



TA CONFERENCE ON TEACHING AND LEARNING

TUESDAY, SEPTEMBER 22, 2009 • 8:15 A.M. TO 4:30 P.M.

ITA PROGRAM SESSIONS: MONDAY, SEPTEMBER 21, 1:00 - 4:00 P.M. (SEE PAGE 4)

UNIVERSITY *of* WASHINGTON

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TA CONFERENCE ON TEACHING AND LEARNING

July 7, 2009

The Center for Instructional Development and Research (CIDR) is pleased to welcome you to the teaching community at the University of Washington. CIDR is the unit of the Graduate School that supports the efforts of TAs, faculty, and departments to assess and improve teaching and learning in UW courses. Along with your department, the rest of the Graduate School, and the office of Undergraduate Academic Affairs, we are committed to preparing you for your roles and responsibilities as a TA at UW and as a scholar teaching in your discipline. The TA Conference, and many other University resources available to help you with your teaching, are offered at no cost to graduate students at UW.

Workshops at the 2009 TA Conference on Teaching and Learning are designed for UW graduate students, including those who are new to teaching, or experienced at teaching but new to the UW, or experienced at teaching at the UW but preparing for a new TA role. Conference workshops will be led by graduate students, faculty, and staff from a variety of departments who will draw on their own experiences as instructors at UW. Workshops are designed to provide practical information and a forum for discussion, allowing you to raise your questions and concerns and to interact with facilitators and fellow TAs.

This year's TA Conference will be September 22, 2009. During the Conference we will offer workshops on a variety of topics related to teaching and learning at UW. Most workshops are scheduled two times during the Conference. Conference information is also available online at <http://depts.washington.edu/cidrweb/TAConference/2009/index.html>

The following pages provide descriptions of Conference workshops and times that workshops are offered. Many UW departments are asking their TAs to attend specific workshops as part of their preparation for teaching. You can check the "Department Recommendations" link on the TA Conference website to find out if your department has specific recommendations. If your department is not listed there, you can contact them directly to learn what the departmental recommendations are.

Please review the enclosed Conference Invitation and your department's recommendations, select workshop topics and times that you would like to attend, and register online at the conference home page (listed above). NOTE: If you are not a native speaker of English, please see page 4 for additional registration information.

We will look forward to seeing you at the TA Conference. If you have questions, please see the "Frequently Asked Questions" section of the conference web site, call CIDR at 206-543-6588, or send a message to: TAConference@cidr.washington.edu.

Sincerely,

Lana Rae Lenz
TA Conference Coordinator

INFORMATION FOR GRADUATE STUDENTS WHO ARE NOT NATIVE SPEAKERS OF ENGLISH

To be appointed as a Teaching Assistant, graduate students who are not native speakers of English are required: (1) to demonstrate proficiency in spoken English, and (2) to participate in the International TA Program at CIDR. (**Note:** non-native speakers of English who received a Bachelor's Degree from a U.S. institution are not required to demonstrate proficiency in spoken English or to participate in the International TA Program.)

1.) Demonstrating Proficiency in Spoken English

Spoken English proficiency can be demonstrated by achieving a minimum score, as indicated, on one of the following spoken English proficiency tests:

- 26 on the speaking portion of the TOEFL iBT
- 7.0 on the speaking portion of the IELTS
- 70 on the Versant English Test
- 55 on the TSE
- 230 on the SPEAK test administered at the University of Washington (prior to July 2009)

Graduate students whose spoken English proficiency test results do not meet University of Washington requirements can also demonstrate proficiency by passing English 105 (a course for international teaching assistants offered by English Language Programs) before being assigned teaching duties.

Graduate students who need to demonstrate proficiency in spoken English and who plan to be TAs during fall quarter should plan to take the Versant English Test **before** the TA Conference, if at all possible.

