Outline of the talk

• Get involved!
• General Guidelines
• Tutorial duties
• Laboratory duties
• Marking
• Proctoring
• TA workshops (2016)
• Guiding ethical principles (2015)
• Plagiarism (2016)
Get involved! – PHYSICS SHOW

October 29, 2016 (?) – email me to volunteer!
Get involved! – ASTRONOMY

Public Astronomy Nights – join the mailing list.
Not accessible otherwise, but can change if enough people show interest.
If you think it takes you more time than the assigned hours to complete your work talk to the instructor.
General Guidelines (1/3)

• Act professionally, you are paid for this job. (and this might eventually end up in your CV)
• If you will be away during the term, let the instructor know as soon as possible.
• If something comes up and you can’t be in the lab for your lab duty, contact your supervisor, Joanne, Eva, Penka, until you reach someone.
• In case you switch your TA session with someone, let the instructor know.
• Don’t use your phone or gather to talk about your weekend. All your attention should be going to the job you are paid to do. It also sets a bad example to the students.
• Arrive on time and be prepared.
• Please, stay polite with students.
• If you have troubles with a student, don’t confront him/her.
• I don’t want you to tutor students in a course in which you’re a TA.
• Mark (and enter marks) everything on time.
• Marks should be entered outside of lab/tutorial time.
• Emergency: Dial 4444 (613-520-4444)
General Guidelines (3/3)

• Don’t give your email address to students. You are not expected to help them outside the lab, and if you do it because you’re a nice person, it might irritate other students that think it’s unfair. I will only use first names in the lab.

• We have the drop-in centre to help students outside of labs.

• Simply forward any students’ emails to the instructor.
Tutorial duties

• Make sure you know how to solve the problem beforehand (check with other TAs).

• **Check for potential mistakes** in the solution provided by the instructor (let him know if you find one).

• At the blackboard speak loudly, facing students (we have microphones if you want).

• Explain the problem and the strategy to solve it before solving it on the board.

• Use clear diagrams.

• Explain each step with words.

• Ask questions to students.
Laboratory Duties (1/3)

• Read the experiment before coming to the lab. We arranged for short training sessions that could be part of your mandatory (paid) 5-hr training.
• Listen to the introduction talk (do not talk).
• Some students will try to make you perform the experiment. Ask them questions.
• Identify frequent problems and give feedback to the instructor.
Laboratory Duties (2/3)

Students’ lab card

- **Fill the information** even if the student is absent (put ABS) in the A column in that case.
- **Use the back of the card to write comments.** (changed section, late, messy workstation)
- Do not remove them from the lab.
- When receiving a lab report, check the IN column. **Don’t collect reports outside the lab.**
Laboratory Duties (3/3)

• To indicate that students are ready to leave the lab, we have red flags.
• Check them out using the lab card and sign their raw data/graphs. Check their results.
• Identify slow students and prevent them from idling.
• Avoid last minute rush by signing students out quickly at the end of the lab period.
• No students near the TA area (printers)
Marking (1/3)

• There might be more than one way to solve a problem, be aware of it.

• Write comments; it will save you some time later.

• Follow the marking scheme.
  – If you’re generous early in the term, students will get lazy.
  – Make sure that when you remove marks, you can justify it.
  – Students will compare their marked work with others.

• Students are expected to show their work.
  – Just the answer is not sufficient.
  – Make it clear before a test what you expect from them.
    (free-body diagram, equation with variables, final answer in sentence)
Marking (2/3)

• If a student is not satisfied with your marking.
  – Ask them where they think you made a mistake.
  – Mentioned that you followed a marking scheme and it’s the same for everyone.
  – Explain why you remove marks and refer them to the documentation.
  – If it’s an error that they make frequently, asked them to bring their previous reports.
  – If they still complain, ask them talk to the instructor. Don’t confront them.

• Hide the mark (second page/fold paper/etc...)

• If you feel like you spend too much time marking, talk to your supervisor.
Marking (3/3)

• Cross out any big section that was not used by the students.
• Cross out an answer that is wrong and circle or write the right one.
• Mark students in pairs, it helps to find identical copies. If too similar, talk to the instructor.
• Try to spot “stupid” errors (signs or numbers magically appearing).
• Check that the original data is what they use in their analysis.
• Double check one of their calculation.
Proctoring (during a test)

• Announce at the beginning that no talking is allowed, even to ask for an eraser or calculator.
• **Walk around the room.**
• Do NOT use your phone.
• **Do not talk.**
• **Ask students to leave the room after the test.** They can talk to you when the test is over. They wait outside the room, not chat inside the room.
## TA workshops

