



Welcome to Consulting with GSIs

Meg Bakewell, PhD. & Laura Schram, Ph.D.

Before we begin, please respond to the questions on the [blue](#) handout.

Goals for This Workshop

- Consider issues that can arise in consultations
- Gain confidence in consulting
- Develop a range of approaches to consulting



Helpful Assumptions When Consulting

Collaborative

- GSIs want to do a good job and can partner with you

Diverse Approaches

- There is no one right way to consult

Data-Driven

- Effective consultations often utilize observable data

Client-centered

- Consulting should be tailored to the GSI client (e.g., developmental stage) and the context



A Model of GSI Development

	Senior Learner	Colleague-In-Training	Junior Colleague
Concerns	Self/survival <i>"How will students like me?"</i>	Skills <i>"How do I lecture, discuss?"</i>	Outcomes <i>"Are students getting it?"</i>
Discourse	Presocialized <i>Give simplistic explanations</i>	Socialized <i>Talk like insiders, use technical language</i>	Postsocialized <i>Make complex ideas clear without use of jargon</i>
Approach to Authority	Dependent <i>Rely on Supervisor</i>	Independent or Counterdependent <i>Stand on own ideas—defiant at times</i>	Collegial <i>Begin to relate to faculty as partners in meeting instructional challenges</i>
Approach to Students	Engaged/vulnerable <i>students as friend, victim, or enemy</i>	Detached <i>student as experimental subject</i>	Engaged/professional <i>student as client</i>

Nguyen, J.D. & Sprague, J. (2008). Thinking developmentally about TAs. In M. Marwick, J. Pardo & F. Seal (Eds.), The professional development of graduate teaching assistants (pp. 62-88). Bolton, MA: Asher Publishing.



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Consultation Process



Restatement of Goals

During this session, we hope that we helped you:

- ☒ Discuss issues that arise in consultations
- ☒ Gain more confidence in consulting
- ☒ Develop a range of approaches to consulting


