2020

Graduate Teaching Development Program Evaluation Report

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Core Principles

The core principles of the Graduate Teaching Development Program are to:

1 Provide graduate students with professional development in teaching opportunities that enhance the quality of undergraduate learning experiences at Ryerson

2 Enhance the transferable skills graduate students gain from both their TA/GA positions, and teaching development courses and workshops

3 Promote evidence-based instructional methods by actively engaging with the Scholarship of Teaching and Learning (SoTL)

4 Advance the values of equity and inclusion across all disciplines and modes of instruction

5 Promote active and collaborative engagement through peer-led learning

Program Outcomes

Graduate students who enroll in the Graduate Teaching Development Program (GTDP) benefit from the opportunity to:

» Enhance their teaching and facilitation skills
» Enhance their communication and leadership skills
» Add to their Curriculum Vitae and develop a Teaching Dossier
» Build a wider network or community of colleagues

By the end of GTDP, graduate students are able to...

Enhance the quality of undergraduate learning experiences by:
◆ Adopting evidence-based teaching practices
◆ Applying principles of effective lesson and course design
◆ Using inclusive language when teaching
◆ Presenting content using teaching and facilitation skills in a variety of contexts
◆ Implementing a range of active learning strategies in labs, tutorials, and lectures
◆ Providing effective developmental feedback to students
◆ Collecting feedback on teaching effectiveness and developing responses aimed
   at improving teaching and learning

Centre for Excellence in Learning and Teaching
Ryerson University

» **Recognize and practice inclusive teaching** based on Universal Design for Learning and flexible learning principles

» **Acknowledge and address barriers to inclusion**, microaggressions, and power dynamics in the classroom

» **Recognize and adopt strategies** that support student and personal mental health and wellbeing

» **Practice ongoing reflection** as a key component of teaching development and appreciate the impact educators have on undergraduate student development

» Develop and revise a **reflective teaching philosophy and evidence-based teaching dossier**

» **Demonstrate commitment and currency in the field of education** through ongoing participation in teaching development activities

» **Articulate the value of teaching skills** outside of the academic context

Professional Development Goals of TA/GAs

After enrolling in the program, participants were surveyed about **why** they wanted to pursue professional development in teaching. They identified **five key factors** as "very important":

1 Improve teaching skills for their TA/GA role

2 Enhance their curriculum vitae

3 Receive a professional development certificate from Ryerson University

4 Access teaching resources

5 Engage in an interdisciplinary learning community

Graduate Student Programs Overview

GRADUATE TEACHING DEVELOPMENT PROGRAM (GTDP)

The Centre for Excellence in Learning and Teaching has created a flexible, two-level program for graduate students that is focused on strategies for enhancing their professional development and teaching skills.

LEARNING AND TEACHING WORKSHOP SERIES

Each term, The Centre for Excellence in Learning and Teaching delivers a workshop series for TA/GAs and graduate students, that is focused on enhancing their professional development related to learning and teaching.

TA/GA ORIENTATION

Each term, The Centre for Excellence in Learning and Teaching provides new TA/GAs across the university with an orientation that is designed to prepare them for their upcoming roles and responsibilities.

AWARDS PROGRAM

Each year, The Centre for Excellence in Learning and Teaching recognizes the abilities of up to five TA/GAs, awarding their dedication to improving excellence in undergraduate teaching at Ryerson.

Supporting Professional Development in Teaching for Graduate Students

The Graduate Teaching Development Program

The Graduate Teaching Development Program (GTDP) fosters collaborative learning spaces for registered Ryerson graduate students to take ownership of their professional development by identifying their pedagogical goals and strategies. As part of the GTDP, graduate students have the opportunity to complete up to two teaching certifications in Learning and Teaching in Higher Education that will appear on their Ryerson transcript. Upon successful completion of each level of the GTDP (i.e., Level 1 and Level 2), participants will receive both a certificate from the Centre for Excellence in Learning and Teaching, and a digital badge, issued via CanCred Factory, that showcases the achieved learning outcomes for potential employers on social media platforms such as LinkedIn.

