

TEMPLATE OUTLINE FOR DISCIPLINE CLUSTER

Spring 2009 GSI Teaching Conference, January 16th, 10:15 am- 2:15 pm.

Questions? Call the GSI Teaching & Resource Center's Teaching Consultant: (510) 643-5873

Workshop Outline:

1. Welcome and Introductory Remarks	10 minutes	10:15-10:25
2. Fears and the Strategies to Deal with Them	20-25 minutes	10:25-10:45
3. The Role of the GSI & Function of Section & Lab	10-25 minutes	10:45-11:05
4. Preparing for the Semester	20 minutes	11:05-11:30
5. The First Day of Class	15-20 minutes	11:30-11:55
6. Assessment: Index card Feedback	5 minutes	11:55-12:00
Lunch Break	1 Hour	12:00 – 1:00
7. Welcome, Question Follow Up & Evaluating GSIs	15 minutes	1:00-1:15
8. Time Management Tips	10 minutes	1:15- 1:25
9. Assessment: Grading Students' Work	15 minutes	1:25 -1:40
10. Maximizing Student Participation	10 minutes	1:40-1:50
11. Practice Scenarios	15 minutes	1:50-2:05
12. Questions and Concerns	5 minutes	2:05-2:10
13. Workshop Evaluations and Concluding Remarks	5 minutes	2:10-2:15

The following material is a template for your Discipline-Cluster Workshop.

Your Teaching Objectives:

- Cover the topics listed above in approximately the amount of time suggested.
- Where appropriate, tailor the suggested material for your Discipline Cluster.
- Include handouts that will benefit the GSIs in your cluster.
- Mention the GSI Professional Standards and Ethics Online Course & online Teaching guide. Online Ethics Course: <http://gsi.berkeley.edu/ethics/>
Teaching Guide: <http://gsi.berkeley.edu/resources/contents.html>
- Be creative and enjoy elaborating on this template.

The Workshop Objectives:

- Help GSIs for their first teaching experience at UC Berkeley.
- Build GSI's confidence in the classroom and try to ease their fears.
- Answer their logistical questions.
- Answer their teaching-related questions.
- Model good teaching and classroom management.

Teaching Quotations: to use in any way you choose.

- *One important key to success is self-confidence. An important key to self-confidence is preparation.*- Arthur Ashe (African American tennis champion & social activist)
- *We teach what we like to learn and the reason many people go into teaching is vicariously to re-experience the primary joy experienced the first time they learned something they loved.* - Stephen Brookfield (Author & education scholar)
- *The secret of education is respecting the pupil.* -Ralph Waldo Emerson
- *Setting an example is not the main means of influencing another, it is the only means.* -Albert Einstein

BEFORE THE WORKSHOP

- Count and arrange the chairs in the room the way you want them.
- Check that there is chalk in the room.
- Write on the board:
 - ~ Title of the workshop: “Discipline Cluster Workshop for Discipline Here”
 - ~ Your name
 - ~ Web site for Professional Standards & Ethics for GSIs: <http://gsi.berkeley.edu/ethics/>
 - ~ Website for online Teaching Guide: <http://gsi.berkeley.edu/resources>
 - ~ Topics covered in online course
 - Promoting Learning through Diversity
 - Teaching Students with Disabilities
 - Creating an Educational Environment Free of Sexual Harassment
 - Fostering Academic Integrity
 - GSI Professional Responsibilities and Ethics

1. Welcome and Introductory Remarks (10 minutes)

Objectives:

- Greet participants as they enter the room.
- Set a positive tone for the workshop.
- Pass around attendance sheet(s).
- If room is full, send latecomers to an appropriate other workshop.
- Once the room is full, switch sign to **full** on the door. However, if you are the only D-C leader for your discipline, allow latecomers in.

Introduce Yourself:

- Tell GSIs some of the following information about you: (1) your home department, (2) teaching experience, (3) dissertation topic (or research area), and (4) experience with teaching resources on campus such as the GSI Teaching and Resource Center workshops. Also mention if you’ve been at this Teaching Conference before and tell the new GSIs how it influenced your first semester of teaching, eased your fears, etc.

Introduce the Workshop:

- List the disciplines in your D-C
- Point out that this D-C is to:
 1. **Help prepare them to teach at UC Berkeley & ease their fears,**
 2. **Build their confidence in the classroom,**
 3. **Answer their logistical questions, and**
 4. **Answer their teaching-related questions.**
- Mention what topics are covered in the Online Ethics Course, and note that these will not be covered in depth in this D-C.
- Remind them to sign up for the online course: **Note:** *All new GSIs must pass this course in the first 3 weeks of the semester. They can sign up at <http://gsi.berkeley.edu/ethics/>.*
- Ask students to mention any other major topics they want to address. List these on the board and cover them during the “additional questions” section.

