

# Teaching Dossier

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# 1 Teaching Philosophy

In my many years as an economics student I have come across a wide variety of teachers. While all of these teachers have been very knowledgeable in the area they were teaching in, they were not all equally effective in transferring some of this knowledge to their students. A common trait of the teachers that I found to be very effective is that they were successful bringing across their enthusiasm for the topic at hand, thereby engaging students, while never losing control of the larger picture (and more generally the course's learning goals). This has shaped my perspective on what I believe to be the two main characteristics that distinguish a good teacher from a less effective (but nevertheless knowledgeable) teacher: non-authoritative leadership and the ability to contextualize any topic at hand. In my years as a graduate teaching assistant and course instructor at the University of Toronto, I strove to excel along these dimensions, and I will elaborate on this in the remainder of this statement.

## **Contextualization**

First of all, I believe that a good teacher is able to motivate the topics at hand, no matter how abstract they may be, and tie them back to situations students are likely to face on a daily basis. After all, I believe that a student is best situated to learn if they are interested in the topic and understand its relevance outside the classroom. This is especially important if the class consists of students who are not necessarily coming into the class because they are directly interested in studying economics, but rather because the course is required (or strongly recommended).<sup>1</sup>

However, even when I teach a class that is filled with students who intend to continue studying economics after my course, I find that this helps to keep students engaged. In such a class, this means that besides treating a topic with the mathematical rigor it deserves, I try to connect it back to familiar situations. I will do so through exercises students solve in tutorials or exams, and by setting up (writing) assignments in which students are

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<sup>1</sup>Examples of this include introductory economics for non-specialists, or intermediate economics for business students.

challenged on their intuition rather than their mathematical ability. In other words, I design my assessments so that students practice not just their mastery of the technical details of a topic, but also the ability to communicate ideas motivated by a model (i.e. using the intuition behind a model).

### **Leadership**

Secondly, I believe that a good teacher is a leader, but not an overly authoritative one. In other words, I believe that a good teacher is someone who is able to steer the class in such a way that all desired topics are covered throughout the duration of the course, while being flexible to elaborate on certain elements if the situation calls for it. One example of such a situation could be a recent news event that ties nicely into the topic at hand, thus providing more motivation for studying the topic. This example highlights that in order to be an effective leader in the classroom, a teacher needs to enter the classroom being well prepared for the class. In my years as a teacher at the University of Toronto, I always made sure to be well prepared before going into a class, and this was generally noticed and well appreciated by students and reflected in subsequent evaluations.

An alternative situation that could call for flexibility is one where the initial treatment of a topic seemingly left questions with a subset of the class. This requires the teacher to be patient with students while explaining a difficult concept, and may require the teacher to be able to explain the concept in more than one way. In my own practice, I strive to implement this by being accessible to students immediately after and generally outside of class times. In the past, and especially in my experience teaching tutorials for intermediate undergraduate courses, I found that this can be extremely helpful both for students who are struggling and may not feel comfortable speaking up in a large class, while it may also help stronger students in the class who may be looking for resources to further explore a topic. In fact, I believe that it was this trait in particular that lead me to win a teaching award (for economics teaching assistants) during my time at the University of Toronto.

In the online environment necessitated by the current pandemic, this engagement was harder, as the setup of the environment and the individual constraints faced by students did not always allow me to take visual cues from students to indicate understanding of a certain

topic. In these cases, and in the context of a live synchronous tutorial, I generally resorted to either encouraging students to use the chat function (either using the general chat or sending private messages) so that I could address questions immediately, or following up immediately after the session with students who seemed to be struggling during the session with some of the material.

### **Innovation:**

Across the years, I have implemented a number of techniques that I have found to work well to keep students engaged. The most prominent example of this is the so-called ticket out the door, a technique I learnt about in a professional development workshop which I then used when I was course instructor for an undergraduate intermediate macroeconomics course. In general, I asked students to write down any lingering thought on a piece of paper and hand it to me on their way out at the end of the class. This thought could be a question on the content of the class or a more general comment or question. At the start of the next class I would then come back to some of the common questions or comments. In principle I did this on an anonymous basis, as I asked students to write their name on the paper only if they would like me to follow up with them individually (e.g. in the case of a personal concern). Since the class I was teaching was fairly small in size, this worked well as I was able to come back to almost all comments and questions, and it was appreciated by the students, who felt like their concerns were truly being listened to, even if I was not always able to accommodate. This is a strategy that I intend to continue if the class size allows for it (whereas in a larger class size I would try to implement a virtual equivalent).

