



For Graduate Assistant (GA) / Teaching Assistant (TA) / Research Assistant (RA) / Course Instructor (CI)

TAGSA Resources

The [Teaching Assistant and Graduate Student Advancement \(TAGSA\)](#) is a special interest group of STLHE that seeks to raise the profile of TA and graduate student development in Canada and provide leadership in highlighting initiatives to develop teaching and other professional skills in graduate students. To support this initiative, we have compiled various community resources.

View the resource listings below and contribute to the list by commenting in the shared document.

- [Key People & Organizations](#)
- [For Graduate Students](#)
- [For GA/TA/RA/CI](#)
- [For Early Career Educational Developers](#)
- [TA Training Programs](#)

Featured TAGSA Resource

Cultivating Teaching-Assistant Peer-Support (TAPS) Networks at Your Institution

The quick guide series are concise topic introductions created by TAGSA. The purpose of this guide is to offer some strategies for cultivating teaching-assistant peer-support networks at your institution.

[Download the Quick Guide PDF.](#)

Cultiver les réseaux de soutien par les pairs pour les assistants d'enseignement dans votre établissement

La série des petits guides consiste d'introductions concises sur un sujet donné créées par l'AAEECS. L'objectif de ce guide est d'offrir quelques stratégies pour cultiver les réseaux de soutien par les pairs pour les assistants et les assistantes d'enseignement dans votre établissement.

[Télécharger le Petit guide PDF.](#)

Leveraging Your Office Hours to Foster Student Success

The quick guide series are concise topic introductions created by TAGSA. The purpose of this guide is to offer some strategies for organizing and hosting offer hours that are accessible, engaging, and are thus likely to encourage student attendance.

[Download the Quick Guide PDF.](#)

Tirer parti de vos heures de bureau pour favoriser la réussite des étudiants et des étudiantes

La série des petits guides consiste d'introductions concises sur un sujet donné créées par l'AAEECS. L'objectif de ce guide est d'offrir quelques stratégies pour organiser et gérer des heures de bureau accessibles, engageantes et qui encouragent la participation des étudiants et des étudiantes.

[Télécharger le Petit guide PDF.](#)

For GA/TA/RA/CI

[Academica Group: Today's Top Ten](#) (at Academica Group)

[Faculty Focus: Higher Ed Teaching Strategies](#) (from Magna Publications)

[Framework for TA Competency Development](#) (developed by TAGSA)

[Online Learning Consortium](#)

[Online Teaching Resources](#) (developed by TAGSA)

[Teaching Innovation Projects Journal](#)

[Teaching Toolkit](#) (by the University of Toronto)

[University World News](#)

Literature

Archer, L. (2008). Younger academics' constructions of "authenticity", "success" and professional identity. *Studies in Higher Education*, 33(4), 385–403.

Aspenlieder, E. & Vander Kloet, M. (2014). Listen Up! Be Responsible! What Graduate Students Hear About University Teaching, Graduate Education and Employment. *Canadian Journal of Higher Education*, 44(3), 20–38.

Blouin1, D.D. & Moss, A.R. (2015). Graduate Student Teacher Training: Still Relevant (and Missing?) 20 Years Later. *Teaching Sociology*, 43(2), 126–136.

