THE NEW SCHOOL
A UNIVERSITY

2012-2013 UNIVERSITY TEACHING ASSISTANTSHIP PROGRAM

Useful Information for Teaching Assistantship Applicants

What your cover letter should contain for the Teaching Assistantship application:

- Your academic and professional goals
- Projected timetable for completion of your degree
- The subject areas in which you are most prepared to teach based on the listings of the possibilities available in the coming year

What your curriculum vita (CV) should contain for the Teaching Assistantship application:

- Educational background including Master's work and thesis topic (if applicable and available)
- Academic honors
- Field of specialty and subfields
- Dissertation topic (if applicable and available)
- Grade level of courses taken
- Professional experience/development
- Teaching interests and areas you are prepared to teach
- Languages; Media/Technical skills

Possible Interview Questions for Graduate Students applying for Teaching Assistantships:

- What specific exercises/activities might you incorporate into a course to develop active learners in the classroom?
- How will you guide the students through the reading?
- How might you assess whether you were achieving a course's goals during the semester? How might you gauge the students' progress?
- What role do you feel flexibility plays in the classroom?
- The New School for General Studies Bachelors Program enrolls students who are at least 25 years of age, and who are either returning to school after a long absence, or starting their college work later in life, while Lang and Parsons students tend to be traditional college age. In addition, a significant number of Parsons and Jazz students are international and English is their second language:
    - What concerns might you have about walking into a classroom of students with diverse educational backgrounds and skill sets?
    - In what ways would you try to engage a classroom that has both adult learners and traditional-age college students?
    - What are your preparations and thoughts about teaching across social, cultural, and linguistic differences?
- What do you feel is the most difficult aspect of advancing literacy in the field you are interested in teaching?
- A certain number of hours each week will be expected of you in assisting with this course: What other responsibilities will you have prior to and/or during the semester of teaching?
- How would you approach a student who is having trouble with course material?
- How would you approach a student who is creating challenges for the rest of the class (for example, talking too much and dominating class discussion)?
- Pick a concept you might need to explain in a course and explain it as you would to a first year student and then to a junior with previous coursework in that area.
- What is, or might be, a weakness and strength for you as a teacher? If possible, provide a specific example.
- Writing across the curriculum is an important aspect of undergraduate education at the university. How might you enhance students' writing skills?
- What do you do when you walk into a class in which no one has done the reading?
- The university has a very important multicultural and interdisciplinary approach to teaching and learning: How might you help achieve this mission through your teaching?
- How well do you work with others and, again, provide an example that best illustrates your personality in group projects/team teaching/planning etc.?