Graduate Teaching Assistant Work as a Learning System and its Significance:
The Lessons of Chris Park's Article for Pedagogy Researchers and Teacher Educators

Takumi Watanabe, Yu Osaka and Kazuhiro Kusahara

This study aims to elucidate（1）the setbacks graduate students face as Graduate Teaching Assistants（GTAs）,（2）the mechanisms through which overcoming these setbacks is possible, and（3）the meaning of the GTA experience, particularly for graduate students specializing in subject education. To answer these questions, we consider Chris Park's article "The Graduate Teaching Assistant（GTA）: Lessons from North American Experience." This study was introduced by Sherry Field when she took the podium at the RIDLS lecture meeting as a beneficial reference that provides an overview of North American trends in GTA research. Indeed, it is a comprehensive review that has been quoted and consulted by many previous studies. Thus, for this study we decided to approach the above questions by reviewing Park's article. The following three points became clear from this analysis. First, as GTAs, graduate students tend to suffer setbacks in terms of constructing relationships with others, allocating time between research and education, inadequate knowledge and experience, and demonstrating an open attitude toward diverse ideas that differ from their own. Second, it is none other than the GTA system itself that can overcome difficulties GTAs face. A GTA program for this purpose must offer opportunities for legitimate peripheral participation in a community of researchers and educators. Furthermore, there is need for coherent selection and preparation, training, and supervision and mentoring mechanisms. Third, the GTA experience is an opportunity for heightening not only capacities and abilities as educators（teacher trainers）, but capacities as researchers and educators（teachers in training）. For graduate students specializing in subject education（one in which the methodologies of educators and researchers are closely connected）, learning as a GTA can be expected to be effective.

Key Words: Learning of Graduate Students, Graduate Teaching Assistant（GTA）, Curriculum and Instruction, Pedagogy Researchers, Teacher Educators

Ⅰ. Issues at Hand

In the future, doctoral program graduate students will become researchers. Simultaneously, they will also take on the role of educators at universities and in the community. As will be subsequently discussed, education and subject education graduate students will do so in an even more integrated manner.

However, it is not always the case that graduate education programs train students for these roles deliberately and systematically. Indeed, such programs at institutions of higher education in Japan are often thought to provide an "apprentice system," where students follow the lead of their advisors and senior students, and being made to compete with those in the same year as them. In this way, students have effectively obtained capacities and abilities with regard to research, education, and office duties. Issues in this apprentice-type learning bound by research departments and divisions have been pointed out in Ikeno（2014a）in the context of education studies. Tasks confronting graduate students include overcoming the walls of research departments and divisions and cultivating their capacities and abilities as researchers and educators on the basis of widely accepted and established achievement standards.

In Japan, one of the aims of introducing the TA system was to methodologically cultivate the capacities and abilities of graduate students as educators and researchers（Koyasu and Fujita（1996））. However, according to Koyasu et al.（1997）, inadequacies remain with regard to implementation and operation.

Research in Japan on TAs has centered on issues surrounding the taking root and establishment of this TA system and can be divided into two types.

First, there is research on the actual operation and meaning of such programs for graduate students. Representative research in this vein includes Kawai（2000）, Kitano（2002）（2003）, and Tamamura and Kogo（2008）. While showing that TAs are effective for improving classes and heightening the teaching abilities of graduate students; these studies point out that issues still remain in the system.

Second, there is research that analyzes progressive initiatives in the TA system. Examples include Udagawa（2006）, Konno and Mitsuishi（2008）, Kira and Kitano（2008）, and Kira（2014）. Kira（2014）offers particularly rich suggestions. After comprehensively analyzing existing research and the TA system in the United States, Kira proposes dividing TA education into three stages: that of new TAs, veteran TAs who mentor new TAs, and preparing to be a full-fledged teacher at a university.

In research on Japan's TA system, the activities of Akio Kitano's group and Masaaki Ogasawara's Hokkaido University group have been attracting attention. Hokkaido University and Tsukuba University have brought together and published the findings of collaborative research carried out with US, Chinese, and Korean universities as Professional Development: International Comparison of Training for University Teachers and Teaching Assistants. Authors include Jody D. Nyquist, the leading TA researcher from the University of Washington, K. Lynn Taylor, and Linda von Hoene.

In this way, discussions in TA research in Japan have been carried out with regard to how to introduce and independently reconstruct the United States' TA system to improve graduate

students'research and educational abilities, or as will be described below, provide economic support for them. This kind of discussion appears to have also been carried out in Europe. Chris Park, in his article "The Graduate Teaching Assistant（GTA）: Lessons from North American Experience" and elsewhere, has worked to establish a TA system in UK. Being a comprehensive review, Park's article has also been referenced and/or cited by the aforementioned Taylor and Kira et al. articles.

