The Instructor
Instructors interested in incorporating active and collaborative learning techniques in their classroom or who wish to achieve any of the previously mentioned LA Program goals may request to transform their class from a traditional classroom to an LA-supported classroom. Please email Dr. Mansy (mmansy@bme.ufl.edu) to add your course to the BME LA-ready course list.

Selection criteria
While the LA program is most suitable for high-enrollment foundational BME courses and labs, instructors of any BME course may support their course with one or more LAs. Instructors will be informed if a suitable match is found. It can be challenging to find LAs for senior-level courses as former students would have already graduated from the program.

Workload & Responsibilities:
Instructors of LA-supported classes benefit tremendously from having an LA. LAs will come in trained and prepared with learning techniques and activities that they have acquired in the pedagogy course. Since LAs were selected and matched to the course because they took this course before, their input will be course-specific and ready for implementation, with little to no input from the course instructor. However, instructors of LA-supported classes are expected to meet with the LAs on a weekly or bi-weekly basis to discuss the plan (activities, techniques, ...etc.) for the upcoming week and reflect on the results of the week before.

BME LA-supported course instructors are expected to:

• Introduce the LAs to the students and emphasize that LAs will not provide direct answers but rather guide and help the students reach the answer on their own.
• Communicate how the LA role differs from the TA role. More information about the difference between an LA and a TA is in the "The LA is not a TA" section.
• Establish LA respect and appreciation in the classroom.
• Meet with the LAs on a weekly or biweekly basis to communicate with the LAs and agree on their role in the classroom.
• As much as possible, be supportive of and open to the ideas LAs bring in from the pedagogy course to allow/facilitate the LA experience in the classroom and reap its benefits.
• If the LA has created instructional material to help the students better navigate the course material (study guides, review session material, material summary,... etc.), then the content has to be reviewed for correctness.
• Provide guidance on reported classroom issues.
• Provide guidance on how to handle challenging situations with struggling or anxious students.

At any time, if you are unsure of a task or role assignment, please don’t hesitate to contact Dr. Mansy (mmansy@bme.ufl.edu) for clarification.

Reference
[1] Learning assistance alliance: https://learningassistantalliance.org
©Mansy AY 22-23
Welcome to the BME Learning Assistant application form!

My name is Dr. Mansy, I'm the Director of the LA program and I'm very happy you are considering becoming a Learning Assistant (LA) for one of our BME courses or labs.

The application form has four parts and will require some preparation. Therefore, please allocate at least 45 minutes to complete the application in one sitting. Alternatively, you may close the form and return to it at any later time as long as you use the same browser and desktop device. The application form requires a desktop device. In Part 1, you will tell us a bit about what motivated you to become an LA. Part 2 will help determine workload and assignment feasibility. It would be a good idea to have your Fall 2022 course schedule accessible for Part 2. Part 3 is the application's core and will gather data that will guide the matching process, i.e., the process of assigning an LA to a BME LA-supported course. To make the matching process as efficient and fruitful as possible, Part 3 will also require you to share some personal perspectives and ideas about the BME LA-supported courses that interest you. You will do this by writing a brief Opportunity for Innovation/Improvement Statement (OIS). Opportunity Statements are the industry standard to identify a problem and pitch a solution. The provided template (text entry fields in this survey) will help you focus your thoughts on what is essential and facilitate the matching process. Please read this brief guide for some quick tips about how to write an efficient OIS. You may submit 2 OISs per course while maintaining a word limit of 200 words for each part of the OIS (see guide for more info). Here, too, having your Fall 2022 course schedule handy will inform your course selection process. Last but not least, Part 4 will request standard demographic information - all of it being optional. Feel free to skip it if you don't feel comfortable sharing this kind of information. A full preview of this application form is available in the BME LA handbook.

So, let's get started! Please provide your full name and your UF email address.

What is your name?

- First Name ____________________________________________________________
- Last Name ____________________________________________________________
- UF- email address ____________________________________________________

