

Fulton Undergraduate Teaching Assistant Program

FSE 201 Assignment Details

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Standard Assignments

Title: UGTA-Faculty Agreement

Type: Required

Assistant: UGTA

Intro: Before taking on a new job, responsibilities must always be discussed between the employee and the employer. Schedule a 30-minute meeting with your assigned instructor for your class within the first week of school to meet and agree upon your responsibilities and assignments for the semester that will be completed as part of the UGTA program. You are required to work 5 hours a week on average for your professor and will need to choose additional assignment tasks (totaling 4 points as a Session C UGTA/2 points as a Session A or B UGTA) that you will complete throughout the semester to engage with your students. It would be best to review the “Self-Selected” assignments before meeting with your professor.

Task: Meet with your instructor to go over the UGTA agreement. Determine your weekly responsibilities and assign average hours to specific tasks that you will perform weekly. This should total 5 hours. Then review the assignments with your instructor to inform them that you will require their input on a final evaluation at the end of the semester. Finally, look through the list of “Self-Selected Contributions”, and discuss which of the assignments would work best to be implemented for your class purpose. Select the assignments that you will complete throughout the semester and have yourself and your instructor sign the contract agreeing to mentor you through this process.

Submission: Submit the completed and signed contract in .pdf or .docx form.

Tips: Make sure to include 1 of your 5 hours per week as “Course Preparation” to give yourself time to work on FSE 201 assignments.

Electronic signatures are acceptable from the professor.

Title: Section Leader-Faculty Agreement

Type: Required

Assistant: Section Leader

Intro: Before taking on a new job, responsibilities must always be discussed between the employee and the employer. Schedule a 30-minute meeting with your assigned instructor for your class within the first week of school to meet and agree upon your responsibilities and assignments for the semester that will be completed as part of the Section Leader program. You are required to work 2.5 hours a week on average by attending your ASU101 lecture session and performing additional tasks for your professor. You will need to choose additional assignment activities (totaling 4 points as a Session C SL/2 points as a Session A or B SL) that you will complete throughout the semester to engage with your students. It would be best to review the "Self-Selected" assignments before meeting with your professor.

Task: Meet with your instructor to go over the contract. Determine your weekly responsibilities and assign average hours to specific tasks that you will perform weekly. This should total 2.5 hours per week. Then review the assignments with your instructor to inform them that you will require their input on a final evaluation at the end of the semester. Finally, look through the list of "Self-Selected Contributions", and discuss which of the assignments would work best to be implemented for your class purpose. Select the assignments that you will complete throughout the semester and have yourself and your instructor sign the contract agreeing to mentor you through this process.

Submission: Submit the completed and signed contract in .pdf or .docx form.

Tips: Make sure to include .5 hours per week as "Course Preparation" to give yourself time to work on FSE 201 assignments that you will implement in the class or submit for credit.

Electronic signatures are acceptable from the professor.

Title: FSE 201 Progress Meeting

Type: Required

Assistant: UGTA, Section Leader

Intro: The entrepreneurial mindset (EM) is a philosophy that understands the growing needs of today's engineering students to apply theory into realistic applications with specific customers ensuring that what they learn will eventually create value. The entrepreneurial mindset is based on the 3 C's; curiosity, connections, and creating value.

Typically, engineers have no shortage of curiosity and strive to create new value in their design work but making connections with potential customers or influencers is where engineering students tend to struggle. In the design world, a connection with a customer can be achieved through interviews and focus groups, but in academia, connections must be created with mentors as well as students so that you are able to teach what you learn.

Task: Schedule an individual meeting with the FSE 201 Graduate Teaching Assistant or Instructor. Discuss the following areas of your assistantship with your fellow mentor to recognize your achievements and learn how to continue to improve:

1. How much interaction every week do you have with your students? Are you able to assist students one on one? What attempts have you made reach out to students who are struggling? How can you improve your accessibility with your students?
2. How do you feel you are adding value to the class? Are you pushing yourself to try new methods and approaches with your students? Are you excited and engaged about the material you are bringing to the course? In what ways do you think your students want the class to be different?
3. Have you encountered any difficult situations with your students or instructor? Do you feel your instructor is invested in mentoring you? What kind of support or resources do you need to make your job more manageable (this can mean getting your FSE 201 faculty involved if you are having difficulties with your instructor or students)?
4. Has this experience helped you make any valuable connections? Do you feel you had an impacting mentorship experience? Can you describe any instances where you helped some students or other UGTAs?
5. Has this program given you a better insight into the profession of academia? Do you feel more or less likely to pursue an educational career? What are some accomplishments that you can add to your resume because of this position?
6. Do you feel you would like to join the UGTA program again in the future? Do you feel graduate school is in your future? How can the program be improved to better meet your needs?
7. How is your progress on your self-selected FSE 201 assignments going? Do you need any help getting ideas for your assignments? Do your choices interest you at all? Do you feel you are gaining experience in academia and understanding how to prepare a class? What are some ideas of new approaches you would like to try in the future to engage your students?

Submission: No submission necessary, your attendance will be recorded.

Tips: Do not wait to schedule time as appointments will fill up before the assignment due date.

Title: Faculty Year-End Evaluation

Type: Required

Assistant: UGTA, Section Leader

Intro: Every industry has a point during the year where the employees are evaluated on their abilities to complete their responsibilities, conduct certain behaviors, and reflect on their growth. These evaluations are crucial to salary adjustments and professional advancement. Schedule a 15-minute meeting with your instructor to go through the evaluation form.

Task: Meet with your instructor and complete the UGTA/SL Evaluation form with them. Listen to any concerns they had regarding your performance and use any criticism as a growing opportunity to improve your skills in the future. Be sure to discuss what you gained from being a UGTA with this instructor and how you both feel the self-selected assignments were executed. When finished with your meeting, sign the contract along with your instructor.

Submission: Submit the completed and signed evaluation form.

Tips: Fill out the weekly tasks and assignment titles prior to attending your meeting.

Self-Selected Contribution Assignments

Title: UGTA Handbook

Type: Self-Selected

Assistant: UGTA

Intro: Experienced UGTAs usually have specialized knowledge in lecture and lab topics that go beyond the general education provided by the professor and course materials. It is highly beneficial for any new or first-time UGTA to have a supportive network of mentors to guide them through their first semester as an assistant, but that is not always available. Having a handbook written by other UGTAs to provide insight and helpful advice regarding weekly lectures, activities, and labs will aid new UGTAs into having a successful semester.

Task: Create a UGTA Handbook for the course that you are assisting with, to act as a how-to guide for future UGTAs to use when needing additional assistance in preparing activities. This handbook should detail the class topics by week, the expectations of the UGTA during that week, some helpful sample problems or files to help explain the weekly lecture/lab material, and tips on things to be prepared for regarding common student questions. This handbook should help give future UGTAs a quick refresher course in all of the material that they will be assisting with, since it may have been a few semesters since they took this class.

Submission: Submit the entire handbook as a single file to the Canvas course. The file should include a table of contents detailing out the specific weeks or modules of the course. Include your name as the author and the semester this was written. Also provide a copy to your professor as they may want to distribute it to future UGTAs.

Tips: It might be helpful to provide links to videos or readings that will give them inspiration on very tricky topics.

Title: Course Study Group Coordinator

Type: Self-Selected

Assistant: UGTA

Intro: The Fulton Difference stresses the importance of involvement and connection with other students. Students overutilize resources such as the “Fulton Tutoring Center” for help in technical courses without reaching out to other classmates. Study groups are a proven method in student success allowing students to learn from each other and solve problems in different methods.

However, study groups often need coordination to encourage involvement and collaboration.

