



Reflections

Helping International TAs Excel in the Classroom

The article is based on a research report by Debra Dawson, Nanda Dimitrov, Ken Meadows and Karyn Olsen (2013).

The full study is available online at www.heqco.ca/SiteCollectionDocuments/ITAs_ENG.pdf

International Teaching Assistants (ITAs) play an important role in the education of undergraduate students at Western. Western offers one of the most comprehensive series of ITA programs in Canada, helping graduate students from around the world learn to lead labs and facilitate tutorials effectively. Feedback from participants has always been very positive, but we wanted to examine the impact of the programs in greater detail and find out how they contribute to the teaching effectiveness of ITAs. The great news is, our research demonstrates that participating in TA training makes a big difference. Read on to find out more about the ways in which your ITAs apply what they learn at the Teaching Support Centre to enhance the learning experience of undergraduates in their labs and tutorials.

In a recent study, funded by the Higher Education Quality Council of Ontario, we compared the impact of two training programs offered here at the TSC on the teaching effectiveness of ITAs (Dawson, Dimitrov, Meadows, Olsen 2013). We wanted to find out whether a TA training program with substantial intercultural content better facilitates

the transition of international graduate students to Canadian academia than our traditional/general TA program.

The programs featured in the research represent the two main approaches to ITA preparation in Canada. The first is a general **Teaching Assistant Training Program (TATP)**, in which

ITAs participate in 20 hours of preparation for teaching in an interdisciplinary cohort, together with Canadian graduate students. The second program, **Teaching in the Canadian Classroom (TCC)**, is a program designed specifically for ITAs. ITAs participate in 20 hours of preparation for teaching, but only with other ITAs. Both programs include modules on effective teaching techniques, and both programs include video-recorded microteaching sessions, during which TAs receive detailed feedback on a ten-minute lesson that they teach. What makes the Teaching



"I found a big difference in my teaching style, and I noticed that students were participating more after I took Teaching in the Canadian Classroom."

ITA, Engineering

in the Canadian Classroom program unique is that it includes a substantial intercultural communication component. Including intercultural communication modules in ITA training

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Reflections is the newsletter of the Teaching Support Centre at Western University
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Helping International TAs Excel in the Classroom...

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is important because ITAs are preparing to teach in a second language, in an academic environment where norms and expectations for teacher behaviour and communication style may differ significantly from expectations in their home culture (McCalman, 2007). Without cross-cultural training for ITAs, cultural differences in teaching styles and instructor roles are likely to lead to misunderstandings between international instructors and their undergraduate students (Fitch & Morgan, 2003) as well as to inaccurate attributions of student behaviour by instructors (Bauer, 1996; Yook & Albert, 1999). The intercultural components in the Teaching in the Canadian Classroom program address cultural differences in the role of instructors and students, explore expectations for student engagement in Canadian classrooms, and introduce communication strategies that may help ITAs bridge cultural differences in communication styles with their students and their supervisors.

Methods

The differences between the impacts of the two programs were assessed using a combination of self-report surveys, observer ratings of effective teaching behaviours, and focus group interviews. Changes in self-ratings of teaching self-efficacy and communication apprehension were measured before and after each program. Teaching self-efficacy is the belief that one can successfully master the teaching behaviours necessary to achieve the required learning or teaching outcomes (Boman, 2008). Teachers with high self-efficacy beliefs are more likely to engage in effective teaching practices than are teachers with low self-efficacy (Gordon & Debus, 2002). In addition to surveys, TAs completed two ten-minute microteaching sessions that were recorded on video. One microteaching teaching session occurred at the beginning of the program, and a

second session close to the end, which allowed us to compare coders' ratings of participants' teaching behaviours across their two microteaching sessions. Almost 400 microteaching videos were coded by the research team using the Teacher Behaviours Inventory (TBI; Murray, 1985) which measures low inference behaviours, (such as *giving concrete examples*), that are highly correlated with effective teaching. To our knowledge,

facilitate active learning activities in their classrooms.

The Teaching in the Canadian Classroom course influenced the teaching practice of ITAs in several ways. TCC participants were able to provide more nuanced descriptions of teaching situations. They demonstrated a high level of reflection in their interpersonal interaction with undergraduate students

and demonstrated a more complex understanding of these interactions. They applied intercultural communication concepts that they learned in the class to their analysis of teaching situations. By reflecting on teaching situations using cultural differences in classroom communication, they demonstrated an increased level of intercultural competence.

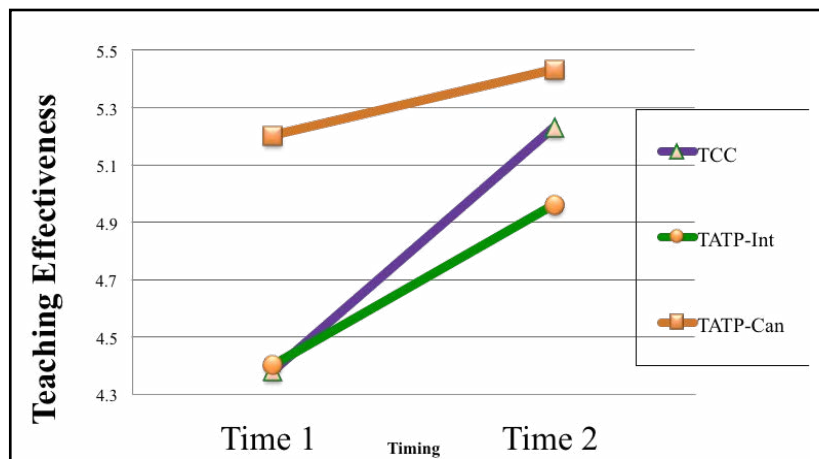
For example, ITAs talked about the ways in which they learned to engage students and promote inquiry:

"I have been TAing before coming to Canada, and I always had this background idea that the TA should be a second professor in the class, and you should have a lot of knowledge ...and then teach the students what they didn't know. But when I attended TATP I learned that sometimes you should engage them in conversations and ask them questions, so that in the process of asking them some questions they can answer their own questions... so you should guide them. Before what I used to do before was to be a lecturer, and be like an avatar to the professor."

