

Teaching at Davis: suggestions and resources

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INTRODUCTION

We offer guidelines for new instructors as well as ideas for experienced faculty. *Teaching at Davis* is a compendium of suggestions derived from the published literature on teaching and from UC Davis faculty members who have shared their ideas with the TRC staff over the years. Despite their imperative style, the statements are offered as suggestions. Some may

work for you, others not. We hope they will serve to alert you to issues ahead of time and help you to provide quality instruction.

UCD STUDENTS

Entering freshmen at Davis are selected from the top 12.5% of their California high school graduating classes. The average SAT scores for new freshmen are approximately 566 verbal and 614 for mathematics.

Competition for admission to the University of California is keen. Entering students are generally well prepared academically; however, they exhibit varying abilities, particularly in study skills preparation. Although the average entering grade point average is 3.7, we generally see an almost 1 point GPA drop after the first year. The campus' reputation for being academically competitive often leads to student anxiety. Entering students express concerns about making friends, doing well in class, and getting the classes they want. Most do well after a period of adjustment.

Davis students have exceptionally high graduation rates, one of the highest in the University of California system (although many take more than 4 years to do so). Seventy-seven percent (79%) of freshmen entering Davis from 1987 to 1996 completed a degree at Davis. Upon graduation, students express a high degree of satisfaction with their undergraduate experience. Davis students participate extensively in intramural sports, student clubs and organizations, and academic and career internships.

Source: *UC Davis Profile*, Fall 2002, Student Affairs Research & Information. Available at <http://www.sariweb.ucdavis.edu/reportretriever/>

BEFORE THE QUARTER BEGINS

Policies and procedures

Download the **Faculty Guide** from the Registrar (<http://trc.ucdavis.edu/trc/resources/facultyguide.pdf>) - covers wide range of instructional responsibilities, policies, grading procedures, student discipline, etc.

Course Rosters and grade management

Course rosters can be downloaded from the Registrar at http://registrar.ucdavis.edu/html/faculty_staff.html Rosters are updated on a daily basis.

Or through **MyUCDavis** <http://my.ucdavis.edu/>

Consider using **MyUCDavis gradebook**. It links to the student registration system and makes it easy to post grades online and to submit final grades. You can set it so that

students can view their individual grades throughout the quarter. See tutorial at <http://trc.ucdavis.edu/trc/tutorials/gb.book.complete.pdf>

Course materials

Select a text with terminology and a notation system that is compatible to your lecture and teaching style.

Before ordering your texts, find out the cost to students. If it is high, consider eliminating non-essential purchases. Find out if there are other textbooks of comparable quality that cost less. Look up prices at <http://www.globalbooksinprint.com/GlobalBooksInPrint/>

Peruse the campus media database for videotapes and other material.

Syllabus

Prepare a syllabus, 1-3 pages. Never teach a class without one.

How much work for students? The Carnegie Rule, which is the official guide, says 3 hours out of class for each hour in class (credit unit). That's probably more than most instructors expect, but can serve as a guide and justification.

Consider the syllabus to be a contract between you and the students, explaining what you expect of them, and what they can expect of you.

List your office hours, location, phone number, and e-mail (if desired), as well as those of the Teaching Assistant(s).

State your grading criteria. Include specifics about exams (see Examination section).

Course handouts

To reduce the cost of handouts, distribute only as many as needed (instead of students' picking them up from a stack).

Alternatives to having to manage handouts (late registration, loss, etc.)

Take a copy of the course materials to Campus Copies & *Classical Notes* in the MU where students can purchase photocopies for a minimal cost (<http://asucd.ucdavis.edu/services/shops/cccn/>).

Put the material online using MyUCDavis (which also has many other attractive features) <http://my.ucdavis.edu>.

Online tools

MyUCDavis is the campus course management system. See <http://my.ucdavis.edu/> for more information. The Teaching Resources Center has tutorials for the various functions. See the list at <http://trc.ucdavis.edu/trc/tutorials.html>

Preparing your lectures

Arrange topics in a logical sequence, but allow for flexibility and spontaneity.