Registering for the Versant English Test

The Versant English Test is offered periodically by the Office of Educational Assessment at the University of Washington. On Thursday, September 17th, additional afternoon sessions will be offered. To register for a September 17th test session, send an email to oeatests@u.washington.edu. Include the test date, your name, UW department, and UW student number (if known). After your message has been processed, you will receive a reply from the Office of Educational Assessment confirming your test time. For more information about the test itself, see: www.VersantTest.com.

Students who plan to take the Versant English Test may also attend an optional Versant English Test Overview Session on Wednesday, September 16, from 3:00 to 4:30 p.m. The overview session will allow you to learn more about the test and have the opportunity to ask any questions you might have. To register for this optional session, send a message to ita@cidr.washington.edu.

For more information about the administration of the test at UW, see: http://www.washington.edu/oea/services/testing_center/exams/speak.html

2.) Participating in the International TA Program

Graduate TAs who are not native speakers of English are also required to participate in the International TA Program during their first two quarters of teaching at UW. The International TA Program consists of two workshops at the TA Conference on the afternoon of **Monday, September 21st**, and ongoing workshops and activities during the year. The Program focuses on helping you in your role as an instructor, and addresses such topics as teaching methods, education in the U.S., and communicating effectively with your students in the classroom.

When you register for TA Conference workshops, you are **required** to sign up for ITA Program workshop sessions on the afternoon of Monday, September 21st:

- Getting to Know UW Students: Overview for International TAs (1:00 in Smith Hall, Room 120)
- Panel Discussion with Experienced International TAs (2:45 in Smith Hall, Room 120)

If you have questions about the International TA Program, you can call CIDR at 206-543-6588, or send a message to ita@cidr.washington.edu.

How to Register

You must register yourself online in order to get the schedule and sessions you want. Your department cannot register for you. To register, visit the TA Conference website and follow the link to Conference Registration. If for some reason you are unable to register online, please contact TAConference@cidr.washington.edu or call 206-543-6588.



For the best chance to get your first choice of workshops and times, **please register by July 31, 2009**. Online registration closes at midnight on September 13, 2009; thereafter, contact TAConference@cidr.washington.edu.

If you wish to request disability accommodations, contact the Disability Services Office at least ten days in advance of the event: 543-6450 (voice); 543-6452 (TTY); 685-7264 (FAX); dso@u.washington.edu (email).

How to Choose Workshops to Attend

- 1) Begin by checking the Departmental Recommendations page on the Conference website to find out if your department recommends or requires that you attend specific workshops. If your department is not listed on the departmental recommendations page, please contact your department directly.
- 2) Review the session descriptions on pp. 6-7 to find out what will be helpful for you in your teaching situation. Session descriptions on pp. 6-7 are listed in the following topic areas: Assessing Student Work, Effective Teaching, Professional Development, Types of TA Assignments, and International TA Workshops.
- 3) Next, turn to the schedule on page 8 to see when the workshops are offered. Your department may have other meetings scheduled during the TA Conference, so be sure to select workshop sessions that do not conflict with your department's schedule. Note that most workshops are offered two times during the Conference.

How to Find Out Where Workshops Take Place

When you arrive at the Conference, you will receive a folder that includes your individual Conference Schedule with workshop locations. The folders can be picked up in the lobby of Kane Hall (see map on page 8) between 8:15 and 11:00 a.m. or in Smith Hall 107 at the Conference Information Desk, which will be open from 11:00 a.m. until 4:00 p.m.



For more information, visit the TA Conference website at:
<http://depts.washington.edu/cidrweb/TAConference/2009/index.html>

The Center for Instructional Development and Research

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<http://depts.washington.edu/cidrweb/>

Assessing Student Work

Assessing Student Work in the Fine Arts

► *Session V (3:30)*

This workshop will explore ways of assessing student work in such subjective disciplines as art, music, creative writing, etc. We will examine strategies for clearly communicating to students 1) how they are being evaluated, including criteria for evaluation when the assignment is handed out, and 2) why their work does or does not meet instructor expectations. We will discuss how to develop a list of expectations and evaluative criteria, assign grading value to those items, and build a grading matrix based on that information.

