



University of Georgia Teaching Assistant Handbook

2019-2020

Revised August 2019

Center for Teaching and Learning
ctl.uga.edu

Introduction

Welcome to the New Teaching Assistant Handbook. Over the course of the past year and with the support of a committee of graduate students from across the University we have begun to revise this handbook. In undertaking this effort, we sought to re-think from the ground up what kinds of information would be helpful and necessary for TAs at UGA and let the TA experience guide our redevelopment of this document at every turn. As this revision is not a simple update but rather a wholesale reimagining, the revision process is ongoing, with additional sections on “Leading Lab Sections,” “Leading Discussion Sections,” “Course Design 101,” and “Testing and Grading” section all forthcoming.

We thank you for your patience as we continue this revision process and we welcome suggestions and comments on this work in progress.

Sincerely,

Dr. Zoe Hensley Morris, Assistant Director for TA Development and Recognition

Mary Helen Hoque, Graduate Assistant for TA Development and Recognition

Graduate TA Handbook Revision Committee

Mary Helen Hoque (Chair), Music

Melanie Callihan, Geology

James Coda, Language and Literacy Education

Emma Perry, English

Kimberly Watkins, Financial Planning, Housing, and Consumer Economics

Kasey Leigh Yearty, Chemistry

Julie Ziemba, Ecology

Many thanks to this diverse committee for their dedication to instructional excellence and improving the graduate teaching assistant experience at the University of Georgia.

Comments? Suggestions? Contributions? Send them all to gradteach@uga.edu

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** These sections are currently under revision. Thank you for your patience.*

1. What is Your Role?

Whether you are brand new to teaching, new to teaching at UGA, or returning with new responsibilities, this handbook will provide you with guidance around defining and performing your teaching role.

As a graduate student at the University of Georgia, your primary role and responsibility is that of *student*. Your teaching assistantship serves to enable you to fulfill that primary role and to provide you with experiences that will help you further your career. The purpose of this handbook and other support services provided by the Center for Teaching and Learning (CTL) is to help you to navigate your teaching role successfully so that it can support, not burden, your graduate experience at UGA.

1.1. Overview

1.1.1. Types of Teaching Assistantships

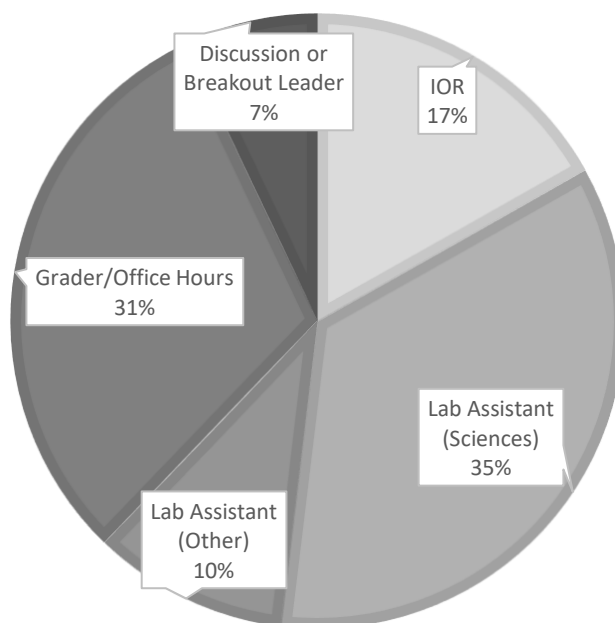


Figure 1: Approximate distribution of TAships by type, average 2017-2019.

Laboratory TA: Most UGA TAs teach in labs, whether that be a “wet” lab (physics, chemistry, biology, other life sciences) or a “dry” lab (computerized, studio, or field-based). Duties vary, but often include in-class teaching responsibilities such as giving pre-lab lectures and facilitating lab experiments or other activities, in addition to grading and holding office hours. Lab TAs usually assist a supervising instructor. See [section 1.2](#) for more information on assisting another instructor.

Graders/Proctors/Office Hours: These TAs work directly with a supervising instructor and assist in all kinds of classes. Duties vary greatly, but usually include grading, proctoring exams, and holding office hours. Their duties usually do not include in-class teaching responsibilities. See [section 1.2](#) for more information on assisting another instructor.

Discussion Leader: While these TAs assist a supervising instructor, they generally have more in-class teaching responsibilities, their duties including preparing and presenting topics during breakout session

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in addition to grading and holding office hours. See [section 1.2.](#) for more information on assisting another instructor.

Instructor of Record (IOR): These TAs have the most responsibilities and work the most independently. IORs can be assigned to all types of classes and their duties are usually comprehensive. While they are primary instructors (they do not assist another instructor), they are still supervised by a faculty member. See [section 1.3.](#) for more information.

1.1.2. CTL Programming

The CTL is committed to providing support to graduate students as they prepare for future careers in teaching. The CTL sponsors a range of services and enrichment activities, including TA Orientation, courses, workshops, and an annual symposium. Please visit our website for a full listing of programs, services, and other resources: ctl.uga.edu/grad-student/

GradTeach is the CTL's community for TAs and includes a monthly listserv newsletter and an annual magazine featuring articles written by and for graduate instructors at UGA. To request access, please visit: bit.ly/gradteachonline Incoming TAs are automatically subscribed.

1.1.3. Finding Mentors*

Coming soon!

1.2. Teaching or Laboratory Assistant (Assisting Another Instructor)

1.2.1. Definition

The responsibilities of a TA that assists another instructor are variable and largely at the discretion of the supervising instructor. Generally, a TA will assist with instruction (occasional lecturing or facilitating learning activities), grading, and student communication. All instructional decisions are at the instructor's discretion and TAs should ensure they understand and execute the instructor's expectations for the class. Pre-term course preparation and the assignment and submission of final grades are the responsibility of the instructor, not the TA. In most circumstances, the instructor is the direct supervisor of the TA.

Please note: The definition above is non-binding. Responsibilities are at the discretion of and may vary by department. Please contact your Graduate Coordinator for a department specific definition.

1.2.2. TA Checklist

<p>Have you been to TA Orientation? Have you reviewed UGA's TA Policy?</p>	<p>TA Orientation is required under UGA's TA Policy and provides critical information on policies and procedures at UGA. "I didn't know" is not a valid excuse for violating UGA's teaching policies and procedures. If you have not attended a TA Orientation at UGA, please email gradteach@uga.edu for make-up orientation information.</p> <p>UGA's TA Policy: ctl.uga.edu/grad-student/ta-policy/</p>
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Are you enrolled in or have you previously taken GRSC 7770 (or your department's equivalent course)?	GRSC 7770 is a 1 to 3 credit course which provides TAs with knowledge of pedagogical approaches, relevant UGA policies, and available support systems. All graduate students with instructional duties must complete GRSC 7770 or a departmental equivalent regardless of a student's specific instructional responsibilities in an academic course.
Who is your supervisor? Who are you assisting?	If you do not know, ask your department's graduate coordinator.
How many hours are you expected to work?	If you do not know, ask your graduate coordinator. Generally, this number is <i>an average</i> and you can expect to work more some weeks and less other weeks. However, you should always track your hours and if you find yourself working <i>on average</i> significantly more or less than your assignment, you should bring it to your supervisor's attention.
Have you scheduled a meeting with the instructor?	Understanding instructor expectations is essential. See section 1.2.3 for a list of questions to ask the instructor.
When and where is the class or lab?	Your supervisor should provide this information. If they do not, you can look it up online using Athena. You can look up the location of any UGA building by visiting uga.edu/a-z/locations .
Do you have a transportation plan?	Parking permit information and bus schedules are available online (tps.uga.edu). You can also access a live bus tracker within the UGA app. If you have another class the period immediately before or after, you might need to leave a class (either the one you are taking or the one you are assisting in) a bit early or arrive a bit late to make your schedule work; make sure your professors and your supervisor know and agree to your plan.
Do you understand the course syllabus?	Students will come to you with questions about the syllabus; make sure you understand how the instructor expects the syllabus to be interpreted so that you can give students accurate information. See section 2.1.4 for more information on syllabi.
Do you have access to course materials?	If the instructor is using a textbook or other print materials, they should provide them to you. You should not have to purchase any materials.
Do you have access to the class on eLC?	If you do not see the class in your eLC class list, let your instructor know and ask them if they intend to give you access. If the instructor has given you instructor-level access to the class, then it should appear in your eLC class list immediately. If the instructor has given you a lower level of access, it will not appear in your eLC class list until 24 hours before the term begins. To learn more about eLC (UGA's online learning management system), see section 2.4.4 .

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Do you have a master calendar?	Juggling your duties as a TA and a graduate student requires planning. Create a master calendar with all assignment and assessment dates for all your classes AND the class(es) you TA and identify any potential conflicts or pain points. See section 2.1.2 for more suggestions for managing your time.
Do you have a plan for record keeping?	Part of your duties as a TA is to maintain records of communication and grading. Separate folders, notebooks, and binders (physical or digital) are best for maintaining these records and keeping them separate from your work as a graduate student.
What do you want your students to call you?	What your students call you is usually at your discretion. To help everyone be comfortable, it is best to tell you students how to address you during the first class. Be aware that if you do not tell them what to call you, then they may either feel uncomfortable addressing you or they may address you with a name or title that is not your preference.

1.2.3. Supervisor Expectations

When assisting another instructor, you may work on a one-to-one basis or you may be one of several graduate teaching assistants working together in a large survey class. In either case, meet with the supervising instructor before the course begins to help with pre-course preparations and establish the channels of communication that will be needed for the semester.

These initial meetings can also be used to gain insight into the supervising instructor's approach to teaching and clarify any questions about the course, technology and software that will be used, the role of discussion/lab sections in the overall course design, and your responsibilities as a TA.

Use the sections below formulate a list of questions to ask your supervising instructor during these initial meetings. Also check out these additional question checklists.

- "5 Conversations to Have with Your Supervisor," UGA: ctl.uga.edu/resources/documents/conversations-to-have-with-your-instructor-of-record.pdf
- "Questions TAs Might Ask Their Supervisors," Vanderbilt: <https://cft.vanderbilt.edu/docs/questions-tas-might-ask-their-supervisors/>

You might also consider asking your supervisor to complete a Duties Specification Agreement (DSA) with you. Download a DSA template: ctl.uga.edu/resources/documents/dsa-ctl.pdf

Course Goals and Learning Outcomes

Review the course syllabus and texts. If the instructor has taught the course before, ask to see copies of quizzes and exams from previous years.

- Are you clear on the goals of the course?
- Do you understand the content and scope of the course?
- What is the most important information that students should learn and remember from this course?
- What are the most important ideas that students should understand upon course completion?

