



OFFICE OF INSTRUCTIONAL DEVELOPMENT
TEACHING ASSISTANT TRAINING PROGRAM
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January 17, 2008

TO: Department Chairs, Administrative Officers, and Teaching Assistant Faculty Advisors

FROM: Teaching Assistant Training Program
Office of Instructional Development

RE: Application for Teaching Assistant Consultant and Technology Teaching Assistant
Consultant Funding

It is now time for departments to submit applications to the Office of Instructional Development (OID) for Teaching Assistant Consultant (TAC) and Technology Teaching Assistant Consultant (TTAC) funding for the Academic Year 2008-2009. Completed applications are due **February 19, 2008**. Enclosed with this memorandum you will find application forms and guidelines, and TAC and TTAC job descriptions including schedules, guidelines for the faculty advisor, as well as a schedule of due dates.

The Teaching Assistant Training Program is run by OID as a comprehensive program for training graduate students to improve their skills as teaching assistants. As part of this program, OID funds a number of graduate students on campus to serve as Teaching Assistant Consultants (TACs) and Technology Teaching Assistant Consultants (TTACs) for their departments. These TACs and TTACs (T/TACs) are experienced TAs trained by OID to assist faculty in teaching a TA training seminar for graduate students in their departments. TACs address the fundamentals of teaching and technology in their departmental seminars, and TTACs address the appropriate application of advanced technology to teaching.

Starting in 2004, we have incorporated basic technology skills into the TAC's training while the TTAC will concentrate on the application of department-specific technology. Thus, departments applying for a TTAC position will be asked to demonstrate how they use advanced (discipline-specific) technology in the teaching of undergraduates.

It is important for all departments who are applying for TAC and TTAC funding to be aware of and fulfill the following requirements.

- **Departmental Acceptance of Awards and Nomination of TACs and TTACs:** Departments must notify OID of whether they will be accepting their awarded TAC and TTAC position(s) and must nominate their T/TACs within approximately five (5) weeks of receiving their TAC and TTAC award notification. The due date for this will be **May 5, 2008**.
- **Attendance at OID Training Sessions:** All TACs are required to attend a meeting on either **June 4** or **June 5, 2008**, from 3-5pm, in Powell 186 and the first session of the Central Seminar on **September 22, 2008** (after microteaching; see next bullet). Details of time and place will be distributed via email. All TACs and TTACs must be available for email contact during the summer and are required to participate in OID's Central Seminar during Fall Quarter 2008 (see enclosed Job Descriptions for further details).
- **Participate in the Campuswide TA Conference:** On **September 22, 2008**, all TACs are required to lead a 50-minute microteaching workshop with no more than 5 attendees; a brief introductory meeting will be held prior to the workshop on that day. All TTACs will be required to assist in the Teaching with Technology Workshop (one 50-minute morning session) on the day of the Conference.
- **Departmental Training Seminar:** TACs must, under faculty supervision, be involved in the actual teaching of a departmental training seminar, usually numbered as a 495 course. TTACs must be involved in the teaching of a technology seminar, often numbered as 495B or 496.

We encourage all applicants to consult with us prior to submitting their application. New applicants especially may want to familiarize themselves with the history and goals of the TA Training Program and previous applicants may want to clarify any changes made to their departmental training program. **Again, applications are due February 19, 2008.** For questions about the TA Training Program or about the application, please call TA Training Program Coordinators Claire Chik at (310) 206-2622 or Mina Soroosh at (310) 794-5117 or send an email to tatp@oid.ucla.edu.

Encl: Faculty Advisor Guidelines (p. 3), Department Requirements (p. 4), TAC Job Description (pp. 5-7), Language TAC Job Description (pp. 8-10), TTAC Job Descriptions (pp. 11-13), Schedule of Important Dates (p. 14), and TAC-TTAC Application Form Guidelines (pp. 15-20).

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Teaching Assistant Training Program

Faculty Advisor Guidelines

The following guidelines detail the suggested involvement of the faculty advisor in the TA training program.

- We encourage faculty advisors and TACs to develop and plan the TA training seminar together. A meeting with the TAC sometime in the spring or summer to begin developing the course is advisable.
- Faculty advisors should participate in the TA training seminar by either teaching or attending some sessions.
- Faculty advisors meet with the TACs and are available to support the TACs as needed.
- Faculty advisors should help develop criteria for observing new TAs in your department.

