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# How to Be a Successful Teaching Assistant- Online!

*Presented by the Center for Teaching & Assessment of  
Learning and the Graduate College*

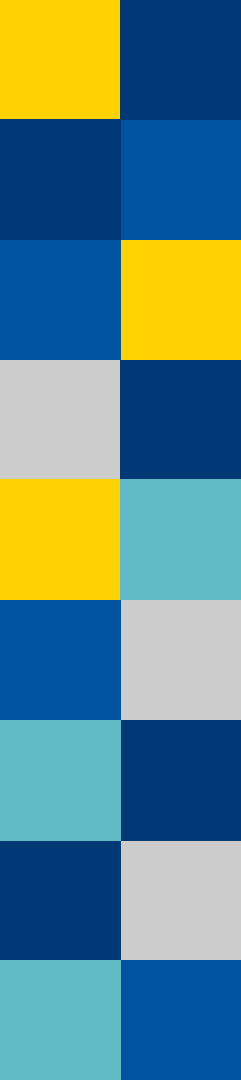
# Today's Agenda

- Session overview + Welcome
- Misconceptions about online teaching & learning
- Common roles for online TAs
- Quick-Write: Using Google Docs for real-time writing check-ins
- Creating Presence in an online course
- What you can do right now
- Open discussion

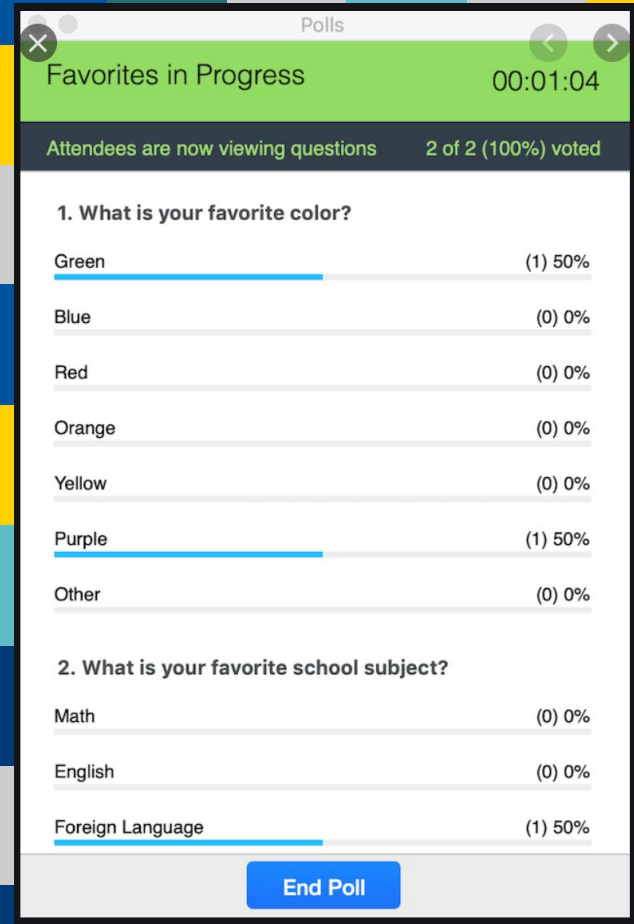


# Front Matter

- Please use the chat for questions as they arise; Caitlin will monitor regularly
- We'll have time for discussion at the end of the session
- We'll break for a “chat check”
- Slides will be sent to all attendees after the session
- We'll use a collaborative google doc
  - Open a browser or grab an extra device



Welcome! Let's  
see who's  
here...



