Graduate Teaching Assistant Resource Manual

BSC1085L, BSC1086L

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Abstract

The original project sought the development of an online seminar series for graduate teaching assistants in Anatomy and Physiology laboratories at the University of West Florida. This was designed to enhance student learning in various academic foundation domains, stressing those in the project management domain. The goal of the project was to better equip Graduate Teaching Assistants to perform their role within the laboratory environment. At the time of the proposal, graduate student turnover as instructors was a concern. Most of the labs at the time were taught by graduate students who had little or no training in teaching. However, an unexpected change occurred shortly after award of the proposal. No new graduate students began teaching Anatomy and Physiology laboratories. Over the past 3 years, the laboratories have switched from being taught dominantly by graduate students to full or adjunct faculty members. Therefore in spite of the fact that the Graduate Teaching Assistant Resource Manual has been developed, there have been no new graduate students to use the materials

Project Overview

Teaching laboratories are a natural setting for project management skill development. It is in the laboratory setting that increased time for hands on exploration of both technical skills and biological concepts will occur. Small informal projects and team participation occur each week in labs. An extension of this would be to formalize a project and present it to the students in a well defined method designed to ensure their exposure to many of the student learning outcomes associated with the project management domain of the academic learning foundations for general education at the University of West Florida. However, if we wish to deliver a quality management experience to the students, we must ensure that it is delivered to those students in a setting designed to optimize their level of engagement and success.

Many general education courses in the biological sciences utilize multiple laboratory sections to accommodate all students. Most of these laboratory sections are both taught and assisted by graduate students (or a combination of graduate and undergraduate students). Most if not all of these students have never had a course or seminar involving teaching methods. The general system currently employed to train new graduate instructors is to learn while assisting a few sections and then teach based on that model.

Due to the rudimentary level of preparation, diversity of teaching skills, and high turnover of graduate student instructors, an attempt should be made to standardize instruction and facilitate the acquisition of teaching skills by these instructors and their assistants. Therefore I proposed the creation of a Graduate Teaching Assistant Resource Manual/Seminar for Anatomy and Physiology laboratories (BSC1085L and BSC1086L).

Anatomy and Physiology is broken into a two semester course series. Enrollment in these courses is well over 200 students during both the fall and spring semesters. Therefore multiple laboratory sections taught primarily by graduate students were in the past standard. These students taught not only Anatomy and Physiology laboratories, but other general education laboratories in biology as well. Some of these students have taught Anatomy and Physiology many times in the past and are excellent instructors. Additionally, turnover was expected to be regular. If a quality project management topic were to be delivered to the undergraduate students, the graduate instructors would require training in that delivery. Logically other teaching resources should be introduced at the same time. The Resource Manual developed consists of material including in the following outline:

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1. Course preparation
    a. Working with your supervising instructor
    b. Lab schedule development
    c. Preview of roster and anticipated student preparedness/interests
    d. Administrative issues – office hours, grade assignments, etc

    e. Syllabus preparation
        i. Elements of a syllabus
        ii. Introduction to Academic Foundations and Academic learning compacts
            1. SLOs
            2. Rubric Development
2. Teaching Methods
    a. Interactive lecturing
    b. Visual Aids
    c. Guided Discussions
    d. Active learning
        i. Lab skills
        ii. Project management skill
    e. Teaching vs. Learning
        i. Bloom's Taxonomy
        ii. Learning Modes
            1. Visual
            2. Auditory
            3. Tactile
            4. Kinesthetic
3. Introduction of Project Management theme
    a. How to introduce topic to class
    b. Preliminary materials available
    c. Small group development of action plan
        i. Scientific method
        ii. Controls
        iii. Variables
        iv. Data collection
4. Evaluations
    a. Planned evaluations
    b. Inclusion of multiple evaluation formats
    c. Development of grading criteria
    d. Development of testing/activities to evaluation SLOs
5. Academic Honesty
    a. Plagiarism
    b. Cheating
    c. Falsifying data / results
    d. Collaborative rather than individual work
6. Students with Disabilities
7. Assignment of Grades

Project Results and Interpretation

The primary product of this project is the creation of a Graduate Teaching Assistant Resource Manual for Anatomy and Physiology Laboratories. This manual follows the format listed in the project rationale. It should provide a firm basis for the new Graduate Teaching Assistant in Anatomy and Physiology. The Resource Manual contains practical information regarding course preparation, teaching methods, and other miscellaneous activities required of the Graduate Teaching Assistant.

