

Una Kushε

A Graphic Guide for Creating a Warm and Welcoming
Classroom Environment as a Computer Science TA at Stanford

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Una KushE
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Project Background

The goal of this project is to be a guide for Stanford Computer Science Teaching Assistants (CS TAs). It focuses on ways to create a warm and welcoming environment which includes things such as names, norms, growth mindsets, and a focus on empowerment.

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Introduction

Why is this here? What is this? Who am I?

An Introduction

1 This
2 Structure
3 is
4 called
HOW TO READ A FRACTAL GRID
5 a
6 fractal
7 grid
8 I LOVE FRACTAL GRIDDING!

Hi there! I'm Ecy (AC) King (she/her) and I'm a Stanford Coterm. For undergrad, I did SymSys (Human-Centered AI) and I'm currently doing my Masters in Computer Science (HCI). SymSys = Symbolic Systems

hi :)!
my heart

After my experience(s) TAing Computer Science (CS), I wanted to create a comic-style resource to facilitate CS TAs cultivating warm, welcoming vibes in their classrooms.

Comics are cool!

TA = Teaching Assistant | CS = Computer Science

I love teaching CS! Through the CS198 Program, I've section-led (SL'd) CS106A, CS106B, and Head TA'd CS106A for 8 quarters total. Now, I'm the course instructor for CS100ACE, ACE for CS106A.

From SL to TA to CA, there are lots of acronyms!

My CS teaching journey started in 2020 with SLing the first Code in Place. After that, I fell in love, continuing to teach CS at summer coding camps and assisting with Black LaIR.

My Zoom was Zooming!
Hi Zoomies!

This summer I'll be TAing JamCoders in Jamaica!

That is to say, I've learned and experimented a lot with CS TAing. This is the adinkra symbol for lifelong learning, and I feel like being a student while teaching has instilled that principle within me.

NEA ONNIM

The goal of this guide is to provide tips and ideas for CS TAs, especially those who manage a small section at Stanford. Still, most lessons can be more generally applied, like lessons about language, mindset, and boundaries.

This guide isn't comprehensive though, nor does it claim to be. But it has things that I would love to share from my teaching experience as well as CS198, ACE, and CTL trainings.

Here's an idea :)!

2x2 GRID OF CONTENTS

ENTERING THE CLASS ROOM

PAGE 1

Humility and Strength
Norms
Names
Icebreakers

TEACHING TIPS

Page 9
Empowerment
Mindset
Language
Examples

HANDLING YOUR ROLE

Page 15
Balance and Energy
Boundaries
Bandwidth
Self-care

BEING FLEXIBLE

Page 21
Adaptability
Teaching Styles
Scenarios & Situations
TA Resources

FRACTAL GRID OF CONTENTS

ENTERING THE CLASSROOM TEACHING TIPS

HUMILITY AND STRENGTH page 2

NORMS page 3

NAMES page 4

ICEBREAKERS page 7

TEACHING TIPS

EMPOWERMENT page 10

MINDSET page 11

LANGUAGE page 12

EXAMPLES page 14

HANDLING YOUR ROLE

BALANCE AND ENERGY page 16

BOUNDARIES page 17

BANDWIDTH page 18

SELF-CARE page 19

BEING FLEXIBLE

ADAPTABILITY page 22

TEACHING STYLES page 23

SCENARIOS & SITUATIONS page 24

TA RESOURCES page 25

Entering the Classroom

Humility & Strength | Norms | Names | Icebreakers

Humility & Strength

With this newfound teaching responsibility, one that emerges is: how will you present yourself as a TA to your students?

What kind of TA do I want to be?
What kind of TA persona will YOU adopt?

You're a Stanford student— and also teaching others— which puts you in a unique position as new student-TA dynamics emerge.

Power unlocked: student TA

Everyone will be different in how they lead their classroom. Still, I believe approaching teaching from a position of humility and strength can work wonders.

This is the adinkra symbol for strength through humility.
DWENNIMMEN

From my experience, I've learned that exhibiting strength through content knowledge as well as humility through relatability gives people not only confidence in my teaching but also grace in realizing that I'm a student as well.

Although I am not a fellow student in the class, I AM a fellow human being!

TAing Computer Science can be especially humbling. With tasks like debugging, you don't always know the exact solution before you start. Bugs may be tough, but so are you!

