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OPENING PLENARY SESSION 8:30−9:45 AM

DIAMOND ALUMNI CENTRE

AGENDA

8:15–8:30 (15 mins) Networking, refreshments, and program distribution

8:30–8:33 (3 mins) Welcome and opening remarks from Brad Johnson, Director Teaching and Learning Centre

8:33–8:36 (3 mins) Welcome from Jeff Derksen, Associate Dean Office of Graduate Studies and Postdoctoral Fellows

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 Mike Neudorf, Director Research and Laboratory Safety Safety and Risk Services

8:45–8:47 (2 mins) Introduction of Donna McGee-Thompson, Head Student Learning Commons

8:47–9:17 (30 mins) Welcome from Carl Mandy, Organizer Teaching Support Staff Union

9:17–9:20 (3 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 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.

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.
1.1 LIBRARY 101: HELPING YOUR STUDENTS BECOME BETTER RESEARCHERS
Ivana Niseteo, 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.

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 AND TMS*
Carl Mandy, Derek Sahota, and Kelli 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 you as a TA/TM? What role does the course supervisor play? What is a TUG? What is a Base Unit? What is the difference between a lab and a tutorial? Do you have any benefits? What are your rights?

In this session, participants will learn about the nuts and bolts of their job as TAs and TMs, discover the benefits and resources available to them, gain new knowledge about their rights and responsibilities, 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 how to differentiate 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

Irina Presnyakova and Emanuela Mileva, Department of Linguistics
HALPERN CENTRE 114

According to the 2016 Fall International Student Report, international students represent 18.5% of the total undergraduate population and 28% of the total graduate population at SFU. 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.

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

- Recognize some of the underlying reasons for students’ behaviour in the classroom
- Identify coping strategies to deal with student behaviour

1.4  ENCOURAGING ACTIVE LEARNING IN THE LABORATORY

Jeff Yap, 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 run into real-world problems with false positives, inconclusive results, equipment malfunctions, etc. TAs must be ready to explain these challenges and turn problems into teachable moments—as well as facilitate group interactions.

In this session, participants will learn how to use constructive questioning to guide students through laboratory challenges, as well as how to manage problems that arise from group learning. This workshop will include a presentation of tools for lab TAs and a discussion of mock lab scenarios addressing problems that can occur in group learning and experimental labs.

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? Do you want to know 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.

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

• 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 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 **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

2.4 **CELEBRATING LGBATQ+ INCLUSION IN THE CLASSROOM**  
Masashi Yoshida, SFSS/GSS Out on Campus  
DIAMOND ALUMNI CENTRE, FRASER

In this session, we will review some of the ways heteronormativity and cisnormativity enter into classroom settings with case studies and general discussion. Through guided conversation, we will deconstruct how classrooms can be exclusionary and how they may be improved to better hold space for people under the LGBATQ+ umbrella. Participants will leave with a better understanding of how to create a more inclusive classroom, as well as the tools and resources available to help make that happen.

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.
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  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? The answer depends on how you approach them. In this session, we will role-play common scenarios to explore how labs can be a life-changing, educational experience. Intended for TAs in teaching lab situations, this session will help TAs see their lab courses in a whole new light.

3.3  SCENARIOS AND SOLUTIONS*
Derek Sahota and Carl Mandy, 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.

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

Topics will include:

- Responding to common situations encountered by TAs and TMs (e.g., too much marking, process for sick leave, etc.)
- Becoming familiar with your rights as a TSSU member
- Working and communicating with course supervisors
- TA/TM safety
- Problem solving and conflict resolution
3.4 HELPING YOUR STUDENTS IN DISTRESS: RESOURCES AND SUPPORT FOR TAS AND TMS
Concetta Di Francesco, Senate and Academic Services
Karen Lockyer, International Services for Students
Ron Snitz, Center for Students with Disabilities
Dylan Leroy, Health and Counselling Services
Alisa Stanton, Health and Counselling Services
DIAMOND ALUMNI CENTRE, FRASER

Many undergraduate students turn to their TAs/TMs for advice—advice that may relate to more than just academic concerns and address other life circumstances. As a result, TAs/TMs may become aware of students in distress prior to other members of the university community. Rather than attempt to provide life counseling themselves, TAs and TMs need to know what support services are available on campus so that they can refer these students to the appropriate professional.

This workshop will give TAs/TMs practical information regarding distress signs to watch for, resources available to them and their students, and, as a last resort, processes in place to expedite students withdrawing from classes.

Staff from Health and Counselling Services, the Centre for Students with Disabilities, International Services for Students, and Senate and Academic Services will discuss the assistance, advice, and information that Student Services offers to help TAs/TMs support their students.

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 and Reagan Belan, Department of Chemistry
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.

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

4.3 PRACTICAL STRATEGIES FOR INTEGRATING MULTILINGUAL LEARNERS INTO UNIVERSITY CLASSES
Valia Spiliotopulos, 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, SFU Health and Counselling Services
DIAMOND ALUMNI CENTRE, FRASER

Do you find it difficult to balance instructional demands with your other responsibilities outside of school? 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, you will learn about strategies and tools to build resilience and support your own well-being. You will also learn about key resources available both online and in person to support you.