ITA, Engineering, TATP

They learned to give effective presentations to interdisciplinary audiences:

"For the presentations in TCC - I had to pick a topic that was considered difficult in Engineering and I had to teach it to non-Engineers. So that was very interesting because in that case you have to make sure that you teach the concept but you teach it in a way that they get it, even though they



Teaching Effectiveness Measured by the TBI

this represents the largest set of video-recorded microteaching analyzed in the literature to date. In addition, focus group interviews were conducted with a sub-sample of participants four to eight months after each program to assess the long-term impact of participation in TA training.

Summary of Findings

The impact of the two programs was quite similar. Both programs contributed to greater teaching self-efficacy among ITAs and both programs helped reduce their communication apprehension. However, the group of ITAs who participated in a program enhanced with intercultural components (TCC) made greater gains in their overall teaching effectiveness in a microteaching session, as assessed with the TBI. Focus group interviews with participants also revealed considerable differences between the two programs in terms of long-term impact. ITAs in both TATP and TCC described a shift towards more student-centered approaches to teaching, and demonstrated an increased ability to promote inquiry and

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don't have the background. So this actually helped me to present more complex things in a simple way, and that was very helpful for my Engineering students too."

ITA, Engineering, TCC

The study provides evidence that TA training programs for Canadian and international TAs at Western can be very effective and may make an important contribution to the quality of undergraduate education. The findings also suggest that a program enhanced with intercultural communication components may help ITAs interact effectively, not only in the classroom, but also in other academic settings.

If you are interested in learning more about what ITAs learn in our TA training programs, the full research report is available online at: www.heqco.ca/SiteCollectionDocuments/ITAs_ENG.pdf

The Communication in Canadian Classroom and the Teaching in the Canadian Classroom programs are offered three times a year. To learn more about these and other ITA programs, please visit: www.uwo.ca/tsc/graduate_student_programs/international_student_programs/index.html

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Congratulations to

Dr. Mark Goldszmidt 3M National Award Winner

Congratulations to Dr. Mark Goldszmidt, Associate Professor, Department of Medicine and Acting Director for the Centre for Education Research & Innovation, Schulich School of Medicine & Dentistry, who has been awarded the highest teaching honour in Canada, a 3M National Teaching Fellowship.

Dr. Goldszmidt is one of 10 fellowship recipients this year. Read more about him in [Maclean's](#) magazine and on the [STLHE](#) website.



STLHE SAPES

Society for Teaching and Learning in Higher Education
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Beyond Plagiarism: Developing Author, Authenticity & Authority¹ in Graduate Students

BY NADINE LEGROS, WILFRID LAURIER UNIVERSITY

Instructing students how to avoid plagiarism is analogous to “looking for a good way to teach the infield fly rule to people who have no clear idea what baseball is.”

A solid understanding of academic integrity is critical for graduate students for several reasons: 1) As teaching assistants, they need to be able to mark assignments effectively. If TAs cannot recognize plagiarism or teach about it, the work of the “next generation” will be compromised. 2) As future faculty members, they may mentor their own graduate students. 3) Graduate students need to demonstrate academic integrity in their writing and research to be successful scholars who can communicate appropriately about their work and be published and hired.

One might think students ought to have a thorough knowledge of the conventions of attribution by graduate school *and the skills to observe them*. One might therefore think it unimportant to discuss plagiarism—but in the absence of such pedagogy, the need for academic sanction may arise. So rather than penalty, what pedagogy befits graduate students and piques interest about a “stale” topic?

Where to begin?

Many students are unaware of the finer intricacies of plagiarism. Perhaps the undergraduate experience limits exposure to the entire panoply of academic integrity: For example, one-third of American undergraduates were unaware that one could plagiarize one's own work (Russikoff, Fucaloro, Salkauskiene, 2003). Students may think this rule pertains only to plagiarizing one's *published work*, and hence may think if one *has not published*, one need not worry about this rule. Students do not recognize that handing in an assignment from one class to a professor in another class is an infraction of this rule. Student knowledge may also be distorted: 48% of these same students actually believed that elaborate paraphrasing equated authorship. These

statistics represent American students who had been told since high school to cite the work of others even when they used their “own words.” International students, on the other hand, may simply not *have* their *own* academic words in English. In addition, practices that might warrant academic penalty at Western may actually reflect accepted academic norms in an international student's home culture due to differing perspectives on collective knowledge and reverence for “traditional wisdom” (Russikoff, et al., 2003, p.112). Clearly all graduate students need instruction on how to avoid plagiarism—but how?

Hunt (2002) suggests that instructing students how to avoid plagiarism is analogous to “looking for a good way to teach the infield fly rule to people who have no clear idea what baseball is” (cited in McGowan, 2005, p. 292). However, research also suggests that when students do learn about “baseball,” a high percentage demonstrate awareness and intolerance of plagiaristic acts (Russikoff, et al., 2003). Moreover, teaching about baseball is especially important for students who play sports that resemble baseball but which have different rules—such as cricket.

How do we explain to students why they should develop academic integrity?

Academic integrity goes beyond preventing the theft of intellectual property. In fact, Abasi & Graves (2008) suggest that institutional focus on the rules of plagiarism results in students *avoiding plagiarism* rather than including their interpretations of texts. Therefore, even when the students *know* the rules of a game, they must still learn to *play* the game to include their voices and assert themselves as legitimate authors with appropriate authority. Students need to step back from plagiarism *per se* to consider the benefits of observing academic integrity.

