

# Teaching Matters

Great Teaching . . . by Design

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Fall 2013

## Connecting with CTE

Recently I have been reading about network theory in relation to organizational culture. The concept is straightforward: individuals connect to others who are part of their same group or part of different groups. These varying networks of people interact and intersect to create a sense of place and meaning. But how can this theoretical perspective help to understand and analyze the work of CTE?

Roxå, Mårtensson, and Alveteg (2011) identify three elements of network theory: hubs, clusters, and links. Hubs are defined as “central individuals who have access to more information than others...participate more often in discussions where meaning is negotiated...and have more links than the average person in the network” (p.101). The hubs, then, are the key to the intersections and are worth exploring further.

I see CTE as a type of hub. We are a centralized support unit that holds extensive knowledge and expertise about teaching and learning issues. We participate in discussions about effective teaching and meaningful learning at the individual, departmental, and institutional levels, and we have connections with individuals and units across the entire institution and with other educational institutions and organizations. We have even been talking about ways to best capture these connections as part of assessing the work that we do. But our hub is not just a function of our cluster of individuals. I believe that every individual in CTE is a central hub on his or her own. As individuals, we connect with various clients. It’s also common for more than one member of CTE to connect with the same people or groups of people for different purposes.

As a result, I am sad to share that one of our most central hubs is leaving us. As of September 30, our Program Coordinator for graduate student and postdoctoral fellow programming is retiring. Darlene Radicioni joined the teaching centre in 2000. In that time, she has become a central presence in the centre and a large part of our success. Graduate students from all six faculties have interacted with Darlene. Many keep coming back to see her long after they have completed one of our programs. Why is that?

My theory is that Darlene is a hub. She is interested in other people and trusting enough to show that she cares about them. She remembers the little details. She nurtures and supports others. Many graduate students could thank Darlene for giving them the final push of encouragement to complete a program with us. Many Graduate Instructional Developers remain in email contact with her long after they have worked with us. Overall, she connects with our various client groups in ways that build and nurture long-lasting relationships. Roxå et al. (2011) suggest that networks build via experiences of respect and trust; Darlene’s everyday actions bring their theory to life. And she makes it look so easy when in reality it takes work.

We wish Darlene all the best as she moves to this new phase of her life. We will miss her quick wit, her kind words, and her central presence. And we will aim to remember all that she has taught us about being a hub in a network. Darlene has written about her experiences at uWaterloo and her plans for the future, which can be found in our [September 9 blog](#).

### Reference:

Roxå, T., Mårtensson, K., & Alveteg, M. (2011). Understanding and influencing teaching and learning cultures at university: A network approach. *Higher Education*, 62, 99-111. doi: 10.1007/s10734-010-9368-9

Donna Ellis

## Moving history: Greta Kroeker's hands-on teaching



Enter Dr. Greta Kroeker's office and you'll think you've been transported back in time. Handmade crafts abound: an apron, a necklace, a wooden birthing stool. Visual art adorns her walls, including a splendid painting that recalls the work of the fifteenth-century artist Hieronymus Bosch. All of these items were made by Kroeker's students in her History 347 "Witches, Wives, and Whores" course. With numerous student pieces on hand, as well as research papers and replica journals, she excitedly moves around her space, explaining the creative genius behind these many artifacts.

Kroeker opens up the past for her students, encouraging them to immerse themselves in history through classroom simulations. This year, in her "Witches, Wives, and Whores" course, one group of students staged a traditional wedding ceremony, while another group explored a sixteenth-century witch trial by enacting a mock "burning at the stake" in Uptown Waterloo. Such projects give students an active role in their learning, motivating them to deeply engage with the course content. "I want them to build on their critical thinking and research skills," Kroeker says. "I get a lot out of the class and I hope that they do too." Dr. Heather McDougall, Associate Professor and Acting Chair of the Department of History, asserts that Kroeker's course is an example of "hands-on history," blending traditional scholarship with experiential learning.

