31st Annual Fall Semester

TA/TM Day

Friday, September 9, 2016
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**INTRODUCTION & OPENING PLENARY SESSION  8:15 – 9:20**

**Networking & Refreshments**  8:15  
Diamond Alumni Centre

**Opening Plenary Session**  8:30  
Diamond Alumni Centre

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9:20 Medical Benefits Information Session and Sign-up for TAs and TMs
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.

10:00 Move to first set of sessions at the Library, Halpern Centre or Diamond Alumni Centre

10:15 – 11:30 Concurrent Sessions 1.1 – 1.5

1.1 Library 101: Helping Your Students Become Better Researchers
Ivana Niseteo and Jenna Thomson, 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.

Topics will include:
- 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
**Survival Strategies for TAs, TMs, and Sessional Instructors**  
Derek Sahota and Carl Mandy, Teaching Support Staff Union  
Halpern Centre 126

What is expected of me as a TA, TM or sessional instructor? What role does the course supervisor play? What is a TUG? What is a base unit? What’s the difference between a lab and a tutorial? Do I have any benefits? What are my rights?

Participants attending this session will learn about the nuts and bolts of their jobs as TAs, TMs or sessional instructors, and will discover the resources and benefits available to them, their rights and responsibilities, teaching tips for the classroom and more.

Topics will include:
- Reading your contract: base units, rates of pay, work hours required
- Becoming familiar with the collective agreement and your rights
- Understanding the roles and responsibilities of a TA, TM or sessional instructor and differentiating them from those of a graduate student
- Deciphering TUGs, logbooks and workload reviews
- Union benefits and how to access them
- TA/TM/sessional instructor safety
- Problem solving and conflict resolution
- Working and communicating with course supervisors
- Marking and grading

**Taking Advantage of the Cultural Diversity in the Classroom**  
Emanuela Mileva and Irina Presnyakova, Department of Linguistics  
Halpern Centre 114

As a TA in a Canadian university, you are likely to encounter great cultural diversity in the classroom. In this session, we will discuss the ways this diversity may surface in the students’ behaviour and the potential challenges and benefits it may bring. We will present a theoretical background for the topic through discussion of high and low context cultures and the concept of cultural competence. We will explore several case studies to give examples of the kinds of issues you may encounter as a TA and will provide possible solutions.
Finally, we will address both verbal and non-verbal communication and the ways they play out differently in different cultures. We will provide teaching strategies that will help you to create a culturally inclusive classroom.

1.4 Encouraging Active Learning in the Laboratory
Jeff Yap and Allison Cornell, Department of Biological Sciences
Diamond Alumni Centre Fraser

Lab sections provide students with an opportunity to gain hands-on experience with the material they learn in lecture. Students can step into the role of “scientist” and explore material from a new perspective. Often, however, students will run into real-world problems with false positives, inconclusive results, malfunction of equipment, etc. This requires the TA to be ready to explain these challenges and turn problems into teachable moments. Most labs require students to work in groups or pairs, which gives TAs a unique role as a facilitator of both experiential learning and of group interaction.

Participants will learn 1) to use constructive questioning to guide students through laboratory challenges, as well as 2) how to manage problems that arise from group learning. The workshop will include both presentation of tools for lab TAs, and time to work through and discuss mock lab scenarios to troubleshoot problems that occur specifically in group learning and experimental labs.

1.5 Coaching, Not Correcting: How to Work With Students’ Writing
Renee McCallum and Lisa Poole, Student Learning Commons
Diamond Alumni Centre Thompson

Are you unsure how to give students meaningful feedback on their writing without doing the work for them or simply marking up their papers? Come learn the tricks of the trade practiced by the Learning and Writing Peer Educators at the Student Learning Commons (SLC), as adapted to the role of a TA. SLC staff members will lead participants in a discussion about, and practice of, various strategies related to defining issues, engaging with the writing, and action planning, while addressing common challenges encountered when working with student writers. You will leave better equipped to guide your students through the gradual process of becoming better writers.
LUNCH & CONCURRENT SESSION 2.1 11:30 – 1:30

TA/TM Day Complimentary Lunch 11:30
Diamond Alumni Centre

Move to second set of sessions at the Library, 12:10
Halpern Centre or Diamond Alumni Centre

Concurrent Sessions 2.1 – 2.6 12:15 – 1:30

An Introduction to Canvas (SFU’s Learning Management System) 2.1
Carson Au, Teaching and Learning Centre
Library Lab 2105

Canvas, SFU’s learning management system, has an easy-to-use interface that can be used 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. Finally, you will learn where to turn for Canvas support during the term to help you be successful during your first term as a TA/TM.

