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TEACHING
ASSISTANT
HANDBOOK

TEACHING AT THE UNIVERSITY OF FLORIDA

A Handbook for Teaching Assistants
19th edition

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Acknowledgments

Handbook adaptation, 19ᵗʰ edition

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Table of Contents

"The ultimate test of your classroom abilities may well be not how much you have taught, but how much you have learned and the degree to which your students have learned to learn."

C. Roland Christensen from
The Art and Craft of Teaching

PART 1: THE TA'S ROLE ON CAMPUS

The role of teaching assistant (TA) is likely to be a part of the educational experience of many graduate students during some part of their professional training. The teaching assistant's role as an instructor is a somewhat unusual one because few TAs receive any formal training in the skills of teaching. It is often assumed that graduate students will make good teachers simply because they have achieved a certain level of expertise in their chosen field. However, it should not be assumed that the possession of knowledge of a particular discipline provides any guarantee of an ability to transmit that knowledge to others. Beginning TAs often speak of their initial frustration with teaching because of their inability to communicate to students the information and enthusiasm that they themselves have accumulated over numerous years of study. One of the tasks of the new TA, therefore, is to learn to translate the language of a discipline to students in a way which makes it both accessible and meaningful.

The following section has been designed with the goal of helping new teaching assistants become familiar with the various aspects of the TA role. Part Two addresses the TA's role as an instructor. The TA experience may be the only opportunity graduate students have to prepare for their future careers as college teachers. It is similar to an apprenticeship. In compiling this section we have drawn upon the information and guidance provided in the TA handbooks of a number of other colleges and universities, and in doing so we hope to have included the best of the existing literature designed to help TAs with the tasks of teaching, advising, and evaluating students, and with juggling the various expectations of graduate-student life.

It should be noted that this handbook is primarily concerned with teaching and with elements of the teaching-assistant role, and as such, does not provide information on your department or the university's policies governing teaching assistantships such as the terms of employment, conditions for reappoint-ment, stipends, etc. For this information you should consult the *Graduate Student Handbook* and the *Graduate Catalog*, essential companions to this publication. In addition, because the information provided here is intended for TAs across the campus, it may be somewhat general, thus requiring you to seek more specific guidance from faculty, administrators, or senior graduate students in your own department or college. It is our hope that this handbook will provide guidance as you develop your own teaching styles and strategies when you embark upon you first teaching experiences at the University of Florida.

TA Role Adjustments

TAs are academic anomalies, assuming the role of faculty when teaching and then reversing roles to become students when taking classes themselves (Gappa, 1991). As a TA you are literally between student and professor, between amateur and professional. You will need to learn how to balance your duties to your students and your duties to your own education. To help you navigate through this foggy terrain, we offer the following basic survival tips: (University of Delaware, 2002)

- Use the available teaching resources.
- Develop a network of good relationships with your peers and faculty.
- Be familiar with your department's expectations.
- Discuss problems openly.
- Be prepared to ask for assistance.

Responsibilities and Expectations

Teaching Assistants are often asked to do a variety of jobs, depending on the department. In each of the following positions they will perform a number of functions:

Learner - Although you are knowledgeable in your field, some aspects of the subject will be new to you and will require careful preparation. Allow yourself the time to pay close attention to detail and check everything before you begin. The best teachers are usually the ones who make the greatest effort; however, no teacher is perfect or omniscient. Don't be afraid of being wrong sometimes and admitting it to students.

Representative of your department - Each discipline has its own methods and standards. Some TAs will have more autonomy in their teaching than others. However, you are responsible, with the supervising faculty member, for establishing reasonable standards for the students, and for helping them meet these standards.

Teacher - Whether you independently teach a class, instruct in the lab, lead the discussion, or grade essays and exams, you are a teacher and must help the students learn. This task involves much more than just the specific knowledge of the subject; you must be able to communicate this knowledge and provide good, usable feedback.

Role Model - TAs can be excellent role models for undergraduates because they are often close in age, have been clearly successful in higher learning institutions, and show the undergraduates what they can aim for. TAs should take their position as role models seriously by displaying traits of idealism, enthusiasm, and professionalism in their teaching.

Friend - All teachers must show respect for and interest in their students. Both in the classroom and while grading assignments, you will be creating a learning atmosphere for students if you are enthusiastic, helpful, knowledgeable, and most importantly, fair to all students.

Intermediary - TAs are the perfect liaisons between faculty and students because they understand, ideally speaking, both sides. You can explain the rationale of the faculty member to the students, but you can also provide an early warning system when things are not going well by telling faculty members what the students dislike.

THE TA AS GRADUATE STUDENT

Time and Space Management

Adapted from Kansas State University 2000

One of the first things you learn as a graduate student is that there are never enough hours in a day to do everything that you need to do. As a result, the first major skill you acquire is that of juggling. You will need to learn how to juggle appointments, classes, committee meetings, office hours, social functions, reading, writing, family, friends, pets, bills, and the kitchen sink. While the occasional juggling ball may drop, here are some practical tips to help you keep most of them in the air:

Do not procrastinate or allow yourself to fall behind!

The reading in graduate school will, conservatively, triple. The motto is "a book a day – that's all we ask!" Remember, no one will be prompting you to do it. You must be self-motivated. If you do not understand something, ask! Do not wait until after an assignment due-date or exam to ask

for help. So what do you do? "Preventive action" has a lot to do with it. The two most important tools are time management and organizational skills.

"Creative clutter" vs. complete disorganization

If your office/work space looks like a public health and safety hazard or if you are perpetually late for appointments and classes, it is probably time to re-think your organizational strategies.

There is a difference between "creative clutter" and complete disorganization. Creative clutter has a purpose and an order, whether the rest of the world realizes it or not. The difference between the two is apparent when you cannot find what you need to function. Here are a few ideas to get started:

- **Keep file folders.** Put class preparations and assignments in designated folders, as well as your own project materials and paperwork.
- **Use calendars of all shapes and sizes.** Keep a personal calendar on your person at all times, either paper or on a mobile device, to keep track of appointments and activities. Hang wall calendars in your office and home with projected time lines for the semester. Electronic calendars such as those on Outlook and Google will sync between your mobile device and your computer.
- **Make TO DO lists.** These lists help you to focus on what is most important to accomplish at any given point in time and to organize your time and space accordingly. OneNote and Evernote are two electronic options.
- **Take time to organize and plan.** Schedule the time for filing and scheduling.
- **Do not forget to eat and sleep!** Get six to seven hours of sleep every night, exercise three to four times a week, and eat regular, healthy meals. While "graduate school guilt" can be overwhelming, you will be most productive when you are healthy and happy, so take some "down time" when needed.

Learning to juggle responsibilities, commitments, and daily activities is as much a part of graduate education as your thesis or dissertation. But think practically: your teaching assistantship is dependent upon successful completion of your own coursework. When establishing priorities, your graduate work comes first.

Help from Senior Teaching Assistants

As a beginning TA, you should remember that you have a great resource at your disposal in the event that you have questions or run into problems - other, more experienced graduate students. They may be very helpful in letting you know how your department "runs," in the informal sense of whom to ask for specific kinds of information, about who can provide you needed resources (e.g. scannable answer sheets, pencils, etc.), or services such as photocopying. You might ask a senior TA to introduce you to your department's office staff so you can get to know the people who have the answers and resources you may need from time to time.

Your more experienced fellow students may also have quite a few suggestions about how to run a discussion or lab section or how to deal with students. Asking them about their classroom experiences may be a way to anticipate or resolve problems in your own discussion, lecture, or lab setting. They may also have suggestions for ways to negotiate the relationship between TAs and faculty members and provide advice for dealing with difficult situations which might arise. Fellow graduate students can be great "sounding boards" for your troubles and concerns as a TA. Very often you may find, upon consulting someone who has been a TA, that your concerns are quite common and are easily resolved. Experience is the best teacher when it comes to being a TA, so do not be afraid to ask other graduate students to share their accumulated wisdom.

THE TA AS FACULTY ASSISTANT

Negotiating Responsibilities

Another element of the role of TA is that of assistant to a faculty member. TAs may find this relationship very rewarding since it provides them with an apprenticeship-type experience to teaching. The TA-faculty relationship may also require a delicate balance of diplomacy and compromise because the boundaries of the TA's responsibility and authority may be somewhat fuzzy. It is advisable, therefore, to attempt to determine early on just what your supervising faculty member's expectations are and to establish the range of responsibilities you will have for the semester. These responsibilities will vary from professor to professor and across departments, some of which have well-established roles and responsibilities for their TAs. Therefore, our suggestions are offered as broad possibilities, not as imperatives for operating.

Some of the administrative issues you might want to address with the faculty member in charge include: (Adapted from Case Western Reserve University, 2002)

- What responsibilities do TAs have? How much individual freedom is appropriate to fulfill these responsibilities?
- What are the course goals and grading criteria? What is the best way to standardize them across sections or courses?
- How much time is required for office hours, grading, and meetings? How will that be scheduled?
- What kinds of problems are anticipated? How are these problems to be solved?

Other details may need to be clarified such as enrollment procedures, course material selection and availability, and the location of TA offices. It is essential to know how the course will operate so that you can sufficiently respond to students' questions or problems.

There are numerous ways of obtaining answers to these questions. Below are some suggestions to keep in mind as you begin to negotiate your responsibilities as a TA. (Adapted with permission from Bailey, 1986)

You might ask directly, or wait until the instructor offers information. For example, some professors may tell you exactly what to cover in sections and assign particular readings for discussion. Others may say nothing and assume that you already know what to do. In negotiating your responsibilities as a TA, deciding what to ask, how, when, and of whom requires some subtle judgment capabilities on your part. Marching into a professor's office and making demands is certainly not advisable, yet you do have the right to have some idea of what will be expected of you throughout the course of the semester. Your experience as a TA may go more smoothly if you learn to practice the fine art of negotiation as you establish a working relationship with your supervising faculty member.

Some faculty members may want to structure some kind of weekly meeting into your relationship where current issues and concerns pertaining to the course can be addressed. Others may want to talk to you more informally by meeting now and then, before or after class, etc. This setting is where your role as a spokesperson for students is likely to be carried out. Once again, it is advisable to learn to negotiate these situations with subtlety and diplomacy.

As a teaching assistant you may or may not have the opportunity to construct your own syllabus. Many TAs will simply follow the syllabus as it has been outlined by their supervising instructor. It is important that you familiarize yourself with the policies and procedures that the professor has outlined since you will most likely be called upon to implement them at some point. Be sure to

clarify any policies which are unclear or problematic, because you want to avoid a situation in which there is a discrepancy between your actions and the professor's policies. If time permits, some instructors may attempt to include the TA in the construction of the syllabus, making his or her name, office location, office hours and telephone number available to students at the beginning of the semester. This practice can be helpful in establishing rapport with students since they will know who you are and where they can find you when they have questions or need help. The TA's responsibilities as a section leader, lecturer, and grader can be outlined here as well, making students aware from the start that the TA's authority as a teacher and evaluator is supported by the faculty member teaching the course.

Dealing with Problematic Relationships

Adapted with permission from Unruh, 1986

Misunderstandings occur between TAs and professors when one is expected to guess the needs and feelings of the other. One professor might want course materials brought from the library. Another might want you to come to his or her office 15 minutes before class. Professors who have worked with many TAs sometimes assume every TA knows of their wishes. And TAs who are new to a professor need to be told what is expected. Experience shows that it helps to ask specific questions: "Shall I stop by before class tomorrow? Are there any handouts?"

If you have too much work or if there are problems of other kinds, it almost always helps to talk to the professor. Let the professor know that you respect and trust him or her, and that you understand his or her situation and point of view, too. Should your relationship with a supervising faculty member become so problematic that you feel unable to address him or her directly, you must make a decision as to whether or not to bring the issue to others such as the department chairperson or a graduate committee member or chairperson. You might also consult your academic advisor for advice. In any event, you should remember that these are serious steps and you should be very certain that a situation truly warrants such measures before they are undertaken.

It may be advisable to speak to an experienced graduate student to get a "second opinion" before consulting faculty members or department administrators. Duties or assignments which seem unfair or too difficult at first glance may indeed be part of the standard role for TAs in your department. Other graduate students can be a great resource for finding out what is considered "normal" in terms of TA rights and responsibilities for your department. Decisions to raise issues about faculty supervisors must always be carefully considered, especially if the faculty member in question teaches graduate courses in which you are enrolled (or may be in the future) or if he or she serves in any other role requiring evaluation of your academic or teaching performance.

Relations with Students

Adapted with permission from University of Illinois at U-C, 1988.

What are some personal qualities and attitudes useful in working with students and colleagues?

What are the individual personality traits which either complement or detract from teaching effectiveness? Students mention such qualities as warmth, friendliness, caring, enthusiasm, accessibility, and sense of humor. Wilbert McKeachie, author of *Teaching Tips: A Guidebook for Beginning College Teachers*, mirrors the comments of many students with his research findings. In general, if a teacher is enthusiastic, friendly, and seriously interested in the subject, his/her students also will be interested. Use your own experiences as a student to help determine which professional qualities and attitudes you want to incorporate into your teaching. If you look at many

student-TA interactions from the leadership or management perspective, you will find that you know more about interacting well with students than you initially thought.

Will you be able to effectively manage the interpersonal problems which arise when you teach?

It is important to remember that the University serves a large number of students enrolled in different disciplines that attract different kinds of people. You can expect a range of student abilities, attitudes, and learning styles in the basic courses you first teach. Just as college students have different levels of intellectual skill and different ways of processing information, they have different rates of social maturation. Some are still rebelling against authority and will test you. Other students do not notice that their behavior disturbs others, and some simply do not care. Some students enjoy learning; others put up with classes and focus on their social life. In spite of student differences, teaching assistants generally get along well with their students. Helping students make sense of the world around them is gratifying and a welcome change from studying.

How can you successfully manage your interactions with so many different kinds of students?

It is important to think about teaching interactions in as practical a way as possible. Keep the following four points in mind:

1. First of all, do not be afraid to ask for advice. New TAs typically feel they are alone when experiencing problems. Others feel incompetent and many hesitate to share their problems. Course coordinators and veteran TAs usually will have dealt with your kind of problem at one point or another in their teaching. Every department has a cadre of instructors who are known for their good teaching. These colleagues are a rich source of advice.
2. Second, the best way to handle a problem is to prevent it. Let students know early in the semester what you consider appropriate or inappropriate student behavior. Think carefully about the policies you want to establish, communicate them to students, and be prepared to deal impartially with students who ignore them. Talk about attendance, tardiness, idle chatter, exam and quiz make-ups, cheating, and whatever else concerns you.
3. Usually, the best time to handle a problem is when it occurs. If you want to discuss the matter privately, ask the student to see you immediately after class or before the next meeting. While a problem which is ignored may not worsen in the eyes of others, its significance may increase for you or the student so that you may become too upset to effectively deal with it. Problems typically do not go away if you ignore them.
4. On the other hand, avoid appearing hostile and overly aggressive toward students. Some inexperienced teachers, in order to avoid potential difficulties, will "lay down the law," overreact to maintain control, and not smile until Thanksgiving! Balance is needed.

THE TA AS TEACHER

Although most new teaching assistants are more anxious about surviving their first semester than developing a philosophy of teaching, successful teaching depends as much on theory as it does on technique; the sections in Part Two will address both. Suggestions are made to help you design a lecture or an objective test as well as start you thinking about why you are lecturing instead of leading a discussion, or giving a multiple-choice test instead of an essay exam. (Adapted with permission: Farris, 1985)

Despite the potential range of techniques available to teachers, the educational experience of many beginning TAs, as well as the undergraduates they will be teaching, is likely to have been characterized by some particular styles of teaching more than others, the lecture format being the most widely used. Having had little experience participating in or facilitating discussion in classroom settings, the new TA responsible for conducting discussion sections may find him or herself lacking the skills of interactive teaching which this setting requires. Since the facilitation of discussion sections forms a part of the duties of many TAs, we encourage you to consult the sections in Part Two on facilitating discussion and questioning in the classroom. (Adapted with permission: Farris, 1985)

Since the duties of teaching assistants vary from one department to the next, and often from semester to semester, the teaching strategies described in Part Two may apply more or less than others to your assignment. You might have partial responsibility in an upper-division seminar, substantial responsibility for two or more laboratory or discussion sections, or even full responsibility for a lower-division lecture course. Lecturer, discussion leader, lab instructor, test designer, reader, and grader…all are roles you may perform at one time or another.

In your various roles as discussion leader, lab-section instructor, or as a lecturer, you may have the opportunity to use a variety of different teaching styles. You also may choose between which technologies to utilize. The choices you make will depend on what it is you wish your class to accomplish. Regardless of the particular style employed, the process of instruction can be understood to include three basic elements: preparation, implementation, and evaluation. Each of these is discussed in the second section of this manual and we encourage you to refer there for information useful in planning and executing your own teaching activities.

INTERNATIONAL TEACHING ASSISTANTS

Cultural Differences in the Classroom

Adapted with permission from Unruh, 1986

Cultural differences in teaching methods and appropriate conduct for students and teachers create challenges for the International Teaching Assistant (ITA) beyond those encountered by the American TA. In all countries, teachers are respected as authority figures, but the way an authority figure behaves differs from country to country. At American universities, teachers may expect more independent work from students than do teachers in many other cultures. There is a difference in emphasis on how much teachers tell their students and how much they encourage students to learn on their own. These differences affect the kind of homework, the type and extent of classroom discussion, and the style of papers and examinations that teachers and students expect. Reconciling these expectations with experiences at home is an example of the additional challenges faced by ITAs.

Teacher and student behavior in the classroom is also culturally influenced. There are subtle distinctions in the form and quality of posture and body movements, spacing and timing, eye contact, smile, and head nod. If all teachers in your country sit tall and straight behind their desks, without looking, smiling, or nodding at individual students, you will tend to do the same. Whether you look or smile at your students while teaching, use few or many gestures, stand or sit behind a podium or desk affects how your students perceive you as a teacher and how effectively they learn. We tend to ignore these aspects of teaching, and tend to overlook how profoundly these actions affect our liking and respect for one another and influence the quality and quantity of teaching and learning that occurs in the classroom. Following are some suggestions for improving the social

relationships of ITAs with their students. (Adapted with permission: Mahdi, et. al., American Sociological Association, 1987)

Teaching Tips for International TAs

Adapted from Mahdi, Useem, and Ewens,
American Sociological Association, 1987

Handle Anxieties. Anxieties are common among international students newly appointed to assist in teaching. After all, these feelings of uncertainty are commonly felt even by native graduate TAs who are experiencing less general culture shock. For instance, one may feel uneasy about going into a class whose students speak another language and have a different culture. The best one can do in this situation is to attempt to overcome these fears and try to build up one's own natural self-confidence. Remember that you are not the only one who is going to face this situation. Many others have had this experience and have actually come out better for it!

International is beautiful. When you enter the classroom, consider yourself a graduate assistant and not a "foreign graduate assistant." While it is important to introduce your national, educational, and cultural background, it is not wise, in many cases, to act as a foreigner. Thus, one should not present oneself in a way that leads students to believe that you are "handicapped" or "different," which may, therefore, elicit a sense of pity from the students and impair your rapport with the class. By all means, be yourself, but it is often not constructive to give your students the impression that you are less than a capable and competent teacher because you are an international student. Try to meet the expectations of the course to the best of your ability, but let your nationality or cultural distinctiveness work for you rather than against you.

Ignore student prejudices. Try to suspend your biases, prejudices, and stereotypes, if you have any, about American undergraduate students. While racist and sexist views can, unfortunately, surface among American students, you should not assume that all share these views. Interaction formed on the basis of stereotypes, on your part or on the part of your students, can lead to a great deal of misunderstanding, suspicion, apprehension, and conflict.

Talk to friends. In handling discussion, grading exams, reading papers, making tests, designing classroom activities, and so on, you may encounter some difficulties. In these situations, consult other TAs or friends. Instead of hiding problems, you should try to resolve them as soon as possible. It is wisest to discuss the problem first with your peers and colleagues in a "give-and-take" situation. Cooperation and consultation are important aspects of teaching. If the problem is not solved and there is a need for further cooperation, you should then discuss the issue with the professor with whom you are working. It is not wise to hide issues and problems from the professor. It is easier and more constructive to have the instructor involved and informed about the problems from the beginning -- not only because the professor may be helpful, but also because problems may come to the surface in a way that could be disruptive to the whole course.

Anticipate potential student problems. If you are assigned to the task of running a discussion or dealing with students directly, the following guidelines may help you avoid potential problems.

Provide the student with a clear outline. If you are assigned to run a discussion or give a lecture, you may find it helpful to develop a systematic outline of your lecture or the main issues and questions to be discussed. Once you have done this, try to organize the outline as clearly, neatly, and summarily as possible, because then you can put this on the chalkboard or distribute it as a handout in class. When you have an outline on the board, the direction of your discussion will be more clearly organized. When the headings are available on the board, and the connections are established in charts or formulas, there is less risk of going off on tangents. Furthermore, since the information is sitting clearly in front of the class, there is less of a chance

of allowing the critical and challenging questions of students to loosen your control over the learning process. For example, having this outline prevents the unnecessary search into your notes and eliminates some of the conditions which might lead to a breakdown of the class discussion.

Use examples from everyday life. When lecturing or leading discussions, try to make your arguments as concrete as possible by using examples from everyday life. However, since you are an international student, you may have a tendency to use more examples from your own culture. This is fine as long as you realize the cultural heterogeneity of the class and provide the students with enough background to understand your examples. This advice is especially important when you use foreign jokes, slang, and expressions. Also remember that the use of too many examples from one specific foreign culture may make the students bored and disinterested. Try to diversify your examples and expand the scope of your topics of discussion.

Be prepared for complaints. If you disagree with testing or grading procedures set by the professor and cannot convince her or him to change them, then make it subtly clear to students that the evaluation framework has been constructed solely by the professor. Many times, if a test is difficult and the students are doing poorly, some may try to find an external factor to blame. Since you are an international student, you have a good chance of being that external factor. Statements like, "Foreign students should not grade the test," "Foreign students are not capable of testing my ability," or, "He does not know how to speak; how does he have a right to judge my paper?" are not uncommon.

Be aware of difficult vocabulary. To minimize language difficulties, avoid using words or terms that are hard to pronounce. If you are unsure of a pronunciation, check with the professor or a peer before class. Writing the word on the board will ensure that students understand your meaning. Sometimes when students are asking questions or making comments, they may use words with which you are not familiar. As long as you can get a correct interpretation of what is being asked or said, you do not have to worry about deciphering it. However, if you are not sure of the meaning of what is said, do not hesitate to ask for further clarification or the specific meaning of the term. At times, you may use a word in a specific way and feel that the students do not understand your point because of the specific meaning you have attached to a term. Words may have different meanings in different contexts, some of which you may be unaware. In these situations, do not insist on the only meaning you know. Do not take the students' questions on the matter as an attack on your knowledge and teaching competency. Try to be open-minded and attempt to establish a dialogue in exploring different meanings of the term and aspects of the issue. Admitting your uncertainty can demonstrate openness and a willingness to learn from students.

Grade papers and tests carefully. When you are assigned to the task of grading papers or exams, make sure your comments and criticisms are well-structured and accurately organized. Some students look for every opportunity to increase their grades, and may seize upon your grammatical mistakes to embarrass you into changing their grade. Make sure everything you write for students and every handout you give them is structurally checked in advance and does not contain any grammatical flaws.

Improve interpersonal relations. In many cultures, less emphasis is placed on interpersonal relations between teachers and students. Some things which can be done to strengthen social relations with students are the following:

  1) Invite members of the section to stay after class to discuss points made in class rather than leaving immediately after class.

2) Select one or two thoughtful members of the section, and after class say, "Now let's talk about what I was trying to get at in the section," or, "What could I have done differently?" or, "What did you get out of it?" Try to get an informal discussion going and solicit feedback on your performance.

3) In order to find out more about class members, construct a brief biographical questionnaire and have each member of the class fill it out. For example, you might ask, "What brought you to the class?" or "What is your background?" etc.

International TA Support Services

Academic Spoken English

The Academic Spoken English Program (Yon Hall, Room 314, 352-392-3286) offers two credit-bearing courses in addition to a fee-based oral-proficiency in English class. These courses are intended for international graduate students who wish to enhance their oral English skills to be competent and confident teachers and participate fully in graduate research and studies. The credit-bearing EAP courses do not count toward a graduate degree but are eligible for a fee waiver. In EAP 5836, TAs are videotaped in their class or lab and receive individual feedback as well as group instruction to develop their language, cultural awareness, as well as classroom communication skills. Consult the ASE homepage, http://ase.ufl.edu, for additional information.

The University of Florida International Center (UFIC)

The International Center, located at 170 Hub, provides a variety of services for the more than 5,000 international students, representing over 130 countries, enrolled at the University of Florida in both undergraduate and graduate programs. The center's mission is "to enhance the educational experience of UF's students, faculty, and staff by promoting a global perspective."

