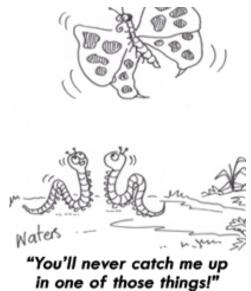
Transformation from Student to Teaching Assistant & Beyond



http://www.soulcare.org/gsinew creation biology 11-12.html



http://www.transformationservices.org/coaching/butterflv.h

Nicki Robertson

nicolele@ualberta.ca

January 28, 2014 – Engineering Faculty Forum

DRIVE AND A WHOLE NEW MIND

DANIEL H. PINK TO SELL IS HUMIN

THE SURPRISING TRUTH
ABOUT MOVING OTHERS

WHY Teach?

Transferable Employable Skills

Academic

Industry

Teamwork **5** Public-Speaking Manager

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

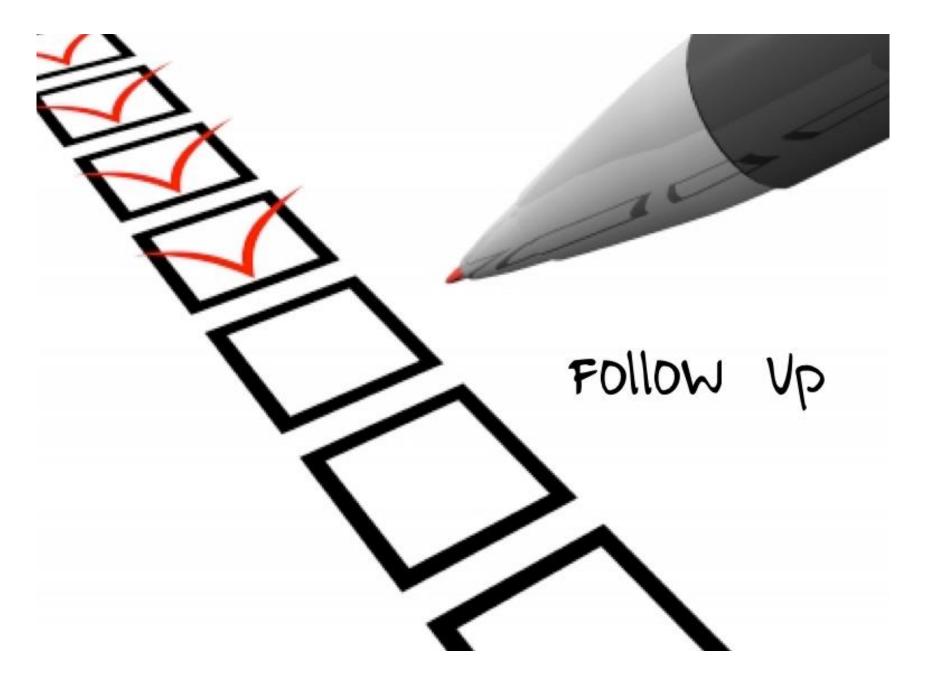
- Introductory Course
- Service Course -- ~ 550 students/year
- Class
 - 3 Instructors
 - 1 Course Coordinator
- Lab
 - 10 sections ~ 38 students per section
 - 15 TA's
- Homework Component
 - 1 Grader

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?



http://studentsuccess.unc.ed u/setting-goals/



http://salestipaday.com/2013/02/04/sales-follow-up-12-of-the-101-marketing-ideas/

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?

Exit Interview Notes Example

magnison in-lan Exptis.
* Crystal Smoctures > X ystal Smoctures 3D Model
* likes the labs, think the stidents searn alot.
1 how to manage the time & ability to give more insight
its the expt's > provoking thought about the expt't
the servial knowledge.
1 consideres & 1 improved communication
1 readership regarding differents questions
_) Ye, for inducting with the students regetting them
engaged in the nexternal
→ like the D'ing exp't's always learning theam leader.
(3) snorter tran last sensater 1-1.5 Ihr grading
(3 hours in laws 1 hour prepare for laws
more territar w material
(a) Pretty good - the lab manual needs a bit of tweeking
to improve on how smoothly + Pre-thological.
Helped to keep organized & easy to use.
× Objectives Page didn't make a difference
V TA Reflection form + allowed TA to bapproach
veasy to get diving the same day.
Sout wished it was the last should for their
feedback, as they proceed experienced the
5 General Comments - / Good BUT it can be better.
How? more meetings eget more TA experience ul their opinions Short presentation 3-5 minutes
Short presentation 3-5 minutes
(6) Yes, would like to be! MATE 202 → Fall 2012 will chuck

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