

EXEMPLARY EVALUATION REPORT



**TA Training Funding Application
2018/19 and 2019/20**

TA Training Evaluation Report for Past Two Years: 2016-17 and 2017-18
(appendix to Application Form)

Brief outline of the components of your (2016/17-2017/18) program

Please list your session topics, date, duration, and learning outcomes (for each session):

Session title	Session date(s)	Session duration	Session Learning Outcomes:	Year offered
Required Sessions (1-7 are for new TAs; 8-9 are for all TAs)				
TA Welcome and Orientation	Sept 2, 2017; Sept 1, 2018	1 hr 2017; 1.5 hrs 2018	At the end of this module TAs will: be able to set professional goals, be able to set effective boundaries with students/instructor and be aware of relevant UBC policy and procedures (e.g. academic integrity/plagiarism).	√2016/17 √2017/18
TA Union Agreement	Sept 2, 2017; Sept 1, 2018	30 min	At the end of the session TAs will: be able to explain the TA union agreement (CUPE)	√2016/17 √2017/18
Time and Workload Management	Sept 2, 2017; Sept 1, 2018	1.5 hrs	At the end of this module TAs will: be able to practice effective time management strategies and be aware of organization and record keeping strategies	√2016/17 √2017/18
Effective Communication/ Active Learning Strategies during Class	Sept 2, 2017; Sept 29, 2018	1.5 hrs	At the end of this module TAs will: be aware of power dynamics in the classroom and be aware of strategies to deal with these dynamics, be able to communicate effectively with quiet students, be able to manage disruptive students, be aware of how to assist distressed students and have knowledge of mental health resources and the early alert system and have knowledge of motivational strategies (face to face and online)	√2016/17 √2017/18
Diversity and Interculturalism in the Classroom	Sept 2, 2017; Sept 1, 2018	1.5 hrs	Participants will leave being able to: articulate key themes within relevant UBC policies and strategic documents (Discrimination and Harassment; Statement of Respectful Environment) , support gender, sexual and cultural diversity, intercultural fluency, and helpful communication styles , recall best-practice discussions of relevant classroom scenarios and reinforced best response practices, wxamine one's own standpoints and implicit biases to better understand cultural differences and identify helpful resources available on campus	√2016/17 √2017/18
Feedback/Grading/Evaluation	Sept 2, 2017; Sept 1, 2018	1.5 hrs	At the end of this module TAs will: be able to identify methods for providing constructive feedback, be able to articulate strengths and well as constructive improvements, be able to align assessment/evaluation with learning objectives, have consistency in outcomes, be able to set appropriate standards and be able to deal with complaints/grade conflicts	√2016/17 √2017/18
Wrap up and feedback	Sept 2, 2017; Sept 1, 2018	30 min	Remaining questions (from the day long workshop) will be address and feedback on the workshop will be solicited	√2016/17 √2017/18
Refresher Sessions	Oct 6, 2017; Oct 17 and Feb 15, 2018	1 hr	These session will be held over lunch with the goal of providing an opportunity to discuss TA challenges in an atmosphere of peer support. TAs will share strategies under the guidance of the Senior TA.	√2016/17 √2017/18
TA Training Feedback Session	Nov 29 2017; Nov 30 2018	1 hr	At the end of this workshop TAs will: participate in self-reflection and provide feedback on the TA training	√2016/17 √2017/18



For all TAs by sign-up: Returning TAs are required to attend a minimum of 2 sessions