International Student Services (ISS) and Exchange Visitor Services (EVS) are two separate units within the International Center. Operating under Academic Affairs, these offices provide services to international students (ISS), faculty and scholars (EVS), and their dependents. The International Center assists the entire University community with immigration affairs. The following services are provided: immigration matters, insurance requirements, orientation, academic counseling, liaison with faculty and staff, emergency assistance, liaison with non-university agencies, community relations, student activities, and educational programs. The center also provides a handbook for international students that is available for download on their website. For more information,   call   (352)   392-5323,   or   visit   the   International   Center   website   at https://internationalcenter.ufl.edu/.

Useful Resources for International TAs

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PROFESSIONALIZATION

Through your teaching assistantship at the University of Florida, you help students learn, assist professors in teaching and administering courses, and hopefully enrich your own graduate experience here. Your teaching activities can provide lasting benefits to you in the form of increased confidence, new skills, and important work experience on your resume or curriculum vita (CV). You will also have numerous opportunities to participate in workshops and seminars on the teaching process. As you perform each TA task, consider what you can carry away from the experience and how you can document it for future growth and for future reference.

Development Opportunities at UF

The Graduate School sponsors a teaching assistant orientation program for new TAs prior to each fall semester. This program traditionally is scheduled one week prior to the beginning of classes, and attendance at these sessions is required for all new TAs. Experienced TAs are welcome but not required to attend unless mandated by their department or graduate supervisor.

The Graduate School also sponsors a series of teaching workshops during fall and spring semesters for any teaching assistants who want to improve their skills. Participation is voluntary and without charge. You may attend as many sessions as interest you. Two certificates of completion are presented at the end of the semester to those TAs who have completed the series of workshops on teaching methods and/or the effective use of technology in teaching. TAs who are interested in participating in one or more of the workshops may read descriptions of the workshops/seminars and register

The Center for Teaching Excellence *(CTE),* located in 201 Bryant Hall, provides a wealth of instructional resources. In collaboration with the Graduate School and other campus units, CTE offers the *Passport to Great Teaching* create-your-own badge and certificate program for TAs. Workshops include teaching foundations and your choice of additional topics to earn a certificate of completion. TA-specific resources are located in the CTE resource library. For information about the passport and other CTE resources, visit http://teach.ufl.edu/ . Academic Technology's *UFIT Training program,* located in 132 HUB (main office), and the *Center for Instructional Technology and Training (CITT)*, located in HUB, can also help in your professional development at UF. Their mission is to support the university faculty and staff in the implementation of technology to enhance and improve instruction. These offices offer workshops and tutorials on a variety of topics related to computers and pedagogy, such as graphics and multimedia, web tools

and design, online courseware, and digital presentations. For more information and workshop schedules, go to UFIT Training at https://training.it.ufl.edu/ or call (352) 273-1594 and the CITT's website located at http://www.citt.ufl.edu or call (352) 273-4902.

The *Provost's Office* website at http://aa.ufl.edu/resources/resources-for-faculty/ provides resources and information helpful to faculty and TAs at the University of Florida   There you may find links to many academic resources and information for UF faculty including the Faculty Handbook, course syllabus policy, course evaluations, and textbook adoption.

The *Online Teaching and Learning Certificate Program* is designed for teachers interested in taking courses for professional development. Upon successful completion of the four courses (3 credits each) that specialize in the effective implementation of technology in both the physical classroom and online classroom, students will receive a Certificate from the University of Florida's School of Teaching & Learning. Each course is designed to be completed in eight weeks.

The Online Teaching and Learning Certificate Program trains and certifies teachers for distance-learning instruction. The courses include Instructional Design, Distance Teaching and Learning, Blended Learning Environments, and Designing Integrated Media Environments. For more information, visit the website of the College of Teaching & Learning, educational technology program at http://education.ufl.edu/educational-technology/ , or call the program coordinator at 273-4177.

Excellence in Teaching Awards

The University of Florida recognizes and applauds the important contributions of teaching assistants to the educational goals of the University. The award-winning work of TAs across the disciplines is characterized by an enthusiasm for teaching combined with organization, innovation, and knowledge in the subject area. Each year, the Graduate School presents several TAs who have achieved excellence in enhancing undergraduate education with Graduate Student Teaching Awards. To win this award TAs 1) are nominated by their departments, 2) present portfolios to the Graduate School Committee, and 3) are observed by the committee. TA Award winners are recognized by the Provost and the Dean of the Graduate School at a spring reception where they are presented with a framed certificate and a monetary award. The most outstanding TA receives the Calvin A. VanderWerf Award, established in memory of the dean of UF's College of Liberal Arts and Sciences from 1971 to 1978. Winners are recognized on the Teaching Center website: https://teachingcenter.ufl.edu/ta-development/teaching-assistant-awards/.

The Teaching Portfolio

Potential employers may ask you for documented evidence of your qualifications as a teacher. A "teaching portfolio" can provide an employer with much more information than just a list of courses on a resume can provide. Teaching portfolios can be used as developmental documents to track the growth of a TA as an instructor, and they can be used as an evaluation tool, a way for graduate students to present their teaching skills and experience to potential employers. (Adapted from University of Washington, 2002)

You should begin compiling a teaching portfolio early in your career, building on it as you take on new courses and new responsibilities. Documentation of outstanding work, letters of praise, and positive student evaluations of your teaching will help you to build a comprehensive dossier, which will give you an edge in teaching-award nominations and employment opportunities. It can also provide you with encouragement during tough times and a sense of accomplishment at the end of a semester. (Adapted from Dalhousie University, 1995)

The Center for Teaching Excellence in partnership with the Career Connections Center offer a
Teaching Portfolio Workshop Series.

The Step-by-Step Creation of a Teaching Portfolio

Adapted from Dalhousie University, 1995

Though the compilation of documentation is an on-going activity, sooner or later you are faced
with the preparation of an up-to-date portfolio for presentation and review. This material adapted
from a guide published by the Canadian Association of University Teachers simplifies the task by
proposing a step-by-step approach to creating the teaching portfolio.

Clarify your teaching experience and responsibilities. The first step in creating a portfolio is to
summarize teaching responsibilities and criteria for judging teaching success. Points covered in
this section might include specific duties, how students are to be evaluated, and the nature of
progress expected of students.

Reflect on your teaching goals, philosophy, and style. In this section, prepare a brief statement
(1-2 pages) of your approach to teaching. This statement provides an explanatory framework for
the information on your teaching accomplishments. This is your opportunity to explain your
teaching goals and philosophy and how they relate to your work with students.

Organize material to support your teaching methods and strategies. Choose items that are
evidence of your accomplishments. They should be applicable to your assigned teaching
responsibilities and reflective of your personal preferences and teaching style. Items might include
copies of assignments, original student work (with the student's permission), copies of articles and
presentations related to teaching, and examples of teaching with instructional technology.

Order the items. Depending upon the purpose of the portfolio, you may want to provide
statements for each item of evidence. Does it highlight improvement? An emphasis on
collaborative learning? An effective problem-solving method?

Append your best evidence. When applying for a teaching job, some evidence should always be
included. Such supporting evidence may include: an exemplary course syllabus, a list of teaching
workshops you have attended, faculty evaluations of your teaching, and unsolicited letters of praise
from students.

Show your draft to a colleague or instructional developer. Use your faculty advisor or teaching
supervisor for feedback on your statements and portfolio.

Resources on the Teaching Portfolio

Hutchings, P. (1998). Teaching portfolios as a tool for TA development. In M. Marincovitch, J.
        Prostko, & F. Stout (Eds.), *The professional development of graduate teaching assistants.*
        Bolton, MA: Anker.

"Preparing a teaching portfolio: A guidebook," The Center for Teaching Effectiveness at the
        University of Texas at Austin. http://ctl.utexas.edu/

Seldin, P. & Miller, J. E. (2010). *The teaching portfolio: a practical guide to improved
        performance and promotion/tenure decisions* (4th ed.). San Francisco: Jossey-Bass.

Shore, B., et al. (1980). *The teaching dossier: A guide to its preparation and use.* Montreal,
        Quebec: Canadian Association of University Teachers.

The TLC's teaching portfolio site. (2002). Gwenna Moss Teaching & Learning Centre,
        University of Saskatchewan. https://teaching.usask.ca/

Using Portfolios in Educational Development. The Schreyer Institute for Teaching Excellence at Penn State University. http://www.schreyerinstitute.psu.edu/pdf/Portfoliosv2.pdf

PART 2: THE TA AS TEACHER

WHO YOUR STUDENTS ARE

University of Florida students come from diverse backgrounds. Of the 52,669 students enrolled in the fall of 2017, 35,247 were undergraduates. Among the undergraduates were 74 American Indian or Alaskan Native students, 2,852 Asian students, 2,218 Black or African-American students, 7,544 Hispanic students, 214 Native Hawaiian or other Pacific Island students , 1,169 Multi-racial students, and 1,126 Race/ethnicity unknown students along with 887 non-resident alien students from more than 90 countries.

UF students are academically motivated, as attested by the fact that UF consistently ranks in the top public universities in the nation for both the number of National Merit Scholars enrolled and the number of National Achievement Scholars enrolled. *Applicants* for UF's fall 2017 freshman class had an average high school GPA of 4.35, and an average SAT score of 1330 (old SAT of 1874)..

Students also lead a rich social and extracurricular life. They belong to more than 1100 registered student organizations, attend more than 2,000 campus concerts, art exhibits, and theatrical productions a year, and enjoy a variety of outdoor activities every day of the year.

How Students Learn

Adapted with permission from Chism et al., 1992

The characteristics presented at the beginning of this section provide a demographic and attitudinal profile of the University of Florida undergraduate population. Equally important to teaching is an understanding of how these students are likely to differ in the ways in which they learn. Three broad categories of descriptive literature on students' ways of learning will be discussed here. They include cognitive development, cognitive style, and differences based on age, disability, and cultural background.

Ways of Describing Cognitive Development

The most widely known work on the cognitive development of college students is *Forms of Intellectual and Ethical Development in the College Years* by William Perry (1970). Although Perry's study was completed some time ago and was based on a small sample of students from Harvard and Radcliffe, the scheme of development that he described has proved helpful to many in understanding students in different settings.

Perry concludes that students move through stages of cognitive development, each of which is qualitatively different and more complex than the previous stage. As students move through these stages, the ways in which they perceive, organize, and evaluate experiences and events in their lives change. Perry describes nine positions, or stages, of which the first six pertain most directly to cognitive development. He uses the term *dualistic* to describe the first three positions. The ways in which students at these stages differ are based on how they account for uncertainty:

Position 1 -   All information is either right or wrong. Uncertainty is not perceived.

Position 2 - All information is either right or wrong, and where uncertainty seems to exist, it is really an error committed by a wrong authority.

Position 3 - All information is either right or wrong, but uncertainty is acceptable in areas where experts do not know the answer yet. Someday the right answer will be discovered.

Students in the dualistic stage are often confused or hostile in a classroom setting in which multiple points of view are presented. They want "just the facts" and do not want to hear that there are conflicting opinions. They want the instructor to be strong, authoritative, and clear in the position that is taken. These students are apt to play a passive role in class. They regard the instructor as the person who already has the knowledge and may not feel that there is any value in contributing an opinion or listening to the opinions of their fellow students.

Students in positions 1 and 2 are able to learn (often by memorizing) basic facts and definitions of words and concepts; they can identify parts of a whole; and they are beginning to compare and contrast and provide explanations of why they answer as they do. In position 3, the student can compare and contrast and see multiple perspectives, parts, opinions, and evaluations. The students can do basic analytic tasks, but need to learn to use supportive evidence.

Perry uses the term *relativistic* to describe students in positions 4 through 6. During this phase, the students' previous categories of right and wrong are transformed. Knowledge is now seen as uncertain or valid only within a context. The positions are differentiated by the following traits:

Position 4 - The student begins to feel that most questions cannot be answered with absolute certainty and when uncertainty prevails, feels that all answers are of equal value.

Position 5 - The sense of relativism enlarges and the student begins to form non-absolute criteria for making judgments.

Position 6 - The ability to make judgments increases and a personal stance or commitment develops.

Students in position 4 can compare and contrast abstract analyses and synthesize information. They can perform both positive and negative critiques and use supportive arguments well. At this stage, the student is developing the capacity to relate learning in one context or class to other issues in other classes or to issues in real life. In Positions 5 and 6, the student can relate learning in one context to learning in another with some ease and can look for relationships in learning. The student can evaluate, conclude, and support her/his own analysis and can synthesize various points of view. Finally, the student learns to modify and expand concepts of knowledge, and perhaps generates new ways of looking at a given question or formulates new questions.

Implications of Cognitive Development Theory for Teaching

Administration of instruments designed to assess cognitive development in terms of the Perry scheme has revealed that, although students of a given category vary in their cognitive levels, most college students in the traditional age range of 18-24 enter at the dualistic stage and many progress toward the advanced relativistic stage as they go through college. Some students enter college at higher levels and some will not progress, so one cannot assume homogeneity in a group of students at a given age. Nevertheless, a general guideline is that most nontraditional students (i.e., those over 24 years of age) can perform cognitive tasks that most freshmen cannot. Instructional expectations should be based on this general guideline.

Widick, Knefelkamp, and Parker (1975) use the notions of challenge and support to draw implications for teaching based on Perry's theory. They argue that students at a given level need to be stretched or challenged to continue to reach higher levels, but also need support to handle the

challenge. They caution that one cannot expect students to skip over developmental stages; tasks must be at, or only slightly above, a student's level. Specific recommendations are summarized below.

Challenge students who are in the dualistic stages to move on to other levels by:

1. Employing curriculum content that represents two or three (but not more than three) diverse views of the subject or topic.
2. Assigning different kinds of experimental learning activities and helping students to encounter content diversity through such activities as structured discussion, structured group experiences, role playing, field trips with structured observation guide.
3. Providing experimental encounters in prestructured ways that emphasize differentiation and the use of evidence to support views.
4. Using a variety of media (print, audiovisual) to convey information.
5. Incorporating opportunities for students' ideas to be heard in class.

Support dualistic students as they work toward other levels by:

1. Responding to their need for structure by presenting activities and by using a syllabus that itemizes such things as specific assignments, policies, and due dates, and by using outlines of each class, textbook sections, etc.
2. Preparing handouts that help students fulfill course requirements (e.g., how to write a bibliography, how to follow the correct format for a lab report).
3. Personalizing interactions with students by providing opportunities for students to get to know each other and the instructor; using small group work in or out of class; using feedback techniques such as logs, journals, or response forms and responding to written assignments as concretely as possible.

Challenge students who are in the relativistic stages to move to higher levels by:

1. Providing them with opportunities to choose positions and defend their choices.
2. Asking them to narrow choices and weigh pros and cons of alternative arguments or choices.
3. Drawing upon course material that stimulates thinking about personal philosophy and life choices.
4. Setting learning tasks that call for students to analyze, synthesize, and evaluate from personal perspectives and then from progressively more abstract or experimental perspectives.
5. Calling for students to apply learning from one context to problems in a different context.
6. Posing activities that ask students to generate new questions or evaluate assumptions inherent in how points of view are constructed.

Support relativistic students as they move to higher levels by:

1. Providing choices of assignments and projects and minimizing the structure and guidance provided.
2. Allowing for more flexibility and creativity in formats of written work.
3. Continuing personalization through group work and by providing opportunities for participation and peer teaching.

Cognitive Styles

Another way of describing differences in students is based on the idea that people have different ways of learning. Research in this area has mushroomed in the past several years, producing descriptions of styles based on a variety of organizing ideas. A few of the dominant schemes are described below.

Field Independence and Field Dependence

Based on studies of perception, Witkin & Moore (1975) describe a central differentiating characteristic of learners based on how they handle information in context. They call learners who perceive in holistic fashion "field-dependent learners." These individuals rely on external stimuli in approaching a task and have a much more difficult time separating the individual parts from their context than do "field-independent learners." Field-dependent students tend to be more social in their interests and like instructors to structure classroom goals for them. They prefer group work and student discussion in class.

Field-independent students try to analyze things into component parts and they like to work independently (Witkin & Moore, 1975). Field-independent students are able to set their own learning goals and prefer the freedom to participate in setting their assignments. They like to work with abstract ideas and prefer to work with a minimum of structure and guidance.

Kolb's Learning Styles

David Kolb (1981) posits that four main processes are used in learning:

1. Concrete experience involves learning through direct involvement in a new experience.
2. Reflective observation applies to learning through watching others or through thinking about one's experiences or those of others.
3. Abstract conceptualization refers to learning by creating concepts and theories to describe and explain observations.
4. Active experimentation refers to learning by using the theories and concepts one has derived to solve problems and make decisions.

Kolb states that most people apply these four processes in a cyclical fashion as they learn, but that each person engages in some activities more than others. There are four learning styles which are comprised of a combination of these preferences. Each of the four styles is described below.

Convergers rely most on abstract conceptualizing and active experimenting. They like to find specific, concrete answers and move quickly to a solution. They are relatively unemotional and prefer dealing with things rather than people. Convergers often specialize in the physical sciences or engineering. They prefer learning tasks that have specific answers.

Assimilators rely most on abstract conceptualizing and reflective observation. They like to integrate ideas and are more interested in theoretical concerns than in applications. Assimilators tend to gravitate toward math and the physical sciences and like research planning. They prefer learning tasks that call for them to integrate material.

Divergers rely on concrete experience and reflective observation. They like to generate many ideas and enjoy working with people. They often are attracted to such fields as counseling and consulting. Divergers enjoy class discussion and working in groups.

Accommodators rely on concrete experience and active experimentation. They take risks, are action-oriented, like new experiences, and are very adaptable in new situations. They prefer a hands-on approach and often are attracted to technical or business fields, such as marketing and sales.

Learning Modalities

Several researchers have focused on the extent to which individuals' sensory receptors influence their learning. In general, they describe the following different types of learning:

Auditory learners prefer to learn by listening. Lecturing is the teaching approach that works best for them.

Visual learners prefer print material. They learn best by reading or responding to visual cues that are written or drawn on the chalkboard or shown on overhead transparencies.

Tactile learners like to manipulate objects. Laboratory or hands-on methods of learning are most appropriate for them.

Kinesthetic, or whole body learners, like to learn through experimental activities. They prefer simulations, exploratory activities, and problem solving.

Implications of Information on Cognitive Styles for Teaching

1. Knowledge about cognitive styles can help instructors become more effective in their classroom endeavors.
2. People will probably be more productive if they are studying via a method compatible with their cognitive style.
3. No one method should be regarded as a panacea for all students in all subjects.
4. Greater attention should be given to building on the strengths of an individual's cognitive style.
5. Matching classroom procedures to the styles of individual students might be accomplished by:

    ◇ obtaining a class profile and providing instruction that is as compatible as possible for that profile

    ◇ providing assignments and activities to students in accordance with their profiles (i.e., providing students with options for demonstrating their learning).

6. Mismatching of instruction and styles may be beneficial in that it provides a means of growth for the student and an opportunity to practice being adaptable to other styles.
7. Instructors who pay attention to the cognitive styles of their students are likely to modify their teaching styles. This is beneficial to instructors because by stretching themselves they increase their repertoire of teaching techniques and improve their effectiveness.
8. Knowledge of cognitive styles can help instructors understand why their relationships with some students are better than their relationships with others. They can imagine instructor-student interactions in which styles are at variance.

Instructors can learn many systems for formally identifying students' cognitive styles. However, they can also learn much from observing students and noting their behaviors. For example, an instructor can identify students who appear to have particular preferences in learning situations. They can do this by asking themselves which students

- appreciate a clearly detailed outline and lecture;
- respond enthusiastically to a group work setting;
- like to read and think on their own;
- demonstrate the concentration necessary to work through a lengthy laboratory procedure;
- plan their study activities most thoroughly;
- like the freedom of a creative assignment;
- are motivated more by grades than by accomplishment;
- prefer the generation of alternatives rather than the specification of one right solution;
- relish a heated discussion of issues.

Guidelines for Responding to Student Differences

How should you respond to student differences?

1. While working in a group setting makes it impossible to respond to each unique need, try to be sensitive to individual differences by:
   ◊ Providing options for participation, for assignments, and for class activities.
   ◊ Varying the ways in which instruction is provided. Try to supplement lectures with opportunities for discussion, with audiovisual aids, and with hands-on or real-world experiences when possible.
2. Try to extend the learning styles of your students as well as respond to them. Students from an oral tradition need to have more writing experiences; students who view knowledge from a dualistic perspective need to be helped to understand that things are more complex; students who rely on concrete experience need to develop greater facility with abstract thinking. It is important, however, that efforts to extend student learning styles and cognitive levels build incrementally on given levels. Do not expect major leaps or changes in direction.
3. Respect individual differences, avoid thinking about students in terms of stereotypes, and keep channels of communication open.
4. Be vigilant in avoiding sexist or racist behaviors and humor in your own actions. Correct these behaviors if they are displayed by students.

What are some ways for determining which approach is appropriate?

1. Talk to others who have previously taught a course about what can be reasonably expected of the students in that course.
2. Use the first class session to obtain information, either on cards or orally, on students' backgrounds (major, hometown, age, etc.), prior preparation for the course (e.g., related course work, previous degrees or work experiences in the area, etc.), and expectations for the course (personal goals, career goals, preferred learning activities or instructor styles).
3. Administer a pre-test at the beginning of the course or unit to determine students' entry levels.
4. Watch students' facial expressions and other nonverbal signs of understanding, confusion, or emotional response in class.
5. Encourage students by speaking with them outside class, or routinely arrive early and talk with students before class. Make a point of speaking with a wide range of students and not only with the high achievers.
6. Provide for early feedback through a test or paper that will count only marginally if at all, toward the final grade.
7. Administer a learning-style inventory to assess differences in the students, or ask students to provide a self-report on the ways in which they learn best.
8. Provide frequent opportunities for students to comment on the instruction. One way is the five-minute paper: ask students to take the last five minutes of class to comment on one main concept that they learned and to list questions they would like addressed in the next class. Students may also be asked to assess how well the course is going and to make suggestions for change.
9. Obtain student evaluations of instruction at midterm to provide direction for the remainder of the term. Obtain student suggestions again at the end of the term to improve the course the next time it is taught.

Special Considerations for Teachers of Freshmen

There are some special characteristics of first-year students that set them apart from other students. Teachers of freshmen should keep in mind:

1. Entering freshmen have been socialized for twelve years into a system of primary and secondary education within which

   ◇ they performed according to a set schedule of daily, often collected assignments;

   ◇ many students moved together from class to class and from term to term, forming a continuing and strong support network;

   ◇ weighted grading systems differentially reward performance in courses by level of difficulty;

   ◇ all of the institution's resources (including the teacher) were right there everyday in the classroom.

   As a result, the expectations of university academic life, emphasizing self-initiation, independence, and responsibility may be quite jarring for first-year students.

2. Most often, college is the first extended experience freshmen have had with independent living. For many, it is also their first extended urban experience. The transition from family, town, and school, to the newness of an independent social life, can all too easily overshadow what may be perceived by the student as dull academic responsibilities.

3. The very size and complexity of the University can be tremendously confusing and intimidating to students whose entering class is often larger than the population of the entire high school from which they came; whose classmates and even roommates are strangers to them; whose training to be mostly passive receivers of educational services makes them unused to seeking out assistance, especially in an alien environment.

4. For the most part, entering freshmen are used to being in the upper halves of their graduating classes, to being widely known and respected by their peers and teachers -- in other words, to being "big fish in small ponds." At the university, many of them are anonymous, submerged in large classes, and competing with the cream of a number of high schools -- very "small fish" in an awfully "big pond." This is often a difficult transition.

5. Unlike upperclass students, whose prerequisites assure some consistent entry levels into courses, the variety of learning styles and the level of preparation of freshmen varies as widely as do their study skills. Students are often shocked to discover what is expected of them as freshmen.

The material in a later section (Part 2) on "Building a Supportive Classroom Environment" may provide some suggestions for minimizing the difficulties faced by freshmen in your classes.

Accessible and Inclusive Teaching: Supporting Students with Disabilities and Diverse Learners

Students with disabilities are a rapidly growing population at the University of Florida, as elsewhere in American higher education. By the end of the 2018-2019 academic year, over 3500 UF students were registered with the Disability Resource Center (DRC). The DRC is a department dedicated to facilitating access for students with disabilities. The DRC will work with you to implement accommodations seamlessly and effectively. Our goal is to partner with instructors to think more

broadly about the design of courses, classroom space, activities and assessments to create a more inclusive learning experience for all students.

Barriers and Disability

Academic, physical, technological, and attitudinal barriers may exist when an individual with a disability interacts with an environment that is inaccessible. Often, individuals regarded as having a disability may experience a chronic illness, cognitive or learning impairment, medical, physical, psychological, and/or sensory condition that substantially limits one or more major life activities. While many students with disabilities have a long-standing diagnosis and have utilized accommodations in their previous schooling to address barriers that may prevent their full participation, there are many students with disabilities who are not yet diagnosed when entering college.

Accommodation Letters

Students who register with the DRC and receive accommodations, will present their accommodation letter to their instructor at the beginning of the semester. However, it is important to note that some students with disabilities may not register with the DRC until the semester is well underway. Instructors should always accept a student's accommodation letter at any point in the semester, instructors can reach out to the student's learning specialist if they believe some accommodations requested are unreasonable or inapplicable in their course. Please note that a student's diagnosis is not included on the accommodation letter to protect their privacy. While we often think of disability as a physical impairment, the majority of students with disabilities have cognitive impairments that may not be noticeable.

