

The background of the slide is a detailed architectural blueprint of a building floor plan, featuring various rooms and corridors. Overlaid on the top left is a desk lamp with a silver, perforated shade. In the bottom left corner, there is a yellow ruler, a silver compass, and a silver pencil. Scattered across the bottom and right side are several white markers with colored caps: a green one, a blue one, a red one, and a silver one with a red band. A large, light blue arrow points from the bottom right towards the center of the text.

How to start: Teaching your own course

2008 Annual Conference for new
Graduate Teaching Assistants

August 27, 2008 Gore Hall, 306



Getting to know you...

- Two truths and a lie:
 1. My uncle spoke at both my high school and college graduations.
 2. My husband and I adopted a little boy from China
 3. I spent one day in Paris and only pizza.



Lucinda's luck

Lucinda, a third year graduate student, was asked to teach a winter session sophomore level course. She was honored that her department had chosen her for this assignment and excited about the prospect of the extra cash the extra assignment represented.



Lucinda's Dilemma

While Lucinda had TA for other introductory courses in the department and had taken a similar course as an undergrad, she did not know what the department expected for this particular course. How do you suggest that Lucinda go about identifying her department's expectations for the course?

The background of the slide is a photograph of a desk. In the top left corner, there is a desk lamp with a white shade. The desk surface is covered with a white sheet of paper that has some faint, illegible text and a large blue arrow pointing downwards. Two pens, one red and one silver, are lying on the paper. The top edge of the image shows a brick wall.

Your ideas

- Talk to prof that uses courses as prereq
- Ask prof who taught last
- Old syllabi
- Course description



Expectations and Support

After learning more about the nature of course Lucinda still has some questions.

- How many office hours am I expected to hold?
- How do I get the syllabus, etc. photocopied?

What other logistical issues would you recommend she explore?

A photograph of a desk with a lamp, a ruler, and a pen over a blueprint. The lamp is in the top left corner. The ruler is in the bottom right corner. The pen is in the bottom right corner. The blueprint is in the center. The text "Your ideas" is overlaid on the blueprint.

Your ideas

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Feel for the discipline

Lucinda now has a feel for the department's needs for her course. She is excited start planning the course...but where to start? How would you suggest she proceed?

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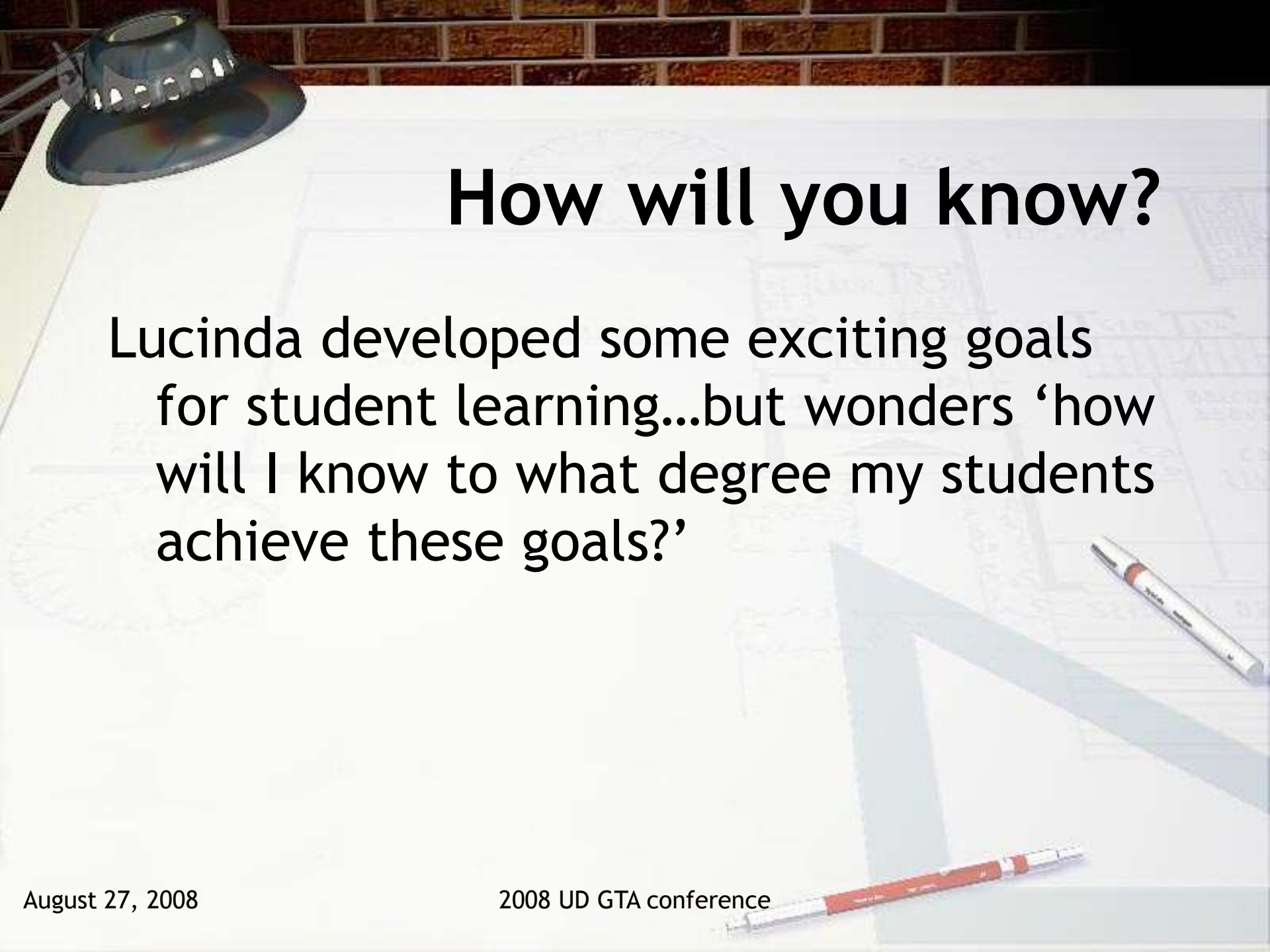
Some expert advice