Task: Build, coordinate, and oversee your course’s “Study Group” initiative where you encourage students to connect with each other and work together. Utilize online social media methods to derive groups and pair students with similar personalities, time zones, and general availability. Join study groups throughout the semester as a tutoring resource on the material and make yourself available for student requests to join study groups. Ensure that students are meeting and receiving help from each other by checking in throughout the semester.

Submission: Submit evidence that you coordinated several study groups within your class and managed the groups into successful student aid alternatives to the tutoring center.

Title: “To Be Welcoming” Foundational Course on Bias

Type: Self-Selected

Assistant: UGTA, Section Leader

Intro: As an assistant, your job is to help every student equally with the utmost respect for them, regardless of any race, gender, religion, orientation, or political viewpoint. But it is common for many assistants to gravitate towards helping students similar to themselves without recognizing this implicit bias. Every person has a bias, and in no way does this mean that you are prejudiced towards groups of people but recognizing that you are shaped by decades of a certain culture can help you understand and overcome any unconscious bias you have.

ASU and Starbucks have partnered together to create a series of 15 full courses available online for free to any learner. The first courses known as “To Be Welcoming: Foundational Course” provides a foundation for future courses in the To Be Welcoming Curriculum. This module will offer key terms, introductory videos and an overall vision for the course. The Foundation Course provides a framework for learners to understand and engage issues of race, gender, and class in everyday situations. The course will begin by defining by bias then push learners to recognize their own biases, and understand how bias affects others economically and socially. Exercises will highlight the difference between individual bias and systemic bias and the importance of empathy in engaging critical dialogue about social differences.

Task: Enroll in the ASU Starbucks Global Academy course TBW100, by registering at the following link: <https://courses.starbucksglobalacademy.com/courses/course-v1:ASU+TBW100+2019/about> and complete the Foundation Course 15 week curriculum.

Submission: Upon successful completion of this course, you will be awarded a unique certificate from the Starbucks Global Academy. Please submit a screenshot of your certificate to prove you completed the curriculum.

Tips: This is a full course, do not attempt this assignment unless you have the time to dedicate part of your learning every week towards this class. You only need to register and complete the Foundational Course. Other courses are available as you wish to enroll.

Links/Attachments:

- ASU Article on To Be Welcoming Course: <https://asunow.asu.edu/20200616-solutions-be-welcoming-curriculum-offers-tools-counteract-bias#:~:text=The%20curriculum%2C%20a%20set%20of,how%20other%20people%20experience%20it.>
- To Be Welcoming Quick Overview: https://tobewelcoming.com/asu?utm_source=asu_tbw_story&utm_medium=email&utm_content=tbw_initial_launch&utm_campaign=01-tbw_launch_asu&ecd22=01
- To Be Welcoming Course Homepage (you can register here): <https://tobewelcoming.com/>

Title: Prototype Part for Class Lesson/Purpose

Type: Self-Selected

Assistant: UGTA, Section Leader

Intro: Many classes are using props and sample prototypes to explain new design techniques or present students with active design challenges. You can build your technical skills by learning CAD or rapid prototyping while helping your professor with a visual demonstration.

Task: Work with your professor to find if there are any prototypes or props that you can build to help support an active demonstration. For instance, if you aid with FSE 100, your professor may need some updated props to be used with the student design challenge. If you aid in a mechanics class, perhaps you can build a game solely out of gears and pulleys to show as an application example. Feel free to use the Engineering 3D Print labs to help in your development if needed. If you need any materials, work with your FSE201 professor before buying anything on your own.

Submission: Submit a picture of the final prototype along with a quick 1 paragraph summary detailing how the prototype was used in the class and the process you went through to design it.

Tips: Examples of available free CAD software to use are TinkerCAD or Autodesk Fusion 360.

Links/Attachments: Fulton 3D Print Lab Instructions:
<https://3dprintlab.engineering.asu.edu/3d-print-submission/>

Title: Executive Leader

Type: Self-Selected

Assistant: UGTA, Section Leader

Intro: Many large scale classes require multiple UGTAs for the same professor to successfully provide individual assistance to the students. In some cases, a single professor may request up to 16 UGTAs to be spread across multiple sections of the same class. When this happens, it is very easy for assistants to get overwhelmed with the coordination and expectations of their job roles. As an experienced UGTA/SL, this presents an opportunity to help manage the group of UGTAs/SLs for a single professor or course by acting as an Executive Leader.

Task: If your professor would like to denote you as an Executive Leader of a group of UGTAs/SLs, you are going to be responsible for being the communication link between professor and assistants. This task is going to require continual management and division of labor between the UGTAs/SLs. Your role will involve ensuring that all UGTAs/SLs are properly trained in both the lecture and lab material, are assigned specific shifts to attend lectures/labs/recitations, and are providing the professor with satisfactory assistance. Constant communication will be key, and issues with any UGTAs/SLs must be brought up to the professor's attention immediately. Think of this assignment as a glimpse into business management.

Submission: Since the majority of this work will be overseeing a group of UGTAs/SLs, please write a 2-paragraph summary at the end of the semester reflecting over this experience. Discuss your goals as the Executive Leader, and how you handled the management of this group. Include any issues with UGTAs that arose, and how you made sure all UGTAs were prepared every week to assist with the weekly topics. Does this experience make you want to pursue an engineering career with a management track at all, and why or why not? If you had any specific proof of schedules created or group discussion boards where you helped manage the UGTAs, please include picture of that as well.

Tips: Establish your expectations for yourself and your fellow UGTAs/SLs early on, so they know if they need to report information to you weekly or how and when you will be checking in with them.

Title: Tutored Concept Videos

Type: Self-Selected

Assistant: UGTA

Intro: Providing students with options for learning is crucial to their success as a student, and with the ever-changing environment, virtual learning is more critical than ever. The Fulton Tutoring Center sees increasingly high demand of students asking similar questions requiring one-on-one help. Similarly, students are experiencing long wait-times to reach a tutor and may not get their question fully answered in the amount of time provided. Online video instruction is a valuable tool for students to reference that must be sustainable and accessible by all.

Task: Develop a video(s) consisting of instruction of a common course concept that is confusing to many students. Work through the instruction of the concept with example problems and additional introductory theory. Prepare this video with the common questions in mind that students generally ask and attempt to pro-actively answer those questions throughout the video.

Keep your topic very fine tuned, do not try to over-generalize a concept. It is typically in the details that the students get lost, so try to use more complicated examples similar to what they may see on homework problems to help when students would most commonly get stuck. Be sure to explain and discuss your thought-process as you go through the video so they can hear your troubleshooting methods.

Upload your video to YouTube or to your course Canvas page.

Submission: Submit a link to the online video that you created and post the video to the Fulton Tutoring Center video repository (TBD).

Tips: Consider using PlayPosit to make your video interactive. You can add pauses and questions in line with the video to help students follow along with you before you give away answers in your video.

****Courses in need of video concepts:**

- CSE110
- CSE205
- EEE202

Title: Innovation Workshop

Type: Self-Selected

Assistant: UGTA, Section Leader

Intro: Providing students with options to engage is crucial to their success as a student, and the more students believe that learning can be fun, the less intimidating their engineering career will seem. Several organizations and programs on campus exist for students to challenge their technical skills, but can seem daunting when they don't know the instructors running it. This will be your chance to introduce the students to an interactive experience with someone that they are more familiar with.

