

TEACHING DOSSIER

of

Sonja Martina Allen

Ph.D. candidate in German Literature
Queen's University
2006

Table of Contents

| | |
|--|----|
| Biography & Education | 1 |
| Teaching Philosophy | 1 |
| Teaching Responsibilities | 3 |
| Courses Taught..... | 3 |
| Guest Lectures..... | 5 |
| Lab Instructor..... | 5 |
| Course Outlines | 6 |
| Academic Advising Duties | 6 |
| Teaching Strategies & Innovations | 6 |
| Grammar | 6 |
| Literature..... | 8 |
| Projects | 8 |
| Evidence of Teaching Effectiveness | 9 |
| Student Evaluations of Teaching..... | 9 |
| Representative Student Comments upon Course Completion | 10 |
| Statements from Faculty Members..... | 10 |
| Professional Development | 11 |
| Courses on Teaching and Learning | 11 |
| Workshops and Seminars Attended | 11 |
| Certificates | 12 |
| Educational Leadership | 12 |
| Workshops / Panel Discussions | 12 |
| Positions..... | 13 |
| APPENDIX | 14 |

Biography & Education

My name is Sonja Martina Allen (née Willmann). I am a German citizen and hold Canadian Permanent Resident status since 1998.

I was born in Memmingen, Germany, then lived in Schwabmünchen, Germany, until 1993 where I completed grade 10 at the Leonhard-Wagner-Schule (Gymnasium). That same year, I moved to Goose Bay, Labrador, Canada, due to my father's work transfer. I completed my high school diploma at Goose High in 1995 and attended the Universität Augsburg, Germany, in 1996. In 1999, I completed my B.A.H. in German Literature and Cultural Geography at Memorial University of Newfoundland, Canada, writing my thesis on "Männliche Selbstsucht in Hermann Hesses *Roßhalde*, *Siddharta* und *Narziß und Goldmund*: Eine Feministische Perspektive vom Ausgehenden Zwanzigsten Jahrhundert." I hold an M.A. degree in German Literature from Memorial University of Newfoundland, Canada, focusing my research on "Erich Kästners Kinderromane: Eine vergleichende Analyse" (2004). Currently, I am pursuing the doctoral program at Queen's University. My thesis will focus around the theme of motherhood and compare literature and/or art by three early 20th century women: Else Lasker-Schüler, Marie Luise Kaschnitz, and Käthe Kollwitz. I am passionate about teaching and have experience within the junior/senior high, university, continuing education, and corporate sector. In the past, I found teaching the German language, culture, and literature very rewarding. I look forward to new teaching possibilities and am confident in my ability to handle new challenges.

Teaching Philosophy

Shortly after moving to Canada, from Germany, I realized that maintaining one's language and culture while in a foreign country requires a conscious effort. Having experienced the "loss" of my heritage, I came to appreciate and value it more. To keep "in touch" with it, I enrolled in a German literature course and became an active member of a German Society. Through meeting many students, who learned *Deutsch als Fremdsprache* [German as a foreign language], and Professors, who taught German language acquisition, culture, film and literature, I developed my passion for teaching others about German language, culture, and literature.

My major motivation for teaching derives from my desire to help students become critical thinkers and independent, enthusiastic learners. I hope to show my students the interconnectedness between fields, specifically how German can be applied to many other disciplines, and to facilitate learning, whilst expanding their horizons. In addition I have the goal to positively impact the recent decline of student enrollment in German.

My philosophy of teaching is very student oriented. In order to be an effective teacher, I motivate, promote approachability in and out of the class room, maintain a balance in the level of difficulty of the curriculum, and continuously develop myself personally and professionally.

Students are the purpose for teaching. As such, I focus on their individual and diverse needs. This starts with getting to know the students and the composition of the class,

determining how the students learn and what barriers have to be overcome. This allows me to mould the course to most effectively facilitate learning. For example, in order to accommodate the visual learner, I bring props to the class.