- University of Delaware, Center for Teaching Effectiveness <http://cte.udel.edu/aboutcte.html>
- Dee Fink--Significant learning
 - University of Oklahoma, Program for Instructional Innovation <http://www.ou.edu/pii/tips/design.htm>
- Wiggins and McTighe--Understanding by Design <http://www.sdttl.com/2002/ubd.htm>

A desk with a lamp, a ruler, and a pen. The background is a brick wall. The desk is white and has a lamp on the left, a ruler in the middle, and a pen on the right. The text is overlaid on the desk.

Start with Goals for student learning

- What do you want students to get out of the course?
- Taxonomy of goals for student learning from Fink's *Significant Learning* framework. Link to pdf on <http://www.ou.edu/pii/significant/siglearning.htm>

A desk with a lamp, a ruler, and a pen. The background is a brick wall. The desk is white and has a blue lamp on the left, a blue ruler on the right, and a red pen on the right. The text is centered on the desk.

How will you know?

Lucinda developed some exciting goals for student learning...but wonders 'how will I know to what degree my students achieve these goals?'

The background of the slide is a photograph of a desk. In the top left corner, there is a desk lamp with a white shade. The desk surface is covered with several sheets of paper, some of which have faint, illegible text and diagrams. Two pens, one red and one silver, are lying on the desk. The overall scene is brightly lit, suggesting a study or work environment.

Assessment of student learning

- University of Delaware, Office of Educational Assessment

<http://www.assessment.udel.edu/>

- Other Resources

<http://www.ou.edu/pii/tips/ideas/feedback2.html>



Design of Learning Activities

- Align with goals and assessment
- You do not have to be a curriculum designer but rather a curriculum connoisseur...select only the best for your students.
 - Problem Based Learning:
<https://chico.nss.udel.edu/Pbl/index.jsp>
 - Case Studies:
<http://ublib.buffalo.edu/libraries/projects/cases/ubcase.htm>



Lucinda's indecision

Lucinda has lots of great ideas for the course, but she is not quite sure how to approach creation of the syllabus. She can not decide how to much to weight the various aspects of the course, so she is thinking of waiting until the course has a few meetings to create the final version of the syllabus.

What are your thoughts about this (in)decision?

A photograph of a desk with a lamp, a ruler, and a pen over a blueprint. The lamp is in the top left corner. The ruler is in the bottom right corner. The pen is in the bottom right corner. The blueprint is in the center. The text 'You ideas' is overlaid on the blueprint.

