

CETL 2000/8000 BIO UTA/GTA Preparation Course, Spring 2016

"Jump-Start to Teaching" January 8 from 9:30 am to 4:30 pm, Clough 131

CETL New TA Orientation January 12 from 6 pm to 9 pm, Clough 102

Mondays 10:05-10:55 am, Instructional Center 119

Instructors:

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Course Description:

This course is designed to support your responsibility to provide our undergraduates with the high quality education that we desire in the School of Biology. In addition, your teaching experience will hone transferable skills that enhance your professional development whatever your intended career path. During this course, you will build a foundation for learner-centered teaching, and you will measure how effective you are as a teacher by assessing how much your students are learning. You will practice making clear and concise explanations about concepts and reinforcing those ideas through active learning. You will build skills for facilitating inquiry-based labs, grading, and managing classroom dynamics. By the end of the semester, you will have the foundation you need to be a great teacher and to continue your professional development in teaching. This course is a required accompaniment to your first semester as a member of the School of Biology teaching staff. We ask that you take part in the ownership of your education as a co-educator, rather than being a "student" in the more traditional and passive sense. It is our expectation that as a co-educator you will:

- Participate actively and thoughtfully at all times.
- Have the conviction to ask and respond to difficult questions, take what may seem to be unpopular positions, and admit when you do not know.
- Have patience to, listen to, and respect others.
- Think, write, and engage with your peers in a scholarly manner. Foster a collegial learning environment that is purposeful, open, disciplined, caring, and celebrative.

Course Objectives:

1. Create a valuable student-centered learning experience.
2. Assess the level of student understanding using inquiry teaching practices and rubrics.
3. Understand that learning new content is a part of teaching and develop strategies for doing so efficiently.
4. Craft explanations about concepts in response to students' level of understanding.
5. Identify and use active learning strategies appropriate to learning goals.
6. Manage group and classroom dynamics including incivilities that may arise.
7. Apply GT strategic priorities, policies, and procedures to their teaching contexts.
8. Coordinate responsibilities with TA's faculty supervisors and co-TAs in a professional manner.
9. Recognize teaching as a set of transferable skills useful for TAs future career goals.
10. Reflect on TA's teaching practice in order to continually improve.

Course Materials (all available on T-Square):

- [Teaching at Georgia Tech: A Handbook for Faculty, Instructors, and Teaching Assistants](#)
- Additional assigned readings will be listed on the course schedule and posted to T-Square

Course Requirements and Grading Scale:

Attendance and Participation: This class is structured around practical exercises that you can apply directly to your teaching. You must be present and engaged in order to benefit from them. Attendance includes the following sessions:

CETL New TA Orientation: January 12, 6 pm – 9 pm (required for all TAs)

CETL International TA Orientation: January 13, 4-6 pm (required for international TAs)

Microteaching: You will have two opportunities to practice explaining a biological concept to a peer audience. The first opportunity will be an introduction to yourself and the class you are teaching. In the second, you will prepare a 5 minute lesson to implement strategies from this class. Afterwards, we will ask you to compose a reflection about what you learned from the experience, including how you will incorporate the feedback to improve the lesson. Points will be awarded for teaching and providing feedback to peers in each session.

Weekly reading forum posts: For each class that has a pre-class reading assignment, you should comment on the public T-square **forum** to the reading response questions provided in the schedule below. You must have a minimum of one response per forum for participation points, posted prior to the start of class.

Weekly blog reflections: After each class, you should post a private **blog** response to the prompt provided in the schedule below. Typically, the prompt will ask you to consider how the week's topic relates to your teaching position. This reflective writing will encourage improvement to your teaching skills. Blog entries must be posted prior to the start of the next class in order to earn credit.

Pre-test and Post-test: These are diagnostic tests designed to measure your knowledge and opinions about teaching before and after you take this course. Both tests must be completed in order to earn the points.

