

What do I do now?

Case studies
on teaching and
classroom management

Case study 1

David waits after class to speak to you. He tells you he has a disability and would like to have copies of your notes, permission to tape record your lectures, and a few minutes each week to discuss his progress with the materials. Also, extra time on any quizzes or test in the class. He explains that he doesn't like to use Student Accessibility Services (SAS), but prefers to negotiate what he needs himself. What do you say to David?

Relevant Western Policies - Accommodation

▶ **Student Accessibility Services:**

▶ <http://sdc.uwo.ca/ssd/index.html>

▶ **Policy on Academic Accommodation for Students with Disabilities (revised May 2019)**

▶ https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

Student Responsibilities

▶ Students with disabilities who are seeking academic accommodation have the responsibility to:

- register with and/or seek accommodation through SAS and Accommodated Exams Services in a timely fashion;
- provide supporting medical documentation from a qualified professional;
- identify the courses that they are registered in, including any course changes that occur during the school year;
- promptly notify Academic Staff and SAS if they need accommodation for any exchange or experiential learning opportunities during the school year;
- cooperate with SAS in the identification and implementation of reasonable academic accommodations;
- accept reasonable academic accommodations identified by the SAS that meet their identified limitations; communicate with academic staff to the extent necessary to give effect to their academic accommodations; and
- notify the SAS immediately if there are any changes in their disability status, identified limitations or the continued appropriateness of the academic accommodations that have been implemented.

Relevant Western Policies - Accommodation

► Academic staff members have the responsibility to:

- identify the essential requirements of their courses or milestones that cannot be altered without undue hardship (i.e. compromising the fundamental nature of their courses or milestones)
- cooperate with the SAS to determine reasonable academic accommodations for students with disabilities in their courses or milestones;
- cooperate with Accommodated Exams, Office of the Registrar to facilitate delivery of evaluations;
- assist students and SAS in arranging accommodations related to exchange or experiential learning opportunities;
- maintain confidentiality with respect to any personal information of students that is shared with the staff member to facilitate the academic accommodation;
- not seek any medical or other personal information directly from a student who has requested an academic accommodation; and
- where students request academic accommodations outside this Policy, refer the students to the SAS so that the request may be properly considered and appropriate accommodations implemented.

► Additional resources

a) Faculty Handbook on the Implementation of the Policy on Academic Accommodation for Students with Disabilities:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_disabilities_handbook.pdf

Case study 2

- ▶ You are proctoring an exam for 50 students in a large classroom, with one TA assisting you. About an hour into the exam, a female student in the middle of the room stands up and walks towards you, and then faints and falls before she reaches the front of the room. What can you do to help her and support your other students during the exam?

Case Study 2

- ▶ **Key questions to consider:**
 - ▶ How do you support the student who fainted (medical attention, privacy, confidentiality)
 - ▶ How do you support the other students who witnessed the emergency?
 - ▶ Do you need to extend the exam, take a break, reschedule the exam?
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- ▶ Call 911 from a campus phone to reach SERT
 - ▶ **SERT= Student Emergency Response Team**
 - ▶ Campus phones available in most classrooms
 - ▶ Calling 911 from a cell phone will connect you with London EMS - longer response time

Relevant Western Policies and Resources

- ▶ Administration of Examinations:

http://www.uwo.ca/univsec/pdf/academic_policies/exam/administration.pdf

Under Duties of Chief Proctors During Examinations, “If a student becomes ill during an examination: 1. the Chief Proctor should take such actions as may be appropriate and should note the circumstances and other relevant details on the student's examination booklet.”

According to the Allocation of Proctors section, “At least two Proctors normally shall be required to be present in each examination area. Where candidates of both sexes are writing, at least one male and one female Proctor shall be present, even if the requirement makes necessary the employment of additional Proctors (e.g., graduate students). Where candidates are of one sex only, a Proctor of that sex shall be present.”

- ▶ Accommodation for Illness - Undergraduate page

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

Case study 3

- ▶ You teach a large introductory course for 200 students, with a team of 3 teaching assistants: Kate, Kevin and Isabella. The first midterm is a combination of multiple choice and short answer questions.
- ▶ You meet with the TAs, orient them to marking and send them home with 60-70 exams each. You promise the class that you will return the exam within 2 weeks. You ask the TAs to send you their grades a couple of days before you want to return the exams.
- ▶ **Isabella** sends you her marks on time, but you notice that the average in her section is 85%. **Kate** confesses that she has been struggling with anxiety, so she has only marked 30 of the 70 exams assigned to her. **Kevin** asks to meet with you, and lets you know that marking has been going slowly. He believes he has used up all of his allotted 140 TA hours between running tutorials and marking, and the TA union representative in his department has advised him to stop working. He still has 30 unmarked exams.