## Your facilitators



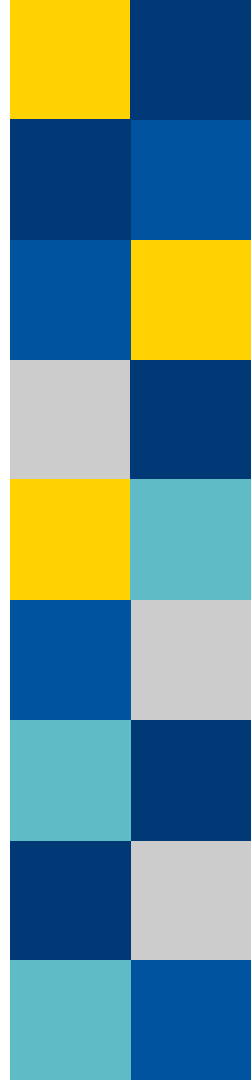
Rose Muravchick,  
PhD



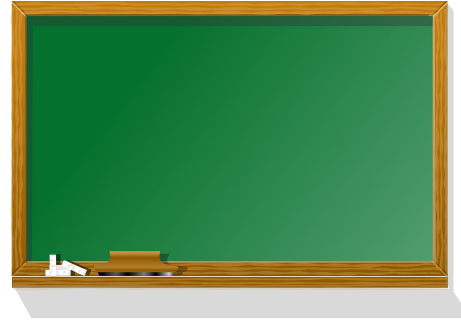
Stacie Larkin, DPT,  
MEd



Caitlin Hutchison,  
PhD



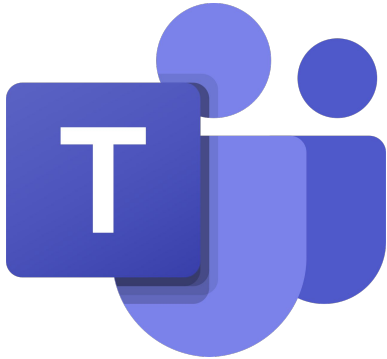
# Teaching with tools



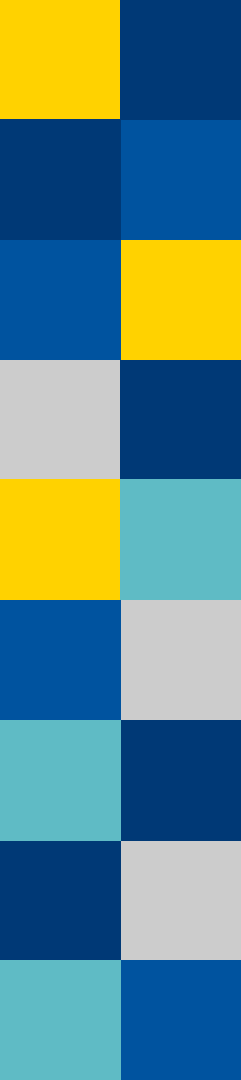
# Teaching with tools



canvas

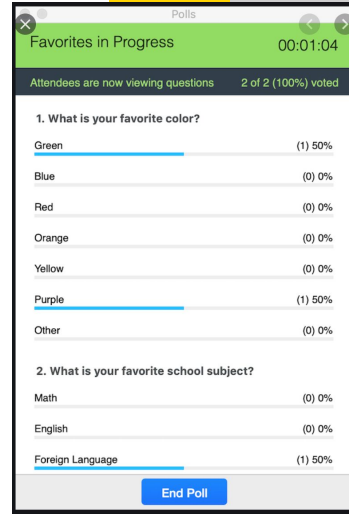


G Suite



# Common misconceptions about online teaching and learning

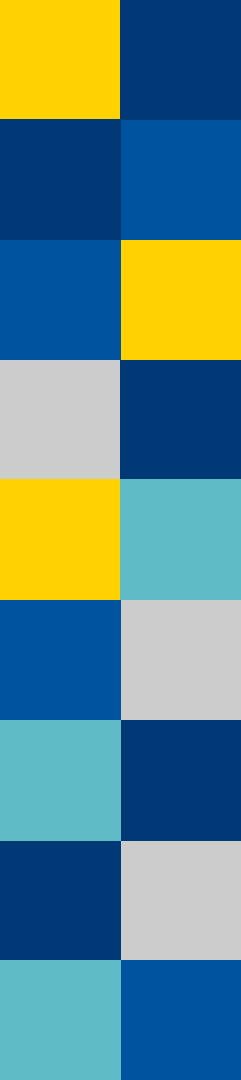
(and how to address them)





# Misconception #1: More is More

“Most of us have an intuitive sense that these media engage students beyond what we can do with plain text... Intuitions, however, are not always right.” - Michelle Miller



# Addressing this misconception:

## Choosing tools

1. Select which tools you're going to use in order to solve a specific problem
  - a. Student engagement
  - b. Lack of precision/accuracy
2. Review the course objectives with your instructor



# Addressing this misconception: Using or recording slide presentations

1. Avoid the redundancy effect
  - a. Don't read what is on the slides
  - b. Don't overload students with non-content narrative
2. Use conversational registers to enhance presentations
3. Add nuance, information and context in other formats...

