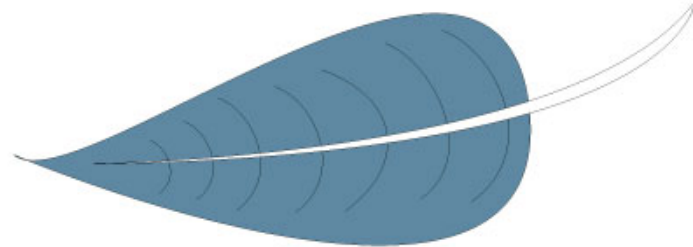


a place of mind



FACULTY OF LAND AND FOOD SYSTEMS
Grounded in Science | Global in Scope



UBC Faculty of Land & Food Systems
Teaching Assistant Handbook 2012/2013

To accompany Teaching Assistant Orientation Day

September 4, 2012

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Acknowledgements

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Sincerely,

The 2012/2013 LFS Teaching Assistant Training Facilitators

Emma Holmes (MSc. Student, Soil Science) & Dru Yates (MSc. Student, Soil Science)

Please direct all feedback to emmapholmes@gmail.com.

Overview of the LFS Teaching Assistant Training Program 2012/2013

The Faculty of Land & Food Systems has a total of 157 Teaching Assistantships, filled by 96 Teaching Assistants. All of these TA positions involve very different duties and skills. TA's in the faculty are responsible for: leading science labs, facilitating community and problem-based learning, giving lectures, facilitating in-class and online discussions, providing instruction on field trips, assessing student work, and more.

We are excited to offer LFS TA's with a Faculty-wide development program this year for the very first time! This Orientation Day is just the first portion of an entire TA Training Program to follow. The 2012/2103 LFS TA Training Program is outlined below:

- TA Orientation Day: September 4, 2012 (5.5 hours)
- Problem-based Learning Workshop: September/October, 2012 (TBA - 3 days)
 - ➔ Overview of PBL method
 - ➔ Practice facilitating a small group and receive feedback from an experienced facilitator
- Grading & Assessment Workshop: October, 2012 (TBA - 2 hours)
 - ➔ Create a grading rubric and awareness around how our expectations may change between different courses (year level, course format)
 - ➔ Learn methods for providing constructive feedback/comments, and strategies for how to mark and provide feedback on assignments from students of different backgrounds
- Diversity & Inclusion Workshop: February, 2013 (TBA - 2 hours)
 - ➔ Approach culturally sensitive topics through open and respectful dialogue, and by encouraging self-reflection
 - ➔ Acknowledge the multidisciplinary character of LFS, and recognize the challenges that group work across disciplines can pose
 - ➔ Promote a discussion of how to create a classroom environment that supports diversity and inclusion, and some tools/methods that can be used
- Monthly TA Community of Practice coffee hours
 - ➔ Will begin in October
 - ➔ Provide a space for TA's to come together and share challenges/successes
 - ➔ Incorporate teaching themes, brief readings, and discussions

Agenda for the First Annual LFS Teaching Assistant Orientation

Time	Event
12:00-1:30pm	Session 1: Nuts & Bolts -Introduction to important People, Resources, Policies, & Responsibilities -Lunch will be served during this session
1:30-2:30pm	Session 2: How Learning Works
2:30-3:00pm	<i>Coffee Break</i>
3:00-4:00pm	Session 3: Choose Your Own Adventure! -Select either "Session Red" (Online learning and teaching tools) or "Session Blue" (Challenging classroom management)
4:00-5:00pm	Session 4: Diversity & Inclusion
5:00-5:30pm	Debrief and Orientation Evaluation

TA Orientation Day Learning Objectives

After today, TA Orientation participants will:

- Be comfortable with some of the recent teaching theories on how people learn, and able to use these frameworks to develop student focused lesson plans and instruction.
- Be familiar with key people and policies relevant to the TA role in LFS such as the application process, grad manager, union, UBC policy on academic integrity, what they can expect as a TA and what the Faculties expects of them as a TA.
- Have a sense of the professionalism required of TA's such as: ethical responsibility to students, Faculty, and the institution; appropriate language and dress; and keeping track of duties and hours worked.
- Be aware of resources on campus that they can use to build their teaching skills (ie. CTLT ISW, Reading Break Series), and recommend to undergraduates who may be struggling in some areas (ie. free tutoring services).
- Have increased awareness of diversity and inclusion issues within a classroom setting, and recognize the importance of reflecting on these issues.
- Have connected with other TA's in Land & Food Systems.