Task: Find a technology or skill that you think would enhance the classroom experience for your students and develop an active learning workshop for your students introducing them to this new skill. This can be a new type of software, a manufacturing technique, or a career-building skill. Your workshop should take about an hour and offer your students a how-to instructional guide to using this new skill towards an area of the class. For instance, if you are a FSE 100 UGTA, you may want to host a workshop on using laser cutting machines. If you are a UGTA for EEE120, you may consider showing students how to use TinkerCad to build hardware circuits to help them practice before going into their labs. This workshop should be a hands-on activity (no lecturing), allowing students to play along with you as you guide them through a lesson. Work with your professor (or FSE 201 Instructor) if you need any supplies or materials. Provide a complete list of materials and an expected capacity of students to help you prepare for the workshop. Some topics of skills to showcase may include:

1. CAD software
2. 3D printing/Laser Cutting
3. Arduino
4. TinkerCad circuit building
5. MATLAB
6. Raspberry Pi
7. Hand tools/Power tools/Soldering
8. Prezi/Powerpoint
9. Microsoft Excel
10. LabView with Vernier sensors
11. Ansys
12. Digital Portfolios
13. Resume Building
14. Interview Role Playing
15. Lab Troubleshooting

Submission: Submit a 2-paragraph summary of your workshop highlighting your lesson plan, goals, and how this workshop can be applied to the classroom. Also include your thoughts on how the workshop went, your general perception of the students reaction, and what you learned about preparing and leading a hands-on activity. Include the date of your workshop and how many students attended.

Tips: You can advertise your workshop through the E+I Events calendar. If your instructor agrees to provide extra credit for students who attend, prepare a "proof of attendance" note with your signature ahead of time that you can give to each student as the leave.

Title: Exam Review Session

Type: Self-Selected

Assistant: UGTA

Intro: Exam reviews are critical for student success, as long as the review is not repetitions of work that was already covered in class. Students appreciate reviews that test their knowledge and provide realistic examples of what to expect in an exam. Read “The Last Days of Class” for some tips on planning a review session.

Task: Draft a one-page outline/agenda for a review session that prepares students for a test or quiz. Include your sample questions or game show trivia. Make sure to think about what you would want to see out of a review session if you were a student in the course. Discuss your plan for the review session or help session with your professor and get their feedback. Some instructors may provide you with practice problems or have advice about which material to cover. Depending on the class schedule, you may deliver the review session during class time--note that in your assignment.

Submission: Submit a summary detailing your outline/problems, the date you held your review or help session, how many students attended, how long the review lasted, and the general reaction of the students during the review. Students may work together in groups to host a review session, but each UGTA must write their own analysis of the session and submit their own assignment.

Tips: If you need to reserve a classroom for your review session or help session, email Karen Lund-Dennison (karen.lund-dennison@asu.edu) with the following info at least one week before your session:

- Class prefix, number, and title (i.e., FSE 100 Intro to Engineering)
- Date and time of review session (i.e, April 14, 5-7pm)
- Expected number of student attendees
- Preferred building and/or classroom (if you have one)
- Special classroom accommodations (i.e, whiteboard, projector, movable tables), if any

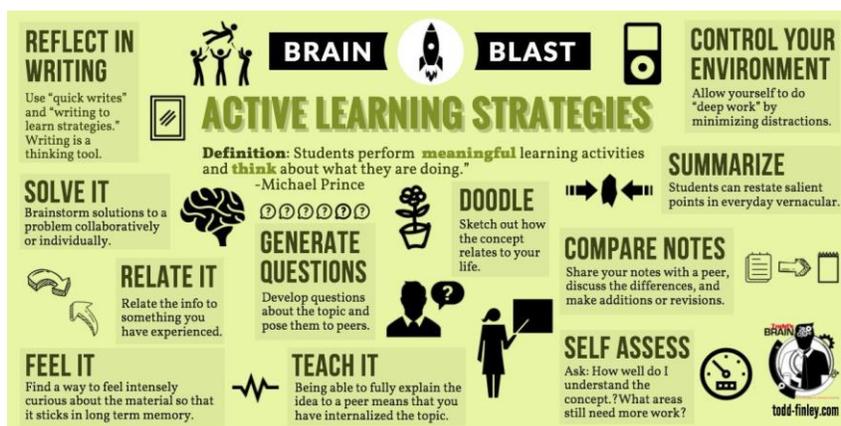
Links/Attachments: Gross Davis, B. (1993). "The last days of class," in *Tools for Teaching*. San Francisco: Jossey-Bass. pp. 393-396.

Title: Active Learning In-Class Lesson

Type: **Self-Selected**

Assistant: **UGTA, Section Leader**

Intro: More and more classes today are using modern educational methods such as “flipped classrooms” and “problem-based learning”. These are shown to keep students excited, engaged, and provide different ways for information retention over standard lecture environments. Read over the different strategies for implementing an active learning environment from the Berkeley Center for Teaching & Learning (link below) and consider which tools might work best in your classroom. A sample of some options are shown below.



Source: *Brain Blast: Active Learning Strategies*, www.todd-finley.com

Task: Work with your faculty instructor to find a time to lead an active learning in-class lesson. Then put together an active learning lesson that can be presented by you and your professor regarding the current topics being covered in class. This lesson should be at least 10 minutes but be sure to have approval from your instructor and agree upon a day that this can be completed. Be sure to engage with your students as they are participating (walk around, ask questions, partner with a lonely student).

Submission: Submit a description of your lesson plan along with any slides, videos, or prompts you may have used. Then write and submit a 2-paragraph summary detailing how you developed your lesson, what went well and what failed during your lesson demonstration, the general reaction of students during the lesson, what would you do differently next time, and your opinion regarding if this lesson helped students understand material better or worse than a standard lecture.

Tips: Students love when classes become games, such as trivia, scavenger hunts, and escape rooms...

Links/Attachments: Active Learning Strategies: <https://teaching.berkeley.edu/active-learning-strategies>

Title: Lead a Lecture

Type: Self-Selected

Assistant: UGTA, Section Leader

Intro: Being a UGTA is an opportunity to learn what it means to work in the teaching field. The best way to truly learn if this is a future career path is for you to dive in and teach. Challenge yourself by leading an entire lecture by yourself. Work with your professor to find a topic in the class structure that you feel confident in leading, and collaborate with them to design lecture slides, notes, or a general presentation about the topic.

Task: Read through the Lecturing Guidelines Checklist and practice your lecture several times before getting to class. Present your lecture to your class on your agreed date, saving 5 minutes at the end of class for a quick survey. Ask students at the end of class to anonymously write down the answers to 2 questions on their own paper:

- What stuck out as most important from today's lecture?
- What can I do differently to make this lesson better?

Submission: Submit any artifacts you developed for your lecture, and a summary explaining the feedback from your end of class survey and a quick reflection on your experience teaching (did you enjoy it, would you like to do it again, did this help you learn anything about yourself, do you wish you had done anything different, did you get stuck during your lecture?)

Tips: Attend a few lectures given by the course instructor to learn about the class style and structure.

Links/Attachments: Stanford Lecturing Guidelines:

<https://teachingcommons.stanford.edu/resources/teaching-resources/teaching-strategies/checklist-effective-lecturing/lecturing-guidelines>

Title: Hashtag War

Type: Self-Selected

Assistant: UGTA, Section Leader

Intro: It's been found in several studies that social media giants like Twitter and Instagram are becoming powerful tools to use in the classroom to enhance engagement and sharing of ideas. Before taking on this assignment, work with your professor to agree that creating a unique hashtag for your course is acceptable and come up with ground rules regarding what can be posted. This assignment is going to encourage voluntary student participation, so discuss with your professor if any type of extra credit or award can be associated with this assignment, to help incentivize the participation of students.

Task: Read through some of the guides to using Twitter in the classroom. Create a unique hashtag for your course, and provide a competitive challenge for your students to post about on a social media platform. Keep the challenge relevant to your class and provide rules about acceptable posts. Let students know if there will be an award or extra credit points that can be earned at the end of the semester for the most unique or innovative post, or perhaps to whoever posts the most with the hashtag (whatever you want the goal of your hashtag to be). Get the ball rolling by throwing a few posts up yourself, and make sure to reply to students as they post giving them some encouragement.