Consider the following from The University of Melbourne's website:

One of the central purposes of Australian higher education is

to produce graduates who are independent thinkers, able to critically analyse information and ideas. This means that during your time at university in Australia you will be asked not just to become familiar with the ideas of scholars and experts but to examine these ideas closely and to decide how much or how little you agree with them. You will learn to form opinions about ideas and to communicate these opinions verbally and in writing. These opinions must be based on evidence and one common source of evidence is the ideas of others. You are likely to find yourself using the ideas of one scholar to analyze and perhaps criticise the ideas of another. This is considered excellent scholarly practice in Australia.

There are two reasons, then, why Australian university students are expected to acknowledge the source or origin of the words of scholars they use in their assessment tasks. The first is that you need to let readers know where you found your ideas so that they can check to see they are reliable and valid ideas for the point you are making. Secondly, you need to make it clear which ideas are yours and which are those of others.

(McGowan, 2005, p. 52)

Academic integrity is thus the portal through which budding scholars must pass to develop their own scholarly voices. Graduate students need *discipline-specific* tuition on academic integrity—and discipline-specific *practice*. The challenges international graduate students face when dealing with academic writing practice and academic integrity magnify those a domestic student may also experience, and examining these issues will influence our approach to all students.

Writing difficulties of international students

International students may arrive with precious little writing experience in their own language, let alone in an additional language. They may have only been evaluated with examinations as undergraduates, and when they come to

¹ I borrow this term from Pennycook, 1996

Beyond Plagiarism: Developing Author, Authenticity & Authority...

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Western to do their master's degrees, they are expected to transition very quickly to being able to write academically—possibly even to write a thesis. Some PhD students have done master's degrees based on course work—but are expected to be able to write a dissertation, which is a challenging task even for native speakers who are good writers. Without going into a treatise on teaching academic writing, I will focus on three difficulties that international students face that sometimes result in academic sanction or penalty.

Some of the greatest challenges international students face when writing is engaging in “inferential thought processes,” (Yamada, 2003, p. 251), dialoguing with the text, and paraphrasing. Inferential thought requires students to be able to summarize a text that they have read and weave the significance of the information into their writing/research (Brown & Day, 1983, cited in Yamada, 2003). For example, they may read an article about research similar to theirs in which the author focuses on four central findings. Students may not know whether they need to address *all* the findings or how much they can *speculate*

about the findings relative to their own work. To complicate matters further, inference is an aspect of communication that causes misunderstandings between individuals from different cultures. Students may infer something from the journal differently than their supervisors might, which may be perceived as deliberate misrepresentation on the part of the student.

Students need to engage in a dialogue with multiple sources to position their own research with any degree of authority, but students do not know how to highlight their own contributions. The following is an illustrative quote:

I am not quite clear where to draw a line to distinguish my ideas from other authors' ideas. For example, I read a book and had some ideas of my own. So when I write, maybe half of the sentence is a summary of the author's ideas whilst the other half is about my new ideas drawing upon the ideas in the book. Should I make a reference to the book? I find that quite difficult and don't know what to do (Gu & Brooks, 2008, p. 345).

The difficulty students have with paraphrasing is that they will rely on a “patchwriting” technique, a strategy they learned while learning their additional language. Patchwriting involves “copying from a source text and then deleting some words, altering grammatical structures, or plugging in one-for-one synonym-substitutes” (Howard, 1993, as cited in Gu & Brooks, 2008, p. 347). When international students patchwrite in order to paraphrase, they face two dangers: 1) they may be too faithful to the original, which could result in inadvertent plagiarism; or 2) they may use a synonym that is imprecise, which may distort the author's meaning.

Pennycook (1996) maintains “we do not create language but are created by it” (p. 209) and suggests that “texts produce authors” (p. 222). Using discipline-specific texts to teach about academic integrity can transform students into authors who have the language to write authentically—and with authority.

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Strategies to employ to teach academic integrity to international and domestic students:

- Present students with a list of quality journals in your discipline that illustrate the quality of writing to which your students should aspire. Students will initially be intimidated by the writing and doubt their ability to achieve such high quality. To mitigate against this, also show them previous students' assignments.
- Engage with the students in genre analysis (Swales, 1990; Wingate, 2012). Genre analysis is a method of dealing with written or spoken discourse that is discipline specific. Through in-class activities and assignments, instructors get students to recognize and utilize language structures and patterns from texts specific to the discipline. For example, if one were to engage in genre analysis of letters of complaint, one might find the words, “I am writing to express my dissatisfaction about...” Students then begin to enter stock phrases from that genre of text into their lexicon.
- Create materials for your students from the above-noted journals with which the students can engage in exercises in academic integrity—without the fear of losing marks. In the materials, include examples which are not covered by the rules but which still factor into academic integrity. For example, how far back does a student have to trace a concept in your discipline? When would it be appropriate to cite their own previous work with citations, and would it ever be appropriate to use the first person singular or plural and write, “In previous research, I/we ...”
- Do not issue empty warnings to students such as writing, “You need to be careful to avoid plagiarism” on assignments. If you suspect plagiarism, deal with it immediately—educating before sanctioning. If warnings carry no penalties, the students may continue to write in the same manner when they write their theses.
- Highlight the benefits of academic integrity compliance in sessions at the beginning of each term (Handa, 2006).
- Come to agreement with other faculty members in your discipline about where the line is between acceptable textual borrowing and plagiarism. Also discuss what constitutes acceptable amounts of editing.
- View academic integrity as an issue of professional development—view the graduate students as being in an apprenticeship.
- Scaffold writing tasks with low-stakes assignments that encourage learning early in the student's academic career at Western. For example, ask for an outline, an executive summary or an early draft for review for partial marks.
- Have a “throw away” mark. For example, assign five assignments, but have only four of the assignments count towards the final mark. If the students do badly on an initial assignment, it will not count.
- Create original assignments that students cannot plagiarize (Handa, 2006; Hunt, 2002).
- Send your students to the Writing Support Centre, where they can receive individual support.

