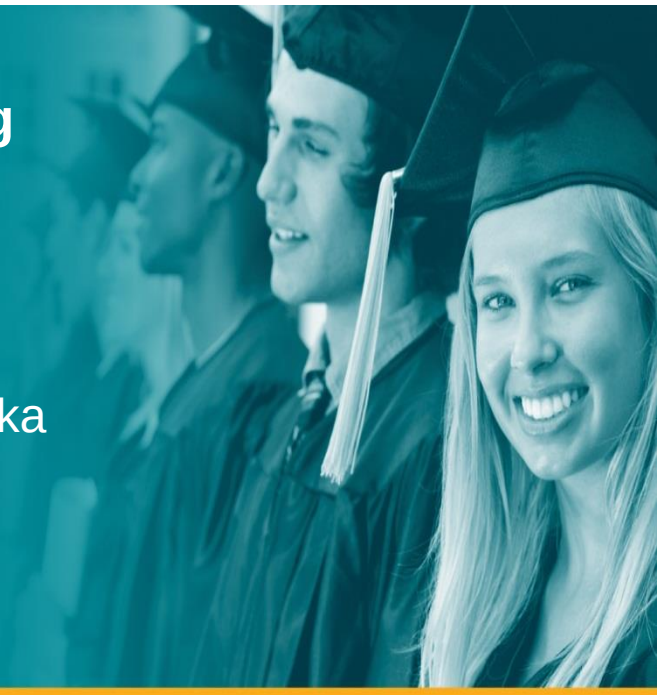
Higher Education Quality Council of Ontario

An agency of the Government of Ontario

Assessing Graduate Teaching Development Programs for Impact on Future Faculty – Appendices



Nanda Dimitrov, Ken Meadows, Erika Kustra, Theimann Ackerson, Laura Prada, Nick Baker, Pierre Boulos, Gayle McIntyre, Michael K. Potter

Published by

The Higher Education Quality Council of Ontario

1 Yonge Street, Suite 2402
Toronto, ON Canada, M5E 1E5

Phone: (416) 212-3893
Fax: (416) 212-3899
Web: www.heqco.ca
E-mail: info@heqco.ca

Cite this publication in the following format:

Nanda, D.[2], Meadows, K.[2], Kustra, E.[1], Ackerson, T.[1], Prada, L.[1], Baker, N.[1], Boulos, P.[1], McIntyre, G.[2], & Potter, M. K.[1] (2013). *Assessing Graduate Teaching Development Programs for Impact on Future Faculty – Appendices.* Toronto: Higher Education Quality Council of Ontario.

[1] *Centre for Teaching and Learning, University of Windsor*
[2] *Western University, Centre for Research on Teaching and Learning in Higher Education*

Appendix A – Detailed Program Outlines

A.1. Advanced Teaching Program (ATP) Western (LONG PROGRAM)

The Advanced Teaching Program (ATP) is a hands-on, twenty-four hour seminar specifically designed for advanced graduate students and postdoctoral scholars who would like to develop the practical skills necessary to teach their own courses. This seminar touches on a number of topics including teaching strategically for maximum impact, developing and maintaining a culture of respect in your classroom, dealing with difficult students and authentically assessing student learning. In addition to the large group sessions, participants choose to attend one of two concurrent sessions designed to meet discipline-related teaching needs.

Participants are given the opportunity to practice innovative instructional techniques and gain invaluable teaching experience through the program's three microteaching sessions. Microteaching involves presenting two ten-minute lessons after which participants receive video feedback as well as written and verbal feedback from their peers and experienced ATP instructors. The third microteaching session involves reacting to challenging teaching scenarios in small groups.

In order to receive a certificate of completion, participants must also complete a capstone project. Capstone projects are short research articles that describe a workshop (intended for graduate students or postdoctoral scholars) that directly addresses a gap or challenge in postsecondary education within the participant's own discipline. Exceptional capstone projects are published in the peer-reviewed open-access journal, Teaching Innovation Projects (TIPs).

Day 1

- **Welcome and Introduction to ATP (1 hour)**
- **My Metaphor for Teaching (1 hour)**
  In this icebreaker activity, participants are asked to choose one photo from a large collection of stock photos and discuss how that photo relates to their personal understanding of teaching and/or learning.
- **Strategic Teaching (1.5 hours)**
  This workshop models strategic teaching using a jigsaw activity. Prior to the first class, participants read one of three sets of articles on effective course design, learning objectives and best practices in undergraduate education. The class is divided into groups where members of each group are experts on one of the topics and can teach the rest of the group the main points from their readings.

