UA Philosophy GTA Training Program

Training Sessions
The philosophy department's GTA teacher training program is intended to guide graduate students in the development of strong teaching skills.

TA Training I: Getting Started
The initial session, geared to first-time GTAs, addresses such issues as what to do the first day, how to lead a discussion section, how to handle problem students and student problems, and how to deal with academic dishonesty.

TA Training II: Grading
The second session addresses grading related issues, including how to provide fair and effective feedback, and time-management.

TA Training III: Teaching Your Own Course
In a third session, graduate students who will be teaching their own courses explore how to design a syllabus, select readings, use PowerPoint and online resources, and prepare assignments and study guides.

TA Training IV: Teaching Online Courses
A final session helps GTAs who teach on-line courses become proficient in the technological aspects of a web-based Learning Management System. It addresses such matters as effective use of the tools of technology to personalize online instruction, present video lectures, conduct discussions in a virtual classroom, deliver timely feedback, and enforce academic integrity.

Teaching Evaluations
Members of the GTA Teaching Advisory Committee visit each graduate student's sections during their first two years of teaching and at least twice thereafter. Additional visits are made as seems advisable or as individual graduate students may request. Committee members should provide detailed oral and written feedback that identifies teaching strengths and weaknesses and offers specific suggestions for improvement. GTAs also receive student evaluations.

Mentoring
The GTA Mentoring Program is staffed by two advanced and especially accomplished graduate instructors, who serve as mentors to first and second year teaching assistants. These Mentors are "on-call" to address such questions and concerns as may arise for first and second year teaching assistants, as well as to provide feedback by visiting sections or reviewing videotapes that GTAs can arrange to have made of their sections through the University's Learning Technologies Center.