Submission: Submit a 1-paragraph summary detailing your hashtag challenge prompt, several examples of student posts, and the overall winner or general reaction from the class.

Tips: Example competitions can include posting interesting technologies that are using theories from class, posting sample test questions that students create on their own trying to stump each other, or posting current issues making news headlines that could be solved with an engineering approach.

Links/Attachments:

- Attachment: Kassens-Noor, Eva. "Twitter as a Teaching Practice to Enhance Active and Informal Learning in Higher Education: The Case of Sustainable Tweets." *Active Learning in Higher Education*, vol. 13, no. 1, 2012, pp. 9–21., doi:10.1177/1469787411429190.
- Ten Steps to Using Twitter in the College Classroom: https://www.huffingtonpost.com/jason-a-llorenz/ten-steps-to-using-twitte_b_5692021.html

Title: Guest Speaker Interview

Type: Self-Selected

Assistant: UGTA, Section Leader

Intro: Many students don't realize how many different types of opportunities are available for them as students or as professionals within engineering, until they hear from experienced mentors. For this assignment, find someone that you think your students would like to interview, provide your students with a quick biography of the person. Be creative when finding this person, it can be an experienced engineering professional in a field similar to your course, or a student organization leader engaged in design competitions, or a professor or graduate student performing research in a ground-breaking area. Try to find someone that you think has information that will inspire a student as well as demystify the intimidating world of engineering.

Task: Create a survey for students to submit questions to ask the interviewee. Choose some of the most common or interesting questions from your survey and perform an interview with the guest speaker. You can do this in person during class if allowed by your professor, you can film the interview and post it for your students to watch, or if necessary, you can send the questions to the guest and obtain written responses that can be posted for your students to read.

Submission: After the interview is complete, submit a document with a quick summary that includes who you interviewed, where and when the interview took place, and why you chose this person to interview. Then include a list of what questions were asked, and your reaction to how you conducted the interview along with a few highlights you hope students learned from this guest lecture.

Tips: Potential surveying services to use are [surveymonkey.com](https://www.surveymonkey.com) or Google Forms.

Links/Attachments: None

Title: Career Services Preparation

Type: Self-Selected

Assistant: UGTA, Section Leader

Intro: When Many classes within Fulton are incorporating career services into their coursework to ensure that students begin their professional development early. This assignment will make use of the Fulton Career Center and the Handshake career portal. Within Handshake, students can make appointments with the Fulton career services to discuss a number of topics.

Task: Create a student profile in the Handshake portal by creating an account using your ASURite username at the following website: <https://eoss.asu.edu/cs/handshake>. Navigate to the “Career Center” drop down menu and select “Appointments”. Click on “Schedule a New Appointment”, then “Fulton Schools of Engineering - Students and Alumni”. Select one of the appointment types that you feel would be beneficial for your students to learn about and schedule a meeting with the career services. Attend your meeting with your career counselor and take notes about what you learn from your counselor. When you are finished, compile a list of your top 5 tips from the session and present your list to your class regarding how they can use the career services, prepare for an appointment, or what you learned during your meeting. Present these tips through a discussion board, YouTube video, email announcement, or whatever way makes sense for your class.

Submission: Submit a 2-paragraph summary about your experience with the career center detailing which appointment you selected, who was your counselor, and when you attended. Include in your summary your 5 tips that you presented to your class about your session.

Tips: Use this opportunity to gain from it for your own personal needs.

Title: Peer Review Lab Report

Type: Self-Selected

Assistant: UGTA

Intro: Every student always wants to know their grade before they turn in their homework, but rarely will a professor offer to read through an assignment before it is turned in by the student. Knowing what the professor is looking for while having the mindset of a student puts you in a powerful position to help. Read through the guides for effective peer editing and the tutorial on peer editing tips, to familiarize yourself with common editing practices.

Task: Offer to review a student/s lab report, proposal paper, or any written work that they are concerned about. Focus on editing per the three steps in the tutorial; compliments, suggestions, corrections. Provide the student with your notes either through a face to face meeting, or with electronic comments attached to their document.

Submission: Submit a copy of your editing notes or screen shots of your comments and a small summary about the experience of working with this student.

Tips: Do your best to continually push students to explain WHY they are stating facts, showing figures, and what was learned by the student that allowed them to come to these conclusions. Always more important in technical writing is not the final answer, but understanding how and why the answer was achieved. If a rubric is provided by the professor, use it to assign a hypothetical grade.

Links/Attachments:

- Peer Editing Guide: <http://writing2.richmond.edu/writing/web/peeredit.html>
- Attachment: Peer Editing Tips Tutorial

Title: UGTA-to-UGTA (SL-to-SL) Peer Support Mentoring

Type: Self-Selected

Assistant: UGTA, Section Leader

Intro: With almost 400 UGTAs and SLs hired every semester, we have quite a network of motivated and experienced engineering students. Some of our bigger classes can have up to 10 different UGTAs assigned in a single semester, and while many may be experienced, some are brand new and overwhelmed with the format of being a UGTA. Finding and creating small support groups can help overcome stresses that can occur with this job, and help build lasting friendships and networks that may be appreciated in the future.

Task: For this assignment, you will be finding and creating your own UGTA/SL small support group. You don't need to find UGTAs in your same assigned course, but that is preferred. You will organize meetings with your small group 3 times during the semester to lead discussions on any issues you are having helping students, get guidance on new types of activities, or work on creating new group activities for your students together. Best candidates for this assignment are groups of UGTAs in the same course who want to coordinate their efforts together, or any new UGTA/SL who is looking for some guided mentorship. Your small group can be as small as 2 people, up to 10 people. To get credit for this assignment, you must attend all 3 of your small groups' meetings.

Submission: After you have completed all 3 of your small group meetings (which should be spread out over the semester), submit a summary of all 3 meetings. What did you get out of it, who did you meet, how did you help each other, did you learn anything, did you create any new creative activities, were you relieved knowing others feel exactly like you, etc.

Tips: If you are looking for a small group to join, consider posting on the FSE 201 discussion board. You can also ask your FSE 201 staff for a list of other UGTAs in your assigned course that you can try to get in touch with for this assignment.

Title: Attend FSE 201 UGTA Skills Seminar

Type: Self-Selected

Assistant: UGTA, Section Leader

Intro: Throughout the UGTA program, offerings will be made available to UGTAs to attend seminars on topics relevant to their position. These topics could range from first-time UGTA troubleshooting tips, to a Q&A regarding applying for graduate school, to preparing to take the FE exam. These topics will be provided by the FSE 201 teaching staff in an effort to enhance your experience and allow you to continually advance your own career. These seminars will be published throughout the semester and will be held virtually.

Task: Attend a FSE201 seminar of interest to you, and participate throughout the seminar during active discussions and Q&A sessions.

Submission: Please submit a 1-2 paragraph summary of the seminar you attended. Include what you learned, why you wanted to attend, did it meet your expectations, and what else would you be interested in learning about in future seminars. Please also discuss how you will apply what you gained from the seminar into your engineering future or UGTA position. Your attendance at the seminar will be recorded, so do not submit summaries if you did not actually attend the seminar.

*Only 2 sessions per semester can be used for your Self-Selected contribution required points.

Title: Interview with your Professor

Type: Self-Selected

Assistant: UGTA, Section Leader

Intro: Many students don't realize how many different types of opportunities are available for them as students or as professionals within engineering, until they hear from experienced mentors. For this assignment, connect with your assigned course professor to learn about their field of work and their career journey. You will learn about your professor's research, their other employment prior to ASU, and hear how careers evolve and adapt away from what was predicted.

