



Volume 22, No. 2, Spring 2012
The Center for Teaching and Learning

2011-2012 Future Faculty Program Participants

Each academic year, fifteen award-winning graduate teaching assistants from across campus are selected to participate in the Future Faculty Program. This nationally recognized program is sponsored by the Dean of the Graduate School and coordinated by the Center for Teaching and Learning (CTL). Participants in the program are experienced teaching assistants who have been recognized at the institutional level for their outstanding teaching and are preparing for careers in higher education.

The Future Faculty Program participants began their fall semester by helping to plan and facilitate the University-wide TA Orientation. This event provides tools and resources to new and returning graduate teaching assistants in order to prepare them to begin teaching at UGA. Over 500 graduate students attended the August orientation.

The program participants have continued to meet over the fall semester to discuss effective teaching techniques in order to foster student learning. While sharing resources and ideas with each other, they also take these ideas back to their departments to share through workshops and seminars. Additionally, the participants have been preparing teaching portfolios for submission to the graduate school through the Teaching Portfolio Program (see page 3 of this newsletter for more information about this program).

The participants have also interacted with experts from across campus who spoke about current and emerging topics in higher education, including Sherry



Back Row (left to right): **Vijay Veeraghattam**, Physics and Astronomy; **Cristiane Lira**, Romance Languages; **David Marancik**, Veterinary Medicine; **Kylie Horney**, History; **Dave Samuels**, Microbiology; **Sarah Whitaker**, Educational Psychology; **Justin Pettigrew**, Advertising/Public Relations.

Front Row (left to right): **Amber Shaw**, English; **Erin Colbert-White**, Psychology; **Jacquelyn Lee**, Social Work; **Keri Larson**, Management Information Systems; **Michael McKain**, Plant Biology; **Kelly Guyotte**, Art Education; **Sayali Kukday**, Biochemistry and Molecular Biology; **Douglas Jackson**, Chemistry.

Clouser from the Center for Teaching and Learning, who combined an overview of Google Pages and eLC with ideas for how to use these technologies in the classroom.

In the Spring, the participants will continue to develop a deeper understanding of teaching and learning in higher education but will also concentrate on other areas of professional development, such as the academic job search, the transition from graduate student to professor, and course design. The program will culminate with a spring retreat to explore what it means to be a successful faculty member. Recipients of the Outstanding Teaching Assistant and nominees for the Excellence in Teaching Awards are invited to apply for next year's program. More information about the program can be found at: <http://www.ctl.uga.edu/teachingassistant/programs>.

Interdisciplinary Certificate in University Teaching

The Graduate School, in collaboration with the Center for Teaching and Learning, offers an Interdisciplinary Graduate Certificate in University Teaching. The goal of the Certificate is to provide doctoral and terminal professional degree students with a multifaceted program that supports the enhancement of the students' teaching skills, prepares them for future academic positions, and provides an academic credential that can enhance students' opportunities for academic employment.

Requirements of the Certificate are teaching four sections, completing nine hours of course work related to university-level teaching, successfully creating a teaching portfolio, developing a teaching project that demonstrates creativity or innovation in teaching of a discipline, and demonstrating scholarship of teaching through preparation of a publication-ready manuscript or presentation of a teaching-related talk or poster at an appropriate professional meeting.

Receipt of the Certificate is documented on a student's official transcript and is also recognized in the Graduate School Commencement Ceremony booklet. Several recent graduates have indicated that the Certificate has been an excellent avenue for documenting additional skills and interests in teaching and has had a positive impact on job searches. For information about applying to the program, visit http://www.uga.edu/gradschool/academics/certificate_teaching.html

The Center for Teaching and Learning is offering the following classes in support of the teaching certificate program.

GRSC 7770: Seminar on College Teaching

A course that fulfills TA Policy course requirements and is a prerequisite for the following classes, this course is designed to prepare teaching assistants for their roles in the University of Georgia classroom and for potential careers involving instruction at other institutions. It provides graduate teaching assistants with knowledge of pedagogical approaches, opportunities for peer-reviewed practice teaching, and resources available to UGA instructional staff. Unlike departmental-specific GRSC 7770, sections of this course taught at CTL are interdisciplinary. For more information, contact Dr. Paul Quick (pauquick@uga.edu).

GRSC 7800: College Teaching and Student Learning

This interdisciplinary course offered each spring focuses on how undergraduates learn. Participants will learn a variety of factors that influence teaching and learning in an attempt to discover and define what it means to be an effective college teacher, and will also discuss theory, techniques, and strategies for helping undergraduates become active learners. For more information, contact Dr. Denise Domizi (dpinette@uga.edu).

GRSC 7900: Designing Courses for Significant Learning

This course, offered each fall, will give graduate students a foundation in course design grounded in strong pedagogical theory. Students will design or redesign a course in its entirety, beginning with their goals for their students and working through assessment to teaching and learning activities. For more information, contact Dr. Denise Domizi (dpinette@uga.edu).

EDHI 9040: Teaching with Technology in the College Classroom

EDHI9040, Teaching with Technology in the College Classroom, is an examination of instructional technology in the college classroom, on campus and online. The purpose of the course is to encourage participants to critically reflect on the use of instructional technologies in their fields and provide them with opportunities to develop skills in employing technology in the classroom. This course is offered in the spring. For more information, contact Dr. Sherry Clouser (sac@uga.edu).