Students will communicate their academic accommodations to their instructors through the DRC Accommodation Letter requested each semester. Accommodation Letters will reflect the academic accommodations established during the student's initial appointment. It is the student's responsibility to ensure each of their professors receive the accommodation letter. Students are encouraged to share their accommodation letter with their professors as soon as possible. This will help ensure access to accommodations and support are established at the beginning of the academic semester.

Accommodations are approved on a case by case basis. Accommodations are directly related to the student's disability and the barriers they may encounter. The most common accommodations TAs may encounter are:
- Access to lecture materials
- Extra time on tests
- Low distraction environment for tests
- Consideration for class absences
- Ability to record class lectures

Teaching Students with Disabilities

Students with disabilities are more similar to other students than dissimilar. First and foremost, they are students.

Revising our perceptions and attitudes is perhaps the most important accommodation for a student with a disability. In addition, the student's own suggestions, based on their experience with the disability, will prove invaluable as you adapt your instruction to the student. Dialogue between you and the student is essential early in the term, and follow-up meetings are recommended. You should not feel apprehensive about discussing a student's access needs as they relate to the course.

If you have any questions on how to best support a student with a disability in your course, do not hesitate to contact the DRC.

Addressing Access Barriers

Accommodated Testing

While the DRC offers accommodated testing services, many instructors decide to facilitate their students' testing accommodations through office hours or private appointment. If your student requires assistive technology or an alternate format, it may not be possible for you to provide their accommodations and they may need to test at the DRC. It is important to note that the purpose of accommodated testing is to address barriers that impact the equitable participation of the student with a disability. For example, if the TA is able to offer additional time and a low distraction testing environment in a nearby room, then the student can test with the TA and not have to leave class to test at the DRC.

If you and your student(s) decide that you will use the DRC testing center for testing, you must create a testing outline as soon as possible that specifies all necessary course proctoring information.   More information can be found on our DRC Instructor Portal at https://disability.ufl.edu/faculty/ . An overview of the process is included under the "Resources" tab. If any issues occur while attempting to submit the contract – please contact the DRC Testing Office at drctesting@ufsa.ufl.edu or call 352.392.8565.

***Important DRC Testing Pol*icy:** Students must submit ATRs at least 4 business days prior to the exam date. Weekends and the exam date is not included in this 4 business day policy. It is important for you to complete the proctoring information as soon as you receive the accommodation letter. If you do not have your course proctoring information on file, your students will be unable to submit their test requests.

Instructors must approve or decline ATRs at least 2 business days in advance of the test date. If the ATR is not approved/declined before then, the request will expire. Please note, if students are unable to submit test requests because you failed to supply the course proctoring information or failed to approve the ATR in time, you will need to accommodate the student in your course or allow them to test at the DRC at a later date.

Exam materials should be sent to the DRC at least 2 business days in advance of the student's exam date. For students who require alternative format exams, the DRC testing staff would need to create an accessible version of the exam and thus would need the exam materials 3 days in advance instead of 2. Any reminders or notifications will be sent via email, so please check your email and the instructor portal regularly.

Access to Course Content

TAs can accommodate a student who cannot take notes or who has difficulty taking notes adequately in several ways:

- allow the student to audio record lectures
- provide the student with an outline of lecture materials.
- assist the student in borrowing a classmate's notes.

Students must ask the TA's permission to audio record a lecture; however, if the student's disability is such that recording a class is a reasonable accommodation, the TA is legally required to give such permission.

Physical Access

When a chair user is in your class, be aware of situations that may make it difficult for them to attend class. If the student uses an elevator to get to class, for instance, check every day to see that it is in operation. If not, make every effort to move the class for that day. The student should not have to miss class because of a physical plant problem.

When planning events, on and off campus, that are a part of your structured class activities, care should be taken to make sure that all individuals in the class have access. On a historic campus, such as the University of Florida, not all areas are accessible. Equitable access may be achieved by moving the activity (workshop, lab, meeting, trip, or other class activity) to an area that is accessible. If your office is not accessible to someone in your class, you should make alternate arrangements to meet with the student(s).

Accessible Teaching Resources

The Disability Resource Center (DRC) serves as a resource on access, inclusive instruction, and how to empower students with disabilities. The DRC staff works with instructors to help facilitate access to an equitable collegiate experience for students with disabilities.

Universal Design for Learning

Universal Design for learning can be created for a variety of diverse learners by designing courses with accessibility in mind. The DRC is happy to consult with you on how you can utilize UDL in your course to support students with disabilities. You can also visit this site for more information: http://teach.ufl.edu/resource-library/universal-design-for-learning-learning-disabilities/

U Matter We Care

As a UF teaching assistant, please take notice of your students or other fellow Gators in distress and contact the U Matter We Care initiative—call 352-294-CARE or email umatter@ufl.edu to express concern about someone and get assistance. See http://www.umatter.ufl.edu/ for further information and additional resources. Always call 9-1-1 in an emergency or 352-1111 to connect to the University Police Department.

<u>PREPARATION</u>

Adapted with permission from Farris, 1985

The processes involved in preparing to teach a class depend both upon the expectations of your department and the type of class for which you are responsible. Preparation involves establishing what it is you want students to learn (instructional objectives), choosing instructional strategies (lecture, discussion, lab, individual presentations, group projects, etc. or a combination), and selecting the appropriate materials (texts, handouts, films, videotapes, etc.) to achieve those aims.

Establishing Instructional Objectives

Your first step in organizing a course (or single lecture, discussion or lab) should be to establish the level of performance you expect from your students. This may necessitate your administering a diagnostic test or assessing an in-class essay in order to determine what students already know and what they need to learn.

After assessment, your next step is to choose the means of instruction that will enable students to perform at the level you expect. If you need to cover 50 years of research in ten weeks, you will probably lecture. If students must be capable of applying course material, you will not only have to present factual material through texts and lectures, but also show them how to develop generalizations from the background knowledge (discussion, study problems, assignments), and provide them with opportunities to apply newly learned principles in novel situations (laboratory experiments, papers, examinations). (Adapted with permission: Farris, 1985)

Bloom (1956) has proposed a taxonomy of six educational objectives which move from lesser to greater levels of abstraction and complexity in the thinking processes required of students. Instruction can be organized around one or more of these hierarchically arranged objectives: knowledge, comprehension, application, analysis, synthesis, and evaluation. Particular teaching styles tend to lend themselves to the accomplishment of certain objectives rather than others. For example, lectures facilitate learning at the lower end of the taxonomy -- knowledge, comprehension, and application -- while discussions or other more interactive teaching styles tend to facilitate higher-order objectives -- analysis, synthesis, and evaluation. Under ideal circumstances, your choice of teaching style should reflect the level of thinking and learning at which you want students to be engaged.

Hoyt and Perera (2000) categorize objectives contextually:

1. Objectives emphasizing knowledge, including gaining factual knowledge, such as terms, classifications, and methods.
   ◇ learning fundamental principles, generalizations, or theories.
   ◇ learning to apply course material to improve critical thinking, decision making, and
   ◇ problem-solving skills.
2. Objectives emphasizing general intellectual/academic skills, including
   ◇ learning how to find and use resources for study and research.
   ◇ acquiring an interest in learning by asking questions and seeking answers.
3. Objectives emphasizing general intellectual/academic skills, including
   ◇ developing communication skills, both oral and written.
   ◇ learning to analyze and critically evaluate ideas, arguments, and points of view.
4. Objectives emphasizing the development of specific skills/competencies, including
   ◇ developing professional skills related to the course.
   ◇ acquiring an interest in learning by asking questions and seeking answers.
5. Objectives stressing personal development, including
   ◇ gaining a broader understanding and appreciation of intellectual/cultural activities, like music, science, literature, and other aspects of a liberal education.
   ◇ developing a clearer understanding of, and commitment to, personal values.

Selecting Instructional Strategies

Adapted with permission from Farris, 1985

Once you have decided upon your objectives for a particular course, lecture, or section, it is then necessary to choose instructional strategies which are appropriate to them. Matching instructional strategies to general objectives is an important part of the planning stage. To help match teaching strategies to your objectives, you might ask yourself some of the following questions: (Adapted with permission: Ronkowski, 1986)

- When should I lecture and when should I hold a discussion?
- When should I be showing students how to do something and when should I encourage them to try it themselves?
- When should I use PowerPoint slides or other media?
- When should I "flip" the class so that the traditional instruction takes place out of class and problem solving and concept enrichment occurs during class time?
- When should I respond to a student question (give information) and when should I encourage other students to respond (give opportunity for students to practice skills)?
- If I see someone make a mistake in lab, when should I correct the mistake and when should I let the student discover it?
- When should I review important concepts orally and when should I use handouts?
- If I need to show students a lot of formulas or graphs, should I derive or draw them during class for class discussion or prepare handouts/ PowerPoint sildes and discuss them myself?
- When should I rely on my own expertise, and when should I seek outside sources (videos, YouTube clips, guest speakers, etc.)?

By considering such questions, you can begin to formulate strategies/techniques which match the general objectives you have set for students.

In summary, the planning stage of instruction consists of a series of choices:

- choosing the objectives you expect students to attain.
- choosing an appropriate sequence in your instruction for these stated objectives.
- choosing the materials and instructional strategies to accomplish the goals you set for your class.

The Syllabus

Adapted with permission from Northeastern University, 1987

The first day of class can be an anxious experience for your students. Students enter the first day of class with at least four questions (Ericksen, 1984): (1) Is the class going to meet my needs?; (2) Is the teacher competent?; (3) Is the teacher fair?; and (4) Will the teacher care about me? To this list we would add: What does the teacher expect from me? What will I need to do to get a good grade? How will I juggle the workload for this course with the workload in my other courses?

While what you do on the first day of class will address many of these questions, your course syllabus can also do much to calm student anxiety. The syllabus addresses the question of whether the class will meet student needs by presenting an overview of its scope and coverage. The issue of competence is less obviously handled by your syllabus; however, the students will make judgments about you based on such syllabus factors as course structure and organization, how well learning activities (e.g. assignments, exams) are tied to course goals, and how clearly you have delineated your goals, policies, and expectations. The issue of fairness is covered by your statements of policies and expectations. Whether or not you care about your students will come across mostly in face-to-face interactions, but your students will also make judgments on how much you care about them based on syllabus content. What you expect of your students and what students need to do to get a good grade are covered by your statements of goals, policies, and expectations. Finally, the students' concerns about workload will be addressed by your statements of schedules, assignments, and exams.

The ideal syllabus should serve as a basic reference document for both you and your students. To facilitate clear communication between students and faculty about courses, the University of Florida has adopted a policy requiring departments and faculty to publish for each course a syllabus containing specific information about the structure of the course: (*UF Faculty Handbook* at http://handbook.aa.ufl.edu/teaching/policies/; select Teaching→Policies from the white bar above.)

1. Course title, instructor's contact information including office location, telephone number, and email address; TA contact information if applicable
2. Office hours for the professor (and TA if applicable) during which students may meet with the instructor(s)
3. Course objectives and/or goals
4. A weekly course schedule of topics and assignments
5. Methods by which students will be evaluated and their grade determined
6. A statement related to class attendance, make-exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx."
7. A statement related to accommodations for students with disabilities such as: "Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, https://disability.ufl.edu/ by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester."
8. A list of all required and recommended textbooks
9. Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the web page: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.
10. A statement informing students of the online course evaluation process such as:

11. "Students are expected to provide feedback on the quality of instruction in this course by participating in the evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/ .
12. Materials and Supplies Fees, if any

Suggested additional information:

13. Critical dates for exams or other work.
14. Class demeanor expected by the professor (late to class, cell phones, etc.).
15. The University's honesty policy regarding cheating, plagiarism, etc. Such as: "UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates the academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class."

16. Contact information for the Counseling and Wellness Center: https://counseling.ufl.edu/, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Any use of students as subjects in research projects MUST receive clearance from the "human subjects" board PRIOR to beginning the project. This policy also includes any survey research conducted by undergraduate or graduate students for class assignments.

The syllabi for all courses and sections offered each semester must be posted on publicly accessible websites. A college may choose to meet this requirement by posting all its syllabi on a single site or on the web pages of individual departments. Syllabi must be posted at least three days prior to the first day of classes and must be retained on this site for at least three complete semesters (counting summer as a single semester). Any questions regarding this policy should be directed to Dr. Chris Hass, Associate Provost for Academic and Faculty Affairs, at 392-4792.

Class Rolls

You may access your class roster by going to http://my.ufl.edu, Main Menu, My Self Service, and Manage Class Rolls. This will take you to your class roll in ISIS/admin. If you have created a course in Canvas, your class roster will be downloaded to your Canvas course and will be updated at least twice daily to reflect the class size as students drop and add the course. It is advisable to have a duplicate copy of your roster and recorded grades in the event that your roster is misplaced or accidentally deleted; however, student grades must be stored securely! Files must be encrypted so that grades are not accessible to anyone else. Always be aware of FERPA rules, covered in the ethics section of this manual.

The use of computer-generated spreadsheets may also be an efficient way of keeping track of student grades, attendance patterns, and general background information (telephone, address, class schedule, etc.). Many computer programs are now available that will calculate final course grades, thus saving you considerable time and energy.

One such software system, E-Learning in Canvas, is available through the Office of Academic Technology. This online course-management system is especially helpful for providing a secure method of compiling grades, making each student's grades accessible to him or her alone, and submitting data to the registrar's office. (See https://lss.at.ufl.edu/help/Canvas_FAQ for information on creating and using Canvas.)

Classrooms

Adapted with permission from University of Tennessee, 1986

Before your first class meeting, it is wise to check the room where you will be teaching. Occasionally a clerical error occurs, causing a class to be scheduled in a broom closet or a nonexistent room. If this happens, when you get another room, post a sign near where the assigned room would have been, directing students to the new location. Some difficulties can also arise regarding the amount of chalkboard space, number of seats, or physical condition of the classroom. You may be able to arrange a room change. See your departmental supervisor.

Once settled, take a look at the way the room is organized. Seating is a prime consideration, and it can do a great deal to either facilitate or hinder what goes on in your classroom. The traditional rule of thumb is to make sure that students are clearly within the instructor's range of vision.

Remember that you may be able to manipulate seating to foster any number of effects from community to conflict. You will want to experiment and solicit suggestions from students. For example, if you want to encourage discussion, place desks or chairs in a circle or horseshoe. This

arrangement facilitates the give-and-take of conversation inasmuch as students can see one another when they talk. Students are also much more likely to get to know one another in a face-to-face seating arrangement and are more apt to stay attentive throughout the hour, as it is more difficult to withdraw or "space out" from a circle without being noticed. If you plan to lecture, arrange the furniture so that all students can easily see you without straining.

Good environments are frequently flexible ones. Feel free to have students move their chairs several times during a class. For example, you might have them move into a circle for discussion, into a small group for in-depth exploration of a topic, and back to rows for your lecture. Experiment with different room arrangements to find those which work best for you. (Adapted with permission: Ronkowski, 1986)

It is possible that you may be assigned to a classroom with fixed seating. If so, you may still be able to conduct group activities by pairing or grouping students sitting close to each other for discussions, etc. Also, remember that you are not confined to the podium or even to the front of the room.

Useful Resources on Course Design

Bloom, B. S. (Ed). (1956). *Taxonomy of educational objectives.* New York: Longman, Green.

Bowen, J. & Watson, C. W. (2017). *Teaching Naked Techniques: A practical Guide to Designing Better Classes.* San Francisco: Jossey-Bass.

Briggs, L. J., Gustafson, K. L., & Tillman, M. H. (Eds). (1991). *Instructional design: principles and applications.* (2nd ed). Englewood Cliffs, NJ: Educational Technology Publications.

Burgstahler, S. E. & Young, M. K. (2015). *Universal design in higher education: From principles to practice* (2nd ed.). Cambridge, MA: Harvard Education Press.

Diamond, R. M. (1989). *Designing and improving courses and curricula in higher education.* San Francisco: Jossey-Bass.

Gronlund, N. E. (1991). *How to write and use instructional objectives* (4th ed.). New York: Macmillan.

Grunert, J. (1997). *The course syllabus: A learning centered approach.* Bolton, MA: Anker.

Mackh, B. M. (2018). *Higher education by design: Best practices for curricular planning and instruction.* New York: Routledge.

Mager, R. F. (1984). *Preparing instructional objectives* (2nd ed.). Belmont, CA: Lake Publishing Company.

McGlynn, A. P. (2001). *Successful beginnings for college teaching.* Madison, WI: Atwood.

Svinicki, M. D. (2004). *Learning and motivation in the postsecondary classroom.* Boston, MA: Anker.

Wulf, D. H., et. al. (2005). *Aligning for learning: Strategies for teaching effectiveness.* Boston, MA: Anker.

IMPLEMENTATION

Choosing an Instructional Style

Having established goals and objectives and chosen appropriate instructional materials, you now have the opportunity to implement these plans in a variety of ways. It is important to remember that "the instructional strategies and techniques that you adopt as a teacher bespeak your attitudes about yourself and your students and your respective roles in the teaching process" (Crow, M.L., 1980).

Differences in teaching styles, and their implications, are described in a number of ways by different authors. One model proposes three potential foci in teaching which include: (Axelrod, 1980)

- Subject-matter-centered teaching is organized around the goal of helping students master principles, concepts, analytic tools, theories, facts, etc. in a particular discipline.
- Professor-centered teaching is organized around the goal of helping students learn to approach problems in the field as professors approach them . . . concentrating on transmitting segments of knowledge that are considered "standard" in the field.
- Student-centered teaching emphasizes the personal development of the whole student, organizing class sessions around the desire to help students develop as individuals along all dimensions. The aim is to improve not only the students' analytic skills, but also their ability to use their intuitive, non-verbal powers.

These categories are not, of course, mutually exclusive. Over the semester you might use elements of one or another approach depending on what you want your class or section to accomplish. The approach you adopt will most likely reflect your assumptions about the fundamental nature of student-teacher relationships.

Another approach to the discussion of teaching styles focuses on the amount of interaction between students and teachers which is built into the classroom situation. A significant body of educational research has concluded that the more active involvement students have in the learning process (through discussions, question-and-answer sessions, group projects, presentations, etc.), the more information they retain and the more enjoyable they find their experience (Crow, 1980).

Utilizing an interactive teaching style may result in the following benefits for students: (Crow, 1980)

- Students become active rather than passive participants in the learning process.
- Students retain information longer.
- Interactive techniques are democratic processes and thereby give students experience in collaborating and cooperating with others.
- Problem-solving and critical-thinking skills are enhanced in discussion settings.
- Some students may learn better in a group situation.
- Self-esteem is enhanced by class participation.
- Students are given the opportunity to clarify their beliefs and values.
- Student motivation for future learning is increased.

In general, there is considerable evidence to indicate that teaching techniques which maximize interaction between students and teachers, and among students themselves, tend to emphasize cognitive tasks at the higher levels of Bloom's taxonomy of educational objectives. So, in choosing an instructional style for your course, it is helpful to keep in mind what it is you feel is most

important for your students to be learning. The means through which your objectives are carried out may either facilitate or hinder what you are trying to accomplish with students.

Building a Supportive Classroom Environment

Adapted with permission from Unruh, 1986

An important ingredient of teaching is your classroom style. What should the teacher-student relationship be? Our suggestion is that you be natural and honest. The teacher-student relationship is basically another human relationship. Others involve role-playing in which we act according to some set of social standards which seem appropriate for the situation. You are more likely to be a successful teacher if you accept the facts of the situation: you have more experience and knowledge than the students, you are being paid to help them learn, you have chosen to adopt either a formal or informal style, and they are in class for various reasons (which you should try to be aware of). Base your actions on the situation at hand rather than on some extraneous concept of what a teacher is or on the expectations of the class. The following suggestions may be helpful in establishing the kind of classroom environment which will facilitate students' learning and make your experience as a teacher more comfortable as well (Armes & Archer, 1980).

Learn student names . . .

This may seem like a simple suggestion, but it has profound results. All of us respond to being approached individually and personally, and the logical way of beginning that process is calling us by our names. The immediate problem is how to learn the names of 100 or more students each semester. One way of approaching the problem is telling the students on the first day that they may sit anywhere they choose but that you would like them to sit in the same place for a week or two so that you can learn their names. In smaller classes you can have them introduce themselves and provide some biographical information which may aid you in recalling their names later on.

Biographical information on students can also be gathered by asking them to fill out index cards or to complete a short survey at the beginning of the semester. This information can be valuable in helping you to assess "where your students are" in terms of their academic backgrounds, and may also alert you to opportunities where course material can be made more meaningful by integrating it into students' personal experiences.

Provide non-verbal encouragement . . .

Provide a secure, reassuring, positive atmosphere. There are several ways of encouraging such an environment that do not involve the spoken word. Maintain eye contact with students. Move around the room. Be animated and expressive in your presentation. Control nervous mannerisms. Fiddling with a tie or with a lock of hair indicates to students that you are not self-confident. This can be particularly unnerving to students. Students react positively to teachers who seem to be firmly in control of the situation.

Avoid judging students . . .

Without realizing it, teachers can exhibit judgmental behaviors that discourage students by making them feel even more inadequate than they already may feel. A behavior to avoid is judging students on the basis of appearance or dress. We must not allow ourselves to be turned off by a student who is unkempt or who is wearing nontraditional clothing. Another behavior to avoid is sexual stereotyping: we may unconsciously assume that females have a certain set of interests and males have another. Age stereotyping is another judgment trap. We may expect certain behaviors from

people in certain age groups; for example, we may assume that older students are automatically more self-assured or serious about their work than are eighteen-year-olds.

As much as we may believe that we are not prejudiced, racial or ethnic considerations can cause us to react subconsciously in ways that students find disturbing. For example, do you expect different attendance patterns from certain groups of students? Do you find yourself avoiding certain subjects in the classroom because of the fear of offending somebody? Do you tend to target your examples toward certain groups in your class? Do you assume that students have certain expertise based on racial or ethnic characteristics? Becoming aware of this type of judgmental behavior can help us avoid it.

Learn something personal about each student . . .

This sounds simple, but it requires some effort and energy on the part of the teacher. This strategy is an extension of the suggestion to learn your students' names; it is one step further in the process of personalizing relationships. Learning how many children a student has, what his or her personal interests and hobbies are, or what kinds of books she or he likes to read can help you establish fairly quickly a warm relationship with that student. Teachers of composition courses might have an advantage here because students often reveal personal areas of their lives in writing, but whatever your discipline, you need to find ways of bringing out students' personal interests.

Relate to students on a personal level . . .

This is the complementary side of learning something personal about each student. It is important for you to be willing to share parts of yourself and of your personal life with your students if you expect them to share with you. There are a number of easy ways of letting students get to know you. In classroom presentations you can speak occasionally from personal experience. Doing so will encourage students to respond to you not only as an authority figure, but as a person. However, use discretion with this technique; no one wants to spend an entire semester listening to an instructor telling his or her life story.

Provide specific positive reinforcement . . .

Taking the time to compliment a student on some specific task or assignment that he or she has done well can have tremendous payoffs for a teacher. The key here is specificity. Students will sense a lack of genuineness if you compliment profusely and generally, but if you can pick out one particular element of their work or one particular aspect of their attitude that you like, your comment will have much more meaning. A student who has written a paper that is not particularly effective but who has used a striking metaphor, for example, can be complimented on that use. You may compliment a student on the perceptiveness of a question; if you indicate that you remember him or her asking several other perceptive questions, your compliment will be more impressive. One word of caution here: you need to be alert and sensitive to how your students are receiving the words. Some students feel uncomfortable about receiving compliments at all and will become even more uncomfortable if the compliments continue. An understanding of basic body language and facial expressions is helpful in this instance.

Treat your students as adults . . .

Sometimes teachers unwittingly put down their students by treating them as children, by overlooking them, or by exhibiting impersonal kinds of behavior. One example that you have probably seen is a teacher turning away from a student to address a colleague who is walking by. If you do not excuse yourself to the student or introduce him or her to the colleague, you are not treating him or her as a responsible adult. Perhaps the most effective approach is introducing your

student to the colleague and then asking the student if he or she minds if you talk with the colleague; you may be able to include the student, at least for a short time.

Another way of making your students feel important is spending time with them. This could be in the cafeteria or in your office. Before and after class you can chat informally with groups. When you meet a student in the hall or on the campus, smiling and giving a personal greeting is very effective. Call the student by name; it makes a great deal of difference.

Make yourself available . . .

Any teacher who is responsible for teaching a great number of students will recognize that this is often a difficult thing to do. However, it is essential, particularly with students who may be experiencing problems. You are serving as a role model to these students, and keeping reliable office hours gives them a sense of your commitment. UF requires that faculty and teaching assistants establish office hours equal to at least one hour per week per credit hour. This includes conferences, of course, and can vary from week to week so long as your overall office hours balance out. When you set office hours, be sure to keep them.

Be on time. Spend as much time in the office as you have promised; if for any reason you will not be able to be in your office on a given day, give your students advance notice. You have, in essence, made a contract with them and you should keep it.

