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TA/TM Day is presented by the Teaching and Learning Centre in cooperation with 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 Jeff Derksen, Dean 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 Chantal Turpin, Director of University Relations Graduate Student Society
8:43–8:45 (2 mins) Introduction of Melinda Skura, Senior Director Environmental Health and Safety
8:45–8:47 (2 mins) Introduction of Donne McGee Thompson, Head Student Learning Commons
8:47–8:49 (2 mins) Introduction of Marie Brunelle, Director Human Rights Office
8:49–9:17 (28 mins) Welcome from Zachary Williams, Organizer Teaching Support Staff Union
9:17–9:20 (3 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.
1.1 **Library 101: Helping Your Students Become Better Researchers**
Kate Shuttleworth, 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 **Coaching, Not Correcting: How to Work With Students’ Writing**
Julia Lane and Renee McCallum, Student Learning Commons
LIBRARY 7200

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.
**Survival Strategies For TAs and TMs**
Zachary Williams, Adam Dyck, Lillian Deeb, and Scott Yano, 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.
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, THOMPSON

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.

TA/TM Day Complimentary Lunch, 11:15 am–12:15 pm
DIAMOND ALUMNI CENTRE
12:15–1:30 pm | Concurrent Workshops 2.1–2.6

An Introduction To Canvas (SFU’s Learning Management System)  
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

Tools for Writing-Intensive (“W”) Courses  
Jorji Temple, Department of English  
Jade Ho, Faculty of Education  
LIBRARY 7200

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
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

Lab TA 101: A Guide to Teaching in a Practical Setting
Emily Betz, Department of Biological Sciences
David Ester, Department of Chemistry
HALPERN CENTRE 114

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.
Understanding Sexual Violence at SFU
Ashley Bentley and Melanie Crudgington, Sexual Violence Support & 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 a 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

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

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

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

3.2 **Teaching Tips and Techniques for International Teaching Assistants (ITAs)**
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**
Lillian Deeb and Scott Yano, 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
Engaging Your Students with Multimedia Learning
Guillermo Santa Cruz, Faculty of Education
HALPERN 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 what multimedia learning is
• Explain the learning conditions that make multimedia learning effective
• Deliver instructional content applying multimedia learning principles

LGBTQ2IA+ Community in the Classroom
Dani McNeil-Willmott, SFSS/GSS Out on Campus
DIAMOND ALUMNI CENTRE, FRASER

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 LGBATQ2IA+ umbrella. Participants will leave with a better understanding, tools, and resources for a more inclusive classroom.

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.

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

Fostering Inclusion in the Classroom: Meanings, Challenges, and Future Directions
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.
Starting Off Right: Surviving the First Day and Setting Up for Success
Sharlie Eicker, Department of Sociology and Anthropology
HALPERN CENTRE 126

This session will focus on tips for surviving your first day as a TA and strategies for setting the right tone in the classroom. Topics covered will include: the importance of introductions; examples of icebreaker games and ways to get students talking; establishing rapport with students; how to foster a respectful, engaging, friendly and inspiring classroom environment; establishing classroom rules; and, how to set the pace for the tutorials.

Humanizing Canvas (SFU’s Learning Management System): Communication and Collaboration in Online Learning Environments
Emma MacFarlane, Faculty of Education
Michelle La, Department of Sociology and Anthropology
HALPERN CENTRE 114

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.
Health and Safety Laws for TAs and TMs
Lillian Deeb, Teaching Support Staff Union
Adam Barlev, Department of Chemistry
DIAMOND ALUMNI CENTRE, FRASER

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.

Building Resilience and Supporting Your Well-Being as a TA
Alisa Stanton and Rosie Dhaliwal, SFU Health and Counselling Services
DIAMOND ALUMNI CENTRE, THOMPSON

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.

