# Engineering Instructional Aides Teaching Orientation

Tuesday, January 15, 2019  
4:15 pm - 9:30 pm

## Agenda

**Registration**  
4:15 pm - 4:30 pm  

**Plenary Session**  
4:30 pm - 5:15 pm

- 4:30 pm - 4:35 pm  
- 4:35 pm - 4:50 pm  
- 4:50 pm - 5:15 pm  

Welcome from the College of Engineering  
Overview of the Program, Policies and Resources  
Introduction of the Science of Learning

**Inclusive Teaching**  
5:25 pm - 6:20 pm

The deliberate use of inclusive teaching practices enables instructors to create a classroom environment that welcomes all students, values their contributions, and supports their success. In this session, participants will define inclusive teaching, reflect on classroom scenarios that might foster inclusion or exacerbate exclusion, and brainstorm strategies to promote an inclusive learning environment.

**Dinner**  
5:20 pm - 6:20 pm  

**Concurrent Sessions A**  
6:55 pm - 7:50 pm

### Handling Office Hours

Office hours are a vital part of the support system for student learning. In this session, participants will discuss the purpose of office hours and ways to make them most beneficial to students. Strategies for handling common challenges, as well as how to efficiently manage the time during office hours will be examined. Using case studies and role-play, participants will practice enacting some of these strategies.

### Being a Successful Lab Instructor

A well-prepared laboratory or computer section both saves instructor's time and helps students learn. Facilitators at this workshop will share strategies to better prepare for leading a lab section. Participants will take away instructional tips that can be used immediately, including questioning strategies to monitor and direct student learning, as well as specific language to handle challenging situations that may be encountered in the lab.

### Teaching a Discussion

A well-planned discussion section is an invaluable component of a high-quality course. Facilitators at this workshop will share how to best plan and run a discussion section. Participants will examine strategies for engaging students in learning, and for checking student understanding. They will also brainstorm ways to apply these strategies in their own classes.

**Please refer to the sessions sheet you received at registration for your assigned room**
In this session, participants will learn strategies to guide students through difficult problems without simply providing the answers. Why is this important? Remind students about the science of learning that they learned in the Plenary session (simply giving answers actually deprives the students of a learning opportunity). Participants will practice these strategies in mock scenarios.

Teaching Problem Solving Skills
In this session, participants will learn strategies to guide students through difficult problems without simply providing the answers. Why is this important? Remind students about the science of learning that they learned in the Plenary session (simply giving answers actually deprives the students of a learning opportunity). Participants will practice these strategies in mock scenarios.

Grading: Policies, How-tos, and Tips
Grading and is an important task, but can be a complex and time-consuming aspect of the teaching experience. In this workshop, facilitators will discuss how to provide useful feedback, and grade fairly and consistently across students. In addition, the session provides suggestions for how to grade more efficiently, and highlights issues about course policies and student privacy related to grading.

GSIs ONLY
9:00 pm - 9:30 pm
Introduction to Graduate Employee Organization

Practice Teaching Sessions
Wednesday, January 16 or Thursday, January 17 or Friday, January 18, 2019
2 hours sessions starting at 10am, 12pm, 2pm or 4pm
Choose from one of the nine Practice Teaching sessions. Please arrive promptly 10 minutes before the scheduled start of the session at room 211 on the second floor of the Gorguze Family Laboratory. You will then be directed to your Practice Teaching room.

This practice teaching session gives IAs an opportunity to stand in front of a group of students and deliver a five-minute explanation on a topic of their choice. During the lesson, the audience will take notes as if they were students. After five minutes, the audience will complete a feedback form and the IA will have a few minutes to reflect on: (1) What went well? and (2) What could you do differently next time?

Concurrent session materials will be posted to the following website by January 16, 2019: https://crte.engin.umich.edu/concurrent/