



Developing Your Graduate Teaching Experience – Level Two

What can count towards teaching experience?

In addition to Graduate Teaching Assistantships where the participant may have the role of primary instructor or teaching assistant, there are opportunities to be casual Readers, Markers, Demonstrators and a variety of one-off teaching activities, some of which are included below. Please discuss your teaching activity with your teaching mentor and consider what skills you are developing by undertaking the various teaching assignments. Listed below are activities that you can develop your skillset in a real life situation. The second list of activities may allow you to interact more indirectly with students and also is critical in the development of your skills to be 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 your GTL coordinator, supervisor, or faculty members 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. The microteaching sessions coordinated by FGSR allow a 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.



Recording Your Graduate Teaching Experience – Level Two

When participants teach in someone else's course, they will naturally want to consult with the primary instructors as they develop the content, learning activities, and assessment tools. Participants may want to note how many hours they have used in developing their teaching materials. The first time participants prepare a lecture, it may take more than 10 hours to prepare the material in addition to the actual class delivery. Developing an awareness of how participants are spending their time and how they can use that time most effectively 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, to be reviewed with the mentor. Below is a guideline of content to be included in your report.

- **Description** of the teaching activity (For example: course description, number of students, type of activity(s), length of session, elective or mandatory course, description of class/lab/seminar, major teaching and learning objectives for the activity)
- **Competencies** - Participants should answer what three teaching skills do you feel you developed during each of your teaching activities? 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 align 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.