



TEACHING ASSISTANTS HANDBOOK

Department of Global Studies
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Introduction

Congratulations on your Global Studies teaching assistantship. As Teaching Assistants, we play vital roles in undergraduate education within the University of California. Especially in large courses, we have the most direct interaction with the students and are intimately involved in helping students to develop their abilities, to reach their full potential and to advance their skills in thought, writing, and speaking. Yet, being effective in this role requires training, practice, and support from other teachers. It is our hope that this teaching assistant manual will help you to become a more effective and confident educator while introducing you to resources available to you both as an educator and university employee.

This manual was created and revised to provide essential information and resources in a number of areas so as to facilitate your teaching assistant experience in Global Studies. The first section describes the history, organization and vision of the Global Studies program and the Global Studies major. The second section provides valuable information about your rights and responsibilities as a teaching assistant employed by the Department of Global Studies and the University of California under the bargaining agreement with the UAW Local 2865. Additional sections related to teaching pedagogy, tips and strategies, grading, and teaching resources follow the global TA information as well as web links to other resources.

Why Global Studies?

This program is similar to international studies programs on other campuses in that it is concerned with contemporary world affairs, but Global Studies covers other fields as well. It includes area-centered studies that focus on individual nations and the studies of the transnational processes and trends that affect the whole world. While the former is necessary to understand the context and effects of world changes, the latter focuses on the changes themselves.

Many educators regard "global studies" in higher education as a wave of the future. For example, the presidents of the American Council of Learned Societies and the Social Science Research Council recommended jointly that colleges in the United States focus on "globalization," a term regarded as giving "powerful support for re-conceptualizing the meaning of place in the modern world." The Commission on International Education of the American Council of Education called on higher education to help retool faculty and students alike to become "global thinkers."

In the UCSB's Global Studies major, students are encouraged to become global thinkers. They learn how to relate their knowledge of a particular part of the world to the larger trends and issues that affect all societies: the transnational interactions of peoples, cultures, economies, and politics; the globalizing processes of the communications media; technological and environmental changes; the search for world order, law and human rights; and the sometimes violent political, ethnic and religious responses to what is perceived as cultural and economic homogenization on a global scale.

Teaching Assistant (TA) Appointment Title (Title Code 2310)

TA employees are chosen for excellent scholarship abilities and promise as instructors, and serve an

apprenticeship under the active tutelage and supervision of a regular faculty member. The Department Chair, acting upon nominations made by program members, is authorized to appoint TAs. However, the Dean of the Graduate Division approves all exceptions to appointment criteria (request is submitted by the staff Graduate Advisor). Exceptions include working more the 50%, working more than 15 quarters, working in several departments. etc.

The selection, supervision, and training of all TAs are important responsibilities of the teaching program, and in particular the Department Chair. All candidates for appointment and reappointment are subjected to careful review and recommendation, and rehire is not guaranteed.

TA Responsibilities

The TA is responsible for the conduct of discussion sections under the active direction and supervision of a regular member of the faculty to whom final responsibility for the course, including the performance of TAs, has been assigned.

The TA is not responsible for the instructional content of a course, for selection of student assignments, for planning of examinations, for addressing academic dishonesty, or for determining the term grade for students. These areas remain the course instructor's concerns and the TA should refer such areas back to the instructor, or to the program chair if necessary. Neither is a TA to be assigned responsibility for instructing the entire enrollment of a course nor for providing the entire instruction of a group of students enrolled in a course.

A TA whose appointment is 25% time or more (50% time is the norm) qualify for a partial fee remission of tuition and student services fees, and graduate student health insurance (UCSHIP). Campus-based fees and non-resident supplemental tuition (NRST) are not covered. The TA contract will show your TA position percentage---most TAs are 50% time positions.

Teaching Assistant Assignment Procedures – getting additional TAships

Teaching Assistantships are assigned by the staff Graduate Advisor in conjunction with the Department Chair. Assignments are also made by recommendations of the course instructor. TAships are allocated pending course enrollments, type of class, and available funding. Most Global TAs are usually 50% (20 hours/week), qualify for a partial fee remission of tuition and student services fees, and graduate student health insurance (UCSHIP), and provide wages.

Note: International Students must pass the TA English Language Evaluation and the English Proficiency Language Exam, offered in September.

The procedure in making additional appointments beyond the initial TAship:

1. Students may apply for a Teaching Assistantship by submitting an application when requested by the staff Graduate Advisor.
2. To be eligible for a Teaching Assistantship, students must meet basic criteria set forth in the

University's Academic Personnel Manual (APM410) and in the Red Binder. These include:

- a. Registered graduate student in full-time residence, enrolled in 8 units (12 units preferred). In good academic standing, including maintenance of minimum 3.0 GPA, and making appropriate progress to degree.
 - b. Evidence of academic excellence and promise as a teacher as evidenced by TA evaluations.
3. Complete the online Sexual Harassment training. Because Teaching Assistants are mandated reporters of sexual harassment complaints, it is important for them to be trained in sexual harassment prevention. TAs can take the on-line training above or contact the Director of Sexual Harassment Prevention & Diversity Education for in-person training at 805-893-3442.
 4. Preferred but not required: Complete the video-taping and evaluation of taping and attend 2 TA workshops/year. For more information, visit <http://oic.id.ucsb.edu/>.

ESCI ratings (Required TA evaluations)

Another condition of the TA appointment is satisfactory TA evaluations. Students should always review their TA evaluations at the end of each quarter. Evaluations are kept in the staff Graduate Advisor's office and available for review. Students will receive a copy of their ESCI scores in their mailbox at the end of each quarter, and may request a personal photocopy of their written evaluations from the Graduate Advisor. Students who receive consistently negative evaluations will be asked to review the comments and take steps to address the problems. If the student continues to receive negative evaluations the following quarter, they may not be offered employment as a TA in following quarters.

Note: TAs assigned to courses that do not hold section are not usually evaluated by students. However, the TA can request the course instructor for a performance evaluation. Contact the Graduate Advisor or the Lead TA for more information.

Evaluations Process

The student office assistant and staff prepare the evaluation forms that students use to assess their faculty and TAs at the end of each quarter. If you are a TA with a discussion section, you should receive a packet of blank evaluations in your mailbox about the 8th or 9th week of the quarter. You are to administer them in your last discussion section and ask a student to bring the completed evaluations to the Undergraduate Advisor's office for processing. You will eventually be given the results, and should retain them because you may need them when applying for grants and jobs in the future. Also, if you are a TA for a large class, your professor will probably ask you to help administer their evaluations during lecture and may ask you to bring them back to the main office. Instructors and TAs are not supposed to look at the completed evaluations until after grades have been submitted. If a student is absent the day that evaluations are administered they may come to the Undergraduate Advisor's office and complete one.

Employment Limits

The total length of time a student can hold a Teaching Assistant position is 12 quarters. System wide regulation does not permit graduate student appointments beyond 18 quarters. An exception to policy is required to extend a Teaching Assistant position 13 to 15 quarters. These exceptions are reviewed for a decision on a case by case basis and requires the Department Chair or Graduate Director's approval. Exceptions to policy to extend a Teaching Assistant position 16 to 18 quarters are reviewed for a decision by the Graduate Division.

