

Welcome to Teaching at the University of Georgia!

CENTER FOR TEACHING AND LEARNING

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The Center for Teaching and Learning is delighted to offer you this newly revised handbook and encourages you to use our services to support your teaching-related endeavors. Whether you are brand-new to teaching or have many years of experience, we hope this handbook will give you a sense of how teaching at the University of Georgia is especially rewarding and challenging, regardless of your discipline. Necessarily-- because scientists, humanists, social scientists, and engineers will be reading this --the advice we offer is general. We urge you to address the specific challenges of teaching in your field by talking to your colleagues, reading about teaching in your subjects, reflecting on your own experiences, and watching carefully those who already know how to teach well in your discipline. We expect that you will find enough here, however, to get you started with confidence.

We at CTL maintain that, contrary to popular belief, teachers are made, not born. While teaching is certainly an art, it also is a set of skills that can be learned, just as writing or public speaking are abilities that can be developed. This means that accomplished teachers can always improve, and every new teacher has the potential to be great. At the least, being familiar with the material in this handbook can help you teach well enough to give you satisfaction and to give your students an effective learning experience. Keep this handbook as a reference to issues and resources you may encounter throughout this semester and the rest of your time teaching at UGA.

In time, you will go beyond this handbook to develop your own teaching style, one that may even challenge some of the advice given here. You will learn how to make the unusual and the spontaneous work for you and your students and you will be able to respond to students instinctively with pedagogical insight and variety. This is the purpose of any introductory handbook--to let you use the experience and advice of others to help you find your own unique approach. In the spirit of collaboration, please accept our best wishes for a productive and fulfilling teaching experience at Georgia!

Best wishes for successful teaching experiences,

Nelson Hilton, Director of the Center for Teaching and Learning
Paul Quick, TA Programs Co-Director
Kathleen Smith, TA Programs Co-Director

LETTER FROM THE DEAN OF THE GRADUATE SCHOOL

To New Graduate Teaching Assistants,

As a graduate teaching assistant at the University of Georgia, you are embarking on a professional journey that will enrich not only your students' lives, but also your life. I hope that in the weeks, months, and even years to come, you will read and learn about the scholarship of instruction and always strive to master this art. I am excited that you soon will experience the many joys of teaching and the great satisfaction of imparting to others your passion for your discipline.

One of the most important things researchers and scholars do is to share knowledge through teaching others. In doing so, we are contributing to the development of the next generation of thinkers, doers and achievers. As a teaching assistant, you will serve as a mentor and role model for undergraduates, many of whom will choose to follow in your footsteps in higher education careers. You will inspire and encourage your students to think critically and persevere in the quest for answers to even the most challenging questions. Please don't underestimate your influence over the directions your students will take. Teaching others is a supreme responsibility – and a privilege.

The University is dedicated to fostering excellence at every level in its missions of teaching, research and service. You are now part of a team of colleagues who are fulfilling the University's commitment to the State of Georgia, to our nation and to the world of academe. Know how much you are appreciated and valued.

I am most grateful to the staff of the Center for Teaching and Learning for their expertise and their thought and planning in providing this useful reference manual. It will serve you by describing situations to expect and how to deal with them, by offering practical guidance and by encouraging you in even the most demanding teaching assignments. Although it cannot tell you everything, this handbook does suggest where to go to seek assistance, additional information or resources. By publishing this manual, the University of Georgia is demonstrating its investment in your success while you serve as a scholar teacher and later as a faculty member.

I hope that you find this manual helpful in achieving a balance between your duties as a teacher and your responsibilities as a student, and in reminding you of the very important role you play in both capacities. Welcome and best wishes!

Sincerely,

A handwritten signature in black ink that reads "Maureen Grasso". The signature is written in a cursive, flowing style.

Maureen Grasso
Dean of the Graduate School and
Professor of Textile Sciences

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YOUR TEACHING ASSISTANTSHIP

UNDERSTANDING THE TEACHING ASSISTANT ROLE

Advantages of a Teaching Assistantship

Graduate Teaching Assistants are invaluable members of the teaching community at the University of Georgia. Whether designing and teaching a course as instructor of record, leading break-out discussion sections, staffing a lab, or grading undergraduate examinations, teaching assistantships afford graduate students the opportunity to learn about the art of teaching while passing on to undergraduates an understanding of their chosen field of study. For many undergrads, you will be the representative of your academic discipline, perhaps the last one they will ever have. Scary as that may sound, you are in a better position than many tenured faculty to reflect the relevance and dynamic energy of your field. As such, many graduate students find their TA experience to be a key part of their graduate education.

If college teaching is your ultimate goal, the future benefits of your teaching assistantship are obvious. Seeing firsthand what teaching is really like, you can confirm or revise your career aspirations and develop a philosophy of teaching based on your experiences. A resume, curriculum vitae (c.v.), or portfolio that demonstrates proven teaching experience, and letters of recommendation that affirm your teaching competence will carry weight in the increasingly rigorous market for academic appointments.

You stand to benefit greatly from your role as a GTA. Besides providing the means by which you pay for graduate school tuition and living expenses, you will develop skills that will be vital to your professional career. Teaching, for instance, may be the best way to learn your own discipline. Many GTAs have come to realize just how quickly and how thoroughly they have learned essential material in their fields by having to teach introductory classes or labs. As renowned teaching scholar Wilbert McKeachie states in his book *Teaching Tips*, teaching is often better than being taught in terms of learning new material. The basic principle is that in order to communicate something, you must be able to explain it in your own words or in words that your students will understand.

If you are preparing for a career outside the classroom, the effective teaching skills you hone as a TA can be applied elsewhere. In almost any profession or career you choose, you will be called upon to explain your research results, or present material in a clear and concise manner, lead group discussions, or evaluate the work of others.

The University of Georgia offers a wide range of resources to assist you in your teaching. First and foremost are the colleagues in your department, including your department head, graduate coordinator, faculty advisor, and fellow TAs. Outside of your department, the university's Center for Teaching and Learning has a wealth of information to assist you in your TA preparation. This handbook should help you develop classroom strategies and assessment techniques and will introduce you to campus resources to improve your teaching.

COURSE PREPARATION

Assisting a Professor Conducting Your Own Course Administrative Details Teaching Support The First Day of Class

Preparation, preparation, preparation. It is the key to a successful TA experience. First things first. As soon as you are notified that you will receive an assistantship, contact your faculty supervisor or graduate coordinator to determine your assistantship assignment for the term. A clear understanding of your department's expectations will help to guide your initial preparation and will also serve to prevent many problems later on.

Define Your Responsibilities

Generally, the immediate concern of new graduate teaching assistants is whether they will be teaching a course or assisting a professor who will do the teaching. In some departments, teaching assistants are assigned complete responsibility for an introductory course from the first day of class to the assigning and reporting of grades. In other departments, all or most courses are taught by the regular faculty, and graduate teaching assistants assist with monitoring tests, grading papers, conducting lab or discussion sections, setting up and dismantling equipment, and/or teaching in the absence of the instructor.

ASSISTING A PROFESSOR

If you will be assisting a professor, you may work on a one-to-one basis, or you may be one of several graduate teaching assistants working in a large survey class. In either case, meet with the professor before the course begins to help with pre-course

preparations and to establish the channels of communication that will be needed for the semester. These initial meetings will also help provide an opportunity for you to gain insight into the professor's approach to teaching and to clarify any questions about the course, the role of discussion/lab sections in the overall course design, and your responsibilities as a TA. Here are a few suggestions to keep in mind while preparing to assist a professor with a course.

Course Goals, Learning Outcomes

Review the course syllabus and texts.

- Are you clear on the goals of the course?
- Do you understand the content and scope of the course?
- If the professor has taught the course before, ask to see copies of exams from previous years. What is the most important information that students should learn and remember from this course?
- What are the most important ideas that students should understand upon course completion?
- What skills should students develop while taking this course?

Attendance

Check with the professor you will be assisting. Will you be required to attend all class sessions? If you are leading discussion sections, you may need to attend lectures to insure that you are well-informed on what material is covered.

Classrooms

Once you have your teaching assignment, it is a good idea to check out your classroom and or lab before classes begin. Familiarize yourself with the

room. Will you need to bring in chalk, dry erase board markers? What is the technology set-up? If you are using an overhead projector, where can you find extra bulbs? If you will be using PowerPoint or slides, will you need a laptop or projector, extension cords or tables, or is the room computer ready? Do you have the contact information for technology support in case you need it during class?

Discussion Section/Lab Section Syllabus

A good syllabus is like a contract; it should serve to clarify the professor's expectations, your role in the course as graduate teaching assistant, and the students' responsibilities. As a grader, or lab/discussion section leader, you may or may not have had a say in the development of the course syllabus. Even so, students will appreciate receiving a syllabus that covers the portion of the course that you teach. In a syllabus for your lab or discussion section, provide students with clear and specific information about the professor's policies and expectations regarding attendance, absences, participation, plagiarism, and late assignments. Also include your office location, office hours, and email, along with any additional contact information that might be helpful for your students. For more information on syllabus construction and University requirements, turn to page 8.

Grading Responsibilities

If you will be responsible for any facet of the evaluation of student performance, you should carefully review The University of Georgia's policies governing students' rights of access and privacy regarding grades and other student records. Information about these policies can be found at:

www.reg.uga.edu/or.nsf/html/ferpa

It is also discussed later in this handbook (p. 38), and can be obtained from your supervisor or department head. Equitable grading practices are necessary to assure fair treatment of students, and adherence to all University policies regarding students' rights to privacy.

CONDUCTING A COMPLETE COURSE

If you will be responsible for conducting a complete course from first roll call to final exams,

the importance of planning cannot be overemphasized. The more thorough planning before a course begins, the smoother the conduct of the course. Therefore, it is best to begin preparing for a course as soon as you know and understand what your responsibilities will be. Certain information you will need to know immediately: Are the course schedule, syllabus, textbooks, and format prescribed by the department or prepared by the teacher? Has a classroom been reserved for the class? Have the textbooks been ordered and the library notified of any book that should be put on reserve? Will departmental test and exams be used, or will each teacher prepare his or her own evaluation instruments? If you do not know the answer to any of these questions, check with your supervisor as soon as possible. Be sure to learn anything you can about any pre-course activities related to your assistantship or to the course you are teaching.

Remember that your department and your students are depending on you to exercise professional responsibility in your teaching role. This responsibility means that you are expected to be able to determine what needs to be done, to do it effectively, and to do it on time or to seek the direction or help you need. Above all, do not hesitate to turn to your supervisor for guidance when you need it or when you are in doubt. Several general topics of importance in course planning are reviewed in the following section, and additional course-specific information on these and other topics may be obtained from your supervisor and others who have previously taught the course.

Compliance with Instructional Policies

The University of Georgia has established instructional policies and procedures to provide an effective learning environment. General information regarding policies for such matters as equal educational opportunity for disabled students, student rights and responsibilities, safety, academic honesty, and the handling of student-teacher problems is provided in this handbook. Specific information regarding these and other instructional policies is available from your supervisor or department head. In your instructional role as TA or LA, you are expected to comply with all established University policies and procedures.

Course Design

The first steps in designing a course are to determine the basic aims of the course and then to work backwards toward the specific activities that will be required to accomplish those aims. In Chapter Two of *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, Wilbert McKeachie outlines a logical, step-by-step procedure that proceeds from the initial writing of course objectives to preparation for the first class period. This process should ideally begin several months prior to the date the course is to begin. Since very few GTAs at The University of Georgia are likely to be solely responsible for initial course design, only a brief outline of the process is presented below for your general information.

Organizational Questions

Several initial questions must be answered before deciding on the design of a course.

- How should it relate to the rest of the department's curriculum?
- Should it build on material from other courses, or will it serve as a prerequisite for other courses?
- Will most of the students be first years or new majors in the field?

Check to see if your department has a sample syllabus on file for the course you are designing. Next, define what the students will need to learn by the end of a course. Here are some questions to consider:

- What are the most important ideas that students should learn and remember from your course?
- What are the most important ideas or concepts that students should understand after completing your course?
- Finally, what are the most important skills that students should develop by taking your course?

By following this procedure, you will have established the basic purpose and objectives of the course. In order to ensure that you create an integrated course, be sure that your form of evaluation reflects your goals and that learning activities help students practice the skills reflecting those goals.

Course Outline

At this point, it would probably be helpful to organize your ideas into course outline form by listing the major topics you will need to include to accomplish your purposes. From this list, sketch out the basic content, concepts, processes, and skills that you believe should be covered under each topic. Review the resulting information for ambiguities, redundancies, and missing or superfluous content. After the outline has been reworked, estimate the number of class days needed to cover each topic.

Textbook Selection

Since your purpose should be to present the course material in as clear and effective a manner as possible, the importance of careful textbook selection cannot be overemphasized. Your first decision will be whether or not to adopt a general text. You may find that a single textbook supports the course sufficiently, or you may discover that no one book will meet all your needs. Most students prefer some textbook that will integrate the course for them. You may choose to make the students responsible for understanding the material presented in the text, and then using your lectures to present alternative points of view or to fill in the blanks. Occasionally students get confused when presented with conflicting evidence and/or information, so be clear in explaining to them what you are doing, why it is useful, and how they can best integrate lecture and textbook when studying. If you choose not to use a general textbook, it will be even more important that you consider how your readings relate to each other and to your lectures.

Supplemental Materials

Besides a textbook, you can supplement the reading materials for your class through online sources. While the library still puts books on reserve for class use, a practice that some students find costly in terms of time and money, they also offer electronic reserve materials that are password protected for students in your class.

Also through the library, you and your students can use GALILEO, Georgia's virtual library, that provides access to over 100 databases and includes over 2000 journal titles providing full-text articles.

WebCT is another useful tool for posting extra articles or other materials to supplement your textbook. Because your WebCT course is restricted to only your students, you can load articles on your site under academic fair-use policies.

Selection of Teaching Strategies

How do you want to spend your class period? Will you lecture primarily, or focus on small group activities? While certain disciplines may dictate a specific teaching mode, consider how you can incorporate activities that promote classroom interaction and active learning. Would you prefer to include short discussion periods within each class meeting, or devote certain class periods for discussion?

Guest lecturer?

Field Trip?

Multi-media?

Small group presentations?

The Syllabus

Once your course outline has been finished, your readings selected, and your class activities scheduled, you can prepare a written version of your plans for your students. Even more important than a one-page syllabus for a lab or discussion section, a complete course syllabus serves as an invitation to students interested in your course. It usually provides the first impression they will have both of you and your course, and serves as a legal contract between you and your students, communicating the structure of the course and its operating procedures. A carefully constructed syllabus creates fewer opportunities for miscommunication and charges of capricious grading. A well-prepared syllabus indicates that you take teaching seriously and presents a positive image to your students, your department, and your supervisor.

All University syllabi should include the following elements:

- Course title and number
- Instructor name
- Instructor accessibility (office location and hours, telephone number, and/or e-mail address).
- Course description

- Any prerequisites, corequisites and cross-listings
- Course objectives or learning outcomes
- Topical outline
- Principal course assignments
- Specific course requirements for grading purposes
- Grading policy
- Attendance policy
- Required course texts and materials
- Policy for make-up of examinations
- Reference to the Honor Code and Academic Honesty Policy along with the statement: "All academic work must meet the standards contained in *A Culture of Honesty*. Each student is responsible for knowing those standards before performing academic work."
- The disability and health-related statement: "Students with a disability or health-related issue who need a class accommodation should make an appointment to speak with the instructor as soon as possible."
- The statement: "The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary."

For the official University policy regarding syllabi, go to:

www.curriculumsystems.uga.edu/Policies/CourseSyllabusPolicy.pdf

The Center for Teaching and Learning has compiled some helpful articles on syllabus construction at the following website:

wwwctl.uga.edu/teaching_resources/new_teach.html#

After you have completed a draft of your syllabus, you should review it with your supervisor and/or faculty advisor. Is your course consistent with departmental needs? Do you have enough material to challenge students and sustain their interest? Is your syllabus flexible--if it is necessary to make changes in the middle of the term, do you have room to make those changes? Are the major themes of the course easily identifiable? Ask colleagues to provide suggestions on

how you can improve your syllabus.

