

**TEACHING
INTERNSHIP
HANDBOOK**

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MISSION

The Women's Studies Department seeks to provide high quality, interdisciplinary education with the following student learning outcomes:

1. To demonstrate knowledge of the frameworks of feminist thought.
2. To demonstrate knowledge of and apply feminist research methods.
3. To examine interlocking systems of oppression in the U.S. and internationally.
4. To interrogate the connection between feminist theory and activism.
5. To develop professional and activist skills.
6. To demonstrate professional writing and speaking skills

PREREQUISITES

Undergraduate: Have successfully completed one of the following courses in Women's Studies prior to becoming a TI: 110, 120, 220, OR 251.

Graduate: Have taken or currently enrolled in Feminist Pedagogy. Graduate students applying for the Graduate Teaching Assistant position must have completed Feminist Pedagogy and the Teaching Internship.

EXPECTATIONS

Basic expectations for the TI include:

- Attend all classes,
- Prepare and teach portions of classes when both instructor and intern feel comfortable,
- Meet regularly with instructor to discuss class,
- Work with instructor on giving feedback to students on written work,
- Potentially work with instructor in developing the syllabus,
- Grade assignments under instructor's supervision,
- Consult with the instructor for other expectations.

- Each credit hour equals 40 hours of on-site internship work. A 3-credit graduate internship, for example, is 120 hours. If completing an internship during a 15-week semester, a student works approximately 8 hours each week.

OVERVIEW OF RIGHTS AND RESPONSIBILITIES

Personal Teaching Growth	Classroom Daily Activities
<ul style="list-style-type: none"> • Formulate teaching objects prior to beginning internship • Assess progress on objects at mid-term and end of semester • Prepare and deliver one lecture or lead one class discussion • Meet weekly with instructor to receive feedback on progress • Maintain a teaching journal of your experiences • Write an end of semester evaluation on your teaching experience • Contact other TIs, teaching assistants, or faculty for guidance • Ask for time away and/or assistance as needed 	<ul style="list-style-type: none"> • Attend all classes • Read all assigned materials prior to class • Arrange for guest speakers/lecturers • Keep attendance • Photocopy course materials • Keep office hours • Help construct exams • Take notes on lectures and discussions

CONCEPTS OF FEMINIST PEDAGOGY

- Bridge the knowledge gap between students new to feminist philosophy and those with prior experience
- Be honest and appropriately self-disclosing to provide a safe context for students' sharing of themselves.
- Be conscious of the power dynamics in the classroom between teacher and student and teacher and teaching intern.
- Encourage students to explore new ways of thinking and being.

- Ensure inclusion of people of all races, ethnicities, sizes, abilities, sexualities, genders, religions, classes, ages and any other marginalizes groups.
- Maintain appropriate boundaries.

EVALUATIONS

There are two types of evaluations—self and instructor. The self-evaluation is a reflective piece detailing your experiences as an intern. The instructor’s evaluation is feedback on meeting the negotiated daily tasks as well as facilitation and discussion leading skills.

SAMPLE INSTRUCTOR’S EVALUTION

Potential content:

- Attendance
- Class preparation (readings)
- Assistance with class discussion
- Keeping attendance records
- Course planning
- Journal reading
- TI journal and/or log
- Other responsibilities as determined by instructor

Reflective feedback questions:

- Feedback on class sessions in which TI was lead facilitator
- Evaluation of feedback given back to instructor
- Positive comments about performance
- Areas of improvement
- Other comments and recommendations

SAMPLE TEACHING INTERN'S SELF EVALUTION

Potential content:

- Attendance
- Class preparation (readings)
- Assistance with class discussion
- Keeping attendance records
- Course planning
- Journal reading
- TI journal and/or log
- Other responsibilities as determined by instructor

Reflective feedback questions:

- Review personal teaching objectives
- List and evaluate your lead sessions
- Comment on instructor's support and guidance during the internship
- Feedback for instructor on strengths and recommendations for improvement
- If given the opportunity, how would you teach and structure this course?
- Suggestions for future TIs
- What did you like best and least about this teaching internship?
- Other comments

Sample:

