

Collaborative Educator

Teaching in Japan required that I create curriculum and teaching materials. Sometimes this was done on my own but usually there was a team approach during which the resources and lessons became much more meaningful. I want to acknowledge that the past five years of involvement with the Centre for Teaching and Learning started by working with Penny Heaslip and Kyra Garson. Collaborating with colleagues at TRU has come in multiple forms from co-developing curriculum, engaging in panel discussions, creating new teaching materials and engaging in research and publishing. While not all of these can be expressed here, the following artifacts supplement my resume by providing examples of my collaborative activity.

Internationalization at TRU was gaining momentum, so I asked Vera Wojna how we might start a conversation on campus. She suggested the interdisciplinary panel that I coordinated. This was the first that was an invitation to all faculty.

Gerry's letter demonstrates the variety of activities at that time that involved department as well as the institution.

Deborah's letter was unexpected, but it reminded me of the value of sharing resources and pedagogy for the benefit of student learning and faculty development.

Steve's letter speaks to my enthusiasm to collaborate and share in student success no matter what the age or subject or context.

Cards from colleagues are included because they demonstrate the sense of being part of a team that is important to me.

The emails reveal the various collaborative and support efforts to support teaching and learning on campus and with colleagues across North America.

My passion for creating a supportive atmosphere that values diversity comes about in part by sharing tools for reflective practice and personal growth. The IDI that Adrian writes of has included students, faculty and staff in Kamloops and Williams Lake that total about 200 to date.

Teaching Assistants were new to TRU in the fall of 2011. I developed this workshop and co-facilitated with Gary Hunt. It is written in a way that anyone else could use it. This was the first of 2 workshops for TAs; the other being a mini ISW (Instructional Strategies Workshop).

Other collaborative efforts can be found in the Links section.

Internationalizing TRU

Agenda:

Each panel member will speak **for 5 minutes** on their Topic. At the end of all the presentations, there will be time for open discussion, questions and answers involving the audience. This is meant to be a fairly informal panel discussion, open to all TRU staff. It could break into focus groups for the final hour of the session or may remain in the panel format. Ideally it will spark more interest and lead to a more formal Pro-D session in the February campus-wide time, when guests with expertise in intercultural communications would be brought in.

Emma Bourassa (MC)- Introduction and Welcome (speakers in the following order)

Ivan Somlai for TRU World- "The increasing number of International students at TRU"

Warveni Jap, Business "Adapting teaching to an international classroom"

Anne Terwiel for Tourism- "Experiencing a majority of international students in an academic Tourism class"

Emma Bourassa for ESL- "Putting myself in the foreign student's shoes"

Dinushini Maligaspe , 4th Year Nursing student-" From CESL to Academics: the experience of a foreign student"

Barb Smith for Academic Advising "The challenges to advising the ever evolving dynamics of our International Students"

Kathy Mitchell for Division of Student Development- "Instructional Strategies Workshop opportunities, and the proposed one credit cultural awareness course" (may focus on just one)

Gerry Hewitt for ESL "Bridging into Academic Programs: Identifying Strategies for Enhancing ESL Student Learning."

Emma Bourassa- Questions and Comments from the audience, possibly breaking off into groups.

Thank you for attending! If you have any questions or comments about today, please feel free to contact Emma at ebourassa@tru.ca. We hope that this is the beginning of more of such events, and welcome your ideas.



THE
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Friday, November 22, 2002

TO WHOM IT MAY CONCERN:

REFERENCE - Emma Bourassa

Emma has taught in the ESL Department at the University College of the Cariboo since December, 2001. She has brought a lively, enthusiastic attitude to the work of the department not only around classroom and curriculum issues, but in a variety of activities that the department has been concerned with. For example, she leads a weekly professional development session amongst her colleagues encouraging participation on selected topics; she chairs an English Only in the Hallways Committee to promote English speaking amongst ESL students, and she recently collaborated with ESL Department instructors and UCC's International Department to set up an attractive and informative Open House display. Her energy and thought are focused on the well being and progress of the department as an entity and as it is situated in the larger institution.

In the classroom, Emma has taught a range of levels in the College English as a Second Language (CESL) program and in the English Language Overseas (ELO) program for teachers from China. In teaching reading, writing and oral communication, she has demonstrated her interest in integrating the skills in creative and meaningful ways and she continues to explore curriculum and texts for content that supports her approach.

I believe Emma has the background and experience in education to begin a Masters program and the initiative and resourcefulness to be successful.

Sincerely,

Gerry Hewitt
Chairperson, ESL Department

Dear Emma:

I want to thank you for the generous assistance you have given me. Your expertise in elementary education was invaluable in helping me look credible in an area where I lack expertise.

