



UiT The Arctic University of Norway

Welcome to the Teaching Assistant day at Faculty of Science and Technology!

Maarten Beerepoot

Hilja Lisa Huru

Elena Malyutina

Øistein Søvik

Madeleine Lorås

Magnus Burkow

Ida Friestad Pedersen

Plan of the day

Plenary session (9.15-11.00)

- Planning your teaching
- Who to ask
- Educational system, study programs
- Infection prevention
- Cases

Elective modules (from 11.15)

As we go along: Write in the chat what challenges you have had, something we need to bring further, something the others should be aware of.

Case 1

You have been assigned to teach in a course that starts in ten days. You have not met the course leader yet and she has not answered the email you sent a week ago.

- i. Should you try again to come into contact with the course leader?
- ii. What should you do to get more information about your teaching?

Plan your own teaching in advance

- Contact the educational leader of the department to find out what course you might teach next semester
- Contact the course leader (CL)
 - Find out the time schedule (first and last week of teaching, free weeks, free days)
 - Working duties: teaching, answering questions, preparing the exercises, preparing the solutions, assignments, availability for the students
- Set up a meeting in the beginning of the semester with the CL. Take initiative!
- Set up digital meetings with the CL if needed (knocking the door works well, unless the door is always locked)
- Contact previous/present TAs

Equipment

- Make sure you have everything for your teaching: books, lab equipment, markers, chalks etc.
- Digital teaching: tablet, camera, microphone, software etc.
- Contact kontorsjef (Head of Departmental Administration), Head of the Department, Educational Leader or Course Leader if you miss something

At your department: Who is responsible, who to ask?

Head of Department
Instituttleder

Educational leader
Undervisningsleder

Head of Administration
Kontorsjef

Course leader
Emneansvarlig

Educational leaders (undervisningsledere):

- IK: Luca Frediani <luca.frediani@uit.no>;
- IMS: Per Kristen Jakobsen <per.jakobsen@uit.no>;
- IFT: Unni Pia Løvhaug <unni.pia.lovhaug@uit.no>;
- IFI: Edvard Pedersen <edvard.pedersen@uit.no>;
- IG: Anders Schomacker <anders.schomacker@uit.no>;
- ITS: Trine Lydersen <trine.lydersen@uit.no>

The educational system in Norway, a brief overview

Kindergarten
Barnehage
(age 0-6)

Primary school
Barneskole
(age 6-13)

Lower secondary
school
Ungdomsskole
(age 13-16)

Upper secondary
school
*Videregående
skole*
(age 16-19)

Higher education
(age 19 to ?)

What is the previous knowledge of the students?

- Upper secondary school: [Nye læreplaner – grunnskolen og gjennomgående fag vgo \(udir.no\)](#) Some are available in english e.g. [Curriculum for Mathematics Year 11 theoretical \(Mathematics T\) \(MAT09-01\)](#)
- Overview of study programs: [Education – Faculty of Science and Technology | UiT](#), see study plans.

What is the previous knowledge of the students?

- Upper secondary school: [Ny gjennomgående fag vgo \(uc\)](#)
e.g. [Curriculum for Mathematics T \(Mathematics T\) \(MAT09-01\)](#)
- Overview of study programs [and Technology | UiT](#), see s

Oppbygning av studieretning i molekylmodellering

Semester	10 studiepoeng	10 studiepoeng	10 studiepoeng
1. sem (høst)	MAT-1001 Kalkulus 1	INF-1049 Introduksjon til beregningsorientert programmering	FYS-0100 Generell fysikk
2. sem (vår)	MAT-1002 Kalkulus 2	MAT-1004 Lineær algebra	STA-1001 Statistikk og sannsynlighet
3. sem (høst)	FIL-0700 Examen philosophicum Tromsøvarianten	MAT-1003 Kalkulus 3	KJE-1001 Introduksjon til kjemi og kjemisk biologi
4. sem (vår)	KJE-1005 Grunnleggende fysikalsk kjemi: Kvantekjemi, termodynamikk og kinetikk	FYS-1002 Elektromagnetisme	Valgemne eller KJE-1002 Organisk kjemi ¹
5. sem (høst)	Valgemne eller KJE-1004 Innføring i uorganisk kjemi ¹	Valgemne	Valgemne
6. sem (vår)	KJE-2001 Molecular physical chemistry and foundations of spectroscopy	FYS-2000 Quantum mechanics	Valgemne

What is the previous knowledge of the students?