Days 2 and 3

- **Microteaching (3.5 hours)**
  Microteaching involves practical teaching experience in a small, peer group setting, where each participant gives one microteach lesson and observes four to five others. Each participant receives feedback on their teaching and provides feedback to others in their group. A second microteaching session on Day Three allows participants to incorporate feedback and improve their teaching strategies. Microteaching is recorded on HD video and all participants take home a copy of their teaching videos.

Day 4

- **Civility in the Classroom (1 hour)**
  This workshop explores strategies for establishing and maintaining classroom norms.

- **Capstone Project Discussion (1 hour)**
  Participants are asked to arrive with a ~100 word rationale for their chosen capstone topic. The participants discuss their projects in small groups where they can explain their idea and receive feedback from their peers.
- **Concurrent Sessions (1.5 hours)**
  In any given session of ATP, two of the following workshops are offered and participants choose to attend one.
  - Engaging Science/Engineering/Math Students with Innovative Problem Sets
  - Teaching Teamwork Skills to Enhance Cooperative Learning in the Classroom
  - Teaching Large Classes Effectively
  - Active Learning in the Classroom
  - Using Demonstrations "Demonstrology" in the Classroom
  - Incorporating Case Studies into Science and Engineering Classes

Day 5

- **Microteaching (Role Play) (3.5 hours)**
  Rather than presenting a third ten-minute lesson, participants are asked to react to challenging teaching scenarios in the moment. The activity illustrates the difficulties associated with striking a balance between the requests of students, the objectives of the class, and the personal needs and goals of the instructors.

Day 6

- **Writing Effective Assessment Questions (1.25 hour)**
  Participants are provided with tips on writing high-quality multiple choice and essay questions.
- **Classroom Assessment Techniques (1.25 hour)**
  This workshop explains some of the concrete strategies that can be used to "check in" with undergraduate students and for gauging their progress in a course.
- **Capstone Project Progress and Lunch (1 hour)**
  Wrapping up ATP involves casually discussing the capstone projects over lunch to make sure participants are on track to hand in their papers by the due date (one month following the end of ATP).

A.2 GS9500: Theory and Practice of University Teaching: Western (LONG PROGRAM)

Graduate Studies 9500 is a ten-week, forty-hour interdisciplinary graduate credit course on the theory and practice of university teaching offered by the School of Graduate and Postdoctoral Studies and the Teaching Support Centre at Western. The course is team taught by six to eight educational developers and faculty members, and is attended by a group of fifteen to thirty graduate students from a variety of disciplines. The majority of participants are in the third or fourth year of their doctorate degree. The course is highly interactive and discussion based.

Through participation in GS9500, participants have the opportunity to:

- Find, cite and critically reflect upon research studies and other literature on contemporary issues in university teaching and learning, such as principles of effective teaching, the globalization of education, curriculum theory and course design considerations, forms and functions of authentic assessment.
- Refine, develop and practice teaching skills in a supportive environment.

- Develop and implement active learning experiences.
- Give and receive constructive peer feedback about instruction, both in written and oral formats.
- Develop a teaching philosophy statement guided by your beliefs, values and the disciplinary context in which you teach.
- Make decisions about class and course-design that are informed by contemporary educational literature and be able to articulate the rationale for these choices.

During the course, students complete three ten-minute microteaching sessions in small groups, during which they receive feedback from three to four peers and a facilitator. They also write and revise a teaching philosophy statement, co-facilitate a thirty-minute discussion with a peer and complete a course design project. The project involves designing a new course in their discipline, submitting a syllabus, a list of course outcomes, a detailed description of one of the major assignments with evaluation criteria (e.g., rubric) and a three-page rationale of the learning activities they chose to achieve the course outcomes.

