

# CETL 8802: Teaching-As-Research at GT (TARGT)



## Course Description

Have you ever wondered what your students are really learning in your class? What they are taking away beyond their grades? If their experience is like what you intended it to be?

Teaching-as-Research (TAR) is "the deliberate, systematic, and reflective use of research methods by instructors to develop and implement teaching practices that advance the learning experiences and outcomes of both students and teachers."

TAR projects encourage educators to identify opportunities to improve teaching and learning through intentional problem identification, intervention, and assessment. In this course, graduate students and postdoctoral scholars get a manageable introduction to education research and design their own investigation into student learning for a class they are teaching or planning to teach."

## Grading

To pass this class (S), you must satisfactorily complete the four main assignments: pitch presentation, proposal peer review, final presentation and research proposal

Failure to complete these assignments will result in a failing grade (U).

For students wishing to earn a letter grade:

A: All requirements for B plus 2 coaching sessions

B: All requirements for C plus all homework assignments

C: Four main assignments

D: Missed one main assignment

## Course Materials

Resources will be posted on the course Canvas page. There will be something to review before class most weeks.

## Learning Goals

Upon successful completion of this class, **you will be able to develop and execute a TAR plan for a limited teaching and learning project.** This will include the ability to:

- Find and critically consider the literature and existing knowledge associated with the teaching and learning project.
- Create realistic well-defined, achievable, measurable and student-centered learning goals for the teaching and learning project.
- Find or develop assessment (measurement) tool(s) that are aligned with the learning goals of the teaching and learning project.
- Collect data regarding achievement of learning goals.
- Analyze the data and draw evidence-based conclusions about the impact on student learning.
- Complete a full-inquiry cycle for the teaching and learning project by using findings to suggest improvements to the above actions.



kata.dosa@gatech.edu  
(she/her/hers)  
Office hours:  
CULC 457H  
Thursdays 2-4pm  
and by appt.

Hi! And welcome to CTL 8802 Teaching-As-Research, part of the Tech to Teaching program. My name is Kata Dosa and I'll be your instructor this semester. I work with graduate students and faculty who want to become better teachers at Georgia Tech. Before this, I completed my PhD in Environment and Resources and taught undergraduates in various fields for 5+ years. I'm looking forward to getting to know each of you this semester as you design your studies!



## The TARGT Team

During the TAR experience, you will be supported by:

- a **cohort committee** comprised of GT experts in teaching and learning:

Dr. Meltem Alemdar (CEISMC)

Dr. Rob Kadel (C21U)

Dr. Wendy Newstetter (CoE)

Dr. Kate Williams (CTL)

- and our **resident librarian**: Isabel Altamirano

(isabel.altamirano@library.gatech.edu)

Class schedule* *we reserve the right to adjust the schedule	Topic	Assignment (due before class)
<b>Week 1: Aug 21</b>	Introduction to course; What is TAR?	No assignment due
<b>Week 2: Aug 29</b>	How does learning work? Current learning theories	Identify learning theories relevant to your interest (200 words)
<b>Week 3: Sept 5</b>	Hot topics in higher education research	Identify key topics in literature relevant to your interest (200 words)
<b>Week 4: Sept 12</b>	Asking questions, assembling a project, panel of TAR graduates	Find a relevant paper – identify their question
<b>Week 5: Sept 19</b>	Survey and critique of TAR projects, What's your "gap"?	Annotated bibliography of 5 papers; schedule 1 <sup>st</sup> coaching
<b>Week 6: Sept 26</b>	Situating your question in the literature, Library databases, Core publications	Enter 5 citations into class database 1 <sup>st</sup> coaching session (out of class)
<b>Week 7: Oct 3</b>	Aligning question with inquiry: introduction to research methods in education	"Funnel" model of Introduction
<b>Week 8: Oct 10</b>	Peer feedback and working session on Methods; Assessment tools	First draft of Methods
<b>Week 9: Oct 17</b>	Pitch to cohort panel, Feedback	Five slides (Background, Rationale, Question, Methods, Implications) Schedule 2 <sup>nd</sup> coaching
<b>Week 10: Oct 24</b>	Refining your grounding in literature	Annotated bibliography of 5 papers based on panel feedback 2 <sup>nd</sup> coaching session (out of class)
<b>Week 11: Oct 31</b>	IRB, Implication of your research (CIRTL pillars)	Complete CITI training
<b>Week 12: Nov 7</b>	Refining your Methods	Draft of assessment tools
<b>Week 13: Nov 14</b>	Proposal writing bootcamp	
<b>Week 14: Nov 21</b>	No Class: Thanksgiving	Draft of proposal Exchange drafts and complete peer review (out of class)
<b>Week 15: Nov 28</b>	Final presentations, Wrap-up	Five slides <b>Final proposal DUE: Dec 5</b> 

**Participation:** Your contributions to discussions and peer feedback are central to your own success and that of your colleagues. Because of this, you are expected to be in class, ready to participate and contribute to discussions and peer feedback.

**Attendance:** If you must miss class for an institutional approved absence, a religious observance, illness or other extenuating circumstance, please notify me as soon as possible so that we can make arrangements for you to make up the work.

**Academic Integrity:** Students are expected to act according to the highest ethical standards in order to cultivate a community based on trust, academic integrity, and honor. While **collaboration** is encouraged, all work must ultimately be your own. <http://www.policylibrary.gatech.edu/student-affairs/academic-honor-code>

**Accommodations for Students with Disabilities:** If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404)894-2563 or <http://disabilityservices.gatech.edu/>.

**Late work:** Not submitting or bringing your work to class on the day it is due keeps you from receiving feedback, creating the risk that the work will be unsatisfactory. All elements in the course portfolio must be satisfactory to pass the course.

**Student-Faculty Expectations Agreement:** At Georgia Tech we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some basic expectation that you can have of me and that I have of you.

## The CIRTL Network

CENTER FOR THE INTEGRATION OF RESEARCH, TEACHING, & LEARNING

If you have already received an Associates level CIRTL certificate, you can earn additional certificates by completing the TARGT program.  
Requirements:

### Practitioner level:

Satisfactory completion of the CTL 8802: TARGT (with or without credit) and the submission of a solid research proposal (Introduction, Methods, Implications).

### Scholar level:

Successful completion of the Practitioner level requirements, execution of the TAR project, submission of a reflection on the TAR experience to CTL, and sharing the results of the TAR project (publication or conference participation).