

Thinking Developmentally about TAs

Senior Learner	Colleague-in-Training	Junior Colleague
<p>Concerns</p> <p>Self/survival</p> <p><i>How will the students like me?</i></p>	<p>Skills</p> <p><i>How do I lecture, discuss?</i></p>	<p>Outcomes</p> <p><i>Are the students getting it?</i></p>
<p>Discourse Level</p> <p>Presocialized</p> <p><i>Give simplistic explanations</i></p>	<p>Socialized</p> <p><i>Talk like insider, use technical language</i></p>	<p>Postsocialized</p> <p><i>Make complex ideas clear without jargon</i></p>
<p>Approach to Authority</p> <p>Dependent</p> <p><i>Rely on supervisor</i></p>	<p>Independent or counterdependent</p> <p><i>Stand on own ideas – defiant at times</i></p>	<p>Interdependent/collegial</p> <p><i>Begin to relate to faculty as partners in meeting instructional challenges</i></p>
<p>Approach to Students</p> <p>Engaged, vulnerable; student as friend, victim or enemy</p> <p><i>“Love” students, want to be friends, expect admiration, or are hurt, angry in response, and personalize interactions</i></p>	<p>Detached; students as experimental subjects</p> <p><i>Disengage or distance themselves from students—becoming analytical about learning relationships</i></p>	<p>Engaged/professional; student as client</p> <p><i>Understand student/instructor relationships & the collaborative effort required for student learning to occur</i></p>

Adapted from Nyquist, J. & Sprague, J. (1998). Thinking Developmentally about TAs. In Marincovich, M., Prosto, J. & Stout, F. (Eds.), *The Professional Development of Graduate Teaching Assistants* (pp. 61-88). Anker Publishing Company, Inc.