary tips and reading list
 - http://engineering.mit.edu/education/education_resources/ta
- Teaching & Learning Laboratory
 - Guidelines for recitations
 - <http://tll.mit.edu>
- Tas / Instructors from previous semesters
 - Ask directly about past challenges and successes
 - Examine past course materials and evaluations
- Current semester colleagues
 - Get feedback from instructor, other TAs, or anonymous students
- Course management resources
 - Stellar (course management system): <http://stellar.mit.edu>
 - MIT libraries: can set up class resource pages
 - OpenWetWare: alternative course management – wiki

Assisting your students

- Bookmark the BE TA Training 2015 page!
 - Links to resources at the bottom
 - Includes all slides and handouts from the workshop
- MIT together website
 - Support overview and lots of links!
- **S³ (student support services)**
 - One-stop advising/referral for UGs
- MIT mental health
- Academic advisors (ask faculty)
- Academic
 - BE tutors
 - BE Communications Lab
 - OME

Assisting you

- Again, MIT together <http://together.mit.edu>
- ODGE advising
 - Essentially S³ for G students
 - Office of the Dean for Graduate Education
 - <http://odg.mit.edu/development/advising/>
- If a serious conflict arises
 - Department Head
 - MIT Ombudsman: <http://web.mit.edu/ombud/>



Also, see the TA brochure



http://odge.mit.edu/wp-content/uploads/2011/09/TAs_2010RandR.pdf

Potential student issues

- Health concerns
 - Physical
 - Mental
 - Prolonged
- Personal concerns
 - Serious illness or death of family member or close friend
 - Traumatic events
- Academic concerns
 - Missed work due to health/family issues
 - Missed work due to being overextended and/or oversleeping
 - General struggle with class material
 - Academic dishonesty
- All issues may lead to stress → “typical” or extreme

More about academic dishonesty

- **A top concern** for past and prospective TAs
 - Emotionally exhausting
- What might happen?
 - Unequivocal copying or cheating (exams, reports)
 - Ambiguous overstepping of resource or collaboration policy
- **Ambiguity is awful** for everyone involved
 - Want to believe the best of our students
 - Reluctant to damage their future prospects
 - Harder to evaluate person (intent, etc.) than actions
 - Likely result: inconsistent and unfair outcomes
- So, what should you do... *before* anything happens?
 - Encourage faculty to establish **clear and concise standards**
 - Convey standards both electronically and orally
 - Ask former TAs what to emphasize and look out for

If you suspect academic dishonesty

- How is academic dishonesty dealt with?
 - **Do not confront student by e-mail**
 - Several paths, but the following is typical:
TA > Instructor > Department Head > DUE/DSL
> Triage > Committee on Discipline
 - Consider submitting a 'letter on file' to document repeated questionable practices
 - For more info, see *Policies and Procedures*
<http://web.mit.edu/policies/10.2.html>
- Medical issues may come up when the student is confronted – advise student to seek help
 - Again involve instructor, academic advisor
 - <http://studentlife.mit.edu/citizenship/resources>
- MIT guidelines regarding appropriate citation
 - <http://libguides.mit.edu/content.php?pid=37801>

Learning the rules

- MIT Policies and Procedures
 - <http://web.mit.edu/policies/>
- MIT Chair of the Faculty Guidelines
 - <http://web.mit.edu/faculty/teaching/termregs.pdf>
- No *required* academic exercises b/w 5-7 PM
- No *required* academic exercises Monday > 7PM
 - must offer comparable OH for optional review session
- FERPA (privacy)
 - <http://web.mit.edu/registrar/general/csip/> (see FAQ)

Overview of BE TA Training

- Day 1 – tools and resources
 - Sessions with Bevin Engelward (BE Faculty) and Diana Chien (BE Communications Lab)
 - Discussions with TA mentors
 - Group exercises
- Day 2 – practice teaching
 - Session with Gerardo Garcia-Rios (S³)
 - Flex your teaching muscles!

What to do after TA training

- Learn more, practice, and set personal goals
- Continue conversations with former TAs
- Meet with your teaching team to discuss expectations
- If you enjoy teaching, consider MITES, SEED, STEM, etc.