The article was published in 2004 in Teaching in Higher Education （Vol. 9, No. 3）. Below, we refer to it as "Park's article." Following Park's article, we will refer to graduate student TAs as GTAs.

The issues that concern Park in his article overlap with those found in the history of TA research in Japan. Seeing as the paper constitutes a considerable accomplishment, we here provide a synopsis of it. In doing so, we aim to clarify the following questions regarding the cultivation of graduate students'capacities and abilities as researchers and educators.

（1）What kind of setbacks do graduate students encounter in the process of learning as GTAs?

（2）With what kind of support program is it possible to overcome these setbacks?

（3）For graduate students specializing in subject education, who are both scholars（of education） and educators（of teachers）and are expected to simultaneously fulfill both responsibilities, what is the meaning of the GTA experience?

The background to the writing of Park's article considerably overlaps with the situation facing research universities in Japan today. We believe that the proposals in Park's articles offer beneficial suggestions in the context of higher education reform in Japan.

Ⅱ. Chris Park and His Article
1. The Individual Background to the Article's Selection

On September 18th, 2014, the Research Initiative for Developing Learning Systems （RIDLS） held a lecture meeting on the theme of using TAs in the teacher training course.[1] Sherry Field, the Dean of Arkansas Tech University's College of Education, and Elizabeth Bellows, Assistant Professor at Appalachian State University, were invited to give lectures.

Both these individuals previously belonged to The College of Education at The University of Texas at Austin, where the latter was a student and GTA and the former her advisor.[2]

Field specializes in research on social studies teacher education and the elementary social studies curriculum. At the lecture meeting, she discussed in detail The University of Texas at Austin's GTA system and its operation. Bellows discussed the results and meaning of the GTA system based on her personal experience of having worked as a GTA. At this lecture meeting, Park's article was introduced as a reference work that provides a comprehensive outline of the GTA system in the United States.

Park's article "seeks to highlight key lessons by reviewing published literature on the use of GTAs in North America" and is primarily written for education-related individuals in the UK.[3] However, the article's comprehensive and accurate explanation also appears to have led to its receiving acclaim in the United States.

2. Author Introduction

Chris Park is a researcher who specializes in physical geography and is particularly well known for his scholarship on environmental and economic geography. As of 2015, he retired from the front line and is now a Professor Emeritus at Lancaster University in the UK.

Park has written many monographs and academic articles that cover physical geography, religious studies, and higher education. In the 1990s, he published research findings primarily related to geography on the topics of tropical rainforests, acid rain, and environmental destruction. Of these, his monograph Tropical Rainforests was translated into Japanese by Tadashi Inui in 1994 as Nettai urin no shakai keizaigaku and published by Associate of Agriculture and Forestry Statistics.

Park was also an editor of the environmental geography dictionary Dictionary of Environment and Conservation. Many of his works have been republished, and the results of his scholarship have been accepted widely.

In the first decade of the new millennium, Park's interests spread to higher education, about which he wrote many articles. This spread of interest appears to have been influenced by both his experience in graduate school research, education, and management as well as his work at The Higher Education Academy (HEA) and The Quality Assurance Agency (QAA).

In fact, the list of publications on Park's website include more than a few studies regarding doctoral degrees and graduate students. Park's 2002 study that considers the meaning of the UK's GTA system using Lancaster University as an example entitled "The Donkey in the Department? Insights into

the Graduate Teaching Assistant（GTA）experience in the UK" overlaps in terms of issues covered in this study and is a stimulating read. In this article, along with calling for a UK-wide discussion on the GTA role and framework, Park also inquiries into the training of GTAs at research-led UK universities. We would like to consider this article at another point in the future.

Ⅲ. An Overview of Chris Park's Article

The composition of Park's article can be seen in Table 1. First, we will quote from and provide summaries of the content of each section.

Table 1　The Composition of Park's

1. Introduction
2. Context
3. Selection and Preparation
4. Training
5. Supervision and Mentoring
6. Practical Issues
7. Personal Issues
8. Professional Development Issues
9. Conclusion

（Created and numbered by authors）

1. Aim of Park's Article
(1) Introduction

At the beginning of his article, Park points out that while "higher education institutions（HEIs） in the UK are increasingly making use of graduate students to help with the teaching of undergraduate students," there are issues in the assumed GTA role of graduate students. Park then compares GTAs in North America and the UK.