Coordinate your lectures or other activities with the reading or other class assignments.

Break the lecture into segments (e.g., intro, main content, discussion, summary).

Try different ways of organizing your presentation (e.g., thematic, chronological, problem-based).

Provide alternative explanations or additional illustrations or examples for difficult sections.

Think through how much time you want to spend on difficult material, keeping in mind its overall importance.

Plan how much time you want to devote to discussion, and when you want it to occur during the class period.

Rehearse the presentation and time yourself.

Hear yourself lecture; speak the words -- to your kids, the cat, or a tape or video recorder.

Work through sample problems before class; you will be less prone to distraction or confusion during class.

If figures to be drawn are complex, practice them ahead of time.

See PowerPoint design considerations http://trc.ucdavis.edu/trc/tutorials/ppt_design.pdf

If you are using **anything** that requires electronic support (PowerPoint, Internet connection, slides, video), have a backup low-tech alternative with you. It might be another lecture or discussion presentation that you can use in a pinch.

Check the integration of visuals, sound track, or video transitions to see that they are appropriate and your lecture goes smoothly.

Familiarize yourself with the classroom prior to your first day of class.

Write on the blackboard and see if it can be read from the back of the room. Check your PowerPoint or any other slide presentation **in the classroom**. The projected colors may be a rude surprise.

If you know you will be away, plan in advance how the class will be conducted in your absence (lecture delivered by TA, guest instructor, movie, etc.)

Anticipating the first day of class

The course registration and waiting list system is automated (<http://sisweb.ucdavis.edu/>). The system override is the PTA (Permission to Add) form. Departments vary with regard to policy on who controls the PTAs and the criteria for obtaining them. Be sure to get this information from the appropriate person in your department.

If you are likely to be teaching a heavily-enrolled course, decide ahead of time how you will handle overflow crowds on the first few days of class. Develop a clear policy concerning who gets in and who does not.

Begin teaching on the first day to give students a feel for what they can expect (i.e., don't dwell exclusively on procedural matters).

Plan the first class session carefully. It sets the tone for the remainder of the quarter.

Consider using e-mail for announcements. To request a course mailing list, see <http://email.ucdavis.edu/eml/request.html>

If e-mail announcements are central or otherwise important to the course, be sure to make that very clear because many students

- a. do not check their e-mail
- b. check their e-mail, but not their UC Davis address e-mail

THE CLASSROOM

Humanizing the classroom

If you can, learn the names of your students. Use their names whenever you can.

Start out with a tight structure (high expectations and demands). You can always loosen up later. The reverse won't work.

Tell something about yourself.

Write on the blackboard and define terms with which students might be unfamiliar.

Acknowledge difficulty you might have had when first introduced to the subject of topic being taught. Offer learning tips.

Be careful not to create a perception of favoritism. Never date your students.

Treat everyone fairly. Provide everyone the same opportunities to ask questions, meet with you, get extra credit, etc.

Especially for large classes

The physical experience of the large classroom is very different for instructors and students. The instructor's area is much larger with space for movement and belongings. Usually, the instructor's area is at the lowest level of the room near a door with decent ventilation. Students may be crammed together in chairs with small writing arms and little room for storage of personal belongings. Their seating area tends to be warm and stuffy, especially toward the end of the day, making it difficult to stay alert. Students arriving late or leaving early disrupt others. There may be insufficient space for taking some types of exams, such as open-book, or requiring use of hand-held calculators.

There is fixed seating in all but one of the twenty large classrooms ranging in size from 110 to 418 (the exception is Temporary Classroom 3).

At the beginning of class, the room can be noisy. Be alert to the background noise that will make you difficult to hear. Don't say critical things in the first minute of class.

In large classes, it is especially important to develop personal connections with students. Arrive early and become acquainted with the students who are there. Ask them their names. Use appropriate snippets from your conversation to emphasize point during the lecture (e.g., "As Kim mentioned before class....")

Bring 3x5 index cards and have students fill them out with name, phone number, e-mail address and any other information that you feel would help you get to know them better (e.g., why they are taking the class, what they hope to learn, etc.). These serve a dual purpose: contact information in case of questions about projects or exams, and it lets you know who was there the first day of class.