Motivation is very important in my teaching. I see it as my role to use positive reinforcement, well-defined course goals and objectives, and related extra-curricula activities to engage the student. Integrating non-traditional materials like movies, music, children's literature, stamps, traditional German clothing, and German specialties or innovatively combining two media like the overhead projector with colorful building blocks on the wall, promote interest and encourage participation. These factors create a positive learning environment that assist students in achieving their goals and increase their comfort level.

I create in my teachings a learning conducive environment, where students feel at ease. Then, I expand this environment beyond the class room through related social events, emails and discussion forums, and an availability to meet with students. When students feel at ease, they are more open to communication with me and their peers in the target language and are less self-conscious about mistakes. As the person in charge, teachers are often mentors and role models for students. This makes showing respect, treating students equitable, being open-minded, and tolerant of diversity crucial qualities that I portray. This not only enhances the learning environment, but also demonstrates "life skills" to the students.

One of the more demanding aspects of instruction is challenging students to strive beyond their perceived limitations whilst not overwhelming them. To accomplish this, I endeavor to be sensitive to the individual students and the constant feedback they provide. This feedback can be obtained both implicitly and explicitly. For example, I often gain implicit feedback through monitoring individual progress during class activities and adjust my approach and the structure of the remaining class according to their progress.

Teaching cannot be accomplished in isolation; it has a symbiotic relationship with learning. In order to be an effective teacher, I continuously strive for personal growth. My students are my mentors. Through feedback, both implicit and explicit, they teach me to be perceptive to their needs and emotions, and to find creative approaches to the curriculum. I also grow through interaction with my colleagues and through continuously furthering my knowledge of pedagogy and the subject matter.

The above components of my teaching philosophy allow me to effectively assist my students to become critical thinkers and independent, enthusiastic learners. As I previously alluded to, an effective teacher is a lifelong learner. This continual growth causes my teaching philosophy to be dynamic.

Teaching Responsibilities

Courses Taught

German Department, Queen's University

German 101 – Fall 2005 – 15 students

German 101 – Fall 2004 – 23 students

Description: German 101 was an introductory course in German intended for students with no previous knowledge of the language. The curriculum focused on all of the four basic language skills (listening, speaking, reading and writing). Emphasis was on developing proficiency in oral and aural communications. The course consisted of three primary categories: basic language and vocabulary used in common situational contexts; basic grammar structures; contemporary cultural and historical information about German speaking countries.

Text: Sevin, Dieter, and Ingrid Sevin. *Wie Geht's?* 7th ed. Orlando: Harcourt, 2003.

Friedrich Schiller Schule Inc.. – Mississauga, ON

Grade 11 Senior High – January to June 2004 – 12 students

Description: Language learning involves five major skills: reading, writing, listening, speaking, and cultural competence. This course focused on the intensive development of all of these skills, in preparation for taking the *Zentrale Oberstufenprüfung* at the Goethe Institut. Successful completion of this exam provided students with the opportunity of attending German universities. This course was an advanced German course intended for students at the intermediate to advanced levels. Through the course, I enabled students to build systematically on their previous linguistic attainments. Class work included regular exercises in formal grammar, translation, and dictation as well as intensive practice in reading, writing, listening, and speaking. Additionally, students participated in a discussion of historical and cultural topics based on the readings of short stories and Dürrenmatt's drama *Die Physiker*.

Texts:

1. Funk, Hermann, et al. *Sowieso: Deutsch als Fremdsprache für Jugendliche: Kursbuch* 3. Berlin: Langenscheidt, 1997.
2. Funk, Hermann, et al. *Sowieso: Deutsch als Fremdsprache für Jugendliche: Arbeitsbuch* 3. Berlin: Langenscheidt, 1997.
3. Dürrenmatt, Friedrich. *Die Physiker: Eine Komödie in zwei Akten: Neufassung* 1980. Zürich: Diogenes Verlag, 1985.

