23rd Annual Spring Semester

TA/TM Day

The Teaching Orientation Program

Friday, January 4, 2019
Contents

1 8:30–9:45 am | Opening Plenary Session

1 9:20–9:45 am | Medical Benefits Information Session

2 10:00 –11:15 am | Concurrent Workshops 1.1–1.5
    1.1 Coaching, Not Correcting: How to Work with Students’ Writing (Part I)
    1.2 Survival Strategies for TAs and TMs
    1.3 Approaching Culturally Diverse Classrooms
    1.4 Lab TA 101: A Guide to Teaching in a Practical Setting
    1.5 Active Learning: Practical Strategies for Engaging Your Students

4 11:15 am–12:15 pm | TA/TM Day Complimentary Lunch

4 12:15–1:30 pm | Concurrent Workshops 2.1–2.6
    2.1 Library 101: Helping Your Students Become Better Researchers
    2.2 Coaching, Not Correcting: How to Work with Students’ Writing (Part II)
    2.3 FaciliTator 101: A Crash Course for Teaching Assistants
    2.4 Safer Spaces: Strategies for Anti-Oppression in the Classroom and Online
    2.5 Responding to Disclosures of Sexual Violence
    2.6 An Introduction to "W" (Writing-Intensive) Courses

7 1:45–3:00 pm | Concurrent Workshops 3.1–3.6
    3.1 An Introduction to Canvas (SFU’s Learning Management System)
    3.2 Teaching Tips and Techniques for International Teaching Assistants (ITAs)
    3.3 Scenarios and Solutions
    3.4 Practical Strategies for Integrating Multilingual Learners into University Classes
    3.5 How to Facilitate Effective Case Study Discussions
    3.6 Active Learning Strategies: Engaging Students in the Lecture Hall and the Classroom

10 3:15–4:30 pm | Concurrent Workshops 4.1–4.5
    4.1 How Nurturing Inclusion in the Classroom is Changing Perspectives on Disability
    4.2 Managing Classroom Behaviour and Connecting Students with Support
    4.3 Engaging Your Students with Multimedia Learning
    4.4 Building Resilience and Supporting Your Well-Being as a TA
    4.5 Humanizing Canvas: Communication and Collaboration in Online Learning Environments

13 Contact Information

14 Other Offices to Contact for Information or Assistance
TA/TM Day is presented by the Teaching and Learning Centre in cooperation with the Office of Graduate and Postdoctoral Studies and with consultation from the Teaching Support Staff Union at Simon Fraser University.

**8:30–9:45 am | Opening Plenary Session**

**DIAMOND ALUMNI CENTRE**

- 8:15–8:30 (15 mins) Networking, refreshments, and program distribution
- 8:30–8:33 (3 mins) Opening remarks from Brad Johnson, Director Teaching and Learning Centre
- 8:33–8:36 (3 mins) Welcome from Zoë Druick, Associate Dean Office of Graduate and Postdoctoral Studies
- 8:36–8:41 (5 mins) Welcome from Marcia Guno, Director Indigenous Student Centre
- 8:41–8:43 (2 mins) Introduction of TBD, Director of University Relations Graduate Student Society
- 8:43–8:46 (3 mins) Introduction of Melinda Skura, Senior Director Environmental Health and Safety Safety and Risk Services
- 8:46–8:49 (3 mins) Introduction of Donne McGee Thompson, Head Student Learning Commons
- 8:49–8:51 (2 mins) Introduction of Marie Brunelle, Director Human Rights Office
- 8:51–9:06 (15 mins) Welcome from Zachary Williams, Organizer Teaching Support Staff Union
- 9:06–9:10 (4 mins) Closing remarks and logistics Christine Kurbis, Manager, Teaching and Learning Programs Teaching and Learning Centre

**9:20–9:45 am | Medical Benefits Information Session**

**DIAMOND ALUMNI CENTRE**

Representatives from SFU Human Resources, International Services for Students, and StudentCare will lead an information session on the various medical benefit plans available to teaching assistants and tutor-markers. There will also be an opportunity for TAs and TMs to sign up for the benefit plans of choice.

*Please note: These times are approximate. However, we must end by 9:45 AM so that workshops can begin promptly.*
10:00 – 11:15 am | Concurrent Workshops 1.1–1.5

1.1 Coaching, Not Correcting: How to Work with Students’ Writing (Part I)*
Julia Lane and Ruth Silverman, Student Learning Commons
LIBRARY 7200

*Notes: Part I (Session 1.1) is a pre-requisite to Part II (Session 2.2).
Part II (Session 2.2) is optional.

This two-part workshop is primarily intended for TAs whose courses include writing assignments. It should make a great difference to a TA who is uncertain about how to give students substantial, meaningful formative feedback without simply telling students what to do or marking up their papers.

In Part I, the workshop facilitators will share writing consultation methods taught to and used by Learning and Writing Peers at the SLC, as adapted to the role of Teaching Assistant. We invite discussion about common challenges encountered when working with student writing. The strategies we suggest for engaging with students’ writing include setting priorities, reading aloud, asking probing questions, and providing resources and referrals.

