22nd Annual Spring Semester
TA/TM Day
The Teaching Orientation Program
Friday, January 5, 2018
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TA/TM Day is presented by the Teaching and Learning Centre in cooperation with the Office of Graduate Studies and Postdoctoral Fellows and with consultation from the Teaching Support Staff Union at Simon Fraser University.

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# OPENING PLENARY SESSION 8:30–9:45 AM

## DIAMOND ALUMNI CENTRE

### AGENDA

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<td>8:15–8:30 (15 mins)</td>
<td>Networking, refreshments, and program distribution</td>
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<td>8:30–8:33 (3 mins)</td>
<td>Opening remarks</td>
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<td>Christine Kurbis, Manager, Teaching and Learning Programs</td>
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<td>8:33–8:36 (3 mins)</td>
<td>Welcome from</td>
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<td>Jeff Derksen, Dean (Pro Tem)</td>
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<td>Office of Graduate and Postdoctoral Studies</td>
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<td>8:36–8:41 (5 mins)</td>
<td>Welcome from</td>
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<td>Marcia Guno, Director</td>
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<td>Indigenous Student Centre</td>
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<td>8:41–8:43 (2 mins)</td>
<td>Introduction of</td>
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<td>Chantal Turpin, Director of University Relations</td>
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<td>8:43–8:45 (2 mins)</td>
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<td>TJ Aujla, Director</td>
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<td>Occupational Health and Trades Safety</td>
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<td>Donne McGee Thompson, Head</td>
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<td>8:47–9:17 (30 mins)</td>
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<td>Zachary Williams, Organizer</td>
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<td>9:17–9:20 (3 mins)</td>
<td>Closing remarks and logistics</td>
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<td>Christine Kurbis, Manager, Teaching and Learning Programs</td>
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### 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 their choice.

**Please note:** These times are approximate. However, we must end by 9:45 am so that workshops can begin promptly, at 10:00 am.
1.1 LIBRARY 101: HELPING YOUR STUDENTS BECOME BETTER RESEARCHERS
Ivana Niseteo and Alison Moore, 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

1.2 SURVIVAL STRATEGIES FOR TAS AND TMS*
Zachary Williams, Scott Yano and Kelly Finney, 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, and 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
1.3 APPROACHING CULTURALLY DIVERSE CLASSROOMS
Emanuela Mileva and Irina Presnyakova, 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 cultures 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’ behavior in the classroom and become more familiar with coping strategies to deal with student behaviour.

1.4 LAB TA 101: A GUIDE TO TEACHING IN A PRACTICAL SETTING
Ania Sergeenko and 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 that teach lab sections, this session will help TAs see their lab courses in a whole new light; prepare them to deal with challenging situations; to be aware of safety concerns; and provide their students with a positive lab experience.

1.5 COACHING, NOT CORRECTING: HOW TO WORK WITH STUDENTS’ WRITING
Renee McCallum and Julia Lane, 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? How to get students to focus on higher order concerns, rather than lower order concerns, such as grammar?

In this session, the Research Commons’ Graduate Writing Team will discuss various strategies related to defining writing issues, engaging with the writing, and developing an action plan. As well, we will address common challenges encountered when working with student writers. Through this discussion, as well as practice activities, you will become better equipped to guide your students through the gradual process of becoming stronger writers.
2.1 **AN INTRODUCTION TO CANVAS (SFU’S LEARNING MANAGEMENT SYSTEM)**

Carson Au, Teaching and Learning Centre
LIBRARY 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

2.2 **FACILITATOR 101: LEARNING TO LEAD TUTORIALS**

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.

As well, 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
2.3 DECOLONIZING THE CLASSROOM: UNCOVERING A DIVERSITY OF VOICES
Aali Khan Mirjat and Esther Souman, Department of History
HALPERN CENTRE 114

SFU is one of Canada’s most international universities and a great many of our students come from outside North America. These students often have a hard time adjusting not only to the unwritten social codes in our classrooms, but also to the ways in which we present knowledge and expect knowledge to be created. Many students from within North America also face these difficulties if they do not come from a mainstream background. Instead of thinking of ways to help these students conform, we advocate strategies for creating a multi-centered and intellectually diverse classroom.

This session will help participants to develop methods and attitudes to fruitfully engage intellectually diverse classrooms and understand the importance of valuing this intellectual diversity.

2.4 RESPONDING TO DISCLOSURES OF SEXUAL VIOLENCE
CJ Rowe and Rebecca Langmead, 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

2.5 “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 differs from traditional “lecture-style” teaching in that students are encouraged to engage with course materials in various ways including reading, writing, and discourse. In this interactive workshop, we will explore both the theory and practice of active learning. You will be given the opportunity to identify and investigate a range of active learning strategies and learn how to implement them in planning and leading tutorials. This session is designed to build your self-confidence as a creative educator and encourage you to think critically about these techniques.
CONCURRENT WORKSHOPS

3.1 OUT ON CAMPUS: THE LGBATQ+ COMMUNITY IN THE CLASSROOM
Kyle McCloy, SFSS/GSS Out on Campus
HALPERN CENTRE 123

In this session, 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.

