

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 Biol 291 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). Prior to the start of the semester, you will be added to a FERPA-training Canvas site that will allow you to complete this training.
- Attend the pre-term training session and attend the ongoing training/social events that occur throughout the semester (~once every 3-4 weeks)
- If you have not previously taken it, enroll in EDUC 150 (link TBD) or discuss exemptions with me.
- Familiarize yourself with the layout of our Canvas course site and the particulars of the Course 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 sessions 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 for help when you really should!
- SIs hold weekly review sessions in which they walk through slides and practice problems, solicit questions, etc. Reach out to me for guidance/support if you want. Take advantage of the materials on Canvas 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.

**Piazza:**

- Devote one half hour per week to answering questions posted on Piazza. 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.
- Respond to student "challenge question" answers to offer encouragement, redirection, or follow-up challenges. This builds student self-esteem, helps with class cohesion, and promotes ongoing intellectual curiosity.

## Professionalism & Communication

- Respect the privilege of your position as a member of the instructional team – do not share hidden documents or privileged information with any other students. Let me know immediately if a student pressures you to do this or any other unethical behavior.
- 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, support your fellow peer instructors by sharing both success stories and challenges.
- Reach out to me via Slack or email ([lmzwmer@email.unc.edu](mailto:lmzwmer@email.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 with any part of your role or feeling overwhelmed with time management – 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.

## End of Semester Reflection

In order to earn credit for Biology 291, you are required to submit a final, one-page reflection paper. The content will be based on a set of open-ended question 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.