Park says that, in North America, "the GTA is a recognized position, with its own

status and niche within the higher education system." Furthermore, the main purpose of the GTA position is "to provide teaching support, and it often serves as the first career step for an aspiring academic." In contrast, the "more common model in the UK is still the graduate student who teaches—whose main role is as a research student." The aim of working as a GTA is understood as being first "to secure financial support" and "（often secondarily）to gain teaching experience." Therefore, the reality of GTAs in the UK and GTAs in the United States "differ in emphasis and orientation, and their postgraduate experience differs greatly."

Having touched upon these differences, Park hopes to learn from the North American System, and obtain lessons for reforming the UK's institutions of higher education.

(2) Context

Park notes, "Many HEIs across the UK are confronting the challenges of teaching ever-increasing numbers of undergraduate students, whilst coping with serious and mounting resource constraints （including funding, facilities and staffing）" and says that in order to overcome these issues, the GTA model in place in North America might be useful.

Park argues that in North America, the role of GTAs is not only to cope "with large classes," stating that there are three merits of universities employing GTAs. The first is "reducing teaching loads and thus increasing research time for academics." The second is "providing financial support for graduate students." The third is "offering an apprenticeship model for future professors."

2. GTA Training Model
(1) Selection and Preparation

Regarding the selection of GTAs, Park

asserts that the "process must be fair, transparent, and consistent" and that its "outcome can seriously influence GTA effectiveness and thus student learning." Park notes that there are three concrete selection criteria: "appropriate subject knowledge, aspects of the student's undergraduate university ... previous training and teaching experience, and written and spoken language proficiency for non-native speakers." He also states that "effective GTAs" have competencies such as the ability to handle stress and "how to conduct productive class discussion." Furthermore, Park touches upon work by Simpson and Smith （1993） that identifies twenty-six important GTA competencies.

Selected GTAs are prepared "at both departmental and institutional levels" through a "carefully constructed programme of appropriate activities." Park points out that "preparation is both a discovered and a learned experience, as students find out what it means to be teachers as well as graduate students." Park cites Staton and Darling （1989） to emphasize the significance of GTA preparation: "This early socialization is vitally important because the skills, behavior, and attitudes developed as a GTA have a major impact on future development as an academic."

Park says that preparation programs are also effective for "significantly increasing ... the perceived level of self-confidence" of international GTAs who are not native speakers of English regarding their "ability to teach in English."

(2) Training

Training "involves the process of bringing the GTA to an agreed standard of proficiency by practice and instruction." Park points out that "much of the North American

GTA literature explores this important theme." Furthermore, "Many North American universities have developed GTA training programmes based on the premise that teaching can be learned, practiced, and continually improved."

While Northern American GTA training programs are headed by "full-time professional trainers," they "use experienced teachers as role models" and incorporate "peer mentoring."

Furthermore, Park states that "attention has been paid in North America to the design of effective GTA instructional programmes," stating that they share in common "the use of active learning strategies ... such as in-class activities, written assignments and modeling and observation of the teaching/learning process." Also, Park finds strategies such as "reading and analyzing papers, and discussions of their teaching experience" as well as "the provision of formative evaluation ... and summative assessment." Furthermore, "the effectiveness of GTA training programmes can be assessed in a variety of ways, including classroom evaluations, student feedback, and self-evaluations."

These training programs are all "oriented toward generic teaching skills, because this is usually a cost-effective way of delivering training to large groups of aspiring GTAs, but also because every GTA should have a sound grounding in core skills." However, "it is certainly not a case of 'one size fits all,' and decisions about appropriate forms and amounts of GTA training should be informed by a range of factors, many of them specific to the student and their background." For example, since international graduate students pose "particular challenges because of linguistic differences and cultural diversity and sensitivity," they have

"specific training needs."

(3) Supervision and Mentoring

Park explains that "in North America the GTA's teaching is usually supervised by the leaders of the courses they are attached to. Peer mentoring—the pairing of a new GTA with an experienced one—can also provide extremely useful support and guidance." Park notes, "Supervisor and mentor play different roles, the former as line manager and director and the latter as role model and peer support."

The "role of GTA supervisor is often a complex and demanding one, with success contingent upon an effective inter-personal relationship between supervisor and supervised." Park also points out an issue that "supervisors are often closely involved with the evaluation of GTA performance and effectiveness, although the feedback and opinions of those they teach can be highly informative."

3. Issues in the Growth and Training of GTAs
(1) Practical Issues

Park lists lack of knowledge, dress, communication, and teaching-research balance as practical issues for GTAs, noting that "a variety of practical issues have to be successfully addressed by an GTA intent on performing the role properly."

Park states that, of these practical issues, generally those relating to communication are particularly serious: communicating with students, socializing with GTA peers, and professional relationships with supervisors and other academic colleagues.

