TA Panel Session
2006 Annual TA Conference
University of Delaware

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TA Experiences

• Food Engineering FOSC 445
  (Spring 05/06)

  ❖ Set up teaching labs

  ❖ Mini-tutorials/ one-to-one help sessions
TA Experiences

• Food For Thought FOSC 102 (Fall 05)
  ❖ Encouraging in-class participation
  ❖ Recording attendance
  ❖ Presentations (certain topics)
  ❖ Preparing exam questions
  ❖ Grading
Q. 1: What are the characteristics and expectations of undergraduates (UG) and how to deal with them?

1. Grade-focused
   - a legacy of their high school education
   - UG often confront the TA when dissatisfied with their grades

1. For each assignment, prepare a tailored rubric
   - Detailed rubric
   - Describes expectations of TAs
   - Points allotment
   - Ensures consistency during grading
Q. 1: What are the characteristics and expectations of undergraduates (UG) and how to deal with them?

2. Discipline
- not all students equally disciplined
- Some students show irregular attendance or lack of punctuality
- Some students turn in coursework late

2. Syllabus is important
- describes particular policies relating to attendance and punctuality
- schedule lists deadlines for coursework
- describes penalties for late coursework etc.
Q. 1: What are the characteristics and expectations of undergraduates (UG) and how to deal with them?

3. UG are people after all
   - may have social/personal/academic/financial problems
   - Impact on their studies

3.
   - Be open listeners
   - Direct them to appropriate people/sources on campus
   - Mention issues with professor
Q. 2 How to get students involved in the class?

- Use other teaching approaches in addition to lecture-formats
  - Brain storming sessions accompanied by follow-ups such as written summaries, lab reports etc.
- Student oral presentations
- Student poster presentations
- Questioning (all levels of the Bloom’s taxonomy)
Q. 2 How to get students involved in the lab?

- Encourage them to read their lab schedule beforehand
- TA should be familiar with lab exercise too
- Labs accompanied by report/oral/poster presentations etc.
Q. 3 How do TAs balance their multiple roles?

- Order of priority:
  TA > Classes > Research
- Ensure TA 20 hour/week requirement is fulfilled
- Classes/ Exams and then time left goes into Research
- Prioritize coursework and research work according to deadlines
Q. 3 How do TAs balance their multiple roles?

- TA’s for a class can work together rather than independently

- Make intelligent and informed decisions even if it means procrastinating occasionally

- Check emails regularly and respond quickly to UG who have questions regarding coursework etc.
Summary

• TA-ing is fun but be prepared

• TAs do not have to know everything, they can direct students to reliable sources of information

• TA-ing involves time management and knowing your priorities