

# Post-COVID Classroom

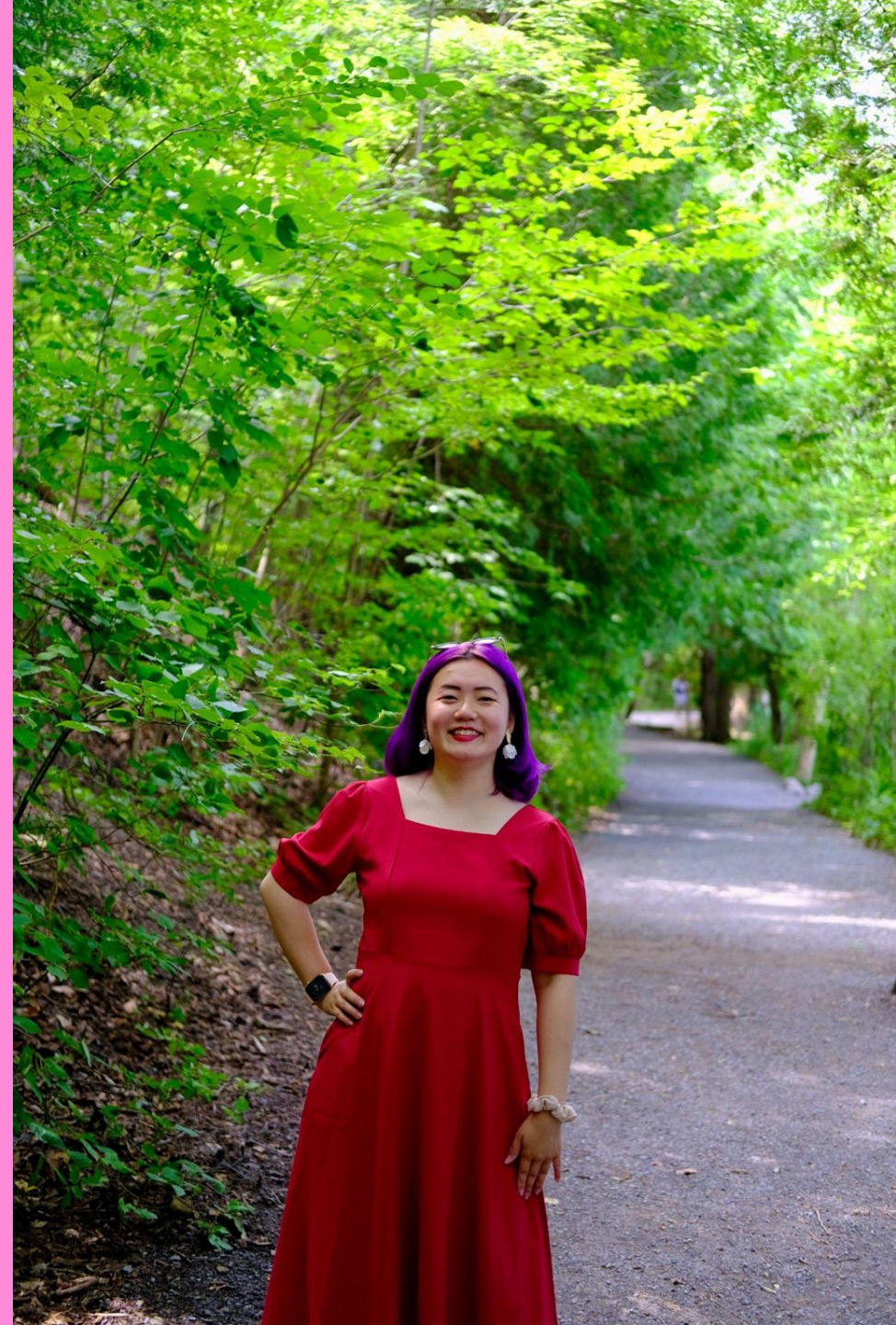
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# Qingyang Liu

- Rising 4<sup>th</sup> year Ph.D. Candidate in Human Development and Family Science
- I come from Guangzhou, China
- I speak Mandarin, Cantonese, English
- I love hiking, reading, climbing
- I have two bunnies!



