

Day One: How Learning Works

9:00 – 9:30	Welcome and Introductions <ul style="list-style-type: none">• Background, Importance of effective teaching in science• Role of the TA – video (current TAs)• What you can gain from being a TA
9:30 – 10:30	Science of Learning <ul style="list-style-type: none">• Cognitive science (ANSWER)• Implications for teaching and studying• Grit – TEDTalk• Growth Mindset
10:30 – 10:40	Break
10:40 – 11:45	Facilitating Inquiry Labs <ul style="list-style-type: none">• Introduction and survey of experience• Why inquiry, what is inquiry• Student Interaction Techniques (SITs)• Inquiry Activity #1 model
11:45 – 12:30	Lunch
12:30 – 2:00	Breakouts by Discipline
2:00 – 4:00	Open for department specific orientation, preparation and scheduling of mandatory trainings

Day Two: Effective Teaching

9:00 – 9:15	Feedback and review day one
9:15 – 9:45	Learning Outcomes <ul style="list-style-type: none">• Understanding backward design• Learning goals vs. objectives• Bloom's - activity
9:45 – 10:15	Effective Presentations <ul style="list-style-type: none">• Qualities of good presentations<ul style="list-style-type: none">○ Good vs. bad presentations – videos○ Naked presenter's 7 Ps• PPT tips, Dos and Don'ts

	<ul style="list-style-type: none"> • FLEX: Classroom Assessment Techniques (CATs)
10:15 – 10:35	Facilitating discussions <ul style="list-style-type: none"> • Asking questions - (HRASE) – refer back to Bloom
10:35 – 10:45	Break
10:45 – 11:45	<ul style="list-style-type: none"> • Inquiry Activity #2 - practice <ul style="list-style-type: none"> ○ Students practice facilitating inquiry using SITs and questions ○ Bio volunteers work with Chem TAs on a Bio activity and vice versa
11:45 – 12:30	Lunch
12:30 – 2:00	Breakouts by Discipline
2:00 – 4:00	Open for department specific orientation, preparation and scheduling of mandatory trainings

Day Three: Classroom Management	
9:00 – 9:15	Feedback and review day two
9:15 – 10:10	Classroom Management <ul style="list-style-type: none"> • 1st Day policies • Golden rules • Spectrum of response • Proactive and reactive strategies • Handling conflict
10:10 – 10:30	University Policy Review <ul style="list-style-type: none"> • FERPA, VAWA, SDS, etc. • First day attendance, egrades, mid-semester grades • Academic dishonesty • Dating students
10:30 – 10:40	Break
10:40 – 11:15	Inclusive Teaching <ul style="list-style-type: none"> • Language Tips for teaching • Stereotype threat

11:15 – 11:45	Emergency Situations <ul style="list-style-type: none"> • MoBull Messenger • USF police, EH&S contact info. • Lab Safety - importance • Active shooter, fire, weather, campus closure, etc.
11:45 – 12:30	Lunch
12:30 – 2:00	Breakouts by Discipline
2:00 – 4:00	Open for department specific orientation, preparation and scheduling of mandatory trainings

Day Four: Assessment, Grading, and Putting it All Together

9:00 – 9:15	Feedback and review day three
9:15 – 10:15	Canvas <ul style="list-style-type: none"> • Basic walk through & how to • Tips and tricks • Turnitin
10:15 – 10:25	Break
10:25 – 11:15	Assessment and Grading <ul style="list-style-type: none"> • Grading – rigor vs. balance, norming • Constructive feedback • Using rubrics • Interacting with students regarding grades
11:15 – 11:35	Facilitating Labs: Putting it all together <ul style="list-style-type: none"> • POGIL videos of student interactions • Practice using HRASE, SITs, classroom management • Role-play – not knowing the answer
11:35 – 11:45	Survey: most surprising, most helpful, wish there was ____
11:45 – 12:30	Lunch
12:30 – 2:00	Breakouts by Discipline
2:00 – 4:00	Open for department specific orientation, preparation and scheduling of mandatory trainings