Note: The same guidelines apply to the Faculty Advisor for the Technology Seminar and his or her relationship with the TTAC.

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Teaching Assistant Training Program

Department Requirements

Departments must fulfill the following guidelines upon accepting and selecting their TAC(s), and TTAC(s):

- TACs and TTACs must qualify as either Teaching Associates or Teaching Fellows (exceptions must be requested in writing or through email).
- Departments must inform T/TACs of their job duties and faculty supervisor. Please remember that T/TACs must be involved in the actual teaching of a departmental training seminar, usually numbered as a 495 or 496 course. For further details about T/TAC job duties, please see the respective job descriptions.
- TACs and TTACs should be listed as the TA for the 495 or 496 course in the Schedule of Classes.
- Departments must inform T/TACs of the fact that they will be expected to attend OID's Central Seminar in the Fall Quarter. TACs will also be expected to attend meetings on either June 4 or June 5, 2008 and September 22, 2008.
- Departments will be responsible for notifying the TA Training Program of its acceptance of the award and its choice(s) for T/TACs by May 5, 2008.
- Departments must provide their T/TACs with access to required facilities and instructional support (e.g., office and desk space, telephone, computer, storage space, office, lab and instructional equipment, mailbox, office supplies, texts and/or reading material.)
- Departments must provide T/TACs the option to participate in parking services.

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Teaching Assistant Training Program

Teaching Assistant Consultant (TAC) Job Description

Job Description

The Teaching Assistant Consultant (TAC) is an experienced TA who has been selected to facilitate the development of graduate students in his or her department as effective TAs. The TAC's job is to help graduate students in the department learn how to be better teachers, how to use technology in the classroom, and how to deal with the responsibilities and conflicts that arise in the TA's job. As part of his or her work, the TAC is encouraged to be an active innovator, to spend time thinking about what can be done to improve teaching in his or her respective department, and to find new ways to help TAs do their jobs more effectively.

Most TAC positions are funded through the Office of Instructional Development (OID). Individual departments apply to OID for funding for TAC positions. Based on these applications, the TA Training Sub-Committee of the Committee on Instructional Improvement Programs awards TAC positions to individual departments. Individual departments are responsible for recruiting and selecting TAC candidates within their own departments. Although OID-funded TACs are technically hired by OID, all TACs work under the direct supervision of a Faculty Advisor designated by the department to which their position has been awarded.

TACs may be appointed at 50% or 25% time. In some cases TACs may be appointed to work over more than one quarter. If this is the case, TACs will be notified by their respective departments of the distribution of their time. TACs' time will be divided primarily between the training they are required to attend, teaching, observing, and consulting with TAs, and minor administrative tasks such as submitting reports to the TA Training Program.

TAC Responsibilities

The general responsibilities of TACs include but are not limited to the following:

- Attend meetings and complete assignments related to the Central Seminar given by the TA Training Program Coordinator. **See Addendum for particulars for Academic Year 2008-2009.**
- Co-develop a departmental training seminar (usually numbered as 495) with the Faculty Advisor.
- Teach or assist in teaching the departmental training seminar (e.g., identify learning goals; design class exercises, homework and reading assignments; lead and/or help lead seminar sessions).

- Discuss with TAs principles of good teaching and how to put them into action in the classroom
- Introduce to TAs basic technology skills used in teaching (e.g. course management software, web pages) and discuss how and when to use them in the classroom
- Discuss issues specifically related to the TA's position (e.g. how to cooperate with professors, how to lead effective discussion sections, how to coordinate grading with other TAs)
- Inform TAs of University and Department resources that are available to them (e.g. Student Psychological Services, Office of Students with Disabilities, Office of Instructional Development)
- Discuss University policy (e.g. relating to cheating and plagiarism, grading, sexual harassment) and departmental policy and procedures with TAs
- Discuss with and provide active learning opportunities related to teaching skills that are specific to teaching in the TAC's discipline
- Conduct office hours and be available to consult with TAs on an individual basis about problems, questions, or concerns they may have
- Help TAs to evaluate themselves by arranging videotaping of class sessions, classroom observations, or construction of midterm evaluations
- Respond to requests by the TA Training Program to provide written reports concerning the TAC program

