

CERTIFICATE OF REFLECTIVE TEACHING SYLLABUS

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Program Overview

The Program is designed to provide support and recognition for faculty members at NC State who are dedicated to improving their teaching and learning more about pedagogy. The program helps faculty members move towards becoming scholarly teachers. Scholarly teachers “view teaching as a profession and the knowledge base on teaching and learning as a second discipline in which to develop expertise” (McKinney, 2007, p. 9). Scholarly teachers “do things such as reflect on their teaching, use classroom assessment techniques, discuss teaching issues with colleagues, try new things, and read and apply the literature on teaching and learning” (McKinney, 2007, p. 9).

The Certificate of Reflective Teaching program serves three main purposes. First, it provides instructors the opportunity to learn pedagogical skills and information about teaching not necessarily gained during formal training in graduate school, helping them become more scholarly teachers. Second, the Certificate allows instructors to gain recognition for their efforts to become more intentional, reflective teachers who incorporate best practices in teaching in higher education. Finally, the program allows faculty members the opportunity to meet other faculty members outside their home departments who are dedicated to improving their teaching.

Participants must complete the program and all requirements two years after the semester they begin the program (for most participants, this means 4 semesters, although could include summer session workshops or reading circles during the summer between years one and two).

Participants who complete the program are awarded their certificates at the Teaching and Learning Symposium, which is usually held every April.

Program Websites

The Office of Faculty Development’s website contains information about the Certificate of Reflective Teaching Program, including workshop offerings and the program requirements that they meet (<http://ofd.ncsu.edu/certificate-of-reflective-teaching-program/>).

Participants should also familiarize themselves with the program’s Moodle project space. All program documents are posted on this site. Participants will also use the Moodle site to submit assignments and track their progress through the program.

To register for Office of Faculty Development workshops: go.ncsu.edu/ofdregistration

Other campus professional development groups may have offerings that fit the elective requirements for the Certificate Program. Please check their websites or contact program staff to find information about offerings.

- DELTA (delta.ncsu.edu)
- Campus Writing and Speaking Program
- Office for Institutional Equity and Diversity (<http://oied.ncsu.edu/oied/>)

Program Requirements

Program Orientation

Participants are required to participate in a brief, online program orientation. Questions about orientation material should be directed to Erin Robinson (eerobins@ncsu.edu).

Workshops in core areas

Core workshops are offered each semester by the Office of Faculty Development. The core workshop areas represent major areas of competency for scholarly, reflective teachers. All participants must attend one workshop in each core area, for a total of three core workshops. The core workshop areas are:

1. Assessment
2. Course design
3. Creating a student-centered learning environment

Charts with OFD's workshop offerings and the Certificate of Reflective Teaching program requirements they meet will be posted on the Certificate program webpage at the beginning of each semester.

Elective Workshops

Certificate of Reflective Teaching participants must attend two elective workshops *related to teaching and learning* offered by campus professional development offices. This program requirement is designed to let participants explore other areas related to teaching and learning that interest them beyond the three required core workshops. Not all workshops offered by campus professional development offices will meet this criteria, so please be sure to make sure that the workshop you are attending focuses on teaching and not other professional development topics if you would like to count them towards your program requirements.

Examples of approved elective workshops include:

- Workshops offered by OFD on teaching and/or pedagogy
- DELTA workshops that focus on teaching (Please note: not all of DELTA's offerings meet this criteria. If you have questions about whether a workshop will fulfill the Certificate program requirement, please contact Erin Robinson prior to attending the workshop.)
- Graduate School Fundamentals In Teaching workshops

- Events sponsored by the Campus Writing and Speaking Program
- OIED events related to teaching

If you are ever in doubt about whether an elective workshop will count towards the Certificate program, please contact Erin Robinson **prior to attending the workshop**. OFD reserves the right to make the final decision about whether an elective workshop can count towards program requirements.

Intensive Experience

Program participants are required to participate in at least one intensive experience. Participants have the choice of participating in a reading circle offered by OFD or in an OFD summer institute. This program requirement serves two purposes. First, it provides faculty members the opportunity to gather and discuss ideas related to teaching and spend time engaged with the literature on teaching and learning, helping them become more scholarly teachers. Additionally, these experiences provide the opportunity to connect and build relationships with other faculty members interested in teaching and learning.

Reading circles are offered every semester. More information about reading circles can be found at: <http://ofd.ncsu.edu/programs/reading-circles>.

Summer Institutes are offered every summer, typically in May. Please check the OFD website and listserv for announcements about the Summer Institute and application information.

Capstone Project

Participants will create a final capstone project that demonstrates their growth during the program. Capstone projects should be artifacts that reflect how participation in the Certificate program has impacted the participants' teaching. There are a wide range of acceptable projects, however, all projects should demonstrate an application of concepts learned during program participation. Examples of acceptable projects include, but are not limited to:

- A conference presentation on a teaching topic at a disciplinary or college teaching conference
- Workshop for the campus community on pedagogy (OFD can help facilitate)
- A poster presentation at OFD's Teaching and Learning Symposium (usually held in April of each year)
- A redesign of an assignment or lesson using scholarly teaching principles

Participants are encouraged to be creative in demonstrating their learning. If you have any questions about whether a project will count towards the Certificate of Reflective Teaching capstone requirement, please contact Erin Robinson before beginning the project.

All projects should be accompanied by a 1-2 page reflective essay describing how the project reflects concepts learned through participation in the Certificate Program.