



INDIANA UNIVERSITY

**SCHOOL OF  
INFORMATICS, COMPUTING,  
AND ENGINEERING**

**HANDBOOK for ASSOCIATE  
INSTRUCTORS IN THE DEPARTMENT  
OF INFORMATICS**

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# Welcome to Indiana University Bloomington

Indiana University in Bloomington, Indiana is hailed as one of the most beautiful campuses in the world. Over 38,000 students (undergraduate and graduate students included) from all 50 states and over 125 countries come to study everything from specific majors (like Biology, Journalism) to creating their own Individualized Major in the Individualized Major Program.

Many of the graduate students in Luddy work as Associate Instructors, or AIs. Experience as an AI can be an outstanding way to learn the art of teaching and to have a positive influence on many students. As an AI you are the key link between professors and students. This gives you the opportunity to observe and influence higher-level decisions about course design and content, as well as the opportunity to maintain daily, close interactions with students. If you keep this perspective, you may find serving as an AI to be one of the most rewarding experiences you have in your education at IU. In most cases, you will have to take some initiative to make sure that your AI experience provides both the mentorship you hope for and a set of responsibilities you can handle. Clear conversations with the professor for whom you are a TA can set the stage for both.

As an INFO AI for the Luddy, you have several responsibilities, duties, and obligations to the School and University. While every course within the school varies as far as content goes, there are some baseline things that EVERY AI should know. While this handbook is not exhaustive, it serves as a reference as well as a tool to create the best educational experience for both you and your future students.

As with everything, being an AI is a learning experience. It is rewarding and you will gain memories and skills that will serve you for a lifetime.

# 2019-20 AI Administrative Contacts

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## Overview

### Associate Instructors (AIs),

sometimes referred to by the university as Student Academic Appointees (SAAs), are a vital part of the instruction that is provided in the Informatics program. Every AI assignment is different, so the responsibilities you take on as an AI may depend on whether you are assigned to work independently in teaching your own course or if you are assigned to work with a professor to instruct or assist with a section of their course. When working with a professor or course coordinator, your assignment may vary depending on their management and instruction style and their expectations for you. In general, AIs serve in one of the following roles: Primary Instructors, Lab Instructors, Discussion Leaders, or Grading Assistants. In whatever role you assume, you are expected to act professionally and cordially in your interactions with students.

### Instructors of Record

are generally responsible for developing, teaching, and grading their own course. AIs who serve as primary instructors develop their own syllabus, assignments, course schedule and content, and also lead course lectures and activities. Instructors of Record also provide prompt feedback on assignments and exams.

### Lab Instructors

are generally responsible for providing instruction and assistance to students in a specific lab section of a course, usually under the supervision of the professor or Instructor of Record they are assigned to work with. Lab Instructors provide a key link between the students and the professor or Instructor of Record, and they provide valuable instruction in a more personal setting than large lectures. Depending on the assignment, lab instructors may also be involved in reviewing for and grading exams and other course assignments, and other duties as determined by the Instructor of Record.

## **Discussion Leaders**

are generally responsible for leading guided discussions of small sections of students under the supervision of the professor or Instructor of Record they are assigned to work with. Discussion leaders serve an important role in engaging students in the course material in a way that may not happen during lectures. Depending on the assignment, discussion leaders may also be involved in reviewing for and grading exams and other course assignments and other duties as determined by the Instructor of Record.

## **Grading Assistants**

are generally responsible for providing prompt and meaningful grades for course assignments and exams, and may need to fulfill other duties as determined by the Instructor of Record.

## **AI Expectations**

Many times, AIs are the first point of contact for many students in a course. The reasons for this include the fact that lectures may be extremely large, faculty members may not be available to students as often as needed, or because students feel more comfortable speaking to you, as opposed to the instructor, about a certain matter. No matter what the situation is, it is crucial that you respectfully and responsibly carry yourself in your interactions with students, as what you do and say directly reflects upon the School as a whole. Respect everyone – remember the golden rule!

In addition to your regular students, there may be times where students from other courses approach you for help or assistance. Always be courteous, and try to help people when you can. The best answer when you do not know is, “I’m not sure, but I will find out who does” – misinforming a student is a definite “no-no”. If you are in doubt about an answer it is always best to say that you will find out rather than giving incorrect information. Make sure that you follow through with your promises to find out. Luddy believes in creating a welcoming environment for all students that fosters education and community. So please do not ignore these other students, just do what you can; an “open door” policy is always appreciated.

Every AI assignment is different depending on which professor you are working with, whether you are leading a course yourself, and what size and type of course you are over. Some courses have lab sections, some do not; some professors choose to take attendance, some do not; some AIs will hold office hours, others might not. Additionally, the kinds of assignments you grade will vary from course to course.

**As an AI you are expected to:**

**BE WELL-PREPARED.**

Whether you're leading a discussion section, a review section, or a lab section, plan your materials in advance. Ask former AIs and the professor for materials developed for previous classes.

**KNOW YOUR STUFF.**

Stay up to date with the content of the course that you're AI'ing. Nothing is as disappointing to students as finding out that their AI hasn't read the textbook or doesn't attend lectures.

**COMMUNICATE WITH EASE.**

In particular, you need to be able to explain complicated things clearly, develop interesting examples, and listen carefully as students ask questions or try to explain their confusion. Here is where basic public speaking skills can increase your confidence and sense of self-efficacy as an AI.

**BE APPROACHABLE, AVAILABLE:**

Many students, especially first-generation students, may feel intimidated by instructors, even if that is not your intent. Students generally will need encouragement and an active invitation to let them know they can approach you for help. How to project an approachable temperament: maintain a friendly attitude, stay after class to talk with students, and encourage students to visit your office hours or email or text you their questions. Make sure your office hours are convenient for students and be certain to be there, even if you are not expecting someone.

**BECOME A STRENGTH-BASED COACH.**

Students can tell the difference between an AI who considers the AI role a means to an end and an AI who genuinely enjoys teaching and interacting with students. Focus on the positive aspects of the students' level of understanding of the subject matter, and build from there. Instill a passion for the field of study by demonstrating your own.

**RELATE WELL WITH THE PROFESSOR.**

A great AI provides the bridge between a professor's goals and his or her day-to-day achievement. To do so, maintain regular, positive interactions with the professor and provide feedback about how the course is going, from the students' perspectives as well as your own.

**BE CONSPICUOUSLY ORGANIZED.**

Anticipate ways that you can make the course run more smoothly for both the professor and the students. Look for ways to streamline, document, or improve course activities and teaching responsibilities

# Preparing for a Successful AI Experience

The first things you should do after receiving your AI assignment are:

- Meet with the professor and other AIs as soon as possible.
- Set clear expectations with your assigned professor about both what you can contribute to the course (in time, responsibilities, and skills) and what you hope to get out of the opportunity (in training, experience, and mentorship).
- Schedule regular weekly meetings with the professor and other AIs to maintain open communication and to iron out course details.
- Balance your AI work with other academic and professional obligations; consider this practice for a faculty position that combines teaching and research.
- Invite the professor and a peer to watch you teach, and request feedback on your teaching performance.
- Offer feedback to the professor about the course and initiate conversations about those aspects of teaching that interest you most.

As an AI, you'll also be required to do some or all of the following:

- Complete timesheets in accordance with Luddy Policy (See Appendix 2)
- Coordinate guest speakers
- Find educational materials related to the course
- Facilitate as needed
- Generate solutions
- Grade assignments, enter grades, regrade assignments, and justify grades
- Manage a classroom
- Mentor students
- Motivate students
- Plan lessons
- Post announcements
- Prep questions
- Print class material
- Proctor exams
- Stay ahead by reading course materials
- Take attendance
- Teach labs/lecture/discussions



# Grading and Attendance

Whether you are a primary instructor, lab instructor, or grader, you will be required to grade students' work. Therefore, it is essential for you to know the expectations related to grading. Grading may include: exams, assignments, attendance, and other items per request. Please be sure to keep in touch with your instructor to make sure that you are keeping up with grading. Being on time with grading is important, as it will not only keep your students happy, it will help you in the long run by preventing you from getting backlogged with assignments. ALWAYS grade according to the course instructor's wishes/guidelines.

Grading provides a standardized measure of a student's performance. Employers and graduate schools rely on such measures to help them decide between candidates. Grades provide students with a detailed measure of their performance in a particular course. Grades can encourage, reinforce, reward, redirect, challenge, affirm and motivate. Students should never construe a grade as a punishment. It is important that students understand that a grade, good or bad, represents only their level of performance in a particular course. One way that you can do this is by providing feedback to the students that not only explains the grade but also points out what they did well.

## **Grading Techniques**

Normative grading ranks an individual within a class, while criteria grading indicates an individual's achievement measured against a standard set by the teacher. If you grade according to a norm and distribute the grades in a class over a curve, then someone looking at the grades will be able to tell how a student did in relation to the other students in the class. Criteria grading offers the advantage of allowing a student to perform to their own level, but as a result it offers no information about the student's rank within a class.

## **Informing what is expected of students in a timely manner**

Whether you choose normative or criteria grading or some combination of both, it is crucial to make your expectations explicit early on and stick to them. If you vacillate between methods, or change your mind without careful and open deliberation, students will believe that your grading is arbitrary and will resent your efforts. They will learn less and you will be evaluated poorly. Your grading should always be fair, but the students should not imagine that a grade is negotiable. If a student petitions you, claiming that you have made a mistake, consider the claim carefully. Do not simply raise the grade, but do not refuse to consider the matter either. The first actions will fill your office with clamoring students; the latter may well be unfair.

Good feedback creates dialogue between the instructor and student. In order to foster this dialogue, it's important to give students feedback both early and frequently throughout the semester. If grades are going to be useful to the student, they must be informative and they must come back to the student early enough so that he or she can learn from your evaluation. A grade should always include a complete analysis of the student's efforts. The student should know why a paper is a B, what would make it an A, or what needs to be learned to improve the student's understanding. Providing models of excellent and less than excellent answers or solutions can be beneficial because it gives students a concrete idea of what is expected of them. Be careful, however, about using truly dreadful examples in order to get a laugh. Timely feedback allows students to act on the information to improve their learning while still in your course. This requires providing students with frequent opportunities to demonstrate their knowledge and abilities in order to give you an outlet to provide suggestions for improvement. Speak with your lead instructor to establish an agreed upon standard for what is considered timely feedback for the different types of assignments you will have to grade. Be consistent in adhering to the schedule that you establish.

For more on how to grade, please see the Appendices section.

