



# A TYPICAL US CLASSROOM

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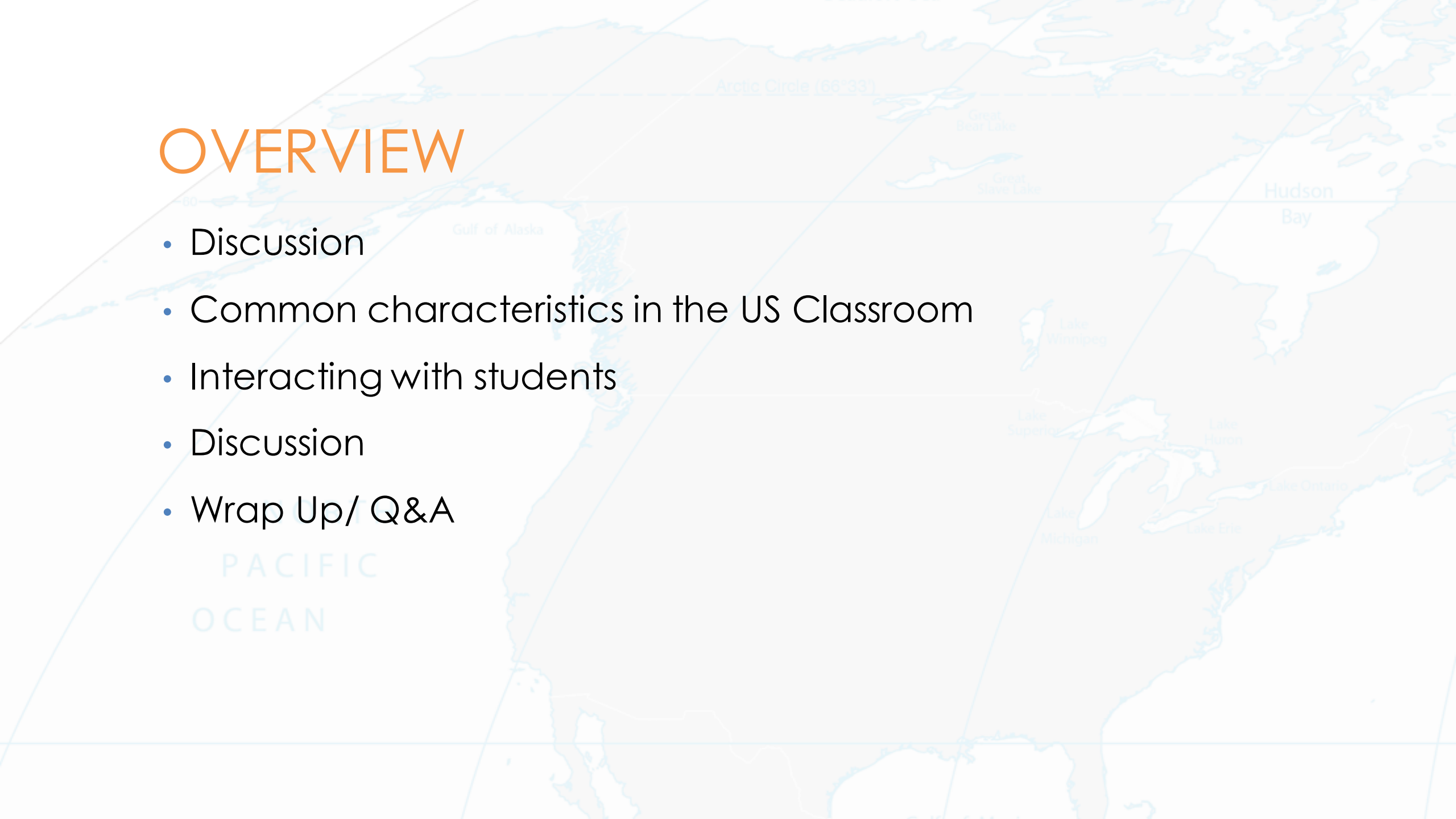
