

TEMPLATE OUTLINE FOR DISCIPLINE CLUSTER

Teaching Conference for First-Time GSIs Friday, August 18, 2017

Thank you for leading a Discipline-Cluster workshop for the upcoming Teaching Conference for new GSIs. Your participation is vital to the ongoing tradition of excellence in teaching at UC Berkeley.

This document serves as a guide for the development of your unique Discipline-Cluster workshop. In this template, we provide descriptions of several topics we would like you to cover in your workshop and suggest activities you can run if you feel they are well suited to the specifics of teaching in your field. Please address each of these topics as you build your own lesson plan. You are welcome to use the detailed lesson plan and handouts provided here or you can develop your own, as long as the new GSIs learn the required information. You should feel free to be creative with the material and tailor it to fit your teaching style and discipline.

Your workshop participants will be from a diverse set of departments within an overarching field (e.g., humanities, biological sciences). Based on our experience with past conferences, we highly recommend that you acknowledge the disciplinary diversity of your participants and welcome them to chime in with their own discipline-specific perspectives and questions. The same consideration goes for your participants' prior teaching experience. Some of your participants will not be new to teaching, just new to teaching at UC Berkeley. We encourage you to try to draw on the prior teaching experience of your audience. Invite them to chime in with relevant details about experiences they've had in the classroom (for instance, if a particular technique worked well for them or posed problems).

Please make sure that your workshop includes plenty of opportunities for your participants to engage actively with the content you will be presenting. From past conference evaluations and feedback (as well as current research on how people learn most effectively) we know that active learning techniques are crucial for a successful workshop experience for new GSIs. Specific suggestions for active learning techniques are included throughout this lesson plan template.

On the following page is an outline of the topics covered in this template as well as a list of suggested time frames for each topic. Please feel free to adjust the order and timing for each section according to your discipline, teaching style, and the needs of your participants.

Questions? Call the GSI Teaching & Resource Center's Teaching Consultants: (510) 642-4456 or email gsi_consult@berkeley.edu or gsi_consult2@berkeley.edu

WORKSHOP OVERVIEW

Objectives

- Help GSIs prepare for their first teaching experience at UC Berkeley
- Build GSIs' confidence in the classroom and try to ease their fears and anxieties
- Provide GSIs with an in-depth, practical understanding of what they will need for the first week of class and expose them to skills that will help them throughout the semester.
- Refer GSIs to additional resources if they have questions or want to further develop their teaching skills.
- Answer their logistical and teaching-related questions
- Model good teaching and classroom management
- Encourage GSIs to think of their long-term development as a teacher and the important role they play in undergraduate education in Berkeley

Suggested Schedule

Welcome, Introductory Remarks	15 minutes
Strategies for Dealing with Teaching-Related Fears	30 minutes
Preparing for the Semester	25 minutes
The First Day of Class	25 minutes
Assessment: Index Card Feedback (before taking a break)	5 minutes
Follow Up on Index Card (upon returning from break)	5 minutes
Time Management	15 minutes
Active Learning Techniques	15 minutes
Challenging Section Scenarios	40 minutes
Questions and Concerns	10 minutes
Workshop Evaluations and Concluding Remarks	10 minutes
Break Time	30 minutes

Note: We suggest you schedule a total of 30 minutes of break time divided into periods no shorter than ten minutes each. Breaks shorter than ten minutes tend to go beyond the allotted time. Feel free to decide at which time it would be most effective to take these breaks. You could, for example, introduce a ten minute break after the first hour and a half and a longer twenty minute break later in the workshop. It is best to plan these breaks ahead of time as part of your lesson plan, but feel free to divert from your original plan if you think the circumstances call for it (by, for instance, giving the students a break sooner than you had anticipated if you notice they are getting tired).

Advice from Past Workshop Leaders, Teaching Consultants and Attendees

Here are a few things to consider as you revise and edit your template and prepare to lead your workshop:

- Be enthusiastic about your workshop. Your excitement will be infectious.

- Keep an open mind about the teaching techniques that might be useful to your workshop participants and promote varied methods even if you don't use all of them yourself.
- Refer GSIs to additional resources (teaching guide, ethics course, the GSI Teaching & Resource Center, and their fellow GSIs) that can help them develop their teaching.
- Practice what you preach by modeling good teaching techniques in your workshop.
- Past attendees have stressed the importance of providing specific advice, concrete examples, and practical techniques that they can use in their own classroom. They want to be able to apply what they've learned in your workshop.

Attendance, and Evaluation Forms

Two forms will need to be completed during your workshop (sign-in sheets at the beginning and a workshop evaluation at the end). All forms will be placed in the envelope you receive at the registration table before your workshop and should be returned to the registration table in **DWINELLE HALL** at the end of your workshop by one of the workshop participants.

Sign-in Sheet

A sign in sheet for use in your workshop will be included in the packet that you will pick up at the registration table before your workshop. We would like to gather accurate information on how many participants attend your workshop, and from which departments. Please pass this sheet around at the start of your session for participants to sign.