Level 1: Teaching Foundations in Higher Education

THREE COMPONENTS

- » CILT100: Learning and Teaching in Higher Education I
- » 8 hours of participation in TA/GA workshops
- » 500-750 word reflection

OUTCOMES

Upon completion of Level 1, participants will be able to:
- » Identify and apply the principles underlying student engagement
- » Find, cite, and critically reflect upon scholarly research studies as they relate to teaching and learning in higher education
- » Foster an environment of inclusion within classrooms
- » Design and deliver effective, engaging, and inclusive presentations
- » Develop a statement of teaching philosophy
- » Engage in a learning community made up of peers from across the university

"I enjoyed the scholarly resources which provided useful research that ultimately helped me shape my own teaching values, as well as keep up to date on the changing teaching strategies being implemented to foster a more supportive, inclusive and active learning environment for students."

–Avalon Acaso, MA, Fashion

Centre for Excellence in Learning and Teaching
Ryerson University

Level 2: Advanced Teaching Practice in Higher Education

Level 2 is open to Ryerson graduate students who have completed Level 1.

THREE COMPONENTS

» CILT105: Learning and Teaching in Higher Education II
» Course Instructor Apprenticeship, Educational Developer Apprenticeship, or an Instructional Skills Workshop
» 500-750 word reflection

OUTCOMES

Upon completion of Level 2, participants will be able to:
» Design and develop a unique course outline based upon stated learning outcomes
» Develop assessments that are aligned with course learning outcomes
» Design and deliver effective and engaging lessons that are informed by SoTL
» Identify and apply blended and flexible learning strategies
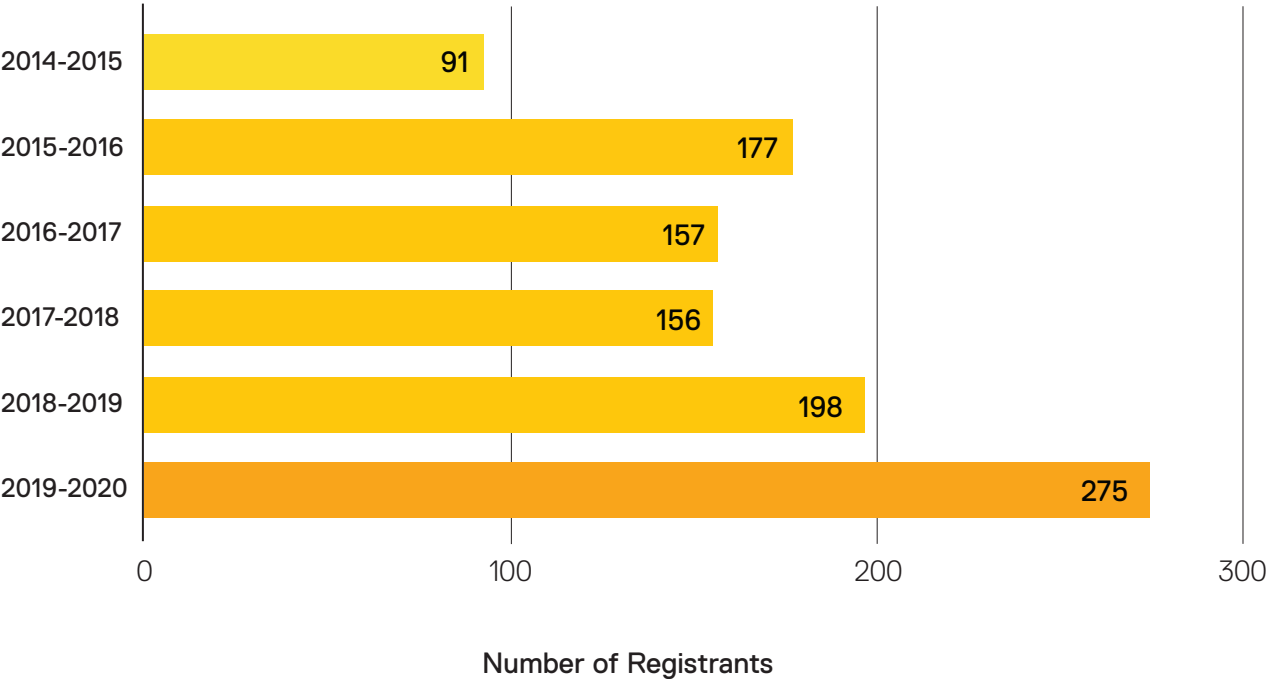» Engage in a learning community made up of peers from across the university

"In CILT105, we learned about different methods of assessment, including how assignments should relate to each other and our course objectives. I had never thought about how my assignments related to each other before. I learned about a technique called scaffolding, where assignments, while independently marked, build on each other. I have now implemented this technique into my course."