Administrative Details

Administrative details for course planning are usually settled several months before your class begins. Some of these details are handled by departmental staff, some by the professor or instructor of record, and still other details are left to the teaching assistants. Listed below is a summary of details to keep in mind:

Book Orders

Orders for textbooks and special supplies are due several months in advance of the term in which you plan to teach. Bookstore order forms are available from your department staff, but you may now submit your bookstore orders online at the following website:

www.bookstore.uga.edu

From the homepage, click on “Faculty” and follow the links to “eDoptions.” Listed below are book order due dates, but keep in mind that these are subject to change:

Fall Semester----- April 15th
Spring Semester---October 15th
Summer Semester-- March 15th

In some cases, textbooks for courses taught by graduate teaching assistants will have already been ordered, so check with your departmental graduate coordinator before placing an order.

Should you have any questions about your textbook selection, or problems with the eDoption website, please call Ken Kahler at the UGA Bookstore at (706)542-3171.

Library Reserve and eReserve

Books, periodicals, photocopies, lecture notes, sample exams, and other reference material may be placed on reserve at the Main and Science Libraries. Traditional reserve services restrict the loan period to insure that course readings will be available to students, and electronic reserves make readings accessible online.

Reserve lists should be submitted at least six weeks prior to the beginning of the term. Lists can be submitted online or printed out from the following website:

www.libs.uga.edu/access_services/reserves.html

If you have any additional questions about library reserves, please contact the main library either by phone (706)542-3256 or via email at mainresv@uga.edu. You may reach the Science Library by phone at (706)542-4535 or via email at sciresv@uga.edu.

Class Schedule and Location

Start planning for your teaching schedule well in advance, as most departmental graduate coordinators will need to assign courses to class periods several months before you begin teaching. If you have time constraints, you may request that your class be offered on days and at times most convenient to you.

This is also the time to be considering the type of classroom you need. Classroom assignments are made on a University-wide basis by the Office of the Vice President for Academic Affairs. Let your departmental staff know if you have certain classroom preferences. Keep in mind the scheduled time for your class, the number of seats you will need, what type of seating arrangement you prefer, and what kinds of media and/or technology you would like. Visit your newly assigned classroom as soon as possible to make sure that it meets your needs, and notify your graduate coordinator immediately if you will need a different room. If you make a room change after the Schedule of Classes has been posted online, post notices with the new class location in conspicuous places at and around the originally scheduled location, starting on the first day of classes until the end of the drop-add period.

Classroom Preparation

The teaching environment can exert a strong influence on both your teaching and student learning. Because the first day of class can be hectic, it is advisable that you begin room preparations well in advance of the beginning of the term. Can you arrange seating to facilitate effective discussion? What kind of maps, charts, displays, posters, and supplies will you need? Coordinate your needs with other teachers who will be using the classroom. Will you need an overhead projector, a laptop, or other audiovisual equipment? Check with your departmental staff to see if you need to sign up for equipment or check it out from the Center for Teaching and Learning at (706) 542-1582.

Field Trips

Field trips and other course-enrichment activities are encouraged provided they are legitimately related to a scheduled class at the University, are educational in nature, and are conducted in full compliance with applicable University rules and regulations.

The University requires that all off campus field trips must be approved by the Department Head and Dean. It is advisable to secure this approval prior to scheduling a field trip and before the drafting of a waiver.

Waivers of liability for voluntary field trips are generally upheld by courts in the State of Georgia. Key elements involved with waivers include that the participant enters into the waiver **voluntarily** and that the participant is well aware of the activities and possible risks involved in the field trip. Therefore, each waiver, although similar in content, must be specifically customized to fit the specific facts of each field trip.

All participants in voluntary field trips in which the University provides transportation should be required to sign a waiver of liability as a condition of participation.

In other situations which may involve potential dangers or the University provides items such as meals, housing, equipment, etc. the instructor should consult with the Office of Legal Affairs about the advisability of using waiver forms. The Office of Legal Affairs drafts the waivers once the instructor provides the necessary information. This information includes:

- Name of the department and the faculty/staff member who is requesting the waiver
- The dates of the field trip
- The name and number of the course associated with the trip
- All activities associated with the field trip
 - Include what will be provided (transportation, meals, etc.) by the University
 - Include detailed description of the activities

- Any possible risks that you might foresee associated with the field trip (no matter how trivial you feel the risk might be.)

Instructors who need a waiver drafted by the Office of Legal Affairs, or who have any questions regarding waivers of liability, should contact Arthur Leed, Associate Director for Legal Affairs, Lustrat House at (706)-542-0006 or at aleed@uga.edu. A request for a waiver should be made at least three (3) weeks in advance of the date of the trip to ensure that the waivers are available in time.

After receiving your requested waiver from the Office of Legal Affairs, please have all participants sign an original for you to keep in the instructor's files and also make the participants a copy of the signed original for their records.

Office Hours

Many departments require that teaching assistants maintain office hours for student consultations; your graduate coordinator can advise you regarding your department's requirements. Because it is very important for student-teacher rapport that the teacher be present and available to assist students during regular scheduled office hours, office hours should be selected carefully to avoid conflict with your other responsibilities.

Teaching Support

Get to know your departmental staff. Next to your graduate coordinator, the departmental administrative assistants, degree program specialists, and business managers will be your most valuable source of support for your teaching. They can assist you with everything from ordering books and copying syllabi to scheduling and reserving a/v equipment. Staff members carry with them much experience and expertise, and deserve your respect. Plan ahead. Make sure that you request copies with plenty of turn-around time, so that you will always be able to have the materials you need without inconveniencing others.

The Center for Teaching And Learning (CTL)

In addition to departmental support, CTL offers an array of services to support your teaching, including online teaching resources, teaching seminars, videotaping and consultation for instructional development, mentoring, and other professional training.

For online teaching resources chosen by other GTAs, go to:

<http://isdweb.isd.uga.edu/taresources/teaching.html>

CTL also sponsors a number of technology-related seminars and workshops, especially WebCT support.

In addition to services available to all GTAs, CTL administers the TA Mentor Program. Sponsored by the Graduate School, the TA Mentor Program provides year-long professional development for graduate students seeking careers in higher education. Applicants must be nominated for the Outstanding Teaching Award and supported by a faculty member in their respective departments. For more information go to:

www.ctl.uga.edu

Academic Support

The University of Georgia offers a wide range of tutorial services through the Division of Academic Enhancement. Students can schedule an appointment for free tutoring from the following website:

http://www.uga.edu/dae/services/tutoring/tutoring_index.html

or by calling the Milledge Academic Center at (706)-542-7575. Students may also receive writing assistance from the Writing Center, located in room 66 of Park Hall. Students may schedule an appointment by phone at (706)-542-2119, or by email: wrctr@english.uga.edu.

Students sometimes seek private tutorial services, but arrangements for private tutoring must be made on the student's own initiative. University policy forbids any person responsible for a student's grade to charge a fee for tutoring said student. Prior to the beginning of class, you should determine from your supervisor whether free tutorial services are available for students enrolled in your course.

BEGINNING THE COURSE: THE FIRST DAY

Even experienced teachers sometimes approach the first day of class with uneasiness because every course is a new experience and no two classes are ever alike. Do not be overly concerned about your own fears, but do be prepared. As indicated throughout this handbook, careful preparation is the key to successful teaching. Preparation may be more important than ever for the first day of class since the initial session generally sets the tone for the rest of the course. If the teacher appears to be in charge, purposeful, and enthusiastic, the students will be more confident that the course will be a worthwhile investment of their time.

The agenda for the first day usually consists of three activities: taking care of administrative details (e.g. calling roll, passing out syllabi), meeting the students, and introducing the subject. The following information is intended to help the new GTA have some idea what to expect with regard to each activity. In addition, there are also a few very important, last-minute precautions you should take:

- 1) Be sure the classroom is unlocked, properly lit, and clean.
- 2) Be sure you have plenty of chalk or board markers, an eraser, and a clean board.
- 3) If you are using technology, be sure to get any keys necessary to unlock classroom cabinets. Test the equipment beforehand, and arrive early to have computers and projectors ready for the start of class.
- 4) Be sure that you have the preliminary class roll, copies of the syllabus, and any notes you will need.
- 5) Be on time. Start on time.

If possible, arrive early to prepare for the class and to meet students. If you are prepared and ready to go when class time arrives, you will be off to a good start.

Administrative Details

Many students may still be "shopping around" for a course on the first day of class, so several may show up who have not registered for the course. By contrast, some students who have pre-registered may have changed their minds and will drop

the course. Still others may become discouraged by their first day experience in another course and wonder whether or not they are supposed to be in your class in the first place. Regardless, you may expect to have your share of administrative details to handle during the first few days of the semester.

Information on University policies and procedures for dropping or adding courses, auditing or challenging courses, and other administrative matters is included in the current editions of the The University of Georgia's Student Handbook and the Bulletin for undergraduate study. You may now also read about the drop/add and withdrawal process online from the following website:

<http://www.reg.uga.edu/or.nsf/html/registration>
Click on the eWithdrawal option.

Meeting the Students

You may find preliminary class rolls in your office mailbox before the first day of class, but if you don't, print a current one from the registrar's website. Current enrollments are available at the website throughout the semester. If you choose to call roll for the first class meeting, keep in mind that not all students in the class will be on the initial list. Advise students who are not on the preliminary list to register or go through the drop/add process on OASIS. These administrative details can take up valuable class time, so it might be helpful to speak with students not on the class roll at the end of the course period.

Finally you will get to meet the class, and your students will probably be equally eager to see what you are like. Unless there is good justification for a delay (such as a change in the scheduled meeting place), it is advisable to start the first class on time. You will set a precedent for punctuality from the beginning, and you will establish a tone that will help students realize the importance you attach both to the course and to their time.

Experienced teachers use many different ways to broach the awkwardness of the first few moments of student-teacher interaction, and probably the most common is to hand out the syllabus. This gives that teacher a meaningful first action to perform, places useful information into the students' hands, and gives both teacher and students a common ground for initial communication. Once you have distributed your

syllabus, you may introduce yourself and write your name and the course on the chalkboard (this will help students who have wandered into the wrong classroom). Next, list your office location, office hours, and mode of preferred communication (email address or telephone number) on the board, or post the information on a power point slide. Although this information will also be listed in your syllabus, announcing it on the first day of class will give you another chance to make your students aware of your interest and assessability to them during the course.

Some professors opt for a strong opener for the first class. If you would like to open the class big, here are some questions to keep in mind:

- What do you hope to accomplish in your course?
- What are some of the more interesting questions or problems that your field addresses?
- Can you relate some aspect of your research or your discipline to your students' lives?

You may also want to tell your students something about yourself on the first day of class. What do you research? How did you first get interested in your field?

There are several different ways to get the class to introduce themselves. If the class is small, you might want to have the class members introduce themselves. Otherwise, divide the class into pairs and give each half five minutes to interview the other (be sure to indicate to the pairs when the time is half-over). The pairs introduce one another to the entire group. The advantage to this method is that no one is put on the spot to talk about themselves. Alternatively, you could have each student volunteer to swap email addresses or phone numbers with another student, which serves as a buddy system should anyone have to miss class, and also minimizes the number of emails you'll receive about course administrative details.

Learn your students' names as soon as possible, even in a large class; students will invest more in a class when the professor knows them. If the class is small enough, consider taking digital photos to review later. Perhaps you can have each student to your office or the cafe at the SLC for a five-minute chat. If the class is large, you might want to consider a seating chart, at least for the first few weeks. This will aid you in taking attendance, and will help you to remember names more quickly. In seminar-style seating

classrooms, some instructors create name placards for each student, enabling students to get to know each other as well. Other professors will hand out index cards and ask students to write down their names, email addresses, and why they are interested in taking the class. What courses have they previously taken in the field? What is their major? What has been their favorite course at the University of Georgia and why? This will give you a better understanding of what your students have come to expect and what they appreciate.

Introducing the Subject

Finally, some instructors hesitate to introduce content on the first day, but why punish those who know that they want to take your class by waiting until the end of drop/add to begin your lectures and discussions? Remember, your first class sets the tone for the rest of the semester. By presenting new material from the first day, this suggests to students that you are serious about making their time with you worthwhile and that you expect progress to be made in every session together. Don't worry about the students who are still in the "shopping" for classes stage. They will have a better sense of how your class will be run if they witness how you teach. Many first-time teachers, as well as many experienced teachers who take on a new course often find that they have prepared too much material for the first day, but it is always preferable to have too much rather than too little to do. Some start with the most important points to cover, and as time permits, will go into the details of those points. Others will delve into details only after they have allowed for student questions.

In general, remember this: you know more than you think, and your excitement about your field will carry you far in your students' lives. Your students want to cooperate, and they want to learn.

Seven Ways to Handle Nervousness (Reprinted with permission of the Center for Teaching and Learning at Stanford University)

Practice.

Practice doesn't make perfect, but doing a presentation out loud several times before the real thing will make you feel more confident, especially if you practice under conditions as close to the actual situa-

tion as possible. Do at least one dry run in front of an audience, even if the audience is just a friend.

Concentrate on the ideas.

Concentrate on the ideas you want to get across, not on your own nervousness. Even shy people speak up when it's something they care about. Think about your audience's needs, not your own.

Make a strong start.

You'll be nervous at the beginning of the talk, so start with an introduction that will be easy to remember and that will relax you as well as the audience.

Visualize.

Rehearse for your first presentation by acutally visualizing how it will go. Imagine what you'd like to say, how you'd like to say it, and a positive response from the audience. Many athletes use a similar approach by imagining an entire dive or jump, in detail, before they actually do it.

Use audiovisual aids or multimedia.

Particularly if you have lots of technical information to cover, it can be reassuring to have much of it already written on transparencies or PowerPoint slides. Even just an outline on the board can reassure you that you won't forget what you want to say. Be sure to look at your audience as much as possible, however, and not at your outline or slides.

Assume a confident attitude.

To a large extent, you can control your own reaction to sweaty palms or a beating heart. Tell yourself you're "psyched," not nervous. Remember that to an audience, nervousness can seem like dynamism or energy. Your attitude will probably determine what the audience thinks.

Breathe.

Right before the presentation, take a few moments to regulate and deepen your breathing. When it comes to public speaking, your breath is your main support. The moment you start to feel a case of nerves building up, take a deep breath. You will start to feel better immediately and your voice will convey your relaxation and confidence.

TEACHING EFFECTIVELY

Dimensions of Effective Teaching

Teaching Methods

Science Labs

Language Labs

As a TA, you may engage in one or more of a variety of interrelated teaching activities -- lecturing, class discussion, running labs, conducting office hours, and grading. The specific responsibilities of graduate teaching assistants may vary widely from department to department. You may find it most helpful to read only those sections in this handbook relevant to your situation. In any case, confer with your graduate coordinator to insure that you are aware of your TA duties. Finally, as you develop your personal philosophy of teaching, the most important aspect to keep in mind is the ultimate goal of your teaching: student learning.

Dimensions of Effective Teaching

Teaching is a highly individualized activity, and the student-teacher interaction is an intense human relationship that encompasses a broad range of personalities and behaviors. There is no “best” or “most effective” teaching style which will work well for all teachers. Many beginning teachers attempt to imitate the style of a favorite teacher from the past, but the most successful styles are those that develop as naturally as possible from a teacher’s own personal characteristics.

The most effective teaching style for you will be one that reflects a combination of sound teaching techniques, knowledge of the subject, enthusiasm for teaching, and sensitivity to your own personal characteristics. For example, if you are by nature a formal person, an attempt to assume an informal manner may appear to your students to be just that, an assumed posture. Whatever your style, you can generally perform in a more relaxed manner if you simply maximize

your own best personality traits. In general, if you come across to your students as a caring person, their appreciation for your personal sincerity will enhance their impression of you as a teacher.