Development of a Graduate Student Teaching Resource Manual could serve to enhance student engagement on two levels. The first of these is to introduce Graduate Student Teaching Assistants to concepts associated with educational pedagogy including active learning skills, increased recognition of multiple learning modes, and increased awareness of multiple assessment strategies. This, combined with an introduction to the fundamentals of course management (syllabus development, class administration, academic honesty, etc) would enhance the ability of graduate student instructors to guide the classes. Familiarization with various learning modes would enable the instructors to help students connect concepts with hands-on application (Montgomery & Groat, 1998). Many universities prepare extensive teaching manuals, seminars, and may even require graduate student instructors to take classes designed to prepare them for their roles as learning facilitators. Many of these are available on the internet and some have served as guides for my resource outline (Case Western Reserve University 2005, University of Virginia 2004).

I anticipate that should new Graduate Teaching Assistants apply for instructor positions, the Resource Manual will be utilized to ease their transition into teaching of laboratories and help improve the project management experience of the students within the laboratory classes. The lack of available, qualified graduate students to teach laboratory courses in the Department of Biology has been problematic for the past several years. We have actively begun new recruiting which will hopefully alleviate this problem. At that time, the full scope of the original proposal will be effected.

Dissemination and Institutionalization

The Graduate Student Teaching Assistant Resource Manual (appendix A) which has been created for this proposal will be distributed to the General Biology Faculty at the next annual assessment focused faculty meeting. It is my hope that the information contained in the resource will be useful to other faculty members who also supervise laboratory courses containing multiple sections taught by graduate students. Even though Anatomy and Physiology labs have been forced to switch from utilizing graduate students, other labs have not suffered from the same lack of available Graduate Student Teaching Assistants. With slight modification, the resource manual may prove useful to those courses.

Conclusion

Although this project has essentially failed in its mission to disseminate teaching and learning resources to Graduate Teaching Assistants in Anatomy and Physiology laboratories, it has still succeeded in the creation of a Resource Manual for such students. In the event the Anatomy and Physiology laboratory classes switch back to primarily being taught by graduate students, this manual will prove to be a valuable and ready resource. Potentially as well the manual could be utilized by other biology courses that still use primarily graduate students to teach multiple laboratory sections.

Use of this resource manual will greatly enhance the achievement of the University QEP goals. It will expand student learning in all areas and particularly in the area of project management as that goal will be stressed during the seminar series. The project achieves this QEP goal two fold. First, since the undergraduate student will receive improved instruction concerning project management, they should improve skills relating to project management. Second, the graduate students will develop better management skills as they guide the class groups through the project and counsel them on the projects.

Additionally, this resource manual will help achieve the QEP goals by increasing the use of active learning and student engagement. Graduate students will utilize multiple instructional techniques and develop a better understanding of multiple assessment strategies. During the seminar, graduate student instructors will receive instruction and practice concerning multiple teaching methodologies, including active learning, development of assessment rubrics and multiple assessment techniques.

Finally this project will provide opportunities for faculty development. The entire project concerns development of faculty skill regarding teaching methods and particularly project management activities. The graduate students targeted by the proposed seminars not only teach Anatomy and Physiology labs but numerous other laboratories offered by the biology department. Hopefully the graduate students will be able to take these skills with them far into the future.

Works Cited

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Appendix A

Graduate Student Teaching Assistant Resource Manual For Anatomy and Physiology Laboratories

Introduction

Congratulations, you have been selected as a Graduate Student Teaching Assistant in the Department of Biology. This selection is based on your interest in teaching laboratories and having achieved certain qualification criteria. To be qualified to teach as a graduate student, you must have accumulated 18 graduate credit hours in the field of biology. However, you may not have taken courses specific to the course you are about to teach. This may also be your first teaching experience.

This manual is designed to help you organize for this first teaching experience. It will include some practical matter including syllabus preparation, laboratory organization, and grade submission. It will also include some information regarding both teaching and learning styles. You will not be considered an "expert" after having read this manual. But hopefully you will be slightly better prepared for the upcoming challenge.

Course Preparation

Working With Your Supervising Instructor

Here at the UWF Biology Department, graduate teaching assistants strictly teach laboratory sections. Therefore you will be working with a supervising instructor who teaches the associated lecture course. Occasionally, there may be two lecture sections with multiple instructors. One of these will usually take the lead in organizing laboratories.

