All You Need to Know to Be a UW TA

Cathy Wang
PhD Candidate, Combinatorics and Optimization

cathy.wang@uwaterloo.ca
Outline

• Marking
  • Evaluate vs. feedback
  • Marking criteria
  • Crowdmark
• Tutorials
• One-on-one teaching
• Final tips
<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Feedback</th>
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<tbody>
<tr>
<td>• What words first come to mind when you think of the term “Evaluation”?</td>
<td>• What words first come to mind when you think of the term “Feedback”?</td>
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<tr>
<td>• Comparison to a standard</td>
<td>• Modify thinking or behaviour</td>
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<tr>
<td>• Assessment</td>
<td>• Actionable information</td>
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<td>• Informs student performance</td>
<td>• Improves student learning</td>
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Evaluation - Strategies

• Do the problems that you will mark
• Pace yourself and take breaks
• Skip the assignments you are not sure with
• Be forgiving of minor mistakes
• Use color coding
• Avoid binary marking
Giving Effective Feedback

• Actionable information
• Situation specific
• Be consistent (make a list of common mistakes)
• Provide the grading criteria
• Give summary of how the class did as a whole
Building Marking Criteria

- Break the solution into steps
- Component score and summary score
- Feedback on individual tasks
- Good criteria:
  - Observable and measurable
  - Focused on important and essential material
  - Unambiguous
Common Challenges in Marking

• Clarify the assumed background
• Non-standard solutions
• Academic integrity concerns
• Re-marking requests
Crowdmark

- An online marking platform that makes marking easier and more uniform.
- Can mark from anywhere without bringing papers with you
Types of Tutorials

- Solving problems on the board (given by instructor or design your own)
- Give quizzes and take up answers
- One-on-one explanations
Planning

• Never wing a tutorial!!
• Be in tune with lectures
• Don’t introduce new material (unless asked to do so)
• Find out what the students want to know.
• Allow time for questions
• Prepare extra material
• Make sure you have all you need (microphone, markers, chalks, etc.)
Sample Plan

• 5 mins – Introduction and quick review
• 5 mins – Show example of how L’Hopital’s can be mistakenly applied to get a wrong answer
• 5 mins – Find the limit, 0/0
• 10 mins – Find the limit, $\infty \ast 0$
• 10 mins – Find the limit, $\infty - \infty$
• 10 mins – Find the limit by taking logarithm
• 5 mins – Questions and buffer time, may do one additional question if time allows
Delivering A Tutorial

• Set expectations early
• Encourage students to sit in the front rows
• Eye contact
• Show confidence and enthusiasm
• Speed and volume
• Gestures and movement
• Use the board space wisely
• Use notations that’s consistent to the lecture
A Few More Things to Keep in Mind

- Give brief review of lecture and lots of examples
- Don’t be afraid of the awkward silence
  - Don’t talk while writing on the board
  - Pause after you ask a question
- Say “I don’t know” when you don’t know the answer
- Seek feedback on your teaching
  - One minute paper
  - Start-stop-continue
- Keep students engaged
Active Learning Strategies

- Benefits: improves learning, creates an inclusive classroom
- Active ≠ interactive
- Ask and answering questions effectively
  - Ask guided questions to check on understanding
  - “What can I clarify for you?”
  - Always thank student for asking question
  - Repeat the asked question to the class
- Give time to work on problems
- Encourage discussion in tutorial
One-on-One Teaching

- Office hours
- Tutorial center hours
- Online discussions
Tutorial Centre

- A drop in centre for students to ask questions and get one-on-one help.
- Located in MC 4066 and 4067
- More information is coming soon by email
- Any questions about the tutorial centre can be directed to Jordan Hamilton (j4hamilt@uwaterloo.ca)
Create A Student-Centered Environment

- Get to know the student
- What does the student already know?
- You are a guide, not a server
  - What would happen if…?
  - Why do you think this is true?
- Always comment on the positives
- Teach how to learn
- Be an active listener
- Online discussion: make comments that would apply to multiple students
Getting Feedback for Your Teaching

• Why do we want feedback?
• Feedback from students directly
  • Seek constructive feedback!
• Activities for feedback
• Feedback from the instructor
Final Tips

- Show students you want to help them
- Be friendly, but don’t be a friend
- Be mindful of your own time
  - Let the instructor know if you think you will go over hours
- Build a peer support network
- Saving your teaching materials
Teaching Development Programs

Center for Teaching Excellence

https://uwaterloo.ca/centre-for-teaching-excellence/

- Classroom delivery skills
- Lesson planning
- Teaching methods
- Effective questions
- Grading student papers
- Assessing and improving your teaching

and much more!
Questions?

Cathy Wang
TA Workshop Facilitator
Center for Teaching Excellence
cathy.wang@uwaterloo.ca