

This document contains some additional information for the presentation slides

Inviting text to attract TAs to the workshop:

By the end of the workshop as Teaching Assistant you should be able to:

1. Explain the influence of expectations and hidden agenda's on your interaction with students
2. Apply the presented models in your communication with students, to open possibilities and previously closed doors
3. Determine the most effective communication strategy in a complex interaction with a student, to enhance student's intrinsic motivation and foster learning agility and self-regulation

Overview slides (1 hour workshop) + timeline:

0.00	Slide 1 - intro	welcome, teacher introduction, purpose of this workshop
3.00	Slide 2	introduce one syllable word game and start
9.00	Slide 3	wrap up word game. What should come out is the difficulty to communicate even if you know the language and obey to the same rules
12.00	Slide 4	Agenda for this hour
13.00	Slide 5	Transition to hidden agenda+expectation management
14.00	Slide 6	What is the role of at TA/SA/LA, what else to know
16.00	Slide 7	Teacher has more on his agenda than a student
18.00	Slide 8	Brief brainstorm (2 subjects): what do TAs and students expect from each other
23.00	Slide 9	Wrong expectations, maybe handraise on who recognises this
26.00	Slide 10	Transition to SDT = basic psychological need, leads to intrinsic motivation
27.00	Slide 11	Highlight the four topics: autonomy, competence, relatedness and purpose
28.00	Slide 12	autonomy
29.00	Slide 13	competence
30.00	Slide 14	relatedness
31.00	Slide 15	Purpose, could do a hand raise who is providing SDT+purpose, I think the teacher
32.00	Slide 16	Transition learning agility
33.00	Slide 17	Intrinsic motivation intro: you need to believe you can do it, make the required actions your own, and practice those actions.
36.00	Slide 18	Growth mindset: what not to say. Handraise
39.00	Slide 19	What to say
41.00	Slide 20	Habit of mind- what to say
43.00	Slide 21	Deliberate practice – what to say
44.00	Slide 22	Graham Bell – on doors open and closed
45.00	Slide 23	Role play, incorporate the right phrasing
55.00	Slide 24	Closing remarks

Constructive alignment:

purposefully connecting learning objectives, learning activities and assessment

slide	Intended Learning Outcome	Activities	Assessment
2	TAs <u>analyzes</u> how hard it can be to get a message across while speaking the same language	One syllable word game	Peer assess
8	TAs <u>evaluate</u> the their expectations from students and vice versa	Writing on paper	Conclude together (slide 8)
18	TAs <u>think back</u> at what they recognise from growth mindset from earlier conversations	Evaluate	Stand up/ sit Or raise hand
23	TAs use learning agility in their reply to students	Roleplay	Feedback per group, evaluate with all groups
24	TAs find the workshop useful for their work (and write down what they take home and apply later)	Online survey at end	Assessed by teacher at later stage