

Graduate Program in Religion Developing Graduate Student Teaching

This document provides guidance to graduate students in the GREL on pedagogy. It provides specific ways in which students may develop their pedagogy and reflect on their teaching and will provide support to aid students in building a teaching portfolio. As teaching portfolios are an increasingly important part of an application package for academic positions, we encourage students to use these opportunities to reflect on and develop their teaching.

Starting in Fall 2020, all students who are TA-s *and* who are registered for a RST 396 will have the option to complete *one* of the following items. This option is available to students who are TA-ing for a senate faculty member and not for a lecturer. It is expected that the student will work on their chosen option with the instructor of record for the course and that the instructor of record will provide feedback to the student. Students who are registered for RST 396 but choose not to complete one of these options, will be given an S/U based on their work as a TA. The pedagogy development options below are a recommended and not required part of the RST 396 course.

Students who have designed and taught a course on their own may also use the RST 396 to work on assignments, modules, syllabi etc. that they used in their self-designed and independently taught course.

Students may also approach faculty teaching the 200 A, B and C series to work on one of the options below as an additional assignment for the course.

It is recommended that by the conclusion of their PhD, graduate students (currently those who are pre-ABD) in the program have a teaching portfolio that consists of at least one example of each of the following options:

1. Develop a handout on a specific topic covered in the course
2. Develop a handout on a specific reading covered in the course
3. Develop a writing handout
4. Design a writing assignment
5. Design an oral assignment
6. Design an exam
7. Design a visual aid
8. Guest lecture in the class for which you're TA-ing
9. Design a syllabus for the class for which you're TA-ing
10. Annotate an article on teaching
11. Develop an online teaching module
12. Evaluate an educational tool
13. Develop a teaching statement

It is important that students develop a teaching portfolio that demonstrates an ability to teach a wide range of courses--lecture, seminar, survey, specialized topic. While all students have a specific research focus, we encourage students to develop at least some teaching materials for their portfolio that fall outside their research area.

Starting in the AY 2021-2022, we will consider student's commitment to improving their pedagogy as demonstrated by their development of a teaching portfolio an important element in assigning summer teaching.

While developing a teaching portfolio is not a requirement for the completion of the PhD, faculty advisors will note student pedagogic development in their annual SPA-s. This notation in the SPA is intended to be informational and has no bearing on the student's degree progress or the assessment of the student's performance in the graduate program.

Students may request a teaching observation at any time.

We also encourage students to avail themselves of the resources of the Center for Education Effectiveness: <https://cee.ucdavis.edu>. CEE offers a whole suite of services to students, including classroom observations, help with teaching statements, video recording of teaching and help with presentation skills: <https://cee.ucdavis.edu/learning-and-teaching-consultations>

Students may also find CEE's 2019-2020 TA Guide to Effective Teaching helpful: <https://ucdavis.app.box.com/s/e85ltn1ar0q52c2kdd6on7mv79g92jjd>