

# PARTNERS *in* INNOVATION

Teaching Assistants  
in College Science Courses



ELAINE SEYMOUR

WITH  
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# Partners In Innovation Teaching Assistants In College Science Courses

**New York State College of Agriculture  
and Life Sciences**

## **Partners In Innovation Teaching Assistants In College Science Courses:**

*Partners in Innovation* Elaine Seymour, 2005-10-01 Partners combines in depth interviews with quantitative data to show how innovations in the roles of graduate teaching assistants at universities are improving both their own experiences and the overall educational environment This book addresses a topic of growing interest in higher education namely the professional development of the future professorate It explores the contribution that both undergraduate and graduate teaching assistants can play in undergraduate education particularly in the sciences where considerable rethinking of both content and pedagogy is underway Drawing on three studies of undergraduate reform initiatives two in chemistry and one in astronomy the author illustrates the under used potential of teaching assistants as collaborators in implementing active and interactive models of teaching and learning She points to unmet needs in the educational preparation and support of TAs in more traditionally taught science courses and the additional preparation that TAs require to be effective enablers of learning in support of new pedagogies The TAs emerge from her studies as trouble shooters consultants and collaborators in support of the innovations for which they work with a potential for active collegial engagement that may be underestimated They also provide insights into the causes of problems that undergraduates often experience in shifting to active learning modes and of resistance to these changes among students faculty and TAs themselves

### Advancing the Culture of Teaching on Campus

Constance Cook, Matthew Kaplan, 2023-07-03 Written by the director and staff of the first and one of the largest teaching centers in American higher education the University of Michigan s Center for Research on Learning and Teaching CRLT this book offers a unique perspective on the strategies for making a teaching center integral to an institution s educational mission It presents a comprehensive vision for running a wide range of related programs and provides faculty developers elsewhere with ideas and material to prompt reflection on the management and practices of their centers whatever their size and on how best to create a culture of teaching on their campuses Given that only about a fifth of all U S postsecondary institutions have a teaching center this book also offers a wealth of ideas and models for those administrators who are considering the development of new centers on their campuses Topics covered include The role of the director budgetary strategies and operational principles Strategies for using evaluation to enhance and grow a teaching center Relationships with center constituencies faculty provost deans and department chairs Engagement with curricular reform and assessment Strengthening diversity through faculty development Engaging faculty in effective use of instructional technology Using student feedback for instructional improvement Using action research to improve teaching and learning Incorporating role play and theatre in faculty development Developing graduate students as consultants Preparing future faculty for teaching The challenges of faculty development at a research university In the concluding chapter to provide additional context about the issues that teaching centers face today twenty experienced center directors who operate in similar environments share their main challenges and the strategies they have developed to overcome them through innovative programming and careful

management of their resources Their contributions fall into four broad categories institutional level challenges engaging faculty and students and supporting engaged pedagogy discipline specific programming and programming to address specific instructor career stages **Partners in Innovation** Elaine Seymour, 2005 Partners in Innovation draws on three intensive interview studies of college science innovations two in chemistry and one in astronomy The data reveal the TAs contribution including their ability to explain and address common problems such as student resistance and creating structural and intellectual course coherence The author addresses TAs undermet need for professional development in both conventional and innovative courses and the conditions that shape the spectrum of TAs responses to new pedagogy from passive resistance even sabotage to collaborative engagement Seymour argues from evidence that effective deployment adequate professional education and collegial collaboration between faculty and their TAs are critical in ensuring the future quality of science education **BOOK JACKET** Research in Collegiate Mathematics Education VII Fernando Hitt, Derek Allan Holton, Patrick W. Thompson, 2010-03-05 The present volume of Research in Collegiate Mathematics Education like previous volumes in this series reflects the importance of research in mathematics education at the collegiate level The editors in this series encourage communication between mathematicians and mathematics educators and as pointed out by the International Commission of Mathematics Instruction ICMI much more work is needed in concert with these two groups Indeed editors of RCME are aware of this need and the articles published in this series are in line with that goal Nine papers constitute this volume The first two examine problems students experience when converting a representation from one particular system of representations to another The next three papers investigate students learning about proofs In the next two papers the focus is instructor knowledge for teaching calculus The final two papers in the volume address the nature of conception in mathematics Whether they are specialists in education or mathematicians interested in finding out about the field readers will obtain new insights about teaching and learning and will take away ideas that they can use

