Teaching Assistant Professional Development Workshop

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Introduction

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Workshop Motivation

- **Job training**
  - Your duties (see handbook)
  - Teaching techniques
  - By the end of the workshop, you should be comfortable stepping into your classroom!

- **Improve undergraduate education**
  - Carl Wieman Science Education Initiative (CWSEI): “Achieving the most effective, evidence-based science education”
  - YOU as TAs are so important to this goal!
What is your job?

- Physics 100 or 101
  - Physics for non-physics majors

- You will be primarily responsible for
  - Tutorials
  - Labs
  - Marking
  - Team meetings
  - Invigilating

- Read over duties in Teaching Assistant Handbook
Outline

Day 1
- From Learning to Teaching
- Problem Solving
- Interactive Engagement
- Working with Groups

Day 2
- Physics Education Research
- Marking
- Formative Evaluation
- Lab
- Lessons and Running the Big Show
- Wrap-Up
Welcome international students

Jason Zhu (zhzhu@phas.ubc.ca)
Challenges at beginning

- May different TA duties at UBC from your former TA.
- Language barriers?
- How to control over the class?
- How to be the students’ expected TA?
Over come language barriers

To deliver a clear lecture at the beginning of class:

- Easier to prepare before-hand in English.
- Can reduce many random questions.
- Make class more organized.
How to control over the class?

- Answer different students’ question in different ways.
- To be the student’s expected TA.
My effort to be the expected TA

Three examples:
1. Blank papers being handed in...
2. A big guy who was usually late...
3. Help students to form a group...