Part II of the workshop will offer TA/TMs the opportunity to apply strategies learned in Part I through a written feedback exercise and a partner role-play.

Attendance at Part II is not mandatory, but is only available for those who attended Part I, since it is dependent on information shared in that session.

1.2 Survival Strategies for TAs and TMs*
TBA, Teaching Support Staff Union
HALPERN CENTRE 126

*Note: Most topics will focus on TA/TM issues; however, Sessional Instructors are also welcome to attend.

What is expected of me as a TA/TM? What role does the course supervisor play? What is a TUG? What is a Base Unit? What’s the difference between a lab and tutorial? Do I have any benefits? What are my rights?

Workshop participants will learn about the nuts and bolts of their job as TAs and TMs, discover the resources and benefits available to them, their rights and responsibilities, teaching tips for the classroom, and more.

Topics will include:

• How to read your contract: Base units, rates of pay, work hours required
• Becoming familiar with the Collective Agreement and your rights
• The roles and responsibilities of a TA/TM, and differentiating them from those of a graduate student
• Deciphering TUGS, logbooks and workload reviews
• Union benefits and how to access them
• TA/TM safety
• Problem solving and conflict resolution
• Working and communicating with course supervisors

Approaching Culturally Diverse Classrooms
Irina Presnyakova and Emanuela Mileva, Department of Linguistics
HALPERN CENTRE 114

According to the 2017 Fall International Student Report, international students represent 19.4% of the total undergraduate population and 28.3% of the total graduate population at SFU. This results in culturally diverse classrooms with students coming from different cultural and academic backgrounds.

In this session we will focus on some of the common concerns and challenges associated with a culturally diverse classroom and discuss how to address them. We will also examine case studies in order to further explore the kinds of issues you may encounter as a TA and identify possible solutions. The session will include discussions in small groups followed by sharing ideas by all participants and presenters. By the end of this session, participants will be able to recognize some of the underlying reasons for students' behaviour in the classroom and become more familiar with coping strategies to deal with student behaviour.

Lab TA 101: A Guide to Teaching in a Practical Setting
Emily Betz, Department of Biological Sciences
David Ester, Department of Chemistry
DIAMOND ALUMNI CENTRE, FRASER

How does teaching in a practical setting differ from leading a tutorial? In this workshop, we will address the associated challenges and opportunities and explore how labs can be an invaluable educational experience. This will be done through interactive discussion of real life scenarios highlighting various aspects of being an effective lab TA. When facilitated properly, laboratory components consisting of hands-on experiments or activities are instrumental to reinforce concepts and theories learned in lecture and show students why the material is relevant giving them a whole new appreciation for a course.

Intended for TAs teaching lab sections, this session will help TAs see their lab courses in a whole new light, be prepared to deal with challenging situations, be aware of safety concerns, and provide students with a positive lab experience.
**Active Learning: Practical Strategies for Engaging Your Students**  
Kelli Finney and Dasha Gluhareva, Department of Linguistics  
DIAMOND ALUMNI CENTRE, THOMPSON

This session is intended for TAs who would like to gain more knowledge and confidence about implementing a variety of active learning strategies in their tutorials. Using a “learning by doing” approach, session participants will engage in hands-on practice in exploration of what active learning is, what benefits it has, how TAs can use active learning strategies to increase student engagement, and how such strategies can simplify lesson planning. This workshop will draw on participants’ prior knowledge, both as students and teachers, to craft a working definition of active learning. Participants will then explore a range of strategies as they learn about the key elements of active learning and how it can be incorporated within the university classroom. Each participant will leave with a toolkit of strategies that they can begin to implement in their next lesson as well as increased confidence in using active learning.

**11:15 am–12:15 pm | TA/TM Day Complimentary Lunch**  
DIAMOND ALUMNI CENTRE

**12:15–1:30 pm | Concurrent Workshops 2.1–2.6**

**Library 101: Helping Your Students Become Better Researchers**  
Hope Power and TBA, SFU Library  
LIBRARY LAB 2105

When did you first learn to research? How can you help your students become better researchers? Come for a conversation about the steps of the research process—from choosing the perfect topic to creating flawless citations—and gain a better understanding of the decisions your students face along the way. In this interactive session, we will identify common research obstacles and discuss SFU Library resources and support services available to help your students find and evaluate the information they seek.

The session will cover the following topics:

- Library resources to support teaching and research
- Steps in the research and writing process
- Common research problems and potential solutions
- Questions most frequently heard at the SFU Library reference desk
Coaching, Not Correcting: How to Work with Students’ Writing (Part II)*
Julia Lane and Ruth Silverman, Student Learning Commons
LIBRARY 7200

*Notes: Part I (Session 1.1) is a pre-requisite to Part II (Session 2.2).
Part II (Session 2.2) is optional.

This two-part workshop is primarily intended for TAs whose courses include writing assignments. It should make a great difference to a TA who is uncertain about how to give students substantial, meaningful formative feedback without simply telling students what to do or marking up their papers.