Also, be in class for all of your allotted time. Perpetual tardiness can give students the idea that promptness is not something you care about.

Never humiliate a student . . .

Although you do not intend to humiliate students, you may inadvertently interact with them in ways that are embarrassing or that make them uncomfortable. Even if such embarrassment is subtle, it can discourage a student and make it difficult for him or her to come back to your class. Avoid sarcasm with students, as well as teasing that is destructive in nature. Determining what might be dangerous is sometimes difficult and requires a good bit of perception on the part of the teacher. A general rule of thumb is to respond to students in the same way they approach you. If the students tease you, you can feel reasonably assured about responding in the same way.

Be as positive as possible . . .

This is not easy when you are having a hard day, but there are some techniques that will make you and your students feel positive. Voice quality, for instance, is extremely important. Be energetic and bright in your inflection. A monotone or a deep, tired voice will give away your lack of interest. Be willing to laugh in class, and encourage your students to laugh as well. If at all possible, be available before class for small talk. Sometimes this will be therapeutic for you; if your energy level is running low, a few exchanges with students will energize you.

Read inattentive behaviors . . .

We all have observed inattentive behavior in teaching situations. Some behaviors to look for are shuffling or shifting in chairs, persistent coughing by one or more students, glances at other students or cell phones, stacking books when there are five minutes left in the class period. These behaviors indicate that you have lost student attention. Also notice posture, attitude, and lack of eye contact.

When you notice such behaviors, your response should be immediate and decisive. Silence is often effective in regaining student attention. Calling the student by name to engage him or her in conversation should dispel the student's inattention. Moving about the classroom can alleviate inattention. If a student senses your presence close by, he or she may become more alert. Changing

the pace of the class can be most effective. For example, switching from lecture to small-group activity can wake up the class. Breaking the rhythm of your usual behavior can break the monotony. Another suggestion is allowing breaks, particularly in classes over an hour and fifteen minutes long.

Commit yourself to at least one individual conference with each student . . .

These conferences need not be long when the students do not have significant problems. They may simply be friendly, personal conversations. Yet this kind of conference shows the student that you care about him or her. For those students with significant problems, however, the conference is crucial. Often a conference is the only means of convincing them of your interest. Sometimes you yourself can solve some of a student's problems, or you can guide the student to someone who can help him or her. Surprisingly, many students are not familiar with the counseling services available at the University.

One word of caution is in order here. Discuss the problem only with the student (or perhaps, if you feel it is necessary, with your department chair or supervisor.) Otherwise, respect the student as an adult and keep information concerning his or her performance confidential.

Contact students when high-risk patterns develop . . .

Examples of high-risk patterns are several missed assignments, chronic absences, and perpetual tardiness. Telephoning, emailing or texting students can be an effective way of reaching them; students are often impressed that an instructor would take the time to contact them.

Devote the first week of class to creating a positive learning environment . . .

Research indicates that students who feel comfortable in the classroom setting and who have some positive rapport with the teacher are much more likely to speed up learning processes as the semester goes on. Students often surpass normal course expectations if they feel very positive about the learning climate. In the long run you will accomplish more learning by devoting the first few classes to creating a supportive environment.

Communication Checklist

Adapted from Jenkins, Gappa, & Pearce, 1983

Faculty and TAs may find it difficult to be aware of the interactional dynamics in the classroom while simultaneously transmitting lecture content or guiding a discussion. To increase your awareness, you might have a friend, teaching assistant or other colleague observe some specific behaviors in your classroom and provide you with feedback. In addition you can arrange to record or videotape some of your classes. Self-analysis of videos or feedback from peers may provide a perspective not available otherwise.

Here are brief summaries of key points arranged in checklist form.

Techniques:

- ❑ What language patterns am I using?
- ❑ Is there a regular use of male referencing, or the generic "he" or the universal "man"?
- ❑ Are stereotypical assumptions about men and women, people of color, or people of foreign origin revealed in classroom dialogue?
- ❑ Are examples and anecdotes drawn from men's lives or white culture only?

❑   Can different patterns of reinforcement be detected from the recordings?

Classroom Interactions:

❑   Are you conscious of gender- or race-related expectations that you may hold about student performance?

❑   How do you react to uses of language (accent, dialect, etc.) that depart from standard English or that are different from your own? Do you discount the speaker's intelligence and information?

❑   What is the number of males versus females or students of various racial or international groups called on to answer questions? Which students do you call by name? Why?

❑   Which of these categories of students participate in class more frequently through answering questions or making comments? Is the number disproportionate enough that you should encourage some students to participate more frequently?

❑   Do interruptions occur when an individual is talking? If so, who does the interrupting? If one group of students is dominating classroom interaction, what do you do about it?

❑   Is your verbal response to students positive? Aversive? Encouraging? Is it the same for all students? If not, what is the reason? (Valid reasons occur from time to time for reacting or responding to a particular student in a highly specific manner.)

❑   Do you tend to face or address one section of the classroom more than others? Do you establish eye contact with certain students more than others? What are the gestures, postures, and facial expressions used; are they different for men, women, people of color, or international students.

Classroom Management

Adapted with permission from Unruh, 1986

In most cases you eventually will face students who present various kinds of management problems. A common example is the student who wants to talk too much, frequently about irrelevant material. You can treat these students with respect but make it known that they are overpowering the discussion; by systematically calling on many members of the class, you can often get a very active class. The students seldom want one person to dominate any more than you do.

Frequently it is useful to talk to the offender outside of the class. Students usually respond to your request for less or different participation on their part. Sometimes they lapse back into the old pattern. It is a natural pattern for this kind of student. Remember that these students are seldom deliberately destroying the class; they think that they are adding to the class with their participation. Do not hesitate to remind them politely if they forget their talk with you.

One technique which is often effective with wisecracks and insults is to treat them as straightforward, non-evaluative statements. Treat sarcastic remarks as if they were not sarcastic. Some such remarks should, of course, just be ignored. Either treatment takes the sting out of the comment because you are not responding the way the wisecracker wants you to. Just refuse to play the game. You will be doing the rest of the class -- and yourself -- a favor.

Resolving Disagreement

Adapted with permission from University of Tennessee, 1986

In dealing with disagreement, confrontation, and inappropriate behavior, the new TA should probably seek the advice or guidance of a more experienced person. Department heads and

graduate coordinators for teaching assistants have dealt with similar problems and can advise you on appropriate steps. New teachers are often afraid to share problems because they feel that these problems are their own fault or constitute a poor reflection on their teaching abilities. Similar problems arise continually, however, with new or experienced faculty, young or old, outstanding or less capable. In fact, students sometimes sense a TA's lack of experience and believe they can "get away with" more because of it. For these reasons, and for the reassurance it gives, it is usually best to discuss classroom problems with someone who can help you.

Dealing with a student who disagrees politely, calmly, rationally is a pleasure. If you state your position openly, calmly, and rationally, the two of you are almost certain to reach a reasonable solution. It is with open hostility or conflict that most problems occur. Here are some suggestions for dealing with confrontation:

- If the confrontation occurs in a public setting, attempt to remove it to a private setting, e.g., an office. Often the confronter relies on the public nature of the attack and the encouragement of other students to press the argument.

- Listen carefully, openly, and professionally to the full criticism or grievance. Do not attempt to respond to allegations made during the narrative. Let the critic express all existing problems. Repeat the main points of the argument, as you understand them, to be sure both of you see the same issues.

- Accept any valid criticism and state your intended corrective action. Show a genuine willingness to compromise where you feel it is appropriate.

- Explain that you have different thoughts on the issue and would like an opportunity to express your point of view. State your opinions, and allow your critic to respond.

- If it appears that the issue cannot be resolved in a mutually satisfying way, indicate regret that there remains a difference in view. Restate your position, making clear any action you intend to take. Indicate what recourse your critic has to other appeal channels.

- Move in a polite and professional manner to close the conversation.

- If the critic becomes agitated, remain calm. Often remaining calm will return the conversation to a more placid tone.

- It sometimes helps to ask a colleague to join in a confrontation, if the colleague can remain neutral and point out possible routes for solution of the problem. The student can also see the other person as a guarantee of fairness in the proceedings.

Sexual Harassment

The University of Florida takes sexual harassment very seriously; information about sexual harassment can be found online on the homepage for Institutional Equity & Diversity at http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/. There you can find information about harassment and procedures for handling harassment complaints (also covered below). You can also visit here to take the online sexual harassment prevention training course that UF requires of all employees – faculty and staff and TAs. To find out more information, click the training link and follow instructions.

Contrapower Harassment

Most of us are familiar with the term "harassment." We tend to think of it as mistreatment perpetuated by people with authority, such as teachers; we tend to assume the victims are their students. Most of us never think of harassment as something that can be done to teachers by

students, but this abuse, in fact, does happen all too often. Unfortunately, teachers at UF, both female and male, have also been forced to deal with harassment. And many of these teachers have been graduate assistants.

TAs are particularly vulnerable to harassment because they are often in the students' age group and seem more approachable than faculty members. While most students respect their teachers' authority, some students buckle under the intense pressure that can accompany university life and target the authority figures who seem most vulnerable.

What should you do if you have to deal with a harassing student?

- File a complaint, following the procedures located on the website of the Division of Student Affairs at https://cm.maxient.com/reportingform.php?UnivofFlorida&layout_id=0 http://www.ufsa.ufl.edu/faculty_staff/fees_resources_policies/sexual_harassment/reporting/. Additional information may be found on the Title IX website at www.titleix.ufl.edu .
- Any faculty member, teaching assistant, staff member, or student employee (when acting in a supervisory or other responsible capacity) with knowledge of sexual harassment of a student must promptly report the incident to the Institutional Equity and Diversity Office of Human Resource Services, and may be disciplined for failing to do so.
- Document all incidences of harassment. Keep all physical evidence of harassment, e.g., letters, essays.
- If you want to report an incident of harassment, even if it happened only once, it is your right to do so.
- If you feel in danger in your own classroom or lab, you should report the situation to your supervisor immediately. The University is committed to providing you with a safe workplace. Also, your Graduate Assistants United (GAU) contract stipulates that reports of unsafe work conditions must be investigated.

Of course, most of us do not ever want to face a harassment situation, so here are some prevention tips. (Refer to the "Ethics and the Teaching Enterprise" section of this handbook for additional advice.)

- Begin including a statement in your syllabus clearly explaining that all students are expected to conduct themselves in a respectful and responsible manner that enhances education. Explain that any conduct that disrupts the learning process may lead to disciplinary action.
- Do not let students call you at home.
- Students tend to feel more liberated in electronic environments. Remind them that in electronic communication, such as email, chat, and text conversations, the student is responsible for observing the same standards of respect and decorum as in face-to-face discussion.

Using Instructional Media

Adapted with permission from Unruh, 1986

Instructional media materials should be used selectively -- they are most beneficial when they fit your instructional objectives. Before opting to use certain materials, ask yourself if the information could be more effectively presented in another way? Is there a strong possibility that attitude or behavior change will be an end result? Will the presentation improve recall or help students

remember important facts, enhance the quality of discussion, or increase students' ability to apply information?

Attractive as they may be, instructional media materials are only as good as the planning, thinking, and preparation which precedes their use.

Once selected, audio visual materials (which may include PowerPoint presentations, photographic slides, films, video recordings, charts, diagrams, models, illustrations, or internet sites) may make presentations more effective by presenting new information, eliciting an emotional response, suggesting something new, explaining, raising questions, or opening a whole new world for exploration. Materials which are unique for students keep presentations interesting. If they are not unique, creative use of audio visual materials help the instructor challenge the student with the unexpected. For example, one instructor showed his students only the last few minutes of a video and had them conceive of the portion which they had not seen.

With careful planning and use, instructional media materials strengthen the instructor's teaching by stimulating student interest and directing their responses and learning. Before the semester begins, you can work with an Instructional Designer at the Center for Instructional Technology and Training (CITT) to help optimize your lesson plans with instructional media. Another great resource is https://training.it.ufl.edu/ where you can register for online and live trainings to help you learn how to implement UF-supported educational technology tools and teaching best practices (check out the Teaching More Effectively TA Workshop Series!).

Videos

Assistance in the selection and use of UF-owned recordings is provided by the College of Liberal Arts & Sciences Center for Film and Media Studies, Room 4330 Turlington Hall (see on-line catalogue at https://film.ufl.edu/film-and-media-resources/). Teaching assistants who have not previously used the Media Library should bring a letter from their department verifying their employment.

Library West owns a large selection of film and video titles that can be checked out for three days to show to a class. Titles can also be placed on reserve in Library West so that students can view them outside of class at a time convenient for them. Additionally, access to streaming video collections is available at http://guides.uflib.ufl.edu/eresources/streaming. Navigating copyright issues when using film and video in the classroom can be complex; more information is available here: https://guides.uflib.ufl.edu/copyright/video.

In many courses, it is also common for lectures to be recorded. In addition to use in an online course, a Flipped Classroom will also have pre-recorded lectures. If your department does not have its own studio for recording, you can use the CITT Video Studios. It is recommended that you also work with a CITT Instructional Designer a semester ahead of time if you are recording for an entire course. Alternatively, you can use your own webcam and record your desktop with MyMediasite. In a classroom, Video & Collaboration Services offers two course capture options- automated lecture recording using Mediasite and manual recording with the classroom's desktop and Techsmith Relay.

Classroom Equipment

General classrooms at the University of Florida are equipped with a video projector with sound amplification, computer, SMART Podium interactive pen display and Smart Ink software, Internet connection, DVD player, (BluRay on request), document camera, connections for an instructor-provided laptop computer, and a dry-erase or chalkboard. All rooms over 100 seats also include wireless microphone systems. Larger lecture halls also have a Student Response System installed, iClicker, which allows for electronic polling and quizzing of students. iClicker also offers a Reef

version where students use their mobile device or laptop and a classroom receiver is not needed. Likewise, TopHat is another option for online polling. Additional equipment may vary by classroom. More information on how to use this technology as we as a list of software provided on the installed computers is available at https://at.ufl.edu/service-teams/classrooms/classroom-technology/.

Additional Equipment

AT Classroom Support also provides check-out and rental services of data projectors, screens, PA systems, and microphones. Instructors who check out equipment for a class must pick up the equipment not more than one hour before class, and return it not more than one hour after class each day. Reservations are required. A UF ID card must be presented when picking up equipment. If the instructor cannot pick up the equipment due to time or physical limitations, the instructor may arrange to have a student pick up the equipment before class and return it immediately after class. Please call (352) 392-6683 or email classrooms@ufl.edu.

Rental of portable equipment is available for UF activities such as participation in conferences, seminars, professional presentations, service events, research and other meetings. Equipment rental is not available for individuals or for events not associated with the University. Equipment delivery, setup, tear-down, and on-site support by professional staff and/or student assistants is available for a fee. An Equipment Loan Agreement Form (available online) signed by a Dean, Director, or Department Chair accepting financial responsibility for the equipment must be received before any rental equipment can be checked out. Rental fee schedules and billing information are available online at https://at.ufl.edu/service-teams/classrooms/services/equipment-rental/

Printing in UFIT Learning Spaces

Academic Technology printing services, located in all of our learning spaces, provides a variety of printing services to students, faculty, and departments (some departments purchase print credits for course handouts). Options include black and white, color laser, and large printers/plotters for banners and posters. Various poster samples and templates are available, and most of our locations have staff on hand to assist. More details (including pricing and location information) can be found at https://print.at.ufl.edu/.

Chalkboard and Marker-Board Use

The chalkboard and the white board (or dry-erase board) are the most common forms of instructional media. Virtually every UF classroom has one, including the computer classrooms. They are useful for organizing your thoughts more clearly and concisely, highlighting key concepts in your lectures, listing major points in a discussion, presenting findings of peer groups, spelling out difficult names or vocabulary, and highlighting critical dates and course information.

Some points to keep in mind while planning a chalkboard presentation are the following: (Adapted with permission from White and Hennessey, 1985)

- **Students must be able to see and to read what you have written.** Illegible or obscured work is valueless. Watch out if you have small handwriting, tend to scrawl, or write too lightly. Before class, write something on the board and then go to the back of the room to see if it is legible. Sit in one of the last rows and take a critical look at your board work. Unless the floor of the classroom is sloped, students in the middle of the room won't be able to see the bottom of the board. Some instructors like to mark off the "bottom line of visibility" with a chalk line. If there is a desk at the front of the class, keep it clear of objects that might obstruct vision. Additionally, try to keep your work visible for as long as possible. If you are right-handed, fill the right-hand panel first, then move to the panel

on the left and continue your writing. In this way, you will not be blocking the view of students copying the writing you have just completed.

- **Your board work must be organized so that students will be able to interpret their notes later.**
  - ◇ First erase the board completely. This step is especially important in mathematics, where stray lines may be interpreted as symbols.
  - ◇ If you are to solve a problem or prove a theorem, write a complete statement of the problem or theorem on the board, or write a precise reference.
  - ◇ Fill one panel in at a time, always starting at the top and moving down.
  - ◇ Make your notation consistent with that in the textbook so that students do not have to translate from one system into another.
  - ◇ Underline, or in some other way mark, the most important parts of your presentation such as the major assumptions, conclusions, or intermediate steps that you plan to refer to later on. Colored chalk or markers/pens may help to clarify drawings.

- **Erase only when you have run out of space to write.** Modifying board work in midstream can be frustrating for students who are trying to transcribe your material into their notebooks. A physics teacher may reach a crucial point in the derivation of an equation and then quickly erase and replace terms. A biology teacher may draw a diagram and then rapidly change first one part of the diagram and then another to show a process. If you are modifying a drawing, use dotted lines or some other technique to show changes.

  Remember that students cannot make the same erasures that you do without losing their written record of intermediate steps; you can alter parts of a drawing much faster than they can reproduce the whole thing.

- **If you find that you have made a mistake, stop.** Don't go back over the last three panels madly erasing minus signs: first explain the error, then go back and make corrections, if possible, with a different color of chalk.

- **If you are presenting material that you want students to duplicate in their notes, you need to give them time to copy what you have written.** They should not be asked to analyze while they are writing. When you want them to make or discuss a point, stop writing. Let people catch up to you (they may be lagging behind by two or three lines). Then begin your discussion. Similarly, if you have engaged in a long discussion without writing very much on the board, allow them time to summarize the discussion in their notes before you begin to use the board or to speak.

- **Avoid using the chalkboard as a large doodling pad.** Students assume that what you write on the board is important. The board should serve to highlight and clarify your discussion or lecture. Used wisely, the board will enhance and underscore your presentation, not diminish it.

- **Find out if you are using the board effectively.**
  - ◇ At some point, ask your students if they can read or make sense of what you have written. Don't do this every five minutes -- an occasional check, however, is in order.
  - ◇ After class, without prior notice, request one of your good and one of your average students to lend you their notes. If the notes seem incomplete or incoherent, ask yourself what you could have done to make your presentation more clear.
  - ◇ View a videotape of your presentation, putting yourself in the place of a student taking notes.

PowerPoint and Other Presentation Software

Adapted from the Ohio State University 2001

Presentation software, especially PowerPoint, is popular among college teachers. These software programs can blend text, diagrams, animation, and audio/visual recording into a single presentation to enhance lectures and initiate discussions. When used effectively, PowerPoint can be a rich educational tool. It can be used to present professional-looking presentations, lecture notes, and handouts.

While there are many ways of embellishing your presentations, be sure that you are using the technology towards an instructional purpose and not just as a gimmick. Just because the software has so many features doesn't mean you have to use them all. Also, you should keep in mind that PowerPoint presentations are a visual aid, not the instructor. A common pitfall is for instructors to place the whole lecture on PowerPoint slides, overwhelming students and turning them into passive listeners who can barely keep up with the notes. Here are a few suggestions for well-balanced, effective PowerPoint presentations:

- To ensure the PowerPoint is only an aid, a good rule of thumb is to follow the 6x6 rule (no more than 6 words per line and 6 lines per slide), but using clear graphics is even better!
- Use no more than 15 slides in a 50-minute lecture class.
- PowerPoint presentations can cause media fatigue. As in a lecture, be sure to pace yourself, pausing periodically for questions, and making eye contact with the students.
- To encourage active participation, try making handouts so that students are not so absorbed in copying the slides, but rather can listen intently to the instructor.
- Plan ahead. Make sure all your equipment is working and legible to all before class. Know where all the controls are for focus, color, tint, and volume adjustment.
- For readability, PowerPoints should be designed with a 4:1 color contrast ratio (font color to background color) using a san serif font in a minimum of size 20.
- Emphasize pieces with bold and sizing (all caps is hard to read and color can be a problem for color-blind individuals).
- PowerPoint slides should be designed in the widescreen (16:9) format (all UF classrooms accommodate this size).
- Don't forget to cite your sources! Educational use is one of the four factors for validating a Fair Use claim when using copyrighted material (like an image) but you are still required to provide proper attribution to the copyright holder.
- Technical malfunctions do happen. Be sure to have a backup plan for presenting the material that day.

Computers Inside and Outside the Classroom

Computers and software are powerful tools that can assist students in their learning. Many software programs exist for students to use mathematical computations, statistical analysis, graphic design, publications, portfolios, and writing projects.

In addition to providing access to a variety of software applications in the Computer Labs, access is also available from your own device through UFApps. Also, many textbooks come as eTextbooks and/or with companion web sites, which include tutorials, exercises, and simulations. Furthermore, there are lots of Open Educational Resources (free material and lesson plans) you can include in your course.

University of Florida teachers have a wide array of technologies and technical support at their disposal, most of which are coordinated by e-Learning Support Services (eLS) through the Office of Academic Technology (AT). The primary tool, e-Learning in Canvas (https://lss.at.ufl.edu/help/Canvas_FAQ), is a learning management system which facilitates the creation of sophisticated, web-based educational environments. Some of the popular features of E-Learning include discussion boards, calendar, gradebook, student presentations, test administration, assignment posting, and bookmarks. Many apps an also be integrated with a course in e-Learning like VoiceThread (a commenting and annotation tool for media), Perusall (a commenting tool for readings), and Respondus (commonly used for its lockdown browser or to help with quiz creation).

e-Learning can be used as the framework for an **entire online class** *or just for a portion of a course* (e.g. to create a Flipped Classroom experience where lectures are watched at home and classroom time is utilized for Active Learning). Sometimes introverted students or students who prefer to think a while before responding may feel more comfortable contributing to an online discussion. You may also want to use computer technology to administer tests and quizzes. Multiple-choice tests are particularly suitable for computers. Students can find out their scores immediately upon completion. Some instructors have students turn in drafts of formal papers and research reports electronically. Instructors can use e-Learning to set-up a peer review of those drafts and/or respond themselves with specific comments and recommendations for improvement, giving students an opportunity to polish their papers before the final due date. For additional information about technology support provided by eLS, visit http://elearning.ufl.edu, or call the Help Desk at (352) 392-HELP and select Option 3 for Instructor help with e-Learning (TAs can use this option too).

You will probably find that most of your students are very Internet savvy. Because of the ease of access, 24-hour availability, and the vast amount of information, you may discover that students prefer to use sources from the World Wide Web rather than printed materials from the university libraries. While resources on the Internet tend to be more up-to-date than material in textbooks, not every source will be a valid one for your class. Instructors must show students how to cite Internet sources in reports and projects and must also discuss the quality and accuracy of information on the web.

Some students may want to bring their personal laptops and smart devices to class including cell phones, tablets, etc. The use of these devices during the class period is at the discretion of the instructor and guidelines for using electronic devices should be included in the syllabus.

First Class Survival Tips

Adapted from Case Western Reserve University 2002

You may not be able to control the goals of the class or what your classroom looks like or even what textbooks you get to use, but you do have control over the first impression you give students. Those first few minutes are the crucial time in which students will form their impressions of what you're like and what a class taught by you will be like.

Be organized. Fumbling for papers, losing your place in your announcements, and flubbing important details may only be the result of nervousness, but students may uncharitably think you do not know what you are doing. Don't rely on your memory for everything you want to announce; make a list.

Be yourself. Every TA probably has some kind of teaching persona, but it will largely be based on the real you. You can be approachable without being everyone's best friend. You can be firm without being severe.

Be enthusiastic. Despite how overloaded you may feel, don't let your frustration show in the classroom. Your enthusiasm may inspire students for the rest of the semester. Your disinterest is sure to turn them off for the rest of the semester.

Be firm. When it comes to course policies, err on the side of firmness rather than laxity. As you are explaining the course policies, don't start qualifying everything with exceptions. Start out being fair but firm and students should rise to your standards. It's much easier to ease up a little than tighten up a lot during the semester.

Overcoming Nervousness

Most teaching assistants will be nervous on the first day. Being nervous is a sign that you actually care what happens. Remember, the students may also be nervous as well. The first day may be the one day you can guarantee that everyone sitting in the classroom is attentive and motivated. Recognize that this heightened attention gives you an opportunity–and take advantage of it. Here are some suggestions for calming yourself down:

- Concentrate on your students and on the subject. If you focus on the fact that you're nervous, you'll stay nervous; if you turn your attention to more important matters, you may forget your apprehension.