- Boman, J.S. (2014). Does Reflective Writing Enhance Training? An Evaluation of a Skills-Based Teaching Assistant Training Program. *Transformative Dialogues: Teaching & Learning Journal*, 7(2).
- Boman, J.S. (2013). Graduate Student Teaching Development: Evaluating the Effectiveness of Training in Relation to Graduate Student Characteristics. *Canadian Journal of Higher Education*, 43(1), 100–114.
- Cassidy, A. (2014). Let's Value Valuable People: Graduate Students as Teaching Assistants. *Transformative Dialogues: Teaching & Learning Journal*, 7(2).
- Cassidy, A, Dee, J., Lam V.K.Y., Welsh, A., & Fox, J. (2014). Teaching Assistants Thrive in a Collaborative Team: A TA Development Case Study. *Transformative Dialogues: Teaching & Learning Journal*, 7(2).
- Connolly, M. R., Savoy, J. N., Lee, Y.-G., & Hill, L. B. (2016). *Building a better future STEM faculty: How doctoral teaching programs can improve undergraduate education*. Madison, WI: Wisconsin Center for Education Research, University of Wisconsin.
- Dimitrov, N., Dawson, D.L., Olsen, K.C. & Meadow, K.N. (2014). Developing the Intercultural Competence of Graduate Students. *Canadian Journal of Higher Education*, 44(3), 86–103.
- Gilmore, J. (2010, March). *An Exploratory Study of Factors Influencing the Development of STEM Graduate Students' Teaching Skills*. Paper presented at the National Association for Research on Science Teaching, Philadelphia, PA.
- Kenny, N. Watson, G.L., & Watton, C. (2014). Exploring the Context of Canadian Graduate Student Teaching Certificates in University Teaching. *Canadian Journal of Higher Education*, 44(3), 1–19.
- Kober, L. (2015). *Reaching Students: What Research Says About Effective Instruction in Undergraduate Science and Engineering*. National Academies Press.
- Lam, C.Y. (2014). Lessons Learned in Conceptualizing Teaching Assistant Training Programs from their Evaluations. *Transformative Dialogues: Teaching & Learning Journal*, 7(2).
- Lekhi, P. & Nussbaum, S. (2015). Strategic Use of Role Playing in a Training Workshop for Chemistry Laboratory Teaching Assistants. *Canadian Journal of Higher Education*, 45(3), 56–67.
- Le-May Sheffield, S., McSweeney, J. M., & Panych, A. (2015). Exploring Future Teachers' Awareness, Competence, Confidence, and Attitudes Regarding Teaching Online: Incorporating Blended/Online Experience into the Teaching and Learning in Higher Education Course for Graduate Students. *Canadian Journal of Higher Education*, 45(3), 1–14.
- Meadows, K.N., Olsen, K.C., Dimitrov, N., & Dawson, D.L. (2015). Evaluating the Differential Impact of Teaching Assistant Training Programs on International Graduate Student Teaching. *Canadian Journal of Higher Education*, 45(3), 34–55.
- Osborne, B.J., Carpenter, S., Burnett, M., Rolheiser, C. & Korpan, C. (2014). Introduction from the Special Issue Editors. Preparing Graduate Students for a Changing World of Work. *Canadian Journal of Higher Education*, 44(3), i–ix.

- Parker, M.A., Ashe, D., Boersma, J., Hicks, R. & Bennett, V. (2015). Good Teaching Starts Here: Applied Learning at the Graduate Teaching Assistant Institute. *Canadian Journal of Higher Education*, 45(3), 68–83.
- Pelton, J.A. (2014). Assessing Graduate Teacher Training Programs: Can a Teaching Seminar Reduce Anxiety and Increase Confidence?. *Teaching Sociology*, 42(1), 40–49.
- Piccinin, S. J., Farquharson, A., & Mihu, E. (1993). Teaching assistants in Canadian universities: An unknown resource. *The Canadian Journal of Higher Education*, 23, 140–117.
- Porter, S.D. & Phelps, J.M. (2014). Beyond Skills: An Integrative Approach to Doctoral Student Preparation for Diverse Careers. *Canadian Journal of Higher Education*, 44(3), 54–67.
- Postareff, L., Lindblom-Ylänne, S. & Nevgi, A. (2008). A follow-up study of the effect of pedagogical training on teaching in higher education. *High Educ*, 56, 29–43.
- Quality Enhancement: Teaching Preparation for Graduate Teaching Assistants. Special Issue. *Canadian Journal of Higher Education*, 45(3).
- Rolheiser, C., Seifert, T., McCloy, C., Gravestock, P., Stewart, G., Greenleaf, E., Burnett, M., Carpenter, S., Pottruff, B., & McKean, S. (2013). *Developing Teaching Assistants as Members of the University Teaching Team*. Toronto: Higher Education Quality Council of Ontario.
- Ross, C. & Dunphy, J. (Eds.). (2007). *Strategies for Teaching Assistant and International Teaching Assistant Development: Beyond Microteaching*. San Francisco, CA: Jossey Bass.
- Starr, L.J. & DeMartini, A. (2015). Addressing the Needs of Doctoral Students as Academic Practitioners: A Collaborative Inquiry on Teaching in Higher Education. *Canadian Journal of Higher Education*, 45(3), 68–83.
- Schonwetter, D. J., Sokal, L., Friesen, M. & Taylor, K. L. (2013). Teaching Philosophies Reconsidered: A Conceptual Model for the Development and Evaluation of Teaching Philosophy Statements. *International Journal for Academic Development*, 7(1), 83-97.
- Temple, F. N., Isaac, A. L., Adams, A. B., Haughland, L. D., Englestoft, C., & Garcia, P. F. J. (2003). Development of a Peer Based, Department-Specific Teaching Assistant Manual and Orientation. *Journal of Graduate Teaching Assistant Development*, 9(2), 75–80.
- Troop, M.A.C., Waller, L.E. & Aspenlieder, E. (2015). Developing Graduate Students' Self-Efficacy with Learner-Centred Lecturing. *Canadian Journal of Higher Education*, 45(3), 15–33.
- Venkatesh, V., Rabah, J., Lamoureux-Scholes, L., Pelczer, I., Urbaniak, K. & Martin, F. (2014). Development, Implementation, and Evaluation of a Professional Skills Development Program: The Case of Concordia University's GradProSkills. *Canadian Journal of Higher Education*, 44(3), 39–53.