



**Job Title:** Learning Labs Technical Support Student

**Position Classification:** Technical Support

**Job Description:**

Sauder Learning Services is a behind the scenes learning and technology support unit at UBC's Sauder School of Business, and is deeply involved in the helping staff and faculty with improving their teaching capabilities through the use of technology to both improve and measure classroom outcomes.

Learning Services is seeking an undergraduate student to join our dynamic team as a Learning Labs Technical Support Student to assist in supporting our advanced learning spaces, and act as an interface between education and technology. Specific activities for this Learning Support Student include:

- Helping our instructors with setup and take-down of equipment for class,
- Supporting teaching scenarios,
- Drafting documentation and procedures for new learning technologies; and, more broadly,
- Helping our team promote and assist in the uptake of technology to improve learning and student success.

The student will receive some training from the Learning Labs Coordinator to learn these tasks, which vary in complexity based on the student's skill, desire and level of interest. If the tasks are completed in a timely manner, the student will also have the opportunity to work on their own project. The student will be mentored and directly supervised by the Learning Labs Coordinator. They will meet with the Learning Labs Coordinator once a week to monitor work progress.

This position offers an excellent opportunity for undergraduate students considering a career in education to obtain work experience in a real higher education setting, to become more comfortable with the use of technology in the classroom, to apply knowledge gained from classes to real life teaching, and to further develop effective communications skills through direct contact with our faculty. This experience will be invaluable in contributing to the student's personal learning objectives, developing their professional communication skills. Furthermore, the student will support and/or directly contribute to the creation of new pedagogy and student learning in the field of higher education.

**Qualifications:**

This position is suitable to an undergraduate student enrolled in courses at UBC, but would have particular applicability to students interested in education. Previous customer services experience is an asset, and previous experience with learning technologies and media production would be excellent, though not required because on the job training will be provided. Other qualities required for the Learning Labs Technical Support Student



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include excellent organization, time management, oral and written communication skills, the ability to multi-task and work in a team environment, genuine interests in technology and education, and high attention to detail.

The position is perfect for anyone who is self-motivated to try new things, and whom is always looking to improve office processes or personal skills while at work.



### **Student Learning Components:**

On the first day of work, the student worker will be asked to complete the necessary paperwork, followed by a studio orientation and building tour conducted by the Learning Labs Coordinator. This orientation session serves to familiarize the student with our studio equipment, office environment, and Sauder Learning Services' policies.

While the project assistant will work under direct supervision at all times and will be directly mentored by the Learning Labs Coordinator. They will have the opportunity to directly interact with other members of the Learning Services team, and the faculty as a whole, including graduate students and other fellow undergraduate students. Interactions with all these members of the Sauder community will allow the student to significantly expand their professional network, as well as, obtain a better understanding of a different career path in education.

The Learning Labs Technical Support Student will report to the Learning Labs Coordinator once a week to discuss work progress, as well as potential challenges and issues that arise in the work setting. During these meetings, they will also receive constructive feedback on his/her performance. The office environment consists of 4 full-time staff and up to 9 other student employees, all of whom strive to build a supportive, collaborative, and intellectually stimulating working environment. All members of the team, including the prospective Learning Labs Technical Support Student, benefit from this support network, ensuring a smooth transition for the student into the new work environment.

When the Learning Labs Technical Support Student has completed all the tasks at hand, they will also be granted the opportunity to carry out their own project. Through this, the student worker will acquire hands-on training in advanced learning technologies which will complement their theoretical knowledge learned in class. The skills acquired through the main tasks and independent project will undoubtedly be beneficial to the student's career development, especially if they decide to pursue a career in education. We typically ask the student to give a short presentation of the project towards the end of the program. This is an excellent opportunity for the student to further improve their communication skills through learning how to organize material for a talk, and delivering the presentation in a clear and understandable manner.

April 13, 2023

Altan Uludag  
Learning Labs Coordinator, Learning Services  
UBC Sauder School of Business  
2053 Main Mall  
Vancouver, BC V6T 1Z2

**RE: Learning Labs Technical Support Student**

Dear Mr. Uludag:

As a second-degree Bachelor of Computer Science student with a background in education, I am excited to express my interest in the position of Learning Labs Technical Support Student. My motivation to join the Learning Services team is driven by an aspiration to create the ultimate e-learning experiences for students across multiple situations. While my prior studies in Teaching Chinese to Speakers of Other Languages have given me a thorough understanding of teaching theories and methods, the new skills I gain through this position will enable me to transform my educational ideas into real-life solutions.

My first exploration of educational technologies started in a freshman computer course, when I built a simple language learning website using Dreamweaver, on which foreign students could learn about the usage of vocabulary illustrated by images and videos. While the website received an A grade, what excited me more was getting favourable comments from my non-Chinese friends, who found it helpful to look up new words on my website.

Eager to optimize students' learning experiences, I participated in a government-sponsored project named "International Baccalaureate Reading Platform." Collaborating with students who had computer science backgrounds, we designed an online platform that recommends reading materials to students based on their language proficiency. The techniques those CS students applied in the project revealed to me the great potential of technology to deliver targeted education and language teaching.