Task: Create a list questions for your professor that you would like to know. This is your chance to connect and be curious about your own future. Focus on their career choices, their best advice, their life plan, and their overall motivations that led them here. You can do this in person or virtually, or if necessary, you can send the questions to your professor and obtain written responses.

Submission: After the interview is complete, submit a document with a quick summary that includes who you interviewed and where and when the interview took place. Then include a list of what questions were asked, and your reaction to how you conducted the interview along with a few highlights you learned from this experience.

Tips: Always have your questions ready prior to your meeting. Suggest conducting the interview over lunch or coffee to provide a more relaxed atmosphere.

Title: Muddiest Point Survey and Lesson

Type: Self-Selected

Assistant: UGTA, Section Leader

Intro: When students are learning brand new material for the first time, it's hard to retain absolutely everything and more often than not, the material becomes a cloud of confusion. Quick and straightforward reviews of new material help students recognize patterns and processes, but it works best if the students are the one admitting which material is the "muddiest" for them. Review the attached "Muddiest Point Reflections" article and consider how you can incorporate muddiest points reflections in the class for which you are a UGTA. The article suggests collecting muddiest point sheets/cards, using in-class clicker systems, or distributing online surveys.

Task: Create and distribute a muddiest points survey to find an area where students need additional review. Then, work with your faculty instructor to determine the most effective way to address the muddiest points. You and the instructor should work together to determine how to clarify the muddiest points for students (i.e., dedicating 5 minutes at the beginning of the next lecture to review the muddiest point, creating a handout, or creating a YouTube video that explains the muddiest point with an example). Present your review to the students.

Submission: Submit a 2-paragraph summary that describes how you implemented muddiest point reflections in your class. Clarify how you collected the students' feedback and how you or the professor addressed the topic. Explain whether you think muddiest point reflections are useful (in general and in your class) and what you would do differently to improve your technique. Please include a copy or URL for any instrument you used to collect muddiest points (i.e. survey) or any response you created that addresses the muddiest point (i.e. YouTube video, #hashtag for twitter discussion, handout distributed to class).

Tips: Surveys can be created easily through [surveymonkey.com](https://www.surveymonkey.com) or Google Forms.

Links/Attachments: Carberry, A., Krause, S., Ankeny, C., & Waters, C. "Unmuddying" Course Content Using Muddiest Point Reflections.

Title: Customer Role Play

Type: Self-Selected

Assistant: UGTA

Intro: The most crucial part of engineering design is not about how cool an idea is, but rather, does it create value for an actual customer? Many classes are implementing design projects during the semester and some bring in the idea of human involvement to dictate the needs of the project instead of simply giving the project instructions. For this activity, you get to play along as the students discover who they should help, and what they need to do to solve an actual person's problem.

Task: If your professor has an option for customers to be implemented into the design project, pick one or multiple customers that you can act as in a form of role playing. As students pose questions to the customers or look for clarification on the project, answer the questions as a specific person, not as the UGTA who knows the answers. When you role play, think about the following characteristics to help you decide what kind of customer you are going to be and give specific responses in character:

- Gender
- Age
- Ethnicity
- Geolocation
- Career
- Income, available finances to spend on solution
- Disability restrictions
- Safety concerns
- Durability needs
- Style and creative fashion
- Cultural traditions
- Reliability needs
- Social impact concerns

Make sure you do a little bit of research about your customer so you don't make assumptions and can answer every question from a student confidently. You can role play in person or online via a discussion board Q&A forum.

Submission: Submit a 2-paragraph summary explaining what customer persona(s) you took on, how you implemented your role playing, and the types of questions you were able to answer for students. Explain how playing this character helped you empathize in different areas than you normally consider. Did you encounter any challenges when playing this role? How did you plan for this role, and what decisions did you make about the type of customer you were going to be?

Tips: Try not to fall into generic stereotypes, so if you are playing a teenage girl, don't assume that you want everything to be pink 😊

Title: Practice Run Hint List

Type: Self-Selected

Assistant: UGTA

Intro: As a UGTA, one of your main goals is to help students with assignments that are challenging. But if the assignment is challenging, how can you be sure it won't stump you? To avoid feeling overwhelmed by questions you aren't confident in answering, work with your professor to obtain a homework assignment, lab, or project prompt before it is released to students. Going through an assignment first will help you understand the questions and the processes of how to solve them, so you will be prepared for when students ask questions about the same pitfalls you experienced.

Task: Challenge yourself to complete an entire homework assignment by yourself, and then check with your professor if your work is correct. Prepare a 'Hint List' of your top five tips and lessons that you realized while working through this assignment. Send it to your students as a class announcement, post it in your laboratory for students to see, or post it on your class discussion board after the assignment has been assigned by the professor. Make sure not to give away any answers, but only use your tips to clarify confusions, provide assumptions, or point out similar examples in textbooks.

Submission: Submit your completed homework assignment along with your 'Hint List'.

Tips: Keep notes as you work through the problems of places where you needed to consult a textbook, lecture notes, or an online video.

Title: Discussion Board Prompt – 3 Sample Homework Questions

Type: Self-Selected

Assistant: UGTA, Section Leader

Intro: Discussion Board forums are an excellent way to spark conversation outside of the classroom. They allow students who may be more shy in class to contribute and keep students engaged after hours. They are also easy portals to share information that is relevant to the class but might not be appropriate for a lecture setting. Read through the attached guidelines from ASU about how to properly engage in discussion boards in the classroom and review some of the tips found in Chapter 11 of *Teaching Online: A Practical Guide* by Ko and Rossen.

Task: On your class webpage, create and post 3 sample homework questions as part of a discussion board. Make each problem a separate discussion post, and don't post the answers. You can do all 3 posts for a single topic or spread them out over different weeks and different topics, just so long as you've posted a total of 3 by the end of the semester. Try to create your questions so that they spark conversation, and potentially even lead to multiple answers. Do not use any problems provided by your professor or any problems easily found online. Make sure to explain that these posts are not for credit, but to be used as a supplemental practice for areas of the class that tend to be confusing. Provide a deadline of when the solution(s) will be provided, and as students post questions or comments about the problems, be sure to answer them with guidance without giving away the whole answer. Typical discussion board rapport is to answer within 24 hours, but faster is always better.

Submission: Submit a document containing all 3 sample homework questions along with their solutions. Include a quick 1 paragraph summary per question detailing what conversations took place, and how you feel these problems were received.

Tips: Check with your instructor on the preferred method of discussion board posting. You can use Slack, Piazza, and Canvas built-in functions.

Links/Attachments:

- Slack: <https://uto.asu.edu/slack>
- Piazza: <https://piazza.com/profs>
- Canvas Help: <https://www.youtube.com/watch?v=7MtFfr8gmrq>
- Attachment: Tips for Dynamic Discussions
- Attachment: Ko, Susan Schor, and Steve Rossen. *Teaching Online: a Practical Guide*. Routledge, 2017.

Title: Discussion Board Prompt - TEDTalk

Type: **Self-Selected**

Assistant: **UGTA, Section Leader**

Intro: Discussion Board forums are an excellent way to spark conversation outside of the classroom. They allow students who may be more shy in class to contribute and keep students engaged after hours. They are also easy portals to share information that is relevant to the class but might not be appropriate for a lecture setting. Read through the attached guidelines from ASU about how to properly engage in discussion boards in the classroom and review some of the tips found in Chapter 11 of *Teaching Online: A Practical Guide* by Ko and Rossen. Also provided are some links to tutorials and guides on how to design effective discussion questions.