This bug is a toughie!
Me in LaIR week 4 of every quarter...
Bugs may be tough, but so are you!

Humility can be shown through acknowledging your humanity. This takes many forms, like sharing personal victories and challenges overcome if you previously took the course.

Back in the day, when I was a CS106A student...

Strength is incredibly important too. You can display your course knowledge and wisdom through your words and actions. Understanding the material well is vital!

This course isn't easy. But with the right resources and techniques, we can get through it. I'm here to help! As a TA you are a guide!

With names, norms, and icebreakers, this chapter provides ideas on how to create a warm dynamic through setting a tone that leads with humility, heart, and strength.

Ready to put on that TA hat?

NORMS

Setting expectations for the space

The Meaning

In psychology, norms are the informal rules and expectations that govern a space. In TA-land, we can explicitly define norms to set the expectations for a warm and welcoming environment.

This is called norm-setting.

Norms are a set of agreements; when they are violated, there's often no official punishment. Rules, however, often have clear consequences for violating them.

The Purpose

EXPLICITLY stating community norms is important. Although it can be easy to assume people will naturally follow norms, remember: everybody comes from different backgrounds. Expectations for what a Stanford "CS" section looks like may wildly differ.

When we make norms explicit, we set expectations for the type of behavior we expect rather than letting them be set later on. Norms setting helps you define how YOUR space will be— fun, friendly, supportive, maybe fast-paced. Norm-setting can also be collaborative (e.g., in frosh dorms, frosh also contribute to the norms).

Some Examples from MY ACE + CS198 experience

- We want an encouraging, open, and respectful environment
- Be comfortable making mistakes!
 - Questions are highly encouraged; through correcting MISunderstandings we understand
 - "Celebrate the struggle"
- Be present to the best of your ability
- It may feel like you are lagging, but we are LAGging— learning, adapting, and growing.
- (Assume best intent) depending on space
- (Be aware of intent vs impact) depending on space

The Timing

Norms play an important role in setting the tone of the class for the quarter. They are a perfect place to begin to establish strength and humilty.

As such, norms should be discussed at the beginning of the FIRST class. People are settling in and forming first impressions. If the norms are being violated (e.g., people are on their phones, not asking questions), you can remind them of the norms in an encouraging way.

On the first day, I usually order things like so:
About Me---> Norms ---> Student Intros

NAMES

One of the most important things you can learn is names!

My name is Ecy (like Air Conditioning)!

Calling someone's name can make them feel seen, not just as an indiscriminate student but also as a human being.

Thank you for using me!

Can you recall a class where people used names versus not and how those experiences differed?

It can also help to establish student-TA rapport! I've noticed this makes a huge difference in creating a warm and welcoming environment or even in Office Hours.

Building rapport

This is also a psychological tactic used to build rapport more generally speaking.

But names can sometimes be hard for us- to remember, to pronounce.

Hmm...

Clipboard with lots of names

As if I use an actual clipboard...

Even though learning names may require some additional effort, creating an environment where people feel COMFORTABLE learning can pay dividends.

She actually knows my name :)

One of my favorite icebreakers on the first day of class is: "What's the story behind your name?" That can help to set the tone and provide a way for names to stick.

My name means born on Sunday in a Ghanaian language, though I was not born on a Sunday nor is my family Ghanaian.

What's the story behind YOUR name?

In the next two pages, we'll talk about additional tips for remembering and pronouncing names.

Along with names, I ask people for their pronouns if they feel comfortable sharing. That way, I can know how they'd like to be addressed.

I use (she/her) pronouns.

I've found it helpful to write these down on the roster as well. I'm always learning!

REMEMBERING NAMES

Sometimes, there are lots of students' names to remember. How can you remember them all?

Humility: Remember you are human and just focus on doing your best!

I've had sections of 5 - 15 students, classrooms of 10 - 23, and lectured in front of a classroom of hundreds of students. How do you handle using names in each?

For smaller sections, you can memorize each name. One useful tool is mnemonic devices. With them, you can attach rhymes or imagery to a name to better remember it.

Juan like a swan
Daniel like Danny Boy
Roxane like the song

I introduce my name with a mnemonic :)
Ecy like AC

In a more full classroom, one strategy is to group names or people into groups. .

Okay Team Beaver, here we go!

Some of my favorite team names are Axolotyl, Alpaca, Beaver, Buffalo, Capybara. Some of these come from my favorite CS247 teams.