Learning Portfolio: The learning portfolio is a collection of items from class activities throughout the semester that showcases what you have learned in this course. Your portfolio should contain: at least 8 writing samples from a combination of your *Reading forum responses* and *Blog posts*, your *microteaching lesson plans*, your *microteaching reflections*, and a *one-page reflective essay* explaining how these items exemplify what you have learned during the course. You are also encouraged to include any other teaching preparation items from your TA assignment that reflect your growth as a teacher.

Requirements	Points
Attendance and Participation	32 (8 for Jump Start, 2 for CETL TA Orientation, 2 x 11 class meetings)
Microteaching	12 (2 for MT1, 5 for MT2; feedback: 2 for MT1, 3 for MT2)
Reading forum responses	14 (2 x 7 reading responses)
Blog reflections	12 (1 x 12 reflections)
Pre-test and Post-test (ATI)	10 (upon full completion)
Learning Portfolio	20 (upon full completion)
Total	100

CETL 2000/8000 is taken as a pass/fail grade mode. Grades will be assigned based on the following scale:
80 or above = pass, 79 or below = fail.

Academic Integrity:

Students are reminded of the obligations and expectations associated with the Academic Honor Code and Student Code of Conduct, available online at:

http://www.deanofstudents.gatech.edu/integrity/policies/honor_code.php

<http://www.deanofstudents.gatech.edu/codeofconduct>.

Learning Accommodations:

If needed, we will make classroom accommodations for students with disabilities. These accommodations should be arranged in advance and in accordance with the Office of Disability Services (<http://disabilityservices.gatech.edu/>).

Course Schedule: "Jump Start to Teaching" Schedule of Activities

Jan 8	Class Session 1: 9:30-11:00a	Class Session 2: 11:15a-12:15p	Lunch: 12:30-1:30p	Class Session 3: 1:30-3:00	Class Session 4: 3:15-4:30	After Class:
CULC 131	<u>First Day of Class & Microteaching I:</u> Take pre-test Ice breakers Microteaching (introduce yourself & set up first day's lesson)	<u>Engaging Explanations:</u> <u>Learning Activity:</u> "Teach someone how to ..."	Panel of experienced TAs share helpful tips and things they wished they'd known.	<u>Inquiry:</u> <u>Learning Activity:</u> Inside the Box <u>Case Study:</u> Inquiry scenarios	<u>Active Learning Principles:</u> <u>Learning Activity:</u> Active Learning Principles using Bloom's taxonomy JS evaluation	<u>Blog post:</u> What aspects of active learning (AL) approaches are appealing to you from the instructor's perspective, and why? How might you use AL principles in your course?

Semester Schedule of Activities

	Before Class	Class Session	After Class
Jan 11 Session 4	Read Love the One You're With.pdf <i>and</i> Classroom Management Tips.pdf <u>Reading Forum:</u> The Sheridan article suggests that sometimes it is best to ignore mildly negative behaviors in the classroom. Give some examples of behaviors you might ignore versus those you would not, and discuss why you would ignore some and not the others.	<u>Classroom Management:</u> <u>Case study:</u> Classroom Management scenarios	<u>Blog Post:</u> Describe a classroom experience that you've had in which you feel that the instructor had excellent control of the classroom. What techniques did the instructor use? Now consider a classroom that you felt was not controlled. What could the instructor have done to improve the situation?
Jan 12 & 13 Session 5 CULC 102 (NTAO) CULC 129 (ITAO)		<u>CETL New TA Orientation:</u> Jan 12, 6-9 pm; CULC 102 & <u>CETL International TA Orientation:</u> Jan 13, 4-6 pm; CULC 129	<u>Read policies and procedures material</u>
Jan 18		<i>MLK Holiday</i>	
Jan 25 Session 6	Read Huston 2010 p121- 137.pdf <u>Reading Forum:</u> Why is it better to tell students "I don't know" instead of guessing or making up an answer? How can you present your subject expertise in the best possible manner?	<u>"Teaching What You Don't Know":</u> <u>Activity:</u> Discussion techniques <u>Case Study:</u> Saying "I don't know" without losing your authority	<u>Blog post:</u> How does Huston's idea of beginning with learning objectives rather than content compare to your beliefs about preparing to teach? What kind of evidence do you need to determine whether this approach to teaching is effective (and how might you collect it)?
Feb 1 Session 7	Read Collaborative Learning (Davis).pdf <u>Reading Forum:</u> Reflect on one positive and one negative experience you have had participating in group work. How could you have brought about positive change in the group dynamic?	<u>Group Work:</u> <u>Activity:</u> Group work benefits and barriers	<u>Blog post:</u> What attributes and barriers to you bring to group work, and how might awareness of those cause you to change your group work behaviors? Describe the group dynamics in your classes. How might you take some of the ideas from class to improve group work in your classes?

