

1125-97-719

**Juliana V Belding\*** ([juliana.belding@bc.edu](mailto:juliana.belding@bc.edu)). *The Teaching Seminar and Beyond: What Do Graduate Students Find Valuable as They Learn to Teach?*

We'll start with a brief overview of graduate student teaching and teaching development programs at Boston College, which includes both Teaching Assistants (TAs) and Teaching Fellows (TFs) who teach their own classes. Then we will discuss results from a recent survey of graduate students at BC about their teaching and training experience, with an emphasis on comments that might generalize to other departments and settings.

In particular, we'll focus on what graduate students value most about the teaching seminars, as well as what they find missing in their training. We'll also address balancing autonomy in the classroom (which many TFs value) with a need for consistency in courses, both logistically and mathematically, and the fact that novice TAs and TFs often “don't know what they don't know” about teaching.

We'll conclude with some ideas that can improve teaching assistant development, including creating more formal mentoring and observation structures, and holding departmental discussions about the goals and expectations of the courses being taught. (Received September 09, 2016)