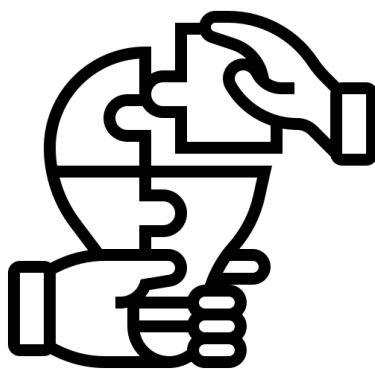


# Teaching with TAs

## Summer Institute



August 2022

# Questions You Bring to the Workshop

What is the most useful thing for them to help you with: grading the big assignments, the little assignments, or classroom mgmt?

Differences between undergraduate TAs and graduate TAs.. hours/pay/responsibility/expectations etc.?

How to predict/calculate TA time/tasks?

Can I ask a TA to facilitate a class if I'll be out for a conference for example?

What do you do when they have a breakdown and can't deal?

How do I best support TAs in their professional development if they also wish to become educators?

Ways to improve communication with them

How to motivate the TAs

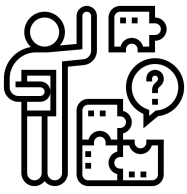
How can we better train TAs to provide valuable feedback to students?

How to divide reading/grading responsibilities?

How much time/labor to out into TA-education (or training, I don't know how to call it; I'm thinking of meeting with TAs to share pedagogies, talk about particular challenges etc.

How can we productively give and receive feedback to/from TAs?



# Addressing Challenges

## Instructions

**Round 1, 8 minutes**, as a group:

1. Read the challenge
2. In column 1, post a strategy to address the challenge after it has happened.
3. Don't write anything in the column on the right

**Round 2, 8 minutes**, as a group:

1. Rotate to the next challenge on the next slide (#6)
2. Write down strategies to prevent this challenge before it happens

**Round 3, 2 minutes**, on your own:

1. Browse through all challenges
2. Add ideas

## ROOM 1

### Challenge - Time and Professionalism:

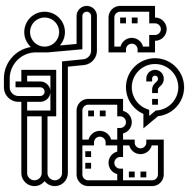
It is early November, your TA has informed you that he only has 12 hours of work **time** remaining. The final exam, and subsequent marking, is looming. Throughout the term, you've noticed that he set frequent, impromptu, virtual office hours and he shares tidbits of personal information about students that they've shared with him during office hours. He seems to have formed strong relationships with the students, but you wonder if the personal connections have come at the expense of his professional duties. The TA is in his final term at UBC and has already secured a job that will start in January.

### Strategies to address

- Talk to him privately - check UBC coc
- Switch with other TA the OH
- 
- 

### Strategies to prevent

- Establish with details what are the tasks and expected time to complete it.
- Remind TAs at the beginning of professional conduct



# Addressing Challenges

## Instructions

**Round 1, 8 minutes**, as a group:

1. Read the challenge
2. In column 1, post a strategy to address the challenge after it has happened.
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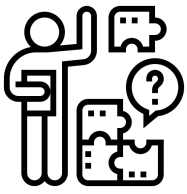
**Round 2, 8 minutes**, as a group:

1. Rotate to the next challenge on the next slide (#6)
2. Write down strategies to prevent this challenge before it happens

