

Student scenarios:

1. *A student that does poorly on the first assignment.* There is a student in your recitation who fails the first major assignment. This student is an active participant in the classroom, and has shown significant improvement on subsequent assignments. They are worried about how this first failed assignment will affect their grade.
2. *A student that does poorly on multiple assignments.* A student in your recitation fails several major assignments in the course. The student tells you they are struggling in their other courses too and are having a hard time keeping up with their extracurricular activities. They want to know whether they should continue in the course.
3. *A student who says that "Biology just isn't their thing".* A student in your recitation is struggling in the course but tells you they are doing well in all of their other classes. They are frustrated and don't understand why they are doing poorly, especially since they did well in Biology in high school.
4. *A student whose behavior changes suddenly.* A student who regularly attends your recitation, and is typically thoughtful and engaged, appears to be disconnected during class and has struggled to complete recent assignments. The assignments that they do turn in are only partially completed and show significant gaps in understanding.
5. *A student with repeated missing assignments.* It is about half way through the semester and you have a student that has stopped turning in their assignments altogether. This student has never attended your recitation, and only attends class about half of the time.
6. *A student that asks tangential questions.* You have a student that frequently asks questions during recitation that are beyond the scope of the course. These questions demonstrate that the student has an advanced understanding of the material, but it often confuses other students in your section and you are finding it disruptive to the flow of recitation.
7. *A student who is disrespectful of their peers.* During discussion, a student asks a question that you already answered and another student chimes in with, "And here I thought there was no such thing as a dumb question!" which is met with snickering and rolled eyes from the rest of the class.
8. *A student who calls you in.* You are going through a problem related to genetic inheritance and pedigrees and have been referring to the genetic donors as "mom and dad". A student approaches you after class and reveals that this language feels a bit exclusionary for transgender and non-binary folks, and for those with non-traditional family structures.

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