UC Berkeley

Data 8

GSI Handbook

**A Comprehensive Guide to Becoming An Amazing Data 8 GSI**

Updated Spring 2020

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# Welcome

Dear Data 8 (u)GSI,

Congratulations and welcome to Data 8! On behalf of the Data 8 community, we are so thrilled that you are joining us to teach one of the most amazing courses offered here at UC Berkeley and we wish you every success.

We, the Data 8 community, believe that each (u)GSI contributes directly to the growth and success of both the course itself and the numerous students that we serve. We hope you will take pride in being a member of our community!

This handbook was developed to describe some of the expectations, experiences, and advice from our current/former instructors and (u)GSIs to support you in the journey of becoming the best (u)GSI that you can be!

Thank you to the passionate instructors and (u)GSIs who made this handbook possible. Especially, a huge thank you to the Communications, Student Experience, and GSI Support Team members, Jessica Hu and Natalia Mushegian, who organized and compiled this handbook with me.

We hope that your experience with Data 8 will be challenging, enjoyable, and rewarding. Again, welcome!

Disclaimer: Data 8 is an ever-evolving course, some of the policies or methodologies might have changed since the latest update. Please refer to the current instructors and (u)GSIs for the most up-to-date information.

Lead uGSI of Communications, Student Experience, and GSI Support  
Jiayi Huang  
Fall 2018

# Roles and Responsibilities

Listed below are the breakdown of responsibilities for each role on staff. Each item is listed, followed by the weekly hourly commitment in parentheses, unless noted otherwise.

## Lead uGSI (20)

* One lab sections (2)
* Tutor mentoring/Office hours (1)
* Preparation (2)
  + Review material being covered in lectures that week
  + Lab discussion worksheet
  + Work through/familiarize self with the lab assignment
  + Weekly homework/project
* Staff meeting (1)
* Other (2, spread out through the semester)
  + Proctoring for exams
  + Helping at review sessions or guerrilla sections
  + Piazza support
* Primary team (12)
  + Delegating/managing their team
  + Varies per role

## Lead uGSI Teams

New GSI Support/GSI Support (old team in Fall 2019)

* Run weekly new GSI meetings
* Check-ins with new GSIs
* Work with pedagogy for content in new GSI meetings
* "Lost student" support like connecting students to GSIs
* Piazza duty (content + lost)
* GSI Support like meeting attendance, meeting conflicts, grading assignments, etc.

Content & Infrastructure

* HW/Project/Lab Development and Release
* Infrastructure (Website + Jupyter support)
* Work with instructors/directors/pedagogy to see how lab assignment goals align with lab worksheet goals
* Piazza duty (content)

Grading

* Assignment grading
* Autograder wrangling
* bCourses + grade summary
* Maintaining student grades, handling regrades
* Maintaining the overall grading structure (okpy, Gradescope)
* Piazza duty (grading)
* Communicate between Tutor and Content to manage grading timelines/schedules

Lab Logistics (new team in Spring 2020)

* LA Hiring
* LA/Lab assignments and Orientation
* LA meetings
* General LA Support
* LA evaluations
* Piazza duty (LAs)
* Lab assignments, lab shadowing
* Worksheet printing and delivery
* Maintaining lab prep posts
* Lab check offs

Tutor Support

* Tutor Support (all tutor management and logistics and signups)
* Manage tutor grading schedule
* Tutor section assignment
* Lead weekly tutor meetings
* Piazza duty (tutors)

Logistics & Communications

* General class logistics (Reserving rooms, midterm/final logistics, keycard access, etc)
* Audit student enrollment
* Help with tutor/LA assignments
* Student communications
* Maintain handbooks/heritability of course
* Piazza duty (logistics)
* Worksheet delivery

Pedagogy

* Assignment creation
* Exam writing
* Help new GSIs teach
* Help tutors teach
* Work with LA Support
* Worksheet printing
* Piazza duty (content)

## uGSI, new (8)

* Lab section (2)
* Tutor mentoring/Office hours (1)
* Staff meeting (1)
* Pedagogy/New GSI meeting (1)
* Preparation (2)
  + Review material being covered in lectures that week
  + Lab discussion worksheet
  + Work through/familiarize self with the lab assignment
  + Tutoring section worksheet
  + Weekly homework/project
* Other (1, spread out through the semester)
  + Proctoring and grading for exams
  + Grading logistics
  + Lab assistant management

## uGSI, returning (8)

* Lab section (2)
* Office hours (1)
* Preparation (2)
  + Review material being covered in lectures that week
  + Lab discussion worksheet
  + Work through/familiarize self with the lab assignment
  + Weekly homework/project
* Staff meeting (1)
* Additional role (1)
  + Lead TA will delegate roles, should work out to roughly 1 hour a week, but varies per team
* Other (1, spread out through the semester)
  + Proctoring and grading for exams
  + Grading logistics
  + Lab assistant management

## Emergency Contact Info

In past semesters, on very rare occasions we’ve had medical emergencies happen during class. It’s not likely to happen, but just in case, it’s important to be prepared! Here’s some helpful info and please add the UCPD phone number to your contacts:

Emergency Contact Info

* Medical emergencies: Call 911
* Other emergencies: Call UCPD (510) 642-6760
* Contact instructors + Annie + Scott if appropriate (Slack and/or email)

# Lab

As a (u)GSI, your **main responsibility is to teach the students in your lab**. This includes getting to know the students so you can know how to most effectively help them! Leading a lab is not an easy task and here are some tips and suggestions.