Feb 29 Session 8	Read Walvoord & Anderson Effective Grading rubrics.pdf <u>Reading Forum:</u> The reading presents the use of rubrics for grading. They can be a great addition to effective teaching. They can also create problems - what do you think could be a negative about using rubrics? Bring to class your grading assessment of the titles on p42	<u>Grading basics:</u> <i>Activity:</i> Grading rubrics	<u>Blog post:</u> What strategies from this week might you apply to your grading context?
Mar 7 Session 9		<u>Midterm evaluations:</u> Putting them into practice, facilitated by CETL	<u>Blog post:</u> How is your first teaching experience going? Now that we're midway through, is there any aspect of teaching you want to address in our class?
Mar 14 Session 10	Read Strategies for Creating a More Inclusive Classroom.pdf <u>Reading Forum :</u> From the reading for this week, respond to: Who are you? Spend some time examining your own experiences, values, assumptions and stereotypes. How have you come to understand your complex social identities? Which aspects are most salient for you in the classroom?	<u>Diversity:</u> Strategies for creating a more inclusive classroom that supports learning for students from a variety of backgrounds	<u>Blog post:</u> Reflect on the types of diversity present in your class. How might you incorporate strategies from today's class to increase inclusivity in your class?
Mar 21		<i>Spring Break</i>	
Mar 28 Session 11	Read Bean Commenting on Writing.pdf <u>Reading Forum:</u> How can you use commenting to maximize student learning? What particular suggestion do you plan to utilize?	<u>Grading trouble shooting:</u> <i>Case Study:</i> Grading scenarios	<u>Blog post:</u> How has your grading in your TA assignments gone so far? Have any students challenged their grades? What strategies from this week might you apply to your course?
Apr 4 Session 12	Reading Active Learning (Handelsman).pdf. <u>Reading Forum:</u> What does the instructor do to facilitate active learning? Do you incorporate teaching like this in your classes? If not, how could you start?	<u>Active Learning Practice:</u> <i>Activity:</i> Active learning Practice using Backward Design	<u>Blog post:</u> Compare the effect of lecture versus active learning on student learning. Why might you choose one approach over the other? What aspects of active learning might students reject, and how would you attempt to persuade them of the benefits?
Apr 11 Session 13	Map out the time usage in the most recent class you've taught (or observed). How was time allocated for each type of classroom activity? How well did time usage align to the teaching plan?	<u>Time management:</u> <i>Activity:</i> Managing course time & Prepping emergencies	<u>Blog post:</u> How well are you using class time? How might you apply strategies from today's class to helping you improve your time management?
Apr 18 Session 14	Prepare microteaching presentation (including activating/presentation and instructor teaching notes)	<u>Microteaching 2</u>	<u>Blog post:</u> What has been your best teaching moment so far? What did you do that worked well? How do you know it was effective?
Apr 25 Session 15	Finalize learning portfolio	<u>Teaching as professional development:</u> Take post-test, course evaluation Synthesis of Ideas Submit Learning Portfolios	<u>Blog post:</u> How will the skills that you have learned through teaching transfer to your future career plans? What has been most memorable about your teaching experience this semester? What do you hope is different in your next semester of teaching?