Course topics include:

1. Key Topics in Higher Education
2. Goals of Higher Education
3. Curriculum Theory
4. Student Diversity
5. Student Engagement
6. Learning and Motivation
7. Course Design
8. Blended Learning
9. Teaching as Facilitation: Lessons from Case Based Teaching
10. Lecturing and Active Learning: What's the Balance?
11. Promoting Information Literacy and SoTL
12. Microteaching 1
13. Microteaching 2
14. Microteaching 3
15. Incorporating Service Learning into the Curriculum
16. Globalization of Learning
17. Forms and Functions of Assessment I
18. Forms and Functions of Assessment II
19. Measuring Teacher Effectiveness – Classroom Assessment Techniques and Instructional Evaluations
20. Ethics of Teaching

A.3 TA Day: Graduate Student Conference on Teaching (Western) – SHORT PROGRAM

This one-day conference introduces graduate students to teaching at Western University and helps them to prepare for their roles as teaching assistants. Teaching Support Centre staff and award-winning professors lead sessions on facilitating discussions in tutorials, helping undergraduate students in laboratory settings and dealing with difficult students.

Opening Remarks

- Director, Teaching Support Centre
- Vice-Provost, School of Graduate and Postdoctoral Studies (SGPS)

- President, Society of Graduate Students (SOGS)
- President, Graduate Teaching Assistant (GTA) Union

Keynote Presentation (1 hour)

- "Dynamic Equilibrium: Achieving Balance in Research, Teaching, and Course Work", presented by Dr. Mark Workentin, Professor, Chemistry Department (2012)

- "Surprising Things I've Learned as a Teacher", presented by Dr. Amanda Moehring, Canada Research Chair in Functional Genomics, Biology Department (2011)

Introduction to TA Training Programs at Western (15 minutes)

- Associate Director, Teaching Support Centre

Concurrent Sessions 1 (1 hour)

- 1A) Using Analogies in Science Classes (2012)
  Participants in this session learn about effectively incorporating analogies into their teaching. Examples from the sciences are highlighted.

- 1A) Effective Demonstrations "Demonstrology" in Science Classes (2011)
  This session explores the ups and downs and ins and outs of effective demonstrations in science-based courses.

- 1B) Facilitating Discussions
  The workshop explores how to start and guide class discussions effectively. Participants practice leading group discussions using the "quescussion" model and various brainstorming techniques.

- 1C) Time Management Strategies for TAs
  In this session, participants discuss time management strategies that can help TAs to become more effective and efficient.

Concurrent Sessions 2 (1 hour)

- 2A) Critical Incidents in the Lives of TAs
  Some common problems in student-instructor interactions are illustrated in this session through a series of case studies or scenarios.

- 2B) The First Day of Class
  Walking into the classroom on the first day can be intimidating. This workshop explores ways that TAs can ensure a successful beginning to the school year.

- 2C) Helping Your Students Write Better
  This session focuses on how TAs can help their students learn expectations for academic writing, and help them to become better writers.

Lunch – provided by the Teaching Support Centre

Concurrent Sessions 3 (1 hour)

- 3A) Making Connections at Western Libraries

Participants learn about resources and services at Western Libraries that can simplify both their teaching and research.

- 3B) Dealing with Difficult Students
  TAs often experience occasional situations in which students become difficult or disruptive. This lecture explores strategies on how to deal with behaviour that interferes with learning in the classroom.

- 3C) Starting Your Teaching Dossier
  In this session, participants learn why it is important to start a teaching dossier and discuss strategies for documenting their teaching.

Effective TAing at Western: Panel of TA Award Winners (1 hour)

- Winners of the Graduate Student Teaching Award speak about effective ways of fulfilling TA roles and about their experiences teaching in a variety of disciplines. Panelists answer questions and address concerns that new TAs might have about teaching and learning at Western.

The New TA Survival Kit (45 minutes)

- "Practical Implications of the TA Contract", presented by the President of the Graduate Teaching Assistant (GTA) Union.

- "Harassment and Discrimination Issues for Graduate Students", presented by a representative from Equality and Human Rights Services

- "Introducing the Society of Graduate Students", presented by the President of the Society for Graduate Students (SOGS)

A.4 Winter Conference on Teaching (Western) – SHORT PROGRAM

This annual one-day conference is intended to re-energize graduate student TAs as they enter the second term of the year by offering informative presentations and workshops on effective teaching practices. Session themes vary each year; below is a sample from Saturday, January 21, 2012.

