



GRSC 7770/Departmental Equivalent: Introduction to College Teaching

GRSC 7770 is a seminar which provides “graduate teaching assistants with knowledge of pedagogical approaches and available support systems.” - *UGA Bulletin*

GRSC 7770 and departmental equivalents are an integral part of the University of Georgia’s TA Policy developed to support our teaching and lab assistants and to be in compliance with both Board of Regents and SACs requirements (<http://ctl.uga.edu/pages/ta-policy>). The purpose of departmental GRSC 7770/equivalent courses is to provide discipline-specific instructional training to prepare graduate students for their roles as teaching assistant (TA), laboratory assistant (LA), or instructors-of-record (IOR) at UGA and for their future roles as faculty members.

Instructors of departmental GRSC 7770 courses – both faculty and TA co-instructors – should build courses that address the specific nature of teaching in the respective disciplines, including but not limited to: special protocols (e.g., lab procedures, field trip planning), special contexts (e.g., lab, field work, service learning), disciplinary discourse standards (e.g., academic writing formats, styles, and citation norms), and how the nature of the discipline informs its teaching. In other words, the course should illustrate how teaching in a particular discipline encourages students to think like novice practitioners of that discipline and helps their students become experts in the “habits of hears, hands, and mind.”

At the same time, departments are given great latitude in (and encouraged to adjust) what and how departmental sections are taught. To ensure a standard pedagogical understanding and practice, as well as a knowledge of UGA-specific academic policies and resources – the Graduate School, the Center for Teaching and Learning, and faculty members involved with TA/LA training have established the following guidelines for GRSC 7770/equivalent courses.

General Guidelines

- GRSC 7770/equivalent courses are required for all UGA graduate students with any instructional duties, including proctoring, grading, holding office hours, running laboratory sections, and facilitating discussion sections.
- All sections of GRSC 7770/equivalent sections must focus teaching professional development (e.g, these may not be used as broad professional development courses).
- For sections with partial assistantship support from the Graduate School:
 - At least 50% of the teaching responsibility must be the responsibility of the faculty member.
 - Sections must be offered for two or three credit hours and meet a minimum of two-hours per week.
- Ideally, all sections should be offered for three credit hours to help graduate students pursuing the Graduate School’s interdisciplinary Certificate in University Teaching to fulfill the nine-hour course credit requirement.
- A goal of GRSC 7770 and equivalent courses should be increasing teaching competency but also graduate student teaching confidence and efficacy. In other words, while required, the course can also be fun!

GRSC 7770/Departmental Equivalent Course-Level Learning Outcomes

At the completion of GRSC 7770/Department Equivalent, all graduate students will be able to:

1. Select and evaluate effective strategies to efficiently complete TA/LA-related tasks, including (but not limited to):
 - a. grade and provide student feedback;
 - b. plan and teach lessons;
 - c. develop assessments; and
 - d. interact professionally with students (in class, office hours, email, field, lab, studio, and eLC).
2. Identify and appropriately use relevant:
 - a. UGA resources (e.g., DAE, DRC, CTL, Writing Center, Student Care and Outreach, ISL, CAPS) and
 - b. UGA policies (e.g., FERPA, Academic Honesty, lab procedures).
 - c. UGA tools (e.g., eLC, Athena, SRS, and department specific equipment/software).
3. Apply evidence-based teaching practice to current roles and discuss how these inform future teaching including:
 - a. active learning;
 - b. inclusive and equitable classroom strategies; and
 - c. reflective practice.

GRSC 7770/Department Equivalent Required Activity

*Teaching demonstrations are required for all GRSC 7770 students. While one demonstration is required, it is highly suggested that students do two teaching demonstrations to allow for feedback and reflection between demonstrations. This will allow for the improvement of the second teaching demonstration by implementing feedback from fellow students and the students own self-reflection. It is also highly suggested that all teaching demonstration are video-recorded for the benefit of the students. The CTL can help with renting and training the video-recording equipment.

GRSC 7770/Department Equivalent Recommended Activities

SLO 1 Select and evaluate effective/appropriate instructional strategies

Active Learning Activities

- Develop, teach, reflect and reteach a mini lesson using backward design/lesson planning model.*
- Introduce lesson planning models (e.g, BOPPPS, Madeline Hunter, Legacy Cycle)
- Observe an undergraduate class, interview the instructor and reflect on the experience.
- Practice grading/feedback strategies for relevant discipline assessments (e.g., writing assignments, short answer, multiple choice analysis) and evaluate their strengths/limitations.
- Facilitating peer feedback
- Discuss the literature student motivation, student development, and metacognition
- Organizing and using basic eLC functions to support teaching roles.
- Identify and discuss teaching strategies relevant to the course/discipline (e.g., inquiry-based, problem-based, collaborative)
- Identify and discuss teaching strategies relevant to the course/discipline (e.g., flipped, hybrid, blended and/or online)
- Classroom management
- Developing assessments including instructions, assignments/tests, and rubrics.

SLO 2: Identify and appropriately use relevant UGA Resources, Policies, and Tools Include guest speakers and instructors:

Guests/Site Visits

- Speakers should be invited to address specific issues associated with the graduate-student duties related to their teaching assistantships. See Speaker's List.
- Ideally, GRSC 7770/departmental equivalent instructors will articulate specific learning outcomes for the speaker's visit and design learning activity that has students process the resource information in terms of their own teaching.
- Use case studies and/or scenarios related to GTAs assignments and used for discussion.
- Have students attend and reflect-on one or more relevant workshop (CTL, Graduate School, CIRTLL, Writing Center, OID, etc... workshops (with reflection).
- Discuss eLC resources (online support) and workshops/drop-in hours.

SLO 3: Application evidence-based teaching practice now and reflection on future roles

Modeling

- **GRSC 7770/Departmental Equivalents should model evidence based teaching practices.**
 - Ideally these courses should be inclusive, active classrooms, with opportunities for reflection, peer and group feedback, and collaboration, that demonstrate discipline specific pedagogies.
- Observe an undergraduate class, interview the instructor and reflect on the experience.
- Start to draft teaching philosophy statements and/or start a system to collect material for a teaching portfolio.
- Support students in seeking guest presenter opportunities.
- Discussing how to collect and use student feedback (mid and end of semester).
- Model and discuss how make classrooms, office hours, eLC, and labs inclusive.
- Formative Assessment, with and without technology.
- Look forward to further teaching development (Certificates, other courses, Future Faculty Fellows, Awards)