## Fall Teaching Event - Saturday, September 20, 2014

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

<table>
<thead>
<tr>
<th>Room</th>
<th>Title</th>
<th>Presenter</th>
<th>Audience</th>
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</thead>
<tbody>
<tr>
<td>TB 204</td>
<td>“In the Know and on the Go: Identifying Academic Support Services for Students”</td>
<td>Melissa Staddon, Learning Support Services</td>
<td>All TAs</td>
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<td>TB 206</td>
<td>“Kinâmâgawin: Aboriginal Issues in the Classroom”</td>
<td>Naomi Sarazin &amp; Rebekah Elkerton, Centre for Aboriginal Culture and Education</td>
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<tr>
<td>TB 230</td>
<td>“Teaching New Dogs Old Tricks: Engaging Students in Research”</td>
<td>Martha Attridge Bufton, Carleton University Library</td>
<td>All FASS &amp; FPA TAs</td>
<td>Yes</td>
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<tr>
<td>TB 234</td>
<td>“Sexual Assault: Impacts and Implications for Your Classroom”</td>
<td>Carrolyn Johnston, Equity Services</td>
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### Teaching Talks—Keynote Speaker Series: 11:30am-12:30pm

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<tr>
<td>TB 208</td>
<td>“Why Teaching Matters in Academia”</td>
<td>Dr. Kim Hellemans, Dept. of Neuroscience</td>
<td>All Science &amp; Engineering TAs</td>
<td>Yes</td>
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<tr>
<td>TB 202</td>
<td>“The Joy of Teaching: Five Easy Recipes for Success in the Classroom”</td>
<td>Dr. Vincent Kazmierski, Dept. of Law</td>
<td>All FASS &amp; FPA TAs</td>
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### Concurrent #2: 1:15-2:30pm

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<td>TB 204</td>
<td>“Storytelling for Student Engagement: Giving Better Presentations”</td>
<td>Jenna Jarvis, Dept. of English</td>
<td>All TAs</td>
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<td>TB 206</td>
<td>“Inquiry-Based Learning Methods for Science and Engineering Labs”</td>
<td>Bill Hughes, Dept. of Biology</td>
<td>All Science &amp; Engineering TAs</td>
<td>Yes</td>
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<tr>
<td>TB 230</td>
<td>“Conferencing 101”</td>
<td>Kim Sigouin, Dept. of English, Meghan Lundrigan, Dept. of History, Burak Gunay, Dept. of Civil &amp; Enviro. Engineering, &amp; Alex Craig, Dept. of Systems &amp; Computer Engineering</td>
<td>All TAs</td>
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<td>TB 234</td>
<td>“Cultivating the TA/Student Partnership”</td>
<td>Maggie Fitzgerald, Institute of Criminology and Criminal Justice</td>
<td>All TAs</td>
<td>Yes</td>
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Concurrent #3: 2:45-4:00pm

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<td>TB 204</td>
<td>“‘What If I Look Stupid?’: Overcoming the Fear of Failure”</td>
<td>Kylie Schibli, Dept. of Neuroscience</td>
<td>All TAs</td>
<td>Yes</td>
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<td>TB 206</td>
<td>“What It Means to Be a Teaching Assistant: From the Ground Up”</td>
<td>Howard Needham, Dept. of Computer Science</td>
<td>All Science &amp; Engineering TAs</td>
<td>Yes</td>
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<td>TB 230</td>
<td>“Teaching in a Second Language”</td>
<td>Wria Gabriel, School of Linguistics and Language Studies</td>
<td>All TAs</td>
<td>Yes</td>
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<tr>
<td>TB 234</td>
<td>“Balancing Work and Grad Student Life”</td>
<td>Kara Brisson-Boivin, Dept. of Sociology &amp; Anthropology</td>
<td>All TAs</td>
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Session Descriptions:

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

1. 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, institutional standards/procedures
EDC Credit: No.
Restrictions/Limitations: New TAs, max. enrolment of 30

2. Kinâmâgawin: Aboriginal Issues in the Classroom (1.25 hrs)
Naomi Sarazin & Rebekah Elkerton, Centre for Aboriginal Culture and Education

How do you talk about Aboriginal issues in your class? Oftentimes, 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. 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 teaching strategies to raise awareness of the need to use library resources 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 FASS and FPA TAs, max. enrolment of 25
4. 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 classroom
EDC Credit: Yes.
Restrictions/Limitations: All TAs, max. enrolment of 30

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

1. Why Teaching Matters in Academia (1.0 hr)
Dr. Kim Hellemans, Department of Neuroscience

“Research first, teaching second!” used to be the mantra of aspiring academics, but is that sentiment still true today? Dr. Kim Hellemans, winner of multiple teaching awards, makes the case why you should care about teaching for the short and long term, and how you can leverage your grad school experience as a TA to stand out in a highly competition academic job market.