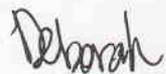
The mountains of material and ideas and advice you shared made it easier to teach my methodology course to the Chinese elementary teachers. The materials are a treasure-trove and I have used them extensively in teaching. Not only did you give me the material, but you also arranged all the photocopying. For that I am very grateful.

I've also greatly appreciated your visits to our classroom. The drama activity was very successful in furthering some of the ideas we have been studying in methodology class. Now the students have a practical activity as well as the theoretical knowledge to take back to their own classrooms.

Thank you also for bringing your CESL 024 students to our classroom and leading us through the mask-making activity. My students talked about it for days afterward. They were delighted with the template you left them and plan to use it with their Chinese students.

Your enthusiasm, sense of humour, versatility and willingness to always take the time to share your knowledge make you a treasured colleague and a pleasure to work with. Our department is truly fortunate in counting you as one of its members.

My heartfelt thanks,



Deborah Huber

**MONTGOMERY
MIDDLE
SCHOOL**

1900 Edgewood Avenue
Coquitlam, B.C.
V3K 2Y1

Phone 939-7367
Fax 939-7930

SCHOOL DISTRICT NO. 43 (COQUITLAM)

June 20, 1999

Ms. Emma Bourassa
Montgomery Middle School
1900 Edgewood Avenue
Coquitlam, B.C., V3K 2Y1

Dear Emma:

I would like to express my appreciation for the many ways in which you have made significant, long lasting, and very positive impressions on the culture of our school. First, everyone has enjoyed the wonderful examples of student art that you have so carefully displayed in the school, Winslow Centre and the Gallery Room (Board meeting room). We have received compliments from parents, Board office staff and even other visual art teachers on the wide variety and quality your students' work.

Secondly, Rachel Ballard, one of your Art Attack students, described the weeks of working on the project as the most intense, absorbing and fulfilling she has ever experienced. The final product is modern, unique and will be displayed with honour for years to come in our foyer.

Finally, our spring play that you co-directed was a smashing success and most importantly, a wonderful learning experience for all students involved.

Thank you for your commitment, dedication and perseverance throughout the school year. Your skill and enthusiasm have resulted in our art program being described as one of the best Middle School programs in the district.

Sincerely,



J.S. Henrichsen
Principal

cc: Tom Harris, Superintendent

o:office/office/henrichsen/bourassa

Emma

Just a quick note to once again
thank you for so readily and
eagerly sharing your resources
with me... you are a storehouse
of energetic, lively and
engaging ideas. We all
miss your enthusiastic daily
presents in our office... you
gifted us daily with your
warmth, your sharing, your
encouragement and... your
resources!! We miss you.
😊

Thanks Emma
Just for...
Being.

Always...

Your buddies in 2532
Dian + Helen.

April 16, 2003

Dear Emma:

Thank you for your participation
in the Speakers' Series presentation!
Your perspective was shared with warmth,
humor and insight.

We appreciated that you took time
during a very busy period to share
information with students and faculty
who are interested in teaching abroad.

Sincerely,

Kathryn D. Huntington
Dean - School of
Education

Evidence of supporting faculty in teaching

From: Gary Hunt
To: Emma Bourassa
Date: 19/10/2011 3:39 pm
Subject: faculty mentor

Emma,

I met with new faculty yesterday and 4 indicated they would like to occasionally meet with an experienced teacher to discuss issues arising in their teaching. I am not sure if you feel up to taking on something else at this point, but chances are it would not be very time consuming. These are from economics, education, and nursing.

Let me know if you are interested in meeting with just one of them.

Thanks,
Gary

From: Patricia Neufeld
> To: Bourassa, Emma; Koopmans, Lolina
> CC: Cuthbertson, Miranda
> Date: 12/04/2012 5:41 pm
> Subject: Re: Assisting M.Ed Students

>

> Hi Emma -

>

> Thanks so much for your willingness to support the international students. We have 2, possibly 3 students that are besides themselves with anxiety.

>

> I have copies of their first paper, although they are packed away at the moment, as my office is being refurbished. Lolinda, Miranda, what do you suggest?

>

> I'm out of the office until Thursday of next week, but will be on email should you need something from me.

>

> Thanks again Emma, Pat

>

Hi Emma,

I was wondering if you have time to do two class visits that I have had requests to do. There is one from computing and one from nursing. The computing is for Mohd and I think you know him. He just wants a form completed (10 to 15 minutes) and I will give you the form that I designed for him and that he has used previously. He wants someone external to the dept. to do it. The nursing is for Florriann Fehr. I don't know her but from her message, she wants a peer observation for promotion purposes. You would need to ask consult with her on what she wants feedback on.