## General tips and strategies

* Lab Room Setup
  + At the beginning of lab, clear the tables so that no one starts working on the worksheet during announcements
  + At the end of all labs for the week, clear all Data 8 worksheets by placing the remaining stack in the corner of the room.
* Receive and provide support:
  + The first thing to know is that you are NEVER alone.
  + Always seek out for support if you need it from your peers, staff buddies, instructors, and friends!
  + Provide support for others if you are able and willing.
* Try to project your voice with confidence.
  + Speaking clearly in a moderate speed while projecting to the entire room helps students understand you.
  + It might be weird being the same age (or younger, in some cases) than some of your students, but you’re still their guide through the course, so don’t question your own authority.
  + Believe in yourself! You can do it!
* Establishing individual relationships with your students:
  + Learn their names.
    - Ask for a roster with students’ names and pictures and study it. It really helps!
    - Another way to work on names is to greet each student with a question with their name.
    - If you don’t know their name, just ask--most people won’t be offended if you ask multiple times.
    - (Optional) When students are working on the lab, re-introduce yourself to each student and get to know them, one by one. Studying the roster is great, but sometimes actually getting face-to-face interaction with that student is the best way to make the name “stick” in your memory.
  + Helping students who are struggling.
    - Having a friendly face in lab can be really comforting, and can encourage them to be more excited about attending lab. Why not be that friendly face?
    - Offer support by suggesting tutoring sessions, office hours, and other resources.
* Interacting with your entire section:
  + Fielding questions.
    - When reviewing a concept with students, ask “What are your questions?” instead of “Do you have any questions?” - normalize asking questions as part of lab.
    - For many students, asking a question in class takes an act of bravery, with the risk of looking stupid. Try to ensure that the student feels good for asking that question and give the class enough time to ask a question before moving on.
    - If the question is at a higher level than what students are expected to know in Data 8, but you’d like to give the student an answer - start by letting the class know that this question is more than they’re expected to know, give the student a brief answer, then tell them you’d be happy to go into more detail with them individually. This way you don’t intimidate students at a lower level but you can satisfy the student’s curiosity.
  + Be conscious of who you’re calling on - make sure everyone’s voice gets heard! It can be tempting to call on a student who you know will give you the right answer (or the wrong one), but make sure you spread out who you call on.
  + Don’t be afraid to say you don’t know an answer - students will appreciate and respect the honesty! A correct answer later is better than an incorrect answer at the moment. Look up the answer or figure it out with the student retrospectively.

## Tips and strategies for your first lab

* Set the tone from the beginning:
  + Let the students know your teaching style, your personality (if you would like), your responsibilities as a (u)GSI, expectations for your students, and rules.
    - Lab Check-off expectations.
      * Do NOT check off students unless they stayed for the entirety of the lab. (We won't check them off if they come in late or at the end to get checked off).
      * It is OK to check them off if they stay for the whole discussion and finish the lab early.
  + (Optional) Email policy. (e.g. “Please put [Data 8] in the subject line.”)
  + (Optional) No laptop/electronics policy during discussion. This aids in increasing participation and attaining students’ focus.
* Emphasize the importance of discussion and collaboration from the get-go!
  + It can be helpful to talk to learning assistants during lab to provide background noise. This way, students don’t feel like they’re breaking the silence of a quiet room when they talk to one another.
  + Walk around the room and check in with groups of students/ask them to walk you through their approach - this helps you get to students and encourages collaboration.
* (Optional) Send out a Pre-Semester Survey.
  + Get to know your students better! Sample questions include: Name, Major, Year, Pronouns, Academic Background in Computer Science and Statistics, Goal for this class, Learning style, Favorite Animal, etc.
* Icebreakers:
  + Having an icebreaker during the first lab really helps both you and the students to get to know each other.
  + Students can potentially form discussion groups and find project partners through icebreakers! Knowing other students in the class helps one stay connected in this course as well.
  + Icebreaker Ideas:
    - Vinitra: Numerical 2 truths and lie, and groups pick one and share with the class.
    - Vasilis: Why you’re taking the class + tell me something people don’t usually know about you.
    - Fahad: Spirit Animal and explanation.
    - Maddy: Share “something interesting they did this break” in groups of 4-6, each group picks one and shares with the class at the end.
      * Not everybody likes to share with a class, but those that do get a chance to speak/have fun, good way to get conversation started.
    - Jiayi: Share a unique numerical fact about you!
      * e.g. This is my 7th semester with Data 8.
    - Emma: your favorite class you’ve taken at Cal!
      * Pretty cool because you can get class suggestions this way too.
    - Divyesh: In groups of at least 4, have students find the most obscure/unusual thing they have in common, then have each group share what they found! One semester, 5 people in a group all had a sister with the same name

