Teaching Development Opportunities for Grad Students and PDFs

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Program Developer

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Why should you engage in teaching development?

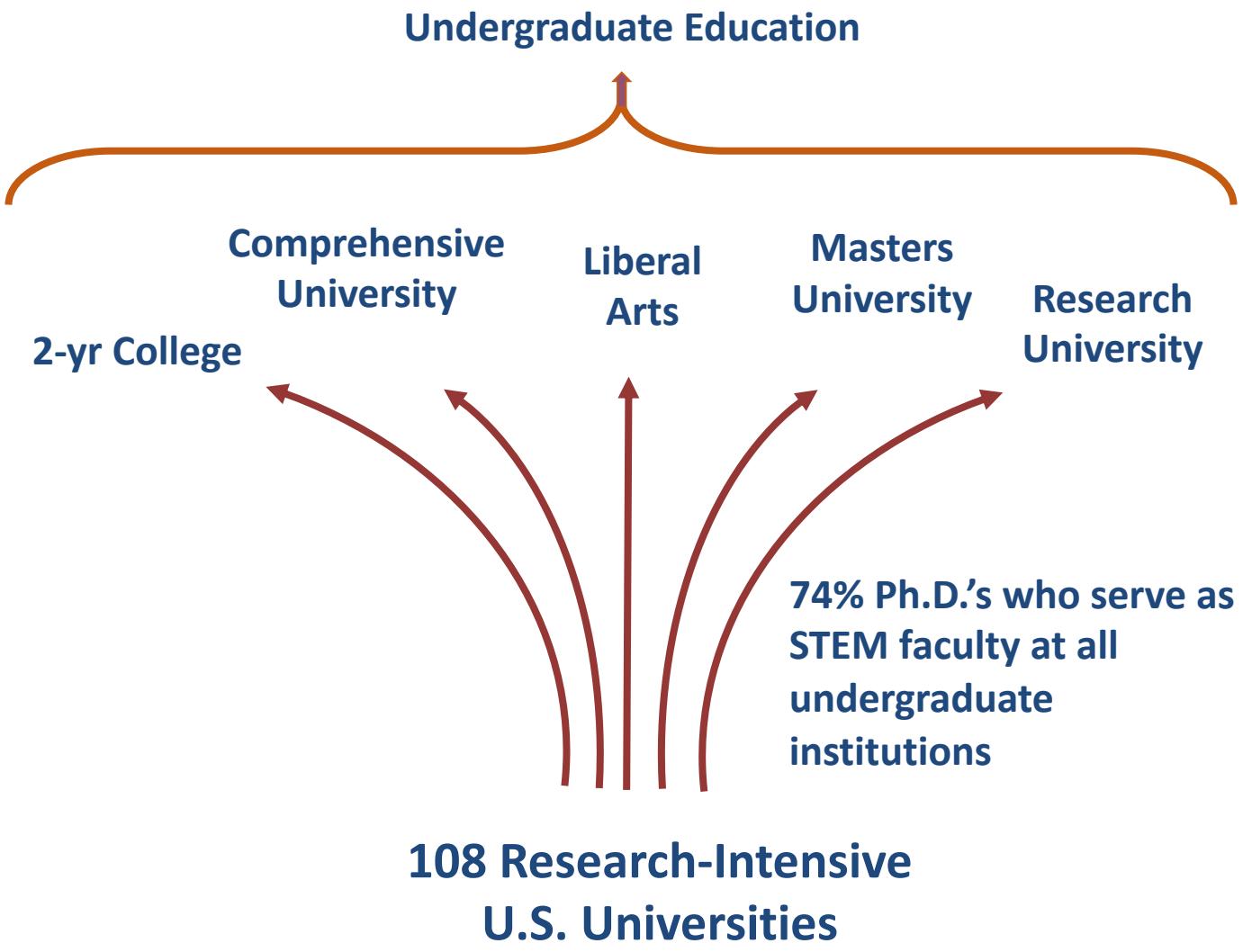
- TD significantly increased the probability that a student would be in a faculty position within five years after completing their PhD

- TD does not lead to longer times to degree completion (unlike actual teaching experience).
- Teaching Development (TD) has a positive impact on early career success and self-efficacy beliefs.
- Increased future faculty's behaviours and interest in undergraduate teaching.