The above realization motivated me to make a transition from humanity into the field of computer science and to expand my skill set continuously. Whenever I harness computing skills in study and in work, I am further driven to immerse myself in the professional realm of educational technologies. With this in mind, I believe that Sauder Learning Services is an ideal place to enable me to accomplish my career goals. Leveraging the opportunity to interact with members of the Sauder community in both technical and interdisciplinary roles, I expect to discover valuable connections between technology and my previous studies. The prospect of carrying out my own project and acquiring hands-on training also appeals to me, which I hope will enrich my career and set me up in the marketplace of educational technologies.

I would highly appreciate the opportunity to meet with you to discuss my qualifications. Please feel free to contact me at [mtang78@student.ubc.ca](mailto:mtang78@student.ubc.ca) to schedule an interview at your convenience. Thank you for your time and efforts!

Sincerely,  
Mingyue (Miranda) Tang

# Mingyue (Miranda) Tang

Mobile: 1-(236)-XXX-XXXX | Vancouver, BC | E-mail: mtang78@student.ubc.ca

## EDUCATION

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<b>The University of British Columbia, Department of Computer Science</b> <i>Bachelor of Computer Science (Second Degree)</i>	<b>Vancouver, BC</b> <i>Sept 2022 - present</i>
<b>East China Normal University, School of International Chinese Studies</b> <i>Bachelor of Arts in Teaching Chinese to Speakers of Other Languages, Minor in French</i>	<b>Shanghai, China</b> <i>Sept 2017 - Jun 2022</i>
<ul style="list-style-type: none"><li>GPA: 3.81/4.0, Ranking: 1/66, Achieved full GPA in Data Processing, Statistics, Python, C, Discrete Mathematics</li><li>East China Normal University Academic Awards: Second Prize 2018; First Prize 2019; Grand Prize 2021</li></ul>	
<b>Durham University, Department of Education</b>	<b>Durham, England</b>
<ul style="list-style-type: none"><li>China Scholarship Council (CSC) Exchange Program</li></ul>	<i>Sept 2019 - Jun 2020</i>

## SKILLS

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- Technical Skills: Proficient with Office, SQL, Stata, SPSS, PS, Axure; Familiar with Java; Beginner in C, C++ & Python
  - Languages: English (Proficient: IELTS 8.0); Mandarin (Native); French (Elementary)

## WORK EXPERIENCE

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<b>Shanghai Venus Software Corporation</b> <i>Product Manager Intern</i>	<b>Shanghai, China</b> <i>May 2021 - Jul 2021</i>
<ul style="list-style-type: none"><li>Using Axure built prototypes for software programs which optimize user experience with dynamic interaction effects both on apps and the web to simulate program functions.</li></ul>	
<b>CIFI Holdings (Group) Co. Ltd.</b> <i>Human Resources Intern</i>	<b>Shanghai, China</b> <i>Sept 2020 - Dec 2020</i>
<ul style="list-style-type: none"><li>Built a data analysis tool with Excel, SQL and batch files which simplified the reporting of monthly records from a three-day task to a button click.</li><li>Created information classification method which turns 20 pages of reports into 5 pages of PPT. The outcome was highly praised and broadly shared as a template throughout the whole company.</li></ul>	
<b>New York University Shanghai, Career Development Center (CDC)</b> <i>Data Analytics Intern</i>	<b>Shanghai, China</b> <i>May 2020 - Sept 2020</i>
<ul style="list-style-type: none"><li>Simplified data management of graduates by creating an automatic macro-Excel template. It transforms the data management in CDC and now is their working tool.</li><li>Completed a comprehensive report on campus recruitment campaign that visualizes the most ideal graduation time in job market, along with a progress report that keeps track of seniors' job and graduate school application.</li></ul>	

## CAMPUS ACTIVITIES

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<b>Founding Team of Project "International Baccalaureate (IB) Reading Platform"</b> <i>Core Participant</i>	<b>Shanghai, China</b> <i>Oct 2018 - Sept 2019</i>
<ul style="list-style-type: none"><li>Initiated collaboration with 5 other students from different academic backgrounds, together with team obtained first-hand resources and summarized current trends in second language teaching via market surveys, identified pain spots of IB reading tests and wrote business proposal in response.</li><li>Ours was the only team (out of 15 applicants) to be funded by the government, receiving a grant of 15000rmb. With these funds we were able to design an online reading platform and promoted it to international schools in Shanghai.</li></ul>	
<b>East China Normal University, School of International Chinese Studies</b> <i>President of Organizational Department, Student Union</i>	<b>Shanghai, China</b> <i>Sept 2018 - Jun 2019</i>
<ul style="list-style-type: none"><li>Listened to students' concerns and devised solutions. The most crucial event of the year was focused on the job market, with the guest speakers selected from previous graduates. The event was promoted both off line and online, and attendance was doubled vs. the previous year. Feedback from attendees was overwhelmingly positive.</li><li>Won the annual award "Outstanding Student Leader of East China Normal University" during 2018-2019.</li></ul>	

