

Week 1: Welcome!

Today's goals: Start the quarter empowered and motivated!

Introductions

Course logistics

Impostor syndrome

This course uses Canvas <https://canvas.ucsd.edu/courses/31520>

- Syllabus
- Modules
- Assignments
- People
- Grades
- Course Reserves
- Gradescope
- iClicker Registration
- Media Gallery
- Zoom LTI PRO
- Academic Support
- Academic Integrity
- Library Resources
- Piazza

▼ Tutoring Resources (we will add to this over the quarter)

 [Tutor Expectations \(Developed by Prof Alvarado\)](#) 

 **CSE 95 Syllabus Fall 2021.pdf**

▼ Week 1: Getting Started, Imposter Syndrome, Asking for Help

 [Pre-Class Survey \(due by 11:59pm Tues 9/28\)](#) 

 **Week 1 Pre-class Assignment**
Sep 28 | 1 pts

 **Week 1 In-Class Resources and Activities**
0 pts

▼ Week 2: Growth Mindset; Helping Students in the Lab/Office Hours

 VIEW COURSE NOTIFICATIONS

To Do

-  You're officially a CSE t... 
Sep 22 at 10:12am
-  Week 1 Pre-class Assig... 
1 points |
Sep 28 at 11:59pm

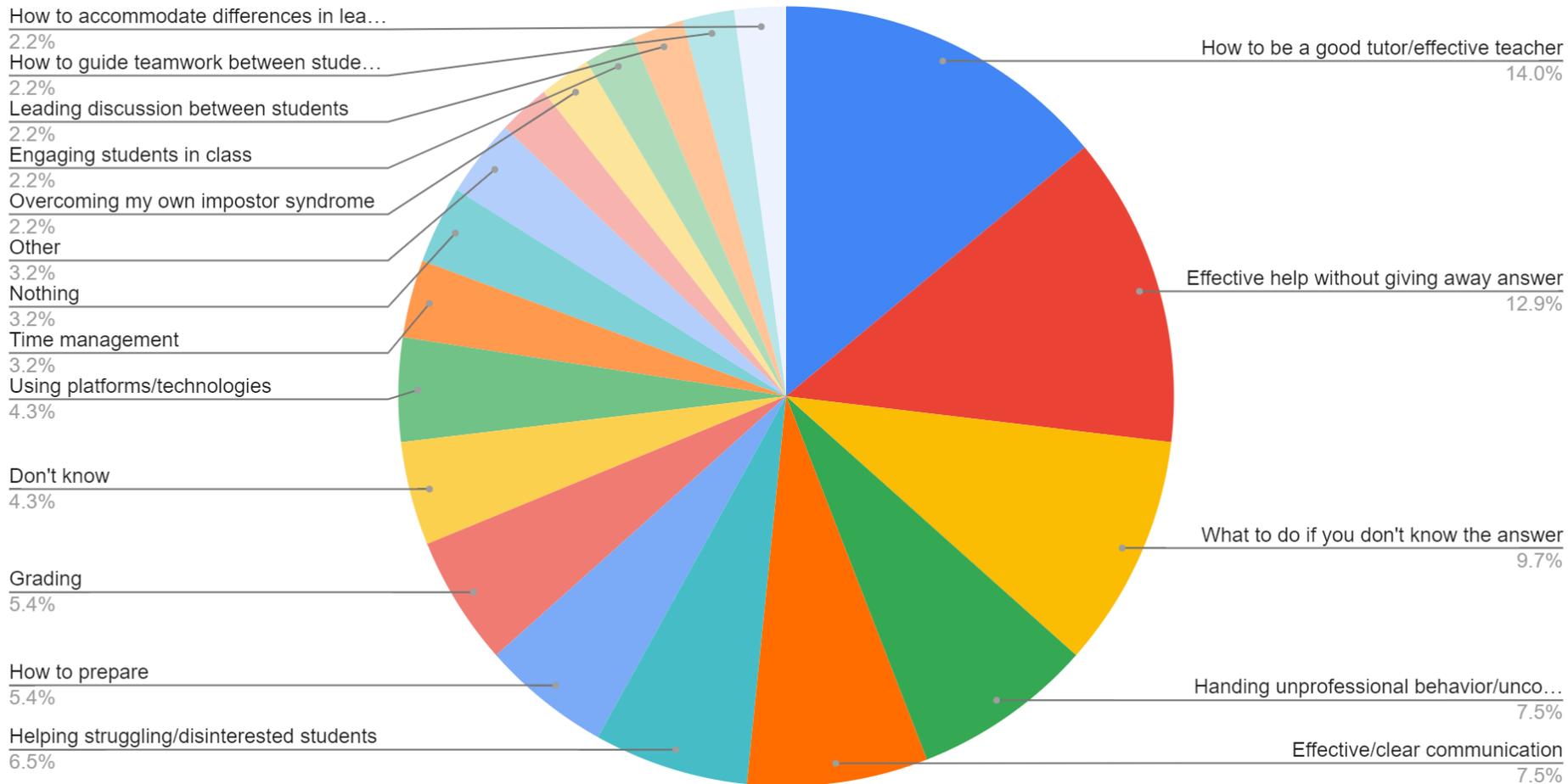
Introductions

How are you? <https://www.menti.com/8pb25qo79j>

Introductions continued

- Open the Google form (linked from Canvas) and complete it.
- When you are done, use the link to the response sheet to look over your classmates' responses.

What you want to learn in CSE 95



Your responsibilities for CSE 95

- UPDATED! Last minute changes to the responsibilities for CSE 95

For this 2-unit course, you can expect to spend up to 6 hours per week

- 1 hour per week attending and participating in CSE 95 lecture (or equivalent asynchronous component, if necessary)
- ~~3~~ **1 hour** per week attending and engaging with the course lectures for course appointed to tutor
- ~~1~~ hour per week attending and participating in staff meeting for course appointed to tutor
- ~~1~~ **3 hours** per week on CSE 95 out of class assignments

~~Time spent on the above activities is for-credit time, not for-pay time.~~

Time spent on the above activities counts towards your CSE 95 credit hours.

- What if you were a first-time tutor over the summer?

Your responsibilities **as a tutor**

"As a tutor you must always be right"

Prepare → Look it up → Ask

In small groups (3-4): tutors in same (or related) class.

Introduce yourselves.

Pick one **scribe** from your team for this question and one **presenter** from your team for the first qu question.

The **scribe** should open a document, either electronically or on paper. The scribe should record the main points from your conversation.

The **presenter** should be ready to share one of these points with the group once we regroup. Each week you should rotate who is the scribe and who is the presenter so everyone in the group has these roles over the quarter.

Everyone can open their pre-class assignment submission if they want to remind themselves what they wrote.

