



**New TA Institute
August 18, 2018**

The Graduate School (Chittenden Hall)

WELCOME

Thomas D. Jeitschko

Dean of the Graduate School and
Associate Provost for Graduate Education

Melissa McDaniels

Assistant Dean of the Graduate School



Logistics ...

New TA Institute	New TA Institute & ITA Orientation
<ul style="list-style-type: none"> ● Name Tag ● Inside Teaching Workbook (NTAI) ● Policy Tip Sheets ● Index Card ● #iteachmsu button / sticker 	<ul style="list-style-type: none"> ● Name Tag ● Inside Teaching Workbook (NTAI) ● Policy Tip Sheets ● Index Card ● #iteachmsu button / sticker ● Inside Teaching Workbook (ITA) ● Facilitator Bios



MICHIGAN STATE
UNIVERSITY

First Name

Last Name

Academic Department

**International TA
Orientation
ONLY**

Breakout A #: B115

Student Success / GEU Breakout

Breakout B #: B119

Educational Design Breakout

Group #: 10

The Graduate School at Michigan State University considers **teaching as a core component** of your overall professional development.

We **partner with your departments and faculty** to make sure you have the training you need to step into teaching roles and promote undergraduate student success.



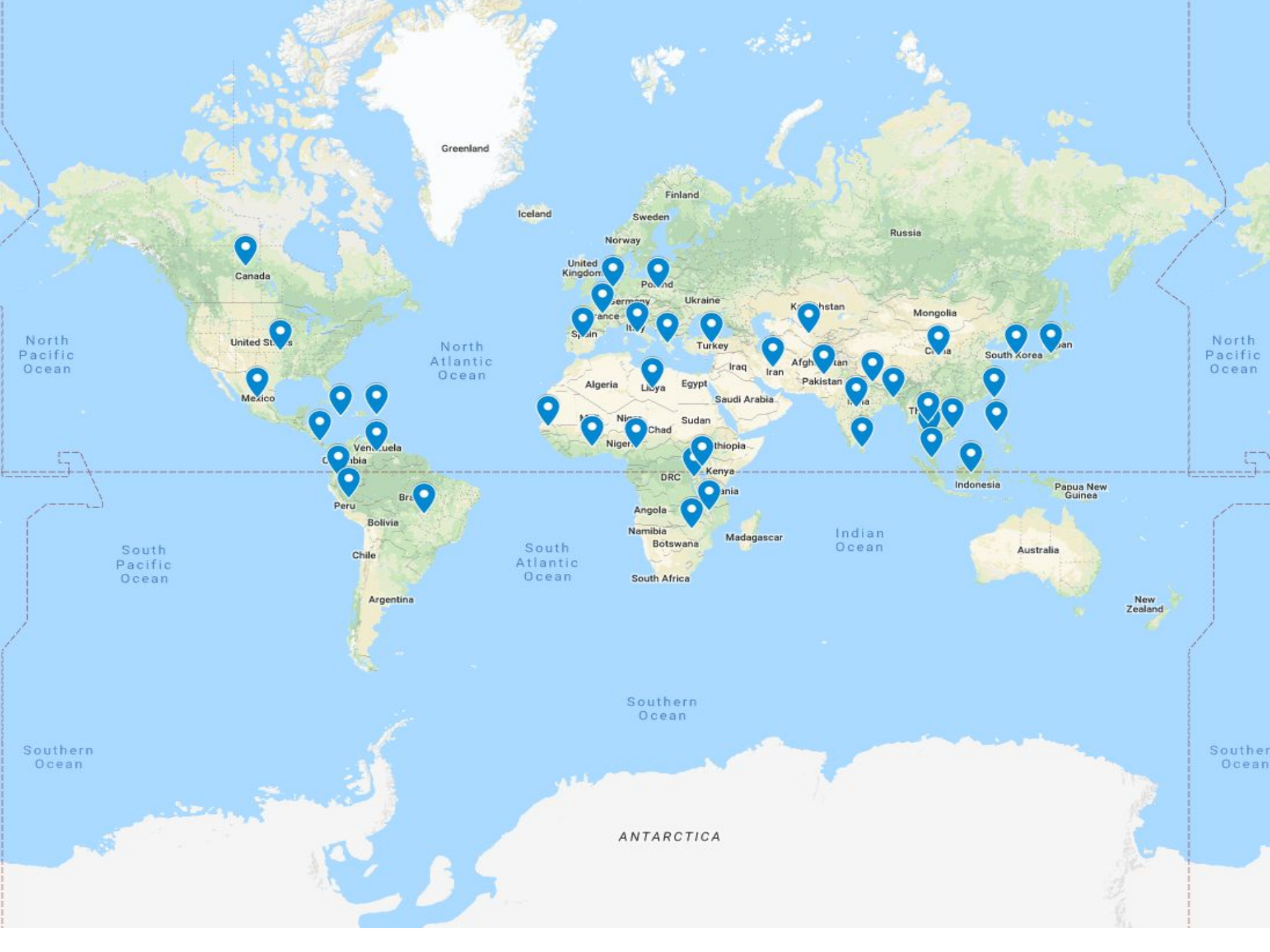
By the end of today you will be able to ...

- Articulate the many roles a GTA has in promoting undergraduate student success;
- Implement principles of education design with in the context of your GTA Role;
- Make pedagogical choices that both support student learning and university policy;
- Describe resources to support teaching & learning at Michigan State University



Who is in the Room?