Employment and Degree Programs

Graduate Students employed in Teaching Assistant or Graduate Student Researcher titles are considered first and foremost students with academic apprenticeships who need to make timely progress toward degree completion. Graduate Students are normally limited to a maximum of 50% time employment (20 hours/week) during the academic year. In exceptional cases students may apply for employment to 75% time and during winter break, spring break, or summer, 100% time is possible. An exception to policy request must be approved by the student's faculty advisor, and either the Department Chair or Graduate Director. Please contact the staff Graduate Advisor for help in requesting an exception to the employment policy.

Please note, it is easy to go over the 50% time limit when working part-time for multiple departments—you are responsible for keeping track of your hours across campus and not let them exceed 50%. Please refer to Graduate Division's Graduate Handbook for further details. Other Apprentice Appointments: Graduate students may also be employed as readers, tutors, associates (must have a master's degree), or student assistants. Please contact the Graduate Advisor regarding the availability of these positions.

Part-Time University Staff Positions

In addition to academic apprentice positions, many part-time University staff positions are available. Jobs are listed at GauchoLink, Handshake is the UCSB official site for jobs, internships, and campus interviews. Students are allowed to work up to 20 hours per week (50% time) on campus while enrolled; 100% (40 hours) during winter break, spring break, and summer.

Employment Documents - Tax withholdings, earning statements, W-2s

<https://ucpath.universityofcalifornia.edu/home>

Drop-Off Box

If people (undergraduate students in particular) need to hand deliver mail to you they should drop it off in your mail box, which is located in the mail room. However, please have students turn papers and assignments in during class times or directly to you during your office hours, rather than to the mail room. We have about 800 undergraduates in the major, plus hundreds of other students taking our classes, and staff cannot handle the traffic if students turn assignments in to them or interrupt their work. The mail boxes are only for the occasional note or late paper. To maintain confidentiality, the University asks that you not leave corrected exams or assignments in boxes in the hallway, and likewise, you may not post grades except on Gauchospace.

TA Office Hours

If you are TAing a class, please inform the Graduate Advisor of your office hours by the end of the first week of classes. Teaching Assistants must also provide their preferences for their discussion sections. A standard e-mail notification will be sent to you requesting this information. If you change your office hours, or need to cancel them at any time during the quarter, please notify the Graduate Advisor as soon as possible.

TA Office Assignments

If you are hired as a Teaching Assistant, you will be assigned an office. The Graduate Advisor assigns offices based on space availability. You are responsible for emptying the office of papers and personal items at the end of the quarter. In any quarter that you are not employed as a Teaching Assistant, you will be asked to return your keys to the Graduate Advisor or work study office assistant.

TA Telephones and Message Number

TAs will be assigned offices that do not have telephones in them. We ask that you encourage your students to contact you via u-mail, or in person during your posted office hours. We do not advise giving out your cell phone number.

TA-Undergraduate Student Issues

Consult with the instructor of record in the course about plagiarism and/or student behavior concerns.

The Teaching Assistant Role in Global Studies

As a teaching assistant with Global Studies as your home department, you most likely will be a new TA with little or no experience. Therefore, it is important that you understand not only the information within this handbook, but where to go if you have questions or concerns. ***Always first seek advice from your course instructor as you are a team and need to work together for the needs of the undergraduate students.*** Next, if necessary, contact your Lead TA and/or the Graduate Advisor for advice. If the issue is very serious, please meet with the Department Chair. ***You must attend the required campus-wide TA orientation in your first fall quarter before being allowed to be a TA.***

First and foremost, realize that being a TA is about the course and the undergraduate students. It's easy to get carried away when leading your sections and go off on tangents concerning your research/interests/opinions, but it's very important that you are there to facilitate the course by leading discussions, answering questions, and supporting the course instructor.

As a Teaching Assistant for Global Studies if your home department is not Global Studies, your responsibilities may vary considerable from what you are used to and you should be aware of those differences. The department is often interdisciplinary, offering a wide array of experiences for students and Teaching Assistants. Despite the diverse array of classroom experiences offered by Global Studies, the basic responsibilities can be organized into four general roles.

The first role as a TA is to do all the required readings for your TA course in advance of lecture and maintain consistent contact with your faculty advisor and other course TAs. Before the quarter begins it is crucial that you meet with the course instructor to clearly outline your specific role for the course to which you have been assigned and the scheduling of section coverage. During this meeting, also complete the required ASE TA Responsibilities Form (example provided at the end of the handbook) that will be provided to you by the course instructor. This TA responsibilities form is a union requirement and clearly states what is expected of you by the instructor in terms of time and duties. You keep a signed copy, one stays with the professor, and one is returned to the Graduate Advisor for your employment file. Should the instructor's expectations change, an updated & signed form needs to be completed and re-filed.

TAs for the same course should work together, especially in the first few weeks, to ensure consistency between sections. Also, one TA should not hold review sessions on their own—the review sessions should be done by course TAs as a group. Be sure to meet with your course instructor and co-TAs on a regular basis.

The second role of the TA in Global Studies is to be the best student in the class. Set an example for the students. Visibly attend all the course lectures and take notes as you expect your students to do. Stay ahead with the readings and discuss key connections between texts and lectures with your students. Let your professor know in advance if for any reason you will not be able to attend—usually due to an emergency or illness.

The third role for the TA is that of the grader. Your grading responsibilities will vary according to each course, but you can expect to grade some combination of the following: Scantron grade exams, short-answer exams, essays, research papers, and position papers, not to mention attendance and section participation. Grading fairly and efficiently requires communication between Teaching Assistants and with faculty members. Please meet with other TAs for the same course prior to grading so that you all grade consistently for fairness to the students.

The fourth role is that of leader. As a Global Studies TA you will likely lead weekly discussions, reviews, as well as dispense academic counsel to your students. Always have a prepared agenda for each section you lead and maintain a regular schedule of office hours. Sections and office hours are a requirement of your position and the students count on you being available. If you are unable to attend due to illness, please email your students as soon as possible and plan a make-up section/office hour.

Teaching Assistants: Details and Policies

Teaching Assistants¹ are required to attend lectures, lead three discussion sections, and hold office hours. The remaining time is for reading, grading and other class-related duties.

Instructors should meet with their TAs on a regular basis to coordinate their discussions, plan the work,

¹ 50% time (20 hours/week) TAs are required to have 2 office hours per week during which students may drop in with questions or concerns. 25% time requires 1 office hour/week.

and see if any problems exist. The TA must not have full responsibility for grading examinations—the course instructor is responsible for dividing up responsibility for grading between themselves and the TAs. The TA will be notified of all homework assigned, when it is due, how it is to be collected, etc. and if changes to the syllabus occur.

Teaching Assistant workloads are intended to allow you to fulfill your own academic obligations. Hourly breakdowns of percentage appointments are as follows: 75% time = 30 hours/week; 50% time = 20 hours/week (usual appt. is 50%); 25% time = 10 hours/week.

TAs employed half-time (.50 FTE) are expected to devote an average of 15 to 20 hours per week to TA duties during instructional and examination periods, with total hours not to exceed 220 hours per quarter. These hours include all time spent in meetings, reading and preparation of class materials, discussion sections, office hours, and reading/grading student papers.

