Instructions:
1. Scroll-down to where you Group # is. This is the group number on your Zoom Breakout room link.
2. Use the questions below to guide your discussion about this problem.
3. Pick 1 person who can present the issue to the group and share the answers.
4. You will have 10 minutes to discuss and come up with solutions, and then we will return as a group.
5. Designated person will share what was discussed.

Group Discussion Topics:

- Is the challenge between: professor-TA or Student-TA?
- Where are the expectations coming from: Yourself, Student, Instructor, or a combination?
- How does this challenge differ online than in person? (if at all), and is there an online tool to help that you would recommend?
- Would setting SMART goals solve this – if so, what would you set?
- Is there a guideline for yourself, your student or your instructor that will help you avoid that challenge in your online environment.

Breakout Group 1

Topic: **Finding Work-Life Balance amidst graduate work and TA duties.**

- Is the challenge between: **professor-TA** or Student-TA? CHALLENGE WITH YOURSELF
- Where are the expectations coming from: Yourself, Student, Instructor, or a combination?
  - Yourself - deciding what is a good balance
- How does this challenge differ online than in person? (if at all), and is there an online tool to help that you would recommend?
  - New course for everyone because its online!
  - Unclear roles
  - Time zone differences - difficult to respond to students (TA duties)
- Would setting SMART goals solve this – if so, what would you set?
- Is there a guideline for yourself, your student or your instructor that will help you avoid that challenge in your online environment.
  - Students need help at odd hours - stressful to let them just flounder, but can open office hours before things are due.
  - "Pop-in" sessions for office hours.

Challenges: Screen Fatigue, "building a bicycle while simultaneously riding it". t

Ideas / Solutions:

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Breakout Group 2

Topic: **Dealing with distractions of online teaching (Netflix vs. working, or personal research / writing vs. teaching)**
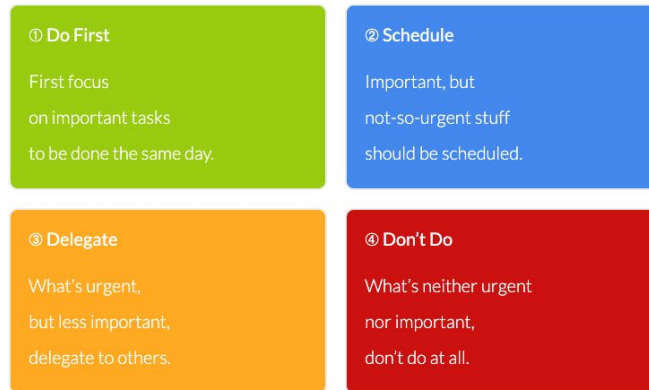
Ideas / Solutions:
- Avoid Netflix breaks / "rest" or relaxation until end of day
- Schedule time - set aside time for graduate work separate from teaching time separate from personal time
- Separate computer for work vs. entertainment (if possible)
- Finding another place to work, separate space (i.e. outside)
- Trying different types of breaks - i.e. go for a walk (physically-distanced), instead of taking an online break that can lead to long distractions

Topic: **Assigning Priorities to TA work with respect to deadlines.**

Ideas / Solutions:
- [Eisenhower Matrix](Urgency and Importance) (Urgency and Importance)

① Do First	② Schedule
First focus on important tasks to be done the same day.	Important, but not-so-urgent stuff should be scheduled.
③ Delegate	④ Don't Do
What's urgent, but less important, delegate to others.	What's neither urgent nor important, don't do at all.

- Quality/effort check: Can this task be completed at a fair level? A good level? Or is excellence required?
- Ask for clarification with Instructor

  - **Is the challenge between: professor-TA or Student-TA?**
    - Professor - TA
      - Professor asking for exams/papers to marked - but without clear deadlines
    - Student - TA
      - students may demand your attention/priorities, need to balance with your capacity
      - Say you hold exam-viewing and multiple students have different questions about problems, and since you're holding it via Zoom (and not in person), how do you know which ones to answer first (in terms of which student asked which question first)
  - **Where are the expectations coming from: Yourself, Student, Instructor, or a combination?**
    - A combination of all
  - **How does this challenge differ online than in person? (if at all), and is there an online tool to help that you would recommend?**
    - Getting/maintaining attention
    - Response time
    - Tools
      - Canvas
      - Collaborate Ultra

- ■ Proctorio
- ■ Zoom
- ■ Asana/Todoist/Wunderlist/Monday/etc.
- **Would setting SMART goals solve this – if so, what would you set?**
  - ○ Yes, setting specific goals that are obtainable in regards to the deadlines at hand.
    - ■ Time specific
    - ■ Task specific
- **Is there a guideline for yourself, your student or your instructor that will help you avoid that challenge in your online environment.**
  - ○ Clear expectations with students and instructors about:
    - ■ response times
    - ■ quality/thoroughness/depth of comments, corrections, etc.

Topic: **Too many projects – learning to say "no" or "not now, or having a conversation to make it work.**

Ideas / Solutions:
- Probably both - too many responsibilities for designated hours. Talk to prof, or go to union to find ways to manage
- Get an extension to task deadlines
- Agree to read sections/outline of student work prior to submission, but cite fairness
- Expectations - more external
- Online - technical skill can add a challenge
- Online - new activities to generate connections, takes more prep time
- Online - easier to say no not face to face
- SMART Goal setting - S: protecting my time
- For instructor-TA challenges
  - Giving instructors your own deadlines so they can take it into account
  - Letting the instructor know your priorities/ sharing your goals with them.
- For student-TA challenges
  - Going above and beyond for students (can happen when you have time)
  - If you have students who are having extra problems, might need to reach out to other resources such as your instructor or other TAs, to negotiate the balance of tasks.

Topic: **Online teaching & timing – taking into account that things take longer than expected online.**

- **Not everyone will have a baseline for how long things take.**
- **Set up timelines and make sure all parties are on the same page.**

Ideas / Solutions:
- Learning to reach out to the instructor if you're feeling overworked (ideally before you get to the point of overwhelmed)
  - Setting up a zoom meeting before the term to lay out expectations and responsibilities as a TA
  - Having a shared TA calendar or at least comparing notes to ensure no TA is carrying too much of the work
  - Ask for rubrics 1-2 weeks in advance of assignment deadline (also helps you efficiently answer student questions about the assignment) **How much feedback are we expecting for students.**
    - **Set a timer for each section/assignment and evaluate if you are going into too much detail.**
    - **Create a "stock comment" page.**
    - **Voice annotation - ex. On apple you can turn it on just using the microphone.**
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- Allotting more time to tasks you haven't performed yet, which may already take longer; calibrating marking efforts between TAs within the first few assignments before "diving in" to the full marking pile
- Be forgiving of yourself if things take long

RESOURCES:

Early Alert Website: https://facultystaff.students.ubc.ca/systems-tools/early-alert

Weekly Canvas Workshops: https://events.ctlt.ubc.ca/tag/canvas/

Weekly Collaborate Ultra Workshops : https://events.ctlt.ubc.ca/tag/ultra/

Weekly Zoom Workshops: https://events.ctlt.ubc.ca/tag/zoom/

Teaching & Learning Tools: https://isit.arts.ubc.ca/other-tools-for-teaching-and-learning/

Todoist: https://todoist.com/education

Piazza Q&A Forum: http://piazza.com

MatterMost (similar to Slack): https://mattermost.com