Week 1 in-class group breakouts: Tutor responsibilities

- Compare the response you each gave in the pre-class assignments about your tutor responsibilities.
 - What are the similarities?
 - What are the differences?
- Compare notes on the technologies your course is using. Come up with a list of specific tasks you think you will need to do with these tools that you're not sure about. Who will you ask for help?

Week 1 in-class group breakouts: Impostor syndrome

How might you notice if a student you are working with is struggling with impostor syndrome? What are some actions you can take to support this student?

(Remember the scribe and reporter)

Consent to Participate in a Research Study

There is nothing to "do" in this study. You are consenting to letting us use your data anonymously to study how effective the pedagogies used in this class are.

This is an OPT OUT consent form. If you do NOT consent, fill out the survey linked from the consent form. If you consent, you don't need to do anything. The form is yours to keep (I do not need it back).



170886

University of California, San Diego
Consent to Act as a Research Subject

Investigating the Impact of Pedagogical Choices on University Student Learning and Engagement

Who is conducting the study, why you have been asked to participate, how you were selected, and what is the approximate number of participants in the study?

Gabriele Wienhausen, Director of the Teaching and Learning Commons, together with her education research colleagues is conducting a research study to find out more about how pedagogical choices affect student learning and experience in the classroom. You have been asked to participate in this study because you are a student in a class that is being studied or used as a control. There will be approximately 500,000 participants in this study.

Why is this study being done?

The purpose of this study is to create knowledge that has the potential to improve the learning and educational experience of students at UC San Diego and beyond.

What will happen to you in this study and which procedures are standard of care and which are experimental?

If you agree to be in this study, the following will happen:

- Your data from this class including grades, homework and exam submissions, and survey responses will be included in the analysis to determine the effectiveness of the pedagogical techniques used in this course compared to other similar courses.

How much time will each study procedure take, what is your total time commitment, and how long will the study last?

Your participation involves only agreeing to let us use your data in our analysis. It will require no time on your part above the time you put into this course without agreeing to the study.

Week 2 Assignment Preview

Any questions about CSE 95?