TEACHING METHODS

Understandably, new teachers tend to pick the teaching method that they found the most comfortable as a student; however, an effective teacher will become proficient in a variety of instructional methods. Since some teaching strategies may be more appropriate than others for attaining a specific educational goal, you may wish to vary your instructional method based on your daily lesson, your learning objectives, and your students’ needs.

LECTURING

Lecturing is one of the oldest and most common methods of teaching at colleges and universities, especially in introductory and survey courses that require much of the material be covered in a short time. Historically, before the printing press, lecturers read to audiences whose access to written materials was limited. With the proliferation of books and the advent of the internet, the original purpose of lecturing is obsolete. However, lecturing remains useful to provide structure and organization to scattered materials and to distill the important points from a barrage of details. Lectures are also very easy to update, and notes from lectures can serve as excellent self-study guides for the motivated student. When executed well, lecturing can be one of the most effective and interesting teaching methods available to an instructor, but when poorly performed, it can be most ineffective. Thus, teachers who use lectures must learn to use them well.

Unfortunately, competency in lecturing techniques seldom comes naturally or easily to a new teacher; rather, like most other factors in effective teaching, effective lecturing requires careful preparation.

If lecturing will be your method to teach a lesson, here are a few suggestions to keep in mind. Aim to know your material well enough that you can deliver it in the same way you might relate a story or carry on a conversation. A more relaxed, thinking-out-loud, narrative style will challenge your students to think creatively and abstractly about a concept or idea.

Preparation

This cannot be repeated often enough. A confident, relaxed, and successful lecturer is a well-prepared one. Begin with your lesson topic for the day. What objectives would you like for your students to meet? What terms, concepts, and background information do you need to provide your students to help them with the lesson? What teaching aids are available? From these answers, draft a rough lesson plan.

Now comes the hard part--deciding what to leave out. It is virtually impossible to cover any subject completely, and any attempt to do so will only overwhelm your students with too many details. It will take time to learn how to gauge how much material you can cover during a class period. Be safe! Build a basic lecture with lots of options. For example, you might want to structure an early stopping point in your lecture, should you be over time, and prepare an activity, or have an extra segway story or two should you have time left at the end of class.

To keep a lecture focused and concise, many accomplished lecturers write a one-sentence statement that covers the heart of the entire lesson in thirty words or less. (The word limit is arbitrary, but this challenge has proved to be a very efficient way to focus on the essential content.) When you are satisfied that the sentence reveals the essence of the day's lecture, rewrite the sentence in the form of a general question. Next, list the three or four key points or arguments that will best help you to answer the question. Again, limit each point to a single, brief sentence. Once this is done, you have produced a basic outline for the body of the lecture.

Organization

How you organize a lecture can make all the difference in whether students retain the material or understand it in the first place. While you may have been thinking about your lesson for weeks, months, or years, your students are often hearing the information for the first time in your class, and their attention is divided between listening to you and deciding what to write down. With this in mind, it is paramount that you do not try to cram too much information into a single lecture, and that you indicate--by emphasis, repetition, and summary--your major points and how they connect. You could bulletpoint your main points in 10-15 minutes on the board or via Power Point presentation, but students need time to digest and reflect upon the material. A good lecturer devotes much of the class period providing examples, case studies, and reformulating the main points into questions. Listed below are some suggestions to develop a well-organized lecture:

- Your lesson plan should contain no more than three to four major points, as this is all that can be feasibly covered in a fifty-minute class. If you have more than five main points, you have more than one lecture.
- Once you have developed the body of a lecture, you will need an introduction and summary conclusion. A good general rule of thumb here is, "Tell them what you're going to tell them, tell them, and tell them what you've told them." Some lecturers begin the class with a review sentence from the previous class to refocus student attention as well as to create continuity. From there, they raise questions or outline the major points in their introduction, develop the points with examples, and recap their findings in their lecture conclusion.
- In lectures, unlike with the written word, repetition is crucial. Repeat your main points early and often.
- Good lecturers know that most students can concentrate for five to ten minutes at a time. Present your material in five-ten minute blocks, and shift activities to retain student attention. You may want to do a short classroom assessment or simply solicit or answer student questions. Some lecturers integrate discussion into the lecture to maintain student attention.

- Follow each mini-summary with a clearly signaled transition to the next section. You can structure discussion, student questions, or even pauses around these major blocks. The pause signals to the class the end of a major point and encourages better student ingestion of material.
- Consider alternating lecture notes with student presentations, small group work, and/or multi-media clips to keep students engaged.
- Pay attention to your audience. Puzzled looks suggest you need to explain a concept more clearly, and frenzied note-taking is a good indicator that you need to slow down your lecture.

Presentation

Delivering a lecture calls for honing basic presentation skills as well. Again, listed below are a few tried but true pointers from effective lecturers:

- If at all possible, avoid reading your lectures verbatim. It is a wise idea to run through your notes once or twice before class to gain familiarity with your points.
- Maintain good eye contact with your students. Their expressions will tell you when a point needs to be made more clearly, and when you need to pause for note-takers. Make an effort to look at specific individuals as you make a point rather than just scanning the room.
- When you lecture, and especially if you are reciting a quote or identifying a main point, speak slowly and clearly. Make certain that your voice can be heard in the farthest rows of the classroom, and that your voice does not trail off at the end of a phrase or sentence.
- Whether using the chalkboard, overhead projector, or computer screen, remember to face the students as much as possible.
- If you lose your train of thought, pause to think rather than filling the air with ums, uhs, and aimless chatter. Your students will appreciate the few seconds to catch up on their notes.
- Move. Avoid getting stuck behind a lectern or a large computer console. Movement around the classroom is one way you can redirect or refocus student attention.
- If time permits, try preparing a mock lecture for your classroom before classes begin. Have fellow graduate students sit in the back rows. Can you be heard? Will you need a microphone? If so, contact the administrative assistant for the building.

- Finally, try taping your lecture on a tape recorder. Better yet, contact the Center for Teaching and Learning and have yourself videotaped so that you can both see and hear yourself.

Cohesiveness

Although this has been mentioned in the previous sections, it bears repeating. Remember that the key themes of the course are probably more clear to you than your students, as you have already spent weeks or months planning for the course. Your students will want the same clarity and sense of direction for the day's lecture as well as for the entire semester. To help students understand the larger underlying framework of the course, use the first few and last minutes of class to show the links between lectures. Here are some suggestions:

- Begin class with a sentence connecting the events of the previous lecture to the current one. Your students need to be reminded where the last class stopped and where this one is going.
- Where possible, link your lecture notes to what students have read in the textbook or document reader. Your lectures can put flesh on the otherwise dry concepts covered in the reading, and you can further engage students with more in-depth examples, or provide a contrasting perspective to the one offered in the books.
- Coordinate lectures with assignments. The homework should provide an opportunity for students to apply what they have just learned in class.
- Conclude a lecture by anticipating questions that students will have either on their homework assignment, or else questions that can be addressed the following lecture. This can be your version of "scenes from tomorrow's episode" or a movie trailer of an upcoming class.
- Cohesiveness within a lecture is as important as the links between them. As you are putting together your lecture, keep in mind the overarching theme of your lecture. Some professors like to think of each lecture as an essay: it should have a clear, concise thesis, and it should have an introduction, body, and conclusion. Once the main points are in place, be thinking about how each part links to the others, and consciously think about how you can write in a transition.

Making Your Material Relevant

This is advice that is particularly helpful for those serving in introductory survey classes. Students want to know how what they are learning in the classroom has relevance to the world outside. Students who have not decided on a major will be interested in how they can apply the ideas that they study in your class. Listed below are some suggestions:

- Demonstrate how your lesson helps to explain a phenomenon.
- Explain how your lecture topic has been used to solve an historic or modern problem.
- Discuss how your argument on a particular concept goes against the grain of conventional understanding.
- Relate how the concept or idea was created, discovered, or how it has changed over time.

Mixing it Up

While the lecture method has some distinct preparation advantages, it is an inherently teacher-centered mode. To promote active student learning, you may want to intersperse your lecture with activities that assess student learning. For example:

- Create mini-problems for students to solve independently or in small groups.
- In between major lecture points, break for short discussion, and have a few leading questions to begin.
- To check for reading comprehension, have students collaborate in role plays or debates.
- Before unveiling findings from case studies, have students predict the outcomes.
- Employ any kind of multimedia clip to further illustrate a point made in lecture.

A few role plays can be particularly helpful when students' attention spans seem to be fading. One student remembers how a physics professor started a lecture on gravity by playing an Elvis Presley song on guitar while balancing upside down on his head. In addition to keeping students engaged in the lecture, these strategies give students a chance to apply what they have just learned and give the lecturer valuable feedback on what students think and understand.

Handling Questions

Another way in which lecturers can promote a more engaged classroom is by going out of your way to encourage questions. Some professors prefer to break up their lecture by soliciting student questions, while others find it distracting and will reserve question time at the end of the lecture. You will quickly figure out which method you prefer; just let your students know when you will handle questions. Here are a few pointers:

- It's a good idea not to throw out a generic "Any questions?" to your students at the end of a class period, as students will quickly learn that they will be dismissed earlier if they have nothing to say. Often, this does not sound like you are genuinely interested in clearing things up for your class. Instead, try asking them something more specific, such as "What points are still a little muddy to you?" or "What can I help clarify?" or even "Is there anything that inquiring minds want to know that I did not answer as yet today?" Furthermore, when you ask, make sure to make eye contact with your students. This is not the time to be erasing the board.
- Make sure that you understand what a student is asking. Paraphrase the question back to the student, and ask if you understand the question correctly, and if you are teaching a large class, repeat the question for the entire class to hear.
- Perhaps most importantly, know that it is OK not to know the answer to something. Your students are savvy enough to see through a bluff. Tell them that the particular question is outside of your primary field of study, or that to answer it fully will require some sleuthing. Your students will appreciate your honesty, as well as the extra effort you take to find the right answers.

Classroom Assessment Techniques

Occasionally you may suspect that students have questions, but they are reluctant to ask. You may want to try one or more of the classroom assessments described by Angelo and Cross in *Classroom Assessment Techniques*. Often used during the last two or three minutes of a class period, such assessment tools help teachers gauge if they are effectively communicating course content during their lectures without devoting lots of time or effort. Such techniques also help teachers identify student thinking, which can help in tailoring your lessons.

Here are a few classroom assessment techniques from Angelo and Cross.

- The Minute Paper:** Ask students to respond briefly to some variation on the following two questions: “What was the most important thing that you learned during this class?” AND “What important question remains unanswered?”
- The Focused List:** Direct the students’ attention to a single important term, name, or concept from a particular lesson or class session, and ask them to list several ideas that are closely related to that “focus point.”
- Muddiest Point:** Ask students to jot down a quick response to one question. “What was the muddiest point in _____?”
- Directed Paraphrasing:** Have students paraphrase information or concepts as a way to assess comprehension and to develop the ability to translate information into their own words.

TEACHING BY DISCUSSION

Teaching by discussion is one of the most effective and also one of the most difficult teaching methods. Whereas lecturing is an efficient method for conveying new information to students, discussion is much more effective for involving students and encouraging them to think critically and originally. Discussion is more likely than lecture to challenge student attitudes about a subject and to require students to formulate ideas and arguments for themselves. A student may gain useful information and formulate ideas through any type of instruction, but concepts so attained may or may not be seriously evaluated. Effective discussion requires students to present, defend, reformulate, and evaluate their ideas.

Preparation

If you are going to be leading discussion sections, make it your first priority to sit down with the instructor of record and understand what objectives are for the term.

- What is the purpose of the discussion sections? Should students apply newly learned material and/or skills? Will you be responsible for introducing new material? Or rather, do you wish to have students analyze arguments critically, practice synthesizing conflicting views, or relate material to their own lives?

You can easily incorporate more than one of these objectives into a discussion section, it will just require some directing.

- Make your objectives plain to your students. Explain to them what you will be focusing on and why.
- Determine how involved you will be in the discussions. Will you ask most of the questions and redirect tangents back to the topic, or will you take a more passive discussion role, allowing the topic to drift according to student interests? Introductory courses might need more structure in a discussion section than those comprised of upper-level majors.
- Once you have decided on your role for discussion, be consistent. Students will quickly learn that they do not have to prepare an agenda or direction for discussion if you will take over discussion each week.
- Be clear with your students what type of discussion role you will be assuming and likewise what you expect from them. Students will greatly appreciate knowing just what will be expected of them in discussion section and how best to prepare.
- Some professors provide thought questions or other “advance organizers” for students to prepare and bring to discussion. This helps them focus their preparation, and students who might be otherwise reluctant to participate find it easier to read out loud an answer they have written down.

Getting Started

There are several techniques that may be used to get discussion started. A common method is to ask the students to nominate the points for agenda. Another method involves the use of a few carefully selected open-ended questions to stimulate discussion. Here are some suggestions:

- Begin with material students are familiar with or feel comfortable with. Start with a question that can be answered with information from general experience or from basic data in the subject area. If a student response is incorrect or incomplete, it may be tempting to answer it yourself, but discussion will be encouraged if you rephrase the question and toss it out again.
- Once students have the basic facts down, try asking a question that will require students to explain relationships among the factual information, or to form general concepts.

•Finally, see if you can direct discussion to a more analytical or evaluative stage by asking questions that require students to apply concepts and principles they have developed to new data and different situations. Introductory students might have difficulty with this line of questioning, but advanced students will catch on more quickly. Even if only a few students participate at this level, the rest of the class will benefit from hearing their peers' comments.

Student Participation

Discussion leading is a little like a juggling act. You'll want to ask good questions, encourage the reticent students to participate, and discourage overly talkative students from monopolizing the discussion, all the while processing what answers students provide, and directing their answers towards your class objectives for the day. Listed below are a few suggestions to help keep the juggling act manageable:

- If discussion is going to be used frequently in a class, front load the class teaching some techniques to good discussions, and then have the class establish some ground rules for handling any problems.
- Have students nominate topics for discussion at the beginning of a new unit or section. Let their interests or questions shape the direction the discussion takes.
- One way to insure that all students get the opportunity to participate is to assign each student a particular lesson or set of discussion questions. Put a student in charge of each discussion day.
- “Embrace the silence”: Don't panic if students don't immediately answer one of your questions. And don't bail them out by answering it for them. Wait-time can range from five to thirty seconds after you've asked a question or after a student has responded, and it has a positive effect on student learning.
- Divide the class period roughly in half. During the first half of discussion, establish a baseline of knowledge. Have students brainstorm what they already know about a subject, and write all ideas down on the board. Or begin with a set of content questions, and have students call out the answers for the board. Then for the second half of class, try to make connections and identify relationships between the ideas on the board.
- If the class is large, break it down into small groups, and have each group address the same question, or

deal with different questions. Reassemble the class about fifteen minutes before the period ends, and have each group report their 'findings' to the class.

- Never underestimate the power of a handout. You can easily jog students' memories about the reading homework and provide a segway to discussion with a graph, historical document, or photo.
- Begin a class by giving students five to ten minutes to free-write on the discussion topic. Students who might be otherwise reluctant to talk will have time to organize their thoughts down on paper first.
- Near the close of a unit or section, facilitate a student-led review session with a debate. Pose a broad thematic either/or question, and have students present evidence arguing for one side or the other. If an argument develops, try to appeal to objective evidence. If the dispute is values-based, allow students to clarify their values while reminding them to respect the values of their fellow classmates.

Summation

Reserve time at the end of class for a brief wrap up of the day's discussion. You may simply summarize the major points that students raised, or repeat the concepts that were discussed. In any case, end your session with a focus on the students' contributions. Give your students confidence in their ability to think for themselves, and they will assume greater ownership in the learning they undertake for your class.

