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ABSTRACT

This bibliography annotates 68 articles on the graduate teaching assistant in the areas of (1) training, improvement, and development; (2) college internship programs; (3) support; (4) effectiveness; (5) evaluation; and (6) job satisfaction. The bibliography covers the disciplines of biology, teacher education, foreign languages, communications, English, chemistry, speech, psychology, history, economics, and physics. (MS)

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A MULTI-DISCIPLINARY ANNOTATED BIBLIOGRAPHY  
ON GRADUATE TEACHING ASSISTANTS

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## GTA BIBLIOGRAPHY

Alciatoire, R. T., & Eckert, R. E. (1972). A college teaching internship program. Improving College and University Teaching, 20 (2), 93-96.

A follow-up study was done to the Ford Foundation's teaching internship program for PhD candidates at the University of Minnesota from 1954-1956. The Ford Foundation's program was implemented university wide and was solely for inexperienced teachers. During fall quarter the intern would observe his sponsor's teaching, during winter quarter the intern and the sponsor would alternate teaching a given class and confer about strengths and weaknesses, and during spring quarter the intern would assume complete responsibility. The article makes a comparison between the employment, research, publishing, teaching, professional membership, etc. of the interns and the other PhDs in Minnesota's graduate program. Results are given that show that satisfaction with teaching, number of students choosing academic careers, and satisfaction with graduate school was greater with the interns than with other PhDs. The author concludes that internship programs could be utilized without outside funding.

Allen, R. D. (1976). Effective training for teaching assistants. American Biology Teacher, 38 (1), 24-27.

The purpose of this article is to evaluate specific GTA training program activities that attempt to prepare students for both present needs and future teaching duties in a one semester program. The program consisted of a three day orientation that covered philosophy of education, student learning, Blooms taxonomy, writing and the use of instructional objectives, writing test questions, and techniques for lecturing and leading class discussions. In addition, weekly seminars were held that covered topics directly applicable to the TA's teaching duties, topics of general importance to teaching, and topics on innovative systems of instruction. Videotaping was used and was later critiqued by both the student and the coordinator. The coordinator had classroom observations which were individually discussed with the TA and covered six areas: organization, presentation, attitude toward students, attitude toward student problems, helpfulness and motivation. At the end of the program the GTA's student evaluations were compared with the coordinator evaluations. The results of a program evaluation is given and responses are listed as to how useful specific seminar topics were in the GTA's training.

Altbach, P. G. (1970). Commitment and powerlessness on the American campus: The case of the graduate student. Liberal Education, 56, 562-583.

This is an essay to provoke thought on ways to improve the lot of the graduate student and to stimulate research on this topic. The importance of the graduate student is: 1) they provide a large percentage of undergraduate teaching; 2) they provide most academic staff and research workers in industry, government, and universities; 3) they provide research manpower for the university. Friction and general unhappiness of the graduate student is due to graduate students: 1) being treated as children; 2) being exploited by universities with inadequate enumeration, heavy workloads, and plagiarism by senior professors; 3) being subject to arbitrary treatment by professors; 4) being totally dependent on the professors for a livelihood, certification as a scholar and possibly for a future academic position; and 5) role as a teaching or research colleague being ambivalent. (This article was written during the era of union organization of teaching assistants and after the unrest at Berkeley.)

Andrews, P. H. (1983). Creating a supportive climate for teacher growth: Developing graduate students as teachers. Communication Quarterly, 31 (4), 259-265.

This article presents several fundamental principles of teacher training which grew from a case study of a successful orientation and training program for GTAs at a large mid-western university. Basic teacher training principles are: 1) widespread departmental support by faculty members and experienced TAs; 2) alternative approaches to effective teaching, lectures, ie: group discussion; 3) continuing system of observation and prompt feedback by course director and GTA director; 4) familiarizing new GTAs with teaching support services available outside their immediate department. An itinerary for teacher training activities and a Teaching Assistant Observation Form are included. The article concludes with TA comments on what was most valuable in their training and what is needed.

Azevedo, M. M. (1976). Pre-service training for graduate teaching assistants. Modern Language Journal, 60 (4-5), 254-258.

Feeling an injustice to undergraduate students, this article outlines a pre-service training program for teaching assistants in the foreign language department at the University of Illinois. The goal of the program is to brief graduate students on academic and administrative matters, and to give them some pedagogical training to start their teaching duties. The article gives an

outline of a four day training program and then describes each day in detail.

Babcock, C. L. (1986). Have PhD, will travel. To teach what? ADFL Bulletin, 17 (2), 5-8.

The author discusses his experiences as a new teacher and how his PhD qualified him to teach a number of course for which he had no experience or preparation. Many doctorate programs have become so specialized that the graduates are only prepared to teach a very narrow range of courses.

Barrus, J. L., Armstrong, T. R., Renfrew, M. M., & Garrard, V. G., (1974). How I do it: Preparing teaching assistants. Journal of College Science Teaching, 3, 350-352.

"Teaching assistants want better preparation, supervision and evaluation, but usually do not know where to direct, or how to express, their requests to invite faculty to become more involved in this part of their graduate training." This quote from a report published by the U.S. Department of Health, Education, and Welfare sets the tone for this article. With the help of a specialist in science education a program was created to train teaching assistants. Through the use of high school teaching films, microteaching, and videotaping presentations a program was established. Included in the article is a survey used for the program evaluation. Also included are an interesting set of questions called the "TA Checklist," the first statement being "Your department says it's interested in teaching. Will it put up or shut up?"

Bassett, R. E., & Browning, L. D. (1978). Recommendations for the evaluation and improvement of graduate teaching assistants instructional effectiveness. ACA Bulletin, 25, 42-44.

This article is a recommendation of actions which would assist in preparing TA's for their assignments. (1) A description of course objectives, instructional strategies and evaluative procedures should be sent to each GTA eight weeks before the semester starts. (2) Each TA should have an interview concerning the courses to which he is assigned. (3) Based on the course description and the interview each TA should request a specific teaching assignment and provide a rationale for the request. (4) Four weeks before the semester starts the textbook, syllabus, course materials and supplementary reading should be sent to the TA. (5) Once on Campus, TA's should participate in a workshop that explains the planning for the course. (6) TA's should be given feedback early on their teaching performance.

(7) A summary evaluation should be made by the GTA's advisor to identify strengths, weakpoints and needed changes in behavior. This evaluation can be used to retain the TA, reassign the TA to another course, or terminate the TA.

Bohart, A. C., & O'Toole, C. M. (1980). Student perceptions of the relationship between publishing and teaching. Teaching of Psychology, 7 (1), 12-16.

Teaching and research each play an important role in the promotion of professors on many university campuses. Numerous rationales assert that research makes a professor a better teacher. Studies were conducted which investigated student's perceptions of the relationship between publishing and teaching. Results state that undergraduates feel that teaching is more important than research in tenure decisions and in contributing to their education.

Braddock, R. (1970). Reversing the peter principle to help inexperienced graduate assistants teach freshman rhetoric. College English, 32 (1), 45-49.