- Prepare yourself ahead of time. Teaching is a kind of performance, and any performance benefits from rehearsal. Make notes of what you want to say. By practicing, you'll make the events of the first day of class more familiar and less intimidating.

- Visit the classroom ahead of time. You'll want to be familiar with the space. On the first day you may want to arrive to class early to write necessary information on the board and to arrange desks as you want them.

- Make sure you're ready physically. Get plenty of sleep the night before. As you walk to class, take deep breaths to eliminate tension. The more relaxed your body is, the more relaxed your mind will be.

Conducting the First Class

Adapted from Northwestern University 2002

Students are generally interested in the following questions: How much work will the course require? How will the course grade be determined? How will the class be run? Will the course be appropriate for their needs at this time? Who are the other students in the class? These concerns can all be addressed during the first class session. One way to handle them effectively is to divide the period into four main sections. It is helpful to distribute the course syllabus at the beginning of class and draw students' attention to the relevant information as you move along.

Introduce yourself. Write your name on the board and tell students your preferences for address. Do you want to be called Mr. or Ms.? Or just by your first name? State your office hours, office location, and phone numbers. This technique suggests approachability. Explain why you find your area worth studying and what kind of research you have done. If you are teaching a general requirement course, think about how the course can help people in different fields. Relate appropriate background information.

Introduce the course. At this point you can review the syllabus, highlighting important points like the class objectives, amount of work required, topics to be covered, attendance and tardy policies, missed work penalties, grading standards, special features of assigned material. Try to regularly solicit questions from students during the syllabus review.

Get to know the students. Students respond most favorably to teachers who learn their names. Have each student complete a note card with specific background information related to

coursework history, major, career goals, and contact information. If your class is not too large, ask the students to introduce themselves, perhaps telling something about themselves such as hometown, the last movie they saw, etc. To help learn names, you could collect the note cards in order and make a seating chart for use during the first few weeks.

Introduce the subject. Discuss those items of class content that the professor has indicated should be covered in the first meeting. If there are no specific directions, you may want to generally introduce the course. Ask students what they know already about the subject. Allow five or ten minutes for questions.

By the end of the first day, students should have:

Adapted from McKeachie's Teaching Tips, 2002

- A sense of where they're going and how they'll get there.
- A feeling that the other members of the class are not strangers, that you and they are forming a group in which it's safe to participate.
- An awareness that you care about their learning.
- An expectation that the class will be both valuable and fun.

Skills of a Good Teacher

Adapted with permission from University of Illinois, 1980

N. L. Gage, Director of Research and Development in Teaching at Stanford University, has formulated six characteristics of effective college teaching which may be of interest.

Gage (1976) found that "effective" presentations of college instructors include:

- Stating objectives at the beginning of a lesson.
- Outlining the lesson content.
- Signaling transitions between parts of a lesson.
- Indicating important points in a lesson.
- Summarizing the parts of the lesson as the lesson proceeds.
- Reviewing main ideas and facts at the end of a lesson and at the beginning of the next lesson.

You should be rather satisfied with your initial teaching experience if you can successfully integrate Gage's six characteristics into your teaching approach. A note of caution must be added, however. Be aware that not all lessons proceed as planned. Allow some class time for reviewing and previewing of material and various unexpected happenings; in other words, be organized and allow for some flexibility in your planning. Instructional skill, like any valuable talent, takes time to develop. Work on one, or at the most, two skills each week. Try not to be discouraged if at first you do not "knock `em off their feet." Teaching is not an easy task.

LECTURING

Lecture Preparation

Adapted with permission from Farris, 1985

Lecturing may still be the most common form of teaching in most university classrooms, but some topics lend themselves much more naturally to this technique than others. Originally the "lecturer" read to an audience because access to written material was limited; now the printing process has

dramatically changed the lecturer's function. The present-day lecture should not simply transmit information; books are more efficient. Lecture if you want to provide structure and organization to scattered material, help pace student learning, or reinforce assigned reading by providing an alternative perspective or source of information.

Planning a lecture

When you start to plan a lecture, first consider your audience. Undergraduate students represent a broad cross-section of backgrounds and skills, and as a result may arrive at college with varying levels of competence. You neither want to talk over their heads nor patronize them. You will be more effective if you try as much as possible to draw on knowledge they already have or appeal to experiences that, by analogy, suit the topic.

Before preparing the lecture, ask yourself how the lecture fits into the course as a whole. What are your objectives? Do you want to provide the students with an overview of the subject, give them some background information, or stimulate further contemplation?

Once you've decided that the nature of your topic is indeed suitable for a lecture and considered both your objectives and the knowledge level of your audience, you still want to make sure that what you need to cover will fit within the time allotted. A typical lament of new instructors is: "There is so much material and too little time." However, good organization will enable you to eliminate irrelevant material so that you may cover important points more thoroughly.

Generating an outline

Once you have determined your subject, formulate one general question which covers the heart of it, one you could answer in a single lecture. Take time to write it down and study it. Then generate three or four key points which you could develop to answer this question. Note these down under the question. You are now looking at your lecture outline.

Filling in the outline

Your next task is to define the elements of your key points and generate effective examples or analogies for each. Examples generated "on the spur of the moment" in class tend to be trivial; if prepared in advance, examples can both illustrate a particular point and broaden students' understanding of the subject. Think the examples through carefully and consider ways to illustrate them with chalkboard diagrams, slides, overhead transparencies, demonstrations, or case studies. Any of these tools can increase students' understanding and interest.

Reviewing the material

Adapted from the University of Nevada

Demonstrating that you know more than your students is easy; teaching is more difficult. Many new instructors assume that they can teach introductory math because they took one course in statistics and two in quantitative analysis. However, an in-depth understanding of the subject is often necessary for dealing with the bright, inquisitive student who asks a relevant question that is not covered in the text: "Why didn't you use that same formula to solve the last problem?" Ideally, you will be assigned to a course in the area of your particular expertise, but you should still review material to refresh your memory, and you might try explaining it to someone else as a way of anticipating students' questions and problems.

Delivering the Lecture

Before you begin, there are a number of points to remember about the style and clarity of your lecture presentation: (Adapted with permission: Cashin, 1985)

- **Speak clearly and loudly enough to be heard.** This may seem obvious but undoubtedly we have all sinned against this prescription. Perhaps in the very first class you should suggest that people signal you if they cannot hear, e.g., cup a hand behind their ear.
- **Avoid distracting mannerisms,** verbal tics like "ah" or "you know," straightening your notes, tie, or beads.
- **Provide an introduction.** Begin with a concise statement, something that will preview the lecture. Give the listeners a set or frame of reference for the remainder of your presentation. Refer to previous lectures. Attract and focus their attention.
- **Present an outline.** Write it on the chalkboard, use an overhead transparency, or a handout. Then be sure that you refer to it as you move from point to point in your lecture.
- **Emphasize principles and generalizations.** Research suggests that these are what people really remember -- and they are probably what you really want to teach.
- **Repeat your points in two or three different ways.** Your listeners may not have heard it the first time, or understood it, or had time to write it down. Include examples or concrete ideas. These help both understanding and remembering. Use short sentences.
- **Stress important points.** This can be done with your tone of voice. It can also be done explicitly, e.g., "Write this down"; "This is important"; "This will be on the test."
- **Pause.** Give your listeners time to think and write.

Ways to Begin

After having prepared an interesting and detailed lecture, it is still sometimes difficult to choose a way to begin delivering it once you are in the classroom. Here is a list of possible techniques for beginning a lecture, many of which rely on some kind of "hook" to capture students' attention from the start. (Adapted with permission: Bailey, 1986)

- State a question which will be answered (or at least better understood) by the end of the lecture.
- Pose a problem. The difference between this and stating a question is that a question is typically a single sentence, while a problem may require a paragraph or two.
- Give an example of the phenomenon to be discussed.
- Tell a personal anecdote or one about a friend or famous colleague.
- Create a demonstration which illustrates the topic or puzzles the students.
- Provide a review of some previously covered material that is directly related to and essential for understanding the current lecture.
- Provide an overview of the lecture.
- State the objectives to be accomplished with the lecture.
- Tell a funny story or joke, if relevant to the material.
- Give the lecture a title.

Questioning in the Classroom

Strange as it may seem, many college teachers are ill-at-ease when students ask questions. For some reason they have not learned how to field questions. Fielding is a broader concept than responding; responding is but one fielding option. The skill of fielding student questions is vital for a teacher who wants students to think about the topic of study; one result of student thinking is student questioning.

If there are few student questions, it may be that students are not attending to the teacher's remarks and not thinking about the topic at hand. Alternatively, students may be afraid to ask questions because they think they will be put down. It is also possible that students do not ask because they believe that the teacher doesn't want them to ask questions. That is, the teacher somehow discourages students from asking questions. This discouragement is rarely explicit; few teachers actually say, "Don't ask me any questions." (They may say, "Hold your questions for a few minutes.") Generally the discouragement is implicit. It comes from the negative way a teacher fields a student question. For example, "We discussed that issue yesterday," or, "That question is really not on target." Sometimes an instructor will answer the student's question and then say something like, "Where were we before we got sidetracked?" After one of these negative fielding responses a student may vow, "I'll never ask another question in this class."

It is difficult to explain why teachers discourage student questions in this way. However, some tentative reasons can be offered. Teachers feel the need to be in control of both the content and of the procedures in the classroom. They feel that they need to "cover" the established course content. Time is precious. There is never enough of it to cover the material. Thus, they discourage student questions because the questions may lead them away from their material. Teachers also want to appear knowledgeable to their students. Student questions may embarrass the instructor who is unable to respond adequately. In short, instructors fear that they may lose control or lose face if students ask questions.

The potential for loss of control and loss of face is real. It surely is possible for a teacher to go off the track and appear to lack knowledge. However, it is also true that the fear of this happening is overdrawn and the probability for it to occur is low. The teacher must weigh the advantages gained by permitting and encouraging questions against the need to maintain tight control.

By learning how to use questions effectively in the classroom, instructors can accomplish a number of interrelated goals. First, by engaging students in a question-and-answer dialogue, the usual "one-way" flow of information from instructor to students is transformed into a more interactive process. Students become more active participants in their own learning. In addition, skillful questioning can encourage students to engage in higher-level cognitive processes (analysis, synthesis, and evaluation), thus helping to develop their capacity for critical thinking. There are several tactics suggested by the current literature which may assist teachers in improving the use of questioning in their teaching. (Adapted with permission: Hyman, 1980)

- After asking a question, wait for a response. Do not answer the question yourself, repeat it, rephrase it, modify it, call on another student to answer it, or replace it with another question until you have waited at least three to five seconds. Students need time to think about the question and prepare their responses. The research indicates that with a wait-time of three to five seconds, students respond more, use complex cognitive processes, and begin to ask more questions. One word of caution is in order here. Sometimes when teachers reword questions because they believe that the initial question is unclear, the result is greater student confusion. Students may not know which question to try to

answer. In short, ask a question, wait, and thereby express your expectation to receive a response and your willingness to listen to it. Be patient.

- Ask only one question at a time. Do not ask a string of questions one after the other in the same utterance. For example, say, "How does the skeleton of an ape compare with that of a human?" Do not ask, "How are apes and humans alike? Are they alike in bone structure and/or family structure and/or places where they live?" A series of questions tends to confuse students. They are not able to determine just what the teacher is requesting from them. Napell (1978) states that videotape replays reveal an interesting pattern when the teacher asks a series of questions: "Hands will go up in response to the first question, and a few will go down during the second, and those hands remaining up will gradually get lower and lower as the instructor finally concludes with a question very different from the one for which the hands were initially raised."

- When student questions are desired, request them explicitly, wait, and then acknowledge student contributions. For example, a teacher may wish to solicit questions about the plays of Shakespeare which the class has been studying. The instructor might say, "Are there any questions or clarifications of points we have raised?" or "Please ask questions about the main characters or the minor characters -- whichever you wish at this point," or "In light of Sally's allusion to Lady Macbeth, I invite you to ask her some questions for embellishment or clarification." Indicate to students that questions are not a sign of stupidity, but rather the manifestation of concern and thought about the topic. Be careful not to subtly or even jokingly convey the message that a student is stupid for asking for a clarification or restatement of an idea already raised in class or in the text.

- Use a variety of probing and explaining questions. Ask questions that require different approaches to the topic, such as causal, teleological, functional, or chronological explanations. Avoid beginning your question with the words "why" and "explain," and instead phrase your questions with words which give stronger clues about the type of explanation sought. Thus, for a chronological explanation, instead of asking, "Why did we have a depression in the 1930s?" try "What series of events led up to the stock market crash of 1929 and the high unemployment in the 1930s?"

- A variety of probes can also be used to stimulate different cognitive processes. For example, suppose that a student in a sociology class has stated that a woman's most important role in society is to be a mother. The teacher could probe that statement by asking, "Why do you say that?" However, it might be more stimulating to ask the student or the class as a whole, "If you were Betty Friedan, Gloria Steinem, or Simone de Beauvoir, how would you react to that statement?", or "What are the positive and negative consequences that arise within a family when a woman devotes herself chiefly to being a mother?", or "What actions would you expect the government to take if and when it incorporates your idea into its social and economic policy?"

Starting Discussions

Adapted from the Ohio State University 2001

Like lectures, discussions sometimes need a "jump start." Here are some suggestions for getting a good discussion underway:

A common experience. Launch a discussion by presenting a concrete experience via a film clip, news story, textbook passage, or anecdote which illustrates the issues you want to focus on that session. Follow such a presentation with questions like "What are your immediate reactions?", or "How did the director portray the Gulf War?"

Start with a targeted question that leads to open-ended questions. Get the discussion rolling with a few "softball" questions that everyone can easily answer and then transition into more critical-thinking and analytical questions. For example, "In the film, who is Archie Gates?" or "How is the character of Archie Gates representative of American idealism?" Another example: "What is genetic engineering?" or "What is the significance of genetic engineering in the field of medicine?"

Open with a controversy. To create a lively discussion, you may want to play "devil's advocate" by introducing a controversial issue and then asking students to argue for certain sides. You can offer counter-arguments to their rationale to promote critical thinking, but it is important to let students know you are "playing" devil's advocate. Be fair, and write claims and points from all sides on the board.

Discussion prompts. Some instructors will take a few minutes in the beginning of class to ask students to respond in writing to questions. This can help students who are usually quiet in class to formulate and voice a response.

Rewarding Student Participation and Providing Feedback

Adapted with permission from Hyman, 1980

In responding to student questions there are a number of guidelines which can positively reinforce good student responses and facilitate further discussion.

- Praise the student in a strong positive way for a correct or positive response. Use such terms as "excellent answer," "absolutely correct," and "bull's eye." These terms are quite different from the common mild phrases teachers often use such as "O.K.," "hm-hm," and "all right." Especially when the response is long, the teacher should try to find at least some part that deserves praise and then comment on it.

- Make comments pertinent to the specific student response. For example, suppose that a student has offered an excellent response to the question, "What function did the invasion of the Falklands serve for Argentina?" The instructor might say, "That was excellent, Pat. You included national political reasons as well as mentioning the Argentine drive to become the South American leader." This response gives an excellent rating to the student in an explicit and strong form. It also demonstrates that the instructor has listened carefully to the student's ideas.

- Build on the student's response. If the instructor continues to discuss a point after a student response, he or she should try to incorporate the key elements of the response into the discussion. By using the student's response, the teacher shows that he or she values the points made. By referring to the student explicitly by name (e.g., "As Pat pointed out, the Falklands' national political status . . ."), the teacher gives credit where credit is due.

- Avoid the "Yes, but . . ." reaction. Teachers use "Yes, but . . ." or its equivalent when a response is wrong or at least partly wrong. The overall impact of these phrases is negative and deceptive even though the teacher's intent is probably positive. The "Yes, but . . ." fielding move says that the response is correct or appropriate with one breath and then takes away the praise with the next. Some straightforward alternatives can be recommended:
    - ◇ Wait to a count of five with the expectation that another student will volunteer a correct or better response.
    - ◇ Ask, "How did you arrive at that response?" (Be careful, though, not to ask this question only when you receive inadequate responses; ask it also at times when you receive a perfectly good response.)

◇   Say, "You're right regarding X and that's great, but wrong regarding Y. Now we need to correct Y so we can get everything correct."

◇   Say, "Thanks. Is there someone who wants to respond to the question or comment on the response we've already heard?"

These four alternatives are not adequate to fit all cases. Indeed, it is generally difficult to field wrong or partially wrong responses because students are sensitive to teacher criticism. However, with these alternatives as examples, you will probably be able to generate others as needed.

Teaching Large Classes

Some TAs eventually will be assigned to teach classes of 35, 50, 100, or 500 students at some point during their time at UF. While new TAs will most often assist a professor in a large class, there will be occasions when the TA will be in charge. Here are some tips to keep in mind.

Adapted with permission from Illinois Instructor
Series No. 1, University of Illinois, 1986

Teaching a large class is a major undertaking. It requires academic competence, leadership skills, the capacity to do advance and contingency planning, the ability to organize well and to purposefully carry out plans. Fortunately, many of these qualities are characteristic of faculty members and are frequently used in mapping out research projects, planning conferences, writing books, and researching papers. Most of the abilities needed to teach large classes are ones faculty members already possess and can successfully adapt to large-scale instruction.

What contributes most to success in teaching large classes?

To find answers to this question, the authors interviewed several faculty members recognized as outstanding large-class instructors by their peers and students. We asked them what advice they had to give colleagues about teaching large classes.

Each one of the large-class instructors indicated that the single most important factor is organizing before the term starts. The time spent planning before the course helps eliminate problems later on. According to these instructors, there are several key elements which require specific attention.

Decide early what specific content will be taught. Usually there is more you'd like to teach than can reasonably be presented in one semester, so you have to select a subset of content. Your colleagues may show you how they have taught the course before. However, unless there is a departmental syllabus, most content decisions are up to you. Because of the time required to develop large-class lectures and supporting materials, last-minute content changes are difficult. Plan ahead.

Anticipate what students already might be expected to know about the topic. One of the challenges of large-class instruction is to teach so that both the students who lack background can understand, and those who are well-prepared stay interested. Ask another faculty member or a departmental student advisor about the expected level of student preparation and ability. If possible, note which curricula are heavily represented in your classes. This information may point to prior student preparation in your area. It also can help you select among examples and make assignments that relate to student experiences.

Select texts and supplementary readings well before the course begins. There are two major reasons for selecting a text carefully. First, many students find it difficult to take accurate notes when listening to an hour's uninterrupted lecture. They rely on their text to clarify the content and their notes. The closer the textbook corresponds to your course syllabus, the more useful it should be.

Secondly, most texts (unless you've written one for the course) do not always accompany the course as you have planned it. Materials to supplement the text become necessary. In addition to readings, supplementary materials might include problem sets and copies of visuals used in class.

Order texts and supplemental material early so they are available at the beginning of the term. Written permission must be obtained before copyrighted material can be reproduced. Some copying centers will help you get this permission. Arrangements can be made with a local copying center to prepare and sell supplementary course materials.

Look over the classroom before the first meeting. When you visit the lecture classroom, pay attention to blinds, the placement of light switches, sources of controlling ventilation and other housekeeping details. A room that is comfortable with only a few people may become uncomfortably warm when full of students.

Stand in the spot where you will lecture. Practice with the equipment you'll use during class. Note how well your voice carries and how your handwriting looks from the rear of the room. Have another person sit in various seats to give feedback from the students' perspective.

Communicate your expectations for the semester. At the first lecture of the semester, distribute the course syllabus and direct students' attention to the most important statements. See the section in this handbook on the syllabus for more detailed information on the important elements of syllabus construction.

Should I plan to lecture on the first day? Very definitely. Use any available course time. Later in the term you may want extra time to review or repeat material. The first day of class is also one period that most students are attentive and curious about a course. Take advantage of their interest. A well-organized first class lets the students know that you are competent and prepared, and sets the expectation that they too ought to be conscientious in the course.

What is a reasonable length of time to spend preparing each lecture? Because students may not ask as many questions in a large class, you must usually be prepared to talk for the entire period, that is, unless you have structured discussion time or individual or small group work into the course. The chances of having a good presentation increase the more thoroughly you plan. In addition to the time spent preparing your presentation, many experienced instructors recommend reserving the half-hour prior to class to "psyche up" -- review the lecture, check that you have everything you need, and bring yourself up to the energy level needed for a lengthy presentation. Through experience you'll find out how much time you personally need to prepare a large-class lecture.

How can I keep students' attention during a lecture? Spending time on lecture preparation is necessary; however, that time alone will not guarantee a good lecture. Students cannot learn what they cannot see and hear. In a large class, public-speaking skills are important. Speak slowly, loudly, and clearly enough to be understood. Don't underestimate the value of a microphone. Also, consider the use of "clickers" (referenced earlier under the Use of Instructional Multimedia) or incorporate short "buzz sessions" to elicit student participation.

Accurate student note-taking is important. Make sure your writing is legible in every section of the room. Ask students and teaching assistants if they can understand you and read your handwriting. There are several things you can do to help students take complete notes. If you use previously prepared PowerPoint slides, pause in your lecture to allow students to copy them. Consider making the slides available for them to print. The slides might contain major subject headings and complicated formulae and diagrams. If you leave space for additional notes, students can remain active listeners. They have time to listen, and they make fewer mistakes than if they were hastily copying long and detailed material. Some teachers post their notes on the web after their lectures. Before posting notes on the web, however, you may want to consider the effect this would have on note-taking in class and on class attendance.

Even under the best of conditions, students find it hard to stay alert for the entire class period. There are many devices which instructors may use to keep or regain students' attention including the following:

- Alter the pitch and tone of your voice.
- Ask a rhetorical question.
- Ask students to write specific answers to a question you pose in class.
- Ask students to write examples of key concepts you've mentioned.
- Ask students to turn to their neighbor and explain why something is an example of a key concept.

Keep in touch with your students

You can maintain contact with students even in large classes. Let students know early in the term that you like talking with them about the course. Come to class early and chat with those students present. Ask for volunteers to form a weekly feedback group to meet with you.

In addition to meeting with interested class members, you should "take the pulse" of the entire class early enough in the term to make any necessary changes based on your reading of student feedback. Ask them to answer short, simple questions such as "What do you like about the course? What would you like changed? Suggestions?"

Plan all aspects of testing and grading very carefully. Think about grading and exams when you first plan the course. Questions about exam timing and organization often begin with questions about course content. Ask yourself what content is most important, least important, stressed most in class, and in assignments? Decide who will contribute the test questions.

Some other considerations are:

- How many examinations and assignments make up the final grade?
- How is each examination and assignment to be weighted?
- How will tests be distributed and returned?
- What will the policy be on missed exams and make-ups?
- To avoid wasting time and to prevent cheating, think about the mechanics of testing large groups of people. The following recommendations have been made by faculty:
  ◇ Utilize your discussion leaders or other TAs to help administer tests.
  ◇ Have students seated by their discussion groups so that discussion leaders can take attendance and see that only those students registered are taking the exam.
  ◇ Create two versions of the test by changing the order questions are placed in.
  ◇ Number each test and answer sheet. Ask your assistants to record the number of the test the student has turned in.

Useful Resources on Lecturing

Barkley, E. F. (2018). *Interactive Lecturing: A handbook for college faculty*. San Francisco: Jossey-Bass, Publishers.

Brookfield, S. D. (1990). *The skillful teacher: On technique, trust and responsiveness in the classroom*. San Francisco: Jossey-Bass, Publishers.

Brown, S. (2002). *Lecturing: A practical guide*. London: Kogan Page.

Carbone, E. L. (1998). *Teaching large classes: Tools and strategies.* Thousand Oaks, CA: Sage Publications.

Eble, K. E. (1988). *The craft of teaching: A guide to mastering the professor's art (2nd ed.).* San Francisco: Jossey-Bass Inc., Publishers.

Eng, N. (2017). *Teaching College: The ultimate guide to lecturing, presenting, and engaging students.* New York: Norman Eng.

McKeachie, W. J. (2002). *Teaching tips: Strategies, research, and theory for college and university teachers* (11th ed.). Boston, MA: Houghton Mifflin Company.

Stanley, C. A., & Porter, M. E. (2002). *Engaging large classes*. Boston, MA: Anker.

LEADING DISCUSSION SECTIONS

Preparing for Discussions

Discussions differ from lectures in many ways. A major difference is that the students can be more active and that there can be more personal contact. Good discussions give students an opportunity to formulate principles in their own words and to suggest applications of these principles; they help students become aware of and define problems implied in readings or lectures; they can also increase students' sensitivity to other points of view and alternative explanations. (Adapted with permission: Unruh, 1986)

Some new instructors may wonder how there can possibly be enough to say to fill the class period. This will be the least of your worries. Your job is facilitating and moderating the discussion, not doing all the discussing. New instructors sometimes tend to over-manage the situation. Remember that the discussion isn't just a matter of communication with your students; it's a chance for your students to share ideas and pool resources. Many discussion leaders overlook this potential and end up trying to carry the whole conversation themselves. (Adapted with permission: Ronkowski, 1986)

There seems to be an unfortunate misunderstanding about the amount of preparation that discussions require. Too many instructors assume that you can "just walk in" to the classroom and begin useful discussion. It is as if they feel that, with a basic understanding of the subject, they can rely upon their students for 40 or 50 minutes. However, a good discussion takes a great deal of prior planning and review of the subject matter. To begin with, the content itself must be reviewed and brought up to date; that is why keeping up in one's field is so very important. Inevitably in a discussion, a question about present applicability or trends, etc., will be raised, and at that point you can be of great help if you are able to relate what is being discussed to the most recent events or developments in the field. It is also helpful to be knowledgeable about the backgrounds and interests of your students. This is why student information and background sheets and get-acquainted sessions at the beginning of the term are useful.