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- What skills should students develop while taking this course?

Attendance

Ask the instructor if you are required to attend all class sessions. If you are leading discussion sections, you may need to attend lectures to ensure that you are well-informed on what material is covered.

Classrooms and Technology

Ask the instructor what technology they will be using and how they expect you to assist with technology or classroom set up. It's a good idea to check out your classroom or lab space before classes begin to familiarize yourself with the room and available technology.

- Will you need to bring chalk or dry erase board markers?
- How will the instructor be utilizing eLC and how do they expect you to assist?
- What is the technology set-up in the classroom?
- If you're using an overhead projector, where can you find extra bulbs?
- Will you need to bring a laptop, projector, laser pointer, or HDMI cable/adaptor?
- Do you have the contact information for technology support (EITS: eits.uga.edu/support) in case you need it during class?

Student Resources

Meeting with students during office hours is a great way to help clarify information presented in class. However, some students may need additional help with the material or fundamentals (study habits, writing, math, etc.).

Become familiar with the variety of tutoring options (dae.uga.edu/tutoring) offered by UGA's Division of Academic Enhancement (dae.uga.edu), so that you can help students take advantage of these free resources.

Grading Responsibilities

Equitable grading practices are necessary to assure fair treatment of students and adherence to all University policies regarding students' rights to privacy.

Take time to carefully review UGA's policies governing students' rights of access and privacy regarding grades and other student records (FERPA: apps.reg.uga.edu/FERPA). See [section 9.2](#) for more information about your role in protecting student information.

Meet with your supervising instructor in advance of any assessment (exam, quiz, paper, project, etc.) to clarify expectations.

- What is expected of the students?
 - Do you understand the instructions for the assessments (students will likely approach you first with their questions)? Will the instructor provide a rubric (if so, do you know how to interpret it)?
- What is expected of you?

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- Will the instructor provide a key or rubric, or are you expected to make one? How much time do you have to complete the grading? Who is responsible for retaining student work? Who is responsible for entering grades?
- What can you expect of the instructor?
 - Will the instructor help with the grading? Does the instructor want to review your feedback before you return items to students? Who is responsible for retaining student work? Who is responsible for entering grades?

For an in-depth discussion of evaluating students, see [section 6](#).

1.3. Instructor of Record

Instructors of record (IORs) are also encouraged to review [section 1.2](#), on assisting another instructor. The information below supplements the information outlined in the previous section.

1.3.1. Definition

The responsibilities of an instructor of record (IOR) are usually comprehensive and limited only by the IOR's direct supervisor. Generally, an IOR is solely responsible for all course content, instruction (lecturing or facilitating other learning activities), creation and grading of assessments, and student communication. Pre-term course preparation and the assignment and submission of final grades are also the responsibility of the IOR. The IOR is also responsible for ensuring the class complies with and adheres to all official UGA teaching policies and procedures. In some circumstances, graduate IORs will be given previous course materials to build on, but this is not always the case. The direct supervisor of the IOR varies by department (check with graduate coordinator).

Please note: The definition above is non-binding. Responsibilities are at the discretion of and may vary by department. Please contact your Graduate Coordinator for a department specific definition.

1.3.2. IOR Checklist*

Coming soon!

1.3.3. eLC: Instructor View*

Coming soon!

1.3.4. Athena: Instructor View*

Coming soon!

1.3.5. DRC: Instructor Guide*

Coming soon!

1.3.6. Protecting Your Instructional Integrity*

Coming soon!

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1.4. International TAs

International TAs (ITAs) are also encouraged to review [section 1.2.](#) on assisting another instructor. The information below supplements the information outlined in the previous section.

1.4.1. Definition

In order to teach at UGA, international students must demonstrate English proficiency in addition to other TA Policy requirements. UGA is committed to providing training to international students who do not meet minimum requirements. Please review the Language Requirement section of UGA's TA Policy for more information: ctl.uga.edu/grad-student/ta-policy/language-requirement/

1.4.2. ITA Resources*

This section is currently being revised. Stay tuned for additional resources.

LLED 7768: 3-credit hour course, focuses on improving students' pronunciation and speaking skills.

LLED 7769: 3-credit hour course, focuses on improving students' presentation and teaching skills and familiarize students with American academic culture.

International Student Life: isl.uga.edu

"Tips for Surviving as an International Teaching Assistant", Duquesne University:
duq.edu/about/centers-and-institutes/center-for-teaching-excellence/teaching-and-learning/surviving-as-an-international-ta

1.5. Teaching in Other Situations

While this handbook attempts to provide resources for the most common teaching assignments, our guidance cannot be comprehensive and some TAs will be asked to teach in other situations. In these instances, the best resources are the department, supervisor, and TAs who have previously held that teaching assignment. The advice and suggestions below were gathered from former TAs of language, studio, and field labs.

1.5.1. Language Labs*

Coming soon!

1.5.2. Studio Labs*

Coming soon!

1.5.3 Field Labs*

Coming soon!

2. Welcome to Teaching

2.1. Starting Strong

2.1.1. Role Checklists

TAs Assisting Another Instructor: see [section 1.2.2.](#)

Instructors of Record: see [section 1.3.2.](#)

2.1.2. Managing Your Time

Managing your time is essential to your success as a TA. While it can be all too easy to get overwhelmed and behind, clear communication, strategic prioritization, and a good calendar can help you stay on track.

Communicate with Your Supervisor

- **Establish Expectations:** Have a conversation with your supervising instructor about their expectations of your time commitment to the class. Are you expected to attend lectures? How quickly do they expect you to turn around grading exams and assignments?
- **Track Your Time:** Document how much time you actually spend on your TA responsibilities. If on average (give yourself through the first month or until the first exam to get a sense of that average) you find yourself spending more or less time than your contracted time commitment, have a conversation with your supervising instructor.

Get Out Your Calendar

Write the following in a calendar:

- Exam dates and major assignment due dates for the class in which you are a TA.
- Exam dates and major assignment due dates for the classes in which you are a student.
- Dates of conferences or other important events you plan to attend.

Notice Overlaps:

- If you have conflicts between events or conferences you plan to attend at the class you TA for (including missing regular class days), let your supervising instructor know ASAP.
- If you see overlap between exam dates and major assignment due dates for the class you TA and the classes you are taking, go ahead and plan to do the work for YOUR classes in advance (you can always complete work early!).

Protect Your Time

Set aside dedicated time in your schedule every week for office hours and grading. If it is a light week for grading, try to work ahead where you can in prepping your classroom responsibilities (leading discussions, giving lectures, facilitating activities or labs). Do not plan to do work for your own classes or research during these times.

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2.1.3. Office Hours

Setting Expectations

Many departments require that teaching assistants maintain office hours for student consultations. Because expectations vary from department to department, have a conversation early on with your supervisor about norms in your department.

- How many office hours are you expected to hold per week ? (2 hours is common)
- If you do not have an office, where are you expected to meet with students?
- If you have to cancel an office hour, what is the protocol for announcing the cancellation? Are you required to make up the office hour?

Keep in mind that there are multiple ways that office hours can be held, which can afford greater flexibility for you and your students. For example, office hours with your students can occur online if you or your student is not available to meet in person. Adopting multiple communication options with your students can foster a more inclusive and accessible learning environment.

Some other things to consider:

- Are your office hours mandatory (are students required to attend any particular number of office hours)?
- Are your office hours by appointment, during a scheduled time, or online?
- Do you expect students to come with specific questions when they meet with you?
- The above additional considerations may or may not be at your discretion, so it is always good to check with your supervising instructor before putting in place any additional policies about office hours.

Using the Office Hour Well

Office hours can be a very useful way for students and their instructors to build rapport, which helps to create a more engaging learning environment. Because of this, it is very important for instructors and teaching assistants to be present and available to assist students during regularly scheduled office hours, office hours should be selected carefully to avoid conflict with your other responsibilities. Be sure to inform your students if ever you need to make changes to your office hours and provide alternative methods for instructional support if possible. See the resources below for suggestions on how to effectively use your office hours.

- University of Washington: [washington.edu/teaching/teaching-resources/engaging-students-in-learning/face-to-face-office-hours/](https://www.washington.edu/teaching/teaching-resources/engaging-students-in-learning/face-to-face-office-hours/)
- Duquesne University: [duq.edu/about/centers-and-institutes/center-for-teaching-excellence/teaching-and-learning/tips-for-effective-office-hours](https://www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence/teaching-and-learning/tips-for-effective-office-hours)
- Faculty Focus: [facultyfocus.com/articles/teaching-and-learning/how-to-make-the-most-of-your-office-hours/](https://www.facultyfocus.com/articles/teaching-and-learning/how-to-make-the-most-of-your-office-hours/)

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Office Hour Scenarios

Due to the less structured and more intimate nature of office hours, you may find yourself having to address complicated situations. Think through the scenarios below and bring them up with your supervising instructor if you are not sure how best to handle them.

- You are meeting with one student when another student drops by with a problem. How do you handle multiple students needing your assistance?
- A student visits your office hours because they don't understand the grade they earned. As you discuss the correct answers, they get frustrated, raise their voice, and their body language becomes more hostile. How do you respond?
 - See [section 3.4.3](#). "Managing Hot Moments"
- A student is frustrated with the course instructor and is venting to you. How do you respond?
- A student visits your office unexpectedly in tears. They feel very overwhelmed with course work as well as life. How do you respond?
 - See [section 9.3.1](#). "The Office of Student Care and Outreach"
- A student visits your office hours, but when you ask them what their issue is, they respond with a vague answer (ex. "Everything is confusing." or "I don't understand anything."). How do you respond?
- No one ever shows up. What do you do? How do you get students to come to office hours?

Generally, office hours are requested by students to receive feedback or clarity on assignments or other instructional support related to your course. However, situations may arise where students share information that you may not feel adept at handling or you may have an obligation to report. To find out more about your responsibility as a mandatory reporter or finding services to help students, see [section 9.1.6](#) and [section 9.1.7](#).

2.1.4. Navigating the Syllabus

The syllabus functions as the roadmap for the course for both you and your students. As students will inevitably come to you with questions about the course, it is important that you both know what all is covered in the syllabus and how its policies will be implemented.

If you are an IOR responsible for creating your own syllabus, please see [section 7.3](#).

If you are assisting another instructor, request a copy of the syllabus from the instructor as early as possible and review it carefully.

- Do you understand the course objectives or learning outcomes? Are you able to rephrase them to further clarify them to a student if necessary?
- Are you able to identify the principle assignments? Is the grade weight of each class component (assignments, assessments, participation, etc.) clear to you?
- Do you understand the attendance and make-up policies? Does the instructor allow any exceptions to the policies? Are you expected to take attendance during drop/add?
- Is there a course schedule? If the schedule listed in the student syllabus is not detailed, does the instructor have a more detailed version to share with you?