Be aware that some students like the anonymity of large classes.

Ask students to pair off and introduce themselves. If you have any pair or group discussion activities in class, be sure to have students introduce themselves to one another. Do the same in discussion sections.

Make sure each student has the name and phone number of at least two classmates.

Circulate among the labs and discussion sections. Consider teaching one.

Join the TA in distributing handouts and returning exams or assignments.

Schedule some office hours in a more informal environment, such as the Coffee House, where you can meet with more than one individual at a time.

Invite a small group to meet with you in your office or for coffee, or a brownbag lunch. Repeat until everyone has been invited.

Students may feel anonymous and that might affect how they behave. Discussing "ground rules" for behavior, emphasizing fairness, civility, and courtesy to other students can set a positive tone.

Review responsibilities - what is expected of the student, and what is expected of you. Include respect in the list. Some instructors review the campus **Principles of Community** (<http://principles.ucdavis.edu>). Others establish a verbal contract with the students the first day of class.

Think about how you will deal with minor infractions - loud talking, cell phones ringing, rude comments, reading *The Aggie* in class, etc. Mentally role-play it so you don't lose your cool when it happens. Stopping your lecture and a brief comment may be sufficient.

If the behavior is too disruptive to ignore, speak with an experienced colleague or any of the TRC program coordinators (530-752-6050). In more extreme cases contact Student Judicial Affairs to understand your alternatives. If there is an immediate threat to your safety or that of other students, contact the campus police.

Making your course interesting and stimulating

Be enthusiastic about the subject. If you don't care, why should they?

Look for hooks - something to engage them in the class.

Use humor if you can. Show that you are approachable. If you are not good at spontaneous humor, use a cartoon or tell a funny story related to the field. You can find discipline jokes on the Internet.

Get psyched up before class -- take a walk, rehearse, meditate, use mental imagery -- whatever works for you.

Focus the attention of the class at the beginning - start with a slide, review of last lecture, tell a related anecdote.

Look at your students, listen, convey respect. The only difference between them and you in intelligence may be time on the planet.

Use the active tense (e.g., "The experiment showed that" vs. "It has been shown that")

Relate subject matter to concerns outside the classroom -- current events, their lives, "real world" problems.

Be sensitive to the students' level of attention. If it wanes, change the routine.

Use media such as videos or slide presentations to enhance your lectures.

Create variety, not necessarily within each lecture, but across the quarter (guest speakers, slides, movies, group discussion, a student panel in front of the room for Q&A). Experiment!

Communication in class

Start and finish on time so that students will learn to be punctual, and attentive until the end of the class hour.

Write an outline on the board. It keeps you on track and lets the student know where you are and where you are going.

Maintain as much eye contact as possible.

Teach to the entire class, not just to one side or the middle front rows.

Have yourself videotaped and see that you don't have the habit of talking to the blackboard or favoring a side of the room or the floor while you speak. See request at (<http://trc.ucdavis.edu/trc/services/evaluation/videotaping.html>).

Board work

Write on the blackboard from top to bottom, left to right. Don't skip around or cram into the corners or edges so that students can read the small print.

Gauge blackboard space - don't start out too big and then run out of space.

If students need to copy your drawings or other board work, give them an idea of how much space they will need (e.g., "I'll draw 3 graphs side by side for comparison," or "allow about 1/2 page for the equation.")

Conclude each presentation with a brief summary and a preview of coming attractions.

Especially for large classes

Think big and loud.

Check

- a. that students can hear you.
- b. visibility of your writing from the back of the classroom. If chalk doesn't show up, try overheads. You can order extra ones for the classroom.
- c. audibility and visibility for students in wheelchairs. The only room for them may be in the back.
- d. Gestures must be larger to be scaled to the size of the room and the distance between you and your student. Students likely will not see facial expressions. For example, a raised eyebrow or rolling of your eyes to communicate disbelief may not be noticed by students.

Walk up and down the aisles during lecture and solicit questions and comments. This can decrease the physical distance between you and the students, which is especially important in large rooms.

