Graduate Student Day

Wednesday, September 7, 2011

Workshop Handout Material





Why do we accommodate students?

McMaster University has been making a concerted and continued effort to create a barrier-free environment which will enable individuals with disabilities to acquire a university education, without having to endure unnecessary hardship. It is important for faculty and staff of McMaster University to understand the needs and potential requests of students with disabilities. Accommodations are not advantages, but a means of providing equity in the demonstration of knowledge.

Who is eligible for accommodations and services?

Students with documented or suspected disabilities such as physical, chronic medical, sensory, mental health, or learning disabilities meet with a Program Coordinator and provide current relevant professional, medical or psychological documentation in order to qualify for consideration and access to services, accommodations, and assistive technology.

Accommodations – what to keep in mind:

- Not all disabilities are consistent from day to day; students often encounter ups and downs.
- No two students experience the same disability similarly; hence accommodations are put in place depending on the individual, not just the disability.
- Some of the most common issues encountered by students with disabilities:
 - Some disabilities cause an absence of 1-2 weeks; but students often continue to work from home. In such cases accommodations such as flexible deadlines, alternate evaluations and note-taking assistance are often warranted.
 - The process of using assistive devices may be slow. These students benefit from accommodations such as note-taking assistance, flexibility with deadlines, and adequate spacing during and between tests/exams.
 - Some disabilities cause focus and concentration difficulties for students. In these cases note-taking assistance, flexible deadlines and adequate spacing during and between tests/exams are necessary.
 - Some students encounter difficulty in processing large volumes of information in short periods of time requiring adequate spacing during and between exam/test evaluations.

For more information please visit our website at <u>http://sas.mcmaster.ca/</u> or e-mail us at <u>sas@mcmaster.ca</u>

Location Information:

The main SAS office is located in the lower level of the McMaster University Student Centre close to the south elevators.

In the Testing Centre location (Commons Building B104) students receive accommodations for tests. Here they have access to rooms alone and assistive technology, as discussed with their instructor and disability coordinator. Tests and mid-terms are also picked-up at this location after a student has written. Enter the main doors of the Commons Building, down the hallway on the right-hand side and then down the staircase. Turn right and follow the narrow hallway to the Testing Centre.

Useful Contact Information:

Main Office: MUSC B-107 Phone: (905) 525-9140 ext. 28652 or sas@mcmaster.ca Fax: (905) 528-3749 Teletype: (905) 528-4307 <u>Testing Centre (includes test pick-up): Commons Building B-104</u> Phone: (905) 525-9140 ext. 24407 for Test Pick-up

(905) 525-9140 ext. 27552 for Test Administration Support

What does the Student Accessibility Services (SAS) do?

The Student Accessibility Services is a resource for students with permanent disabilities. Services include:

- Program Coordinators: Assess the needs of the student and provide appropriate accommodations. Ongoing guidance and support on disability related issues.
- Learning Strategist: Support in developing learning strategies and skills.
- Assistive Technologist: Incorporating technology into learning where it may minimize barriers and/or bolster strengths.
- Administration of class tests to students on behalf of instructors where necessary.
- Access to volunteer lecture notes where notes are not available on Avenue 2 Learn via instructors.

Labs and Tutorials in Science and Engineering

Because specific tutorial formats differ depending on the traditions of each discipline, this package will consider some fundamental approaches for tutorials in Science and Engineering. It will also provide a few case studies of lab demonstrations in order to help problem solve some common situations.

Types of Tutorials

The type of tutorial you are leading has an impact on the level of student participation and engagement. A lab, for instance, will likely have less group discussion and participation, as students will typically be working individually or with a partner/small group on their assigned lab work. There are two general types of tutorials: teaching and resource. Very often, the course will dictate the type of tutorial. However, the TA may have the option of choosing one style over the other. The distinction is not necessarily clear cut between the two types.

The Teaching Tutorial

- TA plays an active role.
- TA reviews and supplements class material (miniature lecture).
- This type of tutorial involves a collective problem-solving and question-andanswer session.
- It illustrates the practical aspects of the material introduced in the lectures.

The Resource Tutorial

- TA plays a more passive role.
- This is a problem-solving session where students work on pre-assigned questions and use the TA almost like a reference book. (Be a guide to the solution).
- One-on-one basis, rather than addressing a group.
- Students set the pace of the tutorial; TA maintains focus and direction.

Be Prepared for Tutorial/Lab

- See "The First Tutorial"
- Solve assignments yourself before tutorial time.
- Select and work through problems that you will demonstrate to students.
- Identify difficult points with the lab in advance and bring additional notes, examples, explanations, etc. to help students understand, and to keep them on track.

During Tutorial/Lab

- Begin by outlining what material you want to cover during the tutorial or what skills, techniques or concepts will be addressed in the lab.
- Ask whether there are specific points the students wish to cover in tutorial. Try to find common difficulties. In the lab, keep an eye out for common mistakes or misunderstandings of the lab procedure.

- Relate the lab material back to the lectures.
- Have marking schemes ready in advance and make students aware of them; teach them how to prepare an acceptable lab report, don't assume they already know.
- Ask questions: post the question and then wait a few minutes. If nobody answers, then ask somebody to respond. Don't be put off by a lack of response to a question. Break it down to smaller questions until someone responds; be specific.

Outside the Tutorial/Lab

- Mark assignments/tests and lab reports objectively, fairly, and as quickly as possible.
- Write positive and constructive comments on lab reports and tests/assignments. Keep criticisms specific and try not to be harsh. Never give a mark which you can't justify.
- Don't feel badly about giving low marks if they are deserved.
- Remember your teaching duties do not end in the classroom. Be prepared to talk to the students in the hall or by email.

Case Studies

Case Study #1: Equipment Problems in an Electronics Lab

This was a Wheatstone bridge experiment, in which the equipment was, according to the TA "Rob," "older than myself." The resistors produced very strange readings. As well, a page of confusing instructions accompanied the lab, written many years previously. Rob had performed the exercise prior to the lab session and had managed to collect satisfactory data.

In the first part of the lab, the equipment was balanced then set to maximum and minimum readings in order to calibrate it. This had to be repeated six times. Newer equipment would have performed the calibration automatically. The students encountered difficulty in the calibration. This was necessary and time-consuming, but not essential to the overall understanding of the exercise.

In the second and main part of the lab, the equipment was very sensitive and the date collected was erroneous. This part was crucial to the understanding of the exercise.

How would you, as the TA, have handled: (a) the calibration, (b) the actual measurements, and (c) the lab report?

Rob showed the students how to perform the calibration once, and then let the students do it while he was watching. He assigned one student from each group who seemed the most capable to do the calibration for the entire exercise.

When the students obtained erroneous date, Rob walked them through the experiment by asking them what they would have expected to see and why. He didn't give out any

answers, and asked the students many questions to be sure that they understood the exercise. As he had performed the exercise beforehand and had generated reasonable data, he was able to give this to the students for their reports.

Rob also re-wrote the instructions for the lab so that they were easier to understand and more up to date.

Case Study #2: Computer Programming Exercise

This was a third year laboratory exercise in which the students were instructed to program a simulation of a titration experiment, in any programming language. The mark was worth 1/10 of the final mark for the course. The students were told that the assignment was to be individual work and that copying or teamwork would result in a mark of zero. A verbal reminder was given that programming styles are very individual and that copying could easily be recognized. Five students handed in the same program (different variable names, different block orders but the same program). From questions asked by the students in class, it was more or less obvious who had worked on the assignment and who had not.

What would you have done as the TA?

All five students received a mark of zero with a note telling them to talk to the TA. The theory of who had done the actual work was confirmed by the talk. The student who had done the work received the "proper" mark and the other students got 10% and were told to redo the exercise. Two weeks later, two students handed in almost identical programs. They got zero. The students talked to the TA. The one who had copied asked for the other's one's mark to be the "proper" one. Once that was greed upon, the "copying" student argued that he/she had learned a lot and did not deserve a zero. After being told that the mark wouldn't change, he/she became very annoyed, screamed and went out of the office, slamming doors. The student went to talk to the professor, who then spoke to the TA. The student's mark didn't change.

Case Study #3: TA/Student Relationship

This was a first year course in which weekly drafting assignments were to be completed and submitted for grading. In the class was a female student, "Robin," who had worked for several years and had returned to university. The TA, "John," felt that he had a good rapport with Robin, albeit strictly professional. The last assignment to be handed in was a particularly difficult one, and several students attached notes explaining difficulties they had encountered, including Robin. She signed her note, "love Robin."

What, if anything, do you think John should have done?

John kept the note in case anything was to become of the situation. As it turned out, he never saw Robin again.

Case Study #4: Deadlines

Brigid is the TA for a third-year electronics lab. Her students have been working on a major project for two months. The completion date is next Friday and it is becoming clear that about three quarters of her students will not be able to make the deadline. Several of the students have asked for an extension over the weekend. Brigid grants an extension to all her students because she feels that a completed project is more important than an arbitrary due date. Immediately after she announced the extension, a distraught group of students claim that they have been sacrificing work in other courses to meet the original deadline. These students complain loudly that an extension is unfair to those who have worked hard to stay on schedule.

What should Brigid do?

Brigid reminds the students that her marking scheme always included a section for "student's progress." This section would allow her to reward students who met the original deadline. All of the students in the lab seemed happy with this compromise.

Case Study #5: Academic Dishonesty

A teaching assistant, Joey, was supervising a first year physics lab. The students gather data during a 3-hour lab session and submit a formal report a week later. Attendance is taken during each lab and before the students leave the TA ensures that each student has a good data set.

A few months into the term, Joey became aware of a suspicious pair of students. Despite arriving late, leaving early and generally goofing off most of the time, the pair always produced good data. Joey suspected that the students were copying old lab reports but because he had to supervise 30 other students, Joey couldn't keep an eye on them all the time.

Eventually, the pair went too far and Joey thought he had them with a "smoking gun." The students did not attend a lab session but submitted lab reports the following week. Joey went to the supervising professor with the lab attendance sheet and the lab reports.

Despite the strong evidence, the professor in charge of the course suggested that Joey give the students a warning and keep an eye on them in the future. It was clear to Joey that the professor did not want to get involved in the matter.

What should Joey do?

Because it was the end of the term, Joey decided that it wasn't worth pursuing the matter. Between marking and graduate course work, Joey was already overworked and it was clear that the professor would not back him up if he took action. Reluctantly, Joey turned a blind eye to a blatant case of academic dishonesty and hoped that the two students wouldn't be in his section next term.

Marking Assigned Problems and Lab Reports

This package encourages you to rethink the way you approach marking. More than assigning a mark, your job is to help your students learn. At times you will probably find marking frustrating, though you might occasionally find it rewarding. Whatever your reaction, remember that your goal is to give your students the best help that you can. You need to assign a fair grade and communicate to the student how that grade was assigned and to encourage struggling learners with feedback that will help them improve. This package will outline steps to take before, during, and after marking to make the experience a positive one for you and your students.

Before Marking

You and the Instructor

- Determine what criteria the instructor wants you to use while marking. Is there an established marking scheme or do you need to prepare your own?
- Ask about McMaster's grading scheme. What constitutes an 'A,' 'B,' 'C,' etc.
- What is the course policy on late assignments? On assignments that are over or under the assigned length?
- How do you proceed with cases of suspected academic dishonesty?

You and the other TAs

• It is important that in large classes with more than one TA that the marking schemes be similar, if not the same. Meet with your fellow TAs to ensure consistency in marking. This meeting might take place formally with the professor or informally before or after a class.

With Your Students

- Be sure your students know how you assign grades. If possible, provide them with a sample of your marking scheme or rubric. Carefully explain where points are frequently lost, and what students can do to avoid similar problems.
- Be specific about what constitutes an 'A,' 'B,' 'C,' etc. Put examples of reports from each grade bracket on an overhead and explain to the class the reasons each assignment received the grade it did.
- Clarify basic points about formatting, referencing, calculations, late penalties, and length requirements. Go over policies on academic dishonesty.
- Make sure your students know how to approach grade appeals and what outcome they can expect (could you possibly lower the grade?).
- Remind your students of your email policy. If you do not accept emails 24 hours before the assignment is due (a highly recommended policy, as it avoids a flood of emails the night before), be sure to encourage them to seek out help early.
- If possible, ask students to put their name/identifying information on the back of their assignment. This will help quell concerns that you have a bias while marking.

As Students are Working on Assignments

- In the classes leading up to the due date allow for additional time to be spent clarifying questions and concerns about the assignment.
- Brainstorm connections between the assignment and course objectives so that students understand that they are not engaged in a pointless exercise.
- Remind students of your office hours. If necessary, schedule additional office hours or meet with students at a mutually convenient time. While it is part of your job to meet with students, be sure that you do not exceed your hours/week. If you remind your students to seek help early because you are only available to meet at certain prearranged times you are less likely to encounter line ups outside your office.
- Devote part (or all) of a tutorial to working on an outline or draft. Assign the outline/draft the week before and have students bring it to tutorial. Work in groups or pairs to brainstorm ways to improve the outline/draft. This may seem like a time consuming activity, but you will benefit from the extra time, guaranteed.
- Encourage students to seek out help from the Center for Student Development's Writing Clinic if they are having difficulty with writing skills.