–Lindsay Colley, MScM, Ted Rogers School of Management

Graduate Teaching Development Program Overview
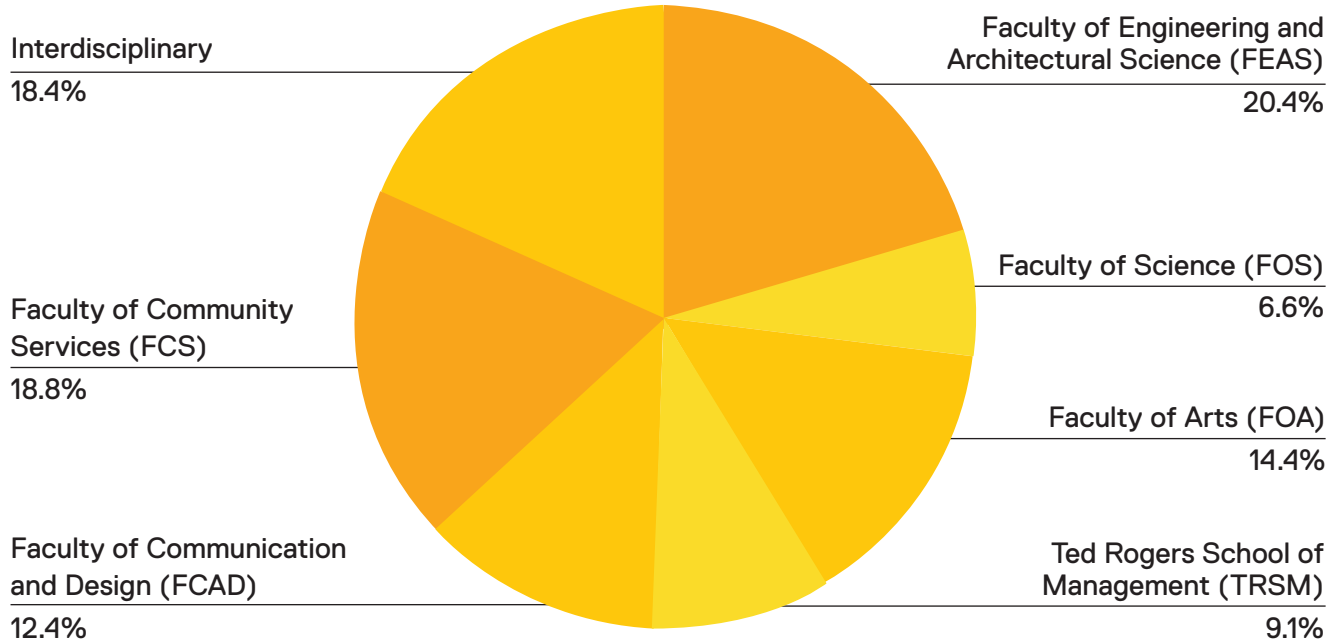
New GTDP Registrations 2014-2020

Number of Registrants

Year	Registrants
2014-2015	91
2015-2016	177
2016-2017	157
2017-2018	156
2018-2019	198
2019-2020	275

Faculty of GTDP Registrants

Interdisciplinary
18.4%

Faculty of Community
Services (FCS)
18.8%

Faculty of Communication
and Design (FCAD)
12.4%

Faculty of Engineering and
Architectural Science (FEAS)
20.4%

Faculty of Science (FOS)
6.6%

Faculty of Arts (FOA)
14.4%

Ted Rogers School of
Management (TRSM)
9.1%

GTDP Alumni

After completing the Graduate Teaching Development Program,
participants indicated their appreciation for the following components:

1	Developing a teaching portfolio
2	Instructional Skills Workshop (ISW) and Course Instructor Apprenticeship
3	Credit Courses (i.e., CILT 100 and 105)
4	Professional Development Certificate
5	Learning and Teaching Workshops

Testimonials

"I would highly recommend the program to anyone looking to enhance their teaching and/or learn more about pedagogy at the undergraduate level to engage with the Centre for Excellence in Learning and Teaching. The courses and workshops I took opened me up to a whole new world of pedagogy. It shifted my perspective about what modern education could look like, something very different from what I experienced. These courses also gave me the skills, research and tools to effectively develop courses using Bloom's Taxonomy and scaffolding. Just as we encourage our students to never stop learning, neither should we!"

