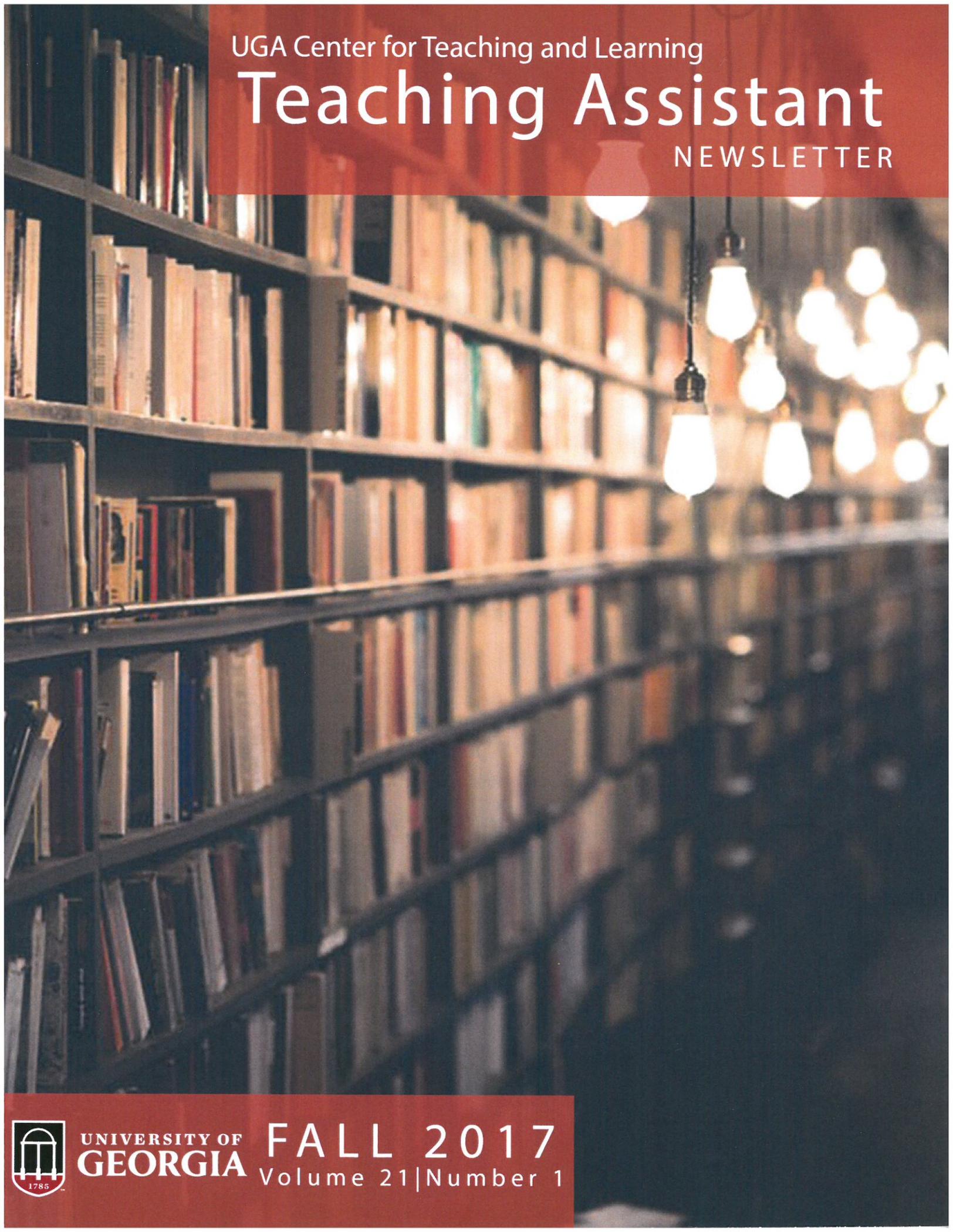


UGA Center for Teaching and Learning

Teaching Assistant

NEWSLETTER

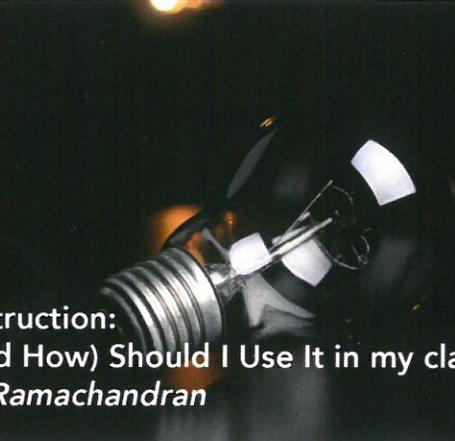


UNIVERSITY OF
GEORGIA

FALL 2017

Volume 21 | Number 1

Contents



**Peer Instruction:
Why (and How) Should I Use It in my class?**
Roshini Ramachandran

2 Featured Article

Roshini Ramachandran writes about her own use of Peer Instruction as a TA in the Chemistry Department and offers insight into incorporating Peer Instruction into the classroom.

