GTL PROGRAM LEVEL 1: FOUNDATIONS

AUG. 22-23, 26 & 28-29, 2019

Free sessions to help you become a better teacher and a stronger leader.

Some sessions may be used towards the UAlberta Professional Development Requirement for graduate students.

The Faculty of Graduate Studies and Research (FGSR) is hosting a series of free teaching sessions open to the entire University of Alberta campus community.

Please RSVP for each session you plan to attend. You may attend as many or as few sessions you want.

Some sessions may be used towards the Ethics Training Requirement and all BUT the information session may be used towards the Graduate Teaching and Learning (GTL) Program and the Professional Development (PD) Requirement.

To receive Ethics or GTL and PD credit, you will be required to sign in with your oneCard. Students without a oneCard will not receive credit for the session. Partial credit will not be given for sessions and latecomers will not be admitted. Declaration of attendance forms will NOT be signed. All ethics and professional development sessions or activities must be approved by your department.

Learn more about the Ethics Training Requirement

Learn more about the Graduate Teaching and Learning Program

Learn more about the Professional Development Requirement
Graduate Teaching and Learning Level 1: Foundations

About:

The Graduate Teaching and Learning (GTL) Program is a multi-tier program designed to help graduate students excel in their roles as teaching assistants and beyond. It is open to all graduate students and post-doctoral fellows. The GTL Program offers participants the opportunity to:

- Receive university policy and professional ethics training;
- Build self-confidence and personal effectiveness in the classroom;
- Develop pedagogical knowledge, competencies in course design and delivery, and classroom management and leadership skill; and
- Develop research skills in the scholarship of teaching and learning.

Level 1: Foundations is a workshop series that offers introductory knowledge of teaching and learning in higher education which covers not only university policy and professional ethics training, supports your foundational knowledge that you will need to be a teaching assistant, and will equip you with teaching basics to become an effective and confident instructor.

Learning Objectives:

Level 1 builds the foundation for levels two through four by focusing on three learning objectives:

- Pedagogy principles in higher education
- Classroom communication, management, and leadership
- Student support and inclusion
- Ethical practices in teaching and learning

GTL Level 1 enrolment: The first step to enrolling in the Level 1 is to RSVP for a workshop. Upon attending a Level 1 workshop you will have the opportunity to formally enroll in the program. We do not accept enrolment prior to participants attending a workshop.

Please RSVP for each session you plan to attend. All sessions are free.
Thursday, August 22, 2019

Session 1: Graduate Teaching & Learning Program Information Session
(Not for Ethics or GTL and PD Credit)
Date: Thursday, August 22, 2019
Time: 9:00 a.m. – 10:00 a.m.
Room: Telus 150

Overview: In this session, you will learn about the Graduate Teaching and Learning Program (GTLP) offered by the Faculty of Graduate Studies and Research (FGSR). The program is open to all graduate students for free, and has four levels. We will discuss the different components of Level One, Two, Three and Four; and how you can begin the program.

Presenter: Deanna Davis, PhD, Professional Development Instructional Design Specialist and Principal Instructor, Graduate Teaching and Learning Program, Faculty of Graduate Studies and Research, University of Alberta

Session 2: Your First Class: How to Make it First Class
(GTL Level 1 Option Workshop – PD Credit 1.5 hours)
Date: Thursday, August 22, 2019
Time: 10:15 a.m. – 11:45 a.m.
Room: Telus 150

Overview: Students formulate impressions about the instructor and the course very quickly. The cliché that you only have one chance to make a first impression holds some truth. You have an opportunity to create your learning environment by design. This session will review some of the essential concerns that students bring to your first class and some suggestions about how to address those effectively to set yourself and your students off to a good start.

Learning Outcomes:
- Describe the importance of human connection and community in learning;
- Distinguish the role of the instructor in creating a positive learning environment; and
- Apply techniques to foster a positive classroom learning environment.