These would be for next week. Thank you much for considering this Emma. You are the best person I know of to do these. Let me know and I can get you the specifics.

Regards,
Gary

Hi Emma,

I am mining out the old summer messages still. This is very good stuff and directly applies to the teaching scholars program I am working on with Larry Prins. Thanks for the link.

Gary

>>> Emma Bourassa 07/26/10 5:38 AM >>>

Hi Gary,

I came across this and thought it may be of some use. I'm sure you've already thought about it :)

e

<http://www.issotl.org/tutorial/sotltutorial/home.html>

This is from Middle Tennessee State University.

Hi Emma,

Good idea!

Thank you for sharing it!

Paul

Paul Clark
School of Business and Economics
Thompson Rivers University,
Kamloops, BC

Email: PClark@tru.ca

Faculty Co-sponsoring, FairtradeTRU
Member, SoBE Sustainability

Director, Shanghai Direct.com

"Anything else you're interested in is not going to happen if you can't breathe the air and drink the water. Don't sit this one out. Do something.

You are by accident of fate alive at an absolutely critical moment in the history of our planet."

~ Carl Sagan

>>> "Emma Bourassa" <ebourassa@tru.ca> 01/27/12 6:36 AM >>>

Colleagues,

I belong to a writing consortium that shares ideas from classes that have been effective and wanted to pass this along.

emma

Motivating Students to Improve Study Habits

I teach a 100-level semester course that is an introduction to both chemistry and physics and is a requirement for some non-science majors. Most of my students are freshmen or sophomores, many of whom are weak in science and math and therefore are anxious about this class. Compounding their weaknesses in math and science, some students do not have effective study habits, frequently do not do the homework and practice problems, and do not seek free tutoring assistance or extra help from me. As a result, a number of students do not do as well on the first test as they would like....

From: Mark Schiller
19/09/2009

Re:Fwd: some 058 items

Thank you so much for taking me under your wing in these early days of my ESAL teaching, Emma. I truly appreciate your knowledge, guidance and resources.

Regards,
Mark

From: Mark Schiller
14/11/09
Hi Emma,

Sorry I missed this message until now. You have been much more than generous in providing me with this awesome resource and so, this afternoon, I will place it on the book shelf immediately to the left of my desk in office OM 2532. Thus, although I won't be on campus again until Tuesday, you can access the binder immediately.
Thanks so much again for mentoring me!

Regards,
Mark

To encourage students to study more diligently during the remainder of the semester, I now make the following offer after returning the first test. I tell students that I will drop their first test score if their scores on all three of the remaining tests are higher than the first test. I carefully point out that I will not drop the lowest of the four tests grades - only the first grade if the remaining three test scores are higher than the first. Most students appreciate this offer and usually put more effort into studying during the rest of the semester.

Having offered a lifeline to those students who did poorly on the first test, I also want to recognize/reward those students who had studied diligently from the start of the semester and did well on the first test. If a student gets a 92 on the first test, it might be difficult to do better on all of the remaining three tests. Therefore, I also tell the class that for any student who had an 85 or higher on the first test, I will drop the lowest of the four test scores when calculating their final course grade. So far, I have not had any of these diligent and motivated students purposefully "bomb" one of the three remaining tests knowing that it will be dropped.

If a poor score on the first test is a wake-up call for some students, this offer to delete the first score provides them a path forward to a better course grade and motivation to study more diligently and seek help if needed. In addition, students who are doing well are recognized and not left out. This offer is not successful in waking up all students who scored poorly on the first test, but it does have a positive impact on most of them.

Submitted by:
Ernest C. Linsay
Director, Faculty Development & Support
Wilmington University
www.wilmu.edu

Life is full of obstacle illusions...Grant Frazier

Emma Bourassa
English as a Second or Additional Language/ Teaching English as a
Second Language Instructor
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<http://news.tru.ca/mailman/listinfo/faculty-l>

Hi Emma

Thanks. Cheryl Amundsen is actually the supervisor for my doctorate. So, yes, I have pulled Chapter 12 from that book, which gives a good outline of the McGill model.

Appreciate your reply.

Sincerely

Annique Boelryk

From: Emma Bourassa [ebourassa@tru.ca]
Sent: December-08-08 2:12 PM
To: Annique Boelryk; POD@LISTSERV.ND.EDU
Subject: Re: [POD] Faculty development models - References

Hi Annique,
I have just finished reading :Rethinking Teaching in Higher Education
from a course design workshop to a faculty development framework ,
Edited by Alenoush Saroyan and Cheryl Amundsen (2004, Stylus) that comes
from McGill. You might be interested. emma

Life is full of obstacle illusions...Grant Frazier

Emma Bourassa

Emma Bourassa
OM 1832
Thompson Rivers University
900 McGill Rd
Kamloops, BC

September 8, 2011

Dear Emma,

I cannot thank you enough for the help you gave us setting up the Intercultural Development Inventory (IDI) for the International Student Services Team retreat a few weeks ago. The retreat was a great success, in large part to the IDI portion of the retreat that you were instrumental in making happen.

