

1135-B5-2741 **Greg Mayer*** (greg.mayer@gatech.edu) and **Asad Abbas** (asad.97.abbas@gmail.com).
Supporting Teaching Assistants Facilitating Instruction in a Blended Synchronous Learning Environment. Preliminary report.

This presentation describes the results of an ongoing project aimed at characterizing the teaching practices of TAs who facilitate instruction in a blended learning environment for a linear algebra course. Using an exploratory, mixed methods sequential study design, we collected teaching observation and interview data from TAs over two semesters to gain insight into their teaching methods and perspectives on teaching in blended settings. Observation data was collected using a modified version of the Classroom Observation Protocol for Undergraduate STEM (COPUS) tool. Drawing connections to Self-Determination Theory, our preliminary study findings offer some evidence that providing an adequate level of structure, community, and autonomy for our teaching assistants helped them achieve success in their instructional roles. (Received September 26, 2017)