

## Introduction to the *GSI Guidebook*

Being an instructor at the University of Michigan (U-M) can be a very exciting and sometimes challenging experience. The purpose of this Guidebook is to serve as a compass by helping instructors navigate through these experiences and directing new and experienced instructors to practical teaching strategies and resources. Many of the articles were specifically selected to support your endeavors and were written by U-M faculty, GSIs, staff, and scholars in the field of teaching and learning. Each section of the Guidebook offers instructors strategies to support various teaching-related responsibilities:

- ***Part One: Getting Started*** contains background information about our students, an explanation of U-M acronyms, and a listing of U-M offices that can support your role as an instructor. In addition, this section provides helpful suggestions on how to teach U-M students and strategies to work within GSI- faculty teams.
- ***Part Two: Preparing to Teach*** provides resources for creating a syllabus and lesson plans for undergraduate courses, discussion sections, and labs. In this section, you will find detailed articles and examples of these documents in a variety of disciplinary contexts.
- ***Part Three: Diversity in the U-M Classroom*** provides instructors with information on how to engage the social diversity of students in your classes and teaching methods that help to retain students underrepresented in technical fields.
- ***Part Four: Getting Students Involved in Learning*** highlights several strategies for fostering class participation, using instructional technology, asking meaningful questions, extending student writing, and engaging in one-on-one problem solving.
- ***Part Five: Leading Discussions*** suggests ways to promote engaging, thoughtful classroom conversations among students and with you, their instructor.
- ***Part Six: Leading Laboratory Sections*** offers a variety of resources for instructors who are teaching in the laboratory context.
- ***Part Seven: Giving Lectures and Explanations*** will aid those instructors who are preparing and delivering lectures.
- ***Part Eight: Testing and Grading*** provides guidelines for creating multiple choice and essay questions, grading a variety of assignments, commenting on student work, submitting grades, and dealing with academic dishonesty.
- ***Part Nine: Improving Your Teaching*** offers techniques to gain feedback from students, peers, and consultants to enhance your teaching skills.
- ***Part Ten: Policies Related to Teaching*** includes important information about some of the policies that detail your responsibilities as an instructor, including religious-academic conflicts and sexual harassment.

While all of the topics within this Guidebook can serve as a resource to all instructors, you may want to strategically focus on the particular sections that best suit your needs and instructional role. In addition to the resources offered in the Guidebook, The Center for Research on Learning and Teaching (CRLT) offers a variety of professional development workshops, consultation services, and online materials to support you in your teaching endeavors. We also encourage you to take advantage of the orientation programs offered by your department or college, and to seek out faculty mentors and experienced GSIs who can serve as valuable sources of advice and expertise.

For further resources or additional questions, please contact CRLT at:

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