Efforts to train graduate student instructors (GSIs) at the University of California, Berkeley, are considered in this newsletter issue. Administrative changes and ways to improve GSI selection, training, and evaluation are considered, along with: proposed changes in graduate student teaching titles, grants to help faculty and departments undertake a variety of training activities; services of the newly-created Office of Educational Development; a campus-wide orientation conference; specialized departmental orientations; GSI handbooks; departmental and campus workshops to provide GSIs support and information; advice offered by faculty members on working with GSIs; methods for providing comprehensive training; special problems faced by GSIs who learned English as a second language; assuring consistency in grading; tips for faculty, departments, and GSIs; resources for foreign TAs to improve spoken English and assist in teaching American students; the goals, formats, and instructional methods of courses required for TAs; videotaping; faculty members who have received grants to improve teaching and learning; and a program to recognize outstanding contributions by GSIs. (SW)
The materials in the Special Collection on the Training of Teaching Assistants were developed through the active efforts of numerous educators who first met at the 1986 National Conference on the Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants held at the Ohio State University. Assisted by more than 80 individuals, the committee chairs listed below were able to establish the collection which will be developed and maintained by the ERIC Clearinghouse for Higher Education. This arrangement will enable faculty members, faculty developers, administrators, TA supervisors, and graduate teaching assistants to have access to TA training materials produced by institutions across the nation.

Task Force on Establishing a National Clearinghouse of Materials Developed for TA Training

Chair: Jody Nyquist, University of Washington

Subcommittees

ERIC Collection Committee - Chair: Margaret P.yately
University of Oklahoma

Council of Graduate Deans Clearinghouse - Chair: Sheila Caskey
Southeast Missouri State University

Exploration of a Review Process - Chair: Lynda Morton
University of Missouri

ERIC Clearinghouse on Higher Education - Marilyn Shorr

Clearinghouse on ITA Materials - Janet Constantinides
In This Issue: Training Graduate Student Instructors

This issue of Teaching at Berkeley describes departmental and campus-wide efforts to train and guide Graduate Students (GSs). Page one highlights administrative changes and grant opportunities. A recent study recommended improvements in selecting, training, and evaluating GSIs. Their recommendations include: A. changes in graduate student teaching titles and responsibilities; B. training for GSIs to help faculty and departments undertake a variety of teaching activities; C. funds to support the hiring of a Graduate Student Instructor (GSI) to serve as a Master of these courses, and D. development of comprehensive training; special problems faced by GSIs who led English as a second language and assuming consistency in grading. Of special interest are three articles: one on instructional guidelines for graduate and faculty, departments and GSIs. Foreign TAs will also be a leading topic. As GSIs practice their new responsibilities, their courses and curricula will reflect these changes.

Specifically, the Committee recommends that the Administration identify a senior administrator with general oversight for GSIs at present. It is no one authorized to coordinate policy and recommend that this position. This officer would have primary responsibility for coordination with the Committee of faculty and staff members, appointed by administrators, and a group of other interested faculty, departments with GSIs identify a faculty member or administrative position to coordinate and develop the program for GSIs.

The report stresses that departments must ensure that GSIs have mastery of subject matter relevant to their assignments, and that GSIs who are not native English speakers have adequate skills in written and speaking English. Testing and remedial programs intended for English as a second language students must be established to produce and require when necessary. To achieve these goals, the report recommends that all GSIs receive training, including a supervisor when necessary.

One of the key recommendations is the development of a comprehensive training program for GSIs. The report recommends that several academic Senate grant and award programs to recognize and improve teaching and learning. The report concludes that many GSIs have mastered subject matter relevant to their assignments, and that GSIs are not native English speakers. The report recommends that all GSIs receive training in written and speaking English. Testing and remedial programs intended for English as a second language students must be established to produce and require when necessary.

Funding For The Future: Grants Promote GSI Training

If you have an idea for improving Graduate Student Instruction (GSI) training in your department, grants are available to carry out on a pilot or larger scale.

These special funds can be used to develop orientation workshops, offer seminars, conduct parent-relations, or resource events, or undertake additional programs to improve assessment, selection and training of GSIs.

Awards range between $250 and $1,500. The deadline was January 29. Although not officially listed above, potential projects might include hiring a GSI to serve as a Master TA or purchasing audio-visual materials to be used in GSI training.