A course for training GTAs to teach English and speech was developed at the University of Iowa. The departments granted 2 credit hours to the course and cleared it from any other class conflicts. Co-leaders for each seminar were paired together due to their diverse teaching philosophies. This encouraged discussion and showed the GTAs that there were a variety of approaches to teaching. Immediately after the seminar adjourned, the seminar leaders would gather and discuss ways to prepare for the next week and to revise the topic to relate to student needs. The benefits of the seminar program are that: (1) it assures the new instructor that the university is seriously concerned with the quality of his teaching, (2) it reassures him by letting him see that his fellow instructors also have problems and work in various ways to face them, (3) it encourages him to plan for his teaching, (4) it helps free him from previous experiences to see the various ways in which other instructors are working to achieve common objectives of the course, (5) it rewards him by giving him time and academic credit for what he should be doing anyway and eventually giving him a placement recommendation based upon some real knowledge of his effectiveness.

Brooks, D. W., Devous, M., Johnson, G. R., Lewis, J. D., Limbacher, P., Sarquis, A. M., Shapiro, M. & Skowronski, R. (1972). An introduction to teaching techniques for graduate laboratory instructors. Journal of Chemical Education, 49 (9), 622-623.

This training approach used media technology to create an awareness in the newcomer's minds of the kinds of student-teacher encounter situations that will occur, and to provide examples of how each encounter may be successfully handled. The newcomers' program is conducted via two informal seminars held prior to any class meeting, and is prepared by experienced graduate students who have undergone specialized training in teaching methodology. Advanced training is made available by the Department of Educational Curriculum and Instruction. Experienced graduate students who have completed the short course prepare the teaching seminar for incoming graduates. The agenda, assembling of materials and presenting them in the seminar is done by the experienced GTAs. Videotapes of actual classroom periods are used to address possible problem areas and techniques. An evaluation of the seminar is given to each GTA upon completion. An agenda of the seminar is given within the article.

Buckenmyer, J. A. (1972). Preparing graduate assistants to teach. Improving College and University Teaching, 20 (2), 142-144.

An effort to train teaching assistants in business utilized a two fold program. First, the GTAs attend a two week seminar in teaching philosophy and techniques, and second, they are provided a faculty advisor who acts as a source of information and a centralized control point. The orientation consists of nine categories: (1) general background, (2) setting up the objectives of the course, (3) preparing a material outline for the course, (4) preparing a syllabus for the student, (5) individual class teaching outlines, (6) psychology of learning, (7) methods of classroom presentation, (8) evaluating the student, (9) physical aspects of training. Specific assignments within these categories are given in the article.

Cardozier, V. R. (1968). Preparing college teachers. Improving College and University Teaching. 16 (2), 131-133.

The article suggests the question of "For what are graduate students being prepared?" Graduate students have a grounding in theory and research methods but most of them will end up in academia with little or no preparation in teaching. Most departments teach statistics outside of the math department, so why not teach education methods outside of the education department. This would allow direct and relevant application to

the specific area of study. What must be done, is find a teacher within each specific discipline that is interested in the art of teaching and is willing to devote time and energy to develop an understanding of the subject.

Carroll, J. G. (1980). Effects of training programs for university teaching assistants. A review of empirical research. Journal of Higher Education, 51 (2), 167-183.

A review of research is presented on TA training programs. Forty-eight studies give descriptive accounts of training programs, other studies provide numerical data on the effects of TA training. The review is broken into 4 sections: 1) Research on TA variables: measures of TA's knowledge, attitudes, and observed teaching behavior; 2) Research on student variables: student achievement, attitudes, and ratings of instruction; 3) Recommendations are given for further research; and 4) Educational policy. This article is very well researched.

Carroll, J. G. (1977). Assessing the effectiveness of a training program for the university teaching assistants. Teaching of Psychology, 4 (3), 135-138.

This article is based on the notion that "We are instruction rich, and data poor." Training programs for GTAs have been implemented but little research has assessed the effectiveness of these programs. The article cites sources that have dealt with program evaluation and their weaknesses in the evaluation. The present study utilized psychology TAs in an experimental design that tested whether a training program that was highly general in scope (a) affected the participants teaching behavior, and (b) improved their student ratings of instruction. The variables measured were; use of objectives, cognitive levels of questions, student-centered versus instructor-centered teaching, student-talk ratio, student evaluations of TA effectiveness, and student evaluations of seminar effectiveness. The experimental group was involved in a structured training program whereas the control group met less often and was less structured. Hypothesis one, that the experimental group received higher ratings on the use of objectives was confirmed. Hypothesis two, that the experimental TAs would achieve greater congruity among cognitive levels of classroom questions and quiz questions was rejected. Hypothesis three, that the experimental group was more student-centered was confirmed. Hypothesis four, that the experimental group would be more student centered was confirmed. Hypothesis five and six, that the student evaluations of the experimental group would be higher than the control group for TA effectiveness and seminar effectiveness were both confirmed. Regardless of training, the use of indirect teaching skills was positively correlated with student ratings of instructional effectiveness.

Cheatham R., & Jordan, W. (1972). An investigation of graduate assistants in teaching the college public speaking course. Speech Teacher, 21 (1), 107-114.

The inflationary economy has resulted in larger classes and increased utilization of GTAs. This study compares and contrasts the mass-lecture practicum technique with the one-to-one team teaching technique and whether either of these techniques differ from sections taught by regular staff members and those taught by GTAs. Of the methods, the small class individual-instructor technique prompted more favorable student attitudes. Achievement in the small class faculty treatment was highest on the midterm exam and on speech presentation averages. The mass lecture technique was superior to the team teaching technique in all areas but speech evaluation.

Costin, F. (1968). A graduate course in the teaching of psychology: Description and evaluation. Journal of Teacher Education, 19 (4), 425-432.

The author suggests a seminar in teaching psychology that can be used in other departments as an initial model in the training of their teaching assistants. The objectives of the seminar are to help students get ready for teaching assistant jobs, improve performance of those already teaching, and help all students prepare for teaching beyond graduate work. The content areas of the course are: developing course objectives, selecting and organizing course content, planning and handling teaching learning situations, evaluating the attainment of course objectives, special aspects of teacher-student relationships, ethics in teaching, issues of teaching versus research, and research problems in the teaching of psychology. The results of a participant evaluation of the course lists the topic areas that were "very important" to "slightly important." Also responses to an open ended survey are given. The topics and activities that were relevant within this seminar could be utilized in most any academic field.

Costin, F. (1968). Seminar in the teaching of psychology. Improving College and University Teaching, 16 (1), 48-49.

This article is almost identical to Costin's (1968) article in The Journal of Teacher Education.

Dean, D. S. (1971). Who's doing what: A survey of preparation of college biology teachers in American graduate schools. BioScience, 21 (18), 947-950.