In Part I, the workshop facilitators will share writing consultation methods taught to and used by Learning and Writing Peers at the SLC, as adapted to the role of Teaching Assistant. We invite discussion about common challenges encountered when working with student writing. The strategies we suggest for engaging with students’ writing include setting priorities, reading aloud, asking probing questions, and providing resources and referrals.

Part II of the workshop will offer TA/TMs the opportunity to apply strategies learned in Part I through a written feedback exercise and a partner role-play.

Attendance at Part II is not mandatory, but is only available for those who attended Part I, since it is dependent on information shared in that session.

FaciliTAtor 101: A Crash Course for Teaching Assistants
Stephanie Lau, School of Criminology
HALPERN CENTRE 126

Learn the tips and tricks of being a faciliTAtor in this 75-minute crash course for new teaching assistants! In this session, we will focus on the importance of student engagement through active learning. You will learn a variety of class involvement ideas to ensure that your tutorials are structured and informative while maintaining a fun and relaxing learning environment.

At the end, we will explore difficult scenarios that commonly arise for TAs, such as how to engage those who are uninterested in learning; how to challenge those who are bored; and how to balance the voices heard in tutorials. Discover the resources available on campus to you as a TA and strengthen your self-confidence in teaching by embracing the role of a facilitator.

At the end of this session, participants will be able to:

- Recognize the role of a TA as a facilitator and the importance of self-confidence
- Develop a “mental toolkit” to manage challenging situations
- Identify resources available on campus
2.4 Safer Spaces: Strategies for Anti-Oppression in the Classroom and Online  
Lisa Poole, Department of Sociology and Anthropology  
HALPERN CENTRE 114

Do you hope to create a safe learning environment for students of all backgrounds? Are you aware of the ways in which various forms of oppression related to one’s socioeconomic status, sexuality, ability, race and gender may prohibit some students from fully participating and engaging in class? Do you want to learn hands-on techniques to ensure that your teaching style, the class dynamic, and the course curriculum are safe, inclusive and anti-oppressive? This workshop allows both new and experienced educators to practice and develop anti-oppressive teaching strategies in a safe learning environment. The primary objective of this workshop is to equip educators with practical tools necessary to identify, address and prevent oppressive dynamics in the classroom and online.

2.5 Responding to Disclosures of Sexual Violence  
Ashley Bentley, Sexual Violence Support and Prevention Office  
DIAMOND ALUMNI CENTRE, FRASER

Sexual Violence has a profound impact on individuals and communities. This workshop will help you provide an empathic, supportive response if a student discloses to you that they have been impacted by sexual violence. You’ll also learn about available support and resources at SFU and relevant information from SFU Policy GP 44 - Sexual Violence and Misconduct Prevention, Education and Support.

Workshop objectives:
• Define sexual violence and sexual assault  
• Understand the difference between a disclosure and report  
• Your role providing a supportive response and setting boundaries  
• Information about available sexual assault supports and resources and where you can go for advice

2.6 An Introduction to “W” (Writing-Intensive) Courses  
Jorji Temple, Department of English  
DIAMOND ALUMNI CENTRE, THOMPSON

This workshop is designed for teachers (or prospective teachers!) of Writing-Intensive, or “W”, courses at SFU. What we actually discuss in the workshop will depend on the attendees’ interests and knowledge, but we expect you to walk away with useful tools, resources and tips for teaching, as well as a broader understanding of what TAs and TMs experience in “W” courses.
Topics will include:

- Setting up your online classroom
- Useful exercises to teach writing through course material
- A grading mini-workshop
- Time management
- Creating rubrics

1:45–3:00 pm | Concurrent Workshops 3.1–3.6

An Introduction to Canvas (SFU’s Learning Management System) 3.1
Carson Au, Teaching and Learning Centre
LIBRARY LAB 2105

Canvas, SFU’s learning management system, offers a user-friendly interface to facilitate learning, keep track of your students’ progress and manage marks. In this introductory workshop, you will learn how to set up and manage a Canvas shell, including discussions, assignments, quizzes, etc. You will also learn how to grade assignments online using speedgrader. In this hands-on session, TAs/TMs will:

- Access their Canvas portal via their web browser
- Modify their Canvas user profile, picture and notification preferences
- Activate numerous external communication tools within Canvas (Email, text messaging, Skype, Twitter, Facebook, etc.)
- Demonstrate basic navigation skills within the Canvas environment
- Access and use Canvas conversations (also known as messages or inbox)
- Carry out the key functions of Canvas discussions
- Set up and manage assignments, quizzes and discussions
- Explain how Canvas modules can be implemented in their course
- Summarize the key functions accessible to students within each Canvas shell
- Explore the Canvas gradebook and speedgrader
- Learn of the Canvas support and resources available to them during the term

Teaching Tips and Techniques for International Teaching Assistants (ITAs) 3.2
Zoreen Nuraney and Wendy Steinberg, International Teaching Assistants Program
LIBRARY 7200

New students to a Canadian university who work as TAs often encounter unique challenges. This session offers you tips and techniques that will help you hit your stride with your work and studies. We will explore your identity, experiences and set you out from a position of strengths. You will gain a comprehensive understanding of the many roles and responsibilities of a TA at SFU, develop an awareness of North American classroom culture, experience various teaching tips and techniques, and learn about the various support and resources available on campus. The session will be interactive and model different techniques in real time.
3.3 Scenarios and Solutions*
TBA, Teaching Support Staff Union
HALPERN CENTRE 126

*Note: Most topics will focus on TA/TM issues; however, Sessional Instructors are also welcome to attend.