With fixed-seating, student-student interaction is difficult. Also, instructor-student interaction may be difficult, particularly toward the sides and back of the room.

Repeat questions asked by students so that all can hear.

Classical Notes is generally only available for larger classes. Let students know whether or not *Classical Notes* will be available for your course. If not, consider distribution your own notes or outlines [see above, **Handouts** under **Course Materials**].

If you use *Classical Notes* decide ahead of time the degree to which you want to be responsible for their accuracy (i.e., review them before publication, or tell the students that you are not responsible for their accuracy).

In large classes, students are less likely to ask questions, especially if they are confused or don't understand the material. Assess whether or not students are grasping the class material by asking questions in class (allow time for their answer).

Use the 2-minute question technique -- at the end of the lecture hour, have them anonymously write down the main points of the presentation, or ask them a question. Review these to get an idea of where they are.

Students in large classes are more likely to feel free to leave without a clear approval from you. As the end of the hour nears, don't make closing or summary comments until you are ready to have the students start packing up to leave. Develop a pattern from the first day of class that important information (summary, announcements, etc.) will be provided immediately prior to dismissal, clearly stating they should not leave until you have dismissed them. Don't end with a whimper – "Well, I guess that is it for today...."

Increasing student participation and discussion

Have a strategy for initiating discussion.

Start out with non-threatening types of participation. Ask easy questions. Have students talk to one another.

Prepare discussion questions in advance, create thoughtful ones.

Ask questions that do not have simple right or wrong answers (i.e., avoid recitation).

Use rhetorical (no answer being expected) questions to get the students thinking about an issue (e.g., "Here is a question you should consider.")

Decide how much time you want to devote to Q&A, and when you want them to occur (e.g., throughout, at the end, at a specific time set aside for that purpose).

Reward question-asking; thank the students for their participation.

Show students that you very much like receiving and answering questions.

Repeat questions so that all can hear.

Encourage other students to answer the questions.

Don't ask questions in an intimidating fashion (e.g., "Is there anyone who does not understand this?")

Bring in and answer questions that were asked outside of class.

Collect questions at the end of class and then answer a couple at the beginning of the next session.

Ask a question that requires thought and judgment and have students discuss in groups of 3-5. Let them know that you will call on some for a response.

Use the above groups to generate a question to ask you.

Role-play a "press conference" with students as reporters and you as respondent.

Select students ahead of time and notify them that they should be prepared to discuss the material at the next class meeting. Rotate through the roster.

Encourage participation through a show of hands (e.g., "How many of think that the answer is 'X', how many think it is 'Y'?"

Consider using an automated "audience response" system (experimental as of this writing).

When asking questions, allow sufficient time for students to respond. Use the silence. Let them become uncomfortable with it.

Try the "think, pair, and share" technique - students are given a question or problem to ponder, then pair or get in a small group, share their thoughts, and come to a conclusion.

Divide the large classroom into smaller units based on location (e.g., upper left quadrant), have them select a name for their "group" and then call on them in class to answer questions. "So, what would the 'Campus Avengers' recommend as the most appropriate economic measure?"

Consider using student discussion leaders. Send around a sign-up sheet for volunteers. Students are sometime more likely to respond to a question from another student that from the instructor.

To facilitate discussion or questions, shift your location by moving to another part of the room or in front of the podium in order to signal a shift in mode.

Form teams to debate or discuss an issue in front of the class.

Form groups and give assignments to be done as a team.

Acknowledging student diversity

Determine the entrance level skill and knowledge of your students by giving them a pretest.

Tell the class what entry-level skills and knowledge are required for their success in the course.

Teach to different levels of preparation and teach something of interest to both the non-major and the major.

It is better to overestimate than to underestimate the ability of the students.

Be sensitive to your own potential biases, such as favoring a particular group or section of the room for questioning. Ask the same type of questions of all students. Use examples that reflect the at least the diversity of the California population (which is extensive).

