

# Teaching and Beyond: Building Your Teaching and Knowledge Transfer Skills



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# Group Poll



What should you care about identifying, reflecting on, documenting and highlighting your teaching skills?

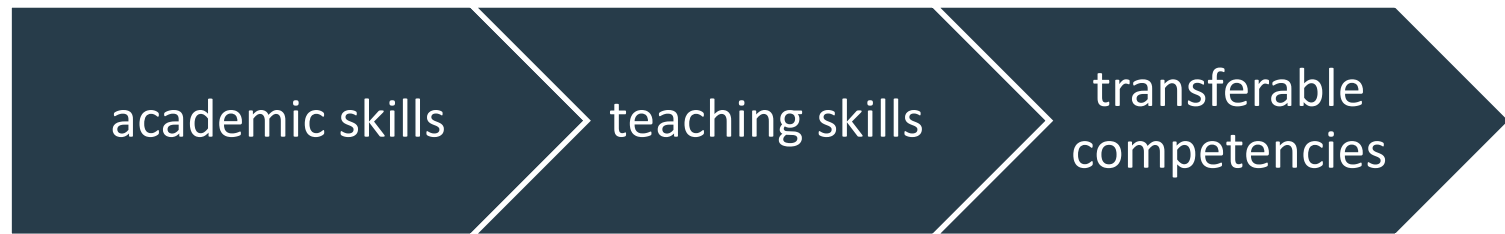
“With the recognition that good teachers make excellent faculty and effective leaders in industry, employers began to ask applicants for CVs that do more than outline a list of courses.”

University of Alabama at Birmingham

# How to identify professional skills?

“Professional skills, have to do, in general, with a student’s ability to present himself or herself professionally and to integrate quickly into complex workplace environments after graduation.”

(Rose, 2012)



# Transferrable competencies:

- Public presentations & public speaking skills
- Communication skills
- Interpersonal skills
- Knowledge transfer & knowledge translation
- Intercultural communication & multicultural sensitivity skills
- Time management skills
- Teamwork building & group dynamics management skills
- Leadership, consensus-building & conflict resolution skills
- Mentorship & motivational skills
- Facilitation skills

# Communication & interpersonal skills:

- communicate effectively, concisely, and correctly in **written, spoken, and visual** forms to a variety of audiences using a wide range of media
- use effective communication depending on a variety of interpersonal skills including **listening, asserting, influencing, persuading, empathizing**, and exercising sensitivity and diplomacy
- recognize the importance of other aspects of communication including body language and other forms of **non-verbal communication**
- **listen to and receive feedback** from peers, supervisors, and subordinates
- give **constructive feedback** and respond perceptively to others
- experiment and apply interpersonal skills through **team building, consensus building, negotiation** and conflict management
- develop and maintain **cooperative networks** and **working relationships**
- accepting a **variety of roles**: mentor, teacher, leader – inspire, motivate, mentor, and develop others
- **explain complex concepts** related to the content, skills, and process of their discipline in various workplace contexts
- provide clear, explicit **instructions** that facilitate others' understanding and learning

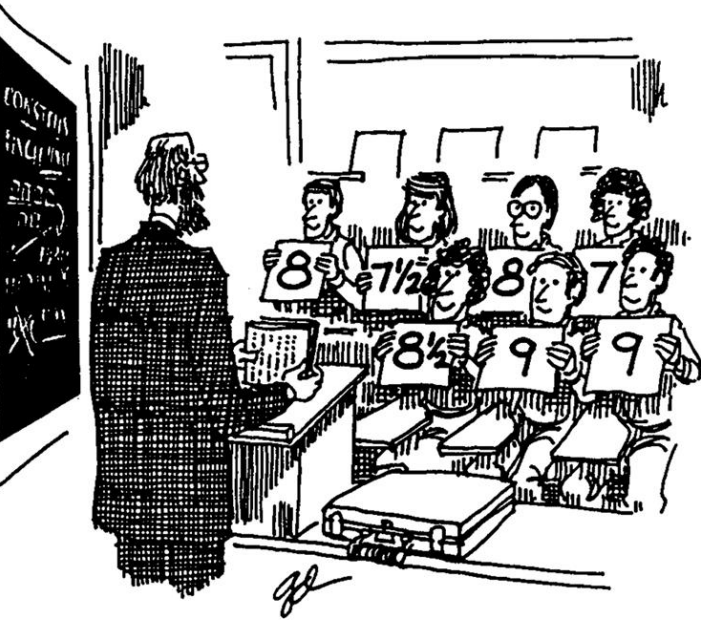
**Skills you wish to identify in your curriculum vitae or teaching dossier:**