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Orientations

GSIs In Their Element: Chem Program Catalyst For Effective Teaching

Marjorie Falcons, Lecturer, Chemistry

Each year, over one hundred new graduate students enter the UC Berkeley Chemistry Department, all of whom will serve as teaching assistants during their first semester. For many this will be their first teaching experience. These new Graduate Student Instructors (GSIs) will serve in eleven different courses, teaching approximately 2200 freshmen and sophomores. Many chemistry graduate students will work as TAs for three semesters, and many will continue into their careers. During the first term of teaching, TAs often have many unanswered questions about teaching and are receptive to suggestions and guidance concerning their teaching duties and new ideas for experimentation in teaching. Therefore, the Chemistry Department has organized a teaching workshop to help TAs establish a good teaching pattern early, a pattern which they can follow in their subsequent teaching assignments.

The success of our orientation workshop can be attributed to careful planning, preliminary hard work and the cooperation of the trainers. Our department is fortunate to have experienced GSIs who are willing to give much of their time, creativity and energy to help us conduct the workshops effectively. Each year, our TAs volunteer in greater numbers than we need. The TA trainers, who help conduct the fall workshops, get no monetary remuneration for their time and effort. However, we have traditionally invited them to dinner to show our appreciation.

For the past two years, the orientation workshops have been funded by the Department of Chemistry. Last year's Committee on Graduate Student Instructors (COGS!) provided some funding to pay the salaries of supervising head COGS! will be funding two-thirds of the TA training issues by conducting on-campus workshops. The project's annual TA Training Conference devotes solely to the training of graduate students. The TA Training Project also produces a handbook for GSIs and will publish a special publication on campus. The TA Training Project is funded by the College of Letters and Sciences (COGS!).

During the week before the beginning of fall term, all incoming chemistry graduate students attend a compulsory one-day orientation in which the new graduate student instructors are trained by eighteen to twenty experienced GSIs. Two to four faculty members usually participate in the orientation as well.

Each participant receives the Chemistry TA Handbook and the agenda for the day. After a brief introduction, the participants are divided into groups of eight to ten students and sent to the instructional lab rooms where most of the training activities take place. These are the rooms where the graduate students themselves will eventually be teaching. Each small group is led by two experienced TAs who cover various aspects of teaching including: first teaching day activities; safety equipment and use; and teaching a lesson.

These discussions are augmented by hand-on demonstrations with laboratory safety equipment. In the past, videotape presentations have also been used for this purpose. The leaders, who are briefed earlier in the week, are given a structured agenda to follow but are allowed flexibility in their presentation.

At the conclusion of the workshop, the trainers and participants will have a good understanding of what TA training is all about and how to implement it effectively.

A useful resource is the TA Handbook, which is updated and revised to include new ideas or new procedures. As the campus-wide level, the Graduate Assembly Training Project's handbook, Learn to Teach, provides pertinent information to teaching assistants in a variety of disciplines. The handbook, available to members of the campus community without charge, acquaints TAs with the instructional problems commonly encountered at the university, and offers practical advice on how to resolve them.

Most of the articles in the handbook are written by experienced teaching assistants, and will be the group most familiar with the special teaching problems confronting TAs. The book begins by explaining the initial teaching concerns that TAs encounter at the beginning of the semester: how to prepare for and conduct the first class, what to expect from undergraduate students and how to cope with the pressure of teaching several classes, how to deal with computing and other instructional responsibilities. The handbook includes practical advice for all levels of TAs, those teaching their first class and those teaching higher level courses.

In addition, the handbook includes chapters on the TA's role in the classroom, TA training issues by conducting on-campus workshops. The project's annual TA Training Conference devotes solely to the training of graduate students. The TA Training Project also produces a handbook for GSIs and will publish a special publication on campus. The TA Training Project is funded by the College of Letters and Sciences (COGS!).

For more information, contact the TA Training Project, Anthony Hall, 2-1715.
Workshops

Something For Everyone: Campus Offers GSI Workshops

Several campus units offer short-term workshops for GSIs that can supplement a department's on-campus activities. These workshops can help GSIs improve their teaching effectiveness, review student exams and papers more effectively, and handle a variety of classroom situations and problems. Workshop topics can turn to:

- The Bay Area Writing Project 5635 Tolman Hall Contact: James Gray, 2-0963
  General English skills and courses related to the teaching of writing offered by the Bay Area Writing Project. The project can also arrange classes for interested GSIs and departments.