Newfound Developers Group of Companies – St. John's, NL

Business German – September 2002 to April 2003 – 3 students

Description: Newfound Developers is a consortium of Newfoundland companies formed to provide services to a German Corporation with plans to start a venture in Canada. At the request of Apple Core Communications, one of the group of companies, I developed and delivered curriculum to employees of the group of companies with the objective of facilitating better communications and relations by improving language skills and cross-cultural awareness. This course was an introductory German language course with emphasis on contemporary business terminology. Additionally, I compared Canadian and German political systems, laws, and interpersonal relations.

Text: own selection of handouts

Division of Lifelong Learning, Memorial University of Newfoundland

Conversational German for Beginners – Winter 2003 – 8 students

Description: I created this course to facilitate the quick development of a working knowledge of German and the skills needed to cope in a German-speaking environment. The students were mainly adults of various ages and backgrounds with an interest in traveling to German speaking countries.

Text: Coggle, Paul, and Heiner Schenke. *Teach Yourself German*. Lincolnwood (Chicago): Contemporary Books (Division of the McGraw-Hill Companies), 1998.

Department of German and Russian, Memorial University of Newfoundland

German 1000 (Section 002) – Winter 2003 – 28 students

German 1000 (Sections 007 & 008) – Fall 2002 – 26 and 34 students respectively

German 1000 (Sections 002 & 003) – Winter 2000 (substitute for Dr. R. Ilgner, Head)

Description: Through German 1000, I taught students about the language and culture of German-speaking countries. Curriculum consisted of grammar structures, vocabulary, culture, and history and was intended to give beginners a basic knowledge of the spoken and written German.

Text & Lab Manual:

2002-2003: Sevin, Dieter, and Ingrid Sevin. *Wie Geht's?* 6th ed. Orlando: Harcourt, 2000.

Winter 2000: Sevin, Dieter, Ingrid Sevin, Katrin T. Bean. *Wie Geht's?* 5th ed. Orlando: Harcourt, 1995.

East Avalon School Board – St. John's, NL

Intensive three-day German Course (Junior High Entry Level) – 2002 to 2003

Description: This intensive three-day course provided young students with a basic knowledge of the spoken and written language and an introduction to the culture of German-speaking countries. I enhanced this course by partnering with a Teacher in Germany, thereby allowing the students of both classes to become pen-pals and practice their foreign writing skills.

Text & Lab Manual: own selection of handouts

Guest Lectures

Germany since Reunification and Germany's Future.

German 106 – Germany: A People and its Culture II (Dr. David Pugh, Head), German Department, Queen's University. Kingston. 5 April 2006.

Description: I gave a personal account of my memories of the German reunification. Then, I spearheaded topics like “The Wall – A Mental Barrier?”, Germany's economic situation since reunification, industrial productivity and unemployment, birth rates and pensions, women and their careers, integration of immigrants and the debate around *Leitkultur*, the environment and energy, and the education reform, which lead to questions and a discussion forum. Engaging students to think about Canada and Germany, determining similarities and differences, made this guest lecture very interactive.

Die Romantik: Heidelberger Kreis & Joseph von Eichendorff.

German 311 – Survey of Literary History (Dr. M. Holzschuh-Sator), German Department, Queen's University. Kingston. 6 Mar. 2006.

Description: During this session, students were introduced to the literary Circle of Heidelberg during the Romantic period in Germany, the author Joseph von Eichendorff and his works in particular. I focused our discussion around the theme of *Wanderschaft*, and the lack thereof, by relating the content of the novella *Aus dem Leben eines Taugenichts* and the poem “Sehnsucht” to a typical students' summer, either working and at home or traveling with little money in the pocket.

