

Pedagogical Training Plan

Department: Germanic Studies

Briefly explain the role of teaching and pedagogical training in your discipline. In particular, describe the role of teaching experience and training for success on the job market.

We often hear from graduate students that they talk more about teaching and their teaching experience than they do about their dissertation or research when they have job interviews. Aside from that anecdotal reporting, graduate students in German need to be able to talk knowledgeably about their teaching experiences and about developing and teaching their own courses.

Explain the learning goals for pedagogical training in your department. What should graduates of your program know or be able to do when it comes to teaching?

Our students gain significant experience and can speak first-hand about these topics with authority and confidence in interviews:

- how they go about designing new courses for multiple audiences (language courses, courses for undergraduates, for graduates, for majors and non-majors);
- how they would design a course to bring in enrollments;
- how to design “bridge” courses that span language courses and courses beyond the language sequence (e.g. for majors and minors);
- how they respond to student feedback to refine or adjust a course while teaching it;
- what language teaching method they ascribe to, or, which method might be most appropriate in a given context;
- how they implement technology to enhance instruction;
- how they implement blended or hybrid models (i.e. fewer contact hours or maximizing contact hours).

In light of these goals, explain 1) the teaching experiences your students engage in, and 2) the kinds of pedagogical training and mentoring provided to your students.

Year	Teaching Experience	Pedagogical Training & Mentoring	Learning Goal(s)
1	Pre-Teaching PD, focus on teaching 1 st year sequence	<ol style="list-style-type: none"> 1. Attend “Language Pedagogy for the Contemporary Classroom” offered in the CLC 2. Observe two sessions in one of the first-year courses 3. Teach two sessions, under guidance of Language Program Director (LPD) 4. Begin to develop, with LPD in consultation with DGS, teaching trajectory 	<ol style="list-style-type: none"> 1. Gain an overview of foreign language pedagogy and practices, understand reverse design as a framework, understand the role of assessment in reverse design and formats for assessment, understand the pedagogy behind classroom and other teaching techniques and activities. 2. See first-year instruction in action, and how different days can be different for explicable and inexplicable reasons. 3. Get one’s feet wet, gain a sense of how the classroom feels, get formative assessment on planning lesson, giving directions, structuring activities. 4. Which 3rd year course to teach in 4th year of studies, which option for 6th year, role of teaching in career/academic goals, how to target professional development activities.

2	1 Graduate Student Lectureship for first-year sequence (GRMN 101-102-103)	<p>1. Attend Teaching@UChicago, offered by CCTL (required) in Autumn O-Week</p> <p>2. Attend Germanic Studies Orientation</p> <p>2a. sessions for all grad students and lecturers teaching in the academic year, led by LPD</p> <p>2b. sessions for first-year sequence, led by LPD</p> <p>3. Teaching first-year sequence</p> <p>3a. Attend weekly course meetings, led by LPD</p> <p>3b. 2-3 classroom observations by LPD as formative assessment. Instructor identifies day for visit; may walk through lesson plan in advance, if desired; LPD shares observation protocols; post- observation discussion</p> <p>4. Students intending to complete the CCTL’s certificate in Second Language Pedagogy participate in an Inclusive Teaching workshop, offered by the CCTL</p>	<p>1. Understand teaching in the context of a private, R1 university, as well as the roles of teacher and learner.</p> <p>2a. Learn about College, departmental and individual policies, rules, practices; gain an understanding of articulation: each one of us teaches one course in a three-year team-taught sequence.</p> <p>2b. Review textbook, syllabi, syllabus notes; walk through “Survival Guide,” day-by-day lesson plans and rationales for first chapter in textbook; learn how online component of curriculum functions.</p> <p>3. Know what skill levels learners reach at the end of one year of instruction. Learn lesson planning, grading, interaction with students. Learn how to teach in a multi-section course, where you need to meet similar goals as other sections but can still exercise individual teaching style. Work as team, sharing materials, activities, stepping in to cover for others.</p> <p>3a. Discuss nuts and bolts issues, share materials, deal with learner issues/problems, vet exams, review and walk through course elements such as oral practice, exam procedures.</p> <p>3b. What is working/what is not. How to be reflective about teaching. Are classroom plan and activities in harmony with methods and end-of-year outcomes. Develop personality as instructor, drawing on strengths and weaknesses.</p> <p>4. Students intending to complete the CCTL’s certificate in Second Language Pedagogy participate in an Inclusive Teaching workshop, offered by the CCTL</p>
3	Pre-Teaching PD, focus on teaching 3rd year sequence and beyond	<p>1. Attend multiple workshops offered by CLC, CCTL and/or LPD.</p> <p>2. Participate in Third-Year Working Group. Pedagogy training for self-designed course (Dir of Language Program)</p>	<p>1. Topics might include maximizing language use in discussion formats, choosing effective materials, assessment in upper-level courses, designing Core courses, effective discussion formats.</p> <p>2. Design third-year course in consultation with 3rd-year coordinator and LPD, and with contributions/collaboration of peers and Germanic</p>