Presenter: Billy Strean, PhD, Professor, Faculty of Kinesiology, Sport and Recreation, 3M National Teaching Fellow, author of “Those Who Dare to Teach”

Please RSVP for each session you plan to attend. All sessions are free.
Session 3: Learning Objectives and Outcomes  
(GTL Level 1 Core Requirement Workshop - PD Credit 1.5 hours)

Date: Thursday, August 22, 2019  
Time: 12:45 p.m. - 2:15 p.m.  
Room: Telus 150

Overview: Learning outcomes play a central role in course design and delivery and serve as the guiding light for virtually every instructional decision you will make in the classroom. During this workshop you will learn how to write SMART learning outcomes that will support instructional decisions related to lesson planning and assessment.

Learning Outcomes:  
- Explain the difference between course objectives and outcomes;  
- Describe how outcomes function at the level of the course and lesson;  
- Discuss how outcomes are useful for students and instructors;  
- Explain Bloom’s Taxonomy of Learning and describe how it supports outcomes;  
- Evaluate learning outcome exemplars; and  
- Create two SMART outcomes for a lesson plan.

Presenter: Deanna Davis, PhD, Professional Development Instructional Design Specialist and Principal Instructor, Graduate Teaching and Learning Program, Faculty of Graduate Studies and Research, University of Alberta

Session 4: Facilitating Discussions  
(GTL Level 1 Option Workshop - PD Credit 1.5 hours)

Date: Thursday, August 22, 2019  
Time: 2:30 p.m. – 4:00 p.m.  
Room: Telus 150

Overview: Discussion can be a fundamental part of how students process and integrate new information, build communication skills, and develop critical thinking. Classroom discussion, however, necessitates that the instructor surrenders a degree of control over the flow of information and requires students take responsibility for their own learning. The unpredictability of this environment can feel very intimidating for any instructor. In this session, you will learn how to overcome barriers to discussion and develop strategies for inspiring and facilitating a climate for effective classroom discussion.

Learning Outcomes:  
- Describe how discussion enhances learning;  
- Confront and reflect on discussion barriers;  
- Practice discussion approaches;  
- Describe the benefits of discussion to student learning;  
- Describe strategies for setting a climate for discussion; and  
- Design a discussion.

Presenter: Deanna Davis, PhD, Professional Development Instructional Design Specialist and Principal Instructor, Graduate Teaching and Learning Program, Faculty of Graduate Studies and Research, University of Alberta

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Friday, August 23, 2019

Session 5: Teaching Presentation Skills
[GTL Level 1 Core Requirement Workshop - PD Credit 1.5 hours]
Date: Friday, August 23, 2019
Time: 9:00 a.m. - 10:30 a.m.
Room: Telus 150

Overview: Teaching presentation skills are central to your competency in the classroom, impacting the effectiveness with which your material is presented and the extent to which students feel compelled to invest in the shared responsibility for learning. Failure to draw upon basic presentation strategies in combination with uncontrolled nerves can sabotage your efforts in the classroom, leaving you frustrated with your own performance and students unconvinced of your credibility as an instructor. This session will equip you with presentation basics and strategies for managing nerves—all of which is based on current and proven research—which, when put into practice, will allow you to look and sound like a teaching pro. This session is interactive, and will provide the opportunity for you to receive feedback on your presentation skills. Participants of this session are asked to prepare a one minute talk on any topic (e.g., your elevator pitch, your favorite joke, a microtalk on an interest topic in your field).

Learning Outcomes:
- Explain Gordon’s Skill Development Ladder;
- Explain Yerkes-Dodson Law;
- Describe what is meant by science-art continuum in teaching;
- Debunk common myths about teaching presentation skills;
- Discuss what students value in their instructors in the classroom;
- Explain basic principles of effective communication, including emblems, body language, scanning, use of hands, and voice; and
- Practice implementing best practices in presentation delivery.