Outline your expectations for behavior:

- GSIs are here to get the most out of these few hours
- Turn off cell phones & keep private conversations/comments to a minimum
- Express thoughts to the group and feel free to ask questions
- Be ready to work in groups and participate
- Explain that you will be modeling teaching strategies in this workshop. **Note:** *You might say; “Throughout this workshop I will be modeling various teaching strategies that you can use for your own sections and/or labs. For example, I just welcomed you, introduced myself, introduced the workshop, and set expectations for the classroom—these are all techniques that you can use on your first day of teaching.”*

Suggested Activity: Icebreaker (*Note: Consider doing this only if you have time and a reasonably small group of GSIs. If not, consider demonstrating an icebreaker with 5 students in the front of the class.*)

- Introduce the purpose of an ice breaker:
 - ~**Warm up students for class**
 - ~ **Encourage their participation**
 - ~ **Learn classmates’ names**
- Do a quick icebreaker if you can. For example; ask GSIs to say their name, the class they’ll be teaching, and the location/state or country of their undergraduate school.
- Discuss other icebreakers from the list below or ones that you like and use. If there is time, ask GSIs for other examples that they know.

Possible Ice Breakers

1. Each person says their name and an interesting fact about themselves. For a small group: Each person repeats the names and facts of the students who went before them. The facilitator then says everyone’s name and their fact.
 2. Students pair up, interview each other, then introduce each other to the rest of the class.
 3. Students introduce themselves and name something interesting they’ve seen/done/eaten, etc.
 4. Students line themselves up from (born) furthest away from UC Berkeley to closest.
 5. Students pair up and find 3-5 things they have in common. They then introduce these things and each other to the group.
 6. Students get into teams and take a quiz together (of any topic you want!). You go over the answers together.
 7. Life experience Bingo. Hand out a bingo sheet with different life experiences in each square. Students move around the room asking students if they have had the life experience in one of the squares. The first person to fill one row or column wins.
- Direct GSIs to the online Teaching Guide (“Getting Started”) for more ideas.
 - Allow remaining time for questions. **Note:** *Asking, “What questions do you have?” encourages questions. If you are nearly out of time ask, “Do you have any questions?”*

End time: 10:25

2. Fears and the Strategies to Deal with Them (20-25 minutes)

Start Time: 10:25

Objectives:

- Acknowledge that everyone has some fears/anxieties about teaching.
- Offer concrete solutions to address teaching fears.
- Get students talking to each other.
- Model small group work.

Suggested Activity: Group Discussion of Teaching Fears

1. Divide GSIs into small groups (4-5 people).
 2. Assign roles – one note-taker and one reporter.
 3. Mention ways to form small groups, i.e. clustering by nearest neighbors, by the suit of playing cards handed out, by the kind of candy handed out, etc.
 4. Ask GSIs to list 3 fears they have about teaching. (1-3 mins.)
 5. Ask them to share their lists with their group & compile the top 5 fears. (4 mins.)
 6. Split each group in half & brainstorm practical ways to deal with fears.
Note: One group should discuss ways they can prepare to avoid the anxiety-provoking scenario while the other group brainstorms about how to respond if it does happens. (5 mins.)
 7. Ask each group to share 3 fears and their solutions with the whole group. Write (or ask a student to write) a list of fears and solutions on the board. *Note: Make your own suggestions and ask for input from the class. (8-10 minutes)*
 8. Mention campus teaching resources: the GSI Teaching and Resource Center, GSIs (past and present), faculty, departmental pedagogy courses (300 courses), GSI TCR on-line ethics course and the online teaching handbook.
 9. Present tips for GSIs handling a question that stumps them:
 - If appropriate, open up the question to the whole class.
 - Ask for a moment to think about it.
 - Take a sip of water/coffee to pause and think. Then answer.
 - If you don't know, say so. Tell students that you will find out and get back to them via email or in class. Be sure to do it.
 10. Briefly review the teaching methods modeled in this section; how to:
 - (1) Assign small group work
 - (2) Create small groups
 - (3) Assign tasks within groups
 - (4) Transition from small groups to whole class
 - (5) Encourage student participation
- Direct GSIs to Focus Sessions: “Hot Topics in the Classroom,” “Oral Presentation Skills,” and “Problem Solving for Teachers: Scenarios.”
 - Allow any remaining time for questions.
 - **Note:** Consider making a short quiz about Cal trivia, student demographics, current events, etc., any topic that would educate and entertain GSI at the end of a section if you have extra time and no questions.