All the participants were "blown away" by the IDI and the impact it will have on how they practice their profession in the future. They all wish to pass on their thanks to you as well.

Your efforts to strengthen internationalization on our campus and build capacity amongst staff for intercultural competence are exemplary and to be commended. Without champions of campus internationalization like you we simply could not achieve the successes we have achieved thus far.

Thank you so much!

Sincerely,



Adrian Conradi
Associate Director International Student Services and Study Abroad

Where the University meets the World!

Teaching Assistants Workshops:

90 Minutes: Task based learning to model and practice group work incorporating the topics of:

A: Group work- model and review the following skills

- d) Forming and managing student groups (purpose, roles, responsibilities)
- e) Conducting engaging discussions (posing questions, managing time)
- f) Dealing with disruptive students (language for minor problems, procedure for more serious)

B: Professional conduct- model and review the following content/skills

- d) Assessment: best practices in grading
- e) Academic integrity (Nancy Flood as speaker for a part of this)
- f) Dealing with disruptive students in terms of grading (referring to criteria, language, further student support – e.g. writing center, counselor etc.)

Time	Who	What	Process	Materials
8:30	G	Intro	Welcome, name tags, goal for today Sticky note pads on table for writing questions/ideas as they come up. We'll collect and either deal with them today or via email or in Jan, depending on what meets their needs best.	Sticky name tags TA handbook with symbol or sticker Sticky note pads (e has some)
8:35	E	Set up first discussion	<ol style="list-style-type: none"> 1. Form 2 groups of 4 (count off) 2. Intro topic (Academic integrity) and guidelines for discussion: Discuss for 4 minutes and prepare to share key points with the whole group. 3. Hand out chart paper and marker. Identify one person to take notes, one person to watch the time, one person to stay on topic/task (modeling group management, active participation) 4. Start discussion, E and G circulate to add where necessary, and leave handbooks on table for use in next step. (modeling group management, timing, materials preparedness) 	Visual for group roles Chart paper and marker for each group to capture ideas
8:43	G E	Wrap up first discussion	<ol style="list-style-type: none"> 5. Elicit group ideas orally, ask TAs to find relevant pages in TA handbook and reinforce the need to communicate with supervisor. (modeling use of authentic source, expecting students to take ownership of learning) 6. Post chart paper (posting/making available all answers) 	

8:53	Set up second discussion	<ul style="list-style-type: none"> 7. Form new pairs (symbols/stickers) 8. Pose 3 relevant questions for pairs to discuss (reveal one at a time, on screen) on the topic of grading/assessment/evaluation. Give a time for each question- 4 minutes. (modeling time management). Use a different means of indicating timing (rattle etc.) 9. Elicit 2 responses from each question, invite those who want to add to write on the chart paper from before (modeling inclusion) 	Visual on screen for 3 questions- could be typed into a word doc
9:12	Review session to now	<ul style="list-style-type: none"> 10. Elicit the elements of group and pair work just experienced (orally). 11. Hand out list of what we did. 12. Elicit other ways of creating groups, managing timing, collecting and sharing data which they have been part of or are brainstorming now- while TAs write and add to the page pre-prepared 	Page to include in binder that has the relevant descriptions
9:15	5 minute break		
9:20	Intro relationship issues	<ul style="list-style-type: none"> 13. Ask TAs to use a paper in the binder. (individual work) 14. Draw a circle. Inside the circle write all of the roles of a TA. 15. Outside of the circle, write all of the roles that are not a TA. 16. Pair and share 17. Circulate and support but don't give the answer that relates to personal relationship 18. Ask TAs to find the relevant pages in the TA handbook. 	
9:30	Q/A	<ul style="list-style-type: none"> 19. Elicit ?s on sticky notes-may lead into another session or the next part.(modeling immediate feedback and understanding) 	Sticky notes as before
9:35	Intro challenging interpersonal situations	<ul style="list-style-type: none"> 20. Emma and ? role play an inappropriate interaction- the student wants to get romantic/is flirting etc. 21. Invite TAs to take the place in the role play to offer a way to respectfully put a stop to the advances. (modeling experiential learning to practice language) 22. After each ask about the effectiveness and other options. 	Reference pages on language to use such as I statements etc.