The issue of communication is "a major concern to international GTAs," and Park draws attention to the fact that providing help to international GTAs is an important issue in

terms of internationalization.

Park also points out, based on the results of his own survey, that finding balance between "fulfilling teaching duties" as a GTA and "engaging in research" in order to obtain a PhD is a frequently observed issue.

(2) Personal Issues

Park presents "effectiveness and identity" as two personal issues for GTAs. Effectiveness refers to the meaning acquired by working as a GTA and is an issue that can be overcome through "self-reflection and reflective practices." Tools for doing so include "the keeping of a diary or journal," "analysis of videotaped teaching sessions, and sharing of ideas and feedback with peers and mentors." He also notes that "effectiveness should logically increase with experience" because "many universities adopt a journeyman approach in which the GTA is given more responsibility, independence, and authority with successive years' experience."

With regard to identity, Park asserts, "GTAs often confront issues relating to identity and notions of self-worth, as their views, beliefs, and ideas are tested and refined in the crucible of classroom contact with students" and cites as an example the work of Lal（2000） on gender, race, and culture.

(3) Professional Development Issues

Much scholarship on North American GTAs concerns professional development issues, a result of the unstable position of GTAs as "students and novice teachers." Furthermore, Park points out that while "many GTA training programmes are based on an apprenticeship learning model, ... this is only really appropriate if every GTA wishes to pursue a career as an academic."

Although there are such restrictions, "for those GTAs who aspire to remain in academia, as teachers and researchers, advice is available on a number of key themes, including preparation of a teaching philosophy statement ..., developing a professional reputation ..., and effective strategies for academic job searches..."

Park continues, stating that "GTAs occupy a somewhat ambiguous niche, simultaneously serving as teachers and students, employees, and apprentices," noting that there is "little wonder they are often seen by others, and often see themselves, as 'neither fish nor fowl.'" Such worries frequently arise, which has led to the "unionization of GTAs." Park concludes that unions have "changed the nature of relationships between the GTAs and their employers, but that this has also brought GTAs benefits."

4. Conclusion of Park's Article

Park states that the important lesson of his review on the literature regarding the use of GTA students in North America is the necessity of "a cohesive framework for the employment of GTAs." Based on this conclusion, at the end of his article Park presents thirty-one items summarizing "lessons drawn from North American experience."

These can be found in Table 2. It is Park's hope that, if these are incorporated into the GTA system, they could be "enjoyed by the different groups of stakeholders （ the department, academic staff, graduate students, and undergraduates） " besides teachers. Park summarizes his conclusions by stating that the benefits of hiring GTAs are "delivering teaching to large numbers of undergraduate students, releasing teaching staff time for research activities, increasing funding

opportunities for research students, and offering an apprenticeship for future professors."

Ⅳ. GTA as a Learning System for Graduate Students

In closing, let us answer the research questions from the beginning of this study on the basis of Park's analysis and the lessons he delivered. Below, the numbers in parentheses correspond to those found in Table 2.

1. What kind of setbacks do graduate students encounter in the process of learning as GTAs?

First, constructing relationships with others is difficult. Here, "others" refers to students, peer GTAs, and supervisors. If GTAs, who are placed in an ambiguous position as newcomers to both research and education, cannot construct appropriate relationships with those around them, this can become a source of stress. This is also related to items 14 to 17 and 30 in Table 2.

Second, it is difficult to allocate time between research and education. For graduate students who are trying to obtain a PhD within a set period, time is the most important factor. The more a GTA tries to seriously engage in both education and research, the more troubled they will be by the issue of balance.

Third, difficulties arise from a lack of knowledge and experience. This typically takes the form of troubles related to knowledge of university resources（18）, conflict with students （19）, and communication abilities（20）. For GTAs who are leading their first classes and providing guidance to students, things they do not know or cannot do are certainly serious issues.

Fourth, difficulties arise from GTA's developing identities. For example, Park's article introduces a conflict experienced by a GTA who taught "a text that included works by women of color that were critical of white, middle class feminism." It is more difficult than one thinks to show an open attitude to understandings or cultural and ethical standpoints that go against one's own beliefs.

Park frequently points out that international GTAs whose native language is not English have troubles relating to their language usage abilities and cultural backgrounds.

Many of these difficulties are universal ones that may be encountered after finding a job as a researcher and/or educator and are not necessarily setbacks limited to GTAs.

2. What kind of support program enables it to overcome such setbacks?

While, as described above, GTAs encounter many difficulties, the GTA system is there for overcoming them. If the role of the GTA is just something that offers an experience, then these setbacks will accumulate. However, Park's lesson is that GTA programs must offer an opportunity for legitimate peripheral participation in communities of researchers and educators. For this purpose, Park seeks the creation of mechanisms for selection and preparation, training, and supervision and mentoring.

