

TA Orientation Program Overview

International Portion, Friday, August 16

| Friday, August 16 (Sm. Groups 1-16) | Friday, August 16 (Sm. Groups 17-32) |
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| <p>Check-in (Lyman Hall Atrium) 8:00-8:30 a.m.</p> <p>Welcome (Lyman 132) 8:30-9:00 a.m.</p> <p>“The U.S. Classroom” & “Succeeding as an ITA” (Lyman 132) 9:05-10:00 a.m. & 10:05-11:00 a.m.</p> <p>Small Groups/Microteaching (see Small Group assignments pg. 4) 11:05-12:30 p.m.</p> <p>Language Assessment (Small Groups 1-16) 1:00 p.m.-5:00 p.m.</p> | <p>Language Assessment (Small Groups 17-32) 8:00 a.m.-12:00 p.m.</p> <p>Check-in (Lyman Hall Atrium) 12:30-1:00 p.m.</p> <p>Welcome (Lyman 132) 1:00-1:30 p.m.</p> <p>“The U.S. Classroom” & “Succeeding as an ITA” (Lyman 132) 1:35-2:30 p.m. & 2:35-3:30 p.m.</p> <p>Small Groups/Microteaching (see Small Group assignments pg. 4) 3:35-5:00 p.m.</p> |

TA Orientation Program Overview

General Portion, August 17, 19, & 20

For Small Groups 1-16

| Saturday, August 17 | Monday, August 19 | Tuesday, August 20 |
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| <p>Onsite Check-in & Breakfast (HBC Patio) 8:00-8:30 am</p> <p>Welcome (HBC-Gifford Aud.) 8:30-8:55 am</p> <p>Small Groups (Room as per small group assignment pg. 5) 9:00-10:00 am</p> <p>Universal Design for Learning 10:10 11:00 am (HBC-Gifford Aud.)</p> <p>Lunch 11:10-12:20 pm</p> <p>Diversity & Inclusion (Falk-Grant Aud.) 12:30-1:20pm</p> <p>Concurrent Sessions #1: (see pgs. 9-10 for sessions & rooms) 1:30-2:20 pm & 2:30-3:20 pm</p> | <p>Continental Breakfast (HBC Patio) 8:30-9:00am</p> <p>Small Groups (Room as per small group assignment pg. 5) 9:00-9:50</p> <p>Academic Integrity (Falk-Grant Aud.) 10:00-10:50 am</p> <p>Area Specific Sessions: Architecture, Education, STEM 11:00-11:50 am or Lunch (Arts, Humanities/Social Sciences) 11:00-12:00 pm</p> <p>Area Specific Sessions: Arts, Humanities/Social Sciences : Discussion or Instructor of Record 12:10-1:00 pm or Lunch (Architecture, Education, STEM) 12:00-11:00 pm</p> <p>Orange SUccess (Falk-Grant Aud.) 1:10-2:00 pm</p> <p>Concurrent Sessions #2 (see pgs. 14-15 for sessions & rooms) 2:10-3:00 pm & 3:10-4:00 pm</p> <p>Picnic Buffet at Inn Complete 4:30 - 6:30 pm</p> | <p>Continental Breakfast (HBC Patio) 8:30-9:00am</p> <p>Distressed Students (HBC-Gifford Aud.) 9:00-10:00 am</p> <p>Small Groups/ Microteaching (Room as per small group assignment pg. 5) 10:10-11:30 pm</p> <p>Lunch 11:35-12:35 pm</p> <p>Small Groups/ Microteaching (Room as per small group assignment pg. 5) 12:40-3:30 pm</p> |