Note: Time spent TAing will require less effort/time at the start of the quarter and be more demanding during mid-terms and the final few weeks. Since a half-time appointment for a TA is the normal appointment, a 50% TA is frequently called a full-time TA (as contrasted to a 25% appointment, or 75% appointment through the exception process). You should also be informed that ".50 FTE" means 50% time in University-speak, "FTE" = Full-Time Equivalent.

TA workloads

Responsibilities can vary considerably between courses and professors. For instance, the Global 1 and Global 2 courses are large introductory courses. As such, TAs are responsible for leading three discussion sections (which makes each TA responsible for up to 75 students for the quarter). Sometimes upper division classes will not have discussion sections. In these instances, TAs are often responsible for grading longer essays for more students.

Your assigned duties as a Teaching Assistant in a particular course are laid out in the ASE TA responsibilities sheet. This form must be signed by you and your supervising course instructor after you have discussed your TA responsibilities.

Many TAs find that teaching is a highly rewarding aspect of being a graduate student because it gives you the opportunity to work closely with a professor and undergraduates, and provides you with professional training as a teacher of Global Studies. Teaching almost inevitably enables you to understand the material you are covering with your undergraduate students more clearly and thoroughly. But teaching also has a way of expanding until it gets out of control and you will not be rewarded for commitment beyond the call of duty. Therefore, remember to serve your students as well as possible *within the allotted time*.

If you find that you are exceeding the TA time for which you are paid, please assess your time management and then discuss this immediately with your course instructor. If the problem is not addressed or persists after attempts at reasonable modifications, you may elevate your concerns to the Department Chair, the Graduate Director or the Chair of the Undergraduate Program Committee. The

departmental Lead TA can also offer guidance in such situations, and pass on concerns that you are not comfortable communicating to the aforementioned program officers. If necessary, you can contact your UAW representative for advice and support.

Turnaround times on grading vary widely and have to balance TA workloads and undergraduate students' need for timely feedback. Most course instructors will map out assignments and timetables at the beginning of a course, and you should participate actively in that process and proactively manage your own schedule. If you are asked to grade papers in what seems to be an unreasonably short period of time, you should explain the problem to the instructor and discuss modifying the schedule. If you need to negotiate more acceptable terms, it is easier to coordinate with other TAs who share your concerns. Failing that, you may raise your concerns to the department through the Lead TA, Chair of the Undergraduate Committee, Graduate Director, or Department Chair.

It is your responsibility as a teaching assistant to keep track of your workload (grading, answering student emails, etc.) and consult with the course instructor well BEFORE you might reach the maximum of 220 hours/quarter, to address this issue and also to adjust the ASE TA responsibilities sheet if necessary. Sometimes this situation arises because tasks are taking an individual longer than necessary (common for first timers in any position), and TAs should ask the instructor, their fellow TAs, and the Lead TA for guidance early on if they feel that this may be the case. A sure indication that the problem may be you and not the workload, is if you are struggling to complete a task in the assigned time, while your fellow TAs do not have this problem.

Managing your Grading Workload

Try to space your grading workload out so that you don't find yourself up against a deadline with lots of papers to grade in one night. You might try setting a maximum time limit to spend on each paper and grading on a stopwatch. This will depend on the length and quality of the papers, but will help to control the amount of time spent grading. You will probably find that when you grade with a rubric and work with a timer, you are able to fairly assess the quality of a student's work relative to that rubric without having to savor every turn of phrase in the paper. Again – this is not how education is supposed to work, but it is often the best that can be done with the resources available. And the time saved can often be applied to more educationally important activities than grading, like providing oral feedback to those students who want to discuss their papers at length.

Completing the readings for the course for which you are TAing can be among the most time-consuming tasks as TAs. Almost every course takes a different approach and uses different materials depending on the instructor. Often Global Studies TAs were not Global Studies majors as undergraduates and will therefore have some intellectual ground to make up to be a successful Global TA. It is important to keep in mind that the time it takes to do the required reading (and other preparation for that matter) counts towards the total hours of the particular appointment. Therefore, repeat sessions of the same course will be less demanding.

Office Hours

As a 50% TA, you are required to have two scheduled office hours per week (one hour if you have a 25% appointment). Office hours must be held in a designated TA office. You may offer to make appointments with students who cannot make it to your scheduled office hour times. However, be aware of how time consuming these extra appointments can be. We strongly recommend that you do not give out your phone number to students, and also that you limit the amount of time you spend on email with students. Encourage them to go to your office hours instead. **We strongly recommend that you discuss with your fellow TAs and course instructor, the feasibility of TA office hours being open to all students in a course, regardless of who their individual TA is, as this can minimize the frequency of outside office-hours appointments, if any. We also recommend that you work with your instructor and fellow TAs to establish a uniform policy regarding the use of email, especially on weekends, in your course.**

Sometimes, students will use your office hours as their personal therapy sessions. Remember you are not a therapist—instead gently refer the student to the instructor or to the global chair, or, if you feel it appropriate, to the Counseling and Personal Services center to discuss any personal issues. If you do send a student to CAPS, please inform the course instructor of this, for two reasons. First, they may need to make adjustments for students in crisis. Second, they may wish/need to follow up to ensure that the student receives necessary care.

Review Sessions

While review sessions are not usually required (check with your instructor), students often request them. If you do conduct a review session, make it clear that it is not your job to summarize the course or to provide them with answers to the test. You might ask the students to come prepared with questions to ask. Also, one TA should not hold review sessions on their own unless they are the only TA for a course—the review sessions should be done by course TAs as a group or in a joint review session (e.g., GLOBL 1 or 2). Scheduling room reservations should be made well in advance (at least 2 weeks) to be sure of availability, and to ensure that working students have the opportunity to attend.

Another way to ease student anxiety and to get them prepared for the exams and research papers is to create a handout that spells out your explicit expectations as the grader (due date, grading criteria, purpose of the assignment, etc.). Regardless, this doesn't mean giving the students actual answers or questions, instead just be clear about what is fair territory for the exam. In courses with multiple TAs (e.g., GLOBL 1 or GLOBL 2, etc.), please work with your course instructor and in your weekly meetings to ensure that sections all get the same handouts.

Another alternative is to hold extended office hours, which eliminates the student expectation of you to summarize the course for them. You might invite them to come in groups and to bring questions with them. Once again – an arrangement between the TAs in a course, to permit any student to attend any course-TA's office hours reduces the need for extended office hours, and increases the odds that working students have the opportunity to get the help they need.

If you choose to hold a review session, you will need to arrange for a room at least two weeks in

advance. Make arrangements for a room at <http://registrar.sa.ucsb.edu/faculty-staff/resources-for-faculty-staff/scheduling-resources/room-request>.

Approval Codes

Jodi Cutler, the undergraduate adviser, handles crashing classes and approval codes. When asked about approval codes, TAs should direct students to Jodi. TA's do not get to choose who can crash the class. Note: Students with schedule conflict should also see Jodi about switching sections.

Assignment Guidelines

Two prominent problems in undergraduate work are failure to do the assignment and/or failure to demonstrate knowledge of course material. You can facilitate improvements in the quality of the work you grade by providing explicit guidance in advance on how to do these things. You can develop a step-by-step list of what it takes to complete the assignment and exactly what kind of source material should be presented. Again, to save time and ensure a consistent experience across sections, such lists should be developed in consultation with your other TAs, the instructor, and/or Instructional Development.

