2025 Graduate Teaching Orientation

Graduate Teaching Orientation this year runs the week of August 18th – 22nd. The orientation will occur in a hybrid format, including an asynchronous online course and a variety of Zoom and in person workshop sessions. **To be counted as completing orientation, participants will need to complete the online course (including 1 required discussion post and 1 orientation worksheet) by August 22nd at 5:00 pm.**

In order to obtain access to the online course, participants should register for orientation by **August 1st**. Registering in advance for workshop sessions allows us to estimate attendance, book rooms of an appropriate size, and provide food and other materials to participants. This is particularly important for in-person sessions. For this reason, we ask you to build your orientation schedule before registering. When you are ready to register, you can do so by completing [the registration survey](https://osu.az1.qualtrics.com/jfe/form/SV_0rcH3U71p00CWNM).

Registered participants will be added to the online course shortly before orientation week begins on August 18th. They will be able to access the course by logging into [Carmen Canvas](https://carmen.osu.edu/) with their OSU name.# and password. More information about orientation, including Zoom links, locations for in person events, and announcements will be provided via the online course.

Questions about orientation and accommodations requests can be directed to drakeinstitute@osu.edu.

## Building Your Orientation Schedule

There are two types of workshop sessions offered at orientation: teaching context sessions and teaching topics sessions. Session descriptions for each type of session can be found below.

**Teaching context sessions**, which are held on Zoom, allow participants to think through how they would respond to difficult teaching scenarios specific to their teaching context. Facilitators guide participants through the teaching scenarios, provide feedback, offer suggestions and advice, and answer participants’ questions. These sessions are most helpful for those teaching in a new context for the first time. Since all teaching context sessions follow a similar format, we recommend participants attend just one of these sessions, corresponding to the appointment they expect to hold in the upcoming academic year. These teaching contexts include:

* Teaching as an Independent Instructor – Independent instructors are typically responsible for all aspects of the course they are teaching, including designing assignments, grading, and facilitating lessons. The syllabus may already be written for the instructor, or the instructor may be expected to write the syllabus on their own or in collaboration with others.
* Teaching as a Recitation Leader – Recitation leaders are responsible for running a separate session, often for a smaller number of students, which accompanies the lead instructor’s lecture. In these sessions, GTAs may clarify lectures or texts, work through example problems, provide feedback, or design, give, and/or assess assignments. Some departments call recitations “discussion sections."
* Teaching in the Lab Context– Lab instructors supervise as students apply disciplinary principles that were presented in lecture. Labs can involve various activities such as examining preserved or live specimens, conducting experiments, or writing computer programs.
* Teaching in the Lab/Recitation Context – The lab/recitation context might be best for you if your teaching appointment includes elements of both the lab and recitation contexts.
* Teaching in the Studio – Studio instructors help students engage in the practice and application of techniques for art forms such as art, theatre, dance, and music. GTAs who lead studio classes may have responsibilities resembling those of a recitation leader or independent instructor.
* Teaching as a Grader - Graders assist with a class led by another instructor, usually by grading student assignments and providing feedback to students. Graders may also hold office hours to answer student questions, lead review sessions, or perform other duties to assist the lead instructor.
* Teaching in Any Context – These sessions are staffed by instructors who represent a wide range of teaching contexts. They might be appropriate for you if you do not know what your teaching context will be or if you are unable to attend one of the workshops specific to your teaching context.
* Teaching as an Experienced Instructor – The experienced instructor session is intended for instructors who have prior teaching experience outside of higher education (e.g., those who have taught high school but are teaching college students for the first time.) It is intended to help instructors think through how teaching in the university environment is similar or different to other kinds of teaching.

**Teaching topic sessions** are an opportunity to learn more about a particular aspect of effective teaching. These sessions are designed for instructors who teach in any context or department, and we encourage participants to attend any session that interests them. Some of these workshops will be held in person, while others will be held on Zoom. Topics include:

* Active Learning Strategies (In-person Workshop and Practice Opportunity)
Compared to lecture, active learning strategies can help students feel more engaged, learn more effectively, and develop autonomy in the learning process. This session will be useful for any instructor who wants to engage students in learning activities, including those who teach in the recitation, studio, or lab. Participants will design an active learning exercise they could use in one of their courses. In small breakout rooms led by facilitators, they will then practice leading the activity in front of a supportive group of their peers.
* Campus Resource Fair (In Person) Here, graduate students can learn about the resources available to them on campus. Snacks and gifts from various organizations on campus will also be provided.
* Developing Effective Presentation Skills (Zoom and In Person Options Available)
Effective presentation skills foster student learning by establishing clear communication and helping students engage in the learning process. Participants will identify effective presentation techniques that they can implement in their classes this semester, including techniques related to course content, planning and delivery, and connecting with their students.
* Facilitating Classroom Discussion (Zoom and In Person Options Available)
In this session, participants will learn how to effectively plan and facilitate classroom discussions. Participants will leave this session with concrete strategies for asking questions, structuring discussions, encouraging and maintaining student engagement, and responding to student contributions.
* Creating an Inclusive Learning Environment (Zoom and In Person Options Available) In this session, participants will begin to develop their inclusive teaching practice by applying the principles of Universal Design for Learning and collaborating with other graduate students who are bringing aspects of inclusive teaching into their classrooms.
* Teaching in an Online Context (Zoom Panel)
Attendees will hear from peers who have taught online and use these examples to begin the process of planning to teach online. They will also encounter some common problems for new online instructors and identify some approaches to overcoming these challenges.
* International TA Panel (Zoom Panel)
In this session, international graduate student instructors will have the opportunity to voice unique concerns they may face as international teachers. The session aims to reduce any anxiety that international TAs may have about their new teaching role and environment, as experienced international TAs help them develop strategies for responding to the challenges they may face as international instructors.
* Writing and Critical Thinking (Zoom and In Person Sessions Available)
Many instructors ask their students to write, even if they don’t see themselves as teaching writing. In this session, facilitated by the Center for the Study and Teaching of Writing, participants learn to develop short, low-stakes writing activities that promote student learning and provide opportunities for students to practice writing.
* Responding to Student Writing (Zoom)
In this workshop, facilitated by the Center for the Study and Teaching of Writing, participants from a wide range of teaching contexts will have the chance to think about how to make the feedback they give to students more meaningful and manageable.
* Navigating Difficult Conversations (In Person)
“I just don't know how to have this conversation.” If you have ever had this thought, this workshop is for you. Difficult conversations with students and colleagues range from conceptual disagreements to conflict resolution. Instructors may facilitate planned or impromptu conversations with students on difficult topics, or they may find themselves working through conflicts with students or colleagues. This workshop offers participants the opportunity to learn what is important to consider when having difficult conversations and offers concrete tools to avoid harmful conversations in favor of healing ones
* Increasing Student Motivation (In Person and Zoom sessions available)
Regardless of the topic or context you teach in, how can you support students who lack motivation? How would you discourage them from delegating their learning to generative AI when completing assigned tasks and activities? By the end of this workshop, you will be equipped to effectively implement evidence-based motivational strategies in your teaching roles to enhance your students’ learning and engagement.

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| Day | Time (EST) | Workshop Topic | Facilitator Departments/Units | Location |

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| **Day** | **Time (EST)** | **Workshop Topic** | **FacilitatorDepartments/Units** | **Location** |
| Monday 8/18 | 11:00 am – 12:15 pm | Effective Presentation Skills | *Geography**Microbiology* | Zoom |
| Monday 8/18 | 12:30 – 1:30 pm | Teaching as a Recitation Leader | *Women’s, Gender, and Sexuality Studies**Economics* | Zoom |
| Monday 8/18 | 12:30 – 1:30 pm | Teaching as an Independent Instructor | *Spanish and Portuguese**Dennis Learning Center* | Zoom |
| Monday 8/18 | 1:30 – 2:45 pm | Facilitating Classroom Discussions | *Dance**Anthropology* | Zoom |
| Monday 8/18 | 3:00 – 4:00 pm | Teaching in the Lab/Recitation Context | *Mechanical and Aerospace Engineering**Earth Sciences* | Zoom |
| Monday 8/18 | 3:00 – 4:00 pm | Teaching as a Grader | *Geography**Arts Administration, Education, and Policy* | Zoom |
| Monday 8/18 | 4:00 – 5:00 pm | Teaching as an Experienced Instructor | *Music**Educational Studies* | Zoom |

