

CETL 8000: GTA Preparation

Instructors: Dr. Deborah Santos: deborah.santos@chemistry.gatech.edu
Dr. Kasey Leigh Yearty: kasey.yearty@chemistry.gatech.edu

Semester Meetings:

See Canvas Course Information

Office Hours:

Email any instructor for an appointment.

Course Prerequisites:

There are no prerequisites for this course.

Course Materials:

All course materials are available in (or linked from) the course Canvas site.



Canvas:

All lecture materials, announcements, and grades will be posted on the Canvas site for CETL 8000. You are responsible for all information posted in Canvas announcements.

We Are All in this Together



Welcome to CETL 8000: GTA Preparation. We are Drs. Deborah Santos and Kasey Leigh Yearty, and we will be your instructors for this fall term course. We look forward to working with you all this semester!

We recognize that the first semester of graduate school can be overwhelming as you take courses, conduct laboratory research, and serve as teaching assistants. As such, we have designed this CETL 8000 course to provide you with the knowledge, skills, and resources to assist your growth as a teaching assistant and as an independent researcher without taking substantial time outside of class, allowing you to better balance your many responsibilities and obligations.

Here are the general principles we will all, as a class, operate under:

- « Communication will be extremely important. We will communicate with each other frequently and as transparently as possible.
- « None of us know what others are dealing with. This is even more important to remember when we communicate online. Some of us may become ill. Some of us may have be differently abled. Some of us may be contending with mental health challenges. Some of us are caring for family members or helping our families get by in precarious health or financial circumstances. Some of us may be in precarious financial situations ourselves. We will all be kind and forgiving to each other and to ourselves.
- « If we need help, we will ask for it. We ALL need help in some way.

Course Schedule:

August 20th

- Helping Students
 - facilitation
 - questioning
 - office hours

August 27th

- The Feedback Loop
 - formative assessment
 - feedback
 - reflection

September 3rd

- Metacognition
 - study strategies
 - how to learn
 - positive behaviors

September 10th

- Introduction to the Evidence-Based Teaching Project

September 17th

- Learning in Science
 - how people learn
 - scientific knowledge development
 - modeling

September 24th

- Models in Chemistry
 - representations
 - modeling & explaining
 - connection theory to experimentation

October 1st

- Grading and Peer Review
 - purpose of grading
 - traditional & alternative grading
 - useful feedback

October 8th – Nov 12th

- Evidence-Based Teaching Presentations

November 19th

- Reflections, Wrap-Up, and Filling out the CIOS Survey

Introduction/Course Description

This graduate teaching assistant (GTA) preparation course is designed to support your responsibility to provide our undergraduates with the high-quality education that we desire in the School of Chemistry and Biochemistry. In addition, your teaching experience will hone transferable skills that enhance your professional development whatever your intended career path.

Student Learning Outcomes

By the end of the course (Jump Start & CETL 8000), you will be able to:

- 1) Describe effective teaching and learning strategies.
- 2) Develop detailed lesson plans consisting of one or more SLOs and one or more active learning activities to engage students.
- 3) Communicate science at levels appropriate to your audience by crafting explanations about concepts in response to students' level of understanding.
- 4) Explain how students learn science and connect this to your teaching practice.
- 5) Effectively manage group and classroom dynamics with respect for the diversity of the student population through effective verbal and nonverbal communication.
- 6) Develop written communication skills by providing useful feedback regarding student work in an efficient and timely manner.
- 7) Process and apply useful student and supervisor feedback.

Assessment

You will demonstrate that you have met the learning outcomes listed above by:

- 1) Attending all class sessions and actively participating.
- 2) Interactively engaging in a topical reading each week in preparation for class.
- 3) Participating in reflective teaching exercises inside and outside of class.
- 4) Creating an organized and visually engaging infographic based on a journal article using Canva.
- 5) Developing a lesson plan for a teaching demonstration based on a journal article.
- 6) Leading a teaching demonstration based on a journal article.

General Course Policies

Academic Integrity:

All students are expected to adhere to the Georgia Tech Academic Honor Code (for more information, please visit <http://www.catalog.gatech.edu/policies/honor-code/>). Briefly, copying others' work in part or in whole constitutes academic dishonesty. It is also dishonest to provide work on behalf of another student as it does not represent their own original work. Both of these acts are detrimental to you and your peers' success as you do not learn or retain valuable course material. It is always okay to ask if something you are considering doing would be considered an academic integrity violation. There is no penalty for asking. However, if you commit an act of academic dishonesty, you will be reported to the Georgia Tech Office of Student Integrity.

Attendance/Participation:

This class is structured around practical exercises that you can apply directly to your teaching. You must be present and engaged to benefit from them. Attendance will be defined as arrival within 5 minutes of the start of class and staying until the end of class. Participation includes active involvement in class discussions and in-class activities.

Appropriate Behavior in Class:

To ensure a positive learning environment for each student consider the group norms you established during Jump Start (available on Canvas).

Absences:

Comprehensive guidelines regarding attendance and excused absences may be found in the Georgia Tech catalog. Please read through the policies in their entirety.

- 1) <http://www.catalog.gatech.edu/rules/4/>
 - 2) <http://www.catalog.gatech.edu/policies/student-absence-regulations/>
- In brief, the guidelines as they apply to this course include the following:

- « Attendance at all class sessions is mandatory.
- « If you are absent for any reason, contact the instructor as soon as reasonably possible and indicate the reason for your absence. We respect your privacy and do not need significant detail but do need context.. We will coordinate a make-up for you as appropriate.
- « Excused absences include:
 - Participation in athletics sanctioned by Georgia Tech.
 - Cases in which the Office of the Dean of Students issues an excused absence. These are issued for emergencies such as injury, illness, or death in the family. After your appointment with their office, they will contact me to arrange accommodations.
 - Religious observances.
 - Absences sanctioned by the Student Academic and Financial Affairs Committee (SAFAC). Contact the committee at least



Commitment to You:

We recognize that many of you may be contending with challenges/obligations outside of your teaching roles and responsibilities (in and outside of academia) that may impact your performance in the course and/or your performance as a GTA. Our intention with this course is to provide you with a supportive framework to help you achieve proficiency in the course learning objectives and help you find a balance between your teaching responsibilities and your other obligations while accounting for any additional challenges you may be facing.

If at any point you have concerns about your standing in this course, your teaching, or are experiencing extenuating circumstances, please reach out to us. We are invested in each of you and want to see you all succeed!



The instructors reserve the right to make any changes necessary to the course during the term as appropriate.

Disability Services

Any students that feel they may need accommodations should contact us privately to discuss their needs. It is also imperative that you contact the Office of Disability Services (ODS) as soon as possible at (404)-894-2563 to ensure appropriate accommodations are made in a timely fashion.

Additional Campus Resources

1. [OMED: Educational Services](#): Provides resources and services to support student retention and engagement, especially of underserved and underrepresented students.
2. [Office of International Education](#): Provides services that include visa and immigration support.
3. [Counseling Center](#): Provides a broad range of mental health services.
4. [STARS Services](#): Provides assistance if you are experiencing food and/or housing insecurity.
5. [LGBT Resource Center](#): Provides resources and support to LGBTQIA+ students.
6. [Women's Resource Center](#): Provides resources and support to women.