Discussions Attached to Lecture Courses

Many departments with large enrollments in introductory courses break the classes down into one or more discussion sections to facilitate better student learning. Generally, the professor gives lectures to the whole class, and graduate teaching assistants are in charge of the discussion sections.

If your assignment includes a discussion section, you may be expected to handle only questions and problems related to the materials covered in the lecture, or you may be expected to supplement the lectures with new information. Before the semester begins, meet with the professor in charge of the lecture and make sure you are clear about what is expected of you.

If students complain to you, as discussion leader, about the professor or the other discussion leaders, be very careful and diplomatic. Professors and TAs are a team that must show a united front.

SCIENCE LABORATORY SECTIONS

Graduate assistants who are assigned to teaching responsibilities in laboratory settings have special responsibilities for planning, teaching, and evaluation. For those involved in science laboratory instruction, student safety is an important concern.

Purpose of Laboratory Sections

In most introductory science courses, laboratory sections are conducted in conjunction with lecture sessions to give the students an opportunity for hands-on experience with the scientific method. Generally, the lectures are conducted by professors, with graduate teaching assistants responsible for conducting laboratory sessions.

Lab sessions provide an excellent opportunity for students to acquire valuable technical skills and to expand their understanding of the relation of scientific concepts and theories to “the real world.” This practical experience is also intended to nurture the students’ spirit of inquiry and to generate an appreciation of the nature of scientific discovery.

Planning for Lab Safety

Lab sessions present a unique responsibility for student safety. The common safety precautions for lab operation may be second nature to the teacher, but the students are much less experienced and need close supervision, especially in the first weeks of the course. If improperly performed, simple procedures, such as inserting glass tubes into rubber stoppers or the decantation of toxic, volatile, or corrosive liquids can produce serious injury. Consequently, to insure student safety, thorough instruction and frequent reminders of the necessary safety techniques must be primary objectives of each lab session.

If your assignment involves lab teaching, you should review the following information carefully and contact your faculty supervisor or departmental safety officer to obtain complete information about your responsibility for the safe conduct of your classes.

Guidelines for general lab safety are published in the *University of Georgia Chemical and Laboratory Safety Handbook* (www.esd.uga.edu/chem/safetymanual.htm), distributed by the Environmental Safety Division (ESD). The ESD includes the Haz-

ardous Materials Management, Radiation Safety, Biosafety, and Fire Safety Programs, each of which has its own materials on ESD’s main website (www.esd.uga.edu). ESD advises that the *Chemical and Laboratory Safety Manual* covers the type of information needed for most lab teaching operations, but that a teaching assistant should check carefully to determine if any portion of the course will involve operations to which specific regulations apply. Information regarding the application of specific safety regulations and copies of the regulations may be obtained from your department’s safety officer or the Environmental Safety Division.

The *Laboratory Safety Manual* states that “the basic purpose of laboratory safety is to protect the student, researcher, staff member, or instructor from the many real and potential hazards encountered when using various materials in a lab setting. These hazards can be eliminated or reduced by adoption of a series of common sense rules tailored to the specific needs of the individual lab It is up to the faculty member or instructor in charge of the lab to establish and enforce a set of rules tailored to the lab in question.”

Safety rules require the use of long pants, closed-toe shoes, disposable gloves, safety goggles, face shields, and body shields if there is any possibility of a violent reaction in the lab. The instructor of record and teaching assistants should make certain that hazard warning signs have been posted, and that necessary safety equipment is available and used as required.

When using lab chemicals, the user needs to know what protective steps to take for all materials used. Material Safety Data Sheets (MSDSs), which can be found through the ESD website, provide proper procedures for handling or working with particular substances. You should know what emergency equipment is available. How should these be used in the case of a chemical spill or accident? Do not proceed with any project until the information has been obtained. Teaching assistants should make sure that all students receive sufficient instruction for the safe use of chemicals and/or potentially hazardous lab equipment, whether in the form of written safety guides, pre-laboratory lectures, teacher-demonstrations, or otherwise, prior to the beginning of the laboratory exercise.

Any accident that occurs should be reported immediately to your supervisor. As stated in Section 2,

Part IX of the Safety Manual, “all serious injuries which require medical attention shall be reported by calling 9-911. All incidents that result in an injury or property damage are to be reported using a University Incident/Accident Report form, which should be available in the offices of department or division heads.”

The lab safety manager of the Environmental Safety Division has advised that it is good policy to file a report of any accident, no matter how minor, that involves injury to anyone. In the case of a large chemical spill or other emergency situations beyond the instructor’s capability to handle, the instructor should immediately notify the Environmental Safety Emergency Response Team at (706) 542-5801, during normal working hours, or the UGA Police at (706) 542-2200 after normal working hours.

Additional Responsibilities in the Lab

The following general suggestions may help new teaching assistants to provide for the effectiveness of lab sessions. Learn all you can about the University’s current safety regulations and procedures before classes begin. Be sure the first aid kit, fire extinguisher, safety showers, eye washes, and other safety equipment are accessible, properly labeled, and fully operational—and be sure that you know how to use them. Review the basic rules for first aid, and post in a conspicuous place the procedure for obtaining emergency assistance. Be aware of where the closest fire alarm is before you need it.

Check out the lab area and equipment so you can feel comfortable when classes begin. Become familiar with the lab stockroom so you will be able to locate extra supplies and equipment quickly if they are needed during a class session. Obtain a copy of the required student manual, review the supplies needed for the scheduled experiments, and notify the faculty supervisor if there are any shortages. Check with your supervisor regarding the availability of written materials, procedures, and demonstration supplies (audio-visuals, slides, charts, and so forth) that you may need throughout the course.

The First Day of Lab

As in other kinds of instruction, this is the time to set the tone for the rest of the semester. Explain the

importance of lab safety and make sure the students know what to do in the event of an emergency. Show them the lab facilities and give them a few minutes to become familiar with their surroundings. Then, explain in detail the general ground rules for the proper handling and storage of supplies and equipment. Emphasize that because the lab must be used by subsequent classes, work areas must be cleared and all equipment cleaned and stored before the end of each session. Explain the relationship of the lab session to the overall course and point out that most of the experiments performed in introductory science courses are intended to illustrate basic ideas that underlie the fundamental concepts of science. Briefly review the types of experiments the students will be performing. Emphasize that because it will generally be necessary for you to present essential information and instructions at the beginning of each session they should arrive for class on time.

Identify the name and source of the manuals and supplies the students will be expected to purchase and explain the general type of preparation required for each session. Review the overall grading policy you will use and discuss your expectations regarding independent and collaborative work. Explain the types of notes and reports the students will be expected to prepare, and finally, make the assignment for the next laboratory session. If the work is to be done in pairs or small groups, it may be expedient to arrange the groups at this time.

Instruction in the Lab Course

Maintain student awareness of the educational importance of the laboratory experience by explaining the purpose of each experiment. Advance reading assignments or very brief introductory comments regarding the significance of an experiment may generate greater awareness of the nature of scientific research, and a few carefully selected study questions may help to focus student thinking. Unfortunately, laboratory experiments have occasionally been misperceived as irrelevant busy work, but proper student orientation and imaginative teaching can turn a laboratory exercise into an exciting and challenging learning experience.

Thorough teacher preparation is vital to each lab session. It is strongly recommended that you perform

each assigned experiment, including the calculations and reporting that will later be expected of the students, before the laboratory session to determine if the instructions in the student manual are complete and clear and to be sure that the exercise can be performed in the time provided. This practice will also help you discover those procedural difficulties the students are most likely to encounter. The theory on which the experiment is based should be reviewed in detail in preparation for responding to student questions regarding the theoretical significance and practical applicability of their newfound knowledge.

Because of the nature of laboratory instruction, it is very important to begin each session promptly. At the beginning of each session, demonstrate how the students should handle and care for any new supplies and equipment they will be using and review the essential safety precautions. Briefly but explicitly explain the purpose of any necessary final instructions and let them get started. The introductory comments should be kept to a minimum to allow as much class time as possible for the experiment. Otherwise, the pressure of time may reduce a meaningful learning experience to an exercise in futility. In many cases, the instructions and the next class assignment can be written on the board before the session to greatly reduce the time needed for teacher comments. During lab sessions, you will have an opportunity for a unique involvement with student learning on a one-to-one basis. By circulating around the laboratory, you will be able to demonstrate your interest and accessibility to those students who may need help, while simultaneously monitoring lab safety. Try to maintain an informal manner while moving around the room. Regular pacing may be perceived as inspection tours; conversely, hovering in one place may be intimidating to the students in that area. Few teaching situations are as amenable as lab sessions to developing a personal rapport with students. So, with a little effort, you should be able to establish quickly an enjoyable working atmosphere.

At times, it may be tempting to take over and help a struggling student through a difficult part of an experiment, but this is generally inadvisable—except to avoid an impending problem. Students are generally more appreciative of assistance if it helps them discover solutions through their own resourcefulness. Questioning techniques are very effective for helping students redirect their thoughts and, if used skillfully, will generate creative thinking ability; therefore, if you

can maintain your patience and diplomacy during your students' plodding efforts to learn by experimentation, teaching can be especially rewarding to both teacher and student.

Near the end of the class session, a brief summarizing discussion of the experimental results can be very productive. Allowing students to explain what transpired will help them to understand how to generalize from the experiment data to the concept under investigation. As the students discuss comparative variations in lab data, they may also gain additional insight into the nature of scientific knowledge and learn to appreciate their own abilities to apply experimental methods. The summary sessions will also provide you an opportunity to obtain group feedback regarding the lab procedures and practice.

Language Laboratories

Language labs are invaluable learning settings for introductory students of modern foreign languages, and graduate teaching assistants may be assigned to supervise the laboratory and assist students as needed. Although language lab teaching is not the same as that discussed above, there are several essential commonalities regarding teacher performance: reliability and punctuality, accessibility to the students, and familiarity with the lab equipment.

In language labs, two of the most important teacher characteristics are accessibility and a demonstrated willingness to help students since many students, especially first-semester first-year students may be reluctant to seek out assistance on their own. Encountering a foreign language for the first time can be a bewildering experience, and difficulties with strange lab equipment and procedures can be very intimidating to an uncertain student.

Although students are generally expected to work independently in language labs, any assistance you can give during the first few sessions will help to generate self-confidence and create an appreciation of the value of the laboratory experience. Teacher sensitivity to individual needs and differences in such instructional situations can make the difference between a student's decision to withdraw or to persevere in the course. Consequently, the effective supervision of language labs is of paramount importance to the department's success in language courses and perhaps to the entire academic career of many talented students.

EVALUATING STUDENTS

Testing Grading Fostering Academic Honesty

Formative vs. Summative Evaluation

One of the most challenging steps in your teaching responsibilities is the evaluation of student progress. Evaluation can be one of the most threatening steps for the inexperienced teacher. Planning for student evaluation is an integral part of planning for teaching, not just the final step of the instructional process.

As someone who has had to maintain a high GPA in order to gain admittance to your graduate program, you are most familiar with summative evaluation--an assignment or set of assignments that result in a letter grade that is supposed to reflect your overall grasp of course material at the end of a period of time. Without question, assessing your students with grades is one of the most important tasks you may be asked to do as a teaching assistant. However, just as important as summative evaluation--determined through quizzes, tests, term papers, mid-terms, and final exams--is the formative evaluation that you can do throughout the semester in order to assess how well your students are learning as they prepare for summative evaluation.

Formative evaluation can pre-empt poor student performance on summative evaluation projects; at the same time, formative evaluation can communicate to both teachers and students whether or not course content is effectively being communicated and learned, information that can lead to refinement of instruction on the part of the teacher and refinement of studying techniques on the part of the students. For a few examples of formative evaluation, refer to page 17 of this handbook; for a comprehensive study of formative evaluation techniques, refer to Angelo and Cross's *Classroom Assessment Techniques*. The remainder

of this section focuses on some important aspect of summative evaluation.

TESTING

Testing serves three main purposes. Tests are diagnostic tools that help you establish what students already know. Tests are formative because they give students feedback as well as help you to improve your instruction. Finally, tests are summative in that they evaluate student performance for the purpose of assigning a final grade.

Tell your students in advance, preferably at the beginning of the term, what kinds of tests will given in the course. The nature of the course test format will directly influence how students will prepare, study, and learn. In most introductory courses at the University of Georgia, professors assign several tests during the course of the semester, in addition to the final examination.

Test Development

Test development should generally begin with the delineation of what you will expect students to know at various points in the course. Having first defined the scope of the test, next decide what kind of test will best measure student progress. The nature of the subject and the personal teaching philosophy of the course instructor will usually determine which format will work best.

If the course has focused on facts, data, and procedures that the student will need to recall, then an objective test will probably be most appropriate. On the other hand, if your students have been organizing, synthesizing, and applying knowledge in class on a regular basis, then perhaps an essay test, problem-solving project, or written assignment will be a more suitable test.

Format

To decide upon a format, it may be helpful to write down all the topics you wish to test under each course objective and then classify the topics according to importance. Next, outline the questions you want to ask on each topic, keeping in mind that the more important topics deserve the most attention. Beside each question, indicate whether it will require the students to recall facts, understand or explain a concept, or apply knowledge. Your choice of an exam format should be based on the learning outcomes you want to test. Listed below are some possible exam formats. You can combine several of these to create a well-balanced test.

- **Essay** tests give students a chance to organize, evaluate, and think, and therefore often are very effective for measuring how well students have learned. They are, unfortunately, the most difficult and time consuming to grade. It is a good idea to establish the criteria for grading an essay or discussion question ahead of time to insure that the test question is written clearly, and to insure that students understand what kind of answers are expected.

- **Short Answer** questions allow for greater specificity in testing while still providing some opportunity for student creativity. Some short answer questions test recall, but can be more challenging than multiple choice, which allows students to recognize correct answers. Depending upon construction, other short answer questions test students' analytical skill, and can test more material than an essay test. In a typical test period, most students cannot address more than two or three essay questions adequately. During the same period, students can respond to eight or ten short answer questions, which could cover a broader range of topics. By only allowing a limited space for short answers, students are encouraged to be precise.

- **Multiple Choice** questions are very versatile and may be especially useful for testing the ability to interpret diagrams, sketches, tables, graphs, and related material. These questions are very easy to grade, and are frequently used in large classes. Unfortunately, it is difficult and time consuming to write good multiple choice questions. If you are teaching a small class, you may want to consider less time consuming test construction. Teachers' manuals, which often accompany textbooks, usually contain some multiple choice questions already prepared.

Each multiple choice question should contain a stem (consisting of a clear, complete thought or problem, which may be presented as a sentence, a question, or a statement missing a few words) and a set of optional answers. Like the stem, the options should be clear and concise, and the distractors (incorrect answers) generally should include common misperceptions, true statements that are in the wrong context for the question, and incorrect answers that might sound plausible to naive students. Write out three to five optional answers per question, and hide the correct answer randomly among the distractors. Write options that are nearly equal in length and style. Make certain that there are no verb tense changes and that subject and verb agree from the stem to the options. Try not to use "all of the above" or "none of the above" answers, as these tend to confuse and frustrate students.

- **Completion** questions test for recall of key terms and concepts. These questions usually consist of sentences in which one or more key words have been left blank for students to complete. Make sure that all completion question blanks are of the same length. If the completion blank follows an indefinite article, make sure to write "a/an." Since completion questions that merely copy glossary terms do not assess higher level thinking skills, it is advisable to create original statements that will test a student's ability to apply key terms.

- **Matching** questions are useful for testing recognition of the relationships between pairs of words or between words and definitions. Matching questions are usually composed of a list of stems and an equal or greater list of optional answers to be matched to the stems. The stems may be complete sentences, definitions, short phrases, or single words, such as the name of a major concept, geographical location, or philosophic or scientific principle. The options may be single words or definitions. All options and stems should be of the same length. Supply enough answer choices so that students cannot simply guess by process of elimination. Matching questions are more effective when used in sets of at least five to ten related items.

