Graduate Teaching and Learning Program

Renee Polziehn
Deanna Davis
Kathleen Danser
Charity Slobod
John Nychka
 WHY?  
https://img.skitch.com/20120915-r6afnk7a11nikkeaa6b2gt1y9.jpg
Number one skill is communication

http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2009_03_26/caredit.a0900042
Increase in requirements for teaching

https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcRjX0DUBWqqvoWFGedsYiueUI297q1bY8B3f66BiT4DPa_ANUrF33l7D9bA
Advantage for hiring/starting salary

I heard that you got approval to hire a new senior engineer.

As an intern, I have performed all the functions of a senior engineer for the past five years. I am now ready for promotion.

I plan to hire someone from outside the company.

Must... control... tiny fists... of intern fury.

I have approval to fill the senior engineer position but there’s a ban on hiring new interns.

So if I promote you, my empire... oops... I mean my department won’t grow.

Gaaa!!! My despair has turned into a searing psychological pain!!!

That reminds me; I need you to train the new guy.

Ow! Ow! Ow!
“I think you should be more explicit here in step two.”
Maybe you are already doing many of the program requirements
Multi-Option Program

• Level One – Basic Pedagogy
• Level Two – Practical Experience
• Level Three – Course Design
• Level Four – Scholarship of Teaching
Multi-Option Program

Level One – Basic Pedagogy

Level Two – Practical Experience

Level Three – Course Design

Level 4 – Scholarship Research

GTL Graduate Teaching & Learning Program
GTL Program

- FGSR
- Peer Observers
- Primary Investigator*
- Graduate Teaching and Learning Coordinator
- Teaching Mentor(s)

Participant

*Primary Investigator indicates Primary Investigator as the primary investigator.
Level One

• 15 Hours of FGSR Teaching Sessions – Captured in eClass

• 5 Hours of sessions from any teaching resource on campus

• 5 Hours reflections
Program Overview for Level 1 (Pedagogy) and 2 (Practical Skill Development)

**Level 1**
- Pedagogy Basics
  - 20 Hours Pedagogy Sessions
  - 5 Reflections

**Level 2**
- Practicum
  - Development of 3-5 Teaching Skills and a Minimum of 2 Instructional hours
- Feedback and Reflection
  - Mentor Observation
    - Receive and Provide Peer Feedback
  - Student Comments
    - Self-reflection
- Documentation
  - Teaching Statement
  - Teaching Documents and Teaching CV

Development and Outcomes
- Student Comments
- Teaching Documents
- and Teaching CV

Self-reflection
Level Two – Feedback and Reflection

• Real class
• Feedback on your teaching
• Reflect on teaching and learning
Level Two – Feedback and Reflection

• Teaching Mentor observation
• Peer observations
• Student evaluation – informal formal
• Self evaluation

http://info.talkonomy.com/blog/why-share-ideas/
Peer Observations – Feedback and Reflection

• Need to attend Peer Observation session
• Need to give two observations
• Need to receive two observations
• Receive and provide oral and written feedback
• FGSR assists with finding peers
Level Two – Teaching Skills

• Need to find 2 teaching opportunities (minimum of 2 hours)

• Need to do a variety of teaching activities
Level Two – Teaching Skills

• Record 3-5 of your teaching skills
  - setting objectives
  - aligning assignments to Blooms
  - selecting course content

• Each report will be 750-1000 words plus any figures, tables and references
Level Two - Teaching

• Can be TA’ing you already have done at the UofA
• Can be done over several terms
• Have feedback from students*
Level Two – Documentation

• Teaching CV (~2 pages)
  • Teaching Philosophy/Statement
  • Teaching Experience (current and past)
  • Teaching Awards
  • Summary of the feedback on your teaching
Level Two – Documentation

- Level One Letter of Completion
- Feedback from Mentor
- Feedback from Students
- Feedback from Peers
- Self Reflection on Teaching
- Feedback to Peers
- Three Skills reports replaces evidence of 72 hours of teaching experience
Who can be a Teaching Mentor?

• Need 5 years teaching at post-secondary level*
• Can be Academic or Non-Academic Staff
• Can be Professor Emeritus
• Can be from another department
• Can be thesis supervisor
Level 3 – Foundation of Building and Delivering a Course

- Do not need to have completed GTL Levels 1 or 2
- 13 weeks once a week/3 hour class (Spring is condensed)
- Free
- Fall session: Tuesdays, Sept. 12-Dec. 12, 2017, from 12:30-3:30 p.m.
Level 3 – Themes

1. Course design and assessment
Apply the pedagogical knowledge explored in class to the development of a course in your discipline, including a syllabus, sample test, assignment and lesson plan.

2. Classroom management and leadership
Prepare you for primary instructor role
Level 4 – Scholarship of Teaching

- Students who have completed the course or something equivalent
- Research project
Graduate Teaching and Learning Program

The Graduate Teaching and Learning (GTL) Program is an initiative designed to help develop the teaching and learning skills of graduate students. The multi-tier program – a collaboration of the Faculty of Graduate Studies and Research, departments and faculties, and the Office of the Vice-Provost (Academic Programs) – delivers exciting opportunities for training in university instruction.

The GTL Program is open to all graduate students and postdoctoral fellows and focuses on pedagogical theories.

Details of the program are described in a GTL At-A-Glance for those participants starting in August 2016. For GTL participants who started prior to August 2016, please find the former GTL At-A-Glance.

Enrol in the GTL Program through eClass.

Getting Started

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