APPENDIX C

Electronic Resource List/Online Resources

Selected Sites By Topic (Most of these have lists of other relevant links)

ACTIVE LEARNING SITE/BIBLIOGRAPHIES

HTTP://WWW.ACTIVE-LEARNING-SITE.COM/BIB1.HTM
http://www.cte.usf.edu/bibs/bib_index.html

Berkeley Compendium: Teaching With Excellence
http://uga.berkeley.edu/sled/compendium/

Case Studies in Science (NSF supported Clearinghouse)
http://ublib.buffalo.edu/libraries/projects/cases/case.html

COOPERATIVE LEARNING

http://www.clcrc.com/
http://www2.emc.maricopa.edu/innovation/CCL/CCL.html

CRITICAL THINKING

http://www.utc.edu/Teaching-Resource-Center/Fac_Dev.html
http://reach.ucf.edu/~aln/pyle/main.html
http://www.sjsu.edu/depts/itl/

LEARNING TO LEARN: LEARNING SKILLS

http://www2.ucsc.edu/mirg/mirghome.html

Listserve Resource

(Absolutely one of the best sites available for current publications concerning the Academy, Teaching and Learning Issues, Professional Development, and Academic Professional Life.)

Periodicals, Resources on College Teaching

http://php.indiana.edu/~nelson1/TCHNGBKS.html (Craig Nelson’s outstanding list of books and sites, How to Find out More about College Teaching and Scholarship. If you could choose only one resource site, this should be it.)

Teaching (Centers, Resources, Ideas, and Tips)

http://eagle.cc.ukans.edu/~cte/OtherSites.html (The Most Comprehensive Site Listing Available)

http://darkwing.uoregon.edu/~tep/links/index.html
http://www.ou.edu/idp/ideas.html
http://www.unc.edu/depts/ctl/tfitoc.html
http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip.htm
FOREWORD
Welcome to the profession of teaching. We who have planned and written this Handbook wish you every success in your role as a teaching assistant. For us, teaching is an integral part of our professional identity. Effectiveness in the classroom is, in our experience, among the most satisfying aspects of being a professor. Yet, like many of our colleagues, much of what we know about teaching we learned the hard way—on our own and through painful trial-and-error.

We can recall the mistakes and anxieties of our first weeks as teachers or teaching assistants: the dull lectures; the questions we couldn't answer; the errors on the board; the failed discussion sections; the poorly designed quizzes; the ambiguous exam questions; the insensitivity to student concerns; and so on. However, we persevered. We reflected on our mistakes and tried to eliminate them. We sought advice from those with whom we felt safe in admitting our worries and ignorance. We tracked down what little was written about college teaching and teaching in our respective disciplines. It was slow going, but gradually we improved. We became more competent, which increased our confidence, which (in a virtuous circle) further contributed to our competence.

A central aim of this handbook is to spare you from having to take weeks, months, or even years to discover on your own what can be learned from the collective experience and careful research of others. What you find in these pages will enable you to avoid some of our mistakes and accelerate your development as an effective—inspired and inspiring—teacher. Your activities as a teaching assistant will, we hope, become among the most satisfying parts of your graduate education.

Just as hindsight usually suggests ways to improve even the best courses, so too your thoughtful comments and suggestions will allow us to improve subsequent editions of this Handbook. As you are a beginning teacher, we are relative beginners at putting together a Handbook for New Teaching Assistants. Thus, we welcome your ideas about how the Handbook could be better adapted to meet your needs.

Best wishes for a terrific year—both as a student and as a TA.

The MSU Handbook Editorial Committee
Karen Klomparens, Dean of the Graduate School

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This, the latest revision of the third edition of MSU TA, is the result of the efforts of a number of MSU faculty and staff. The original Handbook Committee, who shaped its direction and concept and compiled, wrote, and edited MSU TA consisted of Dr. Ann Austin, Dr. Martin Benjamin, Dr. Elaine Cherney, Dr. Jelena Gill, Dr. Karen Klomparens, Dr. Gail Richmond, Dr. Barbara Steidle, Dr. Marilyn Wilson, and Sherry Wynn.

Several people contributed their expertise to the third edition. Drs. Ann Austin, Michael Ennis-McMillan, Stephen L. Esquith, Christine Jarzomski, Karen Klomparens, Thomas Page, Barbara Steidle, Donald Straney, and Marilyn Wilson met and in large part made this edition possible through their work. Tim Hall provided valuable help in updating information for the first revision of the third edition. I have reorganized somewhat this edition, updating and adding statistical and bibliographic information, and arranging resource materials within the sections their subjects are addressed. I am indebted to my predecessors, Mike George and Steve Chalk, and to Dr. Bill Rittenberg for their work on previous versions of MSU TA.

A number of handbooks from other universities were immensely helpful in both the conception of MSU TA: A Guide and its subsequent revisions, including: Mentor: A Handbook for New Teaching Assistants (Fifth Edition), U of Washington; Teaching at Ohio State University: A Handbook, The Ohio State University; A Handbook for Teaching Assistants, The University of Tennessee, Teaching at North Carolina, The University of North Carolina, Chapel Hill, and On Tap (Orienting New Teaching Assistants Program), Kent State University. Many thanks to the creators of these handbooks for their cooperation in allowing us to reprint material from their publications.

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