

**TABLE 1****Perspectives of teaching.**

<b>Perspective</b>	<b>Definition</b>
Transmission	This perspective articulates a separation of roles between the teacher and student. In this perspective, teaching is best described as transmitting knowledge from a teacher (expert) to a student (novice). There is an emphasis on the acquisition of knowledge from the lecture of a knowledgeable other.
Apprenticeship	The focus of this perspective is on guiding and challenging students. The teacher (facilitator) guides students through learning where the outcome is independent learning and workers. In this conception, teaching is viewed as an interaction between the teacher and student.
Developmental	This perspective emphasizes teachers and students both as learners. The teacher is learning about their students and their level of understanding and how to help them develop rich understandings of content. This includes both effective questioning and bridging knowledge for the students.
Nurturing	This perspective takes both a cognitive and affective perspective on learning. Self-efficacy, motivation, self-esteem, and identity of the students are important variables for student learning, and the teacher is responsible for creating learning environments that help build these qualities. This perspective recognizes students as individuals.
Social reform	The focus of this perspective shifts from individual students to the collective aspect of society. Teachers challenge discourses and practices related to their content to understand the voices that are heard and represented. A primary goal of teachers in this perspective is to empower students to take action to improve lives and society.

*Note.* Adapted from Kember (1997) and Pratt et al. (2001).

**TABLE 2****Demographic information of participants.**

<b>Criteria</b>	<b>Percent (%)</b>
<b>Gender</b>	
Female	75
Male	25
<b>Student status</b>	
Undergraduate	52
Graduate	48
<b>Type of course</b>	
Laboratory TA	56
Lecture TA	44
<b>Semester</b>	
Spring 2017	21
Fall 2017	79