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A Team Teaching Model for Graduate Students' Development as Instructors

Pedagogical training of mathematics graduate students is often disconnected from the actual experience of teaching, which can be time-consuming, logistically numbing and generally overwhelming for novice instructors. In this session, we discuss features of instructor training that support mathematics graduate students' pedagogical development, empowering them to focus on their students' learning and their own growth as teachers. Using self-reported experiences of mathematics graduate students who taught in a novel, team-teaching model, we describe three values built into the structure of the model and relate these values to previously identified obstacles to graduate students' pedagogical development. We argue that these values can be integrated into existing training models to support instructor development.