- **True-False** questions are easy to write and grade, but are not recommended as a dependable means for measuring student learning, except for testing factual recall. If you choose to use true-false questions, avoid creating double negatives, and avoid ambiguity in your statements.

Test Administration

Testing is a tense time for most students, and any effort you can extend to make the process run smoothly and minimize interruptions will generally be reflected in improved student morale and performance. Have your exams copied, collated, and ready to be distributed well before class begins. Make extra copies. Write announcements, corrections, or further announcements on the board, and make certain that you let your students know ahead of time that you will be doing this. You may wish to write the time remaining on the board in fifteen minute increments. If the test is well-written, provides clear, adequate instructions, and is ready to distribute the moment the test period starts, students will be less anxious.

GRADING

Grades provide the triple-crown of assessment at the end of any unit or school term. You can measure how well a student is learning as well as how effectively you are teaching the material, and you can provide valuable feedback to students. Because grades are used to determine entrance into programs and as criteria for scholarship qualification, grades can produce anxiety in most students, and the fear of a bad grade can even inhibit learning from taking place. While you cannot prevent all grade anxiety, here are some helpful suggestions to reduce it in your class:

- Let your students know what is expected of them from the start of the course. Ideally, you should create a grading plan at the same time you plan the course. While you are preparing a syllabus, decide how you will evaluate student learning, how the students' work should be graded, and how much each test, paper, or assignment will count towards the final grade. This is also the best time to decide how you will handle late assignments. Spell out your grading plan in the syllabus.
- Check to see that all graded assignments (tests, papers, quizzes, etc.) are well-written, balanced, and clear.
- Devise fair and reasonable grading procedures that will be applied equally to all students.
- Provide ample feedback to your students, so that they understand why points were taken off and how they can prepare answers for later assignments.

Grade Distribution

Grades are usually determined by comparison of student performance with absolute standards, the performance of other students, or a combination of the two. Sometimes even the most experienced teacher establishes unrealistic standards and/or writes a poorly constructed test. In these cases, grading needs to be tempered with relative interpretations of student performance. Graphs or charts of grade distributions make it easier for you to see how good your evaluation method was. Uneven or badly skewed distributions suggest a poor testing method.

University Grading Policy

Policies may vary from department to department, but The University of Georgia prescribes a uniform grading scale and letter grade symbols for assigning final student grades. Beginning in the 2006-7 school year, the university will assign pluses and minuses to the grading system. For more detailed information, see page 38 or contact your departmental supervisor or graduate coordinator.

Grading Objective Tests

These tests usually take longer to create, but are the easiest and quickest to grade. Prepare an answer key, with point values assigned to each answer, before you begin to grade. It is a good practice to check each question before grading to see if more than one answer is acceptable. If in the process of grading papers you discover that an inordinately large number of students performs poorly on a particular question, examine the question carefully. Was it unclear? Poorly worded? If you determine that the question is unsuitable, eliminate it from the test.

Grading Essay Tests

These tests take considerably longer to grade, thus it is all the more important to prepare a model answer or content outline with point values assigned before you begin to grade. You want to strive for consistency in grading, which is sometimes best achieved by grading question by question, rather than student by student. Grading essays requires much subjective judgment, and your judgment can become clouded by grading for hours on end. If you tire, you're more likely to be less careful with your grading. Stop grading when

you get fatigued. Take a break. When you resume grading, read over the last few essays you had marked to make sure that you were fair. Essay and discussion tests provide an excellent opportunity for feedback through marginal comments, recommendations for further study, and via posing alternate points of view. While some students are primarily interested in their grade, others might become discouraged if they have points taken off and do not understand why. Students benefit best from feedback that makes at least one positive comment and is as constructive as possible.

Returning Tests and Papers

To maximize the educational benefits of a test, grade it and return it to your students as soon as possible. Discuss the test in class. If the test is still fresh on their minds, your comments will more likely resonate with the students and help them prepare for subsequent tests. Post-test class discussions may bring new ideas or alternative answers to light that will challenge some of your grading key. Be flexible. Students will appreciate your willingness to award credit for acceptable alternative answers, as well as your respect for their individual scholastic activity.

To protect students' right to privacy do not post grades where an individual student's performance may be recognized by others.

Contesting a Grade

Occasionally, a student will contest a grade. It's important to give a student a courteous hearing. You may have calculated the grade incorrectly, or not deciphered a student's writing. Some professors institute a 24-hour cooling off period before challenging a grade. Other professors require that a student put down in writing their grade complaint and why they feel that they should receive more credit. Still other professors offer to regrade a paper, but reserve the right to lower a grade as well as to raise it. If the grade stands after meeting with a student, explain to the student how the grade fits into the grading policies you have established. It might be helpful here to provide the student with examples of model answers to tests or sample paragraphs from A, B, and C papers. If a student feels a teacher has graded his or her work unfairly or has unfair grading practices, the student may consider initiating a grievance through the Office of Judicial Programs.

PAPERS

Besides tests and exams--papers, projects, and presentations provide students excellent opportunities to demonstrate their learning and investment in a course, often in a creative way. Students generally enjoy these assignments as long as they come with clear guidelines.

Writing Assignments

For many first-year students, a writing assignment may be an intimidating new exercise. Make your assignment clear. When you assign topics, word them clearly and succinctly. If the students choose their own topics, you will need to establish sufficient guidelines to make sure the papers will relate to the overall course objectives. Provide a handout that lists the assignment due date, the penalty for late papers and write a paragraph on your grading criteria. Remind students of the university policy on plagiarism. Generally, the more thorough your planning at the assignment stage, the more beneficial a writing assignment will be for your students.

Some written assignments may require students to use only the materials covered in the course. This type of assignment works well with first-year students or students in introductory survey courses and helps students organize course material and think independently. First-year students also appreciate being able to choose from a list of possible paper topics. Research papers, which will require the students to do independent reading in addition to the course materials, is more commonly assigned in upper-level courses. Advanced-level students often prefer the freedom of choosing their own assignment topic. Make sure that you provide ample instruction on how to choose a good topic. A few suggestions for the writing assignment:

- make samples of previous students' work available.
- break the assignment down into stages with several due dates for the topic, outline, draft, revision, and final project.

Writing Problems

If you are a teaching assistant in a subject such as language or literature, you will be acutely aware of the common writing problems that students face and are

probably uniquely qualified to provide guidance. Otherwise, your sensitivity to your students' needs in this area may be dependent entirely upon your own recall of the mechanical and organizational problems and the writing anxiety you encountered with your first term paper. The following information may be useful to you as you attempt to help students.

Mechanical Problems

Punctuation, spelling, and grammar are the most common mechanical problems. Unless the course objectives specifically provide for developing writing proficiency, your grading of written assignments will be based primarily on content and mastery of the material. Effective communication is an essential factor in any subject, however, and helping students learn to communicate is an important part of every teacher's responsibility. Since errors in punctuation, spelling, or grammar may seriously affect the meaning of an essay and will detract from the credibility of the writer in the mind of a discerning reader, it should be made clear to the students that mechanical errors will adversely affect their grades.

Organizational Problems

Organizational difficulties may also be a serious problem, even for those students possessing a perfect command of spelling, punctuation, and grammar. Problems in organization may be dealt with more easily at the time you give an assignment by clarifying your expectations regarding organization and content. It may be helpful to prepare a brief handout including suggestions as to the type of information that should be included in the introduction, how the body of the essay could be constructed, and how to develop a meaningful conclusion. Examples of well-written papers from your discipline may also help your students to grasp the characteristics of good organization.

Preventing Problems

Devoting a part of a class period to a discussion of composition and having the students review their papers with you at various stages of completion may also forestall major problems. No matter how important students' ideas may be, they can be rendered invalid by careless, incoherent writing. Anything you can do to help your students to express themselves more

clearly will constitute a major contribution to their education. Because of time constraints, you may be unable to deal with all writing problems. You may wish to refer your students to other campus resources for assistance. The Department of English maintains the Writing Center, which can be reached at (706)-542-2119. The University Libraries offers a variety of instructional services, ranging from orientation in library usage to term paper workshops.

Having to submit one's ideas to another for criticism can be an intimidating experience for even the most capable student. Make every effort you can to reassure your students that you will approach evaluation of their writing from a positive perspective. Experienced educators advise that it is also extremely important for students to understand that criticism of a paper should not be misconstrued as criticism of the person who wrote it, but rather as helpful suggestions for further improvement.

Grading Papers

Because of the more subjective nature of grading term papers, it is crucial to decide what your criteria for grading will be. Communicate those expectations to your students early and often! If possible, show students a sample grading rubric.

Schedule plenty of time to grade the papers. Few experiences can be more disappointing to serious students who have done their best than to have a paper returned with a cursory evaluation such as "great paper-A" or "more detail needed-B." Likewise, few experiences can be as difficult for a conscientious teacher as trying to give a large number of papers a fair reading while facing an immediate deadline. Limited time need not prohibit a meaningful response to student papers, however, if you will remember the following suggestions.

- Check or underline the most cogent comments and the more shallow points or erroneous information as you read the paper.
- After completing your read, write a few brief marginal comments complementing the strong points and correcting errors.
- Make recommendations for further thought.
- Include any comprehensive evaluative comments at the end of the paper.

Generally, papers are graded on three criteria:

content, organization, and presentation. It is often helpful to a student's future if you will make constructive comments regarding each of these three areas.

Finally, as was the case with essay grading, fight the tendency to become more callous or less discerning as you approach the bottom of the stack of papers. If you get tired or bored, take a break. Grading written assignments requires time, work, and good judgment. With careful attention to the need to schedule ample time for reading and grading your students' work, you should be able to give each paper a fair evaluation.

FOSTERING ACADEMIC HONESTY

The University of Georgia expects the highest degree of honesty and integrity of all students in every aspect of their academic careers. Consequently, the University has developed stringent regulations regarding academic honesty. All members of the academic community--student, teaching assistant, and professor alike--are expected to share in their responsibility for upholding these regulations. The regulations are reproduced in the *Student Handbook*. The University's policies and regulations on academic honesty have also been stated in clear, easy to understand terms in *A Culture of Honesty: Policies and Procedures on Academic Honesty*, which is available through Academic Affairs Office in the Old College Building. It is also available on the web at:

www.uga.edu/~ovpi/honesty/ah.pdf

You are encouraged to distribute a copy to each student and clearly explain the University's regulations on academic honesty at the beginning of each semester.

Cheating is an ever-present problem. In *Teaching Tips*, McKeachie suggests several preventative measures.

- Reduce the pressure on your students. Provide a number of opportunities for them to demonstrate their progress--more than one exam grade.
- Let students develop class norms that support honesty. Many students would rather not cheat but feel threatened if they think that others are succeeding at cheating and are getting better grades. McKeachie frequently allows his students to vote beforehand on whether a test will be conducted on the honor system. Unless the vote is unanimous, the

test is proctored. The majority of McKeachie's classes vote against the honor system, and he concludes, the stress that leads students to cheat is reduced when a test is proctored and administered well.

Copying another student's paper is one of the most prevalent forms of cheating. To prevent this situation, McKeachie suggests using alternate seating patterns if classroom space permits; otherwise, alternate test forms may be used. If copying is suspected, however, it is advisable to proceed with caution. For instance, what at first appears to be wandering eyes may actually be the vacant stare of a thoughtful student. Also, students who have studied together may give similar answers to a question. Consequently, what appears at first to be cheating may not be at all. If cheating is obvious, however, corrective action should be taken, but such a serious charge against a student or students should be made with discretion and only on the basis of substantial evidence.

Cheating can be very destructive to student morale. It is essential that you make clear to your students the importance of academic honesty and explain what is expected of them regarding the taking of tests, the preparation of original papers, and so forth. Special care also should be taken to guard the security of your tests and examinations. Some feel that cheating is common in colleges because of the heavy emphasis on grades. Evidence that a teacher cares enough to try to prevent cheating can be one of the most effective deterrents to academic dishonesty.

The University of Georgia has a clear protocol if a teacher believes a student may have violated the University's academic policy. Reports may be made by calling (706)-542-4336 or contacting the coordinator for academic honesty through the website of the vice president for instruction:

www.uga.edu/ovpi/honesty/ahf.htm

Notify the coordinator of academic honesty and provide the student's name and the course name and number. Do not confront the student; he or she will be contacted by the coordinator by e-mail. You and the student will then meet with a trained facilitator in an educational discussion about what occurred. If a resolution is not found in the one-hour mediation session, then the matter will move forward to a panel for continued discussion. At this level, the panel will determine the outcome of the matter.

STUDENT-TEACHER INTERACTIONS

International Teaching Assistants Special Teaching Situations Student-Teacher Conflicts

When you ask a graduate teaching assistant what the best part of teaching is, many are sure to respond that they enjoy some aspect of the teacher-student relationship. Whether it's meeting one-on-one with a student who is considering a major, or the rush that comes from seeing a classroom engaged in a lecture or discussion, these positive interactions with students re-affirm our decision to prepare for teaching and scholarship. Previous sections have already addressed ways in which you can establish positive interactions with your students, via email, office hours, well-prepared class meetings, and prompt testing feedback. This section addresses other special teaching situations, suggests ways to prevent classroom conflict, and provides strategies to ameliorate any conflict that may occur.

INTERNATIONAL TEACHING ASSISTANTS

In addition to expertise in their fields, international teaching assistants add a valuable international dimension to the University's instructional program. Because of the support provided by their departments, most new non-native teaching assistants adjust to their instructional role without undue difficulties. However, experienced international teaching assistants have indicated several problem areas that warrant careful attention. These problems and some practical suggestions for dealing with them are discussed below.

Student Expectations

Instructional expectations differ widely from country to country. Formal student-teacher relations may

be the norm in some nations, but this is usually not common in the United States. Over the past two decades, a trend toward a more student-centered curricula, civil rights legislation, and court decisions have fostered an egalitarian ideal among youth in the United States. Informality is an accepted standard in dress, speech, and interpersonal relations; consequently, your students may address you with an honorific title such as Mr., Ms., or Dr., but otherwise approach you much as they would another student. In some departments, teaching assistants are addressed by their first name.

This egalitarian attitude does not indicate disrespect; rather, such a relaxed atmosphere generally indicates acceptance. Conversely, a teacher's reserve and formality in interpersonal relationships is often perceived as either an expression of condescension toward students or as a lack of self-confidence. Most UGA students consider themselves to be in an educational partnership with their teachers, and partners in a common enterprise are expected to be open and honest in their dealings with each other.

Teacher Interest

Student learning is the goal for both parties in an educational partnership, so you are justified in expecting your students to do their best in the course. They are justified in expecting you to be sincerely interested in their individual academic problems and progress. If your students realize that you are a friendly, understanding person who is aware of their needs and interests, they will feel much more confident in approaching you for clarification of communication problems. Frequent announcement of your willingness to meet with students during your office hours will reassure them of your accessibility. Likewise, arriving a few minutes early for classes will provide an informal opportunity to get acquainted with your students.

Mutual Respect

As the teacher, you are expected to be knowledgeable about your subject, but your students also recognize that you are human. Therefore, if they raise any question you cannot answer, they will respect an honest admission of your lack of knowledge. They still expect an answer, and the answer should be obtained and shared with the class as soon as possible. If such events occur too often, however, more thorough teacher preparation is necessary to maintain student confidence in your mastery of the subject.

Students will also appreciate your being understanding and helpful with regard to their occasional intellectual shortcomings. If they cannot answer a question, they do not like to be humiliated in front of their peers; but neither do they expect you to tolerate such flagrant student irresponsibility. Consequently, a balance of tact and firmness is the key to effective management of most classroom situations.

Generally, most students like to know how well they are doing as the course progresses, and any constructive criticism you may offer a student will usually be accepted as evidence of your interest in his or her personal progress. In most cases, such feedback is best offered on an individual basis rather than in a classroom situation. Such consideration for your students as individuals will greatly enhance their appreciation of you as a person. This sort of acceptance of the teacher is often as important to the learning process as respect for a teacher's expertise.