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- Does the instructor include policies about participation, classroom management, communication, or other course-specific policies? Does the instructor expect you to maintain the same policies?

Section Syllabi

While you cannot supersede the policies in the course syllabus, as a TA you may find it helpful to supplement them with a Section Syllabus. With your supervising instructor's permission, consider including the following:

- Your preferred name/title
- Your office hours and location
- Your email and communication policy (Do you reply to emails within 24 hours? Do you only reply during business hours? Are there topics you will only discuss in person, e.g. grades? Etc.)
- Your policies about discussing grades (Do you have a "cool off" period before students can dispute grades? Do students have to make an appointment discuss grades? Etc.)
- Known communication "black-out dates" (If you know of any times during the semester where you be gone for a conference or otherwise unavailable, let students know in advance and let them know who to contact instead with any urgent issues.)

2.1.5. First Day of Class

Preparation is more important than ever for the first day of class. The first day can set the tone for the rest of the course. The following information is intended to help the new TA have some idea what to expect with regard to each activity.

Agenda

The agenda for the first day usually consists of three activities: taking care of administrative details (e.g. calling roll, handing out syllabi), meeting the students, and introducing the subject. If the teacher appears to be in charge, purposeful, and enthusiastic, the students will be more confident that the course will be a worthwhile investment of their time.

Reminders:

- Be sure the classroom is unlocked, properly lighted, and clean.
- Be sure you have plenty of chalk or board markers, an eraser, and a clean board.
- If you are using technology, be sure to get any keys necessary to unlock classroom cabinets. Test the equipment beforehand, and arrive early to have computers and projectors ready for the start of class.
- Be sure that you have the preliminary class roll, copies of the syllabus, and any notes you will need.
- Be on time. Start on time. If possible, arrive early to prepare for the class and to meet students. If you are prepared and ready to go when class time arrives, you will be off to a good start.

Administrative Details

Many students may still be “shopping around” for a course on the first day of class, so several may show up who have not registered for the course. By contrast, some students who have pre-registered may have changed their minds and will drop the course. Still others may become discouraged by their first day experience in another course and wonder whether or not they are supposed to be in your class in the first place. Regardless, you may expect to have your share of administrative details to handle during the first few days of the semester. Information on University policies and procedures for dropping or adding courses, auditing a course, and other administrative matters is included in the current editions of the University of Georgia’s Student Handbook and the Bulletin for undergraduate study. You can also read about [drop/add and withdrawal processes](#) online from the UGA Registrar’s office.

Meeting the Students

The instructor may print a current class roster from [Athena](#). If you are not IOR, ask your supervising instructor to provide you with a copy of the role. Current enrollments are available on Athena and eLC throughout the semester. If you choose to call roll for the first class meeting, keep in mind that not all students in the class will be on the initial list. Advise students who are not on the preliminary list to register or go through the drop/add process on Athena. These administrative details can take up valuable class time, so it might be helpful to speak with students not officially on the class roll at the end of the course period or during office hours.

Finally, you will get to meet the class, and your students will probably be equally eager to see what you are like. Unless there is good justification for a delay (such as a change in the scheduled meeting place), it is advisable to start the first class on time. You will set a precedent for punctuality from the beginning, and you will establish a tone that will help students realize the importance you attach both to the course and to their time.

Experienced teachers use many different ways to broach the awkwardness of the first few moments of student-teacher interaction, and probably the most common is to hand out the syllabus. This gives that teacher a meaningful first action to perform, places useful information into the students’ hands, and gives both teacher and students a common ground for initial communication. Once you have distributed your syllabus, you may introduce yourself and write your name and the course on the board (this will help students who have wandered into the wrong classroom). Next, list your office location, office hours, and mode of preferred communication (email address or telephone number) on the board. This information can also be summarized on a PowerPoint file. Although this information will also be listed in your syllabus, announcing it on the first day of class will give you another chance to make your students aware of your interest and accessibility to them during the course.

Some professors opt for a strong opener for the first class. If you would like to open the class big, here are some questions to keep in mind:

- What do you hope to accomplish in your course?
- What are some of the more interesting questions or problems that your field addresses?
- Can you relate some aspect of your research or your discipline to your students’ lives?
- You may also want to tell your students something about yourself on the first day of class. What do you research? How did you first get interested in your field?

Learn your students’ names as soon as possible, even in a large class; students will invest more in a class when the professor knows them. If the class is small enough, consider taking digital photos to review

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later. Perhaps you can have each student to your office or a common area in your building for a five-minute chat. If the class is large, you might want to consider a seating chart, at least for the first few weeks. This will aid you in taking attendance, and will help you to remember names more quickly. In seminar-style seating classrooms, some instructors create name placards for each student, enabling students to get to know each other as well. Other professors will hand out index cards and ask students to write down their names, email addresses, and why they are interested in taking the class. What courses have they previously taken in the field? What is their major? What has been their favorite course at the University of Georgia and why? This will give you a better understanding of what your students have come to expect and what they appreciate.

Introducing the Subject

Remember, your first class sets the tone for the rest of the semester. By presenting new material from the first day, this suggests to students that you are serious about making their time with you worthwhile and that you expect progress to be made in every session together. Don't worry about the students who are still in the "shopping" for classes stage. They will have a better sense of how your class will be run if they witness how you teach. Many first-time teachers, as well as many experienced teachers who take on a new course, often find that they have prepared too much material for the first day, but it is always preferable to have too much rather than too little to do. Some start with the most important points to cover, and as time permits, will go into the details of those points. Others will delve into details only after they have allowed for student questions. In general, remember this: you know more than you think, and your excitement will be contagious.

2.1.6. Handling Nervousness

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Is this your first time teaching? Or maybe you've taught for years and still have those classroom jitters. The following tips may help you manage and cope with nervous thoughts or feelings.

Practice. Practice doesn't make perfect, but doing a presentation out loud several times before the real thing will make you feel more confident, especially if you practice under conditions as close to the actual situation as possible. Do at least one dry run in front of an audience, even if the audience is just a friend.

Concentrate on the ideas. Concentrate on the ideas you want to get across, not on your own nervousness. Even shy people speak up when it's something they care about. Think about your audience's needs, not your own.

Make a strong start. You'll be nervous at the beginning of the talk, so start with an introduction that will be easy to remember and that will relax you as well as the audience.

Visualize. Rehearse for your first presentation by visualizing how it will go. Imagine what you'd like to say, how you'd like to say it, and a positive response from the audience. Many athletes use a similar approach by imagining an entire dive or jump, in detail, before they actually do it.

Use audiovisual aids or multimedia. Particularly if you have lots of technical information to cover, it can be reassuring to have much of it already written on PowerPoint slides. Even just an outline on the board can reassure you that you won't forget what you want to say. Be sure to look at your audience as much as possible, however, and not at your outline or slides.

Assume a confident attitude. To a large extent, you can control your own reaction to sweaty palms or a beating heart. Tell yourself you're "prepared," not nervous. Remember that to an audience,

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nervousness can seem like dynamism or energy. Your attitude will probably determine what the audience thinks.

Breathe. Right before the presentation, take a few moments to regulate and deepen your breathing. When it comes to public speaking, your breath is your main support. The moment you start to feel a case of nerves building up, take a deep breath. You will start to feel better immediately and your voice will convey your relaxation and confidence.

2.2. Teaching a Diverse Classroom

Students from the University of Georgia encompass many backgrounds. The section below is intended to serve as a brief guide for creating an inclusive environment in a diverse classroom.

2.2.1. International Students

In addition to the typical experiences of all students, international students may have other concerns on their mind including, but not limited to, learning English, adapting to a new culture, or working with immigration services. All of these situations can add an extra burden for international students. The following list, [adapted from University of San Diego, Office of International Students and Scholars](#), gives practical tips for teaching undergraduate international students.

- Be proactive in communicating with international students. Even a short conversation after class about the student's home country can help the student feel more comfortable and can build rapport. Do your best to learn how to pronounce students' names, even if it takes a few attempts.
- Normalize "office hours" on the first day of class as most international students are reluctant to visit faculty offices unless they are compelled to do so. Keep in mind that in many parts of the world, professors and students rarely interact directly, so some international students may seem initially distant or avoidant.
- Check-in with students after assigning group work and offer suggestions. Clear group/individual expectations are also helpful as international students may not be accustomed to cooperating in an academic environment.
- Talk to students individually about participation and encourage students to share their unique perspectives. However, do not call on a student to share an opinion and serve as a spokesperson for their culture or country without checking that it is ok before class.
- Be conscious of discussions/topics that presume a nuanced understanding of American history and politics. International students will often nod along in agreement although they may not follow the discussion.
- Recognize that language proficiency is not usually their primary barrier to academic success; many international students struggle more with academic writing and the volume of reading assigned. Help international students to prioritize readings and refer students to campus resources (e.g., Division of Academic Enhancement, the UGA Writing Center) for more help.
- Clarify your expectations on class policies including attendance requirements, homework submissions, etc. If you notice an international student missing a deadline or arriving late to class consistently, use these situations as teachable moments and emphasize the importance of promptness and deadlines in the United States. Remember that international students are going

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through a process of cultural adjustment. Classroom culture is only one of the many ways they have to confront cultural differences every day.

- Provide examples of successful coursework. Often international students struggle to understand what qualifies as an “A” paper or presentation. Providing samples of “A” work can help international students to track their progress and to identify areas where they need improvement.
- Avoid idiomatic English and common phrases (e.g., “An arm and a leg”). Also, repetition can serve to aid in students’ understanding.

Work on developing cultural competency, or the ability to interact with and teach students who may come from other backgrounds than one’s own. Cultural competence on the part of the instructor is essential to ensuring that all students are valued in the classroom. [The National Education Association](#) and the [University of Colorado at Boulder](#) offer interactional and teaching strategies dedicated to fostering cultural competence in the classroom.

There are two offices on campus that primarily support international students. The [Department of International Student Life](#), housed within the Division of Student Affairs, and [Immigration Services](#), housed within the Office of International Education, are helpful to be familiar with if you are teaching international students.

2.2.2. First-Year Undergraduates

If you are a TA for an introductory course it is likely that many of your students will be first-year undergraduates. Supporting first-year undergraduates in your classroom can not only enhance their learning in your course but can enhance learning throughout their college career. The following tips can help all of your students and especially your first-year students.