Prior to the beginning of the semester, you will need to meet with the supervising instructor and determine exactly what the instructor expects from you. During this initial interview you will need to ask appropriate questions to determine what is expected of you as a GTA. These questions should include but are not limited to (Case Western Reserve 2005):

- What are my responsibilities?
- How much academic freedom do I have as your teaching assistant?
- What are the course goals?
- Are grading procedures standardized across laboratory sections
- How much time is anticipated for holding office hours, grading, etc?
- What problems might I anticipate?

From this initial interview, you should gain a clearer understanding of your exact responsibilities and resources. Although these may vary among faculty members, typical duties of a GTA in the UWF Biology Department include (Streichler 2005):

- Conducting laboratory sections using lab techniques and teaching strategies appropriate for students
- Holding office hours for outside class student appointments

- Grading exams, problem sets, and lab reports
- Being prepared in the subject matter for each laboratory
- Maintaining good records of student attendance and grades
- Respecting the confidential nature of the student/teacher relationship
- Reporting academic dishonesty to the faculty supervisor

Lab Schedule Development

Generally your faculty advisor will not only develop the syllabus for the lab course but also develop the schedule. However, you should review the schedule before the start of the academic semester and advise the faculty coordinator of any possible conflicts or obstacles. The laboratory schedule may be negotiated during an early meeting with the faculty member. However, the existing schedule is designed to accompany the lecture schedule and is standardized across multiple lab sections. Therefore you may need to make arrangements for a qualified substitute for any meeting for which you have a conflict. Laboratories cannot be easily cancelled and it is difficult to "make-up" material during a subsequent laboratory class meeting.

Go over the lab schedule well in advance and make notes of any special preparations that may be needed. Often lab supplies take several weeks to order. Look through existing supplies at the beginning of the semester and take note of anything missing or in insufficient quantities for the labs. Review lab procedures and schedule time for lab preparation with your assist/prep individual (if available).

Preview of Roster

Obtain a copy of the laboratory roster at least one week prior to the start of labs. Go over the roster and review the academic background and declared majors of the students in the lab. Determine the percentage of freshman, sophomores, juniors and seniors in the class. Each lab section will be slightly different in composition. If you have a class that is primarily freshman, you may need to spend more time emphasizing basic study habits than a class which is primarily composed of juniors and seniors.

Syllabus Preparation

Although you may not be directly responsible for the development of the syllabus, you will be responsible for administering components of the syllabus. Faculty supervisors may include lab syllabus information on the lecture syllabus or prepare a separate lab syllabus. Either way, you are responsible for knowing what is on the syllabus, why it is on the syllabus, and how to enforce the syllabus information.

If you feel the syllabus does not include enough information regarding labs, you have both the right and responsibility to address this with the faculty supervisor. Some important features you will find on the syllabus include instructor contact information, required text materials, a brief course description, grade calculation, attendance rules, student learning outcomes, assignment schedules, and other informative materials. You also need to be sure that students in your lab section have adequate contact information for you including your name, email address, office phone number (if available), and availability of office hours. Detailed information about syllabus construction may be found on the UWF Center for University Teaching, Learning and Assessment website (CUTLA 2009)

Student Learning Outcomes

One critical area of the syllabus is the listing of student learning outcomes (SLOs). Student learning outcomes are learning goals for the course. They should be written in active language and success for these goals can be directly measured (CUTLA 2008). Please read through the SLOs listed for your lab course. These can be used to guide you in lesson planning. Also, your graded assessments (quizzes, lab practicals, etc) should reflect the SLOs.

In addition to graded assignments included on the syllabus, a GTA may be required to help administer an embedded assessment of learning outcomes reflected in either the General Education Academic Foundations or the Department of Biology Academic Learning Compact. The Academic Foundations for General Education are essentially a collection of basic skills that all students need to succeed in the academic learning environments. The UWF Academic Foundations matrix is included in the CUTLA tip sheet #16 (CUTLA 2006a)

Within each of the domains for the Academic Foundations are several areas of emphasis. Although no single general education course will address all domains or areas of emphasis, the goal is that the student will experience all domains within their basic general education curricula. This will assist the students in achieving the learning outcomes associated with the Departmental Academic Learning Compacts. Several courses with labs at UWF can be used to satisfy the Natural Science general Education requirement. Anatomy and Physiology I and II are two of those courses. Other courses in the Department of Biology include: Zoology, Botany and Biology for Non-majors.

