

# CETL 2000/8000 UTA/GTA Preparation Course, Spring 2015

## Sections: BIO and CHEM

Mondays 10:05-10:55 am, CULC 323

### 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 Schools of Biology and Chemistry and Biochemistry. 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 or School of Chemistry and Biochemistry 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:

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

### Course Materials:

- Teaching at Georgia Tech: A Handbook for Faculty and Instructors (Distributed in class)
- Teaching Assistant Handbook (Distributed in class)
- 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 session(s):

**New TA Orientation Session:** January 13, 2015 6:00–8:30 pm (required for all TAs including

International TAs). Register at <http://www.cetl.gatech.edu/students/NTAO/spring15>.

**International TA Orientation Session:** January 6, 2015 or January 14, 2015 6:00–8:30 pm (required for International TAs). Register at <http://www.cetl.gatech.edu/students/NTAO/spring15>.

**Microteaching:** You will have two opportunities to practice speaking 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 forum responses:** For each class that has a pre-reading assignment, you should comment on the T-square forum to the reading response questions (listed on the course schedule and/or on Tsquare). You must have a minimum of one response per forum for participation points.

**Weekly blog posts:** After each class, you should blog in 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 blogging will encourage improvement to your teaching skills. There will be 12 blog entries worth 2 points each. These entries should be uploaded to T-square.

**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 artifacts from class activities throughout the semester that showcases what you have learned in this course. For your portfolio, you should assemble four samples of each of the following: *Reading forum responses*, *learning activities*, and *Case-study responses* (these are identified in the schedule below). You should also include your microteaching lesson plans and reflections. Finally, you should write a one-page reflective essay explaining how these pieces exemplify what you have learned during the course.

Requirements	Points
Attendance and Participation	30 (2 x 14 class meetings + 2 for TA Orientation)
Microteaching	15 (5 x 2 lessons, + 5 for feedback participation)
Forum responses	5 (1 x 5 pre-class assignments)
Blog entries	20 (2 x 10 entries)
Pre-test and Post-test	10 (10 upon full completion)
Learning Portfolio	20 (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/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://www.adapts.gatech.edu>).

## Spring 2015 – Semester Schedule of Activities

Date	Before Class	Class Session	After Class
Jan 5		<u>First Day of Class &amp; Microteaching 1:</u> You'll have 2-3 minutes to introduce yourself to your students and set up the first day's lesson.	<u>Blog entry:</u> What are some of your hopes for your class? How will you begin preparing to teach?
Jan 12	Read Un-cooking the Lab.pdf.	<u>Inquiry:</u> <i>Learning Activity:</i> Inside the Box <i>Case Study:</i> Inquiry scenarios	<u>Blog entry:</u> What ideas from the workshops are you interested in trying out during your first week of teaching?
Jan 13 (and 14 for International TAs)		<u>Professionalism:</u> <b>New TA Orientation Session:</b> January 13, 2015 at 6 pm <b>International TA Orientation Session:</b> January 6, 2015 or January 14, 2015 at 6 pm Register at <a href="http://www.cetl.gatech.edu/students/NTAO/spring15">http://www.cetl.gatech.edu/students/NTAO/spring15</a> .	Read policies and procedures material
Jan 19		Martin Luther King, Jr. Holiday (no class)	
Jan 26	Reading Active Learning (Handelsman).pdf.	<u>Active Learning Principles:</u> <i>Learning Activity:</i> Active Learning Principles	<u>Blog entry:</u> How might you introduce active learning principles into the content you present in your course? What aspects of active learning approaches are appealing to you from the instructor's perspective, and why?
Feb 2	Read How to create memorable lectures.pdf  <u>Reading Forum Qs:</u> Answer the questions posted to Tsquare.	<u>Engaging Explanations:</u> <i>Learning Activity:</i> "Teach someone how to ..."  <i>Learning Activity:</i> CAT  <u>Blog Check</u>	
Feb 9	Read Love the One You're With.pdf and Classroom Management Tips.pdf  <u>Reading Forum Qs:</u> Answer the questions posted to Tsquare.	<u>Classroom Management:</u> <i>Case study:</i> Classroom Management scenarios	
Feb 16	Read Strategies for Creating a More Inclusive Classroom.pdf  <u>Reading Forum Qs:</u> Answer the questions posted to Tsquare.	<u>Diversity:</u>	
Feb 23	Read Huston 2010 p121-137.pdf.	<u>"Teaching What You Don't Know":</u> <i>Learning Activity:</i> Discussion techniques  <i>Case Study:</i> Saying "I don't know" without losing your authority	<u>Blog entry:</u> How does Huston's idea of beginning with student misconceptions 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)?

Mar 2	Read Walvoord & Anderson Effective Grading rubrics.pdf.  <i>Reading Forum Qs:</i> Answer the questions posted to Tsquare.	<u>Grading basics:</u> <i>Learning Activity:</i> Grading Assignments	
Mar 9	Read Bean Commenting on Writing.pdf.  <i>Reading Forum Qs:</i> Answer the questions posted to Tsquare.	<u>Grading trouble shooting:</u> <i>Case Study:</i> Grading scenarios (i.e. cheating) <i>Case Study:</i> Understanding Plagiarism	<i>Blog entry:</i> 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 teaching context?
Mar 16		Spring Break	
Mar 23		<u>Midterm evaluations:</u> Putting them into practice, facilitated by CETL	<i>Blog entry:</i> How is your first teaching experience going? Now that you've gotten started, is there any aspect of teaching you want to address in our class?
Mar 30	Read Collaborative Learning (Davis).pdf	<u>Group Work:</u> <i>Learning Activity:</i> Team building <i>Case Study:</i> Barriers to team work  <i>Blog Check</i>	<i>Blog entry:</i> What attributes and barriers to you bring to group work, and how might awareness of those cause you to change your group work behaviours? Describe the group dynamics in your classes. How might you take some of the ideas from class to improve group work in your classes?
Apr 6	Read Freeman et al 2014 PNAS.pdf.	<u>Active Learning Practice:</u> <i>Learning Activity:</i> Jigsaw	<i>Blog entry:</i> 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 13	Prepare microteaching presentation	<u>Microteaching 2</u>	<i>Blog entry:</i> What has been your best teaching moment so far? What did you do that worked well? How do you know it was effective?
Apr 20	Finalize Learning Portfolio	<u>Teaching as professional development:</u> Take post-test, course evaluation Synthesis of Ideas Submit Learning Portfolios  <i>Blog Check</i>	<i>Blog entry:</i> 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?