



# GSUTD 2020 Schedule At a Glance

GSUTD	Monday August 31 <sup>st</sup>	Tuesday September 1 <sup>st</sup>	Wednesday September 2 <sup>nd</sup>	Thursday September 3 <sup>rd</sup>	Friday September 4 <sup>th</sup>
9:00 – 10:30 am	<p><b>Opening Ceremony</b> Ben Bradshaw Martin Williams Dale Lackeyram</p> <p><b>Keynote: Spotlight Speaker Series</b> (Recorded)</p>	<p><b>Workshop 2B</b></p> <p><b>Learning From and About Your Students</b> Eamonn Corrigan</p>	<p><b>Workshop 1C</b></p> <p><b>Facilitating Discussions</b> Christie Stewart &amp; Aron Fazekas</p>	<p><b>Workshops 1D &amp; 2D</b></p> <p><b>Student Mental Health and Wellness</b> Sarah Birk</p> <p><b>Places to Start: Utilizing Design to Enhance Learning and Instruction</b> Dale Lackeyram &amp; Janet Wolstenholme</p>	<p><b>Plenary: Teaching How NOT To Teach</b> John Dawson &amp; Andy Robinson (Recorded)</p> <p><b>Closing Ceremony</b></p>
10:30 – 11:00 am		Debrief/Networking Session	Debrief/Networking Session	Debrief/Networking Session	
1:00 – 2:30 pm	<p><b>Workshops 1A &amp; 2A</b></p> <p><b>New to TAing? We've Got You!</b> Madison Wright</p> <p><b>Turning Motivation Research into Strategies You Can Use</b> Sara Fulmer</p>	<p><b>Workshop 1B</b></p> <p><b>Grading and Feedback</b> Mara Goodyear</p>	<p><b>Workshop 2C</b></p> <p><b>Online Active Learning Strategies</b> Madison Wright</p>	<p><b>Plenary: Experienced TA Panel</b> (Recorded)</p>	
2:30 – 3:00 pm	Debrief/Networking Session (1A & 2A)	Debrief/Networking Session	Debrief/Networking Session		

**Legend:** Stream 1 = New TAs; Stream 2 = Returning TAs

# GSUTD 2020 Workshops

**Note:** Stream 1 is designed for new teaching assistants (TAs), and Stream 2 is designed for returning TAs. However, you are free to register for whichever workshop you would like. Each GSUTD participant will take one workshop per day (Monday – Thursday).

<b>Stream One</b> New TAs	<b>Stream Two</b> Returning TAs
<p style="text-align: center;"><b>1A - New to TAing? We've Got You!</b> <i>Monday August 31<sup>st</sup> (1:00 – 2:30pm)</i></p> <p>It is always exciting when you are offered your first teaching assistantship, and as the first day of classes comes closer and closer, you are probably starting to become nervous about teaching for the first time. This workshop is designed to guide you through some introductory ideas to do on your first day of class to start the semester off on the right foot. We will be discussing how to introduce yourself to your class, set classroom expectations and boundaries, and will be providing some information about what your role is as a teaching assistant.</p> <p><b>Workshop Learning Outcomes:</b> By the end of this workshop, successful participants will be able to:</p> <ul style="list-style-type: none"> <li>• <b>Develop</b> an introduction to deliver on their first day of class to confidently introduce themselves to their students</li> <li>• <b>Identify</b> a set of appropriate classroom expectations to implement</li> <li>• <b>Describe</b> the role of a teaching assistant</li> </ul>	<p style="text-align: center;"><b>2A – Turning Motivation Research into Strategies You Can Use</b> <i>Monday August 31<sup>st</sup> (1:00 – 2:30pm)</i></p> <p>What motivates our students? In this session, we will have an active discussion about what motivates us to learn. After learning about four key principles of motivation, we will identify how various teaching approaches affect motivation and explore strategies to support student motivation in our own teaching.</p> <p><b>Workshop Learning Outcomes:</b> By the end of this session, you should be able to:</p> <ul style="list-style-type: none"> <li>• <b>Define</b> motivation and identify four key principles of motivation</li> <li>• <b>Identify</b> how various teaching approaches affect motivation using the four key principles</li> <li>• <b>Explore</b> strategies to support student motivation in your teaching</li> </ul>
Madison Wright	Dr. Sara Fulmer
<p style="text-align: center;"><b>1B - Grading and Feedback</b> <i>Tuesday September 1<sup>st</sup> (1:00 – 2:30pm)</i></p> <p>Wondering how to grade student assignments fairly and efficiently? Curious about how to provide effective feedback that helps your students learn? This workshop will address general grading tips for new TAs and the benefits of using</p>	<p style="text-align: center;"><b>2B - Learning From and About Your Students</b> <i>Tuesday September 1<sup>st</sup> (9:00 – 10:30am)</i></p> <p>All successful classrooms work with a two-way feedback cycle – students learning from their instructor and the instructor learning from their students. This continuous feedback loop shows genuine interest in your</p>

rubrics or grading schemes. We will also discuss how to provide effective comments on student assignments, including examples of language to use when writing comments. The strategies described in this workshop will prepare you to grade a variety of assignments, including lab reports, essays, and questions on midterms or exams.