Students within the Biology Department may be evaluated for learning outcomes within the Biology Academic Learning Compacts. The various Biology Academic Learning Compacts may be found at the CUTLA website as well (CUTLA 2006b). The Academic Learning Compact outcomes include the expected mastery level of a graduating senior and are the learning goals of the Biology Department.

Students may be evaluated on their mastery of learning outcomes during any course within the Department of biology. The Department has, however, established an assessment pathway for students within courses that are common to several specific majors within the Department of Biology. While teaching the lab component of these courses, you may be asked to assist in an embedded assessment of student learning similar to those used to evaluate Academic Foundations of General Education Students.

Embedded assessments are not direct assessments of specific course learning outcomes using graded material. Instead, they are used to evaluate student performance on those more generalized learning outcomes found within either the Academic Foundation Domains or Academic Learning Compacts. Often the embedded assessment will use the direct graded assignments. However, the embedded assessment will evaluate the student using a grading rubric directly based on the student learning outcome. The results are not used to assign grades to the students but are instead used to evaluate how the course is generally contributing to success with the Academic Foundations or Learning Compacts. The combined assessments from several courses may be used to evaluate how the entire Department is facilitating the achievement of the Academic Foundations or Learning Compacts. Once each year the Biology Faculty meet to discuss the results of these assessments and evaluate student achievement and what can be done to increase student performance.

The embedded assessment protocol and rubrics for both Academic Foundations and Academic Learning Compacts are developed by the supervising faculty member. However, GTAs may be asked to administer the graded assignment associated with the embedded

assessment and evaluate the assignment for both the graded portion and to assess the performance of student learning outcomes.

Development of Teaching Skills

Although graduate teaching assistants have much experience as students, they often have little to no preparation for teaching and are often call upon to teach laboratory exercises that are outside their area of expertise. Generally, graduate students will spend 1-2 semesters as a lab assistant prior to teach the actual labs. It is helpful to fully participate in these learning environments. However, some GTAs have not served as assistants and will need additional preparation time for their new lab experiences.

Laboratory Teaching Structure

Before each week's lab, the GTA should (Barnett, et. al. 2001):

- Review the text and lab manual to be sure they have a grasp of the material. If you have any questions, schedule an appointment with the faculty supervisor
- List all materials and supplies necessary to effectively run the lab and be sure they are available. Know the location of materials needed for lab
- Review the lab equipment and be sure it is in proper working order
- Complete any experiments and demonstrations before lab begins to be sure you know how the experiments will work and what to do incase of equipment failure
- Prepare any necessary pre-lab introductory lecture notes, handouts, quizzes, etc
- Contact your lab assist/prep individual and make sure they are also familiar with the material equipment, and experiments.

Pre-lab Assignments

Each week's lab exercises should include a pre-lab assignment (UC Berkeley 2009). This should include a reading assignment concerning the day's lab materials. A pre-lab assignment will prepare students for the lab material and ensure that activities during lab are better organized. Also, the repetition of concepts before and then during lab activities assists with material retention by students. However, students often need some sort of encouragement to actually do the pre-lab assignment. Problem sets, a writing assignment, or a pre-lab quiz often can encourage the students to prepare themselves for lab.

Pre-lab Introduction

Towards the beginning of lab, a pre-lab introductory lecture is also helpful. This should connect the pre-lab assignment with actual activities for the day. Basic concepts needed for lab should be reinforced during the pre-lab introduction. Although the introduction is often formatted as a lecture, it should be kept brief and informal. Keep the lecture period interactive. Instead of simply explaining concepts to the students, ask the students to come-up with their own explanations and descriptions of the concepts. Try to include all students in this discussion. If one or two students persist in answering all questions, you may need to call on other students. If the students do not know the answers directly, ask them to speculate and come up with a reasonable response. Once students realize that you will call on all individuals in the class, they will better prepare for the day's material.

After a brief review of concepts, describe the activities for the day and relate them to the concepts. Go over any procedures to help focus the students on the task at hand. Remind

students of essential data to be collected and possible questions to be explored during the exercises.

Laboratory Assignments

Once students are essentially "turned loose" in lab to review materials and/or perform experiments, circulate among the students. Ask the students questions during the exercises to be sure they understand the concepts being applied and to be sure the students are performing the exercises correctly. Students may be inhibited in asking a question. Ask detailed questions of students instead of simply asking "how are things going".

