21st Annual Spring Semester

TA/TM Day

Friday, January 6, 2017
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   1.2 Survival Strategies for TAs, TMs, and Sessional Instructors

   1.3 Taking Advantage of the Cultural Diversity in the Classroom

   1.4 Helping Your Students in Distress: Resources and Support for TAs and TMs

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   3.2 Scenarios And Solutions

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DIAMOND ALUMNI CENTRE

8:15–8:30 (15 mins) Networking and Refreshments | DIAMOND ALUMNI CENTRE

8:30–8:32 (2 mins) Opening remarks from Christine Kurbis
Manager, Teaching and Learning Programs
Teaching and Learning Centre

8:32–8:37 (5 mins) Welcome from Jeff Derksen
Associate Dean, Office of Graduate Studies and Postdoctoral Fellows

8:37–8:39 (2 mins) Introduction of Chantal Turpin
Director of University Relations, Graduate Student Society

8:39–8:42 (3 mins) Introduction of Melinda Skura
Senior Director (Acting), Environmental Health & Research Safety
Safety and Risk Services

8:42–8:45 (3 mins) Introduction of Donne McGee Thompson
Head, Student Learning Commons

8:45–9:15 (30 mins) Welcome from Carl Mandy
Organizer, Teaching Support Staff Union

9:15–9:20 (5 mins) Closing remarks and logistics from 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.
1.1 Library 101: Helping Your Students Become Better Researchers
Ivana Niseteo and Heather De Forest, 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

1.2 Survival Strategies for TAs, TMs, and Sessional Instructors
Carl Mandy, Derek Sahota, and Kelli Finney, 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?

Workshop participants 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
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.

Helping Your Students in Distress: Resources and Support for TAs and TMs
Concetta Di Francesco, Senate and Academic Services
Ron Snitz, Centre for Students with Disabilities
Karen Lockyer, International Services for Students
DAC FRASER

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 support 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 the Centre for Students with Disabilities, International Services for Students, and Senate and Student Services will talk about the services and resources they provide. The focus on 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.
1.5 Coaching, Not Correcting: How to Work With Students’ Writing
Renee McCallum and Lisa Poole, Student Learning Commons
DAC 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.

11:15 am-12:15 pm | Complimentary TA/TM Day lunch
DIAMOND ALUMNI CENTRE

12:15-1:30 pm | Concurrent Workshops 2.1 – 2.5

2.1 An Introduction to Canvas (SFU’s Learning Management System)
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
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 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.

Teaching Writing-Intensive (W) Courses Online and in the Classroom
George Temple, Department of English
Jade Ho, Faculty of Education
HALPERN CENTRE 114

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.
Building Resilience and Supporting your Well-Being as a TA
Rosie Dhaliwal and Crystal Hutchinson, SFU Health and Counselling Services
DAC 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

“Involve Me and I’ll Understand”: Strategies for Active Learning
Lisa Poole, Department of Sociology and Anthropology
DAC 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.
Lab Pedagogy 101
Adam Barlev and Reagan Belan, Department of Chemistry
HALPERN CENTRE 123

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.

Scenarios And Solutions
Derek Sahota and Carl Mandy, Teaching Support Staff Union
HALPERN CENTRE 126

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 to which TAs and TMs do not know how to respond. In this session, workshop participants will increase their awareness about the roles and responsibilities of being a TA, TM, or Sessional, and come away with strategies and solutions for responding to common scenarios. The goal of the workshop is for new and veteran TAs, TMs, and Sessional Instructors to learn how the Collective Agreement informs responses to such situations, and how it protects members.

Topics will include:

- Responding to common situations encountered by TAs and TMs (e.g., too much marking, process for sick leave, etc.)
- Learning how the Collective Agreement informs responses to such situations
- Becoming familiar with your rights as a TSSU member
- Working and communicating with course supervisors
- Marking and grading
- TA/TM/Sessional Instructor safety
- Problem solving and conflict resolution
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.

Fostering Active Learning In An Online Classroom
Carla Kronberg, Faculty of Education
DAC FRASER

*Note: This session is intended for tutor-markers

This interactive session will introduce participants to a working knowledge of the ways in which to foster active learning in an online classroom. It is crafted to equip tutor-markers with the unique knowledge and skills to mediate students’ learning in an online setting.

At the end of the session, the attendees will:

• Reflect on teaching strategies for an online space
• Identify ways in which can produce active learning moments for online students
“Safer Spaces”: Strategies for Anti-Oppression in the University Classroom and Online

Lisa Poole and Jen Thomas, Department of Sociology and Anthropology

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.

3:15–4:30 pm | Concurrent Workshops 4.1–4.5

Health and Safety Laws for TAs, TMs, and Sessional Instructors

Adam Barlev and Reagan Belan, Department of Chemistry

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.
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.

