

# CTL Program for Excellence in Teaching in Higher Education

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## Summary of the program

The CEU Center for Teaching and Learning Program for Excellence in Teaching in Higher Education for CEU doctoral students consists of a foundational course in the Fall term, two additional short seminars, and a capstone course on the development of an electronic teaching portfolio. All students who complete this series of seminars (normally within one or two academic years) and produce a comprehensive early-career teaching portfolio will receive a certificate of program completion.

The program design, content, and core values are informed by relevant research on professional development of scholar-teachers. Our courses are based on collaborative inquiry and often involve peer-teaching, observation and experimentation. This program aims to support a networked community of scholars capable of learning through observation, reflection and collaboration across and within disciplinary communities.

## Essential program values

**Scholarship** - We encourage an approach to the development of university teachers as informed scholars-teachers. Our teaching and mentorship is informed by higher education research and learning theory. The program acknowledges discipline-specific knowledge and practices.

**Reflection** - We collaborate with early-career scholar-teachers as they become reflective practitioners, critical problem-solvers and peers in a professional community of university teachers;

**Innovation** - We embrace the integration of technology-supported teaching and learning, learner-centered practices, collaborative models, and inquiry-driven approaches to teaching for the development of 21st century higher education learning.

## **Core competencies developed**

1. Practice designing and leading learner-centered classroom activities.
2. Application of both theory and best practice in the design of student activities and assessment practices.
3. Practice of learning-centered curriculum design in appropriate settings (including blended course redesign and collaborative lesson and course planning).
4. Demonstration of understanding of basic concepts, models and selected practices in technology-supported teaching and learning in higher education.
5. An appreciation of the variety of educational contexts and pedagogical settings, including inter- and multiculturalism, the international classroom, and inclusive higher education.
6. An engagement with new and emerging models of teaching and learning in higher education both inside and outside the classroom.
7. A demonstration of ongoing reflective practice in teaching and other aspects of academic work.

## **Program components**

### **Stage 1: Foundations**

The first stage of the program is comprised of students taking the 12-week-long Fall term course, Foundations in Teaching in Higher Education: Scholarship, Reflection, and Innovation. This stage ensures a sustained immersion in an academic development community with peers acting as critical friends and co-teachers.

### **Stage 2: Focused Inquiry**

Students are offered a choice of short seminars, each exposing them to fundamental issues of teaching and learning in higher education and requiring the production of sample teaching designs. Students take two four-week-long seminars as a way to engage with core competencies of the program in more depth.

### **Stage 3: Sustainable Professional Development**

In this capstone stage of the program students take the Starting Your Teaching Portfolio seminar and produce an electronic teaching portfolio as the basis for ongoing professional development in teaching. The portfolio will be built from students' work as teaching assistants, co-taught sessions and teaching designs that they produce.

# CTL Program for Excellence in Teaching in Higher Education at a glance