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
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<tbody>
<tr>
<td>Sept 22</td>
<td>PHYS 1007 Density of Water: Metrology instruments (calipers and micrometers).</td>
</tr>
<tr>
<td>Sept 29</td>
<td>PHYS 1003 Motion on an Inclined Plane: Statistical manipulations in Logger Pro, motion sensor operation.</td>
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<tr>
<td>Oct 13</td>
<td>PHYS 1007 Spring Constant: Data acquisition and fitting in Logger Pro.</td>
</tr>
<tr>
<td>Oct 27</td>
<td>PHYS 1003 Spring Constant: Force sensor operation and equation linearization.</td>
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<tr>
<td>Nov 3</td>
<td>PHYS 1007 Atwood’s Machine: Advanced data manipulation in Logger Pro and equipment operation.</td>
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<tr>
<td>Nov 10</td>
<td>PHYS 1003 Atwood’s Machine: Error propagation and experimental procedure.</td>
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<tr>
<td>Nov 17</td>
<td>PHYS 1007 Specific Heat: Circuit setup (Power supplies, voltmeters and ammeters).</td>
</tr>
<tr>
<td>Nov 24</td>
<td>PHYS 1003 Thermocouple: Instrument calibration, dry ice alcohol slurry safety concerns.</td>
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- Thursdays, 10 am for a duration of 30 min.
- Can count towards your 5 hours of paid training.
- Need to be registered in advance.
Guiding ethical principles

• **Respect for human dignity**
  – Speak to all students with respect and dignity
  – Always be mindful of their individual rights and personal sensibilities

• **Respect Privacy of information**
  – Respect the confidential nature of all information related to students
  – Share student information in an appropriate manner only with those directly concerned
  – Respect and recognize the right of individuals to be treated with fairness and equity
  – Avoiding conflicts of interest
General rules

• Be tactful when providing comments and feedback (both oral and written), and offer positive feedback as often as you can.
• Offer special assistance and tips for studying and writing reports and recommend the physics drop-in centre.
• Manage group dynamics by creating an inclusive environment.
• Judge students on their academic merits and give similar praises for all academic successes.
• Facilitate the enrichment of your students’ education by not discouraging students from pursuing certain occupations, fields of study or research projects.
• Use gender neutral language in the classroom.
• If you think a joke may offend someone, then don’t tell it or tolerate others telling it.
Dealing with problematic behaviour

• Communicate classroom rules on the first day of class.
• Model the behaviour you expect from you students.
• Be consistent and fair about what is and is not tolerated in class.
• Always document events that are of concern to you for future reference.
• Take some time, and a deep breath before you say or do anything (especially if you didn’t sleep well the night before).
• Make an effort to speak to the student in a setting that you feel is safe but affords some privacy.
• Keep the course instructor informed of all exceptional behaviour.
Late Students

One particularly frustrating behaviour practiced by many students is tardiness. Part of what makes it so frustrating is the fact that students often seem oblivious to how disruptive their late entrance is.

The instructor will make sure that students are aware that this behaviour is not acceptable.

Log the time of arrival of all late students on their cards and mention it to the instructor. He/She will remind the student of the rules and decide if the student will suffer more consequences.
Plagiarism

Under Carleton’s Student Academic Integrity Policy, all suspected cases of student academic misconduct must be reported to the faculty dean. For various reasons (e.g. saving the student’s university record, too much work for you) you may be tempted to handle the incident yourself. However, doing so only undermines the process.

“I won’t get caught. If I do, the prof won’t do anything about it!”
You witness plagiarism

1. Do not accuse the student or prevent them from finishing their exam.

2. Keep any material confiscated from the student.

3. If a proctor observed the violation, obtain a written report of the incident from him/her. The report should include: date, time, examination, room number and building, student’s name and I.D. number, seating position, a statement of what was observed and what was done.
You witness plagiarism

4. After the student has completed the examination, advise the student that he/she has committed an instructional offense and that you will be reporting the case to the dean for consideration.

5. Inform the student to contact Ombuds Services for assistance.

6. Write your own report of the incident.

7. Forward all reports and supporting materials to the dean’s office as soon as possible.
If you don’t feel safe

• Talk to your supervisor.
• 24-Hour Emergency line: 613-520-4444
  24-Hour Non-Emergency line: 613-520-3612
• Need a safe walk home? Call 613-520-4066 for a walk anywhere on campus and up to 30 mins off campus.
I didn’t know what academic misconduct was!
What happens next

- **Step 1:** Instructor believes misconduct has occurred
- **Step 2:** Faculty Dean reviews documentation
- **Step 3:** Student is contacted by email and letter
- **Step 4:** Meeting with student, Dean and Advisor
- **Step 5:** Dean informs student of decision

**Examples of Sanctions**

- A grade of zero, a failure, or a reduced grade for the piece of academic work
- A letter of reprimand
- Reduction of final grade in the course
- Suspension from a program of study
- Completion of a remediation process
- Resubmission of academic work
- Withdrawal from course(s)