Not TAC Responsibilities

The TAC should not be involved in activities that are not directly related to TA training. These include but are not limited to the following examples:

- TACs should not be involved in the process of hiring or assigning TAs to their job positions.
- TACs should not be performing technical support for the department.
- TACs should not be assigned only administrative duties. This means TACs should not be assigned to perform administrative duties that are not directly connected with their own TA training activities (e.g., with a 495 or other training seminar which they are actually teaching or team-teaching at the time).
- Observations or evaluations of a TA made by a TAC should not be part of the TA's official teaching record.

Eligibility

TACs must be experienced Teaching Assistants with an expertise in the subject matter of the departments for which they will be employed.

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Teaching Assistant Training Program

Addendum: Teaching Assistant Consultant (TAC) Job Description

Schedule for OID-Related Training and Responsibilities

When	What	Activity
May 30, 2008	TAC Acceptance Form due to TA Training Program 190 Powell	
June 4, 2008 or June 5, 2008	Attend a workshop, 3-5pm in Powell 186	Introduction to Job Duties and Syllabus Construction
Summer 2008	Be available through e-mail	Exchange of information Announcements and Reminders
September 22, 2008	UCLA Campuswide TA Conference sponsored by OID	Microteaching Meeting, Microteaching, and First meeting of the Central Seminar (Topic: Giving Feedback)
Fall Quarter 2008	Attend Central Seminar	Attend weekly meetings during the quarter : Weeks 1-5 & Week 10 (details of schedule to be announced)
Winter Quarter 2009 (later for TACs teaching during Winter and/or Spring Quarter 2009)	File TAC Final Report	

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Teaching Assistant Training Program

Language Teaching Assistant Consultant Job Description For Language Departments with Lower Division Coordinators

Job Description

The language Teaching Assistant Consultant (TAC) is an experienced TA who has been selected to facilitate the development of graduate students in his or her department as effective TAs. The TAC's job is to help graduate students in the department learn how to be better teachers, how to use technology in the classroom, and how to deal with the responsibilities and conflicts that arise in the TA's job. As part of his or her work, the TAC is encouraged to be an active innovator, to spend time thinking about what can be done to improve teaching in his or her respective department, and to find new ways to help TAs do their jobs more effectively.

Most TAC positions are funded through the Office of Instructional Development (OID). Individual departments apply to OID for funding for TAC positions. Based on these applications, the TA Training Sub-Committee of the Committee on Instructional Improvement Programs awards TAC positions to individual departments. Individual departments are responsible for recruiting and selecting TAC candidates within their own departments. Although OID-funded TACs are technically hired by OID, all TACs work under the direct supervision of a Faculty Advisor designated by the department to which their position has been awarded.

TACs may be appointed at 50% or 25% time. In some cases TACs may be appointed to work over more than one quarter. If this is the case, TACs will be notified by their respective departments of the distribution of their time. TACs' time will be divided primarily between the training they are required to attend, teaching and consulting with TAs, assisting the Lower Division Coordinator with administrative duties approved by OID, and minor administrative tasks such as submitting reports to the TA Training Program.

Language TAC Responsibilities

The general responsibilities of language TACs include but are not limited to the following:

- Attend meetings and complete assignments related to the Central Seminar given by the TA Training Program Coordinator. **See TAC Addendum for particulars for Academic Year 2007-2008.**
- Discuss and plan the teaching of the TA training seminar with the Faculty Advisor.
- Assist in teaching a departmental training seminar (usually numbered as a 495) (e.g., identify learning goals; design class exercises, homework, and reading assignments; lead

and/or help lead seminar sessions).

