

Preparing Graduate Students to Teach CLAC

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Introductions: Please introduce yourself and explain why you registered for this workshop

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I. The Rules of the Game



No
Unevenly
Matched Players



No
Rough
Play



No
Tumbling
Or Flipping

lars hammar via photopin: <http://www.flickr.com/photos/7603557@N08/3582580604/>

1) **The Rules of the Game:** What info do prospective instructors need to have?



Kamal H. via photopin: <http://www.flickr.com/photos/evergreenkamal/2292020964/>

The Goals Of CLAC

[see: CLAC Manifesto: <http://clacdiscussion.wordpress.com>]

- a) Goals of CLAC as a movement (critical thinking, meaningful language use)
 - i. Inter- and cross-disciplinary: the opportunity to apply TL & cultural skills in a variety of disciplines
 - ii. Experiential (even subversive?): broadens the definition of a “legitimate” source
 - iii. Reflective
 - iv. Life-long: provides skills to use beyond classroom and UG study



c) **The objectives of the specific course** linked to the CLAC option, if applicable
There's a wide range of possibilities here

DISCUSSION:
*Discuss your CLAC
program's objectives*

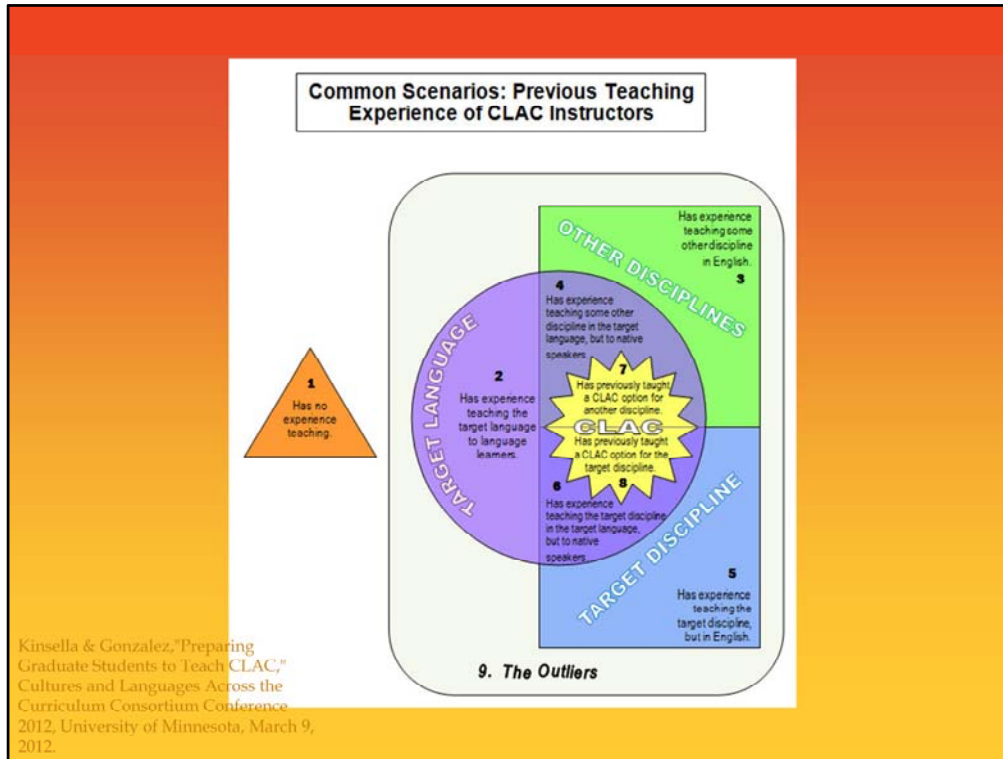
Kivimäki & González, Preparing
Graduate Students to Teach CLAC:
Culture and Language Across the
Curriculum Consortium Conference
2012, University of Minnesota, March 9,
2012

DISCUSSION: Re-evaluate the objectives you submitted prior to this workshop. (5 min)

II. Who are these grad students anyway?



II) Who are these grad students anyway?



a) Venn diagram handout to demonstrate:


i) wide diversity of student scenarios, not just language vs content “experts.”

ii) each instructor contributes strengths to CLAC--too few institutions view international graduate students as “handicapped” rather than as classroom resources. They also often falsely assume that U.S.-born grad students (and professors!) innately understand the cultural and linguistic diversity of their students--and that they would not gain from crosscultural dialogue with international TAs about higher education.

