

BIOS 4801: Teaching Practicum
1 credit hour, enrollment by permit only, Fall 2026

Instructor: Linda Green, linda.green@gatech.edu

Class meetings:

BIOS 4801 does not have a regularly scheduled meeting time. The contact time for this course comprises attending your teaching assignment course, and the responsibilities for that role. As needed, individual meetings may be scheduled with your instructor to discuss matters in your TA role.

Course objectives:

This course is a practicum in teaching biological sciences for undergraduate teaching assistants, with a focus on effective teaching, active engagement of students, and development of innovative classroom activities. Your experience and assignments in this course will enable you to:

- Practice quality classroom management skills (e.g., conflict response, creating engaging learning environments);
- Discuss and implement sound pedagogical practices to achieve course objectives (e.g., providing constructive feedback to students; using active learning strategies);
- Locate and understand educational policies (institutional, state, or national) that impact classroom instruction/facilitation.
- Access and make appropriate referrals for institutional student support services; and
- Integrate peer and colleague feedback toward improving instructional practices.

This course is for returning teaching assistants in the School of Biological Sciences (BIOS and APPH courses). Only students selected to be teaching assistants are eligible to enroll in this course. The credit hours are subject to the maximum of 6 ch of experiential learning in BIOS 4697 for Biology majors; please consult with your advisor if you have any questions.

Required course materials: None.

Course content:

A student's efforts in the course are divided among two core areas:

1: Developing Teaching Skills

Develop confidence and effectiveness in your teaching style; explore alternate methods in your teaching style to reach diverse audiences.

2: Contributing to Course Content

Collaborate on class activity design and execution; regular attendance and participation in class; one-on-one tutoring during student office hours.

Grading:

The final grade in this course is based on successful advancement of teaching skills and completion of all required TA duties. Specific course requirements include:

85% Fulfilling expectations of TA contract and other duties as assigned by course instructor, including evidence of engagement in your assigned TA role, attending and/or leading TA'ed course as specified by role, grading and returning assignments in a timely manner, holding office hours, responding to student emails and other inquiries, other duties as assigned by course instructor and specific to your individual TA role

15% Attendance in requested 4801 meetings, and submission of a final reflection

Each student is expected to meet regularly with his/her course instructor to discuss progress in the TA role, and any performance concerns that develop will be raised in these meetings.

Evaluation:

Fulfilling expectations of TA contract and other duties as assigned by course instructor: Carefully review the TA contract and discuss with your course instructor for additional expectations specific to your TA role. At minimum, we expect that you will show evidence of engagement in your TA role, attend and/or lead your TA'd course as specified by your role, grade and return all assignments in a timely manner in alignment with your course instructor's directives (e.g. instructions, rubrics, keys, etc.), as well as maintain regular accessibility to your students via office hours and other meetings. We encourage you to meet regularly with your course instructor and ask for feedback about your performance as a TA. Feedback from your course instructor will influence your final course grade for BIOS 4801.

Final Reflection: The goal of the reflection is for you to consider your experiences and learning this semester as a TA. In your answer to the prompt below, consider all of your TA experiences, including lecture, recitation, homework, writing assignments, drop-in hours, laboratory, your TA meetings, and other experiences outside the classroom. Please write a reflection of minimum 500 words in length (maximum 800) to the questions below. Your reflection should be submitted via email to Dr. Green by Dec 1, 5pm.

What did you learn from your experiences in this course that will continue to influence you for years to come? How did you learn these things?

Note: Your answer should be in paragraph form, and should not recount or list the activities that you have done this semester. Use thoughtful reflection and specific examples to explore what elements of the semester have had the most meaning to you. This is not intended to be an evaluation of the course itself - we are interested in reading how the role has influenced you in your life (personal, professional, whatever!). Reminder for **Use of AI:** The use of AI/ML-generated text is not allowed to generate your response. However, these AI tools can be useful in the process of editing and refining a written response. AI tools should be used as you would a trip to the writing center, where the AI or writing tutor can help provide outlines, feedback, and editing to a written response. If you utilize AI in your response, you should submit the input you provided the AI, cite the AI you used, and explain how it was utilized.

Academic Integrity:

Students are reminded of the obligations and expectations associated with the Academic Honor Code and Student Code of Conduct, available online at: [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Learning Accommodations:

If needed, we will make classroom accommodations for students with disabilities. These accommodations should be arranged in advance and in accordance with the Office of Disability Services (<http://disabilityservices.gatech.edu/>).

TA-ship Progress:

We are committed to providing a quality learning and developmental experience for each of our TAs, as well as course instructors and the students in our classes. As there may be occasions where you or your course instructor may feel the need to reach out to us, we want to offer tips on how to make the experience as smooth as possible. ***It is important to recognize that we all work as a team and establishing a positive, cordial and professional relationship is very important in helping avoid major issues that lead to major grievances.***

First, set expectations, and where you have questions, always ask. Being clear on your duties and how you are meeting them, as well as upfront with your instructor about any areas for which you'd like more support, can be key to developing a good working relationship. Keep this an open conversation, and deliberately discuss how you will inform one another regularly, including the frequency (e.g. as needed, after exams, at weekly meetings, after each class, etc.).