TACs 2018-19 Program Learning Outcomes

Betsy Hagestedt, Anthropology
Following workshops and one-on-one consultations, TAs will be able to identify and discuss their responsibilities and feel confident in their abilities to successfully fulfill their duties as a TA, as evaluated through an end-of-term self-assessment survey and focus group discussion.

Following workshop participation and both group and one-on-one discussions, TAs will recognize and value student-oriented instructional models, as evidenced by discussion and self-assessment, and demonstrated within their own instruction (if applicable, and demonstrated during observation).

Following interaction during workshops and social activities, TAs will value the teaching community within the department and the support of other TAs, as demonstrated within survey and focus group responses.

International TAs will use resources to assist them with their transition to teaching in a Canadian classroom, as determined through one-on-one consultations and self-assessment.

Ambreen Shehzad Hussaini, Art History and Visual Studies
Throughout the year, TAs will maintain participation and attendance in workshops and teaching observations, as evidenced through attendance statistics for the Workshops, Observations, 1-on-1 Consultations, and the number of TAs who acquire the Fundamentals Certificate.

As determined through participation in workshops, observations, consultation sessions, TAs will employ active learning strategies to create learner-centered classroom; and will gain the skills to communicate confidently during their teaching sessions.

Throughout the year, TAs will actively engage with 1-on-1 consultations (beyond teaching peer observations), as compared to last year’s cohort as measured as a statistic against last year, utilization of TAC office hour, and consultation feedback form.

Throughout the year, TAs (both Domestic and International) will feel appropriately supported and will have access to online resources related to teaching and learning as determined through availability of resources on CourseSpaces, quarterly social events, monthly check-ins and end-of-year survey.

By the end of the year, Faculty, Instructors, and TAs will build a community and will recognize the TAC Program as a valuable and necessary resource to the department as evidenced by participation in Instructors-TAs meetings, workshops, TAs social events, and an end-of-year survey questionnaire that inquires after the specifics of their experience with the program and its efficacy.

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 evaluates the entire TAC program in Biology.

**Tasha Jarisz, Chemistry**

By the end of the term, TAs will demonstrate increased time management skills and consistent grading abilities, as well as confidence in public speaking, as determined by comparison of pre- and post-program 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.

By the end of the term, TAs will be better prepared to enter the job market, as measured by observation of interview skill practice, editing of teaching dossiers, and reflective discussion at the end-of-term focus group. TAs will also be exposed to a greater diversity of career options through presentations by and discussion with guest speakers from various chemistry-related fields.

Throughout the semester, International TAs will be provided with knowledge about the teaching culture in the department through a supportive community of both domestic and experienced ITAs, as assessed by monthly check-ins with the TAC and discussion at the end-of-term focus group.

**Alina Reed, Child and Youth Care**

Through ongoing support, monthly workshops, and observations, TAs will increase competency and confidence in grading skills, as evidenced through observed grading and discussion in workshops.

Through one to one consultations and ongoing support, all TAs, including international, Indigenous, and those with additional barriers, will receive appropriate support and be able to identify resources available to them and students, as evidenced by share of information in workshops and the end of term focus group discussion.

Through monthly workshops, observations, and one to one support, TAs will increase their critical reflective practice and knowledge of the ethics and power relations as they relate to their role as TAs, as evidenced by discussions in monthly workshops and one to one check ins.

Through ongoing support and monthly workshops, TAs will be able to articulate their strengths and challenges as TAs, as evidenced by their critical reflection in observation feedback meetings and end of term focus groups discussion.

Through monthly workshops and ongoing support, TAs will identify how issues of colonization in Canada are relevant to their roles as TAs, as evidenced by critical reflections in workshops.
Camille Zimmer, Civil Engineering
Currently, the civil engineering program is scattered in different buildings across campus. Therefore, the TAC program will build a community within the civil engineering TAs so they can engage in peer-to-peer learning and share teaching experiences.

ITA’s will feel more comfortable engaging with Canadian students inside and outside the classroom and demonstrate understanding of behavioural norms within Canadian academia. The TAC program will orient ITA’s to cultural expectations, implicit and explicit, within the learning environment.

TA’s will identify their responsibilities and rights as an employee as employees. TA’s will be educated and empowered to set boundaries in their work as it relates to both their students and their supervisors. Tying directly to this, TAs will demonstrate the ability to effectively communicate issues to their course instructors and to manage conflicts should they arise.

TAs will develop skills directly applicable to their duties as TAs, which has numerous benefits, including: feeling more comfortable in their roles and improving quality of TA instruction. Such skills to be developed include: marking strategies, proofreading and making rubrics, creating an engaged classroom during a tutorial or lab, and how to handle suspected violations of academic integrity.

