TACs 2017-18 Program Learning Outcomes

Cindy Huang Anthropology
At the end of the semester, TAs will be able to identify and discuss their responsibilities and feel confident in their abilities to successfully fulfil their duties as a TA as evaluated through a self-assessment form and an end of term exit interview.

International TAs will use resources to assist them with their transition to teaching in a Canadian classroom, as determined through monthly consultations and exit interviews.

When provided with case studies, TAs will appropriately identify relevant resources.

David Christopher Art History and Visual Studies
Throughout the year, TAs will maintain participation and attendance in workshops and teaching observations, as evidenced through the number of TAs who acquire the Fundamentals Certificate.

As determined through participation in workshops, observations, consultations, and instructor feedback, TAs will exhibit the following skills: effective time-management, learning-centred teaching, fair and efficient assessment, and effective management of the classroom.

By the end of the year, TAs will actively engage with one-on-one consultations (beyond teaching peer observations), as compared to last year’s cohort.

Throughout the year, International TAs will feel appropriately supported and aware of resources available as determined through monthly check-ins and end-of-year survey.

Gerry Gourlay Biology
When provided with a list after the TA orientation, TAs will accurately identify the roles and responsibilities associated with being a Biology TA.

When leading a pre-lab talk, TAs will successfully use a learner-centered teaching approach as determined through one-on-one observations and subsequent follow-up meeting.

By the end of the semester when final papers are submitted, TAs will accurately grade the assignments by following the rubric provided as determined by the Senior Lab Instructor (SLI) final review of the papers.

Throughout the semester via monthly e-mail check-ins, TAs with additional barriers and international TAs will be successfully supported and aware of the resources available to them to aid in their transition to an English-speaking Canadian culture.

At the end of the semester when the end-of-term survey is sent out, TAs will appropriately answer questions that evaluate the entire TAC program in Biology.

Tasha Jarisz Chemistry
By the end of the term, TAs will demonstrate increased teaching skills and abilities, as well as confidence in performing their duties, as determined by comparison of pre- and post-workshop series surveys, teaching observations, and reflective discussion at the end-of-term focus group.

Throughout the semester, TAs will help to cultivate a supportive community of practice through observation of consistent attendance and engagement in TAC workshops, as well as discussion at the end-of-term focus group.

Throughout the semester, International TAs will be provided with cultural knowledge and teaching strategies through a supportive community of both domestic and ITAs, as well as monthly check-in emails from the TAC and discussion at the end-of-term focus group.

By the end of the term, TAs will be exposed to a greater diversity of career options as a result of the TAC inviting several more diverse (non-chemistry department) speakers who can inform and discuss with TAs their varied career backgrounds and professions/roles.

**Angie Gray Child and Youth Care**
Throughout the semester, TA’s will appropriately demonstrate knowledge of resources available for student referral, as evidenced through actively sharing with cohort.

Through monthly emails, TA’s with additional barriers, including International TA’s, will be appropriately supported and aware of resources available to them, as evidenced through end of term focus group.

At the end of the semester, TA’s will accurately articulate their strengths and challenges through critical reflection during the end of term focus group.

At the end of the semester, TA’s will demonstrate an increase in one or more areas of practice, as evidenced through an end of term survey.

During the end of term focus group, TA’s will provide accurate feedback on the effectiveness of the TAC program in CYC.

**Eirini Kalliavakou Computer Science**
When evaluating student deliverables TAs will successfully use constructive feedback techniques, as determined through teaching observations or evaluation of grading feedback.

When teaching students, TAs will be confident in the delivery of material, as determined through observations or a mix of workshop attendance and student feedback.

Throughout the semester, international TAs will be successfully supported and aware of the resources available to them to aid in their transition to an English-speaking Canadian culture, as determined via regular email check-ins and as demonstrated through observations.

TAs will successfully use a teaching approach to plan, organize, and facilitate engaging and educational seminars based on the BOPPPS framework, as evident through workshop attendance or observations.
Around the middle of the term TAs will be successfully supported in engaging and learning from experienced TAs through an interactive panel and Q&A session, as demonstrated through a pre- and post-assessment survey.

When navigating situations of conflict TAs will successfully use a structured approach to conflict management (taught in workshop) as determined through consultation meetings and end-of-term survey.

