

Responsibilities of Teaching Supervisors

The School of Graduate Studies and the Instructional Development Office appreciate your generosity for acting as a teaching supervisor to a graduate student in the Graduate Program in Teaching (GPT). The purpose of GPT is to provide graduate students with an experience that introduces them to the realities of teaching in higher education. Through participating in the planning and delivery of classes throughout the semester students are much better prepared for a future role as a faculty member. The overall responsibility of a teaching supervisor is to act as a teaching mentor and to ensure that the student is given opportunities to observe, teach, and engage in teaching-related activities in an undergraduate course in her or his discipline.

The program is important to Memorial University, not only for the preparation of future faculty but also for promoting and enhancing a high quality of teaching and learning in our institution.

The following are areas of responsibility for the GPT teaching supervisor:

1. Orientation

Attend a half-day orientation for supervisors and students held on the first Friday of classes for the semester. This session provides an opportunity for discussion and clarification of the roles and responsibilities of students and supervisors.

2. Pre-course Planning

Meet with your graduate student before the beginning of the semester to

- provide the student with course outlines, readings, and other materials for the undergraduate course with which the student will assist,
- develop a teaching schedule for the student,
- review the plan for course evaluation, and
- discuss the introduction of the student to the class.

3. Course Delivery

Ensure the student is fully involved in the course. Students should attend classes regularly in order to become knowledgeable of the interconnection between the course goals, specific learning objectives, learning activities, and assessment as well as the culture of the classroom environment and classroom management techniques. In particular, it is expected that you will

- Arrange for the graduate student to teach at least three hours of classes, labs, or tutorials, since a crucial component of the program is for graduate students to have experience in teaching and in receiving feedback on their teaching. Please make an effort to have your student teach at least two classes by the second month of the semester, and one class in the third month.
- Work with your student throughout the semester discussing the aims, content, and methods of the individual lessons to be taught, and identify ways in which the student will become involved in each class.

- Invite your graduate student to regularly observe your teaching of the selected course.
- Provide opportunities for your graduate student to practice grading assignments, or assist in doing so, and discuss these assignments and the grading criteria with the student.
- Observe your graduate student's teaching and provide appropriate feedback.

4. Post-course Feedback

Write a letter of commentary evaluating the student's teaching abilities and potential. (The student may choose to include this letter in a teaching dossier.)

In order to maximize this learning experience for the graduate student, we suggest that you agree to mentor no more than two GPT students in any one semester. If you have two students, please ensure that they are each assigned teaching responsibilities in a different course or section.

You are welcome to participate in seminars and workshops in the GPT and request personal copies of program materials.

Questions, suggestions, and comments are always welcome. Please contact Amy Todd, amy.todd@mun.ca or 864-4072.