

Policy Statement on the Teaching and Training of Graduate Teaching Assistants

The Mathematics Department considers teaching as a part of the professional training of its graduate students, as well as a duty of its graduate teaching assistants.

The Department, and its Institute for Mathematics Learning, will endeavor to provide effective training in teaching to its graduate teaching assistants and other of its graduate students who would like to participate. Students will have the opportunity to experience a wide variety of pedagogical styles and teaching techniques, and to become familiar with innovative approaches employing educational technology.

Taking into account the needs of the Department, and the desires and qualifications of the graduate student, the Department will try to maximize the opportunities for its graduate teaching assistants to gain experience working in a range of educational settings and with student audiences at a variety of levels. These include one-on-one tutoring, assisting students in computer laboratories, teaching in the traditional lecture format with responsibility for one's own section, and working with courses at a range of levels.

Depending on prior experience, students might expect to undertake a progression of responsibilities as illustrated below. The first "cycle" will generally take from one to two years, after which the student can expect a variety of assignments depending on the Department's needs and the student's abilities and interests.

