## Fall Teaching Event - Saturday, September 21, 2013

### 2nd Floor, Tory Building

<table>
<thead>
<tr>
<th>Concurrent #1: 10:00-11:15am</th>
<th>Room</th>
<th>Title</th>
<th>Presenter</th>
<th>Audience</th>
<th>EDC Credit</th>
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</thead>
<tbody>
<tr>
<td>Tory 204</td>
<td>“Teaching New Dogs Old Tricks: Engaging Students in Library Research”</td>
<td>Martha Attridge Bufton, Carleton University Library</td>
<td>All TAs</td>
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<td>Tory 206</td>
<td>“Kinâmâgawin: Aboriginal Issues in the Classroom”</td>
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<td>Tory 230</td>
<td>“Sexual Assault: Impacts and Implications for Your Classroom”</td>
<td>Carrolyn Johnston, Equity Services</td>
<td>All TAs</td>
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<td>Tory 234</td>
<td>“Understanding Power and Privileged: Teaching Sensitive Topics in the Social Sciences”</td>
<td>Jillian Curtin, Political Science</td>
<td>FASS &amp; FPA</td>
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### Teaching Talks—Keynote Speaker Series: 11:30am-12:30pm

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<td>Tory 202</td>
<td>“Walk with Me: Guiding Students along Their Learning Journey”</td>
<td>Dr. Cheryl Schramm, Department of Systems and Computing Engineering</td>
<td>All Science &amp; Engineering TAs</td>
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<td>Tory 208</td>
<td>“TA’ing 101: Practical Ideas on Power, Professionalism, and Passion”</td>
<td>Dr. Melanie Adrian, Department of Law and Legal Studies</td>
<td>All FASS &amp; FPA TAs</td>
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### Special Session: 1:00-4:00pm

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<td>Tory 217</td>
<td>“Dealing with Emotions”</td>
<td>Manuela Popovici, School of Social Work</td>
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### Concurrent #2: 1:15-2:30pm

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<td>Tory 204</td>
<td>“Helping Students Understand the Importance of a Problem-Solving Framework”</td>
<td>Scott Newman, Department of Electronics</td>
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<td>Tory 206</td>
<td>“A Hands-On Workshop for Hands-Off Writing Help”</td>
<td>Christina Doré, School of Language and Linguistics</td>
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<td>Tory 230</td>
<td>“Preventing and Detecting Plagiarism”</td>
<td>Katie Lutz, Department of Civil and Environmental Engineering, Steve McLeod, Department of English, &amp; Suzanne Crowdis, School for Studies in Arts and Culture</td>
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<td>Alana Mackinder, Earth Sciences, &amp; Holly Gilroy, Sociology &amp; Anthropology</td>
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Concurrent #3: 2:45-4:00pm

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<td>Tory 204</td>
<td>“Applying for Funding: Internal, Tri-Council, and OGS Scholarship Applications”</td>
<td>Bill Hughes, Department of Biology, &amp; Ryan Katz-Rosene, Department of Geography &amp; Environmental Studies</td>
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<td>“Incorporating Alternate Activities in Discussion Groups”</td>
<td>Dr. Morgan Rooney, EDC &amp; Department of English</td>
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Session Descriptions:

Concurrent #1: 10:00-11:15am

1. Teaching New Dogs Old Tricks: Engaging Students in Library Research (1.25 hrs)
   *Martha Attridge Bufton, Carleton University Library*

   Generation Y students like search engines such as Google, Bing and Yahoo—so much so that googling is now a verb. So how do we get these students into the library, either in person or “on the cloud”?

   Martha Attridge Bufton, a subject specialist at the Carleton University Library, will share some of the teaching strategies she uses to raise awareness of the need to use library resources in order to find “good” information when delivering in-class workshops to large groups; it’s all about filter bubbles, Youtube, and peer instruction.

   **Skills/Knowledge Developed:** Engaging students, managing a classroom
   **EDC Credit:** Yes.

   **Restrictions/Limitations:** All TAs, max. enrolment of 30

2. Kinâmàgawin: Aboriginal Issues in the Classroom (1.25 hrs)
   *Mallory Whiteduck & Rebekah Elkerton, Centre for Aboriginal Culture and Education*

   How do you talk about Aboriginal issues in your class? Often times, discussions surrounding Indigenous issues can leave students and TAs feeling uncomfortable, angry and/or alienated. In this workshop we will explore some of the difficulties that can arise when discussing these issues in the classroom. Through interactive activities and discussions, you will learn techniques to enhance your facilitation skills that will enable an inclusive, safe, productive and professional classroom environment.

