

February 5, 2020

Dear Colleagues,

This letter certifies that **Sergio Libardo Chaves Ramirez** has completed all the requirements of the Western Certificate in University Teaching and Learning.

The Western Certificate in University Teaching and Learning engages graduate students in a series of professional development workshops and activities that aim to develop three main areas of competence:

- The first group of program components enhances teaching competence through hands-on practice, mentoring and peer feedback. They provide participants with an opportunity to enhance their teaching and presentation skills, and to gain experience in facilitating group interaction.
- The second group of program components encourages reflective practice by engaging participants in dialogue about current issues in university teaching and learning. Sample topics in this group include active learning, experiential education, academic integrity, teaching in an intercultural classroom, problem based learning and the scholarship of teaching. All participants also submit a teaching philosophy statement in order to complete the certificate.
- The third group of program components focuses on competencies required to enter the academic profession. Participants learn about the academic job search process, and prepare a teaching dossier.

The Certificate consists of five main components which participants complete during their program of graduate study at Western University. A complete description of these components is attached to this letter, and additional information is available at:

<https://teaching.uwo.ca/programs/certificates/cutl.html>

If you have any questions about the Western Certificate, please feel free to contact me at 519-661-2111 #84621, or by e-mail at [Nanda.Dimitrov@uwo.ca](mailto:Nanda.Dimitrov@uwo.ca)

Sincerely,



Nanda Dimitrov, Ph.D.

Director

Centre for Teaching and Learning

## COMPONENTS OF THE WESTERN CERTIFICATE IN UNIVERSITY TEACHING AND LEARNING

### 1. MICROTEACHING/TA TRAINING REQUIREMENT

- Satisfied by participating in one of four intensive instructor training programs: (1) The Teaching Assistant Training Program, (2) The Advanced Teaching Program, (3) Teaching in the Canadian Classroom, or (4) Graduate Studies 9500: Theory and Practice of University Teaching. The first three courses involve ~20 hours of instruction, while GS 9500 is a 40-hour course. All programs include two or more microteaching sessions during which participants present short mini-lessons to peers in a small group format. Participants in GS 9500 also prepare a teaching philosophy statement and design a new course syllabus.

### 2. TEN WORKSHOPS IN THE FUTURE PROFESSOR: PATH TO TEACHING EXCELLENCE SERIES

- Completed by participating in ten dynamic 1.5-hour seminars that introduce teaching tools and strategies, and provide insight into the world of academia. A list of past workshops and a list of alternative credits are available at this link (look for the dropdown menus under "Series Information"): <https://teaching.uwo.ca/programs/allprograms/futureprof.html>

### 3. MENTORING REQUIREMENT

- Completed by enrolling in the Teaching Mentor Program. This program is a unique opportunity for participants to be observed in their personal teaching environments. Small groups of peers observe one another and provide each other with verbal and written feedback on their instruction methods.

### 4. TEACHING PORTFOLIO

- Participants must prepare a Teaching Portfolio that includes a teaching philosophy statement, and documents courses taught, teaching evaluations, strategies/activities, and any professional development, leadership, or scholarship related to teaching and learning.

### 5. ONE OF TWO WRITTEN PROJECTS

- **Course Design**  
Design a course in your discipline and submit a ten-page course outline that includes: (1) a course description, (2) rationale and learning outcomes for the course, (3) an outline of course topics and class activities, (4) a list of required and recommended readings, (5) a description of assignments, and (6) a description of most frequently used teaching methods and activities.
- **Research Proposal**  
Submit a ten-page research proposal that: (1) reviews at least five scholarly articles on the Scholarship of Teaching and Learning in your discipline, (2) identifies critical issues for learning in the discipline, (3) articulates a research question to explore these critical learning issues, and (4) proposes several ways in which you could investigate the research question.



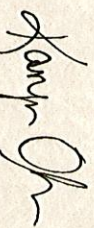
# Centre for Teaching and Learning

This is to certify that

*Sergio Libardo Chaves Ramirez*

has successfully completed the

WESTERN CERTIFICATE  
IN UNIVERSITY TEACHING AND LEARNING



Karyn Olsen, PhD  
Educational Developer  
Centre for Teaching and Learning



**Western**  
UNIVERSITY • CANADA



Nanda Dimitrov, PhD  
Director  
Centre for Teaching and Learning

February 5, 2020