A Checklist of Things to Consider and Be Prepared For

- ☑ Two students had in nearly identical reports. They say they were told to 'work together.'
- \square A student says he forgot a page of his lab report at home and wants to hand it in later that day.
- ☑ The correct answer to the question is embedded in a lot of irrelevant and incorrect information.
- \blacksquare You don't know the answer to the questions you are supposed to be grading.
- A student has produced a correct answer to the question that differs from the answer key.
- \blacksquare Most people are failing the test or assignment.
- \blacksquare You think something on the answer key is incorrect.
- A student complains he needs a better grade (to get into medical school for instance).
- ☑ Your professor gives you more than 10 hours per week of grading/work. *Go speak to CUPE: Wentworth House.
- \square People want to hand in their assignments late.
- \blacksquare People want to email and/or call you with a lot of questions.
- ☑ The students has produced the correct answer but you can barely read it and it's littered with spelling and grammar mistakes.
- \blacksquare Students complain that the "other TA" gives better grades.
- \blacksquare Giving a zero.

While Marking: The actual marking will vary greatly depending on the course but these are some general guidelines.

• Don't be overly precise. Assignment problems usually require specific answers and leave little room for opinions, speculations, etc. As a result, there is usually

little to differentiate one correct answer from another or one wrong answer from another. Recognizing this, it is best to choose only a few grades to represent the full range of answers you will receive. For example, if a percentage grade is required for an answer, limit the possible grades to 85%, 75%, 65%, 55%, or failure. This not only speeds up the grading by keeping you from mulling over whether this answer deserves an extra percentage point more than this answer, etc., but it also greatly helps you when you give back the assignments. It is far easier to explain to a student why his assignment received a 75% while his friend received a 65% than to try to explain the difference between a 70% and a 69%.

- Skim through answers to spot potential trouble areas.
- Be generous with your comments. Try to avoid overuse of stock phrases. Be positive and constructive in your criticism. Also, be specific. Instead of writing "good," explain *what* the student did that was good.
- Be sure your handwriting is legible! If it is not, consider typing feedback.
- Solve the problem yourself before you begin marking.
- Grade one problem at a time. This is important because it ensures that you are marking consistently and helps you keep your mind focused on the problem at hand.
- If you can, finish grading all the assignments at once. By doing this you are more likely to be consistent with little rules you establish for yourself (2 points for this, 3 points for that). If you can not complete them all at once, keep a list of grading rules for a particular problem. This avoids having to remark the entire stack. But if you choose to mark all at once, be sure to take breaks. The more tired you are the less reliable and the more critical you tend to be.
- Grade sideways. This means that you quickly go through all the solutions to one problem and arrange them in stacks, each stack containing only those problems done in the same way, or with the same answer. For instance, you might subdivide a set of electronics problems by putting all those with load lines drawn in a given direction on the same stack. After the divisions are made, you go back and grade the papers, starting with the best ones and finishing with the worst. This saves the problem decision until last, when you have a good idea of all the possible mistakes a student can make. Sideways grading can also pick out cheaters. Sideways grading can cut up to a quarter or half off your grading time. If you need more help with this technique ask your instructor or another TA. Or come to the Center for Leadership and Learning for advice.

After Marking

- Keep records in a safe place. Make backups of your most recent grade reports.
- Give students a period of time after they receive their assignments back when before they can contact you. 24 hours is usually enough time for the students to gain perspective and carefully read over your feedback. If, after 24 hours, they want to meet with you to discuss the marking and your marking scheme, make time to do so. Approach such a meeting with an open-mind.
- In cases of academic dishonesty, or suspected academic dishonesty, approach your instructor with your concerns. If you do not feel your instructor is adequately

addressing the problem contact that Office of Academic Integrity in MUSC-211, extension 24303 or email <u>thyreta@mcmaster.ca</u>

• You can find a complete copy of the Academic Integrity code on the internet at: http://www.mcmaster.ca/senate/academic/ac_integrity.htm

Rubrics/Marking Schemes

- Some sample rubrics and marking schemes can be found at: http://landmarkproject.com/rubric_builder/
- You can also generate your own individual rubric at: http://teachnology.com/web_tools/rubrics/general/

Additional Resources

- <u>http://www.utoronto.ca/tatp/beforeyoumark.pdf</u>
- http://www.adm.uwaterloo.ca/infotrac/tips/fastandequitablegrading.pdf

Marking Essays

This package includes a general discussion on marking essays. It includes information on objectivity, speed, feedback and grading.

Objectivity and Speed

- Invite students to put their names on the back of their essay, this way, you can grade the entire paper without knowing who the student is and guarantee to the student that you are marking objectively.
- Take a break from marking. You become less reliable and more critical the more tired you are.
- Meet with other markers and the professor. Discuss the assignment and make sure you all have the same understanding of the criteria and the goals. This will help you be more consistent as a group when you are making decisions in marking. If possible, try marking one assignment together.
- Use an egg timer. Allow yourself a set amount of time for each paper. Do not exceed that time. If you have allowed yourself twenty minutes per essay, set the timer at fifteen. At the end of the fifteen minutes, use the remaining five minutes to write comments and assign a grade based on the material you read. The reason for using the timer is a matter of being true to your assigned work hours. You are only permitted to work 130 hours in a semester, using a timer can help ensure that you do not exceed your hours. It also ensures equity in marking; every student receives the same amount of your time.
- Mark twice. Once you have finished marking arrange all the essays in grade groups. Read through two or three essays in each group to ensure that you have consistently assigned the same grade for the same quality of work.
- Having clear objectives and expectations makes marking much faster and more fair. Establish a grading rubric and share it with your students. If you assign a certain percentage to spelling/grammar, to the thesis, to the introduction, to the conclusion etc. it becomes very easy to assign and defend a given grade. (see sample rubric provided)
- Do not circle or correct every spelling/grammar error. Choose a representative page and mark that one as an example. Go over common spelling/grammar mistakes as a class.
- Try typing your comments into a computer, particularly for large classes. This means that your feedback will be legible and free of spelling errors, but it also means that common errors can be written once, then copied and pasted for other students. It also means that you have a record of your comments, which can be useful when meeting with students, or when marking other essays they write.
- Good essays are faster to mark so anything you can do to help students write a good essay will help speed up your marking. The single most effective strategy is to make essay outlines mandatory. Make the outline due in tutorial a week before the essay is due; workshop the outlines in small groups (checking to ensure the thesis is argumentative, the points are logical and well organized etc); offer to meet students during the week leading up to the due date to discuss their outlines

one-on-one. Provide students with models of A, B, C, D papers that you have marked (if possible), both to encourage hard work and to explain even more clearly what your criteria is while marking.

Feedback

Most of us hope to witness some growth in the knowledge and abilities of our students. We hope that their next paper will be better than their last, and that their final paper – submitted in the last class of the term – will be both intelligent and polished. This process of development can occur quite independently of anything we say or do, but I think it is enhanced when we let students know how well they are doing.

I'm not sure why this is so. Perhaps when we provide this information students can be more deliberate in their attempts to develop writing skills. Or perhaps our comments communicate not only information but encouragement and genuine interest as well. Opportunities to communicate are rare in most large institutions where students and instructors find themselves trapped within narrow roles or in large classes. In submitting a paper and in commenting on a paper, we experience one of the rare opportunities for a more personal dialogue. We get a chance to turn names and faces into people. Even brief discussions with students reveal that they value such contact. We might spend some time appraising how important it is to us, too.

Some ways of commenting are more helpful than others. In general, comments are most helpful when they can be understood, accepted, and acted upon in the near future. These three characteristics suggest several specific strategies for making comments.

Comments are most effective when they can be understood.

- At the very least, write legibly. One student commented that, "this seems like such a small thing, but I really didn't understand your main comment because I couldn't read part of it." If your handwriting is like mine, either hand out secret decoder rings at the start of term or consider typing your comments.
- Make comments very specific. This really amounts to explaining the general judgments we make about a particular paper. If I feel that a paper is confused, I try to isolate the point at which I got confused and how it is that I got confused. If a paper is particularly good, it's important to figure out why, so that the particular student can duplicate the effort in the future and so that you can say more clearly to others what constitutes a good paper.
- Use words that students understand. Very often, words have specific connotations in each discipline. We assume that students are familiar with these and so are surprised when the comments we worked so hard on, do not have the intended effects. When I described one paper as "lacking in a central argument" the student replied, "So, I should take both sides and go back and forth between them." No one gains if we assume that students understand when, in fact, they don't. Where words fail, an example or model sometimes helps.

• Check to insure that comments are understood. Situations like the one described above can be caught in an interview but these are sometimes too time consuming to be practical. A good second method involves asking students to write out a brief strategy for any subsequent paper that is based on the comments received on the current paper.

Comments are most effective when they can be accepted.

- Give students only so many comments as they can work with at any one moment. It might be worthwhile to think of improvements in terms of increments and to therefore *focus the comments* on the next few increments for that particular student.
- Consider comments as "notes to people" as well as "reflections on a written submission." It seems to me that this is the point behind such standard prohibitions as "never use sarcasm" and avoid negative comments like, "this is ridiculous." If the principle is a good one, then we might move beyond prohibitions to such positive notions as: include as list of the specific things that each student did well in their paper; be careful to maintain an encouraging tone in the comments; use an interview where a student had a particularly difficult time with the assignment; personalize the *comments* (which need not interfere with any goal to keep *grade* objective).

Comments are most effective when they *can be acted upon*. This suggests that a marker would:

- Make comments future directed. Students seem to learn the most when they can act fairly quickly on the information received. One way of accomplishing this end is to have comments culminate in a clear task for the next assignment.
- Link comments (and perhaps grades) to student progress. A graduated series of goals for each student make possible steady improvement for each student, regardless of their initial ability to write clearly and effectively. Some instructors make use of student portfolios to keep track of this individual progress. Students submit previous comment sheets with each assignment so that the marker has a sense of that student's current progress. This approach to marking works best when the marker imagines him/herself as a coach rather that as a judge.
- Direct comments at the process the student used to create the paper rather than at the specific content of the paper. Anyone who has commented at length on the content of a paper and watched as students ignore those comments will know what I mean. From the students' perspective, the essay they wrote is stale, their first contact with the thoughts it contain have occurred some time ago. Other assignments have come and gone and often they have trouble recalling what they wrote let alone the thought processes that led them to such a paper. Though comments on the content of a paper have little, if any, future application, strategies for writing the next paper are useful. The art consists of uncovering the process by which the current paper came to be, and to suggest a different approach.

• Provide comments quickly after completion of the assignment. Herein lies the final "catch 22" of commenting. To say something useful for each student takes time, but the longer it takes, the less useful the comments are. In one class, I tried asking students to comment on each other's papers. Though the quality of the comments were very good, most of the student hesitated to trust the judgment of their colleagues. The only real solution seems to be to devote as much time as possible to grading papers immediately after the due date.

Grading

Grading Criteria

A (80 and up)

- Clear development of a specific and challenging thesis, with proper paragraphing.
- Sentence structure correct and complex, with full range of punctuation.
- Graceful style, neither pompous nor breezy, with minimum of error.
- Proper documentation.
- Ability not only to expound subject but to see around it subtleties and ambiguities, implications, qualifications, concessions, relations to other subjects, etc.
- Detailed reference to appropriate texts, with evidence of individual response.

B (70-79)

- Clear development of a specific thesis, with proper paragraphing.
- Sentence structure correct and complex, with a full range of punctuation.
- Style not too wordy, with errors relatively few and minor.
- Proper documentation.
- Ability to expound reasonably sophisticated ideas.
- Adequately detailed reference to texts.

C (60-69)

- Reasonably clear development of a thesis, with proper paragraphing.
- Sentence structure correct but perhaps overly simple, with tendency to avoid complex punctuation.
- Errors relatively few, but sometimes serious, with misunderstanding of some point of basic grammar (fragments, run-ons, disagreement of number, semicolon errors, poorly integrated quotations, etc.)
- Reasonable effort at documentation.
- Ability to expound ideas.
- Generalizations adequately supported by examples.

D (50-59)

Inadequacy on <u>one</u> of the following levels:

- Difficultly with paragraphing or consecutive thought;
- Errors of grammar or diction frequent enough to interfere with expression;

- Ideas inchoate, but clouded by poor expression;
- Overgeneralization with inadequate support (or examples that run to irrelevant paraphrase)

F (49 and down)

- Inadequacy on several levels at once.
- Ideas too simple for university work.
- Content largely "borrowed" from sources with no individual distillation, but no apparent intent to deceive.

Zero

• Plagiarism with intent to deceive.