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
Contact Information

1.1 Kate Shuttleworth  SFU Library  kate_shuttleworth@sfu.ca
1.2 Renee McCallum  Student Learning Commons  ramccall@sfu.ca
    Julia Lane  Student Learning Commons  julia_lane@sfu.ca
1.3 Zachary Williams  Teaching Support Staff Union  organizer@tssu.ca
    Adam Dyck  Teaching Support Staff Union  coordinator@tssu.ca
    Lillian Deeb  Teaching Support Staff Union  chief_steward@tssu.ca
    Scott Yano  Teaching Support Staff Union  chief_steward@tssu.ca
1.4 Irina Presnyakova  Department of Linguistics  ipresnya@sfu.ca
    Emanuela Mileva  Department of Linguistics  emileva@sfu.ca
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    Karen Lockyer  International Services for Students  klockyer@sfu.ca
    Beth Triano  Health and Counselling Services  beth_triano@sfu.ca
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    Jade Ho  Faculty of Education  ssjc@tssu.ca
2.3 Stephanie Lau  School of Criminology  stephanie_lau@sfu.ca
2.4 Emily Betz  Department of Biology  ebetz@sfu.ca
    David Ester  Department of Chemistry  dester@sfu.ca
2.5 Ashley Bentley  Sexual Violence Support & Prevention Office  abentley@sfu.ca
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    Scott Yano  Teaching Support Staff Union  chief_steward@tssu.ca
3.4 Guillermo Santa Cruz  Faculty of Education  gsantacr@sfu.ca
3.5 Dani McNeil-Willmott  SFSS/GSS Out on Campus  ooc@sfss.ca
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4.1 Muriel Adarkwa  Department of Political Science  muriel_adarkwa@sfu.ca
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4.2 Sharlie Eicker  Department of Sociology and Anthropology  seicker@sfu.ca
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4.4 Lillian Deeb  Teaching Support Staff Union  chief_steward@tssu.ca
    Adam Barlev  Department of Chemistry  abarlev@sfu.ca
4.5 Rosie Dhaliwal  Health and Counselling Services  rosie_dhaliwal@sfu.ca
    Alisa Stanton  Health and Counselling Services  alisa_stanton@sfu.ca
**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#NYWS0
- **New and Young Worker Health and Safety Orientation** | www.sfu.ca/content/sfu/srs/ehs/training-orientation.html#NYWS0
- **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 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

*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
23rd 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 23rd Annual Spring TA/TM Day.

SUBMISSION DEADLINE: FRIDAY, OCTOBER 5, 2018
EVENT DATE: FRIDAY, JANUARY 4, 2019

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.

FRIDAYS, JANUARY 11–APRIL 12, 2019
BURNABY CAMPUS
APPLY BY FRIDAY, OCTOBER 19, 2018
www.sfu.ca/tlcentre
TSSU presents

The TA/TM Day Social

Friday, September 7th
Diamond Alumni Centre

4:30 pm
Free dinner!
Free drinks!
Prizes!
Be there or be square!

TEACHING SUPPORT STAFF UNION (TSSU)
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(778) 782-4695
# 33rd Annual Fall Semester TA/TM Day Schedule At A Glance