Task: On your class webpage, create a discussion board post introducing your students to a TEDTalk video that you find relevant for your class. Then below the link for the video, ask 3 thought provoking questions to the students to help them in posting a reaction to the video. Try to design your questions so that students answer with either personal accounts of previous experiences or ways that they can apply this knowledge in the future. Steer clear of questions that are purely factual, yes/no, or too broad like “what do you think about this video?”

Submission: Submit a document containing the discussion board post (video and questions). Include a quick 1 paragraph summary detailing what conversations took place, and how you feel your questions were received.

Tips: Check with your instructor on the preferred method of discussion board posting. You can use Piazza, Slack, and Canvas built-in functions.

Links/Attachments:

- Slack: <https://uto.asu.edu/slack>
- Piazza: <https://piazza.com/profs>
- Canvas Help: <https://www.youtube.com/watch?v=7MtFfr8gmrg>
- Designing Effective Discussion Questions:
<https://web.archive.org/web/20200625034121/https://teachingcommons.stanford.edu/resources/teaching/student-teacher-communication/designing-effective-discussion-questions>
- Attachment: Sample Discussion Board Questions That Work
- Attachment: Tips for Dynamic Discussions
- Attachment: Ko, Susan Schor, and Steve Rossen. *Teaching Online: a Practical Guide*. Routledge, 2017.

Title: Discussion Board Prompt – Relevant Journal Article

Type: Self-Selected

Assistant: UGTA, Section Leader

Intro: Discussion Board forums are an excellent way to spark conversation outside of the classroom. They allow students who may be more shy in class to contribute and keep students engaged after hours. They are also easy portals to share information that is relevant to the class but might not be appropriate for a lecture setting. Read through the attached guidelines from ASU about how to properly engage in discussion boards in the classroom and review some of the tips found in Chapter 11 of *Teaching Online: A Practical Guide* by Ko and Rossen. Also provided are some links to tutorials and guides on how to design effective discussion questions.

Task: On your class webpage, create a discussion board post introducing your students to a relevant engineering journal article pertaining to a topic or technology currently being explored that you find relevant for your class. Include a PDF attachment of the article or a link to the article to the discussion post. Then below the article, ask 3 thought provoking questions to the students to help them in posting a reaction to the article. Try to design your questions so that students answer with either personal accounts of previous experiences or ways that they can apply this knowledge in the future. Steer clear of questions that are purely factual, yes/no, or too broad like “what do you think about this article?”

Submission: Submit a document containing the discussion board post (article link and questions). Include a quick 1 paragraph summary detailing what conversations took place, and how you feel your questions were received.

Tips: Check with your instructor on the preferred method of discussion board posting. You can use Piazza, Slack, and Canvas built-in functions.

Links/Attachments:

- Piazza: <https://piazza.com/profs>
- Slack: <https://uto.asu.edu/slack>
- Canvas Help: <https://www.youtube.com/watch?v=7MtFfr8gmrq>
- Designing Effective Discussion Questions:
<https://web.archive.org/web/20200625034121/https://teachingcommons.stanford.edu/resources/teaching/student-teacher-communication/designing-effective-discussion-questions>
- Attachment: Sample Discussion Board Questions That Work
- Attachment: Tips for Dynamic Discussions
- Attachment: Ko, Susan Schor, and Steve Rossen. *Teaching Online: a Practical Guide*. Routledge, 2017.

Title: Discussion Board Prompt – Relevant Engineering Technology

Type: Self-Selected

Assistant: UGTA, Section Leader

Intro: Discussion Board forums are an excellent way to spark conversation outside of the classroom. They allow students who may be more shy in class to contribute and keep students engaged after hours. They are also easy portals to share information that is relevant to the class but might not be appropriate for a lecture setting. Read through the attached guidelines from ASU about how to properly engage in discussion boards in the classroom and review some of the tips found in Chapter 11 of *Teaching Online: A Practical Guide* by Ko and Rossen. Also provided are some links to tutorials and guides on how to design effective discussion questions.

Task: On your class webpage, create a discussion board post introducing your students to a relevant engineering technology or innovation that pertains to a topic or technology currently being explored in your class that you find relevant. Include a link to the webpage in the discussion post. Then below the link, ask 3 thought provoking questions to the students to help them in posting a reaction to the information. Try to design your questions so that students answer with either personal accounts of previous experiences or ways that they can apply this knowledge in the future. Steer clear of questions that are purely factual, yes/no, or too broad like “what do you think about this new innovation?”

Submission: Submit a document containing the discussion board post (link and questions). Include a quick 1 paragraph summary detailing what conversations took place, and how you feel your questions were received.

Tips: Check with your instructor on the preferred method of discussion board posting. You can use Piazza, Slack, and Canvas built-in functions.

Links/Attachments:

- Piazza: <https://piazza.com/profs>
- Slack: <https://uto.asu.edu/slack>
- Canvas Help: <https://www.youtube.com/watch?v=7MtFfr8gmrq>
- Designing Effective Discussion Questions:
<https://web.archive.org/web/20200625034121/https://teachingcommons.stanford.edu/resources/teaching/student-teacher-communication/designing-effective-discussion-questions>
- Attachment: Sample Discussion Board Questions That Work
- Attachment: Tips for Dynamic Discussions
- Attachment: Ko, Susan Schor, and Steve Rossen. *Teaching Online: a Practical Guide*. Routledge, 2017.

Title: Discussion Board Prompt – Useful Skills and Student Tips

Type: Self-Selected

Assistant: UGTA, Section Leader

Intro: Discussion Board forums are an excellent way to spark conversation outside of the classroom. They allow students who may be more shy in class to contribute and keep students engaged after hours. They are also easy portals to share information that is relevant to the class but might not be appropriate for a lecture setting. Read through the attached guidelines from ASU about how to properly engage in discussion boards in the classroom and review some of the tips found in Chapter 11 of *Teaching Online: A Practical Guide* by Ko and Rossen. Also provided are some links to tutorials and guides on how to design effective discussion questions.

Task: On your class webpage, create a discussion board post introducing your students to a useful study habit or technical skill that you think would prove beneficial to your students. Include a link to some online resources like journal articles, online guides, or tutorial videos in the discussion post. Then below your information, ask 3 thought provoking questions to the students to help them in posting a reaction to the information. Try to design your questions so that students answer with either personal accounts of previous experiences or ways that they can apply this knowledge in the future. Steer clear of questions that are purely factual, yes/no, or too broad like “do you think this tip would help you?”

Submission: Submit a document containing the discussion board post (links and questions). Include a quick 1 paragraph summary detailing what conversations took place (if any), and how you feel your questions were received.

Tips: Check with your instructor on the preferred method of discussion board posting. You can use Piazza, Slack, and Canvas built-in functions. Students rarely will participate unless there is an incentive, so work with your professor to see if “extra credit” is a possibility. Don’t be discouraged if you don’t get any responses, students tend to still be reached even though they aren’t showing it!

Links/Attachments:

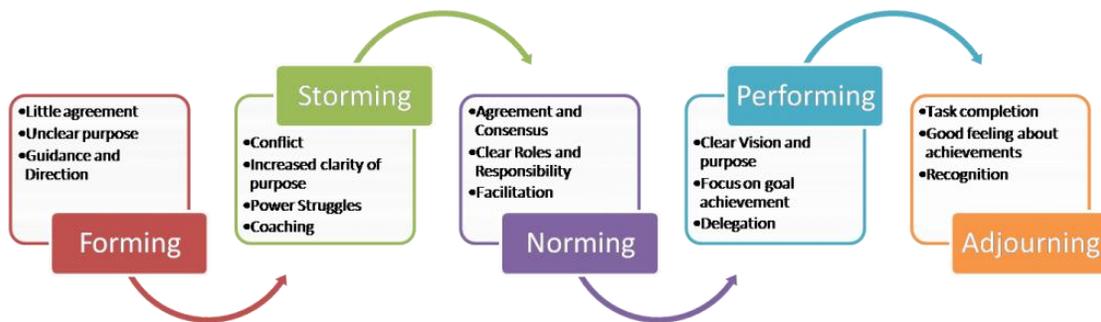
- Piazza: <https://piazza.com/profs>
- Slack: <https://uto.asu.edu/slack>
- Canvas Help: <https://www.youtube.com/watch?v=7MtFfr8gmrq>
- Designing Effective Discussion Questions:
<https://web.archive.org/web/20200625034121/https://teachingcommons.stanford.edu/resources/teaching/student-teacher-communication/designing-effective-discussion-questions>
- Attachment: Sample Discussion Board Questions That Work
- Attachment: Tips for Dynamic Discussions
- Attachment: Ko, Susan Schor, and Steve Rossen. *Teaching Online: a Practical Guide*. Routledge, 2017.