Important Contacts

Grad Managers			
	Shelley Small	shelley.small@ubc.ca	Shelley is in charge of processing appointments and addressing TA inquiries within the Faculty
Learning Center			
	Cyprian Lomas Duncan McHugh Morgan Reid	cyprien.lomas@ubc.ca duncan.mchugh@ubc.ca morgan.reid@ubc.ca	The Learning Center can assist you with any technology related inquiries
TA Development Program			
	Emma Holmes	emmapholmes@gmail.com	Ask them about TA Training opportunities and any other questions you have, but aren't sure who to ask. They are happy to field your questions and connect you to the right people.
	Dru Yates	Dru_yates@hotmail.com	
Program Heads			
Animal Science	Dr. Ronaldo Cerri	ronaldo.cerri@ubc.ca	Contact them with any program related inquiries
Food and Resource Econ.	George Kennedy	gkennedy@interchange.ubc.ca	
Food Science (MSc.)	David Kitts	david.kitts@ubc.ca	
Food Science (MFS)	Azita Madadi Noei	mfs@interchange.ubc.ca	
Human Nutrition	Tim Green	tim.green@ubc.ca	
ISLFS	Eduardo Jovel	eduardo.jovel@ubc.ca	
Plant Science	Mahesh Upadhyaya	mahesh.upadhyaya@ubc.ca	
Soil Science	Les Lavkulich	lml@interchange.ubc.ca	
Union			
	cupe2278.ca/blogs/	cupe2278@interchange.ubc.ca	Visit their blog to learn about union policies and strike notices. E-mail them if you have any concerns about your working rights.
CTLT			
	ctl.t.ubc.ca	ctl.t.forgrads@ubc.ca	Visit their website to learn about events and workshops aimed at TA's. E-mail them if you have any questions about workshops, mentoring services, etc.
LFS Grad Council			
		lfsggrads@gmail.com	The council supports you as a student and as a TA. e-mail them with any questions or concerns you have, and stay tuned for e-mails from them.

Teaching Resources for TA's

The Center for Teaching and Learning Technology (CTLT)

CTLT is a powerhouse of teaching and learning. It provides educational services that are based on scholarly research that advances understanding of teaching, learning and curriculum. They have lots of programs specifically for Graduate Student Teaching Assistants.

- Instructional Skills Workshop – an intensive 3-day internationally celebrated workshop that provides instructors with hands on skills and the opportunity to practice them in a safe and supportive environment
- Presentation Skills Workshop
- One-on-one peer coaching
- Refresher Series, Reading Break Series, and Summer Institutes – full weeks of workshops designed for graduate student TA's
- Seminars and workshops throughout the year
- Graduate Student Certificate Program
- Reading library
- Instructional Resource Guide for TA's (<http://wiki.ubc.ca/images/3/3d/Ta-handbook.pdf>)
- Communities of Practice
- And more

Check out ctl.ubc.ca to learn about programs and register for events

Teaching and Learning Related Courses

Check out the UBC course calendar for classes related to teaching and learning. EOSC 516 – Teaching and Learning in Earth and Ocean Sciences, is a 2 credit course specifically made for graduate student TA's. It is aimed at TA's of science based/ lab based courses, but will provide useful skills to any and all TA's. Check out the course description at www.eos.ubc.ca/courses/eosc516.eosc516.htm.

The Carl Weiman Science Education Initiative (CWSEI)

The CWSEI is a multi-year project at UBC aimed at dramatically improving undergraduate science education. Check out their website (www.cwsei.ubc.ca) to find new research into how we learn, resources, and to join their reading group or newsletter mailing list.

