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A multi-tier program designed to help graduate students excel in their roles as teaching assistants and beyond.
GTLP provides graduate students with opportunities to.

- Receive university policy and professional ethics training
- Build self-confidence and personal effectiveness
- Develop pedagogical knowledge, competencies in course design and delivery, and classroom management and leadership skills
- Develop research skills in the scholarship of teaching and learning.
GTLP provides graduate students with professional development opportunities.

- Increasingly formal training is required for faculty positions
- Skills and competencies in teaching and learning are applicable to every work context
Level 1: Foundations
What you need to know to be a great TA
Logistics

- Offered in Fall & Winter
- Can be completed over several offerings
- Students must “opt-in” to be registered
- GTL eClass provides record of activity
Learning Objectives

LEVEL 1

Workshops: Foundations

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

Students will receive:

- Gain introductory knowledge of teaching and learning in higher education
- Receive university policy and professional ethics training
- Build self-confidence and personal effectiveness
Learning Objectives

Build and Apply foundational knowledge of:

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

LEVEL 1

Workshops: Foundations

Requirements:

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

Students will receive:

Transcript Notation: Foundations
Pedagogy principles (PD Credit)

- Learning Objectives and Outcomes
- Lesson Planning
- Fundamentals of Grading and Assessment
- Teaching and Learning: Context Matters
- Student Motivation
Core Requirements

Classroom communication, management and leadership (PD Credit)

- 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
Core Requirements

Ethical practices in teaching and learning (Ethics credit)

• Code of Student Behaviour in Teaching
• Copyright in the Classroom
• Ethical Principles in Teaching
Options

Two to be selected from

- Effective Teaching in the Lab
- Facilitating Discussions
- Mindfulness in the Classroom
- The First Class
- Teaching in Large Classrooms
- Indigenizing and Decolonizing the Academy

Selection offered in Fall and Winter
Some sessions may be used towards the Academic Integrity and Ethics Training Requirement and all **BUT** the information session may be used towards Level 1 and the Professional Development Requirement with approval from your department.
Level 2: Practicum

Become a better teacher

Requirements:
- Equivalent 17 hours of instruction + approx. 80 minutes individual work/week
- Lesson Plan
- Microteaching (2)
- Self-reflection
- Peer Feedback
- Statement of Teaching Philosophy
- Teaching Development Plan
- Exit Survey

Students will receive:

Transcript Notation: Practicum
Logistics

• Prerequisite: Level 1–Foundations
• Free, pass/fail
• Offered in Fall, Winter, Spring (compressed schedule)
• Offered over six modules
  • (Modules 1 and 2 online)
• Attendance is mandatory
• Apply through GTL website
Gain Practical experience in the creation of:

- Learning objectives and outcomes
- Lesson planning and delivery
- Statement of teaching philosophy
- Dossier (ePortfolio) [introductory]
- Teaching Development Plan
Learning Objectives

Deepen and Apply foundational knowledge of:

- Pedagogical principles in higher education
- Practical knowledge about teaching and learning
- Classroom management and leadership skills
- Student support and inclusion
- Ethical practices in teaching and learning
Learning Objectives

Deepen and Apply capacity for:

- Giving, receiving, and responding to feedback
- Self-assessment, self-reflexive and self-reflective practice
- Workplace professionalism and ethical principles in university teaching
Learning Outcomes

Recognize and Practice the role of self-reflection in instructional development

Apply interpersonal strategies to offer and receive effective peer feedback

Develop a statement of teaching philosophy

Create a lesson plan using the BOPPPS model, including learning outcomes

Explain and Incorporate Bloom’s Taxonomy in development of learning outcomes and active learning strategies

Demonstrate knowledge acquisition and integration through two microteaching presentations

Demonstrate ethical principles in teaching and professional conduct
Level 3: Pedagogy and Course Design

Become a principal instructor
Logistics

LEVEL 3

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

• Prerequisite: Level 2–Practicum
• Free, pass/fail
• Offered in Winter and Spring (compressed)
• Attendance is mandatory
• Apply online through GTL website
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**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

Gain practical experience in:

- Course design & development, including:
  - Course objectives & outcomes
  - Lesson plan and delivery
  - Assessment
  - Assignment
  - Syllabus
- Development of dossier (ePortfolio) [expanded from GTL2]
- Teaching Development Plan (revised from GTL2)
Learning Objectives

Deepen and Apply:

- Pedagogical principles in higher education
- 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

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
Learning Outcomes

**Recognize and Practice** the role of self-reflexive and self-reflective practice in instructional development

**Conduct** a front-end analysis in course design

**Develop and Write** course outcomes

**Select and Sequence** course content

**Design** a course assessment plan and **Develop** one assessment item

**Create** a lesson plan using the BOPPPS model, including learning outcomes

**Evaluate** course design

**Demonstrate** knowledge acquisition and integration through two microteaching presentations

**Demonstrate** ethical principle in teaching and professional conduct
Level 4:
Scholarship of Teaching and Learning
Engage with teaching research and course development

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
Overview

• Project under the supervision of a faculty member
• Minimum of 60 hours of scholarly work
• Maximum number of hours is dependent on other appointments
• Partnership with Centre for Teaching and Learning
Logistics

- **Prerequisite:**
- Level 3–Pedagogy and Course Design
- Intake ongoing
- Acceptance based on project availability and quality of application

**Contact:**
- Deanna Davis
  (deanna.davis@ualberta.ca)
Learning Objectives

LEVEL 4

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

Gain practical experience In.

