

# TEACHING ASSISTANT HANDBOOK



SCHOOL OF ARCHITECTURE AND LANDSCAPE ARCHITECTURE  
SCHOOL OF COMMUNITY AND REGIONAL PLANNING

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# A QUICK WORD

Congratulations on your Teaching Assistant (TA) appointment within the School of Architecture and Landscape Architecture & the School of Community and Regional Planning! As a TA you are often the direct point of contact for undergraduate students and their coursework, and who students interact with most. Whether you are teaching tutorials, marking assignments and exams, facilitating lab experiments, or helping to guide project groups, students are relying on you to make a difference in their education. Although your position can be challenging at times, it can also be extremely rewarding knowing you made a real impact on students' learning.

This handbook is meant to be a quick access guide to help you in some of the more common situations you may encounter, as well as provide easy access to resources should you find yourself in need. UBC's Centre for Teaching, Learning, and Technology has plenty of further resources to support you including a very comprehensive Resource Guide. We did not want to simply reproduce the guide here, but would encourage you to have a look through it, available here:

<http://ctl.ubc.ca/resources/teaching/teaching-assistants/>

All Teaching Assistants at UBC are part of a union, known as CUPE 2278. The union negotiates your working conditions with UBC's Administration and Human Resources, and are regulated through a collective agreement which guarantees conditions such as wages, hours worked, job security, and benefits. If you run into a conflict with the course instructor during your TA appointment, you can contact CUPE 2278 for guidance and assistance. The full details on the collective agreement are available on the website, so won't be addressed in detail here. Please visit [cupe2278.ca](http://cupe2278.ca) for more info.

Good luck, and most importantly have fun! Being a TA can be fun and exciting, and not to mention an excellent opportunity for your own learning and personal growth. Make the most of it! This handbook is under continuous development, so if you have a suggestion for something that may be missing and should be included in next year's handbook, please email: [gradprog@apsc.ubc.ca](mailto:gradprog@apsc.ubc.ca)



## INTRODUCTION TO FACILITATION

### FRAMING AND ASSESSING WORKSHOP OBJECTIVES

Facilitate means ‘to make easy’. Facilitation is the glue that holds a group together. The role is to work with a group who are in much the same situation, to draw-out knowledge and ideas from different members within a group, and to help them learn from each other and to think and act together. Facilitation is about empowering others. The role of a skilled facilitator is to create conditions in which a group can work together effectively.

The main tasks of a facilitator are:

- help the group set ground rules and keep them
- build trust
- encourage and guide participants to think critically
- actively listen to participants’ comments, questions, and feedback (listen with curiosity)
- keep on task and keep things moving
- help with observation and analysis
- encourage (all) participants to contribute to the discussion
- help identify opportunities and potentials
- summarize the discussion or ask others to do so

TEACHER	FACILITATOR
Content Expert	Process Expert
Teaching starts from teacher’s own knowledge	Facilitator starts by assessing the knowledge of the group
Present information	Guide process
Provide the right answer	Provide the right question
Add new knowledge	Connect new knowledge with past experience
Focus on subject matter	Focus on learner
One-way communication: information flows in one direction, from teacher to learner	Information flows in many different directions between the facilitator and individual group members
Passive Learners	Active Learners (use participatory methods/ techniques)
Teacher is in control	Learners are in control
Learner is required to adapt	Learners share
Teachers have a formal relationship with students, based on the status of being a teacher	Facilitators are considered as an equal and develop relationships based on trust and respect

## IN PREPERATION FOR FACILITATION

### 1. SET UP SPACE, GROUPS, ROLES, ETC.

- group guidelines (do this with the class so everyone is on the same page, also serves as a reference for later if there are any issues)
- set up groups in advance (not always possible in a large lecture hall but you can pair off students with whoever's to their left, etc.) and assign roles within groups
- have dynamic ways of dividing groups "on the fly" (ex. shirt colour, birth month, etc.)
- design the lecture for the space/ room, number of students, type of audience
- prepare handouts (either email students beforehand or have them ready to collect as they come in)