- Encourage your students to seek help from you and the university. Encourage them to seek help from you by being clear about office hours and being available through email. You can list university resources on your syllabus (e.g., [UGA Health Center](#), [Division of Academic Enhancement](#)) or bring them up as needed.
- Teach general learning strategies to students. In high school, students may have been required to use simple strategies such as rote memorization. However, teach your students more complex strategies for deeper learning such as creating concept maps or writing their own study questions for exams. Through such opportunities, students move away from just knowing the correct answer and more towards why an answer is correct. Ask students who are struggling how they are studying and work with students to come up with better strategies as needed.
- Provide feedback to your students as often as you can. If students are struggling to transition to college learning, they cannot work to improve without understanding what needs to change. Providing this feedback quickly while they still have the assignment fresh in their mind is much better than delaying a week or more to give feedback.

2.2.3. First-Generation Students

First-generation describes college students whose parents’ highest level of schooling did not include college. As the first in their family to attend college, these students are more likely to struggle to succeed compared to students whose parents did attend college. In addition to the tips mentioned

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above on teaching all new college students, there are two specific ways you can help first generation college students succeed.

- Be clear about classroom expectations and assignments. Be sure to state the task, purpose of the task, and criteria for how you will evaluate their work. This transparency can overcome the lack of implicit knowledge about how college courses work.
- Be approachable to your students. Be clear that you are available by email and when and where your office hours will be held. Let your students know how you prefer to be addressed (e.g., first name, last name, instructor, Mr., Ms.). This will make students more likely to reach out to you to clear up any confusion or concerns.

The [Coca-Cola First Generation Scholars Program](#) and [TRIO Student Support Services](#) are available through the [Division of Academic Enhancement](#).

2.2.4. Transfer Students

When teaching transfer students, it is important to keep in mind many of your students may not have taken the same pre-requisites for your course. The best way to determine the background knowledge of all of your students is to ask. Starting the course with an ungraded pre-test on the concepts you expect them to know can help guide the first few weeks of class and the rest of the semester. Be sure to either spend time in class discussing concepts that not all of your students know or provide students with materials so they can review the content on their own. The tips above on first-generation students can also be applied to teaching your transfer students.

2.2.5. Non-Traditional Students

At UGA, a nontraditional applicant must meet all of the following criteria:

- Out of high school for at least five years (high school class graduated at least five years ago)
- High school diploma from an accredited high school or satisfactory completion of GED
- Fewer than 30 transferable hours of college credit
- Be a resident of the Athens-Clarke County Community

Keep in mind that not all students have recently graduated high school. They come with a variety of life experiences and different background knowledge. Be sure to use examples and language that all your students will understand. Avoid idiomatic English (e.g., “once in a blue moon”) or short abbreviations unless you can be sure all students understand your references.

2.2.6. Students in Distress

When a student is in distress, there are several ways to reach out in a caring way. The only risk is in doing nothing at all. As a TA you may have more one-on-one interactions with your students than the professor, and they may feel open to confiding in you. The University Health Center offers a [guide for Faculty and Staff Concerned About Students: uhs.uga.edu/caps/faculty_concern.html](#).

Emergency Situations: It is important to remember safety first, always call campus police at (706) 542-2200 or 911 in an emergency situation. If you are unsure whether the situation requires immediate, rapid intervention, call Counseling And Psychiatric Services (CAPS) at (706) 542-2273 and ask to speak with the walk-in or on-call clinician. Be prepared to provide your name, position at UGA, and brief but

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specific information about the reason(s) you are contacting CAPS. You will also be asked to provide the student's name and other identifying information.

Non-Emergency Situations: If the situation does not require immediate intervention, the Office of Student Care and Outreach (SCO) is an excellent resource for both you and your student. SCO provides individualized assistance to students experiencing hardship circumstances, support to faculty and staff working with students in distress, and guidance to parents seeking help and information on behalf of their students. SCO can provide professional, holistic support to your students who are experiencing hardship circumstances that impact their ability attend, fully engage, and/or participate in class. SCO is a hub that will connect your students to all appropriate resources and offices. Use the [“Report a Concern” form \(dos.uga.edu/sco/about/services\)](https://dos.uga.edu/sco/about/services) to request that SCO contact your student.

For additional support resources, please refer to this [guide from the Office of the Dean of Students: Responding to Student Needs \(dos.uga.edu/uploads/docs/Responding_To_Student_Needs.pdf\)](https://dos.uga.edu/uploads/docs/Responding_To_Student_Needs.pdf).

2.2.7. Student Veterans

UGA's student veterans represent one of the most diverse and globally experienced populations on campus. As a small non-traditional population, student veterans are approximately 10 years older than their peers, more often than not work while attending school, support one or more family members, and do so while balancing a wide range of often competing priorities. To assist in their success, UGA brings together a variety of services and focuses them on the needs of our student veterans. Learn more about supporting Student Veterans from the [UGA Student Veterans Resource Center \(svrc.uga.edu/\)](https://svrc.uga.edu/).

2.2.8. LGBTQ+ Students

LGBTQ+ refers to students who identify as lesbian, gay, bisexual, transgender, queer, and other identities. The University of Georgia is committed to maintaining a learning environment that is free of bias, prejudice, and harassment for all students, including LGBTQ+ students. The following are some ways to be an active participant in creating an inclusive environment for LGBTQ+ students.

- The pronouns and terms that people use to identify themselves vary from person to person. The easiest way to find out how your students identify is to ask students to email their name and pronouns before the first day of class.
- Eliminate unnecessary gendered language from your vocabulary. For example, instead of addressing the class as “ladies and gentleman,” use a gender-neutral alternative like “folks” or “friends.”
- Stay up to date on current LGBTQ+ issues and incorporate LGBTQ+ content and voices into your curriculum. Don't know where to start? Check out [Diverse: Issues in Higher Education \(diverseeducation.com/article/category/lgbt/\)](https://diverseeducation.com/article/category/lgbt/).
- Share [unisex restroom locations on campus \(eoo.uga.edu/Unisex_Restroom_Locations\)](https://eoo.uga.edu/Unisex_Restroom_Locations) with your students.
- Confront discriminatory remarks, including slights and slurs you overhear. Students may use terms like “fag”, “dyke”, and “that's so gay” without understanding why they are offensive and unacceptable in the classroom. Let them know why such speech is unacceptable not only in your classroom, but on the UGA campus.

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- It is ok to make mistakes! Referring to a student with the wrong pronoun or not calling out an inappropriate comment can happen. Just remember to address the situation and then move on.

[Safe Space \(lgbtcenter.uga.edu/content_page/safe-space\)](http://lgbtcenter.uga.edu/content_page/safe-space) is a training program at UGA for faculty, staff, and students who are interested in learning about gender and sexual identity, homophobia, heterosexism, and how they can provide support and work toward being an ally for the LGBT community.

Students and faculty looking for support, resources, or education can contact [UGA's LGBT Resource Center \(lgbtcenter.uga.edu/\)](http://lgbtcenter.uga.edu/).

2.2.9. Students with Disabilities

The University of Georgia seeks to provide students with disabilities the opportunity to fully participate in educational programs and services. In keeping with this philosophy, it is University policy that students with documented disabilities receive reasonable accommodations through access to classroom information. The [Disability Resource Center \(DRC\)](#), an affiliate of the University's Division of Student Affairs, provides services for students with disabilities. The following information is adapted from the DRC resource: [Teaching Students with Disabilities \(drc.uga.edu/faculty/teaching-students-disabilities\)](http://drc.uga.edu/faculty/teaching-students-disabilities).

Types of disabilities commonly found among university students are both visible and hidden. Disabilities can be physical, cognitive, or psychological. Examples include the following: Acquired brain injuries, attention deficit hyperactivity disorders, blind and low vision, chronic illnesses, deaf and hard of hearing, learning disabilities, mobility impairments, and psychological disorders.

The DRC provides instructors with recommendations regarding the appropriate provision of academic adjustments for students in the classroom. While instructors are expected to make reasonable accommodations, they are never asked to lower academic standards or provide adjustments that are excessive or contradictory to stated course objectives. If appropriate academic adjustments are not provided by instructors, many students with disabilities will be at an academic disadvantage.

Academic accommodations may entail assisting students in finding note takers or arranging testing accommodations. More sophisticated requests might involve converting a textbook into alternative media or installing assistive software at a computer lab. The accommodations recommended will vary according to the student's individual needs.

If instructors need assistance, want additional information on how to accommodate students with disabilities, or require consultation on teaching and testing techniques, please contact a disability coordinator at (706) 542-8719.

2.3. Preparing an Effective Teaching Presentation

2.3.1. Lesson Planning

This section is currently under revision; thank you for your patience.

While there are many methods and models for lesson planning, at the UGA CTL we recommend the BOPPPS (Bridge In, Outcomes, Pre-Assessment, Participatory Learning, Post-Assessment, Summary) teaching model.

- Overview of BOPPPS: queensu.ca/teachingandlearning/modules/active/18_boppps_model_for_lesson_planning.html

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- Summary of Lesson Plan Model (BOPPPS): [ctl.uga.edu/ resources/documents/BOPPPSlessonplansummary-2019-08-08.pdf](http://ctl.uga.edu/resources/documents/BOPPPSlessonplansummary-2019-08-08.pdf)
- First Day Worksheet (BOPPPS): [ctl.uga.edu/ resources/documents/BOPPPSfirstdaylessonplan-2019-08-08.pdf](http://ctl.uga.edu/resources/documents/BOPPPSfirstdaylessonplan-2019-08-08.pdf)
- Lesson Plan Worksheet (BOPPPS): [ctl.uga.edu/ resources/documents/BOPPPSlessonplanworksheet-2019-08-08.pdf](http://ctl.uga.edu/resources/documents/BOPPPSlessonplanworksheet-2019-08-08.pdf)

2.3.2. Effective Media Usage*

Coming soon!

2.3.3. Lecturing

Lecturing used to be the undisputed mainstay of teaching at colleges and universities. When students did not have a high level of access to books and internet resources, lectures were often the best or only way for instructors to impart information. Lecturing can still be useful as a method providing structure and organization to large amounts of information, and it remains attractive to instructors because it is very easy to make minor changes to lecture notes from year-to-year. However, poorly-executed lectures can be deadly boring and therefore detrimental to student learning and engagement. Best practices suggest preparing a concise, student-centered lecture that provides many concrete examples to support each critical concept and that pauses regularly to assess student understanding of the material.

Preparation

When preparing a lecture, be sure to make your ideas as forthright and digestible as possible. After thinking about a topic for weeks, months, or even years, it can be tempting to cram as much information as possible into a single presentation, but doing so will minimize the potential for students to interact with and absorb the content you are trying to impart.