TA Orientation Program Overview

General Portion, August 17, 19, & 20

For Small Groups 17-32

| Saturday, August 17 | Monday, August 19 | Tuesday, August 20 |
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| <p>Onsite Check-in & Breakfast (HBC Patio) 8:00-8:30 am</p> <p>Welcome (HBC-Gifford Aud.) 8:30-8:55 am</p> <p>Small Groups (Room as per small group assignment pg. 5) 9:00-10:00 am</p> <p>Diversity & Inclusion 10:10 11:00 am (Falk-Grant Aud.)</p> <p>Universal Design for Learning (HBC-Gifford Aud.) 11:10-12:00 pm</p> <p>Lunch 12:10-1:20pm</p> <p>Concurrent Sessions #1: (see pgs. 9-10 for sessions & rooms) 1:30-2:20 pm & 2:30-3:20 pm</p> | <p>Continental Breakfast (HBC Patio) 8:30-9:00am</p> <p>Small Groups (Room as per small group assignment pg. 5) 9:00-9:50</p> <p>Academic Integrity (Falk-Grant Aud.) 10:00-10:50 am</p> <p>Area Specific Sessions: Architecture, Education, STEM 11:00-11:50 am</p> <p>or</p> <p>Lunch (Arts, Humanities/Social Sciences) 11:00-12:00 pm</p> <p>Area Specific Sessions: Arts, Humanities/Social Sciences - Discussion or Instructor of Record 12:10-1:00 pm</p> <p>or</p> <p>Lunch (Architecture, Education, STEM) 12:00-11:00 pm</p> <p>Orange SUccess (Falk-Grant Aud.) 1:10-2:00 pm</p> <p>Concurrent Sessions #2: (see pgs. 14-15 for sessions & rooms) 2:10-3:00 pm & 3:10-4:00 pm</p> <p>Picnic Buffet at Inn Complete 4:30 - 6:30 pm</p> | <p>Continental Breakfast (HBC Patio) 8:30-9:00am</p> <p>Distressed Students (HBC-Gifford Aud.) 9:00-10:00 am</p> <p>Small Groups/ Microteaching (Room as per small group assignment pg. 5) 10:10-12:30 pm</p> <p>Lunch 12:35-1:35 pm</p> <p>Small Groups/ Microteaching (Room as per small group assignment pg. 5) 1:40-3:30 pm</p> |

Friday, August 16

For Small Groups 1-16

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| 8:00 - 8:30 a.m. | Lyman Hall 132 |
| On-site Check-in & Continental Breakfast | On-site check-in will be held from 8:00 to 8:30 a.m. for all ITA orientation participants. |
| 8:30 - 9:00 a.m. | Lyman Hall 132 |
| Welcome | This opening session offers welcoming and encouraging remarks focusing on the important roles that ITAs play at Syracuse University. |
| 9:05 - 10:00 a.m. | Lyman Hall 132 |
| The U.S. Classroom | <p>As an international graduate student, it can be difficult to adjust to a new culture and your new TA role. As a graduate student and TA, this session will help you adjust to the US classroom setting and facilitate a seamless transfer by giving you an overview of expectations, and differences, and how to turn these into opportunities that will benefit you and your students.</p> <p>Presenters: <i>Teaching Mentors:</i> Calistus Simiyu & Pamela Blas Camarena</p> |
| 10:05 - 11:00 a.m. | Lyman Hall 132 |
| Succeeding as an ITA | <p>This session provides an overview of how to succeed as an international TA. By sharing common challenges and personal experiences, presenters will explore expectations as an ITA and student as well as opportunities that ITAs can utilize. We will also address ITAs' questions and concerns.</p> <p>Panelists: <i>Brian Odiwuor (moderator), Gargi De, Aysenur Deger, Fasika Melese, & Pamela Blas Camarena</i></p> |
| 11:05 - 12:30 p.m. | See Room Assignments on page 4 |
| Small Groups | <p>ITAs will meet together in small groups. There will be time for introductions, conversation, and questions.</p> <p>Leaders: <i>Teaching Mentors</i></p> |
| 1:00 p.m. - 5:00 p.m. | Appointments via Zoom |
| English Language Proficiency Testing | <p>Unless previously exempted from the process, all ITAs will undergo English language assessment during the TA Orientation. The assessment consists of an interview (approximately 15 minutes) with a panel comprised of a representative of the Graduate School, an English to Speakers of Others Languages (ESOL) instructor, a faculty member in the ITA's program, and a current Syracuse University undergraduate student. The assessment will focus on overall communication skills in instructional contexts typical of TA assignments.</p> <p>Following the interview, you will receive a rating on the Graduate School's 4-point scale of English proficiency. The purpose of the assessment is to identify ITAs who would benefit from the Graduate School's English Language Proficiency Services, such as one of three free courses designed specifically for ITAs.</p> <p>Please note that your graduate assistantship is not contingent on "passing" the language assessment. You have already received and accepted the offer of a TA appointment prior to registering for the TA Orientation.</p> |