Presenter: Stephen Leppard, PhD, teacher, administrator, university instructor, doctoral researcher, University of Alberta Senator and public speaker

Session 6: Circular Communication in the Classroom
[GTL Level 1 Core Requirement Workshop - PD Credit 1 hour]
Date: Friday, August 23, 2019
Time: 10:45 a.m. – 12:00 p.m.
Room: Telus 150

Overview: In this session, students will learn how to develop effective pathways of communication both in and out of the classroom, understand instructional best practices, create insight about verbal and non-verbal cues, and engage with technologies to encourage participation beyond the traditional lecture sessions.

Learning Outcomes:
- Recall empowering experiences;
- Differentiate between reflexive and reflective instructional practice; and
- Ground intentionality toward a student-centred classroom.

Presenter: Kat Danser, PhD, Faculty Member, Centre for Arts and Communication, MacEwan University and instructor for the Graduate Teaching and Learning Program at the University of Alberta; Graduate Student Teaching Award winner, GSA Graduate Student Primary Instructor Award winner, University of Alberta

Please RSVP for each session you plan to attend. All sessions are free.
Session 7: Dealing with Difficult Situations and Students in the Classroom (GTL Level 1 Core Requirement Workshop - PD Credit 1.5 hours)

Date: Friday, August 23, 2019
Time: 1:00 p.m. – 2:30 p.m.
Room: Telus 150

Overview: One of the greatest sources of anxiety for instructors is the encounter with emotionally-charged classroom situations. Let’s face it, student learners face incredible pressures to succeed and while most have the capacities to self-regulate their thoughts and feelings, some simply do not have those skills yet. We are cognitive and behavioural role models for all students. In this session, self-reflection and group discussion will assist in identifying various behavioural archetypes that we will encounter with students. Recognizing possible disruptions on a continuum will assist in determining the level of action required from a human and institutional point of view. Relevant codes and policies will be reviewed regarding what to do with the most extreme of situations.

Learning Outcomes:
- Identify behavioural archetypes;
- Distinguish between personal ‘triggers’ and ‘disruption’;
- Situate student disruptions on a continuum; and
- Develop knowledge and strategies for managing difficult situations.

Presenter: Kat Danser, PhD, Faculty Member, Centre for Arts and Communication, MacEwan University and instructor for the Graduate Teaching and Learning Program at the University of Alberta; Graduate Student Teaching Award winner, GSA Graduate Student Primary Instructor Award winner, University of Alberta

Session 8: Context Matters
(GTL Level 1 Core Requirement Workshop - PD Credit 1.5 hours)

Date: Friday, August 23, 2019
Time: 2:45 p.m. – 4:15 p.m.
Room: Telus 150

Overview: Have you ever heard of the expression, “we teach what we most need to learn”? Teaching then is as much about understanding who we are as people as it is about developing effective pedagogical skill sets. Critical reflection encourages developing a “teaching praxis” based on four critical lenses (Brookfield). In this session, you will learn how to develop critical reflexivity, develop teaching praxis skills, and meet the learning needs of students in various learning contexts.

Learning Outcomes:
- Differentiate between self-reflective and critical reflection practices;
- Identify the four critical lenses for developing teaching praxis; and
- Contextualize your skills for the benefit of all student learners.

Presenter: Kat Danser, PhD, Faculty Member, Centre for Arts and Communication, MacEwan University and instructor for the Graduate Teaching and Learning Program at the University of Alberta; Graduate Student Teaching Award winner, GSA Graduate Student Primary Instructor Award winner, University of Alberta

Please RSVP for each session you plan to attend. All sessions are free.
Monday, August 26, 2019

Session 9: Indigenizing and Decolonizing the Academy
(GTL Level 1 Option Workshop - PD Credit 1.5 hours)
Date: Monday, August 26, 2019
Time: 9:00 a.m. – 10:30 a.m.
Room: Telus 150

Overview: How can graduate students supporting the curriculum and effectively support Indigenous students? How can we unpack educational practices and begin to decolonize and Indigenize our academic institutions (Battiste, 2013; Gaudry & Lorenz, 2018)? We need to transform learning, inform practice, engage in provocative conversations, and rebound from mistakes so that Indigenization is meaningful, systemic, and lasting. Building upon the Cree understanding of Wahkohtowin—relational accountability and reciprocity—we can positively impact student learning and engagement. In this session, we will build relationships, learn from each others’ experiences, and become aware of Indigenous histories and contemporary realities.

