

Graduate Student Instructors' Engagement in and Perspectives on Professional Development

Lilly

Conference Series on College and
University Teaching and Learning

EVIDENCED-BASED TEACHING AND LEARNING

Traverse City, MI

October 16–19, 2014

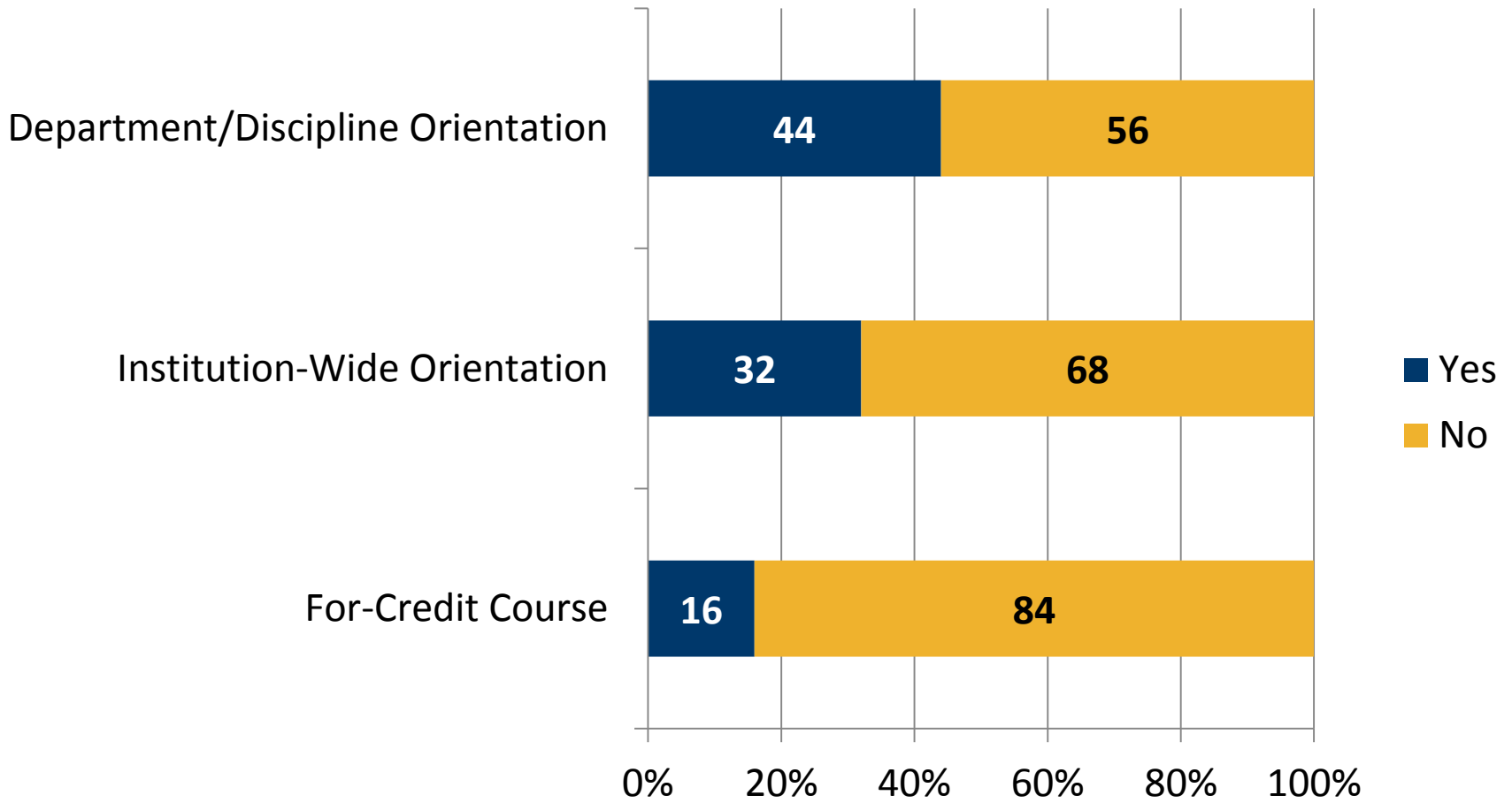


Allison
BrckaLorenz

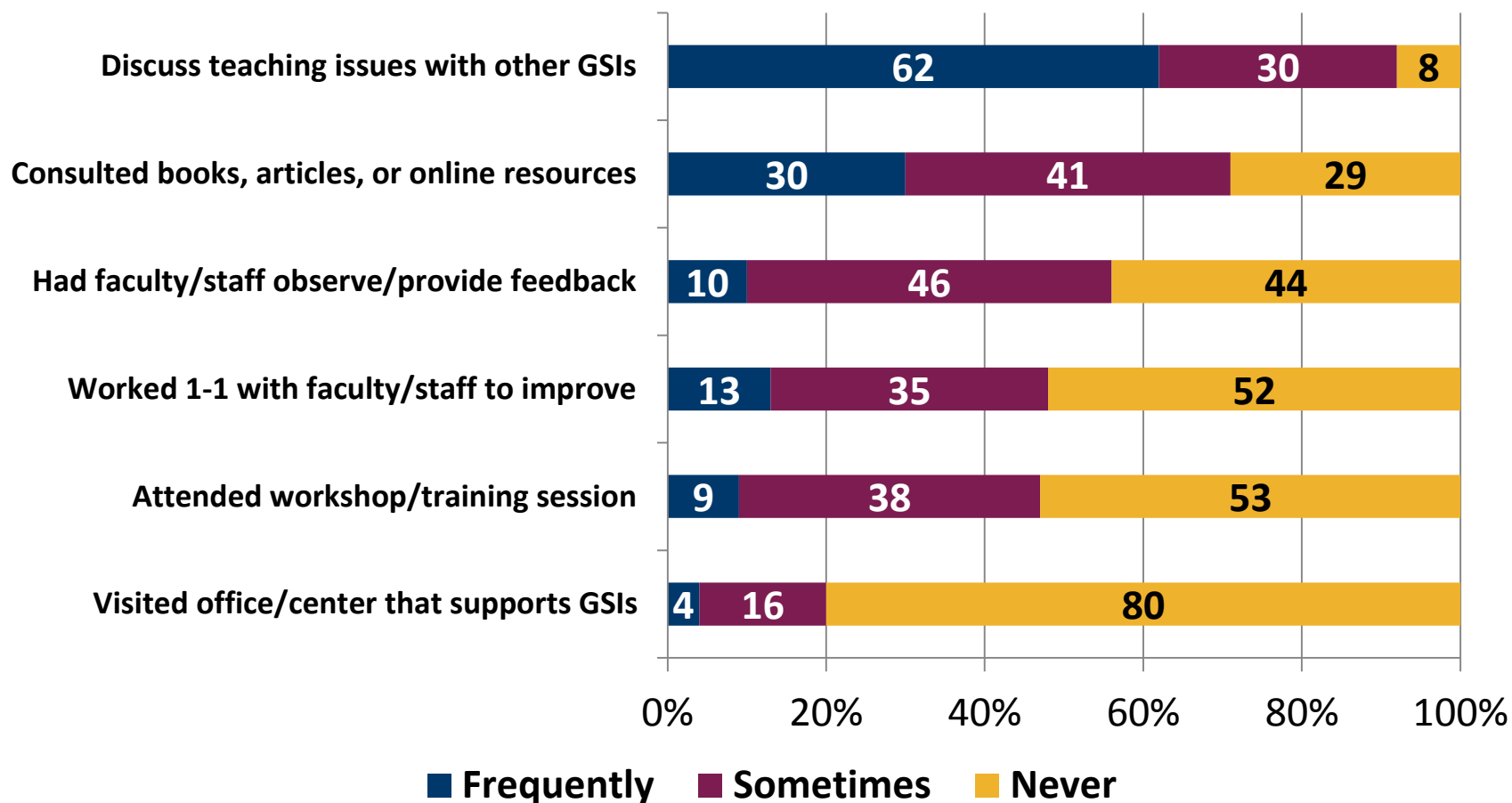
FSSE-G

- Faculty Survey of Student Engagement for Graduate Student Instructors (GSIs)
- Designed to capture the experiences, professional development, and perceptions of graduate students who teach undergraduates
- Pilot tested in 2014 at eight large research universities, surveying over 10,000 graduate students who teach

During the current school year, have you done the following?



During the current school year, about how often have you done the following?