- The Counseling Center Building T-5 Contact: Jane Moorman, 2-3366
  The Counseling and Psychological Services (CPS) units (Psychiatry, Counseling and Student Advising) do outreach with GSIs around specific teaching concerns as the request of academic departments and the Graduate Assembly.

- The Disabled Students' Program 257 Teacher's College
  Contact: Sharon Bonepy, 2-0518
  Workshops, as well as printed materials and private consultations, are offered to GSIs interested in providing academic accommodation for disabled students in related course activities.

- The Office of Educational Development 273 Stephens Hall Contact: Stephen Gough, 2-4392
  Since writing and speaking are two skills that cross all course boundaries, the OED provides workshops, videotapes, and private consultations to GSIs interested in providing academic accommodation for disabled students in related course activities.

- The Student Learning Center Building T-8 Contact: P. Drucker, 2-7332 or 2-0982
  Workshops show participating GSIs how to teach specific skills in writing and critical reading in the course of classroom instruction. The one-hour-long presentations, which are tailored to the needs of each participating GSI, cover such topics as Where and How to Intervene in the Writing Process; Establishing Guidelines for Student Papers; Leading a Discussion Group; Making an Essay Assignment Work; Evaluating Student Papers; Responding to Students When English is a Second Language; and Learning From Texts.

- Subject A 216 Dwightman Annex
  Contact: Kim Davis, 2-5570
  Senior Subject A staff conduct workshops on writing evaluation and instruction as a part of the course work in a variety of disciplines. Departments and GSIs should consult with Subject A at least two weeks in advance so that workshops may be designed for the specific course.

- Graduate Assembly TA Training Project Anthony Hall Contact: Robby Cohen, 2-3377
  In addition to the orientation conference, TA handbooks, and other related services, for Graduate Student Instructors, the TA Training Project of the Graduate Assembly offers a series of workshops each semester, addressing a variety of issues that confront GSIs. These workshops are designed by TAs — with faculty assistance — and provide practical advice on teaching and the educational process. The GA has also held a number of workshops focusing on problems of racism, sexism and GSI overwork. In addition, several workshops each semester focus on specific problems confronting GSIs in the different disciplines. Included in last semester's workshops were such topics as: Teaching in the Physical Sciences; A Workshop for Foreign Language TAs; Race and Education at UC Berkeley; and TA Employment Problems.

Econ Grad Students Profit From Training

Lauren Tynor, associate professor of economics

During the summer of 1980, the Economics Department initiated a Training Seminar for Graduate Student Instructors. The program has run consecutively for five years, funded in part by a grant from the Committee on Graduate Student Instructors and in part by the department itself. During this period, the department has appointed an average of about seventy of its graduate students each academic year as teaching assistants or associates, mainly in large undergraduate lecture courses. As a result of the heavy enrollment demand in undergraduate Economics courses, the department has generally been able to hire all of its graduate students seeking a teaching position. Instructors participating are required to:

- Attend departmental orientation session
- Consult with professor/master TA about teaching
- Enroll in 300-level course
- Read departmental handbook, files, materials
- Attend departmental workshops, seminars, meetings

At the beginning of each academic year, approximately one-half of the students hired as GSIs have no previous teaching experience; they are assigned to serve in Economics I, the introductory undergraduate course in economics. A primary objective of the department's training program is to provide these inexperienced GSIs with a basic understanding of their responsibilities and some of the problems frequently encountered in Economics I.

Since its inception, the training program has had two major features: annual workshops on topics relevant to the tasks of economics teaching assistants; and a reference handbook that summarizes and elaborates on these topics. The main topics covered in both the annual workshops and handbook have included: the role and responsibilities of the Graduate Student Instructor in economics instruction and grading of problem sets and exams; teaching methods, techniques and handling of classes; how to conduct office hours; GSIs' student support; teaching and grading techniques; and administrative details specific to the Economics Department.