## Lab Credit Policy

As of Spring 2019, there are 2 ways for a student to get credit:

1. The student completes the lab getting 100% on all tests and submits before 9AM on Wednesday.
2. The student comes to his/her enrolled lab, stays at least for the discussion portion of the lab, finishes the lab in class, submits, and gets checked off.
   1. At the end of the lab, if the student has not finished, as long as the student was actively doing the lab, the student is able to get checked off.
   2. If the student comes to the enrolled lab with the lab finished, the student must stay for the discussion portion still.

One time exceptions:

If the student cannot attend the physical lab for its entirety, the student can go to another lab's discussion portion and then go to the enrolled lab to get checked off. The check off happens in the student's enrolled lab. Both uGSIs must be told in advance the situation, and there must be a legitimate reason for the exception.

# Pedagogy

Pedagogy is the art of teaching. Here are some tips and suggestions on how to teach more effectively.

## Tips and strategies

* Remember that students are seeing this material for the first time. Try to remember your thought process from the first time you learned it, and walk students through the thought process that helped you remember it the first time around!
* Always carry whiteboard markers with you - the Soda front office will give you some for free. Whiteboard markers in rooms you teach or hold office hours in rarely exist or work.
* When answering a student’s question in office hours, its best not to give them the answer directly - because then the student did not learn why they were stuck nor how to get unstuck. The goal is to ask the student guiding questions that lead the students slightly closer to the answer without showing them the whole way.
  + Sometimes this is enough and the student can find the answer on their own.
  + Other times more guiding questions must be created to help the student arrive ever closer at the answer.
  + This strategy allows the student to see the guided thought process of solving the problem.
* (Optional) Carry a small notebook and pen with you in office hours and around lab section to illustrate concepts. Sometimes examples are better communicated visually, instead of purely out loud, and pen and paper can be faster than instructing the student to slowly type the example in their jupyter notebook.
  + An example usage: if you are trying to illustrate array indexing, you can draw my\_arr = [1, 2, 3] , and use arrows and lines to illustrate that the third element is at index 2.

# Grading

Students really care about their grades. As a lab (u)GSI, maintaining the correct records for all 30 of your students is your responsibility.

## Okpy (okpy.org)

* Used to autograde all labs, code portions of assignments.
* How to add newly enrolled/waitlisted students
  + As a lab GSI, you may only need to do this if the student joins the waitlist later than the first lab. Otherwise they are enrolled by the grading team.
  + To add students, go to enrollment and fill out the add/edit participant form on the right-hand side (name, email and SID)
* If someone needs to change emails, look at both of their OkPy accounts
  + If all submissions on one account, no action required.  
    Otherwise, notify the grading team.
* Autograding: go to assignment, click on detailed stats, search the student, click grade → autograde on the assignment. The top graded score will be kept.
* Weird issues with grading: compare their code with the staff solution. If the mistake is indeed ours, submit to the grading team link (link created TBD)

## Gradescope (gradescope.com)

* Used to grade the written portion of assignments and exams.
* Adding (a different email) to Gradescope for a newly enrolled/waitlisted student:
  + Click on roster, click on “add students and staff” at the bottom right, add info the same way you do in OkPy
* Regrade requests
  + If a student emails you with an issue about an assignment on Gradescope, refer them to the specific assignment on Gradescope and submit a regrade request there. The regrade request will go to the original grader, you do not have to regrade the question yourself (unless this is an exam question that you graded).
  + If they changed the question and the cell is not on Gradescope, they’ll need to submit a regrade request with instructions for the tutor to go to OkPy and look at their answer.

## Extensions and Exceptions

* We rarely give extensions to students because of our generous drop policy. If asked for an extension, please refer students first to the policies on dropped homeworks/labs.
* One exception is DSP extensions. These are handled by the logistics head TA - if a student comes to you with questions about this, refer them to the professor or logistics head TA.