After this session, participants will be able to successfully:
- 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
2.2 Helping Your Students in Distress: Resources & Support for TAs & TMs
Concetta Di Francesco, Senate and Academic Services
Ron Snitz, Centre for Students with Disabilities
Karen Lockyer, International Services for Students
Dylan LeRoy, Health and Counselling Services
Library 7200

TAs/TMs are in a unique position, as students often will talk to them first for advice not only about their academic concerns, but also about other circumstances in their lives. TAs/TMs also may become aware of students experiencing distress that needs to be attended to in a timely fashion. This workshop will give TAs/TMs practical information on the signs to watch for, the resources available to them and their students and the processes in place to expedite students withdrawing from classes as a last resort.

There is a continuum of care and the TA/TM can play a key role in assisting the student.

Student Services has a variety of offices that provide assistance, advice and information both to the student and to the TA/TM. At this presentation, staff from Health and Counselling Services, the Centre for Students with Disabilities, International Services for Students, and Senate and Academic Services will talk about the services and resources they provide. The focus of our presentation is to introduce our services that may not have otherwise been considered of care in helping students who, for various reasons, may show signs of distress in their academic studies.

The more informed you are, the better you are able to help your students. This is a must seminar for novice and experienced TAs/TMs alike.
FacilitAtor 101: A Crash Course for Teaching Assistants
Stephanie Lau, School of Criminology
Halpern Centre 126

Come find out some tips and tricks of being a facilitator in this 75-minute crash course for new teaching assistants! The importance of student engagement through active learning will be emphasized. A variety of class involvement ideas will be introduced to ensure that your tutorials are structured and informative while maintaining a fun and relaxing learning environment.

Difficult scenarios that commonly arise for TAs will be explored (e.g., 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.

Session outcomes:
- Recognize the role of a facilitator as a TA, and the importance of believing in yourself.
- Through self-reflection, the experiences of others, and hands-on experiences, develop a “mental toolkit” to manage difficult situations that may arise and build self-confidence.
- Increase your awareness and knowledge of resources available on campus to you as a graduate student as well as a teaching assistant.

Celebrating LGBATQ+ Inclusion in the Classroom
Devyn Davies and Marion Roberts, SFSS/GSS Out on Campus
Halpern Centre 114

In this workshop we will review some ways heteronormativity and cisnormativity enter into classroom settings with case studies and through general discussion. Through guided conversation we will deconstruct how classrooms can be exclusionary and may be improved to better hold space for people under the LGBATQ+ umbrella. Participants will leave with a better understanding, tools, and resources for a more inclusive classroom.
2.5  Health and Safety Law for TAs, TMs, and Sessional Instructors
Adam Barlev, Department of Chemistry
Melissa Roth, Department of Archaeology
Diamond Alumni Centre Fraser

Every year, thousands of brand new workers begin their employment as TAs, TMs or sessional instructors. The purpose of this session is to inform new (or old) employees about their rights in regard to a safe and healthy workplace in the eyes of the law. The SFU safety infrastructure, including the central and local safety committees, will be discussed. Role-playing will be used to act out some example scenarios TAs, TMs or sessional instructors might encounter. Hopefully these dramatic recreations will spur deeper engagement between the employees of SFU and their employer about health and safety issues.

2.6  “Safer Spaces”: Strategies for Anti-Oppression in the University Classroom and Online
Lisa Poole and Jen Thomas, Department of Sociology and Anthropology
Diamond Alumni Centre Thompson

Do you hope to construct 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? Are you wanting 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.

By the end of this workshop, participants will be able to identify and define different forms of oppression, acknowledge some of the privileges they bring into the classroom and identify and implement various anti-oppressive teaching strategies through practice scenarios. 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.

1:30  Move to third set of sessions at the Library, Halpern Centre or Diamond Alumni Centre
An Introduction to Canvas (SFU's Learning Management System) 3.1
Carson Au, Teaching and Learning Centre
Library Lab 2105

* Note: Encore Presentation – Please see Session 2.1 for workshop description.

