TATTO 2015 Sessions

Voice and Body (Required of all TATTO 600 participants)
The image we present helps establish our relationships with others, both in and out of the classroom. In this session, Theater Studies faculty demonstrate performance factors such as voice projection and the role of posture and body language in establishing an authoritative and confident presence within the classroom.

The Teaching Portfolio (9:45)
This session will begin by addressing the purpose of the teaching portfolio and what it is meant to demonstrate. Then, there will be an overview of guidelines on the construction of an effective portfolio (have a table of contents, annotate and introduce, learn from others in your discipline), and each of the main parts of a portfolio: the teaching statement, sample syllabi, sample assignments, and student evaluations. Finally, we will go over the rationale behind why these materials are included and tips on how to use the portfolio to display one's teaching in the best possible light.

Library Resources (Humanities/Social Sciences 9:45)
Learn about the services available to you as an instructor (and student) at Woodruff Library; the basics of copyright law, fair use, the classroom exception, Creative Commons, and using open content; and how to navigate the Course Reserves system as an instructor and as a student.

Diversity in the Classroom (9:45)
University campuses are diverse communities and creating an inclusive classroom culture is vital to fostering a positive learning environment. Strengthen your understanding of diversity topics and learn strategies and best practices for working effectively with the broad range of students on campus.

Grading and the Emory College Honor Code for Teaching Assistants (10:55)
This session covers common issues that arise when grading student work, including how to handle violations of the honor code. It offers tips to prevent and detect common forms of academic dishonesty such as cheating and plagiarism and provides a roadmap for resolving allegations through the College Honor Council process.

Georgia Tech Policies and Procedures (10:55) (Required of all BME students)
This session will help teaching assistants understand their role in the implementation of four major policies: FERPA, ADAPTS-Office of Disability Services, Academic Integrity and Sexual Harassment Prevention. Through engaging and authentic scenarios, participants will learn the details of, and procedures related to, each policy.

Syllabi and Grading (9:45; 10:55, 2:50)
In addition to providing a road map for a course, a syllabus functions as an informal contract between students and instructors, in which ground rules for assignments, grading, and student conduct can be established. This session will examine the policies and expectations set for courses offered by Emory College, Rollins School of Public Health, School of Nursing, and Goizueta Business School. Through a discussion of syllabi and grading, It will also grapple with the most common
classroom violations of the honor code, such as plagiarism and cheating, as well as the procedures in place in the College to address these issues.

Emory College – 9:45; 2:50
Rollins School of Public Health – 9:45; 10:55
Goizueta Business School – 10:55
School of Nursing - 9:45

Domain of One's Own@Emory: First Time Teachers and Undergraduate Digital Publication (9:45; 10:55)
First-time teachers can build credibility and buy-in with coursework featuring student digital publication. The Domain initiative supports student production of websites featuring presentations, infographics, video, and other digital artifacts showcasing undergraduate research and undergraduate learning. Participants will use example assignments to mock up their own professional website.

Strategies to Engage Students (9:45; 10:55: 2:50)
This session explores strategies graduate students can use to engage students with course content as both teaching assistants and as graduate instructors. Topics may include: in and out of class activities and assignments, discussion groups, and lectures. Faculty will discuss practical techniques for actively involving students in the learning process.

For Teaching Assistants in the Humanities 9:45
For Teaching Assistants in the Social Sciences 9:45
For Teaching Assistants in the Physical Sciences 9:45
For Teaching Assistants in Public Health Sciences 9:45
For Teaching Assistants in GDBBS 10:55
For Graduate Instructors in the Social Sciences 10:55
For Graduate Instructors in Public Health Sciences 10:55
For Teaching Assistants and Graduate Instructors in Nursing 10:55
For Graduate Instructors in the Humanities 2:50

Parting the Sea of Information in the Biomedical and Health Sciences (10:55)
This interactive session will focus on helping undergraduate students face common issues in working with information in the Biomedical Sciences, Public Health Sciences and Nursing. Topics to be covered include: Determining whether a source is Primary, Secondary or Tertiary, Recognizing the difference between a Tool and an Information Source, Finding Literature and accessing quality, and Proper citation.

Creative Assignments (2:50)
This session encourages thinking “outside the box” in terms of traditional assignments in undergraduate classes. With a goal of offering practical suggestions, topics will include the following: variations in written assignments such as “funny” requirements to improve organizational and prose skills, advantages of co-authoring by students, and inclusion of non-traditional foci of analysis and resources; other types of assignments such as data analysis (both quantitative and non-quantitative), the use of U-Tube videos, feature films, and other-disciplinary based literature; and in-classroom activities such as student presentations, structured debates, and group simulations.

Disability Studies in the Classroom (2:50)
This session will provide a brief overview of the field of Disability Studies as well as the ways in which you can incorporate considerations of disability into your classrooms. Disability, like race, class, gender, and sexuality, is an important social identity for our students to learn to think critically about. Additionally, we will discuss ways to make your syllabus and course disability friendly and accessible to all your students.

**Engaging Sustainability Issues across the Curriculum (2:50)**
In support of Emory’s commitment to integrate sustainability issues into academic programs and degrees across the university, this mini-workshop will explore disciplinary contributions to the environmental, social, and economic dimensions of sustainability issues. Students’ courses of study will be linked with wider global challenges, innovative teaching methods, and opportunities to contribute to universal sustainability literacy. Connections will be explored with environmental health and law, medicine and public health, ethics and religion, languages and literatures, and critical issues of climate change and sustainable food systems.

**Using Writing to Enhance Student Learning (2:50; 4:00)**
During this session, you will learn how composition in multiple modes (e.g., alphabetic, visual, and oral) helps students explore and understand disciplinary content. We will discuss the characteristics of writing assignments that promote deep learning and consider how to make citation practices salient for students.

**Supporting Students Who Are Facing Difficulties (2:50; 4:00)**
This session will introduce graduate student instructors to tools and resources that are helpful when teaching students with acute or chronic illness, disabilities, or personal issues. We shall discuss the roles that ADSR (Access, Disability Services, and Resources) and the OUE (Office for Undergraduate Education) play when working with these student populations, and we shall offer case scenarios to demonstrate how instructors can best support these populations.

**Tips and Strategies for the International Teaching Assistant (4:00)**
This session will cover the key topics of US classroom culture, cultural communication, and strategies for success including useful phrases for asking & answering questions, asking for clarification, and giving feedback and corrections. This session will help international teaching assistants (ITAs) better understand the differences between the US classroom culture and that of their own countries. This understanding will ensure greater success in their first teaching experience.

**Your Teaching Record and Applying for Jobs (4:00)**
How should you be thinking about teaching as you build up your C.V. for job applications? What priority is placed on teaching in hiring decisions? What are hiring departments looking for when it comes to teaching? What kinds of teaching experience are most important? This session will first provide an overview of the application process, the various hurdles applicants must overcome in order to be considered top candidates, and the place of teaching in that process.

**Preparing for the First Day (9:45; 10:55; 2:50; 4:00)**
In this session, advanced graduate students will share tips to help you prepare for the first day as a TA or Instructor of record. Topics may include: suggestions for establishing a positive learning community, how to plan, managing relationships with course faculty members, etc. In addition to
hearing ideas and experiences from experienced Teaching Assistants and Instructors, there will be an opportunity for Q&A.

First Day as a TA in the Humanities 9:45
First Day as a TA in Social Sciences 10:55
First Day as a TA and Instructor in the Public Health Sciences and Nursing 2:50
First Day as a TA in Natural, Physical Sciences, and Engineering 4:00
First Day as an Instructor in Social Sciences and Humanities 4:00