

SCENARIO 1

A student has been frequently attending your office hours for help and from time to time speaks about personal matters. During the last meeting, the student disclosed to you: “I’m falling apart. I’ve dropped 20lbs and feel worthless.”

Challenge:

Having the most experienced TA play the student, and the new TA play the TA, role play the conversation. What steps should the TA take? Visit **Boundaries, Mental Health, Communicating with Students** for hints. Of all the on-campus resources, which is the most appropriate to recommend to the student?

SCENARIO 2

During a review session, a student makes comments and asks questions that several other students seem to be snickering at. One student makes a sarcastic comment that *seems* to be aimed at the student.

Challenge:

How would you handle this? Be specific.

Visit **Diversity and Inclusion** exhibit for hints.

SCENARIO 3

During a review session, several students derail your agenda as they insist on complaining about the way the course (i.e., the lecture) is being taught.

Challenge:

How would you handle this? Be specific.

Visit **Communicating with Students** and **Communicating with Instructors** for hints.



SCENARIO 4

A student in the course you are supporting has made some borderline inappropriate personal comments to you after classes. These comments seem to be escalating but were not made in front of other students. You are feeling uncomfortable around this student.

Challenge:

What are the different ways you could handle this? What do you believe is the best way to deal with this situation? Why?

SCENARIO 5

You're the TA for the RAIK123H: Photography course, taught by Dr. Ankeny. It's a Wednesday in midterm season and you're in the middle of your own long and difficult week. On Friday, you have a major midterm that is causing you some concern. If that wasn't enough, students in RAIK 123H have their major project due on the same Friday as your midterm! You've already spent more time than you anticipated for helping students (both inside and outside your office hours). Then you receive an email from Dr. Ankeny.

From: Dr. Ankeny
Date: Wednesday at 8:49 PM
To: You@unl.edu
Subject: Urgent favor

I'm on a publication deadline and have an urgent request.

For Fridays midterm- I need a couple more questions based on chapter 6 to finish off the exam. I was thinking one on optics and another on vantage point – maybe 10 marks each. I'll need them by Thursday 5pm. Really sorry for the short notice.

Thank you so much in advance!

Dr. Ankeny
Associate Professor
University of Nebraska-Lincoln

Challenge: Visit the **TA Rights and Responsibilities** exhibit. Is this request within the rights/responsibilities of a TA?

Challenge: Author your email with tips from the **Instructor Communications & Boundaries**.



SCENARIO 6 (3 parts)

You're a new TA and your reputation spreads quickly throughout Kauffman that you are an excellent teacher, very helpful, and accessible. You notice that students are increasingly "needy" and some are starting to see you as *TA-all-the-time*.

It's 10:45 pm and you're finally unwinding and getting ready for some much needed down time. And then it happens again. Another knock at your door. You head to the door and see 3 students from the RAIK234H course. Before you get the door open even halfway, one of the students, Morgan, blurts "There's an error in the assignment! Instruction 17 says to use the "NOW" function, but in class we talked about the "TODAY" function! What should we do?????"

Challenge A:

What should you say to the students?

Challenge B:

Visit the **Boundaries** exhibit. Create a sign of your own and fill it out with your own boundaries. (It's okay if you don't have all the answers yet!)

Challenge C:

The students leave and you get ready for bed. A few minutes later, you hear a ping on your phone. You look at it only to find a lengthy rant on how useless and unfair you are as TA.

What is your next step?

Visit the **Escalation** exhibit, if you haven't already done so.

SCENARIO 7 (2 parts)

In **Communicating with Students**, we see that most exchanges with students are fairly standard. Here is an opportunity to prepare some messages for the upcoming semester.

Challenge 7 A:

Using hints from **Communicating with Students**, write a ready-to-go email/ Slack response to: "I want regrade."

Challenge 7 B:

Using hints from **Communicating with Students**, prepare a ready-to-go email/Slack response to "let's set up a time to meet."



SCENARIO 8

In this exercise, the Returning TA has some mentoring to do!
Please visit [Canvas Troubleshooting](#) Exhibit and refresh on Canvas.

Then, Returning TA's, walk the new TA through the process on how to build a grading rubric on Canvas.
You can use your new class – or visit a previous class if you need to!

Course Rubrics

Title: <input type="text" value="Some Rubric"/>		
Criteria	Ratings	Pts
Description of criterion Range <input type="checkbox"/>	5 pts Full Marks + 0 pts No Marks	<input type="text" value="5"/> pts
+ Criterion Q Find Outcome		Total Points: 5
<input type="button" value="Cancel"/> <input type="button" value="Create Rubric"/>		

You grade the first student's exam using your rubric and the Canvas SpeedGrader, but your grades weren't saved.

Challenge: Visit [Canvas Troubleshooting](#) for hints. Find out why it didn't save, and how you can fix it.

You finish grading the assignment, and you release the grades to the students.

Challenge: Figure out how to hide/release grades on Canvas.

SCENARIO 9

Visit a previous course that you took on Canvas. How well organized was the content from a student point of view?

Challenge: How would you present the content to maximize student-friendliness?

SCENARIO 10

You're in a romantic relationship with one of the students in your class. What do you do?
Your best friend is one of the students in your classes. What do you do?
Visit [TA Roles and Responsibilities](#) for tips.

