Graduate Teaching & Learning (GTL) Program

The University of Alberta acknowledges that we are located on Treaty 6 territory, & respects the history, languages, & cultures of the First Nations, Métis, Inuit, & all First Peoples of Canada, whose presence continues to enrich our institution.
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Faculty of Graduate Studies & Research
Killam Centre for Advanced Studies
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Support excellence in undergraduate teaching

Mandate to provide professional development for all graduate students
  - Build teaching skills and competencies
  - Provide students with a competitive edge in academic market
  - Prepare students for non-academic leadership roles
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<td>• Core workshops plus two optional workshops approximately 20-25 hours</td>
<td>• Equivalent 17 hours of instruction + approx. 80 minutes individual work/week</td>
<td>• Equivalent to 3 hours/13 weeks + approx. 3 hours individual work/week</td>
<td>• 60+ hours + Cohort Meetings</td>
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<td>• Exit Survey</td>
<td>• Lesson Plan</td>
<td>• Course Design Portfolio</td>
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<td>• Microteaching (2)</td>
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<td>• Statement of Teaching Philosophy</td>
<td>• Completion of Dossier</td>
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<td>• Teaching Development Plan</td>
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Support excellence in undergraduate teaching
Mandate to provide professional development for all graduate students
  • Build teaching skills and competencies
  • Provide students with a competitive edge in academic market
  • Prepare students for non-academic leadership roles
LEVEL 1 | FOUNDATIONS

- Format: workshops
- Completion requirements:
  - 13 Core requirement workshops
  - 2 optional workshops
    - [total 20-25 hours]
  - Exit survey
- Can be completed over several offering of Level 1

Offered in Fall & Winter

Workshops:
Foundations

Requirements:

- Core workshops plus two optional workshops approximately 20-25 hours
- Exit Survey

Students will receive:

Transcript
Notation: Foundations
Participants will:

- Build foundational knowledge of:
  - pedagogical principles in higher education
  - classroom communication, management and leadership
  - ethical practices in teaching and learning

- Apply concepts to case studies and other participatory learning activities

Workshops: Foundations

Requirements:

- Core workshops plus two optional workshops approximately 20-25 hours
- Exit Survey

Students will receive:

Transcript Notation: Foundations
LEVEL 1 | REQUIRED WORKSHOPS

Pedagogy principles
• Learning Objectives and Outcomes
• Lesson Planning
• Fundamentals of Grading and Assessment
• Teaching and Learning: Context Matters
• Student Motivation

Classroom communication, management and leadership
• Circular Communication in the Classroom
• Dealing with Difficult Situations and Students
• Identifying, Helping, and Referring Students in Distress
• Social Location and Unconscious Bias in the Classroom
• Teaching Presentation Skills

Ethical practices in teaching and learning
• Code of Student Behaviour in Teaching
• Copyright in the Classroom
• Ethical Principles in Teaching
To be selected from a variety of sessions:

- Effective Teaching in the Lab
- Leading Discussions
- Mindfulness in the Classroom
- Your First Class: How to Make it First Class
- From the First Class: Creating a Positive Tone in Campus Classrooms
- Teaching in Large Classrooms

Selection Offered in Fall and Winter
**LEVEL 2 | PRACTICUM**

- **Prerequisite:** Level 1—Foundations
- **Format:**
  - Blended course
  - Equivalent to 17 hours of instruction, plus 2 hours/week homework

**Course:** Practicum

**Requirements:**
- Equivalent 17 hours of instruction + approx. 80 minutes individual work/week

**Students will receive:**
- Transcript

**Notation:** Practicum

Offered in Fall & Winter [Spring?]
Completion Requirements:

- Lesson plan
- Microteaching (2)
- Written self-reflection
- Verbal and written peer feedback
- Statement of teaching philosophy
- Teaching development plan
- Exit survey and critical reflection
Participants will:

• gain practical experience in creation of:
  • learning objectives and outcomes
  • lesson planning and delivery (microteaching presentation)
  • a statement of teaching philosophy
  • a teaching development plan
• be introduced to the concept of a teaching dossier
Participants will deepen:

- classroom management and leadership skills
- capacity for:
  - giving, receiving, and responding to feedback
  - self-assessment, self-reflexive and self-reflective practice
- workplace professionalism and ethical principles in university teaching
• Prerequisite: Level 2—Practicum

