Transformation
from Student to Teaching Assistant & Beyond

http://www.soulcare.org/gsinew_creation_biology_11-12.html

http://www.transformationservices.org/coaching/butterfly.html

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AUTHOR OF THE NEW YORK TIMES–BESTSELLING

DRIVE AND A WHOLE NEW MIND

DANIEL H. PINK

TO SELL IS HUMAN

THE SURPRISING TRUTH ABOUT MOVING OTHERS

http://ahsellingit.com/
WHY Teach?

Transferable Employable Skills
- Academic
- Industry

Management  Teamwork  Public-Speaking
Confidence  Communication  Problem-Solving
Leadership  Creativity  Self-Learner
Autonomous
Which Environment would you pick?

Dictatorship

Collaborative


http://www.transpanish.biz/translation_blog/seal-the-deal-presenting-and-following-up-on-translation-quotes/
MATE 202
Lab Coordinator & Head TA Position

- Introductory Course
- Service Course -- ~ 550 students/year
- Class
  - 3 Instructors
  - 1 Course Coordinator
- Lab
  - 10 sections ~ 38 students per section
  - 15 TA’s
- Homework Component
  - 1 Grader
Interview - Potential TA’s (15min)

1. What is your educational background?
   - PhD or Masters?
   - Engineering or Science
   - Same discipline as the course?

2. Do you have any previous experience teaching?
   - Previous TA’s or Grading positions?
   - Mentoring or Coaching?

3. What is your motivation to TA?
   - Money?
   - Improve Communication, Leadership?
   - Review of the Material?

4. Other time commitments? Professor Approval?
   - Classes?
   - Candidacy?

I will contact you in X days after I have interviewed 20+ students for 15 positions
GOAL SETTING

SMART

SPECIFIC
MEASURABLE
ATTAINABLE
RELEVANT
TIME-BOUND

http://studentsuccess.unc.edu/setting-goals/
Follow Up

http://salestipaday.com/2013/02/04/sales-follow-up-12-of-the-101-marketing-ideas/
Exit Interview - All TA’s

1. What was the most valuable skill you acquired TA’ing this semester?

2. Did you find your experience satisfying?

3. How much time did you spend TA’ing per week or per lab?

4. Do you have any comments regarding the organization of the labs?

5. Other general feedback

6. Would you TA again?
Example Notes

Exit Interview Notes

Problem Areas:
- Crystal Structures ⇒ X-ray Structures 3D Model
- Likes the Labs, think the students learn a lot*

1. How to manage the time & ability to give more insight into the experiment ⇒ provoking thought about the experiment.
   - Confidence & improved communication
   - Leadership regarding difficult questions
   → like the King experiment, always learning & team leader.

2. Shorter than last semester (10-15 hr grading
   - 3 hours in labs, 1 hour preparing to lab
   - More familiar w/material

3. Pretty good - the lab manual needs a bit of tweaking
   - Helped to keep organized & easy to use.
   - Objectives page didn’t make a difference.
   - TA Reflection form allowed TA to approach
   - Easiest to get during the same day.
   - But wished it was the last students for their feedback, as they probably experienced the most problems.

4. General Comments - Good, BUT it can be better:
   - More meetings, get more TA experience w/ their opinions
   - Short presentation 3-5 minutes

5. Yes, would like twice! MATE 202 ⇒ Fall 2012 will check.
Provide Tools for their TOOLBOX

Course Related
- Course Syllabus
- Lab Manual
- Examples of Past Student Work
- Expectations of Student Work

Teaching Related
- Graduate Teaching & Learning Program
- Centre for Teaching & Learning
  - http://ctl.ualberta.ca/
- Optional Reading
  - Related Books – motivation – Daniel H. Pink “Drive”
  - Socratic Questioning Techniques
Provide Tools for their TOOLBOX

University Based
- Student Code of Conduct
  - Removal of disruptive students
  - Plagiarism & Cheating
- Other Support Services
  - Lab Safety – Emergency DIAL 911
  - Protective Services - 780-492-5050
  - Specialized Support & Disability Services
    Location 2-800 SUB
    Contact 780-492-3381 &/or ssdsrec@ualberta.ca
- Mental Health Center
  Location 2-600 SUB, next to the Myer Horowitz Theatre
  Contact 780-492-5205
Happy