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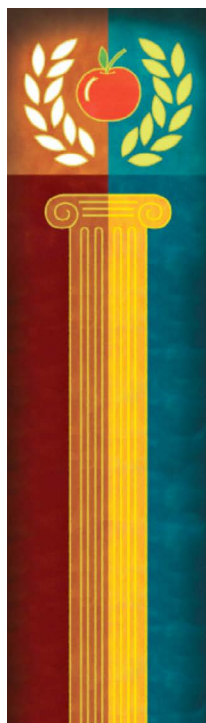
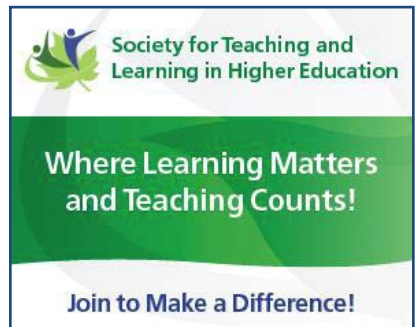


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Cape Breton University is proud to host the 33rd annual STLHE conference, a forum for the exchange of ideas and information on post-secondary teaching and learning, and celebrates teaching excellence and educational leadership. Visit the Conference website at: www.cbu.ca/stlhe-en

Note: Western has an institutional membership with STLHE. This allows the Western community to join the Society at a reduced rate. For membership information, go to: www.stlhe.ca



3M National Teaching Fellowships

Nomination Deadlines:

Internal: August 16, 2013

External: August 31, 2013

Every year, 10 Canadian professors are recognized for their exceptional contributions to teaching by the 3M National Teaching Fellowship, created by the Society for Teaching and Learning in Higher Education and 3M Canada.

[Click here](#) for details regarding nomination process, award eligibility, etc.

If you are interested in discussing how to put together the dossier for the Fellowship, please contact Dr. Debra Dawson at dldawson@uwo.ca. Dr. Dawson serves on the 3M Selection Committee and would be pleased to assist you in this process.

Science Learning Development Initiatives

BY BETHANY WHITE, FACULTY ASSOCIATE, TEACHING SUPPORT CENTRE AND LEARNING DEVELOPMENT COORDINATOR, FACULTY OF SCIENCE

I am delighted to update the Western community on the progress of 2012-13 academic year learning development initiatives in the Faculty of Science.

1) Science e-Learning Initiatives:

Expanding e-learning opportunities for our students is a priority in the Faculty of Science. A *Faculty of Science Technology-enhanced Learning Innovation Award* Competition was announced late in February to encourage the development of ground-breaking online or blended Science courses that use technology in creative ways. Kim Holland (Teaching Support Centre) gave a talk to the Faculty of Science on March 1st to help start a dialogue about teaching with technology and to get us thinking about how we can incorporate technology effectively in our courses.

2) Faculty of Science Learning Development Fellowship (LDF) Program:

LDFs are competitive professional development opportunities for Science graduate students who have an interest in teaching and learning. An LDF is held in place of a traditional teaching

assistantship by each successful applicant. Four LDFs are making valuable contributions to learning development initiatives this academic year:

- Jennifer McDonald (Biology)
- Kemi Ola (Computer Science)
- Geron Bindseil (Physics & Astronomy)
- Jonathan Lee (Statistical & Actuarial Sciences)

They are involved with Discovery Café, development of a proctoring training module for new proctors and interested faculty (this was first offered face-to-face in the Fall and is currently being converted to an online module), and collecting and presenting useful resources on the Science website to help support faculty in their pursuit of scholarly Science teaching.

3) Science Talks! Sessions:

This is end-of-term professional development opportunity geared primarily for faculty and post-docs. The Fall **Science Talks!** session was one on incorporating technology in our



Bethany White

teaching: "Blending Science Courses: Combining Online and Face-to-Face Instruction". Three faculty members (Brock Fenton, Biology, Lori Murray, Statistical & Actuarial Sciences and Kem Rogers, Anatomy and Cell Biology) shared their experiences

developing and offering science courses that involve different 'blends' of online and face-to-face instruction. Their course formats range from fully online courses with online labs to a "flipped" classroom model with content delivered online to free up face-to-face time for activities intended to deepen student learning. Videos of their presentations are archived at www.uwo.ca/sci/about_science/teaching_and_learning/teach_with_tech.html. We look forward to an engaging session on time management strategies at April's **Science Talks!** session.

4) Science Discovery Café:

In continuing collaboration with the Student Success Centre, the Faculty of Science is enhancing the experience for first year science students through

coordination of regular small-group meetings facilitated by faculty members (and for many of the groups, an undergraduate peer mentor). The café groups are free to explore their interests; these range from Science in the headlines, research, anything related to life as a student, jobs, or academia in general. In November 2012, we hosted a Discovery Café Event "The Science of Dragons and Games" to entice students to sign up for a Discovery Café group in January 2013. Two Café Leaders gave attention-grabbing presentations: Mike Katchabaw - "When games save lives" and Cam Tsujita - "There be dragons! A paleontologist's view of mythical beasts." I am happy to report that there are nine Café group leaders this term. Many undergraduate students signed up for a group and there are even some upper-year Science students participating this year.

5) The Western Conference on Science Education (WCSE):

The second national Western Conference on Science Education (WCSE) is taking place here from July 9-11, 2013. Refer to Page 10 for more information or visit the conference website: www.thewesternconference.ca.

Western Institute for Research on Teaching and Learning

Wednesday, May 1 - Friday, May 3, 2013
9:00 am - 4:30 pm

Please join us for the Western Institute for Research on Teaching and Learning, a three-day hands-on workshop designed to support faculty members, librarians, and archivists in the development of a research project on their own teaching. In this interactive workshop, we will discuss the basics of doing research on teaching in higher education (e.g., developing a researchable question; quantitative, qualitative, and mixed research designs; ethical consideration in research on teaching; making your research public). Participants will also work individually and/or in small groups to develop their own projects. Experienced Scholarship of Teaching and Learning researchers will facilitate the institute and will also provide individual consultation as requested. Enrolment is limited. [Click here](#) to register.