This survey was motivated by a graduate student who received his PhD but did not receive training to fulfill his goal of teaching. The researcher surveyed 420 universities who grant over 1197 graduate degrees in a typical year. The responses were as follows: 1) Most of our graduate students gain teaching experience by acting as teaching assistants (99%). 2) Our teaching assistants have opportunity to engage in a variety of kinds of teaching experiences (lecture laboratory, discussion) (97%). 3) All teaching assistants receive some kind of stipend (94%). 4) Teaching assistants are closely supervised by a faculty member or senior assistant charged with the course (93%). 5) Teaching assistants have an opportunity to teach at various levels (not only the beginning course) (92%). 6) Teaching assistants have an opportunity for continuing consultation about their teaching throughout the semester (83%). 7) All graduate students are required to serve as teaching assistants (77%). 8) Our teaching assistants have an opportunity to develop original materials and approaches (74%). 9) We take steps to see that the prestige of a teaching assistant is the same as that of a research assistant (73%). 10) There is a ceiling on the contact load (70%). 11) We have ranked our teaching assistants so that responsibility and prerequisites increase with experience (60%). 12) We have a definite program of orientation for our teaching assistants (55%). 13) We supplement the teaching experience with a seminar or symposium on teaching (24%). 14) We are engaged in an experimental program for preparation of college biology teachers (19%). 15) Our graduate students are encouraged to take a modest amount of course work in teaching (14%). 16) Our department offers some degree at the PhD level in which a creative activity related to teaching can be used as the thesis (13%). 17) We supplement the teaching experience with a reading list on college teaching (6%). 18) We have developed a handbook for teaching assistants (4%). 19) We have an extern program in which some of our students do some of their teaching in a different type of institution (such as four year or two year college) (4%). At the end of the survey several open ended questions revealed some ideas worth considering. Fall conferences in which graduate students are sometimes paid to attend were shown to be worthwhile. Microteaching a short lesson while being videotaped allows the teacher to see himself in action. A split screen is sometimes used with the teacher on one screen and a tape of the students on another. This allows the viewers to see if the students are fighting to stay awake or interested. Seminars and courses that are both credit and non-credit are offered to help the TA adjust to and learn about teaching. Rewarding of excellent performance is done through promoting the TA to teaching associate, giving a monetary award, or simply increased responsibility. Externships are given in

which TAs work at other universities or at junior colleges. They are not paid for this participation.

DeBoer, K. B. (1979). Teacher preparation for graduate assistants. Communication Education, 28 (4), 328-331.

With assistantships being awarded on academic potential, most GTAs have no teacher training. Speech departments have investigated standards for teacher certification for high school programs, but little has been done to investigate TA training. The Eastern Conference for Basic Speech Directors determined that orientation programs for teaching assistants ranged from "little to none." Effective orientation programs are essential, but they must be fitted to meet the specific needs and unique variables of the college or university at hand. The author defines the situation at Pennsylvania State University and then outlines a TA training program that meets PSU's specific needs. The program consists of (1) an internship program and (2) a theoretical and practicum training seminar. The internship is completed one semester prior to actually teaching a class. Primary intern candidates work closely with experienced basic course instructors during the term. The primary interns are responsible for (1) careful observation of the class, (2) assisting the instructor in class preparation, exercises and grading, and (3) preparing and presenting from one to several lectures during the term. Secondary interns are responsible for carefully observing and understanding the teaching strategies used by the instructor. They are also encouraged to lecture. Interns are placed with two instructors whose teaching styles are quite different. All GTAs, irrelevant of their teaching experience, are required to intern with experienced teachers. After completing this training the graduate students are approved for teaching and are considered ready to assume full responsibility for a class of their own. This labels the GTA a member of the basic speech communication staff making them eligible for appointments to committees, giving them an active voice on textbook selection and other decision making functions. The program is monitored by a faculty coordinator who meets with the GTAs when necessary, and also through instructional evaluation.

Finger, F. W. (1969). Professional problems: Preparation for a career in college teaching. American Psychologist, 24, 1044-1049.

The college teacher is thrown into his first job with little training in the primary skills that he is expected to exercise. It is assumed that subject mastery automatically confers the ability to communicate course content effectively. A seminar is outlined that is for graduate students preparing for a career in college teaching. Topics covered are 1) Course introduction; 2)

The fields of psychology; 3) History of academic and professional organizations; 4) History of higher education; 5) Governance of colleges and universities; 6) Types of institutions; 7) Academic freedom and tenure; 8) Student rights and responsibilities; 9) Objectives of higher education; 10) Varieties of curriculum; 11) Course planning; 12) Techniques of instruction; 13) Practicum in teaching; 14) Evaluation of learning (examination and grading); 15) Evaluation of teaching and teachers; 16) Student-faculty relations; 17) The professional marketplace; 18) Personnel problems; 19) Information storage and retrieval; 20) Financial resources for higher education and research; and 21) Social control (ethics, accreditation legislation).

Flanigan, M. C. (1978) Other departments . . . other ways: Variety, the key to training programs for faculty and teaching assistants. ADE Bulletin, 57, 44-46.

Creating a training program is not enough to make it work, the staff must be trained to understand its goals, philosophy, strategies, and other components. For this reason the training program at the University of Indiana created a large scale program to meet the needs of both GTAs and experienced faculty. Prior to fall semester, orientation programs were taught that addressed the needs of the specific types of classes GTAs would be teaching. A series of evening workshops were also designed which addresses current topic areas for that point in the semester. New teachers on the staff are put with four to seven new TAs under the direction of an experienced faculty member. They plan with the professor and with each other, visit each other's classes, team teach, and spend time discussing grading procedures, teaching strategies, and so forth. A series of video tapes focus on primary components of the GTA's courses, and on strategies in college teaching. Experienced faculty who find themselves back into a beginning class can also find these tapes helpful. A teaching consultant service consists of a pre-observation interview, a classroom observation, and a follow-up discussion. This service was highly applauded and beneficial to the GTAs.

Garland, J. K. (1969). Training for teaching assistants -- trial classes and t.v. taping. Journal of Chemical Education, 46 (9), 621.

Within a chemistry department, a training program for GTAs was established that utilized discussion classes and self-criticism based on video taping. The program was implemented before the GTAs met their classes. The objectives adopted for the program were: (1) to acquaint the GTAs with the organization, and methods of presenting key subjects, (2) to provide practical experience in planning and leading discussion classes,

(3) to provide practical laboratory experience with the experiments the students would perform, and (3) to set up lines of communication between staff and assistants. A day by day schedule of the program is given.

Gilbert, C. P. & McArthur, J. F., (1975). Inservice teacher preparation of French graduate assistants: Design and evaluation. The French Review, 48 (3), 308-521.

This article is an explanation and evaluation of the University of Maryland's training program for French GTAs. The program includes the following components: 1) a four-day Orientation Workshop before the beginning of Fall term (finding out teaching experience, information about the routine aspects of teaching and dealing with administration, overall goals and philosophy of the course, mini lessons of course content, examining and grading); 2) a weekly Methods Seminar on teaching French during Fall term; 3) a Tutoring Workshop for failing students, taught by the graduate assistants and observed by the supervisors; 4) Demonstration Classes held during the semester by the teaching supervisors; and 5) Class Observations and critiques of assistants classes by the supervisors. A questionnaire was used to evaluate the program. The orientation workshop, methods seminar, demonstration classes, class observations and idea swapping all were looked upon very favorably. The tutoring workshop was seen as weak as what was taught there was already being dealt with in the GTA's own classes. Other questions that were discussed and that ranked high were class discussions, student demonstration teaching, outside reading, linguistics lectures, and the take-home exam. The language aptitude test and oral reports proved to be of little value. The results from the questionnaire were used to change the program. However, the results of the evaluation are not totally conclusive as only 15 GTAs were used.