## Grading Instructions for uGSIs on the grading team

\*(as of Spring 2019)

### Grading Tutorial Videos

**Labs:** https://youtu.be/OtGCokzkHO8

**Homeworks:** https://youtu.be/KGhtgYo1YcE

### Grading Labs

>> cd data8/assignments

>> git pull

>> make all

* go to assignment/notebooks/assignments/build/sp19/labxx
* copy labxx and paste in autograding/sp19
* go to old/fa18/labxx and copy bash.sh, oknb.py, parse\_output.py to labxx version in autograding/sp19
* go to data 8 drive and spring 2019 lab assistants, lab checkoffs, copy names and emails to new sheet, download to csv, rename to attendance.csv (make sure column is “email”), move it into autograding/sp19/labxx
* `from info import info` line must be uncommented when uploading to autograder
* change date in bash.sh to wednesday before due date, change final cutoff to number of tests
* copy line in bash.sh to [autograder.cs61a.org/admin/assignment](http://autograder.cs61a.org/admin/assignment) grading script in labxx file (username: data8-sp18, password: data8-plus-ok-2018), hit save
* go to files/labxx, delete labxx.zip
* zip labxx from autograding/sp19
* upload to files in [autograder.cs61a.org](http://autograder.cs61a.org/admin/submission)
* go to [okpy.org](http://okpy.org), paste in grading id into autograding key for labxx
* go to detailed states, click on person who went to lab and one who didn’t, click auto grade on both
* go to [autograder.cs61a.org/admin/submission](http://autograder.cs61a.org/admin/submission) and go to bottom, should have graded successfully
* go to labxx -> queue on autograder

### Grading Homework

>> cd data8/assignments

>> git pull

>> make all

* go to assignment/notebooks/assignments/build/sp19/hwxx
* copy hwxx and paste in autograding/sp19
* copy bash.sh, upload\_submission.py, parse\_output.py, parse\_pdf.py, and oknb.py from old autograding into hwxx
* get blank copy of assignment from materials repo
* open parse\_pdf.py and match up non autograded questions with corresponding parsing functions (get question data from metadata in hwxx in jupyter hwxx master -> view -> edit metadata)
* run python parse\_pdf.py to generate blank pdf of assignment
* create assignment on gradescope using blank pdf
* in upload\_submission.py update course number and assignment number from gradescope
* make sure blank copy of assignment is named hwxx.ipynb
* go into each test in test folder, and change hidden to be false
* copy line in bash.sh to [autograder.cs61a.org/admin/assignment](http://autograder.cs61a.org/admin/assignment) grading script in hwxx file (username: data8-sp18, password: data8-plus-ok-2018), hit save
* go to files/labxx, delete labxx.zip
* delete hwxx.ipynb and hwxx.pdf before zipping
* zip hwxx from autograding/sp19
* upload to files in [autograder.cs61a.org](http://autograder.cs61a.org/admin/submission)
* go to [okpy.org](http://okpy.org), paste in grading id into autograding key for hwxx
* go to detailed states, test grading on some people
* check gradescope to make sure pdf was parsed correctly
* go to [autograder.cs61a.org/admin/submission](http://autograder.cs61a.org/admin/submission) and go to bottom, should have graded successfully
* go to hwxx -> queue on autograder

### Grading Projects

* follow same process for homeworks
* go to old/fa18/labxx and copy bash.sh, oknb.py, parse\_output.py, parse\_pdf.py, upload\_submission.py to projxx version in autograding/sp19
* checkpoint - grade questions up to checkpoint
* set total number of questions to get correct in bash script
* go to each test file, make sure hidden = False for each test
* go to details stats on [okpy.org](http://okpy.org)
* right click and hit inspect
* right click table table-hoover and copy element
* paste into text file in seleniumify folder
* run python read\_table.py projectX\_table.txt
* run python automate.py

#### Checkpoint:

1) in assignments folder, run make, and copy the assignment/notebooks/assignments/build/sp19/ folder out into autograding

start with checkpoint. name it project#\_cp

2) edited the bash script by deleted the rm -rf/ stuff and update the cutoff number of questions for the checkpoint (note that some questions are worth 2+ points, so make sure the full cutoff is the NUMBER OF POINTS needed to pass the checkpoint) , also change due date, and make sure script will grade for checkpoint (look for example)

3) delete the tests for questions that aren't part of the checkpoint.

4) verify that the metadata for the tests keeps the hidden tests hidden (ie, 'hidden = true')

5) upload to autograder

\*can print r.text if upload\_submission.py does not work

# Office Hours

Hosting office hours requires preparation, patience, efficiency, and understanding. The goal of office hours is not to get a student to the solution, but to help them improve understanding of the concepts and offer perspectives to get them unstuck.