## **AI Rights and Responsibilities**

### **Rights**

#### **University-Specific Rights and Responsibilities**

Being an AI for the SoIC, comes with many rights and responsibilities which will be defined in this handbook. We also want you to read about the university guidelines that apply to all AI's and are set forth in the Student Academic Appointees Handbook found here:

<https://vpfaa.indiana.edu/doc/graduate-student-academic-appointees-guide.pdf>

#### **Luddy-Specific Rights and Responsibilities**

In addition to the regulations set forth by the University, there are other guidelines that we expect each of our AIs to adhere to. Many will vary depending on the course and instructor; however, here are some "standard" ones that you should be aware of. Should your faculty member not mention these to you, it is important that you bring them up so as to not create problems in the future for parties involved. Many of these are also Indiana University policies.

# Responsibilities

## Office Hours/Study Sessions

You will be required to hold office hours/study sessions to fulfill the requirements of your appointment. These can vary from class to class. It is important for you to discuss expectations for office hours with your assigned course instructor. Office hours will be held in a place that has been predetermined (it may be an office, lobby, depending). It is good practice to hold office hours with your office door open, or in a public area. Be sure to always acknowledge a student's presence, and to be consistent.

## Regular Meetings

The majority of instructors will schedule weekly meetings for all AIs in the course to touch base. It is extremely important to attend these meetings as important information will be given during them regarding class/lab/discussion material, issues that may arise with student conduct, or any other number of things. Unless indicated by your faculty member, these meetings are MANDATORY to attend. Failure to do so can lead to a reprimand including possibly the termination of your appointment.

## Attending Lecture

Whether or not you are expected to attend lecture will differ between courses. Many instructors wish that you attend lecture in order to have a better grasp of the material that you will be discussing in your smaller sections (if applicable). If this is your first time with the specific course, it is highly recommended that you attend lecture to stay on the same page. Please make sure that you communicate with your instructor on their lecture attendance policy regarding AIs.

## General Travel

DO NOT TRAVEL without letting your instructor know. This includes interviews, conferences, etc. The sooner that you let your instructor know about possible travel plans, the better.

## *Final Grades & Travel at the End/Beginning of the Semester*

You MUST stay in town until final grades have been calculated unless you have a WRITTEN agreement with your assigned instructor. Many classes will have a final exam that is given on the last day of finals week, which means that the grades will be turned in the week AFTER finals occur. Please do not purchase flights or make travel arrangements until you have established a grading plan with your assigned instructor. Some instructors may be able to be flexible, but it is important to establish expectations right away.

Please also do not return late for the following semester. You can anticipate being a part of an organizational meeting for AIs of your specific course the week before classes begin. Many times this can be done via email, just be in communication with your specific instructor. Returning late for the Spring/Fall semester is NOT acceptable.

Failure to do so can lead to a reprimand or termination of your appointment.

### **Attending/Teaching Lab/Discussion**

For many of you, this will be your first time in front of the classroom. You are expected to maintain a professional demeanor at all times when teaching or working with students, as you represent the department and the university. Depending on your assignment, you may be required to teach or lead discussions in the classroom. Techniques and tips for successful teaching are provided in the appendices of the handbook.

### **Communication/Sickness/Being on Time**

It is extremely important that you reply to emails in a timely manner. You will need to set expectations of what is considered an appropriate response time between you and your assigned professor and you and your students. Students and faculty alike are extremely busy and many times email communication may be time sensitive.

If you happen to fall ill, be sure that you know who to contact to cover your AI duties, etc... Everyone gets sick - please take the time to let the proper people know.

### **Being on time is crucial.**

We all know how it feels to have to wait for someone. Always try to be at least 10 minutes early anywhere you go, especially for class. There are circumstances where you will be coming and going from classes back to back, just let your class, instructor, etc, know your situation and when and if you may be late. It's just common courtesy and will help to avoid any problems in the future.

### **Properly Recording your hours worked.**

Students that are paid on hourly basis are responsible for

### **Lab Instructor Responsibilities**

Lab instructors are the people teaching/grading the labs. You may not do homework, check email, etc. during lab time – you are expected to be “ON” for the duration of the lab. We encourage you to send your lab a weekly email to touch base with your labs. When doing so, please only use the Canvas emailing system to ensure you are reaching all registered students in your section.

### **Plagiarism/Cheating**

There are generally two types of academic dishonesty that AIs encounter: cheating and plagiarism. According to the IU Code of Student Rights, Responsibilities, & Conduct (IU Code), cheating is defined as “an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.” For example, obtaining assistance from a friend, tutor, book, notes, webpage, or other device/source during an in-class or take-home exam would be considered cheating unless specifically given permission to do so by the instructor. A student who allows another student to copy from his or her work is considered to be facilitating or contributing to cheating. Other types of cheating involve, but are not limited to, students using commercial services to complete

course assignments; copying, stealing, or distributing exams or other course materials; submitting substantial portions of the same academic work for credit; or altering grades or answers on returned assignments (See the [IU Code](#) for more detail).

Plagiarism is a type of cheating and is defined in the IU Code as “presenting someone else’s work, including the work of other students, as one’s own.” As a rule of thumb, any time a student uses materials or ideas from another source, they must fully acknowledge the source of that information. For example, the IU Code stipulates that:

- a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
- b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
  1. directly quoting another person’s actual words, whether oral or written;
  2. using another person’s ideas, opinions, or theories;
  3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
  4. borrowing facts, statistics, or illustrative material; or
  5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment

We encourage you to complete the tutorial and certification test on recognizing and preventing plagiarism by going to the following link: <https://www.indiana.edu/~istd/> If there is ever any doubt about what counts as cheating or plagiarism, always check with your faculty advisor or Instructor of Record.

If you feel that you have identified an assignment, exam, or other work that has been copied or plagiarized in some way, contact your instructor or faculty advisor immediately with as many details as possible. Unless you are the Instructor of Record, it is usually best to let the faculty member address the student regarding the situation.

For example, let’s say that a student has plagiarized another person’s work on a term paper. The AI searches for a sentence of the paper online, and finds that the entire paragraph was copied from a journal and was not properly cited. The AI also sees that the student has copied substantial portions of the paper from other sources. In this case, the AI should email the Instructor of Record with the student’s name, paper (if possible), and link(s) to the plagiarized article(s), along with any other information. The Instructor of Record will take it from there.

### **AI Evaluation**

At the end of each term, students in the class are asked to evaluate the effectiveness of each AI in the class or lab. This feedback will be available for your review, and will be included in your permanent file.

# Policies

## Grievance Procedures

### University-Wide Grievance Procedures

The University is an academic and collegial community. Regular and clear communication between Graduate Assistants and their advisors and supervisors is essential to maintaining an effective educational environment. Indiana University has established grievance procedures set in place to resolve disputes in cases when an issue cannot be resolved at the source between an employees and their supervisors. AIs who believe their workload is not in conformity with these Policies for Graduate Assistantships may seek a review with the Director or the Curriculum and Instruction and Department Chair in accordance with this Section.

A Student Academic Appointee (SAA) is entitled to appeal actions or conditions affecting his/her role, including such matters as dismissal, academic freedom, reappointment, and the nature and conditions of work. Issues regarding discrimination should be referred to the Office of Affirmative Action. In appeals of research misconduct, however, the SAA should consult with the Bloomington Campus Research Integrity Officer, in the Office of the Vice Provost for Research. Further information and procedures related to research misconduct are available at: <https://policies.iu.edu/policies/aca-30-research-misconduct/index.html> . Student academic appointees are encouraged to seek redress of grievances at the departmental and/or unit level. Beginning at that level, and progressing to higher administrative levels only when redress is not obtained, facilitates the appeal process and increases the likelihood of a satisfactory outcome. If a satisfactory resolution cannot be reached at the department or unit level, the appeal may be taken to the Student Academic Appointee Mediation Committee of the Faculty Council, and, ultimately, to the Student Academic Appointee Board of Review.

For the purpose of this Section, "workload" shall mean the greater of (a) the average number of hours assigned to the AI throughout the term of an appointment (e.g., 20 hours per week for PhD students; 10 hours per week for Master's students), or (b) the average number of hours throughout the term reasonably required for an experienced AI in the Informatics department to complete the AI's assigned work.

In all instances noted above, the AI should first attempt to resolve these matters locally, collegially, and informally. If the difficulty has not been resolved to the AI's satisfaction through informal means, then he or she may elect to file a formal grievance.

### Luddy-Specific Grievance Procedures

In addition to formal university procedures for addressing grievances, Luddy has specific procedures to help AIs navigate these disputes and conflicts related to role and responsibilities of an AI at a local level.

Informal Consultation

In most cases, the Associate Instructor should first attempt to resolve any difficulties by discussing the situation with his or her faculty advisor/supervisor as expeditiously as possible. Generally this means contacting the professor in charge of the course. The AI should provide the reasons for complaint and a suggested resolution/remedy. If a satisfactory resolution is not reached, the AI should next contact the Director of Curriculum and Instruction.

### Formal Consultation

In instances when a dispute cannot be resolved between an Associate Instructor and their supervisor, a meeting should be scheduled with the Director of Curriculum and Instruction. In this meeting the Director will:

- Assist the AI in developing a set of options
- Provide advice and referrals
- Clarify university and departmental policies and procedures
- Help the AI contact appropriate parties (including Luddy Graduate Ombuds)
- Refer disputes between students to appropriate parties

### **Luddy Graduate Ombuds Delegate**

The Luddy Graduate Ombuds Delegate is available to students in the event they need to discuss academic and personal concerns, conflicts, complaints, disputes, mistreatment incidents, policy clarifications, etc. in a safe environment. The Luddy Graduate Ombuds Delegate will maintain confidentiality to the extent permitted by university policy and applicable law.

To schedule a confidential meeting with the Luddy Graduate Ombuds Delegate, email [Luddyombu@indiana.edu](mailto:Luddyombu@indiana.edu). The Luddy Graduate Ombuds Delegate will respond to your request within 48 hours.

What does the Luddy Graduate Ombuds Delegate do?

- Listen carefully to the student's concerns, complaints, disputes, etc.
- Suggest options for resolving concerns, conflicts, complaints, disputes, etc.
- Set realistic expectations for outcomes as well as address potential challenges
- Refer the student to university resources, if needed
- Explain relevant student rights and responsibilities, university policies, university regulations, etc.
- Follow-up with the student as needed
- Notify Luddy leadership of concerns and issues that need to be addressed
- Promote academic success in a professional, positive, and inclusive environment
- Maintain impartiality, fairness, and consistent treatment

What kinds of concerns are commonly brought to the Luddy Graduate Ombuds Delegate?