Evaluations

The participants in your workshop will be required to complete one evaluation form at the end of the workshop. This form will be included in the packet you pick up from the registration table. After the GSIs complete the evaluation form at the end of the workshop, please appoint one person to collect and return the evaluations to the registration tables in DWINELLE Hall. The feedback received on these evaluations is extremely important to gauge the success of our conference and workshops for our future conference planning. You will receive copies of your evaluations electronically or at your campus address a few weeks after the conference.

Pre-Workshop Room Checklist

- ✓ Attach the sign for your discipline-cluster outside of your room (on the wall to the side of your door)
- ✓ Count and arrange the chairs in the room the way you want them
- ✓ Check that there is chalk in the room
- ✓ On a chalkboard, write:
 - Title of the workshop: "Discipline Cluster Workshop for (Your Workshop)"
 - Your name and email (if you choose to share it)
 - More resources at the GSI Teaching and Resource Center, gsi.berkeley.edu.
 - Workshop outline (if you did not include one in your handouts or on a slide)
- ✓ Greet participants as they enter the room.
 - **Note:** if your room fills up, switch the sign on the door to "Workshop Full" and send latecomers to another appropriate workshop; however, if yours is the only

workshop for your discipline, allow latecomers to stay. Please work with the other D-C leaders in your discipline-cluster to balance the attendance in the classrooms.

Welcome, Introductory Remarks

(15 minutes)

Objectives

- Set a positive tone for the workshop.
- Explain the broad purposes of the workshop.
- Have participants actively engage in dialogue with one another.
- Take attendance.

Make sure you prepare an outline of your workshop that includes the major topics you will cover. You can project it as a PowerPoint slide, distribute it as a handout or simply write it on the board.

Take Attendance – pass around the sign-in sheet for enrollment/attendance purposes.

Introduce yourself!

Tell GSIs some of the following information about you:

- your home department
- teaching experience
- dissertation topic (or research area), and
- experience with teaching resources on campus such as the GSI Teaching & Resource Center workshops (point to website address on board and to list of services in the packet the participants received at the registration table before going to your workshop)

Also mention, if appropriate, that you attended this teaching conference before your first semester as a GSI and explain how it helped you more effectively navigate the challenges of teaching at Cal for the first time and contributed to developing your teaching style.

Introduce your workshop

The purposes of the discipline-cluster workshop are:

- Prepare GSIs for their first teaching experience at UC Berkeley
- Ease their fears and build confidence in the classroom
- Expose them to skills and information that will help them throughout the semester
- Answer any teaching and logistical questions

Go over the agenda for your workshop (either on the board, on a handout, or on a powerpoint slide). It isn't necessary to talk about what you will be covering under each topic heading, but it is important to give GSIs a general idea of how the workshop will be structured. The material in the workshop covers issues related to GSIs' first day of teaching, the format of section/lab, time

management strategies, active learning, scenarios GSIs may encounter, and questions the GSIs may have.

Mention that your workshop consists of GSIs (some of whom have taught before) who will be teaching many different types of classes in many different disciplines. List off a few of the disciplines or take a quick hand poll, asking attendees whether they are teaching: discussion sections or labs, upper or lower division courses, for the first time or not, etc.

Communicate your expectations for behavior

Explain that you will be modeling teaching strategies in this workshop.

For example, 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.”*

Outline other appropriate behavioral expectations: GSIs are here to get the most out of these few hours so please turn off cell phones and 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 to participate constructively, etc.

Mention other Resources

Point out the address to the *GSI Teaching & Resource Center website*: gsi.berkeley.edu (on the board and also on a handout in their folder). Mention that GSIs should visit our website to access additional resources like the online teaching guide and information about additional workshops and professional development opportunities.

Mention the variety of topics that are covered in the *GSI Professional Standards and Ethics Online Course Topics*, and note that these will not be covered in depth in this workshop.

Note: remind them to sign up for the online course as all new GSIs must pass this course before interacting with students. They can sign up at <http://gsi.berkeley.edu/programs-services/ethics-course/>.

Summary and Review

Briefly review the teaching methods modeled in this section; including how to do:

- Room setup for first day
- Introductions
- Communicating expectations

End Time: (Once you’ve decided the structure and timing for your workshop, write down the time you roughly expect this part of the workshop to end. This will help you manage your time and stay on track with the material you intend to present.)

Strategies for Dealing with Teaching-Related Fears

(30 minutes)

Objectives

- Address the role of GSIs at Berkeley.
- 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.

Role/Responsibilities of the GSI

(We have you start this segment with GSI responsibilities as a segue to getting the GSIs to articulate their fears and how they might address them.)