- Introduce to TAs basic technology skills used in teaching (e.g. course management software, web pages) and discuss how and when to use them in the classroom
- Discuss issues specifically related to the TA's position (e.g. how to cooperate with professors, how to lead effective discussion sections, how to coordinate grading with other TAs)
- Inform TAs of University and Department resources that are available to them (e.g. Student Psychological Services, Office of Students with Disabilities, Office of Instructional Development)
- Discuss University policy (e.g. relating to cheating and plagiarism, grading, sexual harassment) and departmental policy and procedures with TAs
- Conduct office hours and be available to consult with TAs on an individual basis about problems, questions, or concerns they may have
- Help TAs to evaluate themselves by arranging videotaping of class sessions, classroom observations, or construction of midterm evaluations
- Assist the Lower Division Coordinator by performing administrative duties approved by OID
- Respond to requests by the TA Training Program to provide written reports concerning the TAC program

Not language TAC Responsibilities

The TAC should not be involved in activities that are not directly related to TA training. These include but are not limited to the following examples:

- TACs should not be involved in the process of hiring or assigning TAs to their job positions.
- TACs should not be performing technical support for the department.
- TACs should not be assigned only administrative duties. This means TACs should not be assigned to perform administrative duties that are not directly connected with their own TA training activities (e.g., with a 495 or other training seminar which they are actually teaching or team-teaching at the time).

Eligibility

TACs must be experienced Teaching Assistants with an expertise in the subject matter of the departments for which they will be employed.

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Teaching Assistant Training Program

Addendum: Language Teaching Assistant Consultant Job Description

Schedule for OID-Related Training and Responsibilities

When	What	Activity
May 30, 2008	TAC Acceptance Form due to TA Training Program 190 Powell	
Summer 2008	Be available through e-mail	Exchange of information Announcements and Reminders
September 15, 2008	Attend meeting with Language Coordinators, 10am-12pm in 342 Royce Hall	Discuss teaching language training topics with all Language Coordinators and language TACs
September 22, 2008	UCLA Campuswide TA Conference sponsored by OID	Details to be announced
Fall Quarter 2008	Attend Central Seminar	Attend weekly meetings during the quarter : Weeks 1-5 & Week 10 (details of schedule to be announced)
Winter Quarter 2009 (later for TACs teaching during Winter and/or Spring Quarter 2009)	File TAC Final Report	

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Teaching Assistant Training Program

Technology Teaching Assistant Consultant (TTAC) Job Description

Job Description

The Technology Teaching Assistant Consultant (TTAC) is an experienced TA who has been selected to facilitate the development of graduate students in his or her department as effective TAs. The TTAC's job is to help graduate students in the department learn how to be better teachers by using appropriate technology in their labs or discussion sections. The TTAC helps the TAs in his or her respective department to become better instructors by introducing them to specialized technology in their subject and its application to teaching, training them in the specifics of various hardware and software packages and introducing them to technology-related programs and resources available through OID and across the UCLA campus. As part of his or her work, the TTAC is encouraged to be an active innovator, to spend time thinking about how technology can be used to improve teaching in his or her respective department, and to find new ways to help TAs use technology to do their jobs more effectively.

Most TTAC positions are funded through the Office of Instructional Development (OID). Individual departments apply to OID for funding for TTAC positions. Based on these applications, the TA Training Sub-Committee of the Committee on Instructional Improvement Programs awards TTAC positions to individual departments. Individual departments are responsible for recruiting and selecting TTAC candidates within their own departments. TTACs are hired as Student Affairs Officers and paid at a rate comparable to a Teaching Fellow. Although OID-funded TTACs are technically hired by OID, all TTACs work under the direct supervision of a Faculty Advisor designated by the department to which their position has been awarded.

TTACs may be appointed at 25% time. The TTAC's time will be divided primarily between the training they are required to attend, teaching and consulting with TAs, and minor administrative tasks such as submitting reports to the TA Training Program.

TTAC Responsibilities

The general responsibilities of TTACs include, but are not limited to, the following:

- Attend meetings and complete assignments related to the Central Seminar given by the TA Training Program Coordinator. **See Addendum for particulars for Academic Year 2008-2009.**
- Teach or assist in teaching a departmental 495B/496 (or similar) technology seminar for TAs on advanced technology specific to their field (e.g., develop a syllabus; identify learning goals; design class exercises, homework and reading assignments; lead seminar sessions.)
- Discuss with TAs principles of good teaching and how to put them into action in the classroom through the use of appropriate technology
- Discuss with and provide active learning opportunities related to technology skills that are appropriate to teaching in your discipline
- Inform TAs of departmental and University resources related to technology and teaching
- Conduct office hours and be available to consult with TAs on an individual basis about problems, questions, or concerns they may have
- Respond to requests by the TA Training Program to provide written reports concerning the TTAC program