Academic Standards

In the United States, heavy emphasis is placed on social and personal development in the curricula of many secondary schools. First-year students in this country may not be as well trained in specific disciplines as are students in countries where discipline-centered curricula prevail. In addition, there are no qualifying examinations for entrance into introductory courses at the University of Georgia. Therefore, student abilities generally vary considerably within most classes.

Also, while some nations provide for the routine screening of students to select the most capable as candidates for higher education, a goal in the United States has traditionally been to provide as much formal education as possible for everyone.

National testing standards exist for the purposes of student guidance and scholarship awards, but there are no national standards for college entrance. Generally, any person who has a high school diploma or equivalent and who can arrange to pay the tuition can seek a college education at some institution in the United States. Enrollment in a specific college or university depends on the space limitations and independent admissions standards of that institution. At the University of Georgia, the admissions requirements are designed to insure that only those students who have the ability to pursue an education at the university are admitted.

Student Motivation

In the United States, it is increasingly true that a college education is a routine expectation rather than a unique opportunity. For some, a college degree still represents an opportunity for social and economic advancement; for others, a degree represents merely maintaining established standards. Some of your students will therefore be eager for knowledge and give your course their best; whereas others may enroll in the course only because it is required. Experienced educators recommend teaching to the average ability level of those students who exhibit an interest in the subject.

An International Perspective

Most students believe that anything worth learning is useful for understanding the world around them. Therefore, if you can relate the course content to their needs, interests, or opportunities, you can foster learning. Your own cultural background and professional experiences should be a source of information and examples of that will add interest to your teaching.

Student Behavior

At times, students reflect a challenging attitude that can be very disconcerting to teachers unaccustomed to informal teacher-student relationships. In this country, persons presenting themselves as authorities, specialists, or experts on a subject are generally expected to be willing and able to stand up to challenge on that subject; therefore, a student's questioning of information usually represents a sincere desire to better understand that information rather than a personal

attack on the teacher.

The freedom to challenge authority, which is a product of the egalitarian attitude discussed earlier, can be an asset to a teacher's effort to help students learn to think for themselves. If an authority, concept, or principle can stand up to challenge, the challenger is generally convinced of its worth. A student's "prove-it-to-me" attitude actually represents a potent opportunity for learning.

In contrast to student assertiveness, student reserve seldom enhances learning. Although a lack of participation may occasionally represent a lack of student interest, it is more likely a result of uncertainty. Just as you may feel uneasy about facing a class of "American students," some of your students may be equally intimidated by the presence of a "foreign teacher." Consequently, what may initially appear to be disinterest or aloofness may actually be a lack of confidence.

The problem described above may be compounded by the diversity of cultural and ethnic backgrounds represented in many classes. For a student already experiencing difficulty with the English language in general, a teacher with an unfamiliar accent may represent a double threat. Learning to recognize and overcome problems such as these early in a course is one of the most important responsibilities you will face as a teacher. Experienced non-native teachers can be an excellent source of ideas for handling such matters. Your departmental supervisor and/or graduate coordinator, who has probably encountered similar situations in working with other international teaching assistants, is an invaluable source of assistance.

Language Differences

Your department's appointment of you as a teaching assistantship implies that you have satisfied the University's current standard for competency in spoken English language, but you may still experience considerable communication difficulties with your students, especially at the beginning of a course. Students rightfully expect clarity and precision in classroom communications.

Whatever the nature of communication difficulties, it is the teacher's responsibility to make the extra effort required to be clearly understood. If for any reason you suspect problems with your competency of

English, you should take immediate corrective action. Whatever your proficiency in spoken English, there are several precautions you may take to insure that your students can understand you in the classroom. First of all, an open discussion of this issue on the first day of class will prevent student uncertainty and will help create an atmosphere in which students will feel free to seek clarification whenever it is needed. Using written handouts of assignments, lab instructions, or key points of lectures for the first few days will enable your students to receive essential information while becoming accustomed to your teaching. Writing new terms on the board as you introduce them will make sure that students understand the terms while providing them a chance to hear how you pronounce the words.

It is always good practice to face the class while you speak. Any problems your students have comprehending what you say will be magnified if you attempt to speak and write on the board at the same time. If you wait until you finish writing to elaborate, your students will have a chance to read the information and then listen to you discuss it. Also, the use of questioning techniques or discussion teaching methods will help you to make double sure that the students clearly understand you.

Careful application of the ideas discussed above should result in the quick resolution of any problems relating to your use of English as a second language. Should problems persist beyond a few days, however, you should seek help at the Center for Teaching and Learning (706)-542-1355.

SPECIAL TEACHING SITUATIONS

Students with Disabilities

On the University of Georgia campus, there are a number of students with a variety of physical and learning disabilities. Working with such students provides you the opportunity to make the learning environment more effective; you will become a better teacher for all students by increasing the variety of your instructional approaches. The University of Georgia adheres to a policy of equal educational opportunity for all students with disabilities as provided by federal regulations. The Office of Disability Services (706)-542-8719 supplies transportation and other services for students with disabilities.

Learning disabilities, which are officially listed as a handicap covered by federal regulations, are not always obvious to the teacher. In some cases, students may have learning disabilities of which they are not even aware. The Office of Disability Services advises that a learning disability may be suspected when there is a consistently inordinate discrepancy between a student's ability and performance. Additional information concerning the nature of learning disabilities or other disabilities is available from Disability Services, an affiliate of the University's Division of Student Affairs (706)-542-8719.

Notification of Special Needs

Whenever possible, Disability Services will give instructors advance notice of a student's special needs. In most cases, you will have time to make any accommodations before your class begins. In some instances, however, you will have to assess the situation and initiate the necessary arrangements on the spot. The University's provisions for assisting students with disabilities are thorough and effective, and chances are, you will not encounter any problems. If you do run into difficulties, however, contact your graduate coordinator and Disability Services immediately, and they will gladly assist you.

Disability Services can provide a student with access to the educational site as well as some operational assistance in the classroom; but as with any other student, the ultimate learning success of a student with disabilities is directly dependent upon effective student-teacher interaction. Despite the best efforts of all concerned, feelings of discomfort or awkwardness toward a student can cause problems. The following information and suggestions will help to alleviate any concerns you may have.

Effective Student-Teacher Communication

Students with disabilities are as diverse as any other group of UGA students. They are bright, talented, motivated, positive, enthusiastic, goal-oriented, and academically prepared. It is important to remember to focus on a student's individuality rather than on the student's disability. Get to know your student, discuss the student's concerns openly on a personal basis and turn your attention to the accommodation of his or her learning needs. The more quickly you can establish

open channels of communication, the better. Once you get to know the student, it is likely that any feelings of pity or awkwardness you originally felt for them will be replaced with respect and appreciation for the individual's determination and resourcefulness.

Positive recognition and acceptance of a student's disability are essential first steps to establishing effective student-teacher communications. A disability is a personal matter and should be treated as such. On the other hand, do not ignore a student's disability or pretend that it does not exist, as this can cause problems. Given acceptance and reasonable accommodations, students with disabilities can realize their learning potential as well as other students.

Reasonable Accommodation

Reasonable accommodation indicates flexibility in adjusting the educational environment and instructional methodology to the student's needs. While students with disabilities, instructors, and Disability Services share a collective responsibility to settle on reasonable accommodations, listed below are some suggestions of ways that you can design and run your class to help students with disabilities achieve academic success.

- Students with hearing impairments can be accommodated with an alternate source of information, such as copies of the lecture notes or a transcript of the audiovisual presentation. Many students with auditory disabilities read lips; therefore, face a student with a hearing impairment when speaking. If you have a beard, it may partially mask your lip movements. Be careful to speak slowly and carefully, but don't exaggerate or overemphasize lip movements. Also, be sure that the student is located where she or he can clearly see you, the board, and any other instructional equipment. Try to avoid standing in front of windows or other sources of light. The glare from behind you makes it difficult to read lips and other facial expressions.
- Students with visual impairments will need special arrangements to receive information presented in charts, diagrams, handouts and displays. If you have any students who will need the reading assignments on audiotape or in Braille, it is always helpful to have your syllabus completed a month in advance and available for Disability Services to access.

Students with a mobility impairment will need access to the classroom and will need to make special arrangements before field trips. In the event that your classroom is inaccessible to a particular student, contact Disability Services.

- Students with learning disabilities may require unique accommodations for notetaking and/or testing. Your syllabus should include a disability and health-related statement. Review the statement with your students on the first day of class. Students who will need to receive academic accommodations should register with Disability Services at (706) 542-8719 or initiate their request online at www.drc.uga.edu.

Academic Standards

It is extremely important to recognize that reasonable accommodation does not imply a lowering of academic standards for students with disabilities. With reasonable accommodation, students with disabilities generally expect to be evaluated by the academic standard of the course. To lower these standards would be demeaning to their personal determination, dignity, and achievement. Such action could also create serious problems of resentment among the other students if they suspect that a classmate is being given unfair advantages. Likewise, in addition to making the student with disabilities feel coddled or otherwise treated as less than a responsible class member, an instructor's overly solicitous attitude will often magnify the feelings of awkwardness among the other students. After reasonable accommodation has been provided, it is in the best interests of a student with disabilities and the class in general to extend to that student the same sort of acceptance, respect, and expectations accorded the other class members.

Teacher Awareness

Finally, remember that all disabilities are not visible, so encourage all of your students to let you know if they have learning disabilities or other challenges that may need accommodation. For instance, students with lung disorders or allergies might be seriously affected by perfumes or dust from lab experiments. Physical stamina may be a problem for some disabled people and should be considered when planning extended work sessions and field trips.

Many problems for students with disabilities can be overcome with simple, common sense accommodations. For the most part, your instructional accommodations for students with disabilities will benefit your entire class.

GAY, LESBIAN, AND BISEXUAL STUDENTS

All students vary greatly in their individuality. These recommendations, adapted from Lopez and Chism in their article "Classroom Concerns of Gay and Lesbian Students: The Invisible Minority," provide some thoughtful suggestions on how to improve your student-teacher interactions.

- Recognize that it is very likely that you do teach GLB (gay, lesbian, and bisexual) students. The students may or may not make their presence known, but they are there.

- Understand that many GLB students are in the process of coming out to themselves and others during their college years. There is likely to be stress associated with this period, and it may affect their academic work.

- Students will vary as to what kind of support they will want and need as they come out. Regardless of the sexual identity of the instructor, you can present yourself as a gay-affirming person, and let students seek out certain instructors as they choose.

- Students will make their decisions to identify as gay, lesbian or bisexual only under conditions that appear safe and comfortable to them. Because they often experience the campus climate as hostile or threatening to their physical well-being, instructors should not put them on the spot or urge them to disclose if students do not judge it wise.

- GLB students may sometimes feel they have to devote time to the quest for equal rights. Teachers recognize that they may feel torn between these responsibilities and their academic work.

- Students have strong preferences for terms used by people outside the gay and lesbian community. The students in the Lopez and Chism study preferred *lesbian women* and *gay men* to the term *homosexual*. They did not seem completely pleased with either the term *sexual orientation* or *sexual preference*: a better, but not perfect alternative would be *sexual identity*.

- Teachers should try to create safe environments for students so that they can view classrooms as places where they do not have to be fearful. Although students do not want teachers to repress others' freedom of expression, they expect them to take strong action if homophobic remarks are made. If teachers avoid issues, students are likely to take it as a sign of complicity.
- GLB students judge professors' attitudes by the language they use, their responses to situations that come up in class, their inclusiveness in course content decisions, and by the way in which they respond to student work on lesbian and gay topics.
- Students feel that professors have a responsibility as scholars and teachers to educate themselves on gay and lesbian issues and to include pertinent material in their courses.
- Teachers should encourage students--whether gay, lesbian, bisexual, or heterosexual--to pursue gay and lesbian topics in their independent work, such as papers or presentations. They should try to give fair and honest criticism to student work and avoid being threatened by or minimizing topics with which they are unfamiliar.

STUDENT-TEACHER CONFLICTS

Problems between students and faculty are relatively rare in the positive educational environment that prevails at the University of Georgia, but such conflicts do arise. For instance, academic dishonesty may generate disciplinary problems, overly assertive students may inadvertently create disruptive classroom situations, or troubled students may become problem students because of their need for counseling. Teaching and learning occur in a dynamic, volatile setting in which tensions of a moment may create misunderstanding and trigger charges of poor instruction, grading inequalities, harassment, or prejudicial treatment. Adherence to established University policies and procedures is essential in trying to prevent problems of these kinds and in dealing with them when they do arise.

Avoiding Student-Teacher Problems

Student-teacher problems can generally be classified in two categories: those of an academic nature and those of a disruptive nature. Many academic

problems can be prevented simply by developing a thorough syllabus and sticking to it. In addition to the routine information, such as course content and schedule, required textbooks and outside assignments, the syllabus should contain a clear statement of the standards you will impose regarding such matters as attendance, grading, and academic honesty. Your students have a right to know from the start why you feel these matters are important to the quality of their education.

Information and Communication

Cheating, plagiarism, and disorderly conduct are terms which are not difficult for students to understand, but it is very important that their interpretations of these terms coincide with yours. It is vitally important that your understanding and application of these terms be consistent with established University policies. Information regarding the University's position on student rights and responsibilities is included in the University of Georgia Student Handbook, which is published annually by the Office of the Vice President for Student Affairs. Information regarding the University's policy on academic honesty may be obtained for distribution to students from Academic Affairs (see page 28). You are encouraged to review copies with your students at the beginning of each semester.

Confrontation and Resolution

Certain problems, such as concern over an exam grade or the relevance of an assignment, can often be resolved by discussing the matter with the individual. If a confrontation occurs in a public place, it is generally advisable to attempt to move the discussion to a more appropriate setting, such as your office. If it appears that you may not be able to resolve the issue in a satisfactory manner or if it seems that the problem may escalate into an inflammatory conflict, confer with your graduate coordinator or department head as soon as possible regarding further action.

Resources and Action

In the event of more serious problems, it may be necessary to take immediate action of a more direct nature. For instance, in cases of suspected academic dishonesty, you may wish to contact Academic Affairs for advice or assistance. In cases of suspected drug

abuse or emotional disturbance, you may wish to contact the University Health Center at (706)-542-1162 or Counseling and Psychological Services at (706)-542-2273. In the event of violence or illegal activity of any sort, call the University Police immediately at (706)-542-2200. Inform your department head of any such action as soon as possible and immediately record any pertinent factual information for your possible further use.

Planning and Prevention

To minimize the possibility of personal liability and to protect the students' rights, avoid any judgmental statements, accusations, or public remarks, written or verbal, regarding a problem to anyone other than officials who have a legitimate need to know. In addition to your faculty supervisor and department head, the appropriate University officials have a legitimate need to be fully informed of such matters. These agencies employ trained personnel with experience in handling such problems to the best interests of all involved, and their operations function to release the teaching staff to focus upon the primary responsibility of helping students learn.

Consequently, it is in your best interest to be informed about and immediately handle any serious problems through appropriate channels. These measures will establish your actions as a matter of record and may open avenues of advice and assistance regarding questions of student rights, teacher responsibility, and/or liability for further actions. Meanwhile, to minimize the possibility of problems, familiarize yourself with all applicable policies relating to students' rights to privacy, equal opportunity, and so forth.

Accusations of Sexual Harassment and/or Prejudicial Treatment

At a university, the teacher dons many different hats. On any given day, an instructor might serve as an intellectual guide, counselor, mentor, and advisor. Teachers wield a tremendous influence in their students' lives, and their authority extends well beyond the confines of the classroom. As such, the University of Georgia believes that a sexual or romantic relationship between a teacher and a student, even where consensual, is not compatible with the other roles a teacher must play, and therefore should be avoided.