Glass, J., & Glass, J. F. (1968). Improving graduate education. The Educational Forum, 32 (4), 439-446.

This essay was written by graduate students and represents their views regarding the definition and purpose of education, and the conditions under which it can be best achieved. An educated person is one who has the lust for learning throughout his life. Schools ought to concern themselves with the development of this attitude. For this type of education, students and instructors must interact as people and not merely through the roles of student and teacher. There must be an enhancement of self worth, not just market worth. Under these conditions, knowledge is externalized from the self, and is detached from experiences with life and reality. The question is raised of "How can the large university of our day provide an

atmosphere for joint student-teacher learning?" The argument that knowledge of course content is necessary for effective teaching is countered by a study where a class was led by a senior and supervised by a graduate student. With no prior subject knowledge the class was taught as effectively as a conventional class. One way to improve the present system is to look at the graduate student who is genuinely interested in teaching as an apprentice, and then apprentice him to an accomplished teacher. The student then learns teaching techniques and knowledge of the field. A second idea is the creation of a learning community where graduate students can voice their opinions on decisions affecting their education. A third recommendation is to transcend the rigid boundaries between departments that have developed with specialization. Fourthly, students can learn much from each other through informal interaction. An addendum to the article lists several universities that are utilizing programs that move toward the suggestions given. Using flexible curriculum, having students live together, helping each other to learn, and going on retreats with groups of faculty have all been used to help students "get in touch" with their education.

Golman, M. E. (1975). A teaching seminar for graduate teaching assistants in zoology. American Biology Teacher, 37 (4), 231-233.

Most new TAs come to their first assignment with little teaching experience, and are not expected to begin as polished instructors. However, that these teaching assistants are responsible for providing an effective learning environment for a large number of students is a task which can not be taken lightly. A seminar at the University of Maryland covers the following topics: resources and references for teaching zoology, operating audiovisual equipment and preparing audiovisual materials, microteaching presentations, videotapes, and evaluations, preparing instructional objectives, comparing laboratory exercises and laboratory investigations, questioning techniques in the laboratory, constructing and criticizing evaluation instruments, the audiotutorial and minicourse approach to teaching (film produced by S. N. Postlethwait at Purdue), research studies on teaching and learning, and developing a teaching philosophy.

Grasha, A. F. (1978). The teaching of teaching: A seminar on college teaching. Teaching of Psychology, 5 (1), 21-23.

The author outlines a seminar to train GTAs. The participants have included students and faculty from most departments on campus, both the hard sciences and the humanities. The seminar employed a design which integrates the study of traditional and non-traditional teaching concepts and methods

with opportunities for application. The seminar is based on four assumptions: (1) A broad coverage of theoretical and applied topics related to teaching-learning process is desirable, (2) Participants need a chance to personally assess and experience the classroom advantages and disadvantages of educational and psychological concepts, (3) Participants need feedback on their teaching performance, (4) Teachers need a philosophy of teaching. The course content consists of personal development, issues with traditional practices, perspectives on human learning, approaches to student and teacher styles, classroom models, classroom interactions, classroom communication, classroom management, and classroom evaluation. The seminar lasted 2 1/2 hours once a week for two semesters.

Hagiwara, M. P. (1976). The training of graduate teaching assistants: Past, present and future. ADFL Bulletin, 7 (2), 1-12.

In a previous endeavor, the author surveyed professional journals to collect data on the supervision and training of GTAs. The articles were of three basic types: descriptions of successful programs, descriptions of a single phase of a program, and resolutions issued by professional organizations that advocated the establishment of sound TA training. Using Foreign Language Departments, the author historically reviews GTA programs and states how the university got to its present position. The purpose of the TA program is: (1) to support our graduate students study, (2) to staff our lower-division courses at low cost, and (3) to give graduate students some teaching experience. One outcome of the TA program is the student gains experience in teaching, but practically no experience in curriculum planning and development of suitable teaching materials and techniques. A training program should go beyond the temporary needs of the department and prepare the TAs for the career to which they aspire. The article quotes the MLA's statement on what role TA training should play in the prospective teacher's education. The article concludes with suggestions for departmental policies and what areas this training should cover.

Hagiwara, M. P. (1977). The T.A. system: Two wrongs do not make a right. ADFL bulletin, 8 (3), 26-28.

This article is a rebuttal to Sammons (1976) which is a rebuttal to Hagiwara (1976). The author advocates against abuse of the TA system, not against the system itself.

Hanzelli, V. E. (1968). Internship for teaching assistants. Improving College and University Teaching, 16 (2), 110-112.

Due to the recognized need to train GTAs beyond the traditional sink or swim approach, the University of Washington initiated a GTA internship program. The internship program lasted three weeks prior to the start of Fall semester and consisted of 13 hours of lecture discussion, 7 hours of viewing and discussing films specially designed for this program, 5 hours of observation of a demonstration class, 6 hours of simulated practice teaching and 5 hours of general discussion. The students were given an additional half-months salary. The article specifically addresses classes within a language department.

Hartnett, R. T., & Katz, J. (1977). The education of graduate students. Journal of Higher Education, 68 (6), 646-664.

Through questionnaires and interviews, a study was conducted which explored the graduate student experience and the graduate school environment. This article suggests a series of recommendations to maximize graduate student intellectual and personal development. 1) Graduate students need information to make informed choices on which graduate school to attend. 2) Graduate schools produce an oversupply of people trained for research. Only a fraction of those trained will ever work in jobs in which their primary function will be research. 3) Graduate students need more attention, direction and feedback from graduate professors. 4) Students shouldn't be pitted against one another for scarce financial aid as this creates a feeling of competition. 5) More originality in thinking is needed. Graduate students often conform with professorial ways of thinking. 6) Specialization has merits, but graduate students should be introduced to more breadth within other fields and in interacting with students from other disciplines. 7) Graduate students need to be treated as adults by including them in decisions that affect them. Faculty need to consider the graduate students emotional development. 8) A new environment is needed that will really train teachers. 9) Teachers need to integrate disciplines and exchange ideas for their own intellectual growth and effectiveness in the classroom. 10) The new teacher-training program should focus on general theory, breadth and integration of knowledge, and pedagogy. A discussion of how higher education got to its present condition and possibilities for change conclude the article.

Heiss, A. M. (1969). Today's graduate student -- tomorrow's faculty member. American Association of University Professors, 55 (4), 452-454.

The Center for Research and Development in Higher Education conducted a study involving 5100 graduate faculty and doctoral students in twelve fields of study. The point at issue is whether academia will transform incoming teachers to academia's image or whether the institutions outlook will be revamped by the newcomers presence. The results of the study suggests that prospective faculty members opt for change in the university but they have respect for what the university system has accomplished. The article airs some of the unrest and views of these prospective teachers toward the institutions of higher education.

Hiemstra, G. E. & Staton-Spicer, A. Q. (1983). Communication concerns of college undergraduates in basic speech communication courses. Communication Education, 32, 29-37.