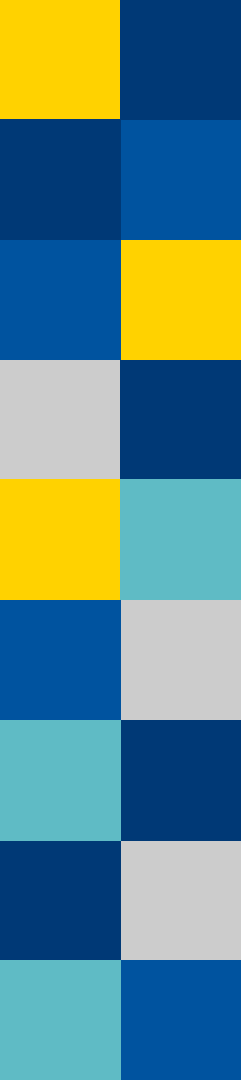
*From: Michelle Miller's Minds Online*



## Misconception #2: One and done

“Students will write a discussion board post every week upon completion of the reading”

“Students will submit a 1-2 page reading response paper every other week”



# Addressing this misconception: Support meaningful engagement

1. Encourage revision by prompting students to rephrase statements
  - a. Clarity
  - b. Accuracy
  - c. Connections



# Misconception #3: But students are all *DiGiTaL NaTiVEZ!!*



# Addressing this misconception: Make no assumptions

- Remind students of what technology they'll need to use and why
- Make it easy to find tech support
- Don't use too many tools
- Frequent check-ins

<https://sites.udel.edu/techatud/>



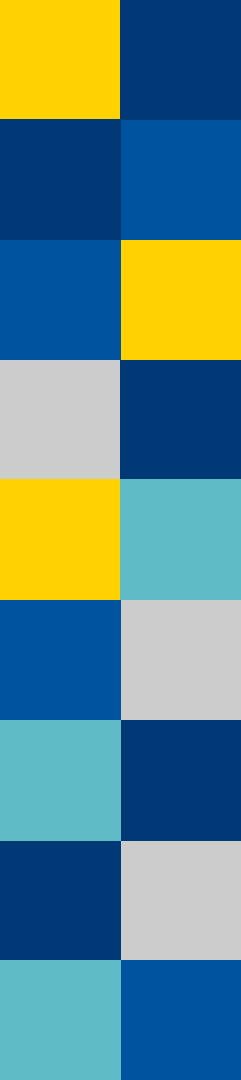
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*Let's check the chat*



# Your role in this, as a TA

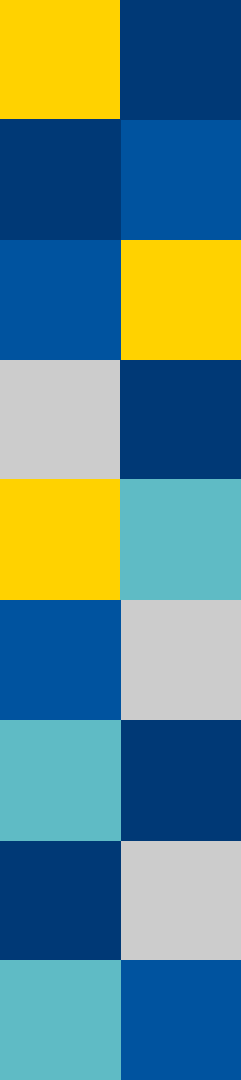
1. Clarify expectations for students with your instructor
2. Channel student misconceptions or challenges back to your instructor
3. Be a sounding board for revision + problem solving
4. Test the tech and report back



## Quick write (in the google doc)

- What are you **worried** about in your role as an online TA?
- What do you need more clarity about in order to be successful?
- What past experiences may have prepared you to be successful in this new role?