**Round 3, 2 minutes**, on your own:

1. Browse through all challenges
2. Add ideas

<b>ROOM 3</b>	
<b>Challenge - Language:</b>  After three weeks of tutorial sessions, your TA confides in you that she feels that she is ineffective in leading the tutorials because students do not seem to be able to understand her English. She has tried speaking slowly and writing main points down, but the students just stare blankly at her when she tries to explain concepts. She's feeling overwhelmed and insecure about being able to do this role as well as she wants to. She is an international first year grad student who is away from home for the first time in her life. You've noticed that she seems to keep mostly to herself and never talks about participating in any activities or events.	
Strategies to <b>address</b>	Strategies to <b>prevent</b>
<ul style="list-style-type: none"><li>● Point her to UBC resources, including for international students</li><li>● Listen empathetically</li><li>● Sit in on one of her tutorials and offer feedback: she may be underestimating her own performance or misjudging what the problem is due to her insecurities e.g. around language</li><li>● Regular check-ins</li><li>● Share your own experiences and strategies</li></ul>	<ul style="list-style-type: none"><li>● Make job description clear: student interaction is a major part of role</li><li>● Assess her comfort and competencies before she starts, and give her tasks accordingly: maybe she's more comfortable in other roles</li><li>● [Insert your ideas here]</li><li>● [Insert your ideas here]</li></ul>



# Addressing Challenges

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**Round 3, 2 minutes**, on your own:

1. Browse through all challenges
2. Add ideas

## ROOM 2

### Challenge - Marking:

Three students have come to you complaining about their **marks** on writing assignments. They claim that friends in the same class, but with a different TA, consistently receive significantly higher marks, even though they feel their reports are of similar quality. They think their TA takes marks off on minor points while the other TA gives instructive feedback about the same mistake without taking away points. You know that this TA is meticulous in his own work and insinuates that his TA colleagues are too lax.

### Strategies to address

- [Insert your ideas here]
- [Insert your ideas here]
- [Insert your ideas here]
- [Insert your ideas here]
- 

### Strategies to prevent

- [Insert your ideas here]
- [Insert your ideas here]
- [Insert your ideas here]
- [Insert your ideas here]
-



# Addressing Challenges

## Instructions

**Round 1, 8 minutes**, as a group:

1. Read the challenge
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**Round 2, 8 minutes**, as a group:

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**Round 3, 2 minutes**, on your own:

1. Browse through all challenges
2. Add ideas

## ROOM 4

### Challenge - TA Responsibilities:

You supervise four TAs who conduct lab sessions with first year students. One of the TAs comes to you upset regarding the behaviour of a fellow TA. She states that during labs, the other TA is basically "furniture" – he sits on a stool and works on his own coursework. He makes a big deal out of being interrupted and students have stopped approaching him for help, and turn to the other three TAs instead. In this lab, students are assigned to specific TA groups. The complaining TA feels she's doing her job and his too.

### Strategies to **address**

- [Insert your ideas here]
- [Insert your ideas here]
- [Insert your ideas here]
- [Insert your ideas here]
- 

### Strategies to **prevent**

- [Insert your ideas here]
- [Insert your ideas here]
- [Insert your ideas here]
- [Insert your ideas here]
-



# Developing an Effective Working Relationship

On your own, jot down ideas that you like to implement to foster an effective teaching team.

**Build Trust**, what do you need to know to build trust?

- [insert what you need]
- [insert what you need]

How may you find what your TAs need?

- [insert your approach]

What does **effective communication** look like in your teaching team?

- [what may you need?]

What about your TAs?

- [how can you find out what they need?]

Align **expectations**?

- [insert your expectations of your TAs]
- [insert your expectations of your TAs]
- [insert your expectations of your TAs]
- [insert your perceived expectations of your students about the TAs]
- [insert your perceived expectations of your students about the TAs]
- [insert your perceived expectations of your students about the TAs]

What about your TAs expectation?

- [how may you find out?]
- 

What will **success** look like in the end of the course?

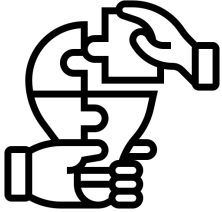
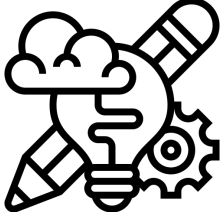

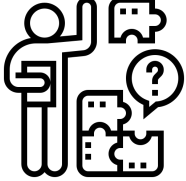

How may you **manage your time**?

What **support** do they need?

What are their **blindspots**; what are our **blindspots**?



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