

PLAN 2014-2015 Professional Development:

Teaching

Graduate Teaching Assistant Academy

The GTA Academy, now in its 7th year, had more applicants and has more participants than ever. With a 95% increase in participation since 2009, the GTA Academy, is a year-long series of sessions designed to teach knowledge, skills, and excellence in college teaching. Each cohort of students participates in interactive workshops along with faculty mentors selected for their expertise in teaching. Content includes conceptual frameworks for understanding today's students, practical teaching strategies, and the scholarship of teaching and learning. As a part of the GTA Academy, graduate students participate in a micro-teaching session to both observe and gain feedback from peers on their teaching and complete a teaching philosophy statement - both of which are valuable in the job search process. The GTA Academy is a collaborative program between the School of Interdisciplinary Studies and the Delphi Center for Teaching and Learning.

Workshops

Each year a number of teaching workshops are provided for graduate students interested in learning more about teaching and learning in higher education. This year's workshops include:

- The Teaching Toolbox
- What GTAs Need to Know about Blackboard
- Teaching Students Research and Information Literacy Skills
- Why You Need a Statement of Teaching Philosophy and How to Develop One
- Diversity in the Classroom: How to Notice and Navigate Subtle Discrimination
- "I Just Treat Everyone the Same": Moving from Equality to Equity in Teaching
- Rolling in the Deep: Ways to Think Critically about Diversity in the Classroom
- Classroom Assessment Techniques and Formative Assessment
- More Than a Discussion Board: Best Practices and Effective Applications for Teaching Online
- Technology for Effective Teaching

For more information about PLAN opportunities for professional development in teaching, please visit our website: <http://louisville.edu/graduate/plan>

******Opportunities Coming Soon******

Spring 2015

GTAs & Diversity Brown Bag Series

Graduate students interested in teaching or who are currently teaching are invited to participate in a series of six discussion-based sessions on how to navigate their own and their students' diversity identities in academic settings (classrooms, mentoring, etc.). Students who participate in 4/6 sessions will receive a certificate acknowledging the student's commitment to self-exploration and understanding of diversity in academic settings.

SESSION 1 – Addressing Diversity in the Classroom: Understanding your Cultural Identities as the Instructor

SESSION 2 – Addressing Diversity in the Classroom: Navigating Subtle Racism in the Classroom

SESSION 3 – Teaching as Social Justice: Creating Equitable Expectations as an Instructor

SESSION 4 – Handling Academic Cultural Insensitivities Toward You

SESSION 5 – Navigating the Job Market: How to Network and Interview as a Culturally Responsive Applicant

SESSION 6 – Debriefing & Looking at Next Steps

Summer 2015 – Fall 2016

STEM GTA Mini-Academy

Graduate teaching assistants in STEM fields regularly request information targeted for their particular needs in the classroom. In response, a group of faculty and staff have been meeting to discuss the needs for graduate teaching assistants in the STEM fields with the goal of piloting a mini-GTA Academy in the summer of 2015. More information will be coming in Spring 2015.