Professional Development for Graduate Student and Postdoc Instructors

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Math Instructors by Type

1st year instructors (2018)
- Faculty: 49.4%
- GS: 11.7%
- PDF: 39.0%

all ugrad instructors (2018)
- Faculty: 62.4%
- GS: 5.0%
- PDF: 32.7%

1st year instructors (2011)
- Faculty: 34.6%
- GS: 34.6%
- PDF: 30.8%

all ugrad instructors (2011)
- Faculty: 57.3%
- GS: 16.7%
- PDF: 26.0%
Teaching Loads

Graduate Students

- **Not all** graduate students teach
- A GS is given **at most 1 course per year**
- Recommended to teach 2 courses total while at UBC
- Teaching assignments are based on the **recommendation** of the **instructor of MATH 599**
- Usually given **1st year courses**

Postdoctoral Fellows

- Virtually **all** postdocs teach
- Most **teach immediately** upon arrival
- Typical load is **1 fall and 1 winter course**
- Rarely, teaching is delayed in the first term
  - i.e., 1 winter and 1 summer course
The Path to Teaching

Grad Student

- 2 day PD
- TAship
- arrive@UBC

Postdoctoral Fellow

- 2 day ISO
- teach
- faculty visit

MATH599

lecture

Blue: one-time event. Red: longer event
Graduate Student Professional Development

TA ships

- Some TAships include rich PD

MATH 599: Math Teaching Techniques

- Term-long 1-credit course
- Certifies GS to teach
- GS learn to prepare and deliver a lesson
- First opportunity to think about identity as teacher
- Meant to be practical: includes a live lecture

Other (optional) workshops/seminars

- math departmental ISW (Instructional Skills Workshop)
- seminar course: TAAP (TA Accredidation Program)
Instructional Skills Orientation (ISO)

- 2-day workshop (taken on arrival to UBC)
- Modeled after the ISW
  - The mornings have workshops on lesson preparation
  - The afternoons feature 10-minute mini-lessons
- Participants are assessed and their performance impacts the responsibility they receive in future
Faculty Class Visits

First time instructors

- Receive a faculty member visit in the first two weeks
- Are given some feedback
- Are given a ‘yes’ or ‘no’ (no = removed)

New this year

- We introduced the ‘maybe’ option
- Instructors are given extra support (mentoring)
  - class visits w/ feedback
  - visit to established teacher’s classroom
  - student surveys w/ reflection
GS Instructor Support Group (GSISG)

Cole Zmurchok and I piloted a Community of Practice

- Planning
- Peer Support
- Try new things!
- Weekly Meetings
- Peer Review of Teaching
- Clickers and Worksheets
- Reflection

- “gave several ideas of things to try”
- “achieve our goals by doing self reflection”
- “I didn’t realize I wasn’t giving clear instructions for my [worksheets] until peer review”
In Class Survey & PDF Coffee Groups

We ran the following PD for first-time PDFs this year

- In-class student survey
- Coffee w/ 2-3 PDFs
- Reflection on survey
- Other (if interest)

Other activities (based on PDFs goals)
- Peer Review of Teaching
- Visit to classroom with Clickers