



The University of Georgia

GTA

Teaching Assistant Newsletter

The Center for Teaching and Learning

Vol. 17, No. 1, Fall 2006

Graduate School Interdisciplinary Certificate in University Teaching

In order to further develop doctoral and other terminal degree students for their teaching responsibilities as Graduate Teaching Assistants (GTAs) as well as to prepare them for future academic positions, the Graduate School offers a Certificate in University Teaching in cooperation with academic departments and administrative units that support teaching and learning.

Interested GTAs submit a formal application (<http://www.gradsch.uga.edu:5080/certificate/>) along with a letter of support from a faculty member who is either in their respective department, is a Teaching Academy member, or is a faculty member teaching one of the core courses. Upon completion, students submit their plan of study for approval by the Graduate School program director.

(http://www.gradsch.uga.edu:5080/certificate/plan_of_study.htm).

GTAs enrolled in the program will satisfy the following minimum requirements:

- **Four Sections of Teaching at UGA**: Provide instruction in at least four sections at the University of Georgia as teacher of record, or as discussion or laboratory TA with significant responsibilities.
- **Nine Hours of Course Work**: Complete nine credit hours in course work related to teaching development. Courses taken to satisfy the certificate requirements cannot count toward the degree requirements unless previously approved in writing by the student's advisory committee and graduate coordinator. Courses that qualify can be selected from the following categories or can be proposed as part of the course of study:
 - **teaching strategies** (three semester hours of GRSC 7770 or an equivalent course in the student's academic department),
 - **student learning and assessment of the learning environment** (three semester hours on how students learn, classroom management, grading and testing),
 - **technology to support teaching and learning** (three semester hours of instruction on using technology to support teaching and learning),
 - **professional development for the academy** (three semester hours of instruction determined by student need and approved by Certificate program director).

(continued on page 2)

(continued from page 1)

Students will have the opportunity to take related courses in their respective academic departments as well as those offered in other departments. (http://www.gradsch.uga.edu/For_Students/Enrolled_Students/certificate/proposed_courses.pdf)

- **Teaching Project:** Participants will contribute to the scholarship of teaching in their discipline by preparing a teaching-related project or developing a technique with a teaching mentor. The project may be developed in the core courses the student chooses to take in the certificate program.
- **Scholarship of Teaching:** Prepare a publication-ready manuscript and/or present a poster or concurrent session on the teaching project at the annual Fall Orientation for Teaching and Laboratory Assistants. (http://www.gradsch.uga.edu/For_Students/Enrolled_Students/certificate/poster.pdf)
- **Teaching Portfolio:** Develop a twelve-page teaching portfolio to be reviewed and certified by a Graduate School committee. Each portfolio must include, as a minimum, each of the following items:
 - a. A teaching philosophy statement
 - b. Description of courses taught
 - c. Sample teaching materials
 - d. Sample of student work
 - e. Innovative teaching projects and roles
 - f. List of professional activities related to teaching
 - g. List of special training or teaching related experiences
 - h. Evaluation of teaching

Detailed description of the teaching portfolio and of each item is available at:

http://wwwctl.uga.edu/teaching_assistant/ta-portfolio.html



Graduate School Excellence in Teaching Award 2006

(From left to right) Graduate School Dean Maureen Grasso; Uttiyo Raychaudhuri, Warnell School of Forestry Resources; Tracy Lambert, Psychology; Maria del Puig Andres, Romance Languages; Anita DeRouen, English; Kristy Maddux, Speech Communication; UGA President Michael Adams

Each year, the Graduate School awards the Excellence in Teaching Award to five graduate teaching or laboratory assistants in recognition of their contributions to classroom teaching and to the scholarship of teaching at the University of Georgia.

This year's winners have all excelled in working with undergraduates in the instructional setting and have also been active in support of teaching beyond their own classroom duties. They have mentored new teaching and laboratory assistants, provided leadership in encouraging others to teach well, and have developed innovative teaching techniques and materials.

The winners received \$1000.00 from the Graduate School and were recognized at the Honor's Day celebration at Hugh Hodgson Hall as well as at the Faculty Recognition Banquet where they received plaques in appreciation of their dedication to teaching.

Graduate School Teaching Portfolio Certification

**Fall Semester Deadline:
November 3, 2006**

For details on the components of a teaching portfolio refer to

http://wwwctl.uga.edu/teaching_assistant/Portfoliodeadlinesf06.pdf

The Outstanding Teaching Award

The Office of the Senior Vice-President for Academic Affairs and Provost recognizes teaching assistants throughout campus with the Outstanding Teaching Assistant Award. Each year, up to 10% of graduate students in a department are recognized for their contributions to the instructional mission of the University of Georgia. Winners are given a certificate of appreciation from Academic Affairs and are recognized at Honors Day.