*Undergraduate Science, Math, and Engineering Education* United States. Congress. House. Committee on Science. Subcommittee on Research, 2006 **Models and Modeling in Engineering Education**, 2008-01-01 Few research based resources make engagement in engineering education reform and research practical for current and future educators Yet engineering educators are under immense pressure to address a wide variety of educational goals that extend well beyond the traditional student learning of engineering science and design The now familiar ABET Criterion 3 a though k has placed the responsibility squarely on the shoulders of every engineering faculty member to ensure that our graduates have abilities in the areas of problem solving in complex engineering settings teaming and communication and understandings in the areas of ethics global and societal impact and contemporary issues Engineering educators must also concern themselves with recruitment and retention of a diverse student population Creating learning experiences and environments that encourage and support the success of all students is a priority for engineering education reform This book is primarily being written for

current and future engineering educators and researchers. The focus is on the design development implementation and study of a special category of open ended problems the model eliciting activity. These are realistic problems with engineering content and contexts designed to tap the strengths of all students while providing hooks to address simultaneously other educational goals. As problem solving is at the heart of engineering education and practice it is a theme of wide appeal to engineering educators. The aims of this book are to 1 provide engineering faculty with practical tools for creating, implementing and assessing the use of open ended problems that meet a variety of educational goals 2 facilitate future collaborations between engineering and education 3 forward engineering education as a scholarly discipline by providing a resource with which to inform and teach future educators and researchers. The book describes how incorporating mathematical modeling activities and projects that are designed to reflect authentic engineering experience into engineering classes has the potential to enhance and tap the diverse strengths of students who come from a variety of backgrounds. Based on the experience of a cadre of engineering and education professors who were at Purdue University during a major curriculum reform effort this book provides a case study of the Purdue experience which in part launched the historical beginning of the Department of Engineering Education the first program in the United States. The reader will be provided with critical activities and tools designed during the project and the book will be written in a way to help the reader adapt the work to their own situations.

**More Detail About the Content** The NSF funded Small Group Mathematical Modeling for Improved Gender Equity SGMM Project featured activities that require students to work in small technical teams to design mathematical models in response to engineering related problems. Students produce a product for a specified client who communicates an explicitly stated need. Because the activities are designed such that the mathematical model is the answer product students mathematical thinking is revealed providing data for formative and evaluative assessment of the curriculum innovation. The activities and the data derived from the use of the activities acted as a seeds for system reform which resulted in changes in practice perspectives and beliefs on the parts of engineering and education professors and graduate researcher assistants. The curriculum reform was initiated and stud

### **Talking about Leaving Revisited** Elaine Seymour, Anne-Barrie

Hunter, 2019-12-10 Talking about Leaving Revisited discusses findings from a five year study that explores the extent nature and contributory causes of field switching both from and among STEM majors and what enables persistence to graduation. The book reflects on what has and has not changed since publication of Talking about Leaving Why Undergraduates Leave the Sciences Elaine Seymour Nancy M Hewitt Westview Press 1997 With the editors guidance the authors of each chapter collaborate to address key questions drawing on findings from each related study source national and institutional data interviews with faculty and students structured observations and student assessments of teaching methods in STEM gateway courses Pitched to a wide audience engaging in style and richly illustrated in the interviewees own words this book affords the most comprehensive explanatory account to date of persistence relocation and loss in undergraduate sciences

Comprehensively addresses the causes of loss from undergraduate STEM majors an issue of ongoing national concern  
Presents critical research relevant for nationwide STEM education reform efforts  
Explores the reasons why talented  
undergraduates abandon STEM majors  
Dispels popular causal myths about why students choose to leave STEM majors  
This volume is based upon work supported by the Alfred P Sloan Foundation Award No 2012 6 05 and the National Science  
Foundation Award No DUE 1224637

**Resources in Education** ,1994      **Leadership of Afterschool and  
Supplemental Education** Hazel M. Carter,2022-07-22 This book explores the design and implementation of effective  
supplementary education programs that best prepare students for post secondary life Drawing from research and best  
practice in the fields of supplementary and afterschool education youth development and school college community  
partnerships this book outlines a balanced approach to viewing supplementary education and community based programs  
which when designed alongside classroom learning can meet the needs of underserved youth This book challenges aspiring  
educational leaders to confront the traditional approach to curriculum as the sole purview of the classroom and instead  
positions supplementary education as a tool to improve schools and student success Chapters discuss designing  
implementing and sustaining supplementary education programs that positively impact the social emotional and academic  
development of secondary school students as well as effective strategies for developing stronger connections with the  
community This text is designed for use in graduate preparation programs in educational leadership and includes  
pedagogical features such as learning objectives reflective exercises portfolio building activities and alignment to educational  
leadership standards

**University-school Teacher Education Partnerships** University of North Carolina (System),2000

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and developed by Dr Uno during his 17 years of teaching experience Graduate teaching assistants undergraduate science  
instructors as well as experienced faculty members looking for new classroom ideas will find this guide an invaluable source  
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information on type purpose duration and eligibility and application requirements as well as contact data grouped in eleven  
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