Contact: Jane Moorman, 2-2366

The Disabled Students' Program

Contact: Robby Cohen, 2-5518

The Counseling Center

Contact: Jane Moorman, 2-3366

TA Training Project

Contact: P. Drucker, 2-0982

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Poli Sci Elects Training Program For New Term

Jack Citrin, Associate Professor, Political Science

In the course of a year, 100 teaching assistants and readers are employed in several lower-division and upper-division Political Science courses. Unfortunately, most of the graduate students appointed to these positions for the first time have no teaching experience or knowledge of administrative and educational procedures at Berkeley undergraduates. Our faculty have recognized that more systematic attention to teaching and the educational process. A primary objective of the department's training program is to provide these inexperienced GSIs with a basic understanding of their responsibilities and some of the problems frequently encountered in Economics I.

Since its inception, the training program has had two major features: annual workshops on topics relevant to the tasks of economics teaching assistants; and a reference handbook that summarizes and elaborates on these topics. The main topics covered in both the annual workshops and handbook have included: the role and responsibilities of the Graduate Student Instructor in economics instruction and grading of problem sets and exams; teaching methods, techniques and handling of classes; how to conduct office hours; GSIs' student support; teaching and grading techniques; and administrative details specific to the Economics Department.

Campus Offers GSI Workshops

The project can also arrange classes for interested GSIs and departments. For example, this year the handbook will be revised to explain the new ACE procedures and associated GSI responsibilities and the new computerized grading procedures developed by the Economics Department.

A final aspect of our training efforts is evaluation. Each semester, the department asks teaching assistants to complete questionnaires, which are examined by the Department's Committee on Teaching. To encourage and acknowledge excellence in graduate student instruction, the department recommends students with outstanding teaching records for the University's award for distinguished teaching by Teaching Assistants and Associates.

As a result, in 1984-85, the Political Science Department appointed 17 TA resource persons on an experimental basis: Christine Schoefer, a graduate student and teaching assistant, herself, acted as a resource person. Thus, in addition to the TA's own resources, there was a second, more experienced TAs to discuss issues raised in these workshops with faculty or experienced GSIs; new instructors can benefit from others' particular attention to classroom problems that arise in dealing with students of diverse levels of preparation and a range of backgrounds.

We have also found it useful to direct workshops to particular political science issues, e.g., political theory or methodology, using faculty and experienced GSIs as guest lecturers. These workshops are most valuable for first-time TAs when offered early in the semester.

While these training workshops can be extremely beneficial to Graduate Student Instructors, there is a need to discuss issues raised in these workshops with faculty or experienced GSIs; new instructors can benefit from others' particular attention to classroom problems that arise in dealing with students of diverse levels of preparation and a range of backgrounds.

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Working With Graduate Students

Nouvelle Methods For French TAs

Gerard Jian, SENIOR LECTURER
FRENCH

When the Chairman of the French Department in 1965, he handed me a copy of The Slate, wrote course advice for incoming freshmen. Sharply critical, The Slate unequivocally urged students to avoid the French Department citing lack of direction, training, and poor teaching assistantship. The chairman challenged me to change this situation. I answered that with the full backing of the department, I could try.

When I arrived at Berkeley, I found that French courses were mistrusted by the newest assistant professor who often viewed the task as an academic purgatory. I quickly learned from the experience of their predecessors that lower-division TAs were left completely on their own and had little training or interest in teaching elementary French. I immediately banned English from the classroom and initiated a series of bi-weekly meetings for Graduate Student Instructors (GSIs) in a given course. The sessions focused on the general topics of language acquisition, the written methods in practice, and the advantages of our approach. In each meeting I addressed the following questions:

1. What do your students know so far?
2. What do we want to introduce, drill, etc.? What to do in small groups?
3. How do we approach new material based on what we have done so far?
4. Are the students who do this way?
5. What type of exercise could we devise to demonstrate for themselves what they see the value of?
6. What do your students know so far?
7. What does your TA want to do?
8. What does his/her teacher expect?
9. What type of exercise could we devise to demonstrate for themselves what they see the value of?
10. How do we approach new material based on what we have done so far?
11. Are the students who do this way?
12. What type of exercise could we devise to demonstrate for themselves what they see the value of?
13. What do your students know so far?
14. What does your TA want to do?
15. What does his/her teacher expect?
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29. What do your students know so far?
30. What does your TA want to do?
31. What does his/her teacher expect?
32. What type of exercise could we devise to demonstrate for themselves what they see the value of?
33. What do your students know so far?
34. What does your TA want to do?
35. What does his/her teacher expect?