**Emma Pascoe Earth and Ocean Sciences**
Throughout the year, TAs will identify teaching skills they have gained confidence in, as evident through a pre- and post-term survey.

When leading a pre-lab segment, TAs will comfortably and effectively teach the prescribed material as determined through one-on-one observations and follow-up meeting.

International graduate students will have an opportunity to be consulted about their experience in the TA program by providing feedback in a survey which will be compiled and passed along to the chair.

A community of practice will be formed through monthly workshops followed by group dinners to give TAs an opportunity to share experiences and lessons learned with their peers.

**Ben Paterson Economics**
After an orientation session conducted by the TAC with anecdotes from experienced TAs, incoming TAs in the economics department will identify and be comfortable with the roles, responsibilities, and potential challenges faced by TAs in the department. The success of this orientation will be measured by an e-mail survey administered following the first week of tutorials.

Feedback from beginning of term and end of term student evaluations will help TAs identify areas for improvement, and help foster learner-centric tutorials within the economics department, as determined through teaching observations.

An informal post-orientation social event at the grad house, and the establishment of a TA Facebook page within the department will help incorporate new TAs in the larger UVic economics community. A focus group at the end of the academic year will identify the success of this initiative.

Through one-on-one consultations in September and October, TAs will be able to develop strategies to encourage classroom participation and create an inclusive learning environment for students of diverse cultural backgrounds, as assessed through teaching observations.

Frequent email updates and links on the department TA page as well as a TAC office hour will ensure international students are supported, and aware of resources available. Consultations following teaching observations will be used to gauge TAs’ awareness of additional resources, and identify what else can be done to make international TAs feel confident.

A marking workshop during the undergrad exam period, with faculty and experienced TA participation will provide TAs with the support required to feel confident marking exams effectively and efficiently, and encourage communication with TAs and their supervising professors.
Satinder Virdi Educational Psychology Leadership Studies
Through surveys, a needs assessment will be carried out to collect data to determine TA experiences, challenges, and expectations to be culminated into a final report for the Chair of the department.

Through surveys and, consultations, collect data from all instructors to determine how the TAC can best support TA’s in their assigned roles, to be culminated into a final report for the Chair of the department.

Through analysis of previous TAC reports and data collected as stated above, put forward a plan for the EPLS TAC programme to be implemented in September 2018.

Parni Tayebi Engineering
When leading labs or tutorials, TAs will accurately implement active learning teaching strategies, as determined through observations, consultations, check-ins, and end of year survey.

In the mandatory workshops, new and international TAs will identify their responsibilities and rights as an employee in Canada, as measured through a question sheet, one-on-one consultations, and end of year survey.

Each two months, TAs will be successfully supported and aware of the last updated in engineering departments, throughout bi-monthly e-mail check-ins.

Janice Niemann English
After TA orientation and attendance at mandatory professional development workshops, TAs will successfully learn the skills and gain the confidence necessary to be an effective English 147 TA, as measured by check-ins after each workshop, teaching observations made by the TAC upon request, responses to the end-of-year survey.

After TA orientation, TAs will accurately identify, from a given list, on-campus resources available for undergraduate and graduate students and recognize how to use those resources effectively, as determined through group and individual discussion with the TAs.

At all times throughout the year, TAs with additional barriers, including, but not limited to, international TAs and English language learners, will feel fully supported and be aware of on- and off-campus resources available to them, as measured by one-on-one consultations and email check-ins.

After TA orientation, TAs will align their practice with the goals and messaging of English 147 as outlined by the course professor in the syllabus (for example, leading tutorials, marking assignments in accordance with the course rubric, and professionalism), as measured by feedback from observations of TA teaching and marking.

Claire O’Manique Environmental Studies
TAs will have a supportive community of practice, as evident through their consistent and engaging attendance at TA workshops and feedback on the end of year survey.

To host a workshop that identifies and compiles effective strategies to foster transformative and positive approaches for teaching environmental issues, evaluated in the end of year survey.
Over the year, TAs will see improvement in at least one of their pre-identified TA skills, as determined by post workshop check-ins and end of year survey.

Throughout the semester, TAs facing additional barriers, including international TAs, will be made aware of all the resources available on campus, as determined through monthly check-ins.

**Emma Kwasnica French**

After the first orientation, TA's will accurately identify the roles and responsibilities associated with being a French TA, as determined through a questionnaire.