1 Welcome

Zoe Hensley Morris, Assistant Director for Teaching Assistant Development and Recognition, UGA Center for Teaching and Learning, and Suzanne Barbour, Dean of the UGA Graduate School.

2 Peer Instruction: Why (and How) Should I Use It in my Class?

Roshini Ramachandran discusses how to use Peer Instruction in the classroom, and the value of student-student interaction.

4 Future Faculty Fellows Program

Presenting the 2017-2018 Future Faculty Fellows, teaching and award winning TA's engaged in year-long professional development.

5 New to the Center for Teaching and Learning

CTL welcomes Meg Mittelstadt as the Assistant Director for Faculty Development and Recognition and Madeline Smith as the Assistant Director of Assessment.

6 The Graduate Teaching Portfolio Program

The Graduate School's Portfolio Program is designed to provide graduate students with feedback and official recognition of a portfolio documenting their UGA teaching experiences.

7 Valuable Lessons Learned as a Teaching Assistant

Guoguo Zheng, a research assistant in the quantitative methodology program, discusses the challenges she faced as a TA in establishing trust and communication with students.

8 The Inaugural Spring Teaching Symposium

The 2016-2017 Future Faculty Fellows successfully facilitated the Spring Teaching Symposium in February of 2017.

10 Teaching Awards and Resources

The Center for Teaching and Learning provides recognition for graduate students by administering the Outstanding Teaching Assistant Award and the Excellence in Teaching Award.

12 Advice from the 2016-2017 Future Faculty Program

Former FFP members share tips and tricks for succeeding in the first few years of teaching.

13 Graduate Teaching Seminars

CTL is proud to coordinate courses for graduate students who are interested in university teaching.

Welcome

Dear Graduate Teaching and Lab Assistants,

Welcome to the latest issue of the TA Newsletter. This publication is one of many resources, workshops, courses, and mentoring opportunities provided by the Center for Teaching and Learning (CTL) and the Graduate School to support your professional development and your preparation for a career beyond your current program of study. Teaching is truly one of the most rewarding endeavors you will ever undertake, and the CTL is here to support your pedagogical development as you teach your first college courses.

Throughout the year we offer a variety of workshops and professional development opportunities to you as graduate teaching assistants. One of our newest additions to this schedule is our Spring Teaching Symposium. This exciting, day long event features workshops facilitated by the CTL Future Faculty Fellows. More information about the symposium, as well as information about the prestigious Future Faculty Fellows Program, can be found within this newsletter and on our website. To see our full list of workshops and speakers, visit <http://ctl.uga.edu/events>.

In addition to these events, the CTL provides instructional consulting for graduate students and post docs, courses on college teaching, and will even assist you as you perform educational research (often termed "the Scholarship of Teaching and Learning") in your courses. I hope you will explore this newsletter and take advantage of the copious opportunities the CTL and the Graduate School provide in support of evidence-based teaching practice.

Zoe Hensley Morris, Ph.D.
*Assistant Director for Teaching Assistant
 Development and Recognition, UGA Center for
 Teaching and Learning*



Dear Graduate Teaching and Lab Assistants,

What amazing experiences you will have this year in your classrooms and labs. You are such an important part of a key mission of the University – to teach the next generation of citizens who will be part of our global society.

Through your assistantships, you are learning key skills that will serve you well in many different career paths after graduate school. Whether working in education, business, government, or non-profits, your knowledge about teaching and ability to engage people in learning will be part of the leadership skills that make your graduate degree so valuable.

I encourage you take advantage of the many resources and programs available to you to enhance your skills for teaching and learning. The UGA Center for Teaching and Learning (CTL) and the Graduate School are collaborating on a number of opportunities to assist you in developing your teaching abilities for the classroom and beyond. You can attend any of the many workshops offered through CTL or the Center for the Integration of Research, Teaching, and Learning (CIRTL). The Graduate School Teaching Portfolio program and the Interdisciplinary Certificate in University Teaching provide the means to document your own knowledge and skills. We would also like to hear from you if there are additional resources that would assist you with your teaching responsibilities.

Thank you for all you do for the University!

Suzanne Barbour, Ph.D.
Dean, UGA Graduate School



Peer Instruction: Why (and How) Should I Use It in my class?

Roshini Ramachandran, Chemistry



Roshini Ramachandran is a fifth-year Ph.D student at the Department of Chemistry. She has taught lecture and lab courses in chemistry, as well as pedagogy of teaching courses for undergraduate learning assistants. Roshini enjoys implementing teaching-as-research projects in her courses to improve classroom engagement and inquiry-based learning. She is currently involved in the 'Peer Learning Assistant Program' which was recently established by UGA's Office of STEM Education.

Do you have trouble engaging your students over long periods of time in the classroom? You are not alone! When delivering traditional lectures, it is difficult for even the best and most experienced teachers to capture their students' attention for the entire duration of the lecture. Classroom learning is quickly shifting from this "monologue" style of presentation towards incorporating active-learning strategies that encourage beneficial student-student interactions.

In my role as a teaching assistant in the Chemistry Department, I often have to teach introductory courses that comprise students from diverse majors. While some may be genuinely interested in the course content, a significant portion need additional stimulation to remain engaged throughout the class period.

