

Graduate Teaching and Learning (GTL) Program at a Glance

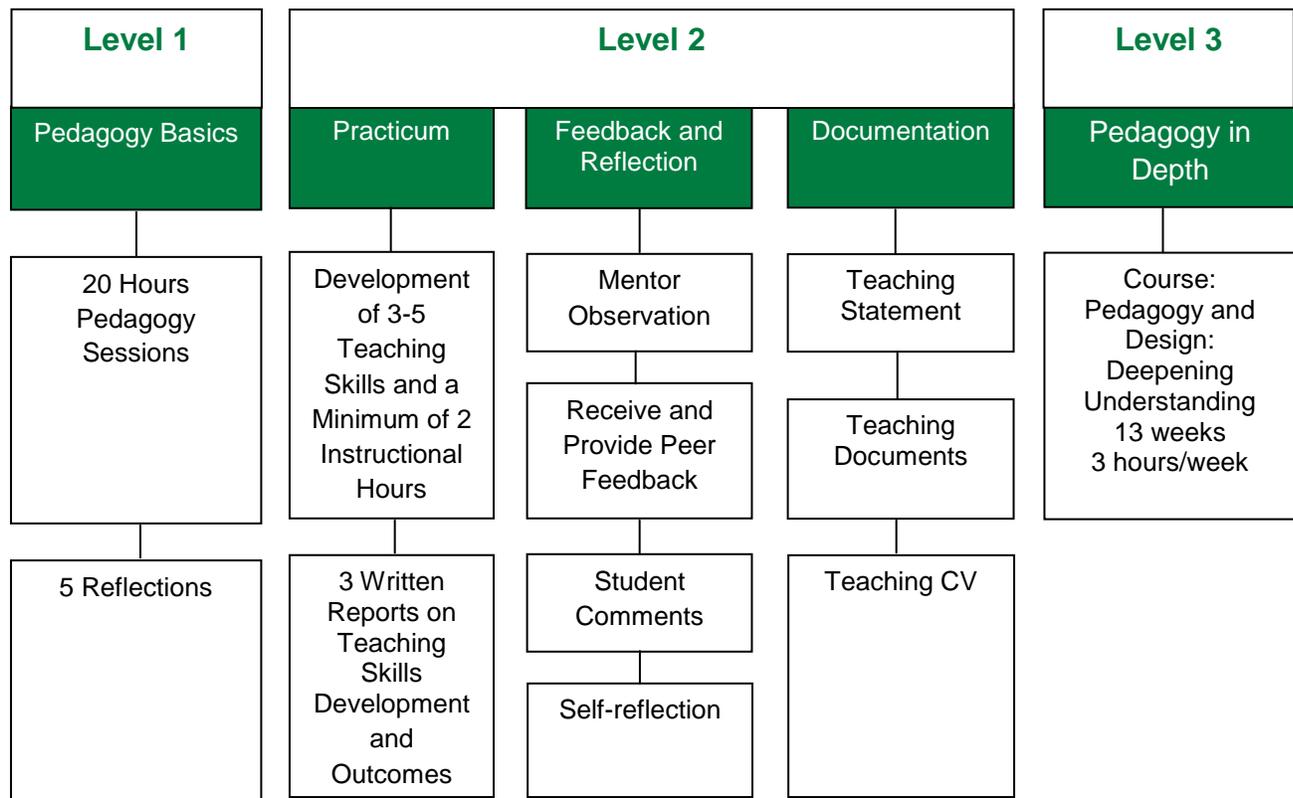
Welcome to the Graduate Teaching and Learning (GTL) program, an initiative of the Faculty of Graduate Studies and Research (FGSR) and participating departments of the University of Alberta.

The GTL program is open to all graduate students and postdoctoral fellows while they are active in their programs.

We recognize the importance of developing the teaching and learning skills of graduate students who may serve as the primary points of teaching contact for many undergraduate students, as well as assisting with the professional development of graduate students who intend to pursue academic and non-academic careers. This is a multi-tiered program that allows graduate students and postdoctoral fellows to participate at a level that best suits their interest and time availability.

Program Overview

Level 1 (Introduction to Teaching and Learning: Classroom Basics), Level 2 (Developing Practical Teaching Skills with Feedback and Reflection) and Level 3 (Pedagogy and Design Course)



Getting Started: All graduate students, postdoctoral fellows and staff who attend a FGSR Graduate Teaching Development session are automatically enrolled in the GTL Program eClass section. Participants will be able to track their progress in the GTL program through eClass.

Level 1: Introduction to Teaching and Learning: Classroom Basics

Graduate students and postdoctoral fellows must accumulate 20 hours of teaching pedagogy sessions to receive a Letter of Completion of Level 1. Participants must acquire 15 hours of Graduate Teaching Development sessions any time during their program/fellowship from the Faculty of Graduate Studies and Research and five hours from any source on or off campus. Students must also write five reflections on these last five hours. These will be recorded in eClass.