Sample Rubrics

http://gs.fanshawec.ca/rubrics/pdf_rubrics/six-trait%20essay.pdf

RUBRIC FOR A RESEARCH PAPER IN HISTORY:

Paper on Politics

Between the World Wars	Poor	Adequate	Good	Great		
Specific title						
• Introduction showing why there is						
a controversy about the role of	• •					
inflation in Germany on international						
trade						
• Focused argumentative thesis						
statement						
 Logical organization built with 						
step-by-step evidence						
• Details, dates, etc., that support						
the argument in your thesis,						
particularly citing from three of the	e					
five assigned readings thus far in						
the semester.						
• Extensive documented primary						
sources						
• Quotations smoothly woven into						
the text						
• Acknowledgement of opposing						
viewpoints						
• Original thinking, not a rehash of						
previous writers						
• Conclusion that extends your						
findings into the broader context of						
the themes we've discussed this						

semester. Avoids merely summing up what you have already said.

- Style -Varied, Effective Sentences
 - Audience awareness
 - Lively language
 - Non-judgmental tone
 - Effective Mechanics
 - Footnotes/endnotes, Chicago style

RUBRIC FOR AN ARGUMENT PAPER IN 1ST YEAR COMPOSITION Criteria

Outstanding Adequate

Poor

Strong introduction with appropriate context Clear thesis statement with arguable assertion Support for arguments from class lecture/discussion Support for arguments from primary sources Effective organization Refutation of opposing viewpoints Transitions Effective conclusion Grammar Punctuation Spelling

- Works cited page/ parenthetical citations in MLA style
- Overall interest factor

A different course of action for Joey would have been to approach the chair of his department or the Ombudsperson for the university.

Other Resources

http://www.utoronto.ca/tatp/resources/pre-lab_tips.html

Motivating Students Resources

Gross David, Barbara. *Tools for Teaching*. California: Jossey-Bass, 1993. *In particular pages, 177-184.

http://libaccess.mcmaster.ca/login?url=http://www.netLibrary.com/urlapi.asp?action=summary&v=1& bookid=26088

Weiner, Bernard. "The Role of Affect in Rational (Attributional) Approaches to Human Motivation. *Educational Researcher* 9.7 (Jul-Aug 1980): 4-11

http://www.jstor.org/stable/1174664

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Stimulating Discussion in Tutorials

This package catalogues a range of different ways of getting a discussion started and keeping it going in the right direction once underway. It will cover planning and preparation for discussion, factors contributing to non-participation, and useful techniques for stimulating and maintaining discussion.

Getting Discussions Started

Questions

The best way to ensure a lively and engaged discussion is to ask a good discussion question. Asking a good question is not as easy as you might think. The way you structure a question will determine the kind of response and the discussion generated. Below are five different pairs of effective and ineffective question types. Building good questions takes preparation and practice. Note that a third of all questions asked in university classrooms elicit no response, and 82% demand only rote memory. The following tips will ensure that your questions bring out the kind of response you are looking for.

Low-level versus High-level Questions

- A low-level question requires only rote memory or simple rephrasing and turns adult learners off. High level questions require operations of analysis, synthesis, evaluation and/or interpretation, which captures their interest by challenging them to problem solve.
- Low-level example¹: Who are the main characters in Hamlet?
- High-level example: What about Laerets' role...could he be left out of the play and would it still be Hamlet?

Convergent versus Divergent

- A convergent question is high risk for students because it implies that there is a single right answer. They will either want more time, or not try at all. Divergent questions are safer because they imply a range of possible answers and thus students will likely be comfortable giving a more spontaneous response.
- Convergent example: What's Hemmingway's main point in "A Farewell to Arms"?
- Divergent example: What are some of the messages that you perceive in Hemmingway's "A Farewell to Arms"?

Unstructured versus Structured

• A good question can be structure to provide a context of guideline through which the learner can prepare their answer. An unstructured question is wide open and thus risky and students need more time to organize their answer. A structured

¹All examples: Ray V. Rasmussen, "Practical Discussion Techniques for Instructors", AACE Journal, 1984, 12(2), p38-47.

question directs the learner to specific approaches or areas of the subject matter to use in their answer. This narrows their options thus saving them the time of choosing while the room sits silent.

- Unstructured example: What did you think of the play?
- Structured example" What are some things that made you feel good or bad as you read through the play?

Multiple versus Single

- Good questions tend to be more straightforward and include only the relevant line of questioning, not all of your musings (though you may think this helps the students understand where you are going, it will more likely overwhelm). A multiple question contains several thoughts or sub-questions, such that the students are unsure of what is being asked of them. A single or straightforward question focuses on one issue at a time.
- Multiple example: What are some of the reasons that Tolstoy is condemning him? I mean...what seems to be condemning him? What is the main problem, according to Tolstoy? At the end of the story, we have a religious solution. A couple of you earlier said you didn't think that quite fit with the rest of the story...do you still feel that way after discussing it? What's the problem there?
- Straightforward example: What are some of the reasons that Tolstoy is condemning him?

Formulating Your Question(s)

Ask

- Questions starting with: How, what, where, why, so what, when, what if
- Only one question at a time.
- Make use of the construction: *what are some of the ways...*

Avoid

- Questions starting with: *Tell me... Describe for me...*
- Yes and No questions.
- Questions with answer already known.
- Unanswerable questions (Why did the dinosaurs become extinct?)

Responding to Questions

- Wait for responses. Count slowly to ten or fifteen before breaking the silence.
- If there is no answer, ask whether students would like more time to think about the question or whether the silence reflects the need for more clarification.
- Create an expectation for long wait times by explaining that students should "take a minute to think about the question, then I'll take answers."
- Avoid staring at certain students while waiting for the answer.

- Reinforce good responses. Build on the particular student response, either by asking more questions or responding to something they have raised.
- Allow student to correct each other.
- Avoid "yes, but..." It is fine to say a student is incorrect or has misinterpreted the question, give this feedback and then point out where the student might have gone wrong.

Questions Summary

- Prepare questions in advance. You can give your students a question to work on between classes to ensure they have had ample time to consider an answer.
- Put key tutorial questions on an overhead or on the chalk board before the tutorial so that students can refer to the question throughout the tutorial.
- Create high-level, divergent, structured and straightforward questions to ensure the best possible responses.

Other Strategies for Generating Discussion

Think-Pair-Share

• Pose a question to the class and instruct them that you will first be giving them two or three minutes to think about some solutions and then you will ask them to form pairs and discuss their individual answers. The pairs will then be asked to agree on one answer; each set of pairs then shares their answers with the whole class.

Present a Question or Pose a Problem

- Ask students to list or state problems they wish to discuss. The success of this technique depends a lot on the tutor to make it work. By standing in front of the class and asking "Any questions?" you are not guaranteed to elicit any response, even though both you and your students know there are many aspects of the material they do not understand. The chances of stimulating discussion based on students' concerns are increased if the question is formulated by students working in pairs or written individually and handed in.
- Begin with a controversy or disagreement. This can work well but beware of motives. A person trying to shock or bully students into reacting or playing the devil's advocate too much can make students feel they are being manipulated. An alternative is to have the students prepare and state opposing views. This is especially valuable if the views they are asked to argue for are different from their own.

Provide a Common Experience

A difficulty with basing a discussion on a reading or a lecture or a problem assignment is that the students may not have done the assignment or attended the lecture; or if they have, they may not have understood it well enough to risk exposing their misunderstanding in public. You can minimize this risk or provide experiences within the class period which students can share and discuss.

- Show a film or videotape or perform a demonstration. Discussion can be enhanced by: providing questions beforehand, keeping the showing short to leave adequate time for discussion, stopping the tape or demonstration from time to time to ask students to predict what will happen next.
- Provide a short reading assignment for students to complete within the class time. Have them generate questions with a partner about the reading and then share and discuss these questions with the class.

Present a Case Study

• Groups are given a printed case which describes an actual situation, together with the surrounding facts and contributing factors. The students analyze the problem and develop a solution.

Buzz Groups

• This is when students are asked to work in pairs or in groups of three or four. The success of this method hinges on the group having a clear and specific task to accomplish in a defined period of time.

Learning Cells

• Each student does a homework assignment, prepares questions for the next class meeting, then asks and answers questions with one other student during the class.

Brainstorming

• Work as a class or in small groups to brainstorm solutions, questions or problems related to a particular course idea or theme. Discuss the relationships among the brainstormed connections and whether any idea seems particularly relevant or irrelevant.

Why Students Do Not Participate in Discussions (and what to do about it!)

Students may fail to participate in several ways:

- They may not come to your tutorial;
- They come, but sit at the back or refrain from making a contribution;
- They come, but are unprepared to participate in the session.

The following is a list of possible reasons why student may not participate. Being aware of these factors may help to troubleshoot when your tutorials don't seem to be going well.

Factors Attributable to the Student

• The student does not have sufficient knowledge or is otherwise unprepared for the tutorial. If a student has not done the required reading, attended the lectures, or prepared answers to the problems to be taken up, they will be unlikely to be active participants in the tutorial. One way to work around this is provide a common experience in the tutorial and generate discussion based on that experience.

- The student already knows the material under discussion. When the tutor only present a weekly review of what was covered in the lectures, students may lose interest, and see no point in coming to tutorials. To avoid this problem ensure that you solicit questions from the class and provide high-level questions to generate discussion.
- The student is not interested in the subject matter. In their eagerness to cover the material in lectures, professors often fail to make time for activities and topics that spark fascination in students. One way to encourage student participation is to relate the material to their everyday lives, or to brainstorm practical applications for the material they are learning. If you can find extraordinary examples from print or television media show the class.
- The student is afraid of appearing stupid in front of his classmates. Certain approaches to interaction can place students in the 'risky' position of having to put forward suggestions that they are uncertain about. There are several strategies to mitigate these risks. Consider having students work in partners or small groups before convening as a class; have students write responses which you can then read aloud anonymously; give tutorial discussion questions ahead of time to allow students ample time to consider/research answers; rapidly brainstorm answers as a class; provide several possible answers yourself and discuss which answer seems most appropriate.
- The student is afraid of being graded by the tutor. When tutorial participation counts toward the grade, students may perceive that a 'wrong' answer or opinion may be reflected in a poor mark. Let students know how you will be grading their participation in order to alleviate this concern: Do you grade based on sheer number of times the student speaks? Do you take in to account attendance? How do you account for written or small group participation?
- The student expects the tutor to provide the information to learn. Students may feel that as non-experts, they have nothing to contribute. In your responses to student discussions be sure to praise students for creative or original thinking. Remind them that tutorials are a space for learning and making mistakes. Point out your own mistakes if you feel comfortable as evidence that even TAs do not know everything.
- The student prefers to listen, makes notes of what is of interest to him/her, then go away and study alone. Some students may believe that tutorials are yet another place they can suck up information for later processing. You will certainly have some students who are uncomfortable speaking in front of a large group. Invite these students to write responses over the week and bring them back to tutorial to share with you or the class. Provide opportunities for students to work in pairs or in small groups. Establish from the first tutorial the expectations for tutorial format; if it is a discussion based tutorial point out the value of this format and your expectations for oral participation.
- The student prefers more active participation in concrete projects and events rather than abstract discussion of ideas. Discussion may seem like a waste of time. One of your first discussions might be around the *value* of discussion in tutorial. Invite students to catalogue the reasons they dislike discussions and see if you can work as a class to combat common problems.

Factors Attributable to the Tutor

- The tutor uses mannerisms which create the appearance of formality and distance.
- The tutor uses sarcasm or ridicule in response to student contributions.
- The tutor discourages disagreement with the presented point of view.
- The tutor only asks questions which have a definite "right" answer.
- The tutor appears overwhelmingly knowledgeable in the subject.
- The tutor uses technical language not understood by the student.
- The tutor does not provide enough positive verbal encouragement.

Other Factors That May Affect Participation

- The seating is arranged in rows, rather than in a way conducive to discussion.
- Most of the discussion that does occur is between one student and the tutor rather than among students.
- The student is not clear as to what counts as "participation."
- The students do not understand what they are being asked to discuss.
- The students do not have any common ground from which to launch a discussion.



TEACHING DOSSIER RESOURCE PACKAGE

Presenter: Dr. Catherine Chiappetta-Swanson

September 2011

What is a Teaching Dossier?

A **teaching dossier**, also known as a **teaching portfolio**, is like a curriculum vitae specifically for your teaching, but more reflective. The **teaching dossier** represents you when you are not present. Like a curriculum vitae, it is intended to persuade reviewers to select you. It does this by presenting **facts**, **evidence**, and **self-reflection**.

This document presents your experience in teaching to:

- a prospective employer;
- a committee considering you for tenure and promotion;
- a committee considering you for a teaching award.

A teaching dossier can provide a more complete picture of who you are, what you have done, and what you value as a teacher. A teaching dossier allows you to represent:

- 1. Your **beliefs** about students, learning and teaching:
 - what you think about education and teaching;
 - what you value about teaching.
- 3. What you do and what you **have done**:
 - your experience related to education and teaching;
 - what teaching methods and forms of assessment you use;
 - forms of evidence related to teaching (e.g. course outlines, exams).
- 3. The **effect** of your teaching:
 - Student evaluations.

