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Submitter Dr. Alex Standen

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This paper forms part of a roundtable proposal.

This paper explores the role of graduate teaching assistants (GTAs) in the development and implementation of a research-based educational model. Previous research into the GTA experience has tended to situate them in a liminal space, belonging neither to the community of staff nor students, and without the support or autonomy they require (Park and Ramos 2002; Muzaka 2009; Lee et al 2010; Winter et al 2015). However, a re-framing of this liminal space could equally overturn previously held assumptions to locate them instead as a bridge between the taught student experience (from which they have often only recently emerged themselves) and the research environment. Bringing an enthusiastic and open-minded approach to their teaching, they are not only receptive to new ideas but, moreover, are often skilled at bringing innovation and originality to the classroom. In both pragmatic and conceptual ways, their experience and insight can inform and strengthen curricula.

References

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