Connolly et al. (2016) Building a Better Future STEM Faculty: How Teaching Development Programs Can Improve Undergraduate Education. Wisconsin Center for Education Research

Longitudinal study on PhDs +/-teaching development (TD)
Wisconsin Center for Education Research

CIRTL: Improve Undergrad Ed by improving Ph.D. and Post-doc training



more than 4,000 institutions overall

Connolly et al., 2016

CIRTL: Improve Undergrad Ed by improving Ph.D. and Post-doc training

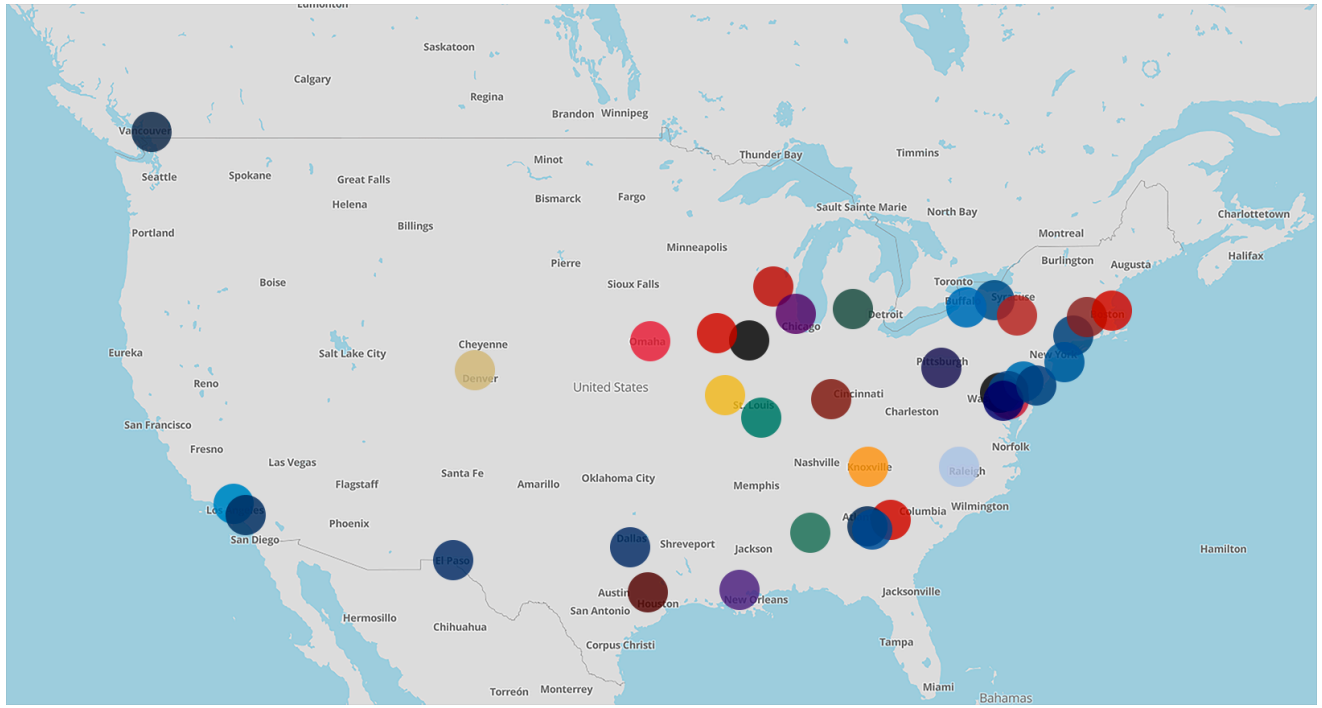
UBC Faculty of Grad and Postdoc Studies survey*
n= 3,800 PhDs who graduated from 2005-2013.