Practical Strategies for Integrating Multilingual Learners Into University Classes 3.2
Valia Spiliotopulos, Centre for English Language Learning, Teaching and Research
Library 7200

This session will support TAs'/instructors’ understanding of the diverse cultural and linguistic context of our learning spaces, and help them to develop strategies and environments that can help L2 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.

Interested in continuing your professional development?

The Teaching and Learning Centre has a variety of workshops for graduate students.

Check out our calendar at www.sfu.ca/tlcentre
3.3 Make Life Easier (as a TA, TM, or Sessional Instructor)
Derek Sahota and Kelli Finney, Teaching Support Staff Union
Halpern Centre 126

For many TAs and TMs there is a balancing act between work and graduate school. Workshop participants will increase their awareness of the roles and responsibilities of a TA, TM or sessional instructor and will come away with strategies for maintaining that balance.

The goal of this workshop is for new TAs, TMs and sessional instructors to develop a foundation of knowledge of what they can expect in their new jobs and how they can deal with work-related questions.

Topics will include:

• Understanding the roles and responsibilities of a TA/TM/sessional instructor and differentiating them from those of a graduate student
• Becoming familiar with the collective agreement and your rights
• Reading your contract: base units, rates of pay, work hours required, TUGs, logbooks and workload reviews
• Working and communicating with course supervisors
• Marking and grading
• TA/TM/sessional instructor safety
• Problem solving and conflict resolution
• Union benefits and how to access them
Decolonizing and Indigenizing Education

Madeline Knickerbocker and Lorelei Lester, Department of History
Halpern Centre 114

With the release of the Truth and Reconciliation Commission reports, the push to Indigenize the academy, and the rise of mandatory Indigenous content courses at several universities in Canada, the issue of decolonization and Indigenization of the classroom is highly relevant. At the same time, many junior academics, especially those whose research is not focused on issues of Indigeneity, may have little knowledge about Indigenous peoples and histories, let alone the ability to teach in a way that would provide onramps for Indigenous students and legitimize Indigenous forms of knowledge. Indigenous students may have different knowledge about some aspects of course content and elements of pedagogy, and TAs and TMs need to learn how to affirm and make room for this. These are skills that will become increasingly necessary and valued in all fields, not simply the arts and humanities.

Attendees will:

- Gain some basic knowledge on Indigenous history; this will provide the necessary foundation and “myth-busting” to understand the importance of and feel comfortable approaching the topics of Indigenization and decolonization.
- Discuss different scholars’ and activists’ definitions of “Indigenization” and “decolonization,” and begin to reflect on how these concepts relate to their teaching practice.
- Produce their own tailored resource to introduce their students to decolonization and Indigenization, and brainstorm practical ways for bringing Indigenization and decolonization into their teaching practice.
3.5 Building Resilience and Supporting Your Well-being as a TA
Rosie Dhaliwal and Crystal Hutchinson, SFU Health & 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 tools to build resilience and support their own well-being. You will also learn about key resources available both online and in person to support you.

Session outcomes:
• Participants will define resilience and well-being.
• Participants will identify and describe supportive strategies and tools for building their resilience and supporting their well-being.
• TAs/TMs will demonstrate understanding of the relationship between resilience, well-being and personal and professional success.
• TAs/TMs will have an increased awareness of resources that are available to support their well-being.

3.6 “Involve Me and I’ll Understand”: Strategies for Active Learning
Lisa Poole, Department of Sociology and Anthropology
Diamond Alumni Centre Thompson

Do you want your tutorials to be active, engaging, and fun for both you and your students? Active learning contrasts with traditional “lecture-style” teaching in that students are encouraged to engage with materials through reading, writing, and talking about them in a variety of different ways. Come and explore both the theory and practice of active learning in this interactive workshop. We will provide tips for new TAs and fresh ideas for experienced TAs.

During the workshop you will be given the opportunity to identify and investigate a range of active learning strategies and implement them in planning and executing tutorials. This will be done with the aim of building your self-confidence as a creative educator and encouraging you to think critically about these strategies and their implementation.
Teaching “W” (Writing-Intensive) Courses Online and in the Classroom

George Temple and Jade Ho, Department of English
Library 7200

This is a workshop designed for teachers (or prospective teachers!) of W courses at SFU. Topics to be discussed include: setting up your classroom online, useful exercises to teach writing through course material, a grading mini-workshop, time management, and creating rubrics. What we actually discuss in the workshop will depend on the participants’ interests and knowledge, but we expect you to walk away from this with useful tools, resources and tips for teaching, as well as a broader understanding of what other TAs and TMs go through in W courses.