### 2. PREP FOR COMMUNICATION BEFORE ACTIVITY

- have a backup plan/ be flexible (if something goes wrong like too few or too many students show up or the projector isn't working)
- prepare visual aids
- if you're planning an activity, break down the steps beforehand to make sure it's clear, this will save you time in lecture
- practice your talking speed (too fast/slow/mumbling)
- send a survey to students beforehand to measure student's level of understanding (careful not to overload students with pre-assessment)

### 3. RESOURCES SHARED AHEAD OF TIME

- hand out material/ clear objectives before class
- send out group identifiers, presentation orders, etc. if it will save time during lecture
- set time expectations for the lecture/ activity with the students
- send out reminders if necessary (location, time, schedule, what to bring, etc.)
- reading/ materials on topic covered
- marking rubric

### 4. YOUR OWN SELF-PREPARATION

- ensure clear and concise objectives
- lesson plan, agenda, and potential questions/ concerns that may arise during class
- find a way to keep track of time in class with buffer time (flexible activities) worked into the lesson plan, and while marking projects
- practice what you need to say, know your audience
- prep any necessary tools, visual aids, student groupings

## FACILITATION & TEACHING

Depending on your TA duties, you may be responsible for teaching students. Below are six elements that help make lessons more effective for students. Often as a TA you may not be in control of the lesson or the content, but incorporating some of these elements can really help the learners. These elements will also help you outside of TAing, as they can be applied to seminars or presentations. This is just a brief introduction, as these are covered in much more detail in a CTLT Instructional Skills Workshop (see Resource page at the end of handbook).

### 1. BRIDGE

This first element of a lesson draws the attention of the learner to the lesson, generating motivation and interest in the topic and establishing the link between the learning objective of the lesson and value to the learner. Also known as a 'hook', and meant to answer the question: 'Why should we be listening to you?'

**Motivation:** Good learning objectives will lead to motivated students that are actively engaged. The students will want to learn because it's interesting and they understand the purpose for learning that material. To increase motivation you could:

- share your own experience/ story with the topic
- incorporate the student in the learning experience
- purpose: demonstrate, show, describe, and engage with purpose - how does it affect the real world/ what are the applications
- spark curiosity
- use team/ group work
- play a game that teaches the same principle
- create a trusting atmosphere, give the students ownership of their environment
- practice setting goals
- give specific feedback

### 2. FRAMING OBJECTIVES

**What are the qualities of a good learning objective?**

In teaching and learning, this element is a statement indicating what learners will be able to DO at the end of the lesson. The assessment has to be measurable. Clearly defined objectives guide both the learner as well as the instructor by precisely and concisely stating:

- i. what the learner will have accomplished,
- ii. under what conditions the learner will display mastery of the objective, and
- iii. the quality of performance considered acceptable.

A good learning objective should also be learner centred, for example, "By the end of the session, my student will be able to..." This will motivate the students to stay on track and reduce confusion which may waste time during class.



## FACILITATION & TEACHING

### 3. PRE-TEST

The pre-test determines what the learners already know. This formal or informal test of existing knowledge ensures that the instructor is able to teach at an appropriate level for the learners in that specific lesson. This can be a simple raise of hands, or a short quiz or example problem. It can be anything that helps gauge where the class' level of understanding is.

### 4. ACTIVE PARTICIPATORY LEARNING

Incorporate active learning into the design of your workshops to better achieve the workshop objectives within the assigned time. The lesson should include the learner as an active participant in his or her own learning. The level of involvement is determined by the lesson, the pre-existing knowledge or skill of the learners, and the external conditions (space limitations, safety concerns, etc).

**Teaching Techniques** such as asking leading questions, creating group discussions, etc. can often be used to actively engage students.

### 5. POST-ASSESSMENT

This element demonstrates to both the instructor and the learner if the learning objective has been achieved. The type of post-test is determined by the performance criteria stated in the learning objective. A post-test can be very similar or identical to a pre-test, but should actually test the learners. A simple hand raise may not be effective, because students may believe they understand, but actually may not.

**Classroom Assessment Techniques (CATS)** can be integrated into your workshop design to assess the progress of learning throughout the lecture or studio. Think about what happens when students aren't keeping up or paying attention, and always remember to summarize and refer back to the class objectives.