NOTE: the diagram doesn't incl culture or native vs non-native speakers.



b) Mandatory training required by BU/UNC instructors - sometimes it's the only training, or the most in-depth training that graduate students get (depends upon their dept requirement)



Additional Training Available

USACE Europe District via photo pin: <http://www.flickr.com/photos/propedistict/816322/>

Kinsella & Gonzalez, "Preparing Graduate Students to Teach U.S. Cultures and Languages Across the Curriculum Consortium-Commonwealth 2012, University of Massachusetts, March 8, 2012."

c) Optional/additional training offered on campus – Discipline specific, or options available through your Center for Learning and Teaching (or equivalent).

DISCUSSION:

1) *Who are your graduate student CLAC instructors?*

2) *How can you build on their existing skills?*

3) *How might you collaborate with others on campus?*

DISCUSSION: Where do your graduate student CLAC instructors fall on the Venn diagram? How can you build on the instructional skills your CLAC graduate students may already have? How might you collaborate with others on your campus to address possible areas of deficiency in graduate student training?

III. What skills do CLAC instructors need to learn?



Stavella & Gonzalez, "Preparing Graduate Students to Teach CLAC: Culture and Languages Across the Curriculum Consortium Conference 2012, University of Minnesota, March 9, 2012.

theprince54, <http://www.sxc.hu/photo/1222377>




- III. In order to be most effective in the CLAC classroom, our Graduate Student instructors need to be able to do the following (skills, techniques) while **also** meeting both the objectives of CLAC, **and** the specified course [**Conversation - Group Brainstorm**]
- a. How to design an effective lesson plan
- Keeping class active
 - Promoting critical thinking
 - Working with diff learning styles, abilities
 - Teaching from one's strengths

How to select appropriate materials



- b. How to select appropriate materials
 - Intersects with “parent course” content
 - Meets the specific language needs/desires of students
 - Authentic [“straight to the source”]



