

hone their own lecturing techniques, to new faculty looking for support before giving their first few lectures. While it is difficult to adequately serve such a wide audience, *What's the Use of Lectures?* does a good job of blending multiple objectives in a way that is of use to each of these groups. The fifth edition of *What's the Use of Lectures?* is a valuable and useful addition to the higher education literature.



Michele Marinovich, Jack Prostko, & Frederic Stout (Eds). (1998). *The Professional Development of Graduate Teaching Assistants*. Bolton, MA: Anker Publishing Company. Pages: 328. Price: \$35.95 US (hardcover).

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The *Professional Development of Graduate Teaching Assistants* is a compilation of the skills, experiences, wisdom, and visions of concerned researchers and practitioners representing various centres of Teaching Assistant (TA) development. It promotes the scholarship of teaching through the development of TAs by meeting their present and future pedagogical needs. The text begins with a historical overview of TA development, followed by the role of centralized and departmentally run programs, the commonalities of TA training, appropriate methodologies, assessment and evaluation, and concludes with the future development programs issues.

The early beginnings, current themes, and future issues of TA development are discussed in chapter one. Historical concerns are illustrated as a progression of communication: "Nothing to Say," "Private Conversations," "Can We Talk?," and "Extending the Conversation" (p. 1). Current program themes include: teaching in nontraditional settings, using technological advances, access for all graduate students, encouraging reflection, a progression of development throughout the graduates' program, and the combined efforts of peers, mentors, advisors, and faculty developers. The skills and knowledge base awaiting future faculty include: interdisciplinary connections, interactive pedagogy, student

learning, instructional design, teamwork, application, diversity, assessment, and dealing effectively with others.

The infrastructure and institutional placement of these programs are the focus of chapter two. Centralized programs are usually found within the institution or part of a larger program of faculty development. Program effectiveness is often determined by the support and commitment of an advisory team comprised of campus administration, faculty, and graduate students. Their responsibilities include: policy making, publicity, assessments, planning, and collaboration with expert staff. This partnership provides direction in preparing future faculty with a commitment and appreciation of the complexities of teaching.

Chapter three highlights departments as best suited for training TAs with effective teaching strategies that are discipline and content specific. Training involves: departmental orientations, ongoing training activities, and workshops, focusing on issues of student learning styles, teaching styles, presentation skills, classroom management, and teaching techniques. The departmental efforts produce effective teachers for undergraduate students, a unity in the department around the scholarship of teaching, and the professional development of TAs for present and future pedagogical duties.

Chapter four focuses on the developmental process of a TA, beginning with a senior learner, advancing to a junior colleague in training, and ending with a junior colleague. Unique to each of these stages are TA concerns, discourse, and relationships with students and authority. TA supervisors are challenged to be flexible, adapting to the developmental needs of the TA, and to incrementally transfer responsibility specific to the developmental readiness of the TA. Above all, mentors are encouraged to engage TAs in the act of reflection through opportunities to voice inner struggles, feelings, and opinions, thereby empowering TAs to embrace teaching as a shared enterprise.

Chapter five encourages TA developers to create a sensitivity in TAs about the learning dynamics of undergraduate students. Students are known to use a variety of preferences, skills, aptitudes, and past successes and to hold different expectancies, attitudes and values, which in turn, all influence what and how much is learned. Being aware of these individual differences is not only beneficial for the teaching enterprise, but also provides TAs with a better understanding of their own learning.

Chapter six provides strategies for training TAs to deal with diversity in the classroom. Various diversity issues are identified and appropriate responses provided. In order to efficiently train TAs to deal with diversity, faculty need to be educated as well. This requires a new sensitivity to the subtle nature in which racism exists in the current classroom, as well as interventions in the form of a progressive continuum of change through biographies, videotapes, and print materials, campus-wide workshops, TA development, and individual and departmental consultation.

Chapter seven provides useful suggestions, tools, and resources for creating a new TA development program. For programs to be viable, they need to “develop a realistic organizational plan, demonstrate effectiveness quickly, and begin the process of building a constituency base for long-term programmatic growth” (p. 122). Building a comprehensive program requires needs assessment for strategic planning purposes and a sensitivity to meeting the needs of the TA at each level of development. Moreover, a program’s greatest strength is in its alliance with and contributions of teaching award winners, and its reliance on TAs as program consultants, mentors, and recruiters.