Prior planning also enables you to anticipate the kinds of questions that will emerge during the discussion. In this way, you can provide more appropriate and helpful sorts of answers to those questions. You can also consider how the questions might be referred to other students, thereby helping them to reinforce their understanding. (Adapted with permission: Northeastern, 1984)

Before the session meets, decide what kind of discussion is most useful for your class. Is there a certain topic to be discussed? Does the group have to reach a conclusion or come to an agreement? Is there subject matter that must be learned? Is the class a forum for expressing and comparing views? Is it important that the students carefully analyze the topic or that they learn certain skills?

Once you have decided what kind of discussion you want, tell the students. It is easier for everyone if the goals for the class have been clearly stated. (Adapted with permission: Unruh, 1986)

Implementing Discussions

Adapted with permission from Ronkowski, 1986

Before you can successfully implement a discussion session, you will need to become aware of the implicit set of attitudes and messages you bring into the classroom with you. Your reactions, your responses to students, the attitudes you project in your actions -- all suggest to your students the sort of interaction they can expect. The way in which you field students' comments will give the most important clue. No one wants to feel that their remark will be put down or put off. Students are also sensitive to what they think you really want (e.g., Does he want a discussion or a chance for an extended monologue? Does she say she wants disagreement but then gets defensive when someone challenges her?). Your students will try to read you so that they can respond appropriately. Be sensitive to the clues you give them.

There are a number of techniques you can use in opening up discussion. The most obvious is to draw upon students' questions and comments and to enlarge upon them with your own remarks. Because students may not ask questions, you may want to write several statements or questions beforehand and use these as a springboard.

When you start a discussion with questions, ask open-ended questions which will get students thinking about relationships, applications, consequences, and contingencies -- rather than merely the basic facts. You've probably often heard a speaker read off a list of questions that require only brief factual replies and little student involvement:

> Q. When was the Battle of Hastings?
> A. 1066.

The result could hardly be called a discussion. You'll want to ask your students the sorts of questions that will draw them out and actively involve them, and you will also want to encourage your students to ask questions of one another. Above all, you must convey to your students that their ideas are valued as well as welcomed.

Some behaviors to avoid when asking questions are:

- Phrasing a question so that your implicit message is, "I know something you don't and you'll look stupid if you don't guess right!"
- Phrasing a question at a level of abstraction inappropriate for the class. Don't just show off your 25-cent words -- discussion questions need to be phrased as problems that are meaningful to student and instructor alike.
- Not waiting long enough to give students a chance to think. The issue of "wait time" is an often ignored component of questioning techniques. If you are too eager to impart your views, students will get the message that you're not really interested in their opinions. Most teachers tend not to wait long enough between questions or before answering their own questions because a silent classroom induces too much anxiety for the instructor. Try counting to ten slowly after asking a provocative question to which you are just dying to respond yourself. Students don't like a silent classroom either. Once they have confidence that you will give them time to think their responses through, they will participate more freely.

If you have not done so already, you may want to read the sections on "Questioning in the Classroom" and "Discussion Starters" in the "lecture" section of this document.

Maintaining Control over Discussion

To speak of "controlling" a discussion may be misleading since in this setting what you are really doing is relinquishing control over the learning process to your students.

- Running a discussion skillfully requires creating a context of "organized spontaneity" in which "the good discussion leader gives the students opportunities and incentives to express themselves and develop skills within the otherwise somewhat passive context of the lecture course." (Segerstrale, 1982) One of the keys to facilitating a discussion is to guide its course without appearing to do so. Here is a list of some common difficulties instructors encounter in leading discussions which relate to the problem of "control," and some suggestions for overcoming them. (McKeachie, 1978)

- If you habitually can't get discussion started, you first need to pay more attention to the topics you're picking; they may not be broad enough. Or perhaps you are not using good questioning skills. If students feel "put in the spotlight" or embarrassed, they may not feel comfortable enough for free discussion. (See the previous sections on questioning techniques.)

- If one or two students consistently monopolize the floor, there are many causes at work, but the end result is a great deal of tension. You don't want to reject the one student, but then you don't want to alienate the rest of the class. You may want to take one of two approaches. Either you can use their comments to throw the discussion back to the class. ("You've raised an important point. Maybe others would like to comment.") Or you can acknowledge the comments and offer another outlet. "Those ideas deserve a lot more time. Maybe we can discuss them after class.")

- If there is a lull in the discussion, relax. This doesn't mean you've failed. Every conversation needs a chance to catch its breath. It may mean that your topic is exhausted or it may be a pause for people to digest what they've heard. If the lull comes too frequently, though, you may need to give more attention to the types of topics you're picking. You may also be inadvertently shutting down discussion by dominating rather than facilitating.

- If students are talking only to you instead of to each other, you are probably focusing too intently on the speaker. You can help students talk to each other by leading with your eyes, looking occasionally at others in the room. This will lead the speaker to do likewise.

- If there are students who seldom or never talk, see if you can find out whether they are shy, confused, or simply turned off. Watch for clues that indicate that they might want to speak up ("Alan, you seem disturbed by Dan's idea. What do you think?"). However, be careful that you don't embarrass a student into participating. You may want to make a point of talking to this student before or after class to indicate your interest.

- If you run out of material before the end of class, ask your students if there are other topics they might be interested in discussing. If not, let them go early. Don't keep them the whole hour just for form's sake.

- If a fight breaks out over an issue, then you've got a hot topic on your hands! Facilitate! Your major task here is to keep the argument focused on the issues. Don't let it turn personal under any circumstances.

Leading Discussion of a Case Analysis

In several academic disciplines, the use of case analysis is common practice in the classroom. Business, law, political science, and other studies often involve the assignment of a "case study." This case depicts a series of "real-world" events and facts, usually from the perspective of an organization, which must be analyzed by students. Should you be involved in leading case analyses as a teaching assistant, it is appropriate to discuss case-study discussion methods with a faculty member experienced in leading such discussions.

Leading this discussion requires the full involvement of the students. The discussion leader does not lecture, recount facts, or draw conclusions, but rather uses techniques to draw out the analysis, conclusions, and recommendations from the students. Encouraging students to discuss or debate case issues among themselves, leading them by suggestion or inquiry, are commonly used techniques as well. Writing key facts or information on the board as the students discuss the case also aids in directing the discussion. The more prepared you are as the discussion leader, the more adept you can be at focusing the discussion, bringing in key issues, and relating these to course objectives.

Encouraging Attendance in Discussion Sections

TAs are often concerned about how to encourage students to attend discussion sections. Despite the fact that section participation is a requirement for many introductory courses, students may believe that their attendance is not mandatory since the TA rather than the professor is in charge. Therefore, you may want to devise a way to structure required assignments, projects or presentations into your sections so that section participation will be a part of the final course grade. If students know that the TA has some responsibility for determining their grades, he or she will have considerably more authority in the classroom or in any interactions with students. They will also be more likely to attend sections or lectures led by the TA.

Resources on Conducting Classroom Discussions

Bonwell, C. C., & Eison, J. A. (1991) *Active learning: Creating excitement in the classroom.* Washington, D.C.: Association for the Study of Higher Ed.

Brookfield, S. D. (1990). *The skillful teacher: On technique, trust and responsiveness in the classroom*. San Francisco: Jossey-Bass, Publishers.

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LEADING LABORATORY SECTIONS

Adapted with permission from the University of Delaware, 2002

Like teaching any other class, teaching laboratory sections requires careful preparation. Know where all your teaching resources are located. Talk to TAs who have taught that lab. Realize that you are a qualified teaching assistant; none of your students has your background or scientific ability.

Although labs are run differently by the various UF departments, there are some general guidelines to follow:

Lab Preparation Checklist

- ❑ Prepare each experiment in advance. Performing the entire experiment in advance is the best way to troubleshoot a lab. You'll be familiar with some of the possible stumbling blocks that your students may encounter.
- ❑ Know the theory. Read and study the theory on which the experiment is based— otherwise, some students may ask you questions that you cannot handle.
- ❑ Prepare demonstrations. If you are giving a demonstration before the lab, be prepared by listing all the steps to be conducted, assembling all the necessary materials and equipment, and rehearsing the demonstration in advance.
- ❑ Check for supplies/first aid. Accidents are always a possibility, so know where all the first-aid supplies are located, such as eye washes and bandages, and where to go for help.
- ❑ Anticipate safety problems. Safety is an important consideration when you are responsible for the health and well-being of 25-30 students. Convey to your students that safe laboratory practice is based on understanding and respect, not on fear. While there are general orientation and safety sessions for lab sections in the beginning of the semester, it is your responsibility to inform students of safety instructions specific to the experiment.
- ❑ Check for safety equipment. Make sure that all students are wearing proper clothing and their personal protective equipment (PPE), particularly department-approved goggles.
- ❑ Clarify learning objectives. It is usually appropriate to go over homework questions or provide some background before students work on their own.
- ❑ Return lab reports promptly. Establish criteria for grading and explain them before students complete the lab exercises.

During the semester, you may have the following questions:

What can I do to manage students during a lab? Teaching a lab is often composed of several one-on-one situations and can be a highly interactive format. To best help your students, learn their names. Don't sit in the corner and grade papers! A good TA moves around the classroom, identifying problems before they occur, and helps students step back and evaluate what they're doing.

What is the point of lab sections? Lab exercises and formal experiments are "hands-on" formats that provide students a chance to link together the theory and other experiments of the course. As

a lab TA, you are expected to give a brief "lab talk" in which you: (1) outline the lab objectives and (2) cite the ways these objectives mesh with the course theory.

What should I look for when I evaluate the lab reports? First, check with the primary instructor for overall depth and critical content; grading may be standardized. Read through a handful of the reports to get a feel for the level of comprehension: students are novices and often use inexact language and roundabout discussions to explain their results. Finally, consider the value of a well-explained "wrong" result: what are the scientific skills we hope to foster during these labs?

How can I get my students to prepare for the lab? A "pop quiz" is the old stand-by method. Alternate methods include outlining the experiment in notebooks before class, encourage group discussions of expectations before each lab, or collect written predictions from each student. Handouts highlighting key theoretical, procedural, and safety points could be used. Of course, clearly defined lab goals and an enthusiastic and supportive TA contribute to students' motivation as well.

LEADING STUDIO COURSES

Adapted with permission from the Ohio State University 2001

Studio situations present their unique challenges to teaching. Often, especially in performance areas, personal judgment becomes significant and the instructor has some methodological or philosophical questions to answer before the course begins. The following guidelines may help in the construction of your studio course:

Plan ahead. Like other courses, performance classes need to be planned carefully. Instructors must determine and communicate to students the roles of talent, level of achievement, attitude, effort, and attendance. One major dilemma is the relative importance of process and product in the course. Does the instructor care only for the quality of the final performance or artwork produced, or is she or he equally (or more) interested in how the accomplishment was achieved? Such issues require serious consideration while the syllabus is being developed. Whatever the decision, the instructor has to make sure all students have an attainable goal for the course, regardless of how much talent or inherent ability they may have.

Measure the learning process. How will learning be measured, both for evaluation and improvement? Besides personal observation and assistance, dancers or actors may be asked to keep a rehearsal log, or artists may be asked to keep a journal listing the dates and reasons for major breakthroughs in the project. Instructors might give quizzes on readings or require students to turn in rough drafts, plans or outlines as ways of documenting process.

Provide constructive and sensitive feedback. Maybe more so than in other disciplines, students have a large emotional investment in their projects. It is imperative to limit criticisms to aspects that students can do something about and help them overcome the barriers that only appear insurmountable.

Work to recognize potential. Some students will be obviously talented in the studio areas, and others will have abilities that are not yet apparent. It is the teacher's job to encourage that talent and refrain from making snap judgments.

Remain neutral. Often, a teacher may adopt the role of a parent in performance areas. While nurturing students is important, it is equally important not to be patronizing. Retain as much neutrality as possible when it comes to students' performances and artwork by not becoming too emotionally or personally invested in their creative growth as artists. Students should feel sufficiently supported, but not overly pressured by their instructors.

Gary Woodward of the Kansas State University Art Department provides the following tips for studio classes (Adapted from the Kansas State University, 2000):

- Make students aware of any safety instructions.
- Demonstrate techniques when appropriate.
- Use handouts for background information.
- Follow studio problems with a formal critique of student work. Critiques assist students in the anticipation of evaluation criteria and its application to future assignments.
- Individualize comments on student work or performance.
- Try to visit each student more than once during each studio session.
- During the process of development of student ideas, use a specific student's work or performance to demonstrate general principles to be applied to specific creative problems.

ASSISTING STUDENTS IN THE OFFICE

Office Hours

Adapted with permission from Unruh, 1986

The TA's office is an important extension of the classroom. This is one of the few places where the protective shield of impersonality at the University can be broken. Most TAs have office hours but students are not necessarily required to come in during those times. Usually, office hours are scheduled before the semester begins and announced to the students during the first week. One alternative is to check with the students about convenient times before scheduling. Some professors may ask that you schedule your office hours at times which alternate with hers or his, thus increasing the time that one or the other of you is available to students. UF requires that faculty and teaching assistants establish office hours equal to at least one hour per week per credit hour. This includes conferences, of course, and can vary from week to week as long as your overall office hours balance out. You should announce changes in your posted office hours in advance of the change, if possible, to prevent students coming when you are not there.

How do you get students to come in? Let them know frequently that they are welcome. Invite them individually. A comment on a paper (e.g., "Please see me about this") brings about a 75% response. Stress the importance and value of office visits both to you and to them. Most TAs deal with freshmen and sophomores who are not used to personal contact at the University. If those first few who come in have positive experiences, the word will spread. Some TAs find that posting the answers to quiz or homework problems on or around their door is an effective means of attracting students to office hours.

Helping Students Individually

Adapted with permission from Unruh, 1986

Getting students to come to your office hours is not always a problem; you may find that many students will come in, and for many different reasons. You may find yourself helping a student with the material for your course, with the logistics of a course that contains unfamiliar material, or with a personal problem. You should be aware of ways to facilitate a helpful tutorial or counseling session:

- Try to be as approachable as possible. The best action to take when a student comes in during your office hours is to make him or her feel welcome. It is very easy to make students feel that they are intruding; it takes only a little bit of care to create a relaxed, pleasant atmosphere in which communication is natural and easy.

- Rely on the student to tell you what he or she has come to see you about. You may suspect some hidden problem, but you should not press the student to disclose it. You can help the students if they actively request your help, but your responsibility need not extend further than their requests.

- Listen to your students when they come to your office. Give them your undivided attention. This is all part of making students feel welcome and encouraging communication. The best way to show that you are listening is to ask questions -- it also shows students that you find their concerns important. Students often fear that they are wasting your time; by listening attentively and responding thoroughly, you can help allay their anxiety.

- Finally, you should realize that you won't always be able to provide the answers or information that are needed. If you are helping a student in the material for your own course, there is nothing wrong with saying, "I don't know, but I can find out for you."

In a situation in which a student is asking for more personal counseling, remember that you are not always the best qualified person for the student to be talking to. If you feel that the student needs more specific advice, you may be able to suggest someone who can provide it. Part Three has been included to serve as a referral list for you. This referral list may not be able to solve all of the problems you are confronted with, but it is a start. When in doubt, you should always consult the faculty member you are working with -- especially if you feel that a student may be having serious emotional or some other kind of difficulties.

While in general not as many people will take advantage of office hours as could, on occasion you may encounter students who are overly-dependent on you either for assistance with course material or for companionship and counsel. It may be necessary to set limits with these students. You might try encouraging them to tackle assignments on their own before coming to you for help, or explain to them that you have limited time to spend with each student and must, therefore, restrict the frequency and duration of office visits. As indicated above, seriously troubled students who seek your assistance may be referred to the University's professional counseling services.

Assisting Emotionally Troubled Students

Should a student come to you with serious emotional problems or, if you become concerned about a student's emotional health because of comments made in class or in writing, you may want to refer the student to the University Counseling and Wellness Center at 3190 Radio Rd. (352-392-1575, http://www.counseling.ufl.edu/cwc). The Counseling Center is a service agency within the Division of Student Affairs provided by the University of Florida for full-time undergraduate and graduate students in any of the University's colleges or professional schools. The major goal of all Center programs and services is to provide counseling and student development services that help each student grow and develop intellectually, emotionally, and interpersonally.   Individual, couples, and group counseling are available to help students with personal, academic, and career concerns.

Additionally, the Counseling and Wellness Center conducts programs in crisis intervention, multicultural counseling, eating disorders, alcohol and substance abuse, sexual assault/abuse and recovery. Staff members are available to consult with students, faculty, administrators, and colleagues in the university community on issues related to the emotional and psychological well-

being of individual students. Staff members also are available to campus departments, agencies, organizations, task forces, and committees to address overall issues affecting the climate of life on campus.

Counseling information and records are confidential except when release is required by law or when a client is judged to be dangerous to him/herself or to others. Appointments to see a counselor may be made in person or by telephone.

Understanding Student Differences

In dealing with students both individually and in classroom settings, you should keep in mind the diversity of students attending UF. Undergraduates may vary in age, cultural or national background, level of academic ability, experience in urban settings, or general maturity. Sensitivity to these differences in your interactions with students may foster your sense of rapport with them since they will be more likely to perceive you as understanding and tolerant. Moreover, many dimensions of differences in students directly affect instructional outcomes depending on the style of instruction they receive. Part Three has been included to serve as a referral list for you.

EVALUATION OF STUDENT PERFORMANCE

Determining Evaluative Criteria

Adapted with permission from Farris, 1985

Students are very sensitive to grades and the criteria on which they are based: "Will this be on the test? How much does the quiz count toward the final grade? Do you consider attendance and participation?" Grading is a thankless job but somebody has to do it, and you may as well be prepared to answer such questions on the first day of class; that means, of course, that you must have answered them for yourself well in advance.

Before constructing an exam or assignment, you need to decide exactly what it is you expect your students to demonstrate that they have learned. Reviewing the instructional objectives you established at the beginning of the term may be a good way to begin. The first step is to think carefully about the goals which you have set for the students. Should students have mastered basic terminology and working principles? Should they have developed a broad understanding of the subject? Should they be able to use the principles and concepts taught in the course to solve problems in the field? The next question is how you can best evaluate the extent to which students have achieved these goals. Perhaps a certain type of test will suggest itself immediately (multiple choice, matching, fill in the blanks, short answer, problem solving, and essay). If you know what you want to assess and why, then writing the actual questions will be much less frustrating.

An excellent resource on test construction and scoring, *Handbook on Testing and Grading*, is available to you without charge from the Teaching Center, SW Broward Hall. Because the handbook focuses on testing and grading exclusively, it includes much more information on the subject than can be included here. The handbook is available at https://teachingcenter.ufl.edu/ta-development/online-resources/.

Test Construction

Objective Tests

Although by definition no test can be truly "objective" (existing as an object of fact, independent of the mind), an objective test in this handbook refers to a test made up of multiple-choice, matching, fill-in, true/false, or short-answer items. Objective tests have the advantages of allowing an instructor to assess a large and potentially representative sample of course material and allow for reliable and efficient test scoring. The disadvantages of objective tests include a tendency to emphasize only "recognition" skills, the ease with which correct answers can be guessed on many item types, and the inability to measure students' organization and synthesis of material. (Adapted with permission: Yonge, 1977)

Since the practical arguments for giving objective exams are compelling, we offer a few suggestions for writing multiple-choice items. The first one is to avoid it if you can. If it is unavoidable, there are numerous ways of generating objective test items. Many textbooks are accompanied by teachers' manuals containing collections of items, and professors or other TAs who are former teachers of the same course may be willing to share items with you. In either case, however, the general rule is adapt rather than adopt. Existing items will rarely fit your specific needs, so you should tailor them to more adequately reflect your objectives.

Second, design multiple choice items so that students who know the subject or material adequately are more likely to choose the correct alternative and students with less adequate knowledge are more likely to choose a wrong alternative. That sounds simple enough, but you want to avoid writing items which lead students to choose the right answer for the wrong reasons. For instance, avoid making the correct alternative the longest or most qualified one, or the only one that is grammatically appropriate to the stem. Even a careless shift in tense or subject-verb agreement can often suggest the correct answer.

Finally, it is very easy to disregard the above advice and slip into writing items which require only rote recall, but are nonetheless difficult because they are taken from obscure passages (footnotes, for instance). Some items requiring only recall might be appropriate, but try to design most of the items to tap the students' understanding of the subject. (Adapted with permission: Farris, 1985)

Here are a few additional guidelines to keep in mind when writing multiple-choice tests: (Adapted with permission: Yonge, 1977)

- The item-stem (the lead-in to the choices) should clearly formulate a problem.
- As much of the question as possible should be included in the stem.
- Randomize occurrence of the correct response (i.e., you don't always want "C" to be the right answer).
- Make sure there is only one clearly correct answer (unless you are instructing students to select more than one).
- Make the wording in the response choices consistent with the item stem.
- Don't load the stem down with irrelevant material.
- Beware of using answers such as "none of these" or "all of the above."
- Use negatives or double negatives sparingly in the question or stem.
- Beware of using sets of opposite answers unless more than one pair is presented (e.g., go to work, not go to work).
- Beware of providing irrelevant grammatical cues.

Essay Tests

Conventional wisdom accurately portrays short-answer and essay examinations as the easiest to write and the most difficult to grade, particularly if they are graded well. However, essay items are also considered the most effective means of assessing students' mastery of a subject. If it is crucial that students understand a particular concept, you can force them to respond to a single question, but you might consider asking them to write on one or two of several options. TAs generally expect a great deal from students, but remember that mastery of a subject depends as much on prior preparation and experience as it does on diligence and intelligence; even at the end of the semester some students will be struggling to understand the material. Design your questions so that all students can answer at their own levels. (Adapted with permission: Farris, 1985)

The following are some suggestions which may enhance the quality of the essay tests that you produce: (Adapted with permission: Ronkowski, 1986)

- Have in mind the processes that you want measured (e.g., analysis, synthesis).
- Start questions with words such as "compare," "contrast," "explain why." Don't use "what," "who," "when," or "list." (These latter types are better measured with objective-type items.)
- Write items so as to define the parameters of expected answers as clearly as possible.
- Don't have too many answers for the time available.

Responding to Student Writing

Writing is a tool for communication, and it is reasonable for you to expect coherent, lucid prose from your students. However, writing is also a mode of learning and a way for students to discover what they think about a subject, and you should be willing to participate in this learning and discovery process as well as grade the product. (Adapted with permission: Farris, 1985)

The quality of student writing is often far below acceptable standards. Many instructors try to ignore the problem by insisting that writing skills are not part of their assigned subject area. This attitude results in further problems for both instructors and their students. If you demand good writing, make your expectations known and offer help to those who need it (or refer students to tutorial services; see Part Three for information on the Reading and Writing Center and other available services). Students will try to meet your demands -- make your standards worth meeting.

More and more, instructors are involving themselves in students' writing (and learning) processes rather than simply "correcting" the final product by having them submit first drafts which are given constructive criticism on content, organization, and presentation. One-on-one conferences after the student has read the critique and perhaps begun a second draft are invaluable. The second draft is graded and usually demonstrates improvement on all fronts, especially in the depth of analysis and support for an argument so often found lacking in one-draft student papers.

Also popular with both students and instructors are peer feedback groups in which students read each other their first drafts for critique. These groups work best when a protocol is observed: generally the instructor creates a guide sheet.

Time permitting, each draft is read twice. The first time through group members listen only; on the second reading they write comments on their photocopy and/or fill out a form designed to address problems specific to the assignment. Then, one at a time, the group members offer their comments and suggestions to the writer. One advantage to the peer feedback method is that you, the instructor, are not the only audience for the students' writing. They hear suggestions for improving their drafts from others prior to your reading of the papers. (Adapted with permission: Farris, 1985)

Grading

Reading 50 papers or 200 essay exams presents special problems, especially when all 50 or 200 are responses to the same topic or question. How do you maintain consistency? You are more likely to be thorough with the first few papers you read than with the rest and less likely to be careful with the comments when you are tired. To avoid such problems, read five or six papers before you start grading to get an idea of the range of quality (some instructors rank-order the papers in groups before they assign grades), and stop grading when you get tired, irritable, or bored. When you start again, read over the last couple of papers you graded to make sure you were fair. Some instructors select "range finder" papers -- middle range A, B, C and D papers to which they refer for comparison.