3.2 SCENARIOS AND SOLUTIONS*
Zachary Williams, Scott Yano and Adam Dyck, 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

3.3 TOOLS FOR WRITING-INTENSIVE (“W”) COURSES
George Temple, Department of English, and Jade Ho, Faculty of Education
HALPERN CENTRE 114

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

3.4 BEYOND BOOKS: HELPING YOUR STUDENTS LOCATE RESOURCES AND SUPPORT WITHIN STUDENT SERVICES

Concetta Di Francesco, Senate and Academic Services
Ron Snitz, Centre for Students with Disabilities
Karen Lockyer, International Services for Students
Beth Triano, Health and Counselling Services

DIAMOND ALUMNI CENTRE, FRASER

Teaching Assistants and Tutor-markers are in a unique position because students will often approach them first for advice, not only about academic matters, but also about personal circumstances in their lives such as health issues, immigration status, disability-related issues, or how to withdraw from courses should extenuating circumstances arise. There is a continuum of care and the TA/TM can play a key role in assisting their students. This session will give TAs/TMs practical information on the resources available to them.

Student Services has a variety of offices that provide assistance, advice and information both to the student and to the TA/TM. In this session, staff from Health and Counselling Services, the Centre for Students with Disabilities, International Services for Students and Senate and Academic Services will discuss services provided by their units. A goal is to introduce resources that may not have otherwise been considered in assisting students.

The more informed you are, the better equipped you are able to help your students. This is a beneficial session for novice and experienced TAs/TMs.

3.5 “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 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.
At the end of this session, participants will be able to:

- Identify and define different forms of oppression
- Acknowledge some of the privileges they bring into the classroom
- Identify and implement various anti-oppressive teaching strategies through practice scenarios

4.1 HEALTH AND SAFETY LAWS FOR TAs AND TMs
Adam Barlev, Department of Chemistry
Uko Isip, Faculty of Health Sciences
HALPERN CENTRE 123

Every year thousands of new graduate students are employed as TAs or TMs. The purpose of this session is to inform new and veteran TAs/TMs about their rights to a safe and healthy workplace. We will discuss SFU safety infrastructure, including the central and local safety committees. We will also role-play scenarios TAs or TMs may encounter to spur deeper employee-employer engagement concerning health and safety issues.

4.2 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.

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

- Use available course resources
- Use tools available within the course environment
- Facilitate/moderate discussions
- Grade assignments

4.3 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.

4.4 BUILDING RESILIENCE AND SUPPORTING YOUR WELL-BEING AS A TA
Rosie Dhaliwal and Alisa Stanton, 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.

4.5 ANTI-OPPRESSIVE COURSE DESIGN AND LESSON PLANNING
Jen Thomas, Department of Sociology and Anthropology
DIAMOND ALUMNI CENTRE, THOMPSON

Do you want to ensure that your course design and lesson plans are accessible, inclusive, and create a safe learning environment? If so, where do you start?

In this interactive workshop, we invite experienced TAs, TMs and sessional instructors to grapple with these questions by considering what oppression and privilege look like in a classroom setting. We will also 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.

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

- Explore and develop concrete understanding 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) and course delivery (e.g., lesson plans) can be oppressive and develop strategies that reflect an anti-oppressive approach
## CONTACT INFORMATION

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<th>1.1</th>
<th>Ivana Niseteo</th>
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</tr>
</tbody>
</table>
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
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.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

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
CONTACT INFORMATION

Ombuds Office
www.sfu.ca/ombudsperson.html

Out on Campus
sfss.ca/ooc/

Research Commons (at W.A.C. Bennett Library)
www.lib.sfu.ca/about/branches-depts/rc

Sexual Violence and Misconduct Prevention, Education and 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.sfss.ca

Workplace Bullying and Harassment Training
www.sfu.ca/srs/ehs/bh/wbh-training.html
Call for Proposals:

33rd 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 33rd Annual Fall TA/TM Day.

Submission Deadline: Friday, April 13, 2018

Event Date: Fri, September 7, 2018 | 8:30–4:30 | Burnaby

www.sfu.ca/tlcentre
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.