Threshold concepts within the disciplines (1.5 hours)

- This session examines the threshold concept framework created by Jan Meyer and Ray Land. Threshold concepts are like portals that open new, previously inaccessible ways of thinking about something. They are core concepts that may transform students' understanding of material in a discipline but they may also be really challenging for students to master. Participants are asked to think about threshold concepts in their own disciplines and develop strategies to help undergraduate students cross major conceptual thresholds.
- Note: keynotes in other years have addressed *Teaching with Technology, Teaching Critical Thinking, the Art of Asking Great Questions, and Teaching Arts and Humanities, and Overcoming Procrastination in Graduate School*

Finding balance and keeping your sanity in graduate school (75 minutes)

- This session involves a panel of highly effective graduate student experts who will provide insight and answer questions about their strategies for juggling their teaching, research, and personal lives.

Great ideas for teaching: contest winners (1 hour)

- The winners of the "Great Ideas for Teaching" contest present their innovative teaching ideas during the final session of the day. Three panelists (from computer science, biology, geography) demonstrate in-class activities designed to enhance student learning for the Winter Conference participants.

A.5 Learning-Centered Teaching in Higher Education: Principles and Practice (Windsor) – LONG PROGRAM

This course (36 hours, typically one semester) offers graduate students the opportunity to explore and critically evaluate principles and theories of learning-centred practice, specifically as they interact with the institutional contexts typical of higher education. Students will synthesize research findings with their own teaching and learning experiences in higher education, experimenting with a wide range of empirically proven approaches to systematically improving instruction. In conjunction with assigned readings and other scholarly texts on teaching practice in higher education, the cross-listed nature of the course provides a rich opportunity for student examination of disparate postsecondary disciplinary learning cultures and academic settings, and the implications that these differences hold for the application of the approaches explored in the course.

Through peer-reviewed class facilitation employing learning-centered approaches, students in the course will also develop skills including:

- communicating complex concepts in clear terms to varied audiences,
- planning, facilitating and analyzing group work and interpersonal interaction,
- critical thinking,
- leading, guiding and mentoring others, and
- comfort with the application of a range of active learning strategies.

Reflection on practice constitutes a central thread of student learning in the course. Course assignments emphasize scholarly writing through the integration of research and practice.

A.6 Course Design for Constructive Alignment (Windsor) – LONG PROGRAM

This course (36 hours, typically one semester) introduces participants to the principles and practice of effective course design by actively involving them in course creation. Along the way participants will learn about all of the elements of:

- a well-aligned course,
- navigate through some controversial topics in teaching and learning,
- evaluate and be evaluated by their peers,
- reflect on their experiences,
- be challenged to reason through their choices, and
- generally discover that course design can be far more complex than expected.

All content is learned through application to course design, refined through cycles of reflection and evaluation (self, peer and instructor). By the end of the course, the successful participant will have constructed a well-designed, constructively-aligned course.

A.7 The University Teaching Practicum (Windsor) – LONG PROGRAM

This course (roughly 72 hours, September to April, biweekly) takes a learning-community approach to teaching development. While enrolled in this course students will be observed in class multiple times by the instructors and colleagues. Each observation will be followed by feedback, including suggestions for improvement. At the biweekly meetings, you will discuss the feedback you've received and plan strategies to build on your strengths and address your challenges. In addition, some meetings will be devoted to address teaching and learning issues, topics and concerns that have been identified by the group.

A.8 Theory and Philosophy of Scholarly Teaching (Windsor) – LONG PROGRAM

This course (36 hours, winter semester, weekly) gives students the opportunity to dig into the teaching and learning literature and use it to make sense of who they are as teachers – what you believe and value about teaching, learning, assessment, students – and how that identity is realized in practice. By the end of the course, students should have a strong, defensible conception of why they teach the way they do, why it matters, why those approaches are worth respecting.

A.9 Authentic Assessment (Windsor) – LONG PROGRAM

This half-course (18 hours) introduces participants to the principles and practice of this approach to assessment of student learning. Participants will learn:

- how to align assessment with intended learning outcomes,
- how to design meaningful assessment measures that motivate students, and
- how to design assessments that help students learn as they are being assessed.

By experiencing a variety of authentic assessment methods in the student role, reading about them and practicing adaptations of them, participants will be in a better position to judge which of these methods they can use in their own courses, as suits their personal teaching style and disciplinary needs.

