

Undergraduate Teaching Assistant for BSCI222



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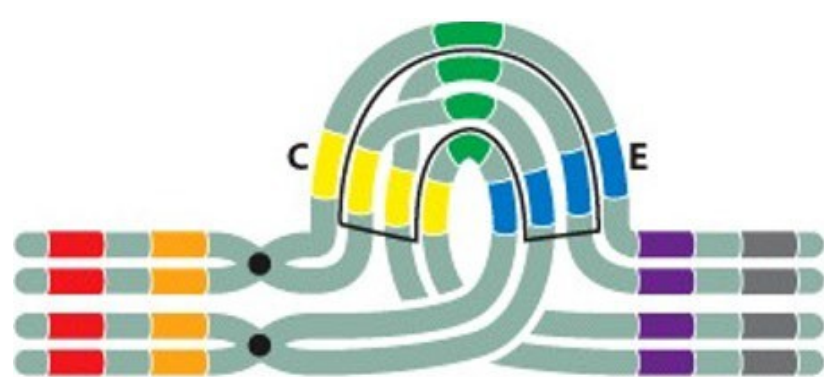
Science, Discovery and the Universe
 Bioengineering Major



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BSCI222

BSCI222: Principles of Genetics is a course that teaches students the principles and mechanisms of heredity and gene expression common to all living organisms. Students in this class will also learn the molecular mechanisms underlying the relationship between gene and trait. The discussion coordinator for this class was Dr. Kimberly Paczolt who was also the lecturer I worked under. I worked within an overall instructional team of 31 other UTAs.



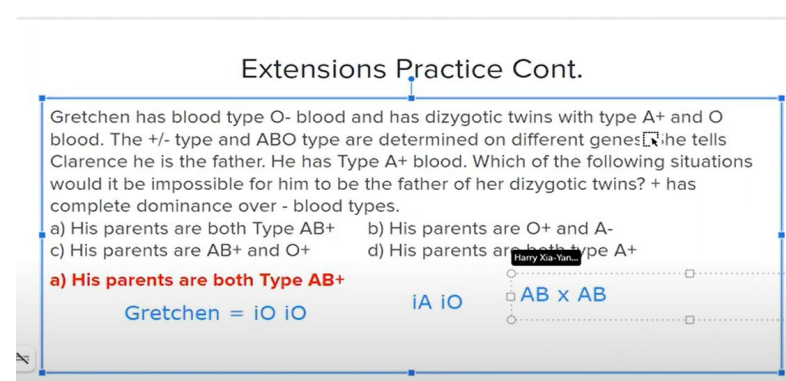
Crossing Over within a Paracentric Inversion (Heterozygote)
 Source: Topic 9 Slides by Dr. Kimberly Paczolt

BSCI279P

BSCI279P is an 8 week seminar for first time Undergraduate Teaching Assistants (UTAs) in the BSCI program and is taught by Dr. Francisca Saavedra. During the duration of this class, I met with my fellow first time UTAs and Dr. Saavedra and discussed various different teaching strategies. I also completed several different assignments on topics such as the honor code, misconceptions and public speaking which improved my pedagogical skills. For this class, I also received feedback from both my students and my mentor on my performance as a UTA.

Responsibilities

As a UTA, my main responsibility was to lead weekly discussion sessions for my section of 20 students. There were two types of discussion sessions: exam reviews and GeneLabs. During exam reviews, I guided my students through slides that had questions on lecture topics. In GeneLab sessions, I first introduced bioinformatic software that geneticists typically use. Then, in the remaining time, I helped students with the corresponding GeneLab assignments in which students investigated the relationship between their gene and a trait.



Blood Type/Dominance Series Problem during Exam Review 2b
 Source: BSCI222 Discussion Video by Harry Zou

Another responsibility that I had was to maintain fluency with lecture topics such as Epigenetics and Mitosis/Meiosis. I also held weekly office hours on Tuesdays from 2:00 pm to 3:00 pm. I was also responsible for grading all the discussion assignment for my section as well as a question on the written portion of each exam. Other miscellaneous responsibilities I had were corresponding with students as well as my mentor and participating in weekly TA meetings. I also provided feedback for my Undergraduate Learning Assistant who assisted me during GeneLab.

Impact

I believe that I had an overall positive impact on the course as well as my students. In their anonymous feedback of my performance, most of my students noted that I was an approachable UTA and establish a friendly learning climate. They also felt that I was a reliable resource in the class who could effectively answer their questions.

TA is organized?	TA is clear with assignments	TA is clear with concepts	TA is approachable	TA is fair & impartial	TA helpful?	TA - area for improvement?
4	3	4	5	5		When son He rushes
4	4	4	4	5		Goes over I would lik
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4	4	4	5	5		My TA is v. Sometime
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5	5	5	4	4		He always Nothing :)
3	4	4	4	4		Their emails are hel
5	5	5	5	5		He is very Ask more
4	4	4	4	4		
4	4	4	3	3		Explains c. Sometime
4	2	2	4	3		Answers c Offer reco
3	4	2	5	4		responds i give more
5	5	5	5	4		My TA is v-
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5	5	4	4	5		
4	4	4	4	4		

Results of Midsemester Feedback Survey 7232 Harry by Dr. Kimberly Paczolt

As a result of this feedback, I started going through material at a more understandable pace and allowing more student interaction. Overall, I also realized that I enjoyed teaching and I plan on continuing to be a UTA. Through this experience, I also improved my soft skills of communication and working in a team.

Acknowledgments

I would like to thank my mentor, Dr. Kimberly Paczolt as well as Dr. Francisca Saavedra for guiding me through my first semester as a UTA. I would also like to thank Dr. Alan Peel and Ms. Erin Thomson for their support throughout my two years in SDU.