- Academic and personal
- Health and life safety
- Inequities, unethical or inappropriate behavior

- Interpersonal, classroom, and workplace conflicts
- Administrative barriers
- Clarification of a policy or process



## Required Trainings

Luddy requires that all AIs participate in professional development seminars that relate to their role. Each academic year, communications regarding the set of options for new and returning AI's is sent to each AI. Failure to manage and meet the training requirements will result in putting yourself in jeopardy of future AI appointments.

## Protecting Student Privacy

Maintaining student privacy is extremely important at Indiana University. Not only does privacy of student records protect students and allow them a safe environment to develop academically, it is a required protection among all universities that receive funding from the U.S. Department of Education. Indiana University and Luddy adhere closely to the guidelines established by the Family Educational Rights and Privacy Act (FERPA). Under FERPA, there are two primary university policies that pertain to student privacy: the [Release of Student Information Policy](#), which outlines how student records are secured and disseminated, and [Student Rights Under FERPA](#), which informs students of their rights with respect to their records.

As an Associate Instructor, you may find yourself trying to answer the following questions:

- What if a parent emails you asking for their son's test grade?
- Is it appropriate to send or discuss grades over email, even if the student emails you?
- How would you respond to a student who asks you - "Who got the highest grade on this quiz?"
- A fellow graduate student drops off a set of graded lab reports in your campus mailbox and requests you to give it to their students. What do you do?

IU requires all faculty and students in teaching roles to follow Family Educational Rights and Privacy Act (FERPA) policies and procedures, which provide clear guidelines for dealing with these sorts of situations. Enacted in 1974, the primary intent initially was to allow parents access to the elementary school records of their children along with a right to contest those records. Since then, it has been amended a few times to include an equal emphasis on providing students an expectation of privacy related to those records and a process for filing a complaint if that privacy is violated.

As an AI, you are responsible for:

- Properly handling student records and following basic privacy laws.
- Protecting your students' privacy as it relates to their academic records.

## Sexual Misconduct

Indiana University prohibits discrimination on the basis of sex or gender in its educational programs and activities. Discrimination on the basis of sex or gender is also prohibited by federal laws, including Title VII and Title IX. Indiana University is committed to preventing and responding promptly to all forms of sexual misconduct, including incidents of sexual harassment, sexual assault, and other forms of sexual violence, including stalking, domestic violence, and dating violence. All employees of the university have an obligation to help further this commitment.

## Complete the Three Tutorials

You are **required** by IU to complete **both** the **FERPA** tutorial and the **Data Protection and Privacy** tutorial. Even though you are not an IU faculty member, **anyone with a teaching role** is expected to complete these tutorials.

The links below will direct you to the respective sites for each of the tutorials. Once in the tutorial sites, follow the instructions provided there.

- Complete the [FERPA tutorial](#) and take the FERPA quiz (which becomes available at the end of the tutorial). The tutorial and quiz together take approximately 30 minutes to complete.
- Complete the [data protection and privacy tutorial](#) and take the corresponding quiz (which becomes available at the end of the tutorial). The tutorial and quiz together take approximately 30 minutes to complete.
- At the end of each quiz, there is a form to fill out. List Jessica Meyer as your supervisor and use sicepay@indiana.edu for the email address.
- When you submit the form, you will receive a confirmation that you should save to your files.
- Complete the [Sexual Misconduct Policies, Processes, and Resources: Employee Training](#) and take the corresponding quiz (which becomes available at the end of the tutorial). The tutorial and quiz together take approximately 30 minutes to complete.

If you are unable to access or download your certificate of completion, you can download and submit a PDF copy of your transcript from the [IU Expand page \(Links to an external site.\)](#). Login and under "my account," you can go to your student dashboard. On the upper right side of the page there should be a button to download a PDF of your transcript.

## Academic Misconduct and Integrity

The School of Informatics and Computing, and Engineering takes plagiarism and cheating seriously. Anyone caught plagiarizing or cheating will face consequences.

As an AI Consider the following situation:

What would you do if you suspect a student of committing plagiarism on a paper? Would you confront them? Would you give them a failing grade on the report? What if there wasn't enough evidence to confirm your suspicions?

These are some of the questions you may ask yourself when faced with a situation involving academic misconduct such as plagiarism or cheating. These situations are more common than you might think and can be difficult to navigate, especially for new AI who are unfamiliar with university policies. However, as an AI, you are required to report all cases of academic misconduct.

### **Complete the Academic Misconduct Tutorial**

Therefore, **all current and incoming students must complete the plagiarism tutorial and test:** <https://www.indiana.edu/~academy/firstPrinciples/index.html> . The tutorial and test together take approximately two hours to complete. After you take the test, please print out your confirmation certificate, scan it, and send it as an attachment to **infograd@indiana.edu**.

**Resource:** Code of Student Rights, Responsibilities and Conduct  
<http://studentcode.iu.edu>

# AI Conduct Policies

## Student Privacy – EXTREMELY IMPORTANT

As previously mentioned, an AI, you may be presented and will view sensitive data about students. It is your duty to make sure that you keep information about any student private and confidential. Grades, student misconduct, religious observations, disability needs, etc... are all items that need to be kept confidential and only shared with your instructor (if necessary).

### **IMPORTANT:**

You **MUST** use an **IU EXCHANGE** Email address to receive and send emails regarding a student's course work, etc... This means you **MAY NOT** forward your email to Gmail, etc... Sending/receiving students email from a non-IU service is a FERPA violation (student privacy). Emails should **NEVER** include grade information. Instead request that the student speak to you before/after class or during office hours. (We will be setting up EXCHANGE accounts at the end of the AI Orientation). Additionally, you may **NOT** use Google docs to store grades or grade information.

FERPA: <http://ferpa.iu.edu/> (Forward EMAIL confirmation to: infograd@indiana.edu)

### **Harassment (Taken directly from the SAA Handbook)**

Indiana University does not tolerate harassment that targets an individual based upon race, color, religion, national origin, ethnicity, sex, gender identity, age, sexual orientation, disability, veteran status or marital status.

### **Relations with Students (Taken directly from the SAA Handbook)**

If faculty members (including graduate students with teaching responsibilities) engage in amorous or sexual relations with students for whom they have professional responsibility, even when both have consented to the relationship, it will be viewed as a violation of the "Code of Academic Ethics."

### **Student with Disabilities (Taken directly from the SAA Handbook)**

The University provides reasonable accommodation and services, which facilitate the higher education of qualified students with temporary or permanent disabilities. The extent to which these services are supplied is based on individual student's need and academic requirements. Students requesting assistance regarding a disability should contact the Office of Disability Services for Students.

### **Religious Observances (Taken directly from the SAA Handbook)**

Indiana University respects the rights of all students to observe their religious holidays and will make reasonable accommodation, upon request, for such services. A list of dates for major religious holidays will be included each semester in the Schedule of

Classes. Students wanting accommodations will contact their instructors. Complete policy located at: <http://www.indiana.edu/~vpfaa/holidays.shtml>

### **Student Mental Health**

If you are worried about the well-being of one of your students and/or they come to you asking for guidance/help, feel free to refer them to CAPS (Counseling & Psychological Services). CAPS resources can be accessed here: (<http://healthcenter.indiana.edu/counseling/index.shtml>)

As an AI, you are both teacher and student. You may be quite close in age to the people you teach, and it is very easy to become friendly with your students, to treat them as though they were in a class with you. It is, of course, important to have a good rapport with students, but it is dangerous to be too ingratiating. Evaluating student performance is even more difficult when you are close to your students. You should also not discuss your students with anyone other than the appropriate faculty.

If you play the older sister or brother, you may find yourself providing counseling services. This is not your role. If a student has personal problems, and wants to talk with you about them, be sympathetic, but direct them to the relevant counseling center rather than trying to help them yourself.

If you develop too close a rapport with students, a student may imagine a romantic involvement with you. Under no circumstances should you pursue a relationship other than an instructor-student relationship with any student. Faculty, contingent faculty, teaching assistants and staff are prohibited from having sexual or romantic relationships with students

### **Sexual Harassment (Taken directly from the SAA Handbook)**

Indiana University does not tolerate sexual harassment of students and employees. Women and men, who believe they are victims of sexual harassment, as well as non-victims, are encouraged to report such incidents. Indiana University will promptly investigate every sexual harassment complaint, respond, and take corrective action to stop the harassment.

Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's education.
2. Submission to or rejection of such conduct by an individual is used as a basis for academic decisions affecting the individual.
3. Such conduct has the effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile, or offensive

learning environment.

Student academic appointees who believe they have been sexually harassed are encouraged to report such incidents to one of the following offices: the dean, department chair or supervisor, Office of Affirmative Action, Office of the Vice Provost for Faculty and Academic Affairs, or the Dean of Students (“Discrimination and Harassment Complaint Procedure Guidelines for the Bloomington Campus,” available online at: [http://www.indiana.edu/~bfc/docs/policies/Discrim\\_harass.pdf](http://www.indiana.edu/~bfc/docs/policies/Discrim_harass.pdf))

Please also review the IU Student Code of Conduct for important information about student conduct inside and outside of the classroom. As students yourselves, you should have already been acquainted with this document. It can be found here: <http://www.iu.edu/~code/>

# Resources

## Academic Skills and Tutoring

### The Student Academic Center

(855-7313) helps students with general and course-specific study skills and time management strategies.

### Writing Tutorial Services,

a service of the Campus Writing Program, offers general and course-specific writing tutors to all students for free. Information Commons, Wells Library, first floor, 855-6738.

### Academic Support Centers (ASC),

located in Briscoe, Willkie, and Forest Residence Halls, offer late-night academic advising and tutoring in math, writing, study skills, foreign languages, and selected subjects. Briscoe ASC: 855-6931; Willkie ASC: 856-4457; Forest Quad ASC: 856-3060.

Any student who needs tutoring can work with the **La Casa/Latino Cultural Center** tutoring program, 715 E. 7th St., 855-0174.

### University Information Technology Services

offers student computing instruction.

