

# Launching a Graduate Certificate in Teaching and Learning

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## Consider the challenge

Purpose of the original program	To better prepare its PhD students for the academic job market, Concordia University launched a Graduate Certificate in University Teaching.
Structure	<ul style="list-style-type: none"> <li>▪ Courses               <ul style="list-style-type: none"> <li>○ Learning Theories from the Educational Technology program</li> <li>○ Two tutorials (independent study courses)</li> </ul> </li> <li>▪ Internship               <ul style="list-style-type: none"> <li>○ Teaching a <b>reserved course</b></li> <li>○ Reflection</li> </ul> </li> </ul>
Target students	<ul style="list-style-type: none"> <li>▪ Doctoral candidates (only)</li> <li>▪ Who had a guaranteed reserved course to teach</li> </ul>
Delivery mode	▪ Self-study

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## The redesign was intended to broaden the reach of the program

- Who? Anyone interested in teaching in Higher Education and, later, Continuing Education
  - Universities
  - CEGEPS (colleges)
- Why?
  - Informal conversations with teaching and learning staff suggested that instructors would be interested and institutions already worked with other universities on similar degrees.
  - Informal conversations with continuing education staff suggested that they, too, might be interested.

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### Here is the solution we devised

New purpose	Prepare current and aspiring instructors for teaching roles in higher (University and CEGEP) and continuing education.
Structure	<ul style="list-style-type: none"> <li>▪ Courses               <ul style="list-style-type: none"> <li>○ Foundations of Teaching and Learning in Higher and Continuing Education</li> <li>○ Foundations of Course Design for Higher and Continuing Education</li> <li>○ Foundations of Facilitation for Higher and Continuing Education</li> </ul> </li> <li>▪ Internship               <ul style="list-style-type: none"> <li>○ Teach a 35-hour course</li> <li>○ Reflection</li> </ul> </li> </ul>
Target students	<ul style="list-style-type: none"> <li>▪ Current instructors</li> <li>▪ Aspiring instructors</li> </ul>
Delivery mode	Blended live and self-study virtual

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We followed this process to develop and approve the program.

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### 1. We surveyed prospective students for the re-designed program.

- Prior teaching experience (including teaching assistantships)
- Formal training on teaching
- Interest in teaching as a career
- Likely interest in the program—and when people would take it
- Preferred medium of instruction

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## 2. This insight from the results became a design criterion for the program.

The program would need to take into consideration:

- Full-time working status of college and continuing education instructors
- Student status of others

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## 2-b. A design option included developing one or more micro-credentials: programs with as few as three courses.

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## 2-c. A third design criterion emerged during the pandemic: online instruction

- Preparing instructors to teach online
- Providing the program online

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### 3. We drafted a full proposal.

The full proposal included:

- Rationale for the program
- Evidence that the program was sustainable
- Projected enrolments
- All catalog copy including:
  - Program information
  - Admissions requirements
  - Course descriptions

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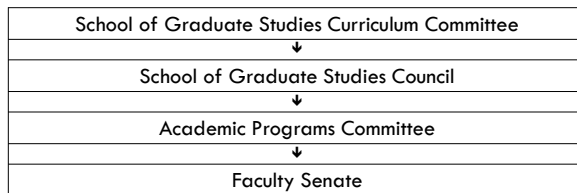
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### 4. The proposal went through the standard internal review process.



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### 5. These issues arose in the approval process.

- The internship
- The all-online format
- Request for a cross-faculty program

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6. After receiving approval, we planned to immediately launch the program.

Web presence	Press release
E-mail campaign	Sponsorships

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7. Next, we vetted applicants.

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8. Then we began teaching.

The first part of the first class session was an orientation.

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### Note these features of each lesson.

- Read-Me-First! Guide
- Series of pre-class activities:
  - “Warm up” activity
  - Learning:
  - Readings: some original, some curated
  - Videos: some original, some curated
  - Application activity
- In-class activity
  - Non-graded questions to assess pre-class work
  - Application activities, including discussions and guest speakers

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### Consider these examples of assignments.

Teaching and Learning	Course Design
1. Learning assessment (take-home) 2. Teaching portfolio (first attempt) 3. Scholarship of teaching and learning	1. Needs and requirements <ul style="list-style-type: none"> <li>a. Needs</li> <li>b. Objectives</li> <li>c. Assessment questions</li> </ul> 2. Syllabus <ul style="list-style-type: none"> <li>a. Description</li> <li>b. Guidelines</li> <li>c. Summary of graded assignments</li> <li>d. Schedule of class sessions</li> </ul> 3. Lesson plan <ul style="list-style-type: none"> <li>a. Plan for 3 hours of instruction</li> <li>b. Materials for 1.5 hours of instruction</li> </ul>

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### The program seems to be starting out on a positive note.

- Cohort:
  - 15 started
  - 10 continued
- The first courses:
  - Foundations of Learning: 4.6 out of 5
  - Course design: 4.8 out of 5
- Third course begins this week

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Let's discuss!

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