In big classes (40+), I've seen professors ask people to prop up nametags or for them to say their name when asking or answering questions.

If you forget or mix up names, remember that mistakes happen. Try to be cognizant of biases if you mix up or tend to forget certain names; it happens and it's good to be aware!

Oops. I just called somebody by the wrong name...

Humility is helpful to practice because it sets the stage for you not being perfect, but trying to do your best!

Thanks for the correction :)

Remember: Mistakes happen! How we handle them is often even more important.

Remembering names can be difficult. Choosing to learn names, however, can be a worthwhile endeavor conducive to creating that warm, welcoming classroom.

Difficult at times, but nonetheless worthwhile :)

PRONOUNCING NAMES

At Stanford, there are many names, each with their own story, origin, and intended pronunciation.

Many of our English-tuned ears may miss the beautiful nuances of other languages. For example, Mandarin in China and Yoruba in Nigeria are both tonal languages.

"Fẹ́mí" said with Yoruba magic and charm

A tonal language is sensitive to not only pronunciation, but also pitch.

But English is not a tonal language, so inherently, something is lost when we say a non-English name in English.

"Femi" said without that Yoruba magic and charm

NOTE: My middle name is Nigerian, but I am not.

We can always work to the best of our abilities to capture the beautiful nuances present in other cultures and languages, however. One strategy is to write out phonetic pronunciations.

I use this one a lot!

Another strategy is to listen intently during icebreakers or see if there's a phonetic pronunciation guide somewhere.

What if you pronounce someone's name wrong? It can be helpful to give students the space to correct you while you are actively learning.

Please correct me if I'm wrong!

I try my best not to put all of my learning burdens on the student, however. I aim to 1) limit how many times I ask a student to repeat their name and 2) reduce the uncertainty in my voice when saying their name.

Why does she sound like she's asking a question every time she says my name :(?

On the upside, I've caught the hang of some basic phonemes (basic units of sound) from different origins. So outside of class, I can try to better pronounce various names :)

person surprised

Nice attempt at my name!

I try!

Cultural exposure woowoo!

6

ICEBREAKERS

When you first enter a classroom, the feel of it may be a little bit intimidating. Even after doing norms, students may not have spoken a word yet.

Does this classroom feel a lil bit... chilly to you?

That's because we haven't broken the ice yet!

You can break the ice with icebreakers! Icebreakers are short questions or activities that get people chatting and familiar with each other.

Time to warm up the class a wee bit.

Additionally, icebreakers may help with class participation. If a student has already spoken during an icebreaker, there's less of a barrier to them speaking and participating later on.

Thanks to icebreakers, everyone has spoken in the class at least once.

After the first few classes you might stop doing icebreakers. I am an advocate for doing them all quarter; they are useful for tracking attendance and doing "vibe checks".

One can do very quick icebreakers as well!

Instead of doing classwide icebreakers, you can do them in groups. This saves time and can help students get to know each other, creating a sense of community and comfort.

As mentioned before, one of my favorite icebreakers on the first day of class is: what's the story behind your name?

Each of my three names tells a different story. My first name is Ghanian, the second Nigerian, the third English. In the context of Sierra Leone, all three names hint at a more cohesive story, that of my Krio background.

Some other of my favorites include:

- What is one thing you are excited for in CS106A? One thing you are nervous about?
- What's one activity that makes you happy?
- What's one place you'd take people to in your hometown?
- What's your preferred campus mode of transport, and why?

Icebreakers— whether shared out loud or in small groups— can help a class feel more participatory. By breaking the ice, we can facilitate a more warm and welcoming environment.

WAHOO!

Teaching Tips

Empowerment | Mindset | Language | Examples

Empowerment

Although teaching has many goals, I believe a really important one is empowerment. This involves not only sharing knowledge, but also EMPOWERING students to create, seek, and bask in it.

We're on a mission to EMPOWER!

I've learned that 1) being intentional with your content and delivery and 2) being mindful of framing and representation can work wonders.

As a TA, you are a leader with the power to inspire. Your classroom is full of students following your guidance.

This adinkra symbol is the chief of adinkra symbols. It embodies leadership to inspire.

ADINKRAHENE

I think there's a balance between surface-level empowerment, and the thoughtful, genuine kind of belief in students as agents of their learning.

Just try harder!

Working harder != working smarter.

