

Student, Teacher, and Partner

Understanding and Supporting the Many Roles of Graduate Teaching Assistants

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Today we will...

- Recognize common characteristics and needs of GTAs and other new academics
- Identify ways to support GTAs and other new academics as they grow into their identities as teachers
- Develop strategies for preparing GTAs and other new academics to take on collaborative roles in teaching and learning in order to apply to the context of your own institutions

Discussion Question 1

What interested you in this session?

What sorts of ideas do you hope to leave this session with?

GTAs: Learners in Transition

Navigating Learning Roles



Developing a New Professional Identity





- Relationships with faculty members
- Relationships with peers
- Teaching responsibilities with own coursework
- Perceptions and expectations from undergraduate students

Discussion Question 2

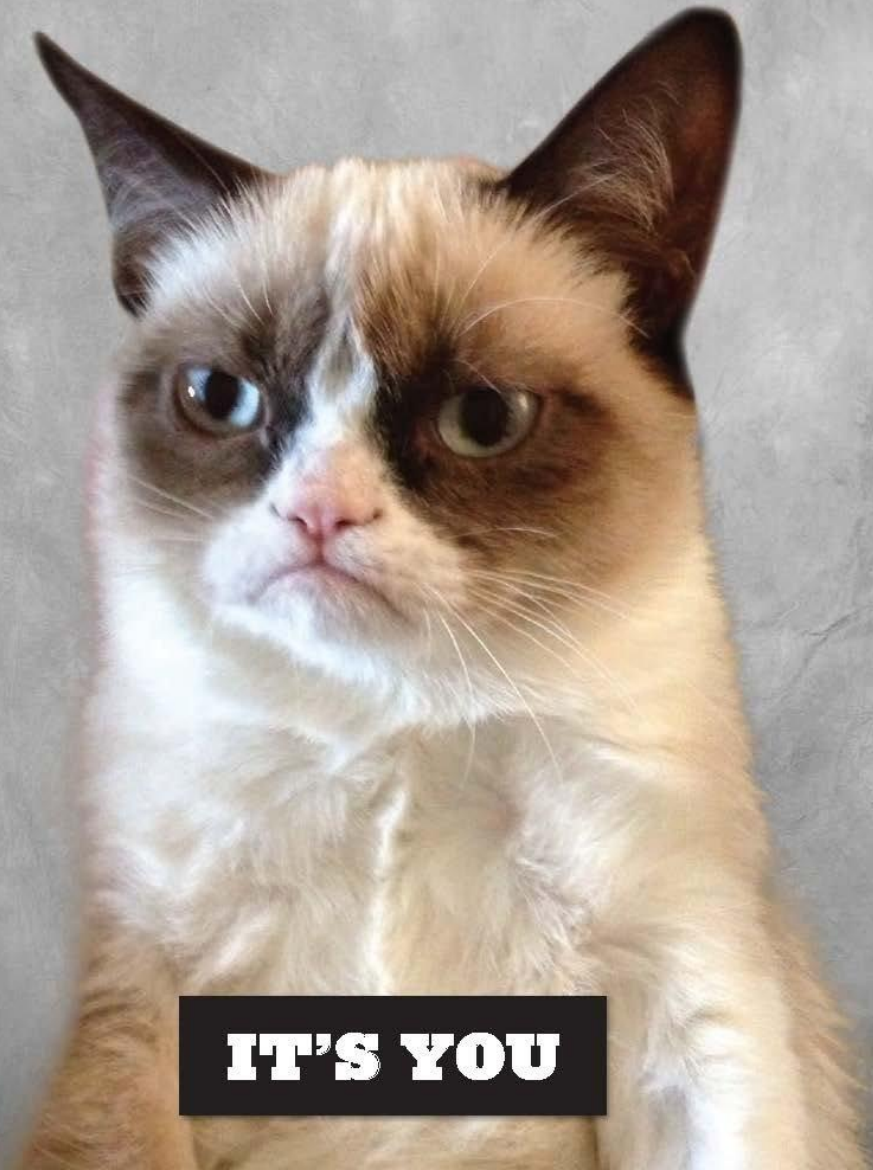
Think about the evolution of your identity as you went from a student to a new professional to a seasoned librarian and educator.