GSIs at Berkeley are expected to fill a variety of roles depending on the course they teach (e.g., answer questions, facilitate discussion or problem solving, provide students with feedback so they can improve their work, create activities that clarify course concepts, help instructor with developing exams or other forms of assessment, communicate with professor about student understanding of material, etc.). Clarifying and understanding these roles and responsibilities can often be challenging and overwhelming for new GSIs. Consider providing your workshop with a broad overview of what it's like to be a GSI in your discipline. Some topics/questions to consider:

- What are your required tasks (section/lab, office hours, grading, etc.) and how do you envision your role in assisting the undergraduates in their academic endeavor? (You might ask this question of the large group and have them brainstorm some of the required tasks. Get the variety of responsibilities out on the table)
- Remind GSIs that their specific role and responsibilities will be outlined in their appointment letter.
- Also, faculty members are required to meet with their GSIs before the beginning of instruction to discuss course responsibilities.

Required Activity

Small-Group Discussion of Teaching Fears (20 minutes)

This activity has been one of the most popular activities at previous conferences; it allows GSIs to get to know one another and to learn that they share common fears about teaching. Your objective should be to show GSIs that many people have fears about teaching for the first time and to briefly give them some strategies to deal with these fears.

Divide GSIs into small groups of 4-5 people and ask them to assign a note-taker and a reporter (2 min). Ask GSIs to individually write down three fears they have about teaching (1 min). Next, ask them to share their lists with their group while the note-taker takes notes (5 min).

Bring the GSIs back into the larger group and have the groups report their top fears. One of the reasons this group-work activity works so well is that it asks for very specific feedback. As the Teaching Guide notes, GSIs should ideally devise group-work activities using active, concrete

verbs like “Decide,” “List,” “Prioritize,” “Solve,” or “Choose” rather than “Discuss” (too vague). See “The Structure of Group Work” here: <http://gsi.berkeley.edu/gsi-guide-contents/discussion-intro/group-guidelines/>

If you are short on time, one way to approach this activity is to ask each reporter to state one fear that their group discussed and then have a few other groups state one that has not yet been mentioned. You may not need to ask all groups for feedback because after you have about 5 fears on the board, you have probably covered all the main ones that have come up. For each fear you should lead a brief, large-group discussion and help GSIs brainstorm ways to: a) prevent the anxiety-provoking scenario from occurring, and b) respond appropriately if this scenario does occur. Since the goal is to briefly touch on several fears you may also want to let GSIs know which topics you will cover in more depth later in the session. (15 min)

One fear that you’ll want to address that often comes up in this activity is what to do if a student asks a question and the GSI doesn’t know the answer. Emphasize that it’s okay for GSIs to not have all the answers. Walk them through ways to handle a challenging question, including:

- Posing the question to the whole class to stimulate discussion
- Ask for a moment to think about it and then come back to it
- Say that you don’t know but tell students that you’ll get back to them with an answer (and then actually get back to them!)
- Guide them through some of the key steps you would follow to answer the question. Where would you start? What type of information or evidence would you seek? What sources would you use? (If you have particular resources in your discipline that might be helpful, feel free to share them or mention the more common ones like the library, faculty, other GSIs, other graduate students, etc.)

Sometime during this activity you’ll want to mention:

- There are a variety of ways to form small groups, including clustering by nearest neighbors, counting off, alphabetically, planning groups in advance, and using playing cards.
- You modeled an effective first-day strategy by engaging the GSIs in an activity. This activity served as an icebreaker for the group by helping them to warm up for the workshop and giving them a chance to talk to each other early on. Icebreakers or first-day activities are especially important as they encourage participation and give everyone a chance to learn one another’s names. Feel free to explain one or more of the icebreakers or activities that you prefer/use to the group or quickly brainstorm with them to come up with a list of potential icebreakers. Let them know that you will talk more about first-day activities later on.
- NOTE: Some workshop leaders have done icebreakers at the beginning of the workshop; if you’d like to do one in addition to this activity just make sure it’s short enough. Going around the room or doing something too substantial will take away the time you have to work with for the remainder of the workshop.

Remind GSIs that there are campus resources to assist them with their teaching and help them overcome their fears. For instance: GSI Teaching & Resource Center (online teaching guide,

consultations, workshops); past and current GSIs; faculty; departmental pedagogy courses (375-level courses); online ethics course, etc.

Summary and Review

Briefly review the teaching methods modeled in this section; including how to:

- Assign small group work
- Provide time for individuals to compose thoughts before speaking in group
- Transition from small groups to whole class
- Encourage student participation

End Time:

Preparing for the Semester

(25 minutes)

Objectives

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

Consider beginning this section by distributing the *Pre-semester Checklist* handout and having a brief (5 min) conversation about the items listed.

- Give GSIs a few minutes to review the list and check off what they have or haven't done.
- Open the floor to questions.
- Mention that there is a longer version of this checklist available in the online teaching guide: http://gsi.berkeley.edu/media/CHECKLIST_Revised-Aug-2016.pdf

Look through the list of key topics below. Choose a few you think are important and organize a brief conversation around them (5 min or so). For instance, you could ask the GSIs to raise their hand if they've already had contact with the instructor of record for their course. You could call on someone who has and ask them what questions they raised in the meeting or wished they had.

