

References for TA Supervisors in Mullins Library

Lewis, K. G., Editor. *The TA Experience: Preparing for Multiple Roles*. Selected Readings from the 3rd National Conference on the Training and Employment of Graduate Teaching Assistants. Austin, TX November 6-9, 1991.

Call No. LB 2335.4.T3 1993

ISBN 0-913507-55-5

Contains numerous conference papers that address the roles, effectiveness, and attitudes of TAs; programs and policies at the campus level in relation to TAs; and approaches to foster TA development. Teaching strategies, TA evaluation, program evaluation, and development of specific TA populations (e.g., international TAs) appear to be emphasized.

Marincovich, M., J. Prostko, Frederic Stout, Editors. *The Professional Development of Graduate Teaching Assistants*. Boston, MA: Anker Publishing Company, Inc. 1998.

Call No. LB 2335.4.p765 1998

ISBN: ISBN-1-882982-24-X

Abstract from the ERIC database

Sixteen papers address the training and professional development of graduate teaching assistants. The papers are:

1. "Preparing Graduate Students To Teach: Past, Present, and Future" (Nancy Van Note Chism);
2. "The Role of Centralized Programs in Preparing Graduate Students To Teach" (Jacqueline A. Mintz);
3. "The Disciplinary/Departmental Context of TA Training" (Shirley A. Ronkowski);
4. "Thinking Developmentally about TAs" (Jody D. Nyquist and Jo Sprague);
5. "Creating a Foundation for Instructional Decisions" (Marilla D. Svinicki);
6. "TA Training: Strategies for Responding to Diversity in the Classroom" (Matthew L. Ouellett and Mary Deanne Sorcinelli);
7. "Getting Started with TA Training on Your Campus" (Frederic Stout);
8. "Teaching Teaching: The Importance of Courses on Teaching in TA Training Programs" (Michele Marincovich);
9. "International TA Training and Beyond: Out of the Program and Into the Classroom" (Ellen Sarkisian and Virginia Maurer);
10. "Helping TAs Improve Undergraduate Writing" (Jack Prostko);
11. "Technology and TA Training" (Michael J. Albright);
12. "Evaluating TAs' Teaching" (Beverly Black and Matt Kaplan);
13. "Teaching Portfolios as a Tool for TA Development" (Pat Hutchings);
14. "Evaluating TA Programs" (Nancy Van Note Chism);
15. "TA Certificate Programs" (Stacey Lane Tice, Patricia H. Featherstone, and Howard C. Johnson); and
16. "Preparing Future Faculty Programs: Beyond TA Development" (Stacey Lane Tice, Jerry G. Gaff, and Anne S. Pruitt-Logan).

Nyquist, J. D. and D. H. Wulff. *Working Effectively with Graduate Assistants*. Sage Publications. 1996.

Call No. LB 2335.4.N98 1996

ISBN: ISBN-0-8039-5314-3

Abstract from the ERIC database

This guide addresses the supervisory challenges of college faculty in preparing graduate assistants to become better teachers and researchers. The guide's purpose is to provide faculty members with an understanding of how to think and plan as a supervisor and how to prepare and nurture the next generation of university teachers, scholars, and researchers. Key issues in supervision of graduate assistants are addressed and tips, resources and strategies that assist supervisors are provided. Chapter 1 directly addresses the challenges of this relationship. Chapter 2 addresses the development of supervisory relationships with graduate assistants. Chapter 3 concerns the recognition and support of graduate assistants in the stages of their professional development. Chapter 4 covers the preparation of teaching assistants for special challenges that they will confront. Chapter 5 discusses preparation of teaching assistants for typical instructional roles. Chapter 6 covers preparation of research assistants for different types of research responsibilities. Chapter 7 addresses the special needs of the international graduate assistant. Chapter 8 is on the assessment of the performance of graduate assistants. Chapter 9 presents a framework for goals and strategies of supervisory practices, and Chapter 10 gives a print and video list of resources.