–Anika Kozlowski, Assistant Professor, Fashion Design, Ethics & Sustainability, Ryerson University

"I used to think I just had to improve my presentation skills to deliver great tutorials. But this program really opened my mind about the importance of understanding that different students learn better using different teaching techniques, and it is important to use as many different techniques as possible to accommodate and make classes engaging and interesting. Definitely, the program was key to improving my confidence, and learning how to use my strengths to my advantage when teaching, and showed me how to work on my weaknesses.

–Conrado Praxedes Silva Neto, PhD Candidate, Civil Engineering

Learning and Teaching Workshop Series

The Learning and Teaching workshop series highlights various aspects of professional development related to teaching.

2019/2020 Programming Overview

TA/GA SKILL DEVELOPMENT

- Effective Feedback: Essays and Written Assignments
- Effective Feedback: Lab Reports
- Learning Through Reflection: Teaching Reflective Practice
- Academic Integrity: An Essential Guide for TAs and GAs
- Creating Effective Multiple Choice Questions
- Facilitating Effective Group Work
- Facilitating Effective Labs
- Planning Effective Tutorials
- Facilitating Discussions
- Providing Effective Feedback for Essays and Labs during a Pandemic

TA/GA CAREER DEVELOPMENT

- Developing Your Teaching Dossier: Part One
- Developing Your Teaching Dossier: Part Two
- Transferable Skills: Valuing TA/GA Experience Beyond Academia
- Evaluating Your Teaching

TA/GA ADVANCING EQUITY AND INCLUSION

- Universal Design for Learning: Creating Flexible Learning Environments
- Trans Inclusion in the Classroom
- Mental Health and Wellbeing
- Art and Creative Pedagogies in the Classroom
- Leading Inclusive Classrooms
- Creative Pedagogies Online

TA/GA Skills Development

WORKSHOP SPOTLIGHT
Effective Feedback: Essays and Written Assignments

By completing this workshop, graduate students are better able to:

Identify how feedback may impact student development and discuss strategies for managing issues related to grading assignments	**Distinguish the differences between ineffective and effective comments**	**Practice providing constructive and meaningful responses to student written work**

The workshop Effective Feedback: Essays and Written Assignments was incredibly helpful to get ideas of how to respect students' work by providing feedback that is understandable and important. Most of the time the feedback students receive is unclear and does not help them to improve. Having techniques that truly facilitate students to understand what they missed, or what they did well, is an excellent way to enrich learning.

- Alejandra Rodriguez Gonzalez, MA, Early Childhood Studies

CONFIDENCE (SKILL DEVELOPMENT)
After each workshop, participants rated their confidence in their ability to implement the strategies and skills that they learned, before and after the workshop, on a scale from 1 (not at all confident) to 5 (extremely confident). Across all workshops in the Skill Development category, participants were 28% more confident in their abilities after participating in the workshop.

TA/GA Career Development

Developing Your Teaching Dossier (Parts One and Two)

By completing this workshop, graduate students are better able to:

Identify the purpose and uses of a teaching dossier	**Apply strategies for framing a teaching dossier according to best practices**	**Demonstrate evidence of teaching effectiveness**

In the Developing Your Teaching Dossier workshop, I learned how to compile my dossier —something I didn't know existed before I started the teaching workshops. This workshop helped provide the components of a dossier along with examples of dossiers from the journalism teaching field. Developing a teaching philosophy and dossier is useful to apply for jobs in teaching, but they also led me to think about how I can improve as a teacher.

- Karen Longwell, MA, Journalism

CONFIDENCE (CAREER DEVELOPMENT)

After each workshop, participants rated their confidence in their ability to implement the strategies and skills that they learned, before and after the workshop, on a scale from 1 (not at all confident) to 5 (extremely confident). Across all workshops in the Career Development category, participants were 34% more confident in their abilities after participating in the workshop.