Encouraging students to find the resources and strategies that can best work for them— even if that takes time, sacrifice, and sustained effort — can show your belief in their path forward.

Let's make a plan for success!

On an educational trip in NYC, we learned about the concept of a warm demander from a Theatre Group (EPIC). A warm demander has high expectations for their students AND shows they care deeply for them and their potential.

I believe in you. BUT you will have to put in the work and learn and practice smart strategies in order to do so and thrive.

I've observed that empowerment can also come in the form of people feeling seen, represented, and believed in too, especially in CS spaces!

Is this really what a computer scientist looks like?

Focusing on one's mindset, language, and examples, this chapter explores ideas to empower students and lead in a way that inspires.

MINDSET

In my frosh fall, I took a growth mindset class. The concept, popularized by Professor Carol Dweck, embraces that intelligence isn't a fixed trait; with the appropriate effort, it can grow.

Growth mindsets are cool.

The course teacher? Carol Dweck herself :)

In contrast, the fixed mindset suggests people's abilities are fixed, often despite effort. There are CS people and non-CS people and that is an immutable fact of life.

Oh no, a challenge! I'm not really cut out to be a CS person.

A growth mindset suggests people have the ability to grow their talents. Obstacles are a chance to learn and develop skills rather than a task that showcases an inherent inability.

Oh yes, a challenge! Embracing that CS struggle.

As CS198 legend Kylie Jue would say, "Celebrate the Struggle!"

I've observed people believing they aren't really "CS" people. So how, as a TA, do you help to instill a growth mindset in students?

Sorry, I'm not really a CS person. I'm not good at this CS stuff.

Not good at CS YET...

One way is to reinforce the narrative that students can learn through the right efforts. This includes highlighting class resources and sharing strategies for success.

Sometimes, you can't do things just yet. But there are resources to help you get there eventually.

Another way is to acknowledge the potential for growth through mistakes and misunderstandings. One could encourage student questions and reflections on mistakes.

Hmm... Maybe I am capable of understanding with a little bit of effort.

Explain this problem we've just solved to yourself 10 minutes ago.

One can also focus more on praising effort.

That was a smart idea! This is a strategy everyone can learn from.

Especially in a STEM field like CS, growth mindsets can help students feel empowered by learning through their mistakes, seeking class resources, and realizing their full potential through their efforts.

Have a Growth Mindset!

LANGUAGE

Language is a form of communication. Although it may seem small, the words we use don't just communicate "objective" meanings, they also communicate values and vibes.

Thus, how things are worded and framed may shape perceptions of the classroom and space.

How do you frame CS?

One framing to pay attention to is how ease or difficulty is framed.

Phew! That midterm was easy as pie!

Glad you found it easy! No matter how folks did, hopefully you've learned what works and what doesn't for you in the future. I'm here to celebrate and support you :)

Another reframing is to put the onus of learning on yourself to explain things more rather than on the students for misunderstanding.

What are people confused about? Actually, what can I better clarify?

Observed from legendary SL Eric Bear.

Sometimes, the absence of spoken language can be powerful. In the SL community, we have the idea of the SL Pause, a 15-second or so pause the SL takes after they've asked the class a question.

waits

This gives students time to digest the question. I first learned about this from CS198 legend Trip Master.

You can also encourage enthusiastic students without dismissing their efforts & passions.

Same people raise their hands

Can I get someone who hasn't spoken yet?

Checking back in with the enthusiasts...

To those who had their hands up, is that what you were going to say? Yay!

Feedback and critique are important aspects of improving teaching as well.

Feedback is there for me to improve. Let me know what I'm doing well and what I can be doing better to help you all learn more.

Bravely sends out Google Form for feedback

Language can help communicate that your space is an environment where students are welcome to develop their knowledge, ask questions, and learn.

I like this framing :)

You can also use language to...

DEMYSTIFY THE LEARNING PROCESS

If you took the course, highlighting your course "adventures"

- What approaches did you take to do well in the class?
- What struggles did you overcome? How did you do it?

Ex): "When I took the CS106A midterm, I got a score below the median that was very scary to me. My confidence was shaken. I then studied a lot, focusing on paper practice problems and truly understanding each line of code. On the final, I got a nearly perfect score. Truly understanding the role of each line of code is important!"

EMBRACE THE NATURE OF MISTAKES

Thank `em for correcting mistakes made

Ex) "Thanks for catching that! You have sharp eyes. You see, even I make mistakes."