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<td>NETWORKING &amp; REFRESHMENTS</td>
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<td>8:30–9:20</td>
<td>DIAMOND ALUMNI CENTRE</td>
<td>OPENING PLENARY SESSION</td>
<td>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, Library, Human Rights Office and Teaching Support Staff Union</td>
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<td>9:20–9:45</td>
<td>DIAMOND ALUMNI CENTRE</td>
<td>MEDICAL BENEFITS INFORMATION SESSION AND SIGN-UP FOR TAS &amp; TMS</td>
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<td>9:45–10:00</td>
<td>Move to first set of workshops at the Library, Halpern Centre or Diamond Alumni Centre</td>
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<td>10:00–11:15</td>
<td>LIBRARY LAB 2105</td>
<td>1.1 Library 101: Helping Your Students Become Better Researchers</td>
<td>Kate Shuttleworth</td>
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<td>LIBRARY 7200</td>
<td>1.2 Coaching Not Correcting: How to Work with Students’ Writing</td>
<td>Julia Lane, Renee McCallum</td>
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<td>HALPERN CENTRE 126</td>
<td>1.3 Survival Strategies for TAs and TMs</td>
<td>Zachary Williams, Lillian Deeb, Adam Dyck, Scott Yano</td>
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<td></td>
<td>HALPERN CENTRE 114</td>
<td>1.4 Approaching Culturally Diverse Classrooms</td>
<td>Irina Presnyakova, Emanuela Mileva</td>
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<td></td>
<td>DAC THOMPSON</td>
<td>1.5 Beyond Books: Helping Your Students Locate Resources and Support within Student Services</td>
<td>Concetta Di Francesco, Ron Snitz, Karen Lockyer, Beth Triano</td>
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<td>12:15–12:15</td>
<td>DIAMOND ALUMNI CENTRE</td>
<td>TA/TM DAY COMPLIMENTARY LUNCH</td>
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<td>Move to second set of workshops at the Library, Halpern Centre or Diamond Alumni Centre</td>
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<tr>
<td>12:15–13:00</td>
<td>LIBRARY LAB 2105</td>
<td>2.1 An Introduction to Canvas (SFU’s Learning Management System)</td>
<td>Carson Au</td>
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<tr>
<td></td>
<td>LIBRARY 7200</td>
<td>2.2 Tools for Writing-Intensive (W) Courses</td>
<td>Jorji Temple, Jade Ho</td>
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<td>HALPERN CENTRE 126</td>
<td>2.3 Facilitator 101: Learning to Lead Tutorials</td>
<td>Stephanie Lau, David Ester</td>
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<td>HALPERN CENTRE 114</td>
<td>2.4 Lab TA 101: A Guide to Teaching in a Practical Setting</td>
<td>Emily Betz, Melanie Crudgington</td>
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<td></td>
<td>DAC FRASER</td>
<td>2.5 Understanding Sexual Violence at SFU</td>
<td>Ashley Bentley</td>
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<td>DAC THOMPSON</td>
<td>2.6 Active Learning: Practical Strategies for Engaging Your Students</td>
<td>Kelli Finney, Dasha Gluhareva</td>
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<td>1:30–1:45</td>
<td>Move to third set of workshops at the Library, Halpern Centre or Diamond Alumni Centre</td>
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<td>1:45–3:00</td>
<td>LIBRARY LAB 2105</td>
<td>3.1 An Introduction to Canvas (SFU’s Learning Management System)</td>
<td>Carson Au</td>
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<td></td>
<td>LIBRARY 7200</td>
<td>3.2 Teaching Tips and Techniques for International Teaching Assistants (ITAs)</td>
<td>Wendy Steinberg, Zoreen Nuraney</td>
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<td></td>
<td>HALPERN CENTRE 126</td>
<td>3.3 Scenarios and Solutions for TAs and TMs</td>
<td>Lillian Deeb, Scott Yano</td>
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<td>HALPERN CENTRE 114</td>
<td>3.4 Engaging your Students with Multimedia Learning</td>
<td>Guillermo Santa Cruz</td>
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<td>DAC FRASER</td>
<td>3.5 The LGBTQ2IA+ Community in the Classroom</td>
<td>Dani McNeil-Willmott</td>
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<td>DAC THOMPSON</td>
<td>3.6 Active Learning: Engaging Students in the Lecture Hall and in the Classroom</td>
<td>Lindsay Simpson</td>
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<td>3:00–3:15</td>
<td>Move to fourth set of workshops at the Library, Halpern Centre or Diamond Alumni Centre</td>
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<td>3:15–4:30</td>
<td>LIBRARY 7200</td>
<td>4.1 Fostering Inclusion in the Classroom: Meanings, Challenges and Future Directions</td>
<td>Muriel Adarkwa, Lauren Matthews</td>
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<td>HALPERN CENTRE 126</td>
<td>4.2 Starting Off Right: Surviving the First Day and Setting Up for Success</td>
<td>Shariel Eicker</td>
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<td>HALPERN CENTRE 114</td>
<td>4.3 Humanizing Canvas (SFU’s Learning Management System): Communication and Collaboration in Online Learning Environments</td>
<td>Emma MacFarlane, Michelle La, Lillian Deeb, Adam Barlev</td>
</tr>
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<td></td>
<td>DAC FRASER</td>
<td>4.4 Health and Safety Law for TAs and TMs</td>
<td>Alisa Stanton, Rosie Dhaliwal</td>
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<tr>
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<td>DAC THOMPSON</td>
<td>4.5 Building Resilience and Supporting your Well-being as a TA/TM</td>
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**33rd Annual Fall Semester TA/TM Day Schedule At A Glance**

- **LIBRARY LAB 2105**
  - 1.1 Library 101: Helping Your Students Become Better Researchers
  - 1.2 Coaching Not Correcting: How to Work with Students’ Writing
  - 1.3 Survival Strategies for TAs and TMs
  - 1.4 Approaching Culturally Diverse Classrooms

- **LIBRARY 7200**
  - 2.1 An Introduction to Canvas (SFU’s Learning Management System)
  - 2.2 Tools for Writing-Intensive (W) Courses
  - 2.3 Facilitator 101: Learning to Lead Tutorials
  - 2.4 Lab TA 101: A Guide to Teaching in a Practical Setting
  - 2.5 Understanding Sexual Violence at SFU
  - 2.6 Active Learning: Practical Strategies for Engaging Your Students

- **HALPERN CENTRE 126**
  - 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 for TAs and TMs
  - 3.4 Engaging your Students with Multimedia Learning
  - 4.1 Fostering Inclusion in the Classroom: Meanings, Challenges and Future Directions
  - 4.2 Starting Off Right: Surviving the First Day and Setting Up for Success
  - 4.3 Humanizing Canvas (SFU’s Learning Management System): Communication and Collaboration in Online Learning Environments

- **HALPERN CENTRE 114**
  - 4.4 Health and Safety Law for TAs and TMs
  - 4.5 Building Resilience and Supporting your Well-being as a TA/TM

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**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, Library, Human Rights Office and Teaching Support Staff Union**