



Certificate in University Teaching for faculty members

Context

The **Pillars** stage serves as an intermediary between the **Foundations** and the **Capstone Project** of the **Certificate in University Teaching for faculty members**. This stage usually runs from September to December or January to April, depending on which term participants teach.

During their journey through the **Pillars**, building on the **Foundations** and their own experience, participants continue to reflect on their teaching practice; deepen their knowledge; refine their skills; reflect on their behaviours, beliefs, and attitudes; and try out, in real or plausible situations (classroom or simulation), intentional approaches, engaging activities, authentic assessment methods and/or technologies at the service of learning.

Learning outcomes

**Deliverables/measures of success*

Each pillar and its corresponding learning outcome, described below, are designed to represent a cycle of habits related to teaching and learning that will guide participants in their journey. In brief, this cycle involves planning what learners intend to do, implementing their plan, sharing their successes and challenges with peers, and reflecting on their experiences to find improvements.

Pillar 1 – Set personal goals (Plan)

Participants will define their personal development goals related to teaching and learning. They will draw on their interests, experiences, and the insights gained from the Certificate's **Foundations** phase to tackle specific challenges they encounter or anticipate in the classroom.

**Initial action plan, self-reflection, and regular revisions.*

Pillar 2 – Strategically implement and evaluate plan (Do)

Participants will pursue their personal development goals by applying strategies tailored to their context, employing a variety of teaching principles, methods, technologies, and multimedia resources. They will use developed or chosen success metrics, such as self-evaluation and peer feedback, to critically assess their progress towards their goals, the outcomes of their mini-project and peer observation of teaching.

**Integrating teaching or assessment strategies, or learning technologies, into the classroom.*

Pillar 3 – Collaborate and learn through community (Share)

Participants will actively collaborate with their peers and TLSS facilitators, sharing insights and challenges. This collaboration aims to facilitate reflection on their professional development goals and learning experiences, as well as to enrich the learning of others.

**During the monthly meeting and between meetings; peer evaluation, feedback, and recommendations.*

Pillar 4 – Establish a continuous reflexive practice (Reflect)

Participants will develop an ongoing commitment to their professional development in teaching and learning, demonstrated by their intentional reflection on their practices, informed decision-making, and articulation of the rationale behind their teaching strategies.

**Participate in group discussions and reflections during monthly meetings and between meetings.*

Structure

The **Pillars** stage will include a monthly meeting to follow up on learning activities that have occurred between meetings* and to discuss emerging topics in university pedagogy. To accommodate learning needs, the format of these meetings will be at the intersection of a seminar, workshop, community of practice and laboratory. The following activities could support group learning: solving real problems that have arisen in the classroom, sharing one another's deliverables or projects, and discussing emerging topics or those deemed important by participants and TLSS facilitators.

These monthly meetings will be supplemented by two periods during the term to carry out peer observation of teaching.

**Between meetings, learners will have the opportunity to delve into certain themes, advance their individual projects, and to interact with colleagues as needed.*

Conclusion

The **Pillars** stage serves as an intermediary between the **Foundations** and the **Capstone Project** and aims to enrich participants' professional development by combining theory and practice. Participants will implement their ideas in the classroom with the support of colleagues, focusing on support, feedback, analysis, problem solving and knowledge transfer.

At the end of this stage, participants who have completed the **Pillars** will receive a document attesting to the professional development they have completed. They will then be able to register for the **Capstone Project** component of the certificate.