Before beginning to plan your lecture, ask yourself the following questions:

- What is the essential learning objective of this lecture?
- How does this lecture connect to the class as a whole?
- How will you communicate the connection between this lecture and the last?
- What background information or vocabulary do your students need in order to understand this lecture?
- How will you assess student learning?
- How will you encourage and handle questions?

To keep a lecture focused and concise, many accomplished lecturers write a one-sentence statement that covers the heart of the entire lesson in thirty words or less. (The word limit is arbitrary, but this challenge has proven to be a very efficient way to focus on the essential content.) When you are satisfied that the sentence reveals the essence of the day's lecture, rewrite the sentence in the form of a general question.

Next, list the three or four key points or arguments that will best help you to answer the question. Again, limit each point to a single, brief sentence. Once this is done, you have produced a basic outline for the body of the lecture. Three or four points is plenty of content for a 50-minute lecture. Trying to

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cover much more than that runs the risk of overwhelming students or of covering discrete points inadequately.

Organization

How you organize a lecture can make all the difference in whether students retain the material or understand it in the first place. While you may be an expert in your subject matter, your students are often hearing the information for the first time in your class, and their attention is divided between listening to you and deciding what to write down. With this in mind, it is paramount that you do not try to fit too much information into a single lecture, and that you indicate--by emphasis, repetition, and summary--your major points and how they connect to each other.

A good lecturer devotes much of the class period providing examples, case studies, and reformulating the main points into questions. Listed below are some suggestions to develop a well-organized lecture.

- Your lesson plan should contain no more than three to four major points, as this is all that can be feasibly covered in a fifty-minute class. If you have more than five main points, you have more than one lecture.
- Once you have developed the body of a lecture, you will need an introduction and summary conclusion. A good general rule of thumb here is, "Tell them what you're going to tell them, tell them, and tell them what you've told them." Some lecturers begin the class with a review sentence from the previous class to refocus student attention as well as to create continuity. From there, they raise questions or outline the major points in their introduction, develop the points with examples, and recap their findings in their lecture conclusion.
- In lectures, unlike with the written word, repetition is crucial. Repeat your main points early and often.
- Good lecturers know that most students can concentrate for five to ten minutes at a time. Present your material in five to ten-minute blocks, and shift activities to retain student attention. You may want to do a short classroom assessment or simply solicit or answer student questions. Some lecturers integrate discussion into the lecture to maintain student attention.
- Follow each mini-summary with a clearly signaled transition to the next section. You can structure discussion, student questions, or even pauses around these major blocks. The pause signals to the class the end of a major point and encourages better student ingestion of material.
- Consider alternating lecture notes with student presentations, small group work, and/or multi-media clips to keep students engaged.
- Pay attention to your audience. Puzzled looks suggest you need to explain a concept more clearly, and frenzied note-taking is a good indicator that you need to slow down your lecture.

Cohesiveness

Remember that the key themes of the course are probably clearer to you than your students. To help students understand the larger underlying framework of the course, use the first few and last minutes of class to show the links between lectures. Here are some suggestions:

- Begin class with a sentence connecting the events of the previous lecture to the current one. Your students need to be reminded where the last class stopped and where this one is going.

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- Where possible, link your lecture notes to what students have read in the textbook or document reader. Your lectures can put flesh on the otherwise dry concepts covered in the reading, and you can further engage students with more in-depth examples, or provide a contrasting perspective to the one offered in the books.
- Coordinate lectures with assignments. The homework should provide an opportunity for students to apply what they have just learned in class.
- Conclude a lecture by anticipating questions that students will have either on their homework assignment, or else questions that will be addressed in the following lecture. This can be your version of “scenes from tomorrow’s episode” or a movie trailer of an upcoming class.

Cohesiveness within a lecture is as important as the links between them. As you are putting together your lecture, keep in mind the overarching theme of your lecture. Some professors like to think of each lecture as an essay: it should have a clear, concise thesis, and it should have an introduction, body, and conclusion. Once the main points are in place, be thinking about how each part links to the others, and consciously think about how you can write in transitions.

Making Your Material Relevant

This is advice that is particularly helpful for those serving in introductory survey classes. Students want to know that what they are learning in the classroom has relevance to the world outside. Students who have not decided on a major will be interested in how they can apply the ideas that they study in your class.

The following suggestions can help students connect course material to their lives:

- Demonstrate how your lesson helps to explain a phenomenon.
- Explain how your lecture topic has been used to solve an historic or modern problem.
- Discuss how your argument on a particular concept goes against the grain of conventional understanding.
- Relate how the concept or idea was created, discovered, or how it has changed over time.

Mixing it Up

While the lecture method has some distinct preparation advantages, it is an inherently teacher-centered mode. To promote active student learning, you may want to intersperse your lecture with activities that facilitate active student learning. For example:

- Create mini-problems for students to solve independently or in small groups.
- In between major lecture points, break for short discussion, and have a few leading questions to begin.
- To check for reading comprehension, have students collaborate in role plays or debates.
- Before unveiling findings from case studies, have students predict the outcomes.
- Employ any kind of multimedia clip to further illustrate a point made in lecture.

In addition to keeping students engaged in the lecture, these strategies give students a chance to apply what they have just learned and give the lecturer valuable feedback on what students think and understand.

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Handling Questions

Another way in which lecturers can promote a more engaged classroom is by going out of your way to encourage questions. Ideally, a lecturer will make time throughout the lecture to solicit questions. Doing so helps to prevent students from getting lost or hopelessly confused as the lecture continues.

Here are a few pointers:

- It's not a good idea to throw out a generic "Any questions?" to your students at the end of a class period, as students will quickly learn that they will be dismissed earlier if they have nothing to say. Often, this does not sound like you are genuinely interested in clearing things up for your class. Instead, try asking them something more specific, such as "What points are still a little muddy to you?" or "What can I help clarify?" or even "Is there anything that inquiring minds want to know that I did not answer as yet today?" Furthermore, when you ask, make sure to make eye contact with your students. This is not the time to be erasing the board.
- Make sure that you understand what a student is asking. Paraphrase the question back to the student, and ask if you understand the question correctly, and if you are teaching a large class, repeat the question for the entire class to hear.
- Perhaps most importantly, know that it is OK not to know the answer to something. Your students are savvy enough to see through a bluff. Tell them that the particular question is outside of your primary field of study, or that to answer it fully will require some sleuthing. Your students will appreciate your honesty, as well as the extra effort you take to find the right answers.

Quick Classroom Assessment Techniques (CATs)

Despite a lecturer's best efforts and intentions, a persistent drawback of the lecture format is that students may often be reluctant to ask questions. In order to gauge student comprehension, you can utilize one of the assessment techniques below. These assessments are designed to be used at the end of a class, but can also be used throughout your lecture to measure student learning and to maintain student engagement.

These suggestions are drawn from Angelo and Cross' *Classroom Assessment Techniques* (Jossey-Bass, 1993).

- **Minute Paper:** Ask students to respond briefly to some variation on the following two questions: "What was the most important thing that you learned during this class?" AND "What important question remains unanswered?"
- **Focused List:** Direct the students' attention to a single important term, name, or concept from a particular lesson or class session, and ask them to list several ideas that are closely related to that "focus point."
- **Muddiest Point:** Ask students to jot down a quick response to one question. "What was the muddiest point in _____?"
- **Directed Paraphrasing:** Have students paraphrase information or concepts as a way to assess comprehension and to develop the ability to translate information into their own words.

For more Classroom Assessment Techniques (CATs), check out this resource from Vanderbilt University: cft.vanderbilt.edu/guides-sub-pages/cats/

Presentation

Delivering a lecture calls for honing basic presentation skills as well. Again, listed below are a few tried but true pointers from effective lecturers:

- If at all possible, avoid reading your lectures verbatim. It is a wise idea to run through your notes once or twice before class to gain familiarity with your points.
- Maintain good eye contact with your students. Their expressions will tell you when a point needs to be made more clearly, and when you need to pause for note-takers. Try to look at specific individuals as you make a point rather than just scanning the room.
- When you lecture, and especially if you are reciting a quote or identifying a main point, speak slowly and clearly. Make certain that your voice can be heard in the farthest rows of the classroom, and that your voice does not trail off at the end of a phrase or sentence.
- Whether using the chalkboard, overhead projector, or computer screen, remember to face the students as much as possible.
- If you lose your train of thought, pause to think rather than filling the air with “ums,” “uhs,” and aimless chatter. Your students will appreciate the few seconds to catch up on their notes.
- Move. Avoid getting stuck behind a lectern or a large computer console. Movement around the classroom is one way you can redirect or refocus student attention.
- If time permits, try preparing a mock lecture for your classroom before classes begin. Have fellow graduate students sit in the back rows. Can you be heard? Will you need a microphone? If so, contact the administrative assistant for the building.
- Finally, try video recording yourself. Camcorders are available to rent (no charge when used for UGA course purposes) from the CTL.

2.4. Logistics

2.4.1. Communication

Establishing and maintaining lines of communication with your students and your supervisor is essential to your success as a TA. The following guidelines are considered best practices for instruction related communication at UGA.

- Only use UGA or eLC email when communicating with your students or with your supervisor about course related issues. This will both ensure you are in compliance with FERPA and UGA’s privacy policies (see [section 9.2](#)) and protect you in the (unlikely, but possible) event you are required to provide communication records.
- Set and maintain expectations for replies. Suggestions include:
 - “Instructor will respond to all emails within 24 hours [or however long] during the week and 48 hours on the weekend.”
 - “Instructor will only respond to emails between 8:00 a.m. and 5:00 p.m. [or whatever hours you set].”
- Set and maintain expectations for discussing grades. Suggestions include:
 - “Grades will only be discussed in person during office hours or by appointment.”

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- “Students must wait 24 hours after received a grade before discussing the grade with the instructor.”
- Model and encourage your students to show respect in written communication. Suggestions include:
 - Use preferred names and complete sentences.
 - Avoid slang and text abbreviations (shows respect and avoids miscommunications).
 - Include identifying information such as class name, section number, etc.
 - Keep it brief (shows respect for everyone’s time).

2.4.2. Class Schedule and Location

Your supervisor should provide this information. If they do not, you can look it up online using Athena. You can look up the location of any UGA building by visiting uga.edu/a-z/locations.

Do not expect to be able to necessarily be able to park near your classroom. Parking permit information and bus schedules are available online (tps.uga.edu). You can also access a live bus tracker within the UGA app.

If you have another class the period immediately before or after, you might need to leave a class (either the one you are taking or the one you are assisting in) a bit early or arrive a bit late to make your schedule work; make sure your professors and your supervisor know and agree to your plan.