### Academic & Faculty Services (Information Technologies Teaching and Learning)

855-9023, Wells Library Information Commons or IMU M089. IU Knowledge Base  
<http://kb.iu.edu>

## Advocacy

Students with legal problems should contact Student Legal Services, 703 East 7th St., 855-7867. In addition, some offices work specifically to meet the needs of various groups of students. These include:

- Disability Services for Students, Herman B Wells Library, Suite W 302, 855-7578
- Office of Diversity, Equity and Multicultural Affairs, Bryan Hall 115, 856-5700
- Veterans Support Services, IMU M084, 856-1985
- Gay, Lesbian, Bisexual, Transgender Student Support Services, 705 E. 7th St., 855-4252, e-mail: [glbtserv@indiana.edu](mailto:glbtserv@indiana.edu)
- Student Ethics & Anti-Harassment <http://www.dsa.indiana.edu/ethics.html>
- International Services, 601 E Kirkwood Ave, Bloomington, IN 47405 (812) 855-9086, e-mail [ois@indiana.edu](mailto:ois@indiana.edu)

- Residential Programs and Services, 801 N. Jordan, 855-1764
- Adult Student Resources, 855-4993, <http://asr.iub.edu>
- Student Ethics and Anti-Harassment Programs, 800 North Jordan Avenue, 855-5419

## **Health Services**

Students who need medical or psychological care should contact the

- IU Health Center at 10th and N. Jordan, 855-4011, or
- Counseling and Psychological Services (CAPS) at the IU Health Center, 855-5711.
- Eye care is available at the Atwater Eye Care Center, 744 East 3rd Street, 855-8436.
- Contact the Speech and Hearing Center, 855-7439 for hearing testing, 855-6251 for the Speech and Language Clinic.



# Additional References

## Indiana University Registrar:

<http://registrar.indiana.edu>

Schedule of Classes and official calendars

## Indiana University Academic Guide:

<https://www.indiana.edu/~vpfaa/academicguide/index.php>

Guide to policies on the Bloomington campus. See especially Sections C (on student appointments) and Section H (on instructional responsibilities).

## Indiana University Academic Policies: <http://policies.iu.edu/policies/categories/academic-faculty-students/index.shtml>

Handbook for university-wide policies. See especially the section on Academic Appointment and Review.

## Code of Student Rights, Responsibilities and Conduct:

<http://www.iu.edu/~code/>

The *Code* includes sections on Student Rights, Student Responsibilities, Procedures for Implementation of the Code, and General Provisions, Definitions, Adoption. It also has a section on [\*Processes and Procedures for Implementation of the Code: IU Bloomington\*](#). See also for the academic misconduct online reporting form and for information about student rights, the Student Advocates Office, and other resources.

## [One.IU](#)

Includes apps for the Faculty Center (class rosters, grade rosters) and the Employee Center (paycheck verification, tax forms).

## [Canvas](#)

Learning management system, including tools for assignments and assessments, communication with students, and attendance and grade tracking. For more information, see the [IU Knowledge Base](#).

## [Center for Innovative Teaching and Learning](#)

Index to a wide range of resources: contracts and collaboration, grants and awards, policies, publications, student services, teaching handbooks. Includes useful information on preparing to teach, teaching methods, and creating a positive environment (difficult events, civility, diversity, ethics, etc.).

## [Grading Tips](#)

Effective grading does not have to take inordinate amounts of time, nor does one need to sacrifice quality for speed. These tips can help instructors grade more effectively while enhancing student learning.

# AI Checklist

(to be signed and completed by the end of orientation)

## Time

- Duties each semester begin one week prior to the start of classes and continue until three days past the final exam period. All AI's must arrive on campus prior to the start of semester classes, to meet with the faculty with whom you will be working, to complete the necessary hiring paperwork, and to participate in any required professional development training seminars. (See AI training section on page \_\_\_\_\_)
- You are being paid for a certain number of hours per week (based on the terms of your contract) and you are responsible for managing your time accordingly.
- You agree not to oversleep and to be on time for every class session that is scheduled.
- You agree to attend all Instructor meetings with your professor. The only exceptions to this agreement are those that have been granted exceptions by the professor prior to the scheduled meeting.
- You agree to follow the time requirements the course, including grading of assignments within the established timeframes that students can expect to review their grades, and regarding final grading, before letter grades are due.
- You are responsible for meeting with students who are making up tests or who require one-on-one discussions. You may use your office space to meet with students as available.

## Performance

- You agree to respond to your course coordinator's requests to acknowledge email, and timely confirm completed tasks
- You agree not to sign any official IU documents brought to you by students. Signing these documents is the responsibility of the Instructor of Record.
- You agree not to make up answers. "I don't know, but I will get the answer" is an acceptable answer. You are responsible for locating the answer to the student's question and then communicating it to them within an appropriate time frame.
- You agree to uphold the policies and procedures in the Syllabus. If you take exception with the Syllabus, you agree to discuss the exception with your course instructor before

talking with the student about the exception. You further agree to uphold the outcome of that discussion and to communicate that to the student.

- You agree to maintain the course integrity by maintaining the paper and electronic grades for your lab with rigor.
- You agree to provide the students with useful and encouraging written feedback and suggestions on tests and assignments.
- You are responsible for responding timely to communications from students. If you must research a question, be responsible for your research and communicate to the student your intention. If your response will exceed 48 hours, you should include the course coordinator into the thread.
- You agree to immediately escalate obvious or suspected cheating to the Course Coordinator. You agree not to delay in reporting what happened to the Course Coordinator. The University has specific procedures for managing academic dishonesty, and Luddy adheres to these procedures.
- You agree to honor the privacy of your students. To that end, you are responsible for making sure that all rosters, storage media, test papers, and other documents identifying students are protected documents.
- You agree not to engage in negative communication about the course or your assignment. Any gossip about other lab instructors, your professor, the staff or the department is unprofessional and inappropriate, and especially damaging if shared with the students. The accuracy of any statement does not imply license to share it.
- You agree not to withhold relevant communication from parties that may be impacted by said communications.

## **Lab Instructors**

- You are responsible for the time it takes to prepare for each lab. This includes being in the classroom ten minutes before the start of each class. This also includes preparing your teaching materials before each class and researching potential problem areas, no matter how well you might know the topic.
- You are responsible for appropriately managing the lab time, and agree not to manage your personal affairs (i.e., reading your email, etc.) during this time.
- You agree not to skip a class or an assignment.
- You agree to always go to your lab, even if there are two instructors teaching the lab.

- ❑ You agree to replace yourself when you are unable to attend a lab (i.e., you are sick, etc.) You agree to communicate this first to your course coordinator, and then arrange for your replacement. You agree to make sure your replacement contacts your course coordinator about your arrangement and to receive any instructions regarding the lab.
- ❑ You are responsible for knowing the names of your students.
- ❑ You are responsible for the lab environment in your classroom. You agree to provide an environment conducive to learning that is safe, collegial, and fair.
- ❑ Be aware of potential areas for academic dishonesty and methods to distinguish it
- ❑ Students may appeal your grading practices. Their first method is by email to or appointment with you; if not satisfied, their next step in the appeal process is to request a meeting with the course professor. You are responsible for responding to all communications related to an appeal in a timely manner.
- ❑ Students completing ANY test should leave the room when finished. Please do not assist with homework at this time unless you request students wait outside until all are finished with the test.

# Luddy Training Acknowledgement Form

I have attended the SoIC AI Training, have received and reviewed the AI Handbook, and other materials given to me.

I understand my rights and responsibilities as an Associate Instructor.

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Full Name Printed

---

Signature

**Please check your current student status:**

MS

PhD

# Appendix 1: Teaching Resources

Contents:

Preparing to Teach

The First Day of Class

    Common Concerns of First-time Discussion Leaders

Creating an Accessible Course and Classroom

Teaching Strategies for Effective Learning

    Active Learning - The Ultimate Goal

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Teaching with Technology

    Teaching with Canvas

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    7 Principles of Good Practice in Undergraduate Education

Teaching Resources

# Preparing to Teach

Teaching for the first time is often exciting, but it can also feel intimidating for AIs. You may have ideas of creative assignments you want to try, teaching strategies you admire about other instructors, or activities you want to borrow from past courses you have taken. But how do you organize all these ideas into a cohesive course? Depending on whether you are charged with preparing your own course, serving as a lab instructor, or leading a discussion group in another lead instructor's course, the amount and kind of preparation you do may vary. Whatever your assignment, understanding the situational factors that affect student learning (Fink 2003) and envisioning clear course goals that students are expected to meet will help you to know what and how to teach.

## **Considering the outside or structural factors**

that affect your students will help you to anticipate how your students will approach learning in your course and what they expect to get out of it. For example, take into account the class size, whether the course is a requirement or not, what prerequisites are required, the time of day of the class session, and the kind of thinking you want students to accomplish with the nature of your course subject. Doing so will give you a basic idea of how to approach teaching the subject and what you can reasonably hope students to achieve by the end of the semester.

## **Envisioning the course objectives you intend (or are required) to meet**

then becomes a starting point for developing your course. Using the backward design process (Wiggins and McTighe 2005) can prove helpful to determine what assignments, learning activities, and lecture materials to use in your course and when certain activities are most appropriate. The backward design process allows you to lead up to the ultimate course objectives in mind, which helps students to be more actively engaged and facilitates deeper and more meaningful learning as they progress through the course.

## **Set reasonable expectations for yourself.**

While it is important to be invested in teaching, it is also easy to overcommit yourself, which ultimately makes it more difficult for you to meet students' needs and progress in your own career. When planning the elements of your course, be aware of how much time you can really give to preparing lecture materials and in-class activities, creating and grading assignments, and grading papers and exams. Anticipate the amount of time your various responsibilities will require as the semester progresses. Give yourself enough leeway to meet the demands of graduate coursework, research, and service responsibilities associated with your graduate career. Setting a schedule that sets definite limits on when you do course prep and grading will help you to maintain boundaries and measure the time you are spending on your course in relation to your other responsibilities. In general, you should work up to your contracted 20 hours per week. your hours should not exceed 29.5 hours in a given week. Of course, grading exams and larger assignments may take longer, but working more than 20 hours should not be the norm, regardless of the class.



### **Take advantage of existing teaching resources.**

As you prepare your course materials, it is extremely helpful to use the many resources that already exist. Ask those in your department where you can find past course syllabi for the course you are preparing to give you ideas of how others have structured their course, what assignments were given, and what assessments were used. If you need help thinking, planning, structuring, please seek guidance from fellow AIs. Other useful teaching resources include:

- [Center for Innovative Teaching and Learning \(CITL\)](#). CITL offers online teaching resources; regular teaching workshops; support for AIs; consultations for course development, observation and feedback; and various teaching awards.
- Fink, D. (2003). *Creating significant learning experiences*. San Francisco: Jossey Bass. Chapter 3 addresses situational factors when planning your course.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design*. Alexandria: Association for Supervision and Curriculum Development. The backward course design process used by instructors at IUB has been modified and adapted from this book

Feel free to bring topics and ideas that you're passionate about into your teaching! You'll have more to say, it helps humanize you, and the students can build off that energy and feel more open and willing to connect the course material to the things that actually interest them.

