

MTT 300: Learning Assistant in Mathematics Education

Basic Course Information

A student enrolled in this course serves as a Learning Assistant in a single course under the supervision of a professor. Learning Assistants gain experience in teaching through supervised activities such as assisting students with classroom activities, holding office hours, leading discussions, and holding review sessions. Learning Assistants meet with the supervising professor regularly to discuss course content, pedagogy, and performance. Learning Assistants are assessed based on their work in and out of the classroom and on a final, reflective paper in which they discuss their experiences in this role.

Learning Assistants enroll for 0.5 course units and will spend approximately 100 hours over the semester engaged in course activities (class meetings, meeting with the supervising professor, office hours, review sessions, etc.), plus additional time needed for preparation.

Learning Assistant Criteria

1. The student must have taken at TCNJ at least four course units in math.
2. If the student took the course at TCNJ, then the student must have at least an A- in the course they wish to be an intern.
3. A student must have at least a 3.0 Math GPA
4. A student can take a maximum of one course unit of MTT 3XX.

Exceptions to the above can be made at the discretion of the chair or Math Ed Coordinator.

I. Learning Goals

- a. The student applies and tests academic knowledge learned in the classroom to teaching.
- b. The student advances knowledge of the qualifications and duties for teaching, and can explore their interest in a career in that field.
- c. The student gains an understanding of the skills and knowledge required for success in teaching.
- d. The student develops his/her ability to write a paper about mathematics education and its practice.
- e. The student will enhance their communication skills in mathematics.

The major learning goals for the practicum are the skills that the Learning Assistants will develop in teaching mathematics in a variety of contexts. These students will be challenged to guide groups through group work, lead discussions, facilitate classroom activities, and hold office hours and review sessions. They will be prepared for these undertakings by regular meetings with and feedback from a supervising professor.

There will be some variation based on the course in which a student is participating as a Learning Assistant, but all students should master the concepts and content associated with their

course, engage with the literature, improve their communication skills, and gain experience that prepare them for post-TCNJ endeavors.

II. Student Assessment

Faculty will assess Learning Assistants based on their success in the activities below as appropriate for each host course.

Preparation for class:

- Reviewing course content, in-class activities, and readings in preparation for meeting with students
- Meeting with the professor before class meetings in order to discuss participation in upcoming activities, identify potential learning challenges, etc.

Participation:

- Assisting with preparation of classroom activities
- Assisting students with working in the classroom
- Conducting and/or analyzing student surveys
- Suggesting changes to the course, such as proposing new assignments, class activities, etc.
- Reading scholarly literature about how people learn and discussing with professor
- Providing feedback to students on work submitted.

Reflecting and improving:

- Regular reflection on participation as a Learning Assistant
- Engaging in thoughtful discussion about participation and progress with the professor
- Undertaking efforts to improve performance as a Learning Assistant
- Completing a final reflective paper.

III. Learning Activities

The major learning activity of the course is the enhancement of teaching skills by the Learning Assistants – the ability to guide students through understanding concepts, the ability to facilitate a good discussion, the ability to describe an unintuitive concept in an understandable way during a review session.

Sample syllabus:

MTT 300: Learning Assistant for MAT 105

Fall 2022

Instructor: Cathy Liebars

Office: Math and Stat Department office, P231

Days and times of scheduled office/student hours:

M 2:30 – 3:20, Th 11:00 – 12:00 and 2:30 – 3:20; Other hours by appointment

Phone: 771-3043

E-mail: liebars@tcnj.edu

Expectations for response times: *24 hours on weekdays, 48 hours on weekends*

Course Description

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Learning Assistants enroll for 0.5 course units and will spend approximately 100 hours over the semester engaged in course activities (class meetings, meeting with the supervising professor, office hours, review sessions, etc.), plus additional time needed for preparation.