Key Topics

- **Meet with the instructor of record.** As per the Graduate Council's Policy on Appointments and Mentoring of GSIs (*Rev. 5/2/16*), faculty members are required to meet with their assigned GSIs to: discuss the course syllabus, clarify GSI responsibilities, and (if applicable) describe the relationship of sections to lecture. Faculty are also required to meet regularly with GSIs throughout the semester. Other issues you may want to discuss with the instructor of record before classes begin or soon after are: grading rubrics, expected grade distributions for the students in your class, policies on extensions for assignments or make-up exams, where to get desk copies of assigned books, the class bCourses site, and an emergency plan in case you get sick and can't run your section.

- **If the instructor of record has not reached out to you** and classes are scheduled to begin soon, send them an email. If you don't receive a response, contact one or more of the following figures in your department: the Graduate Student Affairs Officer, the Faculty Adviser for GSI Affairs, or students who served as GSIs for this course or this professor in the past.
- The key to a smooth first day is **preparation**. Consider how you will present yourself, the material, and class expectations. This will set the tone for the semester. You should also think about how you want to introduce students to each other. First days can be challenging even for experienced GSIs. If things don't happen to go as you had planned, don't worry. Many GSIs experience this and still manage to lead successful sections/labs.
- Purpose of a **section syllabus/ section guidelines**. Please make sure to mention to GSIs that not all disciplines or professors require section syllabi (e.g., physics), and GSIs should check with professors before distributing one to their class. Suggest that GSIs share their syllabus with the other GSIs for the course to make sure expectations are roughly equivalent across sections. A syllabus is a written document that clarifies your role as a GSI and describes the purpose of section or lab. The syllabus also articulates your expectations for students and clearly states policies and guidelines you will use during the semester, thereby serving as a kind of contract. Clearly stating policies should help avoid misunderstandings or problems throughout the semester.
 - Note: Some departments/courses have standardized course and section syllabi that you'll be required to use. Other departments and professors will provide more leeway for you to construct your own syllabus and/or section policies.
- Discuss **office hours**. Some things to consider:
 - Number of office hours. Check with your department to find out how many office hours you are required to hold each week as this may differ from department to department;
 - Location of your office hours. Does your department have a specific room for office hours, do you have an on-campus office, or will you hold your office hours somewhere off-campus? While some GSIs may hold office hours in coffee shops off-campus, general campus policy discourages this practice.
 - Scheduling. Consider scheduling some of your office hours by appointment as many students will not be able to make your regular office hours. By scheduling office hours by appointment you have built in time set aside to meet with those who cannot meet you during your regular office hours. Check if this is acceptable in your department.
- Many UC Berkeley policies are covered in the **Professional Standards & Ethics for GSIs** online course.
- See "Checklist for Getting Started as a GSI."

Handouts

Sample Section Syllabus - Review a Sample Section Syllabus (your own or one from the online Teaching Guide). A section syllabus often contains:

*Your contact information
Your office hours (TBA okay)*

*Description of Assignments
Expectations of student work*

Attendance policy
Policies about laptops/cell phones in class
UC policy for DSP students
Policy about late assignments

Policy on Academic Honesty
How the final grade is calculated
Policy for grade disputes

Activity

Designing Section Policies (10-15 min)

1. The descriptive information presented in a section/lab syllabus is relatively straightforward, but making decisions about section/class policies can be challenging. Should I allow laptops in my section? How will I grade participation? Can students contact me through email at any time and as many times as they want or need to or should I have an email policy? How will I manage absences? There are multiple valid ways of approaching these questions, each with advantages and disadvantages. The key is to have clarity about the expectations a given policy will set, whether it's realistic, and how it will influence the learning environment in your class.
2. The bulk of this section of the workshop can be dedicated to an activity that addresses these issues. Here are two ways you could go about this:
3. Break GSIs into groups of 3 to discuss their preferred policies for one or more of the following issues: late/make-up work, absences, grading participation, email availability, general section expectations. Ask them to note their rationale and then share with the larger group. Note that, depending on the instructor of record, they may have no control over section policies, so they should check with the faculty member before the semester begins to determine which policies they can control.
4. Using your section syllabus or that of another GSI, choose 2-3 parts or policies to discuss. You could choose any one of the following parts or policies of a section syllabus or lab guidelines: introduction, office hours policy, email policy, participation grade, or the policy about digital devices. Project one at a time on the screen and discuss them based on the following criteria:
 - Tone (descriptive, punitive, collaborative, etc.).
 - Advantages and disadvantages of the policy.
 - Is the policy realistic? Will the GSI be able to follow through with the policy or is it likely that too many exceptions will emerge?
 - Does it fit their particular style of teaching?
 - How could it be improved?
 - Is it too long? Too short?
 - What's missing?

Handouts for this Section

1. Pre-semester Checklist
2. Sample Section Syllabus

End Time:

The First Day of Class

(25 minutes)

Objectives

- Prepare GSIs for their first day of class.
- Discuss a possible first-day lesson plan.

Consider beginning this section with a short scenario to keep the workshop interactive and to pique the participants' interest in the topic. The scenario below is designed for short discussion (around 3 minutes). Pose the question to the group and ask for a few responses before moving on to the main content of the section. You can also come up with your own scenario/questions for discussion; just remember to keep it short and interactive.