Friday, August 16 For Small Groups 17-32

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| 8:00 a.m. - 12:00 p.m. | Appointments via Zoom |
| English Language Proficiency Testing | <p>Unless previously exempted from the process, all ITAs will undergo English language assessment during the TA Orientation. The assessment consists of an interview (approximately 15 minutes) with a panel comprised of a representative of the Graduate School, an English to Speakers of Others Languages (ESOL) instructor, a faculty member in the ITA's program, and a current Syracuse University undergraduate student. The assessment will focus on overall communication skills in instructional contexts typical of TA assignments.</p> <p>Following the interview, you will receive a rating on the Graduate School's 4-point scale of English proficiency. The purpose of the assessment is to identify ITAs who would benefit from the Graduate School's English Language Proficiency Services, such as one of three free courses designed specifically for ITAs.</p> <p>Please note that your graduate assistantship is not contingent on "passing" the language assessment. You have already received and accepted the offer of a TA appointment prior to registering for the TA Orientation.</p> |
| 12:30 - 1:00 p.m. | Lyman Hall 132 |
| On-site Check-in | On-site check-in will be held from 12:30 to 1:00 p.m. for all ITA orientation participants. |
| 1:00 - 1:30 p.m. | Lyman Hall 132 |
| Welcome | This opening session offers welcoming and encouraging remarks focusing on the important roles that ITAs play at Syracuse University. |
| 1:35 - 2:30 p.m. | Lyman Hall 132 |
| The U.S. Classroom | <p>As an international graduate student, it can be difficult to adjust to a new culture and your new TA role. As a graduate student and TA, this course will help you adjust to the US classroom setting and facilitate a seamless transfer by giving you an overview of expectations, and differences, and how to turn these into opportunities that will benefit you and your students.</p> <p>Presenters: <i>Teaching Mentors:</i> Calistus Simiyu & Pamela Blas Camarena</p> |
| 2:35 - 3:30 p.m. | Lyman Hall 132 |
| Succeeding as an ITA | <p>This session provides an overview of how to succeed as an international TA. By sharing common challenges and personal experiences, presenters will explore expectations as an ITA and student as well as opportunities that ITAs can utilize. We will also address ITA's questions and concerns.</p> <p>Panelists: <i>Brian Odiwuor (moderator)</i>, Qingyang Liu, Kahyen Shin, Calistus Simiyu, & Joanna Ruiz Mendez</p> |
| 3:35 - 5:00 p.m. | See Room Assignments on page 4 |
| Small Groups | <p>ITAs will meet together in small groups. There will be time for introductions, conversation, and questions.</p> <p>Leaders: <i>Teaching Mentors</i></p> |

🌀 Saturday, August 17 🌀

The General Program Begins Here

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| 8:00 - 8:30 a.m. | HBC Patio/Breezeway |
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On-site Check-in, and
Light Breakfast

On-site check-in will be held from 8:00 to 8:30 a.m. for all TA orientation participants.

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| 8:30- 8:55 a.m. | HBC Gifford Auditorium |
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Welcome Session

This opening session is intended to welcome all new TAs to Syracuse University through a discussion of your importance on this campus and a brief overview of the importance and goals of the orientation.

