

IniDoc Programme: Introduction to Teaching for Early-Career Researchers

INTRODUCTION

At the monographic panel to debate the advisability of rethinking the learning experience at the UPC, held in two sessions in October 2022, it was possible to observe data on the very positive assessment that undergraduate and master's students made for those activities taught by doctoral students and research staff.

On the other hand, some of the researchers at the UPC may intend to pursue an academic career at the institution, joining in the future, some of its teaching bodies and, therefore, may be interested in training as such.

OBJECTIVES OF THE PROGRAM

1. To provide a basic level of teaching skills necessary in higher education among our novice researchers, as a complement that can contribute positively to their professional development and the generation of teaching vocations.
2. Generate institutional instruments that facilitate the achievement of the objectives pursued by the Galaxy Learning project, in particular to enrich the undergraduate and master's teaching training of new researchers.

MAIN CHARACTERISTICS

Teacher training program

The general objective of the program is for participants to acquire basic knowledge and skills in university teaching, as well as reflect on how to address the main challenges in higher education. The core of the program will be mentored teaching practices, which will be accompanied by a series of seminars that will provide the theoretical and methodological bases to begin an updated and innovative teaching. The program will last 2 years.

At the end of the program, participants will have developed the skills to:

- Identify the basic principles of learning and their application in the classroom
- Determine the characteristics of active and student-centered learning models
- Plan learning activities, projects and teaching plans
- Apply different learning methodologies
- Compare different learning assessment methods and instruments
- Formulate proposals for innovation in higher education

The activities of the teacher training program will be the following:

- A. Face-to-face and online training seminars in basic teaching concepts and methodologies, taught by the ICE (9 hours distributed between the first year)
- B. Teach theoretical or practical classes in the subject or subjects, determined by the mentor.
- C. Tutorials with students who have been taught to resolve doubts.
- D. Other activities specified by the mentor: attendance at conferences, preparation of teaching materials, supervision and correction of exams and assignments, observation of personal tutorials, etc.

The dedication of the teaching practices of the training program must be 30 hours per year.

The teaching practices will be agreed between the academic mentors and the young researchers before starting the program.

The participation of doctoral students in teaching activities may not involve responsibility or coordination on subjects, nor participation in end-of-study work panels or the signing of evaluation documents.

More detailed information about the Program can be found in appendix 1.

Academic mentoring

The academic mentors will be UPC professors with teaching experience who will supervise the teaching practices of the young researchers, with the role of "Academic Collaborator":

- This person will be responsible for the teaching practices of the young researchers. These will be developed in the subject or subjects taught by your mentor.
- This person will guide the academic collaborator in the preparation and execution of his teaching practices, as part of the supervision of his training plan.
- This person will accompany the academic collaborators in their teaching practices, guide them professionally and promote the innovative spirit in teaching.
- This person must ensure that the academic collaborator is competent to teach the teaching content and that he accepts the planning of the teaching activities and commits to it.
- This person will prepare a short evaluation report at the end of each course

The participation of young researchers in teaching tasks will have an impact on departmental assignments when their contract states that they must teach. In the other cases, it will not have any impact on the ability of the academic mentors to assume their teaching assignments; that is to say, it will not lead to any change in the assignment at departmental level.

The mentors will receive a certificate from the ICE that will recognize their dedication and that will count towards the accreditation of teaching merits at the UPC, in accordance with what is established in the regulations for this process.

Each academic mentor may simultaneously mentor a maximum of two academic collaborators.

Participants in the teacher training program for novice researchers

New researchers participating in the teacher training program:

- They will do this as part of their personal training plan and, in the case of PhD students, it will be reflected in the PhD Student Activity Document (DAD).
- They undertake to participate in all the teacher training seminars organized by the ICE.
- Under the supervision of the person who develops the academic mentoring, the participants will develop the practical activities of their training in accordance with the intended dedication and the objectives of the teacher training program.
- They will prepare a short report of their training activities and with the assessment of their satisfaction with the participation in the program and the academic mentoring received.
- Completion of the program activities will be recognized with a "Certificate of training in teaching skills (Academic Collaborator)" issued by the ICE, which will specify the teaching hours taught.

PARTICIPANTS ' EVALUATION

Participants will be evaluated through a teaching portfolio. This will include evidence of the teaching tasks carried out during the program, a student reflection report on their experience at the end of the first year and at the end of the second year, and a short report from the mentor.

The program coordination team will evaluate the student's performance with the above information.

MONITORING AND EVALUATION OF THE PROGRAMME

The Teaching Training Program for new researchers will be evaluated each academic year by a commission that will be chaired by the vice-rector with responsibility for the ICE and that will have the participation of representatives from the Doctoral School and the ICE.

The aspects that will be assessed will be:

- Participation in the program
- The satisfaction of the participants in the program
- The satisfaction of the people who carry out the academic mentoring
- The satisfaction of students who have received teaching, teacher surveys

Appendix I. Teacher training program

University Teaching Training Seminars

Title	Summary
From scientific evidence to the classroom: design of grounded teaching practices	The main theories and evidence on how people learn will be presented and discussed with the aim of learning how to design grounded teaching practices
Active and participatory learning methodologies to develop skills	Based on the key ideas of the first seminar, different types of active and student-centered teaching methodologies that can be used in university teaching will be analyzed, such as based learning in problems and projects, the flipped classroom, collaborative learning, gamification, among others
Teaching planning: strategies to define objectives, design activities, classes and subjects	Considering the current trends in teaching innovation in higher education, tools will be provided to design different types of training activities, from a learning activity, to a didactic unit or a complete subject. Participants will be accompanied in the design of some of their teaching practices.
Assessment of learning	Assessment is one of the aspects that most determines how students learn, which is why it is important to think deeply about how we use it. In the seminar, the purpose of the evaluation will be discussed and different models and instruments will be analyzed that are useful for learning, developing skills and improving the work as teachers
Education for sustainability	Universities have undertaken to promote the deployment of the Sustainable Development Goals (ODS) of the 2030 agenda and tools are needed to introduce them to teaching. In this seminar, some teaching methodologies will be introduced to promote the development of key competences for sustainability through the ODS.
Research and reflection on teaching practice	Based on the teaching experiences of the participants, tools for their analysis and possible improvements will be provided. The "Scholarship of Teaching and Learning" model of research and reflection on the teaching activity will be introduced as a way of teaching professional development.

Programme Schedule

	Course 1												Course 2											
	S	O	N	D	G	F	M	A	M	J	J	A	S	O	N	D	G	F	M	A	M	J	J	A
Training sessions	●					●						●												●
Teaching practices																								
Teaching portfolio																								

Courses 1 and 2 are held from September to July, in accordance with the beginning and end of the programme