



Graduate Student
Orientation

Best Practices for New TAs

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General Advice

- Treat syllabus as a contract
- Remember level of course
- Know requirements course fulfills
- Keep diversity and cultural backgrounds in mind
- Proofread before you print or send it

Basic Syllabus Information

- What information should you include on your syllabus?
- Course name
- Course ID number
- Course registration number (CRN)
- Days, time, and room number
- Your name and email address
- Office location and phone number
- Office hours
- Course Description

University Policies and Requirements

- Last day to add/withdraw from course
 - Spring: January 25 March 22
- Final exam schedule (kent.edu/registrar)
- Grading Scale:

93-100 – A	90-92 – A-	87-89 – B+
83-86 – B	80-82 – B-	77-79 – C+
73-76 – C	70-72 – C-	67-69 – D+
60-66 – D	59 or below – F	
- Policies to copy and paste
 - Student Accessibility Services (kent.edu/sas)
 - Academic Honesty (kent.edu/policyreg)

Course Policies

- What types of policies do you think are important to include?
- Attendance and tardiness
 - Absences and tardiness
 - Participation points
- Grading policy
 - Late work, make-up assignments, extra credit, rewrites
- Technology
 - Laptops, tablets, mobile phones
- Classroom etiquette
 - Behavior, disruptions, eating, drinking

Course Objectives

- What do you want students to learn by the end of the course?
- Specific to the course
- Objective, measurable, and attainable
- Where might you find possible objectives?
- “Reverse” or “backwards” design
 - Objectives for end of course
 - Themes and concepts to cover
 - Textbook/reading materials
 - Assessment tools

Creating Learning Assessments

- Goal: Measure Course Objectives
- Refer to your department
- Multiple opportunities to demonstrate learning
- Consider size of class & discipline
- Clearly state what assessments you will use

Responding to Student Writing

- Make it easy on yourself.
- Consider higher- & lower-order concerns.
- Revision is a win-win.
- Dealing with plagiarism
 - Plagiarism School

Grading Disputes

- Use grading rubrics and samples
- Update students' grades on Blackboard
- Keep records of all grading conversations
- Fairness in alternative assignments
- Assigning W, NF, SF, IF/ID, IP

Scheduling

- Create a timeline for the semester
- Check your own schedule first!
- Consider grading time
- Reasonably space items out
- Match reading assignments with lecture

Scheduling

- Avoid religious holidays, if possible
- Make due dates **STAND OUT**
- Build in flexibility!
 - “Subject to change” disclaimer
 - Plan extra material
 - Promise to announce changes early
 - Avoid changing due dates/exams

Strategies for Teaching

- Evaluate your class and your material –how to approach?
- Be aware of presentation
- Begin with summary, critical thinking question, survey – reinforces learning/recall
- Be flexible –allow time for questions, tangents

How do you learn?

Styles

- Visual: 65%
- Auditory: 30%
- Kinesthetic: 5%



Strategies for Instructors

- Visual:
 - Charts, colors, graphics, concept maps
- Auditory:
 - Key ideas through voice inflections, speaking aloud
- Kinesthetic:
 - Analogies, anecdotes, writing on flip charts, “active” activities

Get your phones out...

Respond to the following [poll](#) about your learning style.

Visual
SEE IT



Auditory
HEAR IT



Kinesthetic
DO IT



Visual, Auditory, Kinesthetic

How could we approach World War II for each of these learning styles?



Principals of Engaged Teaching

- Come prepared
- Think about 3 learning styles in your presentation material
- Use emotions to help information stick (e.g., humor, sadness)
- Incorporate breaks/physical movement
- Reinforce ALL responses in discussion
- Guide the group in discussion

Self-Evaluation

Yourself

- Journaling after each class
 - What could you improve on?
- Awareness of student engagement
 - Do they look bored?
Interested?
- University evaluations
 - End of semester evaluations (mandatory)

Your Students

- Weekly response questions:
 - What did you learn?
 - What are you still unsure of/confused about?
- Mid-semester evaluation for course content



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Questions?



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Source List

[ADPRIMA](#)

[Center for Innovation in Teaching & Learning](#)

[Eberly Center](#)

[Falk 2012](#)

[Huston 2009](#)

[Kent State University Cheating and Plagiarism Policy](#)

[Kent State University Registrar](#)

[Kent State University Student Accessibility Services](#)

[Lang 2008](#)

[ProfHacker](#)

[VCU Center for Teaching Excellence](#)

Source List

Learning styles: Overview of learning styles @ [ldpride](#), MSU [designs for adult learning](#), [Visual](#) learning style, [Auditory](#) learning style, [Verbal](#) learning style, [Kinesthetic](#) learning style

Lecture: Tools for Teaching by Barbara Gross Davis, University of CA, Berkeley
Brown and Atkins, 1988; Frederick, 1986; Lowman, 1984; Penner, 1984

Discussion: Derek Bok Center for Teaching and Learning and [discussions](#), The Teaching Center @ WSUSL on [discussions](#)