'Peer Instruction' is a classroom learning technique popularized by Eric Mazur to improve interaction and enhance engagement in a lecture style class. Its main strategy is to involve students in teaching the course material to their peers in the classroom. Typically, this is done by weaving in small group discussions based on conceptual questions during the class period. This enables students to reflect on the material covered during the first portion of the class, by learning to apply that information during the discussion.

Although the idea of our entire class being simultaneously involved in conversations sounds chaotic, peer instruction has evolved over the years to include many organized approaches that make these discussions more structured and less of a casual dialogue. These techniques are especially useful in larger classrooms where it can be difficult for the instructor to manage and gauge student involvement.

Here are some peer instruction ideas I use in my classroom:

1. **Think-Pair-Share:** Students are grouped in pairs and asked to reflect on a conceptual question. The pairs then share their thoughts with the class. This can also be used mid-lecture to have students exchange questions after teaching a particularly difficult topic.

2. **Polling:** Students are asked to vote for an answer on a question. The class is then divided into groups, and discuss why they voted for a certain answer. After discussion, the students take a revote on the question and each group shares their perceptions with the class. This activity is useful for topics that are easy to misunderstand, as the group discussion helps to clear misconceptions.

3. **Brainstorm sessions/Case study:** The class is divided into groups and each group is given a task or case that they have to analyze and solve as a group. This team building activity is best used for topics applicable to real-life scenarios.

4. **Group problem solving:** Similar to above, groups are given a conceptual problem that they work through as a team.

5. **Concept maps:** After teaching a series of concepts, students are asked to draw maps that illustrate connections between those topics. Students form groups to exchange and discuss their concept maps.

Helpful tactics for the instructor:

- Allow the individual students to reflect on the question for a minute before forming groups. This gives them time to understand the question and feel less intimidated in the group.
- It is crucial to encourage all students to contribute to the discussion; walking around the groups and asking pointed questions and providing feedback will help to engage all students.
- To maintain a healthy environment, mention ground rules for the discussion beforehand. Set a timer with an alarm for the discussion to monitor and manage the time allotted for discussion.

Resources:

1. <http://mazur.harvard.edu/research/detailspage.php?ed=1&rowid=8>
2. <https://www.cte.cornell.edu/teaching-ideas/engaging-students/collaborative-learning.html>
3. <https://blog.peerinstruction.net/2013/08/26/the-6-most-common-questions-about-using-peer-instruction-answered/>
4. Mazur, Eric. "Peer instruction: getting students to think in class." AIP Conference Proceedings. Vol. 399. No. 1. AIP, 1997.
5. Crouch, Catherine H., and Eric Mazur. "Peer instruction: Ten years of experience and results." American journal of physics 69.9 (2001): 970-977.

For more information about teaching courses and workshops, visit ctl.uga.edu/events

Future Faculty Fellows Program

The Future Faculty Fellows Program, sponsored jointly by the Graduate School and the Center for Teaching and Learning, is a yearlong professional development program that brings together 15 award-winning teaching assistants from across campus to talk about, reflect upon, and improve their teaching, while preparing them for the academic job market and the rigors of their first faculty positions. Experienced teaching assistants who have been recognized for their outstanding teaching and who are preparing for careers in higher education are invited to apply to the program.

The Future Faculty Fellows Program

- promotes professional development by focusing on different aspects of teaching;
- helps participants document their teaching experience;
- facilitates the development of new courses;
- encourages the scholarship of teaching and learning (SoTL);
- provides resources to develop their own teaching;
- supports participants' efforts to improve teaching in their respective departments; and
- offers opportunities for institutional service through mentoring, facilitating other graduate students' professional development, and other activities.

Questions regarding the Future Faculty Fellows Program should be directed to Dr. Zoe Hensley Morris, Assistant Director for TA Development and Recognition, Center for Teaching and Learning.

"After having gone through this experience, I recommend FFFP to any graduate student who wants to learn more about the structure of higher education in the United States, to those who want to try something new in the courses that they teach or graduate students that would like extra training for the job market. But the best thing about FFFP is the community that we build with graduate students and professors that consider teaching an important part of their professional lives and want to do better at it."

Nastassja Pugliese
Ph.D. Candidate, Department of Philosophy

Future Faculty Fellows 2017-2018:

James Coda, *Language and Literacy Education*
Kelsey Crane, *Geology*
William Fassbender, *Language and Literacy Education*
Julie Grainsy, *Microbiology*
Sammantha Holder, *Anthropology*
Emma Carine Iradukunda, *Chemistry*
Chioma Kas-Osoka, *Health Promotion and Behavior*
Viviane Klen Alves, *Language and Literacy Education*
Kira McEntire, *Forestry and Natural Resources*
Leanne Purdum, *Geography*
Filip Viskupic, *International Affairs*
Kimberly Watkins, *Financial Planning, Housing, and Consumer Economics*
Bridgette Wells, *Pathology*
Erinn Whiteside, *Communication Sciences and Special Education*
Kasey Leigh Yearty, *Chemistry*

New Faces at CTL

Meg Mittelstadt, Assistant Director for Faculty Development and Recognition

Meg Mittelstadt recently joined the UGA Center for Teaching and Learning as the Assistant Director for Faculty Development and Recognition. Meg works to design and implement instructional development programs and events for faculty, with the goals of positively impacting student learning at UGA and increasing the probability of faculty career success and efficacy in the classroom.