SPRING PERSPECTIVES ON TEACHING CONFERENCE

Tuesday, May 14, 2013 • Social Science Centre, Room 2050 • 9:00 a.m. – 4:00 p.m.

KEYNOTE SESSION:

Connecting High Impact Practices with Deep Learning

- Dr. Tricia A. Seifert, Ontario Institute for Studies in Education, University of Toronto



Transformative Learning through Collaboration

- Joe Compeau (Ivey Business School)
- Christie Stewart (Environmental Science Program)

Global Learning: Bringing the World to Western

- Henri Boyi (French Studies)
- Darwin Semotiuk (Kinesiology)

CONCURRENT SESSIONS ON HIGH-IMPACT EDUCATIONAL PRACTICES AT WESTERN:

Community Service Learning (CSL): High Impact Teaching and Learning that Transforms Classroom and Community

- Ana Garcia Allen (Modern Languages & Literatures)
- Daria Koscinski (Biology)

Writing to Learn: Approaches that Work

- Margaret McGlynn (History)
- Paul Schmidt (Chemical & Biochemical Engineering)

CLOSING PLENARY SESSION:

Panel Discussion with Deans/Associate Deans: High-Impact Educational Practices Across the Faculties

- Facilitator: John Doerksen, Vice-Provost (Academic Programs & Students)
- Joan Finegan, Associate Dean, Faculty of Social Science
- Jeff Hutter, Associate Dean (Academic), Faculty of Science
- Michael Milde, Dean, Faculty of Arts & Humanities
- Betty Anne Younker, Dean, Don Wright Faculty of Music

To view program/register, visit the Teaching Support Centre's website at:

www.uwo.ca/tsc



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- Announcements/Upcoming events
- Campus News
- Community News
- Teaching Resources



Technology in Education Symposium: Making Ties @ Western

BY KIM HOLLAND, INSTRUCTIONAL DESIGNER, TEACHING SUPPORT CENTRE

TIES website: www.ties-at-western.com

On March 8th the first Technology in Education Symposium (TIES) was held at Western in the Faculty of Education building with over 300 people in attendance. The TIES @ Western symposium was created with the intention to highlight the tremendous work being done on our campus to integrate technology into teaching in new and pedagogically effective ways. This day-long symposium featured presentations and panel discussions by more than 70 faculty, staff, and students from all areas of the university demonstrating and sharing their innovations in teaching. The keynote address, "*The End of Wonder in the Age of Whatever*" was given by Dr. Michael Wesch (Kansas State University), a renowned digital ethnologist and educator. His talk generated a great deal of interest from the Western community and was an excellent start to a very successful day.

The conference attendees were welcomed with remarks given by Dr. Vicki Schwean (Dean of Education), Dr. Janice Deakin (Provost & Vice-President Academic), and Dr. John Doerkson (Vice-Provost, Academic Programs and Students). Schwean's aspiration for the symposium was to bring together a strong cluster of individuals interested in the research and dissemination of e-Learning from across Western in order to foster excellence in this area.

Dr. Janice Deakin, in her introduction to Dr. Michael Wesch's keynote, stressed the importance of teaching with technology: "The most important call comes from our students - our students assume and expect social media and other online tools will be available as part of their education mix of blended learning pedagogy." She further stated that we need "to position Western as an exemplar for innovative curriculum

and pedagogy that is sophisticated in our use of technology in our multiple learning environments."

Dr. John Doerkson in his remarks imparted his belief that TIES would "serve as a significant stepping stone as Western enhances its e-Learning presence", which is very timely given the importance placed on supporting e-Learning initiatives in the context of higher education in Ontario and around the globe.

Dr. Michael Wesch's keynote presented the audience with a series of stories illustrating creativity, collaboration, and knowledge creation in an 'Age of Wonder'. But any enthusiasm about these remarkable possibilities, he suggests, is immediately tempered by that other 'Age of Whatever'—an age in which people feel increasingly disconnected, disempowered, tuned out, and alienated. According to Dr. Wesch, what we need more than ever today is to inspire our students to wonder, to nurture their appetite for curiosity, exploration, and contemplation, and to help them attain an insatiable appetite to ask and pursue authentic and relevant questions. Today, three billion people have created a 'knowledge machine' on the planet and are collaborating and connecting with one another as they have not connected before. What makes this so fantastic is that it's the people and not the technology that matters. No institution could be more central to this revitalization of wonder than our universities, which are historical hubs for the free exchange of ideas and innovations. Wesch's presentation explored what we as educators are doing wrong, and what we are doing right, as we try to bring wonder back to our students and communities.

To watch Dr. Wesch's inspiring keynote "*The End of Wonder in the Age of Whatever*" see [Western's YouTube channel](#).

Following the keynote, 19 concurrent sessions held over the morning and afternoon illustrated technology integration in learning and its critical examination by Western's faculty, staff, and students. A small sample of the concurrent session topics discussed at TIES included social media, blended learning, online and face-to-face instructional and e-Learning technology tools, promoting online learning communities, MOOCs, developing online teaching skills, information literacy in the digital age, and the legalities and ethics of using teaching technologies.

The symposium was organized by a committee of staff, faculty, and graduate students from across the campus. John Barnett, Colin Couchman, Kim Holland, and Elan Paulson acted as Co-Chairs and Luiz Capretz, Deanna Grogan, Kim Martin, Mark McDayter, Deb Tieszer, and Julie Whitehead comprised the organizational committee. Without the generous financial contributions received from Student Services, Teaching Support Centre, Faculty of Education, Information Technology Services, and Western Libraries along with the efforts of the organizational committee and conference volunteers, TIES @ Western would not have been possible.