• Format:
  • Project based course
  • Equivalent to 3 hours/week for 13 weeks, plus approx. 3 hours/week of homework

Offered in Winter & Spring (compressed)
• Completion Requirements:
  • Course syllabus
  • Lesson plan
  • Assignment
  • Assessment
  • Microteaching presentation
  • Verbal and written feedback
  • Written self-reflection
  • Teaching dossier
  • Teaching Development Plan (revised from Level 2)
  • Exit survey
LEVEL 3 | LEARNING OBJECTIVES

Participants will gain practical experience in:

• Course design & development, including:
  • Course objectives & outcomes
  • Lesson plan and delivery
  • Assessment
  • Assignment
  • Syllabus
• Development of teaching dossier
• Teaching Development Plan (revised from Level 2)

Project Based Course: Pedagogy & Course Design

Requirements:
• Equivalent to 3 hours/13 weeks + approx. 3 hours individual work/week
• Course Design Portfolio
• Microteaching (1)
• Self-reflection
• Peer Feedback
• Completion of Dossier
• Teaching Development Plan (Revision)
• Exit Survey

Students will receive:

Transcript Notation: Pedagogy
LEVEL 3 | LEARNING OBJECTIVES

Participants will deepen:

- pedagogical knowledge
- practical knowledge about teaching and learning
- workplace professionalism and ethical principles in university teaching
- capacity for:
  - giving, receiving, and responding to feedback
  - self-assessment, self-reflexive and self-reflective practice
  - acting as a critical colleague

Transfer Notation:
- Pedagogy
  - Equivalent to 3 hours/13 weeks + approx. 3 hours individual work/week
- Microteaching (1)
- Peer Feedback
- Exit Survey

Project Based Course: Pedagogy & Course Design

Requirements:
- Equivalent to 3 hours/13 weeks + approx. 3 hours individual work/week
- Course Design Portfolio
- Microteaching (1)
- Self-reflection
- Peer Feedback
- Completion of Dossier
- Teaching Development Plan (Revision)
- Exit Survey

Students will receive:

Transcript Notation: Pedagogy
LEVEL 4 | SCHOLARSHIP OF TEACHING & LEARNING

- Prerequisite: Level 3—Pedagogy and Course Design
- Format:
  - Self directed research/development project totaling 60+ hours
  - Regular cohort meetings
- Must be paired with a project supervisor

Research Project: Scholarship of Teaching & Learning

Requirements:
- 60+ hours + Cohort Meetings
- Research and/or Development Project
- Research Plan
- Literature Review
- Participation in Cohort Discussion Meetings
- Peer Feedback
- Project Dissemination
- Teaching Development Plan (Revision)
- Exit Survey

Students will receive:

Transcript Notation: Research
Completion requirements:
- Development of research/development project
- Participation in cohort meetings (peer feedback)
- Development of research plan
- Completion of literature review
- Project dissemination
- Teaching Development Plan (revised from Level 3)
- Exit Survey

Requirements:
- 60+ hours + Cohort Meetings
- Research and/or Development Project
- Research Plan
- Literature Review
- Participation in Cohort Discussion Meetings
- Peer Feedback
- Project Dissemination
- Teaching Development Plan (Revision)
- Exit Survey

Students will receive:
Participants will gain practical experience in:

- scholarship of teaching and learning
- developing skills in the design and execution of a research and/or development project
- applying relevant principles in theories of teaching and learning in conducting their project
Participants will gain practical experience in:

- refining their project to meet the goals of the principal investigator
- their own goals related to teaching and learning, and
- the timelines of the project choosing appropriate methods to assess their project’s efficacy or success
- disseminating research via public presentation and/or publication
- re-evaluating skills/competencies and goal setting (revision of teaching development plan from Level 3)
Participants will deepen capacity for:

• giving, receiving, and responding to feedback
• self-assessment, self-reflexive and self-reflective practice
• serving as a critical colleague
• monitoring their own progress in achieving project specific learning outcomes
• workplace professionalism and ethical principles in higher education
Participants will deepen capacity for:

- giving, receiving, and responding to feedback
- self-assessment, self-reflexive and self-reflective practice
- serving as a critical colleague
- monitoring their own progress in achieving project specific learning outcomes
- workplace professionalism and ethical principles in higher education
What are your questions?

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