More than paid help

The professional development of physics teaching assistants

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Why improve TA training?

- Inconsistent marking
- Unsatisfactory NSS assessment and feedback scores
- High levels of staff autonomy
- Mixed approaches to course-based training
Solutions

- Empower TAs to adopt practices that benefit students
- Encourage reflective practice
- Recognise and reward a scholarly, evidence-based approach to teaching and learning
- Make better use of University courses
- Support HEA membership

TA education (as opposed to training)

- Opportunities to work collaboratively with other TAs both to interpret rubrics and to compare personal marking standards.
- Introduction of an evidence base, drawing on PER research, to support and evaluate teaching approaches
- Commitment to support and document professional development progress
Changes made this year

- Additional questions on the sign up sheet before the TAs choose the courses they wish to support:
  - Which IAD courses have you done/do you intend to take?
  - What challenges do you anticipate?
- Marking workshops and parties
- Brown bag lunchtime meetings

Why did I get that mark?

- Sufficient: 147 (32.10%)
- Excellent: 311 (67.90%)

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Complete feedback

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Preliminary task

- Working by yourself, write a question worth about 5 marks (15 minutes)
- Pass your question to someone in another group for them to do (10 minutes)
- Mark the answers returned by the other group and give written feedback
Main Task

- Work as a group
- Use the resources provided and the questions you have written
- Produce one page of ideas about how you will meet the ‘sufficient’ and ‘complete’ feedback challenges.

FDPEE

- Focus
- Describe
- Plan
- Execute
- Evaluate

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Thank you

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