Through a workshop geared towards teaching TA's how to teach pronunciation, TA's will successfully assist their students in producing the sounds of the French language, as determined through observations and subsequent meetings for delivery of feedback.

After this year's TAC program, the French department will have significantly increased the focus during labs on improving students' ability to pronounce French sounds (compared to previous years) as measured by end-of-term surveys and focus groups with both instructors and TAs.

Through monthly email check-ins, TA's with additional barriers, including ITA's, will be appropriately supported and made aware of resources available to them.

**Maleea Acker Geography**

TAs will utilize tools to improve their teaching abilities, balance their lives as academics and access the network of department/campus resources, as evident through teaching observations, post observation debriefs, communication, and surveys throughout the year.

TAs will attend workshops and develop their interest in topics related to teaching, as evident through fall and spring workshops offered on classroom dynamics, communication, first class preparation, RCSD information and open forums.

TAs will utilize self-assessment and student assessment tools as determined by debrief sessions, teaching observations, class evaluations, mid-class evaluation opportunities and skills learned in workshops.

International TAs will be successfully supported and aware of the resources available to them to aid in their transition to an English-speaking Canadian culture, as confirmed through monthly e-mail check-ins, and during a purpose-built workshop to introduce them to the department's TA duties.

**Noga Yarmar Germanic and Slavic Studies**

Through surveys, a needs-assessment will be carried out to collect data to determine TA experiences, challenges, and expectations to be culminated into a final report to the Chair of the department.

Through surveys and, consultations, collect data from all instructors to determine how the TAC can best support TA's in their assigned roles, to be culminated into a final report for the Chair of the department.

Through group and one-on-one consultations, TAs will increase their confidence and grading skills, as evidenced through a year-end survey and program evaluation.
Arnold van Roessel Greek and Roman Studies

Following the departmental TA orientation and an introductory workshop, TAs will accurately identify on-campus services, policies, and procedures.

Throughout the semester, with skills developed in a workshop, TAs will adeptly grade and provide effective feedback on assignments as determined through consultation with the supervising instructor and assessed through the end-of-semester survey.

Throughout the semester TAs will successfully apply communication strategies to maintain open lines of communication with course supervisors, as confirmed through TAC monthly check-ins and the end-of-semester survey.

Throughout the semester international TAs will be successfully supported in the transition into an English-speaking Canadian culture through the provision of resources, as assessed through regular check-ins, through conversations at departmental events, and in response to end-of-semester survey questions.

Alexie Glover History

TAs feel confident, prepared, and valued as a member of the department community as assessed through regular email check-ins, department events, and an end-of-the-year program survey.

International TAs, and TAs facing any additional barriers, feel supported and confident in their role as observed through workshops, emails, regular check-ins with the TAC, and an end-of-the-year program survey.

TAs demonstrate the ability to mark accurately, according to a rubric or guidelines provided by the course instructor, as learned in mandatory training, and as measured by term check-ins with course instructors.

TAs demonstrate the ability to organize, implement, and facilitate seminars, with skills developed in mandatory training, as measured by teaching observations, consultations, regular email check-ins with the TAC, and term check-ins with course instructors.

Yan Gao and Pei-Ling Wang (International TACs)

Through ongoing workshops, international teaching assistants (ITAs) will clearly identify how culture impacts teaching and learning, and be confident when teaching with English as an additional language (EAL), as determined through focus groups, observations, and community of practice activities.

Adar Anisman Linguistics

Throughout the year, through workshops, Linguistics TAs will gain confidence in their ability to give guest lectures and run tutorials, as determined through one-on-one consultations, the creation and evaluation of lesson plans, and surveys at the end of each semester.

Throughout the year, the TAC program will successfully promote group discussions and peer support and mentorship between Linguistics TAs, as determined through workshop participation and end-of-year survey.
Throughout the program, an effective anonymous feedback system will be developed to allow both TAs and instructors to highlight important issues in the department, as determined by the successful implementation of a TA evaluation survey.

Throughout the program, TAs with additional barriers, including international TAs, will be supported through sharing resources during workshops and by email, and one-on-one consultations to determine their individual needs, as determined by end-of-year survey.