Depending upon the number of students you have, you may have to spend anywhere from five to twenty minutes on a three-to-four page paper. Try to select only the most insightful passages for praise and only the most shallow responses or repeated errors for comment; in others words, don't turn a neatly typed paper into a case of the measles. Avoid the temptation to edit the paper for the student. Remember, also, that if you comment on and correct everything, a student loses a sense of where priorities lie. Do not give the impression that semicolons are as important to good writing and to a grade as, say, adequate support for an argument. (Adapted with permission: Farris, 1985)

In assigning grades to essay questions you may want to use one of the following methods: (Adapted with permission: Cashin, 1987)

Analytic (point-score) Method - In this method, the ideal or model answer is broken down into several specific points regarding content. A specific subtotal point value is assigned to each. When reading the exam, you need to decide how much of each maximum subtotal you judge the student's answer to have earned. When using this method, be sure to outline the model (ideal or acceptable) answer BEFORE you begin to read the essays.

Global (holistic) Method - In this method, the rater reads the entire essay and makes an overall judgment about how successfully the student has covered everything that was expected in the answer and assigns the paper to a category (grade). Generally, five to nine categories are sufficient. Ideally, all of the essays should be read quickly and sorted into five to nine piles, then each pile reread to check that every essay has been accurately (fairly) assigned to that pile which will be given a specific score or letter grade.

The OMR Forms Processing Unit of the Office of Academic Technology (Turlington Room B213) provides testing and evaluation services including scanning and processing of optical mark reader (OMR) Scantron exams. There is a charge associated with scanning, scoring, and assistance in the statistical analysis of test results. You should check with your departmental supervisor before proceeding. If you choose the machine-scanning route, you should require your students to bring number 2 pencils to class with them on test day. For additional information, call (352) 392-3989 or see https://www.at.ufl.edu/service-teams/scanning-and-scoring/.

At the time of the exam it is helpful to write on the chalkboard/marker board all pertinent information required on the answer sheet (course name, course number, section number, your name, etc.). Also, remind students to fill in their University identification numbers completely to ensure that their answers will be properly graded by the computer.

Troubleshooting

Adapted with permission from Northwestern University

What if a student's work is illegible? Consider photocopying the work, giving it back to the student to be typed, and then grading the typescript. Be sure the photocopy corresponds to the typed copy.

What if a problem emerges in the wording of a question? Give the student the benefit of the doubt. It is possible to have a poorly phrased question. Make a note in your grade book of what has happened and what action is taken so that when the final grade is calculated the error can be taken into account.

What numerical grade should be assigned to a failing grade or E? How low should a failing grade be? Should a grade of 0 be given only when the student literally handed in nothing? If a student had some correct parts, should the grade be a 50%? Since there is a large distinction between 0 and 50 when calculating a final grade, the question is vital. All instructors have their own preference. As with any grade, be sure that the grade you assign for a failing assignment or test is fair and justified.

Ten Tips to Help You Get Through Your Grading

1. Use a scoring rubric.
2. Meet with other graders to determine grading criteria.
3. Use "range finder" papers.
4. Read the paper before you begin marking.
5. Use pencil for comments. Crossing out your own mistakes or changing your response halfway through can be messy.
6. Choose the appropriate level of feedback for the assignment.
7. Use short comments in the margins, and elaborate comments at the end.
8. Use marking symbols, but make sure students have a key for these symbols.
9. Keep your allotted time per paper.
10. Take breaks! You will be more efficient if you give your mind a rest at regular intervals.

Records and Distribution of Grades

The Family Educational Rights and Privacy Act of 1974, better known as the "Buckley Amendment" (20 U.S. Code 1232g), prohibits the dissemination of a student's educational records, which consist of records, files, documents, and other materials containing information directly related to a student without the written consent of the student, if 18 years of age or older, or of the parents.

As a result, public posting of student grades using complete social security numbers or university student identification numbers (the UFID number), or any portion thereof, violates the Federal Educational Rights and Privacy Act. A student's social security number is part of the educational record and is a personal identifier of the student. Grades must not be posted by social security number or by the UFID number.

Grades may be shared through e-Learning in Canvas confidentially. Grades can be posted by instructors using the "Grades" tab of the Canvas course. Students can see only their own grades in the "Grades" tab of the Canvas course. Instructors should be certain that grades are calculated correctly on Canvas as any incorrect measurements will certainly result in student confusion.

Handing back papers or essays to a large class can be a time-consuming task. Some instructors deal with this by leaving time at the end of class to hand back assignments or tests, or they may ask students to come to their office to pick up papers. The latter alternative may provide an opportunity for students to get more personal feedback from you about their papers.

The University Grading System

 "The University's grading system is explained in full in the undergraduate catalog. The grading system is available online at http://www.registrar.ufl.edu/staff/grades.html.

Essentially, the system consists of a range of letter grades and corresponding grade points:

A = 4.0
A- = 3.67
B+ = 3.33
B = 3.0
B- = 2.67
C+ = 2.33
C = 2.0
C- = 1.67
D+ = 1.33
D = 1.0
D- = .67

In addition, there are non-punitive grades and symbols, such as "W" for withdraw, "H" for a deferred grade assigned only in approved sequential courses, "N" for no grade reported, and "I" for incomplete.   There are also failing grades with no grade points: "E" for failure, "U" for unsatisfactory, and "WF" for withdraw failing. "I" grades are reserved for students who have satisfactory reasons for not completing the course work, such as a major illness. If an "N" or an "I" are not changed by the end of the next term, they will be computed as failing grades in the student's GPA. If you feel a student should receive an "I" over a final grade at the end of the term, check with your teaching advisor or departmental chair.

Grade-A-Gator

Grades for all students, including degree candidates, are submitted through Grade-A-Gator, the university's web-based grading system. The system will be open during finals week of each term. All grades must be entered into the system by a specified deadline. To access the system, you will need to enter your Gatorlink username and password at the My UFL website http://my.ufl.edu. To gain access to the system, click on "My Self-Service" to open a menu to "Enter Grades." Directions for submitting final grades from Canvas Gradebook to Grade-a-Gator can be found at https://lss.at.ufl.edu/help/Canvas_FAQ .

Useful Resources on Evaluation of Student Performance

Carlson, S. B. (1992). *Creative classroom testing.* Princeton: Educational Testing Service.

Eble, K. E. (1988). *The craft of teaching: A guide to mastering the professor's art (2nd ed.).* San Francisco: Jossey-Bass, Publishers.

Legg, S. M. (1991). *Handbook on testing and grading.* Office of Instructional Resources, University of Florida.

McKeachie, W. J. (1986). *Teaching tips: A guidebook for the beginning college teacher (8th ed.).* Lexington, MA: D.C. Heath and Company.

Office of Instructional Resources (UF). (1991) *PC gradebook version 1.2.*

Popham, W. J. (2013). *Classroom assessment: What teachers need to know.* (7th ed.). Allyn and Bacon.

EVALUATION OF INSTRUCTION

Teacher-Course Evaluation Options for TAs

Evaluation has always been an important part of teaching. The focus may be a measurement of student performance, an assessment of teaching skill, a review of materials, or an effort to enhance both teaching and learning. In each case, valid and reliable information is needed if informed decisions are to be made. Well-designed and carefully conducted evaluations can provide the information upon which these important decisions about you and your students are based.

There are several reasons to evaluate your teaching performance. You might want to know how well a particular lecture was delivered; how students are feeling about a special technique you are using; whether you are providing enough or too much content; if students feel your tests are fair; how useful the textbook and/or readings are; how much material is learned; or any of several other questions about the teaching/learning process or its results.

Just as there are many reasons to evaluate, there are many ways to gather evaluation information. Some evaluation methods are as simple as a casual conversation in which you ask students "how things are going," while others require special equipment or techniques (e.g., videotaping a classroom lecture or gathering and analyzing student ratings using questionnaires). You can evaluate your performance by attending to the nonverbal cues of your students; reviewing student notebooks; asking for specific, written comments; having a colleague, senior faculty member, or teaching consultant sit in on one or more of your classes; and, of course, by assessing student performance through your tests and/or assignments. Each method has its own value and some are particularly valuable for gathering certain kinds of information.

The University of Florida has re-designed the common online evaluation form (sixteen questions). The numerical evaluation results of the eight primary questions of the survey are published on the Web at https://evaluations.ufl.edu/results/ for both students and the general public to review.

You may want to videotape your class in order to evaluate your classroom presentation. Videotape equipment is available from Academic Technology (HUB) if you choose to do this yourself. Be sure to bring a letter from your department to verify your position. Some departments have mechanisms for peer support. Many departments schedule a teaching practicum for new TAs; your departmental supervisor will inform you of such programs. In addition, the Graduate School provides a thorough orientation for TAs prior to the fall term, as well as teaching assistant workshops throughout the year.

Useful Resources on Teacher Evaluation

Angelo, T. A., & Cross, K. P. (1994). *Classroom assessment techniques: A handbook for college teachers*, 2nd rev. ed. San Francisco: Jossey-Bass Inc., Publishers.

Bain, K. (2004). *What the best college teachers do.* Boston, MA: Harvard U. P.

Braskamp, L. A., et al. (1984). *Evaluating teaching effectiveness: A practical guide.* Newbury Park, CA: Sage Publications.

Erickson, B. L., & Strommer, D. W. (1991). *Teaching college freshmen.* San Francisco: Jossey-Bass, Publishers.

Millman, J. (Ed.). (1981). *Handbook of teacher evaluation.* Beverly Hills: Sage Publications.

Weimer, M., et al. (1988). *How am I teaching? Forms and activities for acquiring instructional input.* Madison, WI: Magna Publications, Inc.

Zubizarreta, J. (2004). *The learning portfolio: Reflective practice for improving student learning.* Boston, MA: Anker.

ETHICS AND THE TEACHING ENTERPRISE

Adapted with permission from University of Tennessee, 1986

Scholarship is at home only in an atmosphere of honest practice by both students and TAs. All members of the academic community should conduct themselves in a straightforward and honorable manner. Study, instruction, evaluation, and research can flourish well only in such an environment.

Academic integrity is a joint endeavor. TAs should make appropriate preparations for all student-teacher encounters, meet classes as scheduled, evaluate students' work fairly and impartially, and be prompt for prearranged conferences and regularly scheduled office hours. Inappropriate language in the classroom, off-color remarks or jokes in class as well as in personal conferences, and frequent deviations from the course topic have no proper place in the teaching academy. In turn, students should fulfill in a reasonable way the requirements and expectations of the course as stated by the teacher.

Standard of Ethical Conduct

Adapted from the University of Florida Standard of Ethical Conduct, 2003

Honesty, integrity, and caring are essential qualities of an educational institution, and the concern for values and ethics is important to the whole educational experience. Individual students and faculty and staff members, as well as the University's formal organizations must assume responsibility for these qualities. The concern for values and ethics should be expressed in classes, seminars, laboratories, and, in fact, in all aspects of University life. By definition, the University community includes members of the faculty, staff, and administration as well as students.

Education at the University of Florida is not an ethically neutral experience. The University stands for, and seeks to inculcate, high standards. Moreover, the concern for values goes well beyond the observance of rules. A university is a place where self-expression, voicing disagreement, and challenging outmoded customs and beliefs are prized and honored. However, all such expressions and challenges need to be civil, manifesting respect and concern for others. As a major sector in the community, students are expected to follow the University's rules and regulations that, by design, seek to promote an atmosphere of learning. The other sectors, faculty, staff, and administration, are expected to provide encouragement and leadership as well as example.

While the University seeks to educate and encourage, it also has a responsibility to restrict any behavior that adversely affects others or is contrary to the pursuit of knowledge.

Academic Integrity

Students are required to commit themselves to academic integrity by agreeing to a prescribed basic statement, including the Student Honor Code, as part of the registration process. The process of learning and pursuit of knowledge are diminished by cheating, plagiarism, and other acts of

academic misconduct. In addition, every act of academic misconduct in the academic environment harms other students, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate-school admission. Therefore, the University will take appropriate action against students who engage in academic misconduct. Measures will also be taken against faculty, staff, and administration members who practice dishonest or demeaning behavior.

Student Responsibility - A commitment is made by agreeing to the terms of enrollment at the time of admission to be honest in all academic work and abide by the Student Honor Code. In addition, students should report any condition that facilitates dishonesty to the class instructor, the department chairperson, the dean of the college, or to Student Conduct & Conflict Resolution in the Dean of Students Office.

Faculty Responsibility - Faculty members have a duty to promote ethical behavior and to avoid practices and environments that encourage academic misconduct in their classes. Teachers should encourage students to bring negative conditions or incidents of academic misconduct to their attention. In their own work, teachers should practice the same high standards they expect from their students.

Academic Violations

University policy states that a faculty member cannot take academic action (e.g. lowering an assignment grade) against a student without filing a report with Student Conduct and Conflict Resolution in the Dean of Students Office, as that denies the student due process. The University has elected to have a central clearinghouse for Honor Code violations in order to ensure that students are not violating policies in multiple departments without increased consequences, and to ensure that faculty members are following due process and are thus protected from student complaints in reference to unfair grading when academic misconduct is involved.

The process for reporting alleged Honor Code violations can be found at https://sccr.dso.ufl.edu/faculty/honor-code-process/.

The following examples of common academic violations you may encounter are defined by the University's Academic Honesty Guidelines. For a full description of all Honor Code violations, please refer to https://sccr.dso.ufl.edu/students/student-conduct-code/.

Unauthorized Use of Materials or Resources "Cheating"

Cheating is defined as the improper taking or tendering of any information or material which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student; working together with another individual(s) on a take-home test or homework when not specifically permitted by the teacher; looking or attempting to look at another student's paper during an examination; looking or attempting to look at text or notes during an examination when not permitted. The tendering of information includes, but is not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after taking an exam; giving or selling a term paper or other written materials to another student; sharing information on a graded assignment.

Plagiarism

Plagiarism is defined as the attempt to represent the work of another as the product of one's own thought, whether the work is published or unpublished, or simply the work of a fellow student.

Plagiarism includes, but is not limited to, quoting oral or written materials without citation on an exam, term paper, homework, or other written materials or oral presentations for an academic requirement; submitting a paper purchased from a term-paper service as your own work; submitting anyone else's paper as your own work; or resubmitting your own work when repeating a course or for another course.

Prohibited Collaboration or Consultation

Collaboration is defined as working together with one or more individual(s) on a take-home test or homework when not specifically permitted by the teacher; looking or attempting to look at another student's paper during an examination; or otherwise completing an assignment with one or more individual(s). Consultation is defined as conferring with one or more individual(s) on any academic work without instructor authorization. This could include asking a friend who has previously completed a course for assistance on an assignment; asking a parent to share his/her expertise related to an assignment, etc.

Fabrication or Falsification of Information

Fabrication is defined as inventing of or tampering with the authenticity of information for the purpose of gaining an academic advantage for any student. This can include submitting falsified medical documentation; forging a signature; falsifying service or internship hours; providing false excuse for late work, etc.

"Turnitin.com"

Turnitin is an internet-based anti-plagiarism technology that enables faculty members to level the academic playing field for honest students. The Office of Academic Technology has licensed Turnitin.com for the use of University of Florida faculty and students. Turnitin.com products and services help educators and students maximize the Internet's educational potential by making it a safe place for research and learning.

The dramatic growth of the Internet means that more and more articles and essays on a nearly infinite array of topics are available on the World Wide Web. Likewise, services offering academic papers for sale have boomed on the Internet, making it increasingly easy for students to find and submit work that is not their own.

Turnitin's web-based program searches out matching and even partially altered phrases from web content and Turn-it-in databases. The software then provides to the teacher a color-coded "originality report" with links to similarities in submitted text. This report then allows the instructor to carefully evaluate suspect papers for proper and improper citation as well as for plagiarism.

Use of Turnitin is a potent deterrent against plagiarism, stopping potential violators from undercutting their own education, and letting honest students compete in a fair arena, thus helping strengthen academic values and codes of honor. Training is offered by the Office of Academic Technology in the form of courses and streaming video presentations. For more information, visit https://lss.at.ufl.edu/help/Turnitin.

Privacy of Student Records

Adapted with permission from University of Tennessee, 1986

Federal law provides for the confidentiality of student records. Each instructor must take care that student records not be revealed to anyone other than the student. If you post grades of any kind, be

certain to establish for each student a special identification code which only you and the student know. If you list grades in a hallway, you must randomly mix the order of the identification numbers which you have assigned students. You cannot legally use social security numbers or UFID numbers for this purpose. Use the students' names and identification numbers to keep grade records, but do not permit any student to inspect those records.

The University of Florida, in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, also known as the Buckley Amendment, sets forth requirements designed to protect the privacy of students and parents. The statute governs the access to records maintained by educational institutions and the release of such records.

The Buckley Amendment provides for the confidentiality of student records, including grades. Each instructor must take care that student records not be revealed to anyone other than the student. If you will be posting grades or exam scores, you cannot use the student's name, full social security number, or UFID number as an identifier.   Instead, a unique ID number should be issued confidentially to each student. This number should be known only by you and the student to whom it belongs. Instructors should also make certain that when records are posted by these unique numbers, the order in which the posted numbers appear should in no way reflect the alphabetized order of the class.

The practice of leaving tests, quizzes, papers, or homework in a specified location for students to pick up on their own is also taboo. Graded work must be returned individually to protect the privacy of the students.

The release of information about a student is also a delicate matter -- especially if it is the student's parents who are requesting the information. If the request is made by phone, no information can be released under any circumstances; in such situations, it is impossible to establish the veracity of the student-parent relationship. Furthermore, information can only be released to parents without the student's consent if the student is under the age of 18 or if the parents can prove the financial dependence of the student -- this requires a certified copy of their most recent Federal Income Tax Return. Release of information to a third party can only be authorized by a signed, written request from either the student or the student's parents -- provided that at least one of the above requirements are met.   For more information on the Buckley Amendment, see http://privacy.ufl.edu/privacy/studentfaculty/ .

Letters of Recommendation

Adapted with permission from University of Tennessee, 1986

Students may ask you to recommend them for a particular job, acceptance to another institution, or graduate school. If you feel you must decline, simply explain why. If you are willing to write the letter, do so promptly, while you still have the student and his or her performance sharply in mind. A carefully written and thoughtful letter takes time and you are a busy person, but remember that others have done and will do the same for you.

Ask if there is a specific form to be used or whether a letter is needed. Have the student note the nature of the job or situation for which he or she is applying and any particular abilities that you might mention. Then be as specific as possible. Focus on the student's best points, but don't exaggerate; be honest. Be sure to define the context within which you knew the person, e.g., in class, as an advisor formally or informally, and state over what period of time. If you later see the student for whom you wrote the recommendation, ask about the results. This not only lets the students know you are interested, but gives you feedback on your own letter-writing efforts.

Keep in mind that you are legally responsible for statements you make in your recommendation, to the extent, at least, that you are liable for any deleterious remarks you make. If you have reason to be concerned about something you want to express, preface what you have to say with something like "To the best of my knowledge . . ." Remember that "libel and slander are both methods of defamation, the former being expressed by print, writing, pictures, or signs; the latter by oral expression" (Ajouelo v. Auto-Soler, 1939).

Under the Educational Rights and Privacy Act, a student has the right to see a copy of your recommendation unless he or she is willing to sign a waiver. If you have no objections, this problem can be circumvented by giving a copy of the recommendation to the student.

Sexual Harassment

UF does not tolerate sexual harassment. As employees, TAs function as agents of the University, and therefore share the same responsibility to conform to UF's policy in this area as does any other UF employee. By virtue of their authority in the classroom, TAs have power in TA-student relationships. TAs, therefore, must be careful not to abuse or appear to abuse that power. A situation may be perceived very differently by the parties involved because of the "power" situation. A student may find it difficult and also threatening to refuse a "request" from a TA, however casual the request. TAs should be sensitive to the fact that a student may not feel comfortable in telling a TA that he/she does not wish to pursue a more personal, as opposed to academic, relationship because of the TA's power.

Because TAs care about students on a personal as well as academic basis, they sometimes attempt to make students and staff feel comfortable at the University by being casual and friendly with them. Such relationships are important and offer support that can lead to academic growth. It is when the relationship focuses on sexual rather than intellectual aspects that there is danger of sexual harassment or the perception of sexual harassment.

Since UF does not tolerate sexual harassment, the University strongly discourages employee-student interactions (including TAs in either role) which may lead to amorous relationships. A conflict of interest is created when an individual evaluates or supervises another individual with whom he or she has an amorous or sexual relationship. Such relationships, even though consensual, are likely to be exploitative, and they imperil the integrity of the education process and work environment. They also may lead to charges of sexual harassment. Thus, the University requires the resolution of any conflict of interest created by these relationships.

Whenever a conflict of interest arises or is foreseen, the employee in the position of authority must resolve any potential conflict of interest by taking necessary steps, including removing himself or herself from evaluative decisions concerning the student. If the individual is unable to resolve personally the conflict of interest, he or she is required to inform the immediate supervisor promptly and seek advice and counsel in dealing with the conflict. The employee, along with the supervisor, is responsible for taking steps to ensure unbiased supervision or evaluation of the student. Failure to resolve potential or actual conflict of interest as described in this policy may result in disciplinary action.

The following are some general guidelines for protecting yourself and the students you teach from sexual harassment:

- **Do not ask students to do favors of any kind for you.** This will help to avoid misunderstandings concerning the singling out of students for what might appear to be preferential treatment.

- **Schedule meetings with students during office hours or by appointment.** For more informal meetings with individuals or groups, meet in public settings such as a cafeteria or nearby café. It is important that students not misconstrue the sentiment behind informal get-togethers and read inappropriate meanings into your invitations.
- **Attempt to resolve disputes or disagreements with students in the presence (or within hearing distance) of other graduate students or witnesses.** This may prevent a disgruntled student from making false accusations out of anger over academic matters. Another alternative is to meet with the supervising professor for the course or your departmental supervisor and the student simultaneously in order to avoid similar misunderstandings.

Issues of sexual harassment can be especially tricky for teaching assistants because they occupy the roles of both teacher and student. TAs are in a particularly vulnerable position: as teachers they have some power over their own students, and as graduate students they are subject to the power of the faculty over their academic records and letters of recommendation. (Adapted with permission: Farris, 1985) Therefore, the issue of sexual harassment must be addressed from two directions: the TA's potential for harassing (or being perceived as harassing) students and the potential for TAs to be harassed by those who instruct and supervise them.

Sexual harassment is a form of sex discrimination and a violation of state and federal laws, as well as of the rules and regulations of the University of Florida. All employees and students must be allowed to work and study in an environment free from unsolicited and unwelcome sexual overtures. Sexual harassment does not refer to compliments; it refers to behavior which is not welcomed, which is personally offensive to the victim, and which the victim feels interferes with work or educational effectiveness.

According to official University of Florida policy,

Sexual Harassment is a form of sex discrimination that can occur when:
- The submission to unwelcome physical conduct of a sexual nature, to unwelcome requests for sexual favors, or to other verbal conduct of a sexual nature is made an implicit or explicit term or condition of employment or education; or
- The submission to or rejection of unwelcome physical conduct of a sexual nature, unwelcome requests for sexual favors, or other verbal conduct of a sexual nature is used as a basis for academic or employment decisions or evaluations; or
- Unwelcome physical acts of a sexual nature, unwelcome requests for sexual favors, or other verbal conduct of a sexual nature have the effect of creating an objectively hostile environment that interferes with employment or education on account of sex

The existence of sexual harassment is a serious problem. The University has a legal duty to maintain its workplace and classrooms free from sexual harassment.

Any student, TA, employee or faculty member who feels that he or she has been the victim of sexual harassment may bring the matter to the attention of the appropriate individual or office without confronting the perpetrator. Often, however, harassment situations may be resolved informally by informing the perpetrator that you find the behavior offensive. As a first step, tell the offending individual, firmly but politely, that you think what he or she is doing is sexual harassment, which is against University policy. Most of the time, this will be all that is necessary. However, people sometimes feel powerless when experiencing sexual harassment and are reluctant to confront the harasser personally. Writing a letter (or an email) directly to the harasser is an excellent alternative. The letter (or email) should consist of three parts:

1. A factual account of what happened, including details of dates and descriptions of offending behaviors.
2. A description of how you feel about what occurred, including specific feelings and your personal thoughts and opinions.
3. A statement of what you want to happen next. Most writers want the behavior to stop, but if a remedy is necessary, it should be included here.

Mail a copy of the letter to the harasser using registered or certified mail (or add a "read receipt" to an email). Be sure to keep a copy of the letter or email for yourself. A formal complaint form, as well as more information on all policies regarding sexual harassment, is available through the Office of the Provost's website located at http://hr.ufl.edu/manager-resources/policies-2/sexual-harassment/ .

Just as teaching assistants occupy differing roles as both teacher and student, they also have differing responsibilities when it comes to reporting harassment. If TAs are themselves harassed and feel that they would rather handle the situation themselves, they have that option. (If you want to talk confidentially about the situation without, or prior to, making a formal complaint, you can contact the Counseling and Wellness Center (352-392-1575).)   However, if in their official role, TAs have knowledge of the sexual harassment of a UF student, they do not have an option – as agents of the University, they are *required* to report it.

Except for student-on-student sexual harassment, TAs should report such incidents to the Title IX Coordinator or any university official, administrator, supervisor, manager, or faculty member.. Contact the Title IX Coordinator by phone at 352-273-1094, or online at rfroman@ufl.edu.

For student-on-student sexual harassment incidents, the TA should direct the report to the Dean of Students, Office of Student Conduct and Conflict Resolution.