Grading Short-Answer Questions on Homework, Exams, or Lab Reports

► *Session IV (2:15) • Session V (3:30)*

This workshop presents important considerations for assessing student work, including: grading consistently, communicating your grading criteria to students, giving constructive feedback, and managing your time when grading large amounts of student work. Because grading practices vary widely, we will also discuss strategies for learning more about grading in your specific TA assignment.

Responding to Longer Student Essays and Assigning Grades

► *Session IV (2:15) • Session V (3:30)*

TA responsibilities in many departments are likely to involve responding to student writing. In this workshop, you will learn strategies for responding to writing in ways that are helpful to students and time-efficient for instructors. We'll discuss how to tailor feedback to an assignment, tips on preventing plagiarism, and on-campus resources to help students hone their writing skills.

Effective Teaching

Activities to Engage Your Students in Learning

► *Session II (10:45) • Session IV (2:15)*

This workshop will emphasize approaches for designing, leading, and assessing activities that help engage students in the learning process. We'll discuss a range of activities – such as ungraded quizzes, “minute papers,” and group work. The workshop will focus on activities that can be used in a variety of instructional settings.

Dealing With Difficult Classroom Situations

► *Session IV (2:15) • Session V (3:30)*

This session addresses some challenging situations that TAs might face in the classroom. You will learn about strategies to prevent and/or respond to issues such as disruptive student behavior, cheating and plagiarism, or student challenges to grades.

Including All Students: Teaching in the Diverse Classroom

► *Session IV (2:15) • Session V (3:30)*

Even the most well-meaning instructor can create classroom environments that make some students feel like they don't “belong” because of their social, cultural, or economic backgrounds. This workshop will use case studies to explore how certain ways of presenting material and interacting in class can exclude students, and will discuss strategies for creating equitable learning environments.

Effective Teaching, continued

Motivating Students to Learn: Linking Principles of Learning to Teaching

► *Session II (10:45) • Session IV (2:15)*

The first step in designing teaching strategies that make coursework doable, meaningful, and enjoyable for students is to understand what helps them learn. In this workshop, we will discuss teaching tips that are grounded in research on how students learn. Relevant for all types of courses, this workshop will be especially helpful for teaching non-majors, introductory courses, and freshmen.

Planning and Facilitating Discussions

► *Session II (10:45) • Session IV (2:15)*

Classroom discussions can be the most exciting – and challenging – part of teaching a class. In this workshop we will be addressing strategies for planning different types of discussions and for developing effective questions and follow-ups that provoke students' interest. *Note: Small group work is addressed in “Activities to Engage Your Students in Learning.” Problem-solving sessions are addressed in “Teaching Math, Science & Engineering Quiz Sections.”*

Presenting Information Effectively

► *Session II (10:45) • Session V (3:30)*

In this workshop, we will examine aspects of effective presentations such as: organization, examples, visuals, pacing, and delivery. We will discuss ways to overcome the fear of public speaking and to assess the effectiveness of presentations. Although our primary focus will be on lecture, these skills can also be useful in other presentation formats.

Understanding Who Your Students Are

► *Session II (10:45) • Session IV (2:15)*

This workshop provides an opportunity to learn about your UW students before you meet them on the first day of class. Information generated by a number of programs and research projects on this campus will provide you with a sense of undergraduate student expectations, backgrounds and concerns, as well as ideas about ways experienced TAs have made use of this information in working with their classes.

Professional Development

Balancing Graduate School Demands

► *Session II (10:45) • Session V (3:30)*

Graduate students typically have to juggle multiple responsibilities: studying, teaching, research, and personal life. In this workshop, participants will share and discuss strategies for setting and prioritizing goals, managing time, and dealing with stress.