Teaching Dossier: Components

- 1. Personal Information
 - Name, university and home address, email, website, etc.
- 2. Table of Contents
 - Make sure that it is clear and concise. This indicates organization and helps reviewers find things quickly.
- 3. Teaching Philosophy
 - This should be a maximum of two pages, and be/sound honest.
 - It should be clearly reflected in the rest of the dossier.
 - Teaching goals can also be included hear or as a separate section.
- 4. Teaching Strategies/ Teaching Methods
 - Description of the ways you teach, some understanding of why you teach that way.
- 5. Descriptions of Courses Taught
 - Time, Date, Number of Students.
 - Short paragraph describing goals, or things learned that will benefit institute.
 - Indicate courses or portions of courses where you had particular input designing or revising.
 - Graduate/Co-op Student Supervision: this can be included here, or in a separate section.
- 6. Course Development and Innovation

This can be a separate section or included in with your Course Descriptions. A short description of any developments or innovations should be included, and refer to the actual document which you can include in the Appendix such as:

- Course materials
- Course Handbook
- Course Outlines
- Interesting Assignments
- Forms of Assessments (ex. Exams you have written)
- Web pages
- Educational Leadership
- 7. Evidence of Effects of Teaching
 - Student Evaluations—results of the global question (summative). These should be displayed as a summary in a way that QUICKLY gives the information.
 - Student Comments. Be careful—use these more like quotes to provide evidence.
 - Evaluations from professors you have worked with.
 - Letters from students (unsolicited) that you can quote from, then include the document in the Appendix.
 - Emails from students (unsolicited).

- Some sample student writing for assignments (with permission from students).
- Nominations for teaching awards run by students (i.e. GSA TA Awards).
- Teaching Awards
- 8. Teaching Development (Professional Development)
 - Include a section indicating how you have developed as a teacher, so you have experience and skills, if you have evidence, you can include this in the Appendix.
 - TA Day.
 - Teaching workshops (could include certificates to document).
 - Education 750 (could include materials to document this).
 - Mini-Courses: Lecturing, Leading Effective Discussions.
 - Practicum.
 - Conferences related to teaching (Society for Teaching and Learning in Higher Education).
 - Sessions at a conference that relate to teaching in your discipline.
 - Symposiums.
 - Discussion lists.
 - Personal observation.
 - Peer observation.
 - Peer support
 - Mid-course feedback that you use to improve teaching.
 - Applying for grants for teaching.
- 9. Future Teaching Goals
 - This could be a section on its own, or part of the teaching development section.
- 10. Service Related to Teaching
 - Committees (i.e. Undergraduate Teaching at McMaster).
 - Reviews of programs.
 - Referee for teaching awards.
 - Helping to train other TA=s.
 - Consultation related to teaching (both inside and outside the University).
- 11. Community Based Teaching
 - Things included here should have a short paragraph indicating what you gained from the experience that will help in the university.
 - Supervision.
 - Coaching.
 - Committees outside of the University (ex. School Boards).
 - Teaching outside of the University.
- 12. Articles or Presentations Related to Teaching and Learning
- 13. Grants for Teaching-Related Activities.
- 14. Appendix of Supporting Material.

Teaching Dossier: Steps for Creating Your Dossier

- 1. Identify your audience, and your purpose for preparing the dossier
- 2. Describe your teaching philosophy
- 3. Summarize your teaching responsibilities
- 4. Select appropriate evidence
- 5. Align your teaching claims with your evidence
- 6. Format each section and prepare a table of contents
- 7. Send your dossier to at least three colleagues for feedback and review

Tracking Your Teaching Dossier: Components to Include

Item	Ideas of Evidence or Action to Include	Have /Need /Not sure
Teaching Philosophy		/NOT SUIC
Statement		
Teaching Responsibilities		
(Courses)		
Course Materials (lesson plans,		
course outlines, lecture		
outlines, exam questions)		
Evaluations of Teaching		
(students, instructors, peers)		
Professional Development and		
Efforts to Improve (courses,		
workshops, conferences, awards: related to teaching)		
awarus: relateu to teaching)		
Evidence of Student Learning		
(comments on assignments, examples of exemplary work)		
Future Teaching and Learning		
Goals (short and long term)		

Collecting Evidence from Yourself

What kind of evidence can you provide about your teaching?

Collecting Evidence from Students

What kind of evidence can students provide about your teaching?

Collecting Evidence from Peers

What kind of evidence can your peers provide about your teaching?

Collecting Evidence from Supervisor

What kind of evidence can your supervisor provide about your teaching?

What characteristics describe you as a teacher? What are your teaching goals? (3 each)

Characteristics

- 1.
- 2.
- 3.

Goals

1.

2.

3.

What types of instructional methods, materials, and techniques do you use to support your teaching goals?

What types of evidence do you currently have (or could you collect) in order to demonstrate your teaching goals?

Teaching in a Different Culture: Focus for International Students

The cultural, social and educational backgrounds of students in Ontario may be significantly or slightly different from your own. If you realize this, your laboratories and tutorials are more likely to be effective and interesting. This package will cover the cultural and educational environment of McMaster, will introduce teaching approaches that will reduce difficulties associated with cultural differences, and will offer strategies for building productive relationships with your students. Should you require any additional suggestions, feel free to stop by the Center for Leadership and Learning.

33 202 Full Time Students (both Undergraduate and Graduate)1,056 International Undergraduates498 International Graduate Students

Educational Environment at McMaster

Canadian Students

- Education in Canada is a provincial, not a federal, responsibility. There are differences, therefore, between the curricula of the different provinces. A high school student from Alberta will have a different educational background than one from Ontario, although the fundamental programs are very similar. Quebec has a system that least resembles those of the other provinces. Because of the varied curriculums students will enter university with varying levels of skills and abilities; the background learning of the students you teach will not be uniform.
- People may choose to send their children to "separate" or "private" schools. These schools provide more individualized instruction or cater to a specialized group of students. All private schools must be licensed by the provincial Ministry of Education.
- Most students start school at age five with a half-day kindergarten year. All children must be in school by age 6 and must continue attending school until age 16. Primary (or "grade") school runs from grade one through grade eight (ages 6-14). Secondary school (or "high-school") includes grades 9-12.
- Admission to McMaster requires a high-school average ranging from 75-90%. Most first year undergraduate students likely have a broad base of knowledge without significant depth in individual subject areas. This contrasts with students educated in the English or European traditions (e.g. "O" and "A" levels) who study two or three subjects in depth.

What to Expect From Students in Tutorial

- Tutorials tend to be informal. Do not expect your students to call you "Sir" or "Madam," they will likely call you by your first name, unless you request they call you something else.
- Students will have irregular attendance, participation, and preparedness for tutorial. Depending on whether the instructor of the course has made tutorials mandatory or not, some students will not attend at all. Some students will come to tutorial having done all of the work assigned; others will have completed half, or

none. It is best to strategize ways to deal with the varied levels of preparedness (group work, class discussions, a brief lecture overview can work).

- Students will feel free to eat, drink, or chew gum during tutorial. They will feel comfortable wearing a hat during tutorial. They may also leave the classroom without permission and without announcing their reason.
- It is acceptable to lay ground-rules in your tutorial. For instance: "No hats" or "No headphones."
- Students generally raise hands to indicate they have a question or would like to respond to a question you have raised.
- Student body language will vary. Some will slouch, or sit with their head down while you are speaking. Students may not make eye contact during discussion if they are hoping to avoid answering a question. Feel free to directly ask specific students questions, whether they are making eye contact and sitting up, or not.

Teaching Approaches

Introduce Yourself!

- The more your students know about you, the more approachable you seem. So let your students know about your interests and your experience.
- Write your name on the blackboard and tell your students what to call you. If your name seems to you like it might be challenging for Canadian students, you might consider a form or spelling that is easier to remember and to say. Most students address their teaching assistants by their first name. If it is inappropriately familiar in your culture for students to call you by your first name, feel free to ask students to address you as something more comfortable for you.

Language

- Explain to students what your native language is. This can help students concentrate less on placing your accent and focus more on what you are saying. It can be useful to draw on examples from your own life to illustrate course concepts, using examples that relate to where you come from both help with making course content more clear and introduce a personal touch.
- Say something about your command of English. Tell your students that English is not your first language (if it is not), but do not apologize. Reassure them that if you work together you will understand one another. Also let them know that they should feel comfortable telling you if something you said is unclear. Here are some examples:

"I am told that sometimes I emphasize the wrong syllable in English, so you may not understand certain words. I will try to write on the board as much as possible, but if I say something you don't understand, don't wait too long before asking questions."

"Sometimes it might take me awhile to find the best words to express myself in English. If I hesitate, please bear with me."

"We may have difficult understanding each other in the first few classes. But if we are patient, it will get easier." "I may ask you more questions that other teaching assistants – I hope you will ask me questions – so we can be sure that we understand each other."

- Speak slowly when possible. Take time to practice speaking slowly, it is not as easy as you might think.
- Be confident in your ability to communicate. You have all the necessary skills to develop a great relationship with your students and you will!

Student Interaction

- Your level of student interaction is, to a large degree, dependant on you. You can make a point to come to tutorial a bit early, or leave a bit late, and talk to students informally about current events, movies, etc. Some students find that the extra interaction makes them feel more comfortable asking questions or approaching the TA with problems.
- Keep a sense of humor. This does not mean that you need to tell jokes or use sarcasm (many students feel insulted by sarcasm). But humorous stories or examples can help related the material and ease student anxiety. A shared sense of humor can also help you enjoy the occasional moments of misunderstanding that will inevitably come up. For example, if you catch yourself mispronouncing a word that you consistently confuse, on occasion you could say, "Oops. There I go again." Comments like this one can relax you and ease the tension of awkward moments.

Classroom Strategies

• If you are not perfectly comfortable with English, consider using the board as much as possible. Write all the steps in the problem on the board (or all of the discussion questions). To save time in tutorial, you can prepare questions, problems, or brief lecture notes before tutorial on overheads, handouts, or you can post the information on WebCT.

Further Resources

- Check the Center for Leadership and Learning for the TA Package on "The First Tutorial" or "Stimulating Discussion in Tutorial" or many others, for more general advice on TA responsibilities.
- Come to the Center for Leadership and Learning for additional advice and suggestions.
- <u>http://www.mcmaster.ca/student/international.cfm</u>
- <u>http://www.mcmaster.ca/oia/</u>
- <u>http://oisa.mcmaster.ca/</u>
- <u>http://careers.mcmaster.ca/tutors</u>
- <u>http://csd.mcmaster.ca/ESL/index.htm</u>
- http://www.utoronto.ca/tatp/diversity_2.pdf

Teaching in a different language

Graduate Student Day 2011

Grazyna Drzazga (drzazggm@mcmaster.ca)

Compensation (compensatory) strategies – "conscious communication strategies used by an individual to overcome the crisis which occurs when language structures are inadequate to convey the individual's thought" (Tarone, 1977, p. 195).

AVOIDANCE

Topic avoidance Message abandonment

PARAPHRASE

Approximation	 	
Word coinage		
Circumlocution		

CONSCIOUS TRANSFER

iteral translation	
anguage switch	

APPEAL FOR ASSISTANCE

••	•••	• • •	• • •	••	• • •	•••	•••	• • •	••	• • •	• • •	•••	 ••	••	•••	•••	•••	•••	•••	••	••	••	•••	 •••	•••		••	•••	•••	•••	•••	 ••	 • •	•••		••	•••		•••		•••	
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MIME

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TEACHING IN A DIFFERENT LANGUAGE

Grazyna Drzazga Graduate Student Day 2011

McMaster University

OUTLINE OF THE WORKSHOP

• Introduction

• How to overcome communication breakdowns?

• Communication strategies (CS) theory

• Practical application

INTRODUCTION

- My name is...
- I am from...
- My native language(s) is/are...
- I am a student of...
- My biggest "linguistic fear" is...



COMMUNICATION BREAKDOWNS

• GD's communication breakdowns



• 2 "I can bring some foot."

• Anyone?

• 1

HOW TO DEAL WITH COMMUNICATION BREAKDOWNS?

- Recognize them!
- Recognize the source(s) of communication problems
- Deal with them using compensation/compensatory/communication strategies.

WHAT ARE CSS?

 Compensation (compensatory) strategies – "conscious communication strategies used by an individual to overcome the crisis which occurs when language structures are inadequate to convey the individual's thought" (Tarone, 1977, p. 195).

CSS INVENTORY

• AVOIDANCE

- Topic avoidance
- Message abandonment

• <u>PARAPHRASE</u>

- Approximation
- Word coinage
- Circumlocution

• <u>CONSCIOUS TRANSFER</u>

- Literal translation
- Language switch

• <u>APPEAL FOR ASSISTANCE</u>

AVOIDANCE STRATEGIES

Topic avoidance Message abandonment

Is it a good idea to use them?

PARAPHRASE

ApproximationWord coinageCircumlocution

CONSCIOUS TRANSFER

Literal translationLanguage switch

How effective are they?

APPEAL FOR ASSISTANCE & MIME

• How do you call it?

MIME

WHAT TO DO ABOUT PRONUNCIATION PROBLEMS?

- paraphrasing,
- giving more general categories to which a term belongs (e.g., *food* instead of *rice*)
- giving more specific examples of a general term,
- giving a collocations, using synonyms, adding information
- establishing the topic.