Not TTAC Responsibilities

The TTAC should not be involved in activities that are not directly related to TA training. These include, but are not limited to, the following examples:

- TTACs should not serve as computer support personnel for a department. They are not responsible for maintaining course websites or for upgrading and/or fixing departmental hardware and software.
- TTACs should not be assigned only administrative duties. This means TTACs should not be assigned to perform administrative duties that are not directly connected with their own TA training activities (e.g., with a 495 or other training seminar which they are actually teaching or team-teaching at the time).
- TTACs should not be involved in the process of hiring or assigning TAs to their job positions.

Eligibility

- TTACs should have experience commensurate with employment as either a Teaching Associate or a Teaching Fellow and must be registered and enrolled graduate students. In addition, the TTACs will have demonstrated to their respective departments a working knowledge of the technology they will be teaching and demonstrate an appreciation for the use of technology in teaching.

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Teaching Assistant Training Program

Addendum: Technology Teaching Assistant Consultant (TTAC) Job Description

Schedule for OID-Related Training and Responsibilities

When	What	Activity
May 30, 2008	TTAC Acceptance Form due to TA Training Program, 190 Powell	
Summer 2008	Be available through e-mail	Exchange of information Announcements and Reminders
September 22, 2008	UCLA Campuswide TA Conference sponsored by OID	Assist in the Teaching with Technology Workshop (either Session I or II)
Fall Quarter 2008	Attend Central Seminar	Attend weekly meetings during the quarter : Weeks 1-5 & Week 10 (details of schedule to be announced)
Summer, Fall or Winter Quarter (quarter before your departmental technology seminar)	Individual meetings with Technology TA Coordinator	Discuss technology seminar syllabus
Winter or Spring Quarter 2008	File TTAC Final Report	Write a report with details about your technology seminar and evaluations

Schedule of Due Dates – TAC/TTAC Program		
Winter 08	Jan 17	Receive TAC/TTAC Application Packets from OID
	Feb 19	DUE: TAC/TTAC Applications back to OID
Spring 08	April 3	Receive TAC/TTAC Allocation Awards from OID
	May 5	DUE: TAC/TTAC Award Acceptance & Nominations back to OID
	May 15	Nominated TAC/TTAC Receive Letters of Award from OID
	May 30	DUE: TAC/TTAC return Acceptance Forms back to OID
	June 4/5	Spring Central Seminar meeting (choose one date)
Fall 08	Sept 22	TA Conference & Workshop for all T/TACs
	Weeks 1-5 and Week 10	Central Seminar

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Teaching Assistant Training Program

2008-2009 TAC and TTAC Application Guidelines

Below we offer suggestions and recommendations for filling out the Teaching Assistant Training Program Application Form. If you do not have a copy of the Application Form, you can contact the Teaching Assistant Training Program Coordinators at tatp@oid.ucla.edu or at (310) 206-2622.

Since the selection process has become more competitive, it is helpful for us to have as much detailed information as possible about your department's program. The purpose of this document is to clarify what kind of information is relevant to the application.

If your department is seeking a TAC or a TTAC for the first time, we encourage you to consult with us directly before submitting the application. This will allow us to communicate to you the history and goals of the program.

Departmental Requirements

Departments must fulfill the following guidelines upon accepting and selecting their TAC(s) and TTAC(s):

- TACs and TTACs must qualify as either Teaching Associates or Teaching Fellows (exceptions must be requested in writing or through email).
- Departments must inform T/TACs of their job duties and faculty supervisor. Please remember that T/TACs must be involved in the actual teaching of a departmental training seminar, usually numbered as a 495 or 496 course. For further details about T/TAC job duties, please see the respective job descriptions.
- TACs and TTACs should be listed as the TA for the 495 or 496 course in the Schedule of Classes.
- Departments must inform T/TACs of the fact that they will be expected to attend OID's Central Seminar in the Fall Quarter. TACs will also be expected to attend meetings on either June 4 or June 5, 2008 and September 22, 2008.
- Departments will be responsible for notifying the TA Training Program of its acceptance of the award and its choice(s) for T/TACs by May 5, 2008.
- Departments must provide their T/TACs with access to required facilities and instructional support (e.g., office and desk space, telephone, computer, storage space, office, lab and instructional equipment, mailbox, office supplies, texts and/or reading material.)
- Departments must provide T/TACs the option to participate in parking services.