Scenario for Discussion 1: It is the first day of class and you have planned an activity to get students talking with each other. You ask a carefully thought out question, but no one responds. What do you do?

Possible Responses:

- Ask if the students do not understand the question.
- Make sure you are giving the students enough time to process their thoughts before they answer.
- Re-word the question.

Scenario for Discussion 2: Invite those who have taught previously to describe an activity they devised to get into the course topic on the first day. Was the activity effective? (There's a lot of value in discussion why something *didn't* work!). How much prep-time did the activity take? What was the key to making it work? Can it be adapted for other settings? (a larger class, a different field of study, etc.).

Mention that the Teaching Guide includes a set of first-day activities organized by discipline: see "Group Learning Activities" at <http://gsi.berkeley.edu/gsi-guide-contents/pre-semester-intro/first-day-plan/>

Key Topics

- **First day essentials.** Bring the following with you to class: lesson plan, section syllabus, any additional handouts, attendance sheet/class roster, water, time piece, an extra pen or pencil. You may also want to arrive early to make sure there is chalk in the room.
- **Lesson plans.** Purpose is to manage the time of section, organize its content, serve as a safety net in case of unforeseen difficulties/challenges, and provide a written record of material covered. Make sure to go over a sample lesson plan (that you provide).

First Day Goals

Talk to the GSIs about what their goals should be for the first day of class. You can present the information below as a mini-lecture, or you can ask the GSIs what they think their goals should be and fill in the gaps. You may want to decide this on the spot, depending on how your timing has worked out. If you're running behind, a mini-lecture is likely to be more efficient than inviting a discussion. Make sure to emphasize the importance of setting the tone for the semester on the first day.

- Establish a welcoming classroom environment (through your tone, the seating arrangement, the icebreaker or first-day activity, etc.).
 - Convey confidence in your leadership, knowledge, and organization (this will result from preparation).
 - Take attendance (section attendance is crucial for enrollment purposes during the first two weeks of the semester).
 - Discuss and clarify key section/class policies.
 - Have students fill out information sheets (see Celtic Studies sample in the Teaching Guide).
 - If time permits, whet their appetites by working with course content.
3. In some courses, enrollment issues may prevent GSIs from having their whole class present on the first day so think about what to do if a student switches into your section the second or third week of class.
 4. Walk the group through a sample lesson plan. Make sure that your lesson plan includes learning goals, activities, and desired learning outcomes. This is a good place to mention the handout on creating activities (if you decide to use it) because it incorporates these three important aspects of a lesson plan.

Suggested Activity

Plan a First Day Activity (10 min)

Divide GSIs into pairs. Give them 5 minutes to outline independently the activity they'll do on the first (or second) day of class using the "Creating Activities" handout. Then give them 5 minutes to explain (to their partner) the learning goal for their activity, the activity they plan to do, and how they will determine if the students have reached the desired learning outcomes. This may be difficult for some if they are not yet familiar with the course content, but encourage GSIs to think about an engaging activity even if they don't yet know what they will teach in the first week. A good hypothetical would be an introductory course for the GSIs' discipline.

The objective of this activity is to get GSIs thinking about what they might teach in their first class and to show them how to plan a lesson using learning goals, an activity to help students reach that learning goal, and an assessment to determine what students have learned. Mention that they can use the handout to help them plan activities throughout the semester.

Handouts for this Section

1. Sample First Day Lesson Plan
2. Creating Activities

End Time:

Index Card Feedback

(5 minutes)

Objectives

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

We suggest doing the first part of this activity just before you give the participants a break and concluding it once they return from the break.

Collect Feedback on Index Cards

1. Hand out index cards and ask GSIs to list one thing they have learned so far today that will be helpful to them as they begin teaching.
2. On the other side of the card, ask them to write down one question they have.
Note: this technique often allows the GSI to gather questions from all students. 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 a break. Read them during the break and determine which questions and comments you'll discuss after the break.

You may want to consider giving a twenty minute break in order to do this activity. Otherwise you may not have enough time to read the index cards, prepare a few brief comments, and actually take a break yourself.

End Time:**BREAK**

(Decide the duration of the first break and when you want to have it)

Let your workshop participants get up, walk about, use the restroom and the drinking fountain, etc. As you might imagine, there is the danger that a break extends beyond its allotted time, even if it is at least ten minutes long. Let your participants know exactly how long the break is and specify a time at which the workshop will restart; restart on time even if all GSIs have not returned.

Index Card Follow-Up

(5 minutes)

Objectives

- Model best practices for acknowledging and addressing student questions
- Re-establish the tone of the workshop after the break

Welcome GSIs back.

Give feedback on index card assessment by:

- Giving brief answers to common questions
- Suggesting resources where GSIs can go to find answers to particular questions.
- Let them know there will be more time to address questions at the end of the session.
- Acknowledge some of things that they listed as having learned so far today

Reiterate to GSIs that they can use this technique periodically in their own classrooms to assess student comprehension and respond to common questions/issues.