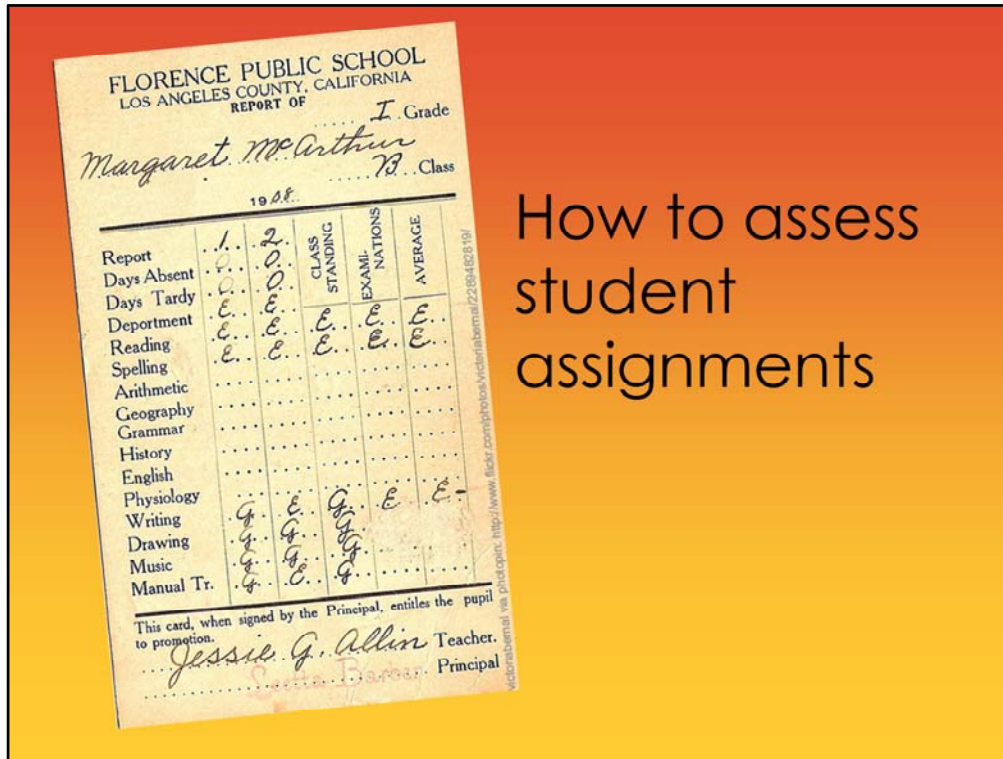
Microsoft Clip Art Online

How to design effective student homework assignments

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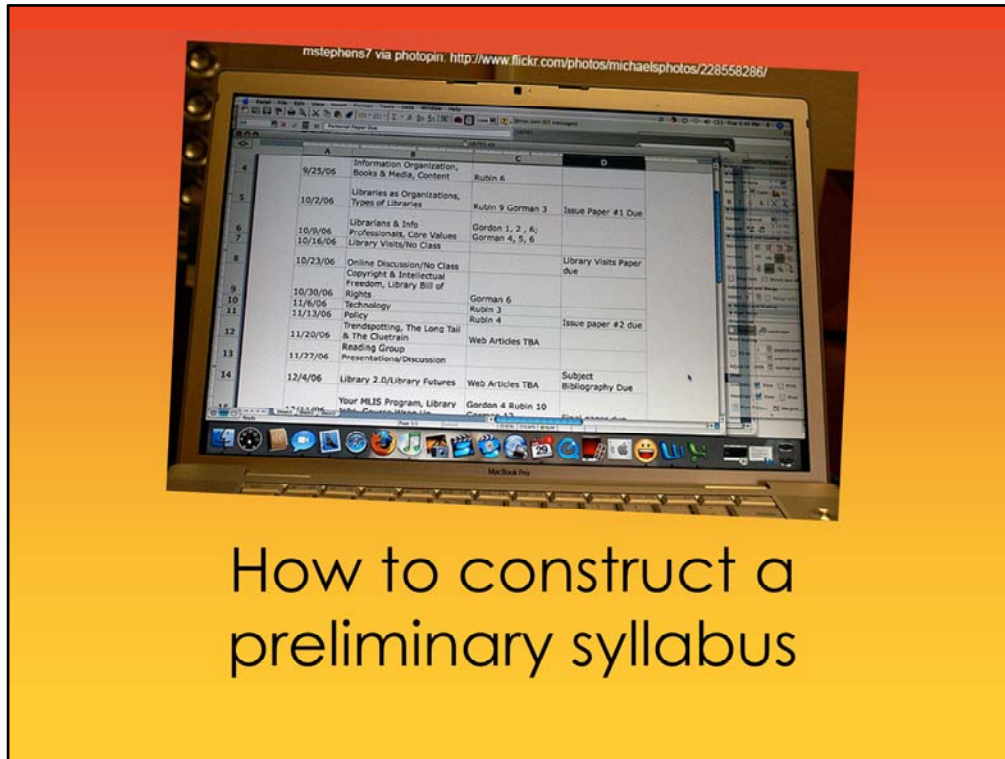
The image shows a student with long dark hair tied back, wearing a pink long-sleeved shirt, sitting at a desk. She is writing on a piece of paper with a pen. The desk is cluttered with several crumpled white paper balls. In the background, there is a white mug and a stack of books. The entire scene is set against a black background within a white-bordered frame. The frame is placed on a larger background that transitions from orange at the top to yellow at the bottom.

- c. How to design student homework assignments
 - Taking advantage of time outside class
 - How to integrate technology, or not.



