Teaching Project Overview
The project is composed of three parts: 1) the application of a teaching concept or approach discussed in the program to a component of a course and 2) a short written description of the new concept or approach and evaluation of its effectiveness, and 3) a short presentation and discussion with other participants.

The application of a teaching concept or approach to a course component is completely at the discretion of the participant. It might include implementing a new teaching strategy, utilizing a new technology or any other project important to the faculty member. As part of the written description, participants document the process of designing, implementing, and evaluating the new teaching concept or approach. A worksheet with a series of questions to guide the process is available. Participants should contact the CTE to discuss the project and obtain the worksheet. CTE staff are available to support participants throughout the project.

1) Application of a Teaching Concept or Approach
Identify a teaching concept or approach
Participants select a teaching approach or concept that is relevant and useful for their course. A wide array of teaching concepts, strategies, approaches, and technologies will be covered in the program. Participants should consider how to determine the effectiveness of the teaching strategy or tool being implemented.

Apply a teaching concept or approach discussed in the program to a component of a course
After the teaching concept or approach has been identified, it is applied to a course component. Depending on what the participant has decided to do, implementation can include a change to one class or changes across an entire semester. Participants should take notes and solicit student feedback to evaluate the effectiveness of the technique.

2) Written Description of the New Concept or Approach and Evaluation of its Effectiveness
Participants describe the teaching approach or concept implemented and evaluate its effectiveness. This is accomplished by collecting evidence of student learning as well as through reflection on the experience. The description and evaluation should outline the approaches or concepts applied in the course, any comments about its implementation, its effectiveness as evidenced by improved teaching and student learning, and whether the new approach or concept will be kept in future course offerings. The reflective overview can take a variety of forms depending on what is appropriate for the participant and project, and it should be submitted to the Center for Teaching Excellence. There is no set length for the document – it is meant to be a useful reflection for you that also outlines what you did, why you did it, and what impact you observed, answering the questions that are found on the teaching project worksheet (available on the CTE webpage).

3) Participants will also discuss their projects with other certificate program participants at a project discussion section.
Discussion sections entail sharing ideas with other participants. A discussion section will be held twice a year for all participants to join.