End Time:

<p>Time Management (15 minutes)</p>
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| <p>Objectives</p> <ul style="list-style-type: none"> • Have GSIs begin to think about managing their time during the semester. • Provide time management skills for the various tasks related to teaching. |
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Consider beginning this section by asking if anyone knows the acceptable workload limit per semester for GSIs. (Note that questions such as this one are yes/no questions. These types of questions are generally less than desirable because they don't invite conversation, but it serves a certain purpose here.

- **Twenty hours per week.** As per Article 31 of the UC/UAW union agreement, the acceptable workload limit per semester is 340 hours for a 50% appointment. Additionally, GSIs should not be assigned a workload of more than 40 hours in any one week or more than 8 hours in any one day. The number of hours worked in excess of 20 hours/week may not total more than 77 hours per semester. (Link to Article 31 – Workload:
http://ucnet.universityofcalifornia.edu/labor/bargaining-units/bx/docs/bx_2010-2013_31_workload.pdf)

Below you'll find a list of key topics, a suggested activity, and tips concerning time management and grading. Feel free to draw on this material to either point things out in mini-lecture format, prompt a class discussion or organize a small-group activity.

Key Topics

- **Track the time you devote to your GSI duties.** Listing weekly responsibilities and time spent on larger responsibilities like grading will allow you to better prepare for and schedule activities throughout the semester.
- **Plan for the week.** Carefully block out your time for the week (write out what you need to do, assign each one an amount of time, and stick to it!). Prioritize your work (what must get done first?) Talk to the Instructor of Record about what they think is a reasonable turn-around time for grading, if any has to be done that week.

- **The first semester is often the most time-consuming.** Keep up your morale: know that the first semester of teaching will likely take more time and be more stressful than future semesters.

Suggested Activity

Scheduling Your Time (5 min)

Lead the GSIs through the “Scheduling Your Time” Handout. Ask GSIs to tentatively assign blocks of time to each responsibility.

Tips for Effective Time Management

Offer GSIs practical tips for managing their time in each of these areas: preparing for section, communicating with students, preparing students for exams and assignments, and grading. Draw from your own experience and from the examples in the Time Management section of the Teaching Guide (there is a handout for you to draw on as a workshop leader included in your resource handouts). You might want to mention the following important tips at some point during this section:

- Use the wisdom of other GSIs by asking previous GSIs for teaching materials.
- Save your teaching materials for the next time you teach and for future GSIs.
- Use your office hours wisely: bring course-related work in case few people show up.
- Keep good records of attendance & grades: this will save you time later.
- Prepare short section assignments: brief papers/reflections, reactions to readings, and/or quizzes, which can be graded in a reasonable amount of time.
- Assign group quizzes/projects if you have the freedom to do so: fewer assignments = shorter grading time for you.

Mention that there is a list of time management strategies available in the pre-semester preparation section of the Teaching Guide: <http://gsi.berkeley.edu/gsi-guide-contents/pre-semester-intro/time-mgmt-strategies/>

On Grading

Grading is often one of the most time-consuming GSI responsibilities and also one of the most challenging. How can you keep grading from taking over your life? How do you grade fairly and consistently? How can you provide helpful feedback to your students without writing pages upon pages of comments? You can also remind them that the GSI Teaching and Resource Center has lots of information about effective and efficient grading (online teaching guide and workshops). You are welcome to hand out a rubric or other grading materials if you have something that might be useful to the GSIs.

Some quick advice:

- Frame grading as an ongoing dialogue between you and your students.
- Use a grading rubric. (see Teaching Guide for great instructions on how to create one)
- Provide feedback that is focused rather than exhaustive. Research shows that there’s a limit to how much feedback undergraduate students can assimilate for a single assignment. Additionally, too much feedback has the effect of discouraging them. Point out 2-3 central issues and how to improve them. Have students meet with you in office

hours if significant mistakes appear and address common problems in class with the whole group.

- Use the resources on grading and time management in the online teaching guide or attend a workshop on grading organized by the GSI TRC.
- Ask more experienced GSIs from your department for time management tips that worked well for them.
- Consult with the faculty member about expectations for timely return of assignments, extent of written comments you should be providing, etc. before you begin.
- Find common errors to address in class instead of marking several less common errors on individual assignments.
- Hand out a checklist of a successfully-completed assignment before the assignment is due, allowing students to check their own work before turning in their work.
- Set a time-limit for grading each assignment or group of assignments.

Handouts for this Section

1. Scheduling Your Time
2. Tips for Fair and Efficient Grading (feel free to convey any additional advice or suggestions beyond this handout on effective grading strategies)

End Time:

Active Learning: Promoting Student Engagement and Participation

(15 minutes)

Objectives

- Highlight the importance of diverse teaching strategies.
- Get GSIs to think creatively about activities to use in section/lab.
- Explain how GSI behavior can influence a class's inclination to participate.

Research in the fields of neuroscience and cognitive and social psychology have demonstrated that students learn well when they are actively engaged in the process of learning and moderately stressed (elevated cortisol levels). By using a variety of teaching approaches and strategies, GSIs can help students achieve greater academic success and encourage ongoing class engagement and participation. (Refer the GSIs to the “How Students Learn” webpage on the GSI TRC site.)

