# TA Workshops

## Summer 2015

### Workshops

- Cheating and Plagiarism
- Developing a Lesson Plan
- Developing a Teaching Philosophy Statement
- Developing a Teaching Portfolio
- Encouraging Student Participation
- Getting Started in the Classroom
- Syllabus Construction
- Teaching With PowerPoint
- The Role of the TA

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Find locations and register at

[www.cidde.pitt.edu/workshops](http://www.cidde.pitt.edu/workshops)

For more information, contact TAhelp@cidde.pitt.edu or call 412-383-7152
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:  
Friday, May 22nd, 2pm in Alumni Hall 815  
Thursday, July 30th, 1pm in Alumni Hall 815

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:  
Tuesday, June 23rd, 2pm in Alumni Hall 815  
Thursday, August 20th, 3pm in Alumni Hall 815
Developing a Teaching Philosophy Statement:
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 this workshop will provide the guidance needed 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: Tuesday, June 2\textsuperscript{nd}, 1pm in Alumni Hall 815
Wednesday, July 22\textsuperscript{nd}, 11am in Alumni Hall 815

Developing a Teaching Portfolio:
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: Wednesday, July 8\textsuperscript{th}, at 2pm in Alumni Hall 815
Tuesday, August 11\textsuperscript{th}, at 10am in Alumni Hall 815
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: Tuesday, May 26th, at 11am in Alumni Hall 815
Wednesday, July 15th, at 2pm in Alumni Hall 815

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: Thursday, June 18th, at 10am in Alumni Hall 815
Wednesday, July 1st, at 10am in Alumni Hall 815
TA Workshop Descriptions: Spring 2014

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: Monday, May 18th, at 1pm in Alumni Hall 815
Tuesday, June 30th, at 10am in Alumni Hall 815

Teaching With PowerPoint:
PowerPoint is used in a majority of classrooms on campus today, but it is not often used well. In this workshop, we will cover best practices for designing slides for use during lectures and review sessions, sharing slides and notes with students, and the legal implications of sharing course materials online. 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: Wednesday, June 24th, at 11am in Alumni Hall 815
Thursday, July 16th, at 10am in Alumni Hall 815
Thursday, August 6th, at 3pm in Alumni Hall 815
TA Workshop Descriptions: Spring 2014

The Role of the TA:
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: Friday, June 19th, at 11 am in Alumni Hall 815
Thursday, July 16th, at 11 am in Alumni Hall 815
Tuesday, August 18th, at 3 pm in Alumni Hall 815