<http://www.udel.edu/007568>

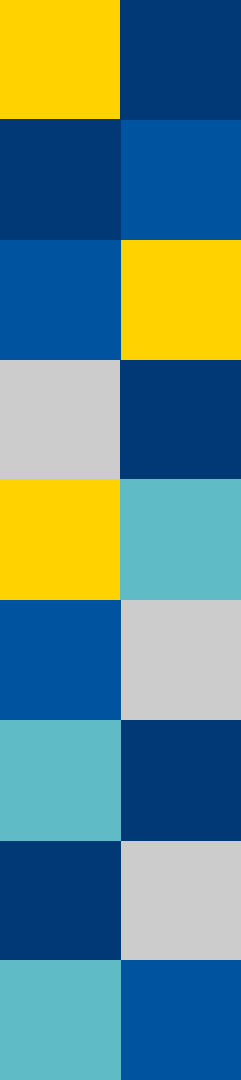


# Key tip: Presence in an online course

Why you need to create and sustain it:

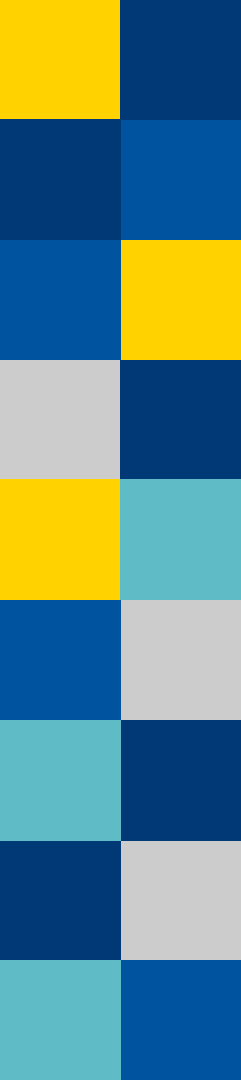
## **Vygotsky's zone of proximal development**

- “... an essential feature of learning is that it creates a zone of proximal development, that is, learning awakens a variety of internal developmental processes that are able to operate only when the student is interacting with people in [their] environment and in cooperation with [their] peers.”