Prior to joining the Center for Teaching and Learning in February 2017, Meg was the Director of Training and Education for the Landry Cancer Biology Consortium at Harvard University and a Lecturer of Genetics at Harvard Medical School. In this role, Meg worked with faculty to design, implement, and assess innovative curricular and co-curricular offerings for research fellows, graduate students, and undergraduate students. Meg was also adjunct faculty in the Department of Biology at Simmons College.

Meg is an alumna of the University of South Carolina, where she completed a B.S. in Biology and a Ph.D. in Molecular, Cellular, and Developmental Biology. Following her Ph.D., she performed postdoctoral research in epigenetics and gene-environment interactions at the University of Texas MD Anderson Cancer Center and Texas A&M Health Science Center.

In her free time, Meg enjoys trying new restaurants, road trips, binge watching shows on Netflix, and spending time outside with husband Nick, son Andrew, and their golden retriever Rutledge.



Madeline Smith, Assistant Director of Assessment

Madeline Smith recently joined the UGA Center for Teaching and Learning as the Assistant Director of Assessment. In this role, Madeline collaborates with UGA faculty and staff in student learning outcomes assessment with the goal of enhancing student learning across campus.

Prior to joining the Center for Teaching and Learning, Madeline served as the Assistant Director of Assessment for Christopher Newport University. In this position, she conducted an ongoing university-wide evaluation process to identify and assess expected outcomes across academic, administrative, and student support units. She also assisted in the development of the institution's Quality Enhancement Plan. Previously, Madeline served as the Assistant Director of Academic Program Approval for the Ohio Department of Higher Education and as the Legislative Liaison for P-20 Education in the Office of the Ohio Governor.

Madeline is an alumna of the College of William and Mary, where she completed a Ph.D. in Educational Policy, Planning, and Leadership with a concentration in Higher Education Administration. She also holds a M.Ed. from Ohio University and a B.A. from The Ohio State University.

Outside of her role at UGA, Madeline enjoys spending time with her dog Twitch, cycling, attending baseball games, and exploring the local music scene.



Graduate School Teaching Portfolio Program

The Graduate School's Portfolio Program is designed to provide graduate students with feedback and official recognition on a portfolio documenting their UGA teaching experiences. Each portfolio must include the following items labeled and ordered as listed below:

1. A teaching philosophy statement
2. Description of courses taught
3. Sample teaching materials
4. Sample of student work
5. Innovative teaching projects and roles
6. List of professional activities related to teaching
7. List of special training or teaching related experiences
8. Evaluation of teaching

Deadlines for submissions are every semester: early September for Fall and early February for Spring.

For more information and samples of Graduate Teaching Portfolios, go to <http://wwwctl.uga.edu/pages/graduate-schools-portfolio-program>.



Valuable Lessons Learned as a TA

Guoguo Zheng, Doctoral Candidate, Department of Educational Psychology

Before beginning my doctoral study in quantitative methodology, my major advisor asked me, did I plan to work in academia or industry after graduation? I was unsure how to answer this question. Like many incoming graduate students, I was leaning towards a position in academia. However, I had never taught at the university level and hesitated to commit to something unknown to me. I was fortunate to have the opportunity to gain valuable teaching experience when I was awarded a departmental teaching assistantship for ERSH 6300: Applied Statistical Methods in Education. As with many opportunities, there were several challenges for me to overcome.

The first teaching challenge I encountered was determining how to gain the students' trust. ERSH 6300 is an introductory statistics course, which many students take on with some level of apprehension. In my role as TA, I circulated the computer lab, monitored students' progress, and answered any questions they had. To prepare for my first day as a TA, I went over the lab materials and thought of possible questions students might bring up. However, during the lab, I found that students were more likely to discuss with their neighbors or talk with the professor when they got stuck. I continued to offer help and check in with students to be sure everything was going well. Typically, students gave me positive responses, but I found this was occurring whether they were understanding or not. As the semester went on, this situation lingered. But as I helped more students solve their confusions and communicated more often with them, I saw that their apprehension in trusting me subsided. I realized this was all part of the process for building students' trust. This was my first lesson learned as a teacher: when you teach, be prepared to be doubted.

Another challenge was learning how to communicate with students effectively. I have spent most of my life playing the role of a student. My job was simply to learn knowledge and master skills. It did not really matter if I could explain what I know. When teaching, explaining in a way that works for students is essential for helping them learn. This brings to my mind a quote spoken by Einstein, "if you can't explain it simply, you don't understand it well enough." At first, I struggled with how to pull the knowledge that I learned from different sources together to help students understand the concepts. Sometimes, the language and explanations I used were neither precise nor concise enough and even confused students more, which made me feel very embarrassed. As my teaching experiences accumulated, a clearer concept map of the knowledge developed for me, and my explanations became much better organized. I even started to diagnose students' misconceptions and give study tips accordingly. This was another valuable lesson for teaching: always practice explaining what you know and check in with students to be sure the explanation works for them.