Presenters: *TA Orientation Staff*

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| 9:00- 10:00 a.m. | See Room Assignments on page 5 |
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Small Groups

ITAs and domestic TAs will meet together in small groups. There will be time for conversation and questions.

Leaders: *Teaching Mentors*

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| 10:10 a.m.- 1:10 p.m. | Rooms as noted |
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Breakout Sessions & Lunch Break

Small Group #s 1-16 will attend the ***Universal Design*** session from 10:10-11:00 a.m. , will **break for Lunch** from 11:10 a.m.-12:10 p.m., and then attend the ***Diversity and Inclusion in the Classroom*** session from 12:30-1:20 p.m.

Small Group #s 17-32 will attend the ***Diversity and Inclusion in the Classroom*** session from 10:10-11:00 a.m., will attend the ***Universal Design*** session from 11:10 a.m.-12:00 p.m., and then will **break for Lunch** from 12:10-1:20 p.m.

Universal Design

Gifford Aud., HBC

In this session, participants will explore how the principles of Universal Design for Learning (UDL) help Teaching Assistants (TAs) and instructors effectively reach all learners. Thinking about access gives us a way to think about developing instructional outcomes, materials, assignments, and classroom experiences while centering students' diverse strengths and needs. Participants will actively engage with these principles and walk away with strategies to incorporate multiple modes of engagement, representation, and expression into their teaching. The session will also address TAs' access needs as student/teachers.

Presenters: *Teaching Mentors: Gabriella Wilson & Ben Valen*

MEALS: On the mornings of the 16th, 17th, 19th, & 20th, a continental breakfast will be provided by Campus Catering. In addition, orientation participants will be given a lunch voucher for the 17th, 19th, & 20th. These can be redeemed at the dining halls in the **Ernie Davis, Sadler, and Brockway** residence halls. These coupons will only be issued during the initial, daily small-group sessions and are the responsibility of the coupon holder. Lost coupons will not be replaced. Questions about meal arrangements may be addressed in small groups.

☞ Saturday, August 17 ☞

Diversity and Inclusion in the Classroom

Grant Aud. - Falk

The purpose of this session is to define what diversity and inclusion are, explore the state of diversity at Syracuse University, and brainstorm how we build and foster a DI friendly classroom environment. In this session, we will explain definitions, concepts, and themes associated with DI as well as workshopping how to handle potentially uncomfortable or unanticipated situations.

Presenters: *Teaching Mentors* : Aysenur Deger & Heather Gunn

Lunch

Ernie Davis, Sadler, or Brockway

Lunch will be provided for all orientation participants. Please remember to bring your meal coupon (see Meals note on page 8).

1:30 - 2:20 p.m.
2:30 - 3:20 p.m.

Rooms as noted

Concurrent Sessions 1

Please review the following session descriptions and select one session to attend from 1:30 to 2:20 p.m. and a different session to attend from 2:30 to 3:20 p.m.

Utilizing Technology in the Classroom

Lyman 132

This session will provide valuable insights into the rationale behind technology integration in the classroom, current best practices, and an exploration of the available technologies at SU. Following the discussion on the importance of technology in education, the session will offer hands-on training on EdTech tools that facilitate collaboration, communication, assessment/feedback, and simulation in every classroom. The session will also touch on Zoom, Blackboard Ultra, and other technologies to facilitate active learning.

Presenters: *Teaching Mentors*: Fasika Melese & Michael Ammourey

Creating a Successful Work/Life Balance

HL 107

This session will focus on strategies to develop a healthy work-life balance as a graduate student, Teaching Assistant, researcher, and practicing human being. We will discuss and work through real-life scenarios and learn about practical strategies you can implement at any point during your years at Syracuse University and (hopefully) beyond.

