Mar 28th, 4:00 PM - 5:30 PM

Graduate Student Teaching Assistant Perceptions of Student Incivility

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**Recommended Citation**  
Blue, Jennifer and Semlak, Julie, "Graduate Student Teaching Assistant Perceptions of Student Incivility" (2013). SoTL Commons Conference. 40.  
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Graduate student teaching assistants (GTAs), both students and instructors simultaneously, have a unique perspective on undergraduate incivility in the classroom.

Rehling and Bjorklund (2010) investigated student and faculty perceptions of uncivil behaviors in the classroom. However, GTA perceptions are unknown, and are needed for a complete description. Furthermore, many GTAs will continue teaching in faculty positions. Knowing about their experiences in the classroom will help faculty support them in their development as teachers, benefiting their current and future students.

Methods

A web-based survey was sent to graduate student teaching assistants throughout Ohio in the fall of 2012. There were 62 participants with complete responses who granted permission to use their data. Their ranking of classroom behaviors, from the ones that bother them most to the ones that bother them least, are in the center column of the table to the right.

Abstract

Graduate student teaching assistants (GTAs), both students and instructors simultaneously, have a unique perspective on undergraduate incivility in the classroom.

What are the implications?

For learning

For teaching

For professional development

Reference