Everyone has their pet theories about why some classes are more engaged and energized over others: it's the time of day, it's the day of the week, it's luck, or it's completely random. In any case, it's never 100% something you can control or do something about. So do your best but also cut yourself some slack, some stuff you can't fix.

Remember, if something goes wrong with your direct supervisor (interpersonal issues or lack of respect, both in and out of the classroom setting), you can always talk to your supervisor's supervisor, or Akesha Horton and discuss your options.

# The First Day of Class

For many AIs, the first day of class can be a daunting prospect. The impression that your students form about you and about the course may last the entire term. There are many administrative details to cover, but you also want to set the stage for how the section will run for the rest of the semester and what you and your students should expect from each other. Consider the following suggestions to help you get through the first day and establish a good working relationship with your class.

- First, introduce and say something about yourself, about what you are studying, what you find genuinely interesting about this course, and what your other interests are. Explaining why you find your field exciting will communicate your enthusiasm for the subject you're teaching. Helping your students see you as a human being with genuine interests can make them feel more confident in approaching you for help throughout the semester.
- Decide what you want your students to call you. Help them learn your name by writing it on a corner of the blackboard for the first few sessions.
- Tell your students how, when and where to contact you. Give them your office hours, IU e-mail address and any other ways you are comfortable with students contacting you. Specify your policy for replying to emails (i.e., same day until 8 p.m.), your policy for outside-office hours meetings (i.e., 24 hour notice) and any hours when you do not want to be contacted.
- Convey your expectations and the expectations of the course as a whole by addressing some or all of the following:
  - What approach does the course take to the subject?
  - What is the role of the section in relation to the course?
  - What kind of preparation is expected?
  - Is attendance required?
  - In what ways will students be expected to participate? How can they best listen to and speak with each other (and not just you)?
- Will you be distributing study questions, doing in-class writing, working in small groups, etc.? Will there be individual or group presentations?
- How much time and effort will the course require?
- How will their work be graded? What are the policies on written work and deadlines?

## **Be creative when reviewing the syllabus.**

While much of your first day will likely be spent reviewing the course syllabus or outlining course expectations, how you choose to do so is up to you! Feel free to incorporate creative activities that will help your students to remember important course policies and procedures. If your course is designed to be more interactive, give your students a sense of what in-class participation looks like with an actual activity during the first day or week of class.

## **Allocate time on the first day to actual course material.**

Giving time to course content on the first day is one of the best ways to engage students, and is also important for communicating what the course will be like going forward. Engaging in the course material may involve a class discussion, an activity, or working through a specific problem or piece of material that illustrates what the course asks of students and what it has to offer them.

**Set expectations early on.**

The decisions you make at the beginning of the course will set the stage for what your students will expect from you throughout the remainder of the semester. In general, it is easier to start off the semester with a disciplined attitude, professional attire, and strict adherence to course policies and then relax expectations as needed over the rest of the semester. It is much more difficult to be flexible at first and then try to enforce strict expectations later on, and doing so will likely upset your students. As you choose to enforce certain rules and policies, it is also important to consider students' circumstances and encourage students to talk to you when issues arise. If you ever encounter a situation where you are not sure what to do, contact your lead instructor, advisor or the department chair for advice and assistance.

**Consider incorporating activities that help students get to know each other.**

Activities that break the ice are a great way to ease tension, facilitate discussion, and help students to form friendships and support networks, which are valuable for their success. Encourage students to use each other's names as soon as possible. One way to do this is to have students make name tents by writing their names on both the front and back sides of paper sheets folded horizontally that can sit in front of each student for the first few sessions. You can also urge students to address each other directly by name, and compile and distribute a class list with names and contact information.

**Common Concerns of First-time Discussion Leaders**

For all their challenges, discussion sections are for many the most rewarding kind of teaching. You have a relatively small number of students whom you will get to know well; if you are like most AIs there will be many students eager to talk to you when they see you on campus. You will have an enormous potential to influence these students. Students crave intellectually surprising, challenging, and stimulating discussions. If you can successfully impart your own passion while helping students reach their own insights, you will have achieved one of the highest goals of the university. As the years pass, you may even run across students who chose your field because of the great discussions they had in your section. Here, we focus on some of the concerns common to first-time discussion leaders:

# FAQs

## **HOW CAN I LEAD A GOOD DISCUSSION ON THE MATERIAL WHEN I'M NOT AN EXPERT?**

Many TAs feel overwhelmed by the breadth of material to be covered in their section. They often find themselves going over texts for the first time just a few days before the students do. In other cases, you may be serving as an AI in an undergraduate course that you took years ago at a different institution. Unfortunately, there is no simple remedy for this situation. Your first time as an AI or a course, you may simply have to do a lot of preparation. It will be easier, however, if you talk with your colleagues in the course. Help them in your strong areas while they work with you on theirs. Experienced AIs can be of particular assistance. Also, simply attending lecture, even if the professor does not require it of you, will go a long way in preparing you for discussion sections. In addition, discuss with the professor what his or her expectations for the section are. Be clear about the major themes or goals of the course and how these should be reflected in your group's discussion. Even without being an expert, you will be able to guide the discussion toward the most important ideas. It's also fine to tell students when you don't know something (and much better than giving them an incorrect answer!). AIs commonly interact with students in discussion sections. Clear communication with the course instructor about section goals and explicit understandings about student and AI roles greatly enhance the quality of the experience for all involved. It's important for students to recognize that scholars continue to learn all the time. If possible, tell them how you'd go about finding an answer or bring it to the next class.

## **HOW DO I KNOW IF MY DISCUSSIONS ARE GOING WELL AND HOW CAN I SALVAGE A SECTION THAT ISN'T GOING WELL?**

Usually student attendance, degree of participation or responsiveness, and even expressions, gestures, or body language will give you some indication. Ask students how the section is going, both informally and formally (e.g., through mid-semester evaluations or a small-group evaluation). You can often transform a flailing section simply by asking students how they think their time could best be used in section. Do not be afraid that by acknowledging the lackluster spirit of a discussion you are showing weakness; instead, use it as a springboard to ask students what they really care about and what it would take to turn up the excitement of the section. Students respond positively to any sign that a TA is willing to take feedback and is interested in helping students to succeed in the course. Be willing to shake things up a bit if discussion section stagnates over time; for example, if you usually direct the discussion for the full hour, consider having students discuss the material in pairs first.

# Assisting in the Preparation of Tests

Like most other aspects of teaching, testing has two objectives: evaluation and education. Prepare tests, exams, and essays so that student performance accurately reflects each student's understanding of the material. This way, the student will learn something in the process of discovering how much he or she knows about the subject.

## Sample Questions

The students should know beforehand exactly what materials they will be responsible for and how they will be graded. It is a good idea to provide sample questions and practice tests, but it is not wise to give the same test twice. Sororities and fraternities keep files, and a duplicate exam will give some students an unfair advantage.

## What Should a Test Cover?

A test should cover only the material central to the course objectives, and should allow students to demonstrate a range of understanding. A test should also present problems of varying complexity, reflecting the differentiation among student capacities. If the best student in the class gets 100% and everyone else fails, obviously the test was prepared for one person only.

## Type of Tests

There are essentially three different kinds of tests. Each is better suited for testing a particular kind of knowledge:

- When testing for students' absorption of factual material, multiple choice, true false, matching, or fill in the blank formats are best. They are easier for teachers to evaluate because they are quickly graded and provide little room for debate, but they are hard to prepare properly.
- To find out how well students can apply the theories or techniques they have been taught, prepare problems, multiple choice, short answer, and essay questions. They offer students a chance to demonstrate powers of memory and abstraction. These kinds of tests are more time consuming to grade.
- To test analytic and evaluative capacities, use essays and multiple-choice tests. Essays allow students to demonstrate their ability to communicate complicated ideas. Essays, of course, are very time consuming to grade and require considerable, specific commentary.

# Creating an Equitable and Accessible Course and Classroom

Indiana University is attracting and admitting students from diverse backgrounds and cultural experiences. As an AI, you are responsible for ensuring that your classroom decisions are based on academic and educational criteria, and not based on race, ethnicity, color, religion, gender, sexual orientation, age, marital status, national origin, citizenship status, disability, military or veteran status of the students in your class. To better ensure that your teaching provides equal opportunities for all students to participate in academic and learning experience, we suggest some simple strategies:

- Get to know your students as individuals. When you know their personalities, interests, and backgrounds, you are less likely to stereotype them unconsciously. At the same time, students are more likely to participate in a class in which the teacher has shown genuine interest in them. When students know something about you and your interests, too, you become less of a stereotype to them, and they are more likely to be open to you.
- Become a careful observer of your class. During or after each section, note who participates and the length, depth, and frequency of contributions. Notice the responses students receive, especially when they are interrupted. Observe any differences in tone or approach that occur in your responses to students and their responses to each other.
- Hold all students responsible for the conduct and content of discussions. Encourage each student to elicit information from other students, to collaborate with others, to ask good questions, and to make comments or argue a point. Let students know that being rude or overly competitive, or interrupting and ignoring other students in discussion will not be rewarded.
- Listen to all students with equal seriousness.
- Ask all students the same kinds of questions—don't reserve the abstract questions for one kind of student and the factual or experiential questions for another.
- Keep students from interrupting each other and intervene when comments occur too rapidly to permit a student to initiate or complete their contribution.
- Ask shy or non-participatory students outside of class, how they can be helped to participate; you may suggest that they contribute in the next class on a topic in which they have insight or interest.
- Make room for individuals to comment on their personal experiences, but do not put students in the position of speaking for an entire demographic group.
- Model for your students the use of inclusive language in their writing and speaking, e.g., use "humanity" rather than "man."
- Don't be intimidated by students who may display contemptuous attitudes toward you because of your background and experiences.
- Find ways to articulate that there is a place for the diverse backgrounds and experiences of all students in your discipline.

- Behaviors and remarks targeted at individuals on the basis of race, ethnicity, color, religion, gender, sexual orientation, age, marital status, national origin, citizenship status, disability, military or veteran status have no place in the classroom and should not be tolerated. Subtle discrimination goes unnoticed more easily and for that reason may be more dangerous. Remember, your students for the most part are young and may have little awareness of their own biases. They may have had little experience with people of different backgrounds and experiences. Sometimes, it may be your job to help them see and privately question their own assumptions. It is always your job to help every student become a full participant in class, both as a speaker and as a listener. This requires sensitivity to students as individuals and constant evaluations of your own assumptions.

