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Greg Mayer* (greg.mayer@gatech.edu), 686 Cherry St., Atlanta, GA 30332, and **Dia Sekayi** (dia.sekayi@morgan.edu). *The Pedagogical Practices of Teaching Assistants in Polysynchronous Classrooms: The role of Professional Autonomy.*

Polysynchronous learning involves the use of educational technologies to enable remote and face-to-face students to simultaneously participate in live classes. This presentation summarizes findings from a grounded theory study, based on self-determination theory, that utilized teaching observation, survey, and focus group data. The study explored the perspectives and instructional practices employed by teaching assistants tasked with facilitating a polysynchronous environment. Study findings suggest that without a sufficient knowledge base, community, and structure to facilitate a teaching environment that extended beyond lecturing, the assistants in this study used their autonomy to adopt a knowledge transmission teaching perspective. Based on these findings we discuss teaching practices that could be addressed to train and support teaching assistant instruction in blended and polysynchronous environments. (Received January 17, 2017)