Learning Assistant for MAT 105

In this course, you will gain experience teaching mathematics through assisting me in MAT 105. You may help with classroom activities, facilitate group work, provide feedback to students, hold weekly office hours to review course content, and hold review sessions prior to each exam. Your role is to support students' learning in addition to the instruction already being provided by the professor. You will not be asked to teach without the professor present and will not be responsible for grading or assessing students in the course.

Course units: 0.5

Prerequisites: Permission of the instructor and permission of the Math Education Coordinator

Learning Goals

In addition to gaining a deeper and more nuanced understanding of the course content through your role as a Learning Assistant, you will enhance your skills in teaching, facilitating group work, and explaining mathematical ideas.

Course Expectations

We will meet weekly at an agreed upon time to discuss upcoming class meetings, your experiences in the course, a pedagogical concept you want to focus on, and other matters.

Learning Assistants enrolled for 0.5 course units will spend approximately 100 hours over the course of the semester as follows:

Attend class	35 hours (3 hours per week, less exams)
Hold weekly office hours	30 hours (2 hours per week)
Hold exam review sessions	10 hours
Attend weekly meetings with me	10 hours (30 – 60 minutes per week)
Time to write a final reflective paper	5 hours
Preparation time	10 hours

Assessment

You will receive regular feedback on your performance in and out of the classroom as well as written feedback on your final paper. You will receive a final course grade reflective of your overall performance.

Final Paper

Learning Assistants enrolled for 0.5 course units will write a final paper reflecting on their experience in the course and what they have learned from it.

SELECTED TCNJ POLICIES

Please note that the "[TCNJ Student Support Resources and Classroom Policies](#)" webpage contains all of the relevant policies mentioned below and others that govern the classroom.

Final Assessment

All courses are to have a final assessment and no final assessments will be scheduled before the final exam period. Students are expected to take their final assessments in the time blocks assigned by Records and Registration. Students must notify the instructor two weeks before the final assessment if they have a conflict as defined by the Final Assessment and Reading Day policy.

Attendance

Students are expected to check the college calendar, and plan their course schedules and vacations so as to enroll only in those classes that they can expect to attend on a regular basis. Students are expected to participate in each of their courses through regular attendance at lecture and laboratory sessions,

complete assignments as scheduled, and to avoid outside conflicts, including for the final exam. It is further expected that every student will be present, on time, and prepared to participate when scheduled class sessions begin. In all circumstances, it remains the student's responsibility to initiate discussion about absence and arrangements for making up any missed work with each instructor.

Academic Integrity Policy

The College of New Jersey is a community of scholars and learners who respect and believe in academic integrity. This integrity is violated when someone engages in academic dishonesty. Complaints of student academic misconduct will be addressed and adjudicated according to the *Academic Integrity Procedural Standards*.

COMMITMENT TO DIVERSITY, EQUITY, INCLUSION, ACCESS AND BELONGING

The TCNJ community is composed of people with diverse backgrounds, perspectives, and experiences, and the college is committed to diversity, equity, inclusion, access and belonging. The college's Campus Diversity Statement can be viewed here: <https://diversity.tcnj.edu/campus-diversity-statement/>."

CLASSROOM ENVIRONMENT AND COMMITMENT TO STUDENT SUCCESS, SAFETY AND WELL-BEING

The TCNJ community is dedicated to the success, safety and well-being of each student. TCNJ strictly follows key policies that govern all TCNJ community members' rights and responsibilities in and out of the classroom. In addition, TCNJ has established several student support offices that can provide the support and resources to help students achieve their personal and professional goals and to promote health and well-being. You can find more information about these policies and resources at the "TCNJ Student Support Resources and Classroom Policies" webpage here: <https://academicaffairs.tcnj.edu/tcnj-syllabus-resources/>.

Students who anticipate and/or experience barriers in this course are encouraged to contact the instructor as early in the semester as possible. The Accessibility Resource Center (ARC) is available to facilitate the removal of barriers and to ensure reasonable accommodations. For more information about ARC, please visit: <https://arc.tcnj.edu/>."