The article starts by quoting a 1980 survey which concludes that the enrollments in the first course in speech communication are increasing proportionally more rapidly than either departments or institutions as a whole. Irrelevant if the basic course is public speaking, interpersonal, small group or oral interpretation the effectiveness of the course is related to those that direct it and teach it and how closely the goals of the students and the goals of the course correspond. A model is established relating to communication concerns (a constructive frustration or anticipation of a future problem situation which involved participation in face to face interaction). These communication concerns are divided into self, task, and impact concerns. The purpose of this study was to understand if a developmental process occurs as undergraduate students move from self concerns at the beginning of the semester to task concerns at the end of the semester. A developmental sequence for students was not supported. The article uses a study that does support a developmental sequence for inexperienced teachers. Specific results are (1) students in the basic interpersonal course showed more concern for task than for self or impact concerns; (2) public speaking students expressed as many self concerns as task concerns. Class content should be suited to the concern of the students in order to motivate them within the course.

Hettich, P., Lema-Stern, S., & Rizzo, J. V. (1981). Dear graduate student (and future professor):. Teaching of Psychology, 8 (3), 156-158.

The authors discuss some of the issues involved in the process of job searching and negotiating at small schools. 1.)

Examine your graduate school subculture. What kind of values exist, what is the power structure, the organizational hierarchy? 2) Check your assumptions. Undergraduate teaching is more demanding and difficult than graduate instruction. You have to learn how to teach instead of wallowing within a narrow research area. 3) Prepare to teach. It is easier to learn content than to teach effectively. Extensive publications are nice but don't show teaching competency. 4) Construct an interview. Know what you need to know about a job and be prepared for what the interviewer will ask. 5) Examine your values and goals. What type of position do you want? What will you settle for? Are you willing to work with students? With faculty? Are you willing to contribute to the community?

Kaufman, M. R. (1977). A training program for teaching assistants. Foreign Language Annals, 6, 659-661.

This article describes the training program for teaching assistants in the French Department at the University of California at Davis. The program consists of a one-week orientation workshop, continued supervision and evaluation, supervision in the language laboratory, and assistance in testing and evaluation of students.

Kaufman-Everett, I. N. & Backlund, P. M. (1981). A study of training programs for graduate teaching assistants. ACA Bulletin, 38, 49-52.

Questionnaires were returned from 352 graduate students. Results show that in Speech Communication: 1) Teacher training was offered in 63 % of the graduate programs. 2) Of the 63% who offer training, only 60.6 % offer it before the semester and 20.4 percent offer training but don't require it. 3) Of GTA's with sole responsibility of their class, only 61.9 % require training; those with primary responsibility had 67.4 require training; and those with shared responsibility had 54.2 requiring teacher training. 4) The duration of the training consisted of periodic meetings (39.1 %), a short course (13.5 %), a semester long course (26.5 %) and a combination of course and meeting (22 %). Percentages are given concerning the content area including the the training programs.

Knower, F. H. (1937). Some present problems and next steps in graduate work in speech. The Quarterly Journal of Speech, 23, 456-468.

Speech Communication graduate programs will stand as a test as to how well Speech plans for the future. "Our field [speech]

provides us with the best opportunities for the integration of knowledge and the cross-fertilization of research. Speech must contribute to other disciplines and show how we are more than the elements of speech that exist in the areas of English or Psychology. However, we must be careful of over specialization in research."

"The first business of the college may be the dissemination of knowledge and training in the use of fundamental tool subjects; the first business of the university may be the advancement of knowledge; and the first business of the graduate school may be the training of research workers for the developing of the previously mentioned objectives." Research is essential to good teaching. Research in speech needs to be balanced with both microscopic and macroscopic methods. Research in speech can be facilitated by (1) high quality standards; (2) greater dissemination of research; and (3) frequent meetings with colleagues.

Kovac, G. R. (1976). Developing effective training programs for history teaching assistants. The History Teacher, 10 (1), 59-65.

Teachers at the university level are increasingly concerned over upgrading the quality of their teaching. This approach is commendable, but it does not go to the heart of the problem--training teachers before they are hired--training teachers while they are graduate students. Currently most training programs are a means of "learning by doing." The scope of TA training depends on the motivation, information, and energy of the supervising faculty member. As a result many TAs enter the classroom thoroughly unfamiliar with instructional objectives and methodology, the process of learning, the design of effective evaluation instruments, and worthwhile supplementary activities. The result is that many unprepared TAs eventually become college and university teachers who perpetuate a cycle of ineffective instruction. One attempt to advance teaching competency is the Purdue/Exxon Program for Improving College Teaching. This program is a series of twelve minicourse tapes and study guide to assist TAs and faculty members in developing teaching skills. Videotaping microteaching has also proved effective as the TA can receive immediate feedback. These tapes can be used in a tape bank that has tapes of TAs in successful or failing learning situations, presenting worthwhile material, and recounting problems and their solutions. One method of preparing the TA for teaching is through the planning of an undergraduate course and have it submitted for evaluation. TAs must also be trained in the utilization and production of audio-visual materials and know how to use or develop nontraditional supplementary activities for classroom use. While lack of funds and personnel are reasons for inadequate training programs, apathy, unfortunately, is often the true cause. Effective teaching cannot be left to chance.

Levine, E. L. & Weitz, J. (1968). Job satisfaction among graduate students: Intrinsic versus extrinsic variables. Journal of Applied Psychology, 52 (4), 263-271.

A survey of "job" satisfaction was conducted among graduate students at 2 universities. The factors that evolved from the data were general satisfaction, satisfaction and intellectual stimulation, satisfaction with assistantship job, satisfaction with physical environment and setting, satisfaction with constraints placed upon the students, satisfaction with social future, and satisfaction with intellectual stimulation and freedom to pursue intellectual interests. These factors comprised 32 statements. The correlations for each statement are given. This article is more interested with Herzberg's 2 factor theory than the data base studied.

Lewis, D. R. & Orvis, C. C. (1973). A training system for graduate student instructors of introductory economics at the University of Minnesota. Journal of Economic Education, 5 (1), 38-46.

"College and university teaching is . . . the only profession (except the proverbially oldest in the world) for which no training is given or required" (Jacques Barzun, 1968). This paper reports on an evaluation of the effectiveness of a three-part training system developed at the University of Minnesota for assisting graduate student instructors of the introductory course in economics. The system consists of a teaching seminar, videotaping of teaching, and evaluation. The study used a control group that received no training and an experimental group that received the three-part training system. Results show that the experimental group student's performance and the instructor ratings increased significantly over the control group.

Lnenicka, W. J. (1972). Are teaching assistants teachers? Improving College and University Teaching. 20 (2), 97.

The author uses engineering as the setting for his statement of how GTAs become involved to such a great degree in colleges and universities. Administration found that the employment of graduate students as teachers, paid at one-third the cost of an adequately prepared full-time faculty member, provides a cover under which to conceal the extremely high costs of graduate education. Small classes, expensive laboratories, vast library collections, high salaried faculties all represent the price to be paid. The undergraduate and his parents are caught in the middle as they suffer financial strain in order to provide for a college education, and end up cheated and resentful when the classes are taught by an unprepared GTA. The core of the problem

lies in the hands of the decision makers within the academic community. The situation is not hopeless if we treat graduate teaching assistants as "assistants" and train them to become teachers.

