



# Capstone Project

## Certificate in University Teaching for faculty members

### Context

The **Capstone Project** is the third and last part of the **Certificate in University Teaching for faculty members**. It follows the **Foundations** and the **Pillars**. This stage spans from either June to December, October to April or February to August of the second year.

Building on the **Foundations**, the **Pillars**, and their own experiences, participants in the **Capstone project** transfer the knowledge gained throughout the Certificate, and the results of their reflection, into the development, implementation and evaluation of an educational project\*. Participants test intentional approaches, engaging activities, authentic assessment methods and/or learning technologies in a course of their choice (either in a classroom or a simulated environment) and based on key questions\*\*. **The scope of the project generates approximately 60 hours of work over a period of six to nine months.**

\*For example: redesigning a syllabus and a teaching session as part of a course, conducting an educational research project (SoTL), writing a best practices guide, implementing an approach to teaching (e.g.: flipped classroom or case study learning), or designing a workshop or a webinar on university teaching for the university community, etc.

\*\*For example: How can I better align the different components of my course? How can I promote critical thinking among fourth-year students? How can I better prepare students from other faculties who enroll in my course?

### Learning outcomes

The **Capstone Project** allows participants to reflect on their learning journey and demonstrate what they have learned from the **Certificate in University Teaching**. They:

- Plan and carry out a project, supported by evidence-based teaching and data collection, and communicate its results and impact to the university community.
- Provide support and feedback to colleagues in their cohort.
- Demonstrate their ability to transfer learning to other educational contexts.
- Identify areas for development beyond the Certificate.

## Structure

The **Capstone Project**, though mainly self-directed, includes email follow-ups and synchronous meetings throughout the year.

First, an initial group meeting is held to rekindle the spirit of collaboration and support, encourage the emergence of project ideas, and establish the work plan for the duration of the project.

A TLSS specialist then contacts participants at key points during the project to follow up on learning activities. At all times, participants will have access to a discussion forum to exchange views with colleagues on the various elements of their project or learning process. If needed, a few group meetings will be organized during the year to get together, share ideas and offer support. These meetings can take place in person or remotely, according to preference.

This third phase culminates in the presentation of the project to the disciplinary and/or academic community in the form of a presentation, guide, poster, podcast, video, infographic, article or other format, according to the choice of the participants.

## Conclusion

The **Capstone Project**, the third component following the **Foundations** and **Pillars**, enables participants to plan, implement and evaluate a project aimed at developing their teaching practice, moving from theory and reflection to implementation. They are supported in their approach by a TLSS specialist and by colleagues in their cohort. This component culminates in presenting the outcomes of their project and learning journey to the field and/or university community.