

Abstract Submitted
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Integrated Training and Pedagogy for LAs and TAs MANHER JARIWALA, Boston University, HUNTER CLOSE, Texas State University, DAVID HAASE, North Carolina State University — Undergraduate Learning Assistants (LAs) often work side-by-side with graduate student Teaching Assistants (TAs) to implement student-centered, active-learning-based pedagogical strategies in a variety of courses and learning environments. As such, the ways that LAs and TAs are prepared for these roles factor into the success of these reform-based efforts. In this panel workshop, we will discuss commonalities between the training and pedagogical practices of LAs and TAs and describe a broad range of programs at different universities to integrate the two groups. Given the close ties between PhysTEC-funded LA programs and teacher recruitment and preparation, we will also describe how personal connections between LAs and TAs can support career decisions in teaching by both groups. Participants in this session will also have the opportunity to share similar practices and to consider different models of implementation at their own institutions.

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