Mackertich, A. (1970). Teaching assistants. Improving College and University Teaching, 18 (3), 223-226.

"The large masses of students attending the huge universities would take the courses of famous master lecturers, get individual attention in smaller groups from older students who in turn would be paid and then pay their own way to become future master lectures." So was the theory. Eight professors and six teaching assistants were interviewed about the present TA system. Undergraduate students were also surveyed as to their preference and classroom relationships with TAs. The author concludes that undergraduates have adjusted to the TA system. However, much is left to be done in order to best use the TA system.

Majer, K. S. (1973). Preparing college teachers. Viewpoints, 49 (4), 43-51.

The lack of teacher training in graduate schools has become an increasing detriment given recent concerns with college classroom accountability, budgetary cuts, and student discontent with quality teaching. Each year the several thousand new PhDs that graduate are well trained, except for the area in which they will spend most of their time -- teaching. For future professors on fellowship the situation is worse. These students are usually among the brightest in the class, and their talents are isolated from undergraduates during their years of professional training. With a shortage of job openings, PhDs will be more competitive if they are trained in the teaching of their discipline as well as the academic discipline itself. This training will also make a significant impact in improving the quality of college classroom teaching. Indiana's program consists of a staff that works as a consultant group with departments across campus. Two major components, seminars and teaching practice are used. Evaluation of the program found that TAs with little teaching experience rated microteaching more favorably than did experienced TAs; the most successful part seemed to be supervision, viewing their own teaching, and the skills to be learned; TAs felt they became better teachers as a result of the microteaching experience; low experienced TAs were perceived by students as improving more than high experienced TAs; the sessions seemed to be viewed by some participants as being somewhat artificial. Results of the evaluation suggested the importance of moving from the highly organized, skill-oriented microteaching sessions to an analysis of teacher behavior utilizing these skills in the real life

classroom. Instead of concentrating on the training process, this perspective also examines the relationships between staff members and the participants. Based upon the literature on effectiveness, four criteria were used to test the effectiveness of the program: productivity, morale, conformity, adaptiveness, and institutionalization. Suggestions on how to meet these criteria are given.

McBath, J. H. (1980). Evaluating speech communication graduate programs. ACA Bulletin, 32, 41-44.

This essay discusses standards and methods for evaluating programs in speech communication in order to prepare for academic examination. A checklist for a departmental internal review is given. External reviews are a more reliable method to assess program quality. One reviewer listed his two major measures of program quality as "The research productivity of students who have graduated from the program and the research productivity of the faculty." Several external reviewers list their criteria for a quality program. The article concludes with an overview of the characteristics of a quality speech communication graduate program.

Monson, C. H. (1970). On teaching teaching assistants. Phi Delta Kappan, 52 (2), 93-94.

At the University of Utah the plight of the teaching assistant was impossible in 1965. They taught 25% of all undergraduate instruction yet had no effective mechanisms for improving their status since they were both teachers and students in the same department. The people they would complain to about teaching also held their destiny as students. A joint faculty - teaching assistant committee met and identified 38 specific items which needed attention. A grant was given to conduct a week long workshop to help all the TAs at the university become better teachers. A schedule for this workshop is included in the article. The problems that existed were that many of the TAs left the workshop in euphoria only to return to their respective departments which were sometimes apathetic. Also the question arose of whether the funding was beneficial to teach TAs to teach and then have them stay only a short time. It was decided that the short run benefits toward the undergraduates were more of a concern than the long run benefits. Similar programs were started to help new assistant professors be more effective teachers. By helping the TA become a better teacher the university becomes a better institution.

than half of the institutions reporting had training programs designed to teach TAs teaching skills but most institutions indicated an interest in developing such a program.

Rhea, J. C. (1960). Internship in the training of college teachers of speech. The Speech Teacher, 9, 304-307.

The author recognizes the lack of training for teachers in speech communication and suggests an internship program to correct the problem. Internship is defined as "a guided program of experiences under selected, competent and experienced faculty which has for its purpose the development of minimum understanding, attitudes, skills, and habits in the prospective instructor." Only student teaching and graduate assistantship programs have gained acceptance in colleges and universities. The author gives weaknesses to student teaching as the student often moves to another community which puts heavy financial burden upon the student, the student teacher seldom gets a feel of the various responsibilities of a actual class instructor, and they seldom have the opportunity to interact with other student teachers. The graduate assistantship program is unstable as they are non-permanent positions that can be folded in order to provide additional faculty, they are not far removed from being a student while functioning as a teacher, the people who evaluate the TA's teaching are often the same people who evaluate the TA as a student, and they identify with the student too closely which can interfere in reaching course objectives. Internships offer a variety of teaching and learning experiences which are part of the total experience as a teacher. The intern becomes a half-time paid instructor at a college or university removed from his graduate training. Seminars with other interns and the director of the internship allows for a sharing of problems. Because the intern is physically separated from his graduate school and his student status, he is seen as more of a colleague. This situation allows the university to fill staff positions and clears the way for new students to receive assistantships to replace the ones qualified to receive an internship. Ideas of how to mediate between the graduate school and the internship college are suggested with benefits stated for each.

Rogal, S. J. (1972). Train them first! Improving College and University Teaching, 20 (1), 44-47.

From the standpoint of an English composition class the author addresses the lack of training with teaching assistants. The employment of graduate teaching assistants is nothing more than base financial security for those pursuing higher degrees and an economy measure for the graduate college. The TA is not really prepared to teach college, but what of the new instructor that didn't have a teaching assistantship? What of the effect on

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the student when the TA is floundering trying to stay one day ahead of his classes? The author states that often the rebuttal is that the former TA and the unaided graduate student can receive on the job training and counsel the first year. But should colleges teach students or train their staff? Do first year teachers have time to be trained amid preparing to teach their classes? The answer is NO! This would be a costly and time consuming solution. The author gives three solutions. (1) Graduate school English departments that offer formal classes or workshops in the teaching of composition. (2) High school English teachers who would qualify to teach at the college level because of their experience and their earned graduate degree. (3) Graduates who have received advanced degrees in the teaching of compositions. These three areas are discussed as to their implementation. The possibility for transferring these areas to speech communication exists.

Rose, C. (1972). An inservice program for teaching assistants. Improving College and University Teaching, 20 (2), 100-102.

In developing a training program at UCLA several departments offered courses to GTAs on a volunteer basis. The Department of Education offered a course titled University Level Instruction. The specific objectives of the course are given within the article. The activities of the course included lectures and discussions, videotaped peer teaching sessions, and a series of presentations by distinguished professors. The author suggests that the program can be broadened and adapted to develop full-time faculty training.

Russo, G. M. (1982). Training for TAs. Improving College and University Teaching, 30 (4), 171-174.

A TA training program in the French Department at the University of Virginia includes a pre-semester workshop, in-semester practicum, and observation procedures that coordinate with the graduate student's advanced courses and research. A description is given of the pre-semester workshop and the in-semester training.

Sammons, J. L. (1976). Teacher training once more: Some respectful objections. ADFL Bulletin, 8 (2), 8-9.