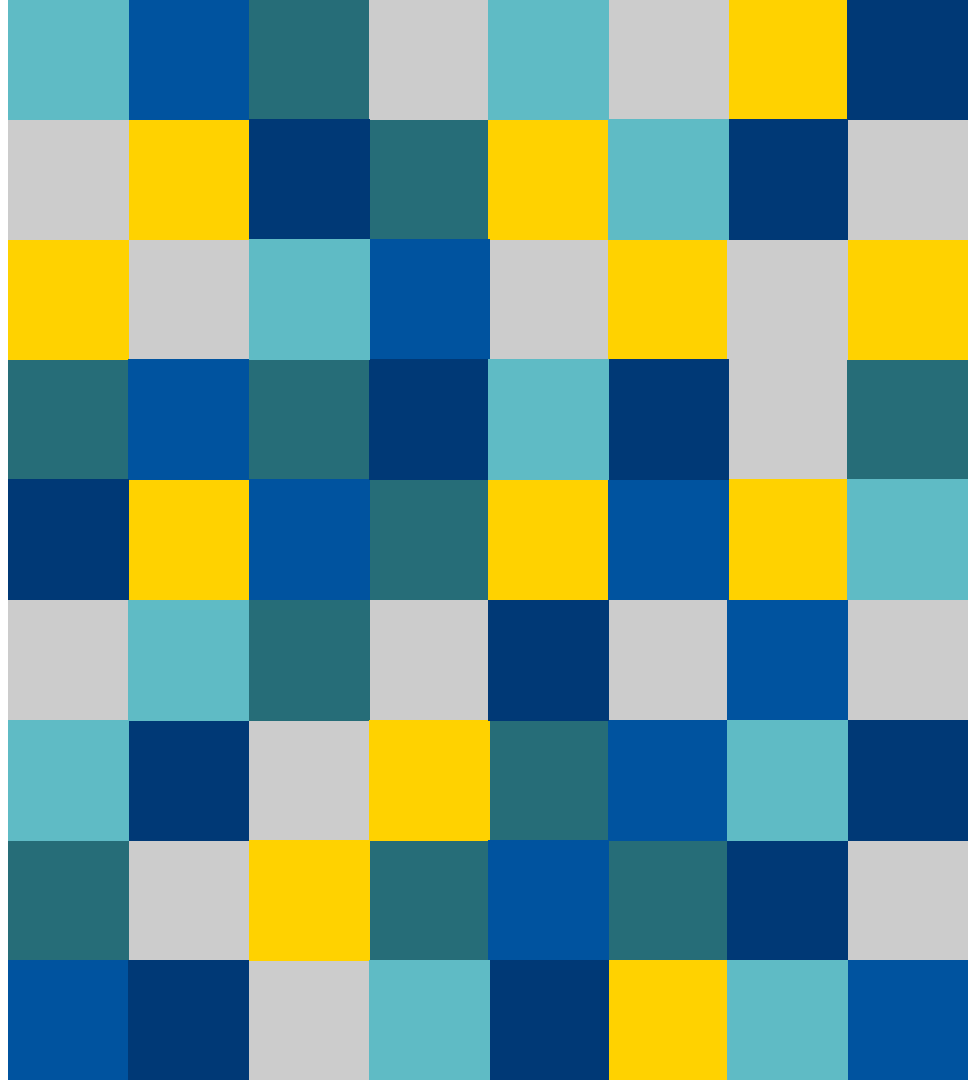
# How to do this online

- Make an intro video and keep it light!
- Change up your idea of office hours
  - Group problem studies
  - Evening review sessions
  - Current events debriefs
- Create opportunities for out-of-class connections
  - Teams, social media, Padlet...
- Meaningful breakout rooms in Zoom



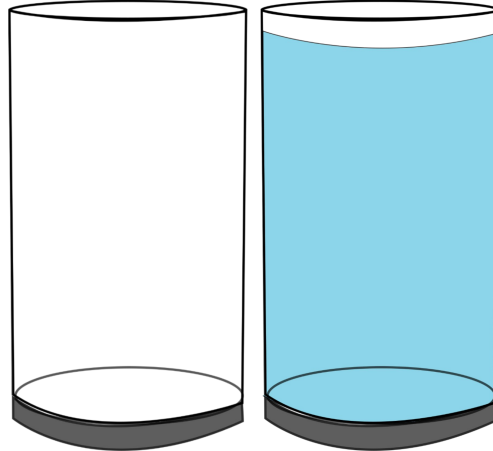
# You can do this!

