



Teaching Assistant Orientation 6 September 2017

Teaching Assistant Panel Presentation What Makes a Great TA?

Date: September 6, 2017
Panel: 10:15 am to 11:30 am
Location: TI Building, Forum, 434 Collegiate Blvd, University of Calgary
Moderator: Dr Cheryl L Jeffs
Educational Development Consultant, Taylor Institute for Teaching & Learning
Presenters: Award Winning Teaching Assistants

- Sarah Anderson, Cumming School of Medicine
- AnneMarie Dorland, Faculty of Arts
- Jess Nicol, Faculty of Arts

What attributes, attitude and aptitude contribute to being a great TA? Join **Sarah, AnneMarie, and Jess** as they share their experiences and successes of learning how to be a great TA at the U of C. All three students are recipients of a University of Calgary Teaching Award (Teaching Assistant), and members of the Taylor Institute Teaching Academy. This presentation will be of interest to current TAs and those aspiring to be a TA.

TA Orientation is part of the **Emerging Teachers Development Program**. Earn a Badge – info at: <http://ucalgary.ca/taylorinstitute/teaching-development/badge>

References

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Teaching Assistant Panel Presentation: What Makes a Great TA?

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| Presenter | <p>Sarah Anderson Medical Education Specialization (CHS Dept.), Cumming School of Medicine</p> |
|  | <p>Teaching and Learning from the Other Side of the Desk You are about to step onto the other side of the classroom- welcome! Navigating your way as a TA can be nerve-wracking and challenging at times. However, it is also exciting, rewarding, and engaging. I hope that by sharing some of my strategies, you too will come to find this experience can be one of the most enjoyable parts of your day. Briefly, I will share my thoughts about setting tone, establishing cooperative working relationships, being the “expert” in the room, and the value of humour.</p> <p>Recipient: 2016 University of Calgary Teaching Award (Teaching Assistant). 2016 Schulich School of Engineering Outstanding Teaching Performance Award.</p> <p>TA Courses: MDSC 521 Human Anatomy (four times). Responsible for lab component of course and some lectures. Class size: 20 <i>Sessional Instruction:</i> BMEN 309 Anatomy and Physiology for Engineers (once). Responsible for course coordination, most lectures, reviewing lab content with TAs, and supporting teaching of labs by TAs. Class size: 45</p> |
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| Presenter | <p>AnneMarie Dorland Faculty of Arts, Department of Communication, Media and Film</p> |
|  | <p>Bridging between 'concepts' and real life: Using a learner-centered approach in labs and tutorials As a TA, you have a unique chance to be a bridge for your students: every week, you get to connect the concepts and ideas they learn about in lectures and in their readings with their own background and experience. It isn't always an easy connection to make, but I know that if you can find a way to develop a learner-led environment focused on supporting and engaging independent thinking, you (and your students!) will be up to the challenge. I've been lucky enough to be a TA for over 300 undergraduate students, and being that bridge for them has been one of the most valuable parts of my graduate student experience.</p> <p>Recipient: 2017 University of Calgary Teaching Award (Teaching Assistant).</p> <p>TA Courses: Introduction to Communication Studies (COMS 201) (5 times). Leading all labs, exam prep sessions, writing workshops and 1 guest lecture/ term. Class size: 60 students/term. <i>Sessional Instruction:</i> Public Relations. COMS 383 (4x), Class size 60</p> |
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| Presenter | <p>Jess Nicol Faculty of Arts, Department of English</p> |
|  | <p>Relevance, Repetition, and Ryan Gosling: A User's Guide to an Engaging Classroom If grad students learn only one skill, it is the ability to make even the dullest research sound fascinating on a grant application. We often approach teaching as if it uses different skills than the rest of our programs, but the most engaging teacher does the same as a grad student desperate for money: we distribute information to make it interesting, applicable, and worth pursuing further. Although students don't give you money (that's against the rules), the end product of an engaged class is a reward (the main difference between the classroom and most grant attempts).</p> <p>Recipient: 2016 University of Calgary Teaching Award (Teaching Assistant). 2015 University of Calgary Student Union Teaching Award (TA).</p> <p>TA Courses: ENGL 231 (twice), ENGL 340, ENGL 302 (twice). <i>Duties & Experience:</i> In charge of my own tutorial classroom. I was also Head TA for ENGL 302. <i>Class size:</i> Tutorial sections between 15 and 45 students. <i>Sessional Instruction:</i> ENGL 201 Approaches to Literature (twice). <i>Class size:</i> 50.</p> |
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