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AN EXPLORATORY ANALYSIS OF THE VALUE OF UNDERGRADUATE TEACHING ASSISTANTS FOR STUDENTS TAKING CHILD PSYCHOLOGY

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A long tradition of utilizing graduate teaching assistants has existed at many universities. Recently, the Department of Psychology at IPFW has introduced a program that allows undergraduate students to serve as teaching assistants for course credit. As this program is in its infancy, it is necessary to evaluate the value of undergraduate teaching assistants to those students taking courses in Psychology. After eight weeks of having undergraduate teaching assistants present in two sections of PSY 235: Child Psychology, students were given an anonymous questionnaire to assess the perceived effectiveness and value of the undergraduate teaching assistants. The resulting sample ($N = 101$) was analyzed both descriptively and statistically. Data from a smaller sub-sample of students who had attended at least one exam study session conducted by the teaching assistants were also analyzed. The results indicate that undergraduate students view the undergraduate teaching assistants as useful, additional resources for their use in the course, and indicate clear willingness to seek their assistance.