Support for this research project was provided by “Enhancing the learning in large-class, multi-section courses: implementing and innovative instructional approach modeling balanced classroom assessment” from the TIA as an Innovative Approach for Enhancing TA and Instructor Experiences in Multi-section Courses

Cheryl Poth, Man-Wai Chu, Maria-Clara Bustoz-Gomez, Katya Chudnovskaya, Paolina Seitz, Shan Stafiej, Ulemu Luhanga, Wei Tang, Tim Coates & Maureen Mills
Centre for Research in Applied Measurement and Evaluation, University of Alberta

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 (TA) 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).

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:

- Meetings that involve the team occur on a regular basis and focus on exchanging information and collective decision making
- Environment supports development of knowledge and skills of new team members as well as mentoring by instructors and senior TAs
- Learning opportunities are provided for trying different responsibilities and roles
- Organizational structure ensures efficient and effective completion of tasks

Universal standard across sections leads to fair and reliable assessments

Individual contributions in areas of expertise

Instructor Perspectives

Universal standard across sections leads to fair and reliable assessments

Individual contributions in areas of expertise

Tasks benefit from collective wisdom

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.

Author contact information: cpoth@ualberta.ca

”All for one and one for all”
Our... Friends... Team

Family... Comrades... Colleagues

Coordinating increases efficiency and minimizes workload

Empowering members to find innovative solutions

Approaching tasks as a team reduces stress

Breaking of information and experiences increase consistency

Team members accommodate each other’s needs

Very constructive and helpful atmosphere

Feedback is solicited and provided by all team members

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