Canada

United States

Mexico

Colombia

Venezuela

Ecuador

Peru

Bolivia

Chile

Argentina

Greenland

Iceland

United Kingdom

Norway

Sweden

Poland

France

Spain

Italy

Ukraine

Turkey

Algeria

Libya

Egypt

Saudi Arabia

Niger

Chad

Sudan

DRC

Angola

Namibia

Botswana

South Africa

Kenya

Ethiopia

Tanzania

Madagascar

South Africa

Finland

Russia

Kazakhstan

Mongolia

China

South Korea

Japan

Afghanistan

Pakistan

India

Thailand

Indonesia

Papua New Guinea

Australia

New Zealand

ANTARCTICA

Design of New TA Institute



Principles

- Today is just a start – further training & development with colleagues in your departments, disciplines and cross-campus educator development efforts.
- We worked to make sure every session was created with the learning goals in mind.
- Mix of plenary and breakout sessions - you will move.
- Materials - Inside Teaching at MSU: An Essential Guide for Teaching Assistants (graphic organizer)



Principles

- We want you to ask questions:



iteachmsu
(#iteachmsu commons)



Schedule

**Pages
4 & 5**



- 7:30 Registration & Breakfast
- 8:00 Welcome & Overview of the Day
- 8:15 **GTA Role in Undergraduate Student Success (plenary)**
- 8:45 Transition
- 9:00 **Making it Real: Student Success Strategies, Resources & Practice (breakouts)**
- 10:00 Transition



- 10:10 Components of Educational Design (plenary)
- 10:55 Transition
- 11:05 Educational Design Breakouts (breakouts)
- 11:55 Lunch



- 12:40 Policy Overview (plenary)
- 1:25 Transition
- 1:35 Putting Policy into Practice (breakout)
- 2:20 Transition
- 2:30 Putting Policy into Practice (breakout)
- 3:15 Transition



- 3:25 What the Graduate Employees Union can do for you? (breakout)
- 3:45 Transition
- 3:50 Understanding College Student Mental Health
- 4:35 Next Steps – Resources & Community
- 4:50 Evaluations



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- 3:45 Transition
- 3:50 Understanding College Student Mental Health
- 4:35 Next Steps – Resources & Community (plenary)
- 4:50 Evaluations AND ...



Front

Back



**5:00
pm**



Student Success



- 7:30 Registration & Breakfast
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- 8:15 **GTA Role in Undergraduate Student Success (plenary)**
- 8:45 Transition
- 9:00 **Making it Real: Student Success Strategies, Resources & Practice (breakouts)**
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GTA Role in Undergraduate Student Success

Kris Renn, Ph.D.
Professor of Higher, Adult, & Lifelong Education
Associate Dean of Undergraduate Studies for
Student Success Research

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Making it Real: Student Success Strategies, Practice (Breakouts)

Until 10 am

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Breakout A #: B115 Student Success Breakout
Breakout B #: B119

Group #: 10

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- 10:10 Components of Educational Design (plenary)
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Educational Design



- 10:10 Components of Educational Design (plenary)
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Educational Design

Melissa McDaniels, Ph.D.
The Graduate School

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Assumptions

- Variety of teaching roles: teach a section, lead a recitation, work as a help room tutor, run a lab, serve as a grader (this year & across your career)
- You have agency in these roles and will impact student success.
- Being creative in educational design is a part of your job as GTA.



What is Educational Design?

- Intentional process
- Involves the creation of learning experiences
- Aligning learning outcomes, assessment, and activities
- Recognizing constant interplay among pedagogy, content, technology



First, two frameworks ...

to help you think about Educational Design



“Backward Design”

Identify the Desired Results

What should students know, understand, and be able to do?



Determine Acceptable Evidence



Plan Learning Experiences



“Backward Design”

Identify the Desired Results



Determine Acceptable Evidence



Plan Learning Experiences

How will we know if the students have achieved the desired results? What will be accepted as evidence of student understanding and proficiency?



“Backward Design”

Identify the Desired Results



Determine Acceptable Evidence



Plan Learning Experiences

What activities will equip students with the needed knowledge and skills? What materials and resources will be useful?



“Backward Design”