Working as a TA or TM is, for many individuals, their first experience teaching or working with students. In a new work environment, it is common for scenarios to arise in which TAs and TMs do not know how to respond. The goal of this session is for new and veteran TAs and TMs alike to learn how the TSSU Collective Agreement informs responses to such situations, and how it protects its members.

In this workshop, participants will increase their awareness of their roles and responsibilities as a TA or TM, and come away with strategies and solutions for responding to common scenarios.

Topics will include:

- Responding to common situations encountered by TAs and TMs (e.g., too much marking, process for sick leave, etc.)
- Becoming familiar with your rights as a TSSU member
- Working and communicating with course supervisors
- TA/TM safety
- Problem solving and conflict resolution

3.4 Practical Strategies for Integrating Multilingual Learners into University Classes
Valia Spiliotopoulos, Centre for English Language Learning, Teaching, and Research
HALPERN CENTRE 114

This session will focus on supporting TA/TMs’ understanding of the diverse cultural and linguistic context of their learning spaces—as well as how they can develop strategies and environments to help learners succeed. We will examine multilingual learners’ academic language development in reading, listening, speaking and writing tasks, and in small group interactions. The session will also focus on discipline-specific language development and assessment.

3.5 How to Facilitate Effective Case Study Discussions
Medha Satish Kumar and Vanessa Shum, Beedie School of Business
DIAMOND ALUMNI CENTRE, FRASER

Case study analysis and discussions are used to actively engage learners in real-life problems and to develop and practice analytical and problem-solving skills. Case studies present a ‘slice of life’ context to real life problems and multiple perspectives which encourage an engaging, problem-based, student-centered, and active learning
approach (Sudizina, 2005). TAs/TMs are often expected to support and facilitate case study discussions. Therefore, learning how to conduct meaningful case discussions is an important skill for TAs/TMs, as case studies are increasingly common in teaching and learning to achieve significant learning. However, several challenges involved in case study discussions make it intimidating for even experienced facilitators.

This workshop aims to prepare TA/TMs to effectively facilitate case study analyses and discussions in the classroom. Attendees will learn and practice strategies that are applicable across disciplines. Attendees will showcase skills in communication, guided discussion and participation, and recognize various learning needs and experiences of their students. This workshop includes a mini case study, which attendees will work collaboratively in small groups to solve. Through interdisciplinary interactions, participants will also benefit from diverse perspectives in case-based teaching and learning.

**Active Learning Strategies: Engaging Students in the Lecture Hall and the Classroom**

Lindsay Simpson, Department of Sociology and Anthropology  
DIAMOND ALUMNI CENTRE, THOMPSON

Instructor: “For my presentation today, I’ll be reading from my PowerPoint word for word.”  
Student 1: *Falls asleep*  
Student 2: *Spends the entire lecture on Facebook*  
TA: “In tutorial today, we’re just doing group work.”  
Students: *Silently stare at one another for 2hrs*

Avoiding cricket-silences in tutorials and engaging with students in a 400+ lecture hall are a few of the many challenges instructors and TAs face. To combat these participation-centered struggles, active learning (AL) is an effective strategy that can be employed in a variety of learning environments.

This session introduces new and veteran TAs and instructors to the benefits of active learning. Active learning encompasses a broad range of teaching strategies used to place students at the forefront of their own learning. Addressing AL strategies for both lecture and tutorial learning, this session teaches instructors how to engage their students in multiple classroom environments.

The workshop proceeds to familiarize instructors with successful AL strategies that can be adapted and adopted into their own teaching practice. These combined objectives will prepare instructors to begin developing their own methods of active learning that they can apply in their classroom.
How Nurturing Inclusion in the Classroom is Changing Perspectives on Disability
Muriel Adarkwa, Department of Political Science
Lauren Matthews, BC-IPSE (Steps Forward)
LIBRARY 7200

Historically the majority of students with developmental disabilities have been, and continue to be, segregated in high school. Some of these students are experiencing inclusion for the first time when they become students at SFU. The question is, how can our classrooms not just be passively inclusive but a place where all learners are engaged, contribute, and share in the learning experience?

In this workshop, we will lead an interactive discussion about what inclusion can look like in the classroom.

Questions guiding the discussion will be:

• What are our assumptions about inclusion?
• How do we challenge these assumptions when classrooms are inclusive?
• In an evidence-based practice of supporting an inclusive classroom, what is the evidence we are looking at?

