



Graduate Teaching Associates (GTA) Program – Course Coordinator Application Endorsement

This form is used to verify the teaching appointment of the GTA Program participant for the semester in which they will complete the program and to verify that you—as the coordinator of the course they will teach into—are supportive of their participation.

Please return this form to the applicant for upload into their online application form.

Course Coordinator Details

Course Coordinator Name:	
Email:	

Applicant Name

Name:	
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Course Information

<input type="checkbox"/>	The applicant holds a teaching position with a minimum of 25 contact hours* confirmed for the relevant semester	
	Course Code	
	Course Hours	

Certification by Course Coordinator

I certify that:

- i. I agree to support the applicant throughout the duration of the GTA program.
- ii. As a course coordinator, I am aware that the GTA participant will need to:
 - a. design and implement a lesson plan, learning resource or learning activity;
 - b. engage with peer observation; and
 - c. gather evaluation data from students that may include a survey, focus group or observation
- iii. I will commit to supporting the GTA participant in meeting the teaching experiences, as documented in the [GTA Program Information for Mentors](#).

Signature



Information for Course Coordinators

GTA Program applicants are required to demonstrate that they have permission from a course coordinator of a course in which they will be teaching while engaged in the GTA program. This permission is required because some of the program activities will come to affect the way that they teach into the course.

The GTA program is intended to enhance the participant's teaching practice. It is not intended to alter the student learning experience or impose additional work on course coordinators, or the students enrolled in their courses. The program is designed to support participants to reflect on their teaching in light of evidence-informed practices that they may not have considered, may not be aware of, or which spark additional insights. It is not intended to engage participants in a deep investigation of the impact of their teaching practice or to "experiment" on the student cohort. It is primarily an introspective and peer-assisted investigation into one's own practice in light of contemporary theory and research of what constitutes effective teaching practice. The GTA program provides participants with an opportunity to implement their learning from the program into their practice and to gather generalised feedback about the effectiveness of those practices.

If this leaves you wondering "*What is the scope of my support for my tutor's participation in the program?*", please read through some of the FAQs outlined below:

In designing and implementing a lesson plan, learning resource or activity, specifically, how will this manifest, if at all, in the tutorial-setting?

For most tutors across the university, there is an expectation that they would translate the learning outcomes for a particular section of student engagement with the discipline into a learning activity. In the case of a tutorial in the humanities or social sciences, for example, this could take the form of a group discussion or group activity or an individual response to a homework assignment that is then shared with a small group and then with the larger group. Regardless of the activity, there is an expectation that the tutor would enter the class (whether face to face or online) with some degree of preparation and clearly articulated outcomes in mind and that in-class activities would be purposefully designed with student learning as a clear outcome.

As part of the GTA program, we introduce participants to different types of teaching approaches and strategies that can be used in small group learning environments that are grounded in principles of educational theory and evidence of successful practice. We talk through different ways to plan for those activities and strategies to encourage productive student engagement.

As course coordinator, your role would be to provide oversight so that the plans that your tutors devise meet your curriculum intentions. Some course coordinators provide guidance and advice and act as mentors, providing feedback or observing classes. Others do nothing more than skim through a plan to make sure that the activity planned meets intentions. Some participants devise a plan, but the class is not appropriate for implementing that plan, and course coordinators may just provide some insights as to what might work and what might not. The level of engagement and action is entirely up to you.

What does 'engage with peer observation' mean? And does such observation take place in tutorial-settings?

All participants in the GTA engage with the observation of a class (some observe a lecture offered by the course coordinator or a peer tutor or participate in an observation organised via the Open Class Scheme). They also have their teaching observed by a peer. A tutor might have a peer (usually someone from the current cohort) come in and observe how they conduct a tutorial. This could be online or face to face. Course coordinators do not have to be the peer observer, although you may choose to take on this role.



What are scope and procedures for gathering “evaluation data from students that may include a survey, focus group, or observation”?

Most GTA participants request a SETutor for their classes. We also introduce participants to strategies for collecting informal feedback from their students, including in-class strategies like the 3,2,1 technique, the muddiest point or similar—strategies that are not overly demanding but still give some important feedback.

Some participants are really motivated by the activity and have been known to work with co-participants to develop focus group protocols or surveys. We recommend that those that do want to do this kind of evaluation check-in with their course coordinators to get permission for running these kinds of activities before they do anything with students. Some course coordinators have embraced this activity going on to gain ethics approvals and have gone on to publish and present findings.

Other course coordinators limit the engagement to SETutors but may help GTA participants unpack the feedback. There is no expectation that GTA participants conduct surveys or conduct any form of deeper investigation (although if they do, it would usually be for their students only, and only with your support and permission).

There is an expectation that they would get some feedback on their teaching practices, but that doesn't have to come from students and does not have to be via a survey. We talk through a range of different strategies to do this: some are active interventions, some passive, but all only conducted with your approval.

The participants are requested to share the peer review protocols and data collection templates with you, once the course materials have been shared with you.

GTA participants are not required to conduct in depth studies or publish from their teaching – which would require seeking ethics approval.