In specific terms, the GTA denotes a status clearly located within an "academic hierarchy" （1）. There are "experienced teachers"（14）who are role models. To work as an educator it is necessary to receive training in advance regarding "generic and subject-specific elements" （13）and to receive support in solving issues through appropriate "peer mentoring"（15）. Furthermore, Park

Table 2 Summary of Lessons Drawn from the North American Experience

Overall

1. A GTA is more than simply a postgraduate student who teaches－it is a recognized post with a respected and clearly understood niche within the academic hierarchy.

2. Universities in North America have long experience of developing effective GTA systems, and HEIs in the UK have much to learn from the experience of GTA systems, most of which is very positive.

3. Employment of GTAs to help teach undergraduates brings a range of benefits, including the following:
   - reduced teaching loads and increased research time for academics;
   - secure and sustained funding for postgraduate research students;
   - relevant teaching experience for the GTA; and
   - an apprenticeship model for future professors.

4. Carefully designed systems and procedures are required to ensure that GTAs are able to perform their teaching role in an effective manner.

5. Appropriately trained GTAs can teach in a variety of contexts, including demonstrating in lab, practical, and field classes; leading tutorials and seminar groups; and lecturing (particularly in introductory undergraduate courses)

6. The design of sustainable GTA models must recognize and consider the recurrent tension graduate students feel between time spent teaching and time spent on research. This has significance for job satisfaction, research completion, thesis submission, and completion rates.

Selection and Preparation

7. The selection process for GTAs:
   - should be fair, transparent, and consistently applied
   - affects GTA effectiveness and thus student learning

8. Selection criteria for GTAs:
   - should be appropriate to the task the GTA is expected to perform
   - should include subject knowledge and previous training and teaching experience
   - should include written and spoken language proficiency for non-native speakers

9. The competencies expected of a GTA should be defined and included as part of the selection process

10. A thoughtfully designed GTA preparation programme:
    - can be of great help in preparing GTAs for duty
    - might include compulsory and voluntary elements
    - should be a multi-stage process, involving orientation, induction, and assimilation
    - can significantly increase self-confidence and thus the potential effectiveness of international GTAs
    - should aim to build and sustain supportive relationships

11. Properly prepared GTAs can play a part in developing and sustaining an effective 'teaching community' in a department, which can add vibrancy and enhance learning experiences

Training

12. Teaching can be learned, practiced, and continually improved upon.

13. A thoughtfully designed GTA training programme:
    - can enhance the learning experience for both teacher and student
    - should include both generic and subject-specific elements
    - should include active learning strategies, constructivist learning strategies, activities that foster social interaction, and motivational strategies
    - should include both formative evaluation and summative assessment

- should be informed by a proper needs assessment process
- should make special provision for International GTAs, required due to linguistic differences, and cultural diversity and sensitivity
- should involve ongoing activities and opportunities not just the formal training programme
- should evolve through time, by adaptation and improvement

14. Experienced teachers can be highly influential role models for GTAs in training.

15. Peer mentoring can greatly assist the GTA training process.

Supervision and mentoring

16. TA supervisors:
- are traditionally the course leader
- should be properly supported and empowered
- should meet regularly with their GTAs
- should preferably have a collegial rather than a task-oriented style of supervision

17. Peer mentoring can provide a GTA with useful support and guidance.

Practical issues

18. GTAs should have good knowledge of, and be able to advise students about, the availability of campus resources.

19. GTAs need to be able to deal effectively with conflict (particularly with the students they teach), and this should be an element in GTA training.

20. Many of the tensions confronting GTAs are related to communication issues, and these should also be an element in GTA training.

21. Communication issues are a particular concern for international GTAs.

22. Attention must be paid to striking the right balance for GTAs between teaching and research.

Personal issues

23. GTA effectiveness can be improved through self-reflection and reflective practices, which increase self-awareness.

24. GTAs should be encouraged to evaluate the difference between their actual and theoretical teaching styles, using appropriate reflective activities.

25. GTAs should be encouraged to continually redefine their personal goals in the context of department-imposed conditions.

26. GTAs often confront issues relating to identity and notions of self-worth, particularly relating to gender, race, and culture.

Professional development issues

27. The GTA experience can be valuable preparation for aspiring academics.

28. High quality supervision as a research student can have a very positive influence on a GTAs choice of academic career.

29. Preparing Future Faculty programmes can be very useful in encouraging and enabling GTAs to make the transition from student to academic.

30. GTAs sometimes experience difficulties arising from their ambiguous status as students and teachers, employees, and apprentices.

