

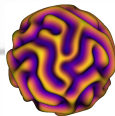
# Teaching teams and student interaction

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## Learning objectives

You will be able to...

- Describe the structure of a typical teaching team
- Appreciate your role within a team, and what you can expect from others
- Foster a sense of belongingness for your students
- Manage contact time with your students
- Give actionable feedback to your students



## Common roles

- Instructor of record
- Teaching assistants
- Readers/graders
- Students?



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- Teaching assistants
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- Students?

## Additional roles

- DRC assistants
- Tutors
- Observers



## Responsibilities

- Delivers lectures
- Sets course content and policies
- Designs course deliverables
- Generates the *description of duties* (DOD)



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- Delivers lectures
- Sets course content and policies
- Designs course deliverables
- Generates the *description of duties* (DOD)

## What you can expect

- Weekly meetings to discuss student progress and necessary work
- Should respect what is outlined in the DOD
- Should support you as an educator



## Responsibilities

- Whatever is listed on the DOD
- Leading sections
- Proctoring exams
- Grading assignments/exams
- Holding office hours
- Managing undergraduate readers/graders



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## What you can expect

- You may interact with students more than anyone else





## Responsibilities

- Grade assignments
- Generally no contact with students

## What you can expect

- May report to you, or the instructor



## First section

- Recall importance of belongingness
- Say a bit about yourself and your experiences
- Be explicit about how section works, and what is expected of students



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- Say a bit about yourself and your experiences
- Be explicit about how section works, and what is expected of students

## Remaining sections

- Gather feedback from your students
- Experiment with different strategies
- Pay attention to when your students are most/least engaged
- Be aware of a few students dominating any discussions



Again, be explicit when saying what office hours are for. Try to ensure that all students are comfortable coming to office hours.

## Balancing the needs of your students

- Ensure that you are giving attention to all students present
- Don't let one or two students dominate the discussion
- Alternatively, some students may just want somewhere to work and listen to the other questions



## Feedback as a learning tool

- Grading does not exist just to quantify your students
- Students need to know why something is wrong in addition to what was wrong
- Timely feedback allows students to incorporate it into future assessments



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## Feedback gotchas

- The good-bad-good sandwich is not actually that effective
- Useful feedback is specific and actionable
- Don't let grading consume your life, and if it starts to consider meeting with the instructor



## Guiding principles

- Start with actionable and direct actions for improvement
- Express high expectations of the student
- Show that you believe in the student's ability to meet those expectations



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## Benefits

- Helps mitigate the “stereotype threat”
  - This is when a student believes that their instructor/TA may view them in a stereotypical way
- Builds trust between you and your students
- Students are much more motivated when they feel that their instructors/TAs believe in them





## Provide actionable feedback

- Be concise and direct
- Say how to fix an issue rather than focusing on what is wrong



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- Acknowledge the challenge present in the assignment/assessment
- Put the challenge into perspective across the discipline



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## Belief in your students

- This can be as simple as just saying “I know that you can succeed in this course”
- You could also relate to their progress so far



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- <https://citl.ucsc.edu/resources/teaching-team/>
- CMA as an intervention, Bhattacharya et. al. (2021)
  - <https://doi.org/10.1002/ajcp.12573>
- <https://ggie.berkeley.edu/practice/giving-wise-feedback/>
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