*Aim to minimize these, but understand that they happen!

BEING HONEST & HUMBLE

"I'm not sure what the answer is yet, but through the debugging process, we can find out!"

"I don't know, but we can look that up after class and find out! CS is so vast."

REINFORCE YOUR GUIDANCE

"This stuff is hard, but I'm here to help you through it. We can get through it"

"Often we're wrong before we're right, but WE can get there. I'm here to guide!"

EXAMPLES

While teaching a class or section, we often go through example problems or use examples of relevant people/places to illustrate real-world use of class concepts.

Why is this abstract coding concept relevant? Here's an example!

Being more intentional about these examples provides an opportunity for empowering students through a sense of belonging, community, and creativity.

This example somehow reminds me of myself...

It can be easy to take examples for granted. After all, they are examples!

Sometimes, the examples we give 1) don't represent the wide variation of people present in the classroom or 2) don't present circumstances relevant to our everyday lives.

Bob bought 52 apples. WHY? Is Bob an RA?

Watch out for potentially irrelevant, unrelatable examples that aren't particularly exemplary or inspiring.

Purposefully presenting relevant examples that showcase the variety of people and cultures around us (especially at a place like Stanford) can encourage students to see CS through the lens of the world around them.

Bob has taken 52 units. Makes sense.

These examples don't have to be arbitrary. I enjoy incorporating the backgrounds of my friends to create examples. I also draw from Stanford's environment and culture.

Some Stanford dorms I've lived in and countries my friends and I come/originate from.

Examples are also a source of potential representation.

I'm in Soto!
My family is from Colombia!
:)

Representation matters :)

What is the story you are telling with the examples you are giving? What norms are you setting with whom and what you show?

Do you break cycles of people not seeing themselves in certain spaces?

Using representative, meaningful, and worldly class examples can help empower students by showing that a wide variety of people can exist and do belong in CS spaces.

This IS what a computer scientist looks like!

Handling Your Role

Balance and Energy | Boundaries | Bandwidth | Self-Care

Balance and Energy

TAing as a student is a balancing act. You work to teach others, grade, handle course logistics, and more. This is on top of all your other responsibilities as a full-time student.

What big balls to juggle!

Although the amount of time and energy we have varies day to day, we want to consistently show up for our students. How do we attain this balance?

One thing we can do is work the best with the energy we have. This is the Adinkra symbol for energy.

AHODEN

So how do we manage our energy? Afterall, the TA job can be incredibly rewarding and also incredibly taxing.

Thanks for the help

You give much of your time, attention, and energy to others by virtue of the job. Someone I knew once described TAing as "bottomless"; you can pour endless amounts of energy into it. So one must be careful.

Time to make the most awesome, extensive lesson plan ever!

Oh to be full of teaching energy!

Maintaining balance and energy is important. We want to avoid burnout and not being able to care for our students at all. We want to be able to do our best while TAing.

This chapter talks about the importance of balancing your responsibilities and managing your energy. This includes asserting boundaries, assessing bandwidth, and engaging in self-care.

At the end of the day, you can't pour out of an empty cup.

BOUNDARIES

Sometimes, you want to be as helpful as possible to students.

What more can I do to help you all?

If you're really enthusiastic, you might give students a way to directly contact you 24/7, or this might already be built into the job with DMs.

I don't recommend giving out your number.

Other times, you might be out and about or in the comfort of your own dorm when you see a student of yours in need.

This assignment is SO hard. Wait... aren't you a TA?!

At last, I've taken off my TA Cap!

Although it may be tempting to help in all these situations, one important thing to form is boundaries. Where does your TA job end and your student space begin?

Yes, and an off-duty one at that

When you walk around, students may see you as a 24/7 TA. But you are 24/7 a human entitled to your own rest, relaxation, and breaks from the job.

That's my TA!

Yes, but a VERY off-duty one at that

It can be important to set (and enforce) boundaries. These expectations should help in drawing that line between being a TA and student, and also add to some piece of mind.

Sorry, but I've got to draw the line here.

Additionally, one has to set boundaries on the TA-student relationship. How much are you an authority figure and how much a fellow student, a friend?

That's my TA!

...

Tricky situations can emerge sometimes.

Boundaries allow us to continue to serve students to the best of our abilities by understanding and communicating our limits.