## Teaching Strategies for Effective Learning

### 1) Learn your student's names.

They notice, and they will care. If you're leading a discussion section, as soon as you know everyone's name, just take a minute to demonstrate this by going around the room and naming everyone. It shows your dedication and kindness, but I think it's also the best kind of gentle power-move that will help build authority.

Oh, for names, I also like to pass out note cards in class or set up a google form where students can freely give me info about how to pronounce their names or let me know their preferred names and nicknames that don't show up on the roster.

If you are collecting information privately using note cards, this is also a good opportunity to learn your students' preferred pronouns. +1!

### 2) Remember your students are people, and they have lives outside your class.

Consider surveying your students at the beginning of the semester and inviting them to disclose information about any long-standing circumstances that could affect their performance in the class.

Establish a classroom culture that is not necessarily being standoffish, but a cordial environment. Cordial can and should mean relaxed and friendly, it does not and should not mean "unserious" or lacking in intellectual rigor. The very best classrooms are those in which students feel both comfortable and respected. The respect part actually requires some serious focus though; no one wants their time "wasted" and a chance to show and grow their intellect is both fun and rewarding.

It is not your job to be a doctor, counselor, or a parent; but, it's okay to give students the benefit of the doubt if and when they ask for help on a time-sensitive assignment. There will always be someone or multiple people in the class going

through a mental health-related crisis in a semester. If ever you have any doubt about how to handle a situation like that, consult your supervisor.

If you're responsible for reviewing the syllabus with the students, I have a fun class activity that takes the same amount of time as a normal syllabus-review that has noticeably cut down on syllabus-related confusion for me.

- 3) Put the students in groups give each group a common scenario that students often have to handle
- 4) Ask them to figure out from the syllabus what will happen and what they should do
- 5) Reconvene and have each group present their scenario
  - a) I usually use at least these three:
    - i) "I'm a day late turning in an assignment"
    - ii) "I'm sick on the morning of the midterm"
    - iii) "I'm dealing with a family emergency that is affecting my schoolwork."

It doesn't take long, and the students usually remember the class policies better when they've heard them from a peer or they've had to actually think through them.

Generally, if they have a research assignment, they'll have to be shown how to use onesearch and access peer-reviewed literature through the proxy--otherwise many of them will only use the abstracts they can see outside the paywall. I also like to offer extra credit if they can show that they used the ask a librarian feature (<https://libraries.indiana.edu/help>) or emailed a research librarian with a valid question.

- 6) Teaching (like fast food) doesn't look like the pictures:
- 7) Students, from one discussion section or lecture to the next, will come to class wanting different things and be at different places in their academic careers, especially in Informatics classes. We frequently get students from other units within Luddy, but also from the Kelley School of Business, SPEA, and a variety of Arts and Sciences departments. It also won't be guaranteed that lower level courses (100 - 200) will attract freshmen and sophomores, or that the reverse is true with 300 - 400 level courses. This is usually an opportunity, however. If you feel comfortable doing so, invite students to share their own experiences when they might be relevant to course material - this generally encourages a sense of inclusion, and allows students to get to know and relate to peers whom they might otherwise never interact with. The course material might click for a freshman Informatics student once a Junior Global and International Studies student relates it to their experiences traveling abroad, for instance.
- 8) Conversely, because your students will come to class with different (or zero) desired learning outcomes, they will pay varying levels of attention (or zero) to you. This is ok, and normal.

Some students will become your reliable talkers who can always be called on if the long silence of an unanswered question becomes too uncomfortable or pedagogically unproductive. Make



sure not to end up just having a conversation with them the whole class, but don't be afraid to call on them if you need to move things forward.

Some students will never engage, sitting in the back and staring at you or their devices. They might turn out to be good listeners, or not. Regardless, do not feel like you have failed because they aren't as into your class as other students. This might be a required class that they just don't find interesting, or are looking to get other things out of their college experience, and that's ok.

Most students will fall somewhere in the middle, paying attention, speaking sometimes, and seeming uninterested at others. Informatics courses often have a great breadth of topics. So, some students will zone out when you talk about self-driving cars, but be completely engaged when you talk about political economy, and so on. That doesn't reflect poorly your presentation of the material; students have different interests. Likewise, you will likely be more or less interested in the different materials you are asked to teach, and that's ok too. Instructors and students are human, after all.

- Review material.
- Encourage discussion among everyone to facilitate active learning.
- Provide quick and useful feedback.
- Encourage revision where possible.
- Be clearly and conspicuously organized. Give clear instructions.
- Recommend significant/relevant reading materials.
- Use diagnostic tests early.
- Give real world examples and/or model assignments.
- Take into account differences in learning rates.

- 9) When leading a class/discussion sections always prepare 10 minutes more of material than you think you need. It is better to have too much than not enough.
  - 10) Set an agenda for yourself and limit the “need to know” to a short list of 3 ideas can help you structure a discussion without necessarily dictating the entire time. Then at the end of every class, review what those three ideas are by writing them down for the class.
  - 11) If you can, find some time to shadow and sit-in on other classes to observe how your colleagues and peers facilitate lecture and discussion sections. Take notes and spend some deliberate or intentional time thinking about how their facilitation style differs from your own. Identify your strengths and weaknesses, and try to set goals for yourself related to the delivery, organization, and accessibility of your ideas.
  - 12) If you ever want students to contribute to class discussion, you should start to foster this expectation on the first day of class. Any activity that you can think of that forces them to speak aloud — to you or to their peers — greatly increases the chances of them speaking again in the future. One great way to foster this but in a way that helps students feel like they aren’t being “put on the spot” is to put them together into small groups (never more than 4, 2-3 is ideal) and at each opportunity for discussion give the groups about 30 seconds to talk internally with the explicit understanding that you will then call on a specific group to share what they come up with with the entire class. In this way there is both some pressure to force them to talk but also some “safety in numbers.”
  - 13) Think-pair-share isn’t a panacea, but it can be helpful to use when trying to engage students who might otherwise be uncomfortable speaking in front of their entire class/section. To help avoid one student dominating the paired conversations, however, it’s important to give everyone time to think of/write down their own responses individually.
- Repeat yourself by saying the same thing in different ways, and at different times.
  - Use real life, specific, and memorable examples.
  - Break up the talk with questions and demonstrations and try to vary the pace.
  - Develop three or four different ideas in the space of an hour.
  - Use visual aids and handouts
  - Organize your topic carefully and divide it up into a manageable number of sections
  - Provide each section with a memorable subject heading.
  - Begin the lecture by writing those section headings on the blackboard, using PowerPoint, or using the overhead.
  - Explain the general topic for the day, and remind the students about the last lecture and explain how it ties into the present one.
  - Stress major topics and techniques.

## Active Learning--The Ultimate Goal

Most teachers want their students to be able to do more than memorize and repeat definitions and concepts. Deep learning--wherein students can move beyond simple memorization in order to apply, synthesize, and critically analyze ideas--is best achieved when students are given the chance to actively participate in the learning process. In the same way that you will likely learn much more about teaching by trying it yourself than you will by just reading this manual, your students will internalize course concepts much easier when they can move beyond the passive learning approaches of reading and listening. Consider, for example, the following questions:

- If you needed to learn how to do something, would you rather listen to someone describe the process or be invited to join in a demonstration of the process?
- If you had to form an opinion about something, would you rather listen to someone explain their reasoning or be invited to analyze their reasoning along with them?
- If you knew you had to remember a large amount of new information, would you rather rush through the material without the opportunity to reflect on it or be given time to review, connect, and apply the information as you went along?

There is a time and a place for the traditional lecture, yet ironically, this go-to method of teaching is generally the least effective way of engaging students in the deeper levels of learning. Whether you're facing a lecture hall filled with 300 students or a seminar table with 15 students, one of your primary goals for the class should be to actively engage students with the material. Active learning promotes independent, critical, and creative thinking. Students must engage with material in order to practice and develop thinking skills. You can facilitate this by asking students to analyze, synthesize, or apply material, both in the classroom and in class assignments.

While it is clear that students learn more when they are asked to actively participate in the process of learning (Grunert, 1997), it can also feel daunting for instructors to incorporate active learning strategies in the classroom. The strategies you choose to implement in your course will most likely have the greatest impact when they align with your chosen learning outcomes. Each teaching and learning strategy--including group work, discussion, practice, review, application, and problem-solving, to name a few--has a specific purpose and can be used to reinforce a unique set of learning skills. Thus, it is helpful to start with the end in mind. When planning which active learning strategies to use in your course, it can be helpful to consider the following questions, which are provided by the [Center for Innovative Teaching and Learning \(CITL\)](#):

- Is lecturing the best and most efficient way for students to become introduced to the course content?
- What classroom activities can I use in order to hold students accountable for doing the homework readings?
- How can I have students connect new knowledge to what they already know?
- When should I tell students something and when should I let them discover for themselves?

- When should I lecture and when should I hold other activities?
- When should I show students how to do something and when should I encourage them to try it themselves?
- When should I ask students to do something alone and when should I ask them to work together (collaborative learning)?
- If I see someone make a mistake in a lab, when should I correct the mistake and when should I let the student discover her/his own mistake?
- When should I review concepts orally and when should I use handouts?

These questions can help you to identify which active learning strategies you want to use to help you accomplish the learning outcomes for your course. You can then incorporate specific student learning approaches, outlined below, that seem most appropriate as your course unfolds.

For instance, in case-based problem-solving exercises, students must analyze the information they are given, generate or compare possible conclusions and solutions, and decide on a final strategy or interpretation. You can use case studies in a lecture and have students work out their solutions independently or in small groups. You can also use case studies as the basis for major projects or exams.

Another active learning technique that develops thinking skills is debate: you can present competing view-points in lecture and assign students to defend one of the viewpoints in a short (five-minute) written exercise or classroom debate. To further develop students' thinking skills, you might ask students to defend and critique a single view, to "switch" views after they have defended one, or to find a broader perspective that can accommodate key ideas from both views.

Active learning promotes collaboration. Collaborative group work can be an extremely useful addition to a large class. For example, small-group discussions help students understand and retain material while also serving the broader goals of developing their communication skills and increasing their awareness of their classmates as learning resources.

