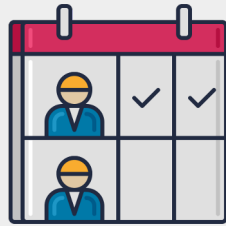




# TA Training CoP: TA Attendance



## Session Workbook Slides

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Content developed by TA Training Coordinators at  
UBC

For more information contact Shaya Golparian:  
[shaya.golparian@ubc.ca](mailto:shaya.golparian@ubc.ca)

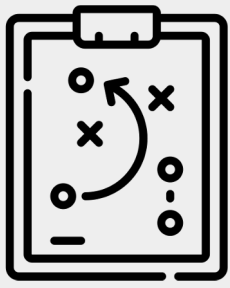
GP APPOINTMENT?  
CAN'T MAKE IT?  
DON'T NEED IT?

**CANCEL IT!**

## TA Lack of Attendance reasons?

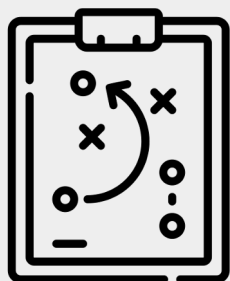
Reasons <b>New TAs do not</b> attend TA Training?
<b>Example:</b> Pressure to not spend time away from their research (pressure from supervisors)
Old TAs telling them not to attend training (Culture of do as little as possible for the money you receive)
Don't have time
Don't hear about it
Don't see the value
They think they already know enough
Have training from other institutions
They're unaware that the training is included in their TA hours
Training already offered by the instructor they TA for
Fear of participatory learning
FEeling shy if they dont feel part of the TA community
Reasons <b>Returning TAs do not</b> attend TA Training?
<b>Examples:</b> Repeated sessions (sessions offered are exactly the same as what they attended in previous years)
Don't see the value - No buy in Don't realize these are skills they will need in the workforce
Feel that they already have the skills/tools they need to complete the tasks they need to do
higher research demands could complete with time
Sessions are similar to one they have already done
Pressure from supervisor to focus on research rather than teaching
Recurring training workshops that they feel they won't gain anything new from





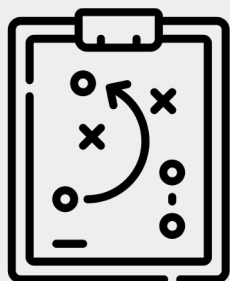
## Here are some Strategies for **boosting TA Attendance**

- **Pre-survey**
- **Timing** (When to offer what workshop)
- **Scheduling** (TA availabilities)
- **Make Training Mandatory**
- **Name of the TA Training Program:** Should it be TA Training?
- **Motivation for learning**
- **Peer Motivation** (Connect TAs)
- **Food**
- **A "venting session":**
- **Feedback** (From TAs)
- **Letter of recognition**
- **Sense of Community** (of TAs)
- **Drawing on Returning TA's expertise in Training**
- Reaching out to TAs Individually for feedback
- Highlight LOs for the session and an outline of what to expect



# Strategies to boost attendance

GROUP 1			
Strategy to boost attendance	Why would these help (new and/or returning TAs) - online or f2f?	What challenges may be involved?/ Why they may not work? online or f2f?	What else you can do to make this strategy more successful (For New and returning TAs)?online or f2f?
<b>Pre-survey:</b> Identify the needs of TAs	Predict what returning and new TAs actually want to be trained on.	Low response rate. Questions aren't targeted enough. Mode of delivery.	Specific, answerable and interpretable questions. Use multiple avenues for making people aware of the survey.
<b>Timing</b> (When to offer what workshop)	Increase engagement - interesting and relevant. (E.g., marking workshop when exams are happening)	Courses with different timelines means not everyone's needs are met at the right time. Facilitators' schedules may not be able to accommodate things on short notice.	Flexible feedback form. Flexible workshop timeline (across years) to accommodate multiple groups.
<b>Scheduling</b> (TA availabilities)	Increase engagement. People can make room in their schedules ahead of time.	Select a bad time. Simply "no good time". Schedule not set in stone.	Include a range of times for those whose schedule is still moving around. Ask early on: in pre-survey.
<b>Make Training Mandatory</b> (For new TAs OR for all TAs)	Increased attendance. Plan activities better if you know how many people will be there. Sense of community; know what to expect.	Add pressure/stress for people who really don't have time. Breed a sense of resentment for facilitators and for instructor-TA relationships.	Offer food. Two different training dates, or asynchronous viewing option. Get the buy in at the faculty-level to make it fun.
<b>Name of the TA Training Program</b> - what to call it?	Advertising, make it sound exciting.	Clarity of the name - purpose may be lost if the name is too fun. Name too long.	Shorten the title. Ask people what they would like it called. Use what people have said before. Use lay term that people have used before (e.g., "venting session"). Use a different font? Spice it up??
<b>Building a Community of TAs</b> <ul style="list-style-type: none"> <li>• A newsletter (interviewing a TA - TA featured) - TA Tip of the week/Question of the week</li> <li>• Game nights for TAs</li> <li>• Slack channel</li> </ul>	People feel supported, and see training as an opportunity to socialize. Give people a chance to be recognized among their community.	Getting started, getting buy in.	Biweekly, monthly, to lessen the monotony. Weekly sessions may start to feel boring. Ensure an informal environment.



# Strategies to boost attendance

GROUP 2			
Strategy to boost attendance	Why would these help (new and/or returning TAs)-online or f2f?	What challenges may be involved?/ Why they may not work- online or f2f?	What else you can do to make this strategy more successful (For New and returning TAs)-online or f2f?
<b>Motivation for learning (relevant to specific TA needs)</b> <b>And Peer Motivation (opportunity to connect with other TAs)</b>	repackaging/pitching how these skills will be applicable in future (career etc.) -career pathways (top 3 careers, what are the TA skills that are applicable/transferable to that career pathways)	Not enough time Other responsibilities	What are the future goals of TAs? (academic/industry jobs?) Try to tailor the description of training to these goals -Create career pathways that include skills that TAs learn and training
<b>Food</b>	Makes session more enjoyable	Students come just for food and then leave or come at the end of the session for the food	-ask what TAs would like (e.g., coffee, snacks) -Food in the middle of the session
<b>A "venting session"</b>	Opportunity to share issues/strategies	Can make the atmosphere worse	-maybe focus on specific issues/common problems
<b>Feedback</b> - distribute feedback survey after the workshop(s)	Able to gauge what TAs are interested/not interested in focusing on	Don't take the time to carefully fill this out	Share during the session -how the previous feedback was applied "What was the best part of the workshop?" "Why?"
<b>(Letter of) Recognition</b>	Might encourage TAs to participate/see the value in different types of training/engagement	-what domains to include?	
<b>Drawing on Returning TA's expertise in Training</b>	Able to share "real-world" scenarios/strategies	May also pass on "bad habits"	-what are best practices?

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