Finding Your Teaching Style

Describing yourself
- Promoting yourself as a teaching assistant
- Promoting your course
- Impacting your students
- Students impacting you

Reflecting on your teaching
- Developing a teaching philosophy
- Connecting with your students and others
- Creating democratic classrooms
- Discovering your voice
- Documenting your teaching
- Continuing personal and professional development

Developing your teaching style
- Adapting to different teaching styles
- Recognizing different learning styles
- Identifying teacher/student-centered approaches
- Balancing your role as a teaching assistant
- Co-learning with your students
- Using technology to diversify teaching
- Trying new approaches

Planning formative feedback
- Self-assessment – Reflective Journals
- Student-assessment – Classroom Assessment Techniques (CATs)
- Peer-assessment – Classroom Observations
- Outside-assessment - Consultations

Recalling indelible memories
- Describing your personal educational experiences
- Making new memories

How would you describe yourself as an instructor? Better yet, how would you “pitch” yourself or your course? Taking the time to think about who you are and how you teach can have a powerful impact on yourself and your students. In this session, Janet Giesen, Instructional Design Coordinator for the Faculty Development and Instructional Design Center, will discuss how to define yourself as an instructor, provide strategies for reflecting on and developing your teaching practice, and guide you in discovering your teaching style. NOTE: This is an advanced topic and is intended for returning or experienced TAs.
Time Travel Through Reflection and Imagination
Adapted from Natalie Houston
http://chronicle.com/blogs/profhacker/author/nhouston

Step One: Clear your mind.
Set aside a block of time — 20-30 minutes is usually plenty — when you won’t be interrupted. Silence your phone or computer notifications, and have something to write with nearby. Sit comfortably, and just close your eyes and breathe for a minute or two.

Step Two: Travel to the utopian future.
First, just imagine this fall semester as your ideal semester. Your life, your work, your teaching are all going well. Try to feel that in your body and picture it in your mind while considering the following questions, and write down whatever comes to mind.

It’s one month into your ideal semester.
- How are you spending most of your time?
- How do you feel (physically or emotionally)?
- What’s happening in your classes right now?
- How are your studies/research going?

It’s two months into your ideal semester.
- How are you spending most of your time?
- How do you feel (physically or emotionally)?
- What’s happening in your classes right now?
- How are your studies/research going?

It’s the last week of your ideal semester.
- How are you spending most of your time?
- How do you feel (physically or emotionally)?

Step Three: Travel to the past.
After picturing how you would like this semester to be, take a few minutes to look through your calendar or journal from last fall and focus on those same points in the semester: one month in, two months, the last week. Without getting bogged down in the details of each specific class, jot down answers to the same questions. See if you can discover how you were spending your time, how you felt, and what was going on in your teaching, your studies, and your research.

One month into last fall...
- How were you spending most of your time?
- How did you feel (physically or emotionally)?
- What was happening in your classes?
- How were your studies/research going?

Two months into last fall...
- How were you spending most of your time?
- How did you feel (physically or emotionally)?
- What was happening in your classes?
- How were your studies/research going?
During the last week of the semester . . .
  - How were you spending most of your time?
  - How did you feel (physically or emotionally)?

**Step Four: Conscious planning.**

Finally, take a few minutes to reflect on these questions:
  - What differences do you see between your vision of this ideal semester and how things went for you last year?
  - What three specific things could you do differently this year to help bring your ideal vision into reality?