

## **GSTTS - Fall 2013**

**In-service - August 12th, 2013**

### **Introductions, Objectives, and Preparation**

1. Introductions; who we are, our backgrounds (Elliot more in the management side, Tim more in the teaching side) and credentials. Ana, Monika, Gabriel, and Jurg also introduced themselves.
2. A guest speaker came and presented some of the benefits offered through the Office of Graduate Studies.
3. Small group discussion: what would you like to get out of the class? Students discussed this with each other at their tables, then told us what they expected. Tim and Elliot laid out basic expectations and goals for the course:
  - The course has 8 meetings including this one. Attendance and completion of assignments will factor into your grade. The seminar focuses on group discussion, so participation is important.
  - Our objectives are to help you improve your teaching and provide the resources and information you might need to do so. Ultimately, this will encourage consistency in the teaching of our department and improve the way the math department is perceived by students.
4. Presentations: students were asked to prepare a brief, five minute presentation about any topic of their choice. This could be math, or non-math. Many students were ready for this, but we kept it to five, as time was becoming a factor. After each presentation, students critiqued each other gently; when necessary, Tim or Elliot (or Monika) added on. Critiques were general, and were not specific to the TAs, which kept the exercise constructive.
5. 10 minute break.
6. Handbook topics: Tim covered the key topics of the guidebook, on the assumption that not everybody would read every word of the book. These included FERPA, accessibility services, appropriate and inappropriate topics of discussion in the classroom and cheating. Cheating was the issue that sparked the most discussion.
7. Discussion: we asked the TAs to compare and contrast good teachers with bad teachers in their groups, then brought the discussion together as a whole. We wrote down students' answers on the board.
8. First week of class: Elliot went through a list of pointers about what to expect and what to prepare for the first day/week of class. This included preparing a syllabus, finding your room ahead of time, checking the room for technology questions and chalkboard vs. whiteboard etc., how and when to set up office hours (both in the office and at the tables), how to take

attendance, how to present yourself to the class initially to get the best responses out of their class, when to expect grading to begin, and more.

9. The discussion of the first week was extended to include general preparation of notes and planning. Topics included: preparing notes in advance (including extra notes if you have extra time), considering potentially confusing problems/wording, making notes to yourself, being consistent with the book/department notation, the structure of your lecture and ways to break it up with examples, group work, and technology, being flexible and budgeting time for questions or possible discussions. It is also recommended that you spend a few minutes determining what worked and what didn't after class.
  
10. Homework: get keys to your office, check out your classroom, get your copy machine code, get your textbook (if required), and most importantly, grade the three attached problems (three answers to one problem, no rubric) on a scale of zero to ten.