Learning Outcomes:
- Engage with Indigenous pedagogies to enhance their understanding of relationship building and reciprocity;
- Learn about First Nations, Metis and Inuit histories and contemporary realities; and
- Explore how Indigenization and decolonization can support student learning and engagement with curriculum.

Presenter: Jennifer Ward, PhD Student, Faculty of Native Studies, Educational Developer, Indigenous-focus, Centre for Teaching and Learning

Session 10: Student Motivation
(GTL Level 1 Core Requirement Workshop - PD Credit 1.5 hours)
Date: Monday, August 26, 2019
Time: 10:45 a.m. – 12:15 p.m.
Room: Telus 150

Overview: A common trap that we as instructors can fall into is the belief that students are either motivated or they are not. In reality, the issue of student motivation is not straightforward. This session will explore the factors that influence student motivation and the role that the instructor plays in supporting engaged, enthusiastic students who are prepared to take responsibility for their own learning and play a positive role in the classroom environment.

Learning Outcomes:
- Discuss the factors that influence student motivation;
- Explain three approaches to learning;
- Describe the components that support significant learning experiences;
- Describe characteristics of passive and active learning;
- Discuss the benefits of active learning for students and instructors; and
- Discuss strategies instructors can use to support student motivation in course design, lesson planning and teaching and learning strategies.

Presenter: Deanna Davis, PhD, Professional Development Instructional Design Specialist and Principal Instructor, Graduate Teaching and Learning Program, Faculty of Graduate Studies and Research, University of Alberta

Please RSVP for each session you plan to attend. All sessions are free.
Session 11: Identifying, Helping, and Referring Students in Distress  
(GTL Level 1 Core Requirement Workshop - PD Credit 1 hour)
Date: Monday, August 26, 2019  
Time: 1:00 p.m. – 2:00 p.m.  
Room: Telus 150

Overview: Do you think a student might be struggling? Not sure what to say or do? This workshop will help you learn about common indicators of distress and what you can do to help students.

Learning Outcomes:
- Identify common signs of distress;
- Apply strategies to have supportive conversations with students in distress; and
- Describe various campus resources for student support.

Presenters: Jasmine Bajwa, Registered Psychologist, Counselling and Clinical Services & Suman Varghese, Registered Psychologist, Counselling and Clinical Services

Session 12: Fundamentals of Grading and Assessment  
(GTL Level 1 Core Requirement Workshop - PD Credit 2 hours)
Date: Monday, August 26, 2019  
Time: 2:15 p.m. – 4:15 p.m.  
Room: Telus 150

Overview: Assessment is an integral part of teaching any course and is a crucial tool for both instructors and students. It provides information about the degree to learning outcomes have been met and outlines areas for growth. This session will equip you with the foundational skills required to discuss and apply different assessment techniques in post-secondary education. Participants will explore ideas including formative assessment, evaluation and grading, designing assessments, and best practices in assessment.

Learning Outcomes:
- Describe backward design and how it supports assessment;
- Define formative and summative assessment and describe how each is used in a course;
- Give students feedback on a submitted assignment;
- Discuss challenges associated with formative feedback; and
- Describe the differences between analytic, holistic, and single-point rubrics and discuss the pros and cons of each.

Presenter: Deanna Davis, PhD, Professional Development Instructional Design Specialist and Principal Instructor, Graduate Teaching and Learning Program, Faculty of Graduate Studies and Research, University of Alberta

Please RSVP for each session you plan to attend. All sessions are free.
Wednesday, August 28, 2019

Session 13: Code of Student Behaviour in the Teaching
(GTL Level 1 Core Requirement Workshop - Academic Integrity and Ethics Training Credit 2 hours)
Date: Wednesday, August 28, 2019
Time: 9:00 a.m. – 11:00 a.m.
Room: Education North 2-115

Overview: Knowing the “ins and outs” of the Code of Student Behaviour can enhance your ability both as a teaching assistant and as a student. This session will go through the Code of Student Behaviour, providing explanations and examples along the way.

