

# Diversity and Inclusivity

## Discrimination

- How do you deal with “annoying” – learn to be accepting of individual quirks
- Difficulties with English, encourage group communication
- Make students feel apart of the learning community
- Use different teaching materials, visuals
- Mix up groups, so students get to know more people
- Consider time spent helping students
  - Address common questions – en masse
  - Groups, easier to handle fewer questions
- Get to know your students, learn names
  - At least recognize faces

## Inclusivity

- Dealing with different personalities
  - Shy → gregarious\*\*\*
  - Observe for signs
  - Alternative ways for students to interact with you, make them comfortable\*, one on one
  - Start with easy questions to start
  - Try group activities\* - reduce barriers, form consensus, students teach each other
  - Try different ways of teaching\*
- Diversity of motives\*, backgrounds → language, culture, educational, experience, age, handicaps, religions, dyslexia
- Watch language – avoid slang
- Create culture of “nerds”
- Accept differences including opinions
- Form study groups

## Time/Stress Management

- Plan ahead to keep things in balance
- Make “To-Do” lists → attainable lists
- Make a schedule → put it on your calendar, prioritize
- Be organized
- PLANNING
- Sleep well

- Set aside time for prep-work
- Keep BIG picture in mind
- Make workplace “homey”
- Include “fun” activities in your days → helps keep stress levels at bay
  - Yoga/workout/hikes
- Make your goals clear for the time, then try to plan to do something about it
  - What do you want to get out of your time as a TA/grad
  - Goals should be specific, realistic, achievable, measurable, timely (**SMART** goals)
- Be efficient → smart phones → know when to keep “ON” and “OFF”
- Try not to procrastinate → but also designate work/ “down” time

**CUPE2278 → TA Union**

***Talk to other TAs or instructors if struggling***

## **Participatory Learning**

- Ask Good Questions \*\*
  - Clear
  - Not “Yes”/ “No” answers, use open-ended questions
  - Rephrase
  - Group discussions/brainstorm
  - Minimize pressure (“no wrong answer”)
  - Give question on board
  - Ask a series of questions to help students work towards answers
- Jokes \*\*
  - Benefit – reduce stress, relaxed atmosphere
  - Ideally should be course-content related
- Games \*\*
  - Bingo, Jeopardy
  - Generate enthusiasm
  - Specific for course content
- Group work/quizzes \*\*\*\*
  - Reduces stress
  - Randomize groups (for diversity)
  - Provides time for self-reflection
- Demonstrations with student input
  - Helps students absorb/remember info
- Create respectful, open atmosphere
  - Community guidelines
  - Be encouraging in your phrasing, especially if students provided the positive atmosphere

- Have students answer questions
  - Posed by fellow classmates
- Have/use an incentive system
  - Stickers or some other reward system (treats spoons)

## Grading

- Types of grading
  - Quiz
  - Short answer
  - Essay
  - Lab
  - Final exam
- Essay
  - Rubric useful
  - Breakdown of marks/weighting of components
  - Examples – read a few first without grading, relative ranking
  - ID class standards
    - Preliminary mark
    - Some classes look for average or range of grades
    - Talk to TA coordinator
- Time management
  - Schedule ahead
  - Set goals
  - Be realistic
  - Breakup work
  - Record hours
  - Mark 1 question at a time
  - Choose questions based on your background
- Grading anxiety
  - Lack of trust in philosophy of absolute evaluation
  - Responsibility for student grades
    - Check with instructor
  - Breakup grading into manageable blocks
- Grade complaints
  - Responsibility of coordinating
  - What is course policy?
  - Use of detailed key
  - General discussion of key
  - Set time limits/where/when
  - Debating marks – how to avoid
- Writing quiz questions

- Meets with other TAs to discuss questions
- Mix of questions – difficulty levels?
- Proofreading
- Have others take the quiz to determine timing
- Grading prep
  - Reviewing material that is less familiar
- What are the standards/expectations
  - Matching grading to expectations
  - Rubrics/talk to instructor
- How to be consistent?
  - Take notes why marks given/taken off

## **Classroom Management**

- Noise levels – keeping attention, talk individually to student
  - Call student out, stop talking, bell
- Extensions/make-ups – stress class policies
- Intellectual challenge – 2 question limit, then office hours
  - Open up for discussion
  - Redirecting tangential conversations
- External noise – microphone/project voice
- Quiet student(s) – group work
  - Acknowledge different learning styles
- Rude/dysfunctional – peer evaluation at end
  - Talk to members, what is going on
- Timing of class – checklist, breakdown time, time warnings, built-in wiggle room
- Lateness – ask why, talk to student about time management
  - Establish policy – 15 min rule
  - Initiative/professionalism for grade
  - Collecting assignments at start
- Lab safety – introduce it 1<sup>st</sup>
  - Fear!
  - Protections, policies
- Student responsibilities
  - Remind them that learning is up to them
- Disabilities
  - 10 people who may need more help
  - heads-up to faculty
- Cell phones/laptops
  - Tell them what they need; turn off phones
  - Laptops at back; cell phone vs. non cell phone section

- Policies

## **TA/Faculty Relations**

- It is nice when faculty provides opportunities to prepare us for our teaching responsibilities
- It helps for faculty to make her/his expectations clear
- Faculty should stand behind/support TA's decisions in marking etc. issues
- Ongoing communication between faculty and TAs
- Communicate your problems/issues/concerns timely/early