End Time: 10:45

3. Role of the GSI and the Function of Section, Lab, & Office Hours (10-25 min.)

Start Time: 10:45

Objective:

- Familiarize new GSIs with their roles in section, lab, and office hours.

Introduce 10 Characteristics of a successful GSI:

1. Be professional and be yourself.
2. Be prepared.
3. Maintain a sense of humor.
4. Learn student's names. Discuss some strategies to do this:
 - Hand homework/papers back by name
 - Have student make and use names tents
 - Ask students to say their name each time they talk
 - View student photos on bSpace (if you can)
5. Share your enthusiasm for the discipline you teach with your students.
6. Make it a practice to go to lecture.
7. Write a lesson plan outline on the board before each section.
8. Don't be afraid to say you don't know the answer to a question.
9. Encourage student participation, questions, and feedback.
10. YOUR INPUT: *Include your personal experiences and wisdom.*

Suggested Activity: Best Ever

1. Give a brief overview of section, lab (if applicable to your D-C) and office hours.
2. Mention **length of time**, **guidance** (e.g. lab manual?) & **common responsibilities**.
3. Ask students to reflect on their experience and list 3+ characteristics of their best ever: **lab(s)**, **discussion sections** if they had them, and **office hours** with a TA or professor.
4. Ask GSIs to trade their list with a neighbor's and discuss them. (4-6 minutes)
5. Ask for examples and input from GSIs. Review best practices and try to include:

Section:

- Create a comfortable space where students can ask questions.
- Connect lectures and readings.
- Solve problems collectively.
- Encourage students to learn through talking about the material.
- Evaluate learning through assignments, quizzes, projects, etc.

Laboratory:

- Create a structured, non-chaotic environment.
- Be attentive of group dynamics and student engagement.
- Clarify, describe, explain.
- Be an active participant, meeting with each group.
- Set clear expectations for each laboratory assignment.

Office Hours:

- Create a non-threatening space for students to ask questions.
- Provide students with an opportunity for one-on-one instruction.
- Give GSIs a bathroom break, suggest a stretch, or hand out candy to energize them.
- For UC Berkeley policies see: <http://gsi.berkeley.edu/resources/GettingStarted/campusPolicies.html>
<http://www.grad.berkeley.edu/policies/guide.shtml>
- Allow remaining time for questions.

End Time: 11:05

4. Preparation for First Day of Class and Semester (25 minutes)

Start Time: 11:05

Objectives:

- Discuss what GSIs need to do BEFORE the first day of class.
- Review how to prepare a section syllabus and first day activity.
- Model the use of worksheets and other handouts.

Introduce Preparing for the first day of class/section:

1. Present the first day of class and/or section as important because it:

~ **Sets the tone for the class.**

~ **Introduces students to you, the material, and each other.**

~ **Sets expectations for the whole semester.**

Note: Mention that no GSI is perfect. Most have had a bad first day or embarrassing experience in at least one of their classes. Keep in mind that though undergrads have high expectations of GSIs, they are also forgiving.

2. Emphasize that the key to a smooth first day is **preparation**.
3. Hand out the **Pre-Semester Checklist** on the next page. Have GSIs review it checking off what they have and haven't done. (5 mins)
4. Discuss scheduling and holding office hour(s): Things to consider:
 - ~ **Schedule some of your office hours by appointment.** Check if this is acceptable in your department.
 - ~ **Find out where to hold your office hours;** your office or somewhere else. Some GSIs hold office hours in a coffee shop.
 - ~ **YOUR INPUT:** *Include your personal experiences and wisdom.*

5. Review a Section Syllabus (your own or one from the Teaching Guide). A section syllabus should contain:

- | | |
|--------------------------------|--|
| ➤ Your contact information | ➤ Attendance policy |
| ➤ Your office hours (TBA okay) | ➤ Policy about late assignments |
| ➤ Assignments | ➤ Policy for grade disputes |
| ➤ Expectations of student work | ➤ Policies about lap tops & cell phones in class |
| ➤ Policy on Plagiarism | ➤ How the final grade is calculated |
| ➤ U.C. policy for DSP students | |

6. Mention that many U.C. Berkeley policies are covered in the online Ethics Course.

Suggested Activity: Policy Design

Break GSIs into groups of 3 to discuss their preferred policies for the following issues. Ask them to note their rationale, then share with the larger group.