It may also be helpful to explain how it is appropriate to incorporate opinions and personal perspectives. Many instructors give assignments that make space for students to discuss their own lives and views, however be aware that the students really need a lot of help from you in understanding the difference between the material and their reactions to it. It may be useful to explain to them that an opinion is not the same thing as an argument; arguments are based on evidence and are what is expected in academic work.

Grading and grading materials

Individual professors will have their own methods of evaluating students, such as: multiple choice exams, term papers, written "bluebook" exams or frequent "briefs" on the reading. Students are required to bring their own multiple choice answer sheets (scantrons), blue exam books, and pencils to all exams—do not furnish these items yourself. These items can be purchased at the bookstore, as well as at the Arbor and Buchanan food vendors.

How to Grade

The Global Studies department is working on introducing grading rubrics in all the core courses (Global 1, 2, 110, 120, and 130). We highly recommend that you meet with the professor and fellow TAs to develop shared rubrics and standards (roughly what percentage of your students should receive A's, B's, C's etc. if you are using the rubric correctly), and to then test out that rubric by each grading a paper and then reviewing each other's grading. This will typically only take 20 minutes to do, but will give you the confidence to defend your grading against student complaints, and therefore save you hours down the road. Sharing the rubric with students is a good idea. Whether you share with students how they did on each element of the rubric is up to you.

Grade Inflation

Grade inflation involves a lowering of academic standards. The research is in on this - it is bad for your students. It has been shown to reduce student learning. It does so by lowering expectations, which reduces the amount of time students spend studying. Grade inflation also reduces the informational content of grades, which can limit students' awareness of just how much they still need to learn, and prevents students who work harder from demonstrating this. Grade inflation is also bad for departments – a reputation for grade inflation attracts less serious students. Grade inflation is a growing national (and global!) problem. ***Do not fall into the trap of inflating grades to earn the adulation of your students. It will boost your quantitative evaluations, but there is no hiding grade inflation, and the department places far more value on academic integrity than it does on quantitative evaluations.***

Establishing Grading Rubrics

It is both useful and fair to provide for your students a basic set of criteria and expectations you will be using for determining their grades. It will also help you to clarify in your own minds the distinguishing features of successful papers. Spend some time clarifying the dimensions of quality for an assignment and your criteria for good work along each dimension, present these to the students carefully, and follow them as much as possible when grading. Grading written work is a subjective process that makes impossible treating all papers equally. Students generally appreciate your being honest about this. You can address this issue by being willing to review the student's grades with them, but publicizing rubrics in advance is less time consuming, permitting problems and misunderstandings to be avoided, rather than dealt with after the fact.

Grade Disputes

The first principle for dealing with grade disputes is – eliminate them before they happen. This is most efficiently pursued by having, and advertising in advance, clear grading rubrics that are used across the TAs for a class. The second principle is for all TAs in the course to grade systematically, following the same rubric, to achieve a similar distribution of grades. The third is to then be confident in your decisions and defend a fairly granted grade. The fourth is to admit when you are wrong, which happens, but less often than many students like to think.

A student with a problem about the application of the rubric should bring the matter up with the TA first. If their issue is with the rubric itself or the phrasing of an exam/homework question, express no opinion on their grievance unless you are confident that the student is wrong and that you can explain why. Instead, understand their concern and direct them to the course instructor. Discuss the matter with your fellow TAs and the instructor before responding, as students can complain if they perceive grading standards to be inconsistent across TAs or ad hoc. Instructors will ordinarily consult with the TA before altering any grade.

The most frequent student confrontations encountered by TAs concern grades. Be prepared and patient when students contest assignment or course grades. Many of them are under enormous stress, and bad grades are not only demoralizing, but useless unless accompanied by clarity on the reason for

them and how to improve. At the same time, not all students are equally comfortable arguing for a higher grade, and comfort levels with authority vary with students' backgrounds and upbringings, so changing grades unless totally justified is not fair to those who would never ask.

The following hints may be helpful in effectively dealing with grade disputes:

1. Ask students to define their grievances and express their justifications in writing before they come to your office. Before a dispute arises, you may want to state your grievance policy explicitly in your first day handout or in the paper assignment.
2. It is perfectly reasonable to ask the professor or another TA for the class to read the paper and give it a grade. Agree beforehand that both you and the student will abide by the third person's decision. Advise the student that the grade may also go down rather than up in this situation.
3. You have the prerogative to take a matter under consideration; you are not obligated to respond immediately in defense of your judgment. In fact, some TAs have a policy of refusing to commit to a grade change until they have had a chance to look at the assignment at home; this allows you time to consider the matter without an anxious, or sometimes belligerent, student in your presence.
4. If students are not satisfied with your assessment of their work or resolution of the conflicts, they should be encouraged to discuss the matter with the professor. The Chair of the Undergraduate Committee, Graduate Director, and the Department Chair may also be asked to assist in resolving a grade conflict. Authority for arbitration lies first with the faculty instructor and next with the Dean of the College of Letters and Science.
5. **Remember that some cases may indeed warrant an alteration of a previously assigned grade. New TAs may wish to discuss such cases with fellow TAs or professors before doing so.** Occasionally students will come back after the quarter break wanting you to change their course grade. At this point, the TA is no longer employed for this course, and only the course instructor can actually change the grade, so you should refer these students to the instructor. Note, however, that it is courteous to help the instructor reach a fair decision by providing them with the information needed to make such a decision.

Grading Standards

The following grading standards are used to report on the work of undergraduate students:

A = excellent

B = good

C = adequate

D = barely passing

F = failed

P = passed

NP = not passed

I = incomplete

IP = in progress

W = withdrawal; undergraduates only

The grades A, B, C, and D may be modified by plus (+) or minus (-) suffixes. The registrar

assigns grade points for each unit as follows:

A+ = 4.0	C+ = 2.3
A = 4.0	C = 2.0
A- = 3.7	C- = 1.7
B+ = 3.3	D+ = 1.3
B = 3.0	D = 1.0
B- = 2.7	D- = 0.7
F, I, IP, P, NP, S, U, and W = 0	

Unit credit, but not grade-point credit, is assigned for P and S grades.

eGrades

eGrades are the way the grades are recorded for transcripts. The Registrar handles eGrades and is where TAs input students' grades into the transcript system. Click on the heading link to access a tip sheet on how to use E-grades and the link to access the program. eGrades is also the place to get an updated roster as students add and drop the courses. Note: You will not have access to eGrades until you are hired in the UCPath payroll system as a TA.

Tips for Time Management and Grading

Some TAs find that swiftly grading a few papers helps them to get a feel for the range of student performance, and to fine tune the application of a grading rubric before they settle down to dispatching the rest (returning to the first papers when they have finished). This can be more helpful than agonizing over each of the first few papers you grade.

- When serving as the sole TA for a course, it can be useful to spend half an hour scanning as many papers as possible, and then, together with the instructor, articulate a rubric of important criteria before beginning a close evaluative reading and scoring.
- Students appreciate it if you write your comments out in full instead of using lots of abbreviations ("spelling?" instead of "Sp," and so on). However, shorthand can save a lot of time and you can give your students a key to your editing symbols to avoid any confusion. Write clearly! Don't overwhelm the student with too many comments; two or three areas to focus on are enough (of course, this will depend on the length of the paper).
- Recording grades or comments directly into GauchoSpace can facilitate the process by making accessible the student's previous grades and comments and streamlining the process. Make those grades visible to students once you are comfortable that the whole assignment has been graded to a similar standard by all the TAs in the course.