September 14–December 7, 2018 | Burnaby
Apply by Fri, May 25, 2018

www.sfu.ca/tlcentre
## 22nd Annual Spring Semester TA/TM Day Schedule At A Glance*
Friday, January 5, 2018 | 8:15–4:30  
*Note: schedule is subject to change

### 8:15–8:30
**DIAMOND ALUMNI CENTRE | NETWORKING & REFRESHMENTS**

### 8:30–9:20
**Opening Plenary Session** | Important information and invited speakers from SFU’s Teaching and Learning Centre, Office of Graduate and Postdoctoral Studies, Indigenous Student Centre, Graduate Student Society, Safety and Risk Services Office, SFU Library, and Teaching Support Staff Union

### 9:20–9:45
**DIAMOND ALUMNI CENTRE | MEDICAL BENEFITS INFORMATION SESSION AND SIGN-UP FOR TAs & TMs**

### 9:45–10:00
Move to first set of workshops at the Library Lab, Halpern Centre or Diamond Alumni Centre

### 10:00–11:15
75 MINS

**LIBRARY LAB 2105**

- **1.1 Library 101: Helping Your Students Become Better Researchers**
  - Ivana Niseteo
  - Alison Moore

**HALPERN CENTRE 126**

- **1.2 Survival Strategies for TAs and TMs**
  - Zachary Williams
  - Scott Yano
  - Kelli Finney

**HALPERN CENTRE 114**

- **1.3 Approaching Culturally Diverse Classrooms**
  - Emanuela Mieleva
  - Irina Presnyakova

**DAC FRASER**

- **1.4 Lab TA 101: A Guide to Teaching in a Practical Setting**
  - Ania Sergeenko
  - David Ester

**DAC THOMPSON**

- **1.5 Coaching, Not Correcting: How to Work With Students’ Writing**
  - Renee McCallum
  - Julia Lane

### 11:15–12:15
60 MINS

**LIBRARY LAB 2105**

- **2.1 An Introduction to Canvas (SFU’s Learning Management System)**
  - Carson Au

**HALPERN CENTRE 126**

- **2.2 Facilitator 101: Learning to Lead Tutorials**
  - Stephanie Lau

**HALPERN CENTRE 114**

- **2.3 Decolonizing the Classroom: Uncovering a Diversity of Voices**
  - Aali Khan Mirjat
  - Esther Souman

**DAC FRASER**

- **2.4 Responding to Disclosures of Sexual Violence**
  - CJ Rowe
  - Rebecca Langmead

**DAC THOMPSON**

- **2.5 “Involve Me and I’ll Understand”: Strategies for Active Learning**
  - Lisa Poole

### 12:15–1:30
75 MINS

**LIBRARY LAB 2105**

- **2.1 An Introduction to Canvas (SFU’s Learning Management System)**
  - Carson Au

**HALPERN CENTRE 126**

- **2.2 Facilitator 101: Learning to Lead Tutorials**
  - Stephanie Lau

**HALPERN CENTRE 114**

- **2.3 Decolonizing the Classroom: Uncovering a Diversity of Voices**
  - Aali Khan Mirjat
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**DAC FRASER**

- **2.4 Responding to Disclosures of Sexual Violence**
  - CJ Rowe
  - Rebecca Langmead

**DAC THOMPSON**

- **2.5 “Involve Me and I’ll Understand”: Strategies for Active Learning**
  - Lisa Poole
  - Jen Thomas

### 1:30–1:45
Move to third set of workshops at the Halpern Centre or Diamond Alumni Centre

### 1:45–3:00
75 MINS

**HALPERN CENTRE 123**

- **3.1 Out on Campus: The LGBATQ+ Community in the Classroom**
  - Kyle McCloy

**HALPERN CENTRE 126**

- **3.2 Scenarios And Solutions**
  - Zachary Williams
  - Scott Yano
  - Adam Dyck

**HALPERN CENTRE 114**

- **3.3 Tools for Writing-Intensive (W) Courses**
  - George Temple
  - Jade Ho

**DAC FRASER**

- **3.4 Beyond Books: Helping Your Students Locate Resources and Support Within Student Services**
  - Concetta Di Francesco
  - Ron Snitz
  - Karen Locke
  - Beth Trian

**DAC THOMPSON**

- **3.5 “Safer Spaces”: Strategies for Anti-Oppression in the University Classroom and Online**
  - Lisa Poole
  - Jen Thomas

### 3:00–3:15
Move to fourth set of workshops at the Halpern Centre or Diamond Alumni Centre

### 3:15–4:30
75 MINS

**HALPERN CENTRE 123**

- **4.1 Health and Safety Laws for TAs, TMs, and Sessional Instructors**
  - Adam Barlev
  - Uko Isip

**HALPERN CENTRE 126**

- **4.2 Tutor-Marking 101: Tips and Tools for a Successful Semester**
  - (This session is for Tutor-markers)
  - Dianne Jamieson-Noel

**HALPERN CENTRE 114**

- **4.3 Practical Strategies for Integrating Multilingual Learners into University Classes**
  - Valia Spiliotopoulos

**DAC FRASER**

- **4.4 Building Resilience and Supporting your Well-being as a TA/TM**
  - Rosie Dhaliwal
  - Alisa Stanton

**DAC THOMPSON**

- **4.5 Anti-Oppressive Course Design and Lesson Planning**
  - Jen Thomas

### 4:30
**DIAMOND ALUMNI CENTRE | SPRING TA/TM DAY SOCIAL PRESENTED BY TSSU AND GSS**