TA/GA Advancing Equity and Inclusion

WORKSHOP SPOTLIGHT
Universal Design for Learning: Creating Flexible Learning Environments

By completing this workshop, graduate students are better able to:

Explain the guiding principles of Universal Design for Learning	**Explore best practices for creating an accessible and inclusive learning environment**	**Practice adopting flexible approaches that can be customized and adjusted for individual needs**

In the Creating Flexible Learning Environments workshop I learned about three core principles to Universal Design for Learning. These pillars coupled with active learning will be the foundation for any teaching I do in the future. It even formed the foundation for presentations I have done in my graduate studies since starting Level 1.

- Nelani Balasupramaniam, MA student, Nutrition Communication

CONFIDENCE (EQUITY AND INCLUSION)

After each workshop, participants rated their confidence in their ability to implement the strategies and skills that they learned, before and after the workshop, on a scale from 1 (not at all confident) to 5 (extremely confident). Across all workshops in the Equity and Inclusion category, participants were 34% more confident in their abilities after participating in the workshop.

FOR ALL WORKSHOPS, ATTENDEES INDICATED:

Data is aggregated

99%

They would recommend the workshop they attended to others

92%

Content was relevant, active, and engaging

90%

Content was useful and applicable to their teaching practice

86%

Content helped them become a better TA/GA

85%

They felt confident in applying skills and strategies to their teaching practice

TA/GA Orientations

The Centre for Excellence in Learning and Teaching offers faculty-specific, and university-wide, TA/GA orientations at the beginning of the Fall and Winter semesters, respectively. The orientations are designed to help prepare new TAs and GAs for their first day of class.

TA/GA Orientations cover:
  » Strategies for working with Supervising Instructors (e.g., how to break down hours and fill in a Assistantship Workload Form)
  » Faculty-specific scenarios related to their TA/GA position (e.g., managing student interactions, conflict resolution, academic integrity)
  » HR guidelines and protocols (e.g., duties, responsibilities, benefits)

Depending on the specific Faculty needs, TA/GA Orientations also cover:
  » Marking and grading best practices (e.g., sample grading exercises)
  » Effective tutorial/lab facilitation (e.g., how to create engaging lesson plans)

FACULTY	TOTAL ATTENDANCE 2019/2020
Faculty of Engineering & Architectural Science (FEAS)	112
Faculty of Communication and Design (FCAD)	90
Faculty of Science (FOS)	79
Ted Rogers School of Management (TRSM)	71
Faculty of Arts (FOA)	76
Faculty of Community Service (FCS)	51
TOTAL ATTENDANCE	479

90% of new TA/GAs indicated the orientation helped them become a better TA/GA

93% of new TA/GAs felt confident to apply the learned strategies and skills in their teaching practice

97% of new TA/GAs recommend this orientation to others

TA/GA Awards

The purpose of the TA/GA Awards is to recognize, promote, and reward the contributions that TA/GAs make to enhance the quality of the undergraduate student learning experiences at Ryerson. Each academic year, the Centre for Excellence in Learning and Teaching awards up to five TA/GAs with $500.

I won the TA/GA award in the 2018/2019 academic year for my teaching assistant position in the course Psychology of Death Dying and Bereavement. At the time, this was one of the first blended courses available in the Department of Psychology. Given this and given the difficult content of the course, there were unique challenges for both instructors and students. I learnt so much being a GA for this course and I was very grateful that my efforts were recognized through this process.

- Alexandra Marquis, PhD, Psychology

2019-2020 TAGA AWARD WINNERS

Parky Lau
Faculty of Arts, Department of Psychology

Ali Merkhish
Faculty of Engineering and Architectural Science,
Department of Mechanical and Industrial Engineering

Jessica Pimienta
Faculty of Community Services, Daphne Cockwell School of Nursing

Sadia Rahmani
Faculty of Science, Department of Chemistry and Biology

Saunak Shukla
Faculty of Engineering and Architectural Science,
Department of Mechanical and Industrial Engineering

Educational Leadership: Our Graduate Educational Developers

Each year at the Centre for Excellence in Learning and Teaching, Teaching Development staff hire and mentor a small group of graduate students who are interested in contributing to the professional development of their peers. Our Graduate Educational Developers (GEDs) are educational leaders who promote meaningful change across campus by helping to plan and deliver GTDP programming.