- After 6 years had passed since graduation, 18% of UBC Science doctoral graduates in academic tenure-track positions, additional 6% were in teaching positions. (**24% total are teaching**).

- After 11 years, 32% were in tenure track positions, 7% in teaching positions. (**39% are teaching**).

*http://outcomes.grad.ubc.ca/

What is CIRTL?
Centre for the Integration of Research, Teaching and Learning



CIRTL is a network of 45 Research-Intensive Universities committed to improving future faculty training in science and engineer undergraduate education.

www.cirtl.net

CIRTL Central Network Website

The Core Ideas/Pillars of CIRTL

Teaching-as-Research/Scholarship of Teaching and Learning

- STEM professor as change agent
- The deliberate and systematic use of research methods to advance teaching and learning practices
- Self-sustained improvement of STEM education

Learning Communities: local and CIRTL network

- In learning communities, graduate students, postdoc, and faculty share learning and discovery
- Participants collaboratively construct knowledge and achieve learning goals
- Supports growth in teaching and learning

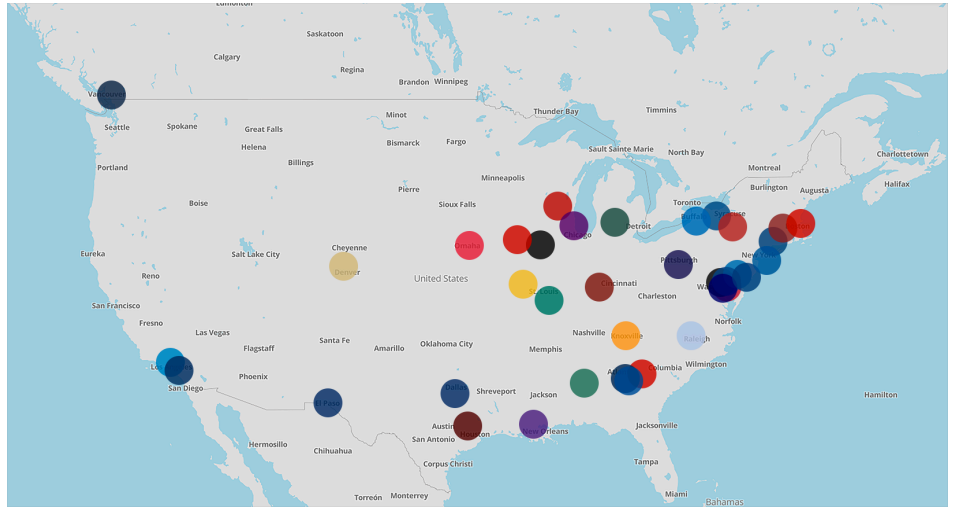
Learning-through-Diversity

- Excellence and diversity are necessarily intertwined
- Students and faculty bring an array of experiences and skills
- Learning of all students is enhanced if all engaged

www.cirtl.net

What is CIRTL@UBC?
Local learning community
Node of CIRTL network

CIRTL@UBC is open to grad students and postdocs from all disciplines, our programming is not STEM specific.



Collaborations with:

UBC Centre for Teaching, Learning, and Technology (CTLT)

Faculty of Graduate and Postdoctoral Studies (FoGPS)

www.cirtl.ubc.ca

Centre for the Integration of Research, Teaching and Learning

CIRTL@UBC

- CIRTL@UBC aims to train graduate students and post-docs how to teach undergraduate classes
- Large focus on teaching as research
- Engage with CIRTL as:
  - CIRTL Associate – *complete the ISW*
  - CIRTL Practitioner – *research project*
  - CIRTL Scholar – *present research*

To apply for your CIRTL Associate certificate, fill out the form on http://cirtl.ubc.ca/get-involved/cirtl-associate/
To learn more about CIRTL@UBC, visit http://cirtl.ubc.ca/

How to participate in teaching development through CIRTL@UBC programs?