Tutor-Marking 101: Tips and Tools for a Successful Semester

Dianne Jamieson-Noel, Centre for Online and Distance Education
Halpern Centre 126

* Note: This session is intended for tutor-markers.

Tutor-marking effectively in an online environment requires not only becoming familiar with the course content, but also mastering the tools and techniques to work through the course. In this session we will explore the tutoring and marking aspects of a Centre for Online and Distance Education course.

By the end of this interactive session, you will have learned effective and efficient ways to:

- Use available course resources
- Use tools available within the course environment
- Facilitate/moderate discussions
- Grade assignments
- Manage your time
4.3 **Rules of Engagement: Effective Strategies for Involving Students in Group Discussions**  
Loretta Jackson, Faculty of Education  
Halpern Centre 114

Many courses include a component of group work and group discussion. There are many challenges and concerns in leading group discussions. As a TA, being responsible for leading these types of activities can be daunting. Either no one or too many people will speak, the students won’t cover the material or stay on topic, or the discussion will get heated and into tricky waters. The aim of this workshop is to expose TAs to various strategies that encourage effective discussion and group interaction in the classroom. This session is intended for all TAs and will include strategies that are appropriate across disciplines from the humanities to sciences and more. A variety of techniques suitable for different courses and learning styles will be introduced. TAs will experience the strategies first hand in an interactive setting and will identify techniques and skills that may be applied to their field of study to better equip them in the classroom.

4.4 **Lab Pedagogy 101**  
Adam Barlev and Reagan Belan, Department of Chemistry  
Diamond Alumni Centre Fraser

Are labs in Chemistry, Physics and Biology a waste of time, or a unique opportunity to impress real-world experiences on new students? It all depends on your attitude. Intended for TAs in a teaching lab, groups of students will be led in role-playing common scenarios of how labs can be a life-changing educational experience or an exercise in futility. Participants may go on to see their lab courses in a whole new light.
You are interested in designing/redesigning a course and you want to make sure that your course design and lesson plans are accessible, inclusive, and create a safe learning environment. But where do you start?

This interactive workshop invites experienced TAs, TMs and sessional instructors to grapple with this question by considering what oppression and privilege look like in a classroom setting, and to decipher the role of the educator in creating a safe and inclusive learning environment through the development of anti-oppressive tools and strategies. Specifically, this workshop will explore several techniques for anti-oppressive course design and lesson planning for the university classroom.

In this workshop, we will:

- Explore and develop concrete understandings of how oppression and privilege operate in the classroom; critically analyze and unpack the idea of “reverse oppression.”

- Cultivate an awareness of how educators may unknowingly create an inaccessible, exclusionary or unsafe learning environment; develop some strategies of care and anti-oppression to help create an accessible, inclusive and safe learning environment.

- Identify how course structure (e.g., course objectives, assignments and evaluation criteria) can be oppressive and develop course-design strategies that reflect an anti-oppressive paradigm.

- Recognize how course delivery through lesson plans can be oppressive, and develop strategies to change course content to reflect an anti-oppressive approach.
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Other Offices to Contact for Further Information or Assistance

Centre for English Language Learning, Teaching and Research
www.sfu.ca/celltr

Centre for Students with Disabilities
www.students.sfu.ca/disabilityaccess

Crisis Line (Nightline)
www.sfss.ca/services/sfu-nightline

First Nations Students Centre
www.sfu.ca/students/indigenous

Graduate Student Society
www.sfugradsociety.ca

Health and Counselling Services
www.students.sfu.ca/health

Human Resources
www.sfu.ca/human-resources

Human Rights Office
www.sfu.ca/humanrights

Office for Aboriginal Peoples
www.sfu.ca/aboriginalpeoples

Office of Graduate Studies and Postdoctoral Fellows
www.sfu.ca/dean-gradstudies

Office of the VP Academic
www.sfu.ca/vpacademic

Out on Campus
ooc.sfss.ca

Simon Fraser Student Society
www.sfss.ca

Teaching and Learning Centre
www.sfu.ca/tlcentre

Teaching Support Staff Union
www.tssu.ca

Women’s Centre
www.sfss.ca/womens-centre/about-the-centre
All grad students and TSSU members invited!

