

DOCUMENT RESUME

ED 355 584

CS 508 118

AUTHOR Feezel, Jerry D.; Venkatagiri, Rama  
 TITLE Preparing Graduate Teaching Assistants: An Annotated Bibliography.  
 INSTITUTION Speech Communication Association, Annandale, Va.  
 PUB DATE Sep 90  
 NOTE 7p.  
 AVAILABLE FROM Speech Communication Association, 5105 Backlick Road, Building E, Annandale, VA 22003 (1-5 copies, \$1; 6-15 copies, \$2; more than 15 copies, \$3).  
 PUB TYPE Reference Materials - Bibliographies (131) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.  
 DESCRIPTORS Annotated Bibliographies; Classroom Communication; Foreign Students; \*Graduate Students; Higher Education; \*Teacher Education; Teacher Effectiveness; Teacher Student Relationship; \*Teaching Assistants; \*Teaching Methods  
 IDENTIFIERS Communication Strategies

ABSTRACT

Noting that materials available on the topic have undergone a numerical explosion over the last decade and now number in the hundreds, this 43-item annotated bibliography on preparing graduate teaching assistants includes books, journal articles, conference papers and videotapes published between 1963 and 1990. The first item in the bibliography is a multi-disciplinary bibliography whose items pre-date 1985 and are not duplicated in this bibliography. (RS)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

Ann West

**PREPARING GRADUATE TEACHING ASSISTANTS:  
AN ANNOTATED BIBLIOGRAPHY**

by

**Jerry D. Feezel and Rama Venkatagiri**

**Kent State University**

**September 1990**

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

Publications on this topic have undergone a veritable explosion in number over the last decade, and especially since 1986 when one of the first national conferences occurred. The articles, papers, books, and media available number in the 100's. Therefore, the entries below are not exhaustive, but attempt to include some of the major works of note. Professionals in SCA have been centrally involved in the national movements for faculty development and TA training, and the works listed include many of those as authors and contributors.

Bibliography

Worthen, T. K. (1988). A Multi-Disciplinary Annotated Bibliography on Graduate Teaching Assistants. EDRS microfiche ED 296 423.

Extensive annotations of 68 articles are provided which cover many topics and 10 disciplines: biology, chemistry, communication, economics, English, foreign languages, history, psychology, physics, and teacher education. Most of the entries pre-date 1985 and none are duplicated in the Articles section below (beginning on page 3).

Books

Allen, R. R., & Rueter, R. (1990). Teaching Assistant Strategies: An Introduction to College Teaching. Dubuque, IA: Kendall/Hunt. 155 pp.

A just published text suitable for any College Teaching course for new TAs. Based on the authors' experiences directing graduate student instructors in two different universities and disciplines, chapters cover TA roles and styles, relating to others, planning instructional units, classroom atmosphere, lectures, class discussions, labs, tutoring, and assessing students.

Blake, V.M., & Dinham, S.M. (1988). Teaching Guidebook: An Introduction to Some Basics. Univ. of Arizona, Tucson: Univ. Teaching Center.

Provides a very detailed description of guidelines for the new teaching assistant. Covers from the discussion of course objectives and designing the syllabus to teaching evaluations and improvements.

Chism, N.V.N., & Warner, S.B. (Eds.). (1987). Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants. Columbus, OH: Center for Teaching Excellence, Ohio State Univ.

The nearly 400 pages of these proceedings from the landmark first interdisciplinary national conference on TAs include more than 70 papers, from the perspectives of administrators, researchers, and students, by people active in TA training and development.

Gburek, J.L., & Dunnett, S.C. (eds.). (1986). The Foreign TA: A Guide to Teaching Effectiveness. State Univ. of New York, Buffalo.

A collection of very insightful articles by FTAs and students of FTAs dealing with various aspects of teaching like adapting to the U.S. academic environment, anticipating undergraduate expectations,

ED355584

CS508118



and improving communication skills.

Janes, J., & Hauer, D. (1988). Now What? Readings on surviving (and even enjoying) your first experience at college teaching (2nd ed.). Acton, MA: Copley Publ. and Center for Instructional Development, Graduate School, Syracuse University.

A handbook for TAs that is a very readable compilation of practical suggestions from university programs around the nation. The editors have organized these with their own additions and summaries for use with one of the older and more extensive TA orientation programs.