Websites

Biology TA Resource and Interaction Place – blogs.ubc.ca/biotaproduct/

E-learning at UBC – www.elearning.ubc.ca Check under the toolkit tab

CarnegieMellon – www.cmu.edu/teaching/solveproblems/index.html

Student-focused Resources for TA's

The Writing Center

The Writing Center offers a variety of services to assist students with their academic, professional, business, and creative writing skills. They offer part-time courses at a fee (not for credit) in preparing for the Language Proficiency Index Test (LPI), improving grammar, writing academic essays, scientific, writing, and writing reports. The Writing Center also provides **FREE** Tutorial Clinics for UBC students from September to April. Students can sign up in person for appointments at Ponderosa Annex C during the day or drop in for sessions in the Chapman Learning Commons at the Irving K. Barber Learning Centre in the evening. If you feel that a student is doing poorly because their writing skills are holding them back, and not necessarily because they don't understand the content, this is a great learning resource to suggest to them. You can even go here for graduate writing consultation yourself! Website: <http://cstudies.ubc.ca/writing/>

Live Well, Learn Well

As you all know, university can be very stressful and difficult for many different reasons. Social support, emotional and physical wellbeing, healthy diet, good sleep practices, and a balanced lifestyle will contribute to a student's academic success. If a student comes to you for help because they are struggling on a personal level, and it is affecting their performance in school, you can direct them to the Live Well, Learn Well website. Students can access this site for **FREE** to learn about:

- Assessing their wellbeing
- Early signs of difficulty coping and strategies for getting back on track
- Strengthening their physical and mental wellbeing
- Upcoming wellness events
- Great resources like the Healthy Minds at UBC blog
- When to seek professional help and how to book an appointment with a counsellor or doctor

Website: <http://www.students.ubc.ca/livewelllearnwell/index.cfm>

The Learning Commons

This is an evolving collection of UBC-selected learning resources. Students can visit the Learning Commons online or in person on Level 3 of the Irving K. Barber Learning Centre to find **FREE** learning support programs and services to help them learn more effectively. Some services provided include:

- Student toolkits on note-taking, exam/study prep and more
- Citation style guides to help cite sources correctly
- Tutoring in 100-level math, physics, economics, and chemistry
- Writing support to improve writing skills
- Peer academic coaching to develop effective study skills

Website: <http://learningcommons.ubc.ca/>



Students in Crisis

As you work with students, you may be confronted with critical incidents. It is important that you contact the resources below for assistance.

INCIDENT	WEEKDAYS	AFTER HOURS
Death	Police 911 and Campus Security 604-822-2222 and VP Students Office 604-822-3955 (after hours via Campus Security)	
Suicide • Imminent threat or attempt	Emergency Services 911 and Campus Security 604-822-222	
Suicide • Suicidal thoughts	Counselling Services 604-822-3811 or Student Health Service 604-822-7011	Crisis Counselling and Suicide Prevention 24-hour crisis lines <ul style="list-style-type: none"> • BC-wide: 1-800-SUICIDE (1-800-784-2433) • Greater Vancouver: 604-872-3311 Emergency, Vancouver General Hospital 920 West 10 th Avenue, Vancouver 604-875-4995 (24 hours)
Acute Emotional Distress	Counselling Services 604-822-3811	Crisis Counselling and Suicide Prevention 24-hour crisis lines <ul style="list-style-type: none"> • BC-wide: 1-800-SUICIDE (1-800-784-2433) • Greater Vancouver: 604-872-3311
Medical Emergency (e.g. heart attack, severe bleeding, life threatening injury in a lab)	Emergency Services 911 and Campus Security 604-822-2222	
Illness, injury	Student Health Service 604-822-7011	UBC Urgent Care (UBC Hospital) 604-822-7662 (until 10 pm) Emergency, Vancouver General Hospital 604-875-4995 (24 hours)
Sexual Assault <i>Services should only be called if requested by victim or if a life threatening situation exists.</i>	Counselling Services 604-822-3811 Student Health Service 604-822-7011	
	Emergency Services 911 Campus Security 604-822-2222 Sexual Assault Service at VGH Emergency If sexual assault has occurred within the past seven days, sexual assault services can be requested at: Vancouver General Hospital Emergency, 920 West 10 th Avenue, Vancouver (Female patients can arrange for a Women Against Violence Against Women (WAVAW) rape crisis counsellor to meet them at the hospital.) Women Against Violence Against Women 604-255-6228 24-hour crisis line: 604-255-6344	
Students in need of emergency funding	Student Financial Assistance and Awards 604-822-5111	
Missing Student	Campus Security 604-822-2222	
Extremely disruptive student endangering the safety of themselves and/or others	Police 911 and Campus Security 604-822-2222 and VP Students Office 604-822-3955 (after hours via Campus Security)	