## **2 Teaching Experience**

### **2.1 Summary of Teaching Experience**

In this section, I outline my past (and present) teaching experience.

My first teaching appointment was at the University of Alberta, where I accepted a teaching assistantship for an intermediate macroeconomics course. In that role, my only respon-

sibility was grading of exams and writing assignments, and therefore I did not have any contact with students. My first appointment that involved contact with students came when I returned to Tilburg University. There, my responsibilities primarily involved teaching tutorials for a principles in macroeconomics course (in Dutch) to small groups of business economics students. As my first in-person teaching experience, I took away several lessons from that experience, which I carried forward towards future teaching appointments, at the University of Toronto

At the University of Toronto, my first several teaching appointments were in first year undergraduate (principle) courses. As I became more experienced, I moved to intermediate undergraduate and graduate courses, where I was generally either the only TA or the head TA, while often returning to the introductory courses in the summer term. During my time at the University of Toronto, I have also served as a course instructor during the summer term of 2019. The course I taught was a full-summer equivalent of the full-year intermediate macroeconomics course, and during that summer I was the main instructor for the first half of that course. Together, this means I have gathered experience teaching on several levels, with my experience including first, second, and third year undergraduate course, as well as graduate (first year PhD) courses.

The tables below summarize my teaching experience. The first table describes the course I taught as a course instructor, while the second table describes the courses for which I was appointed as teaching assistant.

Course Title	Dates Taught	Level, Duration	Duties	Enrolment	Course Description
ECO208: Macroeconomic Theory	Summer 2019	Second-year undergraduate; full-year course (condensed)	Delivered twelve 2-hour lectures; Course administration; designing two midterm exams, and one writing assignment	35	Intermediate-level course in macroeconomics; introduction to economic growth, labour market frictions, and business cycles using a micro-founded framework

Table 1: *Course Instructor Positions*

Course Title	Dates Taught	Level, Duration	Duties	Enrolment	Course Description
ECO100: Introductory Economics	2015-16, 2016-17 Summer 2016,	First-year UG, Full-year course	Tutorials every other week, 2 sections (2h each), Grading, Invigilation	500, 100 per tutorial section	Introductory course in Micro- and Macroeconomics
ECO102: Principles of Macroeconomics	Summer 2017, Summer 2018	First-year UG, Semester course	Grading, Invigilation	200	Introductory course in Macroeconomics
Macroeconomics for Business Administration (Dutch)	Winter 2015	First-year UG, Semester course	Tutorials every other week, 2 Sections, 1.5h each	30 per section	Introductory course in Macroeconomics for business students
ECO208: Macroeconomic Theory	2018-19 2019-20, 2020-21	Second-year UG, Full-year course	Weekly Tutorials (2h), Grading, Invigilation	150	Intermediate-level course in Macroeconomics for specialists
ECO208: Macroeconomic Theory	Summer 2020 Summer 2021	Second-year UG, Full-summer course	Weekly Tutorials (2h), Grading, Invigilation	35	Intermediate-level course in Macroeconomics for specialists
ECO209: Macroeconomics for Commerce	2017-18, 2020-21, 2021-22, Summer 2018	Second-year UG, Full-year or Full-summer course	Grading, Invigilation Summer: Bi-weekly Tutorials (1h)	2 sections, 150 each (Summer: 25)	Intermediate-level course in Macroeconomics, for business students
ECO345: Macroeconomics and the Labour Market	Fall 2016, 2019, 2021; Winter 2018	Third-year UG, semester course	Occasional Office Hours, Grading, Invigilation	30	Special Topics course, covering macro-labour models and data
ECON385: Intermediate Macroeconomics II	Fall 2012	Third-year UG, semester course	Grading, Invigilation	50	Intermediate-level course in Macroeconomic Theory
ECO2010: Mathematics and Statistics for PhD and MA Doctoral Stream Students	Fall 2016	First-year graduate, three-week intensive	Daily Tutorials (2h) Grading, Invigilation	45	“Math Camp”, covering mathematics and statistics necessary for PhD-level coursework
ECO2100: Macroeconomic Theory I (PhD)	Every Fall, 2017-2021	First-year PhD semester course	Weekly Tutorials (2h), Grading, Invigilation	25	PhD core course, dynamic programming and labour search models

Table 2: *Teaching Assistant Positions; UG=Undergraduate*



## **2.2 Teachings Practices and Strategies**

While the previous subsection listed all (official) teaching experience with a brief description of the associated duties, it may still lack a clear picture of how I conduct my lectures and/or tutorials in practice. In this subsection, I will briefly describe how I go about conducting a typical tutorial session, such as the ones I conducted for the undergraduate intermediate macroeconomics and graduate macroeconomic theory courses listed in the previous subsection.

