Graduate Assistant Teaching Institute (GATI)

Module 1 - Professional Learning Community Overview and Schedule

Center for Innovative Teaching and Learning (CITL)

Western Kentucky University

**Summer 2019**

The Center for Innovative Teaching and Learning (CITL) administers the Graduate Teaching Assistant Institute (GATI), which provides graduate students with the opportunity to receive professional development and training on the basics of teaching, pedagogy, and student learning so that they may serve more effectively as Graduate Teaching Assistants (GTAs) or Graduate Assistant Instructors (GAIs) in their academic units. GATI is designed to provide the basic framework and to introduce the core elements of teaching within a classroom or laboratory environment and thus should be used to complement and augment additional professional development activities offered within each graduate student’s academic unit and college.

GATI is divided into two modules.

**Module 1** is designed to provide Graduate Teaching Assistants (GTAs) with training and professional development so they may more effectively serve as teaching assistants for faculty, lab instructors, and discussion/recitation section leaders. CITL will offer this module this summer using an **online** professional learning community (PLC) format limited to 4 participants. PLCs provide the opportunity for a group of interdisciplinary graduate students to discuss and reflect on a variety of topics related to the practice and scholarship of teaching and learning. CITL uses the PLC in Module 1 of the GATI program:

* to support the teaching and learning mission of the university;
* to provide a collegial, supportive, collaborative, and transdisciplinary environment for graduate students to discuss and reflect on the practice of teaching and student learning
* to disseminate information on best-practices in teaching, pedagogy, and assessment of student learning, and to provide support for graduate student implementation working as GTAs
* to build awareness and engage graduate students in the scholarship of teaching

Each Lesson in Module 1 will focus on a variety of topics, including classroom management, presentation and interaction skills, importance of learning objectives, use of micro-activities, using questions to stimulate discussion, assessment, and some background in learning theory and cognitive science. Graduate students must participate fully in each of the 5 lessons in Module 1 from beginning to end (each lesson will take 2-3 hours a week to complete) to complete Module 1. Module 1 culminates in the submission of a portfolio that demonstrates each participant’s basic command of the topics covered in the module.

After successfully completing Module 1, participants may wish to complete **Module 2**, which is appropriate for those who plan to serve as instructors of record under the Graduate Assistant Instructor (GAI) designation. Module 2 is completed via independent study **with one meeting for a microteaching demonstration, which will take place this summer on July 26th (time and location TBA).** In order to serve as a GAI, a graduate student must successfully complete Module 1 and Module 2.

If you will be doing both Modules 1 and 2 this summer, the Module 1 portfolio can be omitted and only the Module 2 portfolio, the teaching demonstration, and the teaching reflection will be required beyond complete Module 1 participation.

**The Summer 2019 online cohort** will begin on May 20th. The final portfolio will be due on July 7th. [Register online at](https://forms.gle/43T8529gNzxh12Xi6) <https://forms.gle/43T8529gNzxh12Xi6>

If you are a graduate student who wishes to participate in this PLC, please register using the link above. You will receive an email during the week before GATI begins telling you how to access it on Blackboard.

# Lesson 1 (May 20-26): Getting Started and the First Day of Class

* Overview of GATI and PLC Format
* Establishing a classroom climate
* Establishing a teaching personal and style

# Lesson 2 (May 27-June 2): Introduction to Instructional Alignment and learning Theory

* Learning Theory
* Instructional Alignment, including Learning Objectives
* Introduction to Microactivities

# Lesson 3 (June 3-9): Classroom Management and Active Learning

* Classroom management
* Microactivities

# Lesson 4 (June 10-16): Open Assessments and Rubrics

* Introduction of Assessment Theory
* Open Assessments
* Introduction to Rubrics to Evaluate Learning

# Lesson 5 (June 17-23): Closed Assessments

* Closed Assessments
* Complete Microactivities
* Conduct GATI Assessments
* Introduce Portfolio Requirements