



to the 2017 BE TA Training
Workshop!

Details for SoE TA Training

- Thursday, Aug 31 and Friday, Sep 1 from 9-12pm in 32-123
 - Online registration form
- 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

- 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 Mark 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

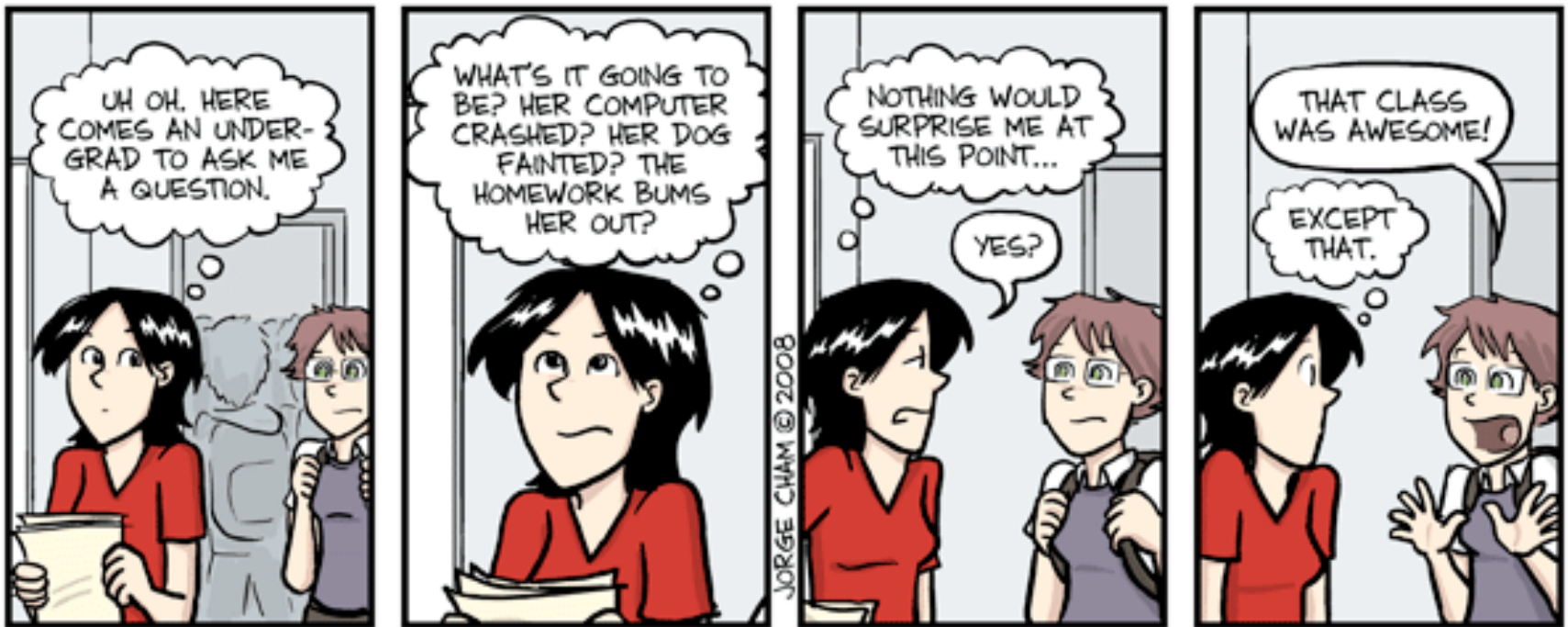
General duties for all TAs

- 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 your TAsip



Tools for your success

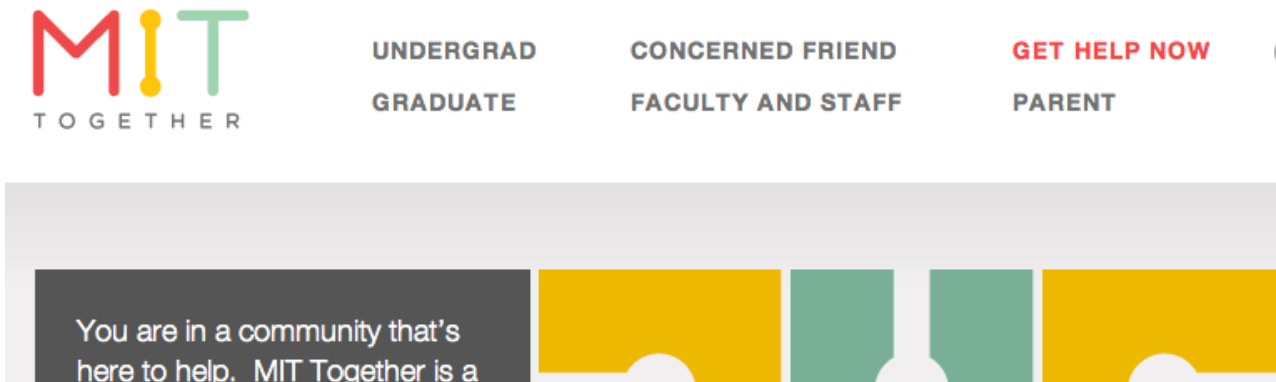
- **SoE TA Resources**
 - Summary tips and reading list
- **Teaching & Learning Laboratory**
 - Guidelines for recitations
- **TAs / Instructors from previous semesters**
 - Ask directly about past challenges and successes
 - Examine past course materials and evaluations
- **Current semester colleagues**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

