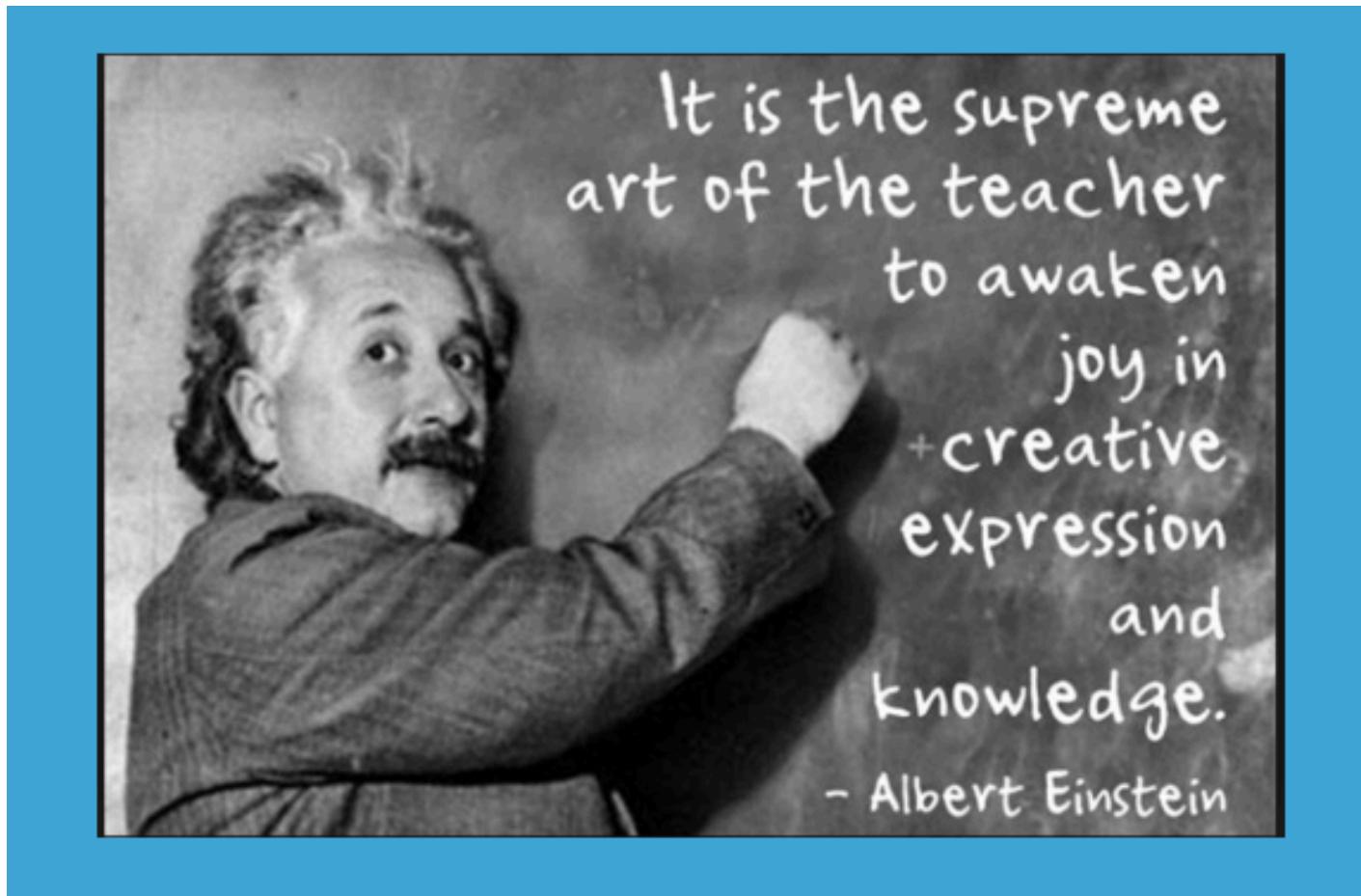


Welcome to the 2015 BE TA Training Workshop!



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 success
 - Oral and written presentation
 - Leadership
 - Teamwork
- Working with faculty other than your advisor broadens your network

Common TAship 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 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 h/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 past years
 - Ask directly: past challenges + successes?
 - Indirect: examine past course materials + 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 TA Training 2014 page!
 - Links to resources below and more
- 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)
- Residence-based resources
- Academic
 - BE tutors
 - BE Communications Lab
 - OME

Assisting you

- Again, MIT together <http://together.mit.edu>
- ODGE advising
 - Essentially S^3 for G students
 - Office of the Dean for Graduate Education
 - <http://odge.mit.edu/development/advising/>
- If a serious conflict arises
 - Department Head
 - MIT Ombudsman: <http://web.mit.edu/ombud/>



UNDERGRAD
GRADUATE

CONCERNED FRIEND
FACULTY AND STAFF

GET HELP NOW
PARENT



Also, see the TA brochure

The image shows the front cover of a brochure titled 'TAs @ MIT'. The title is in large, bold, maroon letters. The 'A' and 'S' are stacked, and an '@' symbol is placed between them. The 'T' and 'MIT' are also stacked. Below the title, the word 'rights' is followed by three horizontal lines, then 'responsibilities', 'rewards', and 'resources', each also followed by a horizontal line. At the bottom, it says 'Office of the Dean for Graduate Education (ODGE)' and 'Office of the Dean for Undergraduate Education (DUE)'. The left edge of the brochure shows a small portion of a photograph of a person's arm and shoulder, and the word 'ants' is partially visible in purple text.

TAs
@**MIT**

rights

responsibilities

rewards

resources

Office of the Dean for Graduate Education (ODGE)
Office of the Dean for Undergraduate Education (DUE)

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.