



## GSUTD 2021 Session Descriptions

In this document you will find general descriptions of the four types of sessions at GSUTD 2021: Teaching Workshops, Networking Events, Round Table Discussions, and Plenary Talks. There are also tables with more detailed descriptions for the Teaching Workshops, Networking Events, and Plenary Talks.

---

### Teaching Workshops

These are divided into two streams, stream A for new Teaching Assistants (TAs) and stream B for TAs with previous teaching experience; although, you are welcome to attend any workshop you like. The workshops are designed to be highly interactive, engaging all participants in different activities to help promote learning. They will also provide many opportunities for peer-to-peer collaboration and discussion. After every workshop, facilitators will keep Zoom calls open for an additional 15 minutes for further questions and discussion.

#### Stream A Workshops

##### 1A – New to TAing? We’ve Got You!

Monday August 23<sup>rd</sup>, 10:45 – 11:45am

It is always exciting when you are offered your first teaching assistantship, but as the first day of classes comes closer and closer, you may be feeling nervous about teaching for the first time. This workshop is designed to guide you through some introductory ideas about what to do on your first day of class, so you start the semester off on the right foot. We will be discussing how to introduce yourself to your class, how to set classroom expectations and boundaries, and will be providing some information about your responsibilities as a teaching assistant.

##### Learning Outcomes:

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

- **Develop** an introduction to deliver at the beginning of the semester to confidently introduce themselves to students in the class
- **Identify** a set of appropriate classroom expectations and norms to implement
- **Describe** the role of a teaching assistant

**Stream A Workshops****2A – Grading and Feedback**

Tuesday August 24<sup>th</sup>, 9:00 – 10:00am

Wondering how to grade students' assignments fairly and efficiently? Curious about how to provide effective feedback that helps your students learn? This workshop will address general grading and feedback tips for new TAs and the benefits of using rubrics or grading schemes. 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.

**Learning Outcomes:**

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

- **Use** a rubric to grade a sample assignment and explain the importance of using rubrics
- **Describe** effective grading and feedback practices that can be applied to different types of assignments

**3A – Facilitating Discussions**

Wednesday August 25<sup>th</sup>, 1:30 – 2:30pm

This workshop will explore topics on how to effectively engage learners in discussions, encourage equal participation, and deal with challenging scenarios that may arise during discussions.

**Learning Outcomes:**

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

- **Describe** strategies to effectively lead and facilitate discussions and to engage your students in discussions
- **List** ways to encourage participation and to deal with difficult scenarios that may arise when leading and facilitating discussions

**4A – Student Mental Health and Wellness**

Thursday August 26<sup>th</sup>, 10:30 – 11:30am

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.

**Learning Outcomes:**

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

- **Recognize** signs of distress in students and issues related to student mental health
- **Respond** to students in distress
- **Refer** students in distress to appropriate resources on campus

**Stream B Workshops****1B – Learning From and About Your Students**Monday August 23<sup>rd</sup>, 1:30 – 2:30pm

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 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.

**Learning Outcomes:**

By the end of this workshop, successful participants should 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

**2B – Designing Teaching and Learning for Everyone**Tuesday August 24<sup>th</sup>, 3:00 – 4:00pm

We have diverse students in our classes with diverse needs. How can we design our lessons to be accessible for as many students as possible? The concepts of Universal Design can be applied to the classroom with the goal being that everyone can access and benefit from the learning opportunities. There are two frameworks that approach this concept, which are Universal Design for Learning (UDL) and Universal Instructional Design (UID). These two frameworks provide strategies that promote inclusion for all students. The focus of this workshop is to determine where we can start to incorporate more Universal Design into our work as teaching assistants. During this session, we will identify key principles of UDL and UID and explore how they might be incorporated in lesson planning and teaching activities.

**Learning Outcomes:**

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

- **Describe** key Universal Design for Learning (UDL) and Universal Instructional Design (UID) principles
- **Discuss** strategies to get started with implementing UDL and UID principles in their work as teaching assistants

**Stream B Workshops****3B – Active Learning Strategies**

Wednesday August 25<sup>th</sup>, 10:30 – 11:30am

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

**Learning Outcomes:**

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

- **Define** active learning
- **Describe** and **explain** how to implement several active learning strategies
- **Identify** the importance and effectiveness of active learning

**4B – Turning Motivation Research into Strategies You Can Use**

Thursday August 26<sup>th</sup>, 9:00 – 10:00am

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.