Inclusion facilitators have been working with, and alongside TAs and faculty to learn how to support inclusion in the classroom at campuses across BC since 2001, and at SFU since 2011. The goals of this interactive workshop are to share what we have learned from teaching staff, students, and inclusion facilitators to date and in this workshop, and to use this knowledge to continue improving the dynamic practice of including diverse learners in the classroom.
Managing Classroom Behaviour and Connecting Students with Support
Heather Roberts, Academic Integrity and Good Conduct Office
Lisa Ogilvie, SFU Health and Counselling
Derek Yang, Campus Public Safety
HALPERN CENTRE 126

In this session we will focus on effective classroom management, including dealing with difficult and disruptive behaviours, as well as provide information about mental health support and referral options for students, and for you in your role as a TA/ TM. We will also use case studies and group discussions to examine specific scenarios.

The session will include:

• tips for handling student disruptions
• dealing with aggressive or threatening behaviours
• assisting students in distress
• mental health support and referral options for students
• support options for TA/TMs

Engaging Your Students with Multimedia Learning
Guillermo Santa Cruz, Faculty of Education
HALPERN CENTRE 114

A picture is worth a thousand words, they say; however, educational research has shown that combining images and words can be an even more effective instructional strategy. Multimedia learning, or learning by the combination of images and words, can be a very powerful tool for all TAs and TMs who deliver content by combining videos and voice, diagrams and voice narration, text, or any of the diverse possibilities that multimedia learning offers. In this workshop, you will learn what multimedia learning is and how to best apply it to your instructional strategies so you can maximize your student’s content retention, comprehension, and learning transfer.

By the end of this workshop you will be able to:

• Define multimedia learning
• Explain the learning conditions that make multimedia learning effective
• Deliver instructional content applying multimedia learning principles
Building Resilience and Supporting Your Well-Being as a TA
Alisa Stanton, SFU Health and Counselling Services
DIAMOND ALUMNI CENTRE, FRASER

As a TA or TM, it is natural for you to feel like it can be a challenge to balance all of your instructional demands in addition to other responsibilities outside of school. The key is to be resourceful and proactive by learning about the different ways that you can support your resilience and well-being early on. Resilience is a key leadership skill and an important factor in managing stress. Ultimately, resilience is about having healthy skills and insights that will help you to remain effective in the face of adversity and opportunity.

In this session, participants will learn about strategies and resources available at SFU to build resilience and support their own well-being. You will also learn practical strategies for creating conditions for well-being in learning environments through your role as a TA/TM.

Humanizing Canvas: Communication and Collaboration in Online Learning Environments
Emma MacFarlane, Faculty of Education
Michelle La, Department of Sociology and Anthropology
DIAMOND ALUMNI CENTRE, THOMPSON

Online learning environments offer unique opportunities for interacting with students, as well as challenges. In this interactive session, we explore how tutor-markers (TMs) and Teaching Assistants (TAs) might facilitate communication and collaboration in online education platforms, such as Canvas.

Our learning outcomes are:

• To explore various issues and concerns that may arise for TMs/TAs and students in online learning environments.
• To discuss techniques to maximize the accessibility of an online course to a diverse range of students.
• To identify forms of communication that facilitate and enhance student-instructor and student-student relationships/interactions in an asynchronous learning environment.

