Faculty Certificate in Teaching & Learning

A professional development program for faculty

LUMS | Learning Institute

Contents

What is the Faculty Certificate of Teaching & Learning (FCTL)?

The FCTL is a competency-based professional development program designed to help faculty build skills and confidence, contribute to their students' intellectual growth, and enhance their learning. The Certificate has been designed around a range of synchronous and asynchronous opportunities, which will help faculty explore, practice, and implement a variety of pedagogical strategies, engage with scholarly literature, and reflect critically on approaches to teaching. Join us to design, develop and deliver great learning experiences for LUMS students.

1. FCTL Structure

The Certificate helps faculty achieve teaching excellence based on the criteria described in the LUMS Appointment Promotion and Tenure Policy document. FCTL caters to different faculty needs and interests through customized school-specific interventions and offers differentiated routes to completion for faculty at different points in their career. The Certificate is highly flexible and can easily fit around faculty's demanding teaching and research schedules.

The FCTL program encompasses the following 3 certificates:

1. FCTL: Theory & Practice
2. FCTL Advanced: Teaching Dossier
3. FCTL Research: Inquiry & Scholarship

Each of these certificates offers a range of opportunities that fulfill certain core competencies as outlined below:
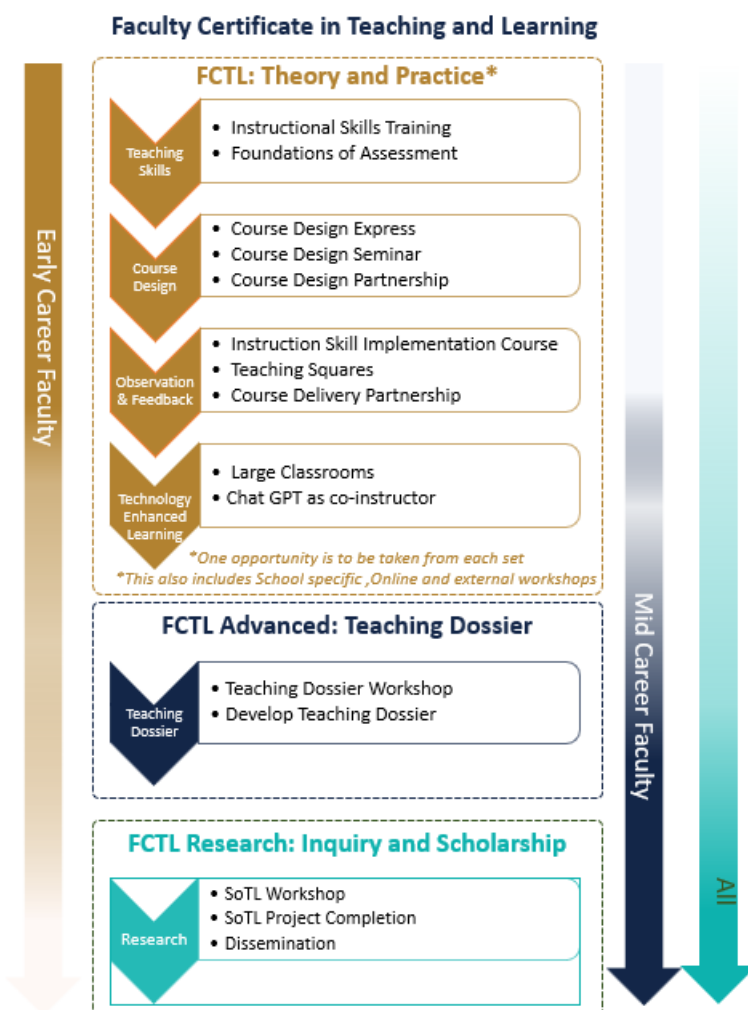

Faculty Certificate in Teaching and Learning

2. FCTL: Theory and Practice

This Certificate comprises four modules designed to meet the faculty's professional development needs. Each module consists of multiple opportunities one may choose from. To be eligible for this Certificate, it is advised that faculty complete one opportunity per module. For example, to fulfill the course design competency, participants can complete the course design express workshop, take the course design seminar, or participate in a course design partnership.

The Theory & Practice certificate is highly recommended for Early-Career faculty with limited exposure to and experience with teaching in higher education.