BANDWIDTH

Some quarters you'll have the capacity to go above and beyond the baseline. Other quarters you will not. Our "best" looks different from quarter to quarter, day to day, and that's ok.

BANDWIDTH-OMETER

This relates to our bandwidth—our current capacity, not just in terms of work, but also emotionally to handle various things

This quarter I happen to have a higher capacity than usual :)!

Your bandwidth can affect how much you're able to get done to the best of your ability. This might mean adjusting your commitments so that you can maintain a baseline level of quality.

I have to leave my OH right on time as today is a really busy day for me.

Time management is REALLY important!

How might bandwidth and boundaries work together?

If Office Hours are going over and you really need to leave...

I can stay 2 more minutes then I've got to go. I have to leave now, but I hope that helped. Good luck!

If a student sees you out and about and really needs help.

SETTING BOUNDARIES

- As a general policy, I don't offer help outside of my OH when I'm out relaxing
- I'm not prepared to help right now

IF YOU'VE THE BANDWIDTH.. .

- I can 5 minutes, after that, I have to leave

ENFORCING

- Sorry, I'm not prepared to help right now
- I'm not free right now to help, but here are some resources!

If communication channels are open 24/7...

SETTING BOUNDARIES

- I will do my best to respond within 24 hours on weekdays
- I only respond during 10 am - 8pm

IF YOU'VE THE BANDWIDTH/CAPACITY

- I have about 15 minutes I can spare to help (time limits are great!)

ENFORCING

- Make expectations clear and follow them

Remember to protect your energy. Establishing boundaries according to your bandwidth can help you long-term to maintain balance between your various pursuits.

SELF-CARE

During Week 9 of Winter Quarter, one of my classes took a self-care break. Nail polish, snacks, and face masks were out as we talked about the importance of taking care of oneself while doing service work.

'Twas a nice replenishing break, as the days before and after were really hectic for me. I was up late and had to work on teaching materials, school work, and other stressors.

As a TA, self-care is important! Your well-being is important for yourself (and others).

What do you do when you rest?

How do you recharge? Self-care is not just about resting, but also recharging.

Some parts of the quarter are naturally more taxing than others. How do you take care of yourself during those stressful times?

Grading, for example, can be a lot!

How do you celebrate yourself and your hard work?

Featuring one of my favs, an ube donut :)!

Wow, this show is SO good!

Self-care helps to maintain your energy. This in turn helps you to manage a warm and welcoming classroom environment.

Feeling ready and replenished!

Being Flexible

Adaptability | Teaching Styles | Scenarios + Situations | TA Resources

Adaptability

As a TA, there are many different situations you'll encounter, expected and unexpected.

Expect the unexpected I guess?

As such, it pays to be adaptable, that is, able to handle and adjust to different situations.

Well, I guess things can't be perfect all the time...

A lot of teaching is about adaptability!

It's not an easy skill. But being ready to change things up, adapt, and deal with the variety of people who will cross your path can pay off.

This is the adinkra symbol for adaptability in versatile environments.

DENKYEM

The adinkra symbol is also the symbol I use for my CS100ACE class. A lot of the students in my ACE are versatile and capable, but also adapting to a new CS environment

This is from a sticker I made for the class.

As a TA, you must also be adaptable and everevolving as different challenges and scenarios emerge.

Time to adjust my teaching formula!

Through learning to adapt, we can really grow!

Sometimes it can feel like we are lagging, when in reality we are LAG-ing- LEARNING, ADAPTING, and GROWING!

Thought about this a lot junior year...

This chapter covers exploring different teaching styles, dealing with various scenarios, and using existing resources to help us adapt to our classroom environment.

Wow! Lots of things to explore, discover, and find out about!

Through experimenting, iterating upon, and modifying things as necessary, we can work toward a more flexible, welcoming, and warm teaching environment.

Time to experiment some more!

TEACHING STYLES

Not all students learn the same way. Some students are aided a lot by visuals. Others may prefer to work through examples or explain things out loud.

Some are more comfortable in groups and others, working individually.

Time to work in groups!
Yay, groups! I'm not alone.
Uh... group work...

How can we accommodate these different learning styles given we only have so many ways we can teach?

Let's see what works!

When teaching, we can try to be multimodal- using multiple forms of presentation in our class.

We might vary our teaching style by showing diagrams, giving time for discussion, and explaining concepts out loud.

