

Welcome to the 2016 BE TA Training Workshop!



Details for SoE TA Training

- Friday, Sept 2 from 9-12pm in 32-123
 - Complete online registration form by Aug 31
- Sessions
 - Interactive teaching techniques for TAs
 - Problems and pitfalls in classroom teaching
- BE TA Training workshop is not meant to replace SoE TA Training

Quality teaching is important

- Teaching PPE
 - Preparation
 - Positive attitude
 - Empathy



Importance of the teaching experience

- Stretching your teaching muscles as a TA is an important part of your education
 - Instills better understanding of our discipline
 - Builds skills required for overall success
 - Oral and written presentation
 - Leadership
 - Teamwork
- Working with faculty other than your advisor broadens your network

Common TAs questions

- Who TAs BE classes?
 - Mostly 2nd year students in BE (Micro/CSB/etc.)
- How are assignments made?
 - Doug and Forest with faculty input
 - Goal is best fit based on student interest and skills
- What is required?
 - Dependent on the class
 - Expectations to be established with faculty

TA roles in BE

- UG lecture class TA
 - Recitation, office hours, grading exams
- G lecture class TA
 - Office hours, often some grading
- In some lecture classes
 - Run review sessions, pre-take exams, write HWs/solutions, etc.
- Lab class TA
 - Pilot experiments, some grading, high contact hours
 - Safety is of utmost importance (moral, legal issues)
- Course development
 - On more *ad hoc* basis
- Ultimately, class- and instructor-dependent
 - Have **expectations-setting meeting** before classes begin

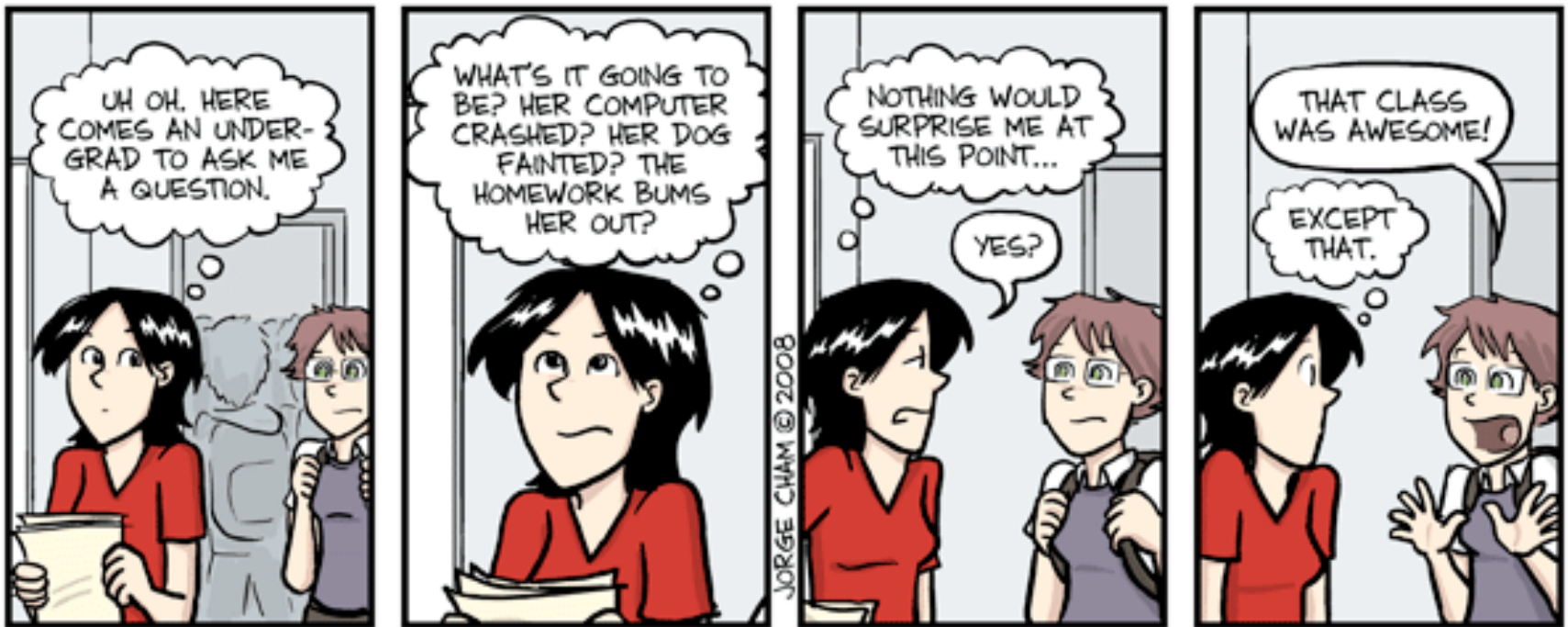
General duties for all TAs

- Know your students
 - Pictures are on Stellar/WebSIS
- Know the material
 - Attend lectures and meetings
- Administrative help within reason
 - Help maintain course web page
 - Track student grades
 - Make photocopies, clean blackboards, etc.
- Help assign final grades
 - You are the **student advocate!**