- Scholarship of teaching and learning
- Developing skills in design and execution of a research and/or development project
- Applying relevant principles in theories of teaching and learning in conducting project
- Refining project to meet the goals of a principal investigator, personal goals related to teaching and learning, and the times line of the project
Learning Objectives

Gain practical experience In. . .

- Choosing appropriate methods to assess project’s efficacy or success
- Disseminating research via public presentation and/or publication
- Re-evaluating skills/competencies and goal settings [Revision of Teaching Development Plan from GTL3] plan

LEVEL 4

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
Learning Objectives

Deepen and Apply capacity for . . .

- Giving, receiving, and responding to feedback
- Self-Assessment, self-reflexive, and self-reflective practice
- Serving as a critical colleague
- Monitoring personal progress in achieving project specific learning outcomes
- Workplace professionalism and ethical principles in higher education
Learning Objectives

Deepen and Apply capacity For.

- Giving, receiving, and responding to feedback
- Self-Assessment, self-reflexive, and self-reflective practice
- Serving as a critical colleague
- Monitoring personal progress in achieving project specific learning outcomes
- Workplace professionalism and ethical principles in higher education

LEVEL 4

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
Learning Outcomes

**LEVEL 4**

**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

**Design** a project focused on course/unit/workshop development or a research project which further understanding of teaching and learning

**Refine** project to meet faculty sponsor’s and personal learning goals as well as project timelines

**Identify** and **Apply** relevant principles of teaching and learning in developing and conducting project

**Monitor** personal project in achieving project-specific learning outcomes

**Select** and **Execute** appropriate assessment methods to evaluate project efficacy or success

**Demonstrate** ethical principle in teaching, research methods, and professional conduct

**Disseminate** project outcomes and **Demonstrate** knowledge acquisition and integration through a public presentation and/or publication
**LEVEL 1**

**Workshops: Foundations**

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

**Students will receive:**
- Transcript Notation: Foundations

**LEVEL 2**

**Course: Practicum**

**Requirements:**
- Equivalent 17 hours of instruction + approx. 80 minutes individual work/week
- Lesson Plan
- Microteaching (2)
- Self-reflection
- Peer Feedback
- Statement of Teaching Philosophy
- Teaching Development Plan
- Exit Survey

**Students will receive:**
- Transcript Notation: Practicum

**LEVEL 3**

**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**

**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
Level 1: Fall and Winter
• August 22, 23, 26, 28-29
• January 6-21 (afternoons)

Level 2: Fall, Winter, Spring
• September 24–October 29
• February 24–March 30
• May 15–22

Level 3: Winter and Spring
• January 13–April 14
• June 8–24
A graduate education is not just about advancing research. Your professional development is also a key part of building your future. FGSR partners with various organizations and offers many opportunities to help you fulfill the requirements, build your portfolio, and hone your skills.

**Professional Development Requirement**
An exciting initiative to help you recognize your talents, pursue your interests, learn professional skills and make the connections that will help you excel in your chosen field.

**Events and Workshops**
Attend a professional development conference, workshop or economic outlook presentation. Or challenge your communication skills with the Three Minute Thesis competition.

**Graduate Student Internship Program**
Secure a paid internship designed for graduate students. Made possible by a Government of Alberta grant.

**Graduate Student Career Mentoring Program**
Find academic and non-academic mentors to provide you with advice, support and strategies for your future.

**Graduate Teaching and Learning Program**
Sharpen your understanding of how people learn and hone your teaching skills while getting an edge in the academic market and preparing for non-academic leadership roles.

**Community Volunteer Program**
Develop a creative approach to your research presentations and build your confidence by connecting to the community to educate and inspire.

**Online Resources**
Access multiple resources and tools including MyGradSkills.ca (online modules for professional...
Stay Connected with GTL

- FGSR PD Website [uab.ca/gradpd](uab.ca/gradpd)
- Email [grad.pd@ualberta.ca](mailto:grad.pd@ualberta.ca)
- GradNews
- Facebook
  - Teaching Circle Group [facebook.com/groups/FGSRTeachingCircle/](facebook.com/groups/FGSRTeachingCircle/)
Contact: grad.pd@ualberta.ca