My teaching experience completely reshaped my views about teaching. I used to be concerned that if I taught the same course year after year, or even semester after semester, I would lose my enthusiasm for the material. Now I realize that teaching the same course does not equal repetition. It can, and should, be more than that. As further evidence of this, from year one to year two of ERSH 6300, the instructor of record switched from a traditional lecture format to a flipped classroom, where students watched videos and learned the lesson before class, and class time was spent problem solving and practicing analyses. This made me realize that even when teaching the same course, adjustments to the teaching plan and teaching methods should always be happening, which I see as an exciting opportunity as a future instructor.

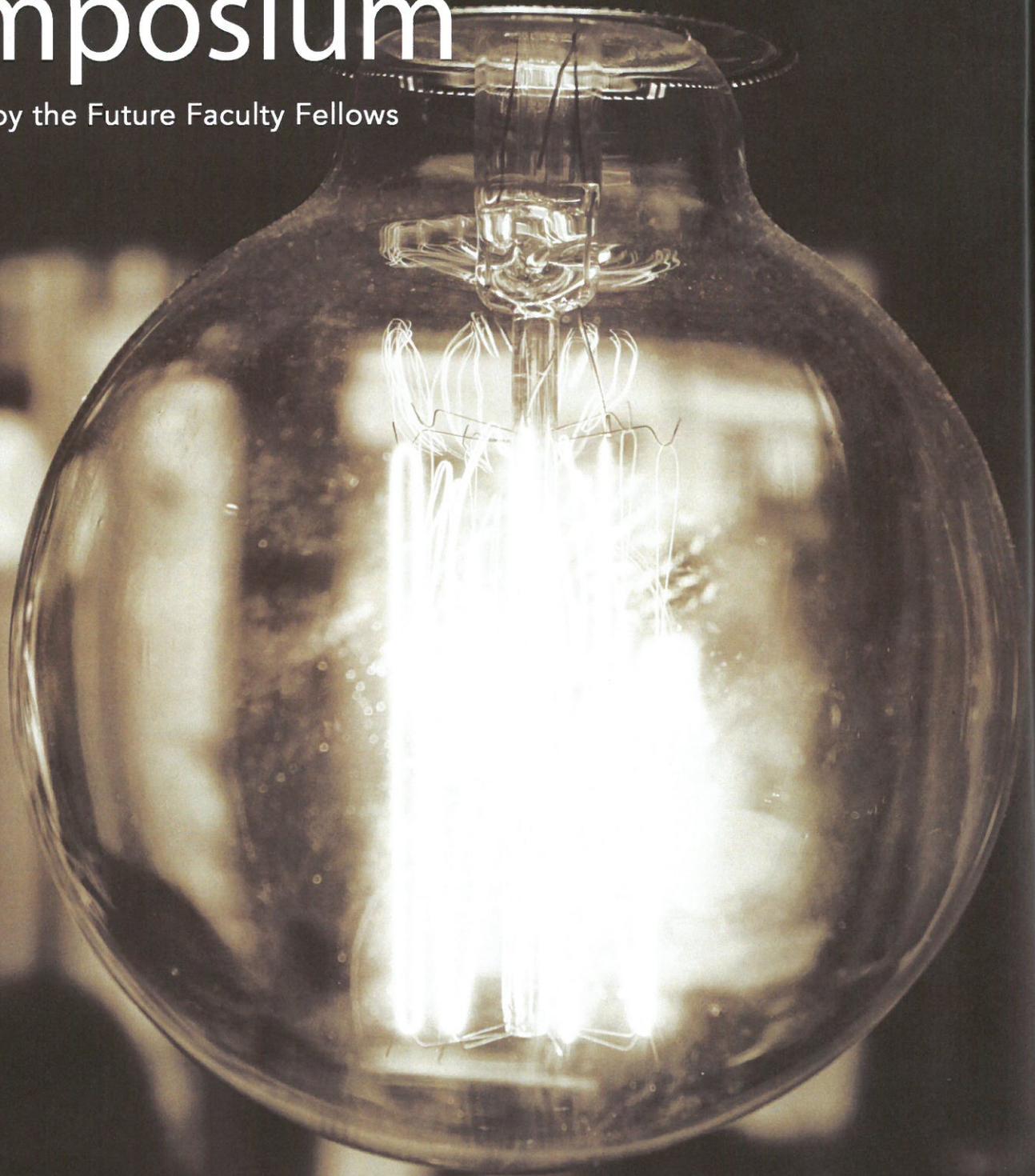
For me, teaching is a time to examine how well I have learned the knowledge, to challenge my communication skills, and to interact with students who come from different disciplines and backgrounds, but who share the same passion for intellectual challenges. With these experiences under my belt, I am more confident to say that teaching at the university level is rewarding, enjoyable, and, what I hope to be, a large part of my future career.



Guoguo Zheng is a research assistant in the Quantitative Methodology (QM) program where she TAed courses on applied statistics methods in educational studies. She is a currently a PhD student in the QM program and has a research interest in educational data mining.