### 6. SUMMARY

The summary or closure should wrap up the lesson and allow the learners the opportunity to reflect on what they have learned. Through the summary, the learning objective of the current lesson may be linked to the objectives of the next lesson.

## FACILITATION & TEACHING

### TIME MANAGEMENT

**Incorporate better organization practices into workshop planning (time management skills).**

Things that lose time:

- TA goes on tangent/ off-topic
- students ask too many questions/ unrelated
- unclear objectives/ instructions that cause confusion
- poor organization/ planning/ knowledge
- poor group dynamics
- content is too specific/ higher than the student's knowledge
- lack of participation

Things that save time:

- cut an activity/ shorten breaks
- limit answers/ questions looking for/ offer solution
- call on students
- pre-assign groups
- offer quick summary/ go back to learning objectives
- ask a student what stood out to them the most, share with class/ person next to them

## TEACHING TECHNIQUES

<b>THINK-PAIR-SHARE</b>	Students share and compare possible answers to a question with a partner before addressing the larger class.
<b>PASS THE CHALK</b>	Provide chalk or a soft toy; whoever has it must answer your next question, and they pass it on to the student of their choice.
<b>ONE-MINUTE PAPER</b>	Students write for one minute on a specific question (which might be generalized to “what was the most important thing you learned today”). Best used at the end of the class session.
<b>JIGSAW (GROUP EXPERTS)</b>	Give each group a different topic. Re-mix groups with one planted “expert” on each topic, who now has to teach their new group.
<b>LECTURE</b>	An educational talk.
<b>STUDENT POLLING</b>	Select some students to travel the room, polling the others on a topic relevant to the course, then report back the results for everyone.
<b>CONCEPT MAPPING</b>	Students write keywords onto sticky notes and then organize them into a flowchart. Could be less structured: students simply draw the connections they make between concepts.
<b>ROLE-PLAYING</b>	Assign roles for a concept, students research their parts at home, and they act it out in class. Observers critique and ask questions.
<b>DRAWING FOR UNDERSTANDING</b>	Students illustrate an abstract concept or idea. Comparing drawings around the room can clear up misconceptions.
<b>DEMONSTRATION</b>	An exhibition or explanation of how something works or is performed.
<b>GROUP WIKI PROJECTS</b>	Instead of emailing a document back and forth, student groups can collaborate in real time with a free wiki such as <a href="http://wikispaces.com">wikispaces.com</a>
<b>Q&amp;A CARDS</b>	Make index cards for every student in the class; half with questions about class content; half with the right answers. Shuffle the cards and have students find their appropriate partner by comparing questions and answers on their own cards.
<b>FISH BOWL</b>	A student unpacks their ideas and thoughts on a topic in front of others, who take notes and then write a response. Avoids asking questions.
<b>READING IN CLASS</b>	Read along subject material in class or get a student to read aloud.
<b>BRAINSTORMING ON THE BOARD</b>	Students call out concepts and terms related to a topic about to be introduced; the instructor writes them on the board. If possible, group them into categories as you record the responses. Works to gauge pre-existing knowledge and focus attention on the subject.

## TEACHING TECHNIQUES

<b>VALUE LINE</b>	A line of masking tape is placed on the floor, with each end of the line representing a position on the contentious issue, e.g. strongly disagree and strongly agree. After an introduction to a controversial issue, ask students to stand at a point in the line that represent their opinion without talking to each other. They then discuss reasons why they stand where they're standing along the line with their neighbours, reflect, and move to a new position if appropriate.
<b>PARAPHRASE</b>	Paraphrase what a participant has said so that he/she feels understood and so that the other participants can hear a concise summary of what has been said. Say something like: "So, what you're saying is..."
<b>EXPAND</b>	Elaborate on a participant's contribution to the discussion with examples, or suggest a new way to view the problem. Say something like: "That's an interesting point. I wonder how it would be different from this other perspective?"
<b>CHECK FOR MEANING</b>	Check your understanding of a participant's statement or ask the participant for clarification. Try: "Are you saying...? I'm not sure that I understand exactly what you mean."
<b>GIVE POSITIVE FEEDBACK</b>	Compliment an interesting or insightful comment. Say: "That's a great point. I'm glad you brought that up"
<b>INCREASE THE PACE</b>	Energize a discussion by quickening the pace, using humour, or, if necessary, prodding the group for more contributions. For example "Ok, let's try and come up with five more ideas in the next two minutes, then we can move on to the next section."
<b>DEVIL'S ADVOCATE</b>	Disagree (gently) with a participant's comments to stimulate further discussion. Say: "I can see where you are coming from, but I don't think that what you're describing is always true. Has anyone else had an experience that is different?"
<b>RELIEVE TENSION</b>	Compliment an interesting or insightful comment. Say: "That's a great point. I'm glad you brought that up."
<b>CONSOLIDATE</b>	Energize a discussion by quickening the pace, using humour, or, if necessary, prodding the group for more contributions. For example "Ok, let's try and come up with five more ideas in the next two minutes, then we can move on to the next section."