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| **Day** | **Time (EST)** | **Workshop Topic** | **FacilitatorDepartments/Units** | **Location** |
| Tuesday 8/19 | 9:00 – 10:00 am | Teaching in Any Context | *Geography**Earth Sciences**Educational Studies* | Zoom |
| Tuesday 8/19 | 9:00 – 10:15 am | International TA Panel | *Mechanical and Aerospace Engineering**Educational Studies**Design* | Zoom |
| Tuesday 8/19 | 10:30 – 11:45 am | Writing and Critical Thinking | Center for the Study and Teaching of Writing | Zoom |
| Tuesday 8/19 | 12:00 – 1:15 pm | Online Teaching Panel | *Arts Adminstration, Education, and Policy**Dance**Educational Studies* | Zoom |
| Tuesday 8/19 | 12:00 - 1:15 pm | Effective Presentation Skills | *Economics**Music* | Zoom |
| Tuesday 8/19 | 1:30 – 2:45 pm | Responding to Student Writing | Center for the Study and Teaching of Writing | Zoom |
| Tuesday 8/19 | 1:30 – 2:45 pm | Increasing Student Motivation | *Educational Studies* | Zoom |
| Tuesday 8/19 | 3:00 – 4:00 pm | Teaching in the Studio | *Design**Dance* | Zoom |
| Tuesday 8/19 | 3:00 – 4:00 pm | Teaching as a Recitation Leader | *History of Art**Sociology* | Zoom |
| Tuesday 8/19 | 4:00 – 5:00 pm | Teaching in Any Context | *Dance**Geography**Evolution, Ecology, and Organismal Biology* | Zoom |

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| **Day** | **Time (EST)** | **Workshop Topic** | **FacilitatorDepartments/Units** | **Location** |
| Wednesday 8/20 | 9:00 – 10:00 am | Teaching in Any Context | *Economics**Educational Studies**Dance* | Zoom |
| Wednesday 8/20 | 11:00 – 12:30 pm | Campus Resource Fair | Various Campus Organizations | In Person Ohio Union |
| Wednesday 8/20 | 1:00 – 3:00 pm | Active Learning Workshop | Drake Institute for Teaching and Learning | In Person |
| Wednesday 8/20 | 3:30 – 5:00 pm | Breakout Sessions: Facilitating Active Learning (Teaching Practice) | Facilitators from Various Academic Departments | In Person |

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| **Day** | **Time (EST)** | **Workshop Topic** | **FacilitatorDepartments/Units** | **Location** |
| Thursday 8/21 | 9:00 – 10:15 am | Increasing Student Motivation | *Educational Studies* | In Person |
| Thursday 8/21 | 10:00 – 11:00 am | Teaching in Any Context | *Microbiology**Sociology**Teaching and Learning* | Zoom |
| Thursday 8/21 | 10:30 – 11:45 am | Facilitating Classroom Discussion | *Educational Studies**Evolution, Ecology and Organismal Biology* | In Person |
| Thursday 8/21 | 12:00 – 1:15 pm | Navigating Difficult Conversations | Office of Academic Affairs | In Person |
| Thursday 8/21 | 1:30 – 2:45 pm | Effective Presentation Skills | *Geography**Mechanical and Aerospace Engineering* | In Person |
| Thursday 8/21 | 1:30 – 2:45 pm | Writing and Critical Thinking | Center for the Study and Teaching of Writing | In Person |
| Thursday 8/21 | 3:00 – 4:15 pm | Creating an Inclusive Learning Environment | *Dennis Learning Center* *Sociology* | In Person  |

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| **Day** | **Time (EST)** | **Workshop Topic** | **FacilitatorDepartments/Units** | **Location** |
| Friday 8/22 | 9:00 – 10:00 am | Teaching as an Independent Instructor | *Teaching and Learning* *Sociology* | Zoom |
| Friday 8/22 | 9:00 – 10:00 am | Teaching as a Grader | *Mechanical and Aerospace Engineering**Anthropology* | Zoom |
| Friday 8/22 | 9:00 – 10:00 am | Teaching in the Lab Context | *Geography**Evolution, Ecology and Organismal Biology* | Zoom |
| Friday 8/22 | 10:00 – 11:15 am | Creating an Inclusive Learning Environment | *Geography**Women’s, Gender, and Sexuality Studies* | Zoom |
| Friday 8/22 | 11:30 – 12:45 pm | Facilitating Classroom Discussion | *Spanish and Portuguese**Political Science* | Zoom |
| Friday 8/22 | 1:00 – 2:15 pm | Responding to Student Writing | Center for the Study and Teaching of Writing | Zoom |
| Friday 8/22 | 2:30 pm – 3:45 pm | Creating an Inclusive Learning Environment | *History of Art**Sociology* | Zoom |