Presenters: *Teaching Mentors*: Amber Ford & Erika Arias

The Classroom as Community

LSB 001

Think back to when you were a student. You can probably remember your best and worst experiences in the classroom. But do you know how to reproduce those good times? Do you know how to avoid the bad? This session sets out to help you think critically about what makes for a successful classroom experience for your students (and you) and how to lay the foundations for this from day one. We begin by going over the benefits of working to create an environment where your students feel seen and heard, before delving into practical strategies you can use to build rapport. You will walk away from this session with a list of ideas for starting class on your first day as a TA, as well as strategies you can integrate into your teaching to further develop a sense of community in your classroom and troubleshoot issues during the semester.

Presenters: *Teaching Mentors*: Jenna Walmer & Michael Parks

Concurrent Sessions 1 continued on page 10

🌀 Saturday, August 17 🌀

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| 1:30 - 2:20 p.m. 2:30 - 3:20 p.m. | Rooms as noted |
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Concurrent Sessions 1 (continued)

Please review the following session descriptions and select one session to attend from 1:30 to 2:20 p.m. and a different session to attend from 2:30 to 3:20 p.m.

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| Teaching Controversial Topics | “Controversy” is, by simple definition, “disagreement.” According to <i>Oxford Languages</i> , it tends to be “prolonged, public, and heated,” but it can take many shapes. However, in a classroom context, it can also signify moments of emotional upset and even distress. By learning strategies such as mindful facilitation, especially when class discussions broach contentious and/or triggering topics, TAs and instructors of record can better communicate respect to their students and foster a collegial classroom environment. During this session, we will consider the following (and more) questions: What is a “controversial topic”? Can I avoid them? What are my responsibilities as a TA/instructor of record? What should I do if my students disagree or are upset? We will offer both theoretical and practical advice about facing controversy, in its myriad forms, in the classroom, and our session will culminate with a vignette exercise and a Q&A. |
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HBC 032-Kittredge Aud.

Presenters: *Teaching Mentor:* Morgan Shaw

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| Effective Assessment Strategies and Creating Rubrics | Join us for a dynamic session on student assessment where we'll explore various assessment types and share practical grading tips. Learn how to craft effective questions, use rubrics for meaningful feedback, and streamline your grading process. We'll discuss the essential role of TAs in grading, including collaboration strategies with professors and peers, and ways to ensure fair and consistent grading. The session will also highlight self-assessment techniques to help you improve your teaching skills. Expect interactive activities, real-life examples, and tech tutorials on tools like Blackboard. We'll focus on inclusivity and accessibility, providing a well-rounded, engaging, and practical experience with Q&A sessions and feedback opportunities to enhance your teaching effectiveness. |
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LSB 105

Presenters: *Teaching Mentors:* Cole Wilhelm & Gargi De

☞ Monday, August 19 ☞

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| 8:30 - 9:00 a.m. | HBC Patio/Breezeway |
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Continental Breakfast Breakfast will be provided for all orientation participants.

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| 9:00 - 9:50 a.m. | See Room Assignments on page 5 |
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Small Groups ITAs and domestic TAs will meet together in small groups. There will be time for conversation and questions.

Leaders: *Teaching Mentors*

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| 10:00 - 10:50 a.m. | White Hall/Falk Grant Auditorium |
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Academic Integrity for Teaching Assistants To be successful in one's studies as well as teaching responsibilities at Syracuse University, it is essential for Teaching Assistants to be familiar with the university's academic integrity policies. These policies vary widely among different educational institutions, so this session is designed to introduce you to what academic integrity entails at Syracuse University. Through discussions based on real-life cases, we will demonstrate various examples of academic integrity violations -- including many that students and TAs often overlook. We will discuss practical tips on how to manage violations when they occur as well as information about helpful resources.

Presenter: Kate Bussell
Assistant Director of Academic Expectations
Center for Learning and Student Success (CLASS)

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| 11:00 a.m.- 1:00 p.m. | Rooms as noted |
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Area-Specific Breakout Sessions & Lunch

These sessions are designed to address some of the area-specific concerns of our TAs. Please attend the session that most accurately fits your department/program or role as a TA.