Below you'll find useful information regarding some of the basic features of active learning and strategies to promote it. Feel free to build on these to develop a short presentation or discussion about how you get students actively involved with the material in your class. *This is your opportunity to offer concrete examples of activities, assignments, or lesson plans that are specific to your discipline and your particular experience.* You could also share examples of activities that didn't work, explain what you learned from them and how you would organize them differently next time. To help you, feel free to draw ideas from the essays about this issue that have won the Teaching Effectiveness Award: <http://gsi.berkeley.edu/tag/active-learning/>

Factors Affecting Active Engagement and Participation

- Atmosphere and Setting: is the learning space adequate and set up to encourage learning and participation?
 - Are the chairs/desks arranged so that participants can see one another (promotes discussion) or is everyone facing the GSI at front of the room (denotes lecturing)?
- GSI Behavior and Expectations: encourage GSIs to clearly communicate their expectations for section/lab behavior and participation.
 - Are section grades solely reliant on speaking during section, or are there other avenues of participation that they may use (office hours, posting to bCourses, etc.). What does participation in your discipline look like?
 - GSIs should be aware of the verbal and non-verbal feedback that they give students. Do they encourage or discourage engagement? Exercise active listening and provide positive feedback; looking disinterested or belittling student responses has a detrimental effect on student engagement.

Active Learning Techniques:

Possible question prompts:

- Ask GSIs to recall any activity they experienced as students that was particularly effective in getting them excited and involved with the class material.
- What are some activities you can do in your section to encourage active learning? How could these techniques play out in your specific disciplines? (i.e. what does role-playing look like in environmental studies? What's an example of a good class debate in film studies?)
 - Peer Instruction
 - Role-Playing
 - Class Debate
 - Case Studies
 - Creative Scenarios and Simulations

Handouts for this Section

1. Encouraging Student Participation – these excerpts from the Online Teaching Guide detail a variety of techniques and strategies for maximizing student participation.

End Time:

Challenging Section Scenarios

(40 minutes)

Objectives

- Incorporate active learning techniques by having small groups think through responses to possible situations that may arise during their class.

Divide the class into small groups and have each group address one of the several scenarios copied below. You can use the scenarios as they appear in this guide, modify them by enriching them with more detail and nuance or create new scenarios based on your own experience. You may want to choose the specific scenarios you'll use on the spot based on what you haven't covered yet in the workshop, so make sure to have several available for discussion even if you don't get to them all. You could take a couple of minutes out of your last break to assess which scenarios will work best given what you've covered so far and what you've learned about your group.

You will want to print out the scenarios in a format that works for you and distribute them to the GSIs. For instance, you could give them the list with all the scenarios and then assign one or two to each group. In addition, you'll may want to distribute the following questions or a subset of these or other questions to the students in order to prompt discussion about the scenarios. You could include the questions in the handout with the scenarios, you could make a separate handout for them or you could write them on the board.

- What is the root of the problem in this scenario (e.g., student interactions, lack of information, misinformation, emotions and ideas, etc.)?
- What might be the student's perspective?
- How could this situation be ameliorated or resolved?
- How might we avoid these types of situations in our sections?

Allow each group enough time to talk through each of the questions (around 10 minutes) before coming back together as a larger group. You may choose to give each group a different scenario if you feel you have enough time, or you might hand out only two or three scenarios at a time so that multiple groups get the same scenario. If you do the latter and have extra time, you can always go through the activity again or discuss additional scenarios in the large group. After each group has finished their discussion, come back together as a class and discuss the scenarios and the group answers. Note that some of the possible responses listed below are better than others and that your discussion should compare the pros and cons of the responses.

These scenarios are intended to guide you. The only scenario you **must** address is scenario 1. All workshop leaders should review the gold folder online before the workshop. When discussing scenario 1, please mention both the gold folder (https://uhs.berkeley.edu/sites/default/files/ucb_goldfolder.pdf) and the Mental Health Handbook (<https://uhs.berkeley.edu/counseling/prevention-education-outreach/mental-health-handbook>) to the GSIs so they're aware of these resources.

Scenario 1

You are worried that one of your students might be in distress: their assignments have suddenly declined in quality, they are no longer participating in class discussions, and when they do speak with you, they are tearful and emotional. How do you respond?

Possible Responses:

- Share your concerns with the Instructor of Record
- Talk with the student during office hours and try to learn what is wrong by listening sensitively and carefully

- Use the “Gold Folder” Protocol found here:
https://uhs.berkeley.edu/sites/default/files/ucb_goldfolder.pdf
- After going through the “Gold Folder” protocol, request a consultation through Counseling and Psychological Services if appropriate.
- After going through the “Gold Folder” protocol, submit a CARE report to the Students of Concern Committee if appropriate.
- Check the Mental Health Handbook for guidance on how to approach the situation:
<https://uhs.berkeley.edu/counseling/prevention-education-outreach/mental-health-handbook>

Scenario 2

A student consistently asks you for the answers to lab exercises and/or homework and relies heavily on your help for every assignment. How do you protect your time and encourage this student’s independence?