Gathering and Using Student Feedback to Improve Teaching

► *Session II (10:45) • Session V (3:30)*

This session introduces several ways to gather student feedback and use it to improve your teaching. In addition to looking at the end-of-quarter student evaluation forms, you will examine options such as online and in-class mid-quarter surveys or classroom assessment tasks.

Types of TA Assignments

Teaching in Lab Settings: First Day and Beyond

► *Session IV (2:15) • Session V (3:30)*

This workshop offers ways to help students learn in science and engineering lab settings. We will identify goals of lab instruction, ways to plan and facilitate effective lab sessions, and strategies for a successful first day of class.

Teaching Math, Science, and Engineering Quiz Sections: First Day and Beyond

► *Session II (10:45) • Session V (3:30)*

During “quiz” sections, TAs are typically responsible for helping students understand and apply concepts learned in large lecture classes. This workshop will include: setting frameworks and expectations for the section on the first day of class, an overview of TA roles in quantitative problem-solving quiz sections, aligning section content with lecture, and strategies for fostering active student learning.

Teaching Modern Languages: First Day and Beyond

► *Session II (10:45)*

In this session, we will discuss feedback from UW students on the teaching methods they find helpful for learning languages. Our discussion will include different approaches to common language learning issues, as well as ways to help resolve possible differences between student perceptions of what they need and instructors’ understanding of effective language learning approaches.

Teaching One-to-One in Office Hours and Study Centers

► *Session II (10:45) • Session V (3:30)*

Teaching in one-to-one situations offers excellent opportunities for student learning. In this workshop we will examine ways to: encourage student use of office hours and study centers; use one-to-one teaching opportunities to promote student ability to work independently; and anticipate and prepare for a variety of questions, issues and challenges which may arise in office hour and study center situations.

Other Important Events - Your department will provide more details on whether you should attend the following events

RA Workshop

► *Wednesday, September 23 • 8:30 a.m. - 12:30 p.m.*

The RA Workshop is designed to help RAs who are new to the RA role (especially those in their first or second year), RAs who have some experience but are new to UW, or RAs who have some experience at UW but are undertaking a new type of RA role this year. Unlike the TA Conference, pre-registration is not required for the RA Workshop. RAs should bring their Husky (student) cards to register on-site at the event.

Lab Safety Seminar

► *Monday and Tuesday, September 28 and 29*

Physics / Astronomy Building A-102

Register online: <http://www.ehs.washington.edu/psotrain/corsdesc.shtml>

Types of TA Assignments, continued

Teaching Social Science and Humanities Quiz Sections: First Day and Beyond

► *Session II (10:45) • Session IV (2:15)*

During “quiz” sections, TAs are typically responsible for helping students understand and apply concepts learned in large lecture classes. This workshop will include: setting frameworks and expectations for students for the section on the first day of class; an overview of TA roles in discussion-based quiz sections; aligning section content with lecture; and strategies for fostering stimulating student discussions.

International TA Workshops

*Note: These sessions, which will take place on the afternoon of Monday, September 21st in Smith Hall, Room 120, are **required** for all first-year TAs who are not native speakers of English.*

Getting to Know UW Students: Overview for International TAs

► *Monday, September 21 - 1:00 - Smith Hall, Room 120*

This workshop will have two parts: first, we will discuss the make-up of the student body at the UW and the unique role that teaching assistants play; then, we will provide an overview of the ITA program and ways the program can help you succeed as a TA. Required for all international TAs in their first year of teaching.

Panel Discussion With Experienced International TAs

► *Monday, September 21 - 2:45 - Smith Hall, Room 120*

In this question and answer session you will have the opportunity to hear from international TAs on their experiences learning to be effective teachers at the UW. Required for all international TAs in their first year of teaching.