A.10 Online Education (Windsor) – LONG PROGRAM

This half-course (18 hours) focuses on the qualities of effective online pedagogy in university courses. This is a hybrid course, with two in-class face-to-face sessions (one each at the beginning and end of the course), coupled with weekly online lessons and activities.
Topics include:

- Determining an appropriate model of delivery to support learning,
- interaction and collaboration techniques,
- course design,
- building instructional elements, and
- design of assessment and feedback for learning.

A.11 Leading Effective Discussions (Windsor) – LONG PROGRAM

This half-course (18 hours) introduces participants to the basic skills involved in promoting, leading and sustaining educationally-effective discussions. The course involves discussion-based active learning lessons and participant-led microteaching sessions. Participants have an opportunity to put what they have learned into practice and receive feedback on their teaching from the other participants.

By experiencing a variety of discussion methods in the student role, reading about them in the text and practicing some of them, participants are in a better position to judge which methods they would like to use and how these methods can be adapted to suit personal teaching styles and disciplinary needs.

A.12 Lecturing (Windsor) – LONG PROGRAM

This half course (18 hours) introduces participants to basic skills and techniques of communicating successfully to students, in particular, explaining complex ideas, grabbing and holding attention, phrasing, communicating nonverbally and generating emotional response.
Throughout the course, participants practice using the skills and concepts they use in active-learning lessons and participant-led microteaching sessions. There is also an opportunity to give and receive feedback. Experiencing a variety of lecturing and presentation techniques in the student role, reading about them and practicing some of them, enables participants to evaluate these techniques for incorporation into their own lecturing and how they can be adapted to suit personal teaching style and disciplinary needs.

A.13 GATAcademy: Teaching and Learning Program for current and prospective GA/TAs (Windsor) – SHORT PROGRAM

This one-day program (4.5 hours or 1.5 hour workshop) offers interactive workshops on teaching and learning for current GAs and TAs as they begin their fall semester every year. Simultaneous sessions are offered during the morning and the afternoon targeting a variety of topics across disciplines.

The First Day (1.5 hours)
This session presents GA/TAs with strategies to make a memorable and positive first impression in the classroom. Ways to engage students, create the desired atmosphere and set the tone for the semester are discussed.

To Instruct and Delight: Storytelling for Higher Education (1.5 hours)
This session examines the role of storytelling in building a community of learners across disciplines. GA/TAs are encouraged to practice their storytelling skills as an intentional teaching method in their classroom.

Effective Explanations (1.5 hours)
This session considers the benefits and disadvantages of lecturing as well as the components of a good explanation. Topics such as attention, motivation, memory, engagement and communication are discussed and put in practice through the opportunity to practice the learned strategies.

Cyber-communication (1.5 hours)
This session discusses effective ways to communicate through email, forums, discussion boards and much more. Activities and feedback is provided during the workshop.

Giving Meaningful Feedback (1.5 hours)
This session analyses the power of feedback, its key components, and base teaching and learning theory behind the art of providing feedback.

Classroom Technologies: From Consoles to Google Apps (1.5 hours)
This session introduces GA/TAs to a variety of tools that can be used to reach to students, enhance lessons, and build a community of learning in the classroom. The workshop provides attendees with the opportunity to try out a variety of applications and tools such as laptops, tablets, smartphones, etc.

Identifying Plagiarism (1.5 hours)
In an effort to facilitate the sharing of knowledge among GA/TAs, this workshop provides participants with a collection of tips and techniques for identifying academic dishonesty in an interactive way. Action steps for reporting and dealing with suspected cases of plagiarism are also discussed.

Dynamic Discussions (1.5 hours)
This session is designed to empower GA/TAs to use active, discussion-based methods to enhance learning by simulating discussions, questioning strategies and learning ways to deal with unwanted situations and comments.

Conducting Effective Labs and Tutorials (1.5 hours)
This workshop explores how to make a tutorial and a lab fun while also effective. By sharing experiences, lessons learned and best practices, this session provides attendees with techniques that can be used to facilitate labs and tutorials across disciplines.

Grading (1.5 hours)
This session teaches GA/TAs various ways to create practical grading guidelines to help develop a fair, consistent and efficient system of assessment. Comments to reflect the assigned grade and support learning are also discussed.

Panel Discussion (1.5 hours)
A panel of experienced GA/TAs share their stories to provide insight on ways to take the most of graduate school. Stages, barriers and lessons learned are discussed during this session.