Chapter eight provides guidelines and resources for designing a course on teaching. Current courses range from content specific to general technical aspects of teaching. Ideally, courses should explore effective teaching through theories and relevant empirical research. Technical courses are best administered prior to a TA’s teaching responsibilities, while scholarship of teaching courses are best conducted near the end of a TA’s program. Courses should be taught by scholarship of teaching experts.

Training of international TAs (ITA) is the focus of chapter nine. Although English language skills are important, ITAs need skills of interactive teaching to better understand how their students comprehend, solve problems, and apply learning. This is best accomplished through student feedback on ITA classroom teaching, discussions on culture expectations, and role-playing classroom scenarios. Training ITAs is most beneficial when conducted through a network of colleagues in the form of apprenticeship programs and co-teaching. Most important is the guidance, feedback, and reflection through weekly meetings where relevant issues can be discussed with others.

Chapter ten offers suggestions and resources on how to improve TAs' responding to and evaluating of undergraduate writing. Training requires acknowledging and dealing with TAs' needs and fears as writers. TAs are encouraged to move beyond mechanical skills and to adopt writing as a process of learning, focusing on making compelling ideas, justifying arguments, writing to an audience, using correct tone, and vivid and clear language. Training should occur over time to parallel the writing process of undergraduates. Confident about their writing process, TAs can more effectively teach others.

Chapter eleven focuses on training TAs in the use of technology. Initial steps involve removing the intimidation that many TAs (and faculty) have towards using technology and reiterating the importance of having a well-established, well-designed course as fundamental to its use. Conventional and emerging classroom technologies and their pedagogical functions are described. Part of training is to familiarize TAs to the technology, teaching support, resources, and audiovisual services.

Chapter twelve deals with improving and developing teaching effectiveness through formative and summative evaluations. The effectiveness of evaluations is often dependent on a consultant to provide relevant feedback, encouragement, and suggestions. Different procedures for gathering formative evaluation data include peer observation, check lists, videotape, student feedback, and TAs' teaching materials. Guidelines are provided for summative evaluation from developing the questions for a rating form, administering of student ratings, interpreting results, and including observations and other sources of information.

Teaching portfolios are introduced in chapter thirteen as a tool for enhancing the scholarship of teaching. Samples of current practices are provided. An effective portfolio is viewed as selective in the sampling of teaching artifacts, inclusive in terms of teaching and the full range of faculty responsibilities, as reflective in nature, and as supportive of the individual's teaching strengths. Among the benefits listed are employment, scholarship of teaching, collegial exchange, habits of reflection, desires of ongoing improvement, personal investment for quality control, and a more comprehensive demonstration of teaching evaluation.

Chapter fourteen focuses on program evaluation through formative and summative techniques. Formative evaluation includes usage rates, flow of resources, and user satisfaction. Summative evaluation requires that experts are consulted to provide a review of the program by comparing their observations, and interviews with the goals and expectations of the program and with other leading programs. Both forms of evaluation are an essential component to direct strategic planning.

Specialized TA certificate programs that are designed to enhance the scholarship of teaching for the TA, the faculty involved, and the institution are the focus of chapter fifteen. Program effectiveness is best defined as working with existing efforts of TA development, being an integral part of the graduate program, focusing on and being flexible to the changing needs of the institution, discipline, department, TAs, and future faculty, and guided by a philosophy of the scholarship of teaching. Many successful programs have adopted supervised teaching, teaching dossier, and workshops. However, a number of concerns plague certificate programs: too job oriented, lack of consistent national programs, extra work demanded of graduate students, and lack of evidence of program effectiveness.

The concluding chapter recommends that doctoral programs include: a future faculty preparation program (FFPP); that all graduate students interested in a career of teaching should have access to FFPP; and that current TA development programs be subsumed under a broader rubric of FFPP. In doing so, programs can better prepare the faculty of the future to secure and succeed in new positions, and to adopt a scholarship of teaching attitude.

This text is recommended to readers who desire to improve the scholarship of teaching, including decision-makers, program developers, administrators, and graduate students. Although geared more for an American audience, the ideas lend themselves to the development of future faculty in Canadian and other international centres. The text provides experiential knowledge interspersed with empirical evidence and excellent additional resources. As such, the goal of the text is accomplished, demonstrating the value of scholarship of teaching.

