

**Interview:** Corly Brooke, HDFS, 11 Apl

**1. The course:** HDFS 102 (human life stages) 200 students; including 4 learning communities. When she teaches it, she insists on limiting to F/Soph only (other section is "service oriented"—open to students throughout the university).

TA: 20 hours per 200 students: grading, recordkeeping, frontline email screener, WebCT almost all (announcements, required chat set-up and grading), class attendance, supervised joint lecturer if seeking a teaching certificate (very well supervised).

Bubble sheet exams—after years of work, now almost all APPLIED questions, tested for reliability.

Unannounced in-class assignments ca. weekly—e.g. 2 minute reaction papers, then pair, then share (attendance check).

Scheduled clicker quizzes on reading (students demand more! Like the structure)

2 major papers: highly structured assignments, application oriented.

NOTE: big challenge is *logistics*: handing in papers; plagiarism; exam security.

**2. Goals: What can be achieved.**

Students demand entertainment? NO! *Engagement*—want to be challenged. Break cycle of student boredom/teacher withdrawal/student boredom. E.g. by using technology: WebCt especially as a communication device. Combine accountability/limits/rules/high standards AND safety/care/approachability/flexibility.

Style depends on individual teacher.

**3. Assignment:** "Volunteer"—but it ends up that grad students "volunteer" (suicidally); plus armtwisting. CB will only handle LEC if adequately supported—TA.

Vital need for *mentoring*—for connection with others. Good experience (properly supervised) for grad students. NOTE: new teaching certificate in PFF!

**4. Reward/Credit:** HDFS has an elaborate formula that converts SCH into FTE!, subtracting TA help.

**5. Attend?** Sure!

**6. Other:**

-need community of support—recognition/identity [pride] as LEC teacher. CELT is working on putting together a "college"