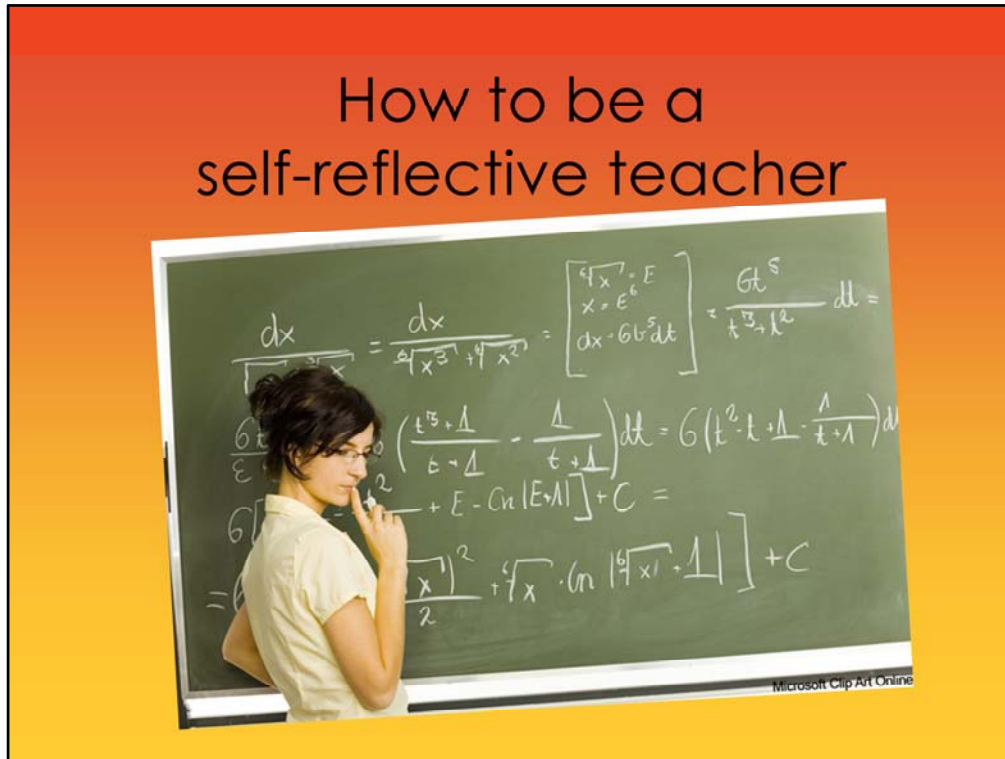
How to assess student assignments

- d. How to Assess student assignments
Rubric for how we grade discussion



e. How to construct a preliminary syllabus

How to be a self-reflective teacher



f. How to be a self-reflective teacher

- i) Your specific philosophy for teaching [CLAC]. How does your CLAC teaching impact your teaching across the board?
- ii) How does your CLAC teaching impact your academic identity? (integrate research with teaching? theory with action?)

ACTIVITY 1:

You and your colleagues jointly coordinate the CLAC program at Joe Cool University (JCU). This semester, you must prepare your graduate student instructors to lead TL discussions linked to the course IBUS 311: *World of Business*. Discuss the following questions, based on the information you receive about the instructors:

- 1) What are the strengths and shortcomings of each instructor?
- 2) What will your CLAC training need to include?

To give you a clearer idea of what preparation your instructors might need, we'd like to do a role-playing activity. These are a list of identities for each of your group members.

Potential Scenarios: Previous Teaching Experience of Graduate Student CLAC Instructors

ACTIVITY 2:

You are graduate student CLAC instructors. Select a reading, develop a student assignment, and design a lesson plan based around the Harley-Davidson case that meets the objectives of CLAC and IBUS 311.

DISCUSSION:

Based on your experience creating a sample lesson plan, how can CLAC training programs prepare graduate students for the practical challenges of teaching?

The Bare Essentials: Preparing Grad Students to Teach CLAC

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Cultures and Languages Across the Curriculum Consortium Conference 2012,
University of Minnesota, March 9, 2012

* * *

ACTIVITY 1:

You and your colleagues jointly coordinate the CLAC program at Joe Cool University (JCU). This semester, you must prepare your graduate student instructors [identities described on cards] to lead TL discussions linked to the course IBUS 311: World of Business. Discuss the following questions, based on the information you receive about the instructors:

- 1) *What are the strengths and shortcomings of each instructor?*
- 2) *What will your CLAC training need to include?*

Instructor Cards:

<p>A. Stephan is a doctoral student in German literature and has taught two semesters of beginning and intermediate German language to JCU students.</p>
<p>B. Ruiting, or “Judy,” is a doctoral student in Asian Studies and she has taught three semesters of intermediate Chinese language to JCU students.</p>
<p>C. Diana is a doctoral student in Romance Languages and has already taught four semesters of beginning, intermediate, and intermediate-high Spanish classes to JCU students.</p>
<p>D. Carlos is a doctoral student in Ecology who has taught introductory biology courses at JCU for one year. His native language is Spanish.</p>
<p>E. Yawei is pursuing a doctorate in Economics and has already taught undergraduate and graduate economics courses in his native country of China. This is his first time teaching in the U.S. and his first time teaching to non-native or heritage speakers.</p>
<p>F. Karin is a graduate student in the School of Management who has already taught IBUS 311 in English for two semesters. She is a native English speaker, but has near-native fluency in German. She has been asked to lead a German discussion section for IBUS 311 this semester.</p>
<p>G. Javier taught undergraduate business courses in Mexico before coming to the US to pursue his MBA at the JCU School of Management. He will be teaching a Spanish discussion section. This is the first time he has taught in the U.S.</p>
<p>H. Xueying is a doctoral student in History who previously led an on-line Chinese discussion section for a History course.</p>
<p>I. Jan earned a certification in teaching English as a second language and worked in spent two years teaching English to business professionals She has near-native fluency in Spanish. Now she is pursuing a doctorate in English at JCU, and has taught writing and literature courses for her home department.</p>
<p>J. Elena is a native Romanian who lived in Germany for ten years as a child. She taught beginning and intermediate German courses at the local high school before becoming a graduate student in the Germanic Languages department.</p>

When you are finished, your group must summarize your discussion for all the workshop participants.