You will discover how to foster relationships and a friendly online learning environment; meaningful dialogue; and interactive learning—even when you can’t see your students face-to-face. This session will benefit new and experienced TMs and TAs who communicate with students via Canvas, email, or any other online education platform.
<table>
<thead>
<tr>
<th>1.1</th>
<th>Julia Lane</th>
<th>Student Learning Commons</th>
<th><a href="mailto:julia_lane@sfu.ca">julia_lane@sfu.ca</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ruth Silverman</td>
<td>Student Learning Commons</td>
<td><a href="mailto:rsilverm@sfu.ca">rsilverm@sfu.ca</a></td>
</tr>
<tr>
<td>1.2</td>
<td>TBA</td>
<td>Teaching Support Staff Union</td>
<td><a href="mailto:tssu@tssu.ca">tssu@tssu.ca</a></td>
</tr>
<tr>
<td></td>
<td>TBA</td>
<td>Teaching Support Staff Union</td>
<td><a href="mailto:tssu@tssu.ca">tssu@tssu.ca</a></td>
</tr>
<tr>
<td>1.3</td>
<td>Irina Presnyakova</td>
<td>Department of Linguistics</td>
<td><a href="mailto:ipresnnya@sfu.ca">ipresnnya@sfu.ca</a></td>
</tr>
<tr>
<td></td>
<td>Emanuela Mileva</td>
<td>Department of Linguistics</td>
<td><a href="mailto:emileva@sfu.ca">emileva@sfu.ca</a></td>
</tr>
<tr>
<td>1.4</td>
<td>Emily Betz</td>
<td>Department of Biological Sciences</td>
<td><a href="mailto:ebetz@sfu.ca">ebetz@sfu.ca</a></td>
</tr>
<tr>
<td></td>
<td>David Ester</td>
<td>Department of Chemistry</td>
<td><a href="mailto:dester@sfu.ca">dester@sfu.ca</a></td>
</tr>
<tr>
<td>1.5</td>
<td>Kelli Finney</td>
<td>Department of Linguistics</td>
<td><a href="mailto:kfinney@sfu.ca">kfinney@sfu.ca</a></td>
</tr>
<tr>
<td></td>
<td>Dasha Gluhareva</td>
<td>Department of Linguistics</td>
<td><a href="mailto:dgluhare@sfu.ca">dgluhare@sfu.ca</a></td>
</tr>
<tr>
<td>2.1</td>
<td>Hope Power</td>
<td>SFU Library</td>
<td><a href="mailto:hpower@sfu.ca">hpower@sfu.ca</a></td>
</tr>
<tr>
<td></td>
<td>TBA</td>
<td>SFU Library</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Julia Lane</td>
<td>Student Learning Commons</td>
<td><a href="mailto:julia_lane@sfu.ca">julia_lane@sfu.ca</a></td>
</tr>
<tr>
<td></td>
<td>Ruth Silverman</td>
<td>Student Learning Commons</td>
<td><a href="mailto:rsilverm@sfu.ca">rsilverm@sfu.ca</a></td>
</tr>
<tr>
<td>2.3</td>
<td>Stephanie Lau</td>
<td>School of Criminology</td>
<td><a href="mailto:stephanie_lau@sfu.ca">stephanie_lau@sfu.ca</a></td>
</tr>
<tr>
<td>2.4</td>
<td>Lisa Poole</td>
<td>Department of Sociology and Anthropology</td>
<td><a href="mailto:lpoole@sfu.ca">lpoole@sfu.ca</a></td>
</tr>
<tr>
<td>2.5</td>
<td>Ashley Bentley</td>
<td>Sexual Violence Support &amp; Prevention Office</td>
<td><a href="mailto:abentley@sfu.ca">abentley@sfu.ca</a></td>
</tr>
<tr>
<td>2.6</td>
<td>Jorji Temple</td>
<td>Department of English</td>
<td><a href="mailto:secretary@tssu.ca">secretary@tssu.ca</a></td>
</tr>
<tr>
<td>3.1</td>
<td>Carson Au</td>
<td>Teaching and Learning Centre</td>
<td><a href="mailto:cau@sfu.ca">cau@sfu.ca</a></td>
</tr>
<tr>
<td>3.2</td>
<td>Wendy Steinberg</td>
<td>International Teaching Assistant Program</td>
<td><a href="mailto:wendy_steinberg@sfu.ca">wendy_steinberg@sfu.ca</a></td>
</tr>
<tr>
<td></td>
<td>Zoreen Nuraney</td>
<td>International Teaching Assistant Program</td>
<td><a href="mailto:znuraney@sfu.ca">znuraney@sfu.ca</a></td>
</tr>
<tr>
<td>3.3</td>
<td>TBA</td>
<td>Teaching Support Staff Union</td>
<td><a href="mailto:tssu@tssu.ca">tssu@tssu.ca</a></td>
</tr>
<tr>
<td></td>
<td>TBA</td>
<td>Teaching Support Staff Union</td>
<td><a href="mailto:tssu@tssu.ca">tssu@tssu.ca</a></td>
</tr>
<tr>
<td>3.4</td>
<td>Valia Spiliotopoulo</td>
<td>Centre for English Language Learning, Teaching, and Research</td>
<td><a href="mailto:vspiliot@sfu.ca">vspiliot@sfu.ca</a></td>
</tr>
<tr>
<td>3.5</td>
<td>Medha Satish Kumar</td>
<td>Beedie School of Business</td>
<td><a href="mailto:msatishk@sfu.ca">msatishk@sfu.ca</a></td>
</tr>
<tr>
<td></td>
<td>Vanessa Shum</td>
<td>Beedie School of Business</td>
<td><a href="mailto:vsa8@sfu.ca">vsa8@sfu.ca</a></td>
</tr>
<tr>
<td>3.6</td>
<td>Lindsay Simpson</td>
<td>Department of Sociology and Anthropology</td>
<td><a href="mailto:lesimpso@sfu.ca">lesimpso@sfu.ca</a></td>
</tr>
<tr>
<td>4.1</td>
<td>Muriel Adarkwa</td>
<td>Department of Political Science</td>
<td><a href="mailto:muriel_adarkwa@sfu.ca">muriel_adarkwa@sfu.ca</a></td>
</tr>
<tr>
<td></td>
<td>Lauren Matthews</td>
<td>BC-IPSE (Steps Forward)</td>
<td><a href="mailto:lauren@steps-forward.org">lauren@steps-forward.org</a></td>
</tr>
<tr>
<td>4.2</td>
<td>Heather Roberts</td>
<td>Academic Integrity and Good Conduct Office</td>
<td><a href="mailto:aigco@sfu.ca">aigco@sfu.ca</a></td>
</tr>
<tr>
<td></td>
<td>Lisa Ogilvie</td>
<td>SFU Health and Counselling</td>
<td><a href="mailto:logilvie@sfu.ca">logilvie@sfu.ca</a></td>
</tr>
<tr>
<td></td>
<td>Derek Yang</td>
<td>Campus Public Safety</td>
<td><a href="mailto:derek_yang@sfu.ca">derek_yang@sfu.ca</a></td>
</tr>
<tr>
<td>4.3</td>
<td>Guillermo Santa Cruz</td>
<td>Faculty of Education</td>
<td><a href="mailto:gsantacr@sfu.ca">gsantacr@sfu.ca</a></td>
</tr>
<tr>
<td>4.4</td>
<td>Alisa Stanton</td>
<td>Health and Counselling Services</td>
<td><a href="mailto:alisa_stanton@sfu.ca">alisa_stanton@sfu.ca</a></td>
</tr>
<tr>
<td>4.5</td>
<td>Emma MacFarlane</td>
<td>Faculty of Education</td>
<td><a href="mailto:emacfarl@sfu.ca">emacfarl@sfu.ca</a></td>
</tr>
<tr>
<td></td>
<td>Michelle La</td>
<td>Department of Sociology and Anthropology</td>
<td><a href="mailto:mla90@sfu.ca">mla90@sfu.ca</a></td>
</tr>
</tbody>
</table>
Other Offices to Contact for Information or Assistance