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

• Define resilience and well-being
• Identify and describe supportive strategies and tools for building resilience and supporting their well-being
• Demonstrate understanding of the relationship between resilience, well-being and personal and professional success
• Develop greater awareness of resources that are available to support their well-being

4.5 ANTI-OPPRESSIVE COURSE DESIGN AND LESSON PLANNING FOR THE SOCIAL SCIENCES
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, TMIs 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
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4.2  Dianne Jamieson-Noel  Centre for Online and Distance Education  dlj@sfu.ca

4.3  Valia Spiliotopoulos  Centre for English Language Learning, Teaching and Research (CELLTR)  vspiliot@sfu.ca

4.4  Rosie Dhariwal  Health and Counselling Services  rosie_dhariwal@sfu.ca
     Alisa Stanton  Health and Counselling Services  alisa_stanton@sfu.ca

4.5  Jen Thomas  Department of Sociology and Anthropology  jnthomas@sfu.ca

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

ADDITIONAL SFU RESOURCES AND OFFICES

Career Services
http://www.sfu.ca/career.html

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

Crisis Support & Intervention
https://www.sfu.ca/students/disabilityaccess/resources/crisis-support.html

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

Graduate Students Society
www.sfugradsociety.ca

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

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

Human Rights Office
www.sfu.ca/humanrights

Laboratory Safety Training*
http://www.sfu.ca/content/sfu/srs/ehs/training-orientation.html#NYWSO

New and Young Worker Health and Safety Orientation*
http://www.sfu.ca/content/sfu/srs/ehs/training-orientation.html#NYWSO

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

Office of Graduate Studies and Postdoctoral Fellows
www.sfu.ca/dean-gradstudies
Office of the VP Academic  
www.sfu.ca/vpacademic

Ombuds Office  
http://www.sfu.ca/ombudsperson.html

Out on Campus  
http://ooc.sfss.ca/

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

Sexual Violence and Misconduct Prevention, Education and Support Policy  
http://www.sfu.ca/policies/gazette/general/gp44.html

SFU Sustainability  
https://www.sfu.ca/sustainability.html

Simon Fraser Student Society  
www.sfss.ca

Simon Fraser Public Interest Research Group  
http://dev.sfpirg.ca/

Teaching and Learning Centre  
www.sfu.ca/tlcentre

Teaching Support Staff Union  
www.tssu.ca

Women’s Centre  
http://wctr.sfss.ca/

Workplace Bullying and Harassment Training*  
https://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:
22nd 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 22nd Annual Spring TA/TM Day.

Submission Deadline: Friday, October 6, 2018
Event Date: Fri, January 5, 2018 | 8:30–4:30 | Burnaby
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 12–April 20, 2018 | Burnaby

Apply by Fri, October 6, 2018

www.sfu.ca/tlcentre

NOTES
After 8:30pm, join us at Club Ilia for more drink specials and free appetizers!

Friday, September 8
Halpern Centre, 5:30-8:30pm
all TSSU & GSS members welcome!

New Friends!
Prizes!
Cold Drinks!
Free Burgers!

After 8:30pm, join us at Club Ilia for more drink specials and free appetizers!
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<td>Stephanie Lau</td>
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<td>HALPERN CENTRE 126</td>
<td>2.3 Tools for Writing-Intensive (IW) Courses</td>
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<td></td>
<td>George Temple, Jade Ho</td>
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<td>DAC FRASER</td>
<td>2.4 Celebrating LGBATQ+ Inclusion in the Classroom</td>
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<td>DAC THOMPSON</td>
<td>2.5 “Involving Me and I’ll Understand”: Strategies for Active Learning</td>
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<tr>
<td>1:30-1:45</td>
<td>Move to third set of</td>
<td>workshops at the Library Lab, 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>
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<td>Encore Presentation</td>
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<td>HALPERN CENTRE 123</td>
<td>3.2 Lab Pedagogy 101</td>
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<td>Adam Barlev, Reagan Belan</td>
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<td>HALPERN CENTRE 126</td>
<td>3.3 Scenarios and Solutions</td>
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<td>Derek Sahota, Carl Mandy</td>
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<td>DAC FRASER</td>
<td>3.4 Helping Your Students in Distress: Resources and Support for TAs</td>
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<td>and TMs</td>
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<td>DAC THOMPSON</td>
<td>3.5 “Safer Spaces”: Strategies for Anti-Oppression in the Classroom</td>
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<td>3:00-3:15</td>
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<td>3:15-4:30</td>
<td>HALPERN CENTRE 123</td>
<td>4.1 Health and Safety Laws for TAs and TMs</td>
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<td>Adam Barlev, Reagan Belan</td>
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<td>HALPERN CENTRE 126</td>
<td>4.2 Tutor Marking 101: Tips and Tools for a Successful Semester</td>
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<td>(This session is for Tutor-Markers.)</td>
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<td>Dianne Jamieson-Noel</td>
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<td>HALPERN CENTRE 114</td>
<td>4.3 Practical Strategies for Integrating Multilingual Learners into</td>
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<td>University Classes</td>
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<td>DAC FRASER</td>
<td>4.4 Building Resilience and Supporting your Well-being as a TA/TM</td>
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<td>DAC THOMPSON</td>
<td>4.5 Anti-Oppressive Course Design and Lesson Planning</td>
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<td>5:00</td>
<td>HALPERN CENTRE</td>
<td>FALL TA/TM DAY SOCIAL presented by TSSU AND GSS</td>
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