EXAMPLES – anyone?

LET'S PRACTICE!

LET'S PRACTICE



LET'S PRACTICE



LET'S PRACTICE



LET'S PRACTICE APPROXIMATION, CIRCUMLOCUTION & WORD COINAGE

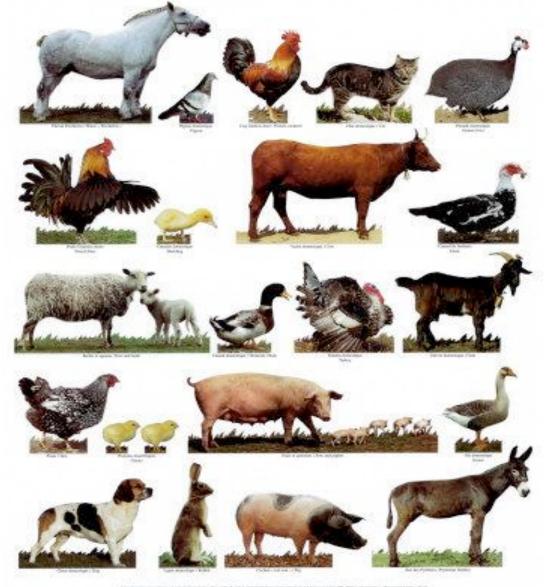


LET'S PRACTICE CIRCUMLOCUTION

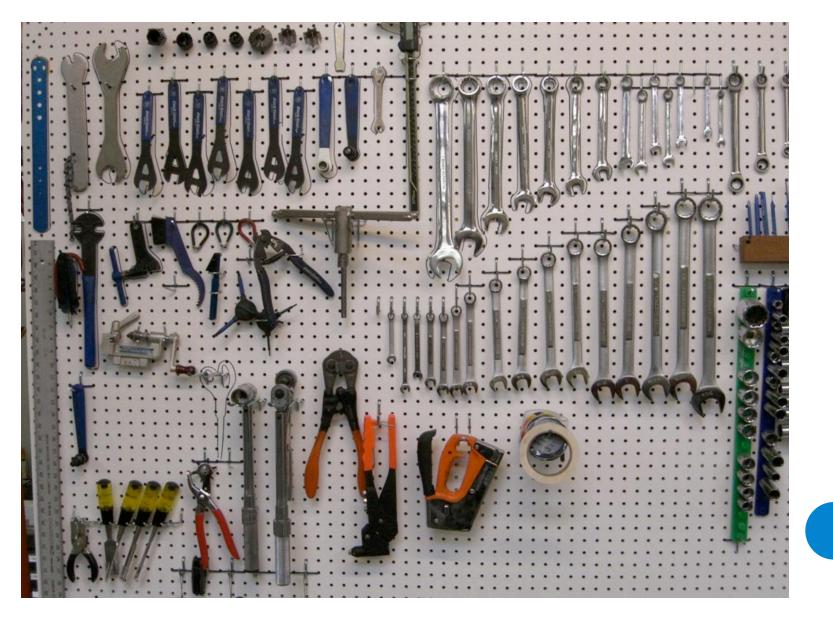


LET'S PRACTICE MIME!

LES ANIMAUX DE LA FERME / FARM ANIMALS



LET'S PRACTICE!



CONCLUSION

- Communication/compensation/compensatory strategies help to overcome communication breakdowns (really!)
- They cannot be taught (?), they can be selftrained (!)
- Even if you do not know every English word you can still communicate effectively!

THANK YOU!

The First Tutorial

The first tutorial can be a terrifying experience for students and for the Teaching Assistant, but it doesn't have to be. This package will provide you with information and strategies to help make your first tutorial a positive experience. The package will cover: preparations for the first tutorial, ice-breakers, course expectations, and a checklist. Should you require any additional suggestions or guidance feel free to stop by the Center for Leadership and Learning!

Preparing for the First Tutorial

Teaching Assistant and Course Instructor Meeting

You will meet with the instructor for the course to go over course expectations, grading expectations, policies on academic dishonesty and late assignments. Some questions you might want to ask include:
What is the policy for late or missed assignments?
What is the attendance requirement for the tutorials? (mandatory/optional) How will attendance be graded? Participation?
Is a marking scheme provided or are TAs expected to generate their own?
How should TAs deal with cases of academic dishonesty?
When must marks for labs and/or assignments be submitted?
Who is responsible for entering grades and for making grade changes? Who handles grade complaints?
When is the professor available to consult with the TA?
How will the professor guarantee that you do not exceed 130 hours of work per term?

• You will also fill out a Teaching Assistant Hours of Work Form. This is a *very* important form as it is your guarantee that you will not exceed and average of 10 hours per week (as stipulated by the agreement between McMaster and CUPE 3906 – the union representing TAs). Your instructor must meet with you within seven days of beginning your TA duties to fill out this form.

Teaching Assistant Syllabus

- This is a different syllabus from the one students receive in lecture from the professor. It contains information pertinent to your tutorial and outlines your specific expectations and lets the students know how the tutorial component of their final grade can be earned.
- This syllabus should contain your contact information (office number, email) as well as your office hours. It should also explain your expectations for tutorials (participation, attendance, assignments), your late policies, a statement on academic integrity and your email policy (How frequently do you check email? Will you respond to email the day an assignment is due? Will you give more than a 'yes' or 'no' answer in email?).

Other

- Check out the assigned tutorial room. Make sure you know where the room is and how long it takes you to get there. You will also want to check the room to see if it is an adequate size, if there are enough seats and what the seat configuration is (if you want and it is possible you should rearrange the seats to better suit your tutorial goals: a circle or square for instance, is much better suited to discussion based tutorials). If the room is poorly lit, too hot/too cold, or missing seats you can contact the Physical Plant to let them know what problems need to be addressed.
- Put together a brief outline of what you want to cover in the first tutorial: introduction, ice-breaker, names, course syllabus, questions.
- Some TAs choose not to run an entire 50 minute tutorial during the first session. While this *might* endear your students to you a little bit, the literature on teaching and learning suggests that filling the entire 50 minutes in the first class builds a sense of authority in the instructor and establishes a pattern that tutorials are serious and useful. If you follow the guidelines in the next section you should have no problem comfortably filling the entire tutorial.

Introducing Yourself

- It is important to convey an immediate sense of enthusiasm to your students let them know why you are excited about the course material and perhaps what section of the syllabus you are most looking forward to.
- Let your students know your own educational background: What are your own research interests? Have you TA'ed this class before? What kind of experience do you have with the material? Avoid apologizing for lack of knowledge or giving a warning like "this is my first time TAing... so please forgive me..." If you begin with this attitude students will doubt your credibility and authority. Begin with confidence (even if you're faking it at first).
- Your introduction will also let students know what to call you. Do you want to be referred to as "Professor," "Ms/Mr/Mrs" or by your first name?

Introducing Your Students

Note-cards

• One strategy for learning more about your students is to pass around index cards and ask them to write information about themselves (ie: name, email, major, interests) on the cards. You can then collect these cards and use them to help learn student names. This activity takes very little time and does not immediately force anxious students to interact with one another.

Ice-Breakers

• Have students raise their hands to indicate whether they belong to particular groups (i.e. year of study, field of study, interests). This begins immediate participation and gives you a sense of your class.

- Go around the classroom having each student introduce themselves and offer a piece of memorable information about them. This activity has the benefit of helping you learn student names.
- Use a "naming cycle" in which students go around in a circle stating their own name and then repeating the name of all of the students who have gone before them. This activity helps a lot in learning student names. Learning the names of your students is *very* important in ensuring that your students feel you care about them and the class.
- Have students interview a partner and then introduce their partner to the rest of the class. This is a useful activity for anxious students as it does not require them to expose themselves to the entire class.

Introducing the Course

Discussion

- One way to introduce the goals of the course is to have a class discussion. A simple way to begin this discussion might be to select a key word from the course title and write it on the board. Have students report what first comes to their mind and write these on the board too. Use the brainstormed answers to give an overview of the course. You might also want to stimulate the discussion by asking students what material they are most excited about, or what material they are least familiar with, etc.
- A discussion about expectations for tutorial can also be very useful. Often students feel that tutorials are a waste of their time. By asking their students what they want to get out of tutorial you can bring to their attention the many benefits tutorials have to offer. You can also use this discussion as a space to state your own expectations for tutorial (attendance, participation, discussion ground-rules, etc.)

Syllabus

• In addition to – or in lieu of – a discussion, you can use the syllabus that you prepared as a means of introducing the course and your expectations. Pass out the syllabus and then read through it with the class, offering explanations or clarifications where required.

Introducing the Reading/Textbook

• Your students should already have received information about the textbook from the professor in lecture. You might want to ensure that all of your students have a copy of the required texts. It is also beneficial to let your students know what sections of the text you found particularly useful (i.e. if the textbook has a strong introduction, a detailed index, etc) or what sections you will be dealing with in the next tutorial. Students appreciate knowing that you are familiar with the textbook and respond well to focused reading. Also, it can be very helpful to provide students with reading questions or advanced warning of what you sections of the textbook you will be discussing in the next tutorial.

• You can obtain copies of the course text from the TA Coordinator in your department, or a department administrative assistant.

Questions and Feedback

- Make sure you leave at least five-seven minutes for student questions about the course, you, the text, or other concerns. It is crucial to include this time for questions because it lets students know that you are willing and able to deal with things they do not understand.
- Let students know how you like to receive feedback. This could mean that halfway through the course you will distribute mini-evaluations, or that you will occasionally ask for written, anonymous feedback in class, or that you welcome emails with suggestions or questions. Letting students know in the first tutorial that you expect and welcome feedback is key because it makes students feel comfortable and confident that you have their learning styles and interests in mind.

Checklist

- Am I energize and enthusiastic about this class?
- \blacksquare Is the classroom arranged for the first tutorial?
- \blacksquare Is my name, course title and email on the syllabus and on the chalkboard?
- ☑ Do I have an icebreaker planned?
- ☑ Do I have a way to start learning student names?
- \blacksquare Do I have a way to find out background information about my students?
- \blacksquare Is the syllabus complete and clear?
- \blacksquare Have I outlined how students will be evaluated?
- \square Do I have a way to get student feedback?
- Have I encouraged students to come to my office hours?

Additional Resources

"Ten Unspoken Questions from New College Students During the First Days of Class" <u>http://www.uiowa.edu/~centeach/resources/ideas/greatbegin.html</u> http://www.utoronto.ca/tatp/firstclass_tips.pdf

TA Day Training

The CORRRR Referral Method*:

CARE - OBSERVE - RELATE - REFLECT - REFER - REPEAT

ACTION	DESCRIPTION	EXAMPLE
Care	Relationship feelings	Frank, I care about you. I've gotten to know you as a friend and this relationship means a lot to me.
Observe	Specific behaviours	Frank, I've noticed that you don't leave your room very often and you have stopped going to class.
Relate	Share feelings/ observations	Frank, I'm concerned because you used to be the first one up in the morning and you used participate in lots of social events on the floor.
Reflect	Invite response	I'm wondering how you feel/ about what I've shared?
Refer	Identify resources	Frank, I want you to know that I am here for support and that counselling is available.
Repeat	Initiate Contact	Frank, I care about you and I will help you find someone who can help. If it's OK I'll stop by again later this week; you're also welcome to drop by.

*Adapted from Karen Seeger NDSCS Counseling Services Director: Making a Referral http://www.ndscs.nodak.edu/student/counselling/referral.html

SUPPORT STRATEGIES

	Major Depressive Disorder	Bipolar Disorder									
*	Be supportive and understanding. The person may find it helpful to talk to you about their feelings	*	If you notice signs of a manic episode in a person, encourage them to seek medical help as soon as possible. Their medications may need adjustment or they may need to be hospitalized for their own								
•	and concerns. It's important to listen and it might be helpful to offer suggestions on how to cope, but it is also important for you to remember that during an episode of Depression, that the person may not have the energy, skills, or will to act on them.		protection until they are stabilized. After the symptoms of mania become too strong, they may refuse to seek help because they feel, "on top of the world - why waste time at the hospital when I'm feeling better than ever".								
*	Don't ask the person why they are depressed - they may not be able to articulate the cause of their Depression.	*	Be aware that you can get caught up in the high spirits of a manic mood. You may find yourself contributing to an escalation of the mania before you are aware that it is not simply "joie de vivre".								
*	person for having an illness. Don't increase the person's feelings of guilt and hopelessness by blaming them for their Depression. Ask yourself how you would treat a person with Diabetes.	*	A person experiencing a manic episode may find their symptoms intensified by attention and conflict. You may want to try to redirect them away from stimulating situations (e.g. A group meeting in which heated discussions take place).								
**	If the person talks about suicide, treat the situation seriously and act immediately to try to get emergency psychiatric help. Remind them that they are not alone and that you are there for support.	*	A severe manic episode may lead the individual to be hostile and suspicious, especially if you refuse to participate in their plans. Avoid arguments as they will only feed into the person's energy level and may make them angrier.								
*	Helping someone who is severely depressed can be very stressful and draining - don't forget to take care of yourself! Manage your own stress levels by taking time for yourself. Remember that you are only one link in the chain of support - you are not solely responsible for caring for that person. Refer them to other community support programs such as the self-help groups run by the Mood Disorders Association of Hamilton (905) 388-2511 ext. 5419 or Metro Toronto (416) 486-8046.										

