

Transformation from Student to Teaching Assistant & Beyond



http://www.soulcare.org/gsinew_creation_biology_11-12.html



<http://www.transformationservices.org/coaching/butterfly.html>


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AUTHOR OF THE *NEW YORK TIMES*-BESTSELLING

DRIVE AND *A WHOLE NEW MIND*

DANIEL
H. PINK
TO SELL IS
HUMAN  N

THE SURPRISING TRUTH
ABOUT MOVING OTHERS

WHY Teach?

Transferable Employable Skills

- Academic
- Industry



Which Environment would you pick?

Dictatorship



http://www.123rf.com/photo_9592325_devil-closing-a-deal-with-a-businessman.html

Collaborative



http://www.transpanish.biz/translation_blog/seal-the-deal-presenting-and-following-up-on-translation-quotes/

MATE 202

Lab Coordinator & Head TA Position

- Introductory Course
- Service Course -- ~ 550 students/year
- Class
 - 3 Instructors
 - 1 Course Coordinator
- Lab
 - 10 sections ~ 38 students per section
 - 15 TA's
- Homework Component
 - 1 Grader

Interview - Potential TA's (15min)

1. What is your educational background?
 - PhD or Masters?
 - Engineering or Science
 - Same discipline as the course?
2. Do you have any previous experience teaching?
 - Previous TA's or Grading positions?
 - Mentoring or Coaching?
3. What is your motivation to TA?
 - Money?
 - Improve Communication, Leadership?
 - Review of the Material?
4. Other time commitments? Professor Approval?
 - Classes?
 - Candidacy?

I will contact you in X days after I have interviewed 20+ students for 15 positions

GOAL SETTING

S

SPECIFIC

M

MEASURABLE

A

ATTAINABLE

R

RELEVANT

T

TIME-BOUND



Exit Interview - All TA's

1. What was the most valuable skill you acquired TA'ing this semester?
2. Did you find your experience satisfying?
3. How much time did you spend TA'ing per week or per lab?
4. Do you have any comments regarding the organization of the labs?
5. Other general feedback
6. Would you TA again?

Example Exit Interview Notes

Thompson In-Lab Expt's

* Crystal Structures \Rightarrow X-ray Crystal Structures 3D Model

* likes the labs, think the students learn a lot.

① how to manage the time & ability to give more insight into the expt's \rightarrow provoking thought about the expt' & the general knowledge.

\uparrow confidence & \uparrow improved communication

\uparrow leadership regarding difficult questions

\rightarrow Yes, fun instructing with the students & getting them engaged in the material

\rightarrow like the Δ 'ing expt's always learning & team leader.

③ shorter than last semester 1 - 1.5 /hr grading

(3 hours in labs

1 hour prepare for lab

\rightarrow more familiar w/ material

④ Pretty good - the lab manual needs a bit of tweaking to improve on how smoothly \leftarrow Pre-lab by deal.

✓ Helped to keep organized & easy to use.

x Objectives Page didn't make a difference

✓ TA Reflection form \leftarrow allowed TA to Δ approach easily to get during the same day.

\rightarrow but wished it was the last students for their feedback, as they probably experienced the most problems.

⑤ General Comments - \checkmark Good BUT it can be better.

How? more meetings & get more TA experience w/ their opinions

\rightarrow short presentation 3-5 minutes

⑥ Yes, would like to be! MATE 202 \rightarrow Fall 2012 will check.

Provide Tools for their TOOLBOX

Course Related

- Course Syllabus
- Lab Manual
- Examples of Past Student Work
- Expectations of Student Work



Teaching Related

- Graduate Teaching & Learning Program
 - <http://www.gradstudies.ualberta.ca/gtl.aspx>
- Centre for Teaching & Learning
 - <http://ctl.ualberta.ca/>
- Optional Reading
 - Related Books – motivation – Daniel H. Pink “Drive”
 - Socratic Questioning Techniques

Provide Tools for their TOOLBOX

University Based

- Student Code of Conduct
 - Removal of disruptive students
 - Plagiarism & Cheating
- Other Support Services
 - Lab Safety – Emergency DIAL 911
 - Protective Services - 780-492-5050
 - Specialized Support & Disability Services

Location 2-800 SUB

Contact 780-492-3381 &/or ssdsrec@ualberta.ca

- Mental Health Center

Location 2-600 SUB, next to the Myer Horowitz Theatre

Contact 780-492-5205



Happy

SUPPORTING

EMPOWERING

ENGAGING

CHALLENGING

SHARING

REFLECTING

URTURING

ASSESSING

TEACHING