

## Graduate Teaching and Learning Program Level 2: Practicum - Skills Development Report

The GTL Program asks participants to articulate what they have learned about their teaching. Informal feedback from graduates of the GTL program reveals participants who are able to describe their teaching skills are desirable and successful candidates for teaching positions.

Participants also may want to note how many hours they have invested in developing their teaching materials and experience. Participants giving their first lecture may find it can take more than 10 hours to prepare the material in addition to the actual class delivery. Developing an awareness of how time is spent is important because time, like money, is a valuable resource.

In completing Level 2 of the GTL Program, participants will describe their teaching experiences, demonstrate **at least 3** of the various pedagogical competencies, and provide a reflection on each activity. Each report will be 750-1000 words plus any figures, tables and references you wish to include, and must be reviewed with the mentor. Each report may be best approached by identifying:

- **Description** of the teaching activity/activities that would include for example: course description, number of students, type of activity(s), length of session, elective or mandatory course, description of class/lab/seminar, teaching and learning objectives for the activity.
- **Competencies** - Participants should answer what teaching skill was developed? Examples may include:
  - creating a lesson plan that sequences course content and aligns with the learning objectives,
  - selecting active learning activities and describing how they relate to the learning objectives,
  - building relationships with students and within the class,
  - developing student life-long interest in learning or discipline,
  - setting lesson objectives and identifying how these tie into the course objectives,
  - evaluating how the lesson aligns with the level of the course with reference to Bloom's Taxonomy,
  - selecting course content and establishing how it aligns with the other competencies,
  - giving formative and summative assessment, developing rubrics, assessing suitability of course material through student response.
- **Reflection:** Participants will need to recap what they did, then evaluate their success. Questions they can consider asking themselves include: What went well? What did you learn from the experience? What would you change to enhance the teaching or learning experience? Are there any logistical or practical problems you would avoid the next time? Participants can refer to any teaching sessions and/or pedagogical principles they applied in developing their teaching activity.