CIRTL Associate:

- Instructional Skills Workshop (ISW): Grad-ISW, Postdoc-ISW or Faculty-ISW
- Foundations of Pedagogy
- CIRTL Summer Teaching Institute

CIRTL Practitioner:

- Postdoc Teaching Internship
- Teaching-as-Research/Scholarship of Teaching and Learning Project

CIRTL Scholar:

- Disseminate your TAR/SoTL research
- Certificate Program of Advanced Teaching and Learning (CATL) -grad students

Examples of Teaching as Research (TAR) Projects

Integrating project-oriented python data science modules into MICB 425

Using Two-Tier Multiple-Choice Questions to Promote Metacognition

Using a card game to teach the nature of science

Evaluating the impact of group exams on international students' learning

Assessing affective contributions to gender inequalities in introductory physics courses

Incorporation of simulations into first year physics laboratories

Encouraging Self-Regulated learning in an engineering and sustainable development course using assignment wrappers

Certificate Program of Advanced Teaching and Learning (CATL)

- A more comprehensive and in-depth development of teaching program
- Year-long course (Sept. – Oct.)
- Includes in-person and online work, teaching practica, shadowing an educational mentor, and conducting teaching and learning research
- Requires a detailed application, due each May

CATL Video

For details, check out:
https://ctlt.ubc.ca/programs/all-our-programs/graduate-program-in-advanced-teaching-and-learning/

Graduate Students in Teaching Mini-Conference (GSiT)

- Provides an opportunity for graduate students to build skills and deepen knowledge of teaching practices
- Held each May during Celebrate Learning Week
- Open to graduate students to attend and submit contributions

Call for proposals and contributions is in February
Registration opens in March

CTLT Institutes

Series of participatory workshops facilitated by graduate students, faculty, instructors, and staff for sharing of new research, teaching practices, and ideas.

Institutes open to faculty, instructors, and graduate students:

- Spring Institute (May), Summer Institute (Aug.-Sept.), Winter Institute (Dec.)

TA Institute

- Open to any graduate student, with TAs in mind
- Held each January

For more information on institute events, calls for contributors, and how to register, visit http://institute.ctlt.ubc.ca/

CTLT – grad team

Graduate Formative Peer Review

Invite an experienced graduate student peer reviewer to observe your teaching or presentation. The reviewer will provide formative feedback based on their observations. The goal of the program is to promote discussion and critical reflection about your teaching and presentation style.

Contact a teaching peer reviewer : https://ctlt.ubc.ca/programs/all-our-programs/graduate-formative-peer-review/peer-review-of-teaching-for-graduate-students/

Contact a presentation peer reviewer : https://ctlt.ubc.ca/programs/all-our-programs/graduate-formative-peer-review/graduate-peer-review-of-presentations/

How to stay in touch:

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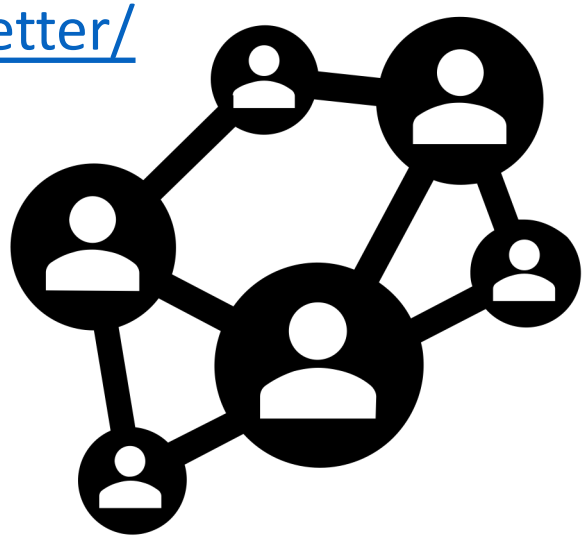
  - https://www.facebook.com/UBC.CTLT/
- Keep an eye on our CTLT Events Page
  - https://events.ctlt.ubc.ca/
- Professional development from Graduate and Post-Doctoral Studies
  - https://www.grad.ubc.ca/current-students/professional-development



Questions?