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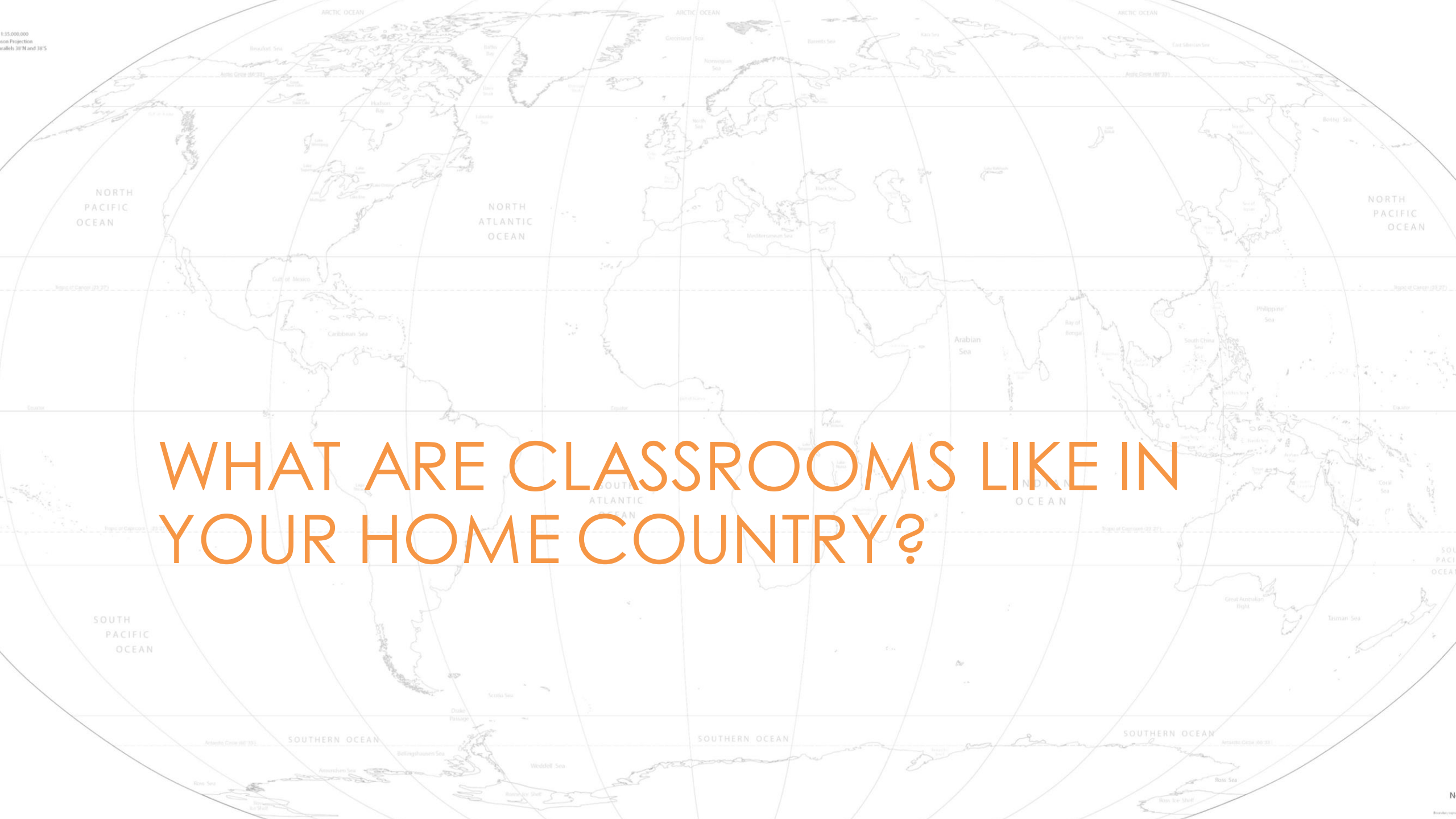
# OVERVIEW