Nyquist, J. D., Editor. *Preparing the Professoriate of Tomorrow to Teach: Selected Readings in TA Training*. Dubuque, IA: Kendall Hunt 1991.

Call No. LB 2335.4.P74 1991

ISBN: ISBN-0-8403-6374-5

Abstract from the ERIC database

The 56 papers in this volume address issues central to the preparation of graduate teaching assistants (TA) as both scholars and future professors. It is noted that the majority of TA programs are infrequent workshops with either limited or no follow-up, and that the task of preparing the next generation of professors appears to be more complex than ever before. In Section I, the reader is urged to consider the TA position and the context in which the teaching assistant operates. The recent development of a significantly diverse student body in higher education is the focus of Section II. Ways of approaching TA training, both campus-wide and discipline-specific, are described in Section III. Section IV focuses on some of the appropriate strategies, tools, and resources which will prepare teaching assistants to interact effectively with undergraduates. Given that the teaching assistantship remains primarily an apprenticeship learning model, Section V deals with supervision issues and relationships. Section VI covers some of the special needs of international teaching assistants as they attempt to teach in a second culture using a second language. References accompany many of the papers. Among paper topics are the following: a proactive training approach; gender bias; TA training on a shoestring budget; training TAs to teach writing; a peer consultation program; TA training

materials; the TA role in the interactive classroom; language proficiency legislation; international TAs and cultural differences.

Prieto, L. R. and S. A. Meyers, Editors. *The Teaching Assistant Training Handbook: How to Prepare TAs for Their Responsibilities*. Stillwater, OK: New Forum Press, Inc. 2001.

Call No. LB 1738.T42 2001

ISBN-1-58107-031-4

Abstract from the ERIC database

This book is designed for college faculty, staff, and administrators who train and supervise teaching assistants (TAs). It presents a collection of papers with information on designing, implementing, and improving TA training programs. Section 1, "The Training and Preparation of Graduate Teaching Assistants," includes

- (1) "Conceptualizing and Promoting Effective TA Training" (Steven A. Meyers);
 - (2) "Departmental Orientation Programs for Teaching Assistants" (Sandra Goss Lucas);
 - (3) "Teaching in the University Setting: A Course for Teaching Assistants" (Louise Hainline);
 - (4) "Making the First Time a Good Time: Microteaching for New Teaching Assistants" (Christina Maslach, Lauren Silver, Nnamdi Pole, and Emily J. Ozer);
 - (5) "The Use of Videotape Feedback in GTA Training" (Steven Prentice-Dunn and Shane Pitts);
and
 - (6) "The Supervision of Teaching Assistants: Theory, Evidence and Practice" (Loreto R. Prieto).
- Section 2, "Professional Issues in Teaching Assistant Training," includes
- (7) "Ethical Dilemmas Confronting Graduate Teaching Assistants" (Patricia Keith-Spiegel and Bernard E. Whitley, Jr.);
 - (8) "Gender Conscious Teaching for Graduate Teaching Assistants" (Heidi S. Fencl);
 - (9) "Preparing for Diversity in College Teaching" (Pamela Trotman Reid, Linwood J. Lewis, and Roseanne Flores); and
 - (10) "Annotated Readings and Bibliographic Outline of Resources on College Teaching" (Julie Feldman and Richard Coughlan).

Park, C. "The Graduate Teaching Assistant (GTA): Lessons from North American Experience." *Teaching in Higher Education*. 9(July 2004):349-361.

This article is a good source of additional references on graduate TAs.

The following periodical may be of interest (not in UA libraries)

Studies in Graduate and Professional Student Development (formerly titled: *The Journal of Graduate Teaching Assistant Development*). ISSN: 1068-6096

Published by New Forums Press Inc., 1018 South Lewis Street, Stillwater, Oklahoma 74074 U.S.A.,
Phone: 405-372-6158.