   **Skills/Knowledge Developed:** Managing a classroom, creating an inclusive learning environment
   **EDC Credit:** Yes.

   **Restrictions/Limitations:** All TAs, max. enrolment of 30
3. Sexual Assault: Impacts and Implications for Your Classroom (1.25 hrs)
Carrolyn Johnston, Equity Services

This workshop will discuss the individual impacts of sexual assault as well as its implications for students’ academic success and how you can assist and support them in classroom. The workshop will be interactive and feature many opportunities for discussion.

Skills/Knowledge Developed: Managing a classroom, creating an inclusive learning environment

EDC Credit: Yes.

Restrictions/Limitations: All TAs, max. enrolment of 25

4. Understanding Power and Privileged: Teaching Sensitive Topics in the Social Sciences (1.25 hrs)
Jillian Curtin, Political Science

This workshop will help TAs understand and unpack the power and privileged place they hold in the post-secondary education system. This workshop should help TAs address their own personal and academic biases and use this awareness to be able better to engage students in discussions on politically charged topics.

Skills/Knowledge Developed: Managing a classroom, creating an inclusive learning environment

EDC Credit: Yes.

Restrictions/Limitations: All TAs, max. enrolment of 30

Teaching Talks—Keynote Speaker Series: 11:30am-12:30pm

1. Walk with Me: Guiding Students along Their Learning Journey (1.0 hr)
Dr. Cheryl Schramm, Department of Systems and Computing Engineering

As TAs and a graduate student, you were likely successful in your undergraduate studies. You certainly know the course material, but do you understand the students that you are now teaching? You will meet students now with a wide range of talents, interest, and engagement levels, and discover that teaching well requires a good understanding the learner. Learn how to move beyond simply marking labs and assignments right and wrong, to appreciate that the teaching relationship is a dialogue and not a monologue, to notice opportunities for developing identify and agency in the lab environments, and to provide effective formative feedback.

Skills/Knowledge Developed: Engaging students, fostering independent learners, giving effective feedback

EDC Credit: Yes.

Restrictions/Limitations: Engineering and Science TAs, max. enrolment of 65

2. TA’ing 101: Practical Ideas on Power, Professionalism, and Passion (1.0 hr)
Dr. Melanie Adrian, Department of Law and Legal Studies

In this session, we will focus on generating some practically-oriented conversations about teaching as a TA at Carleton. Come prepared to listen and be heard on your ideas about power, professionalism, and passion in and outside the classroom.

Skills/Knowledge Developed: Engaging students, managing conflict

EDC Credit: Yes.

Restrictions/Limitations: FPA and FASS TAs, max. enrolment of 95
Special Session: 1:00-4:00pm

1. Dealing with Emotions (3.0 hrs)
Manuela Popovici, School of Social Work

This workshop is designed to give Carleton University’s TAs several conceptual and practical tools to use in emotionally charged work situations. Through discussions, case studies, and group activities, we will practice applying those tools to several common scenarios.

Objectives:
- Present several conceptual frameworks that can help you build a nuanced understanding of emotions.
- Introduce you to several practical tools you can use to deal with emotionally charged situations.
- Provide opportunities for you to bring in your own experience and interests.

Skills/Knowledge Developed: Managing a classroom, facilitating group discussions
EDC Credit: Yes.
Restrictions/Limitations: All TAs, max. enrolment of 20

Concurrent #2: 1:15-2:30pm

1. Helping Students Understand the Importance of a Problem-Solving Framework (1.25 hrs)
Scott Newman, Department of Electronics

Have you as an educator ever watched students simply stare at a problem, often for quite some time, and wondered how they are processing that problem? In one-on-one, situations this is often one of the first questions I ask and am shocked at the number of times the student is trying to recognize the “class” of problem so that they may duplicate the process without understanding. Once students are introduced to a framework from which they can assemble their solution, problems that once appeared difficult are possible and the students feel empowered.

In my 6 years as a Teaching Assistant with the Department of Electronics at Carleton University, I have been routinely confronted with what I see as one of the biggest problems with undergraduates in today’s academic environment: the manner in which they solve problems. By problems, we are not just talking about technical problems but essay writing, computer programming, or even artistic critiques. This talk will be presented as a case for teaching students a problem solving framework and a discussion for its place in post secondary education.