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	Instructional Skills Implementation
	Course Delivery Partnership
	Teaching squares
Module 4: Technology Enhanced Learning	Large Classrooms
	Chat GPT as co-instructor

Figure 2: Modules and respective opportunities.

2.1 Module 1: Teaching Skills

This module focuses on improving the instructional and pedagogical skills of instructors 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 teaching effectiveness of both new and experienced faculty. It provides faculty 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, faculty 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 faculty's 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, 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 faculty with the skill set required to devise effective assessments for their students and help them increase their understanding of the importance of assessments in 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 faculty 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-day asynchronous course designed to fast-track your course planning efforts. It enables you to develop or redesign 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, the facilitators host a virtual sharing session, 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 faculty 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 faculty 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 you will only be eligible for a certificate of completion if you 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 Instructional Skills Implementation (ISI)

An extension of the IST, the ISI is a blended course that helps faculty to develop their lessons and practice evidence-based instructional skills in courses currently in session. Faculty will get an opportunity to interact with their peers online and use a combination of video and online annotation tools to offer feedback on their lessons. This course is offered over 6 weeks each semester and is highly focused on giving and receiving feedback.

2.3.2 Course Delivery Partnership

Another branch of the Pedagogical Partnership Program is the Course Delivery Partnership, which allows the students to offer their perspectives and experiences as learners to help faculty inform the delivery of their courses. Student partners will work with the faculty partner 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.

2.3.3 Teaching Squares

Teaching squares provides faculty with an opportunity to gain new insight into their teaching through a process of reciprocal classroom observation and self-reflection. The four faculty members 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 faculty 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 become a part of your teaching dossier.

2.4 Module 4: Technology Enhanced Learning

Technology is at the forefront of innovation and to help faculty stay up to date with their pedagogical practices pertaining to cutting edge technological best practices, following are the opportunities:

2.4.1 Workshops

Workshops include opportunities like Chat GPT as co-instructors.These collaborative workshop focuses on leveraging ChatGPT and other AI tools to create engaging and effective learning experiences. There's also workshops pertaining to Best Practices for Teaching Large Classes. These will enable faculty to leave with fresh insights, innovative strategies, and a plan on how to integrate AI into your teaching seamlessly. These interactive workshops dives deep into innovative engagement and assessment techniques tailored for large classes, while exploring a range of high and low-tech solutions designed to captivate and empower both you and your students.

2.5 Timeline

Schools advise their faculty 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.
- FCTL has both asynchronous and synchronous modes of delivery.
- Programs have been designed to fit around demanding schedules of faculty teaching and research.

Keeping faculty's convenience in mind, the program has been designed to replicate the conditions in which they teach their students. As a result, the program is a combination of synchronous, asynchronous, and hybrid programs. These programs are co-lead by LUMS faculty and student partners to reflect both the current needs and the future development and aspirations of the LUMS teaching and learning community. The ethos behind this is that by creating a learning environment similar to faculty's teaching environment, they can improve and incorporate effective teaching and learning practices.

3. FCTL Advanced: Teaching Dossier

Faculty at LUMS are required to develop a teaching dossier which may be needed at various stages of their career for different purposes. A Teaching Dossier is a combination of documents- narrative descriptions of teaching, sample teaching materials and teaching evaluations- that highlights and summarizes faculty's teaching experience.

In order to get a certificate for FCTL Advanced, it is advised that faculty participate in both the opportunities in the teaching dossier module as listed below. The Teaching Dossier Workshop will equip faculty with tools and resources to develop their dossier while Developing Teaching Dossier will allow faculty to submit their dossier to LLI for review.

Module	Opportunities
Teaching Dossier	Teaching Dossier Workshop
	Developing Teaching Dossier

Figure 3: Opportunities required for faculty to develop their teaching dossier.

4. FCTL Research: Inquiry & Scholarship

Scholarship of Teaching & Learning (SoTL) is research on teaching & learning in disciplines/classrooms in higher education. SoTL helps faculty improve their own teaching practice through innovations in pedagogy and curriculum. The process of SoTL requires the faculty member to collect data that leads to self-reflection, improved teaching practices, and improved student learning outcomes.

