

CEEBL Online Postgraduate Training Workshop

About the Online Training:

CEEBL announces the piloting of an online presence for Graduate Teaching Assistant training. This workshop allows the Centre to formalise the popular Enquiry-Based Learning GTA training workshops currently run by Louise Goldring, Frank Manista and Julia McMorrow in modular form. The online training will consist of a 6 week module that introduces students to classroom dynamics and current readings on EBL and group work. The module uses the Blackboard VLE system to provide a forum for discussion of the readings and a drop box for submitted work (their own reflections on a particular lesson or example, as well as responses to other students' reflections). Students are required to complete weekly reading and writing tasks, with some research, the content of which will be available electronically (through JRUL and the CEEBL online library).

How to Enrol:

To enrol, students must submit an email along with their usernames to Connie Funke-Dooley, CEEBL's Project Assistant. For the piloting of this workshop, no more than 20 students will be allowed to enrol.

Evaluation and Certification:

This module is *not* for academic credit, is not content/discipline specific, and should not be confused with similar activities which run as part of the Graduate Training Programme (e.g., Carol Wakeford's demonstrator course). There is a possibility for certification if the criteria listed below are all met, namely successful completion of the online module, as well as the three face-to-face workshops, for which submission of some work will be a requirement (a brief reflection essay and a portion of the dialectical notebook).

However, it is important to stress that ***CEEBL certification does not necessarily mean that students can teach and/or demonstrate with any of the Faculties and Schools, and it remains supplementary to all required existing training. If students are in doubt about what they should do to meet their Faculty's or School's teaching requirements, they must contact their particular advisor from their Faculty and School.***

Aims:

- To introduce GTAs to Enquiry-Based Learning (EBL)
- To provide an environment which allows GTAs to become familiar with some techniques for facilitating EBL with small groups
- To provide a forum for GTAs to discuss practical concerns about using EBL and facilitation in their own small group classes.

Description and Time-tables:

The workshop is a 6-week module, going live on 10 September 2009, after which time students will be expected to complete weekly reading and writing assignments on time, as well as participate in online discussions of each other's written work.

Assignment-1 consists of a brief introduction with a response to three others' introductions (groups will not have been designated) and design of a personal profile in Blackboard. Assigned: 10 September 2009; Due: 27 September 2009.

Assignment-2 involves students reading "A Context for Learning: Collaborative Groups in the Problem-Based Learning Environment" (pdf provided), writing an original reflective essay (500 words) and then responding to three others' essays from their small groups, which will be assigned on the 18th of September (100-150 words each).

Assignment-3 has the students reflecting on problems inherent within their respective disciplines. Individually, they must post an issue regarding their teaching in the discussion section for their group (same as above) -- these can either be actual problems that they have had in the classroom or anxieties that they have about teaching or facilitation.

As a group, they must then decide which issue they will all focus on. Individually, they must then research the issue and bring back ideas to the group for discussion. Finally, as a group, they must write something together (500 words) which could possibly be used by GTAs in the future.

Assignment-4 breaks the students into two major groups (Red and Blue) to read two different sets of case studies: "Critical Incidents" and "Learning and Support". In their groups, they are to make some clear decisions about what they would do in each situation and put together a formal response in the Discussion Section. The submitted collaborative essay must be between 500-750 words. Then they must respond to the other group's collaborative essay in no less than 250 words.

As a zero-credit course, there is no formal, summative assessment; however, there is substantial opportunity for formative assessment – meaning that, if students submit the reflective essays on time, they will receive feedback from their fellow students and from Frank Manista, the instructor. Criteria for acceptable reflective and response essays include: well-written and largely error free; illustrative of effort and following directions as specified in the assignments page; completion on time and consistent with the expected word length.

In addition, if students wish to receive certification, they will need to meet the criteria above for completion of the online module, as well as submit a portion of their Dialectic notebooks, as soon as they have completed the F2F workshop on Triggers (currently scheduled for 10 September and 3 February 2010); see dates for the F2F workshops on the CEEBL website (link available on the splash page).