- Discussion
- Common characteristics in the US Classroom
- Interacting with students
- Discussion
- Wrap Up/ Q&A

PACIFIC  
OCEAN



1:35,000,000  
Winkel Tripel Projection  
parallels 30°N and 30°S



WHAT ARE CLASSROOMS LIKE IN  
YOUR HOME COUNTRY?



# COMMON CHARACTERISTICS IN THE US CLASSROOM

# TYPES OF STUDENTS

- Freshman: First year students
- Sophomore: Second year
- Junior: Third year
- Senior: Fourth year
- Non-traditional Students

PACIFIC  
OCEAN

# TYPES OF CLASSES

## Lecture

- A diverse student body (i.e. PSY105) ranging from 20-200+ students
- University education consists of four years of study in the U.S.

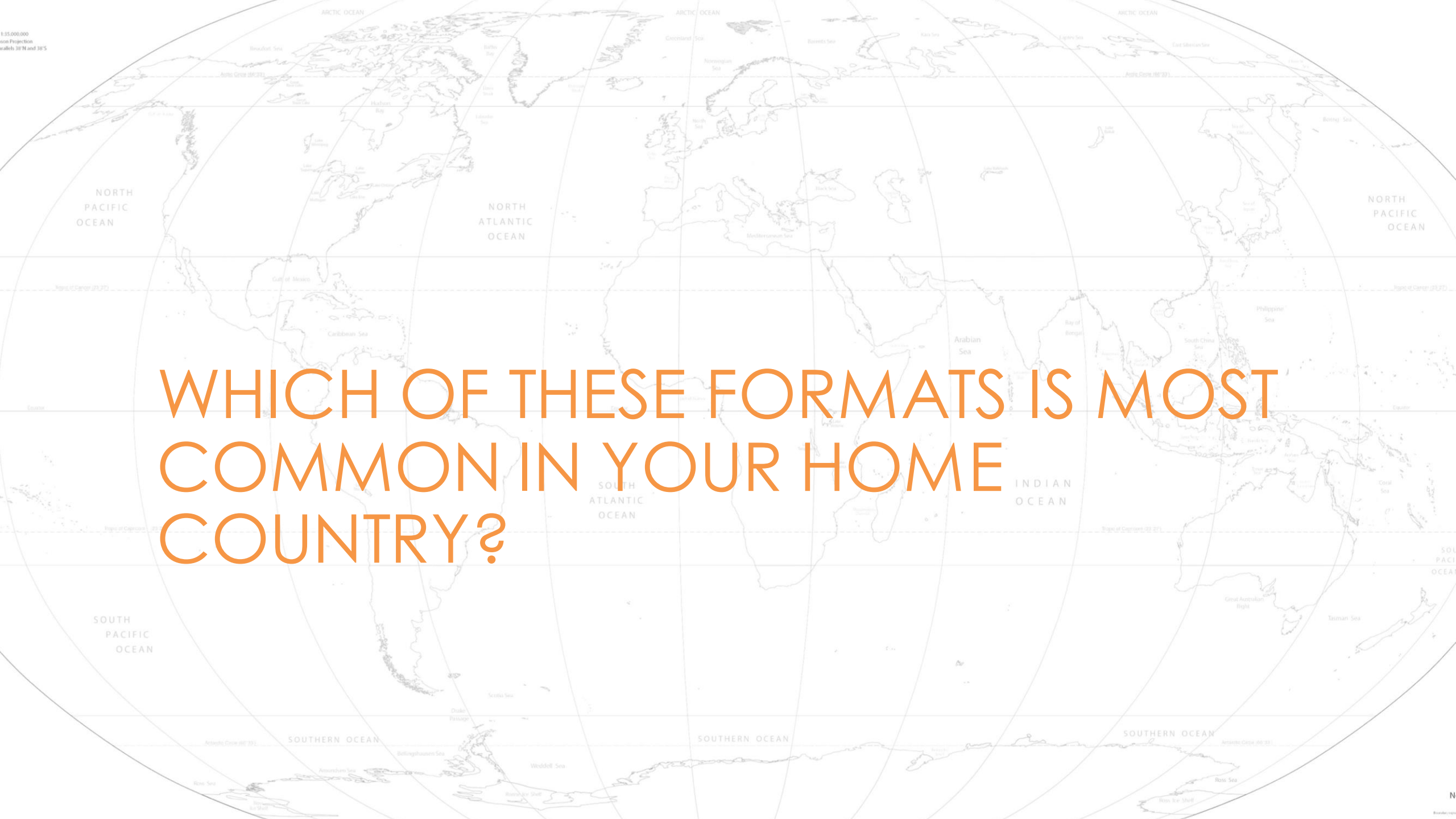
## Labs

- An add-on to lectures
- Hands-on experience
- Biology, Chemistry, Physics, Engineering, Earth Sciences, ...
- Small in size (<30)

## Recitations/Discussions

- A supplement to lectures
- Structure and expectations are typically laid out by instructors
- Small in size (< 30)
- Typically more interactive than lectures

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Winkel Tripel Projection  
parallels 30° N and 30° S



WHICH OF THESE FORMATS IS MOST  
COMMON IN YOUR HOME  
COUNTRY?