Zotero: Your Research, A Click Away (1.5 hours)
This session analyses ways in which Zotero, a free and open-source software can benefit the research process for graduate students in the humanities and social sciences. A demonstration of tools like citation, drop and drag, downloads and more is offered.

Appendix B – Demographic Items from Surveys

Assessing Graduate Teaching Development
Programs for Impact on Future Faculty Survey

This survey is intended to gain a greater insight into the effect of key aspects of professional development programs for graduate student and teaching assistants. This survey should take approximately 5-10 minutes.

1. What is your age in years? _____

2. What is your gender? _____

3. What department are you in?

4. Program and Year:

Master's: First Year Second Year
PhD: First Year Second Year Third Year Fourth Year

5. How many terms or semesters have you been a Teaching Assistant?

0 1-2 3-4 5-6 7+

6. Have you participated in any of the following TA training activities? (Please check all that apply)

__ TA Day / GATAcademy
__ Department TA orientation
__ Workshops (1-3 hours)
__ Course on teaching (length of course: _____)
__ Other:

7. Please answer the following questions about your teaching experience

a. Have you received training as a school teacher? Yes No

b. Have you taught undergraduate students at a college or university? Yes No
If yes, please indicate below the number of years of teaching experience at an undergraduate level.

c. Have you ever received instruction about pedagogy or educational theory? Yes No
If yes, please describe:

d. Please list any additional teaching experience or training you have had.

e. What is your learning objective or goal for participating in this program? What specifically do you hope to learn?

Appendix C – Focus Group Interview Questions and Demographic Questionnaire

Focus Group Interview Questions (sample – Short Programs)	
Part One	**Perceptions of the Program (15 minutes)**
	Q 1: What were your main reasons for participating in TA day/GATA Academy? (5min) • Probe 1: What did you hope to get out of the program? • Probe 2: How did the program meet your expectations? ***Q 2: What were the most beneficial parts of the program for you? (5 min)*** • Probe 1: What were the highlights of the program? ***Q 3: What did you learn that you did not know before the program (5 min)*** • Probe for concrete examples
Part Two	**Influence of Program on Teaching (40 minutes)**
	Question 4: Of the teaching approaches, ideas and activities that you have learned in the program, what have you used in your teaching or in communicating with students in tutorials, office hours or labs? • Probe 1: How did that work in the class? Did it work as expected? • Probe 2: How has your approach to teaching changed? • Probe 3: What has the response to your teaching been from your students? • PROBE FOR CONCRETE EXAMPLES
	Question 5: Any other comments you would like to add?
Part Three	**Focus Group Demographics – General Questionnaire* (5 minutes)** *Paper Survey of Participant Demographics (see below)
	Please fill out these demographic questions so that we have an idea of the level of teaching experience in our focus group sample, and give us a bit more information about what other teaching programs you have attended.
Concluding Thank You	Thank you very much for participating in this focus group! Your opinions and suggestions are going to be very helpful. Again, everything you said today will be held confidential by the research team; we will destroy the recording after we have transcribed selected sections. We will not use any names when we discuss what you have told us and we won't be able to link you to anything on the general questionnaire. Thanks again for your help today!

Focus Group Demographic Questionnaire (Sample: TA Day)

1. Age: _____

2. Gender: Male Female

3. Program and Year (please circle)
   Master's: First Year Second Year
   PhD: First Year Second Year Third Year Fourth Year

4. What department are you in? _____

5. Are you an international TA? Yes No

6. How many terms or semesters have you been a Teaching Assistant? (including this term)

   0 1 -2 3-4 5-6 7+

7. When did you attend TA Day? Please circle.

   September 2011 September 2012

8. Have you participated in any other TA programs **since attending TA Day**?
   - Future Professor sessions
   - Teaching Master Classes
   - ATP
   - Communication in the Canadian Classroom
   - Teaching in the Canadian Classroom
   - Fall Perspectives on Teaching
   - Winter TA Conference
   - Teaching Mentor Program
   - GS9500: Theory and Practice of University Teaching
   - Other teaching program: ……

9. Has you department provided any teaching training for you?
   - If yes, please describe briefly (how long, what were major issues discussed, was it a lecture, role play, small group discussion, panel of experienced TAs?)