Lab Instructor

From 1997 until 2003, I worked at the Language Labs of Memorial University of Newfoundland. While there, I facilitated individual labs in both the computer and audio lab for all languages and class labs for various levels of German courses. I familiarized myself with the technologies in use at MUN for German, French, Spanish, Italian, and Linguistics. In 1998, I took on the role of representing German “monitors” and training incoming student personnel. During the director's absence, I was hired as a replacement to

handle all lab related matters including lab bookings, planning the schedules, providing technical assistance upon request, and providing services to Professors and students.

Course Outlines

I have enclosed three course outlines: two from previous courses and one of a course I would like to teach in future. See appendix.

Academic Advising Duties

Between 2000 and 2003, I was the main academic advisor for a select number of first year undergraduate students at Memorial University of Newfoundland, who were enrolled in one of my German 1000 classes. Duties included amongst other things scheduling monthly meetings and following up on their progress, advising them about improvement strategies and how to proceed, where to seek further help, what courses to select for the next term, and sometimes helping them to cope with personal problems such as home sickness and loss of a dear person.

Teaching Strategies & Innovations

Grammar

Here are two learning activities I have created that seem to encourage students to use German grammar accurately:

Combination of Overhead Projection & Colorful Building Blocks for Sentence Structure

The use of this media combination, which I will describe in detail below, can help students visualize a variety of grammar points. I will explain my method using modal verbs and will point out variations afterwards. (Please note: I tend to work only with red or green, so that the students with red-green blindness still can participate. If students make me aware of a color deficiency or color blindness, I would adjust this exercise and work with patterns.)

Modals

I utilize an overhead displaying about six full length lines and a verb bracket, where the spaces between the lines are big enough when projected on the wall so that I can affix building blocks (see appendix).

In addition, I write sample sentences in large print on colored paper and cut out the sentence elements, usually one word in length, to building blocks. Using one color for each sentence and designating certain colors for the target element, for example red for the modals and yellow for the infinitive, makes this activity visually stimulating. Before class, I affix the building blocks to the wall (using tac or something alike), while keeping them color coordinated, but in random order otherwise. I illustrated on 1-2 examples, what I would like students to do, before I proceeded with the activity. Small groups of students (min. of 2, max. 4) are then assigned 1 or 2, time permitting all practice sentences, to find the correct sentence structure. Afterwards, students debrief the activity by juxtaposing the

building blocks on top of the projected verb bracket on the wall. Students will recognize very fast that there is a pattern: all (red) modals will be located in the opening and all (yellow) infinitives in the closing bracket.

Verb Complements

The idea and process is similar like above, again using separate colors for the inflected verb (red) and the verb complement (yellow).

Present Perfect Tense

Sometimes, I use the overhead as described above and included in the appendix, other times I also project the static sentence elements and just focus on the shifting elements. Also, I may vary between giving students the infinitive in English, the infinitive in German, or no infinitive at all. In the latter case, students need to decide themselves, which verb completes the sentence in a meaningful way. Regardless which selection I make, the German past participles must be printed on yellow building blocks. In addition, I use building blocks for the irregular forms of the auxiliary verbs "haben" (red paper, black pen) and "sein" (white paper, red pen). I always give them both options and ask them to explain their choice. This allows students to learn from each other and provides me feedback, on what remains unclear and difficult.

Negation

I also practice negation with this methodology. In this activity, I ask students to choose "nicht" (light blue) or the correct forms of "kein" (green), which are all available as building blocks. Sometimes, the entire sentence is on building blocks, other times I project the affirmative sentences on the wall. In the latter scenario, students indicate the correct position by affixing the colored building block to the wall amongst the writing. I do not leave gaps in these statements, so that students truly get the benefit of finding the correct sentence structure.

Conclusion

Regardless, which variation I use in the class room, students usually have a better grasp of sentence structure afterwards, as the image on the wall stays with them. Some students even brought colored pens to class, so that they could continue the visualization process, including during the exam.