TA’s will develop professional development skills to support their academic success in general. The benefits of using the TAC program to support general TA professional development include: general academic improvement within the grad student population in civil engineering, decreased pressure on professors to provide such professional development skills, and potential exposure of professors to the same professional development skills. Examples of professional development skills to be addressed include: public speaking and delivering presentations, resume writing and interview skills, preparation for post-grad life and time management skills.

Adeshina Alani, Computer Science
TA will effectively demonstrate teaching techniques to draft, plan, and facilitate an engaging classroom as evident through seminar presentation based on BOPPPS framework, workshops attendance, and observations.

Throughout the year, TAs will effectively teach the laboratories and conduct required experiment as evidenced through one-on-one observations and follow-up-meetings.

Through an ongoing interactive support from TAC, TAs will develop self-confidence in computer science grading strategies as determined through grading guidelines from the department.

International TA’s will be supported by providing awareness on the resources availability in order to aid their transition within the Canadian English culture as evident through checking on them via intermittent emails, physical discussions and observations.

Through survey sampling collected from the TAs, TAs will discuss their ongoing challenges towards the student and faculties.

Marikò Cappello, Earth and Ocean Sciences
TAs will value community building in the department which will allow the development of an inclusive and motivating TA culture that promotes mutual support amongst new and experienced TAs. All TAs will
feel comfortable seeking for help and/or offering support in a non-judgmental manner. This will reflect in the ability of TAs to employ encouraging language and practices in order to create a healthy learning environment in each of their classroom/laboratory.

New TAs will be able to describe and apply a range of practical tools: teaching methods, marking techniques and effective communication. This will increase their confidence, competence and assertiveness in the different aspects of their TA role.

TAs will be familiar with teaching/marking/time management/mental health resources from which they can draw from whenever necessary. This will enable them to use such resources as well as formulate useful advice for students as needed.

**Zhang Tianyang, Economics**
By the end of the TA orientation session, TAs will identify their roles, challenges, and the level of professionalism expected by the department.

By the end of the first workshop, all TAs will recognize their duties, the importance to communicate with their course instructors, and be aware of some challenge they might encounter.

By the end of October, new lab instructors will have received constructive feedback from the TAC through their one-on-one observation sessions.

By the end of the first midterm, all graders will grade student works according to the department’s expectation.

TAs will adapt and utilize the teaching resource recommended by the TAC.

**Jess Willows, Educational Psychology Leadership Studies**
Through workshops, one-on-one consultations, and connection through mentorship opportunities to experienced TAs, TAs will be able to identify and describe the responsibilities and expectations of a TA as well as identify UVIC resources, procedures, and policies as related to their role as TA.

Through one-on-one consultations and regular meetings all TAs, including international, Indigenous and those with additional barriers will receive additional support and be able to identify resources available to themselves and students.

Through workshops, observations, and self-reflections TAs will increase their confidence and skills in assessment, content knowledge and teaching abilities. Through intentional community building activities during regular meetings and social gatherings TAs will develop support networks within our TA community that will reduce the sense of isolation in their roles.

**Sai Prakash Reddy Konda, Electrical and Computer Engineering**
Recognize the difference between Canadian classroom culture and International culture.

Be able to develop effective marking strategies through building rubrics, time-management.

Demonstrate the enhancement of soft, problem solving and management skills through workshops.
Identify roles and responsibilities of a TAs in engineering

Develop teaching performance through teaching observations, one-on-one consultations and feedbacks.

Support each other with the help of get-together (formal and informal), pot lucks etc., through group discussions, feedback, JAM sessions etc.

**Natalie Boldt, English**
Demonstrate the skills and confidence necessary to run a successful tutorial – including facilitating discussion, anticipating challenges, and maintaining a resilient and safe classroom

When grading, exhibit familiarity with the expectations for first year students, as evident through utilizing effective and efficient marking strategies and constructive feedback on a variety of assignments (long and short written assignments and exams)

Identify the resources available to them as teachers and students in the English Department specifically and the UVic community more broadly

Feel supported in their roles as student-teachers (as measured by their ability to successfully accomplish learning and course objectives without undo stress or anxiety)

Recognize the importance of student-centered learning practices and be able to implement them in their tutorials

Function holistically as part of a teaching team (e.g. will have aligned their goals and practices with the instructors’ as outlined in orientation and the general syllabus)

Prioritize and support diversity (race, class, gender, +) in the classroom

**Regina Grishko, French**
Through the workshops geared specifically towards teaching TAs how to create a classroom space that aims at fostering the conversation among the students, TAs will successfully employ the techniques learned (icebreakers, use of multimedia, engaging exercises), as determined through the teaching observations and subsequent meetings for delivery of feedback by the TAC.