Title: Conflict Resolution Practices

Type: Self-Selected

Assistant: UGTA

Intro: Many courses in engineering revolve in part, or sometimes completely, around a team project. Healthy team collaboration and management is one of the hardest skills to master as a collegiate transitioning into adulthood. You may find as you work with students in teams, that they progress naturally through the Tuckman's Model of group development. Unfortunately for many teams, they get stuck in the "storming" phase for way too long with no one mediating the situation, which eventually leads to frustration, emotional withdrawal, and anger. You can play a crucial role in intervening when these disagreements arise and help teach students how to resolve their conflicts in a professional manner. Read through the "Conflict Mediation Guidelines", paying particular attention to the section on "Skills of a third party negotiator".



Source: Margaret Hillary, *Team Work – Tuckman's Way*, <http://margarethillary.com/team-work/>

Task: Throughout the semester, as you see teams beginning to argue or you notice students are purposefully not engaging with each other during a team activity, offer to sit down with the team and use some of the negotiating skills from the reading to mediate the situation. Work with the students to discuss their issues and leave the students with a plan of how to move forward resolving their argument. Set a new team goal for the students regarding how to handle disagreements in the future and give them some tips about how to resolve conflict themselves.

Submission: Submit a 1-paragraph summary detailing one of your team resolution encounters during the semester. What was the disagreement about, how did you manage the conflict, what was the overall end goal that was agreed upon, and how did the students react to your intervention?

Tips: Remind students that it is natural to argue but growing into a professional means learning how to effectively argue so that the team camaraderie and overall goal is not compromised.

Links/Attachments: Conflict Mediation Guidelines:

<https://web.stanford.edu/group/resed/resed/staffresources/RM/training/conflict.html>

Title: Future Career Options

Type: Self-Selected

Assistant: UGTA, Section Leader

Intro: For many students, especially in early college classes, it is hard to see the point of why you are here and you are easily overwhelmed when thinking, “is this going to be my life forever?” It’s your job as a UGTA/SL to reassure them that being an engineer is so much more than impossible homework problems. The best way to do that is to provide examples for your students of what they could be doing for a career, so it will hopefully motivate them to continue strong with their studies.

Task: For this assignment, you will be finding future career options for your students to highlight the endless amount of industries and opportunities that are out there for engineers. This requires you to go on a little scavenger hunt, scouring different career search websites looking for interesting job postings that can relate to the discipline of your students. You need to find 3 to 5 different job postings that you will share with your students. These postings can be for entry level positions, or for highly experienced professionals. You can even show examples of student-created companies by searching through the Venture Devils directories to emphasize that if students can’t find what they are looking for, they can always make their own careers. Your goal is to find unique industries or opportunities that you can share with your students. Once you find these postings or examples, make sure to point out how there’s no differential equations listed as a “required skill”, to help students see that their future careers will be so much more than just homework problems. As you are sharing these job postings, spark discussion with your students about what skills they should start pursuing to match this job, and how they can accomplish some of those goals while at Fulton. You can share this activity through in class discussion, email announcement, or a discussion board post.

Submission: Submit a document with the actual job postings or career examples that you found, with a quick summary of what you learned while searching for these options. Did this inspire you in any way, did you end up applying to any internships/jobs, do you feel you have some of the skills presented in this list?

Tips: Use the Handshake portal to find internships and job for entry level engineers, but other sites like indeed.com or monster.com to find experienced professional postings. Sometimes, even finding a company that sounds interesting first is the best way to start, and look for hiring postings through the direct website.

Links/Attachments:

- Handshake: https://app.joinhandshake.com/employer_registrations/new
- Venture Devils Directory: <https://entrepreneurship.asu.edu/meet-our-startups>

Title: Fulton Relevant Researchers

Type: Self-Selected

Assistant: UGTA, Section Leader

Intro: One of the biggest programs here at Fulton is for the Fulton Undergraduate Research Initiative (FURI), but one of the biggest questions is always “how in the world do I get started?” As an experienced student (even if you’ve never been a part of FURI), you know the importance of pushing your education and learning things on your own through research. Research however, is only successful if you have a great mentor with experience who can guide you through the process, but finding that person is always a challenge.

Task: For this assignment, you will be introducing your students to several Fulton faculty members who are working on research currently in areas relatively related to the course you are teaching. Your job is do some of the hard work first, by researching what our faculty members are doing, and creating snapshot profiles of different professors. Find 3 to 5 professors who are working on topics that may interest your students, examine some of their latest research findings, and summarize how their research closely relates to your students’ course. Then offer to present these profiles to your students through a discussion board post, email announcement, or in class activity. This assignment will not be offering students opportunities for researching with these professors, so please make that clear, this is only to get them thinking about what they could eventually research.

Submission: Submit your “Professor Profiles” showing who you researched as a Fulton relevant researcher. Your profile should include the professor’s name and department, research expertise areas, a summarized example of one of their studies and the lesson learned or goal achieved, and a quick explanation of how this relates to your current students’ interests or class.

Tips: Use the Fulton directories to learn more about faculty research interests. Usually by clicking on a faculty member’s directory entry, you will be taken to a list of their research activity.

Links/Attachments:

- Fulton Research by School: <https://research.engineering.asu.edu/>
- SBHSE Faculty: <https://sbhse.engineering.asu.edu/faculty/>
- CIDSE Faculty: <https://cidse.engineering.asu.edu/facultyandresearch/directory/faculty/>
- ECEE Faculty: <https://ecee.engineering.asu.edu/tenured-and-tenure-track-faculty/>
- SEMTE Faculty: <https://semte.engineering.asu.edu/faculty/>
- SSEBE Faculty: <https://ssebe.engineering.asu.edu/faculty/>
- Poly Faculty: <https://poly.engineering.asu.edu/directory/>

Title: ASU Library & Research Methods

Type: Self-Selected

Assistant: UGTA, Section Leader

Intro: Research papers are common assignments in college and being able to research a deep analysis of a topic is a true skill. This skill has vanished for many students since the rise of the internet, and generic Google searches become the referenced citations for many research papers. This assignment will allow you to teach your students about the importance of utilizing collegiate libraries and provide students with new techniques for researching information outside of Google.

Task: For this assignment, you are going to give students a tutorial on how to utilize the ASU Library services. This will probably require you to do a bit of training as well, and you can definitely go down a rabbit hole with this assignment, so first, think of what you want your students to know. Below are some sample questions you can start with:

1. What are the different types of sources available for research (journal articles, conference findings, books, etc.)?
2. What is the difference between “simple search” and “advanced search”?
3. How do I cite my sources, and what is RefWorks?
4. How can a librarian help me, and who are they?
5. What is a research database? (You’ll notice Google Scholar in this category)
6. What are the best practices to get started with a research topic?