- Analyzing situations or data
- Anticipating problems
- Assembling equipment
- Attending to detail
- Calculating numbers or risks
- Clerical Work
- Coaching, guiding or tutoring
- Communicating in writing
- Communicating verbally
- Compiling data of facts
- Computer skills
- Constructing objects or buildings
- Creating Ideas
- Dealing with difficult people
- Delegating tasks or responsibilities
- Designing products or systems
- Diagnosing problems
- Doing precision work
- Empathizing with others
- Evaluating data
- Evaluating performances, programs, processes
- Following instructions
- Handling complaints
- Handling pressure
- Implementing decisions
- Influencing
- Keeping records
- Learning
- Leading People
- Listening
- Making decisions
- Managing people
- Measuring
- Motivating people
- Observing
- Observing safety regulations
- Ordering equipment/supplies
- Operating equipment
- Organizing data
- Organizing people
- Planning and organizing time
- Planning and organizing work routine
- Processing forms
- Project management
- Promoting ideas
- Proofing for accuracy
- Providing information
- Reacting quickly to changes in work situation
- Remembering
- Repairing equipment
- Research information
- Scheduling
- Solving problems
- Speaking in public
- Supporting others
- Testing
- Troubleshooting
- Writing reports
- Word processing
- Working as part of a team
- Working irregular hours or shifts
- Working well with people
- Working with machines
- Working with numbers
- Working with people

Add your own:  
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\_\_\_\_\_  
\_\_\_\_\_

Identify skills that are important in the teaching of your discipline or in your future career.

# Why prepare a teaching dossier?



- for job application as a tool to identify and define your teaching skills
- to define and reflect on your teaching style
- to present your teaching effectiveness to others
- to assess your own teaching goals and accomplishments
- to track how you have addressed teaching challenges
- to identify areas for improvement



**“[Teaching dossiers contain] documents and materials which collectively suggest the *scope* and *quality* of a teacher’s performance.”**

**(Seldin, 1991)**

# A Reflective Process...



- examining and reflecting on your experiences over time
- identifying specific skills, practices, and approaches
- organizing and communicating competencies
- highlighting strengths and creativity
- moving beyond teaching: leadership, mentorship, professional development, professional trajectory

What is the  
TATP?





**TATP is a peer-training program  
providing pedagogical support to  
TAs & graduate students**



# What does the TATP offer?

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Mandatory training for new TAs and supplemental training for returning TAs.

Professional development for graduate students: workshops, special events, services & resources.

# Mandatory Training:

grade and provide effective feedback

engage students through active learning

prepare learning outcomes & lessons

refer students to additional resources

manage your time & stay on track

follow key UofT policies

work with students one-on-one



What is it going to cost you?