- | | |
|----------------|---|
| ▶ Late work | ▶ Class/section participation |
| ▶ Make-up work | ▶ Your availability via email & phone |
| ▶ Absences | ▶ Your general expectations of students |

- Allow any remaining time for questions.

End Time: 11:30

PRE-SEMESTER CHECKLIST

<i>Administrative Tasks</i>	Due Date/ Done
Receive GSI appointment letter and complete hiring paperwork	
Enroll in and begin to take the GSI Professional Standards and Ethics Online Course (http://gsi.berkeley.edu/ethics/index.html)	
Enroll in department's pedagogy (300-level) course	
Meet with professor and/or head GSI to discuss the course & GSI duties	
Obtain copies of course textbook(s) and/or reader	
Find out assigned office or other location for office hours	
Find out copy codes and copier for making class photocopies	
Find out department add/drop/waitlist policies for undergraduates	
Obtain an up-to-date class enrollment list and waitlist for your sections	
Find out if section/lab meets the first week	
Get a copy of the course syllabus and review it	
Become familiar with the classroom/lab(s) in which you'll be teaching	
Set up and/or contribute to your course's site on bSpace	
Become familiar with bSpace (<i>bSpace.berkeley.edu</i>)	
<i>Teaching-Related Tasks</i>	Due Date/ Done
Become familiar with the course material.	
Set policies for absences, late assignments, re-grade requests, etc. (Include these in section syllabus)	
Decide how you'll track students' attendance, participation, and assignment grades and make a grading spreadsheet	
Schedule your office hours	
Create a section syllabus	
Write a lesson plan for the first day, including an activity (see "Creating an Activity for the First Day")	
Decide how you'll gather information about students on the first day	
Copy all necessary handouts for the first day	
Practice saying the names of students enrolled and on the waitlist	

5. The First Day of Class (15-20 minutes)

Start Time: 11:30

Objective:

- Give GSIs an outline of what they'll need to do on the first day of class.
- Allow them to practice a first-day introduction to their class/section.
- Provide them with a useful handout.

Introduce the lesson plan and other first day essentials:

1. Introduce the purpose of a lesson plan:
 - ~ **To manage the time of a section or lecture**
 - ~ **Organize its content,**
 - ~ **Act as a safety net for failed activities and/or the unexpected,** and
 - ~ **Provide a written record of material covered.**
2. Review a list of what to bring to class on the first day:
 - A. Your lesson plan (!) ☺
 - B. Handouts; section syllabus, handouts for activities, etc.
 - C. Attendance sheet and pen
 - D. Your own good chalk or white board markers (if needed)
 - E. Water and maybe cough drops
 - F. Watch or cell phone to tell time
 - G. **YOUR INPUT:** *Include whatever else you've found helpful*
3. Discuss what to convey to students on the first day:
 - A welcoming classroom environmentConfidence in your leadership, knowledge, and organization.
4. Outline the steps to make this happen:
 - Welcome
 - A. Write on board: the course, professor's name, CCN, your name & email
 - B. Introduce yourself and explain your role
 - C. Pass around a sign-in sheet. Discuss class policies, e.g. that any student who does not attend every meeting in the first 2 weeks may be dropped from the section. Check policies with the professor.
 - D. Encourage students to check their status with TeleBears.
 - Syllabus Review
 - ~ Distribute & discuss the syllabus. Explain it as a contract.
 - ~ Do an activity/ice-breaker
 - ~ Pass out index cards asking name, major, year & something interesting.
 - ~ Remind students about drop/add & pass/not pass deadlines
 - ~ Establish guidelines for discussion
 - ~ Give students study tips for learning the content of your course

Suggested Activity: Practice a class welcome in pairs

- Divide GSIs into pairs. Give them 3-4 minutes to independently outline the welcome they'll give to their class. Then give them each 3 minutes to present this introduction to their partner.
- Handout **Creating an Activity for the First Day of Class** (on the next page) and explain that it can help them design an effective and meaningful first day activity.
- Allow any remaining time for questions.