For more resources on Active Learning:

[Active Learning Strategies](#)

[Active Learning in Large Classrooms](#)

[Active Learning and Successful Techniques \(U of Toronto\)](#)

# Grading

Grading provides a standardized measure of a student's performance. Employers and graduate schools rely on such measures to help them decide between candidates. Grades provide students with a detailed measure of their performance in a particular course. Grades can encourage, reinforce, reward, redirect, challenge, affirm and motivate. Students should never construe a grade as a punishment. It is important that students understand that a grade, good or bad, represents only their level of performance in a particular course.

## Grading Techniques

Normative grading ranks an individual within a class, while criteria grading indicates an individual's achievement measured against a standard set by the teacher. If you grade according to a norm and distribute the grades in a class over a curve, then someone looking at the grades will be able to tell how a student did in relation to the other students in the class. Criteria grading offers the advantage of allowing a student to perform to his or her own level, but as a result it offers no information about the student's rank within a class.

## Informing Students What is Expected

Whether you choose normative or criteria grading or some combination of both, it is crucial to make your expectations explicit early on and stick to them. If you vacillate between methods, or change your mind without careful and open deliberation, students will believe that your grading is arbitrary and will resent your efforts. They will learn less and you will be evaluated poorly. Your grading should always be fair, but the students should not imagine that a grade is negotiable. If a student petitions you, claiming that you have made a mistake, consider the claim carefully. Do not simply raise the grade, but do not refuse to consider the matter either. The first actions will fill your office with clamoring students; the latter may well be unfair.

## Class Participation

Some portion of the grade should be reserved for class participation. This encourages students to keep up with the work from day to day. By expecting participation in class, you encourage them to take an active role in their education; they will learn more about the subject and develop a greater command of their social skills. Don't hesitate to ask questions of people who appear to be hiding or even of people who are shy.

## Keeping a Gradebook

Keep detailed and accurate electronic records of your process of evaluation and all conversations with students about grades. If your records are accurate, you will be able to defend grading decisions in the (unlikely) event of a controversy.

A student's progress and achievement are personal matters. Do not publicly post grades. Inform your students that once grades are entered into the Student Information System they will be available the next day.

## Grading and Evaluating Written Assignments

Evaluating written assignments requires locating the answers understand the topic along with the elements of good writing. Take some time on your own to review any of the numerous available resources on writing, or even consider taking a writing course to refresh your own writing skills. If you prefer self-instruction, consider, "On Writing," by Stephen King, (yes, that Stephen King), is an excellent choice

To grade writing, consider grammar, spelling and content organization. A paper should contain an introduction, the body of the work, and a conclusion summarizing all the main points.

In your feedback to the student, offer suggestions for improvement. Encourage students to continue to write on a regular basis, to read extensively across a wide range of topics, and to access the numerous resource materials on the subject of writing. However, while grading, (unless the assignment is literally to evaluate writing skills, or your department or professor has specific writing guidelines), you should look primarily at the student's understanding of the material and secondarily at the student's writing expertise.

I always struggled writing feedback on student assignments (think taking 20-30 minutes per assignment to write personalized comments) because I used to pore over it when I was an undergrad. I wish I'd known that most undergraduates don't bring this same level of intensity. Most students don't care and don't read them (which is honestly pretty liberating), a smaller proportion of students will read them, and only the most passionate students will scrutinize them. This last group will often email you or visit office hours, which is a better setting for discussing assignments anyway.

Write less than you feel like you should, and feel free to copy-paste in boilerplate remarks: i.e. "While the points you made were insightful, they required more specific evidence to back them up. Please email me at email@iu.edu if you'd like to discuss this more."

A useful reflex to build when giving assignment feedback is to praise in second person, but critique in third person. " **You** did a great job bringing your experiences to bear on the topic, but **the definition of 'tautology'** was a bit too vague to demonstrate the knowledge we needed to see for this assignment."

## Navigating the Classroom Space

If everyone comes to class completely unprepared for the day's assignments and material, you always have implicit authority to cancel or end class early in recognition of that fact.

Consequences can help reinforce the importance of completing some portion of the homework in advance of class. It can also demonstrate to the group that you have limits and that you respect your time. If you don't expect them to do the homework, they won't do it. Other options include printing a class set of the reading or homework and literally requiring everyone to sit there and read the assignment. Sometimes a pop quiz can be used to "excuse" prepared students from this work.

Get comfortable standing and waiting in silence, especially if you're leading a discussion section.

Avoid Note Reading

### Seven Ways to Handle Nervousness

1. **PRACTICE** Practice doesn't make perfect, but doing a presentation out loud several times before the real thing will make you feel more confident, especially if you practice under conditions as close to the actual situation as possible. Do at least one dry run in front of an audience, even if the audience is just a friend.
2. **CONCENTRATE ON THE IDEAS** Concentrate on the ideas you want to get across, not on your own nervousness. Even shy people speak up when it's something they care about. Think about your audience's needs, not your own.
3. **MAKE A STRONG START** You'll be most nervous at the beginning of the talk, so start with an introduction that will be easy to remember and that will relax you as well as the audience.
4. **VISUALIZE** Rehearse for your first presentation by actually visualizing how it will go. Imagine what you'd like to say, how you'd like to say it, and a positive response from the audience. Many athletes use a similar approach by imagining an entire dive or jump, in detail, before they actually do it.
5. **USE AUDIOVISUAL AIDS OR MULTIMEDIA** Particularly if you have lots of technical information to cover, it can be reassuring to have much of it already written on transparencies or PowerPoint slides. Even just an outline on the board can reassure you that you won't forget what you want to say. Be sure to look at your audience as much as possible, however, and not at your outline or PowerPoint slides.
6. **ASSUME A CONFIDENT ATTITUDE** To a large extent, you can control your own reaction to sweaty palms or a beating heart. Tell yourself you're "psyched," not nervous. Remember that to an audience, nervousness can seem like dynamism or energy. Your attitude will probably determine what the audience thinks.
7. **BREATHE** Right before your presentation, take a few moments to regulate and deepen your breathing. When it comes to public speaking, your breath is your main support. The

moment you start to feel a case of nerves building up, take a deep breath. You will start to feel better immediately and your voice will convey your relaxation and confidence.



# Teaching with Technology

Teaching with technology can deepen student learning by supporting instructional objectives. However, it can be challenging to select the “best” tech tools while not losing sight of your goals for student learning. Once identified, integrating those tools can itself be a challenge albeit an eye-opening experience.

How can technology help you?

- Online collaboration tools, such as those in Google Apps, allows students and instructors to share documents online, edit them in real time and project them on a screen. This gives students a collaborative platform in which to brainstorm ideas and document their work using text and images.
- Presentation software (such as PowerPoint) enable instructors to embed high-resolution photographs, diagrams, videos and sound files to augment text and verbal lecture content.
- Tablets can be linked to computers, projectors and the cloud so that students and instructors can communicate through text, drawings and diagrams.
- Course management tools such as Canvas allow instructors to organize all the resources students need for a class (e.g. syllabi, assignments, readings, online quizzes), provide valuable grading tools, and create spaces for discussion, document sharing, and video and audio commentary.
- Clickers and smartphones are a quick and easy way to survey students during class. This is great for instant polling, which can quickly assess students’ understanding and help instructors adjust pace and content.
- Lecture-capture tools, such as Kaltura allow you to record short tutorials for students to re-watch.

Communicate Regularly! Maintain a consistent online presence. Communication is essential in the online classroom environment. Introduce yourself and give your students to also introduce themselves - help bring humanity and warmth into your classroom that online classes can easily lack.

Most of the online students have full time jobs, thus they have study time in the evenings and weekends. Make sure your students know the best methods and times to contact you.

Not having a professor physically in front of them can make some students nervous. Try to ease this by answering questions in a timely manner and providing plenty of instruction and feedback.

## Teaching with Canvas

### Grading in Canvas Using Speed Grader

SpeedGrader is a tool that allows you to rapidly move through assignments, grading and leaving comments (including comments directly on the submitted document). You can use it to grade assignments, [including those with Rubrics \(Links to an external site.\)](#), in many different formats including MS Word docs, PDFs, Excel sheets, PowerPoint files, and video.

SpeedGrader [integrates with Turnitin \(Links to an external site.\)](#) so you can see your Turnitin data in the SpeedGrader interface. If you are grading assignments that were **created in the Turnitin application**, you cannot use SpeedGrader and must use the Turnitin application for grading.

**TIP:** Before you start grading in SpeedGrader, click the "**Mute Assignment**" link at the top right so that students will not see their grades and feedback until you have completed the grading for the class and "unmuted" the assignment.

Resources: [Canvas Guide for SpeedGrader \(Links to an external site.\)](#) and [SpeedGrader Overview Script](#).

## Assignments

If you are tasked with creating an assignment for students, a very important thing to note is that in Canvas, **Assignments generate the gradebook**. To be able to grade something, you have to have a gradebook item. To create a gradebook item, you create an assignment and Canvas then automatically creates a place in the gradebook for that assignment. Setting points/percentages, [weighting grades \(Links to an external site.\)](#), [dropping the lowest grade \(Links to an external site.\)](#), etc. is all done in the Assignments Tool. The [Grades Tool \(Links to an external site.\)](#) merely reflects the settings you set in Assignments. The following video provides an overview of the Assignment Tool.

**TIP:** Assignments must be published for students to see them. When you **publish** an assignment it will appear in the assignment list at the bottom of the Syllabus page. If you don't want students to see the assignment yet, set an "available from" date in the Assignment settings.

Resources:

- [Canvas Guide on Assignments \(Links to an external site.\)](#)
- [Assignments Video Script \(Links to an external site.\)](#)

## Quizzes

If you are tasked with creating or editing quizzes and tests, the main thing to remember is that every time you change a question, you must click "**Update Question**" for the change to be saved. Simply saving the quiz **will not** save individual question changes. The Canvas Quizzes Tool can be used for [quizzes, tests, surveys, and knowledge checks \(Links to an external site.\)](#). Your faculty member may also have [question banks \(Links to an external site.\)](#) built for their quizzes and exams. Quizzes must be published for students to see them.

## Rubrics

A rubric is an assessment tool for communicating expectations of quality. Rubrics are typically comprised of rows and columns. Rows are used to define the various criteria being used to assess an assignment. Columns are used to define levels of performance for each criterion. Canvas provides a Rubric Tool that can be used to directly grade students' work. See the following video for an overview.

