

## Graduate Teaching and Learning Program Summary

The Graduate Teaching and Learning (GTL) program is an initiative of the Faculty of Graduate Studies and Research (FGSR). The GTL program is open to all graduate students and postdoctoral fellows while they are active in their programs.

This is a multi-tiered program that allows graduate students and postdoctoral fellows to participate at a level that best suits their interest and time availability. Levels 1-3 represent a revamping of our long-standing program. GTL4 is a new addition to the program and is being launched in May 2017.

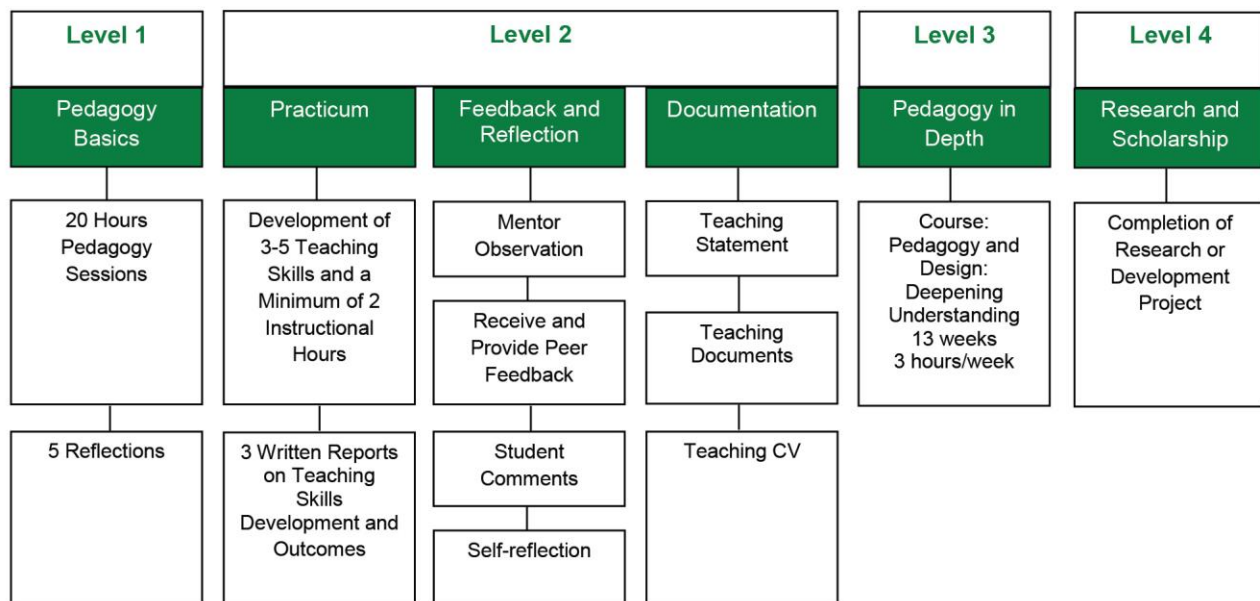
**GTL1: Introduction to teaching and learning: Classroom basics**

**GTL2: Developing practical teaching skills with feedback and reflection**

**GTL3: Pedagogy and course design: Deepening understanding**

**GTL4: Building a foundation of scholarship in teaching and learning**

### Program Overview



**Getting Started:** Graduate students and postdoctoral fellows who attend FGSR Graduate Teaching Development sessions are automatically enrolled in the current GTL Program eClass section or can self-enroll through the FGSR website. Participants are able to track their progress in the GTL Program in eClass.

### Level 1: Introduction to Teaching and Learning: Classroom Basics

Graduate students and postdoctoral fellows must accumulate 20 hours of teaching sessions to receive a GTL1 Letter of Completion. Fifteen hours of these sessions must be obtained from the FGSR; the remaining five hours can be obtained from any source on or off campus. To complete GTL1, participants must also write at least five reflections on these sessions (250-500 words).

### Level 2: Developing Practical Teaching Skills with Feedback and Reflection

Participants may participate in GTL2 activities before completing GTL1. Departments may choose to append additional activities or requirements to the program. Participants who complete GTL2 will receive a Letter of Completion and a transcript notation. There are four components in GTL2:

1. **Pedagogy:** Participants must complete GTL1.

**2. Practicum:** Participants must have a minimum of two opportunities for a minimum of two total hours of instruction at a post-secondary level (e.g. lecturing, labs, seminars, tutorials) AND participate in three or more different teaching experiences (e.g. lesson planning, building relationships, active learning). In completing the Practicum, participants must write three skills reports (750-1000 words), each of which will: 1) describe the teaching experiences; 2) demonstrate a pedagogical competency; and 3) provide a reflection on each activity.

**3. Feedback and Reflection:** Seeking out constructive feedback and learning how to give feedback is an excellent way to gain insight into teaching and learning, and is a critical skill in mentoring, supervision and teamwork. Participants must *obtain* feedback from a teaching mentor, two peers, and students, and *give* feedback to two peers participating in the GTL Program. Participants must also complete a *self-reflection*. Program participants must complete a Peer Observation training session before they can give or receive feedback to peers. Peer feedback opportunities are coordinated through FGSR.

**4. Documentation:** A teaching CV is an effective way to capture teaching development because it presents teaching as a scholarly activity and provides evidence of activities inside and outside the classroom, laboratory, or clinic. Participants completing GTL2 must develop a teaching CV, including samples of: a teaching philosophy/statement, teaching contributions and, assessment of teaching.

### Level 3: Pedagogy and Design Course—Deepening Understanding

Participants can register in GTL3 before completing GTL1 and 2. Participants in GTL3 prepare to take on a primary instructor role, become more adept at handling academic interviews, and gain transferable skills to tackle roles that require training, mentoring, or leadership in other employment sectors. This course takes place 3 hours/week for 13 weeks and provides grounding in pedagogy and course development in higher education. Using a project-based approach, participants design a discipline specific course syllabus, sample test, lesson plan, assignment, and rubric. The project culminates in a micro-teaching session. Participants who complete GTL3 receive a certificate of completion and a transcript notation. Participants interested in registering for the course should contact GTL3 Instructor, Deanna Davis.

### Level 4: Building a Foundation of Scholarship in Teaching and Learning

GTL4 candidates must have completed GTL3 or equivalent. GTL4 offers participants the opportunity to engage with teaching research and course development. In GTL4, students take on a project requiring a minimum of 40-60 hours of scholarly work. Projects might include publishing outcomes from a series of TA assignments, developing a new learning module/activity/lab in coordination with an instructor or carrying out a small teaching related research project. Funding for GTL4 is expected to align with the usual employment practices in the host department. Students interested in GTL4 can find supervisors by approaching a previous TA supervisor or holders of funded teaching projects. Those interested in pursuing a GTL4 project, or supervisors looking for students with this kind of expertise, should contact the GTL team with a brief description of the project and the name of your supervisor or proposed student. The Centre for Teaching and Learning facilitates biweekly mentoring sessions for each cohort.

For more information about the GTL Program, please visit the FGSR website ([uab.ca/gradpd](http://uab.ca/gradpd)) or contact the GTL Team.

### Contact the Graduate Teaching and Learning Team

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