**Helpful Information for Peer Teachers**

* Every student question is valid
  + You are in the classroom to act as a learning guide
  + Students look to you for help and guidance in learning how to use and apply MATLAB

You cannot give students the answers to the problems they are working on, but you need to ask them questions to help them think through the solution/learning process or provide a little bit of guidance, only if necessary.

Here are some suggestions as to the kinds of questions you might ask teams when they are struggling:

What have you done so far?

Why is that the direction you took?

What about it is working and not working?

What do you think you need to do next?

* + If students have a procedural or clarification question, then you need to give a straightforward answer
* You must come to group meetings having read the slides, problem sets, grading rubrics and attempted all questions on the problem sets. Please come with questions. If you need to refresh on material, please watch the modules or complete tutorials assigned to students each week.
  + I will put information up one week ahead of time on the Syncplicity folder
  + It is very important that you work all problem sets yourself to understand the process in order to help students and also to be prepared for grading
* Ask students questions in class
  + What are you working on?
  + How is it going?
  + What questions do you have?
  + If you are observing for team interactions, don’t just assume you know what is going on…ask what they are doing. Figure out the situation before making assumptions.
* Keep clear lines of communication open with me and the GTA. If you are having trouble with something, notice an issue in class, or have a question, we are here to help
* Please communicate with me and the GTA about teams that you think are struggling with the content or with working together. The earlier we know about these things, the faster we can help students get on track.
* Complete all grading duties by the deadline shown on grading schedule given to you. Grading cannot be late for any reason because feedback should be made available to students according to grading schedule. Let the GTA know in advance if you cannot meet the grading deadline.
* Get focused on students in your quadrant during class. Working on your personal work, sitting and not interacting with students, or chatting in group with other PTs during class other than for ENGR 132 duties is not allowed. You need to be walking around your quadrant during class work time showing students that you are available to answer questions and checking in on teams as they work. It is important that you show all teams that you care about their learning, so checking in with each team once per class is good teaching practice. It is okay to allow students to struggle if they are not asking for your help but keep an eye on them to make sure they move forward.

**Instructional Expectations of Each Peer Teacher**

* Make providing a high quality student-instructor interaction a priority.
* Promote positive interdependence of student teams.
* Arrive 10 minutes before your section’s class or office hours start.
* Start class on time.
* Always provide helpful feedback on all student work. Follow the rubric.
* Whenever hardcopy is turned in, collect the assignment at the start of class period when it is due. Accept no work for unexcused absences.
* Enable students with excused absences to complete the missed work in the time frame established by the Instructor or GTA.
* Review and provide feedback on all assignments within one week.
* Whenever hardcopy assignments are returned, be sure to hand back work directly to student who submitted it.
* Remind students to review feedback from graders, to reflect on it, and to improve their performance.
* Expect and accept alternative ways of solving problems.
* Respond to student e-mail in a timely fashion.