Identify the Desired Results



Determine Acceptable Evidence



Plan Learning Experiences

*Are the desired results, assessments,
and learning activities ALIGNED?*



Develop Hypothesis/
Thesis



Determine Acceptable
Evidence



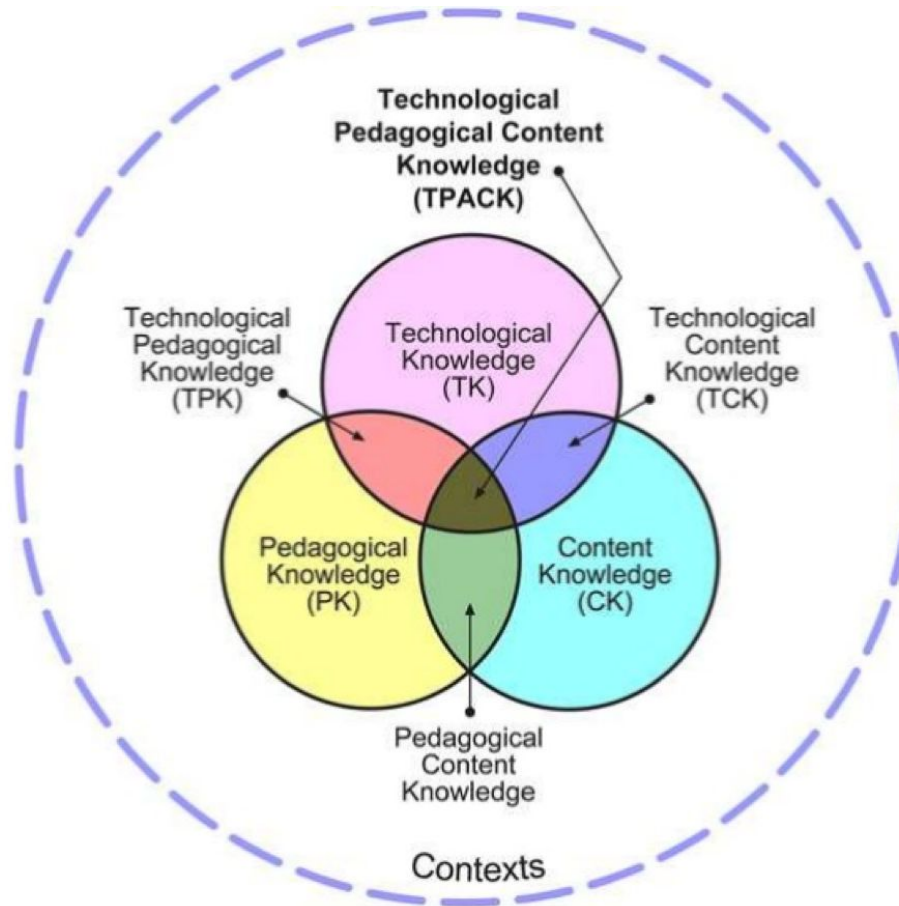
Plan
Experiments/Research

Do the methods address the
hypothesis/thesis?

*Collect and analyze evidence.
Is the hypothesis/thesis
supported/refuted?*



“TPAK”



Key Pillars of Educational Design for GTAs

- Learning Objectives
- Assessment
- Engagement Strategies
- Managing Expectations



Key Pillars of Educational Design for GTAs

- Learning Objectives
- Assessment
- Engagement Strategies
- Managing Expectations



Why are Learning Objectives Important?

- Keep student learning as the focus of your teaching.
- Guide - what is more or less important to assess
- Guide - what learning activities or engagement strategies will help achieve those outcomes
- Communicate to different stakeholders



GTAs engage with learning objectives in a variety of ways ...

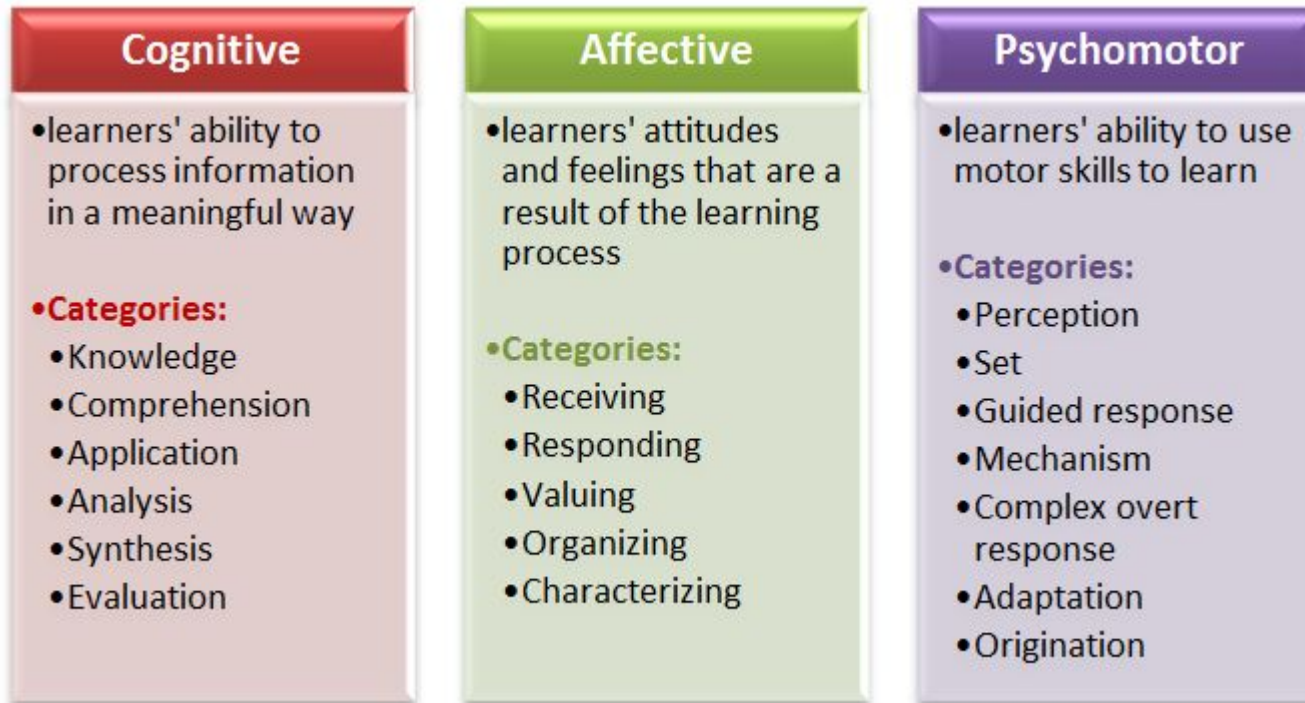
- Write formal learning objectives for a course, your section
- Restating and/or explaining formal learning objectives written by someone else
- Translating or articulating ill-defined learning objectives written by someone else
- Articulating learning objectives for a particular assignment, activity or assessment.
- Explaining why learning objective is important



Learning Objectives

- Specific expectations for student learning (that can be measured!)
- Typically expressed in terms of three domains of learning: knowledge (cognitive), skills (psychomotor), and values/attitudes
- Action verbs can help you write these
- Not the same thing as a course description!