For students having difficulty with the course material

- a. prepare supplementary materials
- b. hold review sessions that show them how they can improve
- c. provide examples of well-done papers and/or exams (you can develop a file of these over time)
- d. refer them to the campus Learning Skills Center <http://www.lsc.ucdavis.edu/>

- e. form study groups with guidance of how to use them (e.g., explaining concepts, exchanging study tips)
- f. run an extra help session taught by you, your TA or undergraduate tutors. Invite everyone to attend (avoids B+ whiners claiming they are being discriminated against, and does not finger those doing poorly).

Let your best students know that you are aware of their outstanding performance. Encourage continued study through related courses or independent study (199 units).

WRITTEN WORK

Encourage independent thought and help students overcome their fear by assigning non-graded writing (e.g., journals, short paragraphs about the reading).

Provide clear written instructions for writing assignments.

Assign several short papers instead of a single long term paper.

Assign short in-class writing exercises (summaries of lecture, answers to a question, description of a process, etc.)

Give mini-lectures on writing essays or term papers, using the library, and preparing for exams.

Get assistance from the **Library Instruction Program** (<http://www.lib.ucdavis.edu/instruc/>), the **University Writing Program** (<http://writingprogram.ucdavis.edu/>) and from **Writing in the Disciplines** (<http://wid.ucdavis.edu/>)

When possible, give students the opportunity to rewrite a paper, thereby learning to do it better.

Even when TAs grade assignments, read a few so that you have a sense of the level of students' writing and can provide better guidance for the TAs' grading decisions.

Return written assignments promptly so that students can benefit from your feedback.

Craft your assignments so as to reduce the opportunity for plagiarism.

Assign group writing projects. See **Group Work and Collaborative Writing** (<http://trc.ucdavis.edu/trc/papers/vohs/>).

EXAMINATIONS

Before exam day

Your syllabus should contain the following exam information:

- dates

- how much each counts toward the final grade

- type of tests (multiple-choice, essay, short answer)

- materials needed (e.g., bluebook, Scantron form and number --Form **UCD 2000**, if scored at the TRC)

- description of other graded assignments and due dates

- policy regarding make-up exams

- availability of extra credit assignments (if appropriate)

Help students know what to expect by placing copies of past exams on library reserve (<http://www.lib.ucdavis.edu/access/reserv/erbr.html>) or online.

Consider scheduling enough exams or problem sets so that you can drop the lowest grade. This reduces student stress and alleviates the need for make-up exams. The one they miss can be the one that is dropped.

Make clear your grading standards and criteria

- grading on a curve, percent cutoff, or some other standard

- expectation regarding grammar and syntax for essay answers

Consult **Writing in the Disciplines** guidelines for grading written work.

Write challenging, but **not tricky**, exam questions. See TRC tips on test construction <http://trc.ucdavis.edu/trc/services/test.html#construct>

Keep test items in a computer database or index card file and date their use.

When giving non-essay type tests (e.g., multiple-choice, matching, fill-ins, etc.) use multiple forms to reduce the probability of cheating. Be sure to have students indicate their form on the answer sheet.

Estimate the necessary exam time. For multiple choice, allow 1 per minute per item, less 10 items (e.g., no more than 50 items for an hour) -- more time, if problem-solving is required.

TRC scoring service - for multiple-choice Scantron-scored exams

- Students must purchase Form **UCD 2000** - available at the ASUCD Bookstore

- Make an appointment at (530) 752-6050 or e-mail testscore@ucdavis.edu

- If using TRC scoring service, see test scoring guidelines **before** you give the exam and instruct the students to provide the necessary information (<http://trc.ucdavis.edu/trc/services/test.html>).

For record keeping, consider using the **MyUCDavis Gradebook**. It builds on the course roster from the Registrar and has **many** useful features. Download tutorial at <http://trc.ucdavis.edu/trc/tutorials/gb.book.complete.pdf>

Prior to the first exam, determine your policy on students' leaving when they have finished. Do not allow latecomers to take the exam if others have already left the room. Describe your policy ahead of time.

Decide whether or not you will allow students to keep the exam booklet.