The VP Students office coordinates the University's response to critical incidents involving students, works with faculties and departments to gather information, supports the affected students and surrounding student community, and coordinates communication.

The VP Students office is a resource for instructors and administrators who need help with a student who is in very difficult circumstances and past efforts to resolve their problems have not been successful.

Student Health Service, Counselling Services, Campus Security, the RCMP and other resource groups work with the VP Students office to ensure students receive the support they require.

Please contact the VP Students office at [604-822-3955](tel:604-822-3955) if you have any questions regarding a student in crisis.

Quick Reference Guide

to the

CUPE 2278 Collective Agreement

You're a member of the Canadian Union of Public Employees local 2278, representing around 2,600 TAs at UBC.

Wages

There are 4 wage categories, which are:

- GTA I (someone who already has a MA or PhD) gets paid \$28.39 / hour
- GTA II (someone who already has a BA) gets paid \$27.32 / hour.
- Undergraduate TA (someone who doesn't yet have a BA) gets paid \$13.63 / hour
- Marker (someone who grades 'bubble sheet' exams ONLY) gets paid \$13.08 / hour.

See Schedule A of the Collective Agreement (CA) for more information about wages.

Hours

- A full TAship for the Winter is 384 hours work, which means 192 hours per term. Sometimes people get a TAship for only one term or receive a TAship for a different number of hours - such as a ½ TAship of 96 hours per term.
- When you are appointed as a TA, you should be told what your duties are and how many hours you are working. Any work you do as a TA counts towards these paid hours, including: class preparation, training, marking, conducting labs or tutorials, meeting with your students or with the instructor.
- If you work all the hours that you have been paid for then you should tell the instructor. You will then either stop working (while still getting paid) or be paid extra for doing the extra work. Always record the number of hours you work.

See Article 12, Article 14 and Schedule A of the CA for more information about hours.

Reappointment

Once you've been hired once, you are guaranteed further TAships. MA TAs are guaranteed 2 years total, and PhDs are guaranteed 4 years total.

See Article 13 of the CA for more information about reappointment.

Leave & Vacation

- A full TAship includes 16 hours of paid vacation per year (pro-rated for part TAships)
- You are entitled to 12 hours of paid sick leave per term, and unused sick leave can be carried forward to next term. It is not your responsibility to organise someone to cover your work – you just have to notify your department that you are sick.
- Maternity and parental leave is available for TAs. Sometimes this is unpaid, but you may be eligible for EI payments or support from the Hardship Maternity Fund.

See Article 16 and Article 17 of the CA for more information about leave and vacation.

Professionalism

Professionalism in the classroom ranges in meaning from how well prepared you are, to how you conduct yourself with the students both in and out of class, to how you deal with disagreements with your faculty supervisor. As a representative of both the Faculty that you work for and the University itself, you are expected to follow the regulations and policies outlined by each. The following are some introductory guidelines for professional TA conduct. They by no means cover all possible aspects of professional conduct. If you find yourself in a situation where you are unsure of the most professional course of action, consult your faculty supervisor or union representative.

Preparation for Teaching

You are responsible for arriving to your class on time and fully prepared to teach. Make sure to familiarize yourself with the material that you will be teaching, and to ask your faculty supervisor for clarification if you are unsure about the material or how you should be teaching it. Many course faculty provide preparatory sessions for TAs – make sure to read over the material before attending these meetings so that you are ready to ask questions. If you are teaching for a course that does not provide preparatory sessions, make sure to read over the material you will be teaching well in advance of your class so that you will have sufficient time to contact your supervisor if you have any questions. If you are running a class, make sure that you know how much time is available for each activity your students will do or each topic that you will cover. Good planning will make time management in the classroom much easier, so that you will be less likely to run out of time before covering your material or completing all your planned activities. Make yourself a checklist so that you can clearly keep track of the material you have covered and what you still need to do. Beside each item on your checklist, write the length of time you will devote to that topic or activity, as well as at what time you should move on to the next topic or activity.