This article is written in response to Hagiwara's article in the same journal. The author's view point is that it "ought to be our educational policy, wherever and whenever possible, to dismantle the TA system on the grounds that it is unethical, educationally unsound, and increasingly disruptive of our welfare and purposes." The article states some of the problems with the

system, and concludes that most of what is proposed cannot be done under the present system.

Sanford, N. (1976). Graduate education then and now. American Psychologist, 31, 756-764.

A comparison of Harvard and Berkely of the 1930's and 1940's with universities of the mid 1970's shows that there have been losses with respect to some values, for example, purity of motives for intellectual work, and gains for other values, such as democracy in admissions. Changes in the university can be understood as responses to new and almost overwhelming demands upon it, which began with WW II and have continued to the present. More recent social changes, and our present knowledge, may make possible some reform in graduate education. The author discusses graduate education today and concludes that we are in a state of transition. The task for the future is using exemplars to promote the intellectual and moral development of graduate students.

Sayer, J. E. (1978). A need for improved teacher-training: A necessity for future academic preparation and employment. The Clearing House, 51 (5), 213-215.

Due to a glut in the job market, more advanced degree graduates will seek employment in the secondary schools and junior colleges. This shift would not constitute a problem if graduate students were trained to teach. The structure of the graduate degree is not goal-appropriate for the employment desires and needs of the students. This system does damage to the students that are taught and also to the graduate student. There is a philosophical and practical difference between teacher training and teaching assistantships. Within graduate teaching systems, very little training in teaching methodology is provided. When the job market was able to employ all the graduate degree holders that were produced, there was no compulsion to change this goal-inappropriate system. However, the situation has changed, and in order to meet the demands of the future, the structure and application of graduate education must be changed. Recommendations for the future are: 1) Provide closely supervised teacher training and experience at the graduate level; 2) Increase the availability of educational materials and resource personnel for graduate teaching experience; 3) All academic disciplines should encourage the development of professional teaching degrees and programs such as the Doctor of Arts. Overall, the system of graduate education must be committed to the philosophy proposed by Cornelius F. Butler of the United States Office of Education that of "an increased awareness of the responsibility of the educational process toward each student's career development."

Siebring, R. B. (1972). A training program for teaching assistants. Improving College and University Teaching, 20 (2), 98-99.

This article is primarily concerned with the difference between experienced and inexperienced staff members and that inexperienced teachers need training. In a fall training session the following objectives were given to the graduate students: 1) Identify the TA's role and impress upon him the importance; 2) Convey upon the TA his continuing need for preparation of his teaching duties; 3) Relay to the TA the nature of the evaluation process and teach him to write quizzes and examinations; 4) Develop in the TA a concern for individual differences; 5) Stress that students should spend more time thinking than memorizing; 6) Provide the TA with a review of materials of the basic course as a refresher; 7) Provide the TA the opportunity to do the assignments the students will do so that he will know what should be expected from the students; 8) Familiarize the TA with the equipment used in the classroom. Suggestions for the creation of successful training programs are given. 1) The program must be carefully planned. 2) Two weeks is about the right length. 3) The program must not be voluntary. 4) The program must be intensive. 5) The TA must assume an active role. 6) The program only succeeds when the quality of the TA is such that they will benefit (must have mastery of the English language and of the course content).

Schultz, R. A. (1980). TA training, supervision, and evaluation: Report of a survey. ADFL Bulletin, 12 (1), 1-8.

To gain an understanding of what extent foreign language departments provide extensive training and supervision for TAs, a survey was conducted. Results show a profile of the 196 responding institutions, profiles of the TA supervisors, required qualifications and pre- or in-service training for TA appointment, types of instructional duties performed by TAs, minimal number of classroom observations provided, feedback procedures used for classroom supervision/evaluation, faculty participating in regular TA supervision/evaluation, opportunities for TA self-evaluation, Criteria/procedures for reappointment of TAs, official records kept of TA supervision/evaluation, most effective TA supervision techniques, and most threatening TA evaluation procedures. Results show that some positive changes have taken place since similar surveys in 1964 and 1969: the importance and status of the TA supervisor has increased, the number of departments with pre-teaching orientation has grown, the quality and quantity of supervision has grown, and student/teacher course evaluations are being used to evaluate TAs. To improve programs the following recommendations are made: TAs should not be assigned full teaching duties during their first term of graduate study, the supervisors should be given

release time, all interested faculty members should be invited to participate in the supervision of the TAs, department heads need to support the TA supervisor and evaluate the TAs, "good teaching awards" should pay tribute to excellence and commitment in the classroom, and TA training and supervision should be performed by professionals with competence and interest in the assignment.

Smith, A. B. (1974). A model program for training teaching assistants. Improving College and University Teaching, 22 (3), 198-200.

The educational Policies Committee at Michigan State University pointed out that the teaching of undergraduates cannot be safely turned over to teaching assistants without close supervision and guidance. A training program at the University of Florida set as the over all objectives of a TA training program: (1) the training of teaching assistants in the use of new media in higher education; (2) the development of effective teaching styles through the use of video tape equipment, programmed instructional materials, and verbal interaction analysis; and (3) training in systematic approach to college teaching. Within Florida's program five two-hour seminars, sessions were held covering the following topics: (1) course objectives and planning, (2) theories of learning and college teaching, (3) measurement and evaluation in higher education, (4) teacher personalities and student evaluations, and (5) innovations in higher education. One program objective was to individualize the experience for each TA. In achieving this objective a supervising professor was selected on a voluntary basis to work with each of the program participants. The Reciprocal Category System was used to rate from videotape the percentage of time that TAs and students devoted to different types of verbal activity. The results of the training program is that the training helped to create discussion leaders rather than simply lecturers.

Spears, J. & Zollman, D. (1974). Orientation for the new teaching assistant -- a laboratory based program. American Journal of Physics, 42 (12), 1062-1066.

The Teaching Assistant Orientation Program at Kansas State University is based on four basic concepts: 1) The teacher must meet the students where they are, intellectually, and personally; 2) To teach, one must understand how students learn; 3) Tools and concepts developed by educators can aid in the development of a personal teaching style; and 4) "I didn't learn anything because the teacher always answered my questions." With these objectives in mind each new TA is sent a copy of I'm OK, You're OK by Thomas Harris and expected to have it read before the orientation program starts. The inclusion of transactional

analysis serves to encourage the TA to treat the students as individuals. To stress the difference in intellectual development between students, Piaget's developmental model is discussed. Classroom assignments that are expected of the undergraduates are given to the GTA and they are then asked how they felt about the assignment, were the instructions explicit, what should you expect the students to learn from the same assignment? These questions focus attention upon the degree of interrelationship between the learning experience, objectives, and testing. The program concludes with a discussion of the techniques of self-evaluation in teaching and the fundamental administrative mechanics of teaching at a university. The article concludes with an evaluation of the program, and an appendix of the topics covered in the GTA Orientation Manual.

Staton-Spicer, A. Q. & Nyquist, J. L. (1979). Improving the teaching effectiveness of graduate teaching assistants. Communication Education, 28, 199-205.