**Chi Ming Kou Mathematics and Statistics**
International TAs will utilize resources to help with the transition to an English-speaking Canadian culture as determined through monthly e-mail communications, one-on-one consultations, and feedback at the end of the academic year.

Tutorial leading TAs will successfully implement a student-centered teaching approach as determined through observations, follow-up meeting, and feedback at the end of the academic year.

Assistance Centre TAs will effectively conduct one-on-one tutoring as determined by observation, follow-up meeting, possibly student feedback, and feedback at the end of the academic year.

A significant number of TAs will obtain the TA fundamental’s certificate, as measured against previous years.

**Alanna Kazdan Music**
Throughout the term, TAs will create effective and fair assessment strategies, as determined through check-ins and revisions.

TAs will identify the various roles required of them by the School of Music, and will list the specific responsibilities of their appointments, as evident through group discussion.

Through monthly email check-ins, international TAs utilize resources aimed toward easing their cultural transition and ensuring their continued success.

TAs will cultivate confidence and skills in one or more areas of practice, as determined through observations and personal reflection at the end of the semester.

**David Long Pacific and Asian Studies**
Through the study of the guidebook and the workshop provided, TAs will articulate the nuances, roles and responsibilities of their jobs measured by one on one consultation.

Through the workshops provided, office hours and ongoing support throughout the semester, TAs will increase their marking and grading skills through personal observations and practice.

Through regular visits and monthly meetings (pizza or cheese party) a friendly, neighbourly environment will be established and promoted within the department as evidenced through an end of term focus group and survey.

**Aidan Collier Philosophy**
By the end of TA orientation, TA’s will be able to report and explain the duties, expectations and available resources associated with their position, as demonstrated in a follow-up survey and discussion.

Throughout the year, TA’s will successfully use skills and strategies for grading, time-management, communication, and meeting with students, as demonstrated in practical exercises during workshops, an end-of-term self-evaluation survey, and faculty survey.

Throughout the year, ITA’s will feel supported and knowledgeable regarding relevant campus resources as evaluated by regular one-on-one consultations.

**Didier Zuniga Political Science**

At the end of a workshop, the TAs will obtain awareness about the critical issues related to politics and education, such as the question of teaching in the context of colonization, as evident through the quality of group discussions where concerns, worries and ideas are shared.

At the end of the workshop, TAs will have strategies about how to facilitate discussions and mediate difficult topics about politics in tutorials, as well as identify the rights and obligations associated with the TA role, as evident through the quality of discussions held during the workshop.

In adherence to the aims and needs of the department, through activities, meetings and continuous consultation, TAs will increase their confidence and skills as a teacher, and feel part of a community of peers, as determined through email check-ins and one-on-one consultations.

TAs facing additional barriers (including international TAs) will be appropriately supported and aware of the resources available on campus, as determined through continuous consultation via email and in person.

**Elliott Lee Psychology**

Through perspective-taking exercises throughout the year, TAs will perceptibly demonstrate empathy for instructors and students in a brief report (verbal or written) of their experiences during the 2 semesters.

After attending the first training session, TAs will identify resources available to them and how to contact or utilize each of these resources, as availed through handouts and a brief oral check at the end of the session.

Throughout the first semester, TAs will take part in role-playing scenarios, vignettes, and/or videos wherein they will be able to correctly differentiate between appropriate and inappropriate communication between TAs and instructors, other TAs, and students.

After attending the workshops, TAs will develop confidence in communicating with instructors/supervisors, which will be demonstrated in practice e-mails and/or role-playing scenarios.

Through monthly emails, international TAs and those with additional barriers will be appropriately supported and made aware of resources available to them, as evidenced in requested responses to these e-mails.

**Ashley Berard Sociology**
After orientation, TAs will accurately identify and rely on resources in the department as evidenced through ongoing one-on-one consultations, focus groups throughout the semester, and end-of-term survey.

Following initial workshops, TAs will successfully teach tutorials following a learner-centered approach with the BOPPPS method as evaluated through teaching observations, subsequent follow-up meetings and the end of year survey.

After workshops, TAs will successfully grade assignments and exams following instructor rubrics and consult with students as determined by email and in-person consultations with instructors or TAC, and end-of-term survey.

Through monthly emails, TAs with additional barriers, including International TAs, will be appropriately supported and aware of the resources available to them, as determined by the end-of-term survey.