

GTA Preparation

Course Information

Instructor: Daniela Staiculescu (daniela@ece.gatech.edu)

Course Prefix and Number: CETL 8000 EE1

Term: Fall 2026

Course Description

This course equips new GTAs with the skills and knowledge necessary to provide a high-quality education to Georgia Tech students. It emphasizes learner-centered teaching and developing transferable skills to enhance professional growth, regardless of the chosen career path. Students learn to create clear and concise explanations, follow institute policies, facilitate group work, manage classroom dynamics, and conduct fair grading.

Course Learning Outcomes

Upon successful completion of this course, you will be able to:

- Design and Deliver Engaging, Student-Centered Learning Experiences
 1. Develop and implement active learning strategies tailored to specific learning goals.
 2. Create clear, engaging explanations of complex concepts that meet students' levels of understanding.
- Apply Effective Classroom and Time Management Techniques
 1. Manage classroom dynamics, including addressing incivilities, to maintain a productive learning environment.
 2. Implement time management strategies to balance teaching responsibilities with other academic obligations.
- Describe and Apply Institutional Policies and Procedures
 1. Apply Georgia Tech's strategic priorities, policies, and procedures to teaching contexts, including FERPA, disability services, academic integrity, and online communication.
 2. Conduct fair and consistent grading practices in line with institutional guidelines.
- Coordinate and Communicate Effectively with Faculty and Peers
 1. Develop professional communication skills to coordinate responsibilities with faculty supervisors and co-TAs.
 2. Engage in reflective practices to continuously improve teaching effectiveness and professionalism.
- Support and Promote Student Well-Being
 1. Identify and apply strategies to support student well-being, including recognizing and responding to signs of student distress.

2. Utilize midterm evaluations to gather feedback and make adjustments to improve the student learning experience.

Required Course Materials

Resources will be posted on our Canvas site for you to review in preparation for *Jump-Start to Teaching* (see below) and our weekly class meetings. They include readings, videos, and resources from the Center for Teaching and Learning website. These materials will provide the foundational knowledge and practical strategies to excel in your teaching assistant role.

Grading Policy

Letter Grade	Numerical Range
S	16 -20 pts.
U	< 16 pts.

Graded Assignments

- Background Knowledge Surveys [4 pts.]: This assignment is designed to help us understand your previous teaching experiences, comfort levels with various teaching tasks, and preferences for group work. We also issue out post semester survey to assess the effectiveness of this class in preparing you for your duties as a Teaching Assistant. Your responses will allow us to tailor the course to meet your needs and help us to form effective peer learning communities. Your input is invaluable to creating a supportive and productive learning environment for everyone. The due dates for each of these surveys would be posted on Canvas.
- Training Modules in Canvas [4 pts.]
- Jump Start Attendance [8pts]:
- Semester session Attendance [4 pts]:
- Microteaching [mandatory]:

Attendance Policy

Active participation and consistent attendance are crucial for success in this course. By engaging fully in all activities and discussions, students not only enhance their own learning experience but also contribute to the collective learning environment. We understand that unforeseen circumstances may arise, so please communicate with the instructors in advance if you must miss a session. Together, we will find ways to ensure you stay on track and continue to benefit from the course.

Academic and Research Honesty/Integrity Statement

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review the [Student Code of Conduct](#) and the [Academic Honor Code](#), especially [Appendix A: Graduate Addendum to the Academic Honor Code](#).

Students are expected to perform research in an ethical and responsible manner. All Doctoral and Master's Thesis students are required to take the [Responsible Conduct of Research training](#), and it is expected that students abide by the principles taught in that training while performing research.

Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Allegations of scientific or scholarly misconduct are handled in accordance with the procedures outlined by the [Policy for Responding to Allegations of Scientific or Other Scholarly Misconduct](#).

Core IMPACTS

Not applicable

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulates some basic expectations that you can have of me and that I have of you. Additional information for research-related work is given in [The Expectations of Advisors and Advisees](#). In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.