31. Unionization of GTAs changes the nature of the relationship between the GTAs and their employers.

（Originally Table 1 in Chris Park Article）

envisions encouragement of growth as a GTA through continual "self-reflection and reflective practices" （23）.

3. For graduate students specializing in subject education, who are both scholars（of education）and educators（of teachers）and are expected to simultaneously fulfill both responsibilities, what is the meaning of the GTA experience?

For graduate students specializing in subject education, the GTA experience is an opportunity to heighten their capacities and abilities as both educators（teacher trainers and teachers-in-training）as well as researchers. This is because in subject education studies, academic research and education practices are inseparable from each other（Ikeno 2014b, Kusahara et al. 2014）.

When graduate students who study subject education are hired by universities as researchers, they are embedded in the teacher education（teacher training）system. Graduate students who have just completed their PhDs are released into the unknown world of teacher training and have no choice but to provide guidance based on the education they themselves have received. Nakahara et al. （2006）express apprehension regarding "personal theories on education" backed by "one person's experience of being educated" becoming a model for human resources cultivation. This is a valid concern. The experience of being a GTA above all provides an opportunity for heightening one's capacities and abilities as an educator（teacher trainer）.

However, the GTA experience is not only this; it can also be an opportunity for heightening one's capacities and abilities as a researcher and educator（teacher in training）because one:（1）develops and carries out

classes,（2）analyzes and assesses them, and（3）improves them. While the emphasis in terms of the capacities and abilities sought in this training of teachers and those sought in research and studying to become a teacher are different, they overlap considerably. There is a difference between:（a）the practice and training of teachers—in other words, teaching university students while doing（1）（and（2）and（3））; and（b）research and studying to become a teacher—in other words,（2）,（3）（and 1）, for the purpose of actually teaching in elementary, middle, and high school settings. However, that which is sought in both cases are essentially the same.

Graduate students who study subject education—in which the methodologies of both educators and researchers are strongly connected—can expect their learning as GTAs to be effective. In fact, the results of Goto （2012）, Okada and Kusahara（2013）,（2014）, and Tanahashi, Watanabe, Osaka, and Kusahara （2014）suggest that true learning in which students gradually participate in the carrying out of university education as GTAs heightens their capacities and abilities as both educators and researchers.

In the future, it is necessary to（while learning from the results of previous research）systematize objectives that can be understood regardless of departmental or division walls for pedagogy and subject education GTAs. It is also necessary to develop and verify the effectiveness of education programs that guarantee their legitimate participation in the community of（education）researchers and （teachers'）educators. In this sense, the issues that faced the UK research universities during the first half of the 2000s, their solutions, as well as the lessons Park found from the North

American experience, offer much to learn from.

Notes

1) For details on presentations, see Elizabeth Bellows（Takumi Watanabe, Yu Osaka, trans.）（2014）, Amerika gasshukoku ni okeru rikiryo aru kyoshi wo sodateru tameno kyodoteki kokoromi [Collaborative Efforts to Educate Effective Teachers in the United States], in Norio Ikeno, rep. Gakushu shisutemu sokushin kenkyu senta (RIDLS) koen kai shirizu No. 1 [Research Initiative for Developing Learning Systems (RIDLS) Lecture Meeting Series No. 1], pp. 38–49.

2) On Field and Bellow's teacher education practices, see Hiroko Taguchi（2012）, Characteristics of Research Methods on Social Studies Education in the United States: Focusing on "Elementary Social Studies Methods" at University of Texas at Austin, Bulletin of Japanese Educational Research Association for the Social Studies, 48, pp. 77–86.

3) Four of the five head editors of the journal Teaching in Higher Education are UK-affiliated individuals, and sixty-nine of the eighty-two members of the editorial committee are affiliated with the UK or the British Commonwealth of Nations, which have close ties with the UK.

References
<Japanese Work>

Atsushi Ando, Toshiyuki Hosokawa, Midori Yamagishi, and Masaaki Ogasawara, ed.（2012）. Professional Development: International Comparison of Training for University Teachers and Teaching Assistants, Hokkaido University Press.

Junko Araki（2008）. Consideration on Theoretical Basis for Research of Adult Learning Crossing the Border of Workplace : Classifying and Reviewing of Workplace Learning Studies, Japanese Journal of Administrative Science, 21 no. 2, pp. 119–128.

Elizabeth Bellows（Takumi Watanabe and Yu Osaka, trans.）（2014）. Amerika gasshukoku ni okeru rikiryo aru kyoshi wo sodateru tame no kyodoteki kokoromi[Collaborative Efforts to Educate Effective Teachers in the United States], in Ikeno Norio, rep. Gakushu shisutemu sokushin kenkyu senta（RIDLS）koen kai shirizu No. 1 [Research Initiative for Developing Learning Systems（RIDLS）Lecture Meeting Series No. 1], pp. 38–49.

