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# Certificate in Teaching & Learning

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A professional development  
program for PhD Students



**LUMS**

| Learning Institute

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## **What is the Certificate in Teaching & Learning?**

The Certificate in Teaching & Learning (CTL) is a professional development program designed to help PhD students build skills and confidence and develop their knowledge and practice of teaching. The Certificate has been designed around a range of synchronous and asynchronous opportunities, which will help PhD students explore, practice, and implement a variety of pedagogical strategies, engage with scholarly literature, and reflect critically on approaches to teaching. Join us to become self-reflective teachers and enhance awareness of other pedagogical practices by engaging in discussions about teaching.



## 1. CTL Structure

CTL caters to different PhD students' needs and interests through customized school-specific interventions. This certificate supports a networked community of scholars capable of learning through reflection and collaboration across and within disciplinary communities. The Certificate is highly flexible and can easily fit around PhD students' demanding teaching and research schedules.

This certificate offers a range of opportunities as outlined below:

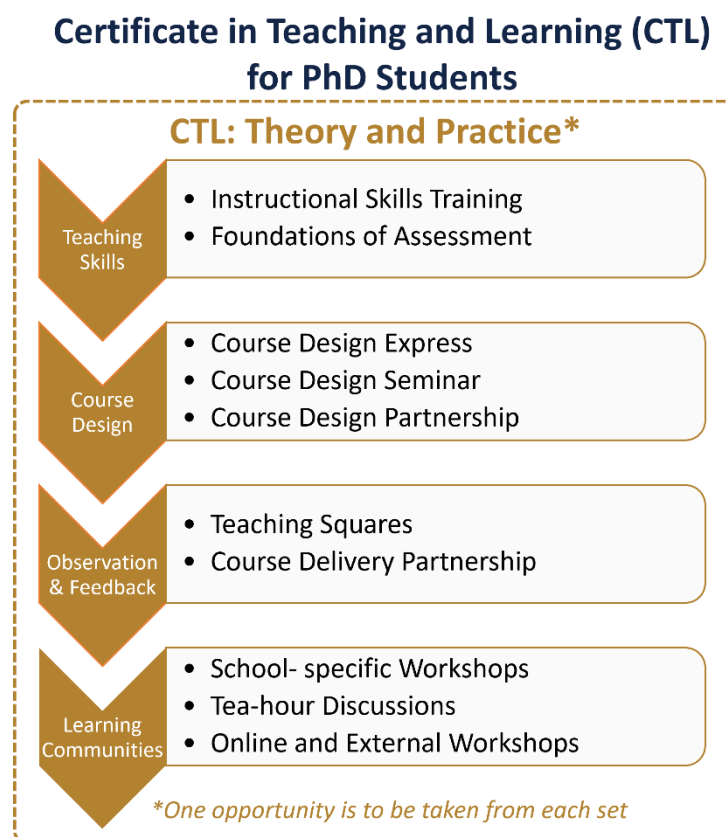


Figure 1: The overall structure of the CTL program comprising four modules.





## 2. CTL: Theory and Practice

The certificate comprises of four modules and has been designed to meet PhD students’ professional development needs. Each module consists of multiple opportunities the participant may choose from. To be eligible for this certificate, PhD students are advised to complete one opportunity per module. For example, to fulfil the course design module, participants can either complete the course design express workshop, take the course design seminar, or participate in a course design partnership.

The following is a breakdown of the Theory & Practice Certificate modules:

Module	Opportunities
Module 1: Teaching skills	Instructional Skills Training (IST)
	Foundations of Assessment
Module 2: Course Design	Course Design Express
	Course Design Seminar
	Course Design Partnership
Module 3: Observation & Feedback	Course Delivery Partnership
	Teaching squares
Module 4: Learning Communities	School-specific workshops
	Tea hours Discussions
	Online & External workshops

*Figure 2: Modules and respective opportunities.*

### 2.1 Module 1: Teaching Skills

This module focuses on improving the instructional and pedagogical skills of the participants and includes the following opportunities:

#### 2.1.1 Instructional Skills Training (IST)

The IST is an internationally recognized three days’ workshop designed to enhance the participants’ teaching effectiveness. It will provide PhD students with core pedagogical skills such as active learning strategies for student engagement, constructive feedback on lessons, suggestions for improvement, and the use of Classroom Assessment Techniques (CATs). The IST workshop at LUMS has been quite popular amongst faculty and has been taken by 200+ faculty and graduate students.