TA/TM DAY SOCIAL

FRIDAY SEPTEMBER 9th

HIGHLAND PUB 4:30 to 9:00

CLUB ILIA 9:00 to CLOSE

FREE FOOD!

CHEAP DRINKS!

PRIZES!

FREE POOL!

TATUM ♥ TA/TMS!
Certificate Program in University Teaching and Learning

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

January 13 – April 21, 2017 | Burnaby
Apply by Fri, October 14, 2016

Call for Proposals:
21st Annual Spring 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 21st Annual Spring TA/TM Day.

Submission Deadline: Friday, October 7, 2016
Event Date: Fri, January 6, 2017 | 8:30–4 | Burnaby
# 31st Annual Fall Semester TA/TM Day at a Glance – Friday, September 9, 2016

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<th>Time</th>
<th>Session</th>
<th>Location</th>
<th>Speakers</th>
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<tr>
<td>8:15</td>
<td>Networking and Refreshments</td>
<td>Diamond Alumni Centre</td>
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<tr>
<td>8:30</td>
<td>Opening Plenary Session</td>
<td>Diamond Alumni Centre</td>
<td>Important information and invited speakers from SFU's Teaching and Learning Centre, Office of Graduate Studies and Postdoctoral Fellows, Graduate Student Society, Safety and Risk Services Office, SFU Library, and Teaching Support Staff Union</td>
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<tr>
<td>9:20</td>
<td>Medical Benefits Information Session and Sign-up for TAs and TMs</td>
<td>Diamond Alumni Centre</td>
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<td>10:00</td>
<td>Move to first set of workshops at the Library, Halpern Centre or Diamond Alumni Centre</td>
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<td>10:15</td>
<td>LIBRARY LAB 2105</td>
<td>HALPERN CENTRE 126</td>
<td>Dianne Jamieson-Noel</td>
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<tr>
<td></td>
<td>1.1 Library 101: Helping Your Students Become Better Researchers</td>
<td>1.2 Survival Strategies for TAs, TM, and Sessional Instructors</td>
<td>Derek Sahota, Carl Mandy</td>
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<tr>
<td></td>
<td>Ivana Niseteo, Jenna Thomson</td>
<td>1.3 Taking Advantage of the Cultural Diversity in the Classroom</td>
<td>Emanuela Mileva, Irina Presnyakova</td>
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<td></td>
<td>LIBRARY 7200</td>
<td>1.4 Encouraging Active Learning in the Laboratory</td>
<td>Jeff Yap, Allison Cornell</td>
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<td>2.1 An Introduction to Canvas (SFU's Learning Management System)</td>
<td>1.5 Coaching, Not Correcting: How to Work With Students' Writing</td>
<td>Renee McCallum, Lisa Poole</td>
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<td>Carson Au</td>
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<td>11:30</td>
<td>TA/TM Day Complimentary Lunch</td>
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<td>LIBRARY LAB 2105</td>
<td>LIBRARY 7200</td>
<td>George Temple, Jade Ho</td>
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<td>3.1 An Introduction to Canvas (SFU's Learning Management System)</td>
<td>4.1 Teaching &quot;W&quot; (Writing-Intensive) Courses Online and in the Classroom</td>
<td>Dianne Jamieson-Noel</td>
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<td>Carson Au</td>
<td>4.2 Tutor-Marking 101: Tips and Tools for a Successful Semester</td>
<td>Loretta Jackson</td>
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<td>LIBRARY 7200</td>
<td>4.3 Rules of Engagement: Effective Strategies for Involving Students in Group Discussions</td>
<td>Loretta Jackson</td>
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<td>4.1 Teaching &quot;W&quot; (Writing-Intensive) Courses Online and in the Classroom</td>
<td>4.4 Lab Pedagogy 101</td>
<td>Adam Barlev, Reagan Belan</td>
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<td>Valia Spiiotopoulos</td>
<td>4.5 Anti-Oppressive Course Design and Lesson Planning</td>
<td>Jen Thomas</td>
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<td>4.3 Rules of Engagement: Effective Strategies for Involving Students in Group Discussions</td>
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<td>George Temple, Jade Ho</td>
<td>4.4 Lab Pedagogy 101</td>
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<td>4:30</td>
<td>FALL TA/TM Day Social, presented by TSSU and GSS</td>
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