



TA Training CoP: Resources



Session Workbook Slides

March 2022

Content developed by TA Training Coordinators at
UBC

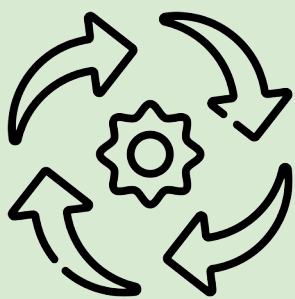
For more information contact Shaya Golparian:
shaya.golparian@ubc.ca



What do we mean by Resources?

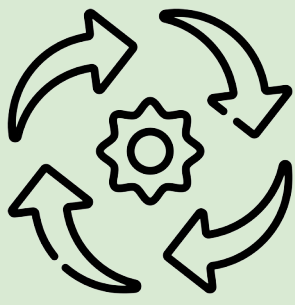
- **People** to draw on
- **Materials/Information** to share with TAs (i.e.: handbook, handouts, worksheets, online modules, etc.)
- Bank of **ideas** about what should go into TA Training and why

Note that it is important to make sure any ideas you get here are checked against the needs of your TAs and customized to their specific needs.



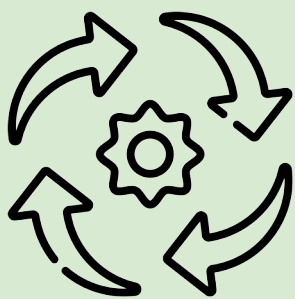
Resources and Supports for TAs

TA need	Your department	Workshop	Event	Resource	Other	In what ways is this workshop, event, resource, etc. customized to the role of the TAs in your discipline?
<p>General Concerns: TAing for the first time, holding tutorials, teaching lab courses</p> <p>Discipline Specific Concerns: Grading and assessment in MICB courses</p>	<p>Microbiology & Immunology</p> <p>(also: CAPS Pathology & Laboratory Medicine, Medical Genetics, Experimental Medicine)</p>	Two-Day TA Training Workshop (at the start of the year)				<p>The workshop includes interactive sessions with real-life scenarios that new TAs may encounter during teaching for the first time.</p> <p>The workshop is divided into different modules to cover areas like: rights/responsibilities, inclusive teaching, building facilitation skills, assessments and challenges</p> <p>There are specific mini-discussions divided into the type of course — lab, tutorials and lecture.</p>
Lack of a community. Lack of interactions/communication between TAs.	<p>Microbiology & Immunology</p> <p>(also: CAPS Pathology & Laboratory Medicine, Medical Genetics, Experimental Medicine)</p>		Casual “fireside” chat events			These events help build a sense of community. Allows for interactions between TAs.
Resources for teaching — previous workshop materials, information on CTLT workshops, etc.	<p>Microbiology & Immunology</p> <p>(also: CAPS Pathology & Laboratory Medicine, Medical Genetics, Experimental Medicine)</p>			<p>LSI TATP Website</p> <p>LSI TATP Training Handbook</p>		Both resources provide detailed information topics such as: Academic dishonesty, UBC invigilation guidelines, TA unions, and various teaching tools.



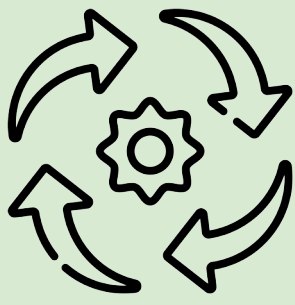
Resources and Supports for TAs

Linguistics TA need	Workshop	Resource	In what ways is this workshop, event, resource, etc. customized to the role of the TAs in your discipline?
Indigenous language representation in teaching	Indigenous Language Representation in the Classroom	Members of the department who are themselves Indigenous and have worked with Indigenous elders through their research	Using example scenarios that involve language data problems from Indigenous languages Drawing attention to existing labs in the department where these languages are researched.
Teaching strategies	Pedagogical Strategies for Linguistics TAs	Collaborative and Alternative Learning Techniques handouts Senior TAs who have experience in a broad range of linguistics courses CTLT workshops (e.g., TA Institute where some of these foundational aspects may be taught)	Providing sample questions from linguistics tutorials for TAs to apply teaching strategies to. E.g., TAs took the same classic linguistic problem sets (classic meaning they occur in every iteration of a course because they showcase a particular concept well) and attempted to apply strategies like Role Play, Debates, or Gallery Walk to it.
Peer review of teaching	CTLT Peer Review of Teaching workshop	Peer review program in our department, where TAs are paired up to be reviewed, and to review others.	We've used this as a way to encourage TA participation through a broader commendation program. Also a chance for other TAs to take on a leadership role.
Grading effectively	CTLT graduate students came to our first-time TAs orientation to give a 2 hour workshop	Rubrics from previous iterations of well established courses. Grading tools to check for plagiarism.	The rubrics and the nature of the training was framed with later Linguistics courses, or Linguistics prerequisites in mind. E.g., grading in 300 level courses hinged on what 200 level courses taught. The nature of the grading in sound/phonetics courses emphasized motor skills like the ability to pronounce certain sounds, while the grading in research methods courses emphasized critical thinking, and awarded students who were able to convey their ideas clearly in writing.
Teaching online vs. in-person		A list of online teaching tools Senior TAs who have taught the course in-person and knew what common problems were.	TAs got together to discuss which courses lent themselves better for in-person vs. online.