- Upper secondary school: [Nye læreplaner – grunnskolen og gjennomgående fag vgo \(udir.no\)](#) Some are available in english e.g. [Curriculum for Mathematics Year 11 theoretical \(Mathematics T\) \(MAT09-01\)](#)
- Overview of study programs: [Education – Faculty of Science and Technology | UiT](#), see study plans.
- Prerequisites of specific courses. An example: [https://uit.no/utdanning/emner/emne?p_document_id=670729](#)

Infection prevention

- Keep updated: [Corona | UiT](#)
- [Infection prevention course for students and employees at UiT](#)
- The basic principles for preventing contamination and spreading of the virus are:
 - keep your distance,
 - wash your hands often,
 - avoid sneezing or coughing on others and
 - stay home if you have symptoms.

UiT complies with FHI's recommendation: It must be possible to maintain a distance of at least one meter between students and between students and staff.

- Before leaving the room, wash / disinfect all affected areas, such as:
 - Table surfaces
 - Equipment
- Handle whiteboard markers / chalk as personal equipment

Keep yourself updated! Be good examples! Watch out for yourself.

Learning Norwegian and more Teacher Training

- Norwegian language courses at UiT (just a recommendation for PhD students, since at interviews TAs mentioned language as a barrier)
- PhD course Teaching and Learning in Higher Education (<https://result.uit.no/phd-course/>):
 - Develop and reflect on your teaching, based on theories of teaching and learning.
 - Plan and carry out teaching.
 - Give and receive feedback on teaching.
 - Work on the development of your Teaching Portfolio.

Case 2

You teach exercise classes in a course with ten students on campus. The students do not prepare the exercises before the classes. In class, they hardly ask any questions about the exercises. Usually nobody responds when you ask whether they have any questions.

- i. Is it problematic when you have hardly any interaction with your students?
- ii. What could you do to get more interaction with your students?

Case 3

Ten students are registered in the course where you teach exercise classes (on campus), but usually only two or three show up. The classes are not compulsory.

- i. Should you try to make more students show up?
- ii. What could you do to motivate more students to show up?
- iii. How could you organize exercise classes with only two or three students?

Case 4

You are teaching a topic to that is outside your main expertise. One of your students asks you a question that is just outside of what the students are expected to know. You do not know the answer.

- i. Is it problematic if you do not know the answer to such a question?
- ii. How could you react in such a situation?

Elective modules round 1 (11.15-12.15)

1A: Online teaching in small groups with Magnus Burkow

- *Online teaching*
- *Sharing writing and drawing in online teaching*
- *Interaction with students in online teaching*
- *The challenges of digital teaching, and how to address them*

1B: How to prepare for your teaching, Øistein Søvik

- *Preparation takes a lot of time. Maybe because it is my first time teaching.*
- *What is the most efficient way of conducting work as a teaching assistant that still gives students a good experience?*
- *How to answer a student's question by simply not giving the right answer, but pointing in the right direction*
- *How to prepare for lectures?*
- *Perspectives on how others are preparing for a lecture.*

Elective modules round 2 (13.00-14.00)

2A: Systematic development of your teaching: Self-evaluation, student evaluation and peer review of teaching with Maarten Beerepoot

2B: Challenges being a teaching assistant and how to deal with them (based on research from NTNU) with Madeleine Lorås

- General knowledge of the main research on TAs
- Knowledge of the main challenges for TAs and tools to limit them
- Experience in reflecting on your own challenges and a plan of how to deal with them