Board Game for Conjugating Vowel Changing Verbs / Forming the Present Perfect

Board games are fun, allow students to playfully learn from each other and motivate students to improve their language skills in the hope of winning. For this reason, I adapted a board game used for conjugating verbs in the present tense to an activity for conjugating vowel changing verbs / forming the past tense. I allow students to use their textbook or ask their peers or me for help, as this encourages learning. Circulating from group to group and observing the progress of the game has been rewarding for me as well, because I can see students' excitement and effort, as well as realize their difficulty and what I need to clarify.

Literature

Joseph von Eichendorff

As part of a guest lecture on the Romantic period, the “Heidelberger Kreis” and “Joseph von Eichendorff”, students were introduced to the theme of traveling and going on adventures, and if at home experiencing strong longing for this lifestyle. In order to illustrate this concept, I asked students what they had planned to do for the summer and if this is what they were longing for. Some wanted to travel, others planned to go home, work and save money, some were happy with their plan, others longed for a different kind of summer. I further drew out the parallels between the Romantic Period and the students’ own life by introducing a brainstorming activity. I divided the students in two groups. One group focused on the advantages and disadvantages of traveling constantly, the other group on the advantages and disadvantages of settling down. During the debrief it became obvious, that both lifestyles had positives and negatives. Students realized through this activity that “romantic” has several meanings and that they have actually more in common with the people from this period than initially thought.

Friedrich Dürrenmatt – Die Physiker

When I started teaching grade 11 at the Friedrich Schiller Schule, the class had already commenced reading Dürrenmatt’s drama *Die Physiker*. The class found this text quite difficult to understand and was not motivated to finish it. Since the curriculum was fixed, we read this text together in class, so that I could clarify vocabulary and content right away. In addition, each student took on a role, which gave the drama more depth and character. Upon completion, I used *Die Physiker* as an incentive to discuss Einstein’s inventions and whether scientists / inventors are responsible for the ripple effect of their research, for the example the atomic bomb. Finally, I asked students to research one invention and present the beginning stages to class. Students picked a variety of topics, including the invention of Velcro by the Swiss engineer George de Mestral and the Zeppelin named after its German inventor Ferdinand Graf von Zeppelin. Through this variety of activities, Dürrenmatt’s *Die Physiker* had turned into something pleasurable and motivating.

Projects

Pen-Pals

For the three-day intensive German course (Avalon School Board, 2002), I organized an exchange of letters between Ms. Simone Andorfer’s English Class, class 6a of the “Gymnasium Leopoldinum Passau” in Germany, and my group of 13-14 year old students. While Ms. Andorfer sent me letters, pictures and a poster from her students about their school and the city Passau via snail mail well in advance and organized a school email account, my students wrote their first letter via email on their first day. Canadian students were very excited and returned the 2nd and 3rd day of class very excited that they had received a reply from their German pen-pals.

Scavenger Hunt

As an active member of the German Society at Memorial University of Newfoundland, a colleague and I prepared a scavenger hunt for students and German instructors attending the annual Oktoberfest. All clues and questions were in German. Each group was

accompanied by at least one German Prof or native speaker, so that all groups had a fair chance. Both students and teachers had lots of fun.

Evidence of Teaching Effectiveness

Student Evaluations of Teaching

German 1000, Memorial University of Newfoundland

Description: All references refer to the end of term standard Course Evaluation Questionnaire (CEQ). All responses were voluntary and anonymous. Students' evaluations were in the range from 1 to 5, where 5 is the highest achievable score.

| | F 2002 | F 2002 | W 2003 |
|--|-------------|-------------|-------------|
| | Section 007 | Section 008 | Section 002 |
| The student requirements in the course were clear. | 4.59 | 4.37 | 4.82 |
| The instructor responded to students' questions effectively. | 4.88 | 4.58 | 5.00 |
| Students were given constructive feedback on written work, i.e. assignments and exams. | 4.76 | 5.00 | 5.00 |
| Overall the course was well organized. | 4.44 | 4.67 | 4.94 |
| Overall the quality of instruction was: | 4.73 | 4.79 | 4.94 |