Remember, no matter how well you know your subject and how well you have prepared for your class, there will always be questions that you will not be able to answer. It is perfectly acceptable to admit to your students that you do not know the answer, and to look it up for the following class. In fact, not knowing the answer can be an excellent opportunity to spark an interesting class discussion and to guide students to possible resources where they could investigate the question themselves. However, it is not acceptable to mislead your students by making up an answer. This does not mean that you cannot speculate and suggest possible solutions, so long as you make it clear to your students that you are speculating.

TA Conduct With Undergraduate Students

You have a responsibility to your students to treat them with respect. When speaking to your students, make sure to be polite. When you are grading assignments, make sure to keep your feedback constructive. All of your students should have equal opportunities to ask you questions, both in and out of class. Make sure to provide all of your students

with your contact information and office hours. Avoid meeting with students in informal settings (places other than your office or classroom) unless you invite the entire class. Students may sometimes ask you if you will look over their assignments before they hand them in. If you do this, make sure that you make this opportunity available to all of your students. Although you should certainly answer students' questions about their assignments, you should not feel pressured into proofreading or editing an assignment for a student. If you have students who need help with their writing, then you can refer them to the UBC Writing Centre (www.writingcentre.ubc.ca) where they can get free tutoring on all elements of the writing process.

Remember that as a TA, you are in a position of power. This means that you have a great responsibility not to abuse this power. Anything that might compromise your responsibility to treat all your students equally and fairly, such as dating one of your students, is completely inappropriate. If you are ever in the situation where you have a student in your class who is your friend, relative, or romantic partner, make sure to let your supervisor know immediately so that they can transfer that person into a different section of the course or otherwise prevent preferential treatment of that person.

Disputes with Faculty Supervisors

If you have a dispute with your faculty supervisor or department about issues such as (but not limited to) your pay, hours worked, or assigned duties, consult the Collective Agreement between the TA Union and the University. The Collective Agreement defines the conditions of your employment, as well as the procedures that you should follow to resolve any problems with the conditions of your employment. If you disagree with your faculty supervisor about course policies or content, you should certainly discuss these issues with your supervisor. However, arrange to have this discussion with your supervisor in private, not in front of your students. This especially applies if you are discussing grading policies.

Tracking Hours

It is important to track your hours to ensure you don't work more hours than you are being paid for, and that you spend the right amount of time on each task. Check in with your supervisor periodically to ensure you are allotting your hours appropriately. If you are finding certain tasks (such as marking or prep) are taking more hours than your supervisor anticipated, you can work together to come up with a new strategy to correct this hour imbalance. You are free to use any sort of hour tracking system you like. An excel file TA hour tracker was e-mailed to you at the beginning of term.

- Sections taken from Biology TA Resource and Interaction Place (blogs.ubc.ca/biotaproduct/)

Topics To Cover With Your TA Supervisor

It is important to have a meeting with your supervisor early in the term to ensure you are clear on what their expectations of you are, and how to handle various situations you may be faced with. Make sure you and your supervisor are clear on the following points.

- What are my responsibilities (ie. Holding tutorials, creating class materials, lecturing, leading class discussions, holding review sessions, duplicating materials, managing online information on blackboard, grading assignments or exams, invigilating exams, answering student e-mails, holding office hours, ordering/obtaining AV equipment, booking rooms, reading class material, etc).
- What are the course goals/objectives?
- Who are the students (background, level, class list, etc.)?
- Who are the other TA's?
- What is the procedure to follow if I am ill or must miss a class/lab?
- What is the textbook? how can I obtain a copy?
- Am I expected to attend lecture?
- Will there be TA/supervisor meetings? If so, how often?
- How does the supervisor like to be contacted?
- How many hours have I been assigned?
- How should the hours be split up among different tasks?
- What should they I do if I think I might run out of hours (ie alert when 25% of hours left)?
- What kind of assignments are students expected to complete, and what are the due dates and late-acceptance policies?
- Who is responsible for marking schemes/grading rubrics?
- If the grading rubric becomes problematic, will I have flexibility to change it?
- How long will I have to grade material once it's submitted?
- How to handle grade complaints (bring to instructor, or handle on own)?
- When will exams be held, will I be expected to help prepare or invigilate?
- What if I notice cheating/copying?
- Are you both familiar with the TA Union's (CUPE 2278) Collective Agreement?