Kroeker constantly strives to improve her courses. To this end, she solicits ongoing feedback from her students. She notes that one of the most important things she has learned from years of teaching is to really listen to her students. "Listening to them enriches what I am able to give them." With this in mind, Kroeker has worked hard to make her lectures engaging for students. "It's very important," she says, "not to lose students along the way... I always have to keep the momentum in those big lecture courses." Accordingly, she aims in her lectures to conjure a seamless historical narrative for her students, sometimes even acting things out in class.

In her classroom, Kroeker uses the first hour to lecture on that day's assigned readings. The students are also responsible for a series of reading logs due at the beginning of class. The rest of the class is devoted to informed discussion of the readings and to group work.

Teaching on and off since the age of eighteen, Kroeker's passion for teaching is driven by her belief that teachers have the power to help shape young people's sense of identity. "I really believe in the power of history," she says. "I think that teaching history teaches empathy, something this crowded planet could use a bit more of," she adds.

In terms of her own research, Kroeker says that "there is no more energizing and exciting impetus for continued research than having a classroom like this." Kroeker is inspired by "the generosity of spirit" she witnesses as her students cooperate and collaborate in the name of creativity. When asked what she wants students to take away from her class, Kroeker says, "Dates I don't care so much about, but I want them to grasp how history moves so that they can move history." With this seemingly simple sentiment, Kroeker gives her students the tools they need to become critical, yet creative, thinkers.

*On Wednesday, October 30, 2013, Dr. Kroeker, along with some of her students, will present on her [Witches, Wives, and Whores course](#) as part of CTE's Fall 2013 Integrative and Experiential Learning Series.*

*Victoria Faraci*

Note: The Centre for Teaching Excellence is developing a series of teaching stories to honour excellent teaching and to inspire others. Greta Kroeker's "Moving History" story above is the first one in the series. Visit the [Teaching Stories](#) section on the Centre for Teaching Excellence's website to see stories such as: "Pro[o]f Perfect: Steve Furino's Quest for Teaching Excellence", "Katie Misener's Culture of Active Learning", "A Case of Great Teaching: Christine Moresoli's Unconventional Classroom" and "Student Interaction: Joseph Sanderson's Group-based Learning". Keep watching as the Centre plans to unveil six stories each term.

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## Teaching Squares

Teaching Squares is a peer-based program well suited to faculty interested in broadening their teaching perspectives by taking part in reciprocal classroom visits. Teaching Squares focus on the valuable take-away(s) made accessible by observing other teachers in action rather than on the potentially harsh critique of peer evaluation. The aim of the Teaching Squares approach is to enhance teaching and learning through a structured process of classroom observation, reflection and discussion (leading to a plan for revitalization of one's own teaching). A square is formed by four instructors who visit each other's classes over the course of one term. The visits are preceded by an organizational meeting and followed by a debrief meeting where the participants share their experiences (the positive aspects of what they have learned and how they might improve their own classes). The total time commitment over the term is approximately 6 hours. If you are interested, please email Monica Vesely at ([mvesely@uwaterloo.ca](mailto:mvesely@uwaterloo.ca)) indicating the term you would like to participate and the course you will be teaching.

*Monica Vesely*

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## Really Large Classes Learning Community

What does it look like to teach a really large class? It depends. It might be 1400 students, seven instructors, and 40 TAs. It could be 500 students spread across 19 lecture sections. It might be 130 students in a fourth year technical elective. Perhaps it's an online course with more than 1600 students. When we first formed the Really Large Classes learning community three years ago, we planned to focus on classes with 500+ students (by the way there are more than 50 at Waterloo). Our group has discovered, however, that there are many contextual factors that influence whether a class *feels* like a really large class. We have explored many aspects, from the behind-the-scenes co-ordination required to manage large classes to the time spent at the front of the lecture theatre.

This September, we are embracing a new format as we continue to explore the benefits and challenges of teaching large classes. We will meet twice per term, once at the end of the first month then again as the term winds down. To connect with other members of the community between these sessions, we have created a LEARN community group where members can ask questions, share resources, and plan upcoming events. If you would like to join our community group or would like to know more about teaching large classes, please contact Veronica at [veronica.brown@uwaterloo.ca](mailto:veronica.brown@uwaterloo.ca) or at ext. 31096.