**Learning Outcomes:**

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

- **Define** motivation and identify four key principles of motivation
- **Identify** how various teaching approaches affect motivation using the four key principles
- **Explore** strategies to support student motivation in your teaching



## Networking Events

These events are designed to provide fun and welcoming networking opportunities, ranging from professional development to community building activities.

Networking Events
<b>Reflecting On the Year</b> Monday August 23 <sup>rd</sup> , 3:00 – 4:00pm  As the university tries to return to “normal” this Fall, it can be easy to forget about the struggles that we all went through this past year. With an abrupt transition to a remote working environment and a fundamentally different teaching and learning experience for everyone involved, the year had many challenges we all had to overcome. Before jumping into the new academic year, we would like to take some time to reflect.  That is the goal of this session. It is a space for reflection about our successes, accomplishments, challenges, and frustrations over the past year; an opportunity to think through what we’ve learned about teaching and learning from this experience. Join with your fellow graduate students to process and to come together as a community to support each other.
<b>Teaching Assistant Connections</b> Tuesday August 24 <sup>th</sup> , 10:30 – 11:30am  This networking event is for all TAs (new and experienced) and will be an opportunity to ask questions, share advice, and connect with your peers! In a series of breakout rooms, we will connect new and experienced TAs, you’ll have an opportunity to chat with TAs in similar roles (e.g., lab or seminar TAs), and you’ll be able to meet other TAs in your college/department.
<b>TA Scrapes and Band-Aids</b> Wednesday August 25 <sup>th</sup> , 9:00 – 10:00am  Whether you are a new teaching assistant (TA) or have been TAing for many semesters, you've probably experienced some challenges along the way or wondered about how to handle certain situations that could arise. Join us for an opportunity to anonymously share your classroom obstacles, concerns, and challenges with your fellow teaching assistants. As a group, we will come up with solutions ("Band-Aids") to your TA challenges ("Scrapes"). If you haven't TAed before, we encourage you to come and share potential TA challenges that you are wondering about so your peers can provide suggestions for how to handle or, better yet, prevent those challenges.
<b>Trivia</b> Thursday August 26 <sup>th</sup> , 1:30 – 2:30pm  As a fun way to network and wrap up GSUTD, we are pleased to present an hour of Zoom online trivia with a few fun prizes for the winners! You will be sorted into random teams at the beginning of the event, and there will be questions related to educational knowledge, general trivia, and Guelph. We look forward to playing together as a community!



## Plenary Talks

The plenary talks will allow participants to hear from a wide range of engaging speakers. This includes our Spotlight Speaker Series, Experienced TA Panel, Microteaching Masters, and the Opening and Closing Ceremonies.

Plenary Talks
<b>Spotlight Speaker Series</b> Monday August 23 <sup>rd</sup> , 9:30 – 10:30am  The Spotlight Speaker Series features panelists who will discuss their career paths and share advice for graduate students interested in careers in the teaching field. There will also be an opportunity to ask the panelists questions.
<b>Experienced TA Panel</b> Tuesday August 24 <sup>th</sup> , 1:30 – 2:30pm  This panel will feature three experienced TAs from departments across campus. They will be answering your questions about TAing!
<b>Microteaching Masters</b> Wednesday August 25 <sup>th</sup> , 3:00 – 4:00pm  Microteaching Masters features three stellar graduate students from the <i>University Teaching: Theory and Practice</i> (UNIV*6800) course who will each be delivering a 10-minute mini lesson. This will be a fantastic opportunity to see teaching in action! The focus of these mini lessons is not on the content of the lessons, but instead, the focus is on the instructional techniques used to engage you in the learning process. As you participate in this session, enjoy experiencing these lessons from the perspective of a student and feel free to ‘steal’ any techniques you like and find effective for your own teaching!

## Round Table Discussions

These sessions, which occur daily from 12-1pm, will provide an opportunity to discuss teaching topics with other graduate students. Each session will include a brief introduction to each topic as well as small group discussion to learn from each other. No prior experience or knowledge is required to participate. The topics of the round table discussions are:

- Monday August 23<sup>rd</sup> – Equity, Diversity, and Inclusion in the Classroom
- Tuesday August 24<sup>th</sup> – Indigenous Pedagogy
- Wednesday August 25<sup>th</sup> – Power in the Classroom
- Thursday August 26<sup>th</sup> – Pedagogy of Care and Pedagogy of Kindness