

INFORMATION HANDBOOK FOR
**COLLEGE
TEACHING
TRAINING
CERTIFICATE**





Center for Research on Teaching
and Learning Excellence
OFFICE OF THE PROVOST

CTTC

COLLEGE TEACHING TRAINING CERTIFICATE

Graduate Student Conference

CRTLE's Annual Graduate Student Conference
October 7th | 12:00 – 5:30pm | The Commons 2nd Floor

Fall 2022 Workshop and Event Dates

Wednesday | 12:00 – 1:00 PM | Trinity Hall 105

Friday | 12:00 – 1:00 PM | ERB 570



Alternative Assessments
November 2nd



Live Synchronous (Online) Teaching
November 18th



Project-Based Learning
November 30th

APPLY NOW @ <https://cttc.questionpro.com>



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COLLEGE TEACHING TRAINING CERTIFICATE

Spring 2023 Workshop and Event Dates

Wednesday | 12:00 - 1:00 PM | Trinity Hall 105

Friday | 12:00 - 1:00 PM | ERB 570

- Info: CTTC & Teaching Portfolio/Philosophy
February 1st
- Teaching Large Classes
February 17th
- Learning to be a Reflective Educator
March 8th
- Active Learning vs. Passive Learning
March 24th
- Universal Design for Learning
April 5th
- CRTLE Annual Showcase
Week of April 21st

APPLY NOW @ <https://cttc.questionpro.com>

Completing College Teaching Training Certificate

Completing this College Teaching Training Certificate (CTTC) will prepare you to be a successful and reflective educator. The first step toward completing this certificate is to submit your application to receive your three-digit identifier code and to be added to Canvas course **Teaching Training Certificate**. The application is available at: <https://cttc.questionpro.com>

Completing your College Teaching Training Certificate requires four important components: (1) attend CRTLE's Annual Graduate Student Conference, (2) participate in 5 core and 1 elective teaching workshops provided by CRTLE, (3) develop an online teaching portfolio and (4) conduct a case study on teaching within your discipline and present your findings.

1. CRTLE's Annual Graduate Student Conference: Each year, CRTLE hosts a one-day graduate student conference focused on teaching effectiveness and faculty job search. Faculty and administrators from multiple departments present sessions on best teaching practices and share their experience of career in academia.

2. Teaching Development Workshops: Attend a minimum of five core teaching development workshops and one elective teaching development workshop. Each year, a list of workshops scheduled for the academic year will be shared on CRTLE site at:

<https://www.uta.edu/administration/crtle/programs/graduate-student-program>

An event that is not listed there, such as CIRTLE-Network events, may still be acceptable; in those cases, send an email requesting approval to nlkim@uta.edu.

After you have attended a designated event, please login to Canvas course **Teaching Training Certificate**, and enter your information in the appropriate module.

3. Online Teaching Portfolio: Online teaching portfolio is a useful resource for both job applicants as well as current faculty members. It is a way to document your teaching effectiveness, share your accomplishments in classroom, and to receive feedback to become a more reflective and effective educator. There are six components to the online teaching portfolio that must be completed, and these can be done before or after the participant has attended the six required teaching development workshops. These components are:

1. CV
2. Teaching philosophy
3. Sample syllabi
4. Example activities
5. Course observation
6. End-of-CTTC Program reflection

These components were chosen to encourage participants to prepare themselves for their future career. For those who are not assigned a course to teach as a graduate teaching assistant, please send an email at nlkim@uta.edu to request for options to complete the course observation.

Here is more information on each component:

1. CV: Optional workshop and other helpful resources will be provided to help participants prepare a professional CV that highlights their achievements, expertise, and experience.
 2. Teaching philosophy: Teaching philosophy is a one- to two-page statement that illustrates how and why you teach the way you do. It explains your beliefs and values as they pertain to teaching. What do you think is important in teaching and learning?
 3. Sample syllabi: Creating a high-quality syllabus is the first step toward creating a successful teaching and learning environment. The process of developing a syllabus encourages educators to reflect on their teaching philosophy, the overarching goals of the course, and the impact of each course component on the student's learning process.
 4. Example activities: Develop 1-2 activities that you plan to use in your own class. This component should demonstrate your knowledge and reflection of one of the teaching workshops that you have attended as part of this program. For example, if you attended a workshop on open educational resources (OER), you could create an assignment using OER that meets the needs of a class in your discipline.
 5. Course observation: For the participants who are currently teaching a course, please send an email to nlkim@uta.edu to request for course observation by a certified UTA faculty. If you have a faculty mentor you are currently working with, they may observe your class, given that they use the form provided by CRTLE. If you are NOT currently assigned to a course as a graduate teaching assistant, please send an email to nlkim@uta.edu to discuss alternative options.
 6. End-of-CTTC Program reflection: To become an effective educator, it is crucial to build a good habit of reflecting on one's progress and experience. One of the goals of CTTC is to encourage the development of this practice, and as such you will be asked to submit a one-page reflection on the impact of participating in the CTTC has had on you.
4. Case Study: To build a connection between teaching and your discipline, please complete a case study analysis on a problem that you noticed in the way your discipline is being taught in a typical higher education setting. Once completed, please create a poster to present at the annual CRTLE Faculty Showcase and submit both the case study analysis and the poster on Canvas so CRTLE can keep it in the archive for records.

What is a case study?

A case study is a detailed examination of a particular case within a real-world context.

What are the benefits of conducting a case study as part of CTTC?

By conducting a case study as part of the CTTC program, you will be given a chance to analyze a common issue that exists in how undergraduate students in your discipline are taught. This

will also provide you with an opportunity to implement what you have learned by attending CTTC workshops.

What are the steps to conducting a CTTC case study?

1. Establish a broad issue to analyze – (Introduction)

Think about some of the common challenges you faced as a TA. Or think further back to when you were an undergraduate student studying your discipline for the first time. What were some of the hurdles that you and your peers faced? Do they still exist?

2. Develop research question(s) – Research Question(s) & Literature Review (Background)

After you establish the broad issue you want to investigate, the next step is to develop a question or series of questions to answer. When developing your research question(s), remember that they must be clearly formulated, narrow and researchable.

Once you have a hypothesis or research question/statement, conduct a brief literature review (3 – 5 articles) to find what others have done in this area.

3. Determine how you will collect and analyze the data – Data (Background)

You can use both quantitative and qualitative approaches and different data collection instruments (surveys, interviews, documentation review, etc.). You should aim to avoid the problem of observer bias, i.e., your choice of instrument measuring what you want to see and not what is there. It is best to use multiple cases in your study as this provides more evidence. If, however, you are analyzing a single case study, make sure that you look at different levels of analysis.

4. Collect and analyze the data – Data (Evaluation of the Case)

A few key things to keep in mind:

- Evidence must be collected systematically. It must be clear how the data from various sources contribute to the overall aims of the study.
- You should not collect data randomly. Keep in mind the purpose for collecting data.

Think of what has worked well and what has not worked as well by implementing the changes you chose to make in your target group. This will help you make future recommendations.

5. Propose future recommendations (Proposed Solutions/Changes)

Based on your findings, what changes do you recommend? Please provide specific and realistic recommendations and give thorough explanation as to why you are proposing these solutions. You may support your recommendation with data from your case study, as well as outside research and personal experience as a TA and/or undergraduate student in the discipline. If possible, discuss specific strategies for accomplishing the proposed solution (i.e. Who needs to be involved to make the change happen? How long will it take for the change to take place?)

6. Prepare the report and poster for showcase

If you have any questions, please contact Dr. Nali Kim at nlkim@uta.edu.