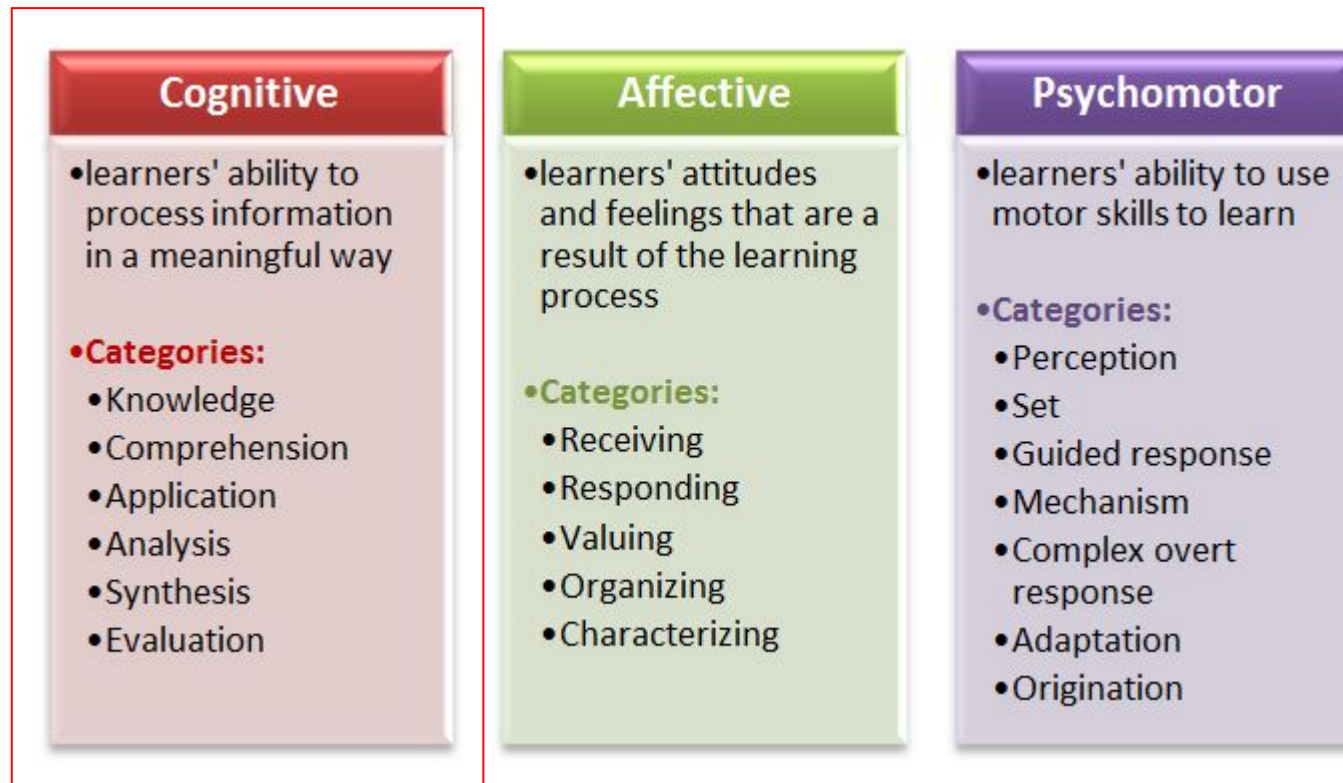




Commonwealth of Learning (COL): Learning for Sustainable Development.

<https://tell.colvee.org/mod/book/view.php?id=18&chapterid=22>





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<https://tell.colvee.org/mod/book/view.php?id=18&chapterid=22>



Bloom's Taxonomy Action Verbs

Level	Definition	Sample verbs					Sample behaviors
KNOWLEDGE	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	arrange define describe duplicate	identify label list match	memorize name order outline	recognize relate recall repeat	reproduce select state	The student will define the 6 levels of Bloom's taxonomy of the cognitive domain.
COMPREHENSION	Student translates, comprehends, or interprets information based on prior learning.	explain summarize paraphrase describe illustrate classify	convert defend describe discuss distinguish estimate explain	express extend generalized give example(s) identify indicate	infer locate paraphrase predict Recognize	rewrite review select summarize translate	The student will explain the purpose of Bloom's taxonomy of the cognitive domain.
APPLICATION	Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.	use compute solve demonstrate apply construct	apply change choose compute demonstrate discover dramatize	employ illustrate interpret manipulate modify operate	practice predict prepare produce relate schedule	show sketch solve use write	The student will write an instructional objective for each level of Bloom's taxonomy.
ANALYSIS	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question	analyze categorize compare contrast separate apply	change discover choose compute demonstrate dramatize	employ illustrate interpret manipulate modify operate	practice predict prepare produce relate schedule	show sketch solve use write	The student will compare and contrast the cognitive and affective domains.
SYNTHESIS	Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.	create design hypothesize invent develop arrange assemble	categorize collect combine comply compose construct create	design develop devise explain formulate generate plan	prepare rearrange reconstruct relate reorganize revise	rewrite set up summarize synthesize tell write	The student will design a classification scheme for writing educational objectives that combines the cognitive, affective, and psychomotor domains.
EVALUATION	Student appraises, assesses, or critiques on a basis of specific standards and criteria.	Judge Recommend Critique Justify Appraise Argue	Assess Attach Choose Compare Conclude Contrast	Defend Describe Discriminate Estimate Evaluate Explain	Judge Justify Interpret Relate Predict	Rate Select Summarize Support Value	The student will judge the effectiveness of writing objectives using Bloom's taxonomy.