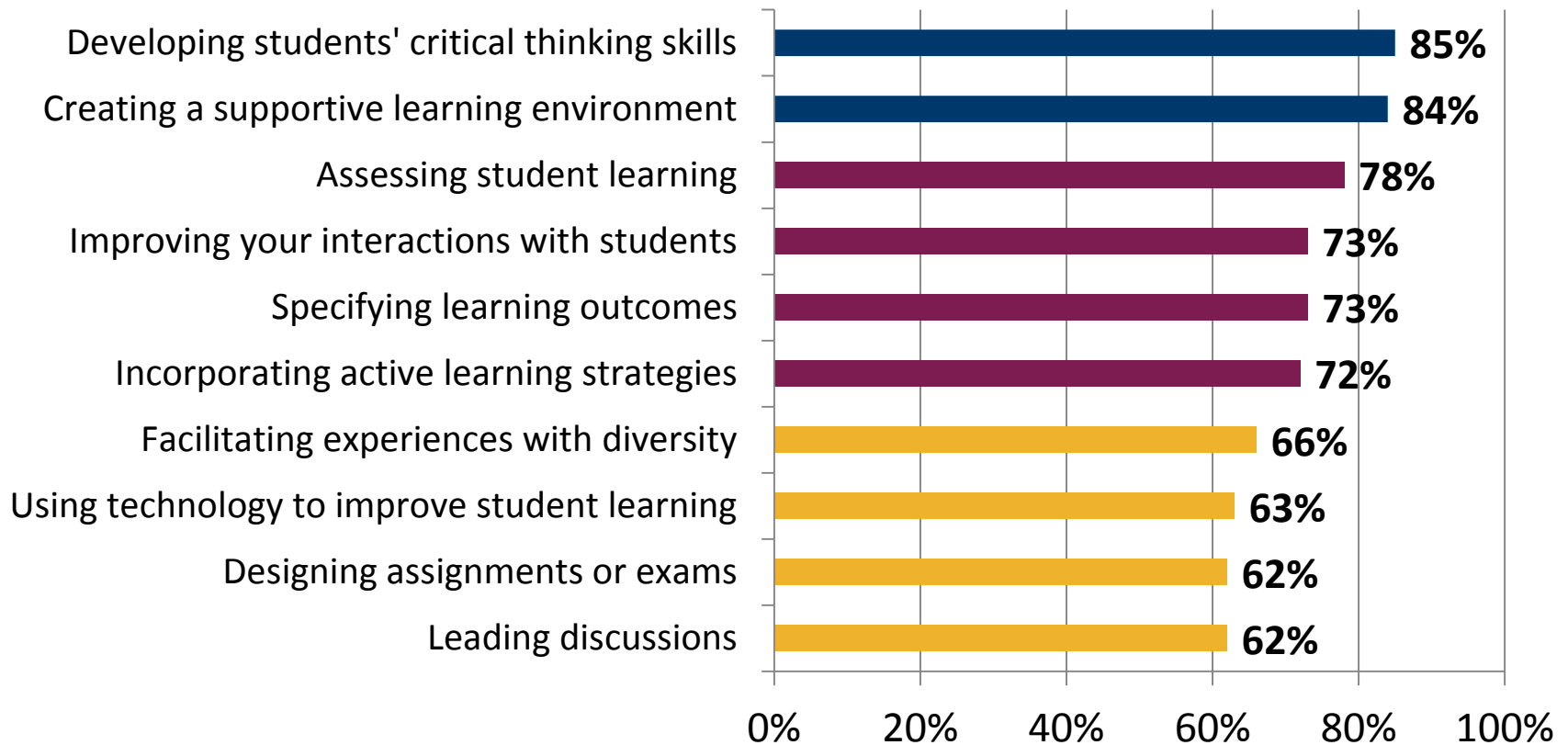


Which of the following areas do YOU think GSIs feel are most important for institutions to support?

- a. Incorporating active learning strategies
- b. Developing students' critical thinking or problem-solving skills
- c. Improving your interactions with students
- d. Facilitating experiences with diversity
- e. Using technology to improve student learning
- f. Creating a supportive learning environment
- g. Assessing student learning
- h. Specifying learning outcomes
- i. Designing assignments or exams
- j. Leading discussions

How important is it that your institution assists you in the following areas?