Towards the end of class, do not simply dismiss students when they have finished the exercises. Briefly review with smaller groups of students, what they should have learned. Ask about results of experiments, discuss any common problems experienced in lab that day. Remind students of what they need to prepare for in the next lab and answer any remaining questions before dismissing students.

Teaching Methods

Active Learning

All learning activities could at some level be considered active learning (Bonwell and Eison 1991). Lectures, for example could be considered active as students must participate by actively listening. A truly active learning experience, however, must engage the students physically, mentally, and cooperatively. Laboratories lend themselves readily towards active learning. The pre-lab introductory lecture should be kept to a minimum to allow students plenty of hand's on time. Interactive techniques within the laboratory will vary based on the class exercise. For example, models allow students to manipulate materials in three dimensions while diagrams and figure are far less interactive. Dissection exercises require student involvement while viewing pre-dissected materials is less involving. Experiments encourage both hands on participation and team building skills. All of these interactive exercises are more effective than a simple one way lecture.

Student learning modalities

Students learn in various ways. The teaching lab can easily target all student learning modalities. At the beginning of the semester, it is recommended that students take an assessment of student learning modes. These are readily available online. The assessment used within the Anatomy and Physiology lecture class is available from the lecture instructor.

It may also be helpful to obtain information regarding student background at the beginning of the semester. Some of this may be available from the roster within Argus. However a short survey administered to students may also be informative. Information on this survey could include: expected major at UWF, Class standing (freshman, sophomore, etc), anticipated career goals, and specific objectives for the course.

Understanding how students learn is a huge subject and well beyond the scope of this manual. However, there are a few basic concepts which may help you as the GTA understand how your students learn. Try to incorporate a variety of activities that may target these primary learning modes within each lab period.

Most individuals learn by use of their senses (Garrett 2006). This brings information into the brain for processing. By our sensory exploration of the world we build ideas and connections

with an ever expanding knowledge base. The three main senses used in learning are sight (visual learning), sound (auditory learning), and touch (tactile/kinesthetic learning). All three of these "learning" senses are easily stimulated within a laboratory setting.

Visual learners will benefit from seeing both the figures in the book and the models used during class. They especially benefit from being able to see materials in all three dimensions as with the anatomical models. While these students will benefit from simply viewing materials, they should also be encouraged to draw what they see. This will help cement the spatial arrangements for the students.

Auditory learners will benefit from discussions. Auditory learners should be encouraged to pay attention during the pre-lab lecture. They should also be encouraged to verbally quiz each other during lab. The auditory learner will benefit from asking questions during partner based quiz exercises, from hearing questions and verbally responding to questions. These students should also be encouraged to say complicated terms aloud to connect the term with the vocal activity.

The tactile learners should be the first students to volunteer to lead dissection exercises. They benefit greatly from actually doing anatomical dissections instead of simply viewing pre-dissected materials or models. They should be encouraged to probe and touch the materials to connect their tactile sense with the three dimensional relationships. The tactile/kinesthetic learner should be encouraged to pick up models, disassemble and reassemble models. They should also be encouraged to draw pictures of the materials.

Most students will not simply demonstrate one learning style to the exclusion of others. Many will have one to two dominate styles and some may show characteristics of all three. Students should be encouraged to incorporate some of all the learning styles in their laboratory activities. They should experiment and develop their best learning strategies. Once students have developed their learning strategies, they are ready to be challenged in multiple cognitive domains.

Cognitive Domains

Often we challenge (test) students in only a few cognitive domains. Grading in the laboratory will involve direct assessment in the domains. Assessments will take the form of in class quizzes, problem sets, laboratory reports, and practical examinations. Assessment of all cognitive domains may be difficult but the more domains assessed will give a better evaluation of student learning within the laboratory. These cognitive domains include (Streichler 2005):

- Knowledge (memorization)
  Recall, remember, or recognize information
- Comprehension (understanding)
  Translate information from one form to another; interpret, summarize, or generalize information
- Application (problem-solving)
  Apply learned material to a new situation
- Analysis (dissection)
  Identify the components of a whole and relationships
- Synthesis (creation)
  Combine two ore more elements into a new combination
- Evaluation (judgement)
  Critically assess quality or judge value of a work based upon set criteria

Usually we simply evaluate students based on the first cognitive domain of knowledge or memorization. The biology laboratory, however, should provide opportunities to evaluate many more domains. In an attempt to increase our assessment of these domains and encourage the development of project-management skills, we will conduct experiments within the laboratory.