Criteria for Funding

Although OID would like to fully fund all applications, based on prior experience, we believe it will not be possible to do so. The TA Training Subcommittee will make funding decisions based on the following criteria:

- The rigor & depth of TA Training curriculum
- Direct involvement of the T/TAC(s) in the design and teaching of the 495 seminar (or equivalent formalized training program)
- The strength and commitment of faculty advisor involvement in the 495 seminar or equivalent training program
- The TA FTE awarded to a department (represents the amount of teaching graduate students are doing)
- The number of TAs (individuals, not appointments) in a department (represents the number of graduate individuals to be supported in their teaching efforts)
- The number of TAs enrolled in the 495 seminar or equivalent (represents the number of TAs to be trained per T/TAC)
- Evidence of evaluation of the 495 seminar or equivalent and results of the evaluation.
- Evidence of evaluation and individualized training of Teaching Assistants based on their experiences in the classroom
- Participation by the department's T/TACs in OID's Central Seminar and related training activities
- For TTAC positions only, evidence of use of technology in undergraduate teaching.

SECTION I – TEACHING ASSISTANT CONSULTANTS (TACs)

The following questions are about your department's TA Training Program, and about the Teaching Assistant Consultant (TAC) if your department has had one in the past year. You will answer these questions if you are applying for TAC funding.

1. Please provide a detailed description of the duties of your TAC during this academic year. (If your department did not have a TAC, please describe any TA Training activities your department did have.)

In this section, please address the following questions: What role does the TAC have in teaching the 495 class? Does the TAC design the syllabus and the curriculum? Does the TAC meet with students regularly or hold office hours? Does the TAC do classroom observations? What else has the TAC been asked to do?

The Graduate Council expects TACs to work under the direct supervision of a faculty member. Please describe the specific contributions of the TAC to the course. For example, do they lead any meetings? When, and how many? Do they design any assignments? Which ones? Do they meet with students? What other things does the TAC do?

2. Please describe any improvements or innovations introduced into your TA Training Program last year.

In this section, you should address the following questions. Has the TAC introduced any new class activities or assignments? Have new readings or other similar resources been introduced? Have any new technologies been introduced or acquired? Have the goals of the TA training course changed in any significant way? Have new guest speakers been invited to attend? Anything else? Why did you choose to make these improvements? What were the results?

3. What improvements would you like to introduce into your TA Training Program in the upcoming year? (If your department did not have a TAC last year, please describe what you would expect the TAC's duties to be if funded.)

In this section, please describe why you plan to make any improvements and how you will do so. Please see question 2 for examples of possible improvements. If you are considering rescheduling the course, changing the curriculum or requirements, please describe how and why.

4. How have ideas and techniques from your training seminar been implemented in your undergraduate courses? Please give examples if possible.

We want to know if what the TAs learn in the training course is being implemented in the teaching of undergraduate courses. Have any new assignments or classroom activities been created and implemented? Have any new technologies been implemented? We recognize that these effects are difficult to gauge, but please make your best effort to estimate classroom impact.

5. Is the use of technology in the classroom discussed in your TA Training seminar? If so, please list the topics covered.

The use of technology in the classroom has increased dramatically in recent years. Most undergraduate students now expect e-mail, web pages, discussion boards or other technologies to be used in their classes. Thus, we eventually would like to see that all TAs receive some training in the use of these tools. Please list the technology topics discussed in your TA Training seminar, if any.

SECTION II - TECHNOLOGY TEACHING ASSISTANT CONSULTANTS (TTACs)

The following questions are about the Technology Teaching Assistant Consultant (TTAC) in your department. If you do not have a TTAC and you are not applying for TTAC funding, you will not need to answer these questions. Please skip ahead to Section III.