Percentage “Very important” and “Important”



Two Different Types of Support

- a. Incorporating active learning strategies
- b. Developing students' critical thinking or problem-solving skills
- c. Improving your interactions with students
- d. Facilitating experiences with diversity
- e. Using technology to improve student learning
- f. Creating a supportive learning environment
- g. Assessing student learning
- h. **Teaching Support scale ($\alpha=.84$)**
- i. Designing assignments or exams
- j. Leading discussions

Two Different Types of Support

- a. Incorporating active learning strategies
- b. Developing students' critical thinking or problem-solving skills
- c. Improving your interactions with students
- d. Facilitating experiences with diversity
- e. **Assessment Support scale ($\alpha=.84$)**
- f. Creating a supportive learning environment
- g. **Assessing student learning**
- h. **Specifying learning outcomes**
- i. **Designing assignments or exams**
- j. **Leading discussions**

Types of GSIs More Likely to Want Support

Teaching Support	Assessment Support	
Older GSIs		
Women		(Men)
Racial/ethnic minorities		(White)
Pursuing Master's degree		(Pursuing doctoral degree)
Occupational goal of college/university teacher or instructor		(All other occupational goals)

Based on statistically significant ($p < .05$) coefficients of OLS regressions controlling for age, gender identity, U.S. citizenship, racial/ethnic identification, degree currently pursued, and occupational goal.

Types of GSIs More Likely to Want Support

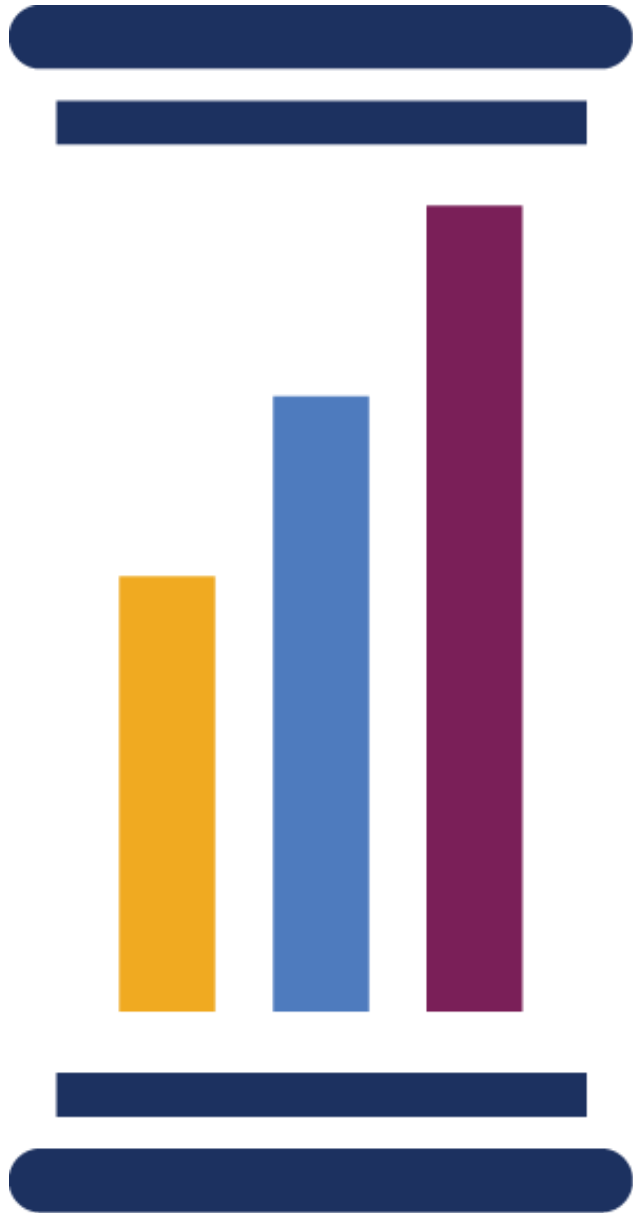
Teaching Support	Assessment Support	
Older GSIs		
Women	Women	(Men)
	International GSIs	(U.S. citizens)
Racial/ethnic minorities	Asian, Native Hawaiian, Other Pacific Islander & Black or African American	(White)
Pursuing Master's degree	Pursuing Master's degree	(Pursuing doctoral degree)
Occupational goal of college/university teacher or instructor		(All other occupational goals)

Based on statistically significant ($p < .05$) coefficients of OLS regressions controlling for age, gender identity, U.S. citizenship, racial/ethnic identification, degree currently pursued, and occupational goal.

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Racial/ethnic minorities	Asian, Native Hawaiian, Other Pacific Islander & Black	
African American	or African American	(White)
Pursuing Master's degree	Pursuing Master's degree	(Pursuing doctoral degree)
Occupational goal of college/university teacher or instructor		(All other occupational goals)

Based on statistically significant ($p < .05$) coefficients of OLS regressions controlling for age, gender identity, U.S. citizenship, racial/ethnic identification, degree currently pursued, and occupational goal.



Questions?

Presentation and more
information about

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