

# UTA training session 2016

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Slides based on Tristan Allwood notes

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# UTAs

## Help with teaching

- You are students- The first year can relate to you easily
- The tutorial sessions are meant to facilitate interactive and active learning
- It is not about marks but about feedback

# Lab/PPT UTAs

## Helping students to program

- Supporting primarily the Haskell and Java courses
- one exercise in assembler and one exercise in SQL in spring term

# What's involved?

## Lab helpers

- Attending Laboratory sessions
- Helping in a reactive manner students who have questions
- Actively engaging with students

## Exercises/model answers

- Specs and model answers and attendance through CATE
- In theory Labs specs go out every Monday at 9am, it is intended to release on CATE the exercises and model answers Friday evening

# UTAs

## Student solutions to mark:

PPT- electronic pdf/ Gitlab

PMT - once the deadline it is set, pick hardcopy from

SAO give it back at the session

PPT/PMT -Marks to be recorded in CATe

# UTAs

## Attendance

PPT/PMT - Must be recorded right after the sessions in CATE, claims are not process without attendance been recorded

## Payment claims

PMT/PMT/Lab - use TSC (<https://tsc.doc.ic.ac.uk>)

Helping students to think logically and reason about program behaviour

- Logic
- Discrete Mathematics
- Reasoning about Programs



# What's involved?

## PPT/PMT helpers

- Marking and giving constructive feedback to the students
- You drive the weekly tutorial
- Attendance- very important
- Updating CATe with marks and attendance
- Claiming work :)

## Expected commitment time

- 4/5 hours week (including weekly tutorials)

# PPT cycle

- Labs submitted Friday evening (7pm)
  - Electronic scripts available from Monday morning on CATE/ Gitlab
    - Print it
    - Mark out of 10 (give a mark)
    - A lot of feedback please!
- Return scripts and discuss in tutorial session
- Meetings need to be at agreed times

## PMT cycle

- PMT submitted Monday
- week2 nothing to mark, nothing to hand in (1st submission week3).
- week6 real gap for Haskell driving test.
  - Collect student scripts from SAO
    - Marks out of 5. Give marks to encourage (but zero if blank)
    - A lot of feedback please! Write feedback. Do not just put ticks & crosses. Eg list the good and less good points on each script
    - Tell PMT tutor about students falling behind.
    - Do not lose students submissions.
    - special care with transfer students (cs-jmc)

# PMT cycle

- Return scripts and discuss in tutorial session
- Meetings need to be at agreed times
  - Mondays 9-10
  - Wednesdays 11:00-12:00 or 12:00-13:00
  - Thursdays 16:00-17:00 or 17:00-18:00

## Key Ideas

- Learn names of students.
- You could think as formative feedback
  - e.g. PPT mark-scheme is now more open ended. PMT the mark scheme is uploaded on CATe.
  - One of the goals is to encourage weaker students and push better students.
  - Reinforcing what is taught in classes.
    - Use lecture/class notes as a guide to help explanation.

- Active and interactive
- Get students interacting. Do not leave out any.
- Be aware of mixed abilities and mixed enthusiasm/confidence.
- Do not instantly stop students approaches that may be long but might work.
  - Questions, white board, discuss why they did xyz
  - In Labs, get the student to think the solution and type.

# Key Ideas

## Be sensitive to the group (mentoring)

- If they are struggled with the exercise that week, focus on the difficult points
- Encourage them by praise the successes
- Say good if they answer a question well. Encourage.
- Rather than say no to a wrong answer, try asking the rest of the group if they agree.
- Try to anticipate what they will find difficult in the weekly lab exercise and try to cover that.

# Feedback

- F-E: Very little to no attempt made. Submissions that fail to compile cannot score above an E.
- D-C: Implementations of most functions attempted, solutions may not be correct, or may not have a good style.
- B-A: Implementations of all functions attempted, and solutions are mostly correct. Code style is generally good.



# Feedback

- A+: There are no obvious deficiencies in the solution or the student's coding style. In addition there is evidence of productive testing.
- A\*: As for an A+, and the student has done additional work beyond the basic spec, e.g. by considering (and clearly commenting) interesting variations or alternatives to the given functions. Or they have done their own research into the theme of the spec and additionally presented extra functions.

# Responsibilities

If a student is struggling/cheating/missing work/late

- Discuss with PPT/PMT tutor before the meeting
- The tutor will take an action
  
- Any problems let me know or Duncas Gillies
  
- Attendance and Marks are tracked by Senior Tutor

## In context

### PPT/Lab:

- Work is zero weighted, but compulsory
- Practice/feedback for Online Tests
  
- Students must pass OTs to pass the year
- You will be helping in Haskell and Java:
- 3 OTs in Haskell
  - Practice w5, Driving w6 and Final s1
- 3 OTs in Java
  - Practice a11, Driving s11, Final summer

## In context

### PMT:

- Christmas test:
  - Mock exams (count as coursework) in Autumn week 10
  - Logic and Mathematical methods
- Final Exams:
  - Logic and Reasoning about Programs
  - Mathematical Methods and Discrete Mathematics

## In context

- Programming and Reasoning are fundamental blocks of the degree

## CATe (PMT or PPT UTAs)

- You can select 1st Comp or jmc timetable
- Get notes with (N)
- Get exercises with (G) [given files]
- Get sample answers with (G)
- Input attendance with (A)
- Input marks with (H) [hand in]:
  - Remember attendance and Marks entering are required for payment

## Quick note on MMT

- Students also have Mathematical Methods Tutorials
- These are in the same slots as the PMT slots on the timetable
- Unless your PMT tutor has given a preference, MMT will be scheduled and PMT needs to work round it

## Possible Problems

- Marking:
  - Allow 2/3 hour a week
- You're working for us now...
  - You don't have to help students outside of tutorial sessions
  - Try to be approachable
- PPT/PMT tutors
  - Keep in touch with them. Try and arrange to meet them 5/10 mins before meetings to discuss the week