## Teaching strategies

* Close your laptop when talking to the student (don’t look at the solutions!)
  + You are allocated 3 hours per week to prepare for labs and office hours. Familiarizing yourself with the solution is a must before you host office hours.
  + Looking at the solution makes you more likely to lead students to “the answer,” rather than taking them from where they’re stuck to the natural next step.
* Build off of the student’s thought process -- this allows them to have ownership of their work and builds confidence.
* Directly ask what is causing them doubt.
* Dealing with students who ask you to check if their answer is correct:
  + Use the Socratic method -- ask them some questions to draw out some of their critical thinking.
  + Answer their question with additional questions.
  + Tell them that you cannot give out direct answers

## General tips/troubleshooting

* Be patient and avoid feeding them the answer:
  + Wait for the students to get through their thought process and let them go through the whole question.
  + How do you know how much a student knows?
    - Ask them to explain the concept.
    - Then if they don’t seem to understand everything, or thoroughly, take a step back and explain things completely.
  + It’s okay to get a student unstuck on one part of a problem without necessarily helping them through the entire question.
    - It’s OK to say things like “attempt the first part for now, I will circle back to you later.”
  + If a student is really not getting it, try to do a toy example on the whiteboard and work it through with them and have them generalize to the actual problem at hand.
* Debugging Python code:
  + Helping students debug
    - Teach them to understand the error message.
    - Add empty cells to run each line of code separately.
    - Sometimes, the most effective way to help them is to teach them a debugging technique that they could use to track down the source of the bug on their own.
    - Other times, it may be more appropriate to tell them directly the source of the bug (e.g. missing a parenthesis).
  + Check their understanding of the code they have.
    - “Can you explain to me what each line of this does?”
    - “How does your code work to try and tackle this problem?”
  + Try to leave a student with strategies rather than straight answers.
    - “Let me show you how to look this up in the datascience docs” or “here's how you could go about debugging this”
* Dealing with busy OH:
  + Explain to a group if OH are crowded and many people have the same question, or even pair/group people together who have the same question.
  + Don’t be afraid to point the student in the direction of the textbook. If they’re clearly still working through something, possibly requeue them and come back to them later on
  + Ask course staff on slack to come help if the wait time is overwhelmingly long. This is likely to occur during project weeks.
* Ask for support:
  + Slack #office-hour channel
  + “How would you explain this question/concept?”

# 

# Exam Logistics

## Exam Proctoring -- General Proctoring

## Exam Proctoring -- DSP Proctoring

**DSP Exam policies (EVERYONE read this)**

* Group message on Slack
  + You should all be added to a group message on Slack so that you can communicate with the other proctors assigned to your room
  + All communication should happen here, not in person (to avoid disrupting students)
  + Switching shifts
    - Show up on time to your shift
    - If you’re running late to your shift, post on Slack to let your group know
    - We really can’t have gaps between proctors
* Questions policy
  + We are not answering questions about the final
  + If something is unclear, students can clearly specify their assumptions about a problem before answering it.
* Bathroom policy
  + Students must hand the proctor their phone and exam before going to the bathroom
  + Only one person from the exam room is allowed to leave at a time
* Time announcements
  + 100% time exams have 3 hrs, 150% time exams have 4.5 hrs, 200% time exams have 6 hrs
  + Time elapsed should be announced every hour
    - “1 hr has passed” , “2 hrs have passed”, etc.
  + Time elapsed should also be announced 30 min and 10 min before the end of each exam window
    - “Those taking the exam at 150% time have 30 min remaining”, etc.
    - Make sure you specify what exam the announcement pertains to
    - For 100% time exams, announce at 2 hr 30 min and 2 hr 50 min
    - For 150% time exams, announce at 4 hr 20 min
    - For 200% time exams, announce at 5 hr 30 min and 5 hr 50 min
  + Refer to your group DM for the start time
* Last 10 minutes policy
  + Students may not leave in the last 10 minutes of each exam window (for 100%, 150%, and 200% time)
* Reduced Distraction policy
  + If you are proctoring a reduced distraction room, make sure that students are spaced out evenly in the room
* Clarifications
  + Any clarifications made in the main exam room will be posted in the #final channel
  + Announce those clarifications as soon as you see them
  + Let your group DM know which clarifications you have announced to avoid double announcing
* Additional accommodations
  + Proctors in prior semesters have not brought up any issues regarded students’ additional accommodations, usually students know what accommodations they are allowed
  + Rest breaks: if a student asks to take their rest break outside, they should leave their phone and exam with you. We have not had students do this in the past though, so I wouldn’t present it as an option unless they ask
* **(LAPTOP EXAM ONLY)** Laptop exam policy
  + Internet must be turned off
  + Notifications (if they’re on a Mac) must be turned to do not disturb
  + Students must sit so that you can see their screen
  + The only window allowed on their screen is the Google doc, anything else will be considered cheating
  + Students should take the time before the exam to close all other windows

**Before the exam (if you are the first slot)**

* Exam pick up
  + *Details specific to each semester.*
* Room key
  + Some exam rooms need physical keys. This should only apply to Soda 734, but if you arrive to your room and find that it’s locked, go to the Soda front desk.
* Confirm what time students have been instructed to show up to a lab.
* Things to announce
  + Questions policy
  + Bathroom policy
  + Time announcements
  + Last 10 minutes policy
  + (LAPTOP EXAM ONLY) Laptop exam policy
* (LAPTOP EXAM ONLY)Administering the exam
  + Students will complete the exam via a Google doc
  + Links to each of the docs will be posted in the group message
  + At the start of the exam, share that doc with the student’s email
* Start time:
  + The exam should start promptly at 3:00 PM.
  + If this changes for some reason that is okay. Students will still be given the full time
  + Post the start time in your group message