## CLASSROOM ASSESSMENT TECHNIQUES

<b>ONE-MINUTE PAPER</b>	During the last few minutes of class period, ask students to use a half-sheet of paper and write “Most important thing I learned today and what I understood least.”
<b>MUDDIEST POINT</b>	Similar to One-Minute Paper but only ask students to describe what they didn’t understand and what they think might help.
<b>CONCEPT TEST</b>	The instructor presents one or more questions during class involving key concepts, along with several possible answers. Students in the class indicate by, for example, a show of hands, which answer they think is correct. If most of the class has not identified the correct answer, students are given a short time in lecture to try to persuade their neighbour(s) that their answer is correct. The question is asked a second time by the instructor to gauge class mastery.
<b>DEFINING FEATURES MATRIX</b>	Prepare a handout with a matrix of three columns and several rows. At the top of the first two columns, list two distinct concepts that have potentially confusing similarities (e.g. hurricanes vs. tornados, Picasso vs. Matisse). In the third column, list the important characteristics of both concept in no particular order. Give your students the handout and have them use the matrix to identify which characteristics belong to each of the two concepts. Collect their responses, and you’ll quickly find out which characteristics are giving you students the most trouble.
<b>APPLICATION ARTICLE</b>	During the last 15 minutes of class, ask students to write a short news article about how a major point applies to a real-world situation. An alternative is to have students write a short article about how the point applies to their major.
<b>CLASSROOM OPINION POLLS</b>	Students indicate degree of agreement or disagreement with a statement or prompt.
<b>JOURNAL/ SKETCHBOOK</b>	Ask students to keep journals that detail their thoughts about the class. May ask them to be specific, recording progress of a project, process, attitudes, values, or self-awareness.
<b>BACKGROUND KNOWLEDGE PROBE</b>	A short, simple questionnaire given to students at the start of a course, or before the introduction of a new unit, lesson or topic. It is designed to uncover student’s pre-conceptions.
<b>CHAIN NOTES</b>	Pass around a large envelope with a question about the class content. Each student writes a short answer, puts it in the envelope, and passes it on.
<b>EXAM EVALUATIONS</b>	Select a test that you use regularly and add a few questions at the end which ask students to evaluate how well the test measures their knowledge or skills.

## CLASSROOM ASSESSMENT TECHNIQUES

<b>SUGGESTION BOX</b>	Put a box near the classroom door and ask students to leave notes about any class issues.
<b>STUDENT REP GROUP</b>	Ask students to volunteer to meet as a small group with you on a regular basis to discuss how the course is progressing, what they are learning, and suggestions for improving the course.
<b>PEER REVIEW</b>	Work with a willing colleague, pick a representative class session to be observed, and ask the colleague to take notes about his/her impression of the class, your interactions with the students, and your teaching methods.



## **GENERAL PRACTICES FOR MARKING AND GRADING**

Most TA's are involved in marking. Below are a few tips to help you, but remember to keep communication lines open with the instructor as their expectations for how you mark within the course will be most important.

### **RUBRICS**

Rubrics are an extremely helpful marking tool for every stage of the process. Students should have a copy of the rubric before they even begin an assignment as this will let them know exactly what is expected of them for the assignment, and what qualifies as an excellent versus poor grade. Rubrics also help you when marking. The more clear and concise the rubric is, the easier it is to evaluate where an assignment fits on the marking scale. Additionally, a rubric will also help when students disagree with a mark – which will happen! It is much easier to point to the rubric to demonstrate why a mark was assigned, instead of trying to remember why you gave a certain mark, leaving the student to think it was arbitrary or unfair.

