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# Preparing STEM Graduate Teaching Assistants to Teach

Sue Ellen DeChenne

*University of Nebraska-Lincoln*

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# Information for DBER Group Discussion on 2012-04-10

**Presenter, Department(s):**

Sue Ellen DeChenne

Post-Doctoral Research Associate

NE Center for Research on Children, Youth, Families, and Schools University of Nebraska – Lincoln

**Title:**

Preparing STEM Graduate Teaching Assistants to Teach

**Information:**

Abstract:

STEM Graduate Teaching Assistants (GTAs) have an important impact on undergraduate instruction.

They often spend more time with students than faculty members and they are the next generation of

faculty. However most STEM graduate students, while adequately prepared to perform research, are

inadequately prepared to teach. Results from a study of STEM GTA teaching self-efficacy will be

presented. How these results and the current literature on STEM GTA professional development can be

used to impact STEM graduate student teaching preparation at UNL will be discussed.