





SEAS TF Training

- Required micro-teaching for first-time TFs
- 42 sessions with 110 TFs, 1 hr/session
- “Mini” micro-teaching, 1 PF & 2-4 TFs

Key Issues

- Everyone is Zoom-fatigued!!!
- Lots of TFs!!!! (training is mostly first-time TFs, full list is longer!)
- Different TF needs!!!!

Results

- Higher engagement, response, and attendance rate than previous years (anecdotally)
- Smaller group led to more time for reflection and cross-TF feedback
- Piloting inclusive teaching strategies + discussions within micro-teaching

Future Work

- **Suggest:** keep it remote for logistical reasons, keep it small for discussion, more SEAS PFs?
- **How could we do better to fit unique TF needs across SEAS?** → more PFs, tailor towards larger teaching staffs / courses vs. grad-to-other-grad TFs, for example

1	<p><u>SEAS TF Training</u></p> <ul style="list-style-type: none">➤ Required micro-teaching for first-time TFs➤ 42 sessions with 110 TFs, 1 hr/session➤ “Mini” micro-teaching, 1 PF & 2-4 TFs	<ul style="list-style-type: none">• Higher engagement, response, and attendance rate than previous years (anecdotally)• Smaller group led to more time for reflection and cross-TF feedback• Piloting inclusive teaching strategies + discussions within micro-teaching (can/should be formalized?)• Suggest: keep it remote for logistical reasons, keep it small for discussion, more SEAS PFs?• How could we do better to fit unique TF needs across SEAS? → more PFs, tailor towards larger teaching staffs / courses vs. grad-to-other-grad TFs, for example
2	<p><u>Inclusive Pedagogy in STEM Reading Group</u></p> <ul style="list-style-type: none">➤ Open to all SEAS graduate students➤ Advertised explicitly to current TFs and ES301➤ Meet once-every-3-weeks to discuss readings➤ Attendance is 4-10, group input on themes	<ul style="list-style-type: none">• Inclusive teaching strategies (ideas vs. practice in different science classrooms)• Equity in group assignments and different types of learner-centered group activities• Many pathways towards STEM higher-ed and careers (& what that means for instructors)• Formation/ value of STEM student identity (as a scientist vs. intersectional student identities more broadly)
3	<p><u>SEAS Teaching Practicum (ES301)</u></p> <ul style="list-style-type: none">➤ Voluntary pedagogy course co-led with John Girash for SEAS grad students (6 enrolled)➤ Weekly 2 hr meetings alternate teaching exercises and pedagogy discussions	<ul style="list-style-type: none">• Syllabus updates; organized activities and discussion topics; emphasize transparency in framing choices• Co-developed each course meeting and traded “lead” per-activity within class meetings• Balance of structured teaching and brainstorming exercises vs. open discussion• Meet each student 1:1 to review multiple teaching videos throughout semester• UPF workshop, invited faculty perspectives, other extra-impactful sessions
4	<p><u>Other SEAS Pedagogy-Related Initiatives, Activities & Discussions</u></p> <ul style="list-style-type: none">➤ Responding to TF questions + needs➤ Great things on the horizon for next year	<ul style="list-style-type: none">• Regular emails to full TF list with resources and events• A handful of 1:1 teaching consultations throughout the year• TF feedback survey in Fall (results available) and Spring (results under collection)• SEAS DIB Fellows pilot program planning• Context and logistics for transition to Allston campus• Revamping CS290 curriculum towards professional development and “hidden grad student curriculum”
5	<p><u>Broader Themes and Questions</u></p>	<ul style="list-style-type: none">• How to teach towards pedagogy in a physical classroom from a virtual one?• How to stay engaged with a diverse set of SEAS TFs without being a nuisance?• How to foster more connections between SEAS TFs and Bok Center resources?• What are other contexts in which critical pedagogy reflections and techniques can be leveraged?• How to recruit additional SEAS PFs or manage/structure this workload in future?