

## Teaching Seminar Recap

Preliminary meeting, 8/12/13

1. Introductions: we introduced ourselves (Tim and Elliot) and some of the grad school folk came in and said hi: Ana, Dr. Huerta, etc. But I think we missed an opportunity to get to know the students a little better by not having them (or forgetting to have them) introduce themselves. I wanted to know their names, where they were from, their teaching experiences (if any), and what they were teaching this semester, but I screwed up and forgot to get that part going.
2. What to get out of the class...students were asked what they wanted from the class, and we wrote down their answers. We were surprised that so few of them wanted to know, frankly, how to be a better teacher. Perhaps that was such an obvious answer nobody wanted to propose it.
3. Expectations and organization of the course—this part was very straightforward, but we really needed to have grading figured out here. They'll know by the first class meeting, but that is in the second week of the course, far too late. In the future, instructors must have a concrete grading plan in place.
4. Individual presentations—staying away from individual critiques, students were quite willing to give it a shot, and several of them clearly planned some pretty legitimate exercises. We saw some recurring errors—most of them talked way too fast, most of them were staring at the board the entire time and talking into the board, and most of them eschewed interaction with their “students”—which we mentioned in what we believe to be a respectful, helpful manner.
5. Break. Best part of the class.
6. Handbook topics—Tim fired through these pretty quickly when possible. For most of them, no discussion was warranted. Accessibility issues seemed to intimidate a few of the students, which was unfortunate because those issues are generally easy to deal with; perhaps in the future keep pressing the point that this stuff is not bad to deal with, and instructors are given very detailed instructions on what to do. Also, the FERPA conversation got annoying, as the students challenged pretty basic notions. The cheating stuff was important to go through, even though in our experience it really doesn't come up a whole lot.
7. Good teacher / Bad teacher—about what we expected. The students did a very nice job in their groups discussing the question, and there was no shortage of participation.
8. Syllabus—Elliot very plainly laid out important aspects of the first week (the syllabus, preparation, etc) and the students responded well. This part was smooth and easy.
9. Homework—we just told them what it was and set them loose.