SUPPORT STRATEGIES

Anxiety Disorders	Understanding Mental Illness
 Normalization If the person is in a situation that would cause anxiety to an average person (e.g. a job interview, an exam), remind them to take into account this baseline, and to focus on their relaxation strategies. If they begin to feel their panic increasing - suggest that they take a long, slow deep breath. 	 Set Limits Know your own limits. Set your own limits. Be aware that people with personality disorders can often find your weak point and bring out the worst in you. Personal safety is the bottom line. Set clear safety limits for the person, yourself, and others.
Reassurance	Functations
 Remind the person that although the feelings of anxiety and panic are disturbing and frightening, they are not life threatening. Let the person know that you are aware of how overwhelming and frightening the feelings of panic can be, and that you are available for non-judgmental support if they need it. 	 Expectations Treatment expectations should focus on long-term care - in some cases it is realistic to think of therapy continuing for the foreseeable future. If you live or work with someone with a personality disorder, you can expect to feel angry, helpless and
Focus On Self-Talk	not know what to do.
 Suggest that the person repeat positive thoughts, e.g. "I will control my anxiety by using relaxation skills" or "I will overcome my panic". Remind the person to try to avoid dwelling on anxiety provoking thoughts, focus on positive or neutral thoughts. 	 Team ◆ Draw on resources and strengths of your team (e.g. Co-workers, family). Provide support and
Relaxation	encouragement to each other.
 Encourage the person to learn practical and portable relaxation skills such as progressive relaxation, visualization, and deep breathing. These skills can be learned from books (see reading list at the end of this section), workshops, or from counsellors and therapists. 	 Refer the person to other community and professional resources (e.g. Self-help groups, substance abuse treatment and psychotherapy).
Encourage the person to carry on with the rest of their day, once the panic fades.	 Get support for yourself and others involved (e.g. Training in crisis intervention and stress management,
Encouragement	specific training on the individual disorder, individual
 Encourage the person to use their relaxation skills and remind them that these skills really do make a difference. 	counselling.
Remind the person that with the practice of self-help skills, the support of people around them, and with professional help as needed, that anxiety and panic can be effectively managed.	

DEPRESSION DO'S

- Ask about suicide thoughts/plans
- Take comments about suicide seriously (suicide is most frequently associated with depression
- Validate the student's recognition of his/her difficulty and the importance of taking this step to talk to you
- Provide warmth, caring, emotional support, patience, and empathy
- Focus on the here and now, but allow the student to review past painful events without dwelling on them
- Support the student by looking at his/her strengths, support systems, and previous ways of coping. Gently suggest referrals as appropriate
- Be alert to possible interaction between the student's emotional pain and physical symptoms (persistent headaches, digestive disorders, sleep disturbances, and chronic pain that do not respond to treatment)
- Encourage small steps. The student may feel too paralyzed to act, numb disoriented, and unsure how to reestablish equilibrium
- Acknowledge that clinical depression is a disorder. Something can be done the problem is not the student him/herself. Depression is treatable. As appropriate, encourage the student to seek both a physical and psychological evaluation.

DO NOT'S

- Do not ignore statements that may be implying suicide. "What's the use?" "There's no point in going on any longer." "It doesn't matter."
 "No one would care if I weren't here."
- Do not suggest that the student's depression makes others feel down (This could lead to guilt feelings)
- Do not encourage the student to medicate him/herself or to rely on alcohol or drugs
- Do not expect the student to get over the depression quickly
- Do not expect to make the student feel better by yourself

THINGS YOU CAN SAY

Be gentle with yourself; identify negative self-talk and criticism and pessimistic thoughts as part of the depression and not a very accurate description of your situation; do not blame yourself; break down large

tasks into smaller ones, set priorities, and do as much as you can; do not expect too much too soon because feeling better takes time; try mild exercise; engage in activities previously enjoyed; postpone making major life decisions; keep to a normal routine to regain a sense of control; do something nice as a treat for yourself; and provide quiet time to reduce tension.

ANXIETY & PANIC ATTACKS DO'S

- Speak slowly and calmly with an attempt to soothe. Assure the student that you will stay with him/her. "I will stay right here with you and wait it out."
- Check out the student's ways of coping with anxiety/panic. "Has anything like this ever happened before? What has worked before? Have you tried these previously used methods this time?"
- Encourage the student to avoid "fighting" the panic. "Wait and give the fear/anxiety time. It will pass. The way to get out of it is to go through it."
- Help the student stay in the present and be aware of what is happening now rather than being concerned that the anxiety will worsen.
- Suggest that the student take the following actions to control his/her anxiety/panic:
 - encourage the student to take deep, slow breaths, exhaling completely each time. Take 10-15 breaths at a time; rest; start again. Breathe into a paper bag.
 - Suggest the student follow a moderately complicated pattern intended to interrupt the anxiety/panic and gain control. "Each time you feel an attack, take 5 deep breaths, take 10 steps to the right, take 5 more deep breaths, take 10 steps to the left."
- Suggest the student say these things to him/herself during an anxiety/panic attack:
 - The anxiety is a normal body reaction to danger/fear/stress.
 - The anxiety feels threatening, but is not dangerous.

DO NOT'S

- Do not discount the student's feelings and fears
- Do not reflect in your own voice the student's agitation

Working as an Undergraduate TA

Prepared by Dr. David Young Department of Sociology McMaster University

The First Tutorial

- locate and check out your assigned classroom a day or two before the first tutorial

- get to the classroom at least ten minutes early on the day of the first tutorial

- welcome students as they arrive

- try to be relaxed

- when the class starts, briefly introduce yourself and focus on getting acquainted - have students fill in information about themselves on individual index cards - e.g., first and last name, program and year, reason for taking the course, personal interests

- collect the cards, call out names, and chat with each of the students - e.g., ask them a bit about their personal interests

- all of this is important because it breaks the ice and treats the students as human beings rather than as student numbers

- re-introduce yourself and tell students a bit about yourself

- after that, don't worry about covering any material in the first tutorial - just do some basic housekeeping - I suggest going over some expectations and providing a weekly tutorial schedule so that students know what will be happening

Preparation Time

- remember that you have other responsibilities, so don't let preparation time take up too much of your time

- keep an accurate, honest record of the amount of time you spend on preparation for the tutorials - e.g., reading course materials, planning something for class

- let the professor know *immediately* if there is a problem - e.g., you are exceeding the number of hours the professor has allocated for preparation

Leading Tutorials

- if you are nervous about leading tutorials, always remember that you know more about the material than the students do

- check with the professor about what he or she would like you to do in the tutorials - some professors may want you to do specific things - others may give you some options or advice - still others may leave it up to you

- it is common to do at least a bit of lecturing or summarizing of textbook material in tutorials, but I would suggest that you also enable some active learning - e.g., prepare some discussion questions for the entire class or a problem to solve in smaller groups within the class

- be willing to make time during the tutorial, after the tutorial, and during office hours to answer questions from students

- if you do not know the answer to a student's question, or if you are not sure of the answer, it is best to admit this - promise to check on the answer, and be sure to get back to the student

Interaction With Students

- in your interaction with students, be patient and always be respectful

- just remember to treat the students in the same way you would want to be treated

Disruptive Students

- sometimes, there can be problems in tutorials due to disruptive students

- the university considers a number of behaviours to be disruptive - e.g., engaging in loud and ongoing conversations during class or repeatedly allowing a cell phone to ring during class (as indicated in the McMaster University pamphlet "Guide to Avoiding and Addressing Disruptive Behaviour")

- do not take the behaviour personally

- do not embarrass the student(s) in front of the class - speak to the student(s) privately after the tutorial is over

- speak to the student(s) in a calm manner

- explain why the behaviour is problematic (e.g., noting that is distracting or rude), and politely ask the student(s) to refrain from engaging in the behaviour again

- if the behaviour continues, or if the situation escalates, document the dates, times, and locations of incidents and what was said during interaction with the student(s) - then speak to the professor about the situation

Grading Work

- I will provide some suggestions for grading work, but always check with the professor and respect any instructions he or she gives regarding grading - if there are problems, or if you have questions, contact the professor promptly

- having said this, here are my suggestions...

- first, read several pieces of work (essay answers on a test, formal papers) without grading to get a sense of the quality of the work

- when you actually start grading, remember to write some positive comments along with negative comments

- phrase negative comments as constructive criticism - e.g., "Your work could be improved by..." rather than "Your work is bad because..."

- as you proceed with the grading, assign tentative grades with light pencil marks and create different piles for different grades

- when finished with all the grading, skim over the various piles of different grades to check for fairness and consistency in grading - you may have to change some grades

- completely erase the tentative grades and write the final grades in ink

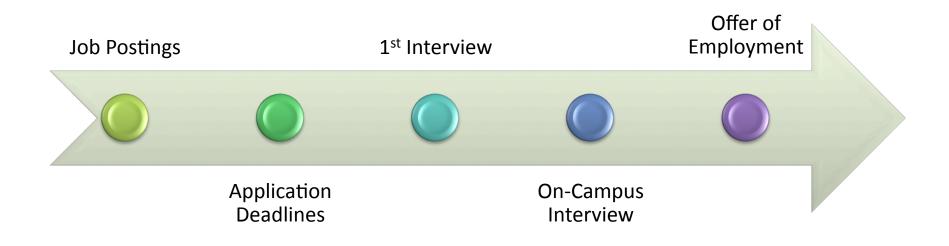


The Academic Job Search

Grad Student Day 2011

The Academic Hiring Cycle





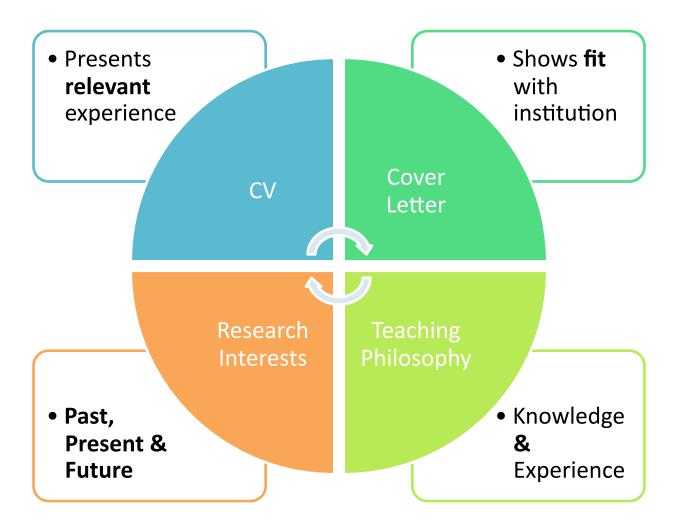
Finding Academic Job Postings





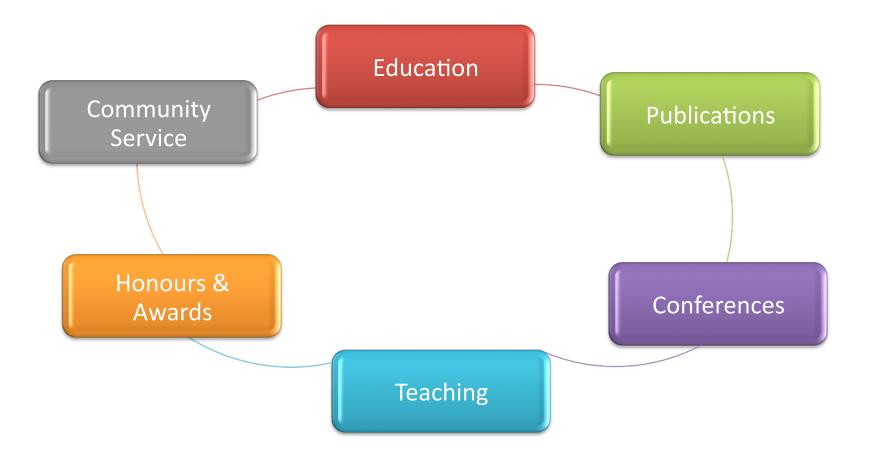
Application Dossier





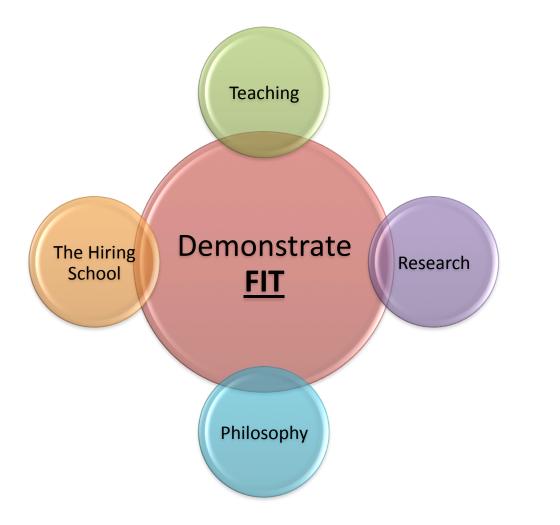
Components of a CV





The Academic Cover Letter





The Teaching Philosophy



#1

Offers evidence of practice

• Use specific and personal examples of your teaching based on your own experiences. Can also include tutoring, mentoring or other learning examples if you have little classroom experience.