- Meeting with students individually before the papers are due may help prevent some errors and result in better papers. The better the paper, the easier it is to grade, but be sure you still give suggestions for improvement even on an A paper. Writing workshops in class serve this purpose as well.
- Meeting with students individually and marking their papers with them is another option. Some TAs schedule twenty-minute sessions with individual students and mark their papers with the student present. More importantly, meeting with the student will ensure that the student understands the comments on the paper and has a good idea how to improve her work. However, this is very time-consuming in the large classes and may not be practical.
- Feel free to ask your professor or a TA colleague for a second opinion on a paper which poses particular difficulties. In fact, you can set aside time to grade with other TAs so others are close at hand.
- Finally, because grading can sometimes be repetitive, it often helps to take short breaks periodically to ensure consistency of judgment. It's tempting, for example, to start downgrading an interpretation just because you've heard it before. Be consistent in grading similar interpretations.

Time Management

You should be aware that marking finals and computing final grades will often conflict with your own end-of-the-quarter coursework demands. TAs may find it necessary to be writing their own term papers while frantically marking finals at the same time. Obviously, you are ultimately responsible for arranging your schedule so that everything gets done on time. Plan your own coursework knowing how busy you will be with grading during midterms and finals. While the deadline for final grades is not negotiable, the course instructor probably has some padding in the time between you giving them the graded papers and turning in the grades. This time may be negotiable.

Protecting Students' Privacy Regarding Grades Federal law protects students' rights to have their grades remain private. You may not post grades on a bulletin board or office door in such a way that someone else could determine an individual student's grade.

IMPORTANT: Returning term papers and examinations at the end of the quarter also requires care. Do not leave them unattended in a box in a hall, unsupervised room, TA office at the end of the quarter, or the original on the copy machine.

Also, you are responsible to clean out your TA office at the end of a term and to handle

all exams and papers with care. Turn student work over to the Department Business Officer and shred the rest—do not dump them in a trash container where they can be taken and used by students, etc.

Examples of Cheating

Note that handling academic misconduct is the job of the course instructor, not the TA. However, TAs are responsible for keeping an eye out for possible problems and providing the instructor with the information needed to deal with them when they arise. Listed below are some common ways that students cheat, and ways that instructors can work with TAs to prevent them:

- Text-messaging each other during exams.

- Tampering in advance with blue books, keeping notes in blue books and removing them by taking staples out, etc. This could be avoided by checking each blue book as it turned in or having all students turn in their blue books as they enter the exam, then hand out the blue books at random. Some instructors allow all students to bring with them to exams a one-page sheet of notes, which makes illicit notes unnecessary.

- Copying answers from neighbors on problem-solving exams. The best solution to this is to assign students to their seats at random, using the seat maps of our lecture halls and Excel randomization instructions provided on Gauchospace. Post these seat assignments on the lecture hall door and/or project them on the screen when students enter for the exam. Leave the front row empty, and inform all students that if a student is suspected of looking in other students' papers, one or more of the students involved, and not necessarily the guilty party, will be asked to move to the front. In this way, you can take preventative measures without accusing anybody of anything.

- Having access to previous exams in classes where the same exam is given year after year. Changing the exam each year can prevent this & being very careful with materials helps. Some professors will strictly control access to multiple choice exam papers before and after exams for this reason.

- Bringing illegal notes into exams. Proper monitoring of exams limits this cheating type.

- Taking tests for other students. Having each student show a picture ID as they turn in a test stops this practice.

- Tampering with their examinations after they have been graded, then returning them

to gain more credit than they deserve. This is avoided by having the students review the exam in the presence of the TA or instructor. (NOTE: Exam copies are not to be given to the student after the answers are turned in.)

➤ Writing an assigned paper from someone else's research (e.g., services of a commercial term paper company). Some instructors accept only papers that are written from a list of approved topics, ones that are unlikely to be found in a paper mill or a website.

Dealing with Suspected Cheaters

This one is simple. If you have reasonable suspicion (a lower bar than probable cause) that a student has cheated, scan or print to PDF anything you consider evidence, and turn these materials over to the course instructor. They will discuss the issue with you, possibly arrange a meeting with the student (to which they will invite you if necessary) and report the matter to the Office of Judicial Affairs if they share your suspicion. It is not the responsibility of instructors or TAs to determine the guilt or innocence of the student in question. For this reason, do not treat the student in any fashion that could be seen as judgmental. More often than not, the student pleads guilty.

Final Examinations

The days and times of final exams are listed online on the Office of the Registrar's website. Three hours have been allotted for each final examination during Finals Week. Instructors typically should not give finals at any other time than that published in the Schedule of Classes on the Registrar's website. Final exam papers are kept by the department for one year.

Make-Up Exams

Teaching Assistants are not responsible for coordinating a student's make-up exam. That is the instructor's job. However, if it is convenient to hold a makeup exam during a TA's office hours, the instructor may sometimes request them to oversee it.

Nondiscrimination

It is illegal and against University policy to discriminate against a student on political grounds, or for reasons of race, religion, sex, sexual orientation, disability, ethnic, or national origin, ancestry, marital status, medical condition, status as a Vietnam-era veteran or disabled veteran, or, within the limits imposed by law or University regulations, because of age or citizenship; or for other arbitrary or personal reasons. (Faculty Code of Conduct, APM - 015)

Freedom from Sexual Harassment

The University is committed to creating and maintaining a community in which all persons who participate in University programs and activities can work together in an atmosphere free of all forms of harassment, exploitation, or intimidation, including inappropriate sexual behavior. Sexual harassment is prohibited both by law and by University policy. (APM - 035, Appendix A)

Sexual Harassment

Federal and State law, as well as University of California policy prohibits sexual harassment in an employment setting and in an educational setting. Sexual harassment can occur between various constituencies present on campus. For example, harassment can take place between professors and students; between supervisors and their supervisees; or between peers. The best way to avoid misunderstandings is to become aware of the definition of sexual harassment. If you feel you are the victim of sexual harassment, or if a student accuses you of harassment, you should immediately notify your GPA and professor.

DEFINITION OF SEXUAL HARASSMENT: The University of California defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of instruction, employment or participation in any University activity;
- Submission to or rejection of such conduct by an individual is used as basis for evaluation in making academic or personnel decisions affecting an individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile or offensive university environment.

The UCSB Women's Center is a safe zone for men and women who feel they are victims of sexual harassment. The Sexual Harassment pages of the Women's Center are a well-developed resource with many useful links.