The University prohibits these relationships. Accusations of sexual harassment and/or of prejudicial treatment probably rank among the most difficult problems a teacher may encounter. These are certainly serious matters if the charges are warranted, and they also can cause great concern for the teacher who may be falsely accused. As with other problems, it is very important to remember that the University has established policies and procedures for handling inflammatory matters and the more quickly you can get a serious problem into official channels, the better. If you should encounter difficulties, however, remember these suggestions: keep calm and act promptly to move the matter into proper channels, act in good faith at all times, and defend yourself through the established channels.

Order in the Classroom

In the classroom, order is generally the rule when teacher and student are engaged in meaningful learning activities; therefore, teachers who are well-prepared, receptive to their students' needs and interests, and confident of the worth and relevance of the subject they teach should have little cause for concern about the classroom atmosphere. Despite the best preparations, however, some class sessions will fail to hold all the students' interest; but this inattentiveness seldom results in serious problems--unless the teacher overreacts to the situation.

Student Inattention

In cases of simple student restlessness or inattentiveness, it may be tempting to try to regain student attention and participation by such methods as admonishing those who are inattentive or reminding them to pay attention since the material will be on the next test. But it is generally better to give students the benefit of the doubt and give yourself time to look for possible causes of the problem. Perhaps the material you were presenting was too basic or too advanced for the students, or maybe you needed to involve the students more or perhaps the class could not see the relevance of the material to the rest of your course. Perhaps you simply forgot that it was the Friday before Homecoming. Whatever the possible cause, it is important to assess the situation calmly, take whatever remedial action may be necessary, and try for a

better class at the next session. Throughout the course, your conscientious attempt to involve your students and to make the material you present interesting, relevant, and comprehensible will greatly increase the probability of a productive classroom atmosphere.

Student Disruption

In the unlikely event that a student should deliberately or inadvertently disrupt the class, it is especially important to deal with the matter in a calm, courteous manner. Report the matter to your graduate coordinator and ask for guidance on any further action. In the case of persistent unruliness and most certainly in the case of actual or threatened violence, report the matter immediately to the University Police at (706)-542-2200.

You are the teacher in the classroom. Your role as instructor is to preserve the learning environment. In addition to protecting any classroom debate from becoming an attack on any particular individual, keeping a cool head in the classroom when challenged preserves your student's trust and respect in you as teacher. When possible, look for the teachable moment in an argument. For example, what is the value in hearing opposing viewpoints or challenging commonly held stereotypes? Is there a way to use the content of the argument to serve your teaching goals? Or is student learning best served by defusing the tension and swiftly refocusing students?

When a discussion between students becomes more heated than you would like, you can use the following strategies to transform arguments into productive debate:

- Take a deep breath and try to assess what is happening. Is a student voicing frustration? Is a student enthusiastically expressing a heartfelt opinion? Are two students misunderstanding each other?
- Whenever possible, encourage students to discuss ideas, not individuals in the classroom.
- If a student attacks another student's idea, ask that student to restate what he or she thinks the other student meant. Make sure that the interpretation is accurate and allow both students to clarify their statements.
- Ask the students to generate all possible evidence for both sides of a debate as a way of suspending

judgment and encouraging reflection. Ask students to find counter examples as well as examples.

- Offer to continue a discussion after class or ask interested students to email you or post their thoughts to WebCT, if the topic of the argument is not central to the goals of the class session.

When a student challenges or criticizes you, take the following steps to stay calm and find some value in the exchange:

- Again, take a deep breath, and try to understand the content of the student's complaint or challenge. Ignore, for a moment, any rudeness; if you respond to the content, the student's attitude and approach may soften.
 - Remain calm and nonjudgmental, no matter how agitated the student becomes. Your emotional response will only become further fuel for the student's anger. This is especially true if the student makes a personal attack.
 - Don't use your authority as a teacher to simply claim superior knowledge or logic; while in some cases it may be true, it will almost never convince your students, and it discourages their active engagement with ideas.
 - Use evidence when disagreeing with a student and ask students to provide evidence for their positions. You may ask other students to evaluate the evidence that you, or the student provide, if the argument is related to course content.
 - Never get into a power struggle with a student. As the teacher, you already have the power; any retaliation to a student's provocation is likely to be viewed as an abuse of power.
 - If a student is agitated to the point of being unreasonable, ask him or her to carry the grievance to a higher authority. Do not continue trying to reason with a student who is highly agitated.
- In general, make your response as calm as possible and avoid making an issue out of a small incident. Try to use any conflict in the classroom as an opportunity to further your teaching goals: it may be possible to use an argument to clarify material, model critical thinking, skills, foster open-mindedness, and enhance students' trust in you.

CONCLUDING THE COURSE

The last few weeks of any semester are always hectic. Especially for graduate students still taking classes, you share your students' urgency to finish papers, lab work, reports, and projects. Perhaps you will write exams for your students as you prepare for exams yourself. Then come the inevitable tasks of evaluating final student work, and assigning and reporting final grades. In some cases, classrooms, labs, or offices must be closed down or prepared for the next semester or resources returned to departments or the Center for Teaching and Learning. Given the intensity of this part of any semester, it is easy to overlook the need for you and your students to evaluate your teaching performance before the semester and your students slip away. As with any other facet of your teaching, the responsibilities at the end of the semester can be fulfilled more easily if they are considered in the initial phases of course planning. Much of what is said below is greatly facilitated by advanced planning before the semester begins.

EVALUATING STUDENT PERFORMANCE

Balancing Measurement and Judgment

While learning, not final grades, should be the outcome of any course, our system requires the assigning of a final evaluation in the form of a letter grade. Wholistic evaluation of student performance entails measurement and judgment. Traditional methods of assessment--such as tests, exercises, assignments, term papers, lab reports, and final examinations--can certainly measure student learning, and the more opportunities throughout the semester that you provide students with different types of assignments, the better they will be able to show how much they've learned. Student learning may also be judged on evidence of improved performance, increasingly meaningful con-

tributions to classroom discussions, and other less empirical assessments.

Whatever your criteria for evaluation, you should clearly articulate to your students all the factors that will influence your final evaluation of their individual performance, and you must stick to that standard. The best way to avoid conflict at the end of the semester is to include a specific grading criteria in your syllabus, complete with descriptions of assignments, due dates, and percentage values. As a legal document, your syllabus is your best resource when determining or justifying final grades.

Final Examinations

It is University policy that each student have the opportunity to take a final examination at the completion of a full semester of instruction. An official examination period for each course is therefore considered to be an integral part of the class schedule. The dates for final examinations for each semester, as well as the general academic calendar, can be found at the website for the Office of the Registrar: www.reg.uga.edu. This website is also where you will go to post final grades (see "Faculty/Staff Services"). It is important that you know the exam schedule for the classes that you teach before the beginning of the semester so that you can include the latest information on your syllabus. Your students can then make arrangements well in advance in case there are any conflicts. The procedure for resolving student conflicts with the exam schedule can be at: www.bulletin.uga.edu. The scheduling of classroom space for exams, however, is done at the department level. Because final exams are often scheduled in rooms other than your regular classroom, find out as early as possible where your classes' examinations will be held and remind your

students for a number of class sessions leading up to the examination date.

Although the University prescribes the exam schedule, the form and content of the final examination is left to the discretion of the teacher. Typically, a written test or written assignment is used for final examinations in introductory undergraduate courses at The University of Georgia, but a number of imaginative, alternative methods of examination have been employed with success. Discussion of testing and grading with your supervisor and other teachers in your department should generate many interesting ideas for developing final examinations.

Let your students know at the beginning of the semester what form of final examination you plan to use so they can prepare accordingly. For instance, if the exam is to be comprehensive, your students will know that they are responsible for all the material in the course. Conversely, if you decide that the final exam will include only the topics covered since the last test, they will know that you wish them to concentrate their studies on those topics only. Likewise, if the examination is to be a written objective test, the class will know that you feel it is important that they be able to remember, identify, or recognize essential information. If it is to be an essay, problem-solving exam, or oral interview, the students will know that you expect them to have a more general understanding and command of the basic concepts and principles they have learned. The clearer you can make your expectations, the more likely your students will expend their energies in productive study rather than futile cramming for “anything the teacher might throw at them.” Also remember that the form of your final examination should reflect the learning goals you established for the class and the learning activities you had them do throughout the semester.

If you do not return final exams to students at the conclusion of a course, keep them for a minimum of one semester in order to provide an opportunity for review and discussion.

Assigning Final Grades

Starting in the Summer of 2006 and continuing for three-years of pilot testing, The University of Georgia will use letter grades and plus/minus symbols for recording specific course grades. While teachers of record are not required to use the plus/

minus grading system, it provides more grade options and is thought to encourage student effort as courses progress. For instance, students with an 85 going into the final often see little incentive to studying hard, knowing that whether they do their final work at the A or C level, the result will be a B. That same student under the plus/minus system now has the opportunity to strive for a B+ by trying harder.

The corresponding numerical equivalents of the grading letters and symbols to compute grade point averages are as follows:

A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D = 1.0; F = 0.0; WF = 0.0. Other grade symbols which are not computed in the grade point average include: I, W, S, U, V, and K.

If further information is needed regarding the University’s uniform grading policy, you should contact your supervisor, department head, or other designated official in your department. Additional general information on grading is included in Chapter 11, “The ABC’s of Assigning Grades,” in McKeachie’s *Teaching Tips* (12th edition).

In the final analysis, the strategy you choose for determining students’ final grades should be one that is as fair as possible to them and best represents their accomplishments. Finally, McKeachie provides this bit of wisdom: “Whatever your grading strategy, being more generous in assigning grades to tests and papers than in the final distribution of grades guarantees visits from aggrieved students.”

Posting Grades and Student Privacy Rights

Individual grades are part of a student’s confidential record and are subject to the provisions set forth in the federal Family Educational Rights and Privacy Act (FERPA). University FERPA policies regarding student privacy indicate that you cannot release student grades to anybody besides the Registrar and the student without his or her written consent, except in the case of a UGA official with a legitimate educational interest. Visit <http://www.ed.gov> and search for “FERPA” for more specific information.

To be safe, do not post grades publicly, even by a numerical identification system. One of the many advantages of using WebCT is a built-in grade reporting feature that allows students to follow their own progression through your course. The WebCT

gradebook feature allows you to download data, format it using a spreadsheet program, and then upload it to the registrar: <http://webct.uga.edu>. Otherwise, encourage students to keep up with their own grades. Lastly, inform students that they can have access to their final grades through OASIS as soon as you post them. See the CTL website for more information on student privacy rights www.clt.uga.edu.

Reporting Grades

Among those who have a legitimate reason to know your students' grades are University officials responsible for establishing and/or maintaining student records. Therefore, you are required to post students' final grades on the Registrar's website prior to the submission deadline. Go to www.reg.uga.edu and select "Faculty/Staff Services" for online grade rolls, information and links pages, and deadline information. Your MyID and password are required for access to grade rolls. If you have any questions regarding policies and procedures for the security and reporting of grades, confer with your supervisor and/or department head. You must adhere to the deadline for submission of final grades, and you are personally responsible for posting your final grade report to the Registrar's Office website. If you miss the deadline, your entire class will be assigned "NR" (no record); and you will be required to manually fill out a grade change form for each student in your class.

Grade Changes

Once a grade is reported to the Registrar, it may be changed only by completing the official grade change form. The grade change must be initiated by the instructor of the course, and the grade change form must be signed and approved by the head of the department in which the course was taught. The form must then be forwarded to the dean of the college or school in which the student is registered and finally to the Registrar's Office. Change of Grade forms may be obtained from your department's office or from the dean's office.

Any grade may be changed by the instructor if it is determined that an error was made in reporting the original grade. An "incomplete" may be changed by the instructor to another grade if the student fulfills the

requirements of the course within three semesters. Otherwise, the grade will be changed to the grade "F" by the appropriate official. (Example: An incomplete grade given for a course taken in Spring 2006. This grade will convert to an "F" after 9:00 AM on the deadline date for grade rolls for Spring 2007.)

ASSESSING AND EVALUATING TEACHER PERFORMANCE

Now that you have finished evaluating your students' performance through final grades, it is time to reflect and assess how well you taught them. One assessment of teaching effectiveness is student ratings.

While faculty members often question the validity of student ratings, over 2,000 studies have shown a correlation between student ratings and average scores on achievement tests. Although students are not particularly good judges of a teacher's knowledge of the subject, they are very capable of assessing an instructor's preparedness, organization, availability, and fairness.

At the University of Georgia, specific policies and procedures for all facets of course evaluation are generally determined at the division or department level, but each class should conclude with some form of student evaluation of the course and the instructor's performance. Students should complete course evaluations well before the last day of class if possible, and those evaluations should remain sealed until after you have posted your final grades.

In addition to the end-of-semester evaluation, you can have your students evaluate your course and your teaching at mid-term or even earlier. In many ways, mid-term evaluations are better because you can use the feedback you get from students to address concerns they have and perhaps change aspects of the course or teaching. A mid-term evaluation can be as easy as asking students to answer anonymously the following items: (1) What are one or two specific things your instructor does that help you learn in this course? (2) What are one or two specific things your instructor does that hinder or interfere with your learning? (3) Give your instructor one or two specific, practical suggestions on ways to help you improve your learning in this course (Angelo and Cross).

When you get the opportunity to view the student evaluations for a class you are teaching or have just completed, prepare yourself. Teaching is an intensely personal matter for most teachers, and many approach the first evaluation of their teaching with trepidation. Even the most experienced teachers sometimes feel this uncertainty at evaluation time. Even the most accomplished teachers admit having to fight occasional feelings of defensiveness when negative aspects are mentioned in an evaluation of their teaching. This response is perfectly natural. If you believe you are doing your best, it hurts to discover that you still have shortcomings—until you realize that the knowledge of your shortcomings gives you the insight and opportunity you need to improve.

Besides student evaluations, there are other assessments of teaching effectiveness, such as peer reviews, critiques by your supervisor or major professor, video recordings, and teaching portfolios. Used together, these different forms of assessment provide opportunities for reflection on teaching that is one of the most consistent characteristics of the most effective teachers.

Learning from Experience

The basis for learning from experience is an awareness that teaching is an acquired skill which deserves the same scrutiny and nurture as any other important work. Probably the most important steps in learning from experience are (1) recognizing the very natural feelings of uncertainty and defensiveness about being evaluated; (2) overcoming those feelings long enough to separate yourself from your teaching so you can take a good, objective look at your own strengths and weaknesses; and (3) accepting the evaluations of other qualified observers regarding your teaching effectiveness. Self-assessment is a very useful form of evaluation, especially when used in the formative sense for improvement of instruction throughout a course.

Improvement

Any steps you can take to learn from experience should be very worthwhile, especially if you are anticipating a career in teaching. If your department conducts regular teacher evaluations, you will have a ready-made source of information which may include student evaluations, peer evaluations, and/or supervisor review. If this information is unavailable, you may

wish to develop and circulate to your students an informal teacher-evaluation form soliciting suggestions for improvement, or, you may request the assistance of the Center for Teaching and Learning in conducting a more comprehensive evaluation in which your students may express themselves with the assurance of anonymity.

Inviting your supervisor or a favorite professor to observe your teaching and make suggestions for improvement may be very helpful. Having a fellow teaching assistant critique a class session is often very productive. Sitting in on the classes of outstanding teachers or more experienced GTAs in your department will also give you a base of comparison for your teaching. To see yourself as others see you can sometimes be the most revealing learning experience of all. This self-evaluation can be conducted most effectively by reviewing a video of a class session. Many departments that have regular access to video recording equipment make this evaluation service routinely available to their teaching staff. If your department does not have this capability, however, you may contact the Center for Teaching and Learning for information regarding opportunities for recording your teaching.