2.4.3. Classrooms

The teaching environment can exert a strong influence on both your teaching and student learning. Because the first day of class can be hectic, it is advisable that you begin room preparations well in advance of the beginning of the term. Here are a few things you may need to consider:

- Can you arrange seating to facilitate effective discussions?
- What kind of maps, charts, displays, posters, and supplies will you need?
- What are your technology needs e.g., laptop, projector, other audiovisual equipment?
- Have you received training on your learning management system or equipment you’ll need for your course?
- How accessible is your classroom for students with disabilities or for yourself?
- Have you coordinated your needs with other teachers who will be using the classroom?

Creating a learning environment that is active and flexible can lead to better outcomes in your students’ academic performance. If you can, try to make sure that the classroom is one where you are able to have different types of activities where students can engage you and each other. If you are not able to find a room that will best accommodate active learning, think of other ways that you can engage learners. See [section 3.2](#). for more tips on active learning strategies.

For information on trainings and equipment, check with your departmental staff on relevant policies or contact the CTL to check out additional instructional equipment.

For equipment needed for student or faculty accommodations, contact the Disability Resource Center online (drc.uga.edu/), by phone (706) 542-8719, or by email drc@uga.edu.

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2.4.4. Introduction to eLC: UGA's Learning Management System*

This section is currently under revision; thank you for your patience.

The learning management system at UGA is called eLearning Commons, or simply eLC, and is powered by Brightspace by D2L, version 10.6. eLC is jointly supported by the Center for Teaching and Learning (CTL) and Enterprise Information Technology Services (EITS).

For more support, please visit the eLC help page: help.elc.uga.edu/

3. Engaging Your Students

3.1. Quick Tips for Inclusive Teaching

- Be reflective as you teach. How might an assignment affect a student from another culture? Are you primarily using examples that only reflect the experience of some of your students?
- Critically examine your course from multiple points. Include materials that represent various perspectives accurately (consider gender, nationality, ethnicity, age, sexuality, political affiliation, socio-economic status, ability, linguistic background, etc.).
- Include issues of diversity as part of the learning goals of your course.
- Learn how to pronounce your students' names and use them. Here are some tips for learning names from the University of Nebraska-Lincoln: unl.edu/gradstudies/current/teaching/names
- Provide students with a variety of participation options (chronicle.com/blogs/profhacker/tips-for-inclusive-teaching/62747) because speaking up in class can be uncomfortable for students with non-dominant identities and those with social anxiety.
- Be sure your class is accessible to all students, whether physically or electronically (e.g., close-captioning on videos, readable fonts, etc.). The Disability Resource Center has resources to get you started: drc.uga.edu/site/content_page/providing-closed-captioned-media-in-the-classroom.
- Use people-first language when discussing ability: cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf.
- Assess the classroom climate with a mid-semester formative evaluation (gca.coe.uga.edu/formative-assessment-how-it-can-be-more-effective-in-my-classroom-week-1/) from your students, so that you can make adjustments to improve the learning experience. The CTL at UGA offers anonymous and confidential Mid-Semester Formative Evaluations (MSFE) of the overall class and student learning: ctl.uga.edu/pages/mid-semester-formative-evaluations1.
- Prepare for “hot moments,” or those moments where tension or conflict develops in the classroom. The University of Michigan Center for Research on Learning and Teaching provides specific strategies for working through such moments when they arise: docs.google.com/document/d/1tuMuMVnI7soHLcTNxzCTqcpkun0ASHW_WvNuxphyxxA/edit.

3.2. Active Learning

The CTL supports UGA's campus-wide initiative to promote active learning in all UGA classrooms. Visit the CTL's website for an introduction to Active Learning, activity suggestions, and an overview of ongoing active learning implementations across UGA: ctl.uga.edu/special-initiatives/active-learning/.

3.3. Group Work

Formally termed cooperative learning, small group work can serve as an effective cornerstone of any lesson plan for almost any course. The size of the small groups will depend largely on the format you choose to implement (see below), but in general, three or four students in each group works well.

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Dividing the class into small groups has several advantages: it allows students who find participating in a large groups to feel more comfortable expressing their opinions, it provides an opportunity for students to actively engage with the material at hand, and it allows the instructor to assess understanding while circulating and listening in on student conversations. By asking students to work together on a specific task, an instructor can help students to hone their collaborative skills and their grasp of important concepts.

3.3.1. Preparing for Group Work

When planning small group work for your class or discussion section, the following questions can be helpful:

- What is the specific goal of this group work? How does it relate to the goal of the class session, unit, and course as a whole?
- Are your instructions clear, succinct, and easy to follow?
- What materials do you need to prepare for group work? Will you prepare a handout or worksheet?
- How will you split up your groups? While randomization has many benefits, you may choose to assign students to different groups to ensure a range of abilities and appropriate diversity within each group.
- Do you plan to assign specific roles to each member of the small group? This is not necessary for groups that work easily together. Sometimes, in order to avoid conflict or to assist students who are particularly inexperienced or unskilled at group work, instructors will assign specific roles to group members. Roles may include manager, skeptic, educator, conciliator, etc. Avoid roles like “secretary” that can introduce imbalance in workload.

3.3.2. Types of Group Work

Think-Pair-Share

Pose a question or problem and either give students one minute to think about it or write an answer down. Next, instruct students to discuss their answer with a partner for 2-5 minutes. Finally, call on one or two students to share their answers with the class. This activity can be varied ad infinitum. For example, the initial writing prompt can be longer, and students can have a chance to revise their mini essay after conferring with a partner. Another possibility is to lengthen the “pair” portion so that students can do multiple problems, carry out a translation, or some other activity that requires more time. You can also reinforce the collaborative component by asking students to summarize what their partner told them.

Three-Step Interview

This technique is similar to the think-pair-share. Students work in pairs to discuss a question or issue. In the first step, one person in the pair answers/discusses the question first while the other takes notes or asks additional questions. In the second step, the students reverse roles. Last, two pairs join together to make a quartet. The groups describe their answers to each other and discuss.

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Student Subgroups

This format is likely to work best in smaller classes. Give students a problem on a single sheet of paper to work on in groups of three or four. The single sheet of paper helps prevent students from working on the problem(s) individually. Once they have finished, either solicit responses from each group, if the class is small enough, or call on one or two groups to present their responses. Ask if the other groups agree.

Problem-Based Learning

This is a more formal type of small group work that has long been used for training medical and science students. However, it can also work well in other disciplines; for example, students could parse difficult sentences in a language course or carry out a close reading of a passage in a literature course. The defining characteristic of problem-based learning is that material is generally introduced through problems rather than lecture. Students work in small (3-4 people), permanent, cooperative groups to carry out problem-solving activities with limited help from the instructor. Problems are followed by whole-class discussion during which the instructor can correct misconceptions and make connections between the problems and the larger context of the class.

Class Debates

Discussion sections can be an excellent place to stage a debate. Assess student opinions by a show of hands (or previous discussions in class or on chalk), divide the class into groups accordingly, and have them draw up arguments supporting their stance (either their own or the opposite opinion). Give each group a limited amount of time to make their case, requiring as many as possible of them to speak, and give the other group the chance for a rebuttal. Afterwards, open the discussion to talk about the results.

Speed Interviews

The goal of this group activity is for the students to gather as many opinions as possible about an issue. First divide the class into pairs and distribute a series of questions for them to discuss (one to three questions are recommended). Have the students switch partners every 2 minutes or so and ask the same questions to their new partner. Switch groups as many times as appropriate and then have the entire class report back and discuss the results. This type of exercise is particularly useful for small classes, survey activities or icebreakers.

The Inner Circle or Fishbowl

A variation on whole-class discussion is the fishbowl. Divide the class into an inner group, which will be the discussion group, and an outer group, which will be the observers who take notes and give feedback on the quality of the discussion and the group dynamics. This leads to a discussion about discussion culture, increases student awareness of effective communication within a discussion, and enhances a sense of responsibility to contribute.

Buzz Groups

This technique works well in both small and large classes. Pick a challenging issue or problem, and then ask students to form small groups to discuss it. After approximately 5-10 minutes of discussion, call on a few of the groups to report their answers. Ask the other groups whether they agree with the reported answers by a show of hands.

Sources:

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Brame, C.J. and Biel, R. (2015). *Setting up and facilitating group work: Using cooperative learning groups effectively*. Retrieved August 16, 2018 from <http://cft.vanderbilt.edu/guides-sub-pages/setting-up-and-facilitating-group-work-using-cooperative-learning-groups-effectively/>.

Tuttle, Nicole. *Suggestions for using Small Groups in the Classroom*. Retrieved August 16, 2018 from <https://teaching.uchicago.edu/resources/teaching-guides/small-group-work/>.

3.4. Classroom Management

Despite our best efforts to be well-prepared, receptive to student needs and interests, and confident in the worth and relevance of the subject we teach, sometimes student inattentiveness or disruption arise in the classroom.

3.4.1. Student Inattention

In cases of student restlessness or inattentiveness, give students the benefit of the doubt and give yourself time to look for possible causes of the problem. Perhaps the material you were presenting was too basic or too advanced for the students, or maybe you needed to involve the students more, or perhaps the class could not see the relevance of the material to the rest of your course. Whatever the possible cause, it is important to assess the situation calmly, take whatever remedial action may be necessary, and try for a better class at the next session. Throughout the course, your conscientious attempt to involve your students and to make the material you present relevant and comprehensible will greatly increase the probability of a productive classroom atmosphere.

3.4.2. Student Disruption

In the unlikely event that a student should deliberately or inadvertently disrupt the class, it is especially important to deal with the matter in a calm, courteous manner. For more information about handling debates or discussions that may become heated, see “Managing Hot Moments” below. If you are unable to resolve the disruption satisfactorily during the class period, report the matter to your graduate coordinator and ask for guidance on any further action. In the case of persistent unruliness and most certainly in the case of actual or threatened violence, report the matter immediately to the University Police at (706) 542- 2200 or 911.

3.4.3. Managing Hot Moments

Prepare for “hot moments,” or those moments where tension or conflict develops in the classroom. You are the teacher in the classroom. Your role as instructor is to preserve the learning environment. In addition to protecting any classroom debate from becoming an attack on any particular individual, keeping a cool head in the classroom when challenged preserves your students’ trust and respect in you as teacher. When possible, look for the teachable moment in an argument. For example, what is the value in hearing opposing viewpoints or challenging commonly held stereotypes? Is there a way to use the content of the argument to serve your teaching goals? Or is student learning best served by diffusing the tension and swiftly refocusing students?