**Teaching Internship Agreement
[Semester and Year]**

Intern:

Supervisor:

Course:

Day and Time:

Goals and Responsibilities:

[Describe the intern's specific goals and the intern's duties as agreed to by both intern and supervisor]

Contact: [Set regular meetings between intern and instructor to discuss the internship]

Teaching Internship Resources

Make yourself aware of the resources that are available to you before you begin your teaching internship. The following are some examples of possible resources:

Campus Resources:

- **The Women's Center: CSU 218 (507) 389-6146**

The Women's Center has a small *Resource Library* and useful *Resource Files* that are available to you. You will find a small selection of books that offer insight into feminist educational practices including The Feminist Classroom by Frances Maher and Mary Kay Thompson Tetreault. The Resource Files are indexed by subject and can provide you with useful fact sheets, group facilitation tips, concise hand-outs on topics such as sexism, gender, sexual violence, homophobia, privilege, etc. The Women's Center will coordinate, upon request, a presentation on various topics that might be of interest to you or your class as well. Finally, the Women's Center is also a good first stop for information regarding other campus resources (including personal safety and sexual violence advocacy) and policies of concern for women at MSU.

- **The Lesbian, Gay, Bisexual, Transgender Center: CSU 243 (507) 389-5131**

The Lesbian, Gay, Bisexual, Transgender Center also has a *Resource Library* that is available to you. The resources here are lesbian, gay, bisexual, transgender, and queer specific and many of the resources specifically address queer issues in a university setting. It is important to know too, that the LGBC coordinates a team of Peer Advocates that provide student LGBTQ panels for instructors that request them.

Other Resources:

- Other students
- Women's Studies faculty
- Other professionals in your network i.e. professors, mentors
- MSU Reference Librarian assigned to Women's Studies can be immensely helpful to you – especially gathering print and on-line resources
- Women's Studies on-line listservs

PREVENTING AND HANDLING CLASSROOM HOSTILITY

Carol Perkins

- 1) What a disruptive student says out loud may be what several other students in the class are thinking silently OR what they hear from friends and neighbors when they go home or to the residence hall. What happens in the classroom, therefore, can have implications far beyond the immediate situation.
- 2) Plan assignments that allow for the expression of opinion and feelings: journals work well for this as do free writes with each student sharing with the class one point each has written; and creative activities--round robin "sharing" rituals, for example.
- 3) Discuss from the outset how you will handle conflict--for example:
 - conflict is okay; rudeness is not tolerated
 - give respect to other people's opinions when you do disagree
 - no name-calling or people bashing (Note: I use examples/quotes from Rush Limbaugh to demonstrate what *bashing* is as opposed to *argument*.)
 - no interrupting will be tolerated (Note: you might want to use some version of "talking sticks" in order to have orderly discussions on controversial issues.)
 - no dominating class discussion will be tolerated
 - use "I statements" in arguing against something.
- 4) If a problem comes us, keep calm and use it as a means to teach something or use the "rules" to explain why it is irrelevant or unacceptable behavior.
 - Try to retain a sense of humor. Model courtesy--without your tongue in cheek!
 - Do not take a challenge personally, even when it was meant that way. Rather, consider the episode a teachable moment, a chance to change some minds in that classroom.
- 5) Use the Teachable Moment:
 - take student challenges as seriously as you do all ideas in the classroom;
 - make the student define her/his terms: e.g., when a student says "feminazi," make sure the student explains the term;
 - ask other students to respond to the idea instead of responding immediately yourself. This may backfire, but you can ask students to do research on the topic for the next class.
 - use an in-class writing to ease a tense situation.

- 6) Don't be afraid to set the matter aside if that is appropriate:
- make a joke without humiliating the student
 - let the student know the point is not relevant to the class at this moment, but that you will return to it if there is time; you might even write it on the board as a good faith effort.
 - let the student know she or he is taking up more than their share of time and invite others to share their ideas.

7) If necessary, take a disruptive student aside outside of class. Tell him/her that you have noticed anger or hostility, and ask what the problem is. Ask if you can be of help, and talk about fair and respectful classroom practices. (Note: I refer to the student handbook for university policy on civility in the classroom.)