End Time: 11:55

Creating an Activity for the First Day of Class

<p>Teaching objective / desired outcome What would you like your students to know or demonstrate by the end of this exercise / activity?</p>	
<p>Mode(s) of interaction How will students interact? Possible modes of interaction include: beginning solo and then move to a group; working in pairs or a small group; the whole class interacting together.</p>	
<p>Type of activity What type of activity is it? Possible activities include: reading, writing, viewing, listening, and discussing in various combinations.</p>	
<p>Materials needed Possible materials include: photocopies, index cards, and audio/visional equipment.</p>	
<p>Information needed by students What information sets up the exercise? Will students receive verbal or written instructions?</p>	
<p>End result of activity How will you assess whether objectives were met? Will students complete a worksheet, report back verbally, write a one-minute paper?</p>	

Timing for Activity (not to exceed 20 minutes)

Minutes	Activity
	Introduce exercise: give instructions, hand out materials, take questions
	Prep work: move into groups, pre-discussion reading/writing/listening
	Whole class Discussion
	Post-activity wrap-up: summarize why it was done/what was accomplished; and answer any additional questions

6. Assessment: Index Card Feedback (5 minutes)

Start Time: 11:55

Objectives:

- Collect feedback on what GSIs are and are not learning.
- Help them remember what they learned by writing it down.

Suggested Activity: Collect Feedback on Index Cards

1. Pass out index cards and ask GSIs to list 3 things they have learned so far today
2. On the other side of the card, ask them to write down at least one question they have
Note this technique: *It allows the GSI to gather all students' questions. Suggest using it the week before exams to help design their review sessions or to keep track of their class throughout the semester.*
3. Collect index cards as GSIs leave for lunch. Read them during the lunch break and determine what of them you'll discuss at the beginning of the next session.

End time: 12:00

Lunch Break: 12:00– 1:00

----Return from Lunch----

7. Welcome, Question Follow Up & Evaluating GSI Teaching (15 mins)

Start Time: 1:00

Objectives:

- Model best practices for acknowledging and addressing student questions
- Re-establish the tone of the workshop after the lunch break
- Discuss ways to assess GSI teaching

Welcome GSIs & Take Attendance

- Ask GSIs to write their initials next to their name on the sign-in sheet

Discuss Index Card feedback:

1. Give brief answers to top questions asked
2. For other questions, suggest resources where GSIs can go to find the answer
3. Acknowledge some of things that they listed as having learned so far today

Suggested Activity: Evaluating GSI Teaching

1. Give GSIs 2-3 minutes to write down 2+ ways that their teaching could be evaluated
2. Ask for answers and make a list of these on the board
3. Add to list (if applicable): Videotaping observation (by 300-level GSI or GSI TRC consultant), Zoomerang or Survey Monkey online evals of teaching, own reflections in a teaching journal, and end-of-the-semester evaluations.
Note: *Tell GSIs that their teaching department requires these evaluations & they'll get a copy of them.*
4. Show GSIs an end-semester evaluation used by your department

Discuss Importance of Evaluations:

- **Your teaching department** uses end-of-semester evals to **determine teaching award recipients** and (maybe) **give preference for future teaching assignments**.
- They give you the information to **modify your teaching style**, if necessary.
- They become part of your **teaching portfolio** for the job market.
- Allow any remaining time for questions.

End time: 1:15

8. Time Management Tips (10 minutes)

Start Time: 1:15

Objective:

- Provide GSIs with time management skills specific to their teaching experience.

Ten Tips for your first semester as a GSI: (5 mins)

1. **Note your goal:** keep your GSI responsibilities to 20 hrs/week on average. **Note:** *Mention that this is the union's (UAW) agreement with UC Berkeley.*
2. **Schedule and track your time** devoted to GSI duties.
 - ~**List** your weekly responsibilities and (about) how long each takes
 - ~**Note** other responsibilities (e.g. grading, field trips, etc) and count those hours in your overall GSI commitment for the semester.
 - ~**Decide** how much time you'll prepare for section & block out this time
3. **Keep up your morale:** know that the 1st semester of teaching will likely take more time and stress than future semesters
4. **Ask previous GSIs for teaching materials:** use the wisdom of other GSIs.
5. **Save all of your teaching materials:** for future GSIs and for the next time you teach.
6. **Use your office hours wisely:** bring course-related work in case few people show up.
7. **Keep good records of attendance & grades:** this will save you time later.
8. **Prepare short section assignments:** brief papers reflections, reactions to readings, and/or quizzes, which can be graded in a reasonable amount of time.
9. **Assign group quizzes/projects** if you have the freedom to do so: fewer assignments = shorter grading time for you.
10. **YOUR INPUT:** *Include your personal experiences and wisdom.*

Suggested Activity: Time Management

- Handout a blank schedule like the one below and ask GSIs to tentatively assign blocks of time to each responsibility. (5 mins)

GSI Responsibilities	Week 1 (hours)	Week 2 (hours)
Attend lecture & do readings		
Lead discussion section		
Lead laboratory section (if applicable)		
Prepare for office hours		
Hold office hours		
Prepare for lab (if applicable)		
Prepare for section		
Answer student emails		
Grade small assignments		
Hold review sessions		
Design assignments		
Photocopy handouts		
Grade large assignments/ exams		
Write letters of recommendation		
Meet with professor or head GSI		
Total Hours:		

- Allow any remaining time for questions.