_____

10. What type of course do you teach as part of your TA assignments? Please circle.
    - Tutorial
    - Lab
    - Marking only
    - Teaching own course (typically in Language Depts)
    - Studio (art or music)
    - Other (please describe)

_____

11. Please answer the following questions about your teaching experience

    a. Have you received training as a school teacher? Yes No

    b. Have you taught undergraduate students at a college or university before coming to Western?
    Yes No

    If yes, please indicate below the number of years of teaching experience at an undergraduate level.

    _____

    c. Have you ever received instruction about pedagogy or educational theory?
    Yes No

    If yes, please describe: _____

    _____

    d. Please list any additional teaching experience or training you have had.

    _____

12. If possible, we would like to match your questionnaire to the survey you filled out earlier in the research. To give us permission to match your demographic information with your surveys without using your name, please write down the personal code number you used to identify yourself on the surveys. Please input in the space below the last two digits of your phone number, the first and last letter of your last name, and the two digit number corresponding to birth month.

Unique Identifier: __ __ __ __ __ __

Example: Last TWO digits of your phone number 519 - 694 – 54**32** FIRST and LAST letter of your last name **G**ARCI**A** CODE **32GA05** Your Birth Month (TWO digits) May = **05**

Thank you!

Appendix D – Focus Group Demographics

1) Western Focus Group Demographic Information

Demographic Characteristics of the Focus Group Participants in Percent – Western

		Focus Group Participants N=27
Age		29.0 (7.8)
Sex	Male	51.9
	Female	48.1
Program Year	Master's 1	29.6
	Master's 2	3.7
	PhD 1	14.8
	PhD 2	11.1
	PhD 3	3.7
	PhD 4	14.8
	PhD >4	11.1
	Post-doc	7.4
	Not answered	3.7
Faculty	Arts and Humanities	18.5
	Social Science	29.6
	Science	29.6
	Health Science	7.4
	Engineering	11.1
	Education	3.7
International TA	Yes	18.5
	No	74.1
	Not answered	7.4
Number of Terms as a TA	1-2	29.6
	3-4	25.9
	5-6	7.4
	7+	37.0
Participated in Other TSC Programs	Yes	77.8
	No	22.2
Department Provided Teaching Training	Yes	44.4
	No	55.6
Teaching Duties	Tutorial	29.6
	Lab	7.4
	Marking Only	3.7
	Own Course	7.4
	Combination	51.9
Received Training as a School Teacher	Yes	14.8
	No	85.2
Taught Undergraduate/College Students prior to Western	Yes	44.4
	No	55.6
Instructed in Pedagogy/Educational Theory	Yes	29.6
	No	66.7
	Not answered	3.7

2) Windsor Focus Group Demographic Information

Demographic Characteristics of the Focus Group Participants in Percent – Windsor

		Focus Group Participants N=19
Age		32.9 (13.51)
Gender	Male	42.1
	Female	57.9
Program Year	Undergrad 3	10.5
	Undergrad 4	5.3
	Master's 1	47.4
	Master's 2	10.5
	PhD 1	10.5
	PhD 2	5.3
	PhD 3	5.3
	PhD 4	5.3
Faculty	FASS	63.2
	Engineering	21.1
	Science	5.3
	Business	5.3
	Nursing	5.3
International TA	Yes	21.1
	No	78.9
Terms as TA	0	10.5
	1-2	47.4
	3-4	10.5
	5-6	15.8
	7 or more	15.8
Attended GATA	2012	36.8
	2011	36.8
	2010	15.8
	Did not attend	10.5
Since GATA Attended other TA Programs	Yes	57.9
	No	42.1
Has Your Department Provided any Teaching Training?	Yes	15.8
	No	84.2
Received Training as a School Teacher	Yes	15.8
	No	84.2
Taught Undergrads Before Coming to Windsor	Yes	26.3
	No	73.7
Received Instruction About Pedagogy or Ed Theory	Yes	26.3
	No	73.7

Appendix E – Supplemental Tables

Table E1. Cronbach's Alphas for the ATI-R and TASE Subscales at Time 1 and 2 by Institution

ATI-R Subscale		Time 1	Time 2
Western			
	ITTF	.80	.83
	CCSF	.85	.87
Windsor			
	ITTF	.86	.87
	CCSF	.90	.90
TASE Subscale			
Western			
	Written	.91	.92
	Interaction	.86	.88
	Improvement	.75	.76
Windsor			
	Written	.90	.90
	Interaction	.93	.93
	Improvement	.80	.82

Table E2. Means and Standard Deviations for the Long and Short Programs at Time 1 and Time 2 for the Preparedness for Teaching Item – Western

Preparedness for Teaching	Time 1		Time 2	
	M	*SD*	*M*	*SD*
Short Program[1]	2.96	.86	3.49	.82
Long Program[2]	3.42	.95	3.92	.74

Note. [1]*n* = 96. [2]*n* = 26.