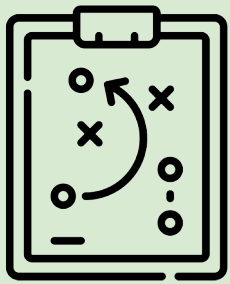
Resources and Supports for TAs

Kinesiology TA need	Workshop	Event	Resource	Other	In what ways is this workshop, event, resource, etc. customized to the role of the TAs in your discipline?
Access to TA resources			Canvas shell/resource hub (past workshop recordings, online and written resources for TAing, school policies, etc.)		Provides a hub for all TA-related resources, but also KIN Graduate student resources. Also allows for shared events and communication, as needed.
For new TAs to feel comfortable and competent in using canvas/speedgrader for TA duties	2-part workshop from CTLT				The workshop is designed to address specific needs of KIN TAs, which can include marking essays, providing feedback, entering grades, etc. Our discipline is very diverse, so the workshop begins with basics of how to navigate canvas. Then, TAs learn how to provide written feedback on essays (comments, highlight), provide written or video feedback, enter final grades into gradebooks,
For new TAs	Professionalism in Online and Face to Face Environments				This may not be specific to KIN TAs, but it provides basics of professionalism as a TA including social media and email etiquette, clarification of the TA role, professionally handling different scenarios that TAs may encounter
For new AND returning TAs		Panel on Inclusive Teaching Practices			The panel included an instructor, a senior TA, and an undergraduate TA, and was moderated by a professor. A diverse panel was selected to speak to how TAs can foster the inclusion of individuals of all gender identities, body shapes and physical abilities, sexual orientation and races in post-secondary



Resources and Supports for TAs

LFS TA need	Workshop	Event	Resource	Other	In what ways is this workshop, event, resource, etc. customized to the role of the TAs in your discipline?
Onboarding		Annual TA training welcome/workshop (Sept and Jan)			Hear from LFS faculty, Dean, previous TAs on their experiences, some advice for incoming TAs. Examples talked about common situations that occur in LFS courses.
Communication on upcoming events, reminders for applying to TA etc.				LFS TA portal website And listserv email	Information portrayed only relates to deadlines that would affect TAs in LFS (ex. Reminders to apply for upcoming term to TA) or upcoming events (in house workshops). We do post some CTLT events but that's manually done by TA training coordinators.
Relevant training for current interests/concerns	2 per term				Content is developed in conjunction with CTLT to match LFS TA situations/examples.
Feedback on teaching				End of term class evaluations. Some profs will also hold a midterm evaluation (there's a template form)	These are generic UBC forms I believe (not written faculty specific). Responses would related directly yot what happened within applicable LFS course though.
Promote development of knowledge facilitation/teaching pedagogy	ISW				Spots purchased by LFS specifically for LFS TAs. Promoted within the department (really hard to get TAs to go recently!)
Recognition for additional training/leadership **working on this one now!**				Letter of completion for different levels of TA training/leadership in the faculty	Targeted towards LFS department standards for TAs (basic training etc.), continuation within the faculty as a TA at higher levels (workshop facilitation, mentoring etc.).
Introduction to Canvas	Joined with onboarding event, instructor led as well				Our IT department leads the workshop so the content matches what TAs would likely encounter. Instructor led piece is very unmonitored.
Explain basic process/procedures of being a TA			Handbook		I'll be honest I know it exists, I've never read it nor do I know where it's housed...



process of moving from expressed needs to identifying the support you offer

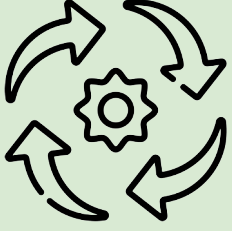


Example:

Identified Need: TAs identified challenges around :
Leading discussions

Steps:

1. Look into a **typical approach** to leading discussions in your discipline:
 - a. When is it done?
 - b. What purpose does it serve in learning in your discipline?
i.e. it is meant to discover questions students may want to follow up on
2. Look into **why** that is a challenge and how that is a challenge to **get more details**
i.e.: People go off topic and we run out of time
3. Use information from steps 1 & 2 to **develop desired (learning) outcomes**- what is this resource supposed to provide for learners?
I.e: develop strategies to keep discussions on topic and help learners develop a list of questions they need to follow up on
4. Based on desired outcomes, **what approach is best?** (workshop, online module, manual, mentor support, etc).

Icon Attributions:

	<p>Sustainability icons created by Freepik - Flaticon</p>
	<p>Resource icons created by noomtah - Flaticon</p>
	<p>Sustainable icons created by Eucalyp - Flaticon</p>