*Veronica Brown*

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## Announcing new LITE Seed Grant recipients

In collaboration with the Office of the Associate Vice President, Academic, the Centre for Teaching Excellence is pleased to announce that six new LITE (Learning Innovation and Teaching Enhancement) Seed Grant projects were funded through the June 2013 competition. Congratulations to all of the recipients!

Project Title	Applicant(s)	Faculty and Department or Unit of Applicant(s)
Developing communication and transcultural skills: Steps to enhance first-year language learning and graduate teacher training at UW	Emma Betz	Arts, Germanic & Slavic Studies
Platform for Experiential Learning of Game Theory	Joel Blit	Arts, Economics
Enhancing Writing and Communications Skills for Earth Sciences Students	Brewster Conant	Science, Earth and Environmental Sciences
	Judi Jewinski	Office of Vice President Academic and Provost
	Julia Williams	Renison University College, English Language Institute
Supported Learning Groups	Katie Damphouse	Student Success Office, Learning Services
	Mary Lynn Benninger	Student Success Office, Learning Services
	Joseph De Juan	Arts, Economics
	Heidi Engelhardt	Science, Biology
	Mary Power	Centre for Teaching Excellence
	Melissa McNown-Smith	Living Learning Housing and Residence
SHIFT: A Transformation of UW's Printmaking Facilities - Ecology and Instruction	Tara Cooper	Arts, Fine Arts
Assessing Interactive E-Learning Techniques for Teaching Forecasting	Yulia Gel	Math, Statistics & Actuarial Science
	Jeanette O'Hara-Hines	
	Vyacheslav Lyubchich	

The purpose of the LITE Grants is to provide support for experimenting with and investigating innovative approaches to enhancing teaching that aim to foster deep student learning at the University of Waterloo.

Two kinds of grants are available: LITE Seed Grants for projects up to \$5,000, and LITE Full Grants for projects up to \$30,000. Both grant formats emphasize the contribution of the project to the University of Waterloo learning community.

Please note that there are now two, rather than three annual application deadlines for Seed Grants: February 1 and June 1. The one annual deadline for LITE Full Grants is October 1.

For more information about the grants, please visit the [LITE grant website](#)

The next session of [LITE Grant Information Session \(CTE 681\)](#) will be held Wednesday, September 18, 2013 from 9:30 to 11:00 am.

If you and/or your colleagues are considering applying for a grant, you are strongly encouraged to contact Dr. Julie Timmermans at the Centre for Teaching Excellence: [julie.timmermans@uwaterloo.ca](mailto:julie.timmermans@uwaterloo.ca) or at ext. 32940.

*Julie Timmermans*

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## **Focus on Teaching Week: October 7-10, 2013**

Watch for a week of workshops on teaching with a focus on assessment. The week begins with an interactive workshop on Course Design Fundamentals (CTE 642). From Monday, October 7 until Thursday, October 10, participate in workshops such as Developing Rubrics, Using Peer Review and Assessment, Designing Assessment for Learning, and Decoding the Disciplines. Prof. Eric Schneider, School of Pharmacy, will be giving CTE714 Writing Multiple Choice Test Questions and CTE715 Analyzing the Performance of Multiple Choice Examinations. Registration is through [myHRinfo](#).

*Verna Keller*

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## **CTE's online resources**

The Centre for Teaching Excellence has a variety of teaching tip sheets and online resources available for use. This past Spring term, the Centre added the following to its online resources: a teaching tip sheet on flipped classrooms, video interviews with students about integrative learning, as well as expanded resources for ePortfolios. CTE plans to add more to their online resources in the near future.

*Haley Roberts*

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## **Postdoctoral Fellow Teaching Series**

The Fall 2013 series will be held November 18 through November 22, 2013. As this is an attendance based series, participants must be prepared to arrive on time and stay for the entire event. Please visit [CTE's website](#) for specific details including registration information.