Cognitive Domain - Synthesis Level

Student originates, integrates, and combines ideas into a product, plan or proposal that is new	create design hypothesize invent develop arrange assemble	categorize collect combine comply compose construct create	design develop devise explain formulate generate plan	prepare rearrange reconstruct relate reorganize revise	rewrite set up summarize synthesize tell write
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Key Pillars of Educational Design for GTAs

- Learning Objectives
- Assessment
- Engagement Strategies
- Managing Expectations



Assessment

- To assess learning across objectives in one of three domains of learning: knowledge (cognitive), skills (psychomotor), and values/attitudes
- Examples of assessments?

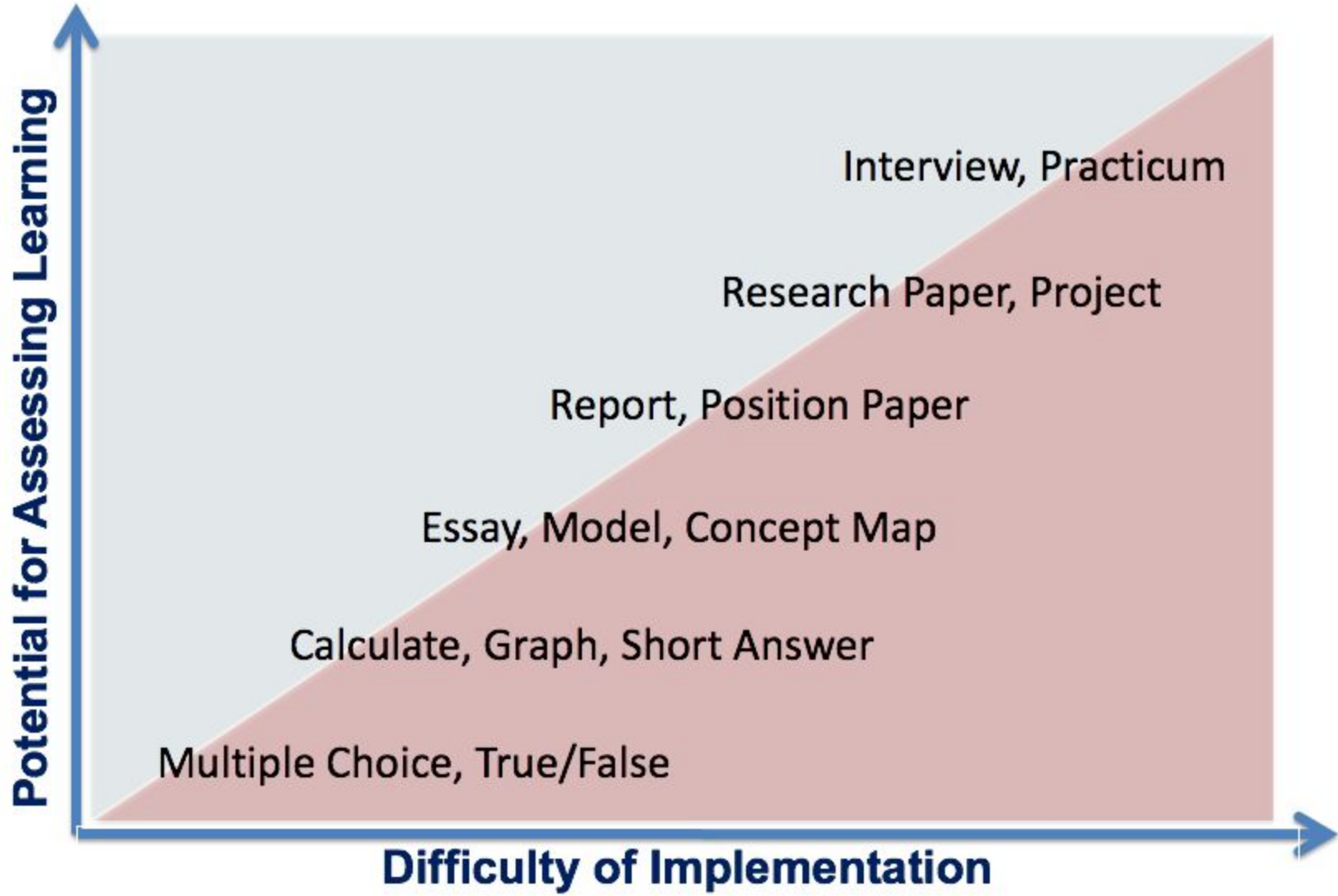


Assessment

- **Summative Assessment**
 - GOAL: evaluate student learning, comparing it against a benchmark
 - Can be high stakes
 - Examples: papers, exams, senior recital, final project



Sources of Evidence



Batzli & Long (2011), In Vision & Change



Assessment

- **Summative Assessment**

- GOAL: evaluate student learning, comparing it against a benchmark
- Can be high stakes
- Examples: papers, exams, senior recital, final project

- **Formative Assessment**

- GOAL: monitor student learning for ongoing feedback used by teachers to improve teaching and students to improve learning
- Generally lower stakes
- Examples: “the main point”, concept maps



Key Pillars of Educational Design for GTAs

- Learning Objectives
- Assessment
- Engagement Strategies
- Managing Expectations



Student Engagement

- What does student engagement look like?
- Why does student engagement matter?
 - Research literature strongly supports role of student engagement in retention and advancement
- What are some strategies to promote student engagement?



