Program SAGES: Promoting collaborative teaching development through graduate student/faculty partnerships

Presenter: Isabelle Barrette-Ng (Department of Biological Sciences)

When: Monday, September 23, 12:00 – 1:00pm
Where: SA 107

Abstract: Each year, graduate students shoulder hours of instructional time with undergraduate students and some have more contact hours with students than academic staff in large introductory undergraduate courses. However, many graduate students are given minimal opportunities for teaching development, and there is a great need to help them develop a scholarly and reflective teaching practice (Kenny et al., 2014; Chick & Brame, 2015). Enhancing the teaching skills of graduate students is a critical investment that will also create a culture of educational leadership, and foster innovation and teaching development. To support STEM graduate students in the development of an evidence-based teaching practice, we designed and implemented the SAGES Program (SoTL Advancing Graduate Education in STEM). This program was designed to provide graduate students with opportunities to learn about scholarly teaching and learning (SoTL) within the context of STEM through a semester-long course, followed by a semester-long practicum. The practicum gives graduate students an opportunity to apply their learning in an undergraduate class, in partnership with a faculty member acting as a mentor. Through a mixed-methods approach based on the use of semi-structured interviews and pretest and posttest surveys (DeChenne et al., 2012; Trigwell and Prosser, 2004), we will show that SAGES not only increased teaching self-efficacy, knowledge and skills in graduate students, but also led to collaborative teaching development for both mentors and mentees. Participants will be invited to discuss ideas and directions that would allow SAGES to develop further to provide even more meaningful learning opportunities for graduate students and practicum mentors throughout the Faculty of Science and other STEM faculties at the University of Calgary.

The Science Teaching Forum (STF) in the Faculty of Science is a place to learn about and discuss ideas around teaching and learning. These forums are open to everyone including faculty members, graduate students and staff. A speaker presents an issue, activity or idea relevant to teaching and learning, followed by a discussion that allows for broader explorations. Through this exchange, we hope to facilitate communication about teaching and learning in our Faculty and beyond. Let us know what you’d like to see at future sessions!

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