Graduate Teaching & Learning (GTL)
Program Review
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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.
• 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
November 2016—Suzanne Kresta proposed change to the GTLP which had not been reviewed since its inception in 2010.
January 2018--FGSR initiated GTLP review

Aim—create a program that:

• Ensures participants receive consistently high quality experience
• Prepares participants in roles as TA, principal instructor, faulty members
• Emulates models of excellence in graduate student training in other institutions
• Could evolve into certificate program [future state]

Those consulted:

• GTL Coordinators, CTL, GTL Participants, FGSR Exec, FGSR Dean, FGSR council
• Student confusion regarding how the levels worked (ordering, requirements, tracking)
• Students’ capacity to complete some deliverables at various levels was poorly aligned to preparation and background
• Students inconsistently prepared for levels beyond Level 1
• Multiple pathways for program completion resulted in low confidence of foundational knowledge
• Disproportionately low number of students completing Level 2 since program began in 2010
• Learning outcomes for program and individual levels not clearly articulated
Tracking Level 1

- Design issues with eClass sites use for tracking
- System created profoundly burdensome
- Many duplicate, triplicate records leading to serious tracking issues
- Students not required to “opt in”
  - Number of program participants difficult to assess
  - Timelines for completion difficult to assess
• Tiered program
• No longer counting hours for fulfilment of levels
• Removed reflections and skills reports
• Requirement for TA hours/guest lectures replaced with microteaching
• Students must “opt in”
• Transcript notation for all four levels
• Program learning objectives articulated
  • Learning objectives and outcomes articulated for each level
GTLP REVIEW | Program Changes

- Introduction of
  - Teaching Development Plan
  - Exit survey and critical reflection to all four levels
- Foundational knowledge established in Level 1 through core requirements
- Level 2 redesigned as a compressed, blended course
- Deliverables scaffolded within levels (teaching philosophy, dossier, teaching development plan)
Level 1: Foundations
  • Become a better TA
Level 2: Practicum
  • Become a better teacher
Level 3: Pedagogy and Course Design
  • Become a principal instructor
Level 4: Scholarship of Teaching and Learning
  • Engage with teaching research and course development
# GRADUATE TEACHING AND LEARNING PROGRAM

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
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</thead>
<tbody>
<tr>
<td><strong>Workshops: Foundations</strong></td>
<td><strong>Course: Practicum</strong></td>
<td><strong>Project Based Course: Pedagogy &amp; Course Design</strong></td>
<td><strong>Research Project: Scholarship of Teaching &amp; Learning</strong></td>
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<td><strong>Requirements:</strong></td>
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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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<tr>
<td>• Exit Survey</td>
<td>• Lesson Plan</td>
<td>• Course Design Portfolio</td>
<td>• Research and/or Development Project</td>
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<td></td>
<td>• Microteaching (2)</td>
<td>• Microteaching (1)</td>
<td>• Research Plan</td>
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<td></td>
<td>• Self-reflection</td>
<td>• Self-reflection</td>
<td>• Literature Review</td>
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<td>• Peer Feedback</td>
<td>• Peer Feedback</td>
<td>• Participation in Cohort Discussion Meetings</td>
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<td></td>
<td>• Statement of Teaching Philosophy</td>
<td>• Peer Feedback</td>
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<td></td>
<td>• Teaching Development Plan</td>
<td>• Completion of Dossier</td>
<td>• Project Dissemination</td>
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<td></td>
<td>• Exit Survey</td>
<td>• Teaching Development Plan (Revision)</td>
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<td>Transcript Notation:</td>
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<td>Foundations</td>
<td>Practicum</td>
<td>Pedagogy</td>
<td>Research</td>
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**Students will receive:**

- Transcript Notation: Foundations
- Transcript Notation: Practicum
- Transcript Notation: Pedagogy
- Transcript Notation: Research
GTLP | Early Results

- Piloted Level 1 in August 2018
  - 2449 seats filled
  - 17 sessions over 4 days
  - 459 students participated
  - 323 NEW GTL registrants
- Piloted Level 2 in January 2019
  - High demand (accepted 62 students, waitlisted 10)
  - 42 completed course
What were the benefits of GTL Level 1?

The sessions went above and beyond what I expected from GTL week. The wide diversity of incredible speakers, the relevant subject matter, and the common goals of everyone in the room helped make these workshops so useful. They blended together and played off one another in great ways, without making it inaccessible for those of us that couldn't make every session. It was abundantly clear that a lot of time and effort went into choosing these sessions and at the end of my experience, I honestly felt that GTL week has given me the tools I need to drastically improve my teaching!

~Level 1 Participant, Fall 2018
What was the most important lesson you gain about student learning in Level 2?

I learned how important active learning is for students. Although it can seem difficult to incorporate into lecture material it engages the students and solidifies learning objectives. I also learned the importance of time management, as I previously tried to fit too much content into allotted lecture times.

I am happy to have completed a solid first draft of my Teaching Philosophy. This is a valuable document I look forward to revising as I learn more about education techniques and myself as an educator.” ~Level 2 Participant, Winter 2019
GTLP | Program Cycle

- Level 1—August and January [May?]
- Level 2—Fall, Winter, Spring
- Level 3—Winter, Spring
- Level 4—ongoing intake
What are your questions?