In accordance with the University-wide policy on sexual harassment, each campus has established special complaint procedures for sexual harassment cases. (APM - 035, Appendix A) For more information on the Faculty Code of Conduct, you can view the entire policy on-line at: <http://www.ucop.edu/acadadv/acadpers/apm/apm-015.pdf>

Grievances (Union)

The latest contract between the student-workers Union and the UC system was signed in August 2018. Student-workers' rights stated in the contract are enforceable through the Grievance Procedure. The contract provides for a strict 30-day timeline for filing grievances. When you have a grievance to file, please read the contract for a complete

description of the process. Step 1: Having a discussion with the supervisor is optional but does not extend the 30-day time limit to file. The Grievance Procedure is explained in detail in the full text of the union contracts. Step 2: Grievances must be filed on the agreed upon form by UC and the Union. Graduate employees have the right to be represented at all steps of the Grievance Procedure from beginning to end. For assistance, please contact your campus Union office or contact: UAW Local 2865 Santa Barbara Phone: (805)-685-3886.

HELPFUL TA RESOURCES

Administrative Services

The administrative offices of the Global Studies department are located on the 2nd floor in Social Sciences and Media Studies building.

The following facilities are available for use by Teaching Assistants: copy machine, office supplies, and classrooms.

Photocopies

To use the copier, you must have an access code. The Department has a copy code to use for class-related copies. Ask your course instructor or the Graduate Advisor for the class-related copy code. The copier should be used only for course work and official university business. Please use double sided copying whenever possible.

Notetaking Service

Associated Students (AS) provides a note taking service for students in some large and medium-sized classes. If your class is chosen for note taking, the note taking service will contact you for permission to reproduce notes from your lectures. You may refuse, in which case your class will be removed from the service's list. For more information on the note taking service, you may call 805-893-4471 or visit <https://publications.as.ucsb.edu/notetaking-services/>.

Video Taping of Sections and Consultation Suggested for Global TAs

Optional: Schedule your appointments early in the quarter you will TA. Reserve a time to videotape your section presentation and receive private consultation about your teaching style through the Instructional Development (ID) in Kerr Hall. This is an opportunity to see yourself from the student's point of view and improve your technique. The tapes are confidential. To schedule a videotaping, email tavideo@id.ucsb.edu. When scheduling a taping, please give the day, time, building, and room number. At least 72 hours advanced

notice is needed, but available times go fast so give more than one date for your taping. A notice will be sent to you confirming the day and time of your taping. Taping is 50 minutes long. Once you have been taped, you will receive an email with a schedule of consultation times for which you may sign up. If you need to cancel your consultation, please give ID at least two days' notice so that graduate student consultants are not "stood up." If possible, please complete your taping and consultation BEFORE Spring Quarter since ID works with a reduced staff at that time. To schedule a consultation, email tadp@id.ucsb.edu. Viewing and consultations are in Kerr Hall, room 1120-M.

Classroom Computer Presentations

Some classes are equipped with computer lecterns (instructions on use is linked) which allow you to do multi-media presentations and access the internet in class. Other classrooms do not have the computer lectern but are still wired for the internet. Still other classrooms have no internet access but are set up to project computer media. To search different classrooms' media capability in advance: <http://classattrib.apps.id.ucsb.edu/>.

Contact Instructional Development to see how you can integrate computer-based presentations into your classroom or to borrow equipment. Instructional Development has Macintosh and PC computers available to display data from computer sources in the classroom. These computers or your laptop computer may be used in selected classrooms equipped with permanently installed data-capable projectors; other rooms require a portable data projector. Many UCSB classrooms are now ready to connect to the campus network and the internet. The information below will assist you in planning your computer presentation. For equipment requests, please call Media Equipment Scheduling at 805-893-3549. Film and video ordering: <http://film.classroom.id.ucsb.edu/checkout-policy> RE: Technical difficulties in the classroom, contact Classroom Services: (805) 893-3549.

CLAS

Campus Learning Assistance Service (CLAS, <http://clas.sa.ucsb.edu/>) is designed to assist students in improving their writing, test-taking, and studying skills. It is free for all students and a great place to refer students and ESL students to. The Academic Skills Program caters to a broad range of students and offers workshops as well as individual tutoring by appointment. Workshops cover subjects such as time management, writing research papers, and essay exam preparation. Professors and TAs can also work in cooperation with CLAS to set up workshops to help students meet requirements specific to the courses they are teaching. Students interested in scheduling appointments at the Writing Lab can do so in the CLAS office Student Resource Building or they can show up for drop-in hours for help with written assignments (9-5 weekdays). If a student is having a persistent

problem, you can require them to go to CLAS and bring you a receipt saying that they have seen a tutor.

Placing Books on Reserve at the Library

To place library books, journals, videos, etc. on reserve for your classes, you need to submit an on-line form to the Reserve Book Room. You will find the form at this website: <https://www.library.ucsb.edu/course-reserves>.

Police and medical emergencies

In the case that a student has a sudden medical emergency during your section, from campus phone, call 9-9-1-1. Cell phone or pay phone 9-1-1. If you do not have a cell-phone, ask a student to call or send a student to the nearest public phone. Stay with and attend to the ill or injured student until help arrives. Campus Police—non-emergency: 805-893-3446; Isla Vista Foot Patrol: 805-681-4179; Campus Escort Service (Police Dispatch) 805-893-2000.

Teaching Strategies

Ten Ways to Start Discussion *(Adapted from Peter Frederick, 1981²)*

1. Goals and Values Testing

Pair off students to discuss and identify primary value of assigned material (“Why are we reading this?”), to compare and contrast present text with previous text, to identify key themes of the assigned text, etc. Bring class back together and see each pair’s responses to launch discussion.

2. Concrete Images

At the beginning, solicit from each student one concrete image/scene/event from the text to record on board. With students, look for patterns of themes, identify what is missing, etc., to launch discussion.

3. Generating Questions

Ask students to prepare ahead of time one or two questions about their readings; ask

² In consultation with: “How to Encourage Your Students To Do the Reading” (a handout from the Office of TA Development at UCSB) and “The Teaching Professor” (December, 1989): 3-4.

students as they arrive to write down one or two questions about the reading, collect and select (or ask student to do so); break class into small groups for short discussion to suggest one key question for the class to explore.

4. Use Illustrative Quotations

Direct students to identify one or two sentences from the reading that best captures a major theme of the piece or that represents a viewpoint they agree or disagree with. Have students read them aloud and tell why they thought it was key so the class can respond.

5. Break into Smaller Groups

Give the groups explicit questions/directions that bear on the topic, either the same for all groups to provide a comparison or different for each group to provide a forum for exchanging information. Vary methods of group formation. When class is reassembled, groups can report results for instructor to record on board or submitted for instructor to compile and distribute for next discussion.

6. Generating Truth Statements

In small groups, instruct students to produce three statements known to be true about a particular issue, which quickly reveals the complexity and ambiguity of “knowledge” and can provide topics for investigation and discussion.

7. Forced Debate

Direct students to consider which side of an instructor-generated forced choice they support (or assign one side of an argument) and bring their reasons to class. Have students sit in groups according to their positions and have them support their position—and allow them to move if their position changes during debate.

8. Role-Playing

This is a powerful learning tool and can be tricky in application. Any situation involving multiple group conflicts may be appropriate for role-playing. Instructor can assign roles or students can choose; instructor can provide or student can generate support for positions. Instructor must be sensitive to potential trauma that role-playing may have for some students; debriefing of interaction and of students’ feelings in a role is recommended.

9. Non-Structured Scene Setting

Even when the instructor wants to minimize her/his involvement, the scene must be set. Film, video, slideshow, handout, etc., can be used to set the scene, with minimal instructions provided. Instructor can take non-evaluative observation notes to provide class with feedback.