The Inaugural Spring Teaching Symposium

Facilitated by the Future Faculty Fellows



The Inaugural Spring Teaching Symposium took place on Saturday, February 25, 2017.

This full day event featured workshops facilitated by the 2016-2017 Future Faculty Fellows on a variety of topics including teaching in STEM labs, implementing writing in your courses, and strategies for inclusive teaching. Attendees who fulfilled TA Policy also received a certificate of completion and letter from the CTL detailing the value of taking part in this professional development opportunity. The full schedule is available here: <https://www.ctl.uga.edu/events/workshop-symposium>.



The 2018 Spring Teaching Symposium will take place on Saturday, February 17th, 2018 from 8:00-3:00. Be on the lookout for emails from the graduate school and Center for Teaching and Learning announcing registration for this exciting event.



Teaching Awards and Resources

The University recognizes the significant contribution graduate students make to the instructional mission of the University with several teaching awards and with the Future Faculty Fellows Program.

The Center for Teaching and Learning administers the Outstanding Teaching Assistant Award, sponsored by the Office of the Vice President for Instruction; and the Excellence in Teaching Award, sponsored by the Graduate School.

Nominees for either award must have fulfilled TA Policy, have taught at least once within the last two terms, and must be enrolled full-time in the semester of application. Further details for eligibility are detailed online at <http://ctl.uga.edu/pages/teaching-awards-and-resources> and are on the respective award applications.

Nominations for the 2017-2018 Outstanding Teaching Assistant Award (OTA) and Excellence in Teaching Award (ETA) will be accepted beginning in November 2017.

