



# TIA as an Innovative Approach for Enhancing TA and Instructor Experiences in Multi-section Courses

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## TA Perspectives

Feedback is **solicited** and **provided** by all team members

Very **constructive** and **helpful** atmosphere

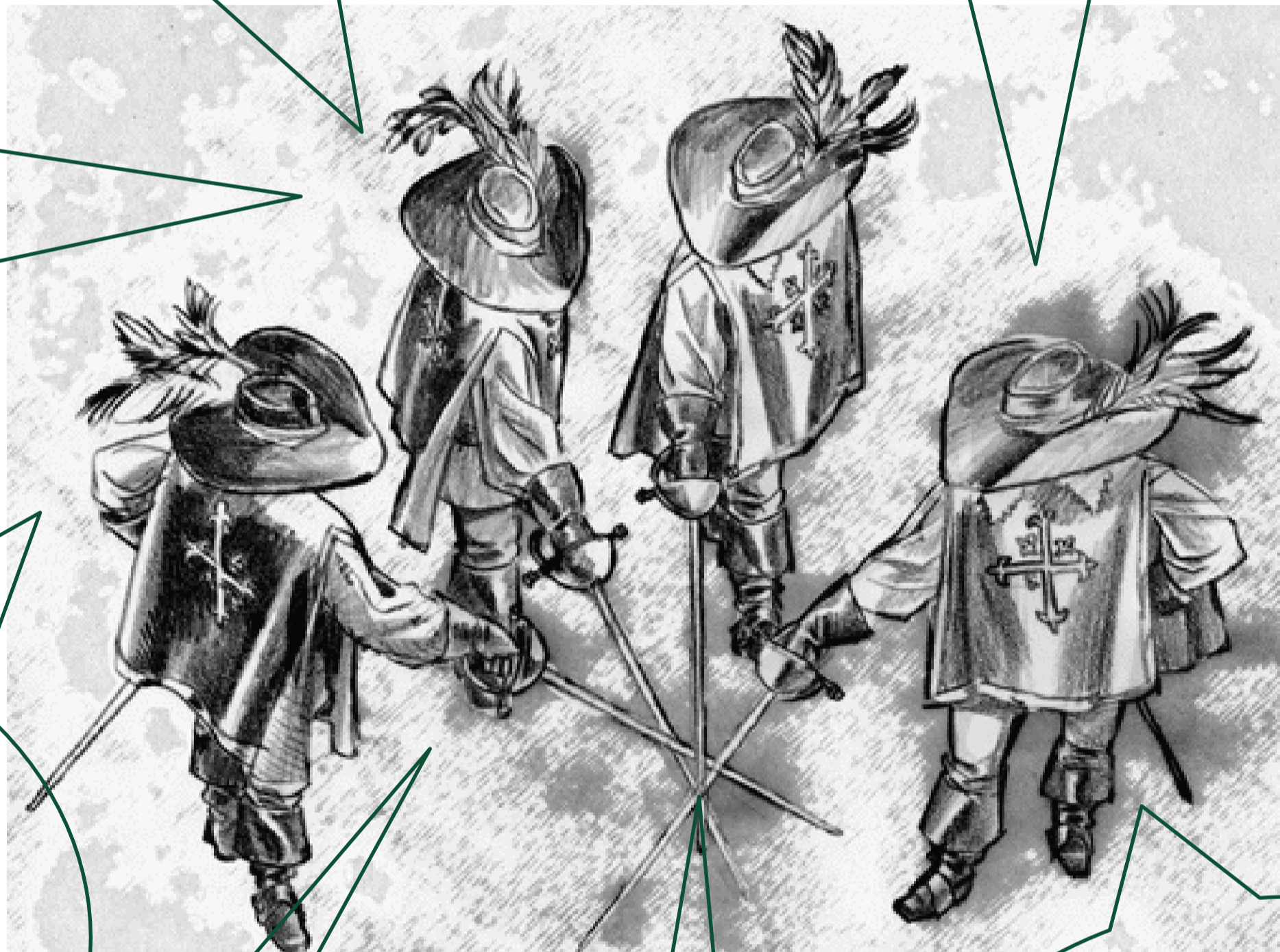
Approaching tasks as a team **reduces** stress

Sharing of information and experiences **increase** consistency

Coordinating **increases** efficiency and **minimizes** workload

**Empowering** members to find innovative solutions

Team members **accommodate** each other's needs



## What is the TIA?

**Team instructional approach** enhances the learning environment and professional development for the team through a collaborative approach among a course coordinator, and multiple instructors and teaching assistants (TA). Key features of the approach for course planning and delivery include:

- **M**eetings that involve the team occur on a regular basis and focus on exchanging information and collective decision making
- **E**nvironment supports development of knowledge and skills of new team members as well as mentoring by instructors and senior TAs
- **L**earning opportunities are provided for trying different responsibilities and roles
- **O**rganizational structure ensures efficient and effective completion of tasks

## Instructor Perspectives

Tasks benefit from **collective wisdom**

**Universal standard** across sections leads to fair and reliable assessments

Individual contributions in **areas of expertise**



**Sharing** roles and responsibilities

Instructional activities **consistent** across sections

## "All for one and one for all"

Our... Friends Team



Family Comrades Colleagues

## What is EDPY 303?

An introductory required course for pre-service teachers, that embeds instructional activities for gaining knowledge, building skills, and developing attitudes reflective of the current policies and practices of high-quality educational assessment. The course involves a course coordinator, 3 instructors and 7 teaching assistants across 9 sections with 1200 students. Various formative (e.g., iclicker and peer review) and summative (e.g., assignments and exams) assessments are integrated into 36 face-to-face contact hours supplemented by online learning management system (i.e., eClass).

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## How was the study conducted?

Evidence was collected from the team regarding their experiences through team meeting summaries (n=16). Inductive analysis generated themes; among the key findings were the distributed workload, supportive mentorship, proactive planning, and ongoing integration of new ideas. This study offers empirical evidence of the benefits for increased involvement of TAs in the process of ongoing course development, evidence which strengthens feelings of belonging to a team and supports TA retention and learning.