Think through how you will handle transgressions, such as cheating and plagiarism. See the Student Judicial Affairs website for conduct guidelines and report procedures (<http://sja.ucdavis.edu>).

Exam day

Use alternative seating whenever possible.

Encourage students who finish quickly to sit in the front row or aisle seats.

Have the students keep the examination face down on their desks until all are distributed and you see that all belongings are stowed out of sight. Then signal them to begin.

For Scantron-scored exams, bring a box of inexpensive pencils (golf pencils work well) to the exam for student use.

If using Scantron forms, make sure every student has the proper answer form. If not, have them buy one from another student (in a large class, there is always someone with an extra -- or bring a couple with you to the exam).

Provide accurate information about when and where exam results will be posted.

Final exam - each student has the right to take the final exam on the scheduled date - see pg. 11 in the **Faculty Guide** (<http://trc.ucdavis.edu/trc/resources/facultyguide.pdf>)

After the exam

Return exams or post grades promptly, along with an answer key.

Do not post grades by name. Use the last 6 digits of the student ID number.

Return exams at the beginning of class **only** if you plan to review them.

Develop grading criteria for essays ahead of time. Identify crucial elements necessary in the answer.

Read through some of the answers to see if the criteria apply.

If more than one person grades a particular essay question, check inter-grader reliability. Have them score a few and then check for level of agreement.

Be involved in the grading (even if it is done by TAs) by reading some exams to get a sense of what the students are learning.

Reward the high scoring students by writing a note on the exam, sending them an e-mail, or inviting them to your office hours to compliment them personally.

For Scantron exams scored at the TRC, use the test analysis feature to find out which items discriminate between high- and low-scoring students.

TA TRAINING AND SUPERVISION

Develop a multifaceted relationship with your TA. In addition to assisting you in teaching the course, the TA is the liaison between you and the students. You also have a role as mentor and supervisor.

For the assisting role,

Be certain everyone is clear about the teaching responsibilities, especially the grading.

Discuss the course calendar, noting when grading or other projects must be completed.

As a liaison between you and the students:

Make sure that the TA understands both your philosophy for the course, and your policies so that that information is accurately passed on to students.

Clarify those decisions that can be made by the TA, and those that must be made by you.

Encourage TAs to comment on your teaching. They are in an excellent position to inform you of how well the students understand the material, and can identify problems that students might be having (e.g., not being able to hear you, unavailable materials in the library, confusing exams, etc.).

Ask TAs to keep notes on their interactions with students during office hours in order to 1) get an idea of the kinds of questions students have, and 2) verify conversations where disputes arise (e.g., "Why can't I take a make-up? My TA said I could.")

As mentor and supervisor, consider your TA to be 1) a junior colleague with whom you have common academic interests, and 2) an apprentice, learning about teaching and other activities related to an academic career

Help the TAs develop the instructional skill required to do a good job in your course.

Encourage them to develop their own instructional styles within the limits set by you.

Encourage the more experienced TA to present a lecture in your course (especially if the TA has a particular interest in the subject matter) and provide supportive feedback afterward.

If the TA makes a class presentation, videotape it and view in a supportive environment.

Request videotaping at <http://trc.ucdavis.edu/trc/ta/TAC/video.html>

Contact the Teaching Resources Center (Will Davis) at 530-752-6050 and find out about TA training opportunities. Check out the **TA programs** listed on the TRC website.

<http://trc.ucdavis.edu/trc>.

Contact Writing in the Disciplines (campus writing center) to learn about writing assignments and grading. They will give presentation to your class or meet with you and your TAs individually <http://wid.ucdavis.edu> (530) 752-2257.

Discuss the ethics of teaching -- the importance of conducting oneself in a professional manner, appropriate and inappropriate behaviors between TA and students, campus policies concerning sexual harassment, etc.

Review the students' and your evaluations of the TA. Identify areas of strength and those needing improvement, with specific suggestion about how to overcome deficiencies. If appropriate, offer to write letters of recommendation in the future, and keep notes so that those letters can be detailed and specific.

Lab/Discussion sections

Plan the discussion/lab/review sessions with the TAs. Describe and discuss objectives.