Graduate School Excellence in Teaching Award Winners 2017

Meghan Barnes, *Language and Literacy Education*

J. Aaron Harris, *Cellular Biology*

Caitlin Ishibashi, *Plant Biology*

Haley O'Steen, *Finance*

Marcela Reales Visbal, *Romance Languages*

Graduate School Excellence in Teaching Award Nominees 2017

Nicholas Batora, *Genetics*

Corina-Mihaela Beleaua, *Comparative Literature*

Rachel Cagliani, *Communication Sciences and Special Education*

Robert Coffman, *Health Promotion and Behavior*

Neil Debbage, *Geography*

Ashley Duxbury, *Entomology*

Ashley Fallaize, *Kinesiology*

Kaitlin Farrell, *Odum School of Ecology*

Katherine Fialka, *History*

Mohamad Hasan, *Statistics*

Mary Helen Hoque, *Hugh Hodgson School of Music*

Jessica Kobe, *Educational Theory and Practice*

A. Kelly Lane, *Genetics*

Ashleigh McKinzie, *Sociology*

Tanzir Mortuza, *Pharmaceutical and Biomedical Sciences*

Doron "Robby" Nadler, *English*

Hillary Palmer, *Communication Studies*

Roshini Ramachandran, *Chemistry*

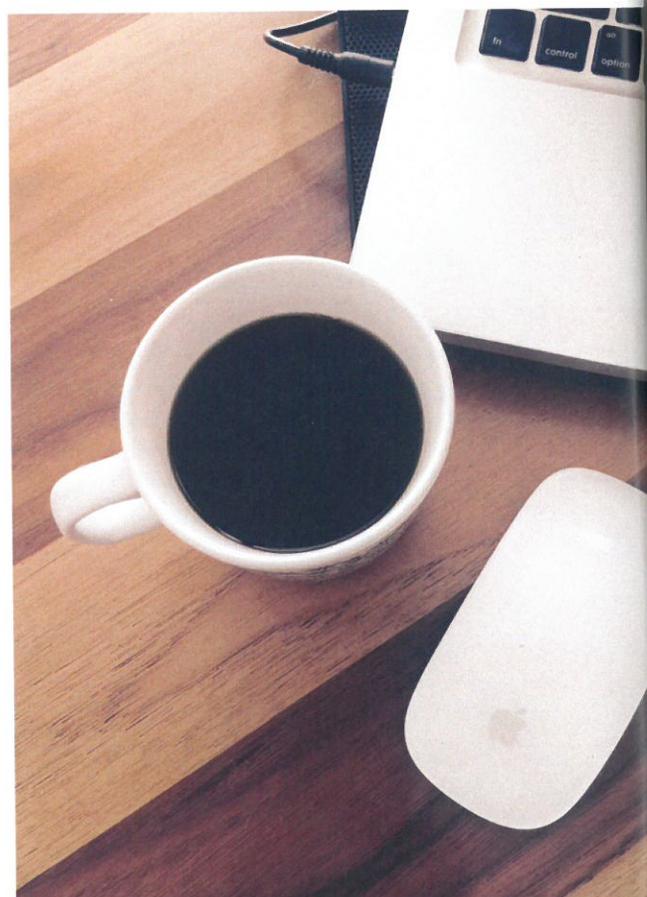
Caitlin Reeves, *Microbiology*

Sarah Saint, *Psychology*

Filip Viskupic, *International Affairs*

Lauren Ward, *Warnell School of Forestry and Natural Resources*

Corry Yeuroukis, *Pathology*



Outstanding Teaching Award Winners 2017

- Apurba Banerjee, *Textiles, Merchandising & Interiors*
 Hye Jin Bang, *Advertising and Public Relations*
 Adel Bedoui, *Statistics*
 Nabaneeta Biswas, *Economics*
 Matthew Bloodgood, *Chemistry*
 Jayce Brandt, *Entomology*
 Katherine Butcher, *Theatre and Film Studies*
 Jason Byers, *Political Science*
 Rachel Cagliani, *Communication Sciences and Special Education*
 Jessica Chappell, *Odum School of Ecology*
 Pablo Chiavlo, *Entomology*
 Wen-Hao (Winston) Chou, *Kinesiology*
 James Coda, *Language and Literacy Education*
 Valerie Coles Cone, *Communication Studies*
 Katelyn Conley, *Psychology*
 Anna Conti, *Classics*
 Grant Crane, *Chemistry*
 Kelsey Crane Warden, *Geology*
 Drew Craver, *Religion*
 Charles Cromer, *Theatre and Film Studies*
 Shannon Curry, *Warnell School of Forestry and Natural Resources*
 Katharine Dahlstrand, *History Department*
 Kuhelika De, *Economics*
 Brooke Douglas, *Health Promotion and Behavior*
 Ashley Duxbury, *Entomology*
 Alexandria Edwards, *English*
 Lu Fan, *Financial Planning, Housing and Consumer Economics*
 Andrew Fialka, *History*
 Arron Foster, *Art*
 Shan Gao, *Plant Pathology*
 Julie Grainy, *Microbiology*
 Ana Gutierrez-Colina, *Psychology*
 Taylor Hafley, *Geography*
 Mary Virginia Hahn, *Romance Languages*
 Ralph Hale, *Psychology*
 Julia Hernández, *Romance Languages*
 Andrea Hetrick, *Psychology*
 Nicole Hoffman, *Kinesiology*
 Casey Hollibaugh, *Kinesiology*
 ChengFang Hong, *Plant Pathology*
 Sophia Jeong, *Mathematics & Science Education*
 Qiyuan Jin, *Public Administration and Policy*
 Tareva Johnson, *English*
 Sung Eun Jung, *Educational Theory and Practice*
 Oguz Koklu, *Mathematics & Science Education*
 Ezequiel Korin, *Entertainment and Media Studies*
 A. Kelly Lane, *Genetics*
 Jacob Lee, *Geology*
 Hwa Young Lee, *Mathematics & Science Education*
 Ariel Lockshaw, *Art*
 Thomas Manget, *History Department*
 Antonio Mantica, *Physics & Astronomy*
 Cynthia Maupin, *Psychology*
 Larry McCalla, *Career and Information Studies*
 Shannon McCook, *Pathology*
 Daniel McKenzie, *Mathematics*
 Sean Medlar, *Philosophy*
 Henna Messina, *English*
 David Miklesh, *Marine Sciences*
 Claire Mills, *Philosophy*
 Marko Milosevic, *Mathematics*
 Tyler Miyawaki, *Genetics*
 Rebeca Morais Coelho, *Romance Languages*
 Tanzir Mortuza, *Pharmaceutical and Biomedical Sciences*
 Matthew Moulton, *ETAP*
 Kevin Murphy, *Chemistry*
 Dorothy Musselwhite, *Hugh Hodgson School of Music*
 Susana Nkurlu, *Comparative Literature*
 Thomas Novak, *Kinesiology*
 Haley O'Steen, *Finance*
 William Olsen, *Mathematics*
 Jamie Palmer, *Institute for Women's Studies*
 Hans Parshall, *Mathematics*
 Christian Pettersen, *Geography*
 Alex Pilote, *Plant Biology*
 Lainie Pomerleau, *English*
 Paula Rawlins, *English*
 Ashley Rea, *Plant Biology*
 Jared Register, *Hugh Hodgson School of Music*
 Peter Riggs, *Hugh Hodgson School of Music*
 Leticia Rincon Herce, *Romance Languages*
 Brandon Rittgers, *Chemistry*
 Jennifer Marie Robinson, *Romance Languages*
 Richard Ross, *Statistics*
 Juliano Saccomani, *Romance Languages*
 Matthew Sadowski, *Music*
 Carolina Salge, *MIS*
 Shelly Samet, *Infectious Diseases*
 Rachel Sanders, *Language and Literacy Education*
 Amanda Scheutzow, *Art*
 Alan Schmalstig, *Microbiology*
 Thitapa Shinaprayoon, *Psychology*
 Lane Siedor, *Psychology*
 Gretchen Sneegas, *Geography*
 Yoonsook Song, *Hugh Hodgson School of Music*
 Sally Spalding, *Communication Studies*
 Abby Sterling, *Warnell School of Forestry and Natural Resources*
 Lelani Sumabat, *Plant Pathology*
 Tara Sutton, *Sociology*
 Anna Tansik, *Marine Sciences*
 John Terry, *Theatre and Film Studies*
 Gale Thompson, *English*
 Sarah Anna Thorne, *Psychology*
 Kara Tinker, *Microbiology*
 John Vinson, *Odum School of Ecology*
 Filip Viskupic, *International Affairs*
 Jonathan Walsh, *Genetics*
 Xue Wang, *Chemistry*
 Bridgette Wells, *Pathology*
 Lauren Whitham, *Hugh Hodgson School of Music*
 Rachel Williamson, *Psychology*
 James Wood, *Odum School of Ecology*
 Crystal Wu, *Hugh Hodgson School of Music*
 Rui Xie, *Statistics*
 Jiahao Xu, *Physics & Astronomy*
 Kasey Yearty, *Chemistry*
 Kristy Zera, *Pharmaceutical and Biomedical Science*
 Jingyi Zhang, *Statistics*
 Xiaoying Zhao, *Educational Theory and Practice*
 Jun Zhao, *Sociology*