Teaching Development staff engage GEDs in ongoing training related to teaching and learning, fostering a network of support and encouragement, providing constructive feedback, and modeling excellence in teaching. Centre programming for the wider teaching and graduate assistant community is then co-designed by our GEDs with their peer graduate students in mind.

In their roles, GEDs are largely responsible for:

» Collaboratively designing and facilitating evidence-based teaching and learning workshops/orientations for graduate students.
» Advancing the value of equity and community inclusion in all TA/GA orientations workshops and resources.
» Fostering a professional development community for graduate students by graduate students.
» Developing teaching resources that support TA/GAs in their professional roles.

Teaching Development staff take a flexible mentorship approach to the professional development of our GEDs, providing them with the space to align their roles and responsibilities with their individual professional development goals. Our goal is to develop academic leaders who will continue to be champions for teaching excellence in their home disciplines and in their future careers following the end of their time with the Centre.

GED Testimonials

"In my role as a Graduate Educational Developer, Teaching Development has provided me with opportunities that are tailored to my professional development goals such as designing and facilitating orientations and workshops, authoring best practices related to teaching and learning, and using evidence-based practices to evaluate the effectiveness of our programming. In addition, I have collaborated with offices across campus as well as other TA/GAs which has brought to my attention the importance and value of building relationships in educational development. The Teaching Development team has fostered an environment characterized by creativity, empowerment, and flexibility. Working with, and being mentored by, educational developers at Ryerson has been invaluable in shaping both my teaching and educational development practice."

- Lesley Zannella, PhD Candidate in Psychology

"I am passionate about facilitating anti-oppressive and accessible learning environments, and one of my professional goals as a Ryerson graduate student has been to gain teaching experience informed through an equity framework. My position as a graduate educational developer has afforded me so many experiences that align with my goal. Specifically, in order to learn more about accessibility in the classroom and the mental health and wellness needs of students on campus I had the opportunity to network with departments and programs across Ryerson, join a committee dedicated to inclusion and liaise with other post-secondary institutions in the city. As a result, I have been able to develop workshops for my peers that I am proud of; workshops built around the best practices learned from collaborating with expert faculty and staff as well as engaging with current scholarship on teaching and learning."

- Lauren Cullen, PhD Candidate in Communication and Culture

"Being a Graduate Educational Developer (GED) has been a rewarding experience that has provided me with many meaningful opportunities to develop and advance my teaching, mentorship, workshop design, and facilitation skills. One of the most meaningful aspects of being a GED has been providing peer-mentorship to other graduate students enrolled in the GTD program. As a mentor, I have supported other graduate students with their development and facilitation of teaching workshops, many of which have been STEM-related. Other parts of my role have included facilitating and developing professional development workshops in teaching for graduate students, and co-facilitating TA/GA orientations across each faculty. Additionally, I have been able to collaborate with other departments across campus to co-design and co-facilitate anti-oppression and reflexive practice workshops. Collectively, these collaborative opportunities have helped me work toward my goal of becoming a more engaging, effective, and inclusive educator."

- Amber Grant, PhD Candidate in Environmental Applied Science & Management

Responding to COVID-19

The Teaching Development team has supported TA/GAs with their transition to an online environment in two principle ways:

» Designing and facilitating four online TA/GA workshops
» Transitioning CILT 100: Learning and Teaching in Higher Education I online in the spring term.

Our Graduate Educational Developers designed and facilitated the following two-hour, synchronous, online workshops, via Zoom:

TA/GA: Developing your Teaching Dossier Part One

TA/GA: Developing your Teaching Dossier Part Two

TA/GA: Creative Pedagogies Online

TA/GA: Providing Effective Feedback for Essays and Labs during a Pandemic

100% **of attendees would like to participate in more online workshops**

We delivered CILT 100, a face-to-face course, online in the spring 2020 term. The class was re-designed and delivered using a flipped classroom approach. We introduced students to topics with readings and asynchronous activities, followed by synchronous sessions providing students with the opportunity to engage with the content on a deeper level through collaborative learning, case studies, and small group discussions. The two deliverables of the course, a teaching philosophy and group presentation, remained the same. By delivering the course online, and engaging in discussions related to learning and teaching during a pandemic, students gained knowledge about evidence-based, creative approaches to online teaching and the importance of maintaining equity, diversity, and inclusion in a remote teaching environment.