# Darzhan Kazbekova

- Rising 6<sup>th</sup> year Ph.D. candidate in the Social Science program
- I come from Astana, Kazakhstan
- I have four wonderful kids
- I speak German, Russian, Kazakh and English
- I love traveling



# Session Contents

- Teaching Assistant Perspective
- Dynamic Connections
- Student Engagement
- Cultural Diversity
- Main Take Away (Conclusion)





# Teaching Assistant Perspective

# Type of the class



**Large Lecture**  
(N > 75)



**Seminar class**  
(N between 15-30)



**Online class**  
(N varied)

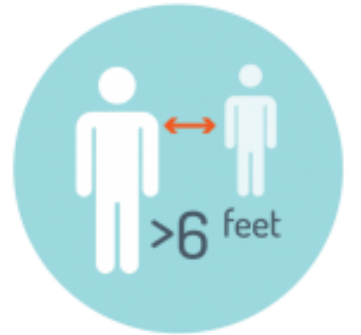
# Navigation teaching after COVID

- **Care for yourself and your students' health first!**
  - If you feel sick, please stay at home and self-care.
- **Teaching in diverse modes:**
  - In-person: know your students
  - Online classroom: create a friendly environment
- **Improve communication but have clear boundary:**
  - being flexible in communicating with students via Blackboard, emails, Slack
  - Time to respond to emails (9 am – 5 pm) weekdays
  - prefer no last minutes request



# Expectations

- **Be respectful of different personal hygiene habits**
  - Potential exposure to COVID-19
- **Be flexible to different accommodations:**
  - students' perspectives, cultural backgrounds
  - global health perspectives
- **TA for the freshman class**
  - Your students may spend the majority time in high school in isolation
  - be patient and know the composition of your students

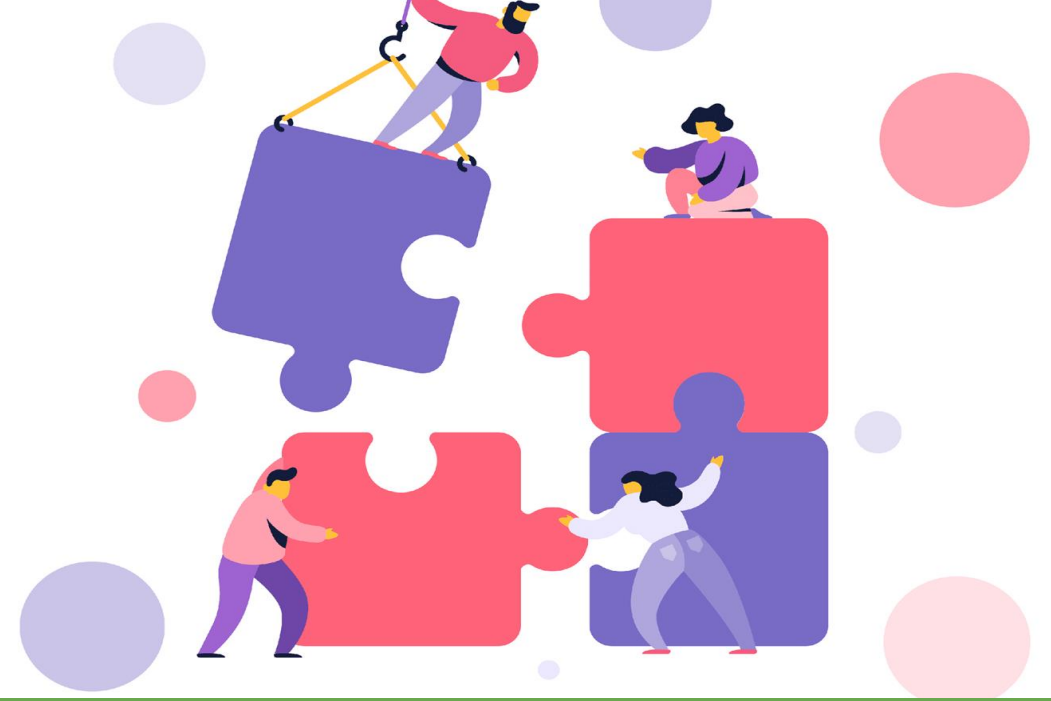




# Activities time!

- **Case Scenario 1:** During the mid of the semester, there may have a trend of flu/COVID infections. If the student email to you (as TA) a week before the midterm exam and claims him/her does not feel well and would like to postpone the exam but does not know when he/she will recover. What will you do in this situation?
- **Case Scenario 2:** Student follows the absence procedure. He/she requests an absence notification from their home school/college Dean's Office through the Student Outreach and Retention (SOaR) office. As a TA, you receive an email notification from SOaR; what would you do in this situation?





