

Campus Resources for AIs

Offices and Organizations

Chris Meyer/IU



Campus resources complement the support of individual departments by providing ongoing teaching enhancement to graduate students and faculty. Various campus offices and opportunities contribute to pre-service teaching orientation, in-service support, and preparation for future academic careers.

INSTRUCTIONAL SUPPORT SERVICES

Under the Office of Academic Affairs and Dean of the Faculties, Instructional Support Services provides Associate Instructors and faculty members with assistance through workshops and one-on-one consultations on teaching-related topics such as course design, writing, grading, service-learning, and testing.

Bloomington Evaluation Services and Testing – BEST consults with individual instructors concerning assessment of student learning and evaluation of teaching. BEST consultants help faculty design multiple choice and essay exams as well as surveys to assess instructional outcomes (<http://www.indiana.edu/~best>; best@indiana.edu).

Campus Instructional Consulting – See description on the next page (<http://www.indiana.edu/~teaching>; teaching@indiana.edu).

Campus Writing Program – See description on the next page (<http://www.indiana.edu/~cwp>; joepeter@indiana.edu).

Office of Service-Learning – See description on page 44 (<http://www.indiana.edu/~copsl>; copsl@indiana.edu).

Publications and Graphics – This office provides visuals designed for classroom instruction, research, and administrative support (<http://www.indiana.edu/~issgraph>; issgraph@indiana.edu).

Teaching Resources Center – TRC is a walk-in, self-service office in Ballantine Hall 132 where AIs and faculty scan and edit images and print or photocopy overhead transparencies in black & white and color (<http://www.indiana.edu/~trcenter>; trcenter@indiana.edu).

OTHER CAMPUS OFFICES SUPPORTING INSTRUCTION BY AIs

Classroom Technology Services – CTS provides training and support to AIs and faculty using installed classroom technology. (<http://www.indiana.edu/~cts>; issmedia@indiana.edu).

Teaching and Learning Technologies Center – TLTC assists AIs and faculty to incorporate digital technologies, including Oncourse, into their classes (<http://www.indiana.edu/~tltc>; tltc@indiana.edu).

CAMPUS INSTRUCTIONAL CONSULTING

Campus Instructional Consulting conducts campus and departmental workshops, classroom observations, and private consultations for AIs and faculty on topics such as course design, classroom management, encouraging discussion, grading, and assessing and documenting teaching and learning. One consultant in Campus Instructional Consulting specializes in the training and support of AIs. This consultant also assists faculty supervisors of AIs and instructors of pedagogy courses as well as consults on AI issues with graduate deans and departmental directors of graduate study.

THE CAMPUS WRITING PROGRAM

The Campus Writing Program assists instructors as they incorporate writing into their courses; assists students, through tutorials, in meeting the demands of those courses; and researches the claims of writing across the curriculum. Because writing in any discipline is governed by specific conventions, the CWP approaches any discussion of writing from the perspective that the instructor is the expert of what constitutes good writing in her courses. In turn, CWP consultation and associate instructor and course assistant training focus on helping instructors communicate these discipline-specific concerns to student writers. Support to instructors takes several forms: interactive workshops as part of pedagogy courses or departmental training sessions, grade norming sessions, in-class workshops and presentations, one-on-one meetings, and pamphlets on common writing problems. To read a complete description of these services, see Supplemental Materials at <http://www.aiprep.indiana.edu>.

INDIANA UNIVERSITY OFFICE OF SERVICE-LEARNING

In an effort to provide both theoretical content as well as practical, real-life experience in the learning process, we provide support for curriculum and course development as well as staff members who lead reflection sessions that help to incorporate the learning element into the service experience. The Office of Service-Learning also provides an important link to community service organizations, and staff members are available to work with instructors to create service-learning partnerships by providing community agency background and contact information. The Office of Service-Learning assists instructors with the strategies and tools to support both communication with agencies and student preparation. To read a complete description of these services, see Supplemental Materials at <http://www.aiprep.indiana.edu>.

IUB LIBRARIES

The IUB Libraries have developed discipline- and assignment-specific services and teaching tools to help students meet course learning objectives. Librarians with disciplinary expertise will partner with Associate Instructors and faculty to maximize the learning potential of library resources and research assignments through the following services and tools.