* * *

Now that you’ve reflected on the situation of your imaginary graduate students, let’s consider what strengths you bring to the table as an instructor (your linguistic & cultural identities, your classroom & teaching experiences, your subject expertise, and your ability to reflect critically on all these experiences) as you design a CLAC assignment.

ACTIVITY 2: You are a graduate student CLAC instructor. Select a reading, develop a student assignment, and design a lesson plan based around the Harley-Davidson case that meets the objectives of CLAC and IBUS 311. *[Break into language groups]*

Handout of CLAC program objectives:

<p>CLAC at Joe Cool University provides students with opportunities to:</p> <ol style="list-style-type: none">1. Enrich learning by acquiring cross-cultural and interdisciplinary perspectives.
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2. Access primary documents in the TL related to the CLAC-supported course.
3. Explore the intricate connections between language, culture, and meaning.
4. Take an active role in their own learning to become co-creators of knowledge.
5. Employ their target language skills according to their abilities.
6. Learn ways to apply their target language skills and cross-cultural knowledge.

Handout of IBUS 311 course objectives:

Successful completion of IBUS 311 will enable students to:

- 1) Become knowledgeable about the global environment of business, capable of discussing differences and trends in the institutional set-up, and articulate their relevance for business.*
- 2) Understand the impact of the global context on the major fields within management and demonstrate the ability to integrate global aspects into managerial action primarily in the areas of accounting, finance, human resource management, marketing, operations management, strategy, and ethics/social responsibility.*
- 3) Broaden and strengthen their skill set with regard to critical thinking, problem solving, written and oral communication.*

When you're finished, you will describe your lesson plan to the other workshop participants.

*** * ***

FINAL DISCUSSION:

Based on your experience creating a sample lesson plan, how can CLAC training programs prepare graduate students for the practical challenges of teaching?

Common Scenarios: Previous Teaching Experience of Graduate Student CLAC Instructors:

1. Has no experience teaching.

2. Has experience teaching the target language to language learners. Romance Languages doctoral student Mercédès specializes in contemporary French feminist literature and has taught beginning French language classes. She will be teaching a French discussion section for an introductory Political Science course on European Government.

3. Has experience teaching some other discipline in English. Linda, a doctoral student in Geography who has taught recitation sections for four different courses in her home department, will be teaching a Spanish discussion section for an International Studies course on contemporary global issues.

4. Has experience teaching some other discipline in the target language, but to native speakers. Leonardo is pursuing a doctorate in Economics and has already taught undergraduate and graduate economics courses in Colombia. He will be teaching a Spanish discussion section for a course on International Studies.

5. Has experience teaching the target discipline in English. Philipp, a Graduate Student in History whose research focuses on Germany, will be teaching a German discussion section for a History course on 20th-century Europe, a course for which he has already taught English recitations for two semesters.

6. Has experience teaching the target discipline in the target language, but to native speakers. Sara taught undergraduate Political Science classes in Argentina before coming to the US to pursue her doctorate in Political Science. She will be teaching a Spanish discussion section for a course on Latin American politics.

7. Has previously taught a CLAC option for a different discipline. H  l  ne, a doctoral student in Geography, previously taught a French discussion section for a History course and will now be teaching a French discussion for an International Studies course.

8. Has previously taught a CLAC option for the target discipline.

9. The Outliers (Other rare but possible scenarios):

Graduate degree in the target discipline + experience teaching to language learners: Julian earned a doctoral degree in Latin American History in his native country of Spain before coming to the U.S. to pursue a doctorate in Romance Languages, specializing in Latin American literature. He will be teaching Spanish discussion section for a History course on Latin America.

Experience teaching applied language to L2 learners: Before beginning graduate school, Allison earned her TOEFL certification and spent 1    years in Chile teaching English for Business to professionals at international companies. As a doctoral student in English, she has taught writing and literature courses for her home department as well as beginning and intermediate Spanish classes. She will be designing and teaching a new LAC discussion section in Spanish for a Global Marketing course in the Business School.

Experience teaching multiple languages. Anukware is a graduate student from Africa who grew up speaking two Ghanaian languages in addition to English. He is pursuing a doctorate in translation studies and teaches French and Spanish language classes for the Romances Language department.

Common Scenarios: Previous Teaching Experience of Graduate Student CLAC Instructors

