**Stata 104 – Notes for TAs**

**For all TAs:**

Before beginning the training, you should have thoroughly read over each module. Don’t just skim and assume you understand the material, attempt to take a critical eye to it and anticipate questions that may come up and think through gaps in your knowledge of particular concepts.

Throughout the training, ensure that you make clear to trainees that they should feel free to ask any question. This also means going through the material at an appropriate pace, pausing and soliciting questions at reasonable intervals, and responding to inquiries in a respectful manner.

**For ‘lead’ TA:**

Begin the training by briefly going over the suggested prerequisites for Stata 104: trainees should be very comfortable using Stata, have used loops extensively, understand the use of the *by* and *egen* commands, and the concepts of ­*\_N ­* and *\_n.* Let trainees know there is no harm in starting at Stata 103 and moving back up for a subsequent session.

You should be going through the training **aloud** in front of the participants. Try your best to speak in your own words, rather than simply read off the screen. This will be much easier to do if you have familiarized yourself with the training beforehand! You should also be executing all commands by typing (not copy-pasting) them into the command window.

Here is a rough estimate of how long each module will take to cover, not including the problem set questions which are not embedded in the main text:

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| First page and introduction | 5-10 min |
| Saved Results | 1hr – 1h 10min |
| Recoding | 25 - 35 min |
| Checking Skip Patterns | 50 min – 1hr |
| Other Data Checks | 25 – 35 min |
| String Cleaning | 1hr – 1hr 10 min |
| Exporting | 30 – 40 min |

For a four hour training, here is a possible division of the modules:

Hour 1: Saved Results

Hour 2: Recoding + (most of) Checking Skip Patterns

Hour 3: (finish) Checking Skip Patterns + Other Data Checks

Hour 4: String Cleaning (if demand for Exporting, can skip Pattern Matching section of String Cleaning)

For the embedded problem sets, encourage trainees to work together in small groups, but to always type in their own code. Give trainees a few minutes to solve questions and ask several for their answers before moving on. It would be reasonable to spend some time going over trainees’ answers as appropriate. While there is not enough time to complete the entire problem set during the live training, encourage trainees to tackle the additional problems on their own afterwards.

**For ‘circulating’ TA:**

You should be walking around the room, observing trainees as they go through the training, troubleshooting and answering questions as needed. At the end of each session, you should relay to the lead TA any feedback on their pace, tone, and explanation of concepts. Be on the lookout for concepts that trainees might be particularly struggling with and communicate this with the lead TA. Moreover, if possible, keep track of how long each module is taking and record this for future use.