Generally, the tutorials I'm considering here tend to be set up as problem solving tutorials. In other words, students are given a problem set a number of days in advance, and they are asked to try and solve all exercises before coming to the tutorial. In these tutorials, I will then go over the solutions to these problems. Generally, I will arrive at the classroom approximately 10 minutes before the start of the session, to allow for any student to approach me with any questions or concerns before the start of the session. If I am planning to post a typed out solution after the tutorial, I will have completed this before the start of the tutorial, so that I can make notes on any required clarifications or corrections based on questions that come up during the class section.

During the session itself, I will usually do the first set of problems myself, using a blackboard or whiteboard. Based on the method I use in those questions, I will then progressively ask for more input from students as the session progresses. This allows me to spot some common errors made by students and spend time explaining alternative ways to go about solving a particular type of exercise. As these sessions are usually scheduled as 2-hour sessions, I furthermore make sure to hold a 10 minute break in the middle, to once again allow for students to discuss any further questions related to the material. Finally, if the length of the problem set allows this, I tend to aim to wrap up the class a few minutes before the scheduled finishing time. This allows for the students to approach me one more time if they have any lingering questions, rather than potentially having to rush out to their next class. In particular, I will generally not schedule any meetings immediately after class so that I can stay behind in case there are any further questions. This also allows me to patiently explain any concept, as I do not immediately have to worry about being

late to a next meeting. This patience in explaining concepts was often greatly appreciated by students, as reflected by the teaching evaluations as well as my receipt of a teaching award (for teaching assistants in economics).

When it comes to assessments, I generally try to use writing assignments as well as exams, as is standard for most introductory to intermediate courses in my department (at the University of Toronto). I find that the writing assignments are a good way to connect the material back to observations students may make outside of the classroom. The writing assignment I have included in the sample material provides an example of such an assessment. In particular, the writing assignments will generally feature very little (or no) mathematical problem solving, and rather have an essay component as well as a (related) component where students will explore some of the data that is available on the topic. The data component tends to be fairly structured, thus directly providing the students with the data and the steps they have to take to generate the outcomes of interest. The essay, on the other hand, is fairly open ended and usually based on an online article from a more popular outlet such as *The Atlantic* or *VoxEU*.

The exams, on the other hand, will not necessarily feature questions as open-ended as the essay part of the writing assignments. Rather, they will usually require students to solve a certain variation of a problem they may have encountered either during the lecture or tutorial. While this will sometimes require them to solve the model mathematically, I generally ask for an intuitive explanation of the outcome as well, to ensure that the student actually understands the mechanics of a certain model. In the sample materials section, I have included a midterm exam from the undergraduate intermediate macroeconomics course (for which I was the course instructor) that illustrates this.

Some particular strategies that I have used throughout my time at the University of Toronto warrant some special consideration here. The first of these strategies is the “ticket out the door”, which I used during my course instructorship in the summer term of 2019. This strategy entails me handing out small pieces of paper towards the end of the lecture, on which I encourage students to write any lingering questions or comments, and should be deposited in a box that I placed at the classroom exit. These questions and comments

can be about anything. Indeed, throughout that course I received some comments about my teaching style and slides, several lingering questions about the class material (usually about a particular example), questions on how the material fits into the general course offerings of the economics department, and comments and concerns of a more personal nature. Generally, I will try to follow up on all questions and comments that are relevant to all students at the start of the next class meeting or through an online announcement. For more personal comments and questions, I would instead ask the students to come to my office hour (or talk to me before or after class), or write their name on the piece of paper as a signal that I should follow up with them personally. I found this to be a fairly simple but quite effective way of engaging the students and keeping them involved in the pace of the class. In this summer class environment, where the students had two (2-hour) lectures and a (2-hour) tutorial per week, I would use this once a week. It allowed me to identify some concerns regarding material very early on, and therefore help to alleviate them before they would be reflected in graded work.

