Teaching Record Book

An initiative of the Faculty of Graduate Studies and Research in cooperation with participating departments. Open to all graduate students and postdoctoral fellows. Registration in the GTL program automatically begins when you provide your signature at a FGSR teaching session. Students may participate in Level 2 before completing the requirements for Level 1.

Starting the GTL PROGRAM

☐ ensure you arrange a Teaching Mentor (contact your Department GTL Program coordinator for advice)
☐ consult your department’s GTL Program procedures (some departments may require specific sessions/courses)

Name: ____________________________________________

E-mail: ______________________________________________

Department: __________________________________________

Name of Teaching Mentor: ________________________________

Name of Department GTL Program Coordinator*: ________________________

* The role of the GTL Coordinator role may be filled by a Teaching Mentor, particularly in departments with no GTL Coordinator or where the Coordinators also wish to serve as teaching mentors.

PROGRAM OVERVIEW

Pedagogy

Level 1 Teaching Week (15 hours)

Discipline Specific & Teaching Electives (10 hours+5 reflections)

Practicum

1 Term of Teaching (min 6 hour/week TAship) or Equivalent or Level 2 Course and 2 teaching sessions

Mentorship

Mentor Letter

Receive and Provide Peer Feedback from/to 2 Peers

Student Comments

Documentation

Teaching Record Book

Teaching Dossier
1. PEDAGOGY
The pedagogical requirement for the University Teaching Program is a minimum of 25 hours of formal classroom time, including:

☐ Completion of the Level 1 Teaching Week (15 hours). Please include your letter of Completion of Level One of the Graduate Teaching and Learning Program with your Teaching Dossier.

☐ The remaining 10 hours of pedagogical sessions are selected from the student’s home department (i.e., discipline specific sessions), and/or from those offered regularly by Centre for Teaching and Learning (CTL), FGSR, or University equivalent and may include sessions attended through teaching conference events (STLHE or CTL). Sessions are not eligible for credit if they have taken more than once.

☐ Five reflections (250-750 words each) of what you have learned from the 10 additional hours, and how the information has or can be applied to your teaching. These five pedagogical reflections must be included with the Teaching Dossier.

Sessions in addition to Level One (minimum of 10 hours)

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TOTAL PEDAGOGY HOURS (minimum 10 required) =

2. PRACTICUM
TEACHING PRACTICE: The practicum requirement is at least one term of TA work or 72 hours (for example 12 week term x 6 hours) equivalent teaching and teaching duties at a postsecondary level. Graduate students should have the opportunity to fulfill a minimum of 3 teaching duties, such as prepare their teaching notes, present their teaching materials, experience one-on-one time with students, assess student work, and design and grade examination questions.

Note: The availability of teaching opportunities varies from department to department. Contact your department GTL PROGRAM Coordinator if you require assistance in finding teaching opportunities or alternatives. If your department does not have a GTL Program Coordinator, you will need to approach a teaching mentor yourself. Teaching duties can be fulfilled over several terms if required. Please attach confirmation of teaching employment or have activity verified with a signature from the course instructor, your Graduate Contact, Graduate Chair, or your research supervisor.
3. MENTORSHIP AND REFLECTION

Eliciting productive feedback of one’s teaching is an excellent tool to learn how to improve upon your teaching style. The sooner you gain these insights the sooner changes can be implemented. There are three tiers of feedback required for this program. Students with poor teaching evaluations will be advised to reflect on the recommendations and demonstrate improvement in their teaching before their Teaching Mentor or GTL Coordinator will sign off on this section.

- **Mentor.** Ideally your Teaching Mentor should have an opportunity to observe your teaching early in your journey, and then again closer to the time of the program completion. A letter summarizing your teaching must be included in your teaching portfolio.

- **Peer.** Participants must attend a “Peer Observation” training session offered by FGSR. You will be required to provide feedback to at least two peers also participating in the program. You will attend at least 50 minutes of the teaching session of a peer and complete the Peer Teaching Observation form. You will provide feedback in-person to your peers to gain skills in providing constructive feedback, to observe other teaching styles, and to critically think about how students. You will also provide a written report of your observations to your peers. You will need to have a signed that will permit you to keep personal information about your peer in your teaching dossier for the purpose of the GTL program.

- **Student.** You are required to solicit feedback from students that you teach. This may be through an informal survey of the class or through formal classroom evaluations. Evidence of the evaluation must be shared with your Teaching Mentor and a short summary of the student comments must be included in your teaching portfolio. A list of approved questions is available from the GTL website. [http://www.gradstudies.ualberta.ca/gtl.aspx](http://www.gradstudies.ualberta.ca/gtl.aspx)

- **Self.** Participant should review the feedback (from students, peers, and/or mentor) and write a self reflection on what they have learned from their teaching session and reflect on what they could do to improve their teaching in the future.
4. DOCUMENTATION (TEACHING DOSSIER)

A teaching dossier 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. Your teaching dossier may be used in the future for annual reports, nominations for teaching awards, applications for research leaves, teaching development grants, positions, tenure, promotions, or job applications.

Consult your Teaching Mentor for assistance in preparing and maintaining your teaching dossier.

Refer to the FGSR Professional Development Website on teaching for resources on developing your dossier.

This cumulative record of your teaching philosophy, experience and accomplishments during the GTL PROGRAM must be assessed by your Teaching Mentor or GTL Coordinator from your department.

Random samples of Teaching Dossiers will be reviewed by the FGSR Professional Development Teaching committee yearly to review the overall quality of the documents.

☐ Minimum Documents to be included:

☐ Teaching Philosophy  ☐ Two consent forms from Peers
☐ Teaching Level One letter of completion  ☐ Student evaluations/comments
☐ Five reflections from pedagogy sessions  ☐ Self reflection of teaching by the graduate student
☐ Mentor Feedback  (may be part of teaching philosophy)
☐ Two Peer Feedback  ☐ Confirmation of minimum 72 hours teaching experience

Completing the GTL PROGRAM

Once you have fulfilled all requirements of the GTL Program (including the Teaching Dossier):

☐ make a copy of the Level 2 Signature Sheet, sign and date the student declaration
☐ have your GTL Program Coordinator complete and sign the declaration
☐ have your Teaching Mentor sign and date completion of Mentor Reports
☐ send the signed copy to the Faculty of Graduate Studies and Research and keep a copy for yourself.
☐ complete Exit Survey (this will be sent to you when you submit your Level Two Signature Sheet)

Note: In departments/faculties where there is no GTL Coordinator, the teaching mentor may also take this role, and GTL Coordinators can also serve as teaching mentors.

All documentation must be submitted to FGSR no later than your date of Program Completion (time you have met all your degree requirements and cease to be a student).

www.gradstudies.ualberta.ca/gtl

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