Using an experiential learning approach, participants will be provided with information on the theory and practice of teaching adult learners, developing learning outcomes with accompanying lesson plans, techniques for eliciting learner participation, and suggestions for evaluating learning. This workshop will not only build PhD students’ teaching skills and enhance their confidence but will also enable them to learn from and foster partnerships with colleagues from other disciplines.



The workshop will engage participants in:

- Generating effective feedback and discussion
  - Planning and delivering “10-minute lessons”
  - Developing participatory instructional techniques
  - Listening actively
  - Learning and teaching collaboratively
- a) Format: In-person at the LUMS Learning Institute
- b) Learning Outcomes:
- Construct intended learning outcomes (ILOs)
  - Incorporate active learning strategies into lessons
  - Enhance lesson planning and delivery approaches
  - Collect and utilize feedback from learners about lesson delivery
  - Provide valuable and constructive feedback on peers’ lessons
- c) Workshop details (This requires advance preparation and homework assignments)
- During the workshop period, each participant will conduct 3, 10-minute lessons in small groups of 4 or 5 people each, receiving oral, written, and visual feedback on their instruction.
  - Please prepare in advance a 10-minute lesson to deliver on the first day. You may choose any topic that interests you. There is also some preparation required after the first and second days. You will present 10-minute lessons on each day of the workshop, building upon your skills each day. Again, you may choose any topic, keeping in mind that this is an opportunity to try new teaching approaches not traditionally used in your academic discipline.
  - Your 10 min lesson will be recorded, and the recording will be shared with you. No one else will have access to your video lesson.
  - This intensive workshop is designed to improve your teaching skills whether you are an experienced or novice instructor. Participants are encouraged to use a variety of participatory instructional techniques and technological aids.

### **2.1.2 Foundations of Assessment**

Currently, LLI is in the process of developing an in-person workshop on Assessments. This will equip teachers with the skill set required to devise effective assessments for their students and will help them increase their understanding of the importance of assessments in the process of student learning and motivation. The following are some of the concepts that will be covered in the workshop:

- Understanding the Role of Assessments in Learning



- Assessment Types
- Feedback and Formative Assessment Tools
- Designing Authentic Assessments
- Involving Students in the Assessment Process
- Examples of Innovative Assessments

## 2.2 Module 2: Course Design

This module focuses on enabling PhD students to develop partial or complete course outlines and redesign courses. It includes the following opportunities:

### 2.2.1 Course Design Express (CDE)

Course Design Express is a 5-days asynchronous course designed to fast track ones course planning efforts. It enables participants to develop or re-design a course by applying the principles of backward design, constructive alignment, and universal design for learning. During the CDE week, participants are required to work through a series of five flexible blocks. Each block takes about one hour to complete. Participants are encouraged to work through all five blocks across the week. By the end of the week, a virtual sharing session is hosted by the facilitators, where participants are asked to share an artifact from their course planning process. Optional pre-scheduled check-ins and group discussions are embedded throughout the course for participants who would like additional support and feedback. CDE has proved to be beneficial for participants in the past as it has helped them develop course outlines and overcome challenges they face while designing course outlines. Developing courses is a journey and this course will facilitate you to work on different modules of a course step by step.

Those who successfully complete Course Design Express will be granted a certificate of completion for adding to their teaching dossier or professional portfolio.

a) Format: On-line

b) Learning Outcomes:

- Identify situational factors that affect decisions you make in the design process
- Devise a ready-to-implement course plan
- Integrate a learner focused approach to course design and teaching

c) Course details:

- Stay in touch with your individual facilitator.
- Provide feedback to your peers at the two pre-decided check points in the course.
- At the end of the course, please share an artifact that reflects your learnings/takeaways.