### **GRADING ASSIGNMENTS THAT COME WITH A SOLUTION**

Often the instructor will give you a copy of the solution to a problem (particularly for midterms and exams) in order to mark from. Try solving the problem on your own first. This can give you valuable insight as to where some of the trickier parts of the problem are, and where students may get tripped up – these can also be obvious parts of the problem worth marks. Also, you may use a different method to solve the problem which may also be correct. Next, go through the solution and mark it as a perfect score. Remember to take into account any preferences the instructor may have, such as marks for proper problem setup or diagrams. Many times some students will skip steps that you have deemed mark worthy, and still come up with the correct answer. Ask how the instructor wants you to handle these situations.

### **GRADING ASSIGNMENTS THAT DO NOT COME WITH A SOLUTION (STUDIOS)**

Certain classes such as studios do not have clear “solutions” for their assignments. Therefore it is important to maintain objectivity when marking students' projects. This can be done through the use of a rubric in combination with benchmarking grading schemes. Benchmarking is a standard or point of reference from which other projects can be compared to and then graded off of. Subjectivity can also be reduced by marking with other TA's if the opportunity provides.

### **SAMPLE SET MARKING**

It is often a good idea to ‘pretend’ to mark a small sample set of papers to get a rough idea of how the class performed. Students may have found the question significantly easier or harder than you presumed. If you go through a sample of papers and find that none of the students were able to finish even half of the question, it can be a good idea to adjust your grading scheme before you begin grading, and vice versa if the students did particularly



well. Be careful though with this, as it is not your job to ‘scale’ the marks by adjusting your grading. You are more just looking for ways to differentiate between papers that actually deserve different marks, before you start grading with a grading scheme that would otherwise give the same mark to two very different answers. This method also helps with consistency in your marking – so you don’t mark the first and last papers differently.

### **TIME MANAGEMENT WHILE MARKING**

Marking is an easy way to lose track of your hours. It is easy to spend too much time marking, and run out of hours before the course ends. Ask the instructor how long marking should take for each particular assignment or midterm (either at the beginning of the course, or for each instance). The instructor should give you an idea of how thorough you should be; i.e. is it a completion mark, or are you looking for deep comprehension? With the expected time, you can calculate how much time you should be spending on each paper. Use this as a general guideline, for the average – some will be longer, some shorter.

We also recommend that you mark the first 5-10 assignments and see how long each one actually takes you (acknowledging that the first ones will take longer as you become more familiar with the content). If you’re finding you’re taking longer than the course instructor expects, have a conversation with them to assess why there is a discrepancy in time taken to mark.

### **FEEDBACK**

Feedback is an important part of grading. It is extremely helpful for students to be able to recognize exactly where they made a mistake and why. Returned papers that are covered in red X’s are not only unhelpful, but also discouraging. A brief word, or circling around an error and accompanying it with a few words of feedback can help the student understand where they made a mistake. Written feedback can also help the student improve, especially on written assignments or in studios.

The quality of a student’s performance will indicate how much feedback to provide. If they obviously struggled, maybe only point out a few key areas that would help them improve the most next time. Feedback can be overwhelming, so having a student focus on the biggest areas for improvement can be the most helpful. Providing a summative paragraph at the end of a project can be an especially effective way to give focused feedback. Try providing constructive feedback sandwiched between positive feedback (where possible). Focusing on positive reinforcement can give students confidence and motivate them further.



## DEALING WITH DIFFICULT SITUATIONS

### SETTING UP COMMUNITY GUIDELINES

Otherwise known as ‘group expectations’ or ‘ground rules’, community guidelines can be very effective at preventing problems before they occur, by agreeing on a set of guidelines together (teacher and class) during the first day. Students understand they are here to learn, and will often volunteer suggestions for ‘guidelines’ that will enhance their learning environment, such as ‘respect other people’s opinions’ or ‘be engaged in classroom activities’. Give students a chance to come up with some on their own, then try offering up some rules that you feel enhance the learning environment, such as ‘arrive on time – this applies to both students and teachers!’ and ‘stay engaged’.