## EXTRACURRICULAR ACTIVITIES

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<b>Durham County Council, International Student Volunteering Program</b> <i>Scholars into Schools</i>	<b>Durham, England</b> <i>Sept 2019 - May 2020</i>
<ul style="list-style-type: none"><li>Volunteered in 5 British primary schools to introduce Chinese culture and teach simple Chinese greetings, interacted with local students and led coloring exercises related to the Chinese Spring Festival.</li></ul>	
<b>Community College, Putuo District</b> <i>English Teacher</i>	<b>Shanghai, China</b> <i>Sept 2017 - Jun 2018</i>
<ul style="list-style-type: none"><li>Volunteered to teach the elderly English, used detailed and concrete examples to explain the usage of vocabulary, which satisfied students' needs and enabled them to communicate with foreigners during cross-cultural activities.</li><li>Won the Award of Excellence for the 2017-2018 Social Experiment project at East China Normal University.</li></ul>	

## Letters requesting references 1

To: Jane Doe  
From: Miranda Tang (mtang78@student.ubc.ca)  
Date: April 13, 2023  
Subject: Request For Reference

Dear Ms. Doe,

I hope this letter finds you in good health and spirits. I am writing to request your assistance in providing a reference for me as I pursue new professional opportunities as a Learning Labs Technical Support Student. I believe that your insights into my work during our time working together would be invaluable to me.

During my internship at the Career Development Centre, I was entrusted with a wide range of data processing tasks, where I utilized both Excel and SQL to collect and analyze graduates' first destination data over a period of four years. My focus on automation and visualization helped me design an Excel template that was later adopted for long-term use. Besides, my work in data processing extended to a variety of other reports, including career coaching reports, progress reports, and several others.

Throughout my internship, I remained dedicated to continuous improvement and self-education. I sought out opportunities to expand my skills in data analysis, industry research, and more, while also sharing my knowledge and skills with my colleagues and the community.

Given my dedication to excellence and my desire to learn, I believe that I would be a valuable asset to any future employer. I would be honoured if you would be willing to serve as a reference for me, drawing on your knowledge of my skills and abilities.

Thank you for considering my request. I look forward to hearing from you soon.

Sincerely,  
Miranda Tang

## Letters requesting references 2

To: Jane Doe  
From: Miranda Tang (mtang78@student.ubc.ca)  
Date: April 13, 2023  
Subject: Request For Reference

Dear Ms. Doe,

I hope this letter finds you well. I am writing to request a reference for my academic achievements during your Academic Writing Workshop. I would be deeply grateful if you could attest to my academic abilities and character.

During the workshop, I made a concerted effort to grasp the fundamentals of academic writing at universities. With your guidance and support, as well as the contributions of my classmates, I was able to absorb a great deal of new knowledge and apply it to my essays. I believe this is reflected in the relatively high scores I received on my essays, which I have enclosed along with your feedback.

Moreover, I had no prior knowledge of sociolinguistics before the workshop, but I worked hard to understand its essence through reading and discussions. I was never hesitant to ask questions and enjoyed sharing my insights with the class. I believe this helped to promote discussion and enrich the learning experience for everyone involved.

Besides my academic pursuits, I also actively participated in various activities both on and off campus, including contributing to the “staff-student partnership research project” and volunteering in the “Scholars into Schools” project.

I would be grateful if you could attest to my academic abilities, work ethic, and character in any reference you may provide. Your insights and recommendations would be invaluable to me as I pursue new academic and professional opportunities. Thank you for your time and consideration.

Sincerely,  
Miranda Tang

### Letters requesting references 3

To: Jane Doe  
From: Miranda Tang (mtang78@student.ubc.ca)  
Date: April 13, 2023  
Subject: Request For Reference

Dear Ms. Doe,

I hope this letter finds you well. It has been some time since we worked together, and I wanted to reach out to you for your assistance in providing a reference for me as I pursue new professional opportunities.

During my internship at the real estate corporation on the Human Resources team in 2020, I was determined to apply my skill set in realistic settings and streamline my colleagues' work. My focus was on improving the process of sorting out candidates' profiles, which had previously been a tedious and time-consuming task.

Initially, I turned to Excel, leveraging my proficiency in it to achieve full automation by applying various formulas, charts, and pivot tables. While this worked for some tasks, it became inefficient when manipulating large sets of data. As a result, I conducted extensive online research and picked up SQL to enhance efficiency. Despite my lack of familiarity with SQL, my strong desire to help my colleagues prompted me to learn the basics in a short period of time and to write query commands successfully through trial and error.

The experience was incredibly rewarding, and I believe that your insights into my work would be invaluable, given your knowledge of my performance during our time working together. If possible, I would be honoured if you could provide a reference for me, drawing on your knowledge of my skills and abilities. Please let me know if you need any additional information.

Sincerely,  
Miranda Tang