Conducting Discussion Groups/Tutorials	Sept 8, 2017; Sept 14, 2018	1.5 hrs	At the end of this module TAs will: be prepared to structure a discussion(know how to begin, set the tone), be aware of their audience (e.g. by name), be able to identify strategies to ensure completion of readings, be able to frame intellectually challenging questions, be able to use inclusive participation techniques, be able to address and use non-verbal signals, be able to deal with bumps (e.g. airtime hogs)	√2016/17 √2017/18
Mentoring student writing/presentations/group work	Sept 15, 2017	1.5 hrs	By the end of this workshop TAs will: be aware of library resources that can help students with their research/writing, have knowledge of writing center services for undergraduate students, be able to address common challenges in writing, presentation and group work assignments	√2016/17
Promoting Trans Literacies	Sept 19, 2017; Sept 21, 2018	1.5 hrs	At the end of this module TAs will: be able to better understand how trans students can be systematically marginalized within university spaces and gain tools for making their classroom and teaching more trans inclusive.	√2016/17 √2017/18
Preparing a Lecture	Sept 21, 2017	1.5 hrs	At the end of this workshop TAs will: be aware of different teaching and learning styles, be aware of the BOPPPS model of lesson development and practice developing learning objectives for a lesson	√2016/17
Aboriginality and Awareness at UBC	Sept 21, 2017; Sept 27, 2018	1.5 hrs	TAs will leave being able to: articulate key themes within relevant UBC policies and strategic documents, describe basic philosophies of 'Aboriginal Worldview' and ways of learning, explain and practice greater Aboriginal awareness and related communications, recall best-practice discussions of relevant classroom scenarios and communication styles and identify helpful resources available on campus	√2016/17 √2017/18
Developing Assignments/Exams/Labs	Sept 27, 2017;	1.5 hrs	At the end of this workshop TAs will: be able to align assessment strategies with learning objectives, have practiced developing assignment/exam/lab questions, have practiced developing a grading rubric/scheme in line with learning objectives and be able to post teaching and learning resources in STAR (Sociology Teaching Artifacts Repository)	√2016/17
TA- Instructor Working Relationship	Sept 12, 2018	2 hrs	By the end of the workshop, participants will be able to: determine their needs and expectations as TAs, describe and list things they need to consider to work well with a faculty member, develop a brief agreement document/checklist to review with the faculty member they will be TAing for and develop (organization and communication) strategies to address common challenges in Faculty-TA relationships	√2017/18
Grading Objectively and Effectively	Sept 21, 2018	1.5 hrs	By the end of this session, participants will be: aware of time management strategies for subjective assignment grading, able to employ strategies for assisting and grading work of EAL students (in a Sociology department where the focus is not on teaching English) and able to employ strategies to provide constructive feedback on term papers and other subjective work	√2017/18



	<p>Addressing Challenging Classroom Situations</p>	<p>Sept 28, 2018</p>	<p>1.5 hrs</p>	<p>In this session, four videos on difficult classroom situations jointly produced by the departments of Political Science, Geography and Sociology will be discussed. These include: unreasonable expectations, the silent classroom, the dominant student and unwanted technology. At the end of this session, participants will be aware of and have practice employing several strategies to deal with these challenging classroom situations.</p>	<p>√2017/18</p>
	<p>Teaching dyads/triads</p>	<p>Over month of November, 2018</p>	<p>4-5 hrs + own teaching prep.</p>	<p>TAs will attend a session to plan a lesson; observe peers teaching (1-2 peers) and then attend a session to discuss and provide feedback. TAs will learn how to provide peer feedback on the digitally recorded lessons taught in undergraduate classes. At the end of this workshop TAs will: be aware of common teaching challenges, be able to identify areas in their own teaching that they would like formative peer feedback on, have practiced providing one-on-one feedback to other TAs and reflect on their teaching practices</p>	<p>√2017/18</p>
<p>Anticipated impact</p>	<p>What did you intend to accomplish (what specific improvements in TAing were you planning to accomplish?) Our objectives: At the end of the TA training, TAs should be able to:</p> <ol style="list-style-type: none"> 1. work with professionalism with faculty, fellow TAs and students 2. deal proactively with matters of academic integrity/plagiarism 3. practice effective time and workload management 4. identify campus learning and mental health resources available to students 5. deal confidently with challenges of diversity in the classroom 6. apply constructive feedback and appropriate grading practices and standards 7. demonstrate teaching methods/mentoring for student writing, presentation and group work 8. practice developing a lecture based on the BOPPS model 9. practice developing assignments, exams, labs based on pedagogical principles 10. conduct effective discussion groups/tutorials using practices informed by teaching pedagogy 11. provide constructive peer mentoring 12. use self-reflection to determine what they did well and what further training/professional development they need. <p>In sum, we wanted our TAs to work with professionalism in their role, have the tools (or know where to get the tools) to help students in their academic life and to develop their skills to transition from TA to educator/leader in their future career.</p>				
<p>Methodology for assessment of impact</p>	<p>What tools did you use to assess the impact of your program? (How did you collect the data?) We collected feedback at the end of each workshop. We had an end of term feedback session where both quantitative and qualitative data was collected on the program and their experiences as a TA. TAs spoke informally to the Senior TA. The TA Training Coordinator spoke with the Chair of the graduate program and informally to other faculty members.</p>				
<p>Results & Interpretation</p>	<p>What did your data consist of? What information did this data provide you about the impact of your program? We did a major revision of our program in 2016 following a faculty, TA and student survey. Examining feedback from the surveys and qualitative comments from 2016/2017, TAs reported high scores (mean ranging from 4.32-4.74 (scale 1-5; 5= strongly agree; N=32) on all components except knowledge of campus resources (mean 3.9). [Questions include: The TA training program helped me: Be professional in my job as TA, Practice good time management, Practice effective workload management, Gain knowledge of campus learning resources, Understand the TA union agreement, Feel confident in my ability to lead a tutorial/discussion, Feel able to manage quiet/dominant students, Feel able to handle student questions, Be aware of diversity issues in the classroom, Feel confident knowing how to TA to a diverse classroom, Feel confident in my ability to grade, Feel confident in my ability to give constructive feedback, Feel confident dealing with grading conflicts, Overall, how effective has the TA training you have received been in preparing you to work with students?, Overall, how effective has the TA training you have received been in preparing you to teach?] Students asked for more training on grading, helping EAL students, and dealing with difficult classroom situations. They also really appreciated the trans literacies and aboriginal awareness workshops and wanted less on teaching (as it only applied to a small group). So we made a few adjustments to our training for 2017-2018 (as seen above in the schedule) to include an additional session on grading, difficult classroom situations and developing the</p>				