Try coming up with a set of community guidelines on your own, that are important to your own particular TA position, so you have an idea of how these guidelines may look. It is important, however, to construct these guidelines with the students. When students have input and help to make the rules, they are more likely to abide by them, and they won’t feel like the TA is trying to restrict them.

Community guidelines become particularly useful as the term goes on. If you feel like things are starting to drift from an ideal learning environment, you can revisit them to remind the students what everyone agreed upon. For example, if students are not arriving on time, and that was one of the rules, you can point out that this isn’t fair to the students who are showing up on time, and you can also point out things you have held up as a TA – ending on time, answering student emails within an agreed upon time, etc.

## RESOURCES FOR DIFFICULT SITUATIONS

### CHEATING/PLAGIARISM

#### **Academic Honesty and Standards**

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,958>

Includes information on the definition of academic honesty, responsibility of UBC students, and consequences of failure to follow the policies.

#### **Guidelines for exams**

<http://www.students.ubc.ca/coursesreg/exams/exam-guidelines/>

Includes information for students on what to bring and what not to bring to the exam and how to conduct themselves during and after the exam.

#### **Discrimination, Harassment, and Faculty/Student Relationships**

Frequently Asked Questions about Discrimination and Harassment

[http://positivespace.ubc.ca/files/2010/08/equity\\_d\\_and\\_h\\_faqs\\_20081.pdf](http://positivespace.ubc.ca/files/2010/08/equity_d_and_h_faqs_20081.pdf)

Information on discrimination and harassment policies at UBC, how to prevent and respond to racism, sexism, and other forms of discrimination in the classroom. Also provides information about intimate relationships between faculty, grad students, and undergrads.

### STUDENTS IN CRISIS

#### **Counselling services**

<http://www.students.ubc.ca/livewelllearnwell/counselling-services/>

Offers confidential counselling services to admitted and registered UBC students as well as group programs to deal with anxiety, depression and stress.

#### **Early Alert**

<http://blog.students.ubc.ca/earlyalert/>

Allows faculty, staff and TAs to identify their concerns about a student's well-being or academic performance well in advance so students can receive timely support from the right resources before a problem becomes overwhelming.

#### **Academic Concession**

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,48,0,0>

It is an option for students experiencing circumstances with conflicting responsibilities (such as serving in the Canadian military; observing a religious rite; etc.) or unforeseen events (such as ill health or other personal challenges) that may adversely impact their performance in a course or program. Please note that academic concession is different from academic accommodation for a disability.

#### **Speakeasy**

<https://www.ams.ubc.ca/student-services/speakeasy/>

Speakeasy provides free, confidential, one-on-one peer support for UBC students and staff facing a wide variety of challenges.



## THE IMPORTANCE OF CLEAR EXPECTATIONS

Establishing clear expectations is one of the best ways you can avoid problems, and ensure a smooth term. Of course, setting expectations is only half of the equation, the other half is actually meeting expectations, but that is much easier when you know what those are. Expectations exist between you as a TA, and the students, the instructor, and other TA's for the course if there are any. Below are some considerations for expectations you should think about early. If you are concerned about something, you should address the concern early, unclear expectations only get worse over time!

### TA - STUDENT EXPECTATIONS

Be clear when you will be available to your students, and how long an email reply may take from you. Establish a set of ground rules (see previous section 'Difficult Situations') to govern your classroom. Be sure to clarify what you are asking students to do, so they know what is expected of them before they start a task. Make sure assignment deadlines are clear, and what the penalties are for late submissions. Expectations tend to get stronger as time goes on, so make sure to establish expectations early. You can always lower expectation as the term goes on, but it's difficult to raise them after you've set a precedent. In other words, set strict guidelines and soften them if you feel it makes sense to.

### TA - INSTRUCTOR EXPECTATIONS

At the beginning of the course, meet with the instructor to go over your role. How much time does he or she expect you to spend on certain tasks, and revisit this early if you are not finishing the tasks in the expected amount of time. How available does the instructor expect you to be to the students? How have things been done in the past, and is it reasonable expect the same from you?