Level 2: Developing Practical Teaching Skills with Feedback and Reflection

Graduate students may participate in Level 2 activities before completing Level 1. Departments may choose to append additional activities or requirements to the program. There are four components to Level 2 of the GTL Program:

A. Pedagogy: Participants must complete Level 1.

B. Practicum: The expectation is that the participant will have a minimum of two opportunities for a minimum of two total hours of instruction at a post-secondary level (defined as *In Class Activities*) AND will participate in three or more different teaching experiences. Teaching experiences could include, for example, class preparation (how to structure a lecture); developing teaching materials (lecture/lab/seminar materials); lecturing to students; tutoring students in a help session; preparing questions for quiz/exam/assignment; grading; feedback and evaluation; and assigning final grades.

In completing Level 2 of the GTL Program, participants will describe their teaching experiences, demonstrate **at least three** of the various pedagogical competencies, and provide a reflection on each activity. Each report will be 750-1000 words plus any figures or tables to be reviewed with a Mentor.

C. Mentorship: Eliciting constructive feedback is an excellent way to gain insight into teaching and learning. Learning to give feedback is a critical tool in mentoring, supervision and teamwork, as well as in developing teaching skills. Feedback on the participants teaching needs to be obtained from a teaching mentor, peers, students and a self- reflection. Teaching observations made by Lab-Seminar Coordinators also are accepted as Mentor feedback. Mentor guides are available online. Program participants must complete a Peer Observation training session before they can receive or provide feedback to peers. Participants are required to receive and give feedback to two peers also participating in the program and this is coordinated through FGSR. Student evaluations can be formal or informal (see online tip sheet). A self-evaluation is also expected and may be included as part of the teaching philosophy/teaching statement.

D. Documentation: A teaching CV is an effective way to capture your excellence as a teacher because it presents teaching as a scholarly activity in an orderly manner and provides supportive evidence of all that you do inside and outside the classroom, laboratory, or clinic. A teaching CV should contain a minimum of the following elements:

- Teaching Philosophy/Statement
- Teaching contributions (teaching experience and activities to improve your teaching)
- Assessment of teaching and any teaching awards

Supporting Documents:

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| <input type="checkbox"/> Completion of GTL Program Level 1 | <input type="checkbox"/> Two peer observations by participant |
| <input type="checkbox"/> Reflections from 5 sessions attended | <input type="checkbox"/> Student Feedback |
| <input type="checkbox"/> Teaching Mentor observation | <input type="checkbox"/> Self Reflection |
| <input type="checkbox"/> Letter of Observation from two peer(s) | <input type="checkbox"/> Three Reports of Teaching Skills Development |

Program Completion: Participants who complete Level 2 must have their documentation signed by their Teaching Mentor and/or departmental GTL Coordinator and submitted to FGSR. Graduate students will receive notation on their transcript indicating completion of the GTL Program, and all participants will receive a Letter of Completion of Level 2 GTL program.

Level 3: Pedagogy and Design Course: Deepening Understanding

Graduate students and postdoctoral fellows participating in Level 3, the Pedagogy and Design Course will prepare to take on a primary instructor role, become more adept at handling academic interviews, more capable of tackling roles that require training, mentoring, or leadership in other employment sectors, and who are more aware and reflective of their teaching practices as they impact the learner.

This level is open to all graduate students and postdoctoral fellows at the University of Alberta. Participants who are in later years of their graduate programs will be given priority for registration in the course, and it is recommended that Level 3 participants be active in or have completed GTL Levels 1 and 2. If space is available, tenure track and sessional instructors are also welcome.

On completion of Level 3 participants will have:

- **Conducted** a front-end analysis in course design;
- **Developed** and **written** course objectives that align with learner, context/practical constraints analyses;
- **Selected** and **sequenced** course content that align with course objectives;
- **Developed** teaching and learning activities that support course objectives and learning outcomes;
- **Designed** a course assessment plan that reflects course objectives;
- **Designed** a lesson plan with accompanying learning outcomes that align with course objectives;
- **Designed** an assignment for a lesson plan based on the learning outcomes **or** a term assignment based on the course objectives **and** the accompanying rubric;
- **Created** a short test that evaluates course objectives and/or learning outcomes;
- **Identified** current trends in educational technologies and choose those that align with course objectives;
- **Discussed, assessed, and demonstrated** effective verbal and written communication skills both inside and outside the classroom, including: 1) best practices in teaching; 2) effective strategies for facilitating class discussion; 3) how to deal with difficult instructor-student interactions; and, 4) "first day essentials" for creating a climate for learning
- **Designed** and **presented** the "first 5 minutes" of a course; and,
- **Evaluated** course design, and develop strategies for conducting ongoing self-evaluation of teaching effectiveness.

Contact:

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