

Graduate Teaching and Learning Program Level 2: Practicum

Building Your Graduate Teaching Experience

In addition to Graduate Teaching Assistantships where the participant may be in the role of primary instructor or teaching assistant, there are opportunities to be casual Readers, Markers, Demonstrators and a variety of one-off activities, some of which are included below. Please discuss your teaching activities with your teaching mentor and consider what skills you are developing by undertaking the various teaching assignments. The In-Class activities allow you to develop your skillset directly with students. Other activities may include less direct contact with students and are also critical ways to build the knowledge and skills of a well-rounded instructor.

In-Class Activities

Participants should have a **minimum of 2** of these experiences. (These in-class activities are normally used for the peer observation requirement.)

1. Lecturing – ask to be a guest lecturer. You will likely also want to attend the class before giving a lecture to get a sense of the students' knowledge and how your session will fit in.
2. Lab Assistant – ask to be a guest TA in a lab.
3. Seminar Assistant – ask to be a guest TA in a seminar.
4. Give a class lecture as part of a course you are taking. Many graduate courses have a component where the class participants must design and deliver a lecture or part of a seminar.
5. Provide training sessions for your department on a particular instrument/type of analysis/etc.
6. Lead tutorial sessions. This can be informal (e.g. a help session for students) and may follow a format such as a short 15 minute lecture followed by Q and A from students.
7. Microteaching sessions coordinated by FGSR (maximum of 20 minutes or 2 sessions can be counted towards the program).
8. Discipline Specific Opportunities
 - i. Grand Rounds (medicine) - not directly related to research
 - ii. Lead an ensemble rehearsal/sectional or master/repertoire class (music)
 - iii. Coach a practice (varsity team)

Other Teaching Experiences

Virtual contact

1. Provide written feedback to students on paper drafts/lab reports/other written assignments.
2. Manage *in-class* response systems (e.g. field questions during or at the end of class).
3. Moderate eClass discussion/chat room.
4. Field questions in an eClass question forum

One-on-one

1. Provide verbal feedback to students on paper drafts/lab reports/other written assignments
2. Mentor an undergraduate student as part of their independent research project
3. Facilitate a Community Service Learning (CSL) experience.

Learning Activities and Assessment

1. Design an assignment or exam question(s). The design must be done in collaboration with the course instructor, and should include learning objectives for the activity, the question, any relevant references, the solution/answer(s) and grading scheme.
2. Ask department/faculty if there are any casual grading opportunities. Often departments will hire graduate students to perform grading on an ad hoc basis.
3. Assess, test-drive and/or provide comments on assignments/exams that an instructor will distribute to students.
4. Create an *in-class* learning activity that aligns with the learning objectives of the course. In this case, you must plan and lead the activity, obtain student feedback on how well it worked, and summarize the effectiveness of the activity relative to the learning objectives identified by the instructor.
5. Develop question sets for *in-class* response systems (iClicker, Socrative, TopHat).

For more experienced participants

6. Assist the primary instructor or lab coordinator with developing a new lab activity.
7. Create a test blueprint of an existing exam to discuss with an instructor and look at student scores to analyze the effectiveness of individual questions.

Teaching and Learning Resources

1. Curate learning resources for a course unit/assignment.
2. Curate a list of library resources for students to use in assignments/term papers.
3. Write a blog post for a teaching and learning site for post-secondary education.

Training and Mentoring of other TA's

1. Provide advice and/or mentoring to newer TAs on a course you have previously TAed. This may be an opportunity for you to grow in your teaching development.