### TA - TA EXPECTATIONS

If you are working with another TA, how are you dividing duties? Is this fair? Is there a more efficient way to divide tasks? Make sure you agree on a common method for tasks that you share. For example how long it should take to mark an assignment. If you are doing things differently, students will be upset at the lack of continuity, and you may be burdened with extra tasks the other TA did not complete.



## FURTHER TA SKILL DEVELOPMENT AND RESOURCES

### **CUPE 2278 – UBC Teaching Assistant Union**

[cupe2278.ca](http://cupe2278.ca)

Provides details on your rights as a TA, contact information, the most recent collective agreement, etc.

### **Centre for Teaching, Learning and Technology (CTLT) Teaching Assistant Resource Page**

<http://ctl.t.ubc.ca/resources/teaching/teaching-assistants/>

This link has a download for 'An Instructional Resource Guide for Teaching Assistants' – a comprehensive 133 page handbook. Worth checking out.

### **Centre for Teaching, Learning and Technology (CTLT) Instructional Skills Workshop (ISW)**

<http://ctl.t.ubc.ca/programs/all-our-programs/instructional-skills-workshops/>

A very intensive, 3-day teaching workshop designed for graduate students interested in developing and enhancing their instructional skills, and suitable for all experience levels. They are in high demand, and often require several attempts to be admitted, so start enrolling early!

### **One-on-one support for Graduate Student TA's**

CTLT is hosting 2 hour drop-in sessions (twice a month) for graduate students to help address some of the questions and/or challenges they may be having with regards to teaching or TAing. These sessions are posted on the CTLT events page:

<http://events.ctl.t.ubc.ca/tag/grad-drop-in/>

All graduate students and TAs are welcome to sign up (or drop in) during the scheduled hours.

### **Academic English Support (AES) Program**

<https://cstudies.ubc.ca/student-information/services/academic-english-support>

For UBC students who speak English as an additional language. The AES program offers free, one-on-one support to improve your academic English for success at UBC.

### **Information sheet on Assisting Students in Distress:**

<https://facultystaff.students.ubc.ca/assisting-students-distress>



## SAFETY TRAINING

As TA's are employees, to be in compliance with WorkSafeBC legislation, all TA's must complete:

- A general UBC safety orientation and training before beginning work:  
<http://rms.ubc.ca/health-safety/safety-programs/new-worker-orientation/>
- A site-specific safety orientation and training with their supervisor (checklist available for download at the end of the previously mentioned course).
- Preventing and Addressing Workplace Bullying & Harassment training:  
<http://rms.ubc.ca/health-safety/safety-programs/personal-safety/preventing-workplace-bullying-and-harassment/>
- WHMIS: only required when working with chemicals or chemicals are being stored in the teaching space (link about 1/2 down the page):  
<http://rms.ubc.ca/training-and-general-education-courses/safety-programs-training>
- If there are specific hazards in the classroom that they are teaching, your department or supervisor may also require additional training. For wet chemistry labs, it would mean the RMS Chemical Safety course, for biohazards it would be the RMS Biosafety course, and for laser light hazards the LASER Safety course. These are fairly specialized cases and most departments (e.g. CHBE) are aware and already do this.

As TA's are in a supervisory role, and since the above scenario is directly related to it, another requirement is the Floor Warden course. You should also be aware of is the location of the nearest AED to your classroom, that First Aid number to call for undergrad students is 911 and for paid Students, Faculty and staff it's 2-4444.

- RMS Chemical Safety Course & information:  
<http://rms.ubc.ca/health-safety/research-safety/chemical-safety/>
- RMS Biosafety Course & information:  
<http://rms.ubc.ca/health-safety/research-safety/biosafety/>
- LASER Safety Course & information: <http://rms.ubc.ca/health-safety/research-safety/radiation-safety/laser-safety-general-information-registration/>
- Floor Warden Course: (second item in the table):  
<http://rms.ubc.ca/training-and-general-education-courses/safety-programs-training>
- AED information: <http://rms.ubc.ca/health-safety/safety-programs/first-aid/automated-external-defibrillators/>
- Active shooter on campus – Run, Hide, Fight:  
<http://rms.ubc.ca/emergency/emergency-procedures/active-shooter/>