10. The No-Method Method When good discussion habits are established, you might consider the minimalist approach of perching on the corner of her/his desk, holding up the reading and ask, “What did you think about this?” Some instructors use this at the outset of their class, without establishing norms and practices, and wonder why they get so little useful responses. It works best only when the class is well-trained in conducting discussions.³

Thinking is Driven by Questions

As TAs, we are often leading classes described as “discussion sections.” Unfortunately, we face the common obstacle of silent and unwilling students, which leaves our discussion to be no more than a monologue of information and answers. We wonder, “Why aren’t they thinking? Why don’t they remember the material I have already explained to them?”

- A common misconception is that answers may be taught separately from questions. This leads to instructors over-emphasizing “coverage” over “engaged” or “critical thinking.”

- Every declarative statement may be phrased as a question. For example, the statement that water boils at 100 degrees centigrade is an answer to the question, “At what temperature centigrade does water boil?”

- Ask more questions! This is the easiest way to engage your students to think.

It also lets you know what concepts are more difficult for students and what aspects of the course require more attention.

- Feeding students endless content does not generate thinking. In fact, the opposite tends to occur. Students shut down their thought process in order to copy down the material. Engaging questions immediately bring the material to life and stir interest.

Things to Try: When a student responds with the correct answer a good habit is to ask “why?” or “how did you know that?” This forces students to be able to articulate the reasoning behind their thoughts, and also opens the floor to further questions and comments.

- Start your discussion by writing questions about the material suggested by the students.

- In order to trigger discussion, ask easier questions that are derived from material you expect students to know. This will allow you to:

- Quickly check your students’ understanding of past material.

³ (Courtesy of Office of Instructional Development)

■ Build upon existing knowledge, hopefully probing towards deeper and more thought-provoking questions.

• Look over your own notes for the discussion and list the major points/concepts you plan to cover. Create a question that specifically targets each of these and try to pose it to the class. We are often surprised to find that our students can articulate profound statements if they are asked the right questions.

• Express questions visually using boards, overheads, etc.

• Take your questions seriously. Wait a sufficient amount of time (at least 3-5 seconds) to give students a chance to think and respond.

Adapted from: Weber, Ellen. "Deeper Understanding Through Questions." In The National Teaching & Learning Forum. James Rhem and Associates, 8:6 pp. 5-6.

Wait-Time

Wait-time is the amount of time that elapses between an instructor-initiated question and the next verbal behavior (e.g. a student response or question or the instructor talks again).

Recommended Practice: Allow at least 3-5 seconds of wait-time after asking a question.

Research Finding: It has been reported that most instructors allow their students less than one second of wait-time. When wait-time is increased to three to five seconds, the following changes have been found to occur. Some of these changes are fairly immediate, while others occur over time.

The number of student responses increases, and the incidence of non-response decrease. Students offer more evidence in support of their responses, offer more speculative thoughts, and give more complex answers. There is also evidence that student confidence increases (e.g. the number of "Is this right?" intonations decreases). Student-to-student interactions increase as do conversational sequences (e.g. sequences of three or more related interchanges increase in number).

Increasing Your Wait-Time: It is not uncommon for instructors to comment that it is initially difficult to increase their wait- time. If you think about it, it is likely that your own wait-time patterns extend beyond your teaching and into your everyday interactions. Many people indicate that they are uncomfortable with "long" silences. Thus, allowing such silences in your teaching can be unsettling at first.

When you begin experimenting with wait-time, you might find it useful to count the seconds out in your head. (e.g. one-one thousand, two-one thousand, etc. If you have the

urge to break the silence simply bite your tongue!) You might use this time to study the faces of your students for indications of confusion or comprehension.

What To Do When Students Do Not Respond: If there are no student responses after five to ten seconds of wait-time, you might want to do one or more of the following:

- repeat the question;
- rephrase the question;
- simplify the question;
- ask a student to attempt a rephrasing of your question;
- break the question down into its component parts;
- make your questions more specific;
- ask students what it is about the question that they are finding difficult. After trying each of these, it is recommended allowing another five-to-ten seconds wait-time.

Orienting Students to a Change in Practice: Since the classroom is a social system, it is very easy for TAs and students to quickly learn to expect certain behaviors of one another. When students are not used to having an instructor give them sufficient wait-time, they may not immediately respond to the opportunity to think, respond or ask questions. Students, much like their instructors, may at first be uncomfortable with the added seconds of silence. Therefore, it may be a good idea to tell students that you are experimenting with giving them more time to think and respond to your questions.

Letting students know that purpose of any changes you plan to make in the classroom or in your teaching behavior helps orient students to the change.

Prepared by: Nancy Lorsch and Shirely Ronkowski, Office of Instructional Consultation - University of California, Santa Barbara Reference: Rowe, Mary Budd. "Wait-Time and rewards as instructional variables, their influence on language, logic, and fate control: part one—wait-time." Journal of Research in Science Teaching, 1974 11:2, pp. 81-94. This study was conducted with elementary teachers and students. Studies with high school populations found similar results.

Strategies: When Students Haven't Done the Reading

Avoiding the Problem

The best way to combat student apathy is to design a course, which consistently and from the start encourages participation. 1. Develop a policy that encourages participation Learn students' names and use them Making doing the reading a considerable part of the students' participation grade. Visibly reward students who consistently do the reading. 2. Prepare students in advance Remind students of the reading assignments. Give students ample time to complete the assignments. Give students questions to consider as they

read. Discuss difficult terms and vocabulary in advance. Highlight areas of particular consequence for exams and papers. DO NOT summarize the readings for the students—they do the work!

A Range of Assignments that Encourage Reading Activities to be instituted from the beginning of the quarter:

➤ Sign-up small groups to present and introduce the reading in each meeting. ➤ Ask students to come to class with study questions about the reading. ➤ Give regular quizzes to test for reading knowledge. ➤ Ask students to bring in answers to pre-prepared questions or short paper topics. ➤ Put a passage on an overhead projector transparency and work with it as a class. ➤ Bring in a selection of passages and have students read and present them to the class in **groups of four**.

Activities for individual lesson plans:

➤ Ask students to write for 5-10 minutes on the reading at the start of class. ➤ Go around the room asking each student to name one important point, new discovery, or question s/he has about the reading. ➤ Ask students to list the three most important points from the reading on the board.

Troubleshooting If all else fails and the students still arrive at class unprepared, these are a range of strategies for salvaging the lesson for that day.

1. Begin the class with general questions students can answer even if they have not read. As the class continues, draw in the reading assignment. Students who have done the reading will see the connections, and students who have not done the assignment will hear a broad introduction to the material.

2. Read a passage or passages together as a class. Pose the questions that you would have asked in a normal lesson plan. Have the students divide into groups and answer them.

3. Put questions about the reading on the board. The students who have done the reading will be able to quickly write down their answer and work on fresh material. Non-readers will have to use their texts to find the answers.

4. Review concepts from lecture during discussion. You may want to assign a brief paper answering one or two questions to ensure that the students do the reading before the next class meeting.

5. Dismiss the students who have not finished their reading with a short paper

assignment or an admonishment to study for a quiz at the next class meeting. Continue the class with those who have done the reading.