End time: 1:25

9. Assessment: Grading Students' Work (15 minutes)

Start Time: 1:25

Objective:

- Give GSIs the skills to make grading efficient, effective, and fair.

Introduce the topic of Grading

- Briefly discuss that 3 important functions of grading are;
 - ~ to **communicate** with students,
 - ~ **identify** problems in student learning, and
 - ~ **assess** assignments.

Suggested Activity: A Grading Quiz. *Note: Print this quiz out or do it verbally with students and ask them to write down their answers.*

- 1.) **At UC Berkeley, a plus (+) and minus (-) attached to the grades A, B, C, or D, are worth:**
a.) 1/2 point b.) 3/10 point c.) 7/10 point
- 2.) **an A+ is an exception to the answer in Question 1. How much is it worth?**
a.) 4.0 points b.) 4.1 points c.) 4.8 points
- 3.) **By what week of the semester are you required to give a student a failing warning?**
a.) 3rd week b.) 10th week c.) 12th week
- 4.) **Courses are typically 3-4 units. One unit represents this many hour(s)/week of student work:**
a.) 1 hour b.) 2.5 hours c.) 3 hours d.) 4 hours
- 5.) **Undergrads may only repeat courses for which they received the following grades (Circle 6):**
a.) C- b.) D+ c.) D d.) D- e.) F f.) I g.) NP h.) U

Review the answers with the class. (1:b, 2:a, 3:b, 4:c, 5:bcdegh)

Review Grading & the Use of Rubrics

- Hand out a sample rubric (see next page) and discuss some or all of the points below:
 - ~ **Rubrics** or point systems (even simple ones) make grading straightforward.
 - ~ **Use a non-red pen** to write comments/grades on student work. Red causes anxiety!
 - ~ **Point out positive** aspects of student work as well as errors.
 - ~ **Pace yourself** while grading to ensure that you are being fair.
 - ~ **Provide a checklist** (for writing assignments) of common errors for students to check themselves. Require students turn this in with their assignment.
 - ~ **Meet with the other GSIs and the professor** before grading large assignments to make sure that there is consistency in grading.
 - ~ **Outline expectations** before students complete the assignment.
 - ~ **Be clear about late work and plagiarism** policies.
 - ~ **Provide students with examples** of "A" assignments, if possible.
 - ~ **Write overall comments** (as constructive as possible) near their grade.

- Allow any remaining time for questions.

End time: 1:40

- **Note:** *Some simple point systems/rubrics are provided on the next page.*

Writing Assignment Analytical Grading Rubric

Introduction

- *The first page has your name, date & the scientific paper's citation: ____/ 5
- *Text is in 11 or 12 pt. font and does not (greatly) exceed 600 words: ____/ 5
- * Introduction/beginning presents the paper's purpose & authors objectives: ____/ 10
- * Introduction/beginning presents sufficient background information: ____/ 10

Body and conclusion

- * Paper's methods (if applicable), and conclusions are presented accurately: ____/ 10
- * Your evaluation of this paper and how it relates to what you have learned in class. (Suggestions of improvement must accompany criticisms): ____/ 10
- * Relevance of paper's conclusions is expressed: ____/ 10
- * Discussion of paper's arguments is sufficient: ____/ 5

Organization and presentation

- * Each paragraph begins with a clear and focused topic sentence: ____/ 10
- * Slang, jargon, and wordiness are avoided including: **as to, due to, in order to, it is suggested that, first of all, the fact that, with regard to**, etc: ____/ 5
- * Grammar and syntax are acceptable and spelling and plurals are correct: ____/ 5
- * Organization: ____/ 10
- * Clarity and tone: ____/ 5

Total: _____/100

Comments:

Short Assignment Point System

Thoroughness ____/ 4
Organization & clarity ____/4
Use of citations ____/2
Total: ____/10

Comments:

A Point System

Strength of thesis:
1 2 3 4 5

Sufficiency of background/supporting information:
1 2 3 4 5

Clarity of presentation:
1 2 3 4 5

Appropriateness of conclusions:
1 2 3 4 5

Correct and adequate use of citations:
1 2 3 4 5

Comments: **Total:** ____/25

10. Maximizing Student Participation (10 minutes)

Start Time: 1:40

Objectives:

- Discuss diverse strategies of teaching that encourage participation.
- Get GSIs to think creatively about activities in discussion section.