A final technology that I would like to highlight here is the Crowdmark grading software, which is quite widely used in my department at the University of Toronto. Using this software, we are able to scan all exams and grade them online, as well as allow students to submit assignments online. This is helpful for both teachers (and TA's) and students. In particular, it is helpful for the teaching team as it allows for multiple graders to grade an assessment simultaneously, while allowing the supervisor to easily monitor the progress. For the students, the technology is helpful as it allows them to access graded work immediately after the grading is done, rather than having to wait until the next in-person class meeting. I think this is a substantial improvement over purely in-person graded (and returned) work, and I would love to help implement such technologies at a future place as well (if it is not already in place).

### 3 Professional Development

Throughout my time as a teaching assistant at the University of Toronto, I have sought to continuously develop as a teacher. While most methods that I used to do this involved informal conversations with more experienced teachers and supervisors, I have also obtained the University of Toronto's "Teaching Fundamentals Certificate". This certificate program is offered by the University of Toronto's Teaching Assistants' Training Program (TATP), and requires the completion of a written reflection and 6 workshops, one of which should be in each of the "Equity and Access in Teaching and Learning", "Educational Technologies and Teaching with Technology", and "Reflective Practice and Teaching Skills for Academic and Non-Academic Careers" category, and is to be completed within one year of registration. Below, I describe the seven workshops I attended for this program.

#### **TATP Workshops (Teaching Fundamentals Certificate):**

In order to fulfill the requirement of 6 workshops for the aforementioned teaching fundamentals certificate, I participated in the following 7 workshops:

- Tri-Campus Online TA Week 2020: This week included 4 days of synchronous (one hour) sessions open to all TA's who desired to attend, each set up around a topic of interest. Sessions attended during this week include "Designing Effective Online Learning Experiences", "Fostering Equity and Inclusion in Teaching & Learning", "Creating a Teaching Presence in the Online Environment", "Online student engagement", and "Teaching with Quercus, Snagit, BB Collaborate Ultra, Grading in Quercus".
- Demystifying Library Research for Your Students: This workshop focused on ways to introduce students to research tools generally available at large university libraries. In particular, the workshop introduced a number of basic exercises that can be used in an introductory course to help students become more familiar with searching for literature appropriate to the research question at hand (either using the in-person library or its online tools).

- Preparing Your Teaching Dossier: This workshop provided an introduction to the teaching dossier, focusing in particular on what materials to include in such a dossier and how to get started on a statement of teaching philosophy. This workshop (in the fall of 2020) marked a starting point from which I started collecting and compiling materials for this teaching dossier on a more consistent basis.
- Facilitating Effective Webinars: Strategies for Bb Collaborate Ultra: Using Bb Collaborate (one of the main platforms used for online education in the 2020-21 academic year at the University of Toronto), this workshop provided an introduction to setting up webinars, and how the various tools of the platforms (and similar platforms) can be used to effectively host lecture sessions online.
- Accessible Online Learning: Synchronous Tools: This workshop focused on issues of accessibility particular to the (temporary) online environment necessitated by the Covid-19 pandemic. In particular, the workshop focused on synchronous (live) lectures and tutorials and how to ensure students with accessibility needs are not left behind. Topics explored included the use of live close-captioning and mental health awareness in an online environment.
- Grading for Equity: This workshop focused on grading, with a particular focus on how to prevent possible unconscious bias affecting the marking process. Furthermore, some extra attention was given to strategies that help make the feedback that students receive more constructive, in particular for non-native speakers. This workshop was particularly helpful as it highlighted some of the negative tendencies that many graders tend to have, such as marking all the negatives while not acknowledging any of the positives.
- Identifying and Addressing Microaggressions in the University Classroom: As the title indicates, this workshop aimed to explore how to identify and address microaggressions, in particular using a number of case studies that highlight some common experiences such as gender- or race-based microaggressions.

While this certificate program has now ended, I will continue to seek further development in my teaching capabilities through whichever means possible at my (currently unknown) future destination after the academic job market. In particular, I will be looking to seek out further methods to develop my usage of technologies that can help to keep students engaged and help them connect with each other. Such technologies could include platforms like Piazza (which is often used at the University of Toronto), or variations that allow students to get immediate feedback on their posts on these platforms (an example of such a variation would be the Packback platform). My experience is that these platforms can substantially enrich the student experience in a course, but only if they are correctly set up and well-maintained by the instructor.

