

# The Teaching Proposal

The teaching proposal is a written statement based on your first conversation with the teaching mentor. Through this teaching proposal, the mentor gains an understanding of the teaching session chosen by you, as well as the pedagogical ideas underpinning the structure of the session.

The teaching proposal should be sent to the mentor before your first meeting. The purpose is twofold: to give you an opportunity to reflect on your own, and to provide the mentor with insight into your ideas of teaching and learning so that you can quickly arrive at a discussion about your underlying ideas of teaching and learning in the proposal. In other words, it aims to initiate a discussion about your practice-based theory: how you translate your pedagogical beliefs into your pedagogical practice. Therefore, it is not a formal document, but rather a piece of working material making clear that the guidance is productive and constructive for both you and the mentor.

## What to do?

First, consider what kind of teaching session you would like to choose. The session could be a lecture, a laboratory session, a seminar, or a (group) tutoring session, for example. What would you like to achieve, given the mentored teaching? Do you want to discuss a session that you often conduct, or one that is new to you? Are you selecting a session in which you feel confident and usually goes well, or conversely, a session in which you are not as comfortable and find challenging?

Then, outline the teaching session in the teaching proposal along the following lines:

- The context in which the teaching is delivered: Which course does your session tie in to, and when does it take place in the course? Do you have multiple sessions in the current course, or is it your only session? How do you feel about the session?
- The purpose and the goals of the session: How does your session relate to the course goals? What are the main goals for the session?
- The general structure (design) of the session,
  - including start and finish, any materials, any technical aids, how to interact with the students, and formative assessment
  - any materials
  - any technical aids
  - how to interact with the students
  - formative assessment
- Your own ideas used for structuring the session, for example,
  - how does the session relate to one or more of the course goals. Which goal(s) should you help the students to achieve?
  - what should the students do (e.g., reflect, process, practice, discuss, etc.) and what should they learn?
  - what learning experience do you expect the students to get?
  - what kind of teaching/learning environment would you like to establish?
  - how do you activate students and support their learning in general?

The teaching proposal should not exceed 1-2 pages and...:

- address an upcoming teaching session, not a session that has already taken place,
- embrace a specific teaching session, not an entire course,
- use first person singular in order to make it clear that you are the teacher dealing with your own, actual teaching.

Of course, you can bring up additional bullets in your teaching proposal not found on the list. Feel free to specify if there is something specific that you would like the mentor to give you feedback on.

Your teaching proposal should not be detailed regarding subject content, time indications, the materials you plan to use, or other routine matters. However, the material should provide a closer description of what you want to achieve in your teaching, how you plan to achieve it, and why you specifically want to achieve it.