Manual for Teaching Assistants. (1985). Univ. of Wisconsin, Madison: College of Letters and Sciences.

A very detailed teaching guide with information on teaching techniques and classroom discussion strategies to evaluations, and everything in between.

McKeachie, W. J. (1986). Teaching Tips: A Guidebook for the Beginning College Teacher. Lexington, MA: D. C. Heath.

This classic book, through many editions, has answered questions posed by new college teachers (TAs and faculty). The practical ideas help them get started, feel at ease and perform effectively in classrooms.

Milton, O. & Associates. (1978). On College Teaching: A Guide to Contemporary Practices. San Francisco: Jossey-Bass.

A collection of 14 chapters by various authors on topics including objectives, lecturing, leading discussions, testing, computers, and older students, as well as specific teaching approaches.

Neff, R.A., & Weimer, M. (Eds.). (1989). Classroom Communication: Collected Readings for Effective Discussion and Questioning. Madison, WI: Magna Publications.

This collection of guidelines and suggestions, reprinted from other sources, includes workbook-like questions for reflection and action. Intended for both TAs and professors to improve their use of class discussions and questioning techniques.

Neff, R.A., & Weimer, M. (Eds.). (1990). Teaching College: Collected Readings for the New Instructor. Madison, WI: Magna Publications.

Over 30 practical suggestions, guidelines and excerpts from articles and other resources have been well sequenced by the steps a new TA or professor might take in surviving that first term.

Nyquist, J. D., Abbott, R. D., & Wulff, D. H. (Eds.). (Fall 1989). Teaching Assistant Training in the 1990s. San Francisco: Jossey-Bass, New Directions for Teaching and Learning, No. 39.

Contains 11 excellent chapters by U. of Washington CIDR staff and other noted authorities in the field. Both research and practical ideas are included with a few forays into theory building.

Quigley, B. (1986). Using Video to Enhance Instruction. Univ. of Washington, Seattle, WA: Center for Instructional Development and Research.

A comprehensive discussion of uses of videotape and videodisc in instruction, including strategies and precautions. The booklet presents specific examples of uses in 14 different courses and departments at U.W.

Ronkowski, S. (1986). The International Teaching Assistant Handbook: An Introduction to University and College Teaching in the United States. Univ. of California, Santa Barbara: Office of Instructional Consultation. This short (40 pp.) guide for foreign graduate assistants has good specific tips; it discusses undergraduate student types, learning styles, and background diversity with numerous quotes from TAs and students.

Ryan, M. P., & Martens, G. G. (1989). Planning A College Course: A Guidebook for the Graduate Teaching Assistant. Univ. of Michigan, Ann Arbor.

A short (50 page) handbook, this is primarily for GTAs who are in charge of their own course or section and, therefore, must select goals, content, resources, methods, and develop the syllabus. A helpful summary checklist and bibliographies are included.

Stevick, E. W. (1963). A Workbook in Language Teaching. Abingdon Press. Although full of technical terms and concepts, some out dated, this workbook could be used selectively to tutor international TAs who have problems with the English language. Over 125 problems and exercises are presented in as many pages on TEFL.

Teaching Assistance: A Handbook of Teaching Ideas. (1981). Univ. of California, San Diego.

A training program that includes workshops and scenarios designed to illustrate the concepts better. There is more TA participation in problem-solving and application exercises, and less of lecturing.

Teaching Assistant Training. (1987). Univ. of California, Los Angeles: Office of Instructional Development.

Departmental TA training programs at UCLA are outlined with few details given. Discusses policies and information specific to UCLA, but could be used as a guide to develop own departmental policies.

Teaching Tips for TAs. (1987). Univ. of California, Los Angeles: Office of Instructional Development.

An extremely detailed practical guidebook on almost every aspect of teaching for TAs.

Weimer, M.G. (Ed.). (1987). Teaching Large Classes Well. San Francisco, Jossey-Bass: New Directions for Teaching & Learning, No. 32.

This short book could be useful to professors and TAs in large lecture sections; a bibliography of teaching idea articles included.

### Articles & Papers

Andrews, P. H. (Fall 1983). "Creating a Supportive Climate for Teacher Growth: Developing Graduate Students as Teachers." Communication Quarterly, v31 n4 p259-265.