Overcoming Nervousness and Anxieties

Mark Twain said it best, “there are two types of speakers: those that are nervous and those that are liars.” Most teachers, whether they are first time TAs or experienced instructors, often feel nervous when standing up in front of a class of students. After all, public speaking can be scary, and teaching is a form of public speaking. It is perfectly normal for you to be nervous about teaching, especially if this is your first time as a TA.

According to experts, the best way to deal with public speaking anxiety is to first acknowledge that this fear is perfectly normal and you are not alone. To reduce your fear, you need to make sure you properly and thoroughly prepare yourself before you speak. Proper preparation and rehearsal can help to reduce this fear by about 75%. Proper breathing techniques can further reduce this fear by another 15%. Your mental state accounts for the remaining 10%.

Below are just a few suggestions (based on work by Lenny Laskowski and David W. Richardson) you can use to overcome your speaking anxiety. The first and most important of all is preparation. Think of it as the 9 P’s: Prior Proper Preparation Prevents Poor Performance of the Person Putting on the Presentation. Nothing will relax you more than to know you are properly prepared.

- Think positively – visualize yourself delivering a successful presentation. Imagine yourself walking confidently to the lectern as the audience applauds. Imagine yourself speaking, your voice loud, clear, and assured. When you visualize yourself as successful, you will be successful.
- Deliver an audience-centered presentation – when you are more interested in what they will get out of it rather than what you put into it, you cannot help but be successful.
- Take three deep breaths – inhale to the count of eight and exhale to that same count.
- Seek out three pleasant faces – your listeners will exhibit a variety of facial expressions, body postures, and an overall general interest as you prepare to speak. As you begin, seek out three pleasant faces. Gather energy from their positive response. Remember, though, to also make eye contact with your other listeners during your presentation.
- Rehearse and practice – in front of the mirror, or for a friend, spouse, or family member. Audio or video tape your rehearsal, then evaluate your pace, inflection, and overall delivery.
- Practice before going to bed – make it the very last thing you do before you go to sleep – you’ll wake up with it fresh in your mind.
- Check out the room – prior to the presentation, check out the room where you’ll be presenting. Visualize this space when you practice.
- Have a quiet dinner with a calm person the session before your presentation – avoid tension or stress.
- Know the Room – become familiar with the place in which you will speak. Arrive early and walk around the room including the speaking area. Stand at the lectern,

Speak into the microphone. Walk around where the audience will be seated. Walk from where you will be seated to the place where you will be speaking.

- Know the Audience – If possible, greet some of the audience as they arrive and chat with them. It is easier to speak to a group of friends than to a group of strangers.
- Know Your Material – If you are not familiar with your material or are uncomfortable with it, your nervousness will increase. Practice your speech or presentation and revise it until you can present it with ease.
- Learn How to Relax – You can ease tension by doing exercises. Sit comfortably with your back straight. Breathe in slowly, hold your breath for 4 to 5 seconds, then slowly exhale. To relax your facial muscles, open your mouth and eyes wide, then close them rightly.
- Realize People Want You to Succeed – All audiences want speakers to be interesting, stimulating, informative, and entertaining. They want you to succeed – not fail.
- Don't Apologize For Being Nervous – Most of the time your nervousness does not show at all. If you don't say anything about it, nobody will notice. If you mention your nervousness or apologize for any problems you think you have with your speech, you'll only be calling attention to it. Had you remained silent, your listeners may not have noticed at all.
- Concentrate on Your Message – Not yourself. Your nervous feelings will dissipate if you focus your attention away from your anxieties and concentrate on your message and your audience, not yourself.
- Turn Nervousness into Positive Energy – the same nervous energy that causes stage fright can be an asset to you. Harness it, and transform it into vitality and enthusiasm.
- Gain Experience – Experience builds confidence, which is the key to effective speaking. Most beginning speakers find their anxieties decrease after each speech they give.