Skills/Knowledge Developed: Fostering independent learners
EDC Credit: Yes.
Restrictions/Limitations: All TAs, max. enrolment of 30

2. A Hands-On Workshop for Hands-Off Writing Help (1.25 hrs)
Christina Dore, School of Language and Linguistics

When our students write, meaning sometimes gets lost in the space between their minds and their hands with disastrous results. Instead of wringing our hands in despair, we can guide them to better writing with a few techniques to keep us calm and encourage students’ independent and lifelong learning.

Skills/Knowledge Developed: Fostering independent learners, guiding students’ writing
EDC Credit: Yes.
Restrictions/Limitations: All TAs, max. enrolment of 30
3. Preventing and Detecting Plagiarism (1.25 hrs)
Katie Lutz, Department of Civil and Environmental Engineering, Steve McLeod, Department of English, & Suzanne Crowdis, School for Studies in Arts and Culture

Plagiarism can have negative consequences for students, and cases of plagiarism consume significant amounts of time from faculty, staff, and administration. This round-table session will present strategies TAs can implement to help students understand and identify plagiarism and ultimately avoid it in their work. This session will also outline the University's policies and procedures surrounding plagiarism and academic integrity. A general discussion and Q&A session will follow the round table presentation.

Skills/Knowledge Developed: Preventing plagiarism, adopting institutional standards/procedures
EDC Credit: Yes
Restrictions/Limitations: All TAs, max. enrolment of 25

4. Delivering an Engaging and Effective Guest Lecture (1.25 hrs)
Alana Mackinder, Earth Sciences, and Holly Gilroy, Sociology & Anthropology

This workshop will guide TAs through strategies for delivering an exciting and effective guest lecture. The session is geared specifically towards giving a guest lecture in the class for which the student TAs, but many of the skills and strategies will be transferable to most guest lecture environments.

Skills/Knowledge Developed: Managing a classroom, giving a lecture
EDC Credit: Yes.
Restrictions/Limitations: All TAs, max. enrolment of 30

Concurrent #3: 2:45-4:00pm

1. Applying for Funding: Internal, Tri-Council, and OGS Scholarship Applications (1.25 hrs)
Bill Hughes, Department of Biology & Ryan Katz-Rosene, Department of Geography and Environmental Studies

This seminar focuses on how to strengthen your application for internal and external scholarships. Special focus will be on the Tri-council and OGS scholarship competitions for 2014-15.

Skills/Knowledge Developed: Applying for funding
EDC Credit: No.
Restrictions/Limitations: All TAs, max. enrolment of 30

2. In the know and on the go: Identifying Academic support services for students (1.25 hrs)
Melissa Staddon, Learning Support Services

Feeling overwhelmed by the academic demands of your students? Know that you are not alone! This workshop will provide detailed information regarding the academic resources that are available to TAs at Carleton helping you to address the concerns and obstacles that many of your students face. Participants of this workshop will engage in an interactive overview of the academic support services that are offered through Student Academic Support Services.

Skills/Knowledge Developed: Managing a classroom, adopting institutional standards/procedures
EDC Credit: No.
Restrictions/Limitations: New TAs, max. enrolment of 30
3. Stuck in the Middle: Neither Professor nor Student (1.25 hrs)
Katie Lutz, Civil and Environmental Engineering

As TAs, we exist somewhere between the worlds of students and professors, and sometimes this means we get caught in the middle when these worlds collide. During this discussion, we will talk about times when TAs are stuck in the middle, and possible ways to deal with these situations.

Skills/Knowledge Developed: Managing a classroom, managing conflict
EDC Credit:
Restrictions/Limitations: All TAs, max. enrolment of 25

4. Incorporating Alternate Activities in Discussion Groups (1.25 hrs)
Dr. Morgan Rooney, Educational Development Centre

After a while, even the most lively discussion group can become stagnant. At this point, it's time to get creative! This workshop will demonstrate a number of different teaching techniques that can be customized to your discussion group, including small group activities, games, and worksheets.

Skills/Knowledge Developed: Managing a classroom, facilitating a discussion, incorporating and managing activities
EDC Credit?: Yes.
Restrictions/Limitations: All TAs, max. enrolment of 25