With this successful first TIES conference, discussions are already occurring, and will continue to occur in the coming months, about how to continue the momentum that was achieved at TIES. If you are interested in furthering e-Learning change at Western or becoming part of a learning community on technology-enabled learning, please contact Kim Holland in the Teaching Support Centre (kholland@uwo.ca).



Western

Technology in Education Symposium at Western

Western Conference on Science Education 2013

“From Face to Face to Online: More Transforming with less Transferring.”

This title of a conference submission captures the intention of the next Western Conference on Science Education (WCSE) to re-imagine the old adage of doing “More with Less”. Participants from across scientific disciplines will be sharing ideas, innovation and research about various ways of achieving more Positive with less Negative in post-secondary science education.

Originally planned for 2014, the WCSE has been “preponed” to July 9 – 11, 2013 and will show off our newly renovated atrium space in the Physics and Astronomy building.

The WCSE brings the conversation about improved science education right onto campus, providing an uncommon opportunity for our faculty members, librarians and educational professionals to interact with colleagues across Canada. This year Fanshawe College has joined the effort as an Institutional Sponsor and liaison with educators from the college sector.

Further information is available at www.thewesternconference.ca or from committee members listed below.

The Organizing Committee is delighted to welcome four engaging plenary speakers:

Dr. Susan R. Singer, Carleton College, Northfield, MN. Award-winning biology teacher, text-book author, teaching center director, Susan has been a force in STEM education in chairing National Academies Boards that have authored such reports as *America's Lab Report*, *Promising Practices in STEM Undergraduate Education* and *Discipline-based Educational Research: Understanding and Improving Learning in Undergraduate Science and Engineering*.

Dr. Carolyn H. Eyles, McMaster University, Hamilton, ON. Carolyn is a geoscientist and 3M National Teaching Fellow who

leads the innovative Integrated Science (iSci) program.

Dr. Dietmar K. Kennepohl, Athabasca University, Athabasca, AB. A chemist by training, Dietmar is currently the Associate Vice-President Academic at

Canada's Open University. He is active in the chemical education community and brings a particular interest in distance delivery of undergraduate laboratories.

Dr. Tony Bates, Tony Bates Associates, Vancouver, BC. As President of an online education consultancy and a research associate for Contact North (Ontario's distance education and training network), Tony brings a broad experience

with international Open Universities to bear on the current state of technology-enabled learning in Canada. A quote from his latest book, *Managing Technology in Higher Education*, speaks to concerns of many WCSE participants, “The big question that needs to be asked though is whether the teaching in our postsecondary institutions is already of high quality and thus merely needs to be enhanced with technology (the icing on the cake), or is there major room for improvement in how we teach?”

Dr. Bates' presentation will be open to the campus community.

The Conference appreciates significant funding and/or in-kind support from the Faculty of Science, Teaching Support Centre, Western Libraries, Office of the Vice-Provost, Research Western, Fanshawe College and Nelson Education.

Membership on the committee includes (alphabetically) Rob Dean (Biology), Roger Fisher (Fanshawe), Alyssa Gilbert (Planetary Science), Tom Haffie, (Biology), Natasha Patrito Hannon (Teaching Support Centre), Gaston Keller (Computer Science), Ken Meadows (Teaching and Learning Services), Cam Tsujita (Earth Science), Jennifer Waugh (Biology), Bethany White (Faculty of Science).

Course Design & Renovation Workshop

May 13 & 15, 2013
9:30 am - 4:00 pm

The purpose of this two-day workshop (May 13 & 15) is to facilitate the design or redesign of a course that you will be teaching in the upcoming year. At the end of the workshop you will have completed the necessary steps to 1) create a course structure, 2) identify learning objectives, and 3) design learning activities to achieve those objectives.

Topics may include:

- Course and Instructional Objectives/Goals
- Universal Design for Course Construction
- Structuring an Effective Course
- Selecting Learning Activities
- Teaching Library Research Methods
- Team Teaching and Interdisciplinary Course Planning
- Preparing an Effective Course Syllabus
- Setting Course Policies
- Blended Learning: Using the web to enhance face-to-face instruction
- Matching Objectives to Assessment Methods
- Alternative Forms of Assessment

Enrollment in the workshop will be limited to 12 faculty members so that the course goals and topics can be tailored to the needs of the participants.

Click here to register.

Inserting Video

INTO POWERPOINT

BY MIKE ATKINSON, FACULTY ASSOCIATE, TEACHING SUPPORT CENTRE

Video can make your presentations come alive.

But what's the best way to launch a video file from PowerPoint? Here are three methods you can use to add video to your lectures.

[Click on image to view video.](#)



Western  Teaching Support Centre

Instructional Skills Workshop for Faculty

May 7 - 9, 2013

- Intensive three-day teaching workshop
- Open to all Western faculty
- Designed for both new and experienced instructors
- Required to attend the full three days (8:30 a.m. - 5:00 p.m.)
- Limited enrollment

The Instructional Skills Workshop (ISW) offers you the opportunity to explore, in very practical and hands-on ways, the conditions that give rise to powerful learning experiences among your students. The ISW is offered within a small group setting and is designed to enhance the teaching effectiveness of both new and experienced instructors. These sessions provide new instructors with an introduction to designing and facilitating effective learning activities. The ISW also serves as a laboratory for experienced instructors who wish to refine and expand their teaching practice, to explore new ideas, or to revisit the fundamentals.

[Click here](#) for more information and registration

High-Impact Educational Practices

This year's *Spring Perspectives on Teaching Conference* will focus on Kuh's (2008) High Impact Educational Practices; practices that engage students and lead to deep learning. A summary of these practices is provided below.

FIRST-YEAR SEMINARS AND EXPERIENCES

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

COMMON INTELLECTUAL EXPERIENCES

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

LEARNING COMMUNITIES

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

WRITING-INTENSIVE COURSES

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms

of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

COLLABORATIVE ASSIGNMENTS AND PROJECTS

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

UNDERGRADUATE RESEARCH

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

DIVERSITY/GLOBAL LEARNING

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power.

Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

SERVICE LEARNING, COMMUNITY-BASED LEARNING

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

INTERNSHIPS

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

CAPSTONE COURSES AND PROJECTS

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

Source: *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* by George D. Kuh, (Washington, DC: AAC&U, 2008). Reprinted with the kind permission of the American Association of Colleges and Universities.

FALL PERSPECTIVES ON TEACHING CONFERENCE

Tuesday, August 27, 2013
Social Science Centre, Room 2050

Keynote Speaker: Richard D. Wiggers, Executive Director, Research & Programs
Higher Education Quality Council of Ontario

"THE SHIFTING NATURE OF TEACHING & LEARNING IN TODAY'S UNIVERSITY"

More details to follow on the TSC website www.uwo.ca/tsc



Do you have an innovative teaching technique that you would like to share with your colleagues at a future Perspectives on Teaching conference? If so, please contact us by e-mail at: tsc@uwo.ca

News from Western Libraries

BY TOM ADAM, TEACHING AND LEARNING LIBRARIAN, WESTERN LIBRARIES

Partners in Teaching and Learning...

Effective teaching involves the creation of effective learning environments. Learning the 4-As of information literacy, the ability to:

- efficiently **access**,
- critically **assess**,
- effectively **assimilate** and
- responsibly **apply**

information, is critical to ensure academic success and set a foundation for lifelong learning. Enabling opportunity to develop these proficiencies is sometimes daunting, especially in our 21st century information-rich and google-dominated environment. Partnering with Western Libraries can lighten this load for you.

Taking Advantage of Western Libraries' Tools and Services...

The tools and services we offer, both in person at any of our eight physical locations on campus or online via the Western Libraries website, our ninth library, are all aimed to put scholarly sources readily at hand and to match information need with information resource as quickly and efficiently as possible. We are constantly

assessing our suite of online information discovery tools like Summon and our system of program guides, to enable information discovery all the time and everywhere. Watch for opportunities to give us your feedback over the next few months.

Research and Instruction Librarians...

When it comes to structuring environments that enable learning and discovery, our dedicated teaching librarians are eager to work with you to embed opportunities to develop the all-important 4-As into the fabric of your course or program. We can structure in-class, in-library or online sessions specific to your assignment, or that directly relate to the particular needs of your course. Over the past few months there have been some personnel changes in Western Libraries, so please visit Western Libraries' Instruction Librarians contacts page (www.lib.uwo.ca/contact/instruction) to locate the Research and Instruction Liaison Librarian for your particular area. In addition to assisting you with the creation of student-centred learning opportunities, these librarians are also eager to help with your individual research needs.

Please contact me in the Teaching Support Centre if you have questions, comments, or ideas regarding how Western Libraries can assist you (e-mail tadam@uwo.ca)



Welcome Karyn Olsen

Karyn Olsen joins the Teaching Support Centre as an **Educational Developer**, replacing Natasha Patrito Hannon while Natasha is away this year on maternity leave. She first came to the TSC in 2010 as an instructor for the Teaching Assistant Training Program, and has co-coordinated the program since 2011. Over the past year, she has worked part time on three TSC research projects funded by the Higher Education Quality Council of Ontario (HEQCO) that focus on faculty and graduate student teaching skills. Karyn is excited about completing

her PhD in Bioarchaeology in the upcoming semester. Her undergraduate training is in Biomedical Sciences, but she came to Western as a Master's student in order to pursue a love of Anthropology. Karyn is sensitive to the professional development needs of graduate students and passionate about teaching. She is looking forward to working with participants in the TSC's graduate student and post-doctoral scholar development programs. You can reach Karyn at ext. 84651, or by e-mail at kolsen5@uwo.ca.



Welcome Aisha Haque



Aisha Haque has joined the Teaching Support Centre as the **Language and Communication Instructor** for our graduate teaching assistants, replacing Nadine LeGros who has moved on to a new position at Wilfrid Laurier University. Aisha has been actively involved in ESL education for the past eight years and previously served as the ESL Program Coordinator at The University of British Columbia. Prior to joining the TSC, she taught classes in Writing, Professional Communication, and Bollywood cinema at Fanshawe College. In her new role,

Aisha looks forward to combining her background in language education and communication training to help facilitate the academic and professional success of Western's graduate students. Aisha is always interested in discussing ideas for new workshops related to language instruction, communication skills, and ITA/TA training and development. She would love to hear from Chairs, faculty members, staff, and graduate students about their discipline-specific needs and can be reached at ext. 80231 or by e-mail at ahaque23@uwo.ca.

Welcome Wendy Crocker

Wendy Crocker has joined the Teaching Support Centre as a part-time **Curriculum Specialist** with the specific goal of supporting faculty teams as they move forward through the Undergraduate Curriculum Review process. She is an award winning educator, TA and researcher who will be defending her doctorate

in Education (Language and Literacies) this spring. With 30 years in education as a teacher, program consultant, and school administrator, Wendy has experience with creating learning outcomes, mapping programs, developing survey questions, and planning activities for department retreats. Wendy can be reached by e-mail at wcrocker@uwo.ca.



