TILT Taskforce on Graduate Student Professional Development

Competencies

Course Planning
- Defining course goals
- Defining instructional objectives and learning outcomes
- Developing lesson plans
- Developing assignments
- Designing class activities
- Designing group activities
- Selecting instructional materials
- Creating a syllabus
- Creating handouts
- Developing Web materials
- Designing quizzes
- Designing tests
- Designing rubrics for writing assignments
- Developing course policies

Classroom Management
- Creating a climate conducive to learning
- Creating a sense of community
- Engaging students in learning
- Organizing a lesson
- Taking attendance
- Pronouncing names
- Waiting for responses
- Addressing difficult situations
- Encouraging class participation
- Presenting / lecturing
- Managing class discussions
- Managing group activities
- Fostering student critical thinking
- Identifying and addressing misconceptions

Addressing Students’ Needs
- Understanding differences among learning styles
- Understanding how to differentiate instruction
- Learning how to
  - help students use/read a textbook
  - get to know students
  - recognize differences in students’ educational backgrounds
  - interact with students
  - create a learning environment
• deal with controversy
• treat students fairly
• help students enhance study skills
• help students think critically

• Understand and addressing diversity
  o International differences
  o religious holidays
  o learning disabilities
  o physical disabilities
  o single parents
  o non-traditional students
  o part-time workers
  o using examples in class that are relevant to the students’ culture
  o American culture for international instructors
  o Gender issues
  o Adult learners (unique needs of)

• Understanding how to address the specialized language of a discipline

• Communicating effectively
  o useful phrases to make a point
  o transitions
  o interrupting
  o clarifying a concept

Addressing Students’ Behavior
• Learning about common disruptive behaviors
• Learning how to deal with disruptive behavior

Developing Instructional Knowledge
• Active Learning
• Experiential learning
• How to handle the first day of class
• Enhancing learning in large classes
• Chalkboard technique
• Online teaching
• Problem-based learning
• Case-based learning
• Engaging women in math and science courses
• Formulating effective questions
• Cooperative learning
• Peer reviews

Using Technology
• Understanding Web-based resources
• Learning to teach in online and blended courses
• Learning to assess students’ technological knowledge
• Learning to use library catalogs, databases, interlibrary loan resources, course reserve systems
• Learning how to search the Web and use Web directories
• Learning to use student response systems (clickers)
• Learning to use classroom management systems (Blackboard, WebCT)
• Learning to use multimedia presentation tools (Powerpoint)

Teaching in Labs
• Planning and running labs
• Managing group work in labs
• Understanding the role of lab TAs
• Being inclusive in labs and on field trips
• Humane treatment for animals
• Understanding legal responsibilities

Teaching Outside of the Classroom
• Office hours
• Tutoring
• Advising and extracurricular activities

Assessing and Evaluating
• Evaluating your own teaching
• Developing a teaching philosophy
• Developing a teaching portfolio
• Developing strategies for formative assessment of student learning

Ethical Problems
• Cheating
• Plagiarism
• Code of ethics re: human subjects
• Copyright issues for course materials
• Instructor/student personal relationships
• Sexual harassment