		<p>3. Recommended:</p> <p>a) Begin pursuing the College Teaching Certificate in Second Language Pedagogy through the CCTL.</p> <p>b) Attend Writing Center workshops.</p>	<p>faculty. Understand concept, challenges, and successful structure of “bridge courses,” as well as their role in discipline’s discussion of the bifurcated department/program. Create a well-conceived course, based in meaningful learning outcomes, delivered with engaging, appropriate materials, and the use of active in-class activities that further language proficiency gains.</p> <p>3. a) Broaden pedagogical knowledge and expertise. Develop familiarity with general practices and trends in pedagogy, as well as specific skills and knowledge related to second-language acquisition.</p> <p>b) Develop skills in writing instruction, grading and providing feedback, and facilitating discussion.</p>
4	1 Graduate Student Lectureship – self-designed 3 rd -year German course	<p>1. Students teach one of six self-designed, genre-based courses: Erzählen (narrative texts), Drama, Film, Gedicht (poetry), Medien (media and society), Philosophie.</p> <p>2. Meet with 3rd-year coordinator on a regular basis.</p> <p>3. Individual Teaching Consultation (conducted by CCTL)</p> <p>4. One observation by 3rd-year coordinator or LPD, and dissertation advisor.</p> <p>5. Revisit teaching trajectory to plan for teaching in fifth year</p>	<p>1. Teach a self-designed course with effective and appropriate outcomes, materials, activities, policies. Demonstrate that expectations for language proficiency are realistic, based on knowledge of end-of-first-year skill levels. Deal with widening skill levels of students.</p> <p>2. Talk constructively about teaching practices, what is working, what needs adjustment. Discuss classroom activities, opportunities for language use and integration of in-class and out-of-class work. Are materials level- and culturally appropriate.</p> <p>3. Receive constructive feedback and gain perspective of one’s own strengths and weaknesses.</p> <p>4. Receive constructive feedback and gain perspective of one’s own strengths and weaknesses.</p> <p>5. Turn gradually to career goals to determine what other type of teaching will strengthen portfolio.</p>
5	Participate in one of six options, dependent on	<p>1. 1 Graduate Student Teaching Assistantship within the department, ideally in a SIGN course or outreach course; OR</p> <p>2. 1 Graduate Student Teaching Assistantship for an LxC session, either in the department or outside of it; OR</p>	<p>Each option presents a variety of opportunities for further professional development; broader course design; experience as a Graduate Student Lecturer in English; experience as a Graduate Student Teaching Assistant for an LxC section in consultation with the</p>

	<p>departmental availability, capacity (see 2nd column for options)</p>	<p>3. 1 Graduate Student Lecturer in a German language course not previously taught (e.g. GRMN 20100); OR ++++++</p> <p>We will also work within departmental planning to create possibilities to teach free-standing courses, such as:</p> <p>4. 1 Graduate Student Lecturer for a self-designed course in the department in German, designed for learners beyond the language sequence; OR 5. 1 Graduate Student Lecturer for a self-designed course in the department in English, similar to a Signature or outreach course; OR 6. 1 Graduate Student Lecturer or 1 Graduate Student Teaching Assistantship in another division or program (must receive approval from the department prior to accepting appointment)</p> <p>Students may also wish to work on developing a teaching philosophy (through the CCTL workshop/seminar) and other portfolio materials for potential job market.</p> <p>NOTE: If you are not applying for a Dissertation Completion Fellowship, the final teaching requirement may be completed in Year 6</p>	<p>main instructor. The students will also have the opportunity to collaborate and be mentored by departmental faculty or faculty outside the department. Students teaching in the sixth year should also seek out the chance to be observed by a faculty member to gain that perspective on effective teaching.</p>
6	<p>Intensive Writing Year</p>	<p>No teaching. Students should work on completing teaching portfolio and other materials for the job market.</p>	

Note: Compensation for pedagogical training plan teaching requirements is included in stipend distribution and will be taxed appropriately. The graduate assistant position in the Vienna study abroad program does not include any teaching duties, and thus falls outside of this pedagogical training plan and is compensated separately.