# CIDDE’s TA Workshops Spring 2015

## Workshops

- Cheating and Plagiarism
- Dealing With Difficult Situations in the Classroom (Part 1)
- Dealing With Difficult Situations (Part 2): Distressed Students
- Developing a Lesson Plan
- Developing a Teaching Philosophy Statement (Part 1)
- Developing a Teaching Philosophy Statement (Part 2)
- Developing a Teaching Portfolio (Part 1)
- Developing a Teaching Portfolio (Part 2)
- Encouraging Student Participation
- Getting Started in the Classroom
- Syllabus Construction
- Teaching With PowerPoint
- Teaching a Six-Week Course
- The Role of the TA: Your Rights, Your Responsibilities

## Dates Offered

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Register at: [www.cidde.pitt.edu/workshops/](http://www.cidde.pitt.edu/workshops/)
Cheating and Plagiarism:
One national study conducted by the Academic Integrity Center at Duke University suggests that 3 in 4 college students cheat. And cheating is more likely when a teaching assistant gives the exam. Why? Because they thought they could get away with it. Be prepared! By the end of this workshop participants will be better able to identify and prevent cheating in general and to manage violations of the University of Pittsburgh’s academic integrity policy.

Objectives: By the end of this workshop, students will be able to...
- Define academic integrity, cheating, and plagiarism
- Discuss ways to prevent plagiarism and cheating
- Describe how to deal with cheating and plagiarism at the University of Pittsburgh

Offered: January 26th, 11am-12pm – 815 Alumni Hall
February 19th, 2-3pm – G74 Hillman Library
March 2nd, 1-2pm – 815 Alumni Hall

Dealing with Difficult Situations in the Classroom (Part 1):
Expect the unexpected, and have some tools in your toolkit for dealing with difficult situations in the classroom. The purpose of this workshop is (1) to illustrate a few difficult situations you may encounter as an instructor and (2) to discuss actions you can take to prevent them from occurring or remedy them when they do occur. We will use this opportunity to provide you with information regarding the relevant university policies.

Objectives: The goals of this workshop are to...
- Present you with a few relatively common difficult situations that you might encounter in classrooms at Pitt
- Discuss and evaluate possible courses of action that you might take in these situations

Offered: February 25th, 10-11am – 815 Alumni Hall
March 19th, 2-3pm – 815 Alumni Hall
Dealing with Difficult Situations in the Classroom (Part 2): Distressed Students
TAs may see their students at least once a week and are often the most approachable (and least intimidating) University representative encountered by students on a regular basis. As a result, TAs serve as the University’s front line in interacting with undergrads: TAs are uniquely positioned to identify students who may be struggling with personal issues or with substance abuse, and students may confide in TAs in deeply personal ways. The purpose of this workshop is (1) to describe some of the ways that distressed students may identify themselves to their TAs, and (2) to discuss actions you can take to best support distressed students in your classroom. We will also use this opportunity to provide you with information regarding the relevant university resources and policies.

Objectives: The goals of this workshop are to...
- Describe ways that distressed students may identify themselves to their TAs
- Discuss and evaluate possible courses of action that you might take to support distressed students in your classroom

Offered: February 11th, 1-2pm – 815 Alumni Hall
March 23rd, 1-2pm – 815 Alumni Hall

Developing a Lesson Plan
A lesson plan might be scribbled on the back of a napkin or filed in a formal record of course instruction, but planning ahead, including some primary components, and considering best practices can make for a more effective class. A detailed description of instructional activities for each class is a must for effective teaching, provides a roadmap for the instructor, and is also an important reflexive tool which can help you to evaluate how well class goals have been met.

Objectives: By the end of this workshop, students will be able to...
- Identify the major components of a lesson plan
- Develop a lesson plan based on learning objectives

Offered: February 10th, 11am-12pm – 313 Cathedral of Learning
February 26th, 3-4pm – G74 Hillman Library
March 12th, 2-3pm – 815 Alumni Hall
Developing a Teaching Philosophy Statement (Part 1):
A teaching philosophy statement is a concise, compelling illustration of you as an instructor, a useful exercise in reflexive examination of your teaching, and a necessary component of any job application packet. This workshop will give those just beginning to write a teaching philosophy statement a place to start and tools with which to move forward, and those students who have developed teaching philosophy statements in the past will receive guidance to achieve a fresh look.

Objectives: By the end of this workshop, students will be able to...

• Create a compelling, concise statement which reflects their unique values as an instructor
• Articulate teaching objectives
• Describe methods for working towards teaching objectives
• Discuss ways of gauging teaching effectiveness
• Reflect on the ways in which teaching is impactful for the instructor, and in which the instructor hopes to make an impact

Offered: January 22nd, 11am-12pm – 815 Alumni Hall
February 17th, 2-3pm – 815 Alumni Hall
March 5th, 10-11am – 815 Alumni Hall
April 3rd, 3-4pm – 815 Alumni Hall

Developing a Teaching Philosophy Statement (Part 2): Workshop
This two-hour workshop will provide a forum in which graduate students who have drafted teaching philosophy statements can receive guided feedback from other graduate students. Bring three copies of your draft teaching philosophy statement, and we will spend two hours improving it.

Objectives: By the end of this workshop, students will...

• More clearly articulate teaching objectives
• Receive direction for improvement of a draft teaching philosophy statement

Offered: March 10th, 2pm-4pm – G74 Hillman Library
March 26th, 10am-12pm – 815 Alumni Hall
Developing a Teaching Portfolio (Part 1):

Teaching portfolios are an important component of any job application packet, and it is never too early in your teaching career to begin developing yours. While teaching portfolios vary widely, this workshop presents some guidelines to follow and some basic strategies you can use to ensure that your portfolio will demonstrate the best of your teaching ability and allow you to put your best foot forward. Whether you are just beginning to teach or about to enter the job market—or both—this workshop will enable you to compile and best develop your teaching portfolio.

