

Application for BIOL 291 teaching apprentice with Dr. Lillian Zwemer

After filling in this form, download it and save it, and then upload it in the college Online Learning Contract Management system.

Name: \_\_\_\_\_

Course in which you will serve as a teaching apprentice/assistant: \_\_\_\_\_

When did you take that course yourself?: \_\_\_\_\_

What grade did you receive in that course?: \_\_\_\_\_

How many times have you previously taken BIOL 291? (You may take BIOL 291 a maximum of three times): \_\_\_\_\_

If you have taken this course before, list the semesters and courses you helped with:

Describe your goals and expectations for this course this semester:

**Course-specific portion of the application**

Expectations and requirements for your section of BIOL 291:

**Training:**

- If you have not previously done so, do an online training about student privacy (FERPA) and email me (lmzwemer@ad.unc.edu) a screenshot when you have completed it: <http://registrar.unc.edu/academic-services/uncferpa/ferpa-instructions/>
- Meet with experts in the Learning Center for a 2-hour training to discuss tips and strategies for working with students (training time TBD). New PMs required to attend two hours, returning PMs required only to attend one hour.
- If you have not previously taken it, enroll in EDUC 150 (link TBD) or discuss exemption with me.
- Familiarize yourself with the layout of our course site and the particulars of the syllabus. You are now a member of the instructional team, and thus an ambassador to other students!

**Lecture:**

- Attend each session of the course throughout the semester and interact with students during class activities to engage them in their learning.
- On a regular basis, verbally invite specific students to attend SI hours or to remind them about your own PM sessions (this can be true for any student – not just ones who appear to struggle). Emphasize the utility of peer mentorship in your own experiences.

### **Preparing for & Leading Sessions**

- Prepare for student interactions by reviewing class notes, making note of any tricky concepts and trying out the “Do This Now”, “At Home Challenge” and “Sample Exam Questions.”
- Post any questions you have on the Slack channel so that we can help keep each other up to speed / explain any confusions. There's no shame in not knowing the answer – it's only a problem if you don't ask when you really should!
- SIs hold weekly review sessions in which they walk through slides, practice problems, solicit questions, etc. Reach out to me for guidance/support if you want. Take advantage of the materials on Sakai from prior SIs (although they may have errors in them – ask if you are not sure) and/or create your own.
- PMs hold one small group sessions per week at a set time. During these sessions, you can discuss course content and tips for success. This includes teaching them skills about being a successful student beyond biology courses and sending them to the Learning Center when they need more than peer mentoring will do for them. If you have time, feel free to also use these sessions as a time to check in with your students, do ice-breakers, or just chat to enhance the sense of community and connectedness for our course.
- In the unlikely event that you are unable to attend your own session, find another PM/SI to fill in for you and/or communicate with your students about your absence and arrange for an alternative time
- Taking attendance during PM/SI sessions is very important for assigning participation credit. For remote sessions, you can do this by downloading a participants roster after the session or by asking participants to type their Onyens into the chat box.

### **Piazza:**

- Answer questions posted on Piazza within 24-48 hours if you know the answer. Reach out to another member of our instructional team for help if you're not certain of the answer. I am very happy to vet your reply before you post it.
- Post interesting/challenging questions to students on Piazza that you know students will want to engage in and that many students may have questions about (please check with me if you are not certain about the answer to your intended discussion question).

### **Student Tracking:**

- You will be asked to assist in tracking asynchronous participation on Piazza, Peerwise, etc. in addition to your PM/SI sessions and to communicate these

- records to Dr. Zwemer when requested. *Please do not make me chase you down.*
- Respect the privacy of the students in this class. Do not discuss their performance with others and do not share screenshots of them, their communications, or their work.

### **Professionalism & Communication**

- Respect the privilege of your position as a member of the instructional team – do not share hidden documents or privileged information with other students.
- Model and encourage a friendly, non-judgmental, and inclusive environment for the students in our class.
- Stay on top of your email and the Slack channel. It's important that you keep in touch and that you be responsive.
- Throughout the semester, attend course instructional team meetings to brainstorm tips for encouraging student participation, check in on questions you may have, and support one another.
- Reach out to me ([lmzwmer@ad.unc.edu](mailto:lmzwmer@ad.unc.edu)) in a timely and courteous manner with any concerns you might have about the course. This includes concerns about the well-being of your fellow peer instructors or one of the students in the class. Let's keep an eye out and take care of one another!
- If you find yourself struggling or navigating challenges with your role – please reach out to me proactively so that I can support you and help you figure out a plan moving forward. Sometimes it is helpful to discuss good boundaries or tactics for redirecting students who are overeager – please don't hesitate to ask me about this.
- Please take advantage of my one-on-one office hours and sign up whenever you would like to review course material, discuss your academic goals, or just share a cup of tea and a chat.

### **Final task**

In a final one-page paper, reflect on the semester and what you learned using a set of prompts that I will supply you with toward the end of the semester.

By filling in and uploading this document to the online learning contract management enrollment system, I acknowledge that I agree to undertake and fulfill the requirements listed above.