Possible responses:

- Explain that your job is to explain concepts, not give answers.
- Set clear limits on the type of feedback you will give.
- Suggest they join (or form) a study group.
- Require students do a peer review before the assignment is due.
- Make a policy to review student work only 1 or 2 times before it is due, or to review only limited parts of a work (e.g., to review the introductory paragraph of a paper but not the full essay).

Scenario 3

All (or most of) your students in your section do poorly on a quiz. How do you respond?

Possible responses:

- Figure out what students got wrong, then review common mistakes during class
- Require more homework assignments and quizzes in general and consider dropping the lowest grade
- Re-give a quiz on the same material the next week (inform students) and consider dropping the lowest grade
- Assign students to correct their own quizzes and explain their answers for homework.

Scenario 4

It is obvious that most students in your section have not come prepared to class (e.g., not done the reading, not completed prerequisite tasks). How do you salvage the session and how do you encourage students to read in the future?

Possible responses:

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

Scenario 5

Students complain about the course instructor. How do you respond?

Possible responses:

- Assess the nature of their complaint: is the professor unclear? Hard-to-follow? Intimidating?
- Sympathize, but do not disparage the professor
- Answer questions and explain concepts in different ways.
- If the problem is widespread, tell the professor that students are struggling.

Scenario 6

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

Possible responses:

- Direct questions away from those who dominate discussion
- Privately ask the dominating students to allow others to speak
- Assign group work in which a member of each group reports
- Ask students to raise their hands and call on those who haven't spoken—it's even ok to say directly "I want to hear from someone who hasn't spoken yet."
- Help everyone participate by having them write their answers before being asked to participate

Scenario 7

A quiet student does the work, has good ideas, and gets good grades but does not participate. How do you encourage his/her participation?

Possible responses:

- Design group projects in which each student presents
- Assign each student a role in their small group
- Email and compliment the student when he/she does participate
- Suggest the student write questions and bring them to class
- Design an activity where all students write their thoughts down and then ask them all to share one sentence that best describes their point of view.

Scenario 8

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

Possible responses:

- Remind students of the ground rules for discussion (if developed)
- Give the class 1-5 minutes to write about the issue (if it is relevant)
- Suggest that students find an academic resource on the topic that they can submit to the class for further consideration. This has the effect of tabling the discussion temporarily while encouraging students to connect personal beliefs with academic debates.

Scenario 9

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:

- Reassign lab groups each week

- Redesign assignments so that each member turns their contribution in to you and is graded individually
- Create “jigsaw” assignments where each group member is responsible for an individual part of the assignment but the group is graded collectively on all parts of the assignment.
- Offer outlets (short writing reflections, for example) for students to reflect on working in groups and evaluate their contribution to the group as a whole.
- Discuss the issue with the student (See Teaching Effectiveness Award Essay “Groupwritten” on the GSI Teaching & Resource Center’s website: <http://gsi.berkeley.edu/thomsenm-2003/>)

After each group has finished their discussion, come back together as a class and discuss the scenarios and the group answers.

Wrap up this section by referring the GSIs to the GSI Teaching Guide <http://gsi.berkeley.edu/gsi-guide-contents/>.

End Time:

Questions and Concerns

(10 minutes)

Objective

- Answer any final questions that your GSIs might have.

Questions from index card feedback

- Read and answer any unresolved questions from the index card feedback activity that GSIs did before the break.
- 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 new GSIs would find useful.

Remind GSIs of 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:

Workshop Evaluations and Concluding Remarks

(10 minutes)

Objectives

- Model the evaluation process for the GSIs
- Have GSIs evaluate the workshop

Mandatory Activity: *Evaluating the Discipline-Cluster*

Note: You will receive the evaluation forms for your Discipline-Cluster when you sign in on the day of the conference.

GROUP 2: You must also distribute the attendance forms and have all GSIs fill them out at the same time as they complete the evaluations. Put them in the envelope with the evaluations and sign-in sheets to be returned to the conference administration table in Dwinelle Hall.

Explain how you'll now be modeling the evaluation process that they'll be asked to follow towards the end of the semester. The steps are:

1. Explain the purpose of the evaluations. For our purposes, the GSI Teaching & Resource Center uses the evaluations to improve the workshop, so feedback and constructive comments are important. Center staff read every evaluation and all comments are noted.
2. Ask for a volunteer to collect the evaluations (and attendance forms for group 2) and drop them off at the conference administration desk in DWINELLE HALL.
3. Wrap-up by thanking them for their participation, patience, and attention. Encourage them to enjoy the rest of the conference. You might also encourage them to attend teaching workshops put on by the Center and/or remind them to read over the handouts they received. We encourage you to share your personal experiences and wisdom.
4. Hand out evaluation forms (and attendance forms for Group 2). Ensure that sign-in sheets are in the envelope that you give to the volunteer.
5. Leave the room.

Congratulations!