For International TAs

Overview of Versant English Proficiency Test (Optional)

► *Wednesday, September 16 • 3:00 p.m. - 4:30 p.m.*

To register, email: ita@cidr.washington.edu

Versant English Proficiency Test

► *Thursday, September 17, in the afternoon*

To register, email: oeatests@u.washington.edu

For more information on the Versant English Test and requirements for graduate students who are not native speakers of English, please see: <http://depts.washington.edu/cidrweb/TAConference/2009/ITARegistration.html>

CONFERENCE AGENDA

Monday, September 21 - International TA Program Workshops

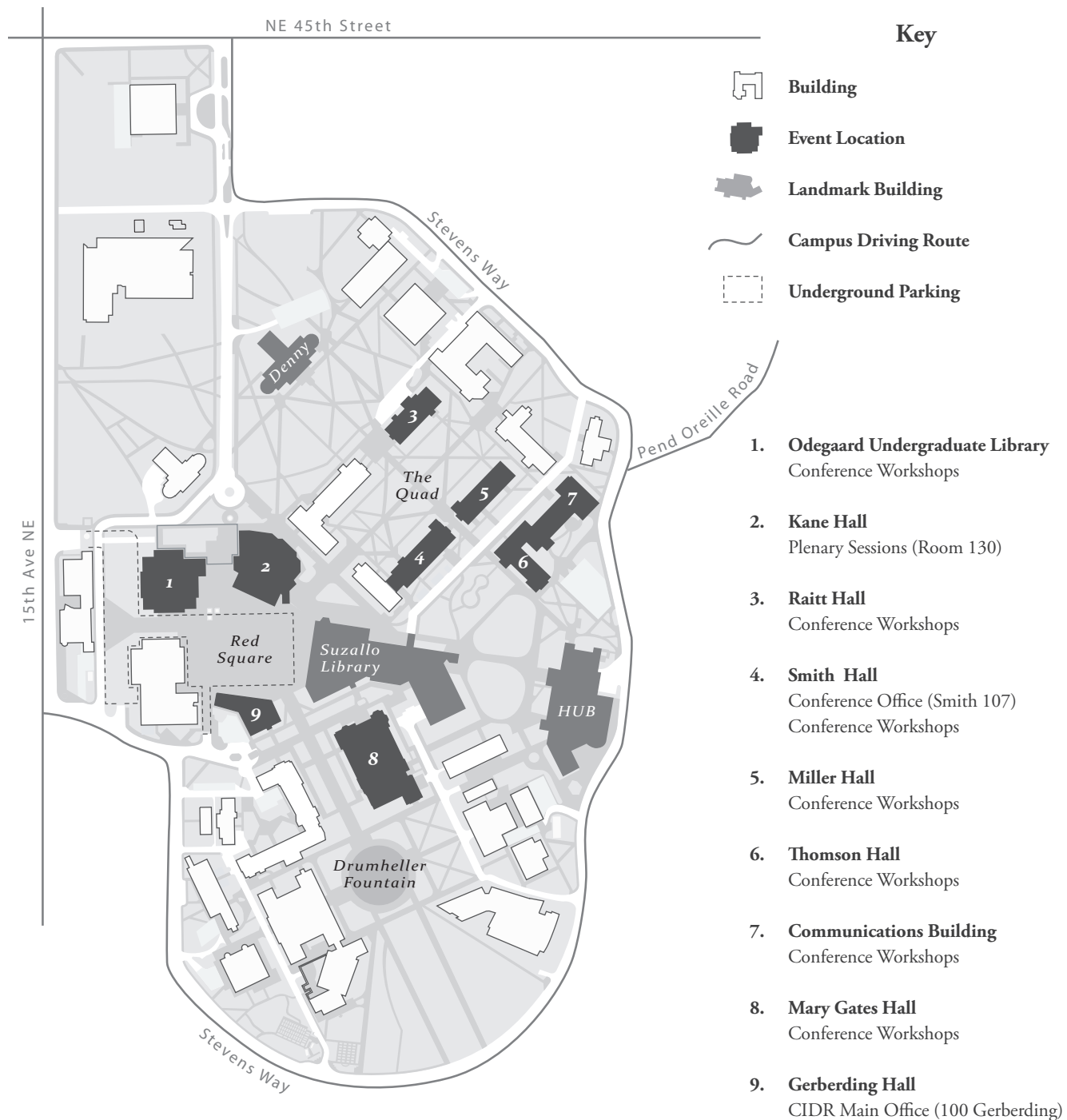
- 1:00 - 1:15** **ITA Program:** Sign in and pick up your TA Conference schedule (Smith Hall, Room 120)
1:15 - 2:30 **ITA Program:** Getting to Know UW Students: Overview for International TAs (Smith Hall, Room 120)
2:45 - 4:00 **ITA Program:** Panel Discussion with Experienced International TAs (Smith Hall, Room 120)