Student Engagement Strategies

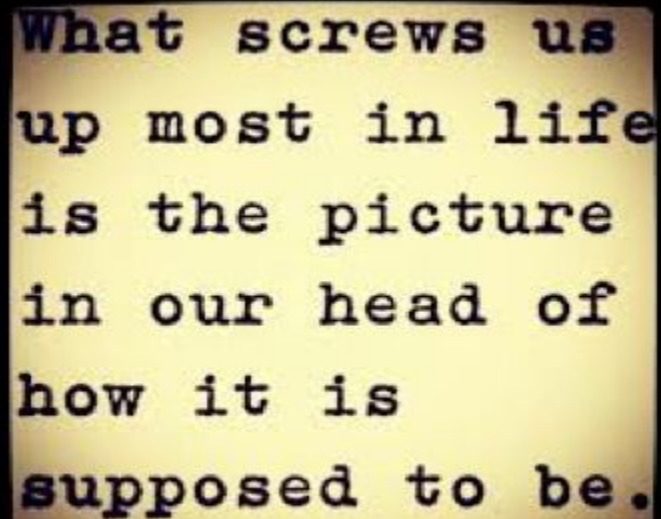
- Become a role model & share your passion for your discipline
- Get to know your students
- Use examples. A lot.
- Use a variety of teaching activities.
- Set realistic performance goals
- Place appropriate emphasis on testing/grading.
- Be free with praise and constructive criticism
- Give students as much control / choice over their education as possible.

Key Pillars of Educational Design for GTAs

- Learning Objectives
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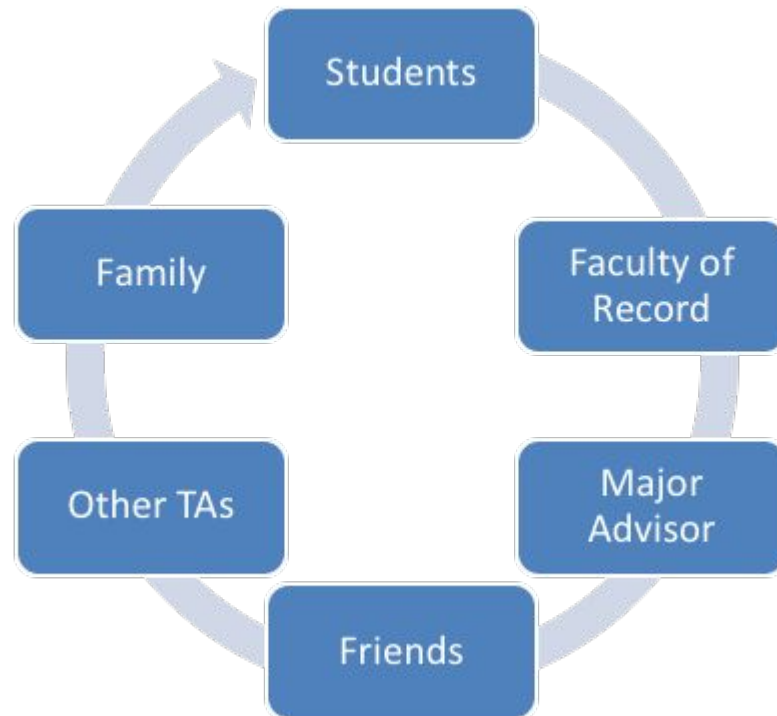
Managing Expectations - Whose?



What screws us
up most in life
is the picture
in our head of
how it is
supposed to be.



Managing Expectations - Whose?



Managing Expectations - About What?



Educational Design Breakout Sessions

Until
11:55
then
lunch

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Breakout A #: B115
Breakout B #: B119 Educational Design Breakout Group #: 10

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NEXT: Topical Breakout Sessions (TIME)

Grader / Help Room Tutor	Melissa McDaniels, Ph.D. Graduate School	B-117
Recitation Lead	Amy Pollock, Ph.D. Chemistry Department	B-122
Laboratory Lead	Saul Beciero Novo Physics Department	B-119
Section Head	Judith Stoddart, Ph.D. English Department Graduate School	B115

- 10:10 Components of Educational Design (plenary)
- 10:55 Transition
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Educational Design Breakout - Graders / Help Room Tutors

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Definition of Roles

- Help Room Tutor

The TA is required to spend designated hours in a “help room” that exists to support students outside regularly scheduled classes. Was assess student stumbling blocks and work with them to master the material.

- Grader

The TA is assigned to one or more professors to grade papers, midterm examinations, final examinations, and other assignments (also might hold office hours)



These roles have things in common:

- One-to-one / small group instruction (office hours, help rooms)
- Assessment of understanding & learning
 - Summative (grading)
 - Formative (feedback)
- Need for you to be transparent in your teaching with students (reasoning, meaning of feedback)



What are your concerns or questions about these roles?



Tools Available To You

- Grading
 - Consistency
 - Providing useful written feedback
 - Efficiency
- Assessing & Enhancing Understanding
- Promoting Student Self Efficacy



Grading

Issue #1 - Consistency

Issue #2 - Providing Useful Written Feedback

Issue #3 - Avoiding Bias

Issue #4 - Efficiency



Assessing & Enhancing Understanding

- **Issue #1 -**
Identifying source of lack of understanding

What reasons might there be for a student to have difficulty understanding? What assumptions might you be at risk of making about this difficulty?

- **Issue #2 -**
Multiple ways to promote understanding



Promoting Self-Efficacy



Other General Tips for One-to-One Teaching

- **PREPARE:**

Recall: What was your experience being a 'novice' (vs. 'expert') in your discipline?