Describes a departmental orientation program in communication including details on systematic observations and interviews of TAs.

Diamond, N.A., et al. (1983). "Improving Your Lecturing." Univ. of Illinois, Urbana: Office of Instructional and Management Services, Paper Identified for National Clearinghouse of Materials on TA Training.

Discusses different ways of lecturing and each of their advantages and disadvantages. Practical suggestions are made for the

Improvement and assessment of delivery skills.

Douglas, D. & Myers, C. (1989). "TAs on TV: Demonstrating Communication Strategies for International Teaching Assistants." English for Specific Purposes, v8 p169-179.

Details techniques of videotaping real classroom teaching of U.S. and ITAs focused upon improving skills in English use by ITAs. Includes a list of 12 communication objectives for ITAs.

Frisbie, D.A., et al. (1983). "Assigning Course Grades." Univ. of Illinois, Urbana: Office of Instructional and Management Services, Paper identified for National Clearinghouse of Materials on TA Training.

Grading policies and procedures are discussed at length, paying close attention to the variables that need to be considered when assigning grades. The pros and cons of each strategy are outlined.

Goodwin, S.S. et al. (1983). "Effective Classroom Questioning." Univ. of Illinois, Urbana: Office of Instructional and Management Services, Paper identified for National Clearinghouse of Materials on TA Training.

Discusses types of questioning and their purposes, with suggestions on how and when to use a given type. Includes tips on how to evaluate one's questioning skills.

Guneskar, M. (1988). "The Foreign Teaching Assistant." Paper presented at the Annual Conference of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL).

A study conducted to find out the expectations of students regarding TAs in general and ITAs in particular. Emphasizes the use of office hours, but also concludes that the student sample preferred friendly TAs who were knowledgeable, easily accessible, helpful, and who adopted interactive teaching styles.

Jacobs, L.C., & Friedman, C.B. (1988). "Student Achievement Under Foreign Teaching Associates Compared with Native Teaching Associates." Journal of Higher Education, v59 n5 p551-63.

This study of five math classes found no significant difference in final examination scores or student ratings for students taught by foreign and native Teaching Associates, when student ability measures and TA teaching experience were controlled.

Kirk, D.L., & Todd-Mancillas, N.R. (Feb. 1989). "Turning Points. Affecting the Socialization of Graduate Student Teachers." Paper at Western States Communication Assoc. Convention.

The study investigated TAs socialization experiences and found that positive socialization related to the TAs identifying strongly with their departments. This suggests that TA socialization should not be neglected or underestimated by supervisors.

Menges, R.J. & Rando, W.C. (1989). "What are Your Assumptions? Improving Instruction by Examining Theories." College Teaching, v37 v2 p54-60.

A pilot study that posits implicit theories held by TAs about their meaning of teaching, and how to diagnose and respond to class nonparticipation. Implications are offered for improving instruction and for further research.

Nyquist, J.D. (1985). "Preliminary Report on the International Teaching Assistant Training Pilot Project." Univ. of Washington, Seattle: Center

for Instructional Development and Research.

This article provides a very detailed description of the workshop designed to train teaching assistants. Also included are post-training improvements and results of the surveys.

Ory, J.C. (1983). "Improving Your Test Questions." Univ. of Illinois, Urbana: Office of Instructional and Management Services. Paper identified for National Clearinghouse of Materials on TA Training.

This article contains very good suggestions on how to make up fair exams. Advantages and limitations of various test items are discussed and ways of getting feedback are also listed.

Puccio, P.M. (1986). "TAs Help TAs: Peer Counselling and Mentoring." Columbus, OH: Conference on the Employment and Education of TAs. Paper identified for National Clearinghouse of Materials on TA Training.

Discusses the strengths and weaknesses of peer counselling and consulting as an alternative method in TA training. Study concludes that this strategy is more effective than traditional methods of TA training.

Reagan, S.B. (1988). "Teaching TAs to Teach: Show, Don't Tell." Writing Program Administration, v11 n3 p41-51.

This pilot study indicates that the TAs and students have many of the same expectations of what the classroom should be. TAs designed study then researched professors and students (interviews & personality inventory) to gain insights into TA's own teaching.