**Nothing! All TATP programming is FREE!**

**All you need to do is register online!**



# Why is it important & meaningful?

facilitating discussions

leading lab demos

Instructional design

reflective practice

time management

collaborative learning techniques

intercultural competencies

managing classrooms

practicing UID & inclusivity

preparing your teaching dossier



## 1. Teaching Fundamentals Certificate Program (TF)

- 1 year
- 6 workshops
- reflection

## 2. Advanced University Teaching Preparation Certificate Program (AUTP)

- 2 years
- 10 workshops
- practicum
- teaching dossier
- reflection

Two Certificate Programs

# TATP WORKSHOP SERIES

Fall

Winter

Spring &  
Summer

effective  
lecturing  
techniques

how to  
support  
multilingual  
& ELL  
students

creating healthy  
learning  
environments

accessibility

building &  
maintaining an  
online presence

**EXPLORE A WIDE  
RANGE OF  
TOPICS IN OUR  
WORKSHOPS:**

how to use  
visual aids

universal instructional  
design

becoming a  
confident  
facilitator

dealing with  
students in  
difficulty

designing courses  
and tutorials using  
evidence-based  
best practices

building your Portal course

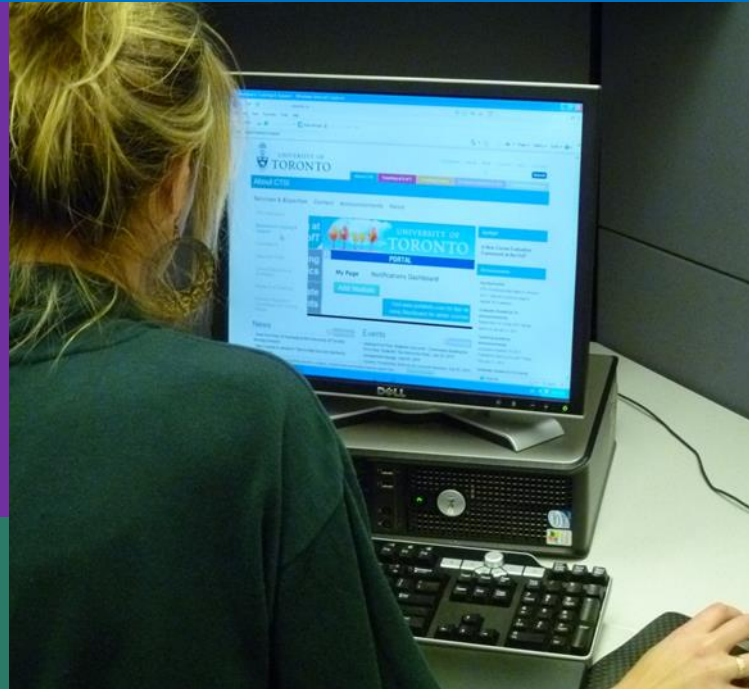
web  
conferencing

online  
feedback

# Get Portal (Blackboard) Training

managing the  
grade centre

facilitating  
online  
discussion  
boards



using  
collaborative  
tools

exploring blogging  
and journaling tools

creating  
tutorial groups



peerScholar

webinars

clickers

**LEARN HOW TO USE  
EDUCATIONAL TECHNOLOGIES**

podcasting

screen  
capture

plagiarism  
detection




# In-Class Observation



Come and observe award-winning Teaching Assistants & Course Instructors.



Get constructive feedback on your teaching.

A photograph of two women looking at a document. The woman on the left has blonde hair and is wearing a large, dark, circular earring. The woman on the right has dark hair. The document they are looking at is partially visible at the bottom of the frame. Two speech bubbles are overlaid on the image: an orange one at the top and a blue one at the bottom.

Do you have a question or  
concerns about teaching?  
Want to learn about effective  
teaching strategies?  
Do you need to reflect on your  
teaching?

TATP offers  
**Individual Consultations**

Email or call to  
book a confidential appointment.

Don't sit alone in an empty classroom!



Come and join the TATP teaching  
community of practice at the  
**Brown-Bag Lunch 'n' Learn.**



Ready to develop &  
teach your first course?

Enrol in the TATP's  
Course Design Institute



integrated course design

learning goals & outcomes

teaching & learning activities

feedback & assessment

course outlines & syllabi

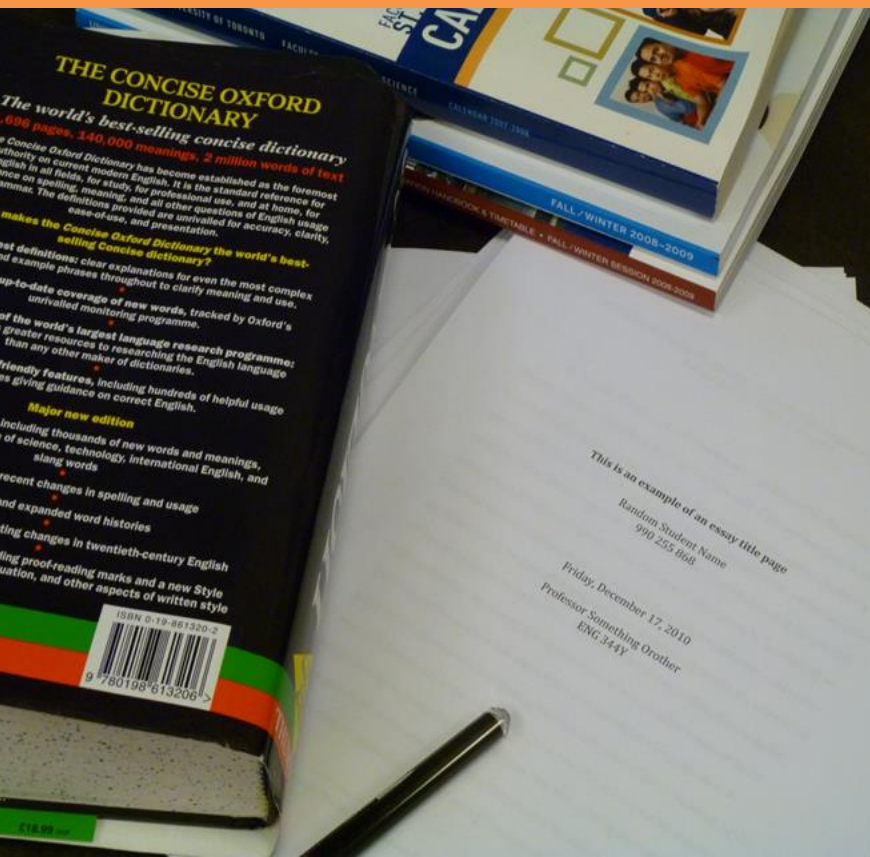
reflecting on teaching

TATP



# Looking for resources?

Visit [tatp.utoronto.ca](http://tatp.utoronto.ca) to consult various online resources:



- tipsheets with evidence-based practices
- TATP Shorts – instructional videos
- lesson plan templates
- books, manuals & articles on teaching and learning
- marking rubrics
- best-practice examples & scenarios
- and much more...