Table E3. Means and Standard Deviations for the Short and Long Programs and the Control Group at Time 1 and Time 2 for the Two ATI-R Subscales – Windsor

	Time 1			Time 2		
ATI-R Subscale	*M*	*SD*	*n*	*M*	*SD*	*n*
ITTF						
Short Program	3.59	.69	46	3.42	.68	53
Long Program	3.41	.74	15	3.68	.69	15
Control	3.53	.64	60	3.49	.78	27
CCSF						
Short Program	3.59	.74	47	3.50	.79	53
Long Program	3.76	.80	15	3.95	.61	14
Control	3.63	.81	58	3.23	.76	26

Table E4. Means and Standard Deviations at Time 1 and Time 2 for the ATI-R Subscales with Significance Tests – Windsor

ATI-R Subscale	Time 1			Time 2			Significance Test (Time)
	M	*SD*	*n*	*M*	*SD*	*n*	
ITTF	3.54	.67	121	3.49	.71	95	*F*(1, 210) = .048, *ns.*
CCSF	3.63	.78	120	3.49	.78	93	*F*(1, 207) = .722, *ns.*

Table E5. Means and Standard Deviations for the Control, Short and Long Programs at Time 1 and Time 2 for the TA Self-Efficacy Subscales and Overall Confidence Item – Windsor

	Time 1			Time 2		
Self-efficacy Subscale	*M*	*SD*	*n*	*M*	*SD*	*n*
Written						
Short Program	4.14	.60	58	4.12	.62	68
Long Program	4.01	.58	17	4.09	.59	18
Control	3.95	.65	80	4.10	.62	47
Interaction						
Short Program	4.00	.59	58	3.96	.66	63
Long Program	3.84	.72	18	4.12	.60	19
Control	3.89	.67	86	3.98	.65	46
Improvement						
Short Program	3.88	.64	59	3.92	.74	69
Long Program	3.84	.65	17	4.04	.53	19
Control	3.81	.79	86	3.91	.75	48
Overall Confidence Item						
Short Program	4.29	.70	59	4.25	.76	69
Long Program	4.00	.91	18	4.22	.81	18
Control	4.09	.88	87	4.06	.92	47

Table E6. Means, Standard Deviations, and Significance Tests for the Three Self-Efficacy Subscales and Overall Confidence Item at Time 1 and Time 2 – Windsor

	Time 1			Time 2			
Self-efficacy Subscale	*M*	*SD*	*n*	*M*	*SD*	*n*	Significance Test (Time)
Written	4.03	.63	155	4.11	.61	133	*F*(1, 282) = .592, *ns.*
Interaction	3.92	.65	162	3.99	.64	128	*F*(1, 284) = 1.414, *ns.*
Improvement	3.83	.72	162	3.94	.71	136	*F*(1, 292) = 1.377, *ns.*
Overall Confidence	4.15	.83	164	4.18	.82	134	*F*(1, 292) = .195, *ns.*

Table E7. Means and Standard Deviations for the Long and Short Programs and Control Group with Significance – Windsor

TASE Subscales	Short Program			Long Program			Control			Significance Test (Time)
	M	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	
Written	4.13	.61	126	4.05	.58	35	4.01	.64	127	$F(2, 282) = .924$, *ns.*
Interaction	3.98	.62	121	3.98	.67	37	3.92	.66	132	$F(2, 284) = .178$, *ns.*
Improvement	3.90	.69	128	3.94	.59	36	3.84	.77	134	$F(2, 292) = .213$, *ns.*
Overall Confidence	4.27	.73	128	4.11	.85	36	4.08	.89	134	$F(2, 292) = 1.740$, *ns.*

Higher Education Quality Council of Ontario

An agency of the Government of Ontario