Graduate School Teaching Portfolio Program

Since the spring semester of 2005, the Graduate School has sponsored the Teaching Portfolio Program. The purpose of the program is to encourage graduate students to document their teaching experiences at UGA in order to reflect upon and improve their teaching and to prepare them to present their teaching accomplishments on the job market. Many graduate students have found that preparing a teaching portfolio well before they begin their academic job searches has greatly helped them during the application process. Some even credit a teaching portfolio for helping them get their jobs!

Every semester, the Graduate School considers teaching portfolios for certification. Participants in the portfolio program not only get Graduate School recognition for their portfolios but also receive feedback from faculty members on their individual portfolios. Additionally, the teaching portfolio is the cornerstone for the Graduate School's Interdisciplinary Certificate in University Teaching. For more information about the portfolio program and to see sample portfolios, visit the CTL's website:

<http://www.ctl.uga.edu/teachingassistant/portfolioprogram>

Teaching Portfolio Workshops

A series of three workshops will be offered to help graduate students create teaching portfolios for the Graduate School's Teaching Portfolio Program. Workshops will be held at the conference room of the Center for Teaching and Learning, which is located on the north side of the instructional plaza between the Psychology and Journalism buildings. For more information or to register, contact Matthew Lovelace, Assistant to TA Programs, at lovelace@uga.edu.

Session 1: Monday, 1/30/2012, 2:30-4:30 pm

An introduction to the Graduate School's Teaching Portfolio Program, followed by an overview of best practices in writing a teaching philosophy statement.

Session 2: Monday, 2/13/2012, 2:30-4:30 pm

In this session, teaching philosophy statements will be discussed and participants' drafts created since the previous workshop will be reviewed. Participants are asked to bring at least three copies of their statements for review, as well as select portfolio components, including a description of courses taught, sample student work, and teaching materials.

Session 3: Monday, 2/27/2012, 2:30-4:30 pm

This session will address the specific needs of those attending. Possible activities could include a critique of elements or of entire portfolios being readied for submission. Participants are asked to bring documents for review.

Important Deadlines

Nominations for Outstanding and
Excellence in Teaching Awards

Due January 20, 2012

<http://www.ctl.uga.edu/teachingassistant/awards>

Graduate School Teaching Portfolio Nominations

Due March 2, 2012

<http://www.ctl.uga.edu/teachingassistant/portfolioprogram>

GRSC 7770 Teaching Seminar Assistantship Nominations

Due March 2, 2012

http://www.ctl.uga.edu/teachingassistant/grsc_assistantship

Tips from TAs: Reading Circles

Are you having trouble getting your students to read their assigned articles? Try Reading Circles! Originally implemented in K-12 classrooms, Reading Circles are becoming popular in college classrooms by promoting team-based discussion and evaluation of course readings. In small groups, students assume different roles for reading, evaluating, and discussing an assigned text (e.g., journal article, book chapter, etc.). This method allows students to gain a rich understanding of one element of a reading to share with peers. The *Creative Connector* role, for example, requires students to identify links between the assigned reading with material within or outside the course (e.g., past lectures, political issues, etc.). The *Devil's Advocate* role identifies weaknesses in the reading and provides alternative explanations. Other roles include *Keeper of the Talking Stick* (i.e., discussion director), *Vocabulary Builder*, *Passage Master*, *Question Collector*, and *Illustrator*. Research suggests that each role facilitates a unique type of learning, giving students a perspective on the reading that is different from, but complementary to, other team members' perspectives (Bright, Shovali, & Domizi, under review). One practical advantage of this method is that it allows instructors to select readings that are designed to meet course objectives and student skill levels, while promoting critical thinking, accountability, collaboration, and complex comprehension among students. For more information about Reading Circles, see Dengler and Hill's (July 2011) article in *Developments*, the Newsletter of the Society for Research in Child Development (<http://bit.ly/litcircle>).

Contributed by Melissa A. Bright and Tamar E. Shovali, Doctoral Candidates, Department of Psychology

Tips from TAs is a new section that features short articles written by UGA Teaching Assistants. Ideas for submissions should be forwarded to Denise Domizi at dpinette@uga.edu.

The Center for Teaching and Learning

The Center for Teaching and Learning (CTL) is a support unit of the Office of the Vice President for Instruction. It is dedicated to the advancement of instruction and faculty development at The University of Georgia. CTL sponsors a range of services and enrichment activities designed to assist faculty and teaching assistants with instructional matters. Dr. Nelson Hilton is the Director of CTL. Dr. Paul Quick and Dr. Denise Domizi coordinate Faculty and TA Development.

- * Fall Orientation for TAs and LAs
- * GRSC 7770, 7800, 7900
- * TA Handbook
- * TA Newsletter
- * Teaching Resource File
- * Individual Consultation
- * University Awards for Outstanding Teaching
- * Mentor Program for Future Faculty
- * Instructional Technology Resources
- * Teaching Seminars
- * Web Resources on Teaching (<http://www.ctl.uga.edu/>)
- * Teaching Portfolio Samples and Consultation
- * University Teaching Certificate Support
- * eLC Help Sessions

GTA Newsletter is a publication of the Center for Teaching and Learning.

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Teaching Support
<http://www.ctl.uga.edu>
Teaching Helpline
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