

## GSI Mentoring for Remote Instruction

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**Prompt:** What steps can faculty take in working with GSIs so that the experience of teaching remotely is a positive one for themselves, their GSIs, and their students?

A clearly articulated and well-organized curriculum has always been the most important component, better perhaps "backbone", of my mentoring process and my work with the GSIs, as this determines not only what they are teaching but also, to a great extent, how they are going about it. The remote/online delivery creates a completely new context that I am using to frame the pre-teaching orientation workshop, the 375 pedagogy course, and my mentoring of GSIs in general. In the pre-teaching workshop I will model effective online instruction such as it could happen in the actual language classrooms. This gives GSIs hands-on experience with Zoom-based teaching and managing a very complex bCourse structure and the learning platform provided by our textbook publisher. I'm focusing on backward design and starting with the learning goals for each course in each modality (e.g. interpersonal, interpretive, and presentational communication, written and spoken) to then demonstrate or brainstorm how teaching/activities can be designed and conducted to effectively reach the goals. We'll see how that works, which will also determine the set-up for the 375 in the fall.