When a discussion between students becomes more heated than you would like, you can use the following strategies to transform arguments into productive debate:

- Take a deep breath and try to assess what is happening. Is a student voicing frustration? Is a student enthusiastically expressing an opinion? Are two students misunderstanding each other?

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- Whenever possible, encourage students to discuss ideas, not individuals in the classroom.
- If a student attacks another student's idea, ask that student to restate what he or she thinks the other student meant. Make sure that the interpretation is accurate and allow both students to clarify their statements.
- Ask the students to generate all possible evidence for both sides of a debate as a way of suspending judgment and encouraging reflection. Ask students to find counter examples as well as examples.
- Offer to continue a discussion after class or ask interested students to email you or post their thoughts to eLC if the topic of the argument is not central to the goals of the class session.

When a student challenges or criticizes you, take the following steps to stay calm and find some value in the exchange:

- Again, take a deep breath, and try to understand the content of the student's complaint or challenge. Ignore, for a moment, any rudeness; if you respond to the content, the student's attitude and approach may soften.
- Remain calm and nonjudgmental, no matter how agitated the student becomes. Your emotional response will only become further fuel for the student's anger. This is especially true if the student makes a personal attack.
- Don't use your authority as a teacher to simply claim superior knowledge or logic; while in some cases it may be true, it will almost never convince your students, and it discourages their active engagement with ideas.
- Use evidence when disagreeing with a student and ask students to provide evidence for their positions. You may ask other students to evaluate the evidence that you, or the student provide, if the argument is related to course content.
- Never get into a power struggle with a student. As the teacher, you already have the power; any retaliation to a student's provocation is likely to be viewed as an abuse of power.
- If a student is agitated to the point of being unreasonable, ask him or her to carry the grievance to a higher authority. Do not continue trying to reason with a student who is highly agitated.

In general, make your response as calm as possible and avoid making an issue out of a small incident. Try to use any conflict in the classroom as an opportunity to further your teaching goals: it may be possible to use an argument to clarify material, model critical thinking, skills, foster open-mindedness, and enhance students' trust in you.

The University of Michigan Center for Research on Learning and Teaching (CRLT) provides additional specific strategies for working through such moments when they arise:

docs.google.com/document/d/1tuMuMVnl7soHLcTNxzCTqcckun0ASHW_WvNuxphyxX/edit

3.5. TAing with Technology*

This section is currently under revision. Thank you for your patience.

Technology in the classroom is most effective when used to support and achieve learning outcomes. Check out this resource from the University of Michigan to learn more about getting started with technology: crlt.umich.edu/teaching-technology/getting-started

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Student Response Systems (Clickers)

UGA provides support for two student response systems: Top Hat and Turning Point. Visit our website for more information about these systems: <https://www.ctl.uga.edu/learning-technologies/student-response-systems/>

For more information about other kinds of student response systems (including free and low-tech ones), check out this resource from Vanderbilt University: <https://cft.vanderbilt.edu//cft/guides-sub-pages/clickers/>

4. Leading Lab Sections*

This section is currently under revision. Thank you for your patience.

5. Leading Discussion Sections*

This section is currently under revision. Thank you for your patience.

6. Testing and Grading*

This section is currently under revision. Thank you for your patience.

7. Course Design

This section is currently under revision. Thank you for your patience.

7.1. Backwards Design Principles*

Coming soon!

7.2. Universal Design for Learning*

Coming soon!

7.3. The Syllabus

Once your course outline has been finished, your readings selected, and your class activities scheduled, you can prepare a written version of your plans for your students.

The syllabus usually provides the first impression that students will have both of you and your course. Moreover, it serves as a legal contract between you and your students while communicating the structure of the course and its operating procedures. A carefully constructed syllabus creates fewer opportunities for miscommunication and charges of capricious grading. Additionally, a well-prepared syllabus indicates that you take teaching seriously and presents a positive image to your students, your department, and your supervisor.

To view and access syllabi from all departments across the University of Georgia, please visit the [UGA Bulletin](#).

Both required and recommended components are listed below. For a printable checklist, visit: ctl.uga.edu/resources/documents/CTLSyllabusChecklist-2019-08-08.pdf

7.3.1. Required Components

The following components are required under the [official University policy regarding syllabi](#).

- Course title and number
- Building name and room number of the class
- Instructor name
- Instructor accessibility (office hours, office location, email address, and/or telephone number)
- Course description
- Any prerequisites, co-requisites, and cross-listings
- Course objectives or learning outcomes
- Topical outline
- Principal course assignments
- Specific course requirements for grading purposes
- Grading policy

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- Attendance policy
- Required course texts and materials. Also, include where the materials can be accessed (bookstore, eLC, other online resource, etc.)
- Policy for make-up of examinations
- Reference to the University Honor Code and Academic Honesty Policy and a statement as to what behavior unique to the course could be academically dishonest. The syllabus must include this statement:
 - *As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: honesty.uga.edu/Academic-Honesty-Policy/. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.*
- The syllabus must include this statement:
 - *The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

7.3.2. Recommended Components

The following components are highly recommended but may be tailored to your specific situation.

- Procedure for submitting assignments
- Policy on classroom management
- A disability and health-related statement: "Students with a disability or health-related issue who need a class accommodation should make an appointment to speak with the instructor as soon as possible." Visit the DRC's website for more sample access statements: drc.uga.edu/content_page/sample-access-statements
- Consider including a statement on your syllabus that acknowledges how you will create and sustain an inclusive classroom that is welcoming towards all students. For some examples of diversity and inclusion syllabus statements, please visit the following webpage of Brown University's Harriet W. Sheridan Center for Teaching and Learning: brown.edu/sheridan/teaching-learning-resources/inclusive-teaching

7.3.3. How to Write a Syllabus

During the Writing Process

When preparing to write a syllabus, there are some important considerations. The following list, adapted from Florida State University's "Tips for Writing a Syllabus" (distance.fsu.edu/docs/instruction_at_fsu/Chptr3.pdf), offers some important suggestions:

- Keep it brief and avoid long sections of prose.
- Organize information using outlines, lists, and bulleted points.

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- Establish a cooperative learning environment by using pronouns such as “we” rather than “you.”
- Be attentive to the visual organization of the syllabus.
- Use headings to draw students’ attention.
- Highlight important information through using capital letters, bolding information, highlighting, and underlining.

After Writing

After you have completed a draft of your syllabus, you should review it with your supervisor and/or faculty advisor. Is your course consistent with departmental needs? Do you have enough material to challenge students and sustain their interest? Is your syllabus flexible—if it is necessary to make changes in the middle of the term, do you have room to make those changes? Are the major themes of the course easily identifiable? Ask colleagues to provide suggestions on how you can improve your syllabus.

7.3.4. Posting to Bulletin

Once you have your syllabus completed and reviewed by your fellow colleagues and supervisors, make sure to upload it to the following system, as required by the University of Georgia:
<https://syllabus.uga.edu/>

7.3.5. Sample Syllabi and Templates*

Coming soon!

8. Becoming a Better Instructor*

This section is currently under revision. Thank you for your patience.

9. Policies and Resource Directory

9.1. University Policies Pertinent to TAs

9.1.1. TA Policy

University of Georgia TA Policy states that TAs must be adequately prepared to teach in the college classroom. [University and Regents' policies](#) require that all new graduate teaching and laboratory assistants receive support for their instructional roles. The following TA Policy applies to all graduate students with instructional duties regardless of a student's specific instructional responsibilities in an academic course. Departments should develop discipline-specific support for the pedagogical development of graduate assistants in preparation for their instructional responsibilities at UGA and for their future careers.

The policy states that all TAs must:

1. Attend TA Orientation
2. Complete GRSC 7770 or departmental equivalent, and
3. For international students, demonstrate proficiency with the English language.

For current descriptions of each element of this policy, please visit the CTL website: ctl.uga.edu/grad-student/ta-policy/

9.1.2. FERPA

Policy

The Family Educational Rights and Privacy Act of 1974 as amended (FERPA) is a U. S. federal law that governs the privacy of student education records, governs access to those records as well as disclosure of information from them. Because UGA receives funding from the US Department of Education, failure to comply with FERPA could result in the loss or suspension of federal funding (including student financial aid to the institution).

Your Responsibility

All work that both identifies a student's name and an educational record (including grades, class enrollment or schedule, other feedback) needs to be shared securely to prevent a FERPA violation. Communication via UGA email or eLC email is considered secure. As a TA, it is your responsibility to protect and limit access to student information.

To be safe, do not post grades publicly, even by a numerical identification system. One of the many advantages of using eLC is a built-in grade reporting feature that allows students to follow their own progression through your course. Otherwise, encourage students to keep up with their own grades. If you find that handing back physical copies of students' work is time-consuming, have students pick up their work during your office hours or leave time at the end of class to give work back. However, eLC should generally be the primary method students use to keep up with their grades.

For a full list of "dos" and "don'ts", check out this resource from the Office of the Registrar: reg.uga.edu/general-information/ferpa/

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Office of the Registrar

The Office of the Registrar represents the academic hub of the UGA campus community. In addition to providing transcripts, enrollment verifications, graduation clearance, course offerings and scheduling, it creates awareness for Federal Educational Rights and Privacy Act (FERPA). For more information about this unit, visit their website: reg.uga.edu

9.1.3. Academic Honesty

Policy

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the university community. Academic honesty is defined broadly and simply—the performance of all academic work without cheating, lying, stealing, or receiving assistance from any other person or using any source of information not appropriately authorized or attributed.

The goals of this academic honesty policy are to:

- Foster a culture of academic honesty in the university community.
- Maintain the integrity and academic reputation of the university.
- Process fairly and consistently matters related to academic dishonesty.

Visit honesty.uga.edu to review the full policy. It is the responsibility of all members of the university community to be informed concerning this policy. Where suspected violations of the academic honesty policy occur, appropriate procedures are designed to protect the academic process and integrity while ensuring due process. **The academic honesty system is an academic process founded on educational opportunities, not a judicial process focused on adjudications.**

Your Responsibility

All suspicions of academic dishonesty must be reported. The University of Georgia's Facilitated Discussion Model provides an educational opportunity to address allegations of possible academic dishonesty and is the exclusive approved method for dealing with possible academic dishonesty. If you even suspect that academic dishonesty has occurred in your class, address it immediately by thoroughly documenting the situation and reporting the possible violation to the Office of the Vice President for Instruction. If you are assisting another instructor, consult with them first to determine who should fill out the report (the TA or the supervising instructor).