Specifics on TA responsibilities

- Summary of TA responsibilities
 - Average of 20 hr/wk
 - Prepare materials, complete and proctor exams, write problems and/or quizzes, grading, etc.
- Faculty responsibilities
 - Meet with TAs to establish expectations
- When issues arise
 - Contact BE REFS, BE Graduate Program Chair, Department Head

Resources for success



Teaching tools

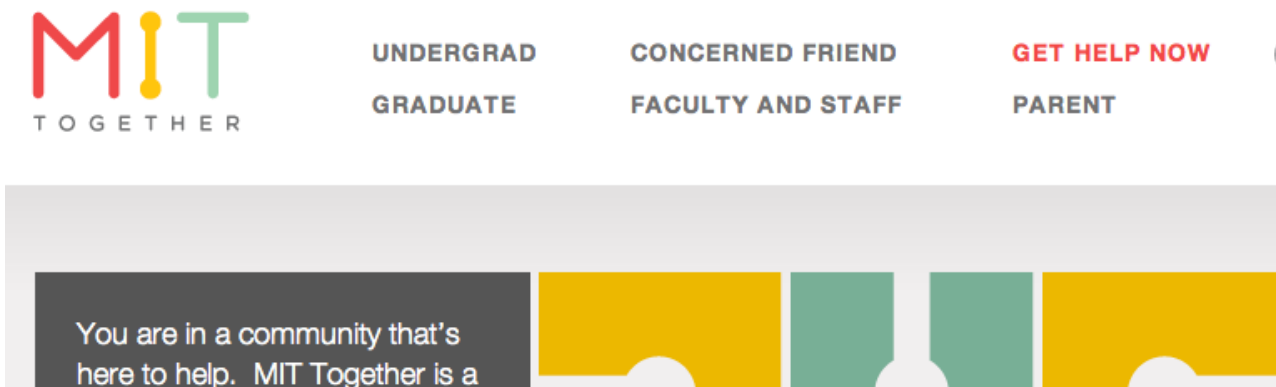
- SoE TA Resources
 - Summary tips and reading list
 - http://engineering.mit.edu/education/education_resources/ta
- Teaching & Learning Laboratory
 - Guidelines for recitations
 - <http://tll.mit.edu>
- TAs / Instructors from previous semesters
 - Ask directly about past challenges and successes
 - Examine past course materials and evaluations
- Current semester colleagues
 - Get feedback from instructor, other TAs, or anonymous students
- Course management resources
 - Stellar (course management system): <http://stellar.mit.edu>
 - MIT libraries: can set up class resource pages
 - OpenWetWare: alternative course management – wiki

Assisting your students

- Bookmark the BE TA Training 2016 page!
 - Links to resources at the bottom
 - Includes all slides and handouts from the workshop
- MIT together website
 - Support overview and lots of links!
- **S³ (student support services)**
 - **One-stop advising/referral for UGs**
- MIT mental health
- Academic advisors (ask faculty)
- Academic
 - BE tutors
 - BE Communications Lab

Assisting you

- Again, MIT together <http://together.mit.edu>
- **BE REFS**
- ODGE advising
 - Essentially S³ for G students
 - Office of the Dean for Graduate Education
 - <http://odge.mit.edu/development/advising/>
- If a serious conflict arises
 - Department Head
 - MIT Ombudsman: <http://web.mit.edu/ombud/>



Also, see the TA brochure



The image shows a graphic for a TA brochure. On the left, there is a vertical strip with a photograph of a person's arm and the word "ants" in purple. The main graphic features the text "TA@MIT" in large, bold, purple letters, with the "@" symbol in orange. To the right of the logo, a vertical line with circular endpoints connects a list of topics to the text below. The topics are: rights, responsibilities, rewards, and resources. Each topic is underlined with a thin green line. At the bottom right, the text reads: "Office of the Dean for Graduate Education (ODGE)" and "Office of the Dean for Undergraduate Education (DUE)".

TA@MIT

- rights
- responsibilities
- rewards
- resources

Office of the Dean for Graduate Education (ODGE)
Office of the Dean for Undergraduate Education (DUE)

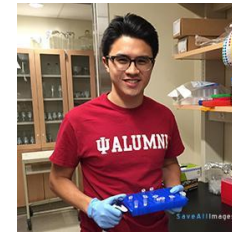
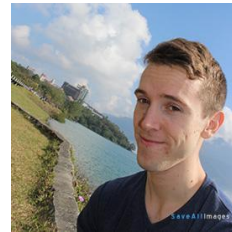
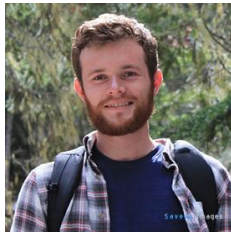
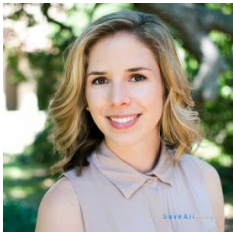
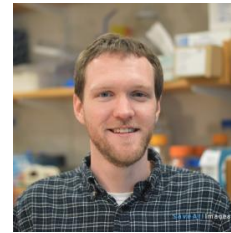
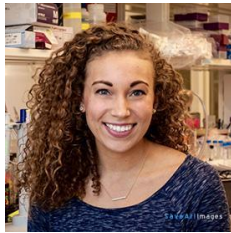
http://odge.mit.edu/wp-content/uploads/2011/09/TAs_2010RandR.pdf