Jill Clark. (Yumiko Yoshikawa, trans.)（2007）. An Overview of Quality Assurance in UK Higher Education, Research on Academic Degrees and University Evaluation, 6, pp. 1–24.

Education Support Group, Education and International Office, ed.（2014）. Teaching Assistant（TA）Handbook , Hiroshima Resourse Development Promotion Office（FD Division）.

Sherry L. Field. (Yu Osaka and Takumi Watanabe, trans.)（2014）. Shakaika kyoshikyoiku to daigakuinsei thiichingu.ashisutanto no kokatekina ikusei[Social Studies Teacher Education and Mentoring Graduate Teaching Assistants Effectively], in Ikeno Norio, rep. Gakushu shisutemu sokushin kenkyu senta （RIDLS）koen kai shirizu No. 1[Research Initiative for Developing Learning Systems （RIDLS）Lecture Meeting Series No. 1], pp. 8–13.

Kenjiro Goto（2012）. A Study on the Developments of "Thought of Social Studies" of Undergraduate Students : Based on the TA

Report of Social Studies Teacher-Training Course, Bulletin of the Graduate School of Education, Hiroshima University, Part Ⅱ 61, pp. 57–66.

Norio Ikeno（2014a）. Types of Education Research and Their Characteristics, in Education Methods Research Handbook, Gakubunsha, pp. 50–55.

Norio Ikeno（2014b）. "What do the Japanese academic who studies on the field of each school subject do? : Relationship between Subject Pedagogy or Curriculum and Instruction and Teacher Education, The bulletin of Japanese curriculum research and development, 36 no. 4, pp. 95–102.

Takehiko Kariya (1992). US Universities, Japanese Universities, Tamagawa University Press.

Masataka Kawai（2000）. A Case Study on Instructor Training for Postgraduate Students-from Cases in Teaching Assistant System-1, Journal of the Liberal and General Education Society of Japan, 22, no. 1, pp. 63–71.

Naoshi Kira（2008）. A Study of Teaching Assistant and Training Systems in the U.S.－Comparative Analyses of Interview Research at Five Universities in the Northeast－, Journal of the Liberal and General Education Society of Japan, 27 no. 2, pp. 88–96.

Naoshi Kira and Akio Kitano（2008）. Training Programs for Junior Educators and Researchers in U.S. Universities: Comparative Perspectives between the U.S. and Japan, Kyoto University researches in higher education, 14, pp. 25–35.

Naoshi Kira（2014）. A Study on Phased Functions of Preparing Graduate Students as Future Faculty: Implications for Japan from Research Universities in the U.S., Comprehensive Research on Education, 7, pp.

1–20.

Akio Kitano（2002）. The Teaching Assistant System and the Improvement of Teaching Methods at Universities － A Case Study: College of Humanities and Sciences, Nihon University －, Journal of the Liberal and General Education Society of Japan, 24, no. 2, pp. 91–97.

Akio Kitano（2003）. A Comprehensive Study of Teaching Assistant Systems in Japan－The Results of Interview Research of 22 Major 4-year Universities in Japan－, Journal of the Liberal and General Education Society of Japan, 25, no. 2, pp. 75–82.

Akio Kitano, ed.（2006）. Japan's Teaching Assistant System: The Improvement of University Education and Use of Human Resources, Toshindo Publishing.

Noboru Komiya（2001）. Teaching Future University Teachers How to Teach: The Education Practicum in the Department of Psychological Sciences at University of Missouri-Columbia, Journal of the Liberal and General Education Society of Japan, 23 no. 1, pp. 63–70.

Fumiko Konno and Takashi Mitsuishi（2008）. Teaching assistant system and training programs at Stanford University, CAHE Journal of Higher Education, 3, pp. 203–212.

Masuo Koyasu and Tetsuya Fujita（1996）. The Current State of and Issues in the Teaching Assistant System: The Case of the Faculty of Education's Department of Psychology, Kyoto University researches in higher education, 2, pp. 77–83.

Masuo Koyasu, Tetsuya Fujita, Yasushi Maehira, and Kenji Yamaguchi（1997）. Survey of Kyoto University Teachers Regarding Teaching Assistants（1）: Analysis of Questionnaire Survey Data, Kyoto

University researches in higher education, 3, pp. 64–76.