After this year’s TAC program, TAs at the French department will have successfully respected the zero English policy during the labs and have effectively put focus on the conversational aspect of the labs (not on grammar).

Through monthly official check-ins as well as ongoing informal check-ins with the TAs via media and personal interaction, TAs with additional barriers as well as International TAs will be able to seek support from the TAC and to identify and use the resources available to them.

TAs will confidently engage in open communication with the course instructors based on the instruction provided to them during the workshops and one-on-one interaction with the TAC.

**Sharon Dias, Geography**
TAs will utilize tools to improve their teaching abilities.
TAs will balance their lives as academics and access the network of department/campus resources.

TAs will be adequately prepared for their first class.

TAs will be assisted in receiving feedback, or getting assistance.

TAs will attend workshops and develop interest in topics related to teaching.

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.

**Tessa Coutu, Germanic and Slavic Studies**
Following 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. Multiple TAs marking for one course will be able to consistently grade using the same rubric.

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

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

**Alyssa Allen, Greek and Roman Studies**
Following the departmental TA orientation in September, new TAs will accurately identify on-campus services, policies, and procedures, as well as define their duties as a TA and the learning outcomes of the TAC program.

Throughout the year, TAs will competently grade and provide effective feedback on assignments. These skills will be provided in a workshop, and will be assessed as consultation between the course supervisor and the TAC, and corrective performance exhibited by students in their following assignments.

Through instructional workshops, TAs will demonstrate the skills to create lesson plans and foster an inclusive classroom environment that promotes active learning. They will implement these skills when running guest lectures for their class supervisors, and their proficiency will be assessed by classroom observation and follow-up consultation by the TAC.

Throughout the year, TAs with additional needs, including international TAs, will be able to locate the resources relevant to them and receive all necessary support from the TAC. This will be assessed through regular check-ins, conversations at departmental events, and in response to survey questions at the beginning of the second semester.
Kelly Clark, History
All 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.

All TAs utilize effective strategies for time management, hours management, and recognize both their own duties and limitations to ensure maximum efficiency in their work while balancing their own studies.

TAs apply the tools and techniques learned in workshops for time management, conflict resolution, and stress management in their roles as TAs.

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 will demonstrate the ability to mark accurately and confidently, 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 will identify themselves as teachers and demonstrate the ability to organize, implement, and facilitate seminars, tutorials, and lectures 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.

Taiwo Afolabi and Pei-Ling Wang (International TACs)
Through ongoing workshops, international teaching assistants (ITAs) will clearly identify how culture impacts teaching and learning; gain strategies to create inclusive classrooms; and acquire the skills to communicate confidently when teaching with English as an additional language (EAL), as determined through focus groups, observations, and ITACC certificate reflective essay.

Oluwabukola O. Ariyo, Linguistics
Using the TA goals form, TAs will be able to discuss their roles, summarize and articulate in clear terms the expectation(s) from the supervisor.

Following different workshop participation, TAs will be able to network among themselves effectively and embrace timely communications to discuss issues as a community and get them resolved almost immediately.

Through workshops, TAs will be able to re-assess themselves and be provided with the opportunity of addressing mental health-related issues ranging from emotional to physical, psychological and stress observed through a survey.

Through workshop and group discussions, TAs will identify where and how to seek help on conflict/conflict resolution related cases. The workshop will be helpful for international TAs and local TAs as well.

Through workshops, Linguistics TAs will gain confidence in their ability to give lectures and run tutorials using the BOPPPS model to create and evaluate lesson plans.
Sadaf Samimi Gharaei, Mechanical Engineering
New and international TAs will identify their rights and responsibilities to set the boundary between TAs/student and TAs/Professors as an employee in Canada to set the boundaries in mandatory workshops through a question sheet, one-on-one consultations, and end of year survey.

TAs will identify differences of nationalities to have an effective cooperation and communication with other TAs and students, overcome imposter syndrome, and develop self-confident through free discussion and post-assessment survey in an informal potluck gathering.

TAs will be aware of available teaching resources on campus and they will develop teaching skills including active teaching, engaging a classroom in tutorial classes, communication skill, lab setting, time and conflict management, and classroom assessment through group evaluation in workshops, one-on-one consultations, and TAC random observation in their classes.

TAs will develop general professional skills including, communication skill, academic writing, resume writing, and public speaking in workshops through a question sheet survey.

Kaitie Sly, Music
Throughout the year, TAs will identify effective and fair assessment strategies, such as rubrics and time management skills, that will be geared towards student centred learning, and employ these strategies in their interactions with students as determined by workshop discussions, peer observations, and TA feedback (through survey).