Time in sections, chief problems students may experience, ways of stimulating discussion, and so on.

Schedule faculty members' office hours as different times than the TAs', in order to maximize students' opportunities to consult with courses.

Ask GSIs to give instructions briefly and frequently.

Set up a schedule of classroom visits so that each GSI is visited by two others, so that they may give each other constructive criticism and "tips" for improving specific aspects of their teaching. (The Office of Educational Development has guidelines for classroom visits.)

Contact the Office of Educational Television and Radio to arrange to have someone talk to the GSIs about the opportunities for having their sections videotaped so they can be used as instructor feedback on teaching (contact Ann Juehl at 2-2353).

Inform GSIs of other resources (such as the "Tips for Faculty" I give at Berkeley) to help them improve their teaching.
Formula Multiplies Foreign GSIs’ Language Skills

William Bade, PROFESSOR
MATHEMATICS

Because of its large teaching load, the Department of Mathematics often has to juggle between 110 and 130 teaching assistants each semester. Teaching assistantships are often the only major form of financial support available to our graduate students. To attract the best students from around the world, we must offer these positions to students whom we have not necessarily been able to interview. Inevitably, new Graduate Student Instructors (GSIs) and faculty in oral English skills.

Statement

The Test of Spoken English (TSE) of the Educational Testing Service appears to be an appropriate instrument for judging and other resources for foreign born students. To attract the best students to our department, we selected a group of nine current graduate students who had majored in teaching English to non-native speakers. These students scored considerably higher. The test was given to all prospective foreign graduate students who had majored in teaching English before their first semester. At least 50 universities now require or recommend TSE scores for foreign TAs. It is being used widely in this country. At least 50 universities now require or recommend TSE scores for foreign TAs. It is being used widely in this country. At least 50 universities now require or recommend TSE scores for foreign TAs.

The Test of Spoken English (TSE) of the Educational Testing Service appears to be an appropriate instrument for judging students' needs of departments or groups and making changes in the next offering of the course.

Resources For Foreign GSIs

Foreign GSIs can turn to a number of courses and resources to improve their oral fluency and skills in teaching American students. These include:

- A series of 10-Non-Native Speakers of English
- 216 Dwinelle A
- Contact: June McKay, 2-5075

- UC Extension
- 2223 Fullerton Street (Berkeley)
- Contact: Tony Vigo or Ellen Rosenfield, 2-5933

Several courses — some meeting for as little as five weeks and some for an entire semester — can be attended by interested graduate students and faculty in oral English skills. UC Extension offers courses ranging from $225 to $500, and offers courses in both Berkeley and San Francisco. Courses focus on various aspects of English communication, including idiomatic expressions, accent improvement, and listening and writing exercises.

Tips For Departments

- Assign an individual or committee with primary responsibility for matters related to the appointments, training, and supervision of graduate student teachers.
- Develop formal policy statements on the rights and responsibilities of GSIs and on procedures for appointing and reappointing graduate student teachers.
- Appoint and reappoint GSIs on the basis of command of both spoken and written English, command of the subject matter, and student or published demonstration teaching ability.
- Develop a plan for training GSIs. Involves both faculty and GSIs in the process to assure that the needs of GSIs, faculty and undergraduates will be met.
- Make apprentice teaching opportunities available to graduate students regardless of career goals if possible and practical.
- Provide critical feedback to the novice teaching assistant, especially throughout his or her first semester.
- Provide orientations for new GSIs before they undertake their duties, discussing rules, responsibilities and other issues related to being a TA.
- Use campus-wide training activities to supplement (but not replace) departmental training efforts.
- Capitalize on experienced GSIs by involving them with new GSIs in "buddy pairings," in small group discussions, or through written skills.
- Use centralized training and resources to increase GSI sensitivity to the classroom climate and the conditions and needs of minority students and disabled students.
- Arrange for apprentice teachers to receive feedback about their teaching (from student questionnaires, videotapes, or observations by peers, head TAs, or faculty members) during the middle of their first teaching term, in the spirit of improvement.
- Formally evaluate new and experienced GSIs at the end of the semester through student questionnaires and observations by a faculty member or TA coordinator.
- If appropriate, appoint a "Mentor TA" with clearly defined duties, status and pay, who coordinates GSI activities or large courses with many sections, conducts demonstrations classes or orientation sessions for new GSIs, observes and monitors GSI performance, and, in general, provides a liaison between GSI and faculty.
- If appropriate, use large numbers of GSIs, offer 300+ level courses aimed at demonstrating and perfecting teaching skills.
- Initiate a series of workshops or colloquia on teaching to which GSIs as well as faculty may contribute.
- Identify procedures for GSI training so that it is not solely dependent upon the efforts of a single individual.