What experiences, resources, or people supported this evolution of your identity?

How we support GTAs and other new academics in their teaching and learning roles:

A Virginia Tech case study

IT'S NOT ME



IT'S YOU



Meeting GTAs Where They Are

Providing Resources and Training



<http://guides.lib.vt.edu/1106toolkit>



Working with the Library

Teaching Materials

Workshops and Tours

- **Library Workshop Request Form**

Please request a workshop at least two weeks in advance.

- **Self-Guided Audio Tour**

Send your students on an audio tour of the library.

[View tour quiz questions.](#)

Drop-In Open Research Studios

A series of four drop-in research studios for 1106 students. Librarians will be available for one-on-one help.

Fall 2015 Dates and Times TBA

Why Collaborate with the Library?

We believe that information skills are important and should last throughout a learner's lifetime. Fostering information skills (finding, evaluating, using information) is key to English 1106/1204 and we're here to help you explore new and exciting ways to do this! Some of the ways we can collaborate with you include:

- Exploring new pedagogies and teaching strategies with you
- Developing instructional materials that you can incorporate into your class
- Consulting with you on research assignment design
- Visiting your class to work with students
- Building web pages (like this one!) to support your students' assignments
- Working with students on a one-on-one basis to build research skills

Ever Wonder about Students' Research Habits?

Project Information Literacy (PIL) is a large-scale, national study about early adults and their research habits, conducted in partnership with the University of Washington's iSchool. Tune in and watch a [short video about PIL](#). Read [PIL's FAQ](#) to learn more about the study's objectives. Read a [summary paper](#) about findings from PIL's ongoing research.

Your Librarian Contact



Julia Feerrar

[Email Me](#)

Contact:



Starting Conversations

When working with GTA partners...

- Recognize their unique experiences and expertise
- Have empathy for their roles
- Identify and integrate with departmental structures
- Focus on shared goals and challenges
- Seek opportunities to be a mentor


Future Plans



Discussion Question 3

To help us meet our third learning outcome, we have developed an opportunity for you to think about what we've discussed here today and apply it to a scenario.

Listen to the scenario and work with your group to develop a strategy for this scenario.



Questions?

Readings and Additional Resources

- Austin, A. "Preparing the Next Generation of Faculty: Graduate School as Socialization to the Academic Career." *Journal of Higher Education*, 2002, 73(1), 94–122.
- Magrino, W., & Sorrell, P. (2014). Professionalizing the Amateur: Social Media, the "Myth of the Digital Native," and the Graduate Assistant in the Composition Classroom. *Journal Of Interdisciplinary Studies In Education*, 3(1), 76-94.
- Gallego, M. (2014). Professional development of graduate teaching assistants in facultylike positions: Fostering reflective practices through reflective teaching journals. *Journal Of The Scholarship Of Teaching & Learning*, 14(2), 96-110. doi:10.14434/josotl.v14i2.4218
- Dunn-Haley, K., & Zanzucchi, A. (2012). Complicity or multiplicity? Defining boundaries for graduate teaching assistant success. *New Directions For Teaching & Learning*, 2012(131), 71-83. doi:10.1002/tl.20028
- Meanwell, E., & Kleiner, S. (2014). The Emotional Experience of First-time Teaching: Reflections from Graduate Instructors, 1997–2006. *Teaching Sociology*, 42(1), 17-27. doi:10.1177/0092055X13508377
- Wise, A. (2011). Supporting Future Faculty in Developing their Teaching Practices: An Exploration of Communication Networks among Graduate Teaching Assistants. *International Journal Of Teaching & Learning In Higher Education*, 23(2), 135-149.

Thank you!

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“Keep Calm I’m a Teaching Assistant”

<http://www.redbubble.com/people/custom333/works/14700487-keep-calm-im-a-teaching-assistant-custom-tshirt?p=t-shirt>

“Finding the Perfect Balance” <http://kerriemore.com/2012/02/05/finding-the-perfect-balance/>

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“Little Professor” <http://www.platinumelearning.com.au/development.aspx>

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“Questions” <http://www.stevewiens.com/>