TATTO 600
Wednesday August 16, 2017

8:00-8:30 am Registration and Breakfast

8:30-9:30 am Welcome
   Brent Strawn (Graduate Division of Religion / Candler School of Theology)
   Dabney P. Evans (Rollins School of Public Health)

Dean Tedesco will provide an introduction to the TATTO program. Two of Emory’s most exceptional faculty will present the role and value of teaching in their professional life in and outside of the classroom. The goal for this session is to demonstrate how teaching and the opportunity to receive training on how to teach is beneficial to a range of career responsibilities.

Session 1: 9:45-10:45
Voice and Body – GDBBS
   Theatre Studies Faculty (Owen, Paulsen, Fristoe, Huff, Long, Ammerman)

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.

Strategies to Promote Active Learning
   Humanities – Jeff Galle (Center for Academic Excellence, Oxford College)

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.

Why Didn’t Somebody Tell Me That?
   Public Health and Nursing Ian Buller (EHS), Lindsay Collin (Epi), Jordan Murphy (Nursing), Casey Hall (BSHE)
   Physical Sciences and BME Morgan Vaughn (Chemistry), Katherine Overman (Physics), Matt Robeson (BME)
   Social Sciences Christina Rogers (Anthropology), Andrew Perschetti (Psychology), Marisela Martinez-Cola (Sociology)
Graduate student veterans offer fresh perspectives on the classroom challenges awaiting you. This session provides a loosely structured setting in which to ask questions and to benefit from the experience of more advanced peers.

**Session 2: 11-12:00 pm**

**Voice and Body – Humanities, Physical Sciences, BME**

*Theatre Studies Faculty* (Owen, Paulsen, Fristoe, Huff, Long, Ammerman)

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**Strategies to Promote Active Learning**

*Social Sciences* – Donna Troka (Center for Faculty Development and Excellence)

*Public Health and Nursing* – Silke Von Esenwein (Rollins, Health Policy and Management)

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**Why Didn’t Somebody Tell Me That? GDBBS**

Emily Crispell (MMG), George Inglis (GMB, Osric Forrest (IMP)

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**LUNCH: 12-1:00**

**Session 3: 1:15–2:15 pm**

**Voice and Body – Public Health, Nursing, Social Sciences**

*Theatre Studies Faculty* (Owen, Paulsen, Fristoe, Huff, Long, Ammerman)

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.
Strategies to Promote Active Learning

*GDBBS* - Judith Fridovich-Keil (School of Medicine, Human Genetics)

*Physical Sciences and BME* – Doug Mulford (Chemistry)

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Why Didn’t Somebody Tell Me That?

*Humanities* (Nicole Morris (English), Michael Suh (GDR), Ashley Parcells (History)

Graduate student veterans offer fresh perspectives on the classroom challenges awaiting you. This session provides a loosely structured setting in which to ask questions and to benefit from the experience of more advanced peers.

Session 4: 2:30-3:30 pm – Electives (Student Choice)

**Tips and Strategies for the International Teaching Assistant**

*Faculty from English Language Support Program (ELSP)*

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.

**Course Design and Development**

*Donna Troka (Center for Faculty Development and Excellence)*

*Mike Caudle (Environmental Health Science)*

Creating a new course can feel overwhelming. These sessions will present strategies and best practices for developing a course and course content as well as the resources available on campus to help you create and teach innovative and rewarding classes.

**Teaching with Technology**

*Dana Bryant (Academic Technology Services, Libraries and Information Technology Services)*

*Anandi Knuppel (Emory Center for Digital Scholarship)*

Learn best practices on leveraging technology towards effective teaching.
Grading and the Honor Code
  Jason Ciejka (Office of Undergraduate Education)
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 suggestions for resolving allegations.

Navigating Conflict Well In Classrooms and Departments
  Sarah MacDonald (Candler School of Theology / Graduate Division of Religion)
Facing conflict is often nerve-racking and difficult—yet conflict can be a catalyst for learning, growth, and positive change. This session will explore different approaches to conflict and will offer practical strategies for engaging conflict constructively, particularly in the classroom. The primary focus will be on navigating conflict well in the classes we teach, but we will give some attention to conflict as it emerges elsewhere in our academic lives.

Inclusive Teaching Practices
  Allison Butler (Office of Access Services)
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 OAS (Office of Access Services) and other support offices play when working with these student populations, and we shall offer case scenarios to demonstrate how instructors can best support these populations.

Center for the Integration of Research, Teaching and Learning (CIRTL)
  Cora MacBeth (Assistant Dean, Sciences)
The Laney Graduate School of Emory University is part of the National Center for the Integration of Research, Teaching, and Learning (CIRTL) Network. The CIRTL network comprises 43 research universities across the country and is committed to advancing the teaching of Science, Technology, Engineering, and Mathematics disciplines in higher education. This presentation will provide an overview of the national CIRTL Network, CIRTL programming, and the local CIRTL learning community. Students interested in STEM education, STEM pedagogies, and teaching as research are encouraged to attend this session to learn more.

Georgia Institute of Technology Policies and Procedures (BME STUDENTS ONLY)
  Andy Schneider (Graduate Teaching Assistant)
Thursday August 17th 2017

8:00 am - Breakfast (Administration Building – Room 206)

8:30 am - 12:00 pm Microteaching

In the Microteaching session, each student will play three roles – teacher, student and peer-reviewer. Each participant will present a 5-minute presentation on a specific topic related to your area of research interest. You may use handouts or slides if you wish, but it is not required or expected.

Please note, you should be prepared to present on a specific topic or subject. Do NOT give a general summary of your research. Consider your intended audience as educated and interested but who may or may not have any background in your discipline. Your goal is to keep your audience engaged in order to teach them something they might not know.

When preparing for your Microteaching lesson you should think about how you present your material as much as, or more than, what you say about the material itself. The feedback will focus on the “performance” of teaching not the content, since most people in the audience will have little to no familiarity with the material.