Tips for GSIs

Graduate Student Instructors (GSIs) can enhance their own teaching experiences through a variety of methods designed to enhance and develop teaching skills. The following are a few helpful suggestions for GSIs:

- Initiate meetings with those who have been GSIs for the course in previous years in order to benefit from their experiences regarding the best ways of spending time in sections, how to approach students who experience difficulties, ways of stimulating discussion, etc.
- Talk with the faculty member about the problems that arise in teaching and ask for "tips" on how to handle difficulties.
- Attend course lectures, whether required or not, so that course material has been covered, be better prepared in sections to fill gaps, correct misunderstandings, etc.
- Keep a brief record of what works and what doesn't (e.g., with assignments); this will provide a guide for making changes in the next offering of the course.

The Test of Spoken English (TSE) of the Educational Testing Service appears to be an appropriate instrument for judging students' needs of departments or groups and making changes in the next offering of the course.

The Lab's hours are 8-12 and 1-4 Monday through Friday.

Prepare for training activities to supplement (but not replace) departmental training efforts.

Contact the Office of Educational Television and Radio to arrange for a class videoconference with additional feedback on teaching (to which GSIs as well as faculty may contribute) which will enhance and develop teaching skills. The following are a few helpful suggestions for GSIs:

- Ask the faculty member to review comments and/or grades on at least the first set of essays, problem sets, quizzes, etc. to the best of your abilities.
- Discuss with the faculty member the expectations for grading and the best ways to give student feedback.
- Identify students having difficulty in the course and give individual help where possible, referring more difficult problems to the instructor.
- Ask the faculty member to visit sections frequently during the term to evaluate strengths and weaknesses and to make suggestions for improvement.

The Test of Spoken English (TSE) of the Educational Testing Service appears to be an appropriate instrument for judging students' needs of departments or groups and making changes in the next offering of the course.

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Courses and Seminars

A to Z For GSIs

Jon Wagner, Coordinator, School of Education

TA Training Program

Engineered For Success

F.C. Hulvat, Professor, Vice-Chair for Instruction
MECHANICAL ENGINEERING

Approximately five years ago, the Department of Mechanical Engineering instituted a seminar for teaching assistants entitled the "Teaching of Mechanical Engineering at the University Level." Generally, it is a seminar that aims to help graduate "practitioners" create a characteristic set of teaching challenges, regardless of the academic department. Indeed, graduate teaching assistants can confront these challenges with the right tools. Although the seminar has evolved over the years, it remains a highly valuable and informative experience.

The course design and structure are described in detail, with a focus on the seminar's objectives, the seminar's format, and the seminar's impact on the participants.

Scandinavian Seminar: Scenes From TA Training

John Lindsey, Professor
Marjanne Stulen, Visiting Lecturer

The Scandinavian Seminar is a unique and innovative program designed for Graduate Teaching Assistants (GTAs) in the Department of Scandinavian Studies. The seminar aims to provide a comprehensive and practical training program for GTAs, focusing on the pedagogy and pedagogical approaches specific to the Scandinavian languages and cultures.

The seminar is divided into three main sections: Theory, Practice, and Support. The Theory section covers the theoretical foundations of teaching Scandinavian languages, including language acquisition, language teaching methodology, and classroom management. The Practice section focuses on hands-on teaching experiences, including classroom observation, micro-teaching, and peer teaching. The Support section provides ongoing support and resources for GTAs, including pedagogical materials and teaching strategies.

The seminar is led by experienced faculty members and graduate students who serve as mentors and facilitators. The seminar is designed to be interactive and collaborative, with a focus on facilitating the professional growth of GTAs.