Career Services | www.sfu.ca/career.html
Centre for Students with Disabilities | www.students.sfu.ca/disabilityaccess
Crisis Support and Intervention | www.sfu.ca/students/disabilityaccess/resources/crisis-support.html
Graduate Student Society | www.sfugradssociety.ca
Health and Counselling Services | www.students.sfu.ca/health
Human Resources | www.sfu.ca/human-resources
Human Rights Office | www.sfu.ca/humanrights
Indigenous Student Centre | www.students.sfu.ca/indigenous
International Services for Students | www.sfu.ca/students/iss.html
Laboratory Safety Training* | www.sfu.ca/content/sfu/srs/ehs/training-orientation.html#NYWSO New and Young Worker Health and Safety Orientation* | www.sfu.ca/content/sfu/srs/ehs/training-orientation.html#NYWSO
Office for Aboriginal Peoples | www.sfu.ca/aboriginalpeoples.html
Office of Graduate and Postdoctoral Studies | www.sfu.ca/dean-gradstudies
Office of the VP Academic | www.sfu.ca/vpacademic
Ombuds Office | www.sfu.ca/ombudsperson.html
Out on Campus | ooc.sfu.ca
Research Commons (at W.A.C. Bennett Library) | www.lib.sfu.ca/about/branches-depts/rc
Sexual Violence & Misconduct Prevention, Education & Support Policy | www.sfu.ca/policies/gazette/general/gp44.html
Sexual Violence Support and Prevention Office | www.sfu.ca/sexual-violence.html
SFU Sustainability | www.sfu.ca/sustainability.html
Simon Fraser Student Society | www.sfss.ca
Simon Fraser Public Interest Research Group | sfpirg.ca
Student Conduct Office | www.sfu.ca/students/studentconduct.html
Teaching and Learning Centre | www.sfu.ca/tlcentre
Teaching Support Staff Union | www.tssu.ca
Women’s Centre | wctr.sfu.ca

Workplace Bullying and Harassment Training* | www.sfu.ca/srs/ehs/bh/wbh-training.html

*Note: TAs and TMs are encouraged to review Article XXV: M of the SFU/TSSU Collective Agreement, as it pertains to compensation for mandatory and non-mandatory orientation and/or professional development.
Call for Proposals
34th Annual Fall TA/TM Day
The Teaching Orientation Program

The Teaching and Learning Centre invites experienced teaching assistants and tutor-markers to apply to lead workshops at the 34th Annual Fall TA/TM Day.

SUBMISSION DEADLINE: FRIDAY, APRIL 5, 2019
EVENT DATE: FRIDAY, SEPTEMBER 6, 2019

Call for Applications
Fall 2019 Certificate Program in University Teaching and Learning

FRIDAYS, SEPTEMBER 13–DECEMBER 6, 2019
9:00 AM–12:00 PM, BURNABY CAMPUS

This four-month, 120-hour, Senate-approved, non-credit certificate for SFU graduate students who are aiming for academic teaching appointments in post-secondary institutions.