**During the exam (EVERYONE read this)**

* Exam collection
  + Collect the exam ONLY
  + Students should take the cheat sheet, study guide and scratch paper. We don’t want this.
* Feel free to do a quiet activity
  + Make sure your phone and laptop are muted
  + Be mindful of your clicking and typing
    - Especially if you’re in a reduced distraction room
    - Aka: Do NOT for the love of all things, play league
  + Avoid having headphones in, this doesn’t come across well when you’re proctoring
* Don’t forget to watch out for cheating
  + **(LAPTOP EXAM ONLY)** Any window that is NOT the Google doc, is considered cheating. First offense, call them out and use your judgement to determine whether this is cheating. Additional offenses, post in #final and we’ll determine what to do (hopefully won’t get to this though)
* Post any issues in the #final channel

**After the exam (if you are the last slot)**

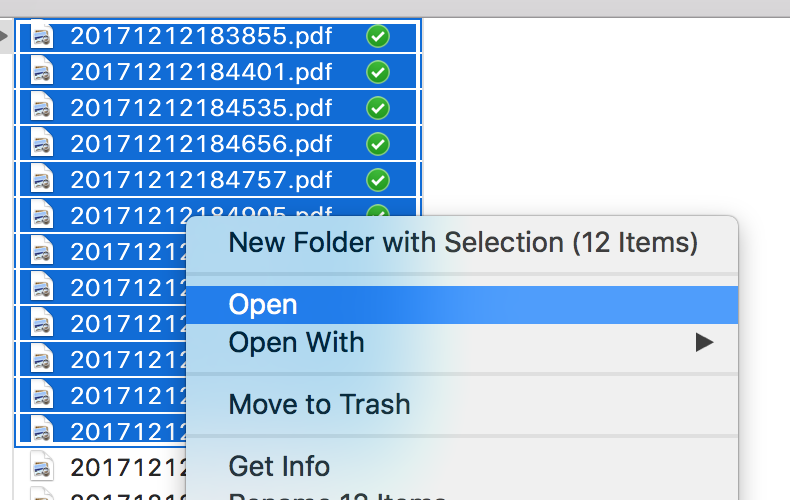
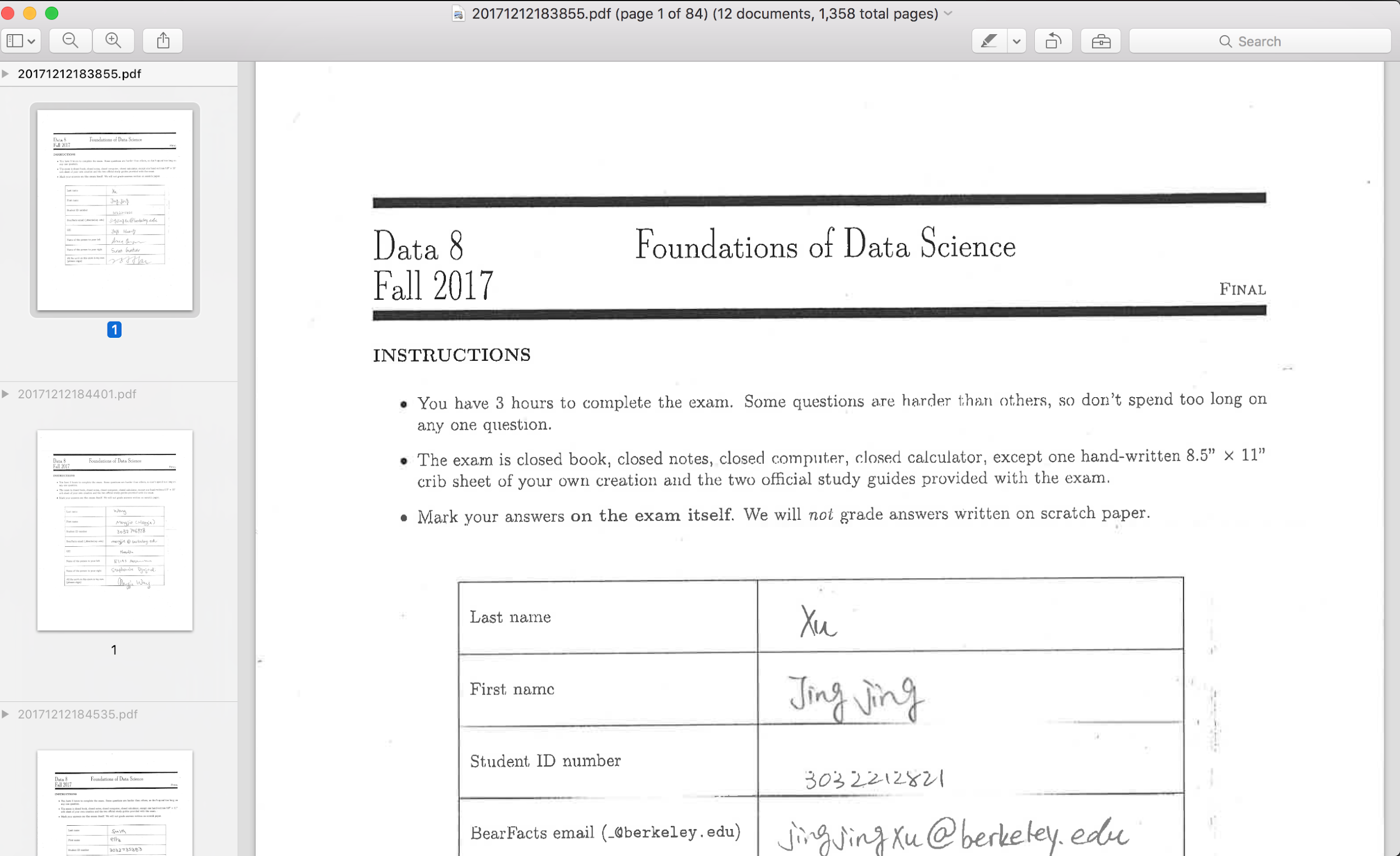
* Bring the exams to the scanning room
  + **(LAPTOP EXAM ONLY)** Return the blank exams, students CANNOT keep these
* Return keys to Soda front desk
* **(LAPTOP EXAM ONLY)** Unshare the Google docs with each student