Learning Outcomes:
- Explain the areas covered in the Code of Student Behaviour;
- Describe the disciplinary process for each area in the Code of Student Behaviour;
- Explain the Sexual Violence Policy and the difference between a disclosure and a complaint;
- Describe the steps for responding to a disclosure of sexual violence;
- Discuss strategies to prevent cheating while proctoring an exam; and
- Apply principles of the Code of Student Behaviour to varying case studies and propose the best course of action based on the situation.

Presenter: Deborah Eerkes, Director, Student Conduct and Accountability

Session 14: Copyright in the Classroom
(GTL Level 1 Core Requirement Workshop - Academic Integrity and Ethics Training Credit 1 hour)
Date: Wednesday, August 28, 2019
Time: 11:15 a.m. – 12:15 p.m.
Room: Education North 2-115

Overview: What are the copyright implications of scanning a book chapter and uploading it to eClass? What can you do when you find your (or your course coordinator’s) lecture slides in a fee-based course content aggregator like OneClass or Course Hero? This session will introduce the University of Alberta’s Use of Copyright Materials Policy and help participants make decisions about copying, presenting, and distributing resources for instructional purposes.

Learning Outcomes:
- Locate copyright-related UAPPOL* policy, procedures, and Fair Dealing Guidelines (*University of Alberta policies and procedures);
- Help students and other instructors create stable urls to UA Libraries (UAL)-licensed resources;
- Explain the difference between re-use considerations for UAL-licensed resources and all other copyright-protected works;
- Define open educational resources (OER) and describe how they can be beneficial to both students and faculty; &
- Differentiate between materials that are suitable for sharing in a course content aggregator from materials that are not suitable for sharing in a course content aggregator (e.g., OneClass, Course Hero, etc.).

Presenter: Amanda Wakaruk, MLIS, MES, Copyright Librarian, Copyright Office, Learning Services, University of Alberta

Please RSVP for each session you plan to attend. All sessions are free.
Session 15: Ethical Principles in Teaching
(GTL Level 1 Core Requirement Workshop – Academic Integrity and Ethics Training Credit 1.5 hours)
Date: Wednesday, August 28, 2019
Time: 1:15 p.m. – 2:45 p.m.
Room: Education North 2-115

Overview: Situations arise in teaching that sometimes test us on conflict of interest, conflict management, and ethical boundaries. Using a few case scenarios, we will look at different ways that people may interpret what has happened and how as teachers you may want to handle these situations. The objective of this session will be to build strategies to help resolve potential conflicts regarding instructor-student relationships.

Learning Outcomes:
• Identify and discuss ways that people may interpret situations and how, as teachers, you may want to handle these situations [based on Ethical Principles];
• Build strategies to help resolve potential conflicts regarding instructor-student relationships; and
• Identify resources to assist you in working through situations that may arise.

Presenter: Chris Hackett, Student Conduct Officer, Student Conduct and Accountability & Bryan Hogeveen, PhD, Vice-Dean, Faculty of Graduate Studies and Research and Associate Professor, Department of Sociology, Faculty of Arts

Session 16: Lesson Planning
(GTL Level 1 Core Requirement Workshop – PD Credit 1 hour)
Date: Wednesday, August 28, 2019
Time: 3:00 p.m. – 4:00 p.m.
Room: Education North 2-115

Overview: Why are some instructors able to create engaging classes that always seem to perfectly fill the time allotted? Experience is certainly one factor but creating a lesson plan is a critical step to having a positive teaching outcome and for students to have a good learning experience. In this session, we will cover principles to consider in making your lesson plan.