In order to stagger the lunch breaks, the timing of the specific session and the lunch break are dictated by which session you are attending. Please pay careful note to the relative times .

For those attending the Architecture, Education, & STEM sessions , you will attend the **Area Specific Session** from 11:00 - 11:50 a.m. and take **Lunch** from 12:00 - 1:00 p.m.

For those attending the Studio Arts/VPA, or either of the Humanities/Social Science sessions, you will take **Lunch** from 11:00 - 12:00 p.m. and attend the **Area Specific Session** from 12:10 - 1:00 p.m.

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| 11:00 a.m. - 12:00 p.m. or 12:00 - 1:00 p.m. | Ernie Davis, Sadler, or Brockway |
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Lunch Lunch will be provided for all orientation participants. Please remember to bring your meal coupon (see Meals note on page 8).

☞ Monday, August 19 ☞

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| 11:00 - 11:50 a.m. | LSB 105 |
| <p>Area-Specific Session:</p> <p>Architecture</p> | <p>The objective of this specialized session is to offer a comprehensive understanding of the responsibilities and requirements for TAs in different types of Architecture courses. We will explore effective approaches for delivering constructive feedback within both creative and structured learning environments. Additionally, the session will delve into the significance of fostering a positive studio culture that supports the well-being and productivity of both students and TAs. By facilitating connections among participants and existing TAs, the session aims to establish a community of architecture TAs for mutual support and collaboration.</p> <p>Presenter: Tru Truong, Graduate Student/Teaching Assistant Architecture</p> |
| 11:00 - 11:50 a.m. | Lyman 132 |
| <p>Area-Specific Session:</p> <p>Education</p> | <p>This session will provide information on what being a TA looks like in the School of Education. The discussion will be based on four concepts (4Ps) connected to education: positionality, place, pedagogy, and power. Understanding these concepts and their intersectionality will help TAs in the School of Education develop a teaching philosophy and pedagogical practice grounded in self-reflection. The session will engage TAs in dialogue with peers and community-building activities to understand the roles of positionality, pedagogy, place, and power play in today's education systems and in working with pre-service educators.</p> <p>Presenters: <i>Teaching Mentors:</i> Fasika Melese & Amanda Kingston</p> |
| 11:00 - 11:50 a.m. | LSB 001 |
| <p>Area-Specific Session:</p> <p>Teaching in the STEM Disciplines</p> | <p>This session aims to prepare TAs for their position as STEM educators and offer practical strategies for sustained success. Varied roles of the STEM TA will be highlighted as TAs are advised on how to thrive in each setting. TAs will learn to promote active learning strategies and engagement in STEM classrooms by incorporating student-centered learning methods such as case-based learning, collaborative learning, technology-based tools, and visual tools. TAs will be offered strategies to maintain productive discourse in their classrooms and guidance through their role as STEM TAs.</p> <p>Presenters: <i>Teaching Mentors :</i> Elise Krespan & Takunda Maisva</p> |
| 12:10 - 1:00 p.m. | Lyman 126 |
| <p>Area-Specific Session:</p> <p>Teaching in the Arts</p> | <p>This discipline-specific session will review expectations of Teaching Assistants in the Visual and Performing Arts. This session will also discuss the specificities of teaching in the studio environment, carrying out effective assessments of creative work, and strategies for engaging students in productive critique.</p> <p>Presenter: Kirstin Dunlap, Artist & Educator</p> |

Area-Specific Sessions continued on page 13

Monday, August 19

Area-Specific Breakout Sessions (continued)

These sessions are designed to address some of the area-specific concerns of our TAs. Please attend the session that most accurately fits your department/program or TA assignment.

12:10 - 1:00 p.m.