Large lecture classes, concern with FTE, and fixed budgets have resulted in less professor-student interaction and increased TA-student interaction. With this expanded role many TAs assume the role with complete responsibility for the classroom. A need exists to develop teaching competency in these graduate students to train them to be teacher-scholars. A training system is proposed that improves graduate instruction and can be implemented throughout a professional teaching career. Program objectives were for TAs to: (1) Assess their own teaching effectiveness: identify strengths and weaknesses in teaching skills; (2) Set goals for improving their teaching effectiveness; (3) Select intervention strategies appropriate for improving their teaching effectiveness; (4) Implement intervention strategies for improving their teaching effectiveness; and (5) Assess individual growth and improvement in teaching. Goals (1) and (2) were achieved through self-report, student ratings, and videotape. Goals (3) and (4) were achieved through resource packets, course work, expert observation and critique, standard-other-model, and self-as-model. Goal (5) was achieved through a self-report, student ratings, and through coordinator observation and viewing videotapes. No post program results are available as the program is in progress.

Strachan, A., Welch, V. O., Barker, C., Compas, B., & Ferguson, M. L. (1980). A framework for training college level teachers of psychology: Five basic processes. Teaching of Psychology, 7 (3), 180-183.

This paper presents a conceptual framework for training college-level instructors of psychology in teaching skills. The framework consists of five processes: (a) informing is the direct

delivery of information about teaching of verbal presentations and written or audio-visual material, (b) modeling is an inevitable process in the training of teachers, (c) experiencing includes simulated teaching through role playing, micro-teaching and actual teaching, (d) discussing is done weekly in a group setting, and (e) feedback starting with a less threatening form and then progressing to more powerful techniques. Feedback starts with observation of a faculty member teaching, it then moves to an audio tape of a student teacher's class, microteaching with trainee peers, observation of a peer teaching a real class, and the videotape of a student teaching a real class.

Szymanski, J. R. (1978). Training the foreign language teaching assistant. Improving College and University Teaching, 26 (1), 71-73.

The training program consists of an orientation workshop (schedule included in the article), individual guidance sessions, and language group discussions. A series of five books are sent to each in-coming TA and they are instructed to read them before attending the orientation workshop. The individual guidance sessions allow the TA to receive consultation from an experienced faculty member.

Van Cleve, J. (1987). Graduate study and professional responsibilities: Bridging the gap. ADFL Bulletin, 18 (2), 18-19.

The transition from graduate study to professional responsibilities is anything but fluid. Most positions open because the impending departure of a faculty member spells potential weakness for a department, weakness in its performance of teaching, research and service. The author wishes to promote each of these areas while still in graduate school. He suggests that a token sum be given to an especially effective teaching assistant. This would not only be an incentive to improve teaching, but also something they could put on a resume. Research topics that are too specialized should be steered away from. After a successful defense, the department should help the graduate student convert the dissertation into an acceptable manuscript. Service is an area which emerging PhDs are the least prepared, and yet there are service responsibilities that traditionally fall to junior faculty members. Committees should be formed while the PhD candidate is still in graduate school. This would give them experience and an understanding that being a faculty member involves many responsibilities. The overriding concern behind all these measures is the competitiveness of top students for open positions.

Webb, R. Jr. (1979). Admission and appointment problems in speech communication graduate programs. Communication Education, 28, 314-321.

The author has 12 years of service as Director of Graduate Studies at Purdue and suggests that some problems that exist with admission procedures are (1) there continues to be a lack of understanding by applicants about admission procedures; (2) there is a lack of information available to applicants about graduate programs; and (3) there is a lack of helpful and valid information about applicants available to those persons making decisions. Difficulties on the horizon are financial aid given out on the basis of need, graduate student enrollment is likely to decline, admissions committees will feel pressure to specify criteria to govern their admissions and appointment decisions, admissions committees must meet affirmative action requirements, admissions committees will have to face the issue of potential joblessness for persons with advanced degrees in speech communication.

Weissberg, N. C. (1968). The graduate teaching assistant: A marginal role. Improving College & University Teaching, 16 (3), 185-187.

The marginal man is one who leaves one social group without making a satisfactory adjustment. He is a member of neither. The graduate student is a marginal man between the "teacher self" and the "student self." These roles cannot be easily separated and operated alternatively. This occurs not for the graduate student who is simply seeking support, but for one whose teaching is an important dimension. This marginal role can be partially alleviated through giving some of the same privileges to the graduate student that the faculty receive such as parking, and library time. Also invite the TA to faculty and staff meetings and increase the TA's compensation as they progress through graduate school.

White, J. E. (1981). Project TEACH supplemented. Journal of Chemical Education, 58 (10), 766-768.

Due to the lack of preparation of incoming graduate students Project TEACH (Training in Education for Assistants in Chemistry) was utilized. A daily and weekly schedule of the training program is given. The program helps in smoothing the transition between undergraduate student and teacher and it improves the quality of undergraduate instruction.

Williams, J. E., & Richman, C. L. (1971). The graduate preparation of the college professor of psychology: A survey. American Psychologist, 26, 1000-1009.

The professor of psychology is called upon to have a competence of subject matter, teaching experience, be an active scholar, an advisor, and faculty member by the time he has completed his PhD. However, the typical PhD is not oriented for these diverse roles. The job demands that are placed on the four-year college professor are sufficiently distinctive to warrant special preparation in graduate school. Others feel that training should be "on the job" as time taken away from subject matter and research would weaken the graduate student's preparation. A survey was given to psychology department chairmen at 132 universities to question what competencies a college professor should possess. Results were (1) subject-matter competence, (2) teaching ability, (3) research ability, (4) student advising, (5) orientation as a general faculty member, (6) Scientific writing ability, (7) instrumentation skills, (8) grantsmanship, (9) general computer skills, (10) animal care and maintenance, (11) reading knowledge of foreign languages. Eighty per cent of the chairmen agreed that it was clear that PhD programs need to be aimed at the preparation of the balanced college professor. A year by year program to create a balanced PhD is suggested.

Yoder, D. D., & Hugenberg, L. W. (1982). A survey of in-service teacher training programs for graduate teaching assistants. ACA Bulletin, 39, 59-63.

Teaching Assistantships allow departments to provide instruction to a large number of undergraduates at a fraction of the cost of hiring a faculty member, and provide teaching experience and financial assistance to the graduate student. This article is a survey of 136 speech communication departments. The authors concluded that: 1) with the large number of undergraduates taught, the GTA performs an important role in undergraduate education; 2) 72% of GTAs are given major responsibility for their classes and 11% of the departments give GTAs total classroom responsibility; 3) 57% of the GTAs taught with a combination of lecture/recitation, 24% of the GTAs taught in the recitation only format; 40% of the GTAs had no prior teaching experience, and 12% of the GTAs had less than one year of experience; with in-service programs, 94% used course orientations and 88% used staff meetings, 50% offered courses in teaching methods but only 30% required such a course; topics covered in the training programs were use of classroom exercises (66%), evaluation of students (64%), discussion skills (54%), test construction (53%), topics including teaching format, setting behavioral objectives, using multimedia, selecting a text, delivering a lecture, and theories of learning were offered by less than half of the departments, evaluation of TAs was done

through university standardized form (49.6%), department standardized form (48%), class visitation (74%), and faculty reviews of GTA evaluations (81%). The article concludes with the statement that in view of the results of this study, "communication departments fall short" in their responsibility to train the GTA.