Learning Outcomes:
• Discuss the benefits of a lesson plan;
• Describe the three domains of Bloom’s Taxonomy and explain why taxonomy is useful when designing a lesson plan;
• Describe the components of a lesson plan [hook/bridge, outcomes, content, participatory learning, pre- and post-assessment, summary]; and
• Explain the steps involved in reflecting on the effectiveness of a lesson plan.

Presenter: Renee Polziehn, PhD, Professional Development and Community Volunteer Program Director, Faculty of Graduate Studies and Research, University of Alberta

Please RSVP for each session you plan to attend. All sessions are free.
Thursday, August 29, 2019

Session 17: Social Location and Unconscious Bias in the Classroom
(GTL Level 1 Core Requirement Workshop - PD Credit 1.5 hours)
Date: Thursday, August 29, 2019
Time: 9:00 a.m. – 10:30 a.m.
Room: Education North 2-115

Overview: If you have a brain, you have unconscious biases! Bias is not always a bad thing; however, when it starts to show up in programs, policies, and practices in particular teaching, then students miss out. If you are involved in program development, facilitation or curriculum development, you should attend the session. By the end of the session, you will be able to explain: how our upbringing shapes our worldview, what bias is and where it comes from; and how it impacts on the people around us in the classroom and workplace. You will also learn practical techniques for acting more consciously and making an informed decision. This interactive workshop will be structured around four key adult learning principles: connection, exploration, practicing, and evaluating.

Learning Outcomes:
- Reflect on your personal social location;
- Define "protected grounds" and list the areas covered;
- Explain how and why the brain categorizes information;
- Describe the dangers of stereotyping and categorization;
- Define unconscious bias;
- Discuss strategies for raising personal awareness around unconsciousness bias;
- Discuss strategies for managing unconscious bias in the classroom; and
- Examine the role social location and unconscious in case studies and propose strategies for managing the situations described.

Presenter: Barb McLean, MA, Owner of Collective Insight Consulting

Session 18: Effective Teaching in the Lab
(GTL Level 1 Option Workshop - PD Credit 1.5 hours)
Date: Thursday, August 29, 2019
Time: 10:45 a.m. – 12:15 p.m.
Room: Education North 2-115

Overview: If you are teaching a lab or hands-on activities with students, this session provides a great overview of how to make your teaching experience much better. This session will demonstrate effective strategies for teaching labs, primarily in the life sciences. We will explore ways to engage students as well as develop methods for guided inquiry in undergraduate laboratories.

Learning Outcomes:
- Identify the stages of learner development and key learning motivators;
- Develop a strategy for safely leading labs;
- Discuss how to increase student participation; and
- Discuss strategies to handle common student interactions.

Presenter: Carla Starchuk, PhD, Lab Coordinator, Department of Biological Sciences, Faculty of Science, University of Alberta

Please RSVP for each session you plan to attend. All sessions are free.
Session 19: Mindfulness in the Classroom  
(GTL Level 1 Option Workshop - PD Credit 1.5 hours)

Date: Thursday, August 29, 2019  
Time: 1:00 p.m. – 2:30 p.m.  
Room: Education North 2-115

Overview: Research indicates that people spend approximately half of their waking hours thinking about something other than what they’re doing in the present moment—and this mind-wandering typically makes them feel unfocused and unhappy. Fortunately, mindfulness practice can help us bring our attention back to the present moment. In this session, you will learn about what mindfulness is, how it is practiced, how it can be integrated into your teaching experience, as well as how it connects to overall well-being. Short meditations will be discussed and practiced throughout the session.

Learning Outcomes:
- Identify foundational aspects of mindfulness practice—including what it is, how it is practiced and why we should do it;
- Examine at least 5 approaches to integrating mindfulness practice into a teaching experience to benefits the teacher and learner; and
- Practice mindfulness in a group setting as an experiential mode of learning.

Presenter: Justin Pritchard, MDes, CCDP, Team Lead and Career Coach, Transition to Career (T2C), Career Centre, Session Instructor, Department of Art and Design, Faculty of Arts, University of Alberta and Past-President, U of A Mindfulness Meditation Group

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