*Darlene Radicioni*

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## **Save the date!**

Thursday, May 1, 2014 marks the sixth anniversary of the Opportunities and New Directions Conference at the University of Waterloo. Please plan on joining us! Watch the CTE website as plans unfold.

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# Thoughts on teaching: The first day of class

The impressions students form on the first day of class can have a significant impact on the success of a course. With forethought and planning, you can set the right tone, establish a routine and manage expectations all in that critical first class. Below are some first day suggestions that focus on a few key areas that will allow you to start off on the right foot...

## 1. Attend to preliminaries

By attending to the mechanics of your course in advance you can avoid many an unexpected pitfall that could mushroom into organizational or classroom problems later on.

- Visit the classroom before the meeting paying special attention to (a) the suitability of the room for the classroom activities you would like to use and (b) the technical facilities of the room that are available and how they work.
- Configure your course material in LEARN. Meet your CTE liaison and discuss any concerns or proposed design changes. Aim for seamless integration of the online course components with the face-to-face components of the course. (For a fully online course be sure to submit an application for online course development to CEL well in advance of your anticipated teaching term.)

## 2. Construct the framework

Hand out and discuss the course outline. Ask for questions. But most importantly, create an opportunity for the students to explore the content of the course outline for themselves. (This can take the form of a quiz that everyone completes independently followed by a class review or a competitive group activity or whatever else suits your teaching style.) Giving students the opportunity to find the information themselves will help them see that the course outline contains important information about the course and that they are responsible for becoming familiar with this information. The added benefit is that it gets students talking to one another. During your exploration of the course outline be sure to cover the following:

- the course objectives
- use of class time
- out of class time commitment
- departmental and course policies
- grade breakdown
- procedure for different course sections and group work

## 3. Set expectations and generate buy-in

Move from the course outline discussion to one that addresses the following key expectation questions and builds on the course objectives already introduced:

- How will the class serve the students' needs?
- What are the prerequisites for the class (courses and their content)?
- What are your expectations for student participation?
- Do your students know the campus policies on academic integrity?
- How should your students study and prepare for class?
- What else do students need to do to succeed in your course?

To help create buy-in, it is helpful to enhance the meaning of what your students will be learning and to affirm that what they will learn is of value to them in their real world. Ways to do this include:

- Introducing the unfamiliar through the familiar.
- Continually creating connections between the objectives and class activities, between what came before and what will be coming up in the course, between your course and other courses, and between their work experience and your classroom.
- Choosing engaging teaching and learning activities that suit your teaching style and your material.

- Explicitly teach problem solving/critical thinking skills as an expert in your field - build up their repertoire throughout the term.
- Leverage their interests (where possible) by relating the topics or learning activities to their strengths and goals.

#### 4. Consider behaviour – yours and your students

- Be authentic and let your enthusiasm for your subject come through in your teaching.
- Encourage questions. Listen to what is being asked. Ask for confirmation that the answer has been understood.
- Give students the opportunity to contribute and validate their contributions.
- Be accessible and available. (Invite your students to attend your office hours and select them to be useable for the students. Consider selecting some special topics for help sessions from time to time in lieu of a free-form office hour.)
- Model respectful behaviour.
- Use a class management approach that is fair, accepted by students, well understood, and consistently applied.

#### 5. Start making connections

- Introduce yourself – share something of value with your class that will help them to see you as more than a face in front of the class.
- Build a sense of community in the classroom.
- Help students understand how the class will serve their needs (as discussed above)
- Demonstrate your commitment to helping them learn. Talk about questions students have asked in previous terms. Advertise your office hours and/or help sessions. Let them know when and how feedback will be provided.
- Create an inclusive environment. (This includes the points mentioned under the topic of behaviour above.)
- Know your students... their names, their accomplishments, their likes, their dislikes.

...and last, but certainly not least, **start teaching!** This underscores the value of class time and provides an illustration of the course content. Engage the students in an activity typical of your class. Choose something that demonstrates (or at least illustrates) why the course matters. Give your students an assignment for next class. This will help you move forward at a good pace and start student engagement with the course material from the outset. Finally, do not forget to enjoy the experience. Teaching can be an incredible journey of self-discovery if we embrace the opportunity and allow ourselves to enjoy our time in the classroom.