#2

Conveys reflectiveness

• Discuss how your teaching has evolved, and how you have addressed instructional challenges. What will you do going forward to continue your development? Show you are thoughtful about teaching.



Shows that teaching is valued

• Use tone and language to demonstrate your enthusiasm for teaching. If it is a burden (& portrayed as such) then you will not be a good fit at an institution that is teaching-centric.

The Teaching Philosophy



#4

Is student or learning-centered

 Talk about how you address students' differing abilities in the classroom. Learning styles, different educational backgrounds, innate abilities... what strategies do you employ? It is about learning, **not** just content.

#5

Is clear, well-written & readable

• Every component of your application speaks to your communication abilities. Make sure that you are paying attention to all of the details, because a poorly written statement can sink your candidacy.

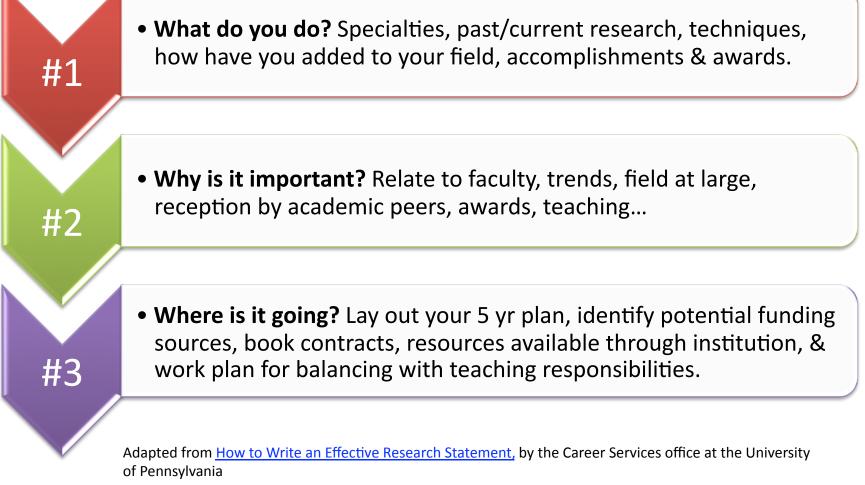
Source

Adapted from

<u>CRLT Occasional Paper #23, Writing a Statement of Teaching Philosophy for the Academic Job</u> <u>Search, (O'Neal, Meizlish, and Kaplan, 2007)</u> University of Michigan.

Statement of Research Interests





The Academic Interview Pt. 1







The Academic Interview Pt. 2



Resources



- Academic Matters (Canadian Higher Ed Journal) <u>http://www.academicmatters.ca/</u>
- Student Success Centre Gilmour Hall 110 Tuesday afternoon drop-in for graduate & final year students 1:30-4:30 (intake stops by 3:45)
- www.facebook.com/MacSSC
- Twitter @MacSSC
- <u>http://Studentsuccess.mcmaster.ca</u>





Check us out online at:



studentsuccess.mcmaster.ca



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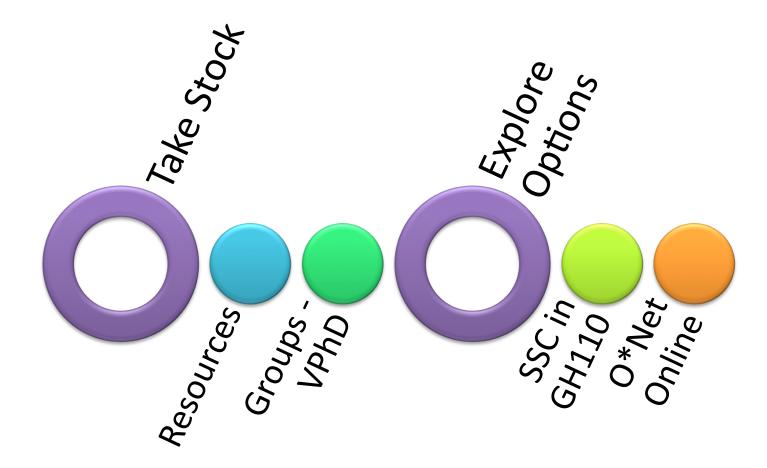
@MacSSC



The Non Academic Job Search Grad Student Day 2011

Getting Started





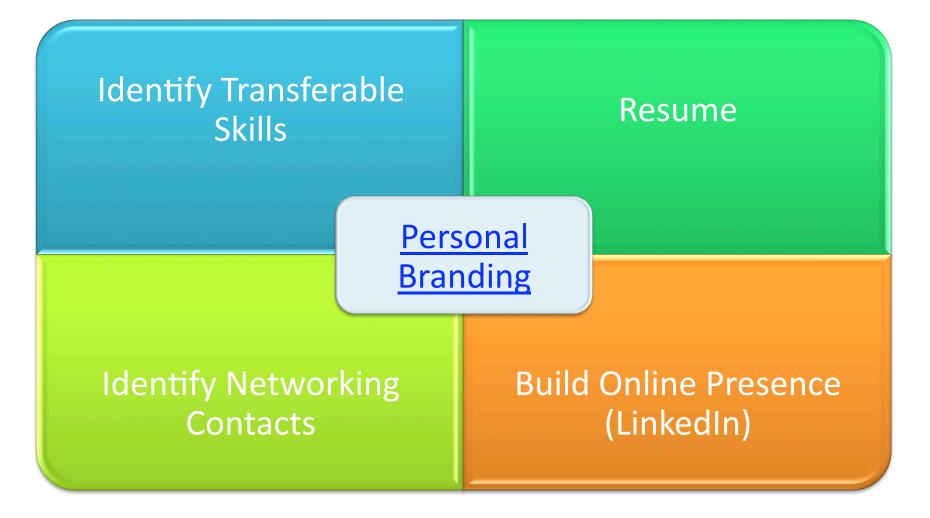
Resources for Exploration





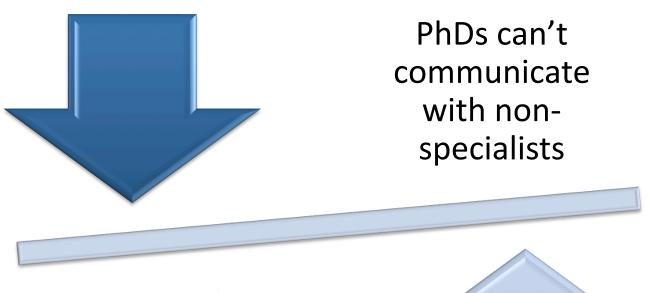
So Now What?





Debunking Myths

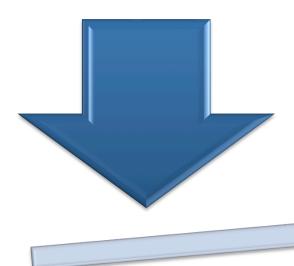




Address this with teaching or customer service roles

Debunking Myths





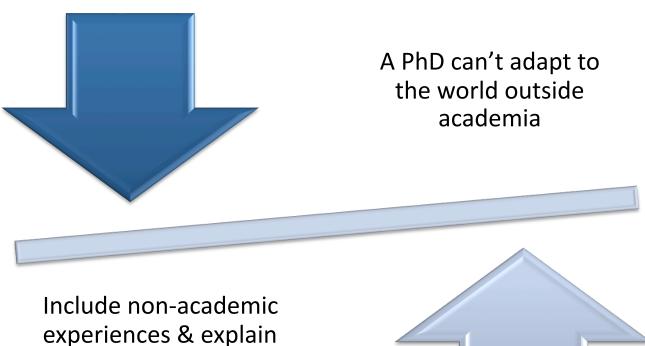
A PhD won't stay long enough at the organization to make it worthwhile

Include a profile statement that directly relates your background to the industry & shows your interest



Debunking Myths

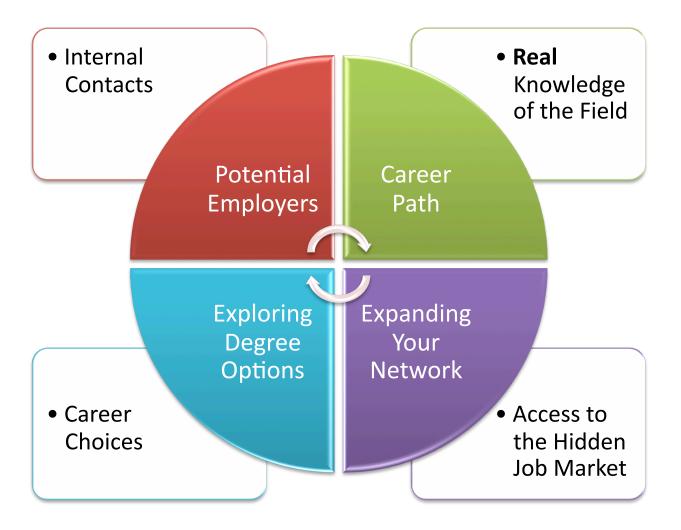




Include non-academic experiences & explain in your materials how you can contribute to the employer

Informational Interviews





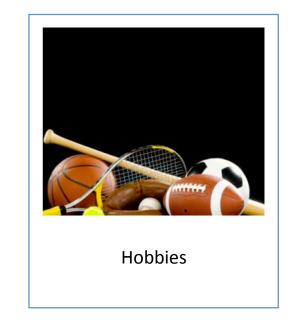
Networking in Person







Volunteering or Community Involvement





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Skills & Expertise	e		1 Jun
Staying ahead of the curve	has never been this easy	1 1 1 1	7 80
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Data Analysis			
Requirements Analysis			
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Systems Analysis			
Cost Analysis	o, CA; San Jose, CA; Mountain Vie	ew, CA	
	Related Skills		
	Objective-C Blackbe	rrv RIM	



Search Skills & Expertise



Policy Analysis

Primary Industry: Public Policy

Policy analysis is "determining which of various alternative policies will most achieve a given set of goals in light of the relations between the policies and the goals" . However, policy analysis can be divided into two major fields. Analysis of policy is analytical and descriptive -- i.e., it attempts to explain policies and their development. Analysis for policy is prescriptive -- i.e., it is ... More on 'Policy Analysis' at Wikipedia »



Edit Your Skills

▲2% v/v

Policy Analysis Professionals

David A. Barrett, Esq. (3rd)

World's Largest LinkedIn Lawyer Network Speaker and Consultant Civil Litigation Attorney 18,500+ (9000+ Esq's) David Barrett's use of social media and blog "The LinkedIn Lawyer" has been featured in North Carolina Lawyers...

Scott Pace (3rd)



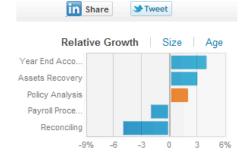
Dr. Scott Pace is the Director of the Space Policy Institute and a Professor of Practice in International Affairs.

David Groves

Policy Researcher at RAND Corporation



Rafael Murphy Foreign Affairs Officer at U.S. Department of State





RAND

RAND Corporation

Think Tanks, Greater Los Angeles Area

Sellow

TU Delft



Research, The Hague Area, Netherlands Follow



International Trade and Development, Washington D.C. Metro Area Section Follow



U.S. Government Accountability Office

Government Administration. Washington D.C. Metro Area 🔶 Follow



U.S. Department of State





« Go back to Jobs Home Page

Senior Policy Analyst

Ontario Association of Children's Aid Socieities - Toronto, Canada Area

Job Description

Full-time Contract or Secondment Opportunity 1-year with possibility of extension

Job Overview

The Senior Policy Analyst provides professional policy and project management services to the Ontario Association of Children's Aid Societies (OACAS) and its member agencies in the area of policy research, analysis and development.

The role requires collaborating with the membership to develop policy and position papers and research proposals related to child welfare practice, researching and analyzing emerging public policy trends, monitoring public policy activities and changes, and working closely with the provincial government in representing the interests and positions of the child welfare sector. The Senior Policy Analyst provides staff support to a variety of OACAS committees, CAS network groups and special projects.

Desired Skills & Experience

Key Responsibilities and Accountabilities

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🖄 Share	e job 📊 😭
😤 Follov	v company
Posted	Ву
	Anna Mikhael HR Coordinator at Ontario Association of Children's Aid Societies Send InMail





Overview Careers	
Adoptontario.ca	Ontario Association of Children's Aid Socieities has 34 followers Follow Company Share
Employees (15)	How you're connected to Ontario
Communications Assistant (Summer Intern) Stephanie B., Toronto, Canada Area	Association of Children's Aid Socieities
Stephanie B., foronto, Canada Area	O First degree connections
3rd	O Second degree connections
Communications Coordinator/Writer	15 Employees on LinkedIn
Emily M., Toronto, Canada Area	Check out insightful statistics about Ontario Association of Children's
(3rd)	Aid Socieities employees »
Senior Administrative Assistant, Training Delivery	
and Administration	Type Nonprofit
	Company Size
Learning Design and Technologies Coordinator	11-50 employees
Learning Design and recimologies Coordinator	Website http://www.oacas.org
	, v v





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Nonprofit Neighbourhood	Search	
Path: Main Street: Nonprofit Neighbourhood: Professional Associations		

Quick Links to the Nonprofit Neighbourhood -

Professional associations are listed here at no charge. To arrange a listing, or to update our information, you can reach us by eMail at <u>help@charityvillage.com</u>, or click <u>here</u> for our information.

