Graduate Teaching and Learning Program

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Number one skill is communication

AVERAGE TIME SPENT COMPOSING ONE E-MAIL

PROFESSORS: 1.3 SECONDS

YES.  
(SEND)
  DO IT.  
(SEND)
  SEE ATTACHED.  
(SEND)
  NO.  
(SEND)

GRAD STUDENTS: 1.3 DAYS

DEAR (?) PROF. SMITH,
I WAS WONDERING IF PERHAPS YOU MIGHT HAVE POSSIBLY GOTTEN THE CHANCE TO POTENTIALLY FIND THE TIME TO MAYBE LOOK AT THE DRAFT PAPER THAT I AM ATTACHING IN JUST IN CASE. I WOULD BE VERY PLEASED IF YOU HAVE ANY QUESTIONS WHATSOEVER. I DON'T HESITATE TO.

WWW.PHDCOMICS.COM

http://sciencecareers.scientificamerican.com/career_magazine/previous_issues/articles/2009_03_26/careedit.a0900042
Increase in requirements for teaching

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Be a better teacher

“I think you should be more explicit here in step two.”

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!!!

Ow! Ow! Ow!

That reminds me; I need you to train the new guy.
Maybe you are already doing many of the program requirements
Multi-Option Program

• Level One – Survival/Boot Camp
• Level Two – Practical Experience
• Level Three – Build a Course
* Level Four – Scholarship of Teaching
GTL Program

- Participant
- FGSR
- Teaching Mentor(s)
- Peer Observers
- Graduate Teaching and Learning Coordinator
Level One

• 15 Hours of FGSR Teaching Sessions

• 5 Hours of sessions from any teaching resource on campus

• 5 Hours reflections
Level One  (Former Program)

• 15 Hours of FGSR Teaching Sessions

Level Two  (Former Program)

• Need to do an additional 10 Hours of Sessions and write 5 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

- Pedagogy
  - Level 1 Teaching Week
    - Discipline Specific & Teaching Electives
- Practicum
  - 1 Term of Teaching or Equivalent
- Mentorship
  - Mentor Letter
  - Receive and Provide Peer Feedback
  - Student Comments
- Documentation
  - Teaching Record Book
  - Teaching Dossier
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
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 Skills (Former Program)

• 72 hours (6 hour time TAship)
• Piece your hours together
• Take course (50 Hours) plus give 2 lectures
Level Two - Teaching

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

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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
Level 4 – Scholarship of Teaching

- Students who have completed the course or something equivalent
- Research project