LSB 001

Area-Specific Session:

Humanities & Social Sciences: Discussion & Recitation

What does it mean to teach in the humanities and social sciences? While sometimes portrayed as disparate realms of the academic universe, both sets of disciplines rely on similar teaching principles. These principles focus on engaging students to think critically about lived experiences. The gold standard is to get students to talk amongst themselves about what we in the disciplines believe are important topics and problems. The reality, however, is that getting students to talk takes a lot of work. In this session, we will share some practical information about how Teaching Assistants should prepare for their courses, how to elicit student participation, and how to efficiently evaluate assignments. We will also share some advice and insights regarding the realities, drawbacks, and frustrations we have encountered while trying to meet all our instructional and academic responsibilities. Difficulties aside, this session hopes to prepare Teaching Assistants for the rewarding experience of sharing knowledge and personal growth.

Presenters: *Teaching Mentors:* Qingyang Liu & Chris Cho

12:10 - 1:00 p.m.

LSB 105

Area-Specific Session:

Humanities & Social Sciences: Instructor of Record

This orientation session is designed to familiarize new teaching assistants with the responsibilities and expectations associated with being an instructor of record. It will explore the distinct role of an instructor of record, focusing on key aspects such as course syllabus, course management, and student evaluation. Examples and shells will be provided to give teaching assistants a clear idea about the materials instructors of record often need to generate. By the end of the session, participants will have a clear understanding of the unique challenges and privileges that come with being the primary instructor for a course, enabling them to confidently navigate their role and contribute effectively to the educational experience of their students.

Presenters: *Teaching Mentors:* Janie Le & Katelyn Miller

1:10 - 2:00 p.m.

White Hall/Falk | Grant Auditorium

Orange Success

Orange Success, a web-based advising tool, is designed to improve the way we work across all schools and colleges to help students succeed. It provides an efficient way to quickly offer coordinated support to all students, ensuring they receive the right type of assistance/intervention to keep them on track. As Teaching Assistants, you will be interacting with the system and raising early alerts when you believe a student is experiencing difficulties, as evidenced by attendance issues, low participation, poor performance, etc. The system will help keep everyone informed while allowing flexible use of information for those with different roles in supporting the student. For more information visit: <http://Orangesuccess.syr.edu>.

Presenters: Kal Srinivas, Ph.D., Director for Retention & Student Success
Hopeton Smalling, Ed.S., Functional Business Analyst
Student Outreach and Retention, The Student Experience

Monday, August 19

2:10 - 3:00 p.m.
3:10- 4:00 p.m.

Rooms as noted

Concurrent Sessions 2

Please review the following session descriptions and select one session to attend from 2:10 to 3:00 p.m. and a different session to attend from 3:10 to 4:00 p.m.

What to do on your First Day/Week

Lyman 132

Do you recall your first day of class as a college student? There was an instructor, a presentation, and maybe an icebreaker. Now, the roles have reversed, and here you are; it's your first day of class, and you are the instructor. If you're feeling anxious about your first day and unsure about what to do, this session is for you! In this session, we will provide a broad overview of how to prepare and have a successful first day and week. We will cover icebreakers, prep work before your first day, an example "run of show," and other valuable insight to help your first day and week run smoothly.

Presenters: *Teaching Mentors:* Minnie McMillian & Katelyn Miller

Conflicts, Challenges, and Hot Moments in the Classroom

HL 107

How do you approach challenges and "hot moments" in the classroom, and respond when students get in heated discussions? How do you teach a class with students from diverse academic backgrounds, and what strategies can you use to encourage students to work as a group and engage in respectful and productive dialogue? This interactive session includes an activity with hypothetical scenarios and offers possible strategies for addressing common classroom challenges.

Presenter: *Teaching Mentor:* Heather Gunn

Motivating Students

LSB 001

Students arrive in our classrooms with diverse backgrounds and varying sources of motivation. Sustaining motivation can be challenging, however with thoughtful engagement and support students can succeed. In this session, Linzy and Brian will share practical tools from research and experience to support student engagement, motivation, and success. Participants will learn effective strategies for identifying students' unique motivation, engaging students with diverse needs, and supporting meaningful learning across the semester. This session is ideal for Teaching Assistants committed to fostering success for diverse learners.