You ideas

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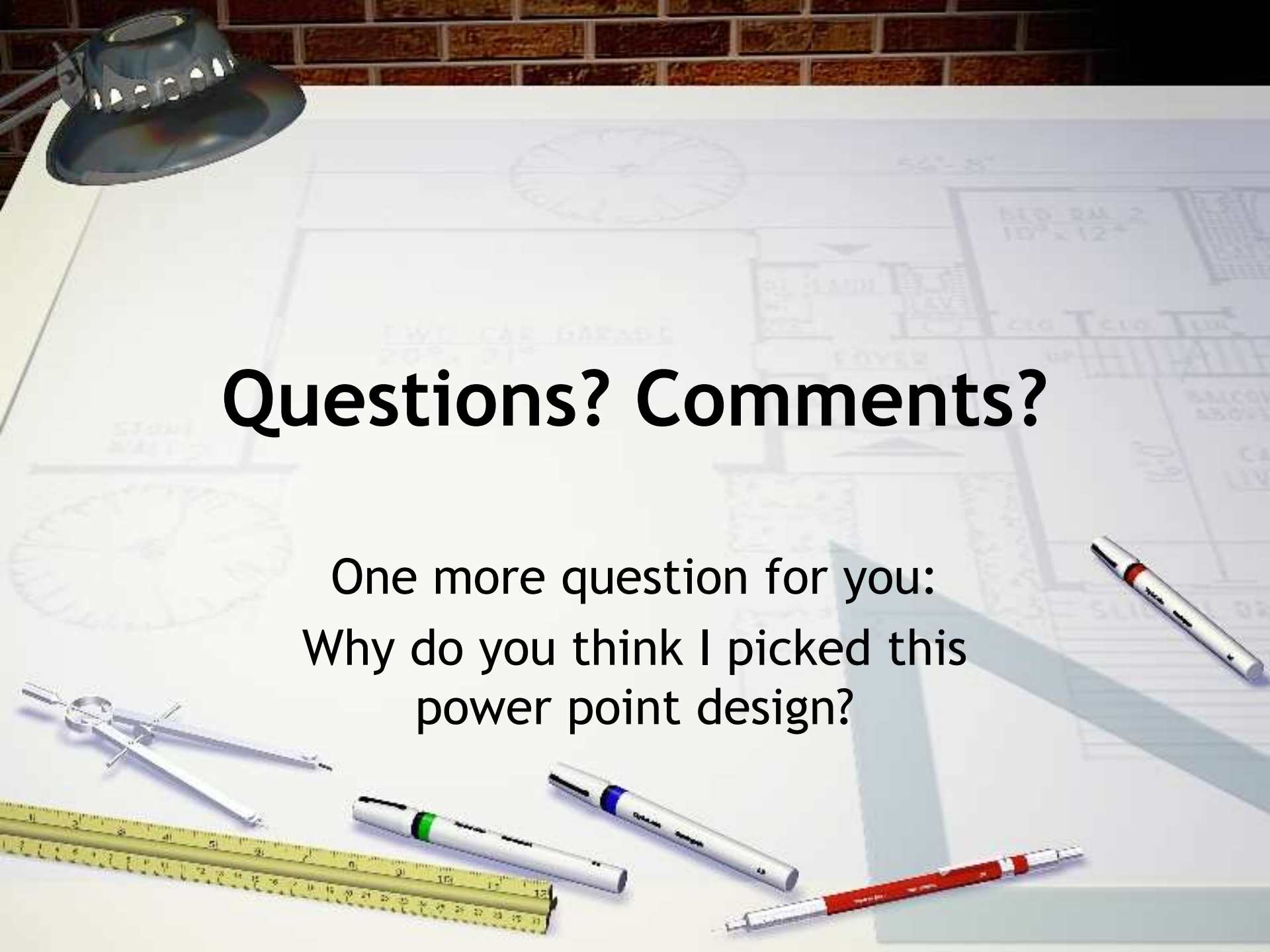
Communicating your goals and expectations

- Syllabus
 - Contract between you and your students
 - Provides an instructional roadmap for students
- Syllabus tips
 - Have a complete syllabus for the first day of class
 - Use existing syllabi as guides
 - May adapted existing with permission



Final advice

- Plan ahead for the semester
- Be flexible day to day
- Create a record for yourself of the successes and misses to inform your future teaching
- Enjoy the personal rewards of creating an effective student learning environment

The background of the slide is a photograph of a desk with a brick wall behind it. On the desk is a large sheet of paper with architectural blueprints. A desk lamp is in the top left corner. Various drafting tools are scattered on the desk: a pair of compasses, a pencil, a yellow ruler, and several markers in green, blue, and red. A large, semi-transparent blue arrow points from the bottom right towards the center of the text.

Questions? Comments?

One more question for you:
Why do you think I picked this
power point design?