# TECHNOLOGY-DEPENDENT

- Typically use PowerPoints
- Interactive options/ activities with devices
- Attend "Technology in the Classroom" session for more in depth discussions







# STUDENT-CENTERED DESIGN:

- Student participation
- Questions, opinions, debates
- Providing options
- Shaping the class together

# SPEAKING OF TECHNOLOGY.....



US Classroom Attendance



# INTERACTING WITH STUDENTS

# OFFICE HOURS

- Meeting with students outside class/recitation time (not always expected)
- Excellent opportunity for students to seek clarification
- Very personalized

# PRONOUNS AND PREFERRED NAMES

- Some students may have pronouns that differ from their physical appearance
- Create a welcoming environment by asking students for their preferred names and pronouns during introductions

NORTH  
PACIFIC  
OCEAN

HELLO  
my name is

\_\_\_\_\_

\_\_\_\_\_

<b>theirs</b>	<b>zim</b>	<b>their</b>	
<b>her</b>	<b>ze</b>	<b>she</b>	<b>his</b>
<b>xe</b>	<b>they</b>	<b>them</b>	<b>xim</b>
<b>hers</b>	<b>xey</b>	<b>him</b>	<b>he</b>

# EMAILING

- Students may not necessarily be familiar with the genre of email in a formal context. You may receive emails that read like texts, without a subject line, a salutation or a signature.
- Students also expect quick responses to their emails.
- It would be helpful to call attention to this in the first weeks of the semester: explain your expectations from an email, and provide students with some resources they can consult



# TA-STUDENT DYNAMICS

- In the US:
  - Student-instructor dynamics tend to be more informal and relaxed
  - Students often feel comfortable interacting with instructors on a first-name basis
  - The relationship is based on mutual respect and open communication
  - Students are encouraged to express their opinions and challenge ideas
- In other cultures (e.g., Asian cultures):
  - Student-instructor dynamics are more formal and hierarchical
  - Students typically show greater deference and respect towards instructors
  - There is a stronger emphasis on authority and adherence to traditional roles
  - Students may be more reluctant to question or challenge instructors' views



# BEHAVIORS IN CLASS

- Different interpretation on students' behaviors in class
  - Chewing gum
  - Eating lunch
  - Leaving the classroom to use restroom
  - Wearing hats
  - Using first name
  - Use of technology (computers/tablets)

# PARTICIPATION AND ATTENDANCE

- Attendance is HIGHLY recommended, but sometimes lacking if not required for grade
- Participation can be less formal (shouting out) or more formal (raising hands)



# UNACCEPTABLE BEHAVIORS IN CLASS

- Prejudice and discrimination are unacceptable and should not be tolerated
- If you experience it, reach out to available resources and support networks:
  - Professor or Instructor of Record
  - Colleagues
  - Mentors
  - [Report a Concern to SU Diversity Inclusion and Accessibility](#)
  - [Bias Response](#)
- Document incidents and consider reporting them to the appropriate authorities
- Prioritize your well-being



# GIVING FEEDBACK

- Feedback in the US tends to allow for conversation, while in other cultures, it might be more decisive
- In US classrooms, students may openly argue with professors, which can be surprising for those accustomed to different cultural norms
- Professors in the US engage in these discussions instead of shutting them down, fostering open dialogue and learning
- Expect that students will respond to or disagree with your feedback (sometimes rudely)
- Attend TA workshop to improve feedback skills



# SMALL GROUP DISCUSSION

- How is the classroom in your home country similar to the US classroom? How is it different?
- What are you most excited about?
- What are you most nervous about?





# CONNECTING WITH EXPERIENCED ITAS

- “Succeeding as an ITA” panel discussion scheduled for Monday, 8/14
- Network

# TA WORKSHOPS


A light blue map of North America is visible in the background. It includes labels for the Arctic Circle (66°33'), Gulf of Alaska, Hudson Bay, and several Great Lakes: Great Bear Lake, Great Slave Lake, Lake Winnipeg, Lake Superior, Lake Michigan, Lake Huron, Lake Erie, and Lake Ontario. The text 'NORTH PACIFIC OCEAN' is also visible in the lower left quadrant.

- Feedback
- Conflicts in the Classroom
- Etc. Watch for emails from Shawn or Glenn!



# ALWAYS REMEMBER: THEY CHOSE YOU!

- You made it here for a reason!
- Although our jobs as TAs is all about the students, YOU are here primarily to get your degree.
- You will do great!

A light blue map of North America and the North Pacific Ocean. The map includes labels for the Arctic Circle (66°33'), Gulf of Alaska, Hudson Bay, Great Bear Lake, Great Slave Lake, Lake Winnipeg, Superior, Lake Huron, Lake Ontario, Lake Michigan, and Lake Erie. The text "NORTH PACIFIC OCEAN" is written in large, light blue letters on the left side. The main title "COMMENTS? QUESTIONS?" is centered in large, bold, black letters.

# COMMENTS? QUESTIONS?

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