Department of Chemistry Seminar Series
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Monday, March 27, 2023, 3:30 PM – HPA1-O119 (Health Sciences)

Supporting diverse needs of graduate teaching assistants in active learning chemistry environments

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Graduate teaching assistants teach a large percentage of introductory chemistry courses at research-intensive universities. They are often left with inconsistent levels of training to prepare for teaching. As classroom instruction changes and more graduate teaching assistants are tasked with teaching active learning or inquiry classes, they can begin to feel lost and develop anxiety without proper training. This research uses Anxiety/Uncertainty management theory to identify unique areas for professional development, which allows for an increase in confidence and a decrease in anxiety during communication. We used a mixed-reality teaching simulator to attend to the needs of both international and domestic teaching assistants and created a professional development community focused on anxiety to develop teaching skills that are used in active learning classes. I will present on the efficacy of using a teaching simulator in prompting chemistry GTAs to rehearse self-requested active learning skills and address factors that can create anxiety.