As the principal instructor and architec-t for this course, I have found that it is highly valuable for GTAs to engage with faculty members from the School of Education and to reflect upon their own experiences as teachers. The seminar's goal is to provide a supportive and enriching environment for GTAs to develop their teaching skills and to foster a sense of community among the Graduate Teaching Assistants in the Department of Scandinavian Studies.
GSIs Psyched For Training

Donald Riley, Professor, Psychology

For the past several years, the Psychology Department has offered a required training seminar for all new Graduate Student Instructors (GSIs). The course is organized and overseen by two faculty members, but the primary responsibility for the week-long activities is in the hands of the GSI training assistants who have extensive experience as a teaching assistant. In previous years, this training assistant has run approximately 12 weeks with the last part of the semester given over to viewing videotapes of GSI performances and feedback.

During the seminar portion of the course, a range of topics are discussed including such issues as: what to do in the first week; how to introduce the students to the professor and the goals of the course; how to evaluate student performance; how to handle student absenteeism, in particular; and how to deal with personal problems. It is probably appropriate that no material about teaching faculty be present during these discussions.

Second, perhaps equally important is the fact that GSI training assistants can gain a perspective on various expectations, and approaches to teaching. Therefore, it was thought, the GSI's in the course meet with faculty members who discuss their views on good teaching and what they try to do, and then with undergraduates who describe what they look for in good instructors and GSIs. These kinds of discussions make clear the differences of opinion between faculty members and students, and between GSIs and students. The seminar provides an opportunity for members of the faculty to communicate to the GSI's and the GSI's to communicate to the faculty. The course is considered by the GSI's to be of great importance because of the high percentage of student complaints that are addressed.

Our experience with this course has led us to several conclusions. First, one of the most important aspects of the seminar is that it provides a support group for individuals during their first teaching experience. The GSI's benefit greatly from a forum in which to discuss their problems and issues. Second, the seminar gives us a chance to visit other classes and sections with the GSI participants so we can think critically about what works and what doesn't.

During the course, we will offer the seminar both in the fall and spring semesters. Having omitted the videotaping process and drawn from our experience, we have concluded that the course is most effective taught over a 10-12 week period. New GSI's teaching for the first time will be required to take the seminar. We have been pleased with our training course and GSIs have commented on its value and effectiveness.

GSIs may be ready to try videotape of their own instruction, as long as they are ready to make some changes in their teaching behavior over time. Keeping these tapes for more than one year allows us to demonstrate evidence of GSIs progress during their teaching career. The preservation of these tapes has been made possible by a grant from the Committee for Graduate Student Instructors allowing us to purchase and store them. We hope that they will be able to keep the video tapes indefinitely.

The second major purpose of the seminar is that it provides a source of feedback on the teaching performance of GSIs. This feedback is important because it allows us to determine what weaknesses and strengths the GSI has, and to provide feedback that will help them improve their teaching. The seminar has, in our experience, been more negative in its effect. New GSIs have found the training to be threatening and rather unnerving. These are exaggerated on tape, and in general, students who describe what they do not like about teaching, their teaching strategies, and how they handle student complaints give better feedback than regular GSI's.

The seminar may be helpful to both GSI's and faculty members. It allows us to provide feedback to the GSI's and to provide a forum in which to discuss the teaching process with each other. This can be extremely helpful because it allows us to see how different people approach teaching.

The tape plays the role of a magnifying glass for the GSIs who tend to be more critical of their own performance than any other observer would be.

By editing and compiling tapes of classes conducted during the previous academic year, I am preparing a wide variety of specialized "model videotapes" and organizing them into a reference video library. The library will contain a collection of courses that demonstrate different pedagogical approaches to teaching. Having these tapes allows us to examine various teaching strategies and ways of "doing things" that can be used in both model videotapes and actual videotapes. The videotapes may be helpful in that they allow us to examine different teaching strategies and ways of "doing things" that can be used in both model videotapes and actual videotapes.

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Grants to Improve Teaching and Learning

Academic Senate
Council on Educational Development

GRANTS AWARDED FOR 1985
CED Instructional Improvement Grants

Svetlana Alpern, History of Art: Purchasing a computer to prepare and update slide library for lecture group.

All Towns Artwork, Development Studies: Developing a new course and materials in Development Studies: Land, Labor and Wealth in the Third World.

G. C. Bilgic, Forestry & Resource Management: Establishing a database of computer programming and applications.

Peter Brandenish, City & Regional Planning: Improving the design and organization of city plans for I-984 network.

William Browne, Meredith Minkley, Chapman Shopin & Henrik Blom, SAHI: Developing a new course: Racial and Ethnic Differences in Health and Medical Delivery Care.