Fariz Ahmadov, Agricultural and Applied Economics
Heather Akers, English
Benjamin Alper, Biochemistry and Molecular Biology
John Anthony, Music
Scott Arnett, Kinesiology
Christopher Bennett, Computer Science
Chris Bell, Counseling & Human Development
Lisbeth Berbary, Counseling and Human Development
Lisa Bixby, Cellular Biology
Daniel Bloom, Philosophy
Bryna Bobick, Art
Jennifer Bratten, Romance Languages
John Buchner, Microbiology
Duilia Carrillo, Institute of Ecology
Linda Chastain, Theatre and Film Studies
Ananda Chowdhury, Computer Science
Gregory Clanton, Educational Psychology & Instructional Technology
Sarah Clinton, J. M. Tull School of Accounting
Todd Collins, Political Science
Valerie Cormani, Mathematics
Janneke Counts, Elementary and Social Studies Education
Janice Crews, Music
Mayukh Dass, Marketing and Distribution
Drashti Dave, Cellular Biology
Leif Deyrup, Entomology
Joshua Duffy, Cellular Biology
Sarah Dunning, Physics & Astronomy
Courtney Duren, Kinesiology
Aaron Durst, Music
Marilyn Evans, Classics
Sarah Evans, Psychology
Matthew First, Marine Sciences
Angela Fiske, Elementary and Social Studies Education
James Gigantino, History
Rebecca Glover-Kudon, Health Promotion & Behavior
Emily Gomez, Fine Arts/Photography
Cara Gormally, Plant Biology
Jennifer Grem, Romance Languages
Sian Griffiths, English
Chris Groscurth, Speech Communication
Lauren Harris, Psychology
Todd Hawley, Elementary and Social Studies Education
Enya He, Insurance, Legal Studies, and Real Estate
Emily House, Plant Biology
Jillian Hurst, Pharmaceutical & Biomedical Sciences
Bridgette Israel, Pharmaceutical & Biomedical Sciences
Kevin Jernigan, Anthropology
Elizabeth Johnson, Advertising and Public Relations
Elizabeth Johnson, Marine Sciences
Kevin Johnson, Music
Colin Jones, Music
Lara Jones, Psychology
David Jons, Romance Languages
Jacob Keenum, Mathematics
Mike Kemling, Art
Kanita Kimmons DuCloux, Mathematics and Science Education
Elenor Kuntz, Genetics
Jun Taek Kwon, International Affairs-SPIA
Karen Layou, Geology
Ju Young Lee, Textiles, Merchandising and Interiors
Wenli Li, Plant Biology
Robert Luckett, History
Kristy Maddux, Speech Communication
Frederick Maier, Computer Science
Nance Daniels Maiorino, Comparative Literature
Benjamin McFry, Comparative Literature
Patrick McGinn, English
Jennifer McMahan, Sociology
Anita Melo, Romance Languages
Ann Mezzell, International Affairs-SPIA
Mihail Miletkov, Banking and Finance
Barton Myers, History
Lori Neal, Art
Martin Ocon-Gamaria, Romance Languages
Camille Olin, Music
Matthew Owens, School of Forest Resources
Gretchen Peltier, Institute of Ecology
Dell Perry, Language and Literacy Education
Ryan Peterson, Child and Family Development
Gregory Pillar, Crop and Soil Sciences
Jonathan Polk, International Affairs-SPIA
Dorin Preston, English
Justin Rabideau, Art
Shanara Reid, Speech Communication
Lisa Renzi, Psychology
Misty Reynolds, English
Ginger Rhodes, Mathematics and Science Education
Cathy Richards, Crop and Soil Sciences
Abigail Richardson, Institute for Women's Studies
Jessica Rodriguez, School of Forest Resources
Martin Rogers, English
Sharmila Roy, Cellular Biology
Michael Schirmacher, School of Forest Resources
Ashley Schrenk, German & Slavic Languages
Irene Searless, Social Work
Daniel Seaton, Physics & Astronomy
Liang Shen, Pharmaceutical & Biomedical Sciences
Joshua Shook, Animal and Dairy Science
Amanda Smith, Religion
Jennifer Steimer, Romance Languages
Clayton Talton, Animal and Dairy Science
Tzuchien Tho, Philosophy
Andrew Tyminski, Mathematics and Science Education
Brad Vickers, Kinesiology
Byron Warner, Romance Languages
Lina Wayo, Geology
Collin Webster, Kinesiology
Franklin West, Animal and Dairy Science
Marla Wilks, Sociology
Joe Williamson, Entomology
Stacy Wright, English
Sung Hyun Yun, Social Work
Guodong Zhang, Pharmaceutical & Biomedical Sciences

Debate as an Effective Teaching Tool

by Iulia Pittman

2006 PHD German & Slavic Languages

A successful teaching moment is dynamic and interactive, involves all students, challenges students to show critical thinking and understanding of the material, and (why not?) is fun for both students and teacher. Debate can be a tool to bring about all of these things.

