**Stata 103 – 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 103: trainees should be comfortable using Stata, familiar with locals and basic loops, understand how to name and label variables, and the concepts of string and numeric variables*.* Let trainees know there is no harm in starting at Stata 102 and moving back up for the second session.

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:

|  |  |
| --- | --- |
| First page and introduction | 5-10 min |
| Variable Properties | 35-40 min\* |
| Unique IDs and Duplicates | 15-20 min |
| Explicit Subscripting | 10-15 min |
| For-Loops and Macros | 35-40 min |
| If Command | 25-30 min |
| \_N | 5 min\* |
| \_n | 20-25 min\* |
| by | 35-40 min\* |
| egen | 25-30 min\* |

\*These modules have not yet been timed in a live setting.

For a 3 hour training, you will not be able to get through all of the material. A possible course of action:

Hour 1: Intro + Unique IDs + Explicit Subscripting

Hour 2: For-Loops + If Command

Hour 3: \_N, \_n + by OR egen, depending on trainee preference

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.