Make clear your expectations for what the students should gain from attending the TA's section. Discuss how the section relates to the larger course, and how the section activities will be related to the students' overall course grades.

Labs may be organized and structured, but don't assume that the TAs will know what elements may confuse students or be misunderstood. Discuss the main learning goals for the labs, and "troubleshoot" any elements that are unfamiliar to the TA.

Provide topics or questions to be addressed in discussion sections.

If new information is to be provided by the TA, make sure the TA has clear directions and understands how you intend the material to be presented.

Communicate the importance of being well prepared and avoiding "winging it." Visit a section occasionally in a non-threatening, supportive role.

International TAs

Discuss the characteristics and expectations of students in your classes, and your expectations for how TAs and students should relate to each other.

Open discussion of the TA role and continued communication between the instructor and the TA generally can bridge differences in experience and culture.

For non-native speakers, explore with the TA ways of enhancing language communication by using additional tools such as projection, handouts, blackboard, etc. The Linguistics Department offers courses through their ESL Program (<http://linguistics.ucdavis.edu/>).

Tutoring for these courses is available at the campus Learning Skills Center (<http://www.lsc.ucdavis.edu/>). Limited tutoring is also available through the TRC, (<http://trc.ucdavis.edu/trc/ta/esl.html>).

Encourage the TA to tell you and the class something about his or her culture and country, especially if it can be related to the course content.

MEDIA

Media in the classroom

Classroom hotline for immediate technology assistance is **2-3333**. Report less immediate problems to 752-3553 or e-mail classroom@ucdavis.edu

In the classrooms, there are overhead projectors and media cabinets with computer and audiovisual hookups in all but one (109 Olson) of the general assignment classrooms. Instructions are posted on the cabinets. See example of media instructions at <http://av.ucdavis.edu/media-cabinet/index.htm>,

For a detailed description of your classroom go to <http://registrar.ucdavis.edu/schedule/>. Click **Room Lookup**.

Download tutorial for connecting your laptop to the media cabinet (SmartPanel) (<http://trc.ucdavis.edu/trc/tutorials/smartpanel.pdf>) Test the connection ahead of time to see that the projector is mirroring your computer screen.

For Internet connectivity in all classrooms, configure your laptop for DHCP. See (<http://netaccess.ucdavis.edu/instruct.html>).

For more details about classroom technology and support, see the **UCDavis Faculty Technology Guide** (<http://ftg.ucdavis.edu>).

Make sure you and your TA know how to use the media equipment.

If your voice is not audible to the entire class, use a microphone. There will be one in the media cabinet.

See how your presentation looks from the back of the room.

If color matters, be sure to check slides and PowerPoint presentations in the room ahead of time. Colors on the same brand of projector may differ across classrooms.

Slow down when using slides, PowerPoint, or overheads. The tendency is to go too fast for students to both look and take notes.

Sources and preparation

UC Davis has an extensive collection of films and videos <http://video.ucdavis.edu/cgi-bin/secure-docs-ip.pl/>

For production of media material for classes, see **Mediaworks** <http://mediaworks.ucdavis.edu/>

Get help in creating class materials at **The Arbor** <http://arbor.ucdavis.edu/>

For do-it-yourself media production, visit the **New Media Lab** 1154 Meyer. See schedule at <http://lm.ucdavis.edu/rooms/hours.html#sched>

For hands-on technology in teaching workshops, see **TRC** offerings at <http://trc.ucdavis.edu/trc/technology/wkshp.html>

See a brief list of PowerPoint design guidelines. http://trc.ucdavis.edu/trc/tutorials/ppt_design.pdf

Catalog your slides in a database - explore software for Digital Assets Management.

If you use slides extensively, consider putting them on a CD or DVD for use with your laptop. Consider using **Almagest** <http://almagest.ucdavis.edu>

Distribution

Post documents or image files at **MyUCDavis** or on your course website for student access. If there is any possible way that they can print them, they will -- convert to grayscale and re-

format to conserve space. Creating pdf files (viewed with free Acrobat Reader) has an advantage of fixing the format – what you create is what they get.