Discuss the Goals of Student Participation

Ask: What are the benefits of student participation?

- ~ **Helps keep students engaged and remember concepts**
- ~ **Exposes the class to the viewpoints, questions & contributions of many**

Ways to Encourage Student Participation

- Discuss some or all of the points below:
 - ~ **Encourage participation** from the first class & make your expectations known.
 - ~ Be aware of how **body language** influences student participation, e.g.
 - Standing in front of the classroom denotes lecturing.
 - Leaning against a desk or lecture while talking encourages discussion.
 - Sitting down encourages students to take command of the discussion.
 - ~ **Face the student** who is speaking and make eye contact.
 - ~ **Acknowledge** students by name when you call on them & comment on their ideas.
 - ~ **Treat students with respect** and correct wrong answers with tact.
 - ~ **Leave a pause after you ask a question** to give students the opportunity to think.
 - ~ **Ask students to write down** a question or answer, and ask for their input.
 - ~ **Ask a variety of question types:** “how”, “why”, facts, and critical thinking.
 - ~ **Ask: “What are your questions?”** rather than “Do you have any questions?”
 - ~ **Rephrase a question** if you don’t get an answer, or ask why it is confusing.
 - ~ **Assign short reflections/comments** on reading so students come to class prepared.
 - ~ **Assign group work:** *Note: Be sure to stress the following things:*
 - Provide groups with detailed **instructions** for their tasks.
 - Give them a **time limit** and remind him of it.
 - How they’ll **report** their group’s work, e.g. an oral report, a paper, etc.
 - Leave time for a short **summary** of what they learned or the goals achieved.

Multiple Learning Styles & Using Diverse Presentation Styles to Engage Students

Note: *Teaching to multiple learning styles means to teach content in multiple ways; aural, visual, through reading, by writing, with activities, with hands-on work (kinesthetic/tactile), interactively, in groups, and as individuals. The rationale is that because students learn differently, presentation styles should be varied to accommodate all kinds of learners.*

- Ask: What are some in-class activities that would diversify the presentation of content? Make a list on the board. *Below are some examples.*
 - ▶ Role-playing (interactive/aural/visual)
 - ▶ Worksheets (reading/writing)
 - ▶ Class surveys & data analysis (aural/visual)
 - ▶ Scavenger hunts (interactive/hands-on)
 - ▶ Class debate (interactive/aural)
 - ▶ Quiz-style games (interactive/aural)
 - ▶ Model/structure building (hands-on)
- Allow any remaining time for questions.
- Refer GSIs to www.vark-learn.com for more information on learning styles.

End time: 1:50

11. Practice Scenarios (15 minutes: 5 min. in group, 10 min. sharing with class)

Start Time: 1:50

Objectives:

- Encourage GSIs to plan for a variety of scenarios involving students.
- Model “chance card” problem solving activities.

Suggested Activity: Scenario Problem Solving

Note: *Print out the scenarios below without the possible responses, and cut them out to make 4-5 stacks of scenario “chance cards”.*

1. Break GSIs into groups and give one stack of scenario chance cards to each group.
2. Ask GSIs to pick a card from the stack and (in their groups) consider:
 - A. What is at the root of the problem in this scenario, e.g. student interactions, lack of information, misinformation, emotions and ideas, etc.?
 - B. What could be the student’s perspective?
 - C. How could this situation be ameliorated or resolved?
 - D. How might we avoid these types of situations in our sections?
3. Come back together and discuss scenarios as a class.

1. One or two students in your lab section don’t do their share of the work in their lab groups and aren’t fair contributors to lab reports. This leaves the bulk of the work to the other group members, who are noticeably upset. What do you do?

Possible responses:

- i. re-assign lab groups each week.
- ii. re-design assignments so that each member turns their contribution in to you and is graded individually.
- iii. discuss this issue with the student.

2. It is obvious that most students in discussion section have not done the reading. How do you salvage the session and how do you encourage students to read in the future?