David Callelier, Political Science: Redesigning Political Sciences 3, a lower-division course on woman's methods.

Alan S. Foss, Chemical Engineering: Program modernizing a course in computer-aided design, computer graphics, and chemical processes.

Paul Goyne, Plant & Soil Biology: Developing an individual tutorial of Northern California and using examples and expanding audiovisual instruction.

Arthur Gill, ECE: Upgrading software, hardware manuals for courses in Computer Science 33.

Kathleen Gilson, Forestry & Resource Management: Restructuring and developing an interactive computer simulation of Fire Forest 241: Forest and Wildfire Economics.


John J. Gwinn, Anthropology: Adding a computer-assisted laboratory for quantitative analysis of data, ethnographic field data.

E. A. Harrell, Anthropology: Developing a new course in anthropological computing and maintaining a computing homework problem set for anthropology and medical anthro.

Larry Heslink, Mathematics and Steve Cline, SESAME: Creating a computer graphics library for use in mathematics in the Professional Development Program.

Committee on Graduate Student Instructors

GRANTS AWARDED FOR 1985
GSI Training Grants

William Jolly, Chemistry: Producing videos of general laboratory procedures for freshman chemistry.

Ios M. Lapides, History: Developing a new course on Chinese and Middle Eastern history.

Jane McKee & Meredith Pitts-Bake, Subjects A: Language for foreign TAs.

Shelby Marquart, Public Health: Providing a two-week workshop for faculty and students on chemical perception in Public Health nutrition courses.

Henry Miller, Social Welfare: Developing and purchasing software for instructions in social welfare.

Carmy Porter, Women's Studies and Tony Stetschak, Sociology: Expanding video collections for Women's Studies media library.

Graham Powell, Civil Engineering: Developing a new course in computer-aided structures and design.

John Rosta, SAHI and Newcomb Brown, Education: Establishing a Smith and weylo apparatus program.

Daniel S. F., Environmental Sciences: Developing a student along with TA training workshops for Environmental Science 10.

Bobby Sayre, Civil Engineering: Developing an instructional mathematical software program to support graduate course Civil Engineering 211: Structural Analysis in Hydraulics and Coastal Engineering.

James Smith, Law: Developing and designing teaching materials for criminal and civil law course: Environmental Advocacy.

Richard Takhel, Larry Hoffman, Asian American Studies: The Ethnic Studies research and publications project: maintaining the faculty/student research group.

E. C. G. Thompson, ECE: Software for undergraduate graduate computer laboratory, Computer Sciences 114.

Brenda Wade, Music: Providing for the department's performance programs.

Marjorie Waka, Zoology: Organizing and creating a catalogue of the ecology teaching collection.

Committee on Teaching

GRANTS AWARDED FOR 1985
COT Minigrants

Gail Anson & Jeffrey Zuss, Near Eastern Studies: Preparing 300 copies of the portable version of the Hebrew text from Dead Sea Scrolls.

Michael Anzel, Spanish & Portuguese: Developing supplementary oral and written material for Spanish & Hispanic Spanish.

Richard Bank, Social Welfare: Purchasing video equipment and producing three other training films on research and violence.

Dale & David Solomon, South & Southeast Asian Studies: Producing 100 slides of archaeological, original and interpretative software illustrating material developments from Neolithic period through Southeast Asia.

Charles F. Patterson, Computer Science: Purchasing a projector for a budget of $100.

Anthony DeWolfe, Architecture: Purchasing typographic equipment for visual studies courses in architecture.

Jerald F. Galbreath, Anthropology: Developing a new course in computer-aided structures and design.

Graham Powell, Civil Engineering: Developing a new course in computer-aided structures and design.

J. E. Reader, Civil Engineering: Developing an instructional mathematical software program to support graduate course Civil Engineering 211: Structural Analysis in Hydraulics and Coastal Engineering.

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Committee on Teaching

OUTSTANDING UNDERGRADUATE ASSOCIATE AWARD

Information about this award program is available from the Office of Educational Development, 273 Stephens Hall, 542-6392.

Outstanding TAs Stand Out: Committee Honors Teaching

Recently, the Committee on Teaching (COT) initiated an awards program to recognize the vital contributions made by graduate student instructors to teaching at Berkeley. Through this program, the COT makes available certificates of dis-