Need more ideas? Have a look at some of the CTE resources below:

[Teaching tips for surviving the first day of class](#)

[Teaching tips for creating an inclusive environment](#)

[Teaching tips for motivating students](#)

[Teaching tips for academic integrity](#)

*Monica Vesely*

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## Events for new faculty

The annual **Teaching Orientation Days** took place on August 7 and 8 and were dedicated to presenting four core teaching workshops to faculty that have arrived in the last year. In the first workshop, *Who are Our Learners*, participants examined today's student both in general and more specifically at Waterloo, and had an opportunity to discuss assumptions they made about their learners and to examine approaches to learning that would help guide their teaching plan. At the second workshop, *Classroom Dynamics and Engagement*, new faculty became aware of common issues in classroom dynamics and worked to devise strategies to handle these issues. The third workshop, *Assessment for Learning*, introduced principles of feedback and evaluation of student work, underscored the value of assessment as a learning opportunity and linked assessment to course design as well as offering some practical advice for common assessment tools. The second day was devoted to *Course Design Fundamentals*. In this hands-on workshop, participants explored an aligned framework for their course in which learning outcomes, assessments and activities were considered in the context of the participant's discipline and the logistics of their class.

Earlier this week, new faculty were invited to attend a series of **Welcoming Events** prepared to help them acclimatize to their new roles as faculty members at the University of Waterloo. On Tuesday, September 3 new faculty and their families attended a BBQ (at Victoria Park Pavilion in Kitchener) where they were welcomed by University President, Feridun Hamdullahpur, and FAUW President, David Porreca. Then, it was back to the Waterloo main campus on Wednesday, September 4 for a day filled with information sessions. After a brief welcome from Geoff McBoyle (Vice-President, Academic and Provost), the *Navigating your uWaterloo Roles* presentation got underway with campus administrators addressing teaching, research, service and co-operative education. At the subsequent refreshment break, participants had the opportunity to explore the *Academic Support Units Resource Fair* showcasing services and resources available across campus. Next came the *Adjusting to Waterloo* panel discussion as peers spoke openly about their own experiences as new faculty members and shared thoughts and insights with the audience. The morning was capped off by a luncheon with the Chairs, Directors and Deans in the Festival Room at South Campus Hall accompanied by more conversation and an informal information exchange.

These welcoming activities are intended as a brief introduction to faculty life at the University of Waterloo and to provide a forum for our incoming class of 2012-2013 new faculty to share experiences and start making connections with their colleagues and the broader University of Waterloo community.

Monica Vesely

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## Congratulations to CTE Spring 2013 grads!

The following 10 students completed the [Certificate in University Teaching](#) program in Spring 2013: Zainab AlMeraj (MATH), Elcim Elgun (MATH), Anna-Katharina Hassel (ENG), Allaa Hilal (ENG), Seyed Amir Mousavi Lajimi (ENG), Amandine Lassalle (ARTS), Jennifer McWhirter (AHS), Yasaman Munro (ARTS), Abdul Rehman (ENG), and Mina Rohani Tabatabai (ENG).

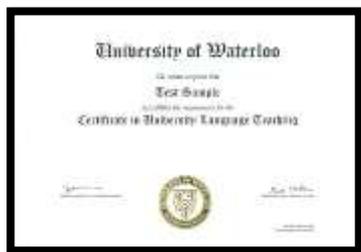
As noted below, Katharina Schroeder is the first recipient of the Certificate in University Language Teaching (CULT). Sara Ghaffarian and Daniela Roth, also from Germanic and Slavic Studies, recently completed the CULT program.

In addition to CUT/CULT graduates, 61 graduate students completed the [Fundamentals of University Teaching](#) program in Spring 2013. The numbers by faculty are: Applied Health Sciences 9, Arts 14, Engineering 21, Environment 8, Mathematics 3 and Science 6.