Assistance for your students

- **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**

Assistance for you

- **Again, MIT together**
- **BE REFS**
- **ODGE advising**
 - Essentially S³ for G students
 - Office of the Dean for Graduate Education
- **If a serious conflict arises**
 - Department Head
 - MIT Ombudsman



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 letters. The "T" and "S" are purple, the "A" is purple with a white outline, the "@" is orange, and "MIT" is purple. To the right of the logo, a vertical line with circles at the top and bottom connects a list of topics to the contact information below. The topics are "rights", "responsibilities", "rewards", and "resources", each underlined with a thin green line. The contact information at the bottom right 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)

Comm Lab is for scientists, by scientists.



Dr. Sean Clarke



Dr. Prerna Bhargava

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

What the Comm Lab does...

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

Analyze content, message, and organization

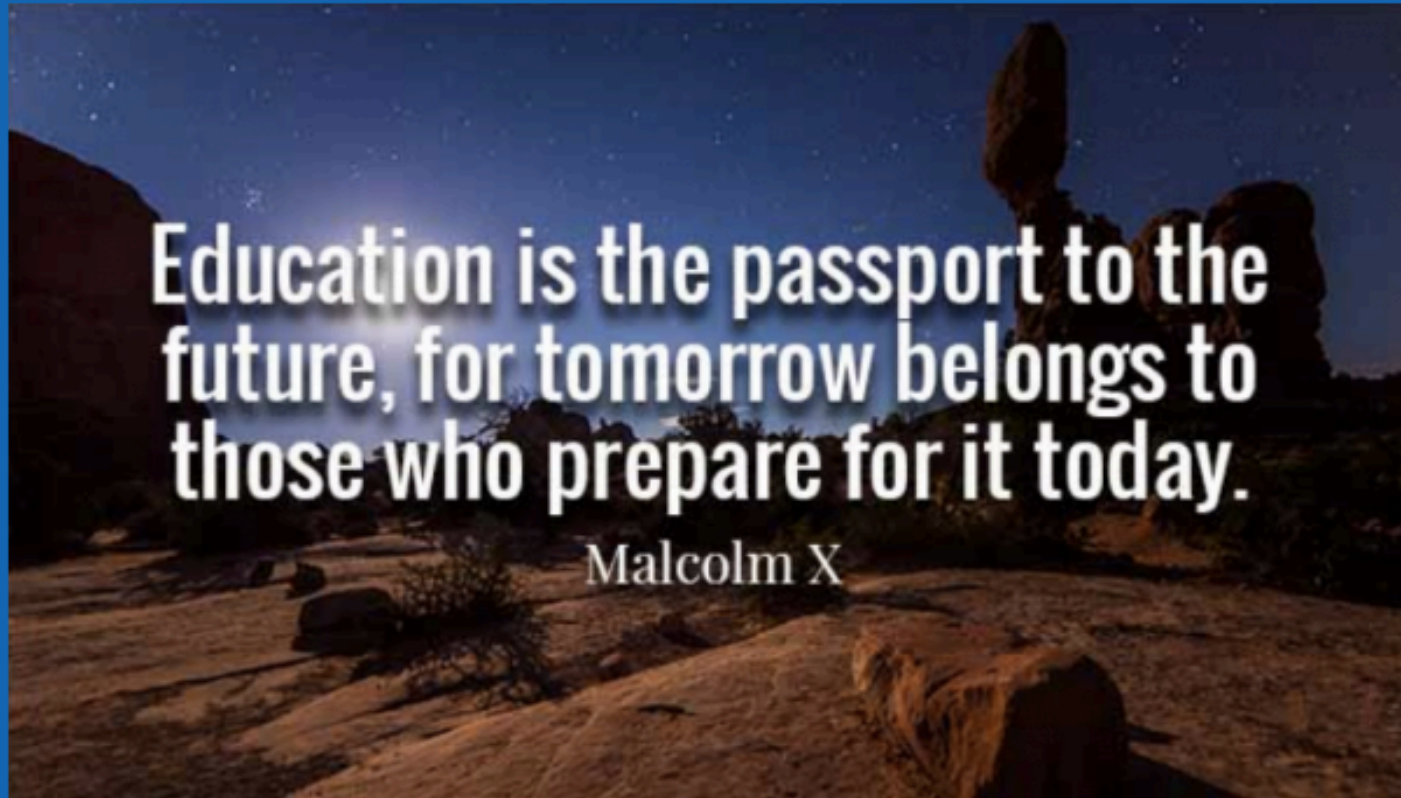
Model field-specific best practices

...and doesn't

Proofread, grammar police, work on ESL

Provide answers

BE TA Training 2017 page!



[http://engineerbiology.org/wiki/BE_TA_Training_\(Su17\)](http://engineerbiology.org/wiki/BE_TA_Training_(Su17))

Resources for student issues



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

- What you should do?
 - 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>

Be familiar with 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.