Resources:

- [Canvas Guide on Quiz Settings \(Links to an external site.\)](#)
- [Canvas Guide on Quiz Questions \(Links to an external site.\)](#) (this is a link to a list of links for each question type)
- [Quiz Creation: Overview Video Script \(Links to an external site.\)](#)

## Technology Resources

At Indiana University:

- **The Canvas Studio** is a resource filled with templates, ideas, and pro tips for creating online Canvas courses. It is designed to provide you with a repertoire of thoughtful recommendations, customizable components, and useable examples to get your Canvas course started—or to enhance an existing Canvas course.  
<https://expand.iu.edu/courses/studio>
- **Technology Tool Finder for Teaching:** <https://toolfinder.iu.edu>
- **Technology Tips for Students:** <https://kb.iu.edu/d/bdod>
- **General Technology Tool Finder:** <https://iuware.iu.edu/Windows>
- Center for Innovative Teaching and Learning:  
<https://citl.indiana.edu/consultations/course-development/>

## General

One of the best ways to get ideas and inspiration is learn from others and blogs are a great way to do that. Here are some of our favorites:

- [Prof Hacker](#)
- [Agile Learning](#) (blog of the Director of Vanderbilt's Center for Teaching)

- [Faculty Focus](#)

## Inclusive Teaching Resources

### The Seven Principles for Good Practice in Undergraduate Education

Foundations in Education by *Dr. Oliver Dreon*

“The Seven Principles for Good Practice in Undergraduate Education” was published in 1987 by Arthur W. Chickering and Zelda F. Gamson. In 1991 Chickering and Gamson published a book entitled “Applying the Seven Principles for Good Practice in Undergraduate Education. The original article and book are based on decades of research on undergraduate education supported by the Association for Higher Education, The Education Commission of States, and the Johnson Foundation. The seven principles are:

1. Encourage contact between students and faculty
2. Develop reciprocity and cooperation among students
3. Encourage active learning
4. Give prompt feedback
5. Emphasize time on task
6. Communicate high expectations
7. Respect diverse talents and ways of learning

#### **1. Encourage contact between students and faculty.**

Students need to know how to contact their online instructors and should be encouraged to communicate with us when needed. In my online courses, I identify multiple means of contacting me (email, Skype, Twitter, etc) and clearly post times when I’ll be available to chat during online office hours. While few students utilize the online office hours I provide, offering this time communicates to students that I am available if they need assistance and that I value this interaction.

#### **2. Develop reciprocity and cooperation among students.**

For those of us who believe that people learn through socially constructing their understanding based on their experiences, this principle is critical. Online courses should not be independent study classes. Online instructors need to build collaborative structures into their courses to promote student-to-student interaction. In my experience, I find that students who feel isolated in an online course have difficulty being successful. In my online courses, I incorporate collaborative and interactive ventures early on. I also try to foster discussions where students

communicate with one another, share ideas, and debate concepts. While interacting with the instructor is important in an online class, it is also important that students have a space where they can discuss concepts with one another as well.

### **3. Encourage active learning.**

Learning is not a passive activity. For students to learn, they must actively engage with the content in thoughtful, purposeful ways. As you develop your online course, consider ways to build active learning into the course content. This can include utilizing tools with a course management system (discussions, for instance) or other tools ([GoAnimate](#), [Animoto](#)). But active learning isn't limited to technological avenues in online courses. Someone teaching science online could utilize hands-on lab activities developed with common everyday items. Someone teaching psychology or sociology online could have students conduct observational work at a park or at the mall.

### **4. Give prompt feedback.**

This can be tricky, especially with instructors teaching larger online classes. While grading hundreds of papers can be overwhelming, students need to receive prompt feedback to know whether they are being successful or what they need to do to improve. If you have a few larger assignments in your class that you know will take more time to provide quality, constructive feedback, communicate this to your students. You should also include some smaller assignments that will not take as long to assess. While some experienced online instructors use the course management system to build automated responses into their courses, I believe that some students still need personalized feedback on their work that comes directly from their instructor.

### **5. Emphasize time on task.**

Learning takes time. Students and faculty working in online spaces need to realize this. Just because an online course may be more flexible schedule-wise does not mean that it won't require a significant time commitment. It's important for instructors to communicate expected time commitments but also be realistic with their expectations. Assigning students to read a 500 page book in a day may not be completely realistic. Have high expectations but respect students' need to have time to interact with the content and learn.

### **6. Communicate high expectations.**

While it's important to have high expectations for students, it is also critical that these expectations are clearly communicated to students. Likewise, it is helpful to communicate clear expectations for participation and for interaction. Do you want your students to log on daily? Do they need to submit assignments in a certain format? Is it okay for them to use emoticons in their discussion posts? These are just a few of the areas that online instructors need to consider as they develop an online course for the first time.

### **7. Respect diverse talents and ways of learning.**

Students learn in a variety of ways. While there will undoubtedly be some text-based content in an online course, it cannot be the only mode of delivery or assessment. Draw on the host of

multimedia options available online to deliver content to students and to assess them. Instead of typing out some long lesson on the Middle Ages, check out [YouTube](#) or [Vimeo](#) for some available videos. Or better yet, use a screencasting tool like [Jing](#) to record a customized lesson. Instead of assigning a ten-page paper, have students create a video where they demonstrate what they've learned.

## Resources for International AIs

THE U.S. UNIVERSITY SYSTEM  
From Vanderbilt University

The U.S. university system commonly consists of four years of study at a post-secondary institution. These years of study are at the ‘undergraduate’ level and are commonly called freshman, sophomore, junior and senior years, though you might sometimes hear freshman referred to as ‘first years.’”

In the U.S., university students may come from very different backgrounds and may take courses for very different reasons. In some countries, university students take courses only within their chosen major. In the U.S., however, universities value a liberal arts tradition that emphasizes study across many disciplines. Students therefore take courses in a variety of disciplines to fulfill general education requirements in addition to taking courses within their major. Because of their varied backgrounds and varied reasons for taking a course, differences among students can be pronounced, especially in introductory courses.

Typical high school preparation

Generally, at the high school level, students take a broad variety of classes without special emphasis in any particular subject. Students are required to take a certain minimum number of mandatory subjects, but may choose additional subjects (“electives”) to fill out their required hours of learning. Mandatory subjects typically include: science, math, English, and social sciences.

About 3.4 million students are expected to graduate from high school in 2012–13, including 3.1 million students from public high schools and 283,000 students from private high schools ([source](#)). Nearly 70% of these students are expected to attend U.S. colleges and universities. In fall 2012, a record 21.6 million students are expected to attend American colleges and universities ([source](#)).

## Building a Professional Portfolio as an Associate Instructor

Satisfying as teaching can be in its own right, a record of successful AI experiences has become increasingly important to Ph.D.s seeking their first academic position. Even at research

universities, search committees look for candidates who combine outstanding scholarly credentials with evidence of teaching ability. In fact, appointment papers for junior faculty may now specifically include a section in which the candidate's potential or experiences as a teacher must be documented. When you apply for an academic position, you typically will be asked to include a curriculum vitae and three or more letters of recommendation.

A vita should list the courses you have taught, the courses in which you have served as an AI and the courses that you are prepared to teach, but this by itself is not very informative. You should ask at least one of your faculty references to comment on your teaching ability. Also consider preparing a teaching portfolio that best presents your abilities and experience. To increase the value of your TA experience on the job market, we recommend the following:

1. Make sure your faculty supervisors are aware that you will want them to write letters of recommendation that can comment favorably, and specifically, on your teaching.
2. Show evidence of organization and efficiency. Most TAs approach their initial teaching assignments enthusiastically. They are willing to devote a great deal of time and effort to making their section intellectually stimulating. This kind of enthusiasm makes teaching and learning exciting, but remember not to neglect your own graduate work.
3. Learn to budget your time carefully; you will need to do so for the rest of your academic career. Your future job will probably require a number of obligations besides teaching, and you will only be able to accomplish them by developing an organized and efficient approach toward your classes. Realize that your faculty supervisor may not be impressed by the simple fact that you spend a great deal of time on your course or section (in fact, this could make an unfavorable impression, if your own research falls by the wayside). The best way to make a good impression is to show that you can manage the teaching and your own work. Be as systematic as possible in things like classroom preparation and grading. Keep your outlines, notes, classroom handouts, etc. in proper files; you can make these files available when the time comes to evaluate your performance (e.g., when the professor is writing that letter of recommendation).
4. Consider putting together a teaching portfolio: A comprehensive way of documenting, reflecting on, and strengthening your record as a teacher. As teaching continues to be an important factor in the academic job market, the portfolio is a practical asset as well as a way to develop professionally.



# Appendix 2 Timekeeping Policy

## Scope

This policy applies to all SICE students hired as Temporary Employees within Luddy

## Policy Statement

Per IU payroll policy "All Temporary employees are required to record hours worked in the University's timekeeping system, TIME, or another University-approved timekeeping system, using synchronous mode (clocking in and out to record actual time worked)." Students not complying with this policy will be subject to progressive discipline up to and including termination.

## Reason for the Policy

The reason for this policy is to communicate to student temporary employees the importance of following the IU payroll policy and the consequences of non-compliance. Non-compliance with this policy not only places SICE in non-compliance with IU policy, but also significantly increases the workload of SICE and other IU staff in having to make and/or approve timesheet corrections.

## Procedures

Before employment students will receive training on how to use the IU timekeeping system, the expectations of the IU payroll policy for accurate timekeeping, and the consequences of non-compliance laid out in this policy.

Students will receive a warning after every 2 timesheet corrections and / or after every four missed punches with increasing levels of consequences.

- Warning 1 - email notifying the student of the timesheet error and first warning
- Warning 2 - meeting with payroll staff to discuss issue
- Warning 3 - meeting with Associate Chair and/or Supervising Instructor
- Warning 4 - meeting with Associate Chair and/or Supervising Instructor with the discussion of possible termination if a good faith effort to improve is not made.

Students will start each semester with a clean slate and no prior warnings held against them.

Please leave Timesheet errors or adjustment requests in the "Notes" section of your current timesheet. These notes are checked frequently and adjustments are made accordingly.

## **Additional Requirements**

Please email [sicepay@indiana.edu](mailto:sicepay@indiana.edu) and cc your faculty supervisor on all communications pertaining to timesheet matters. For example, if you are out sick or running late, and are emailing your faculty supervisor to notify them, please place [sicepay@indiana.edu](mailto:sicepay@indiana.edu) in the "to " line and your faculty sponsor in the "cc" line.

## **Responsible Parties**

Students are solely responsible for ensuring accurate timesheets. It is not the responsibility of the supervisor or the payroll office to remind students to punch in or out.

## **Definitions**

**Timesheet Correction** - correction to the timesheet made by the supervisor or payroll staff.

**Missed Punch** - correction made by employee within 24 hour of clock in.