Instructional Handouts and Guides – that cover important research concepts and techniques are available online. Handouts include: Citing Electronic Sources (APA, Chicago, MLA), Evaluating Information Resources, and Basic Search Strategies.

Consult with a Librarian – to discuss or develop a research assignment appropriate to the course or get help incorporating information sources and research strategies into assignments.

Custom Library Web Pages – help students make the right information choices for their research. These web pages are course-specific and are designed with the instructor's input. They can be combined with a library instruction session and linked within an OnCourse site.

Library Instruction Sessions – introduce students to the research skills needed to complete a specific assignment, as well as provide the basic knowledge to recognize when information is needed, how to locate it, and how to use it effectively and ethically. In addition to explaining the purpose and use of various resources, both print and online, librarians help students formulate a research strategy, recognize authoritative resources, and cite information properly.

Please send any requests, comments, or questions regarding the Libraries' Instructional Services to libinstr@indiana.edu.

THE GRADUATE AND PROFESSIONAL STUDENT ORGANIZATION

The Graduate and Professional Student Organization (GPSO) works closely with campus administrators to advocate on behalf of Associate Instructors. In spring 2006, the GPSO hosted a workshop on teaching to students with disabilities and successfully advocated for an additional 500 page printing allotment to Associate Instructors. Additionally, the GPSO takes grievances directly to campus administrators on such subjects as parking, health benefits, office space, and tuition waivers. The organization nominates Associate Instructors to the campus AI Board of Review, a judicial board that hears complaints brought against Associate Instructors and works through campus committees to improve policies for student academic appointees and all students (<http://www.iu.edu/~gpso>).

CAMPUS WRITING PROGRAM: DISCIPLINARY COLLABORATIONS

Examples of collaborations between instructors and the Campus Writing Program include:

Chemistry: New AI Training – Each year, AIs in chemistry participate in a one-hour session with CWP staff. Based upon excerpts from several actual lab reports, the workshop focuses on issues in grading students' papers, including questions concerning the value of correctness versus the worth of content coverage, and the tension between sufficient detail and overwhelming minutiae. In 2007, 55 AIs participated.

Comparative Literature: New AI training – New AIs assigned to teach the 100-level course that fulfills the university's first-year writing requirement participate in a two-hour workshop led by the CWP. Part of these sessions concerns designing writing prompts; the other, using student writing from a 100-level literature course, concerns grading and commenting on student work and dealing with sentence-level error. Four to five AIs participate in this workshop each year.

Jewish Studies: Formal Essay Grading (Norming) – During a 90-minute meeting with two graders for a large upper-level course, the lead instructor articulates the goals of the assignment—primarily to move students beyond summarizing facts and toward interpreting data and texts to reach a reasoned conclusion about historical events—as well as the essential characteristics of each grade level. Faculty report that grade averages among sections are more consistent and that grade disputes are less frequent.

Folklore and Ethnomusicology: TOPICS Course Midterm Essay Exam Grading (Norming) – In an introductory course with two AIs, one of the greatest challenges is grading a large number of essays quickly. In these sessions, the lead faculty member establishes baseline characteristics for each grade level, and discusses with graders the relative weight of each. Graders leave with an established, assignment-specific rubric.

OFFICE OF SERVICE-LEARNING: DISCIPLINARY COLLABORATIONS

Examples of collaborations between instructors and the Office of Service-Learning include:

Children's Folklore F364: Folklore and Ethnomusicology students offer tutorials and lunch/recess proctoring to students at Templeton Elementary School for two hours a week over the course of the semester. While providing this direct service, the IU students are essentially observing through on-site field-work in an effort to have first hand real life examples of childhood socialization as part of the development of adult culture.

Informatics Capstone Class I450: Informatics students provide high-level computer consulting such as creating interactive web pages and re-designing web pages to create a more user-friendly website for Bloomington non-profit and governmental agencies.

Service-Learning in Chemistry G201: Both chemistry and non-chemistry majors have basic chemistry concepts reinforced through designing and teaching kid-friendly lessons as part of a "Chemistry Club" for children in after-school programs.

Leisure Program Development R367: Students in HPER learn how to design, plan and facilitate leisure program events such as Halloween parties/activities for children, and fundraising and cultural events for a local museum. These IU students also provide direct service at the agencies in order to understand the population and the agency so that the event best suits their needs.

Lab in Ethnography E302: Anthropology students learn the tools of ethnography through conducting a research project of interest to a community partner.