We might also mix-up the way students interact, through things like group work, individual work, and small groups.

What do you think?

Some different methods to try are working in small groups, jigsaw learning, think-pair-share, and having students teach a problem.

Utilizing different teaching styles means creating a more versatile classroom, welcome to different learning styles.

SCENARIOS AND SITUATIONS

Sometimes, scenarios pop up that are outside of what one might expect from day-to-day interactions.

I can't believe this is happening in real life...

Maybe, life happens and one of your students is going through it.

Life is bigger than CS. I hope you're doing as well as you can be.

Maybe life happens and you are going through it.

Alas, life.

Agreed.

During my first and second quarter SL'ing, I had to attend the funeral of my grandma and then my grandpa. Life is precious!

Maybe everyone has a habit of coming in late and it's disrupting the learning environment and you feel out of control.

1 minute until class and no one in sight...

Now I just start on time instead of waiting for people to come in.

Maybe you're at OH or a party and a tricky situation comes up.

I'm low-key drunk... but thought I'd come to OH anyway...

"Situations" happen. We can't anticipate every possible situation that may emerge, but we can do our best in handling them.

Is this CS or am I feeling some chemistry? ...

Ummm...

By going through past scenarios, talking to others, and seeking guidance, we can prepare for situations that may come our way.

Hmmm...

At the end of the day, be ready to adapt. Nothing is ever stagnant. Being prepared to learn, adapt, and grow can lead to a dynamic, warm, and welcoming classroom environment.

Different scenarios will come and go...

TA RESOURCES

TAing isn't intended to be done alone. Although you may be responsible for your own group of students, there are resources and a community that exist to help you and your students thrive.

We are part of a community, after all!

Agreed!

General Teaching Resources

Center for Teaching and Learning (CTL)

- General resources for teachers to improve teaching
- TA Trainings
- Teaching Support
- Inclusive Learning Strategies

Teaching Commons

- Resource for all things teaching
- Inclusive Support
 - Inclusive Teaching Guide

CS Teaching Resources

Stanford CS Department

- CS CA Guide

Books

- Chris Gregg's Book: Your First Year
- Teaching Computer Science
- Old thing I found: Textbook on teaching

Classes

- CS298 (Seminar on teaching CS)
- CS198 (Section Leading Program)

Student Resources

CTL Student Learning

- Academic Skills
- Academic Coaching
- Tips and learning strategies for students.
 - Notetaking
 - Time Management
 - Course Strategies
- Subject Tutoring

Teaching Commons

- Student Support Resources

Student Mental Health

- The Red Folder
 - Noticing signs of distress
 - Promoting student flourishing
 - Student of concern form
- The Flourish
 - Focused on student well-being

Accessibility and Accommodations

- Office for Accessible Education (OAE)
 - Accommodations
 - Accessibility concerns
 - Mental and physical disability
 - Teaching Staff Guidelines
- Teaching Commons
 - Accessibility
- CTL Student Learning
 - ADHD and Learning Difference Program

Concerns

- Office of Community Standards (OCS)
 - Honor code issues
- Title IX
 - Harassment and violence concerns

You aren't meant to know how to do everything as a TA. There exist resources for you, including this guide. I hope you've enjoyed and/or learned a thing or two from it. Thanks for reading and engaging!

~Ecy

2x2 GRID OF CONTENTS

ENTERING THE CLASS ROOM
PAGE 1

Humility and Strength
Norms
Names
Icebreakers

TEACHING TIPS
Page 9
Empowerment
Mindset
Language
Examples

HANDLING YOUR ROLE
Page 15
Balance and Energy
Boundaries
Bandwidth
Self-care

BEING FLEXIBLE
Page 21
Adaptability
Teaching Styles
Scenarios & Situations
TA Resources

SOURCES & ADDITIONAL RESOURCES

General Inspiration

- CTL Winter Training Workshop
- CS198 LaSFE and Trainings
- ACE Weekly Workshop/Meetings
- My miscellaneous experiences
- CTL Teaching Commons
- CS CA Guidelines

Miscellaneous

Mindset by Carol Dweck
Epic Theatre Group

If you want to read more...

- Cool Article about Inclusive Teaching

Adinkra Symbols

- More on adinkra symbols

And that's the end!
Thanks for reading!

Feel free to also check out my other works and projects:

My Personal Website

Bit by Bit, the CS106 Educational Comic Book