Once you’ve narrowed in on a quick lesson for your students, prepare a discussion or activity that teaches students how to use the ASU Library website. You can also tour the ASU Libraries, introduce them to the other services available such as supplemental instructions, study rooms, and interlibrary loans. This assignment can go many directions, but make sure to focus on the benefits and uses of the ASU libraries.

Submission: Submit your lesson plan, discussion outline, or a summary of what you taught your students about the ASU libraries. Also include a quick summary about what you learned from this experience, and if any of the information you found will help you in the future.

Tips: If you feel overwhelmed, your best starting point will be to go directly to a librarian, and explain that you are looking for training on how to use the library. The ASU Librarians have online chat, phone, or in-person availability to answer your questions. (They might even offer to come in and teach your class a lesson if you would prefer the help.)

Links/Attachments:

- ASU Library: <https://lib.asu.edu/>
- ASU Library Tutorial Videos: <https://lib.asu.edu/tutorials>

Title: Campus/Lab Tour

Type: Self-Selected

Assistant: UGTA, Section Leader

Intro: Many students within your class are brand new to ASU or wanting to get exposed to more technical research areas, and they just don't know where to go or how to begin. Providing students with a campus tour or a research lab tour can help students who are actively trying to engage with the Fulton community a chance to get more involved and more comfortable with their program.

Task: Organize and advertise to your students a tour that would be of interest and pertinent to the age group of students. For beginner freshmen classes, students might appreciate a tour of the Hayden Library makerspace or a tour of the athletic fitness areas. For older students, tours of graduate level research facilities or off-campus corporate tours would be an excellent alternative. Make sure to have clearance and access to any lab space that you want to tour by confirming with the lab manager that you will be able to gain entry. Be very clear about the capacity of students that are allowed to join you and get information on the sanitation and disinfection processes required by any space before touring. Graduate students will be an excellent resource for this activity, as they will be able to provide students with access to a research lab and discuss what types of interesting and cutting-edge projects are going on. Join the students on this tour and provide your students with information about how the places on this tour can enhance their experience at ASU and how they can get involved.

Submission: Submit your tour plan along with a 1-2 paragraph summary about the experience. Include how many students attended, where did you visit, why did you feel this was an appropriate tour, what types of questions did students ask, and did students learn anything interesting while on the tour.

Title: Instructor Chosen Assignment

Type: Self-Selected

Assistant: UGTA, Section Leader

Intro: Should your assigned faculty instructor (not FSE 201 instructor) prefer you perform an alternative assignment not included in your weekly tasks, this submission can be used for that assignment.

Task: This task must involve individual preparation and end with some sort of deliverable to the class or the instructor. This CANNOT be used for grading, grading is prohibited for all UGTA/SL assistants.

Submission: Submit a 2-paragraph summary explaining the details of your assignment and all deliverables required by your professor. Discuss how you prepared this assignment, your overall experience, the effect on the students and value for the students that you created when you completed this assignment (if any), and what you learned from doing this assignment.

Tips: Make sure clear instructions are provided from your professor on what must be developed and delivered and a timeline of when this task must be completed for the class. Push yourself and your instructor to ensure that this task is creating value for your students while allowing you to grow professionally.

Section Leader Only Additional Self-Selected Contributions

Title: Fulton Difference Lecture & Student Meetings

Type: Required (Counts towards Self-Selected Contribution: 2 points)

Assistant: Section Leader

Intro: Students within ASU 101 must be provided with an opportunity to engage with staff and upperclassmen students to allow students to acknowledge incoming challenges of transitioning to college and obtain advice to propose strategies for overcoming these challenges.

Throughout this module, students are exposed to resources within Fulton and gain one-on-one access to the Section Leader to help them devise strategies to help ease the transition.

Task: Please first review the Lesson Plan titled “Fulton Difference”. This contains the desired instructions to the entire module with the step-by-step guidance for the faculty, the section leader, and the student. Also please review the GetSet Prompts #7 (Overcoming Challenges) and #17 (Why you’re in school), and the student submission of “Homework 0: “College Time! Plan to succeed! – Identify your challenges and define your strategies” which is expected to be assigned to students as homework prior to the Fulton Difference lecture. (That is up to the professor, you will have no control over this).

Your first task with the students is to announce to the class (with the help of your professor) to complete the GetSet Prompts #7 and #17 through their ASU101 Canvas site, and to submit their Homework 0 submission and feedback received from their Homework 0 Canvas site. This should be done as soon as possible with approval from your professor. Please provide students with due dates for these submissions.

After students have turned in their “GetSet” homework and their “Homework 0” (if professors assign it) you are responsible for reviewing all of the submission posts. You will need to analyze and categorize the answers from the students. This analysis should include which topics were the most common, which topics are more socially related versus technically related, which topics are related to female students versus male students, and any other interesting trends you notice in your analysis. Make sure to save this analysis as you will implement it during the Fulton Difference lecture.

Your next task is to prepare yourself to present the “Fulton Difference” presentation. This can be found on the FSE201 Canvas site. This is your opportunity to engage in an active discussion with your students regarding their main concerns from your analysis. You can update Slide #3 with your categorized analysis of their concerns and challenges. Throughout the presentation, you will need to showcase potential solutions offered through ASU or Fulton that will help with ease their concerns. Make sure to attempt to provide options for students that will solve the challenges they are facing. Your goal is to make sure students know they are not alone and that there are resources for whatever they need.

At the end of the presentation, please show the 2-Year Plan template to the students and explain how to complete the template. There are completed examples provided for you to use through the FSE201 Canvas course. With your professor’s permission, please explain that this is an assignment due at the end of the semester, and that students will need to meet with you at least once during the semester privately to get feedback and guidance on their 2-year plan. It is

highly recommended that you complete your own 2-year plan to show as an example and provide tips to students on completing the plan.

Your final task is to advertise and schedule an individual meeting with each student in your ASU 101 class to help provide them feedback on their 2-year plan. During this meeting, please listen to their concerns with completing the plan and help them think through new opportunities they might not be aware of. Again, this is more a conversation where the student will share their vision for the future and you will provide encouragement and helpful tips for student success.

Feel free to use any scheduling software you'd like, and please work with your professor to make this private meeting a required assignment to ensure students participate. You are free to schedule these meetings after the Fulton Difference lecture for as many weeks as needed until the end of the semester. Please host these private meetings safely using your personal ASU Sync link or social distancing.

Submission: Submit a summary of this experience by including a 1-2 paragraph reflection on the lesson learned about working with the students and mentoring them in the process of planning their future for success. Include proof of the scheduled meetings and the results of the categorization of the challenges.

Title: 2-Year Plan Draft

Type: Self-Selected

Assistant: Section Leader

Intro: A key ASU 101 lesson for freshmen is to work through building a 2-year plan to help expose them to the importance of variety and involvement throughout their college career. Students tend to take one of two routes when completing this task; either listing every activity possible in every semester without any thought or listing generic items that have no detail regarding how it will be accomplished. It's always easiest for students to be successful when they can see potential examples and have role models providing guidance.

Task: For this assignment, complete the ASU 101 2-year plan assignment for yourself. For semesters that have already passed, write what activities you were a part of, and then add a list of anything additional you wish you would have or had not done. For future semesters, provide not only a list of what you hope to accomplish, but a plan for how you will accomplish it. Once you've completed your version of the 2-year plan, provide it as an example during class and compile a list of 5 tips that will help students in writing and accomplishing their own plan. This can be services and resources on campus, guidance from personal experience, or thought-provoking questions that will help them think through the process.

Submission: Submit your draft of your 2-year plan, along with your 5 tips for aiding students in their 2-year plan.

Tips: Not everything in your plan has to be academically related, consider religious/community/volunteer activities that might shape your plan. This is an excellent assignment to pair with the Career Exploration Night activities.