COMING EVENTS

in the TSC

Institute for Research on Teaching and Learning <i>Three-day hands-on workshop designed to support faculty members, librarians, and archivists in the development of a research project on their own teaching.</i>	May 1-3, 2013
Introduction to Writing Clear Learning Outcomes <i>By the end of this interactive workshop, participants will be able to create effective, clear learning outcomes that describe student outcomes in individual courses or degree programs in their discipline. Faculty members whose departments are undergoing curriculum review, or who are involved in curriculum mapping will find the session particularly useful.</i>	May 6, 2013 9:30 am - 12:30 pm
Instrutlional Skills Workshop for Faculty <i>Intensive three-day teaching workshop designed for both new and experienced faculty.</i>	May 7-9, 2013
Course Design and Renovation Workshop for Faculty <i>The purpose of this two-day workshop is to facilitate the design or redesign of a course that you will be teaching in the upcoming year.</i>	May 13 & 15, 2013
Spring Perspectives on Teaching Conference <i>Keynote Speaker: Dr. Tricia A. Seifert, Ontario Institute for Studies in Education, University of Toronto on "Connecting High Impact Practices with Deep Learning"</i>	May 14, 2013
Summer Teaching with Technology Institute <i>Provides instructors with information, tools, and support options for learning about and using educational technology.</i>	May 22 & 23, 2013
New Faculty Orientation - Teaching at Western <i>A day of information seminars and teaching tips to aid new faculty at Western.</i>	August 15, 2013
Course on Teaching at the University Level <i>Intensive mini-course for faculty who are new to teaching (less than five years teaching experience) to develop their teaching talents and gain experience with a variety of teaching methods.</i>	August 19-22, 2013
Fall Perspectives on Teaching Conferences <i>Keynote Speaker: Richard D. Wiggers, Executive Director, Research & Programs, Higher Education Quality Council of Ontario on "The Shifting Nature of Teaching and Learning in Today's University."</i>	August 27, 2013
Teaching with Technology for New Faculty <i>A one-day session on using technology in your instruction.</i>	August 28, 2013
Graduate Student Conference on Teaching <i>Introduction to teaching at Western for graduate student teaching assistants.</i>	September 4, 2013

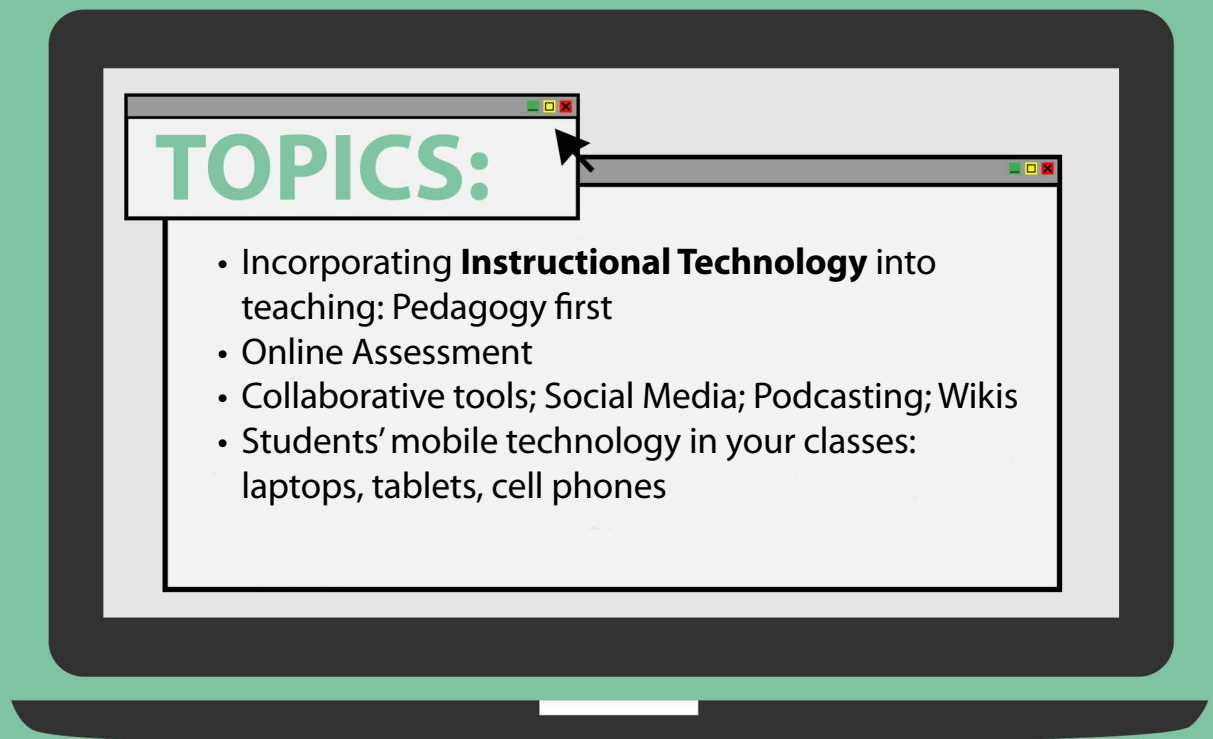
For program details/registration, visit the TSC website: www.uwo.ca/tsc
Click "Calendar of Events" for faculty.

May 22nd & 23rd, 2013

9:00 am - 4:00 pm

TEACHING WITH TECHNOLOGY INSTITUTE

The Summer Teaching with Technology Institute's goal is to provide instructors with **information, tools,** and **support options** for learning about and using educational technology. Participants need not have any experience with instructional technologies to attend.



Registration: [Click here](#)

Jointly hosted by:

the Teaching Support Centre and the Instructional Technology Resource Centre

CALL FOR SUBMISSIONS



40th Annual OCUFA Teaching and Academic Librarianship Awards

OCUFA is proud to celebrate outstanding achievement in teaching and academic librarianship at Ontario universities. Anyone within the university community can nominate a faculty member or librarian.

Award recipients are selected by an independent OCUFA committee made up of faculty, librarians, and student representatives.

Deadline for nominations for 2012-2013 awards:
May 21, 2013.

The original and five copies of the submission should be sent to:

OCUFA Teaching and
Academic Librarianship
Awards Committee
83 Yonge Street, Suite 300
Toronto, Ontario M5C 1S8

Inquiries to: 416-979-2117
www.ocufa.on.ca

OCUFA

Ontario Confederation of University Faculty Associations
Union des Associations des Professeurs des Universités de l'Ontario