# Dynamic Connections

# Clear and Transparent

- **Relationship between a professor and a TA**
  - Decide on the policy of the email chain at the beginning
- **Know your instructor's expectations for TA:**
  - TA is the bridge between a student and the course instructor
- **Document correspondence:**
  - Sometimes the arrangement happens as discussion, and always write down the important agreement.
  - The syllabus is a crucial document



# Orange SUccess

## Orange SUccess Semester Progress Report

- Early-, Mid- and End of-semester progress reports
- It can note students' attendance
- TA receive immediate email notification of the alert



**Orange SUccess**

OVERVIEW   MY STUDENTS   **TRACKING**   ZOOM IN   ATTENDANCE   PROGRESS SURVEYS

[Resolve](#) [Comment](#) [Assign](#) [Flag](#) [Referral](#) [Kudos](#) [Success Plan](#) [Send Message](#)

**Student**  [Go](#)   **View**    **Connection**    **Additional Filters** [Add Filters](#)

No items to display

# Activities time!

**Case scenario 1:** As a new TA, you email your course instructor a few times and want to discuss course expectations before the new semester starts. However, you did not hear back. On the first day of the class, the professor explained to you that she/he missed your email and did not have specific expectations.

What will you do?

**Case scenario 2:** In the mid of the semester, a student has a question about mid-term, but he/her and including yourself cannot contact the instructor via email. No one responds, same as the beginning of the semester, what will you do?





# Student Engagement

# Create a friendly environment

- **Refer to the syllabus**
  - Class-business questions?
- **Classroom size – different engagement**
  - Small class, big picture, students’ “excuses”
- **Design policy upfront**
  - Include the University Policy Attendance
  - Absence notifications through home school/college, Deans’ office
  - Student Outreach and Retention (SOaR) Office
  - Barnes Center at the Arch (Health, counseling)



# Potential Challenges

**Be flexible and always be prepared for different scenarios:**

- Working alone or/and only with friends is normal
- Group collaboration - a long-term skill for a future career
- Friendly classroom environment
- Minor changes in a syllabus are ok!





# Activities time!

**Case scenario:** During the semester, especially close to midterm exams, students might email a TA directly asking for late submission of their paper or working at home on their exam instead of taking it in class due to their sickness.

**What will you do in this situation?**





# Cultural Diversity

# Know your student's name

- **Diverse cultural backgrounds:**
  - As a TA, you will need to develop unique multicultural perspectives.
  - Try to learn and memorize all of your student's names at the beginning of two weeks
  - show your respect and ask how to pronounce their names correctly.



# Forming Groups and Community

- **Foster inter-group engagement**
  - Pair up students from diverse backgrounds
  - Use eye contact to encourage them to involve
  - Ask them if they would like to share
  - Design projects that connect classroom learning to community initiatives.



# First Class Activity

## Why we need the first class activity?

- Increase instructor's cultural awareness about the diverse backgrounds students.
- Develop a initial understanding of students' educational background
- Adjust teaching contents if needed.



# First Class Activity: Just by looking at me

## Activity Introduction

- When we allow ourselves to judge someone based on their appearances, we miss out on getting to know the real person and important information about them.
- This activity allows us to disclose a piece of our identity that is NOT “obvious” to others.
- You will also be asked to share why certain parts of your identity are important for you to disclose.



# First Class Activity: Just by looking at me

## Activity instructions (3 minutes)

1. Form a group with the peer next to you.
2. Students will be asked to say the following prompt: “My name is \_\_\_\_, and I am from \_\_\_\_\_. One thing you cannot tell just by looking at me is \_\_\_\_\_. This is important for me to tell you because \_\_\_\_\_.”
3. For students with different learning and remembering capabilities, it will be useful to write this out on a sheet of paper to pass around as a “script.”

# First Class Activity: Just by looking at me

## Debriefing Session

- If you have a small classroom and have sufficient time, we suggest instructor to have a debriefing session for 10 minutes.

## Example Debriefing Questions

- What are 1-2 words that describe what this activity was like for you?
- How did you feel when you said your statement?
- How did you decide what to share about yourself?
- Did any of your peers responses surprise you? Why?





# Main Takeaway

# Main Take Away

- **You will be a great TA, remember to:**
  - Be professional and flexible
  - Be friendly and supportive
  - Document everything in written
  - Respect cultural diversity



# Available Resources

## Diversity and Disability

- Syracuse University believes that everyone should be treated with dignity and respect. As a student, you have rights and responsibilities in a diverse, inclusive, accessible, bias-free campus community. More information can be found at: <https://www.syracuse.edu/life/accessibilitydiversity/>.

## Center for International Services

- The Center for International Services is the resource for international students, scholars and their dependents on issues related to immigration status, employment, cultural, social and academic concerns which impact your success at Syracuse University.  
<https://experience.syracuse.edu/international>

# Questions?

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