**Visit TATP at**  
Centre for Teaching  
Support & Innovation  
4th floor, Robarts Library  
130 St. George Street

**HAVE QUESTIONS?**

**Contact TATP at**

**Email:**

[services.ta@utoronto.ca](mailto:services.ta@utoronto.ca)

**Phone:**

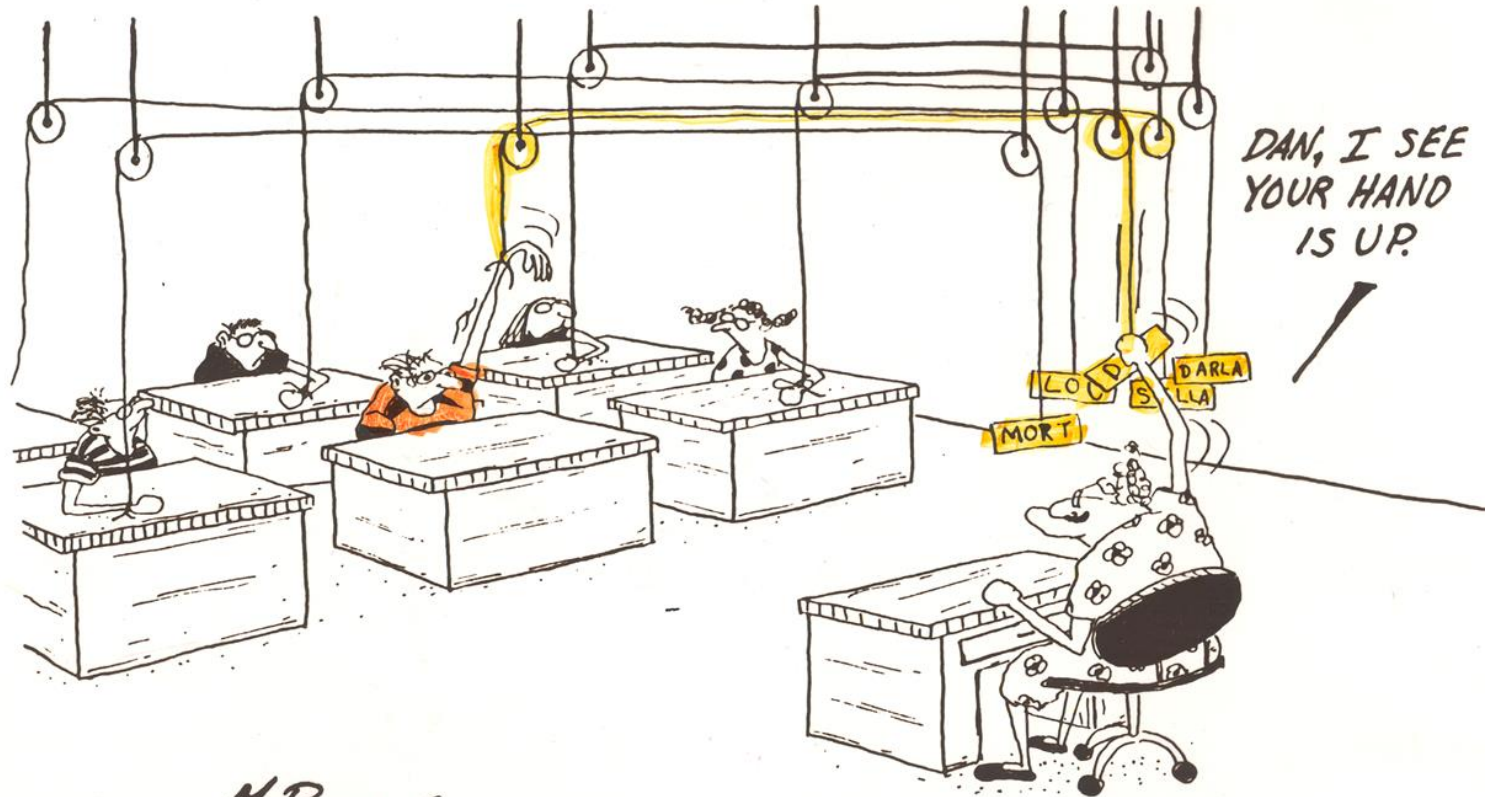
416-978-2242

**Web:**

[tatp.utoronto.ca](http://tatp.utoronto.ca)



# Thank you!



McPHERSON  
MRS. MORTLEMAN MADE SURE THAT EVERYONE  
PARTICIPATED IN CLASS.