

BENG 501 – Graduate Instructional Apprentice (GIA) Syllabus

Course Description:

An introduction to instructional skills and strategies for graduate instructional apprentice (GIA) at the department of Bioengineering at the University California San Diego. In this course, GIAs will have the opportunity to participate in a wide range of instructional activities tailored to their specific interests. GIA training includes development of course management skills for use in their GIA role, development of course material, and experience with various approaches to teaching, learning, and grading.

Learning Outcomes:

In this course, students will:

1. Participate in professional development activities related to teaching and instructional duties.
2. Contribute and assist with the development of assessments such as assignments or exams.
3. Obtain communication skills to hold discussions that complement instruction in the classroom, laboratory, group, or individual learning.
4. Develop new teaching strategies and skills to be implemented in current GIA duties and future instructional responsibilities.

Required Textbook: There are no required texts for this course.

Some Recommended Resources and Texts:

Additional in-depth list of resources specific to each course will be made available by instructor.

- Davis, B.G. (2009). Tools for Teaching. 2nd Ed. San Francisco, CA: John Wiley & Sons, Inc.
- Davis, J.R. and Arend, B.D. (2013). Facilitating Seven Ways of Learning: A Resource for More Purposeful, Effective, and Enjoyable College Teaching. Sterling, VA: Stylus Publishing, LLC.
- Doyle, T. (2011). Learner-Centered Teaching: Putting the Research on Learning Into Practice. Sterling, VA: Stylus Publishing, LLC.
- Mattuck, A.P. (2009). The Torch or the Firehose: A Guide to Section Teaching. 2nd Ed. MA: Massachusetts Institute of Technology. Retrieved from: <http://ocw.mit.edu/resources/res-18-004-the-torch-or-the-firehose-a-guide-to-section-teaching-spring-2009/online-publication/>
- National Research Council Series: How Students Learn. (2005). Retrieved from: <http://search.nap.edu/napsearch.php?term=how+students+learn>.
- Nilson, Linda B. (2010). Teaching at its Best: A Research-Based Resource for College Instructors. 3rd Ed. San Francisco, CA: Jossey-Bass.
- Royse, D. (2001). Teaching Tips for College and University Instructors: A Practical Guide. Needham Heights, MA: Allyn & Bacon.
- Svinicki, M. and McKeachie, W. (2011). McKeachie's Teaching Tips - Strategies, Research, and Theory for College and University Teachers. 13th Ed. Belmont, CA: Wadsworth, Cengage Learning. ISBN 10-495-80929-2. (12th Ed).

Professional Development Activities

Students will participate in various professional development activities related to being a GIA, chosen depending on the student's interests, specific instructional responsibility, and/or schedule.

Specific activities will be defined with the help of the course instructor.

This list includes some examples, but it is advised to discuss the specific professional development activities the course instructor:

- Attending lectures
- Managing weekly discussion section(s) or lab section(s)
- Attending staff meetings
- Designing and grading course assessments (i.e., exams, essays, quizzes, lab reports, discussion board posts, etc.)
- Holding synchronous office hours
- For additional information related to your employment or position as a TA, please consult the Graduate School's One Stop Shop website.

Please be certain to clarify the scope of your GIA responsibilities with your respective supervising course instructor. To ensure that GIAs are accessing the most relevant and up to date information, the department has prepared a GIA agreement template ([see below](#)) to be completed by instructor and GIAs.

Professional Development Activity Topic Selection

A guide to recommended sessions and activities will be provided for the different types of apprenticeships, or tracks: instructors of record, laboratory instructor, and lectures. However, GIAs are welcome to attend any session or workshop offered by the Teaching + Learning Commons (<https://commons.ucsd.edu/>) if it pertains to GIA professional development and best fits their schedule.

GIA Evaluation and Awards

The instructor of record in which a student is apprenticing collaborates with teaching faculty on assessment. The BENG 501 course is graded on a Satisfactory/Unsatisfactory grading scheme. Grade assignments are based upon the student's performance and practicum (GIA duties) participation.

At the end of the quarter, both the supervising instructor and the students enrolled in the class will provide feedback to GIA via online evaluation surveys.

At the end of each academic year, the department confers Excellence in Teaching Awards. The awards are based on both the instructor and student evaluations. These awards are presented during the department graduation event in June.

Effective Communication

Maintaining open communication with your supervising instructor and peers throughout the quarter is essential to fostering productive working relationships with student and GIA colleagues. Always consider the supervising instructor to be the first point of contact whenever you have questions about the course content, schedule, assignments, grading, or your interactions with students. GIA may reach out to the instructor in charge over email, and bring up questions in instructor GIA meetings, or request to meet with the instructor when clarification and/or additional guidance is required.

Graduate Instructional Apprenticeship (GIA) agreement.

This agreement is intended to be a starting point for a conversation about how GIA can help instructors and students learn, as well as ways in which GIAs would like to grow as an instructional apprentice. Instructors, please discuss this agreement with each of your GIAs. Then, have them sign the agreement and provide them with a copy.

Graduate Instructional Apprenticeship Report

Student:

Instructor:

Course Number/Title:

Quarter and Year:

This list highlights some of the common responsibilities and duties for Graduate Instructional Apprentices (GIAs). Discuss this checklist thoroughly with your assigned instructor. GIA and the instructor should agree on the expectations for your GIA appointment prior to the start of the course. Be specific! Further discussion, follow-up, and feedback should take place throughout the quarter.

Responsibility	Hours per week	Hours per quarter	Notes/Resources
Attend Class			
Take Class Notes			
Take Attendance			
Prepare Teaching Materials			
Maintain Class Canvas Page			
Communicate with Students			

Read Class Materials			
Hold Office Hours			
Conduct Review Sessions			
Conduct Lab / Discussion Sessions			
Grade Homework			
Grade Essays/Papers			
Write Exam Questions			
Proctor Class Exams			
Proctor Make-up Exams			
Grade Exams			
Maintain Class Grades			
Post Grades to Canvas			
Compute Final Grade			
Total hours			25% assignment should average 10 hrs/week

Other Responsibilities and Notes:

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Communication Preference (phone, email, in person, etc.):

Instructor	GIA
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A GIA should not exceed an average of 10 hours per week for a 25% assignment or 20 hours for a 50% assignment. GIAs are not responsible for assisting with the instructor’s personal research, errands, or personal tasks. They are not responsible for the faculty’s class sessions and should not deliver primary lectures.

Title IX: University policy prohibits sexual interactions or romantic relationships, including consensual relationships, between an employee and an undergraduate student. Be mindful of that when you interact with your students, and make sure to maintain appropriate boundaries.

GIAs should retain a copy of the signed duties-document and give copies to the instructor and the departmental Graduate Coordinator at the start of the semester. The departmental copy should be available to faculty and GIAs upon request.

Signature of Instructor	Signature of Instructional Apprentice
Date	Date