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Graduate Assistants:

- Sara Armstrong, Theatre and Drama (IPTD)
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Graduate Teaching Mentors:

- Megan Bernard, Communication Studies
- Jennifer Hobbs, Physics
- Ericka Menchen-Trevino, Media, Technology, and Society
- Catherine Reinke, Biology
- Paul Thelen, Theatre and Drama (IPTD)
- Kiki Zissimopoulos, Biomedical Engineering

Description

The overarching goal of the GTCP is to prepare graduate students to teach at the college level. Over the course of the year, we will read literature on teaching and learning and use that scholarship to reflect upon our own teaching practice. We will start at the beginning by thinking first about how to design a course. Then we will consider how to account for diverse student backgrounds in our teaching. Next we turn to assessment: how do we know students are learning, and how can the work we assign them promote meaningful engagement with course material? We then think about what happens in the classroom by exploring different teaching methods, and what can be said for (and against) them. Finally, we conclude by discussing the issue of evaluating our teaching. These conversations will carry over into more practice-focused workshops that delve deeper into select topics in teaching.

In addition to this yearlong process of reflecting on teaching practice, participants will also be engaged in designing (or re-designing) a course of their own. This endeavor will take the form of a course design project, which participants will ideally be able to put into practice as part of their required teaching experience. Students will be supported in this effort by the Graduate Teaching Mentors, alums of the program who will meet with participants in small groups on a regular basis to facilitate peer feedback and to provide their own guidance and insights. Finally, over the summer participants will construct a teaching portfolio, a document central to their professional development as a teacher and essential for entering the job market.

Learning Objectives

As a result of completing this program, participants will be able to:

1. Articulate a meaningful, student-centered approach to teaching informed by the scholarship of teaching and learning.

2. Think critically about and evaluate their teaching practice.
3. Design a well-conceived course, based in meaningful learning objectives, with teaching methods and assessments aligned with those objectives.
4. Put their reflection and course design into practice in a substantial teaching experience.
5. Construct an organized, thoughtful teaching portfolio for use in professional development.

Materials

All materials are available on the Blackboard course site. These materials include all assigned readings, guidelines for the various components of the program, a Google calendar with seminar meeting dates and assignment deadlines, and other resources.

Assessment

While there are no grades given in this program, participant work will be evaluated. Participants will be given regular feedback on their work and completion of the program will require satisfactory fulfillment of program requirements. Please see the guidelines for program requirements for more detailed evaluation criteria.

Requirements

Critical Reflection

Orientation: Held during the first week of classes in the fall (September 23, 1-5pm), this session introduces the basic structure of the program and its guiding ideas.

Marketing Your Teaching: Held in the fall and spring quarter (you must attend one of these), this workshop explores how to develop a statement of teaching philosophy and teaching portfolio.

Discussion Seminars: Held twice a quarter (once in the spring), each seminar focuses on a particular aspect of teaching and learning: course design, student backgrounds, teaching methods, assessment, and evaluation. We will read a selection of relevant literature and discuss. Two or three participants act as discussion leaders at each seminar.

Critical Reflection Essays: Write **two** brief essays to reflect on your teaching practice in light of the literature we read and the discussion produced in the seminars. *Write one on course design and one on the topics of assessment and teaching methods.* Graduate Teaching Mentors read and respond to each essay. Think of these essays as a chance to begin to bring together the ideas that will inform your statement of teaching philosophy. The statement of teaching philosophy is part of the teaching portfolio, and a document central to the academic job search. Further guidelines can be found on the Blackboard site.

Due dates:

- Course design: October 19

- Assessment and teaching methods (one essay): March 2

Workshops: Attend **two** workshops from any of the following series:

- The Searle Center's [Graduate Workshop Series](#) (offered in the winter and spring)
- Department-based workshops offered by a [Searle Graduate Teaching Fellow](#)
- [Teaching, Learning, and Technology Series](#) (an occasional series offered by the Searle Center; **only one** of these may count)

Participation in the [TA Fellows](#) program may substitute for the workshops.

Documenting Your Teaching

Course Design Project: Design a new course (or re-design an existing one). Each participant is placed in a small group (4-6) of peers from similar disciplines. These groups meet with a Graduate Teaching Mentor each quarter to get feedback as they develop their projects. See the Blackboard site for further guidance.

Due: June 1

Teaching Portfolio: Produce a portfolio that documents your teaching effectiveness. This includes a statement of teaching philosophy in which you describe your approach to teaching, as well as artifacts from your teaching such as syllabi, sample assessments, student ratings and other evaluative data.

Due: August 17

Teaching Practice

Teaching Experience: Participants are expected to engage in a significant teaching experience. Ideally, this is designing and teaching your own course, but may include co-teaching with a peer or a faculty member, teaching a portion of a course, or delivering guest lectures. Your teaching may take place during the year of participation in the program, or the following year. Please inform program staff of your plans to fulfill this requirement.

Classroom Feedback: During your teaching experience, you must have a small group analysis (SGA) conducted on your class, and be observed by a peer or faculty mentor (guidelines for classroom observation are available on the Blackboard site). (If your teaching experience is a guest lecture, you should not do an SGA.)

Faculty Mentorship: Participants select a faculty teaching mentor, with whom they are expected to meet at least once a quarter to get guidance on their teaching and feedback on their course design project.