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

**Working with the Library**

- **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.

**Teaching Materials**

**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

**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

**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.
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

Thank you!

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“College Profs and TAs” http://www.collegeconfidential.com/admit/college-profs-and-tas/

“Keep Calm I’m a Teaching Assistant”

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

“Map and Compass” Ian Kelsall flickrCC


“It’s Not Me” Grumpy Cat

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