The SoTL Certificate is for all faculty interested in discipline specific research. It involves faculty, sometimes in partnership with students, to take systematic inquiry on effective teaching & student learning in higher education. Research produced as a result of SoTL study will be disseminated through appropriate publications.

The following are the module details:

Module	Opportunities
Research	SoTL Workshop
	SoTL Project Completion
	Dissemination

Figure 4: Opportunities required for faculty to conduct SoTL.

5. Mapping to Core Competencies

Six core competencies are embedded in this certification which comprise of the following six teaching criteria derived from the LUMS Appointment, Promotion and Tenure policy:

- Competency 1: Designing and Planning learning activities

- Competency 2: Teaching and supporting student learning

- Competency 3: Assessment and giving feedback to students

- Competency 4: Developing effective learning environments, student support and guidance

- Competency 5: Integration of scholarship, research and professional activities with teaching and in support of student learning

- Competency 6: Evaluation of practice and continued professional development

Each school has its own requirement for developing and demonstrating these competencies. However, at minimum, participants will achieve the following according to each competency:

5.1 Competency 1: Designing and planning learning activities

Learning Outcomes:

- Design courses that align learning outcomes, teaching strategies, and assessments to effectively promote student learning.

- Construct intended learning outcomes (ILOs).

- Enhance lesson planning and delivery approaches.

- Identify situational factors that affect decisions made by faculty in the design process.

- Devise a ready-to-implement course plan.

- Integrate a learner focused approach to course design and teaching.

Indicative opportunities for each of the module are:

- Instructional Skills Training (IST)

- Course Design Express

- Foundations of Assessment

5.2 Competency 2: Teaching and supporting learning activities

Learning Outcomes:

- Examine key theories of teaching and learning in higher education and relate these theories to your teaching practice.

- Reflect critically on all aspects of your teaching practice including your belief about teaching and learning.

- Apply principles of lesson design/active learning strategies and teach a new skill or a concept.

Indicative opportunities for each of the modules are:

- Instructional Skills Training (IST)

- Course Design Express (CDE)

- Pedagogical Partnership: Course Design Partnership

- Instructional Skills Implementation (ISI)/Peer Feedback

- School-specific/ Online & External workshops

5.3 Competency 3: Assessment and giving feedback to students on their learning

Learning outcomes:

- Demonstrate principles of effective feedback through participation in written and oral verbal dialogue.

- Explain the role of assessment in the process of learning.

- Distinguish between formative and summative assessment.

- Design a formative assessment activity for the topic of their choice.

- Assess student learning outcomes using formative and/or summative approaches.

- Select type of assessment that aligns with learning outcomes.

- Collect and utilize feedback from learners about lesson delivery.

- Provide valuable and constructive feedback on others' lessons.

- Instructional Skills Training (IST)

- Foundations of Assessment

- School-specific/ Online & External workshops

5.4 Competency 4: Developing effective learning environments, student support and guidance

Learning outcomes:

- Create effective learning environments (in classroom/online/work placement etc.).

- Direct students to appropriate support and services and follow up to determine outcomes e.g. language skills or counselling.

- Contribute to the development of a diverse and inclusive learning community at LUMS.

Indicative opportunities for each of the modules are:

- Instructional Skills Training (IST)

- Pedagogical Partnership: Course Delivery Partnership

- Instructional Skills Implementation (ISI)

- Teaching Squares

5.5 Competency 5: Integration of scholarship, research and professional activities with teaching and in support of student learning

Learning outcomes:

- Distinguish between good teaching, scholarly teaching and Scholarship of Teaching and Learning (SoTL).

- Identify areas to investigate in teaching and learning in classrooms.

"FCTL- Research: Inquiry & Scholarship" will cover this competency.

5.6 Competency 6: Evaluation of practice and continued professional development

Learning outcomes:

- Reflect and evaluate teaching practices leading to change in teaching practices.

- Incorporate student and peer feedback to enhance teaching practice.

- Demonstrate self-reflective evaluation practices and relationships.

- Demonstrate commitment and interest in students and their learning.

- Demonstrate a commitment to continuing professional development in discipline of teaching and learning.

"FCTL-Advanced: Teaching Dossier" will cover this competency. Effective evaluation strategies of students and faculty's own practice will be introduced.

Contact Us!

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