German 101, Queen's University

Description: All extracted information comes from the end of term standard University Survey of Student Assessment of Teaching (USAT). All responses were voluntary and anonymous. Students' evaluations were in the range from 1 to 5, where 5 is the highest achievable mark.

| | F 2004 | F 2005 |
|---|-----------|-----------|
| | Section C | Section C |
| Overall, this is an excellent course. | 4.5 | 4.0 |
| Overall, this instructor is an effective teacher. | 4.5 | 4.2 |
| The instructor showed sensitivity to the needs and interests of students from diverse groups. | 4.8 | 4.5 |
| The instructor in this course showed a genuine concern for students. | 5.0 | 4.7 |
| The instructor was available for discussion outside class. | 4.8 | 4.6 |

Representative Student Comments upon Course Completion

“Sonja is an excellent instructor, at ease with the course material, very helpful with her feedback, concerned and attentive with student progress. She has a talent for communicating effectively even though I know she is still starting out. She does and will continue to make an excellent teacher.”

“She makes it fun and simple and is always willing to go an extra mile for us to understand.”

“I especially liked the weekly vocabulary quizzes, which were annoying to study for but really kept me on top of the course. Good work – thanks for the email updates, great communications.”

“I have taken several language courses at Queen’s and this one has been the best.”

“I liked the way the material was presented. The vocab and grammar was presented separately and then combined, to make everything understood. The use of solid objects, pictures and materials made the class much more stimulating.”

“My instructor (Sonja Allen) was always very helpful and always made herself available to help students. The material was well paced and presented. The inclusion of cultural knowledge was also very interesting. In general, the course was well organized, well taught and appropriately tested.”

“diverse array of approaches to different class materials (i.e. games, group activities) which kept me interested.”

“I have so far not found German an especially easy language to master. This has not, though, been the result of lack of effort from the T.A. Sonja approached her job with a lot of enthusiasm, and seemed genuinely concerned with the welfare of her students, as evidenced by her willingness to help outside the class hours. She made things very clear and easy. Kudos on a job well done.”

“The instructor was friendly and approachable. Instruction was clear and precise. The instructor responded clearly to questions. Assignments were returned promptly. I would highly recommend this instructor to other students.”

Statements from Faculty Members

Attached are reference letters from Dr. Ursula Sampath and Dr. Michael Collins (Memorial University of Newfoundland) and Dr. William Reeve and Dr. Andy Leger (Queen’s University). See appendix.

Professional Development

Courses on Teaching and Learning

SGS 901: Teaching and Learning in Higher Education, Queen's University 2006

Description: This one-semester course expanded my knowledge of pedagogy. The highlights of the course included: 1) teaching a micro session and receiving peer feedback 2) recording one of my taught sessions and evaluating myself 3) teaching a guest lecture in a 3rd level German literature class and 4) learning from Dr. Patrick O'Neill, a German Professor at Queen's and the 1990 recipient of the Alumni Award for Excellence in Teaching, about his teaching practices and growth as a facilitator. Dr. Andy Leger, one of the facilitators of this course, has been and will continue to be my mentor when seeking teaching related advice. For further information on this course, please refer to <http://www.queensu.ca/ctl/community/students/sgs901.html>

Graduate Programme in Teaching, Memorial University of Newfoundland 2000

Description: Through this one-semester program, I was introduced to the theories of adult teaching and learning. Talking to the participants from a multi-disciplinary background was, to my surprise, a huge eye opener. We shared, despite our varying backgrounds, many experiences and worries and were able to help each other become more effective teachers. One of the coordinators of this program, Dr. Michael Collins, who was the recipient of the prestigious 1998 3M Teaching Fellowship, initiated my interest in furthering my teaching abilities and introduced me to the Society of Teaching and Learning in Higher Education (STLHE). I have been a member since then. For more details on this program, please follow the subsequent link: <http://www.mun.ca/sgs/home/gpt.php>