Part 1 | Interest & Experience

Hi! Tell us a bit about yourself and why you are here.
Why are you interested in serving as an LA? [write 1-2 sentences]
Please don’t mention particular courses or problems here. Focus on your interest only.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
What qualities do you think would make you a good LA? [write a bullet list]
Focus on your academic and soft skills, don't mention GPA or grades.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
What are you looking to get out of the LA experience? [write a bullet list]
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Do you have previous experience with other LA programs?
  o Yes, I served as an LA with a different department.
  o Yes, I attended an LA-supported class in a different department.
  o No, I don't have previous LA experience.
What is the name of the LA-supported class you attended?
________________________________________________________________________
Have you taken a pedagogy course before?
  o Yes
  o No
Select the pedagogy course(s) you have taken.
  □ BOT4935/ZOO4926 (Biology department)
  □ PHY4905 (Physics department)
  □ EGS6065 (Engineering Education department)
  □ other, please specify ____________________________________________
OK! We are done with Part 1 of the application. Let's move on to Part 2 and assess your academic bandwidth.
Part 2 | Workload & Feasibility
As outlined in the BME-LA handbook, all LAs must enroll in a 1-credit Special Topics Pedagogy course, BME4931 Educational Methods for BME LAs. LAs are also expected to attend the BME-LA supported class and meet ~1hr per week with the course instructor, accounting to an estimated workload of ~10hrs per week. **If you have taken the Pedagogy Course in Spring 2022, then you don’t need to re-take it**. Based on that,

How many credits are you enrolled in in Fall2022?

| ▼ less than 12 ... 15 < credits |

How many hours per week can you dedicate to LA-ing?

| ▼ less than 4 hrs ... more than 10 hrs |

Will the Special Topics Pedagogy course, BME4931 Educational Methods for BME LAs, that meets Friday at 4:05-4:55pm in JG32 fit in your schedule? [* You will have to drop BME4931 if you can’t attend due to a scheduling conflict, after Drop/Add week.]

- Yes
- No

Now that we know a bit about your fall schedule, let's move on to Part 3 and see if we can match your skills to one of our BME LA-supported courses.

Part 3 | The Matching Process
Provided is a list of BME courses that are participating in the BME LA program in Fall 2022. Please drag and drop the course numbers to rank the courses such that the top 3 would be the ones you feel most confident about, and that would not conflict with your Fall 2022 course schedule.

**You must attend the course you want to LA. If you end up having a scheduling conflict after Drop/Add week, then you will have to forgo the LA role for the term.**

BME4503L is a special case as it meets 3 times for 3 hours per week. If it is one of your choices, then please indicate at the end of the survey which section(s) (T, W, or R) you are interested in.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>BME3053C</td>
<td>Computer Applications for BMEs</td>
<td>T 1:55 - 4:55pm</td>
</tr>
<tr>
<td>BME3060</td>
<td>Biomedical Fundamentals</td>
<td>T 3:00 - 4:55pm &amp; R 4:05 - 4:55pm</td>
</tr>
<tr>
<td>BME3012</td>
<td>Clinically-Inspired Engineering Design</td>
<td>T 3:00 - 4:55pm &amp; R 4:05 - 4:55pm</td>
</tr>
<tr>
<td>BME4503L</td>
<td>Biomedical Instrumentation Lab</td>
<td>TWR 9:35am - 12:35pm</td>
</tr>
<tr>
<td>BME4531</td>
<td>Medical Imaging</td>
<td>T 11:45am - 1:40pm &amp; R 12:50am - 1:40pm</td>
</tr>
<tr>
<td>BME4503</td>
<td>Biomedical Instrumentation</td>
<td>MWF 8:30 - 9:20am</td>
</tr>
<tr>
<td>BME3508</td>
<td>Biomedical Signals and Systems</td>
<td>MWF 1:55 -2:45pm</td>
</tr>
<tr>
<td>BME4409</td>
<td>Quantitative Physiology</td>
<td>MWF 9:35-10-25am</td>
</tr>
</tbody>
</table>
The current problem in **choice 1** is...

Your word count is 0/200(max)

________________________________________________________________
________________________________________________________________

The effect of this current problem on the students is …

Your word count is 0/200(max)

________________________________________________________________
________________________________________________________________

The suggested solution is …

Your word count is 0/200(max)
The effect of the suggested solution on the students is ....
Your word count is 0/200(max)

________________________________________________________________________________________

Please indicate if there another issue about choice 1 that you would like to share.

- Yes, I want to submit a second OIS for choice 1.
- No, I'm done. Let's move on to choice 2.

[The OIS template will be repeated for choice 2 and choice 3 in the actual application form]

Part 4 | Demographic data
We are almost done! The next couple of questions are optional. We understand if you prefer to skip this part, and it will not affect your application.

Please write the term(s) that you choose to describe your racial or ethnic identity.

optional

________________________________________________________________________________________

Please write the term(s) that you choose to describe your academic identity (Scientist, engineer, first generation student, transfer student, Florida resident, international student, etc.)

optional

________________________________________________________________________________________

Do you identify as any of the following? Select all that apply.

optional

- Asian
- Black
- Hispanic/Latinx
- Middle Eastern
- Native American/Alaskan Native
- Native Hawaiian/Pacific Islander
- White
- None of the Above ________________________________________________________________

Please leave any additional information that you would like us to know in the space provided below. optional