Stevens, S. G. (1989). "A 'Dramatic' Approach to Improving the Intelligibility of ITAs." English for Specific Purposes, v8 p181-194.

Reports on a very elaborate holistic course using drama techniques at U. of Delaware and their research showing impact on ITA communication competence and confidence.

Svinicki, M.D. (1989). "The Development of TAs: Preparing for the Future while Enhancing the Present." In The Department Chairperson's Role in Enhancing College Teaching. San Francisco, Jossey-Bass: New Directions for Teaching and Learning, n37 p71-80.

Focuses upon departmental orientation with overview of TA roles and skills plus alternative methods of preparing and evaluating TAs. Some ills of departmental supervision of new appointees are discussed.

Weimer, M.G. (Ed.). "The Teaching Professor (newsletter)." Magna Publications, 2718 Dryden Drive, Madison, WI 53704-3006. \$39 for ten issues/year.

This monthly newsletter (except July and August) has published since 1987 short articles, both original and reprinted, of practical ideas, resources and research into issues of college teaching.

Williams, D.E., & Foster, T.J. (1988). "What Teaching Assistants Want to Know." Paper at the Speech Communication Assoc. of Ohio annual conference, Columbus.

Reviews content of various training programs and reports on survey of TAs throughout the state. Authors conclude that program planners should help TAs by reassurance of qualifications, interaction with experienced TAs, help in grading and lecturing, and in planning the first week.

## Nonprint Media

"Communicating Across Cultures." from the series, "Valuing Diversity." 30 min. film and video. General brochure. \$450-500 per film and video, some discounts. Copeland and Griggs Productions, San Francisco, CA. Telephone: (415) 668-4200.

Though the settings are business environments, this video can be applied to cultural diversity with TA's. Twelve scenarios show and discuss examples of common sources of misunderstanding, including phrasing, objectivity, assertiveness, candor, accent, and the use of electronic media.

"Distinguished Teachers on Teaching." VHS. \$75. Study Guide. Brown University. Telephone: (401) 863-1219. (Harriet Sheridan). 30 min. U Format 3/4"; VHS 1/2"; BETA 1/2". \$225 (VHS). General information brochure. Instructional Media Services, University of Washington. Telephone: (206) 543-9906.

Comments from several successful professors help prepare TAs for their responsibilities in the classroom. The tape encourages instructors to individualize their teaching to help dyslexics and other students with special needs while enhancing the learning of a variety of students.

"Encounters with Teaching." (1981). 26 min. color videotape (VHS) of 13 teaching incidents with questions to discuss and Users Guide. Speech Comm. Assoc. and Univ. of Washington.

Thirteen episodes of difficult or challenging teacher-student interactions are followed by questions to probe issues for beginning and experienced TAs. Issues raised include grading writing assignments of non-native speakers of English, dealing with religion in the classroom, grading group projects, and addressing charges of racism in teaching, and others.

"The Role of the Grad. T.A." 37 min. U Format 3/4"; VHS 1/2"; and BETA 1/2". \$225 (VHS). General information brochure; Handout. Instructional Media Services, University of Washington. Telephone: (206) 543-9906.

Graduate TAs demonstrate effective performance of five of the many roles performed: lecturing, leading discussion, directing lab, grading, and tutoring. In each case, TAs give the rationale for a particular instructional choice, demonstrate specific skills, and reflect on how they prepare for their interactions with students.

"You and the International TA: Paths to Better Understanding." 22 min. VHS. Texas Tech University, Lubbock. (Telephone: 806-742-3147, Rosslyn Smith).

Intended to orient American undergrads to the Teaching Assistant system in general and to International Teaching Assistants in particular. Though it is slow at times with a lot of "talking heads," useful suggestions are provided for how undergraduates can enhance their interactions with ITAs.

"The University Lecture: Four Teaching Styles." (1987). 26 min. color videotape (VHS). Glen Meiners, Univ. of Arizona.

One male presents the same science content (snake venom) in four styles of lecturing: The Formalist, The Buddy, The Disciplinarian, and The Interacter. The first three types present a range of negative behaviors to avoid, but positive and negative aspects may be noted in all four styles.

Note: This bibliography is distributed by the Speech Communication Assoc., 5105 Backlick Rd., Bldg. E, Annandale, VA 22003. It may be reproduced for free distribution without SCA permission.