## 

## Exam Grading

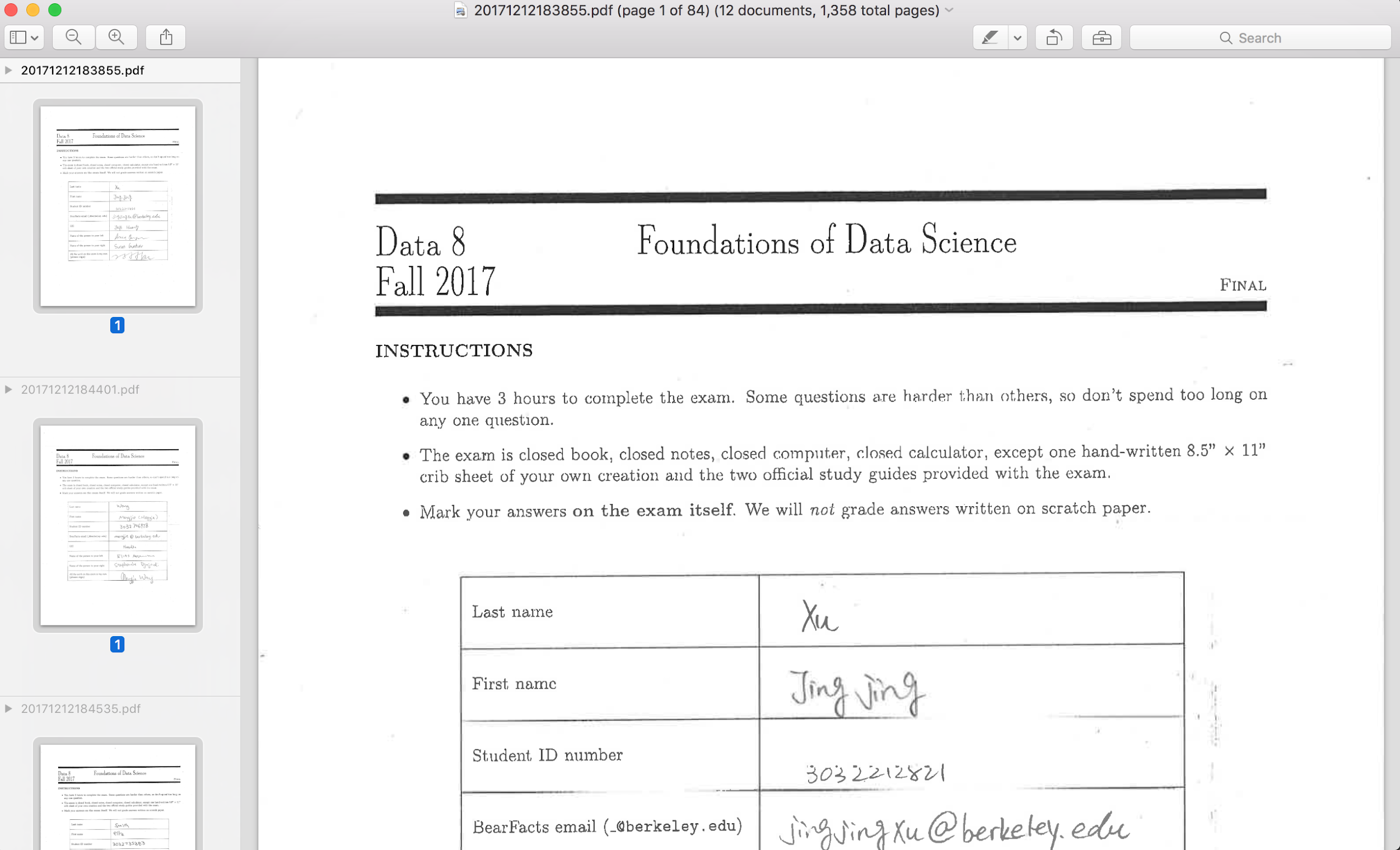
* Don’t start grading until you’re in the grading room.
* Add a section on common policy questions/problems and how to handle students’ concerns on these (e.g. project partner problems, students asking for extensions, etc)
* Exam scanning prep: get scan cards before the exam