Familiarize: With the curriculum & assignments

- **DIAGNOSE:**

Listen: What is the challenge from a student's perspective?

Ask: Student to explain, draw or otherwise demonstrate their approach to the problem

Consider: What else could be going on?

Challenge: Your biases

Determine: What help is needed?



Other General Tips for One-to-One Teaching

- **EXPLAIN:**

Prepare to be able to explain a concept or process in multiple ways. Make content relevant to the student. Promote student self efficacy beliefs.



Policy



- 12:40 Policy Overview (plenary)
- 1:25 Transition
- 1:35 Putting Policy into Practice (breakout)
- 2:20 Transition
- 2:30 Putting Policy into Practice (breakout)
- 3:15 Transition



Policies Related to Your Role as Educator

Refer to
Tip
Sheets

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*(Helping You Understand Why Policy Matters to Your
Teaching)*

Academic Advancement Network, The Graduate School, Office for Civil Rights & Title IX Education & Compliance, Resource Center for Persons with Disabilities, Office of the Ombudsperson, IT Services

Policy is commonly considered ...

- “Dry”
- “Without Nuance”
- “Disconnected from Practice of Educators”
- “Technical & Bureaucratic - Burdensome”
- “For Experts Only to Speak About”



Instead, think about policy this way ...

- Exists to support the healthy function of the university community.
- Ultimately promotes the success, health and safety of students, faculty and staff.
- Has its foundations the values and priorities of the institution & contributes to achievement of the institutional mission.
- Discussions can be nuanced, be connected to the day-to-day life of educators, and cover topics that we must not just leave to our expert colleagues.

Approach to Policy Plenary & Breakouts

- Start with hearing from educators in their own words
- Have the opportunity to have discussions and ask questions (via breakouts) of our colleagues with expertise in these policies.
- We have chosen a set of policies proven to be of most concern to educators in their early weeks of teaching.
- Assume semester & years long commitment to learning

Developed Tip Sheets for You ...

- **LEAD** - *respond, model and engage in ongoing learning*
- **EMPOWER** - *Help students make their own choices and develop confidence and competence by creating conditions for inclusive teaching and learning*
- **ADVOCATE** - *Refer students to campus and community resources and follow through and check-in with students.*
- **DESIGN** - *Use learner-centered approach to make decisions about your curriculum, how you engage students, and how you assess learning and get student feedback.*

Policies Covered Today

- Relationship Violence & Sexual Misconduct
- Academic Honesty
- Student Privacy (FERPA)
- Accommodations & Accessibility for Students with Disabilities

Agenda

- 12:40 - 1:25 PM Overview & Highlights
- 1:25 - 1:35 PM Transition
- 1:35 - 2:20 PM Breakout #1
- 2:20 - 2:30 PM Transition
- 2:30 - 3:15 PM Breakout #2

Policy Highlights from Fellow Instructors



Relationship Violence & Sexual Misconduct Policy

RVSM Policy

- Description

The University prohibits gender discrimination in any of its programs or activities. Sexual harassment, including sexual assault and other kinds of sexual and relationship violence, is a form of gender discrimination.

- Foundation in Title IX, Education Amendments of 1972

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance...”

Chances are you will learn of an issue of relationship violence or sexual misconduct experienced by your students - maybe not this year but at some point while at MSU.



Organized @MSU to Support Survivors

Office for Civil Rights and Title IX Education & Compliance

Prevention, Education &
Outreach
(poe.msu.edu)

Office of Institutional Equity

**Graduate Student
& Faculty
Specialists**

You can LEAD by ...

- Responding to disclosure using a trauma-informed approach.
- Following university reporting protocols.
- Committing yourself to lifelong learning on the topic of relationship violence, sexual harassment and sexual assault.

You can LEAD by ...

- Create conditions for student choice.
- Connect students to resources.
- Provide general support for holistic student success.
- Think about educational design.

Final words ...

- Be proactive and intentional in both preparing yourself to respond to disclosures and following university reporting protocols.
- Think about the opportunity you have to send a message that these issues are important to you, regardless of discipline.
- Ideas of transparency, student choice and confidence building are all principles of good teaching!
- Help your colleagues think about how faculty or GTAs across courses can send the messages of support and prevention.

Academic Honesty Policy



Cheating and issues of academic dishonesty have plagued academics for decades.

Academic Honesty Policy

- Description

The students and faculty share the responsibility for maintaining the integrity of scholarship, grades, and professional standards.

- “The principles of truth and honesty are recognized as fundamental to a community of scholars... To encourage adherence to the principles of truth and honesty, instructors should exercise care in planning and supervising academic work, and implement proctoring standards appropriate to the design of the course.”

You can LEAD by ...

- Clearly outlining the policy, as well as acceptable and unacceptable practices for work in your course
- Model expected behavior
- Respond to issues as soon as you become aware of them
- Promote a learning-centered environment – by emphasizing learning and growth over grades
- Respond from the perspective that students are motivated to learn.

Final words ...

- Focus on the concept that students are there to learn, not to get a grade.
- Share clear expectations and behavior that lead to success.

Federal Educational Rights & Privacy Act (Student Privacy)

Student rights to educational privacy
are federally protected.

Family Educational Rights and Privacy Act (FERPA) Policy

- Description

Educators have a responsibility to protect student privacy with regard to their education.

“The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.”

You can LEAD by ...

- Understand and follow FERPA guidelines
- Follow best instructional practices
- If you are using external sources for course experiences, be certain that they are not collecting student data or work.
- Keep access to systems with private student data secure

Design by ...