### **2.2.2 Course Design Seminar**

The 2-day course design seminar offers PhD students the opportunity to design or redesign courses. They work on developing course syllabi, attend short workshop sessions, and receive feedback from peers in small groups. The session is offered twice a year in face-to-face, online and blended formats.

### **2.2.3 Course Design Partnerships**

The Pedagogical Partnership Program is a LUMS-wide initiative led by the Learning Institute (LLI) which aims to establish meaningful partnerships between students and staff/faculty to work on a range of teaching and learning projects. The Course Design Partnership, a branch of the Pedagogical Partnership Program gives instructors direct insight into students' perspectives and experiences as learners to help inform the design of their courses. Consultations and resources are available from the LLI about best practices and research-informed approaches to course design.

Please note that PhD students will only be eligible for a certificate of completion if they produce a product as a result of the partnership, e.g. a new course outline or a revised one.

## **2.3 Module 3: Observation and Feedback**

Under this module, participants engage in a process of observing peer led classes and offer feedback and suggestions on course delivery, technique, and instruction. It includes the following opportunities:

### **2.3.1 Course Delivery Partnership**

Another branch of the Pedagogical Partnership Program is the Course Delivery Partnership which gives an opportunity to the students to offer their perspectives and experiences as learners to help teachers inform the delivery of their courses. Student partners will work with the teachers to provide feedback and suggestions on the delivery of a course (i.e., student partner attends some lectures and offers feedback; helps to create interactive content, innovative assessments or learning activities). Partners may choose to focus on classroom practice, assessment, and other dimensions of curriculum and pedagogy.

### **2.3.2 Teaching Squares**

Teaching squares provides PhD students with an opportunity to gain new insight into their teaching through a process of reciprocal classroom observation and self-reflection. The four participants in each "teaching square" agree to visit each other's classes over the course of a semester and then meet to discuss their learnings from their observations and reflections. By allowing students to be "learners" in their colleagues' classes, Teaching Squares can open up unique spaces for dialogues about teaching.

By the end of the observation process, a letter written and signed by your colleague will be written as proof of your improved pedagogical strategies and this can then eventually become part of your



teaching dossier (whenever you are eligible for it). Those PhD students who do not teach will be provided with other opportunities at LLI.



## **2.4 Module 4: Learning Communities**

Learning Communities bring colleagues together around an area of common interest in teaching and learning in the form of workshops and tea-hours. These provide a safe, supportive community where members can informally share best practices, and engage in collegial conversation and inquiry and include the following opportunities:

### **2.4.1 Workshops**

Workshops include both school-specific as well as online and external ones. These workshops aim to promote communities of practice, as well teaching & learning at LUMS through dialogue & shared experiences by discussing various pedagogical matters.

### **2.4.2 Tea-hour Discussions**

Tea hour discussions are interesting conversations that revolve around discussing student potential in various domains such as classroom involvement and TA-ship. They have proved to be useful for PhD students in gaining insight into peer perspective on various pedagogical issues and provide space for collective thinking, brainstorming and problem solving.

## **2.5 Timeline**

Schools advise their PhD students to complete the Theory & Practice Certificate within 2 years. It is recommended that the teaching and course design components be completed within the first year after joining LUMS. However, there is no strict deadline defined by the Learning Institute and it is the school's prerogative to set completion deadlines, if any. However, the average completion time could be 2-4 semesters.

- 2-4 Semesters/Self-Paced.
- CTL has both asynchronous and synchronous modes of delivery.
- Programs have been designed to fit around demanding schedules of PhD students' teaching and research.

Keeping PhD student's convenience in mind, the program has been designed to replicate the conditions in which one would teach their students. As a result, the program is a combination of synchronous, asynchronous, and hybrid programs. LLI engages students, individual faculty, and departments in conversations about teaching and learning through multiples interconnected programs. These programs are co-lead by LUMS faculty and student partners to reflect on both the current needs and the future development and aspirations of the LUMS teaching and learning community.

## Contact Us!

We look forward to your participation in the CTL program. In case you have any queries or would like us to support you, please reach out to LLI: [lli@lums.edu.pk](mailto:lli@lums.edu.pk)

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