Questioning skill: Asking Probing Questions The probing techniques outlined below can be used in any situation where student participation is necessary to realize the goals of the lesson. A given technique, of course, may be appropriate in one situation but not in another.

1. The teacher seeks clarification. Asks the student for more clarification or information, by saying:

- a. "What, exactly, do you mean?"
- b. "Please rephrase that statement." c. "Could you elaborate on that point?" d. "What do you mean by the term...?"

2. The teacher seeks to increase the student's critical awareness.

Wants the student to justify her/his response, by saying

- a. "What are you assuming?" b. "What are your reasons for thinking that is so?" c. "Is there more to it?" d. "How would an opponent of this view respond?"

3. The teacher refocuses the response. If a student has given a satisfactory response, it might seem unnecessary to probe it. However, the teacher could use this opportunity to refocus on a related issue.

- a. "If this is true, what are the implications for...?"
- b. "How does Jonathan's answer relate to...?"
- c. "Can you relate this to...?"
- d. Let's analyze that answer/comment." These techniques have two main characteristics in common: They are initiated by the teacher immediately after the student has responded and they require the student to think beyond her or his initial response.

Adapted from: Allen, D.W. et al., Questioning Skills: Teacher's Manual. (General Learning Corporation, 1969).

Re-Direction of Student Questions and Comments

Re-direction occurs when an instructor turns a student-initiated question and or comment back to the student or to the class.

RECOMMENDED PRACTICE: Re-direction is a recommended strategy when you are

interested in promoting inter-student discussion or when you want students to assume more responsibility for their own learning.

By redirecting student questions or comments you are providing students with an opportunity to practice building skills that you expect them to develop during the course and that they may be asked to demonstrate on examinations (e.g. problem-solving skills, analysis, application, synthesis, or evaluation skills).

In most classrooms and often in discussion groups, the flow of interaction tends to be between individual students and the instructor. By encouraging students to respond directly to one another, a situation is created in which students may increase their learning by responding to one another, evaluating their own ideas via feedback from their peers, citing assigned readings, and synthesizing discussion points.

In disciplines such as math, economics, or physics, re-direction can be used to encourage a maximum of student participation. Instead of confirming or correcting one student's solution to a problem, choice of formula, etc., you can redirect that solution or choice to the class or an individual student for comment. This provides students with the following opportunities: to examine one another's thinking; applying their knowledge of course content; and to take more responsibility for their own learning.

This technique also provides you with the opportunity to pinpoint and correct common misconceptions in student's thinking.

WAYS TO IMPLEMENT RE-DIRECTION: Verbally, you can redirect by simply asking students to respond to one another's comments and questions. For example, "How would you answer Audrey's questions?" or "What could you add to Steve's response?" Once students are familiar with your use of re-direction, you can also redirect non-verbally by shifting eye contact or using a hand gesture that offers a student's question or comment to another student or to the rest of the class for comment. Eventually students will direct their comments to one another as a matter of course, and their increased interactions may help establish scholarly peer relations within the classroom setting.

BENEFITS OF USING RE-DIRECTION: When you use re-direction within a discussion group setting, you can direct and facilitate the discussion without dominating it. By redirecting certain comments and not others, you can focus the discussion along the lines of thinking that you want students to explore. By redirecting student comments to other students who disagree, you can promote debate and get students to examine conflicting ideologies, controversial data, or varying perspectives.

ORIENTING STUDENTS TO CHANGE: Because most students are not used to being encouraged to speak to one another directly in the classroom setting, they may be initially disoriented by your attempts at re-direction. In fact, they may imagine that you are simply

evading their comments or questions. It is therefore suggested that you tell students you are going to be experimenting with a technique designed to promote more discussion between them. Once they know your expectations and reasons for them, they will be more willing to and better able to meet those expectations.

Prepared by: Nancy Lorsch and Shirley Ronkowski Office of Instructional Consultation
University of California, Santa Barbara.

References:

Wood, S.E., 1970. "A multidimensional mode for the observation, analysis and assessment of classroom behavior." *Journal of Research and Development in Education*, 4, 84-97.

Wright, C.J., and Nuthall, G., 1970. "Relationships between teacher behaviors and pupil achievement in three experimental elementary school lessons." *American Educational Research Journal*, 7:4, pp. 477-491.

Acknowledging Responses and Dignifying Errors

One thing certain to occur in every classroom is that students will produce answers that are either not what the instructor is seeking or are factually inaccurate. How you as an instructor handle these responses is key to your ability to generate discussion and stimulate student participation.

Fear of giving a “wrong” answer can inhibit class participation because students do not want to risk the humiliation of being wrong in front of their peers. Obviously, this can make it difficult for instructors to involve students in discussions or to gauge student understanding. It’s crucially important for instructors to establish from the outset that errors by students are not reflection of their self-worth and that making “mistakes” is a valuable element of the learning process.

Here are a few guidelines on how to deal with student responses and wrong answers so that you encourage participation, check understanding and ensure the entire class has accurate information.

A. Use more positive than negative language in verbal and written responses.

- Remember to give praise whenever possible.
- Focus on what is needed rather than what is missing, (e.g. “You need an analysis section” vs. “You failed to analyze....”)
- Do more than point out incorrectness—guide the student toward the correct response. Remember, you are there to help students be right, not catch them being wrong.

B. Acknowledge all responses as a contribution, regardless of their accuracy.

- Make sure that each student’s comment is greeted with some gesture of acknowledgment: a head nod, a smile, a verbal “Good” or “Interesting” or “I see what you mean.”
- Look for chances to give positive feedback, (e.g. “Now that’s an intriguing way to look at it” or “Bingo, you’ve hit the nail on the head.”)
- Look for chances to refer back to a student’s earlier contribution to weave into the current discussion, (e.g. “That ties in nicely to what Janie said earlier about X.”)

C. Handle “wrong” answers by dignifying student’s responses and involving the rest of the class.

- Remember, a “wrong” answer means the student does not know two things: The correct answer to the question you posed and what question their response really belongs to.

- Resist the impulse to respond to errors by saying “No” or “Wrong.” This may squelch students’ enthusiasm for speaking up and will discourage participation.
- Instead, dignify an erroneous response by indicating what question the answer is correct for, and then clarifying why it’s not correct for the question you asked, (e.g. “That would be correct if X were true, but remember that this situation is different because of Y,” or “I see why you might think that, because the terms are easy to confuse. However, keep in mind that we’re talking about Z.”)
- Resist the temptation to give the right answer or to declare a response correct (or incorrect) too quickly—that instantly ends contemplation of the question for the rest of the class. Instead, ask other students to respond, or redirect the same question to another student, or ask other students to build on the previous comment.

D. Hold students accountable for the correct answer.

- Make sure that the correct answer is eventually provided (by a student or by you). This can be done when you summarize major points of a discussion to reinforce accurate information.
- Hold students accountable by insisting that they learn the correct answer. This can be gentle: “Let’s go over that one more time so you’ll remember it”; or medium: “I’ll check with you tomorrow to be sure you remember,” or unmistakable: “You will be accountable for this on the test.”

Adapted from Hunter, M. (1982). Mastery Teaching: Increasing Instructional Effectiveness in Secondary Schools, Colleges and Universities. El Segundo: TIP Publications.