Advice from 2016-2017 Future Faculty Fellows



"Have a back-up plan. The activity that you were so excited about may not draw the expected response or participation from your class. Don't panic. Extra discussion questions, student-relatable topics that will incite some response, group activities, or minute papers can work well in these scenarios. Do not press your students or put them on the spot as that could further impede their participation in future classes."

-Ashley Fallaize



"Respect your students. At the personal level: be approachable and genuine. Listen to them when they talk to you, take an interest in them as people, and use your knowledge to help them; don't make them feel subordinate. At the academic level: don't lower your standards. Holding them to high, but fair standards shows that you respect their ability to produce high quality work; they will adapt to meet your expectations."

-Alfred Farris



"Don't reinvent the wheel! One of the hardest things about graduate school is learning to manage your time in a different way than in undergrad. If you are teaching or TA'ing a new class, ask to see the materials of previous TAs and/or instructors."

-Bridget Lynch



"Validate student contributions. If a wrong answer is thrown out by a student during a class discussion, don't just say, "That's not right," and move on. Find a way of letting them know you still appreciate their contribution."

-Bret Stevenson



"Don't be afraid to admit to the students that you don't know something or aren't sure of an answer. It is better to admit it than give a wrong answer. Use it as an opportunity to challenge the students to go out and find the answer, then share it with the class."

-Caitlin Reeves Williams

Teaching Seminars

Each semester, CTL coordinates pedagogy seminars for any graduate student who is enrolled at the University, regardless of whether one is teaching or not. GRSC 7770, Seminar on College Teaching, is offered every semester and lays a foundation of instructional knowledge upon which the other classes build and, thus, is a pre-requisite for the advanced classes. GRSC courses provide graduate students with opportunities to expand their pedagogical knowledge beyond the minimum required by TA Policy. Different GRSC courses are offered each semester, so check Athena for the most current course offerings or email Zoe Hensley Morris, Assistant Director for TA Development and Recognition, at zoe.morris@uga.edu with any questions.

Events and Deadlines

Fall 2017

International Student Orientation - August 3rd

Graduate School Orientation - August 7th

Graduate Teaching Assistant Orientation - August 8th

Makeup Graduate Teaching Assistant Orientation - August 19th

Deadline to submit Teaching Portfolio to Grad School - September 8th

Deadline to register for Spring CIRTl courses - Mid-September, (registration opens August 21st)

Deadline to submit final materials for Interdisciplinary Certificate in University Teaching - October 1st for students graduating in December 2017

Spring 2018

Deadline to register for Spring CIRTl courses - Early January (registration opens December 11th)

Deadline for nominations for Outstanding Teaching Award - January 19th

Deadline for nominations for Excellence in Teaching Award - January 19th

Deadline to Submit Teaching Portfolio to Grad School - February 2nd

Spring Teaching Symposium - February 17th

Deadline to submit final materials for Interdisciplinary Certificate in University Teaching - March 1st for students graduating in May 2018

Deadline to apply for 2018-2019 Future Faculty Fellows Program - Mid March

"On an on-campus interview for a position at Kent State University, I shared my pedagogy philosophy, much of which was informed by the classes I have taken through the CTL. When I received the call for a job offer, the search committee made it clear that it was my understanding of pedagogy that stood out. Thanks for facilitating this process of learning which will be beneficial as I develop as a teacher!"

Clair McClure

Ph.D. Candidate in Textiles, Merchandising, and Interiors, College of Family and Consumer Sciences

Contributions

The Center for Teaching and Learning (CTL) is a support unit of the Office of the Vice President for Instruction. It is devoted to the advancement of instruction and faculty development at The University of Georgia. CTL sponsors a range of services and enrichment activities designed to assist faculty and teaching assistants with instructional matters. Forward any email questions regarding CTL-sponsored events at ctl@uga.edu.

TA Newsletter is a publication of the Center for Teaching and Learning. The Fall 2017 edition was produced and edited by Erin Horan and Mark Bridges. Teaching assistants are encouraged to submit articles for publication in this newsletter. Submissions should be forwarded to Zoe Hensley Morris at zoe.morris@uga.edu.

706.542.1355

ctl@uga.edu

Office of the Vice President for Instruction

Office of the Senior Vice President for

Academic Affairs and Provost



UNIVERSITY OF
GEORGIA