Debates and discussions are both forms of active learning used to process the material, and they are used as supplemental or alternative tools to lectures or other less active teaching methods. According to McKeachie (2002), in a debate, it is important to provide students a clear structure, a description of the issue, set speaking times, opportunity for rebuttal, and an understanding of the goal of the debate as a learning device.

Integrating debate into teaching

Debate is a very *versatile* tool that can be used in both smaller and larger classrooms. In a small classroom, students can be divided into two teams and the teacher can be the moderator. In a larger classroom, students can be divided into several debating groups with two teams each. The professor can then walk from one group to the other and moderate as necessary, or every group can have a student moderator. Another way of involving all students in a large classroom is to have some students debate and others act as observers or recorders. At the end of the class period, the observers might write a summary of the discussion or debate and find a solution or resolution based on the arguments they heard. The debate tool can be used as a short teaching moment at the beginning or end of the class or it can take up the whole class period. It can be a quick review of the material or the main teaching lesson.

Goals and benefits of debate

Debate can be used in nearly *every subject*, be it political science, foreign languages, biology, or philosophy. Depending on the subject, debate can be used to strengthen students' rhetorical skills, improve oral communication, use foreign language in context, express opinions about competing theories, or find a solution to a problem.

Students who are shy, introverted, or unmotivated tend to be less active and involved in the class. Foreign language students face the additional challenge of mastering the vocabulary, grammar, and pronunciation of the target language. If, however, students are allowed to debate a controversial topic, teachers will find that most students *have* an opinion on the issue and *want* to have their voice heard. Furthermore, if they work in competing teams, students tend to want their team to win. Students' *motivation* to speak up and be active increases considerably.

In order to do a good job during a debate, students have to be *prepared*. A good understanding of the material is crucial, and coming up with solid arguments and counterarguments necessarily involves critical thinking. Such an interactive and dynamic activity is very stimulating and positively affects learning and retention.

Debates are not only very engaging, inclusive, and versatile, but also effective as a teaching, testing and learning tool.

McKeachie, W. J. and B. K. Hofer (2002). McKeachie's teaching tips: strategies, research, and theory for college and university teachers. Boston, Houghton Mifflin Co. Edition 11th ed.

Teaching Support Seminars Fall 2006 GRSC 7770 & ELAN 7768/69

University policy requires that all TAs receive support for their teaching. If you have never taught at university level in the United States, you must sign up for one of the GRSC 7770 teaching support seminars or a departmental course specifically to help you develop your teaching.

If you are an international student who has not taken or achieved a score of 50 on the TSE/ SPEAK test or a 26 on the TOEFL/TAST you must sign up for ELAN 7768 where you will be given a language evaluation and placed in the appropriate teaching support seminar. You may review the full TA Policy Statement at: http://www.ctl.uga.edu/teaching_assistant/ta-policy.html

GRSC 7770 (24-510)

Wednesday, 2:30-4:25P

(POD contact Dr. Kathleen Smith, 542-1355)

ELAN 7768 (72-705)

Tuesday/Thursday 11:00A-12:15P

Tuesday 9:30-11:30

ELAN 7769 (42-709)

Tuesday/Thursday (11:00-12:15P)

(ELAN contact Dr. Donald Rubin-542-3247)

The Center for Teaching and Learning

The Center for Teaching and Learning (CTL) is a support unit of the Office of the Vice President for Instruction. It is devoted to the advancement of instruction and faculty development at The University of Georgia. CTL sponsors a range of services and enrichment activities designed to assist faculty and teaching assistants with instructional matters. *Dr. Nelson Hilton* is the Director of CTL and *Dr. Jay Harriman* is the Associate Director. *Dr. Paul Quick* and *Dr. Kathleen Smith* are TA Program Co-Directors.

* **Fall Orientation for TAs and LAs**

* **GRSC 7770 - teaching seminar**

* **TA Handbook**

* **TA Newsletter**

* **Teaching Resource File**

* **Individual Consultation**

* **University Awards for Outstanding Teaching**

* **TA Mentor Program for Future Faculty**

* **Instructional Technology Resources**

* **Teaching Seminars**

* **Web Resources on Teaching (<http://www.ctl.uga.edu/>)**

* **Teaching Portfolio Samples and Consultation**

* **University Teaching Certificate Support**

GTA Newsletter is a publication of the Center for Teaching and Learning. Teaching Assistants are encouraged to submit articles for publication in this newsletter. Submissions should be forwarded to Kathleen Smith or Paul Quick, CTL.

Center for Teaching and Learning
Instructional Plaza
University of Georgia
Athens, Georgia 30602-3016

Teaching Support
<http://www.ctl.uga.edu/>

An Equal Opportunity/Affirmative Action Institution

Teaching Assistant