WELCOME - Dr. Paul DeMarco
Acting Vice Provost for Graduate Affairs, Acting Dean School of Interdisciplinary and Graduate Studies, Professor of Psychological and Brain Sciences
Brainstorming – Dr. Michelle Rodems
Associate Director for Graduate Student Professional Development
What about teaching makes you most anxious or most nervous?
RESPONDING TO CHALLENGING STUDENT SITUATIONS – Dr. Angela Taylor
Assistant Provost for Student Affairs & Assistant Dean of Students
University Writing Center – Dr. Bronwyn Williams
Director, University Writing Center, Professor of English
MY FIRST WEEK IN THE CLASSROOM – Dr. Michelle Rodems and Shabeer Amirali,
Director of Graduate Admissions and Enrollment Management
Your First Week of Class

GTA Orientation
August 14, 2018

#UofLNewGTA19
Your Teacherly 

Ethos
Want to be thought of as professional?

Show up on time and end class on time.

Be prepared every single day, and never wing it.

Be honest: if you don’t know something, say, “I don’t know the answer to that,” but you do know how to find out the answer.

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Before the First Day
Backward Design & Course Goals

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Structuring Your Course

Course Goals

- Concept A
- Concept B

6 months from now

Class Objectives

- Concept A

Assignments

- Quizzes
- Project
- Exam

Teaching Approach

- Pre-Reading
- Group Work, Scaffolding, Peer-Review
- Lecture, Questions, Discussion, CATs

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Backward Design Basics

- Plan with the end in mind
- Avoids the “twin sins” : activity-focused planning and coverage-focused planning
- Process: iterative and unpredictable

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<table>
<thead>
<tr>
<th>Course:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Unit/Topic:</td>
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**Learning Objectives:**

- 
- 
- 

**Assessment(s):**

Bloom’s Taxonomy Level of Learning

- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating

**Background:** [Homework due, class preparation]

**Needed Materials:**

**Bridge In:**

**Lesson Outline:**

**Instructor Activity:**

**Student Activity:**

**Reminders for Student:**

**Reflections:**
The First Day

Administrivia

Syllabus

What to Include (http://louisville.edu/delphi/resources/syllabus)
There are requirements: policies & posting on Blackboard
Review with students (repeatedly)
Don’t Forget! (What do they call you? How to communicate? Office hours)

Collect Student Information

Name, contact information, prior experience w/course material, major, interests & hobbies

Other Administrative Tasks

Ask students to identify themselves to confirm with roster
Have students exchange info

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The First Day

Setting the Tone
Introduce Yourself

Ice Breakers

Mini-Lesson

Big Questions
What’s it like to think like a ____________?
What does a ____________ really do?
How will these classes in ____________ be different in college compared to high school?
Reading, lab, or other activity

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Next Steps

Assessing Student Learning
• Classroom Assessment Techniques
• Grading

Teaching Strategies
• Lecturing
• Active Learning
• Writing
• Questions
• Discussions
• Group Work

Classroom Environment
• Motivating Students
• Challenge & Support
• Being Explicit & Modeling

Technology

Keeping Up

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References & Resources

• GTA Website: http://louisville.edu/graduate/gta
• Syllabus Guidelines: http://louisville.edu/delphi/resources/syllabus
• Blackboard Information: http://louisville.edu/delphi/blackboard
• The Honolulu Community College Teaching Tips Website for the First Day (including links to icebreakers. The rest of the site is a great resource as well!): http://www2.honolulu.hawaii.edu/facdev/guidebook/teachtip/teachtip.htm#firstday
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BALANCING ROLES AS A STUDENT AND GTA

Graduate Student Panel

Brett Janis, Biology
Rachel Rodriguez, English Rhetoric and Composition
Courtney Shepard, Translational Neuroscience