Possible responses:

- i. Assign particular roles to students.
- ii. Use short writing assignments to engage students.
- iii. Pop quizzes (graded or not).
- iv. Have students turn in a question about the readings at the start of class.
- v. Assign discussion section questions that will force them to read.

3. Two students get in an argument over a controversial current event, political topic, or religion. How do you respond to this conflict? If possible, how can you make their disagreement more pedagogically useful?

Possible responses:

- i. Remind students of the ground rules for discussion.
- ii. Give the class 1-5 minutes to write about the issue (if it is relevant).
- iii. Put an end to their conversation and speak to the students after class.

4. One student in your section monopolizes discussion; other students seem timid and lose interest. How do you correct this situation?

Possible responses:

- i. Direct questions away from those who dominate discussion.
- ii. Privately ask the dominating student to allow others to speak.

- iii. Assign group work in which a member of each group reports.
 - iv. Ask students to raise their hands & call on those who haven't spoken.
 - v. Help everyone participate by having them write their answers.
5. All students in your section fail a quiz. How do you respond?
Possible responses:
- i. Figure out what students got wrong then review common mistakes.
 - ii. Require more homework assignments and quizzes in general.
 - iii. Re-give a quiz on the same material the next week. (tell students).
6. A shy student does the work, has good ideas, and gets good grades; but does not participate. How do you encourage his/her participation?
Possible responses:
- i. Design group projects in which each student presents.
 - ii. Assign each student a role in their small group.
 - iii. Email and compliment the student when he/she does participate.
 - iv. Suggest that the student writes questions to bring to class.
7. A student consistently asks you for the answers to lab exercises and/or homework. How do you respond?
Possible responses:
- i. Explain that it is your job is to explain concepts, not give answers.
 - ii. Offer to discuss their answers after they've done the work.
 - iii. Suggest that they join a study group for the class.
8. Students complain about the lecturer. How do you respond?
Possible responses:
- i. Sympathize, but do not disparage the professor.
 - ii. Answer questions and explain concepts in different ways.
 - iii. If this is a real problem, tell the professor that students are struggling.
9. A group of students in your class do not have sufficient background knowledge to understand the lecture material. How can you help them?
Possible responses:
- i. Hold a "catch-up" session.
 - ii. Ask the professor to hold a review session.
 - iii. Point students toward helpful resources: books, websites, etc.
10. A student relies heavily on your help for every assignment. How do you protect your time and encourage this student's independence?
Possible responses:
- i. Set clear limits on the type of feedback you will give.
 - ii. Require students do a peer review before the assignment is due.
 - iii. Make a policy to review student work 1 or 2 times before it is due.

Note: *There may not be enough time to cover each of these scenarios, so choose as many as you can. Reassure GSIs that the pedagogy courses in their departments (the 300-level course) should address these and more real-life classroom scenarios.*

- Allow any remaining time for questions.

End time: 2:05

11. Questions and concerns (5 minutes)

Start Time: 2:05

Objective:

- Answer any final questions.

Questions from Index card feedback

- Read and answer any unresolved questions from the index card feedback activity that GSIs did before lunch.
- If there is additional time, ask for and answer more questions.
- If there are no further questions, return to the scenarios in section 11 or revisit any topic that you think news GSIs would find useful.

Remind GSIs the advantages of being a GSI:

- Make a difference in the education of undergraduates
- Become marketable for teaching jobs
- Gain deeper understanding of the material taught
- Get immediate positive feedback
- Practice for professor-level teaching

End Time: 2:10

12. Workshop Evaluations and Concluding Remarks (5 minutes)

Start Time: 2:10

Objective:

- Model the evaluation process.

Mandatory Activity: Evaluating the Discipline Cluster

Note: The evaluation form is in the GSIs conference packets

1. Ask GSIs to take the evaluation form out of their conference packet
2. Explain that the evaluations are used to improve the workshop, so feedback and constructive comments are important.
3. Ask GSIs to remain in the classroom until you return, because you have some final thoughts to express to them.
4. Ask for a volunteer to collect the evaluations and give them to you in a folder.
5. Wait outside the room for while they fill out the evaluations
6. When you come back into the room (after a few minutes), wrap-up with:
 - ~ **Thanks for their participation, patience, and attention**
 - ~ **Encouragement to attend workshops from the GSI TRC (there is a list in their conference folder).**
 - ~ **YOUR INPUT:** *Include your personal experiences and wisdom.*
7. Let them know about the choices of Focus Session (described in their packet) and that they will start at 2:30.

End Time: 2:15

~Congratulations!~