Above all, remember:

Only you know what you're going to say. If things do not go exactly as you had planned, no one else will know it meant to be different. Your audience is there because they believe that you have something important to say.

- Adapted from Biology TA Resource and Interaction Place (blogs.ubc.ca/biotaproduct/)

Seven Principles of Good Practice in Undergraduate Education

From Chickering and Gamson (1987)

1. Encourages Contact Between Students and Faculty

Frequent student-faculty or TA contact in and out of classes is the most important factor in student motivation and involvement. Faculty or TA concern helps students get through rough times and keep on working. Knowing a few faculty members or their TA's well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2. Develops Reciprocity and Cooperation Among Students

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.

3. Encourages Active Learning

Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

4. Gives Prompt Feedback

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. Emphasizes Time on Task

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis of high performance for all.

6. Communicates High Expectations

Expect more and you will get more. High expectations are important for everyone -- for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

7. Respects Diverse Talents and Ways of Learning

There are many roads to learning. People bring different talents and styles of learning to

college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

Goal Setting

There is always room for improvement, even if you've been TAing for years. Now that you've been exposed to a variety of teaching and learning related materials and concepts, think about two goals you want to achieve this year. Some examples are enrolling in a CTLT ISW, developing a new teaching skill, making your labs learner focused, using visualization before teaching to calm public speaking jitters, or joining the CWSEI reading group to stay informed on advances in education research. Think about what makes the most sense for you and where you are at in your teaching career.

Make sure to keep in mind SMART goals (Specific, Measurable, Attainable, Relevant, Time-bound).

Goal # 1

Goal # 2

Fall 2012 LFS Teaching Assistant Orientation Day Evaluation Form

Please take the time to fill in this evaluation form to the best of your abilities – it will help us to make next year’s TA Development Program even better!

Using the number scale of 1 to 5 (5 being Very True, 1 being Not True), how true are the following statements:

	Not True	Somewhat True	Moderately True	True	Very True
I feel more aware of diversity and inclusion issues within a classroom setting than before this course.	1	2	3	4	5
I am familiar with some educational theories (novice-expert understanding, pre-existing knowledge, & metacognition)	1	2	3	4	5
My new understanding of these educational theories will affect the way I interact with students (ie. asking more questions to uncover pre-existing knowledge, relating and gearing my explanations to novices, etc)	1	2	3	4	5
I am familiar with key people and policies relevant to the TA role in LFS, and I have the resources necessary to contact the relevant people if I have any questions.	1	2	3	4	5
I am clear on the UBC and LFS policies related to my role as a TA; I know what the Faculty expects of me, and what steps I can take to ensure the specific expectations of my TA supervisor are also clear (ie. question list for profs).	1	2	3	4	5
I am aware of resources on campus that I can use to build my teaching skills, such as those offered by the CTLT.	1	2	3	4	5
I am equipped to recommend resources to undergraduates who may be struggling, such as the Writing Center and other free tutoring services.	1	2	3	4	5

- What was the most important lesson you learned today?

- Please give us your suggestions as to how we could improve next year's TA Orientation Day:

- In general, how helpful did you find today for preparing you to be an effective TA?

On a scale of 1 to 5 (5 being Very Helpful, 1 being Very unhelpful), please rate how helpful to your teaching you found the following:

	Very Unhelpful	Unhelpful	Moderately Helpful	Helpful	Very Helpful
Session 1: Nuts & Bolts	1	2	3	4	5
Session 2: How Learning Works	1	2	3	4	5
Session 3 (Circle the one you attended): Session Red → Online learning and teaching tools Session Blue → Challenging classroom management	1	2	3	4	5
Session 4: Diversity & Inclusion	1	2	3	4	5
TA Orientation Day Handbook	1	2	3	4	5

Thank you for your feedback! Happy teaching!