**Workshop Learning Outcomes:**

By the end of this workshop, including all asynchronous components, successful participants will be able to:

- **Use** a rubric to grade a sample assignment and **explain** the importance of using rubrics
- **Identify** and **use** strategies and language to provide effective comments on student assignments
- **Describe** effective grading practices that can be applied to different types of assignments

students and helps to continuously improve your teaching practice. *Learning From and About Your Students* will introduce participants to three of the fundamental building blocks of this instructor-student feedback cycle: professional self-reflection, collecting student feedback, and diagnostic assessments. Through activities and demonstrations of a few different resources/technologies, participants will have the basic skills needed to begin implementing these ideas the next time they teach.

**Workshop Learning Outcomes:**

By the end of this workshop, including all pre and post asynchronous components, successful participants will be able to:

- **Describe** how to implement diagnostic assessment tools to evaluate their students' understanding before, during, and after a lesson
- **Create** tools to collect student feedback to better understand how their teaching style(s) impact student learning
- **Articulate** the importance of regular, critical self-reflection to improve one's teaching practice and identify strengths/areas for improvement

Mara Goodyear

Eamonn Corrigan

**1C - Facilitating Discussions**

*Wednesday September 2<sup>nd</sup> (9:00 – 10:30am)*

This workshop will explore topics on how to effectively engage learners in discussion, encourage equal participation, and deal with conflict and disagreement.

**Workshop Learning Outcomes:**

By the end of this workshop, you should be able to:

- **Describe** numerous tips, tricks, and tools to effectively lead and facilitate discussions and to engage your students in discussions
- **Identify** strategies for preparing for discussions as leader/facilitator and for preparing your students as participants

**2C - Online Active Learning Strategies**

*Wednesday September 2<sup>nd</sup> (1:00 – 2:30pm)*

Are you looking to spice up your online, synchronous classroom but not sure what to do? This workshop will demonstrate several different teaching strategies and techniques that you can adapt and use in your virtual setting. By combining the expertise of many instructors in the design of this workshop, participants can look forward to filling their online teaching toolkits!

**Workshop Learning Outcomes:**

By the end of this workshop, successful participants will be able to:

- **Define** active learning

<ul style="list-style-type: none"> <li>• <b>List</b> ways to encourage participation and to deal with difficult scenarios that may arise when leading and facilitating discussions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describe and explain</b> how to implement several active learning strategies</li> <li>• <b>Identify</b> the importance and effectiveness of active learning</li> </ul>
<p style="text-align: center;">Dr. Aron Fazekas and Dr. Christie Stewart</p>	<p style="text-align: center;">Madison Wright</p>
<p style="text-align: center;"><b>1D - Student Mental Health and Wellness</b> <i>Thursday September 3<sup>rd</sup> (9:00 – 10:30am)</i></p> <p>This workshop is an introduction to student mental health based on the University of Guelph’s second tiered mental health and wellness training session called “Beyond the Books.” This workshop will discuss valuable information on the prevalence of mental challenges, how to identify signs of troubling behaviour, and how to engage in preliminary discussions to determine if referral to a professional is necessary. How and where to refer appropriately in a compassionate and effective manner will also be discussed. This workshop is designed for individuals who do not have ongoing relationships with learners but whose roles are such that they may have one-off, in-depth conversations.</p> <p><b>Workshop Learning Outcomes:</b> By the end of this workshop, successful participants will be able to:</p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> signs of distress in students and issues related to student mental health</li> <li>• <b>Respond</b> to students in distress</li> <li>• <b>Refer</b> students in distress to appropriate resources on campus</li> </ul>	<p style="text-align: center;"><b>2D - Places to Start: Utilizing Design to Enhance Learning and Instruction</b> <i>Thursday September 3<sup>rd</sup> (9:00 – 10:30am)</i></p> <p>Approaches to instructing and learning are sometimes referred to as “different sides of the same coin,” indicating the inextricable link between both activities for both teacher and learner. As an instructor, the frameworks of Universal Design for Learning (UDL) and Universal Instructional Design (UID) provide strategies that promote inclusion for all students. The focus of this workshop is to determine “where can we start?” During this session, we will identify key principles of Universal Design (UD) and explore how they might be incorporated in lesson planning and teaching activities.</p> <p><b>Workshop Learning Outcomes:</b> By the end of this workshop, successful participants should be able to:</p> <ul style="list-style-type: none"> <li>• <b>Identify</b> and define key universal design principles</li> <li>• <b>Explain</b> how universal design might be incorporated in your instruction, lesson or curriculum</li> <li>• <b>Discuss</b> strategies to get started with implementing UD principles</li> </ul>
<p style="text-align: center;">Sarah Birk</p>	<p style="text-align: center;">Dr. Dale Lackeyram and Janet Wolstenholme</p>