Presenters: *Teaching Mentors:* Linzy Andre & Brian Odiwuor

Concurrent Sessions 2 continued on page 15

Monday, August 19

2:10 - 3:00 p.m.

3:10- 4:00 p.m.

Rooms as noted

Concurrent Sessions 2

Please review the following session descriptions and select one session to attend from 2:10 to 3:00 p.m. and a different session to attend from 3:10 to 4:00 p.m.

Creating a Teaching Persona

HBC 032-Kittredge Aud.

Join our interactive session on developing your teaching persona as a new TA at SU. In this workshop, we will explore effective strategies and practical techniques to create a dynamic and adaptable persona that resonates with your students. We will underline challenges TAs may experience in the first two weeks and suggest guidelines. Whether you are just starting your teaching journey or aiming to enhance your existing persona, this session offers valuable insights and experience how to flexibly adapt your existing strategy or create a new one.

Presenters: *Teaching Mentors:* Darzhan Kazbekova & Marie Shuter

Active Learning in the Classroom

LSB 105

Active learning is a method of instruction that actively engages students with the course material, placing a greater degree of responsibility on the learner than passive methods. Studies show that active learning is more accessible to a diverse range of students and has been shown to increase average grades and improve failure rates. This session focuses on a participatory approach to active learning where we will explore collaborative methods together to understand why active learning makes learning more engaging.

Presenters: *Teaching Mentors:* Aidee Leon Lua & Michael Ammoury

4:30- 6:30 p.m.

The Inn Complete

Teaching Assistant Picnic Buffet

TAs and their partners/families are welcome to attend this social gathering. Refreshments will be served (please bring a valid picture ID if you wish to drink any alcoholic beverages). A trolley will run between the College Place bus stop and the Inn Complete from 4:15 to 6:30 p.m.

🌀 Tuesday, August 20 🌀

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| 8:30 - 9:00 a.m. | HBC Patio/Breezeway |
| Continental Breakfast | Breakfast will be provided for all orientation participants. |
| 9:00 - 10:00 a.m. | HBC Gifford Aud. |
| Distressed Students | <p>Students experiencing emotional and/or personal distress present in numerous manners and will seek assistance from various resources, including Teaching Assistants. The purpose of this session is to help participants more readily identify students who are experiencing emotional/personal distress and to provide participants with the knowledge and skills needed to more effectively respond to these students. Campus resources, including the Office of Student Assistance and Barnes Center at the Arch-Counseling, will be discussed.</p> <p style="text-align: right;">Presenters: Carrie Brown, Director of Barnes Center Counseling at SU Tyrone Reese, Director of Student Outreach and Support at SU</p> |
| 10:10 - 11:30 a.m. (Small Groups 1-16) 10:10 a.m.- 12:30 p.m. (Small Groups 17-32) | See Room Assignments on page 5 |
| Small Groups & Microteaching | <p>ITAs and domestic TAs will meet together in small groups to debrief and reflect. During this time, you will also begin microteaching — a practice teaching exercise. The five-minute presentation that you prepared prior to your arrival at TA Orientation will be recorded and critiqued in a constructive and supportive manner by your Teaching Mentor and small group.</p> <p>Leaders: <i>Teaching Mentors</i></p> <p>Bring your microteaching presentation materials (if any) to this session.</p> |
| 11:35 a.m.- 12:35 p.m. (Small Groups 1-16) 12:35 p.m.- 1:35 p.m. (Small Groups 17-32) | Ernie Davis, Sadler, or Brockway |
| Lunch | Lunch will be provided for all orientation participants. Please remember to bring your meal coupon (see Meals note on page 8). |
| 12:40 - 3:30 p.m. (Small Groups 1-16) 1:40 p.m.- 3:30 p.m. (Small Groups 17-32) | See Room Assignments on page 5 |
| Small Groups & Microteaching II | <p>Small group and microteaching continue...</p> <p>Leaders: <i>Teaching Mentors</i></p> |