TA TRAINING: FALL 2016

Dr. Diana Chien, BE Communication Lab Manager/Instructor

Helping you communicate effectively.
be.mit.edu/communicationlab

The BE Communication Lab is a team of 12 peer coaches: 12 PhD students, 2 postdocs



Our lab is for scientists, by scientists.

We can support your students,

or support your communication & teaching skills.

BECL can help your students:

- Individual & group coaching
- In-class workshops

- Figure, slide, & poster design
- Oral presentation skills
- Papers, abstracts, proposals...

What we do...

Meet each client where they're at: from brainstorming to final edits

Analyze content, message, and organization

Model field-specific best practices

...and don't

Proofread, grammar police, work on ESL

Provide answers

BECL can help you as a TA

- Oral presentation skills
- Group facilitation skills for recitations
- Syllabus design
- Rubric design

Example rubric created for 20.101

Grading Rubric for 20.201 - PRESENTATION						
	Beginning	Developing	Exceptional	INDIVIDUAL'S POINTS	POSSIBLE POINTS	COMMENTS
UNMET MEDICAL NEED: Clear, significant, feasible to address. Demonstrates understanding of disease.	0	5	10		10	
STRATEGIC PLAN AND DESCRIPTION OF APPROACH: Logical, feasible, appropriate experiments. Contingency plans are well thought out.	0	20	40		40	
INTELLECTUAL PROPERTY: Sufficient consideration of patentability and "obviousness" of the technology. Sufficient coverage of existing patents.	0	7.5	15		15	

Courses that already partner with the Communication Lab:

FALL

- 20.S947
- 20.109
- 20.201
- 20.309
- 20.380
- 20.416

SPRING

- 20.S947
- 20.109
- 20.111
- 20.207
- 20.309
- 20.310
- 20.380

20.109 & 20.380 have dedicated Communication Instructors



Dr. Sean Clarke



Dr. Diana Chien

How to get help

- Contact Diana: dchien@mit.edu
- Talk to your faculty about connecting with us.
- Visit the Communication Lab website:
<http://be.mit.edu/communicationlab>

Potential student issues

- Health concerns
 - Physical
 - Mental
 - Prolonged
- Personal concerns
 - Serious illness or death of family member or close friend
 - Traumatic events
- Academic concerns
 - Missed work due to health/family issues
 - Missed work due to being overextended and/or oversleeping
 - General struggle with class material
 - Academic dishonesty
- All issues may lead to stress → “typical” or extreme

More about academic dishonesty

- What might happen?
 - Unequivocal copying or cheating (exams, reports)
 - Ambiguous overstepping of resource or collaboration policy
- **Ambiguity is awful** for everyone involved
 - Want to believe the best of our students
 - Reluctant to damage their future prospects
 - Harder to evaluate person (intent, etc.) than actions
 - Likely result: inconsistent and unfair outcomes
- So, what should you do... *before* anything happens?
 - Encourage faculty to establish **clear and concise standards**
 - Convey standards both electronically and orally
 - Ask former TAs what to emphasize and look out for

If you suspect academic dishonesty

- How is academic dishonesty dealt with?
 - **Do not confront student by e-mail**
 - Several paths, but the following is typical:
TA > Instructor > Department Head > DUE/DSL
> Triage > Committee on Discipline
 - Consider submitting a 'letter on file' to document repeated questionable practices
 - For more info, see *Policies and Procedures*
<http://web.mit.edu/policies/10.2.html>
- Medical issues may come up when the student is confronted – advise student to seek help
 - Again involve instructor, academic advisor
 - <http://studentlife.mit.edu/citizenship/resources>
- MIT guidelines regarding appropriate citation
 - <http://libguides.mit.edu/content.php?pid=37801>

Learning the rules

- MIT Policies and Procedures
 - <http://web.mit.edu/policies/>
- MIT Chair of the Faculty Guidelines
 - <http://web.mit.edu/faculty/teaching/termregs.pdf>
- No *required* academic exercises b/w 5-7 PM
- No *required* academic exercises Monday > 7PM
 - must offer comparable OH for optional review session
- FERPA (privacy)
 - <http://web.mit.edu/registrar/general/csip/> (see FAQ)

What to do after TA training

- Learn more, practice, and set personal goals
- Have conversations with former TAs
- Meet with your teaching team to discuss expectations
- If you enjoy teaching, consider MITES, SEED, STEM, etc.