Workshops and Seminars Attended

- "Only Connect", Queen's 2006
- *Just Talk: Initiating Classroom Conversation*, Queen's 2006
- *Tons of Tutorial Tips*, Queen's 2006
- *Time Management*, Queen's 2005
- *Equity Issues in the Queen's Classroom*, Queen's 2005
- *Knowledge Development: The Bridge Between Research and Teaching*, Queen's 2005
- *Assessment: Grading and Giving Feedback to Students*, Queen's 2005
- *Making the Library Work: For Your Students and For You*, Queen's 2005
- *TA Workshop – German Department*, Queen's 2005
- *Fortbildungsseminar für Lehrassistenten*, Goethe-Institut Toronto 2004
- *The Be Well, Do Well Connection*, Queen's 2004
- *TA Workshop – German Department*, Queen's 2004
- *Teaching English as a Second Language – Education 2222*, Memorial 2002
- *Helping Students Make the Most of the University Experience*, Memorial 2002
- *Formulating Course Objectives*, Memorial 2001
- *Ethics in University Teaching*, Memorial 2001

Certificates

Program in University Teaching and Learning for Teaching Assistants

- Certificate I: Scholarship
- Certificate II: Practical Experience
- Certificate III: Professional Development

Description: Through this self-directed program, I enhanced my abilities to apply theories of teaching and learning in higher education and within the field of German Studies. Engaging with diversity and equity issues allowed me to become more aware of students' needs. Now, having completed this program, I am more reflective of my own teaching and learning processes and I constantly re-evaluate my teaching methods, in the hope of being more effective to my target audience. Promoting effective teaching within the graduate student community of the German Department and Queen's University in general has been very rewarding. Further information about this program and the three certificates can be found at <http://www.queensu.ca/ctl/community/students/putl.html>

Educational Leadership

Workshops / Panel Discussions

Panel Discussion with Experienced TAs

Professional Development Day for Teaching Assistants, Queen's. 8 Sept. 2006.

Description: During this interactive session, participants asked the panel members, myself included, important questions dealing with workload, balancing teaching with research/personal course load, and ethics. Addressed were also strategies on dealing with difficult students, how to gain students' respect, and how to be a fair, consequent, and effective facilitator.

SGS 802: English Communication Skills for Teaching Purposes – Panel Discussion

Centre for Teaching and Learning, Queen's. 13 April 2006.

Description: When international students have the opportunity to be a teaching assistant, they often have very similar concerns to English-speaking TAs: What will it be like on the first day of classes? What if I forget my material at home or just don't know the answer? How do I deal with difficult students? Will the students respect me? These are just some of these concerns. In addition to that, international students have questions related to speaking English and being in Canada. During this interactive session, participants were able to address their concerns. Having been an international student and speaking English as a second language allowed me to relate to them and draw on my own experiences. The audience responded well and seemed to grow more confident in their own abilities as TAs.

Tips for Teaching Fellows – Workshop

TA Day – German Department, Queen's. 8 Sept. 2005.

Description: I was invited to present tips for incoming and returning students of the German Department on preparing for a lesson, delivering a lecture, and what to do after class. Included were tips like where to get help or how to find solutions, the benefits of sharing materials with each other, how much English should be spoken in the German language class, and how to draw on students' knowledge.

PositionsGraduate Student Representative of Search Committees

German Department, Queen's. January - May 2006.

German Graduate Student Mentor and Liaison

Centre for Teaching and Learning, Queen's. Fall 2005.

Graduate Student Representative of the Tenure Committee

German Department, Queen's. April - October 2005.

Vice-President Academic

Graduate Students' Union, Memorial University of Newfoundland. 2002.

Publication of *The Graduate Student's Guide to life, the University ... Everything!* 2002-2003.

APPENDIX