APPLY BY FRIDAY, MAY 24, 2019
23rd ANNUAL SPRING SEMESTER TA/TM DAY
<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15–8:30</td>
<td>DIAMOND ALUMNI CENTRE</td>
<td>NETWORKING AND REFRESHMENTS</td>
</tr>
<tr>
<td>8:30–9:20</td>
<td>DIAMOND ALUMNI CENTRE</td>
<td>OPENING PLENARY SESSION</td>
</tr>
<tr>
<td>9:20–9:45</td>
<td>DIAMOND ALUMNI CENTRE</td>
<td>MEDICAL BENEFITS INFORMATION SESSION AND SIGN-UP FOR TAS &amp; TMS</td>
</tr>
<tr>
<td>9:45–10:00</td>
<td>Move to first set of workshops at the Library, Halpern Centre or Diamond Alumni Centre</td>
<td></td>
</tr>
<tr>
<td>10:00–11:15</td>
<td>LIBRARY 7200</td>
<td>1.1 Coaching Not Correcting: How to Work with Students’ Writing (Part I)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Session 2.2 (Part II) is optional.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Julia Lane</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ruth Silverman</td>
</tr>
<tr>
<td></td>
<td>HALPERN CENTRE 126</td>
<td>1.2 Survival Strategies for TAs and TMs and Sessional Instructors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Emanuela Mileva</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Irina Presnyakova</td>
</tr>
<tr>
<td></td>
<td>HALPERN CENTRE 114</td>
<td>1.3 Approaching Culturally Diverse Classrooms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Emily Betz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>David Ester</td>
</tr>
<tr>
<td></td>
<td>DAC FRASER</td>
<td>1.4 Lab TA 101: A Guide to Teaching in a Practical Setting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kelli Finney</td>
</tr>
<tr>
<td></td>
<td>DAC THOMPSON</td>
<td>1.5 Active Learning: Practical Strategies for Engaging Your Students</td>
</tr>
<tr>
<td></td>
<td>Move to second set of workshops at the Library, Halpern Centre or Diamond Alumni Centre</td>
<td></td>
</tr>
<tr>
<td>11:15–12:15</td>
<td>LIBRARY LAB 2105</td>
<td>2.1 Helping Your Students Become Better Researchers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hope Power</td>
</tr>
<tr>
<td></td>
<td>Move to third set of workshops at the Library, Halpern Centre or Diamond Alumni Centre</td>
<td></td>
</tr>
<tr>
<td>12:15–1:30</td>
<td>LIBRARY 7200</td>
<td>2.2 Coaching, Not Correcting: How to Work with Students’ Writing (Part II)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Session 1.1 (Part I) is a pre-requisite.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Julia Lane</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ruth Silverman</td>
</tr>
<tr>
<td></td>
<td>HLPERN CENTRE 126</td>
<td>2.3 FaciliTator 101: A Crash Course for Teaching Assistants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stephanie Lau</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lisa Poole</td>
</tr>
<tr>
<td></td>
<td>DAC FRASER</td>
<td>2.4 “Safer Spaces”: Strategies for Anti-Oppression in the Classroom and Online</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ashley Bentley</td>
</tr>
<tr>
<td></td>
<td>DAC THOMPSON</td>
<td>2.5 Responding to Disclosures of Sexual Violence</td>
</tr>
<tr>
<td></td>
<td>Move to fourth set of workshops at the Library, Halpern Centre or Diamond Alumni Centre</td>
<td></td>
</tr>
<tr>
<td>1:30–1:45</td>
<td>LIBRARY 7200</td>
<td>3.1 An Introduction to Canvas (SFU’s Learning Management System)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Carson Au</td>
</tr>
<tr>
<td></td>
<td>LIBRARY 7200</td>
<td>3.2 Teaching Tips and Techniques for International Teaching Assistants (ITAs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wendy Steinberg</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zoreen Nuraney</td>
</tr>
<tr>
<td></td>
<td>HLPERN CENTRE 126</td>
<td>3.3 Scenarios and Solutions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td>HLPERN CENTRE 114</td>
<td>3.4 Practical Strategies for Integrating Multilingual Learners into University Classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Valia Spiliotopoulos</td>
</tr>
<tr>
<td></td>
<td>DAC FRASER</td>
<td>3.5 How to Facilitate Effective Case Study Discussions</td>
</tr>
<tr>
<td></td>
<td>DAC THOMPSON</td>
<td>3.6 Active Learning: Engaging Students in the Lecture Hall and in the Classroom</td>
</tr>
<tr>
<td>3:00–3:15</td>
<td>LIBRARY 7200</td>
<td>4.1 How Nurturing Inclusion in the Classroom is Changing Perspectives on Disability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Muriel Adarkwa</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lauren Matthews</td>
</tr>
<tr>
<td></td>
<td>HLPERN CENTRE 126</td>
<td>4.2 Managing Classroom Behaviour and Connecting Students with Support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Heather Roberts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lisa Ogilvie</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Derek Yang</td>
</tr>
<tr>
<td></td>
<td>HLPERN CENTRE 114</td>
<td>4.3 Engaging Your Students with Multimedia Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guillermo Santa Cruz</td>
</tr>
<tr>
<td></td>
<td>DAC FRASER</td>
<td>4.4 Building Resilience and Supporting your Well-being as a TA/TM</td>
</tr>
<tr>
<td></td>
<td>DAC THOMPSON</td>
<td>4.5 Humanizing Canvas: Communication and Collaboration in Online Learning Environments</td>
</tr>
<tr>
<td>3:15–4:30</td>
<td>MOVEMENT</td>
<td>Move to fourth set of workshops at the Library, Halpern Centre or Diamond Alumni Centre</td>
</tr>
<tr>
<td>4:30</td>
<td>SPRING TA/TM DAY SOCIAL PRESENTED BY TSSU AND GSS</td>
<td>Spring TA/TM Day Social event presented by TSSU and GSS</td>
</tr>
</tbody>
</table>