Create a pdf file of your PowerPoint slides (grayscale) at 3 or more to a page and make available so that students can bring them to class and take notes alongside the visuals. Select **Print**, under **Print What?** choose **Handouts**. Your speaker notes will not be included.

For **Mac**, in the print menu, set pull-down menu to **Microsoft PowerPoint** and in **Print What?** pull-down menu, select **Handouts – 3 per page**. Set **Color** to **Grayscale**. Click **Save As PDF**.

If you don't want to make PowerPoint slides available ahead of time, you can print them 6 or more to a page and make them available after class, either in print or as pdf files posted online.

Put videotapes and other media on reserve for student use at 1101 Hart Hall (Media Distribution Lab) (530) 752-2911 (handy for instances for the student was unable to attend class).n the next class meeting. <http://clm/rooms/rooms.html#medialabs>

COURSE EVALUATION

For individual lectures, take 2 minutes at the end of class for students to write down 1) What is the most important point you learned in class today? and 2) What is the main unanswered question you leave the classroom with today? The responses can be reviewed and discussed in the next class meeting.

Schedule a session with someone at the TRC to discuss the course while it is still in session.

Request a mid-quarter evaluation (visit and class interview) by TRC personnel to get feedback.

Or do your own. Ask students to write down (anonymously) what they appreciate most about the course, and what they would like changed. If you are trying something new, ask them about that.

Ask students to make suggestions for improving the course "next quarter" or "next year." This relieves some of their anxiety about appearing critical.

If a lecture or presentation does not work, make a note to revise it.

Discuss teaching concerns with colleagues.

Visit classes of exemplary teachers. Contact the TRC (trc@ucdavis.edu) for suggestions.

Have yourself videotaped and view it either alone or in a confidential consultation with someone from the TRC. See <http://trc.ucdavis.edu/trc/services/evaluation/videotaping.html>

Invite a colleague who is an excellent teacher to visit your class and offer suggestions for improvement.

Conduct end-of-quarter student evaluations, using a combination of closed- and open-ended items. See item lists at <http://trc.ucdavis.edu/trc/services/evaluation/instit.html>

If you have tried something new, or used a different textbook, address these in the end-of-quarter evaluation.

Use the **Dean Witter** fund take a few students to lunch and discuss your course (<http://gradstudies.ucdavis.edu/continuing/witter.htm>).

INDIVIDUAL ASPECTS OF TEACHING

Developing Your Own Teaching Style

What works for one instructor does not necessarily work for another. Award winning teachers vary appreciably in lecture preparation, use of instructional media, methods of promoting students' participation, use of humor, ways of relating to students, etc. Some instructors are very formal in their interactions with students while others are very informal. In both cases, rapport with students may be excellent.

Developing a unique and effective teaching style requires time, effort, and a willingness to experiment with different teaching strategies. A critical part of experimentation is assessment of the results. That can be as simple as an open discussion with students, adding an item to the student evaluation form, or measuring student performance on a problem set. We hope that this guide will stimulate experimentation and encourage instructors to continually examine the effectiveness of their teaching.

Managing stress

In the first few years of teaching, expect to be nervous before lecture and exhausted afterwards.

Project self-confidence. Act as if you are in command of the subject matter. (You only need to be about one step ahead of the students.)

When you suffer from stage fright (every instructor does from time to time), chances are that the students do not notice it.

If you are unduly nervous (a number of instructors are), try relaxation exercises (e.g., physical activity before class, mentally visualize yourself as a great teacher - relaxed, confident, witty). Experiment with various relaxation techniques to find out what works for you.

Consider telling the students that you are nervous, especially if you can joke about it. Students are very sympathetic to this feeling.

Take a workshop or class in public speaking.

Attend presentations given by good instructors, paying especial attention to their technique.

Be sensitive to student stress. A low level of anxiety tends to facilitate learning; a high level of anxiety can interfere with learning.

OTHER INSTRUCTIONAL RESOURCE UNITS AND DOCUMENTS

See the UC Davis Teaching Page <http://www.ucdavis.edu/teaching.shtml>