TAs will be able to define the specific responsibilities of their appointments and will recognize and value the various rights and responsibilities required of them by the School of Music, as determined through peer observations and one-on-one consultations with their TAC.

TAC, returning TAs, and new TAs will work together to foster a community that will provide mentorship opportunities and peer-to-peer learning to ensure all TAs feel welcome and empowered as evidenced through TA workshops, one-on-one consultations, peer evaluations, and informal gatherings.

Those TAs that would appreciate additional support or who have additional barriers, especially from a cultural context (i.e. international, Indigenous TAs) will identify and utilize resources when needed that are aimed toward easing cultural transition into the Canadian university environment; and ensuring continued success, through the quality of workshop discussions, teaching observations, and one-on-one consultations.

TAs will cultivate confidence, critical reflection abilities, and practical skills that will help to build a capacity to facilitate their responsibilities and to feel capable of offering support to students, as evaluated through the TA fundamentals certificate reflection.

Yucong Zhang, Pacific and Asian Studies
Through the instruction, interaction and ongoing support of the TAC, TAs will be able to develop their skills, confidence and reflective practice for their teaching. TAs will be able to identify and access available resources and share knowledge from fellow TAs, workshops and regular contact with TAC. TAs will be able to demonstrate effective communication skills. Program learning outcomes will be evidenced by TAs’ self-reflection and evaluation, student feedback and/or review by peer TAs.
David Stephens, Physics and Astronomy
With small group activities being used in multiple workshops, TA’s will improve their confidence in public speaking which will be assessed when TA’s are being a part of a teaching observation and while presenting in front of small groups during workshops.

The physics and astronomy graduate community and environment will be fostered through involvement of new and existing TA’s in departmental events, TAC workshops and teaching observations. This will be quantified by monitoring the number and retention of students being involved in workshops and teaching observations throughout the academic year.

New and existing TA’s will be aware of the various methods in which their labs or tutorials can be used for professional development towards an academic career. This can be determined from TA inquiries into the details of the TA Fundamentals Certificate, the LATHE program and the various upper year labs and tutorials that are available.

TA’s will be able to recognize the extent of their role in and out of the classroom in difficult situations as well as their role as defined in their contract with the university. This can be evaluated through workshop activities as well as their use of the materials and resources available to them in workshops.

Mehdi Hashemi, Political Science
Obtain awareness of the critical educational issues related to political science as a field of study, such as the question of teaching in the context of colonization. This will be evaluated through teaching observations and post-workshop surveys.

Employ clear strategies for facilitating discussions on sensitive political science topics in tutorials, as evident in TA observations, one-on-one consultations, and post workshop surveys.

Gain confidence and skills as teachers, as demonstrated in TA observations, one-on-one consultations, and program evaluation surveys.

Identify (appropriately utilize) the available resources on the campus and employ helpful strategies to tackle the struggles and barriers that undermine their success as TAs. They will also form and benefit from a friendly and supportive community of peers that will serve as their secondary (after the TAC) source of support and encouragement, which they will build through formal workshops and informal gatherings. This will be evaluated by program evaluation surveys.

Lisa Ohlhauser, Psychology
Identify where and how to access resources for TAing (e.g., provided by the TAC through CourseSpaces, resources on campus).

Develop and implement a personalized method to calculate hours.

Implement strategies for efficient marking/grading.

Effectively communicate TA issues/boundaries (e.g., hours, grading rubrics) with course instructors (without fear of negative consequences).

Contribute to the TA community in the psychology department by providing feedback to TAC.
International TAs will be able to embrace Canadian culture and integrate their own culture in their role as a TA.

**Tayler Zavitz, Sociology**
TA’s will identify and use department and university resources to help better their teaching and student learning.

TA’s will be supported throughout the year through direct consultations with me, through group TA meetings throughout the year, and hopefully, through contact and discussion with their assigned faculty members as well.

TA’s will facilitate inclusive learning environments in their tutorials, and be guided in doing so through group TA meetings, teaching observations, and end of the semester student evaluations.

TA’s will grade assignments, midterms and final exams and will make themselves available to students for any grade appeals or discussions thereafter through office hours and email.

**Kaitlyn Dunsmore, Visual Arts**
Throughout the year, TA’s will maintain attendance and participation in workshops, teaching observations and one-on-one consultations, as evidenced through attendance statistics.

As determined through workshops, TA’s will demonstrate confidence in adapting to teaching in a studio environment.

Throughout the year, International TA’s will recognize the resources available throughout the university and feel supported while implementing their cultural influences while teaching. This will be determined by monthly check-ins and end of year survey.

By the end of the year, Faculty, Instructors and TA’s will recognize the TAC Program as an integral component of the graduate environment and resource to the department, as evidenced through an end of year evaluation that inquires into the experiences of the TAC program.