If your association has an Internet presence, let us know. We will link the listing to the Web site.

- · Canadian Associations and Affiliates
- International

Canadian Associations and Affiliates

Overview



#1

Open yourself to possibilities

- Use LinkedIn effectively Skills search, search for companies, job titles...
- Don't limit yourself to what you think you know

Gather & organize your research

• Keep records: potential employers, LMI, existing & new contacts

#3

#2

Build & publicize your brand

- Connect with & learn from others
- You can be the greatest potential employee, but if nobody knows you're looking then what does it matter?

#4

Be

Be **proactive**, not **reactive**

• Treat your job search as a **job.** Set regular hours, targets for accountability, and plan out your strategy to keep yourself on track





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From CV to Resume

How to Transform Your CV into a Resume That Will Get You Noticed by Employers

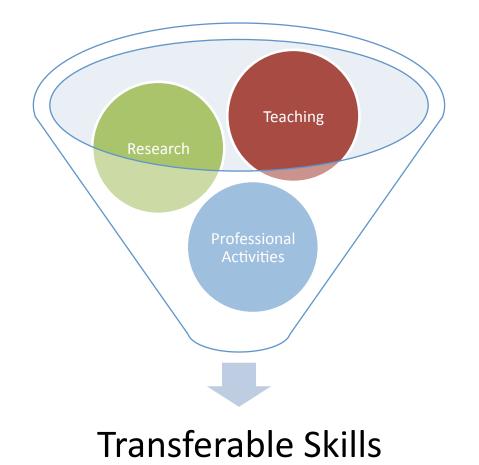


Make an employer see that you are more than an academic and capitalize on the professional experiences you have gained through your graduate studies.

TRANSFERABLE SKILLS

Experiences in Graduate School





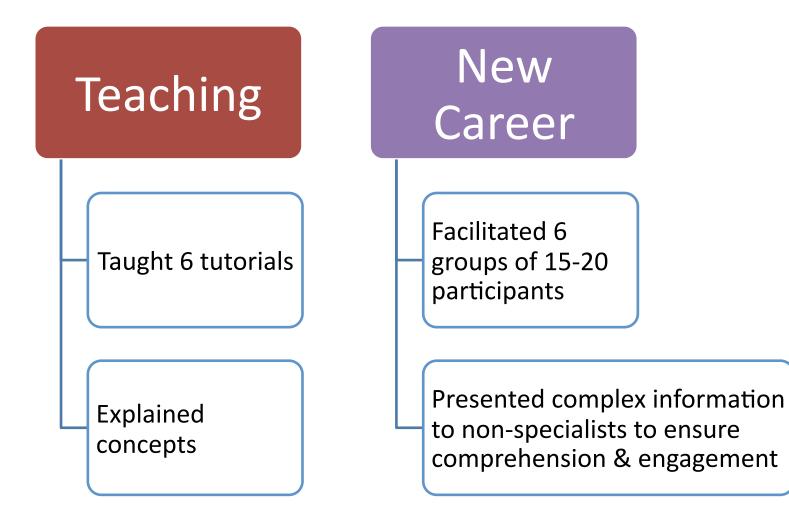
Skills Worksheet – Teaching Example



My Skills				
Job or Activity Teaching Assistant				
Skills	Experience & Results			
Presented information	# of years you taught			
Explained concepts	# of students you taught			
Supervised experiments	# of courses you taught			
Led group discussions	Student evaluations			
Led group activities	Awards or honours			
Identified learning objectives Developed materials Researched pedagogy Incorporated ideas from others	Comments on content you added for use in course (from teaching evaluations by professors)			
Explained expectations Reviewed materials Corrected errors Commented on work Determined final grade	Comments on your communication abilities from students & professors or performance of your students			
Answered questions Helped students with work	Comments on your communication abilities from students			
	Teaching AssistantSkillsPresented informationExplained conceptsSupervised experimentsLed group discussionsLed group activitiesIdentified learning objectivesDeveloped materialsResearched pedagogyIncorporated ideas from othersExplained expectationsReviewed materialsCorrected errorsCommented on workDetermined final gradeAnswered questions			

Transferability





Transferability



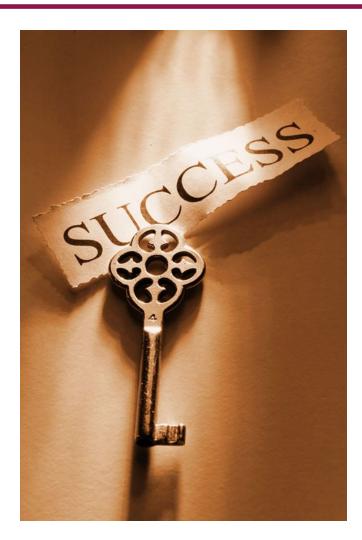
Teaching

- Presented information
- Led group activities
- Graded assignments
- Created materials

New Career

- → Ability to make presentations (public speaking) & communicate
- → Leadership & supervision
- → Evaluating performance
- Creativity & innovation; adding value





Transferable Skills-Communication

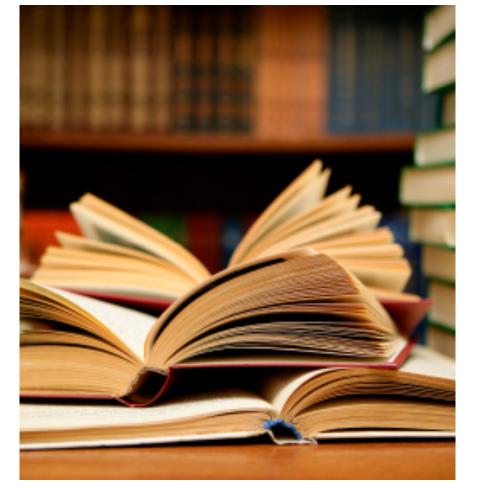
- Speaking effectively
- Writing concisely
- Listening attentively
- Expressing ideas
- Facilitating group discussion
- Providing appropriate feedback
- Negotiating
- Perceiving nonverbal messages
- Persuading
- Reporting information
- Describing feelings
- Interviewing
- Editing





Transferable Skills – Research & Planning

- Forecasting, predicting
- Creating ideas
- Identifying problems
- Imagining alternatives
- Identifying resources
- Gathering information
- Solving problems
- Setting goals
- Extracting important information
- Defining needs
- Analyzing
- Developing evaluation strategies



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Transferable Skills – Organization, Management & Leadership

- Initiating new ideas
- Handling details
- Coordinating tasks
- Managing groups
- Delegating responsibility
- Teaching
- Coaching
- Counseling
- Promoting change
- Selling ideas or products
- Decision making with others
- Managing conflict



Transferable skills from Quintessential Careers at http:// www.quintcareers.com/transferable_skills_set.html



Choosing the right format can help ensure that your experiences are being communicated effectively to an employer. Make them see what you want them to see.

RESUME FORMATS

Resume Formats



Reverse Chronological

- Organized by professional experience listed in reverse chronological order
- Details for each experience are listed below your job title & employer/volunteer position

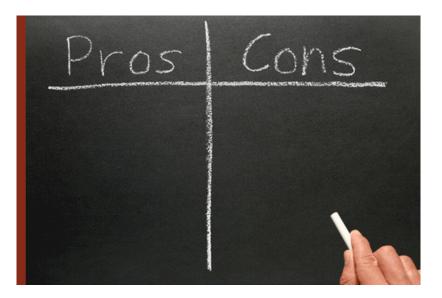
Functional/Skills Based

- Organized by skills headers
- Details of your skills and accomplishments are under the appropriate header
- Professional experiences are simply listed at the end

Combined Resume Format



- Allows you to group experience according to skill & place of employment/volunteer
- Can become long and unwieldy (danger that one position can go on too long)



Traditional Resume Layout



Contact Information in the Header (full info page 1; name on page 2)

Highlights of Qualifications (bullets) or Profile Statement (sentences); Technical Skills

Education – degrees, selected awards, **relevant** courses and projects (if not listed elsewhere)

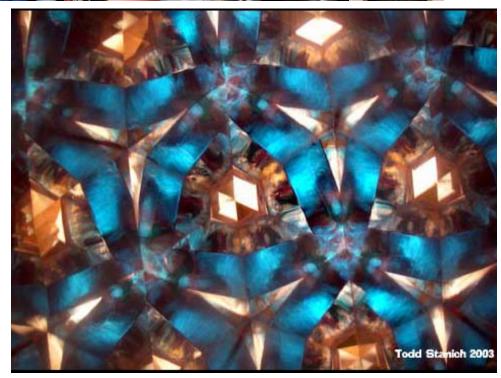
Professional Experience – paid and **unpaid** experiences that are **relevant**

Professional Associations or Community Service









Content

The Kaleidoscope perspective.



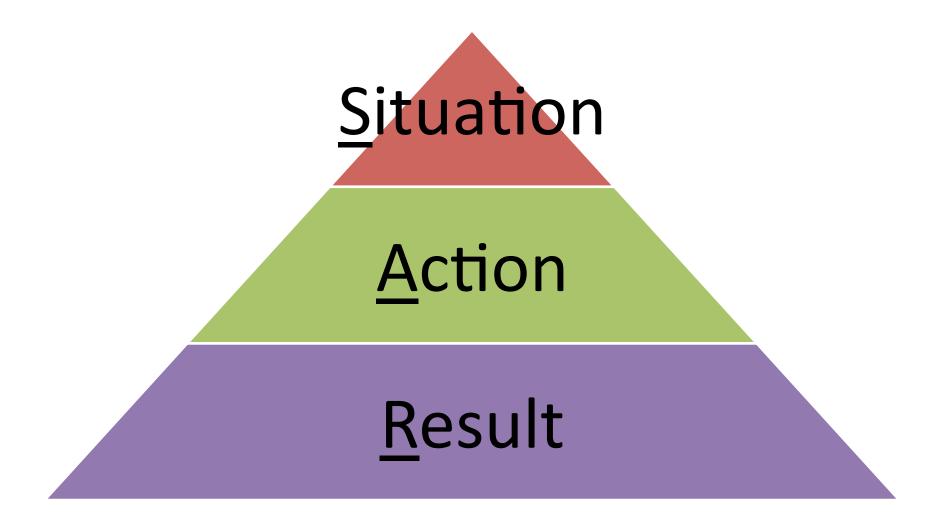


Action Verbs

See the website for a list of action verbs to get you rethinking your bullet points.

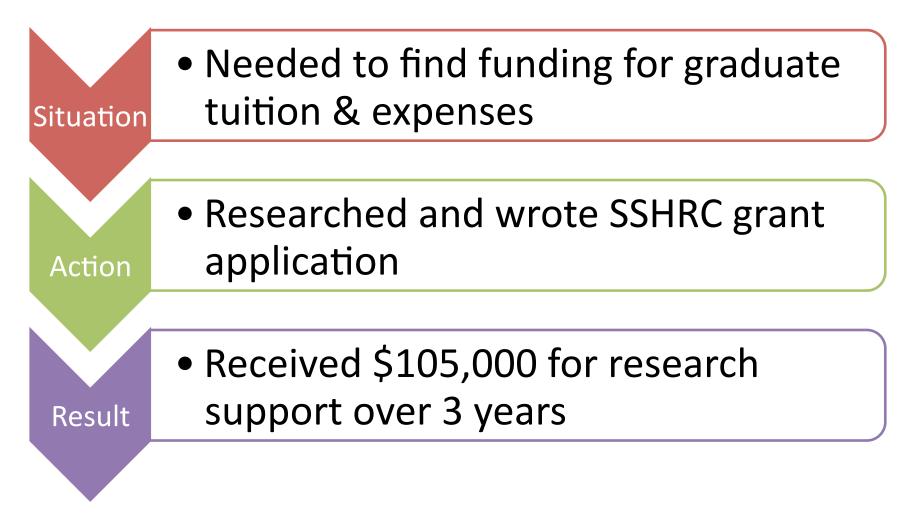
S.A.R. Format











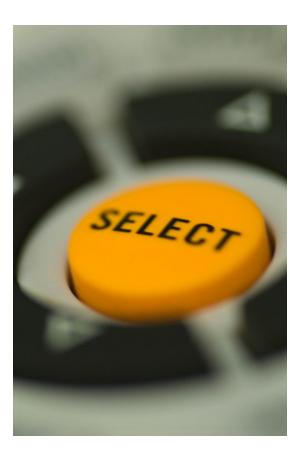


Profile or Highlights









Be Selective





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