- If you are using external sources for course experiences, be certain that they are not collecting student data or work.
- Instructors will have access to systems and resources that are password protected and need to be kept secure. Examples include:
 - Academic progress reports
 - Academic dishonesty reports
 - Grade submission and changes
 - Class lists and student photos

Final words ...

- Make sure you are following procedures to protect student educational rights to privacy
- If you do make a mistake, contact the registrar's office immediately to report any issues so that they can be mitigated.

Accomodations & Web Accessibility Policy

Reminder of our approach to connecting policy to teaching practice

- LEAD - *respond, model and engage in ongoing learning*
- EMPOWER - *Help students make their own choices and develop confidence and competence by creating conditions for inclusive teaching and learning*
- ADVOCATE - *Refer students to campus and community resources and follow through and check-in with students.*
- DESIGN - *Use learner-centered approach to make decisions about your curriculum, how you engage students, and how you assess learning and get student feedback.*

Whether it be an online video, a PowerPoint Presentation, a PDF, or a Word Document, unless properly and intentionally formatted, the content will be inaccessible to many students.



MSU Web Accessibility Policy

- Description

Educators have a responsibility to make their web/digital course content accessible and readable to all.

All new and redesigned University Web pages published after May 15, 2009 must be in compliance with the technical guidelines set forth at webaccess.msu.edu, unless granted an exception under Article IV of this policy.

At some point in your role here at MSU, you will likely come across a VISA form (an accommodations request).

MSU Disability and Reasonable Accommodation Policy

- Description

Educators have a responsibility to honor and follow accommodation requests.

Policy prohibits discrimination on the basis of disability status, race, color, national origin, age, gender, gender identity, height, marital status, political persuasion, religion, sexual orientation, veteran status, or weight in its programs and activities.

You can LEAD by ...

- Knowing your own level of awareness and being willing to engage in lifelong learning by attending trainings
- Using inclusive language (on syllabus; in response to uninformed or biased comments; in response to disclosure; person first language) and inclusive practices regardless of ability (UDL)
- Creating space for student choice and agency

You can LEAD by ...

- Knowing that you do not need to know all to help a student succeed
- Connecting students to a variety of resources
- Following-up with check-ins
- Intentionally incorporating regular and ongoing feedback and assessment
- Set up spaces for disclosure that are private and welcoming

Final words ...

- Be proactive and intentional in designing your course for all, regardless of ability.
- Know that you are not alone; there are resources on campus and beyond to assist you in making your course content accessible.
- Starting somewhere is better than not working towards more accessible course materials and content.

Policy Breakout Sessions

Pages
16-20



Breakout Session Times / Rooms

- 1:35 - 2:20 pm - Breakout Session #1
- 2:30 - 3:15 pm - Breakout Session #2

- Rooms:
 - B-115 Wells Hall - Institutional Equity / RVSM Policy
 - B-119 Wells Hall - Academic Honesty / FERPA
 - B-117 Wells Hall - Accommodations / Accessibility

- 3:25 What the Graduate Employees Union can do for you?
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What the GEU can do for you



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Understanding College Student Mental Health: Signs, Resources, Strategies for Support

MSU Counseling and Psychiatric
Services (CAPS)



- 3:25 What the Graduate Employees Union can do for you?
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Resources and Community



What is the #iteachmsu Commons?

- #iteachmsu Commons provides an **educator-driven space** for:
 - sharing teaching resources
 - connecting across educator networks
 - growing teaching practice.
- #iteachmsu Commons content will always be **anchored in teaching competency areas**. You will find:
 - [blog] posts
 - curated playlists
 - educator learning module pathways
 - a campus-wide teaching and learning events calendar.



Let us know if you're interested in trying out the commons new website to provide feedback or if you have talents or skills that could help the #iteachmsu commons' teams as they move from limited release to full site launch!



Keep an eye out for #iteachmsu events throughout the year to continue your educator development journey and build community!



We hope #iteachmsu will allow people to join the conversation, brand our presence at MSU and in higher education, promote events, while encouraging interaction and engagement. Grow the community by utilizing the hashtag #iteachmsu!

#iteachmsu Commons

Social Media Challenge

We're challenging you to **share**, **connect**, and **grow** by utilizing **#iteachmsu** over the next 12 days! At the end of this challenge, a user will be chosen at random for a prize! The more times you share with #iteachmsu, the more times you are entered!

Check out pgs. [insert #s] of your workbook for examples of the multiple ways you can engage with #iteachmsu and the list of prompts!

#iteachmsu Commons

<http://bit.ly/iteachmsucommons>



Teaching Resources (MSU)

- Graduate School (<https://grad.msu.edu/teaching>)
 - Certification in College Teaching
 - Teaching Fellowships
- Inclusion & Intercultural Initiatives
 - <http://www.inclusion.msu.edu/education/index.html>
- Hub for Innovation in Learning and Technology
 - <https://hub.msu.edu/>
- Academic Advancement Network
 - <http://aan.msu.edu/opportunities/resources-difficult-dialogues>



Teaching Resources (CIRTL – www.cirtl.net)

- MSU Founding Member
- Online Courses
 - Assessments, inclusive teaching, teaching with technology and more.
- Massive Open Online Course (MOOC)
 - www.stemteachingcourse.org



Page
29-30

Evaluations (and t-shirt distribution)

**International TA
Orientation - 5:30pm
(D101 Wells Hall)**





THANK YOU!



International TA Orientation August 18 & 19, 2018

The Graduate School (Chittenden Hall)

WELCOME BACK!!!

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