Development of Experimentation based Laboratory Assignments

Anatomy and Physiology labs will soon be updated to include interactive student experimentation, group projects, and lab reports in a scientific writing format. In the Spring 2010 semester, the Biology Department will purchase Bio-Pac Data Acquisition units designed for Anatomy and Physiology Classes. These units will allow students to design and conduct simple experiments using the collection of non-invasive physiologic data.

Obviously, students will need to expand their knowledge base before they have the aptitude for experimentation. Therefore experiments will be conducted on a small scale towards the end of Anatomy and Physiology I. Most labs involving use of the Bio-Pac systems will occur during Anatomy and Physiology II.

After students have completed a knowledge based laboratory exercise concerning the type of physiological information needed for the Bio-Pac experiments, you as the GTA will introduce them to the Bio-Pac instruments. Experiments within A & P I will center around use of the equipment. However, Bio-Pac experiments within A & P II labs will focus on the following concepts related to the scientific method including hypothesis testing, controls, variables and data collection/analysis. Students will eventually organize themselves into groups and plan a simple experiment to be conducted.

Student Performance Evaluation

Student performance will be evaluated in several different ways within the Anatomy and Physiology labs. Direct assessment of students will include Quizzes, Laboratory Practical Exams, Problem sets, and Laboratory Reports. Embedded assessment of student performance will include Laboratory Reports associated with Bio-Pac experiments once those have been developed.

Assignment of Grades

You, the GTA will calculate the grades for students within your laboratory sections. Grades will be calculated using direct assessment assignments according to the protocols specified within the course syllabus. If the laboratory course is listed as an independent course (as with Anatomy and Physiology Labs), you may directly enter your grades into Argus. Alternatively you may give a copy of your end of semester grades to the Biology Department Advisor (Steve Celestial) to enter for you. If the lab course is included within a lecture course (not a separate course) you will need to give your final grades to the lecture instructor to calculate final grades for the course.

Academic Dishonesty

Hopefully this will be an issue you will never have to deal with as a GTA. Practically, however, you eventually will have a problem with academic dishonesty in the classroom. Academic dishonesty includes a multiple of problems including but not limited to: plagiarism, cheating, Falsifying data/results, and collaborative rather than individual work. UWF Office of

Student Rights and Responsibilities maintains a website containing the Academic Misconduct Policy and forms. http://uwf.edu/osrr/ If you believe that Academic Misconduct has occurred, fully document the situation and contact the faculty supervisor for help. Academic Misconduct is serious. Early minor incidents of misconduct may escalate in students.

Assistance for Students with Special Needs

Occasionally you as the GTA may receive an email from the UWF Student Disability Resource center. Students with documented disabilities must be presented with an accessible learning environment. The form which is emailed to you will contain the type of accommodations needed by that particular student. Often times this may be as simple as extended testing time. The UWF Student Disability Resource Center has the ability to assist you in any special accommodations for the students. Please contact them http://uwf.edu/SDRC/ if this situation arises.

Conflict Resolution

The University environment can become quite stressful for both students and instructors. Misunderstandings can quickly arise between students, faculty, and staff. It is critical to resolve any potential misunderstandings or conflicts before they escalate. If a conflict arises within the laboratory please try to resolve it quickly and informally. Often times it is simply a result of poor communication. Try to keep emotions under control and develop a desired outcome. If the situation cannot be immediately resolved, take detailed notes of the incident including dates. Make an appointment to see the faculty supervisor who may be able to intervene in the situation. If a conflict situation escalates to the point where you become fearful, do not hesitate to contact the UWF police department. The emergency phone outside the Anatomy and Physiology laboratory room (and all other Bldg 58 labrooms) connects directly with the UWF police department.

FERPA

FERPA refers to the Family Educational Rights and Privacy Act. FERPA restricts the distribution of student records. This includes but is not limited to grades and measurements of student progress. Occasionally a parent of one of your students may contact your to evaluate how their child is progressing in the course. FERPA restricts the information you may give the parent. You should not discuss student progress to an individual outside of the University.

Summary

This manual is intended to help prepare UWF Graduate Teaching Assistants for Anatomy and Physiology Laboratory classes. It is in no way comprehensive of all the duties and skills needed by GTAs. Hopefully, this manually can serve as a starting point for Graduate Students who are all too often thrown into the teaching arena with little or no preparation.

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