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Be in charge of classroom technology (Note: it is best to practice using equipment or tools before a given class session and to consult with EdTech or Media Services for any difficulties or special needs. See Ian Tosh's resources on Educational Technology training for TAs )

Track participation using Teachly, an HK S-developed participation tracking software. (See Ian Tosh's resources on using Teachly ) have

Circulate among discussion groups to answer questions and deepen reflections (if TAs are going to be helping with specific quantitative problems, it is good for professors to provide TAs with advanced notice and answers)

Give brief presentations (e.g. explaining experiment data or summarizing web postings)

Record a class to help professors reflect on their teaching or to assist students who have to miss that class

Collect data (e.g. noting the amount and types of questions instructors ask) to provide the professor with feedback about a given class session

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Hold office hours that are spread throughout the week, and are offered at different times of day (see therefore sess

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Inform the professor how students are doing with the mat

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Don't feel guilty about sticking to your boundaries. You

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they would take to solve the problem, and provide suggestions to correct their plan as necessary.

Asking questions allows (and helps) students to articulate what they need and keep actively engaged in the learning process. For example, if a student with a particular problem, you could ask:

- What is the question asking (e.g. what is the goal)?
- What are the important pieces of information? What information is extra?
- What information is missing, but is needed for this problem? How will you find it?
- What are the assumptions you need to make? Are they reasonable?
- What course concepts are relevant to this problem? How will you apply them?
- How does this relate to *insert concept*?
- What have you tried? How would you try a different approach?
- Look at your answer. Does it make sense? Does it seem unreasonable?

If you are unsure of the student's current level, start with fairly simple questions and then gradually work up to deeper-level concepts as you identify where they are struggling.

Avoid saying things like, "Come on, you can't solve *this*!" or "This should be easy." These remarks add unnecessary pressure on students. It's possible that they

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metacognition includes knowing your own l