Graduate Teaching Fellowship
Faculty Mentor Teaching Context Form

NUIN Northwestern University Interdepartmental Neuroscience

Faculty Mentor Name

Thomas Bozza

Course Number and Title

NEUROSCI 304

Course Quarter

Fall

Course Meeting Days/Times

MWF 9.00-9.50 am

Course Description
Please provide a brief description of the course (2-3 sentences), including content covered, course level, the number of students, and course format (e.g. lecture-style, discussion-style, etc.).

This course covers embryology and cellular/molecular mechanisms of nervous system development. Topics include patterning of the early nervous system, neurogenesis, neuronal differentiation, wiring of neural circuits, activity and experience-dependent development and sex differences in early and late development. Lecture with lab exercises. 30-40 students.

Teaching Fellow Responsibilities
Please describe the duties and responsibilities you expect your Teaching Fellow to fulfill (e.g. present one or more lectures, attend previous lectures, practice their lectures with you, etc.). Please be as specific and detailed as you can, to provide students with as much information as possible about the expectations and time-commitment.

The teaching fellow will be expected to attend (at least) one lecture weekly to observe how a given topic is taught, and to have weekly meetings to discuss teaching style, lecture design and execution. The fellow will also design and deliver one or two lectures from the existing curriculum in a way that meshes with the rest of the course, and will design and grade (in parallel with the instructor) corresponding exam questions. The fellow will also take part in reading and grading (in parallel with the instructor) the course writing assignment to gain experience with providing feedback on scientific writing. If desired, the Fellow may also take part in executing two lab exercises (chick embryo and zebrafish larva observations) to gain experience with hands on learning.

Teaching Fellow Qualifications
If you have any preferences or requirements for the student's research or teaching background, please describe them here.

The fellow should have some background in developmental neurobiology or embryology, a strong interest in teaching undergraduates, and a desire to engage fully with the goal of improving their teaching skills. Strong writing skills are helpful.

Faculty Mentor Role
Please describe the role you will play in guiding your Teaching Fellow through their responsibilities. What would your Teaching Fellow learn from you as a Faculty Mentor? Please be as specific and detailed as you can.

The Faculty Mentor will meet with the NUIN Teaching Fellow weekly to discuss the design of a coherent course curriculum, effective use of visual teaching materials, prioritizing and delivering information in lecture, integration of textbook and lecture materials, designing and grading exams and scientific writing assignments, design of lab exercises to engage student interest, and practical aspects of teaching undergraduates. The faculty mentor will also be available to discuss professional development and career path.
The mentor is a Charles Deering McCormick Professor of Teaching Excellence and a Senior Fellow of the Searle Center for Advancing Learning and Teaching.

Faculty Mentor Name

Yevgenia Kozorovitskiy

Course Number and Title

NEUROSCI 320

Course Quarter

Fall

Course Meeting Days/Times

Tue/Thu 2:00-3:20pm

Course Description
Please provide a brief description of the course (2-3 sentences), including content covered, course level, the number of students, and course format (e.g. lecture-style, discussion-style, etc.).

This course introduces students to the field of animal behavior from the neuroscience perspective. We focus on many important biological activities such as foraging, communication, migration, predator-prey interactions, mating, and parental care. Neural circuits and signaling mechanisms underlying these behaviors will be discussed based on textbook chapters and additional assigned reading, including many primary research papers. There are 20-30 students in the course, mostly senior Neuroscience majors, with some juniors. The class includes lectures, small group discussions, and student group led presentations of primary research papers. There are no quizzes, two exams, one research paper on a (pre-approved) student selected topic including a review and a proposal for new experiments, and a group presentation. Even if we are meeting fully in person, several options for Zoom based interactions will remain. First, office hours (by appt) can take place in person or via Zoom. Second, classes are recorded because students seem to value this. We record only slides+voice. In addition, if the TF has a challenging commute, he/she/they should be able to review at

Teaching Fellow Responsibilities
Please describe the duties and responsibilities you expect your Teaching Fellow to fulfill (e.g. present one or more lectures, attend previous lectures, practice their lectures with you, etc.). Please be as specific and detailed as you can, to provide students with as much information as possible about the expectations and time-commitment.

Teaching Fellow will attend classes, and meet at least weekly after class to discuss the structure and flow of the class. Fellow will teach 1 or 2 (partial) classes and receive feedback from Genia. In addition, she/he will help lead small group discussions during class (along with Genia and a TA), and help design and evaluate exams. Because exams include written answers, calibrating grading across reviewers becomes important. Evaluation methods and structures will be explicitly discussed. Fellow may be asked to meet with a student group working on a class presentation. Anticipated time commitment is somewhat less than a typical TA load at Northwestern and can be personalized.

Teaching Fellow Qualifications

If you have any preferences or requirements for the student's research or teaching background, please describe them here.

Motivation to improve one's teaching qualifications is the only requirement, along with the time commitment. If the background of the Fellow includes any behavior, we can try to integrate their work, or the general area of interest, into the themes of the class. I change the topics slightly from year to year and include a fraction of varying research papers.

Faculty Mentor Role

Please describe the role you will play in guiding your Teaching Fellow through their responsibilities. What would your Teaching Fellow learn from you as a Faculty Mentor? Please be as specific and detailed as you can.

I have designed this class from scratch when I started teaching (lacking some fundamental teaching qualifications and experience, as many starting PIs at research universities tend to do). Fellow will learn about how to build a class around a new topic, organize materials into a lecture (including building in timing flexibility), get students to talk and promote discussion, create and grade an exam, lead students to select strong topics for research papers and evaluate scientific writing at the undergraduate level across a broad range of themes. The TF will have access to recorded lectures and class materials from the previous year, as a learning tool.

Graduate Teaching Fellowship
Faculty Mentor Teaching Context Form

Faculty Mentor Name

Course Number and Title

Course Quarter

Course Meeting Days/Times

Course Description
Please provide a brief description of the course (2-3 sentences), including content covered, course level, the number of students, and course format (e.g. lecture-style, discussion-style, etc.).

Teaching Fellow Responsibilities
Please describe the duties and responsibilities you expect your Teaching Fellow to fulfill (e.g. present one or more lectures, attend previous lectures, practice their lectures with you, etc.). Please be as specific and detailed as you can, to provide students with as much information as possible about the expectations and time-commitment.

Teaching Fellow Qualifications
If you have any preferences or requirements for the student's research or teaching background, please describe them here.

Faculty Mentor Role
Please describe the role you will play in guiding your Teaching Fellow through their responsibilities. What would your Teaching Fellow learn from you as a Faculty Mentor? Please be as specific and detailed as you can.