Tuesday, September 22

- 8:15** **Information Desk Opens**
8:15 – 11:00 a.m. in Kane Hall Lobby; 11:00 a.m. – 4:00 p.m. in Smith Hall, Room 107
Sign in and collect your individual conference schedule with workshop locations.
- 9:00 - 10:20** **Session I (Kane Hall, Room 130)**
A. Opening Plenary: “Teaching at the UW: What You Can Look Forward To”
- 10:45 - 11:45** **Session II**
A. Activities to Engage Your Students in Learning
B. Balancing Graduate School Demands
C. Gathering and Using Student Feedback to Improve Teaching
D. Motivating Students to Learn: Applying Principles of Learning to Teaching
E. Planning and Facilitating Discussions
F. Presenting Information Effectively
G. Teaching Math, Science, and Engineering Quiz Sections: First Day and Beyond
H. Teaching Modern Languages: First Day and Beyond
I. Teaching One-to-One in Office Hours and Study Centers
J. Teaching Social Science and Humanities Quiz Sections: First Day and Beyond
K. Understanding Who Your Students Are
- 11:45 - 1:00** **Lunch Break** - Food is available on campus in the HUB or in the many restaurants located in the University District
- 1:00 - 2:00** **Session III (Kane Hall, Room 130)**
A. Plenary II: “Teaching at the UW: Policies and Professionalism”
- 2:15 - 3:15** **Session IV**
A. Activities to Engage Your Students in Learning
B. Dealing with Difficult Classroom Situations
C. Grading Short-Answer Questions on Homework, Exams, or Lab Reports
D. Including All Students: Teaching in the Diverse Classroom
E. Motivating Students to Learn: Applying Principles of Learning to Teaching
F. Planning and Facilitating Discussions
G. Responding to Longer Student Essays and Assigning Grades
H. Teaching in Lab Settings: First Day and Beyond
I. Teaching Social Science and Humanities Quiz Sections: First Day and Beyond
J. Understanding Who Your Students Are
- 3:30 - 4:30** **Session V**
A. Assessing Student Work in the Fine Arts
B. Balancing Graduate School Demands
C. Dealing with Difficult Classroom Situations
D. Gathering and Using Student Feedback to Improve Your Teaching
E. Grading Short-Answer Questions on Homework, Exams, or Lab Reports
F. Including All Students: Teaching in the Diverse Classroom
G. Presenting Information Effectively
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I. Teaching in Lab Settings: First Day and Beyond
J. Teaching Math, Science, and Engineering Quiz Sections: First Day and Beyond
K. Teaching One-to-One in Office Hours and Study Centers

CONFERENCE EVENT LOCATIONS

Complete, interactive, and printable maps of the University of Washington campus, along with driving directions, parking accommodations, and other visitor information can be found at: <http://www.washington.edu/home/maps>



The University of Washington is committed to providing access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities.

To request disability accommodation contact the Disability Services Office at least ten days in advance at: 206.543.6450/V, 206.543.6452/TTY, 206.685.7264 (FAX), or e-mail at dso@u.washington.edu

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