For more information and an overview of the reporting and Facilitated Discussion process, visit:

honesty.uga.edu/Resources/For-Faculty/

Office of Student Academic Services

The Office of Student Academic Services in the Office of the VP for Instruction is responsible for the university's academic honesty policy. For more information about this unit, visit their website:

honesty.uga.edu

9.1.4. Accessibility

Policy

The University of Georgia seeks to provide students with disabilities the opportunity to fully participate in educational programs and services. In keeping with this philosophy, it is University policy that students with documented disabilities receive reasonable accommodations through access to classroom information.

Your Responsibility

All students registered with the Disability Resource Center (DRC) are to receive whatever accommodations authorized by the DRC. The DRC will support instructors in providing any accommodations. TAs need to be on the same page as their supervisors about how accommodations will be implemented. Information about a student's specific disability is PRIVATE and disclosing that information (even to the instructor) is at the student's discretion.

Visit the DRC's website for resources on teaching students with disabilities (drc.uga.edu/content_page/teaching-students-with-disabilities) and a course accessibility check list (drc.uga.edu/content_page/accessibility-checklist1).

Disability Resource Center

The Disability Resource Center assists the University in fulfilling its commitment to educate and serve students with disabilities who qualify for admission. The Office promotes equal educational opportunities and a welcoming academic, physical, and social environment for students with disabilities at the University of Georgia. For more information about this unit, visit their website: drc.uga.edu

9.1.5. Retention of Student Work and Grades

Policy

Term papers and final examinations are important educational tools which can provide feedback to students about their academic work. If instructors do not return such papers to their students at the conclusion of the course, they are asked to retain them for a minimum of one semester in order to provide an opportunity for review and discussion. Read full policy: provost.uga.edu/policies/academic-affairs-policy-manual/4-07-miscellaneous-course-policies/.

University of Georgia students have the right to appeal academic decisions. All grade appeals must be initiated within one calendar year from the end of the term in which the grade was recorded. Read full policy: bulletin.uga.edu/bulletin/ind/appeals.html.

Your Responsibility

As students retain the right to appeal grades for a full calendar year after the end of the course, all instructors (including TAs) should retain all records (physical or digital) and supporting evidence of student grades for 12 months after the end of a term, including, but not limited to:

- Grade book
- Unreturned exams, papers, or projects
- Evidence of graded class participation (discussion posts, in-class quizzes, etc.)

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You may also retain student work for your own purposes indefinitely. If you would like to share your students' work with others (i.e. teaching portfolio or job application), you must request the student's permission.

Instructors must also keep student privacy and FERPA compliance in mind when retaining records. Educational records (student work, grades, other feedback; both physical and digital) should not be accessible to anyone other than the instructor. Keep this in mind when sharing office space and/or computers.

When you do dispose of education records, make sure to shred them.

Office

The Office of the Senior Vice President for Academic Affairs and Provost maintain the Academic Affairs and Policy Manual which outlines the University's academic policies. To review the full manual, visit: provost.uga.edu/policies/academic-affairs-policy-manual/.

9.1.6. Non-Discrimination Anti-Harassment (NDAH) Policy

Policy

*The following excerpts from the NDAH policy identify TAs as **mandatory reporters**:*

"The University prohibits harassment of or discrimination against any person because of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, ethnicity or national origin, religion, age, genetic information, disability, or veteran status by any member of the University Community on campus, in connection with a University program or activity, or in a manner that creates a hostile environment for any member of the University Community."

"Any administrator, supervisor, faculty member, responsible employee or other person in a position of authority who knows of, or receives a complaint of, potential discrimination or harassment or potential violation of the Prohibited Consensual Relationship provision **must** fully report the information or complaint to the EOO promptly. Student employees who serve in a supervisory, advisory, or managerial role are Responsible Employees and in positions of authority for purposes of this Policy (e.g., teaching assistants, residential assistants, student managers, orientation leaders, etc.) and must also promptly report discrimination or harassment to the EOO. A complaint or report of discrimination or harassment made to any administrator, supervisor, faculty member or other Responsible Employee or person in a position of authority generally obligates the University to investigate the incident and take appropriate steps to address the situation. **The responsibility to investigate rests with the EOO and not with the Responsible Employee** who receives the complaint or report. **Failure to promptly report may constitute a separate violation** of the NDAH Policy and may provide a basis for discipline under this Policy."

Review the full policy on the EOO's website: eoo.uga.edu/policies/non-discrimination-anti-harassment-policy

Your Responsibility

All university employees, including TAs, are mandatory reporters. If you see (or hear) something, you are *legally obligated* to say something.

1. You witnessed or are told about something that might* be a violation of the NDAH policy.

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- a. *It is not up to you to investigate or make a determination about whether a violation actually occurred. You are simply obligated to report.
2. First, if possible, inform the concerned parties that you are a mandatory reporter and that whatever they are telling you or that you are seeing is not confidential.
3. Second, if possible, direct the possible victim to relevant resources (a listing is available on the EOO's website: eoo.uga.edu/policies/non-discrimination-anti-harassment-policy).
4. Finally, quickly report what you saw or heard directly to the UGA Equal Opportunity Office via phone (706.542.7912, email (ugaeeo@uga.edu), or the online form (eoo.uga.edu/NDAH_Complaint_Form).

Failure to report a possible violation of the NDAH Policy is a separate violation of the policy.

Equal Opportunity Office

The EOO is responsible for ensuring that UGA complies with all applicable laws and policies regarding discrimination or harassment on the basis of race, sex (including sexual harassment and pregnancy), gender identity, sexual orientation, ethnicity or national origin, religion, age, genetic information, disability or veteran status. For more information about this unit, visit their website: eoo.uga.edu

9.1.7. Title IX Compliance

Policy

The University of Georgia does not discriminate on the basis of sex in its education programs and activities. Prohibited sex discrimination covers sexual harassment, including sexual violence.

Your Responsibility

In the advent of the disclosure of sexual assault, please follow UGA Sexual Assault Response (SAR) Protocol:

1. Affirm the disclosure of sexual assault/sexual violence
2. Explain no confidentiality
3. Ask about safety and medical concerns
4. Provide options for reporting to Police and/or the EOO/Title IX Coordinator
5. Offer a bridge to support resources
6. Fulfill your reporting obligations by contacting the EOO/Title IX Coordinator

For detailed descriptions of each step of the SAR protocol, visit the EOO's website: eoo.uga.edu/Sexual_Assault_Response_Protocol.

Equal Opportunity Office

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9.1.8. Amorous Relations

Policy

“A University employee, including a graduate teaching assistant, is prohibited from pursuing or having a romantic or sexual relationship with any student or University System of Georgia (USG) employee who the individual supervises, teaches, or evaluates in any way. Additionally, a University employee is prohibited from pursuing or having a romantic or sexual relationship with any student or USG employee whose terms or conditions of education or employment the individual could directly affect.”

Review the full policy on the EOO’s website: eoo.uga.edu/policies/non-discrimination-anti-harassment-policy.

Your Responsibility

Having relationships with your students is prohibited. Having relationships with undergraduate students, especially in the department in which you teach, is ill-advised, because while the undergraduate may not currently be your student, they could be in the future and would create a conflict of interest situation which could complicate your ability to fulfill the duties of your assistantship.

Equal Opportunity Office

The EOO is responsible for ensuring that UGA complies with all applicable laws and policies regarding discrimination or harassment on the basis of race, sex (including sexual harassment and pregnancy), gender identity, sexual orientation, ethnicity or national origin, religion, age, genetic information, disability or veteran status. For more information about this unit, visit their website: eoo.uga.edu

9.2. Instructional Support Resources

9.2.1. Center for Teaching and Learning (CTL)

The central mission of CTL is to provide campus-wide leadership on matters relating to instruction. Since its inception, CTL has sought to promote vitality among faculty and administration and to foster an institutional climate that reinforces excellence in teaching and learning in the service of student success.

TA Development and Recognition

The TA Development team at CTL provides a range of support to meet your needs – from campus-wide teaching symposiums to group workshops to one-on-one consultations.

Classroom Support

Environment can have a tremendous impact on learning. CTL offers resources and support for you to get the most out of your physical classrooms – from consulting on space configuration and technology to technical support.

Learning Technologies

Successful implementation of learning technologies, whether that be a quiz in eLC or flipping your entire course, can make or break a class. CTL offers support for eLC and other enterprise-wide learning technologies and consultations to help you find the technology that will work best for course and its learning outcomes.

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For more information about this unit, visit their website: ctl.uga.edu

9.2.2. Division of Academic Enhancement (DAE)

DAE provides a wide range of services to support your students' academic efforts, including tutoring, coaching, and classes on academic success.

- You can request that DAE contact your academically struggling students through the Early Alert program.

For more information about this unit, visit their website: dae.uga.edu

9.2.3. Writing Center

The Writing Center consultants seek to assist students in understanding the writing process, elaborating on their ideas and theories, and evaluating and editing their own work. Consultants are also available to visit classes or special events to familiarize students with Writing Center services or to present a lesson on a specific aspect of writing.

- You can recommend that your students make an appointment with a Writing Center consultant to get help understanding the writing process, elaborating on their ideas and theories, and evaluating and editing their own work (skills that may be required for success but are not taught in your course).

For more information, visit their website: english.uga.edu/writing-center

9.3. Other Support Resources

9.3.1. Office of Student Care and Outreach (SCO)

SCO provides individualized assistance to students experiencing hardship circumstances, support to faculty and staff working with students in distress, and guidance to parents seeking help and information on behalf of their students. SCO is a hub that will connect students with appropriate resources and can help students with a holistic plan to address their needs, whether academic or personal.

- SCO can contact students directly when referred by an instructor. Use the "Report a Concern" form on their website to request that SCO contact your student.

For more information about this unit, visit their website: sco.uga.edu

9.3.2. Counseling And Psychiatric Services (CAPS)

CAPS is dedicated to student mental health and wellbeing and supports students in achieving both academic and personal life goals. CAPS offers short-term individual, group, and couples therapy, psychiatric evaluation and medication monitoring, psychological assessment, and makes referrals when appropriate. Initial visit IS FREE and further sessions are offered at a reduced cost to fees-paid students.

- Unlike SCO or DAE, student must initiate contact with this unit.
- If the situation feels like an emergency (the student is at risk of harm to self or others), call 911!

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- If the situation feels like an urgent crisis (but not an emergency), if possible call CAPS with the student present or consider accompanying the student to CAPS.

For more information about this unit, visit their website: uhs.uga.edu/caps

9.3.3. Office of Emergency Preparedness

The Office of Emergency Preparedness works to prepare UGA for emergency situations. A “Classroom Preparedness Checklist” and tutorials for how to handle different emergency situations in your classroom are available on their website.

- Be prepared for your students to look to you as a leader in an emergency situation.

For more information about this unit, visit their website: prepare.uga.edu