

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 differ 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:

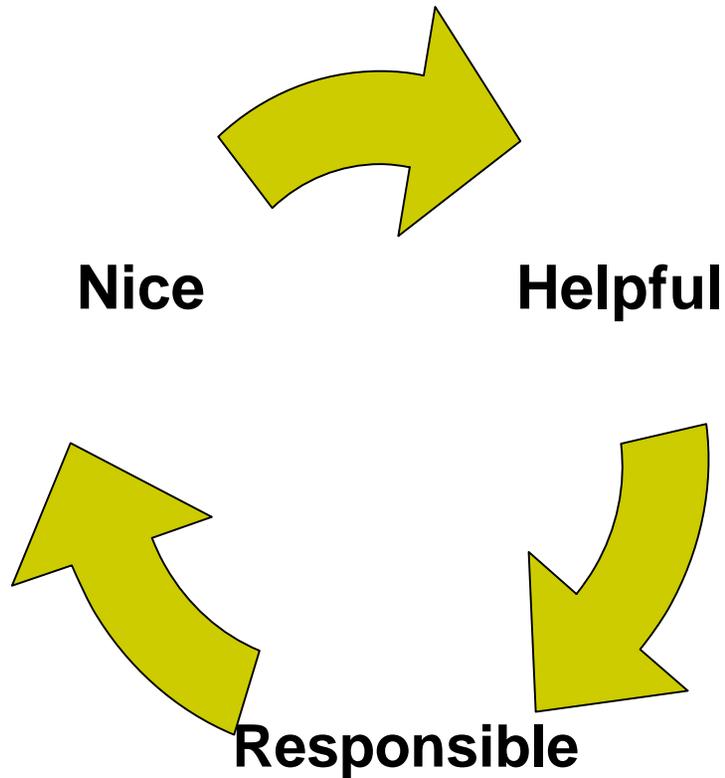
- ❑ Easier to prepare before-hand in English.
- ❑ Can reduce many random questions.
- ❑ Make class more organized.



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...