Skills/Knowledge Developed: Professionalism in teaching
EDC Credit: Yes.
Restrictions/Limitations: All Science and Engineering TAs, max. enrolment of 95

2. The Joy of Teaching: Five Easy Recipes for Success in the Classroom (1.0 hr)
Dr. Vincent Kazmierski, Department of Law

In this session, Professor Kazmierski shares five recipes for success in the classroom that will help transform teaching from something that you have to do into something you love to do.

Skills/Knowledge Developed: Engaging students, professionalism in teaching
EDC Credit: Yes.
Restrictions/Limitations: All FASS and FPA TAs, max. enrolment of 65

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

1. Storytelling for Student Engagement: Giving Better Presentations (1.25 hrs)
Jenna Jarvis, Department of English

This workshop is aimed at all teaching assistants, regardless of level or faculty, who are required or invited to deliver a guest lecture to the course that they support. Together, we will examine and practice a storytelling presentation model that encourages your classroom’s active engagement with the course material and hones your presentation skills—and which transfer readily to other areas of academic and non-academic life, including conference panels, public addresses, and interview talks.

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

2. Inquiry-Based Learning Methods for Science and Engineering TAs (1.25 hrs)
William Hughes, Department of Biology

Inquiry-based learning is the core learning theory operating in undergraduate labs. However, teaching using inquiry-based techniques can be difficult, since the desired learning outcome is for students to internalize the empirical logic of the scientific method rather than to memorize scientific facts. In this workshop, I will present data-driven strategies designed to improve TA teaching of inquiry-based learning methods.

Skills/Knowledge Developed: Engaging students, inquiry-based teaching and learning
EDC Credit: Yes
Restrictions/Limitations: All Science and Engineering TAs, max. enrolment of 30
3. Conferencing 101 (1.25 hrs)
Kim Sigouin, Department of English, Meghan Lundrigan, Department of History, Burak Gunay, Department of Civil and Environmental Engineering, and Alex Craig, Department of Systems and Computer Engineering

In this workshop, we examine how to give an effective conference paper and good conference etiquette. Attendees will explore strategies for developing their performance skills set, including networking and presenting their research.

**Skills/Knowledge Developed:** Giving presentations, conference etiquette

**EDC Credit:** No

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

4. Cultivating the TA/Student Partnership (1.25 hrs)
Maggie Fitzgerald, Institute of Political Economy

In this session, we explore the role of TAs in fostering a partnership between educators and students which is dynamic and respectful, and in which students can see themselves as active agents in the education process. This session provides a platform to discuss issues that arise in the TA-student relationship, and explores strategies that TAs can employ to encourage their students to claim their education.

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

**EDC Credit:** Yes

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

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

1. “What If I Look Silly?”: Overcoming the Fear of Failure (1.25 hrs)
Kylie Schibli, Department of Neuroscience

In this workshop, we will discuss common fears teaching assistants may face when beginning a new position. As we explore strategies for overcoming intimidating situations through the examination of case study examples, we'll focus in particular on how the fear of failure can empower you to connect with students and break down barriers.

**Skills/Knowledge Developed:** Engaging students, managing teaching stress

**EDC Credit:** Yes

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

2. What It Means to Be a Teaching Assistant: From the Ground Up (1.25 hrs)
Howard Needham, Department of Computer Science

Being a TA involves more than simply marking assignments and exams and answering questions. In this session, we will review strategies for engaging students in their learning, focusing especially on developing the personal skills TAs need to ensure a healthy, productive learning space—strategies and skills that apply regardless of whether you are TA’ing for a small or large group.

**Skills/Knowledge Developed:** Engaging students, fostering a productive learning environment

**EDC Credit:** Yes

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

3. Teaching in a Second Language (1.25 hrs)
Wria Gabriel, School of Linguistics and Language Studies

TAs who have English as their second language might face additional challenges in order to run a discussion group or lead a lab. This workshop will provide some tips to gain confidence and develop an inclusive learning environment.

**Skills/Knowledge Developed:** Giving presentations, leading discussion groups, fostering a productive learning environment

**EDC Credit:** Yes

**Restrictions/Limitations:** All TAs, max enrolment of 25
4. Balancing Work and Grad Student Life Balance (1.25 hrs)
Kara Brisson-Boivin, Department of Sociology and Anthropology

This interactive workshop focuses on the topic of ‘work-life balance’ for graduate students. We will discuss the multiple and various responsibilities (employment, graduate studies, preparing for the job market, family, social, personal etc.) that we have to juggle. We will also consider strategies and share tips for balancing these responsibilities, and provide an opportunity for participants to raise any particular concerns they may have. The goal of this workshop is therefore to put forth some insights about how to better balance our various responsibilities and, as best as possible, avoid burning out.

Skills/Knowledge Developed: Managing your time

EDC Credit: No

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