Objectives: By the end of this workshop, students will be able to...
- Identify the important characteristics of a teaching portfolio
- Make decisions about portfolio contents, structure, and framing based on an understanding of its likely audience
- Strategically compile teaching materials for use in a teaching portfolio
- Streamline information for more impactful presentation in a teaching portfolio

Offered: February 19th, 10-11am – 815 Alumni Hall
March 18th, 2-3pm – 815 Alumni Hall
March 27th, 1-2pm – 815 Alumni Hall

Developing a Teaching Portfolio (Part 2):

This two-hour workshop will provide a forum in which graduate students who have begun to compile a teaching portfolio can receive guided feedback from other graduate students. Bring your teaching portfolio, and we will spend two hours improving it.

Objectives: By the end of this workshop, students will...
- More clearly articulate the organizing principle(s) of their teaching portfolio
- Receive direction for improvement of a teaching portfolio

Offered: March 30th, 2-4pm – G74 Hillman Library
Encouraging Student Participation:
Few things are less comfortable than asking a question and seeing a classroom full of blank faces staring back at you in silence. In this workshop, we cover strategies for eliciting student participation, best practices for handling difficult students, encouraging the quiet students to contribute, and other common challenges in the classroom. Participants will leave the workshop with strategies to engage all of their students in the learning process.

Objectives: By the end of this workshop, students will be able to...
- Describe the role of participation in student learning and course design
- Employ some strategies for increasing quality student participation

Offered: February 10th, 2-3pm – G74 Hillman Library
March 9th, 1-2pm – 815 Alumni Hall

Getting Started in the Classroom:
The first day of class sets the tone for the whole semester. Your students will form their first impression of you, and it is your opportunity to create a classroom environment of your choosing that will endure throughout the term. In this workshop, we cover strategies for making good use of this time, including going over the syllabus and course policies, icebreakers, and introducing course material. Participants will leave the workshop with a plan for their first day of class.

Objectives: By the end of this workshop, students will be able to...
- Identify some of the common mistakes of first-time instructors
- Set goals for the first day of class
- Determine a plan of action for the first day of class

Offered: March 18th, 10-11am – 815 Alumni Hall
April 8th, 1-2pm – 815 Alumni Hall
Syllabus Construction:
Putting together a syllabus for the first time can be a daunting task. In this workshop, we cover the basic components of a syllabus, as well as practical and stylistic “do’s-and-don’ts” of syllabus construction. Participants will leave the workshop knowing how to construct their own syllabus so that course information is clearly presented to students, and so that students’ confusion over course assignments and expectations is kept to a minimum.

Objectives: By the end of this workshop, students will be able to...
- Identify and produce necessary features of a syllabus
- Identify optional features of a syllabus that you might want to include
- Construct your own syllabus for a class which you are independently teaching

Offered:  
February 24th, 11am-12pm – G74 Hillman Library  
March 23rd, 2-3pm – 815 Alumni Hall  
April 14th, 10-11am – G74 Hillman Library

Teaching With PowerPoint:
PowerPoint is used in a majority of classrooms on campus today, but it is not often used to enhance the quality and effectiveness of teaching. In this workshop, we will cover best practices for designing slides for use during lectures and review sessions that will help students better engage with (and better retain) course material, as well as the complexities of sharing slides and notes with students. Participants will leave the workshop knowing how to design PowerPoint presentations which contribute to more effective learning.

Objectives: By the end of this workshop, students will be able to...
- Use best practices to inform your use of presentation tools
- Identify and avoid common PowerPoint pitfalls
- Design and present an effective PowerPoint presentation

Offered:  
February 12th, 10-11am – G74 Hillman Library  
March 3rd, 2-3pm – 815 Alumni Hall  
March 31st, 11am-12pm – 815 Alumni Hall
Teaching a Six-Week Course

Teaching a six-week course is a whirlwind, a challenge, and a very different kind of teaching. Covering a full course in a third of the time is a difficult proposition for students and instructors alike. In this workshop, we will identify the distinctive characteristics of a six-week course, discuss the associated challenges, and identify some strategies which you can apply to meet those challenges.

Objectives: By the end of this workshop, students will be able to...
- Identify distinctive characteristics of a 6-week course
- Identify some of the challenges unique to a 6-week course
- Identify and apply some strategies to meet those challenges

Offered: March 30th, 1-2pm – G74 Hillman Library
        April 7th, 2-3pm – G74 Hillman Library
        April 16th, 10-11am – 815 Alumni Hall
        April 27th, 11am-12pm – 815 Alumni Hall

The Role of the TA: Your Rights, Your Responsibilities

Participants will learn about the resources available to graduate students, as well as the responsibilities Teaching Assistants and Teaching Fellows have (and do not have) to their faculty mentors, their students, and their own development as scholars. Graduate student participants will identify strategies to prepare for the job market and learn to make best use of the breadth of resources available to them as students, instructors, and researchers.

Objectives: By the end of this workshop, students will be able to...
- Become familiar with resources available to TAs and TFs in the classroom
- Identify resources available to TAs in the development of teaching skills
- Become familiar with policies which outline the limits of TA responsibilities
- Define a TA’s responsibilities to faculty, students, and self
- Identify strategies to prepare for exit from grad school

Offered: February 18th, 2-3pm – 815 Alumni Hall
         March 16th, 11am-12pm – 815 Alumni Hall