Precautions

Any evaluation activity in the classroom should be as unobtrusive as possible to minimize the disturbance of the normal student-teacher interaction. Also, any unusual preparation for a monitored teaching session should be avoided; the more normal you can be while being observed or recorded, the more useful the evaluation will be. Finally, all evaluation plans should have the approval and support of your supervisor. This preparation will prevent the possibility of a duplication of efforts in case your department is already planning to evaluate your teaching.

Practice Makes Perfect

For the teacher who is determined to continue developing personally and professionally the opportunities for improvement are numerous. A simple first step is listing your teaching strengths. These are your foundation for current teaching activities and should be maintained and enhanced with care. Avoid the trap of relying too heavily on your strong points at the expense of innovation and experimentation. Next, list the weak

points revealed by the evaluation of your teaching and then turn the tables on your evaluators. Ask them for suggestions for overcoming the problems they observed. Note their suggestions, weigh them against your personal style and your teaching philosophy, and adopt the acceptable suggestions as your initial plan in your struggle against mediocrity. Here, it is just as important to guard against a defensive attitude as it is during any other phase of evaluation. Some of the suggestions for improvement you get from your supervisor, peers, students, or other sources may seem patently ridiculous at first, but try to be as objective as possible when you review them. Otherwise, your initial reactions may cause you to discard without examination some of the better ideas.

Teaching is a highly individualized activity, and any suggestions for change must be considered in this context. There is no “best” teaching style that will work equally well for all teachers, and the most successful teaching styles are those that develop as naturally as possible from a teacher’s own personal characteristics. If you are by nature an informal person, a suggestion to inject more humor might be very appropriate. If, on the other hand, you are by nature a formal person, an attempt to assume an informal, humorous manner may come across as just that, an assumed posture. In general, it is very important to be your sincere, best self in the classroom. You will have to be the ultimate judge of the acceptability of suggestions for change. Perhaps the best advice is to evaluate input and trust your judgment, but be sure that it is not clouded by a defensive resistance to change.

Periodic reevaluation of your teaching effectiveness will be needed to measure your improvement as well as to monitor the maintenance of your stronger teaching qualities. Reevaluation will probably reveal further opportunities for improvement, but new ideas may also be gleaned from other sources. For instance, observing class sessions of outstanding teachers in related fields may expose you to challenging new teaching techniques. A review of college teaching journals may produce useful information on the problems you are facing. Also, each issue of *Teaching at UGA* and *The TA Newsletter*, the CTL newsletters, contain a schedule of seminars devoted to timely topics related to teaching effectiveness and professional development.

Improving with experience is a continuous process. Success in teaching can be a source of tremendous personal satisfaction and enjoyment, and any steps taken to improve your teaching will likely enhance that sense of satisfaction. Consequently, a successful effort toward improvement will probably motivate several new efforts toward even better teaching performance.

Every effort toward constructive change carries both the potential for success and the risk of failure. For the students’ sake, it is very important to assess all teaching goals to maximize the chances for success. However, it is equally important to remember that, if teacher evaluations reveals teaching weaknesses, change already indicated and failure to seek improvement would be a disservice to your students. Concern for improvement ranks among the most important attributes of an effective teacher, so do not be timid about seeking improvement. It is expected of you. In the final analysis, your efforts should be rewarding both personally and professionally. But remember, learning is also student-dependent. Even the greatest efforts of a master teacher cannot guarantee success, so it is important to do your best and hope your efforts will motivate your students to do the rest.

Documenting Teaching Effectiveness: The Graduate School Teaching Portfolio Program and Certificate in University Teaching

One of the best ways to assess and evaluate your teaching and to improve it is through the process of assembling a teaching portfolio. To encourage GTAs to develop teaching portfolios, both to enhance teaching and to facilitate the academic job search, The Graduate School has initiated a Teaching Portfolio Program and offers a Certificate in University Teaching.

Teaching Portfolio. A teaching portfolio documents the extent to which you have developed your teaching so that your current department, future employers and promotion and tenure committees can fairly evaluate this important aspect of university scholarship. In addition, the process of reflecting on your teaching by compiling a teaching portfolio will help you to identify areas of teaching which need to be developed, helping you to become a better instructor. The time to start compiling a teaching portfolio is early in

your graduate program so that you will have substantial documentation of your teaching philosophy and successes when you begin the interview process.

Different institutions and disciplines lend themselves to different types of documentation; nevertheless, the parameters of teaching you should consider include: the kinds of courses you teach, your methodology, changes you have made to accommodate different kinds of students and learning objectives, your academic standards, student evaluations, peer evaluations and any special training or experiences that you have been able to use to improve your teaching. Many graduate students find that if they establish a file system when they begin their teaching career they can keep all possible artifacts for their teaching portfolio in one place so that it may be easily organized for use in documenting their teaching.

Every semester the Graduate School accepts portfolios for consideration for the Teaching Portfolio Program. The template for this version of a teaching portfolio includes the following elements:

Letter of nomination

- a. A teaching philosophy statement
- b. Description of courses taught
- c. Sample teaching materials
- d. Sample of student work
- e. Innovative teaching projects and roles
- f. List of professional activities related to teaching
- g. List of special training or teaching-related experiences
- h. Evaluation of teaching

For more information on teaching portfolios and the Graduate School Teaching Portfolio Program, visit www.ctl.uga.edu/ and search for "teaching portfolios."

Certificate in University Teaching

Using the teaching portfolio as a cornerstone document, the Graduate School Interdisciplinary Certificate in University Teaching provides an opportunity for GTAs to further develop their teaching. The Certificate requires an application, a teaching portfolio, and the following additional elements:

- a. Four Sections of Teaching at UGA

- b. Nine Hours of Pedagogy Course Work
- c. A Teaching Project
- d. Evidence of the Scholarship of Teaching

For more information on the Teaching Certificate, visit the Graduate School's webpage:

www.uga.edu/gradschool/academics/certificate_teaching.html

Closing Down the Classroom

If you will be teaching the same course in the same room next semester, "closing down the classroom" will coincide with the responsibility of preparing for the next semester. If you are graduating or the current semester is your last semester as a graduate teaching assistant, however, there are a few things you will need to remember. For instance, reference books or other personal items in convenient drawers, cabinets, or remote corners of the room should be reclaimed prior to vacating the classroom. Also, if any special furniture or apparatus has been checked out to you for use during the semester, it should be returned to the proper place and a receipt obtained so you can verify its return. Otherwise, your records could be flagged pending its return. Other considerations include reporting any damaged or unserviceable furnishings, fixtures, or apparatus that need repair or replacement. If bulk supplies, such as laboratory specimens or chemicals, were used in your teaching, you may be responsible for reporting any supplies that have been depleted. In laboratory and workshop situations, it is also important to be sure that the work areas and equipment are properly cleaned and stored to prevent deterioration, breakage, or loss. (Ideally, the students should take care of this responsibility at the last class session.) Common sense and departmental policy may dictate numerous other last minute functions. Once all these details are complete, you are ready for your final official responsibility: turning in the keys to the classroom, storage cabinets, supply rooms, and so forth. You will have done your job, and your graduate teaching opportunities and activities will have become your teaching experience and, in turn, a major component of your resume.

Teaching Resources

Teaching Issue	Resource	Location	Phone
Academic Honesty	Academic Affairs	101 Franklin House	542-4336
Audit a Class	Registration Office	235 Memorial Hall	542-6911
Computer Facilities	University Computing & Networking Services	EITS Help Desk	542-3106
Counseling	Individual School		
*Academic	Career Center	Clark Howell Hall	542-3375
*Career	Financial Aid	220 Holmes/Hunter Acad. Bldg.	542-6147
*Financial	Judicial Programs	210 Holmes/Hunter Acad. Bldg.	542-1131
*Legal	Counseling & Psychological Services (CAPS)	University Health Center	542-2273
*Personal (drugs, alcohol, relationships, family, stress, anxiety, other emotional concerns)			
*Study Skills	Academic Enhancement	233 Milledge Hall	542-5436
Disabilities (Learning and Physical)	Disability Resource Center	Clark Howell Hall	542-8719
Emergency	University Police	Public Safety	542-2200
Enrollment Certification	Registrar's Office	105 Holmes/Hunter Acad. Bldg.	542-4040
Environmental Safety	Environmental Safety	240A Riverbend Rd	542-5801
Libraries			
*Main		North Campus	542-3251
*Science		Boyd Graduate Studies Bldg	542-4535
Media Support	Center for Teaching and Learning	Instructional Plaza South	542-1582
Records/Registration	Registrar's Office	105 Holmes/Hunter Acad. Bldg.	542-4040
Room Change	Campus Reservations Office	202 Tate Center	583-8020
Student Excuses (emergency/questionable)	Asst. to The VP for Student Affairs	201 Holmes/Hunter Acad. Bldg.	542-3564
Superior Students	Honors Program	Moore College Building	542-3240
Teaching Strategies	Center for Teaching and Learning	Instructional Plaza North	542-1355
Tutors	Tutorial Program	Milledge Hall	542-7575
Withdrawal from University/Classes	Student Affairs	201 Holmes/Hunter Acad. Bldg.	542-3564

CENTER FOR TEACHING AND LEARNING

Graduate Teaching Assistant Support

The Center for Teaching and Learning (CTL) is a support unit within Academic Affairs devoted to the advancement of instruction and faculty development at The University of Georgia. The office is advised by the Teaching Academy and reports to the Vice President for Instruction. CTL sponsors a range of services and enrichment activities designed to assist faculty and teaching assistants with instructional matters. The Center for Teaching and Learning is located in the Instructional Plaza.

- *Introductory Orientation for Graduate Teaching and Laboratory Assistants
- *GRSC 7770, teaching seminar for GTAs, special sections for departments and international GTAs
- *Videotaping and consultation for instructional enhancement
- *Mentoring by experienced faculty
- *GTA Newsletter
- *Handbook for Graduate Teaching and Laboratory Assistants
- *University recognition of outstanding teaching assistants
- *TA Mentor Program, for award winning TAs who intend to continue with a career in college teaching
- *Seminars on personal and professional development issues for faculty and GTAs
- *Instructional Development Laboratory and Instructional Development Classroom
- *Teaching Portfolio samples and consultation
- *Teaching Certificate support and consultation

Outstanding Teaching Assistant Awards

Excellence in Teaching Awards

The University initiates an awards program that recognizes outstanding graduate teaching assistants. A Graduate School Excellence in Teaching Award for Teaching Assistants has been established for and award eligibility has been expanded to any graduate teaching assistant who demonstrates superior teaching in the classroom or laboratory. Recipients of the Outstanding Teaching Assistant Awards are recognized at Honors Day and receive a certificate and letter of appreciation from the Provost/Senior Vice President for Academic Affairs. The Graduate School Excellence in Teaching Award, presented to as many as five recipients at the Faculty Recognition Banquet, carries a monetary award of \$1,000 from the Graduate School.

Departmental Support for Teaching Assistants

◆TA Competencies	●Possible Activities	*CTL Resource Key
Scholastic Skills ◆Recognize and accept teaching as a fundamental and challenging dimension of scholarship. ◆Demonstrate mastery of subject matter. ◆Advise students of career opportunities in the discipline or profession. ◆Demonstrate relationships between the course and the broader liberal education curriculum. ◆Enhance motivation of students by demonstrating relevance to future needs and goals of students.	●Presentations on how to incorporate teaching as part of University and departmental culture of scholarship ●Opportunities to observe master teachers ●Opportunities to become familiar with new aspects of discipline. Presentations on new concepts in field ●Opportunities to practice teaching in the discipline ●Opportunities to tutor ●Speakers from different fields who represent the breadth of career opportunities	*Orientation and Training *TA Role *University Instructional Resources *GTA Rights/Needs *TIPS Program *Philosophy of Education
Planning Skills ◆Select course material suited to the background, ability level and interests of students. ◆Match varying teaching methods with specific instructional objectives. ◆Present material that is sequenced and paced appropriately for learners. ◆Promote individual involvement of students through learner-centered teaching methods. ◆Encourage cooperation and collaboration among students ◆Enhance motivation of students by demonstrating relevance to future needs and goals of students.	●Identify principles of good undergraduate teaching ●Opportunities to discuss course objectives and choose course content ●Show how to select and use a textbook effectively ●Guidelines for planning for mixed abilities ●Prepare and critique a syllabus ●Outline departmental mechanisms for sharing material and teaching strategies ●Learn how to make and use overheads ●Demonstrate first day strategies ●Video tape a practice teach	*Learning Theories /Styles *Student Profile *Writing Course Objectives *Textbook Selection *Syllabi *Lesson Plans *First Day *Classroom Environment *Cooperative Learning *Motivating Students *Technology
Management Skills ◆Communicate important departmental policies that relate to the goals of the course. ◆Manage administrative responsibilities such as ordering books, handling withdrawals, and complying with other departmental requirements. ◆Communicate and manage appropriate expectations for achievement in the course. ◆Communicate and implement important safety measures in the classroom ◆Deal appropriately with matters of discipline, academic honesty and legal information. ◆Manage the learning environment so that optimum learning will result.	●Introduce secretarial staff and faculty supervisors ●Outline procedures to handle administrative tasks like xeroxing, book orders and student withdrawals ●Discuss liability considerations/copyright laws ●Involve faculty in discussions about expectations for TAs and for achievement in the course ●Provide Public Safety Information ●Outline chain of command for TA and student rights ●Use case studies to discuss specific procedures to encourage academic honesty, handle sexual harassment and to avoid classroom conflicts	*Orientation & Training *Departmental Policies/Office Procedures *Student Rights *TA Role *University Academic Policies *Teaching Attitudes/Perceptions *Classroom Environment *Cooperative Learning *Running Lab *Dealing With Problems *Rapport/Climate
Presentation & Communication Skills ◆Communicate effectively in both written and oral formats in English ◆Lead class discussions that stimulate learning and enhance the goals of the course. ◆Use technology to enhance learning. ◆Promote individual involvement of students through learner-centered teaching methods. ◆Encourage cooperation and collaboration among students. ◆Enhance motivation of students by demonstrating relevance to future needs and goals of students.	●Provide successful models for presenting particular sections of a course ●Provide opportunities to observe master teachers -Lecture models -Discussion strategies -Case method ●Provide an opportunity for TAs to practice using various teaching strategies ●Provide training sessions for evaluating written work ●Demonstrate the use of appropriate technology -How to make overheads on the computer/use videos ●Plan cooperative activities which relate to future goals and needs of students	*Lecture Methods *Discussion Methods *Running Lab *Technology *Teaching Strategies *Cooperative Learning *Visual Aids *University Instructional Resources *Diversity *Motivating Students *Rapport/Climate *Visual Aids
Evaluation & Feedback Skills ◆Construct valid and reliable tests and administer fairly other evaluation measures. ◆Provide helpful feedback to students in a variety of ways. ◆Develop a reflective approach to teaching through ◆collecting feedback and continually modifying instructional approaches.	●Provide practice in creating test items which reflect objectives ●Provide models for grading group projects ●Provide framework for peer review of tests ●Model effective feedback methods ●Discuss evaluation and formative feedback for TAs ●Outline how to document teaching effectiveness	*Evaluating/Grading Student Performances *Test Construction *TA Evaluation & Feedback to Improve *Developmental Teaching Levels *Documenting Teaching
Interpersonal Skills ◆Enhance motivation of students through personal enthusiasm for the subject. ◆Exhibit respect and understanding for all students. ◆Demonstrate a general belief that all students are capable of learning. ◆Deal appropriately with issues that relate to various aspects of diversity. ◆Enhance motivation of students by demonstrating relevance to future needs and goals of students.	●Discuss effective use of office hours ●Discussion of why the discipline is interesting, vital or challenging ●Discussion of different learning and teaching styles ●Provide models of how to incorporate cultural diversity in the curriculum ●Use case studies to discuss how to handle inappropriate comments that reflect stereotypes or insensitivity	*Classroom Environment *Learning Theories/Styles *Motivating Students *Philosophy of Education *Student Profile *Diversity *Student Rights *Teaching Attitudes/Perceptions

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