## Exam Scanning (thank you Weston!)

* + The key to scanning successfully is being very organized, so that when you screw up, it’s easy to fix. The scanning pipeline:
  + If you’re scanning in Soda, get the scan cards from Laura Greenfield (3rd floor desk) before she leaves for the night (ie before the test if it’s at night)
  + Keep tests in the same order you receive/collect them.
  + Cut staples off of each exam, roughly keeping order (Bring scissors)
  + Make sure there are no staples between pages. This can stop a scanner for the entire night
  + Batch exams into piles of roughly 100 pages each. It helps with QC to have all batches be the same size, though depending on the scanner you can experiment with larger batches to speed up the process
  + Record the name on the top of each stack, as you’re placing it into the scanner. (This will save you so much time when you realize that you scanned a stack incorrectly. You can just go through the box and find the scan you’re missing)
  + Place the stack in the scanner facing up, with the cut corner away from the intake
  + Make sure to scan double sided if necessary - you may have to hit this setting every time. Even if it says “scan two sided original,” the setting might not be on, click the button and then “ok”
  + I recommend scanning on to a USB stick, as when you try to email 10,000 pages you can get a networking bottleneck (Bring USB sticks, preferably at least 4)
  + Make sure that the number of scanned pages is divisible by the number of pages in the exam
  + After scanning, keep stacks separated, in the order they were scanned. I usually stack them in a box, alternating “portrait” and “landscape” orientation.
  + Occasionally wait for all tests to be written to USB, safely eject, and move the PDFs to a computer. This is the time to check that scans are correct and you have the right number.
  + Your scans will be upside down. You can flip several PDFs at once using Preview on MacOS:

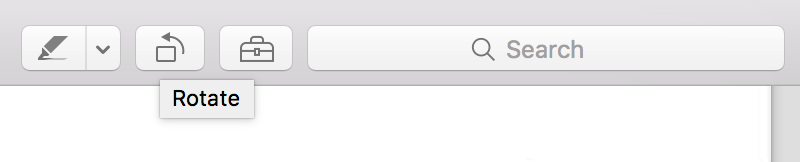
1) Select all the PDFs you want to flip (*left)*

2) Open the thumbnail sidebar and click on the top thumbnail *(right)*



3) Hit cmd-A to select all pages *(left)*

4) Slam that rotate button *(below)*



* + Upload to Gradescope. This is actually easy, just dragging the PDFs.
  + Assign names (this can wait for the next day, but you may realize you have to go back and scan later)
  + Have a plan for where you’re going to put the tests. Professors’ offices are the best option, but you can leave them in RISE lab overnight if someone scanning has access.
  + While you’re checking the PDFs, you’ll probably find some problems with some of the scans. You scanned single sided, or a stack is missing, or a page didn’t scan correctly. This is fine, because you kept the scans in order and have a list of all the PDFs you’re supposed to have.
  + Lesson painfully learned: Don't use the scanner in 730 Soda. It is painfully ridiculously slow. Use the scanners in 384 Soda.

# Communication Channels

* Slack--for quick communication:
  + This is the primary way to stay up-to-date.
  + We reach the 10,000 message limit on Slack very quickly, past which messages start getting deleted. If you have something that you may need to reference much later, Piazza/Google Drive may be a better place to post it.
  + Data 8 staff is a vibrant and active community! Make sure to join the social channels (such as #eatwithme, #studywithme, #getfitwithme, and more) to facilitate spending time with staff outside of work hours.
* Piazza--for larger questions:
  + If you have a larger logistics question, or something that you may have to reference later, this would be the place to post it.
  + Contains weekly lab posts, including solutions and check-off forms. Be sure to provide feedback after you teach your lab!

# Thank You

A list of contributors who made this handbook possible.

Instructors

David Wagner

Ramesh Sridharan

(u)GSIs

Adeel Cheema

Adnan Hemani

Annie Nguyen

Austen Zhu

Emma Jaeger

Francie McQuarrie

Howard Ki

Jiayi Huang

Jessica Hu

Natalia Mushegian

Niraj Rao

Nishant Kheterpal