And you can do these things  
right now



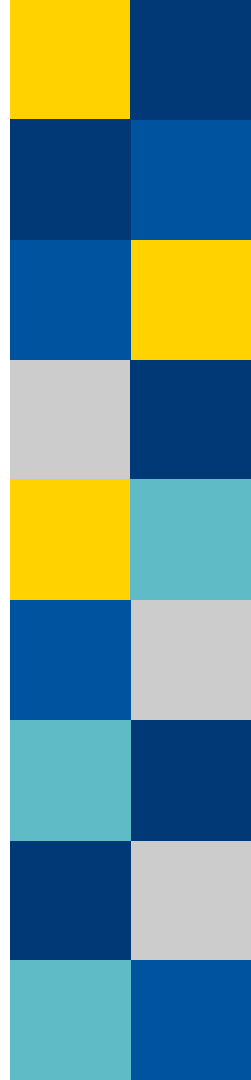
# What to do now: General Tips

- Create (or sustain) habits that promote wellbeing



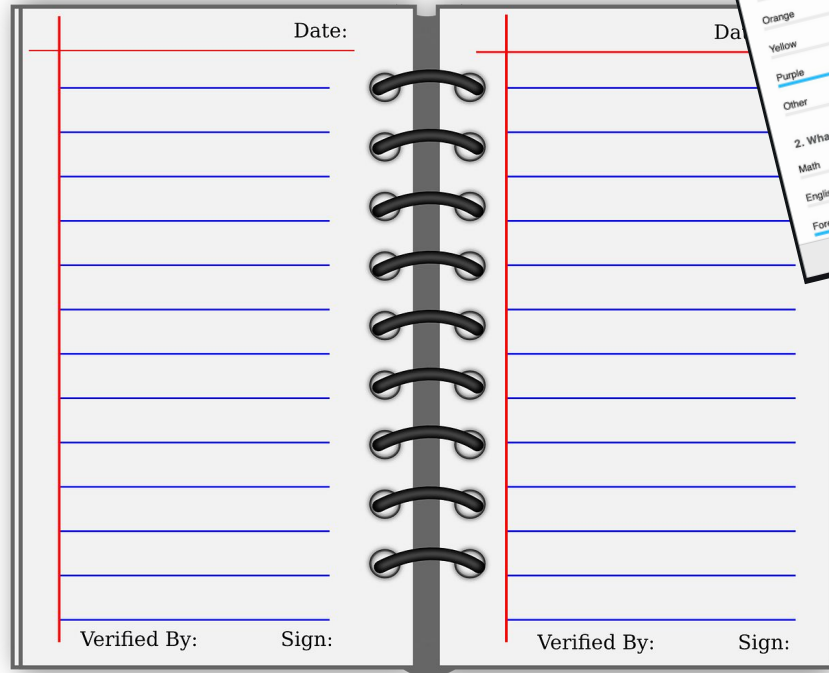
# What to do now: General Tips

- Review the course objectives or Student Learning Outcomes



# What to do now: General Tips

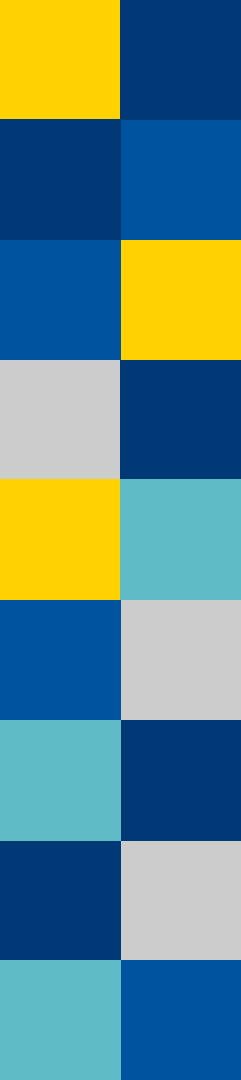
- Start a system for documenting your work and experiences





# What to do now: Tech Edition

- Get comfortable with the functions in Canvas and Zoom you'll need to use immediately
  - Demo with friends
  - Test on multiple devices
- Keep a list of troubleshooting sites handy
- Alert your instructor to any potential issues
- Make a plan for unforeseen problems



<https://sites.udel.edu/kcto/>



# What's next?



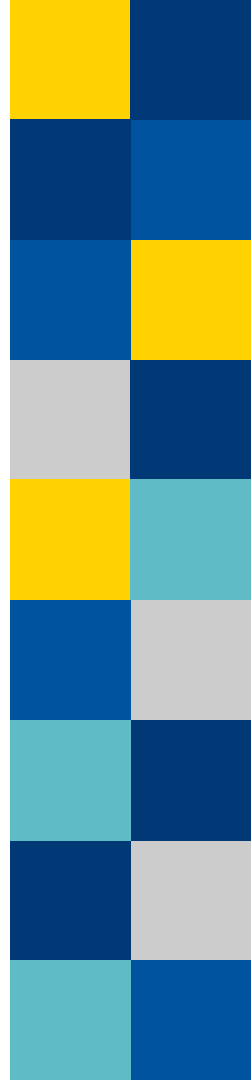
## 2020 Virtual Friday Roundtables

- September 11: Pandemics and Politics: Teaching with and about current events
- October 9: What Have They Learned?: Assessing program educational goals
- November 6: Assignments that Click!: Tapping into student creativity with digital multimedia projects

Learn More and Register

<https://ctal.udel.edu/programs/ffr/>

Let's talk: Town Hall Time



# Reference Readings

Bruff (2019) Intentional Tech ([UD Library Ebook](#))

Darby and Lang (2019) Small Teaching Online ([UD Library Ebook](#))

Miller (2014) Minds Online ([Jstor Ebook](#))

Moran (2016) [Millennials as Digital Natives](#)

Vygotsky (1978) Minds in Society ([Jstor Ebook](#))

