

By the end of this course you will be able to

1. Describe the basic roles and responsibilities of TAs at UC San Diego and how one should use these to discuss expectations with the professor.
2. Implement strategies for effective time-management when working within a team.
3. Develop, describe, and implement a discussion section activity to support student-centric learning.
4. Describe at least 3 ways to “find out what students don’t know” (e.g., for guiding discussion section or lecture planning).
5. Describe a specific lecture/discussion activity or homework assignment for a computing course that engages students in metacognitive assessment.
6. Write lecture-level learning goals for a course that are clear and assessable.
7. Put into practice at least 2 techniques for engaging students in discussion section.
8. Explain the meaning of “stereotype threat” and be aware of possible implicit biases.
9. Implement techniques for creating inclusive discussion groups.
10. Provide examples of formative and summative assessments in a specific computing course and their value for students and instructors
11. Create a rubric to support the efficient and replicable grading of a homework assignment in a specific computing course
12. Observe and critique someone else’s lecture with regard to student learning.
13. Put into practice core boardwork, organizational, and speaking practices to support effective explanations of computing topics.
14. Speak succinctly, effectively, and engagingly on a technical computing topic.