Case Study 3 - Key considerations

- ▶ Discuss hours dedicated to marking when you sign the Duties Specification Letter with students
- ▶ Encourage TAs to attend the TA Training Program at the CTL (sessions on marking and facilitating tutorials)
- ▶ Mentor your TAs in assessment and marking: group marking sessions; sample assignments, rubrics

Relevant Western Policies and Resources

- ▶ Appendix “Duties Specification Agreement”
- use in advance to avoid this problem.
http://www.uwo.ca/hr/form_doc/employee_agreements/gta.pdf
- ▶ Article 17 “Hours of Work” in the GTA Collective Agreement.
http://www.uwo.ca/hr/form_doc/employee_agreements/gta.pdf
- ▶ Full TA - 140 hours per term (10 hours per week)
- ▶ Half TA - 70 hours per term (5 hours per week)
- ▶ **The Western Guide to Working with Teaching Assistants**
- ▶ <https://ir.lib.uwo.ca/tsc-purple-guides/1/>

Case Study 4

- ▶ Zara is a doctoral student in a Science department at the university. She has made an appointment with you because she wants to change her supervisor. She is an international student who arrived at Western with her husband and four children a year ago.
- ▶ “I feel like I can’t trust my supervisor” she says. “She keeps sending me to just read articles, and more articles, and figure out what to write about. Sometimes I ask her questions about what would be the best way to do a study, but she doesn’t give me an answer. I know that she knows the answer, because it is in her own paper, but she doesn’t want to tell me which way is better. She just sends me back to the library to read other people’s studies and find the way on my own. I feel lost, and I don’t know if I can trust her. Why doesn’t she tell me what to do? But if I try to change my supervisor, what if she tells other professors not to work with me? She is in my area, so she will still have a lot of influence. Is there any way I can work with someone else? I don’t think I will ever finish with her. ”

Case Study 4 - Key issues

- ▶ What are the roles and responsibilities of the student and the supervisor in the mentoring relationship?
- ▶ How much independence do students have in their doctoral research in your discipline?
- ▶ How do you clarify expectations with your doctoral students?

Relevant Western Resources

- ▶ Western Guide to Graduate Supervision
- ▶ Western Guide to Mentoring Graduate Students Across Cultures
- ▶ <https://teaching.uwo.ca/research/publications.html#purpleguides>

- ▶ SGPS Graduate Supervision Handbook
- ▶ <https://grad.uwo.ca/administration/supervision.html>

- ▶ **Supervising Graduate Students - Setting Expectations**
- ▶ Wednesday, September 25th, 11:45-1:00
- ▶ Grad Club, Middlesex College



Western Guide to Graduate Supervision

Teaching Support Centre Purple Guides

Teaching Support Centre Purple Guides



Western Guide to Mentoring Graduate Students Across Cultures

Nanda Dimitrov

Case Study 5

- ▶ You teach a multi-section psychology course and notice that Lin, one of your TAs, seems to be spending a lot of time with Jake, an undergraduate student in their tutorial section. On one occasion, you see them leaving the TA's office late at night and on another you see them sharing a meal together at a restaurant in town. It appears to you that their manner toward each other is affectionate and familiar. This is a full year course and you begin to take note of these occurrences with about two months left in the second semester. What do you do?

Relevant Western Policies

- ▶ Article 29 “Conflict of Interest” in the GTA Collective Agreement - specifically 29.04

http://www.uwo.ca/hr/form_doc/employee_agreements/gta.pdf

Questions to Consider:

- ▶ At the beginning of the term: ask if any of your TAs may have a conflict of interest - close friends, siblings or partners in their tutorial
- ▶ Move TAs or students to Different sections if necessary - they should not be assessing the performance with whom they have a close relationship
- ▶ Try not to schedule 1st year MA students to TA 4th year courses- they may have been peers in the same program the previous year.

Case Study 6

- ▶ Rayna submits an excellent paper for your Canadian History course. You decide that it is so good that you want to share it with the rest of the class as an exemplar. You ask one of your TAs to make a copy for everyone, and the TA comes to you with a surprising discovery. “Rayna submitted the same paper in the 20th Century History course last year. I remember grading it.” You submit the paper to Turn-it-In and indeed find that the paper is a 90% match to an essay that Rayna submitted in your colleague Dr. Cole’s class the previous year.
- ▶ What do you do?

Relevant Western Policies

- ▶ Academic Policies - “Scholastic Discipline for Undergraduate Students”
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf
- ▶ “Summary of Procedures for Course-Related Offences”
- Scholastic Discipline Flow Chart
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_chart.pdf
- ▶ Turn-it-In is available for plagiarism checking within OWL- Sakai - the learning management system at Western

Campus Resources

Principles for Graduate Supervision

http://grad.uwo.ca/faculty_staff/viceprovost/supervision.html

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<http://copyright.uwo.ca>

Western's Academic Policies

http://www.uwo.ca/univsec/academic_policies/index.html

Western's Appeals and Scholastic Discipline Policies

http://www.uwo.ca/univsec/appeals_discipline/index.html

Student Code of Conduct

<https://www.uwo.ca/univsec/pdf/board/code.pdf>