## **4 Teaching Appraisals**

### **4.1 Formal Instructor Evaluations**

In the table below, I summarize the quantitative results from the official student evaluations I received as a course instructor (Summer 2019). The scores are averages and medians of the responses to the listed questions, all of which are on a scale from 1 to 5, where 1=“not at all” and 5=“a great deal”. I have attached the full instructor report, which includes response distributions as well as comments from students, in the “Sample Materials” section at the end of this dossier.

### **4.2 Formal TA Evaluations**

Unfortunately, no evaluations are available for my first TA appointment (at the University of Alberta in the fall semester of 2012), as this teaching assistantship was purely focused on grading. In table 4, I summarize the student evaluations I received after my TA work at Tilburg University. The scores listed are averages (individual and course-wide) and standard deviations of the responses to the listed questions (which are originally in Dutch). All of these are on a scale from 1 to 5, where 1 corresponds to “poor” and 5 corresponds to “excellent”. This was my first TA appointment involving direct contact with the stu-

Question	Mean	Median	Faculty Mean	Department Mean
Course was intellectually stimulating	4.5	4.5	4.1	4.0
Course provided deeper understanding of subject	4.8	5.0	4.3	4.2
Instructor created an atmosphere conducive to learning	4.6	5.0	4.3	4.0
Assignments/exams improved my understanding	4.4	4.5	4.0	3.8
Assignments/exams allowed me to demonstrate understanding	4.6	5.0	4.0	3.8
Overall quality of learning experience	4.5	4.5	4.0	3.7
Instructor generated enthusiasm	4.6	5.0	4.3	4.1
Workload compared to other courses	3.1	3.0	3.2	3.3
I would recommend this course to other students	4.3	4.0	3.9	3.6
Quality of instruction	4.6	5.0	N/A	4.0
Instructor was approachable	4.9	5.0	N/A	N/A
Instructor organized lectures in a logical manner	4.9	5.0	N/A	N/A
Instructor responded respectfully to questions	4.9	5.0	N/A	N/A
Institutional Composite Mean	4.6	N/A	4.1	3.9

Table 3: *Quantitative Summary of Teaching Evaluations, Course Instructor Position (ECO208: Macroeconomic Theory; Summer 2019)*

dents, which is reflected in the below-average evaluation results. These results therefore contributed to my motivation for continuing to develop myself as a teacher, as summarized in section 3 of this dossier. In table 5, I summarize the evaluations I received for my TA

Question	Average Score	Standard Deviation	Institutional Average
TA explains the material clearly	3.5	0.55	3.95
TA stimulates students to think about material	3.33	0.52	3.89
TA actively involves students	3.17	0.41	3.89
TA is open to questions	3.67	0.82	4.23
TA is well prepared for class	3.5	0.55	4.2
Overall Satisfaction with TA	3.5	0.55	3.96

Table 4: *Quantitative Summary of Teaching Evaluations (Teaching Assistant Position, Tilburg University, Winter 2015)*

work at the University of Toronto, listed in chronological order.<sup>2</sup> These evaluations are submitted by the instructor of the course, who scored me in a number of areas, on a scale from 1 to 5 where 1=“unsatisfactory” and 5=“outstanding (award quality)”. In the table

<sup>2</sup>In some cases, courses were taught by two instructors. In these cases, I separately listed evaluations from both instructors in the same table row.

below I summarize the results per section, where the “Interaction with instructor” section includes ratings on “Enthusiasm and initiative”, “Reliability”, “Knowledge of subject”, and “Cooperation w/ other TAs”. The “Tutorials and office hours” section includes ratings of “Helpful to students” and “Punctuality”, and the “Grading” section includes ratings of “Fairness and accuracy” and “Punctuality”. The raw ratings per course (including instructor comments, if any) are included in the “Sample Materials” section at the end of this dossier, along with the notification letter I received in 2019 for having been awarded the Department of Economics 2019 Award for Excellence in Teaching by Teaching Assistants.