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 Breath, Voice, and Passion: Presentation Skills and Techniques for TAs and TMs  
Sanders Whiting, Teaching and Learning Centre  
HALPERN CENTRE 114

As a teaching assistant or tutor-marker, presentation practices become a part of one’s skill set. This session will offer exercises and tips for improving vocal projection, speech rhythm, speaking gestures and interpersonal connectivity.

Teaching Enhancement Specialist Sanders Whiting will answer questions and lead exercises for integrating presentation skills into your daily activities.

Topics and activities will include

• Voice biomechanics
• How to increase voice clarity and volume
• Replacing awkward gestures with confident ones
• Overcoming nervousness
• Increasing connectivity with the audience
• Using speech pauses to enhance understanding
Celebrating LGBATQ+ Inclusion in the Classroom
Devyn Davies and Masashi Yoshida, SFSS/GSS Out on Campus

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.

Anti-Oppressive Course Design and Lesson Planning for the Social Sciences
Jen Thomas, Department of Sociology and Anthropology

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.
## Contact Information

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</tr>
<tr>
<td></td>
<td>Masashi Yoshida</td>
<td>SFSS/GSS Out on Campus</td>
<td><a href="mailto:positivespace@sfss.ca">positivespace@sfss.ca</a></td>
</tr>
<tr>
<td>4.5</td>
<td>Jen Thomas</td>
<td>Department of Sociology and Anthropology</td>
<td><a href="mailto:jnthomas@sfu.ca">jnthomas@sfu.ca</a></td>
</tr>
</tbody>
</table>
Other Offices to Contact for further information or assistance

Teaching and Learning Centre
www.sfu.ca/tlcentre

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

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

Teaching Support Staff Union
www.tssu.ca

Human Resources
http://www.sfu.ca/human-resources

Graduate Students Society
www.sfugradsociety.ca

Simon Fraser Student Society
www.sfss.ca

Human Rights Office
www.sfu.ca/humanrights

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

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

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

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

Office for Aboriginal Peoples
http://www.sfu.ca/aboriginalpeoples.html

Women’s Centre
www.sfss.ca/womens-centre/about-the-centre

Out on Campus
http://ooc.sfss.ca/
All TSSU members and grad students invited!

TA/TM DAY SOCIAL

FRIDAY JANUARY 6

HIGHLAND PUB
4:30 TO 11

FREE FOOD!
FREE POOL!
CHEAP DRINKS!

RAFFLE PRIZES!

TATUM
LOVES
TA/TMs!

All TSSU members and grad students invited!
## 21st Annual Spring Semester TA/TM Day Schedule At A Glance

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Session Title</th>
<th>Faculty/Staff Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15–8:30</td>
<td>DIAMOND ALUMNI CENTRE</td>
<td>NETWORKING &amp; REFRESHMENTS</td>
<td></td>
</tr>
<tr>
<td>8:30–9:20</td>
<td>LIBRARY LAB 123</td>
<td>Opening Plenary Session 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>
<td></td>
</tr>
<tr>
<td>9:20–9:45</td>
<td>DIAMOND ALUMNI CENTRE</td>
<td>Please note the new time: Medical Benefits Information Session and Sign-up for TAs &amp; TMs</td>
<td></td>
</tr>
<tr>
<td>9:45–10:00</td>
<td>LIBRARY LAB 123</td>
<td>Move to first set of workshops at the Library Lab, Halpern Centre or Diamond Alumni Centre</td>
<td></td>
</tr>
<tr>
<td>10:00–11:15</td>
<td>75 MINS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:15–12:15</td>
<td>DIAMOND ALUMNI CENTRE</td>
<td>Move to second set of workshops at the Library Lab, Halpern Centre or Diamond Alumni Centre</td>
<td></td>
</tr>
<tr>
<td>12:15–1:30</td>
<td>75 MINS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30–1:45</td>
<td>DIAMOND ALUMNI CENTRE</td>
<td>Move to third set of workshops at the Halpern Centre or Diamond Alumni Centre</td>
<td></td>
</tr>
<tr>
<td>1:45–3:00</td>
<td>75 MINS</td>
<td></td>
<td></td>
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<tr>
<td>3:00–3:15</td>
<td>LIBRARY LAB 123</td>
<td>Session Break/Move to fourth set of workshops at the Halpern Centre or Diamond Alumni Centre</td>
<td></td>
</tr>
<tr>
<td>3:15–4:30</td>
<td>75 MINS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:30</td>
<td></td>
<td>Spring TA/TM Day Social presented by TSSU and GSS</td>
<td>SFSS Highland Pub</td>
</tr>
</tbody>
</table>