	<p>instructor-TA relationship. Teaching dyads/triads were open to those who wanted to participate. Feedback on 2017-2018 suggests high satisfaction with training especially for new TAs. Experienced TAs feel a time constraint to attend TA training along with all other professional development they are required to attend. They want a variety of topics from year to year and some credentialing (e.g certificate) or alternate ways to participate in training (e.g. through mentorship).</p>		
	<p>How have you measured the impact of Indigenous engagement, classroom climate, or equity-and-diversity portion(s) of the training? End of workshop evaluations and end of term feedback session where both qualitative and quantitative (survey) feedback was collected on the program.</p>		
<p>Future Implication</p>	<p>What does your program evaluation suggest for your future TA Training Program:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Things you should keep doing: The program for NEW TAs (mostly undergraduates) is working well and thus there will only be minor adjustments to this part of the program (see comments in section below). The program for RETURNING TAs is a bit problematic as graduate TAs often TA for several years in a row and thus don't want to attend the same sessions every year or don't feel as if they need training. Some of the sessions were highly welcomed (e.g. transliteracies) because they were new and highly relevant. Some of the basic sessions were also well attended because they are central to their role (e.g. discussion groups/tutorials) but these were mostly attended by new TAs (above the required training they received). A few graduate TAs want more professional development to transition into instructors. Thus, keeping the some aspects of training in this area is required (e.g. teaching dyads/triads, preparing a lesson).</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Things you will change and add: Based on formal and informal feedback and attendance at the training events, the following changes will be made: For NEW TAs (mostly undergrads): The program is working well. The challenge we have is the amount of time required to cover all of the aspects that new TAs should have training on. We have moved to a day long event before classes start. This however, is very tiring and difficult for some international students to attend (who stay with their families up until classes start). Our plan is to move to a blended format for this training. Creating online modules which include necessary content (with integrated checks to make sure the modules are completed) reserving the face to face time for in depth discussion of case studies, student questions, grading practice etc.. Shaya Golparian has offered to consult with the online module development. I also want to move the 'leading tutorials session' into this format as this was the one topic new TAs wanted training on that didn't fit in the day long event. For RETURNING (graduate) TAs : We are working with Shaya Golparian as the Faculty of Arts pilot to align our graduate TA training to CIRTL objectives for associate membership. In this way, if our TAs complete the program and pass a test they can become associate members of CIRTL and have access to their teaching resources and network. This membership potential will elevate the importance and utility of the training to graduate students and provide them with career resources and support for their future. The details of this program are described in the application above. Additional sessions of interest (based on feedback) include 1) a session on Canvas, 2) training in the use of formscanner (our department as moved to this system) and 3) using wordpress in teaching. Finally, although we have a TA mentorship program, we want to promote this a bit more making sure that all undergrad TAs are matched with a graduate TA mentor.</p> </div>		
<p>Budget Reconciliation</p>	<p>Funding Allocation for 2017/18: + any funds carried over from 2016/17:</p> <p>Total Funding for 2017/18:</p> <p>Breakdown (list 2017/18 expenditures):</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Item</td> <td style="width: 50%;">[redacted]</td> </tr> </table>	Item	[redacted]
Item	[redacted]		