Course Title	Session	(1)	(2)	(3)	(4)
ECO100: Introductory Economics	2015-16	4.25	5.0	5.0	5.0
ECO100: Introductory Economics	Summer 2016	4.75	4.0	4.0	4.0
ECO345: Macroeconomics and the Labour Market	Fall 2016	4.33	4.5	N/A	4.0
ECO2010: Mathematics and Statistics for PhD and MA Doctoral Stream Students	Fall 2016	4.0	4.0	4.0	4.0
ECO100: Introductory Economics	2016-17	4.0	4.0	4.0	4.0
		5.0	5.0	5.0	5.0
ECO102: Principles of Macroeconomics	Summer 2017	5.0	5.0	5.0	5.0
ECO2100: Macroeconomic Theory I (PhD)	Fall 2017	4.67	4.5	5.0	5.0
		4.0	4.0	4.0	4.0
ECO209: Macroeconomics for Commerce	2017-18	4.75	5.0	5.0	5.0
		4.0	4.0	4.0	4.0
ECO345: Macroeconomics and the Labour Market	Winter 2018	4.67	5.0	5.0	5.0
ECO102: Principles of Macroeconomics	Summer 2018	4.0	4.0	4.0	4.0
ECO209: Macroeconomics for Commerce	Summer 2018	3.0	N/A	N/A	N/A
		4.25	4.5	4.0	5.0
ECO208: Macroeconomic Theory	2018-19	5.0	5.0	5.0	5.0
ECO2100: Macroeconomic Theory I (PhD)	2018-19	4.67	5.0	5.0	5.0
		5.0	5.0	N/A	5.0
ECO345: Macroeconomics and the Labour Market	Fall 2019	4.7	4.5	5.0	5.0
ECO2100: Macroeconomic Theory I (PhD)	Fall 2019	4.33	4.5	5.0	5.0
		4.0	4.0	4.0	4.0
ECO208: Macroeconomic Theory	2019-20	5.0	5.0	5.0	5.0
ECO208: Macroeconomic Theory	Summer 2020	4.5	4.5	4.0	5.0
ECO2100: Macroeconomic Theory I (PhD)	Fall 2020	5.0	5.0	5.0	5.0
		5.0	5.0	5.0	5.0
ECO208: Macroeconomic Theory	2020-21	5.0	5.0	5.0	5.0
ECO209: Macroeconomics for Commerce	2020-21	5.0	N/A	5.0	5.0
ECO208: Macroeconomic Theory	Summer 2021	4.25	4.5	4.0	4.0

Table 5: *Quantitative Summary of Teaching Evaluations (Teaching Assistant Positions, University of Toronto). The columns correspond to average scores (on a 1-5 scale) for the sections (1) “Interaction with instructor”, (2) “Tutorials and office hours”, (3) “Grading”, and (4) “Overall Rating”. Detailed breakdowns per section and course are available in the “Sample Materials” section at the end of this dossier.*

## **5 Sample Materials**

In the following pages, I have attached supporting material referred to throughout this dossier. In particular, I have attached the following documents (in order):

1. TATP Teaching Fundamentals Certificate (2 pages)
2. Teaching Award Notification Letter (2019) (1 page)
3. Course Instructor Evaluation, University of Toronto (17 pages)
4. TA Evaluation, Tilburg University (2 pages)
5. TA Evaluations, University of Toronto (28 pages)
6. Sample Syllabus (ECO 208, Macroeconomic Theory, Summer 2019) (6 pages)
7. Sample Writing Assignment (ECO 208, Macroeconomic Theory, Summer 2019) (4 pages)
8. Sample Exam with Solutions (ECO 208, Macroeconomic Theory, Summer 2019, Midterm Exam 1) (16 pages)



## Certificate Programs

### Teaching Fundamentals Certificate

#### Congratulations, you have completed this certificate!

##### Description

This basic or introductory-level certificate is open to currently registered students at the University of Toronto who are interested in improving their teaching skills, and who are currently working as teaching assistants, or who soon will be. You do not have to hold a teaching appointment at the time of registration in order to register for this certificate. Workshops and/or events are offered at the UTM, UTSC, and St. George campuses.

**Requirement:** 6 TATP-sponsored workshops (3 required, please see information below), written reflection (assesses the overall value and impact of the TF certificate program)

**Required Workshops:** Of the 6 TATP-sponsored workshops, participants must attend:

- One workshop from the **Equity and Access in Teaching and Learning** category
- One workshop from the **Educational Technologies and Teaching with Technology** category
- One workshop from the **Reflective Practice and Teaching Skills for Academic and Non-Academic Careers** category

**Deadline:** One year (12-months) from date of registration.

[Details and Registration](#)



## Teaching Fundamentals Certificate

### Program Description

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- One workshop from the **Reflective Practice and Teaching Skills for Academic and Non-Academic Careers** category

**Deadline:** One year (12-months) from date of registration.

### Registration information

**You are registered in this program.**

Registered on: Jul 09, 2020

Completed by: Mar 09, 2022

**Congratulations! You have completed this certificate!**

Date completed: May 17, 2021



### Certificate Portions

 Workshops

 Written Reflection