

**ONBOARDING  
TIPS AND  
EFFECTIVE USE OF  
TEACHING AND  
GRADUATE  
ASSISTANTS**

PRESENTER

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# FOCUS

This workshop will focus on effectively utilizing TA's and GA's in the areas of teaching, grading, assessment, and classroom management.

In addition to tips for orientating TA's and GA's to resources, policies and expectations.



# THE POSSE

A group of "Peer Assistants" recruited, trained, and released by you (*the professor*) to help establish an effective ***ethos*** in the class room, thereby ***synergistically*** achieving the stated goals of the course.



# WHY THE POSSE?

Benefits of peer teaching include, but are not limited to, the following:

- Students receive more time for individualized learning.
- Direct interaction between students promotes active learning.
- Peer teachers reinforce their own learning by instructing others.



# WHY THE POSSE?

- Students feel more comfortable and open when interacting with a peer.
- Peers and students share a similar discourse, allowing for greater understanding.
- Peer teaching is a financially efficient alternative to hiring more staff members.
- Teachers receive more time to focus on the next lesson.

(<https://www.opencolleges.edu.au/informed/features/peer-teaching/>)



HOW  
HAVE I USED  
THE POSSE?



# FORMING THE POSSE

**RECRUIT** - The interview

**TRAIN** - Skills Required,  
FERPA

**RELEASE** - Be Specific,  
Be Connected

**SUPPORT** - Have their back



WHAT  
WILL THE  
POSSE DO?

Be Specific



WHAT  
WILL THE  
POSSE  
NOT DO?

Be Specific



# EXAMPLES / TERMINOLOGY

TA, GA,  
HA, RA,  
IS, Practicum



# IS THE POSSE A POSSE-BILITY FOR YOU?

- How might you use the posse in your context?
- How have you used the TA/GA effectively in the past?
- How might I help you?



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