Please Note: TACs are responsible for training TAs in basic technology skills (such as the use of

web pages, course management software, etc.) TTACs will provide the TAs with the necessary advanced technology skills that are required in teaching undergraduates in your department, and help the TAs learn how to make appropriate use of technology in the classroom. TTAC positions will primarily be awarded to departments that demonstrate a need for advanced, department specific TA training in technology.

1. Please describe in detail how technology is used in the teaching of undergraduates. Explain what a possible TTAC would teach beyond that which could be covered by a TAC in the 495 seminar.

In this section, please describe in detail the technology skills required of TAs in your undergraduate courses. Please be as specific as possible, listing the specific software packages and the courses in which they are used, how they are used in the classroom, and how their use improves undergraduate teaching. Currently, how are the TAs acquiring these skills?

2. Please provide a detailed description of the duties of your TTAC during this academic year. (If your department did not have a TTAC, please describe any technology training activities your department did have for TAs.) Please describe what you would expect the TTAC's new duties to be in the future.

In this section, please answer the following questions. What role does the TTAC have in the 495/496 TA Training seminars? Does the TTAC design the syllabus and the curriculum for the technology seminar? Does the TTAC meet with students regularly or hold office hours? If the TTAC assists a faculty member, please describe the specific contributions of the TTAC to the course. For example, does the TTAC lead any meetings? When, and how many? Does he/she design any assignments? Which ones? What other responsibilities does the TTAC have?

3. Please describe any improvements or innovations introduced into your Technology TA Training Program during this academic year.

In this section, please answer the following questions. Has the TTAC introduced any new class activities or assignments? Have new readings or other similar resources been introduced? Have any new technologies been introduced or acquired? Have the goals of the TTAC training course changed in any significant way? Have new guest speakers been invited to attend? Why did you choose to make these improvements? What were the results?

4. How have ideas and techniques from your training seminar been implemented in undergraduate courses? Please give examples if possible.

We want to know if what the TAs learn in the training course is being implemented in the teaching of undergraduate courses. Have any new assignments or classroom activities been created and implemented? Have any new technologies been implemented? We recognize that these effects are difficult to gauge, but please make your best effort to

estimate classroom impact.

5. What computing or technology resources are available to TAs in your department?

We want to know if the TAs in your department will have access to the technologies that are being taught in the Central Seminar. What type of course management software do you use? What other computing or technology resources does your department offer? What other technology resources available on campus do your TAs typically use?

SECTION III - FACULTY ADVISOR

Please provide a detailed description of the duties of the faculty advisor in the TAC and the TTAC program.

Does the faculty advisor lead the TA Training course? If not, does he or she attend any class meetings? How many? When? Does the faculty advisor design the syllabus? If not, does he or she offer input on the syllabus? If the faculty advisor does not lead the course, what kind of support does he or she provide for the T/TAC? Does the faculty advisor meet regularly with the T/TAC?

SECTION IV – CURRICULUM

Please attach a syllabus of your TA Training course(s) that provides a comprehensive overview of the curriculum.

SECTION V – GENERAL

1. Were TAs in your department videotaped and/or observed? If so, how many? What type of review process did the taped/observed TAs go through (i.e., did you watch the tapes with them, provide feedback, etc.)?

We want to know if and according to what format the TAC and/or Faculty Advisor visited and/or viewed tapes of new TAs as they were teaching. Did the TAC and/or Faculty Advisor offer any kind of evaluation or suggestions based on these observations? Please attach any forms and/or guidelines you have designed for this purpose.

2. Were the TA Training course and the Technology TA Training course evaluated by the participants? Please attach course evaluations (EIP forms and/or written comments).

Please provide original or photocopied EIP forms in addition to written comments by students. If you did not use an EIP form, please submit any form that was used.

3. What do you think is your program's biggest weakness? What will you do to address this weakness?

What have been the most difficult aspects of leading a TA training seminar? What do TAs find to be difficult concepts? How will you address these difficulties and problems in the future?

We hope this document will help you complete the application form. However, if you have any further questions or concerns about the application process, or the TA Training Program in general, please do not hesitate to contact TA Training Program Coordinators Claire Chik and Mina Soroosh.

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Web: <http://www.oid.ucla.edu/tatp>