Criminal sexual harassment/sexual assault should be reported to the University Police Department.

PART 3: TEACHING AND LEARNING RESOURCES

UNIVERSITY OF FLORIDA LIBRARIES

George A. Smathers Libraries	http://www.uflib.ufl.edu
Health Sciences Library	http://www.library.health.ufl.edu/
Legal Information Center	http://www.law.ufl.edu/lic/

The libraries of the University of Florida form the largest information resource system in the state of Florida and serve every college and center in the university, including the Institute of Food and Agricultural Sciences (IFAS) and the Health Science Center. UF's libraries consist of seven libraries; six of which comprise the George A. Smathers Libraries. The Smathers Libraries actively collaborate with the Legal Information Center, which is a part of the Levin College of Law.

The Smathers Libraries include the following:

- Architecture and Fine Arts Library
- Education Library
- Health Science Center Libraries (UF campus and Borland Library in Jacksonville)
- Library West (Humanities and Social Sciences)
- Marston Science Library
- Smathers Library (Special and Area Studies Collections, Latin American and Caribbean Collection, Map and Imagery Library)

Borrowing materials

Graduate students may have on loan a total of 250 items at any given time, for a period of eight weeks. Online renewal is available by navigating to the "My Accounts" section of the Libraries' home page. Your Gator1 Card serves as your library card, and a full explanation of Smathers Libraries' circulation privileges and policies is available at http://cms.uflib.ufl.edu/AccessSupport/graduate. The Libraries send email courtesy notices, overdue notices and other important communications to your GatorLink email account.

Carrels and study space

Marston Science Library has 198 study carrels for assignment to University of Florida graduate students, faculty, postdocs, and those writing dissertations in science, technology, engineering, and mathematics (STEM) fields. Visit http://guides.uflib.ufl.edu/MSLcarrels/ for more information.

Twenty-eight study carrels are available on the 4th floor of Library West for graduate students completing their doctoral dissertations in the humanities or social sciences. Apply at http://cms.uflib.ufl.edu/librarywest/studycarrels.

The sixth floor of Library West is specifically designated for the use by UF graduate students and is designed to support both quiet study and collaborative work. Register at the 2nd floor Circulation Desk to have your Gator1 Card activated for elevator access to the 6th floor space.

Distance Learners

Many special services are available for students enrolled in online programs or geographically situated away from Gainesville. Services include remote access to databases, document delivery, interlibrary loan, and borrowing privileges at Florida state university system and community college libraries.

Reference assistance is available online via chat (http://www.uflib.ufl.edu/ask/), email (libref@uflib.ufl.edu), or phone (866-281-6309). For more details, consult http://guides.uflib.ufl.edu/distancelearners and http://www.distance.ufl.edu/.

Instructional Support

Graduate students teaching courses courses are encouraged to schedule library research workshops for their students. Our librarians can provide tailored library instruction that will support the learning outcomes of your course and equip students with the information literacy skills they need to succeed. To request instruction for your class, visit http://guides.uflib.ufl.edu/workshops_instruction.

Traditional and online course reserve services are available. With the ARES system, instructors can enjoy the convenience of adding materials such as class notes, exams, syllabi, homework, and student papers directly to the system. Materials are placed on reserve at the request of the instructor, and all reserve items must comply with copyright law and e-resource licensing. For information, see http://cms.uflib.ufl.edu/accesssupport/coursereserves.

Library Subject Specialists & Research Consultation

The library staff consists of more than 80 library faculty, 179 professional/technical/clerical staff, 30 Other Personal Services (OPS) staff and 327 student assistants. Librarians at the University of Florida are faculty, and have graduate degrees in Library Science or Information Studies, and/or a graduate degree in a relevant subject area. Some teach for-credit courses and they often make presentations that are incorporated into courses across campus. Library faculty serve the university community in the following roles:

- General and specialized reference
- Faculty and department liaisons, and outreach
- Instruction in library-related classes, in courses and/or personalized one-on-one
- Collection managers and curators
- Subject specialists
- Principle Investigators

The Smathers Libraries have built a number of nationally significant research collections, mainly supporting graduate research programs. A directory of library faculty responsible for managing particular subject collections is available at http://apps.uflib.ufl.edu/staffdir/SubjectSpecialist.aspx. You are encouraged to contact your subject specialist about your research concerns or to recommend library purchases within their areas of expertise.

The Academic Research & Consulting Services (ARCS) group is comprised of library professionals who offer unique expertise and services to support your research activities, from data collection to dissemination of results to evaluation of outputs to archiving. Request a consultation at http://arcs.uflib.ufl.edu/consultations/.

Databases & Citation Management

The libraries subscribe to numerous databases in order to support the curricular and research needs of students, faculty, and researchers of the University of Florida and its affiliates. To locate or connect to any of the Libraries' databases, consult the database locator, a directory of databases at http://www.uflib.ufl.edu/databases.html. Many online journals are accessible via the UF Libraries' catalog; to access a more in-depth listing of e-journals, check the journals page at http://www.uflib.ufl.edu/journals.html.

Subject specific databases and journal collections may also be found by referencing the library guide for a particular field of study (http://apps.uflib.ufl.edu/staffdir/SubjectSpecialist.aspx).

Additionally, as a student, you have free access to RefWorks and EndNote citation management software. These programs make it easy to store all of your citations and to construction bibliographies. Details may be found at http://guides.uflib.ufl.edu/citationsoftware.

Remote access to online library resources is available using your GatorLink credentials. For help troubleshooting connectivity issues with the Libraries' e-resources, go to http://www.uflib.ufl.edu/help/access.html.

Computer Facilities

Library computer work stations provide access to library databases and research materials, as well as to university services such as ONE.UF and Canvas. All of the PCs and Macs in the Smathers Libraries are managed by UF Academic Technology (AT), providing students and faculty access to the very extensive list of software also available at all of the AT Computing Labs on campus: https://labs.at.ufl.edu/about-at-labs/computer-software.

For specific information on computing and other technology services available in the Libraries, including details on wireless access, printing, accessibility software, and technologies available for checkout, visit http://www.uflib.ufl.edu/computing.html.

ACADEMIC TECHNOLOGY

Academic Technology has many services related to teaching and general graduate student needs. Below are descriptions of frequently used services but you please visit the Academic Technology website to learn more and see all available services.

UF Computing Help Desk

132 Hub
(352) 392-HELP(4357)
http://helpdesk.ufl.edu/

The UF Computing Help Desk offers 24/7 account services and technical support. When in doubt, call the Help Desk, or visit their website, and they'll help you solve your problem. All students entering the University of Florida are given a Gatorlink account. This account provides access to numerous resources including email, campus Wi-Fi, and access to AT (Academic Technology) computing labs. For any account you are given, make sure you understand and follow all policies associated with that account; failure to adhere to these rules (e.g., allowing someone else to have your username and password) can have serious consequences for both you and others using the system. Other key Help Desk services are also highlighted below.

Discounted software can be purchased through the UF Computing Help Desk, visit http://helpdesk.ufl.edu/software-services/.

The Application Support Center provides Electronic Thesis and Dissertation (ETD) Technical Support at the Hub, Room 132 (http://helpdesk.ufl.edu/application-support-center/etd-technical-support/). The ETD Technical Support Group assists graduate students with the technical challenges of formatting their theses and dissertations by providing informational seminars, formatting tutorials, and one-on-one consultations. To make an appointment or request assistance, call (352) 392-HELP and select option 5.

Computer Labs and Learning Spaces

AT maintains several computer labs and learning spaces for students, faculty, and staff for academic and personal use. Currently, there are facilities in Architecture Building 118, Norman Hall G514, Weil Hall 408, HUB 120, Marston Science Library (including MADE@UF and the Visualization Room), Library West, and CSE 231. More information on these labs can be found online at https://labs.at.ufl.edu. More details on printing in these spaces (including pricing, staff support and type of printing by location) can be found at https://print.at.ufl.edu/

Many AT locations also have computer-equipped classrooms that may be reserved for regular class meetings or for limited-time seminars. Special-use classroom reservations must be made at least one week in advance, while full-semester reservations should be made well before the beginning of the term. All reservation requests must be made by online reservation. Information about classroom reservations (including the online reservation form) can be found at https://labs.at.ufl.edu/classrooms/reserve-a-classroom/.

Each lab has a selection of common software available. For a full list of applications, see http://labs.at.ufl.edu/ and click on "Computer Software." TAs who require special software must inform AT well in advance by going to the 'Software Request' link on that site. Access is also available from your own device through UFApps.

Classroom Support

(352) 392-6683
https://www.at.ufl.edu/service-teams/classrooms/

The Classroom Support website features images of centrally-supported classroom across campus as well tutorials on the technology integrated into each room. Please contact them to report an issue with the technology or if you have an equipment check-out need.

Center for Instructional Technology and Training

(352) 273-4902
http://citt.ufl.edu/ and https://training.it.ufl.edu/

The Center for Instructional Technology and Training (CITT) offers instructional design, video production, graphic design, and training services for all your instructional needs. The expert team can assist you in creating an exceptional course and developing your learning facilitation skills. These course production and training services are available at no-cost to instructors, administrators, and staff at the University of Florida (including graduate students and post-doctoral associates) who teach any format (online, flipped, hybrid, or conventional face-to-face with instructional media) of on-book sections (traditional UF courses).
Visit http://citt.ufl.edu/ to learn more or request an appointment.
Visit https://training.it.ufl.edu/ to register for classroom or online trainings about educational technology available at UF and teaching best practices.

TUTORING AND ENRICHMENT CENTERS

Academic Spoken English

314 Yon Hall
(352) 392-3286
http://ase.ufl.edu/

The Academic Spoken English program offers two courses for International Teaching Assistant (ITAs) who wish to enhance their oral English skills in order to be competent and confident teachers and participate fully in graduate research and studies. The courses do not count toward a graduate degree, but are eligible for fee waiver. TAs are videotaped in their class or lab and receive individual feedback as well as group instruction to develop their language, cultural, and interpersonal communication skills.

Career Connections Center

Suite 1300 in the J. Wayne Reitz Union
(352) 392-1601
http://career.ufl.edu

The Career Connections Center assists students in planning, organizing, and carrying out effective job searches. The purpose of the Center's programs and activities is to provide resource information which helps students make successful career decisions. Services available include individual career counseling; seminars on resume and cover letter writing, interviewing, and job search strategies; daily walk-in hours for resume critiques. The Career Connections Center Library features over 4,000 useful books. Online services include workshops, Gator Career Link, and Job Search Assistance. Students and alumni are encouraged to use the resources whenever they need career planning and placement assistance.

Disability Resource Center

001 Reid Hall/Yulee Area
(352) 392-8565
accessuf@ufsa.ufl.edu
http://www.dso.ufl.edu/drc/

The Disability Resource Center provides a variety of programs and services for students with disabilities, described at length in this TA handbook in Part 2, within the section entitled "Who your students are," and in the 2017 Faculty and Administrative Guide *Providing Services and Access to Students and Employees with Disabilities in Higher Education: Effective and Reasonable Accommodations*,   available   for   viewing   at http://webfiles.ehs.ufl.edu/UFADAGuideNov20178thed.pdf.

The Disability Resource Center is able to help TAs think about accessible instruction. Staff members at the DRC can be consulted on how to create alternative methods for equitable learning. TAs can also refer students to the DRC if they are experiencing barriers.

Graduate Student Council

241 Williamson Hall
http://graduateschool.ufl.edu/graduate-life/student-organizations/gsc/

The UF Graduate Student Council (GSC) serves as a liaison between University of Florida graduate students, the UF administration and UF Student Government. Funded by UF Student Government and, in part, by the UF Graduate School, it is a voice for graduate-student needs, concerns and ideas, and provides a number of services to graduate students, such as travel and research grants. It also sponsors and organizes the annual multidisciplinary Graduate Student Forum, in which UF graduate students from a broad spectrum of majors showcase their research and creative endeavors in poster presentations, oral presentations, exhibition of artwork and performances.

International Center

170 Hub
(352) 392-5323
http://www.ufic.ufl.edu

The International Center provides a variety of services for the more than 6,600 international students, representing over 130 countries, enrolled at the University of Florida in both undergraduate and graduate programs. "The International Center motivates and leads the UF community to think and act globally in fulfilling the university's missions of learning, discovery, and engagement." International Student Services (ISS) and Exchange Visitor Services (EVS) are two separate units within the International Center. Operating under Academic Affairs, these offices provide services to international students (ISS), faculty and scholars (EVS), and their dependents. The International Center assists the entire University community with immigration affairs. The following services are provided: immigration matters, insurance requirements, orientation, academic counseling, personal counseling, liaison with faculty and staff, emergency assistance, liaison with non-university agencies, community relations, student activities, and educational programs.

Multicultural and Diversity Affairs

Reitz Union, Suite 2203
(352) 294-7850
http://www.multicultural.ufl.edu/

Multicultural and Diversity Affairs seeks to promote awareness, understanding of differences, collaboration of cross-cultural groups, and to foster a sense of communal relationships among all students. They also assist students in their personal development by providing programs and initiatives that educate, motivate, and challenge them as members of University of Florida. The Dean of Students Office strives to provide a safe environment that supports and encourages the acceptance and appreciation of various cultures and heritages that comprise the university community. The Multicultural and Diversity Affairs staff assists students of color including African-American, Asian-American, Native American, Hispanic/Latino, and multi-racial; gay, lesbian, bisexual, and transgender students; and services for women students and student organizations, in their personal development by providing programs and initiatives that educate, motivate and challenge them as members of the University of Florida.

Office for Academic Support

Suite 311 Little Hall
(352) 392-0788
http://oas.aa.ufl.edu/

As part of the Provost's effort to enhance the awareness and appreciation of diversity among students, faculty and administrators at the University of Florida, the Office for Academic Support (OAS) coordinates the College's support services for ethnic minorities, including Hispanic, African-American, Asian-American, and Native-American students and faculty. In fulfillment of its mission, OAS works in close cooperation with a variety of campus groups to encourage and facilitate minority students' and faculty's successful negotiation of processes at UF. Programs include free one-on-one tutoring for a wide variety of subjects, departmental peer groups, personal counseling services, academic advisement, workshops, and presentations.

Center for Teaching Excellence

201 Bryant Hall
(352) 294-3570
http://teach.ufl.edu

CTE offers an array of activities and resources such as online tutorials and face-to-face workshops, or simply the ability to connect with other TAs and faculty.

Office of the Provost—Resources for Faculty

235A Tigert Hall
(352) 392-2404
http://www.aa.ufl.edu/faculty

Teaching Center

SW Broward Hall (Main Office)
LIT 215
TUR 1315
(352) 392-2010
http://www.teachingcenter.ufl.edu

The Teaching Center (ground level, SW Broward Hall) provides *free* **tutoring** and study skills assistance to all University of Florida students. Depending on the semester, private appointment and drop-in tutoring is offered in these and other subject areas: accounting, economics, mathematics (including higher math such as differential equations and abstract algebra), chemistry, biology, physics, astronomy, and statistics. Tutoring is also offered for a variety of engineering courses: circuits, statics, thermodynamics, mechanics, etc. In addition, supplemental instruction (facilitator-led group study) is offered in conjunction with certain courses each semester.

Free tutoring for MAC 1147 Pre-calculus (and its components MAC 1140 and 1114), MAC 2233 Survey of Calculus I, and MAC 2311 Calculus I is located in LIT 215 and the Teaching Center's southeast wing of Broward Hall. Test reviews for these courses are scheduled before each examination. Workshops for the mathematics and verbal portions of the Graduate Record Examination (GRE) are conducted each semester.

Study skills/learning strategy assistance and tutoring specific to UF courses are also available via **video resources.** (See https://teachingcenter.ufl.edu/study-skills/video-resources/.) The Teaching Center uses social media, including YouTube, Facebook, and Twitter to connect with students when they are in their residence halls, libraries, apartments in Gainesville, or halfway around the world. Also, most video resources can be embedded directly into the Canvas Learning Management System for a course.

The Teaching Center proctors college admission, distance education, and certification tests (paper-pencil and computerized) by appointment. The Teaching Center's National College Testing Association Certified Test Center is also an authorized PEARSON VUE and PROMETRIC Test Center.

Writing Studio

2215 Turlington Hall
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The Writing Studio is a component of the University Writing Program. The Center offers assistance with all aspects of writing for both undergrads and graduate students. Activities include: (a) independent, non-credit work, (b) individual conferences on papers (appointments made with a minimum three-hour notice, or drop-in on a first-come, first-serve basis or appointments), (c) free mini-courses dealing with specific writing skills. Instructional materials include texts, handbooks and workbooks.

BIBLIOGRAPHY ON COLLEGE TEACHING

These sources and other useful texts on college teaching are available in the education library.

Allen, R. R., & Rueter, T. (1990). *Teaching assistant strategies.* Dubuque: Kendall/Hunt.

> Allen and Rueter address the graduate teaching assistant directly. This sometimes-irreverent book encourages TAs to improve their effectiveness through self-reflection, information about teaching, and adjustments in teaching practices.

Bain, K. (2004). *What the Best College Teachers Do.* Cambridge: Harvard University Press.

> For both first-year and experienced teachers, this book focuses on what causes students to remember their professors long after graduation. Bain's 15-year study concluded that it is what teachers understand—not what they do.

Bowen, J. (2014). *Teaching Naked*. San Francisco: Jossey-Bass.

> The book focuses on why technology has had such a powerful impact on teaching, student learning, and the future of higher education. The focus is on how the brain learns.

Bowen, J. & Watson, C. W. (2017). *Teaching Naked Techniques: A practical Guide to Designing Better Classes.* San Francisco: Jossey-Bass.

> TNT is a design guide and a sourcebook on practical and discipline-specific applications for faculty.

Brookfield, S. (1995). *Becoming a critically reflective teacher.* San Francisco: Jossey-Bass.

> Written for faculty of all disciplines, this book includes examples of critically reflective practice, most of which are from personal experience. The author includes many humorous and telling anecdotes.

Christensen, C. R., et al. (1991). *Education for judgment: The artistry of discussion leadership.* Boston: Harvard Business School Press.

> This collection of essays on teaching discussion describes the experiences of teachers from a wide variety of subject areas (including technical subjects) who use discussion in their classrooms to promote independent thinking.

Curzan, A., & Damour, L. (2000). *First day to final grade: A graduate student's guide to teaching.* Ann Arbor: University of Michigan.

> This guidebook breaks down the semester for new teaching assistants. By focusing on the "how to's" of college teaching, this book helps TAs negotiate the daily challenges of teaching undergraduates.

Davis, J. R. (1993). *Better teaching, more learning: Strategies for success in postsecondary settings.* Phoenix, AZ: Oryx Press.

> Davis explores the relationship of learning to teaching as it applies to specific strategies such as lecturing and explaining, inquiry and discovery, groups and teams.

Eble, K. E. (1985). *The aims of college teaching.* San Francisco: Jossey Bass.

> The focus of this book is not so much on what one does as a teacher as on what one is, what one becomes as a result of holding up high ideals for teaching and persistently working to realize those ideals. Teaching is related to scholarship.

Eble, K. E. (1994). *The craft of teaching.* (2nd ed.). San Francisco: Jossey Bass.

  For both beginning and experienced teachers, this motivating book offers insight on issues ranging from developing critical thinking through how students learn to the nuts and bolts of assignments, tests, grades, and textbooks.

Erickson, B. L., & Stommer, D. W. (1991). *Teaching college freshman.* (1st ed.). San Francisco: Jossey-Bass.

  This book focuses on three concerns: to understand the students themselves, to present effective teaching practices, and to provide suggestions for dealing with some of the special challenges presented by freshman classes.

Fink, D. L. (2013). *Creating significant learning experiences: An integrated approach to designing college courses.* (2nd ed.) San Francisco: Jossey-Bass.

  Fink poses the question, "How can I create courses that will provide significant learning experiences for my students?"

Hostetler, K. D., Sawyer, R. M., & Prichard, K. W. (Eds.). (2001). *The art and politics of college teaching: A practical guide for the beginning professor.* (2nd ed.). New York: P. Lang.

  This book offers graduate students some practical advice about how to negotiate their way through academic institutions, the steps to be taken to prepare for an academic career, and the legal and ethical dimensions of college teaching. The book is written in essay style and presents the candid views of a number of new and experienced faculty members.

Lambert, L. M., Tice, S. L., & Featherstone, P. H., (Eds). (1996). *University teaching: a guide for graduate students.* Syracuse: Syracuse University Press.

  Written in essay format by 29 professors, this practical book reviews the basics of university teaching while avoiding teaching theory.

Lovell-Troy, L., & Eickmann, P. (1992). *Course design for college teachers.* Englewood Cliffs, NJ: Educational Technology Publications.

  This basic guidebook covers everything from gathering information on students to planning a syllabus to implementing the course and evaluating learning.

Lowman, J. (1995). *Mastering the techniques of teaching.* (2nd ed.). San Francisco: Jossey-Bass.

  Lowman provides an excellent introduction to university teaching. He stresses skills needed to both present material and establish rapport with students.

Markie, P. J. (1994). *A professor's duties: Ethical issues in college teaching.* Lanham, MD: Rowman & Littlefield.

  A two-part book. The first concentrates on the obligations of individual professors, primarily with regard to issues about what and how to teach. The second focuses on ethics in academia.

Nilson, L.B. (2016). *Teaching at its best: a Research-based resource for college Iinstructors.* (4th ed.). San Francisco: Jossey-Bass.

  This is a research-based toolbox with practical guidance and proven techniques to help instructors improve student learning both face-to face and online.

Svinicki, M, & McKeachie, W. J. (2014). *Teaching tips: Strategies, research, and theory for college and university teachers.* (14th ed.). Lexington, MA: D.C. Heath and Company.

McKeachie offers advice on a broad range of topics, suggests the best use of innovative teaching strategies, and provides overviews of theoretical work done on various teaching issues. A classic in the field.

Perry, R. P. and Smart, John C. (eds.) (1997). *Effective teaching in higher education: Research and practice.* New York: Agathon Press.

This book offers answers to why some university teachers are more effective than others.

Pintrich, P. R., Brown, D. R., & Weinstein, C. E. (1994). *Student motivation, cognition, and learning: Essays in honor of Wilbert J. McKeachie.* Hillsdale, NJ: Lawrence Erlbaum.

This volume details learning strategies as they relate to psychology, and what collegiate teachers should know about psychology to instruct most effectively.

Popham, W. J. (2013). *Classroom assessment: What teachers need to know.* (7th ed.). Allyn and Bacon.

In a non-threatening style, this book explores the relationship between classroom assessment and the daily assessment decisions a teacher makes, including issues of reliability, validity, and alternative assessments.

Shor, I (1996). *When students have power: Negotiating authority in a critical pedagogy.* Chicago: University of Chicago.

This is the narrative of one class in which Shor tried to fully share with his students control of the curriculum and of the classroom. How he resolves the unexpected problems while remaining true to his commitment to power-sharing and radical pedagogy is the crux of the book.

Silberman, M. L. (1996). *Active learning: 101 strategies to teach any subject.* Boston, MA: Allyn and Bacon.

This book is a collection of teaching strategies to get students involved and interested in the learning process.

Timpson, W. M., et al. (2002). *Teaching and performing: Ideas for energizing your classes.* (2nd ed.). Madison, WI: Magna Publications, Inc..

Using performance theory, the authors show how an educator can transform ordinary classroom experiences into occasions that attract and engage students.

Webster, T. (2010). *How to be successful in your first year of teaching college: Everything you need to know that they don't teach you in school.* Ocala, Fla: Atlanta Pub. Group.

Weimer, M. (2013). *Learner-centered teaching: five key changes to practice.* (2nd ed.). San Francisco: Jossey-Bass.

This book offers a comprehensive introduction to the topic of learner-centered teaching in the college and university classroom, including the most up-to-date examples of practice in action from a variety of disciplines.

Weimer, M. (1993). *Improving your classroom teaching.* Newberry Park, CA: Sage Publications.

Weimer dissects the characteristics of good teaching such as enthusiasm, organization, and knowledge, and suggests methods of improvement in the classroom. Weimer provides a list of teaching tools, examples, and an overall philosophy of good teaching.

Wiggins, Grant J. & McTighe, Jay (2006). *Understanding by design - Expanded* (2nd ed.). New York: Pearson.

The authors discuss how to design learning experiences that make it much more likely that student understand content and apply it in meaningful ways.

Williams, J. A. (1994). *Classroom in conflict: Teaching controversial subjects in a diverse society.* Albany, NY: State University of New York Press.

The author discusses underlying problems of teaching controversial subjects in the university history classroom and suggests ways of addressing them.

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McKeachie, W. J. (1994). *Teaching tips: Strategies, research and theory for college and university teachers.* (9th ed.). Lexington, MA: D. C. Heath and Co.

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NOTES

TEACHING AT THE UNIVERSITY OF FLORIDA

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Your comments about this handbook are important to us. We need feedback in order to reflect your interests and needs in upcoming editions. Please use this page to give us your feedback. Detach the sheet and return it by campus mail. (Fold it so that the campus mail address on the reverse side shows.) THANKS FOR YOUR HELP!

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