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...

Polls

Favorites in Progress

Attendees are now viewing questions 2 of 2 (100%) voted

1. What is your favorite color?
   - Green (1) 50%
   - Blue (0) 0%
   - Red (0) 0%
   - Orange (0) 0%
   - Yellow (0) 0%
   - Purple (1) 50%
   - Other (0) 0%

2. What is your favorite school subject?
   - Math (0) 0%
   - English (0) 0%
   - Foreign Language (1) 50%

End Poll
Your facilitators

Rose Muravchick, PhD

Stacie Larkin, DPT, MEd

Caitlin Hutchison, PhD
Teaching with tools
Teaching with tools

- Canvas
- Microsoft Teams
- Zoom
- G Suite
Common misconceptions about online teaching and learning
(and how to address them)
“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/
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 is 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
Get set with Tech

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

https://commons.udel.edu/teaching-online/
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

Darby and Lang (2019) Small Teaching Online (UD Library EBook)
Miller (2014) Minds Online (Jstor EBook)
Moran (2016) Millennials as Digital Natives