Kazuhiro Kusahara, Tatsuya Watanabe, Hiroko Taguchi, Noboru Tanaka, and Masato Ogawa （2014）. Research Philosophies and Methodologies of Japanese Social Studies Education Researchers: Why and how they do research, The Bulletin of Japanese Curriculum Research and Development, 37 no. 1, pp. 63–74.

Jean Lave and Etienne Wenger (Yutaka Saeki, trans.) （1993）. Jokyo ni umekomare ta gakushu: seito teki shuhen sanka Sangyo Tosho. Translation of Situated Learning: Legitimate Peripheral Participation （Cambridge University Press, 1991）.

Yasushi Maehira, Kenji Yamaguchi, Masuo Koyasu, and Tetsuya Fujita（2008）. Survey of Kyoto University Teachers Regarding Teaching Assistants （2）: Free Response Analysis, Kyoto University researches in higher education, 14, pp. 77–85.

Atsushi Nakahara, ed. （2006）. An Introduction to In-Company Cultivation of Human Resources: Learning Basic Psychological and Pedagogical Theory for Nurturing People, Diamond, Inc.

Masaaki Ogasawara, Toshiyuki Nishimori, and Eijun Senaha（2006）. A Guidebook for TA Practice , Tamagawa University Press.

Ryosuke Okada and Kazuhiro Kusahara（2013）. [Study on the Improvement of the Lesson Analysis Ability and its Effects by the Pre-service Teachers : A Case Study of the Students Who Take the Class of "Teaching Method of Geography and History Education", Bulletin of the Graduate School of Education, Hiroshima University, Part Ⅱ, 62, pp. 61–70.

Ryosuke Okada and Kazuhiro Kusahara（2014）. The Improvement of the Curriculum Analysis Ability and its Effect Attained by the Pre-Service Teachers : A Case Study on the Students Who Take the Class of "Curriculum Design of Geography and History Education", Bulletin of the Graduate School of Education, Hiroshima University, Part. Ⅱ, 63, pp. 49–58.

Chris Park (Tadashi Inui, trans.) （1994）. Nettai urin no shakai keizai gaku （Associate of Agriculture and Forestry Statistics）. Translation of Tropical Rainforests （Routledge, 1992）.

Takuya Saiki（2012）. Legitimate peripheral participation, Cognitive apprenticeship, Learning theory, Medical Education, 43 no. 4, pp. 292–293.

Hiroko Taguchi（2012）. Characteristics of Research Methods on Social Studies Education in the United States : Focusing on "Elementary Social Studies Methods" at University of Texas at Austin, Bulletin of Japanese Educational Research Association for the Social Studies, 48, pp. 77–86.

Fukutaro Takamura and Chiraru Chiharu （2008）. Consciousness and actual conditions of teaching assistants in Japan, Research report of JET Conferences, pp. 207–214.

Kenji Tanahashi, Takumi Watanabe, Yu Osaka, and Kazuhiro Kusahara （2014）. The qualitative difference and its factor in the social studies teaching plans designed by pre-service teachers : Implications for improving of the abilities of the social studies teacher, Hiroshima journal of school education, 20, pp. 125–139.

Akira Ueno and Takahiro Ohashi, ed. （2010）. Final Report: The Development and Practice of Ed. D-Style Graduate School Programs: The Organizational Cultivation of the Teacher in Charge of Teaching Profession Courses, The Graduate School of Education, Hiroshima

University.

Takuo Utagawa（2006）. Teaching Assistant System at University of California Berkeley, Journal of Higher Education and Lifelong Learning,14, pp. 129–141.

Takashi Waga （2003）. The Program of Preparing graduate Students to be Faculty in American Universities－With References to Faculuty Development － , Journal of the Liberal and General Education Society of Japan, 25, no. 2, 2003, pp. 83–89.

<English Works>

Mieke Lunenberg, Jurriën Dengerink and Fred Korthagen（2014）The Professional Teacher Educator : Roles, Behavior, and Professional Development of Teacher Educators, Sense Publishers.

Michele Marincovich, et al.（eds.）（1998）The Professional Development of Graduate Teaching Assistants, Bolton, MA: Anker Publishing Company, Inc.

Chris Park（2004）The Graduate Teaching Assistant（GTA）: Lessons from North American Experience. Teaching in Higher Education, 9（3）, pp.349–361.

Chris Park and Marife Ramos,（2002）The donkey in the department? Insights into the Graduate Teaching Assistant（GTA）experience in the UK. Journal of Graduate Education, 3, pp.47–53.

Authors

Takumi Watanabe（Graduate Student, Graduate School of Education, Hiroshima University）
Yu Osaka（Graduate Student, Graduate School of Education, Hiroshima University）
Kazuhiro Kusahara（Graduate School of Education, Hiroshima University）