

Participation in the Postdoc non-credit course in teaching can be used to fulfill several learning objectives for the [Tech to Teaching Foundations of Teaching and Learning certificate](#). To earn Tech to Teaching credit you will need to attend 75% of our class sessions and submit four course artifacts. Each of these mini-assignments is designed to draw on in-class discussion, and help you develop as a future faculty member/instructor.

Item	Date Covered in Class	Due Date
Course Assessment Tool	Feb. 21	March 7
Course Syllabus	Feb. 14 & 28	March 21
Lesson Plan	Ongoing	April 11
Classroom Assessment Techniques	(class cancelled due to weather)	April 25

Please submit your materials to Ruth via email ([ruth.poproski@gatech.edu](mailto:ruth.poproski@gatech.edu)), on or before the listed due date. Once submitted, you will receive feedback on your work, and final versions will be due by the end of May 2018.<sup>1</sup>

#### Assignment 1: Course Assessment Tool

Design a major course assignment (e.g., project, term paper, etc.) and submit (1) the materials you would give to students, and (2) an explanation of how you will grade the assignment. Be sure to include information for students about the purpose of the assignment (think “learning objectives” and/or the skills you are trying to help them master), what to turn in (and how and where), how their work will be assessed, and a statement about the importance of academic integrity<sup>2</sup>.

#### Assignment 2: Course Syllabus

Create a syllabus for a course you might teach, and turn it in! (pro-tip: attend class with your draft syllabus on February 28<sup>th</sup>, make changes to your syllabus right after class, and bam! You have a syllabus to submit!)

#### Assignment 3: Lesson Plan

Develop a plan for one class session you might teach, and turn in all relevant materials (e.g., slides, lecture notes, etc.). Make sure your materials are thorough enough so that someone unfamiliar with your content can still see how your class is going to proceed (so, for example, a set of slides without any notation would be insufficient). Include also a short explanation of what you have turned in (e.g., information about the course, expected level and background of students, how you will deliver the materials, etc.). Finally, be sure to incorporate opportunities for active learning, and ways to get feedback from students about their processing of what they are learning.

#### Assignment 4: Classroom Assessment Techniques

Review the content found at <http://ctl.gatech.edu/resources/best-practices/GnR/CATs>. Select 3 CATs and explain how you would use each one in a course you might teach, and what your purpose would be. Think about the nature of your content and your students, as well as your own goals and needs as you teach.

<sup>1</sup> That said, all deadlines are open to revision. If you need to adjust the timeline, please let Ruth know!

<sup>2</sup> Research shows that when you say something about academic integrity/not cheating, right with an assignment prompt, rates of cheating/plagiarism tend to decrease.