Darlene Radicioni

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# The Certificate in University Language Teaching (CULT)



Since fall 2012, our institution has been offering a new teaching certificate, to graduate students, that is specifically tailored to language instruction: the Certificate in University Language Teaching (CULT), open to all graduate students in languages. Developed collaboratively by CTE and the Department of Germanic and Slavic Studies, the CULT is designed to meet the needs of graduate students who teach courses in Modern Languages and Classics.

Since most graduate students in languages are given teaching assistantships, teaching training ought to be an essential part of their education. Especially in light of their future career prospects, such training is invaluable and will prepare them not only for their graduate teaching but also for the academic job market. Many of them choose a career path that involves language instruction, be it in academia or in other higher education institutions. With the new certificate, they have the opportunity to receive the training they need, and moreover, to obtain a certificate documenting their expertise for prospective employers.

Research into second language acquisition and instruction has shown how important it is to adequately prepare instructors for their task in the language classroom. Many of us remember our own language classes back in the day, memories that often conjure up images of painful chambers of drill or kill, of cramming grammar and vocabulary for the next test, completing rather mindless exercises that seemed to have been designed solely for the purpose of confusing us with weird grammar rules and long lists of exceptions. Such images of language classrooms have been surprisingly persistent across time and cultures, and there are many who still believe that those images essentially capture what ‘taking language classes’ is all about.

Graduate students of languages, on the other hand, albeit familiar with such images of the traditional classroom, come to their programs with a much more positive view of what it means to learn another language. They are strongly inclined to share with their students their fascination with the language they teach (which usually includes literature and other cultural aspects). And they bring to the table a keen interest in teaching and in new teaching methods to overcome the widely held beliefs of the traditional language classroom depicted above. Most importantly, once they discover that language instruction can be a lot more intellectually stimulating, these graduate students are eager to broaden their own horizons as future instructors and professors.

The CULT provides them with the necessary background knowledge in Second Language Acquisition and pedagogy, combined with a broad range of ideas for practical application in the classroom. The certificate consists of a series of workshops on language teaching and learning; practice teaching opportunities; research paper on language teaching presented at the annual *Waterloo Colloquium on Language Learning and Teaching* and a teaching portfolio.

For more information on the Certificate in University Language Teaching, please contact Dr. Barbara Schmenk ([bschmenk@uwaterloo.ca](mailto:bschmenk@uwaterloo.ca)) or Dr. Svitlana Taraban-Gordon ([staraban@uwaterloo.ca](mailto:staraban@uwaterloo.ca)).

*Barbara Schmenk, Germanic and Slavic Studies*

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## **Katharina Schroeder – The first graduate of the Certificate in University Language Teaching**



This summer the Certificate in University Language Teaching (CULT) program had its first graduate - Katharina Schroeder, PhD student in Germanic & Slavic Studies. I met with Katharina to talk about her experiences in the program.

*Q: Why did you decide to pursue the Certificate in University Language Teaching?*

When I started my studies at Waterloo after completing my master's degree in Germany, I had no teaching experience at the university level and no formal training in teaching. Since I was teaching beginner German language courses at Waterloo, I felt that the program would help me with my teaching.

*Q: What did you think about the content of the certificate program?*

I thought that the program offered a good mix of language specific teaching topics and general topics in university teaching. It gave me an opportunity to learn about current research in language teaching and learning, and at the same time, it allowed me to reflect more deeply on some topics and draw connections to my personal teaching experience. The teaching observations were especially helpful and allowed me to implement ideas that I learned from research on language teaching in my own classroom.

*Q: How did the teaching observations help you to develop your teaching skills?*

I found the feedback provided by my observer, Dr. Schmenk, very helpful. Her suggestions were very detailed and specific and allowed me to rethink some aspects of my lessons. As an example, I became more aware of my tendency to talk to beginning language learners using “teacher talk,” that is talking slowly and unnaturally. I also got a better sense of how to structure language learning activities to maximize student learning.

*Q: What did you learn about yourself as a language educator by participating in the program?*

One of the things I realized is how important it is to me to share my enthusiasm about the experience of learning a foreign language. I want to help the students see the interesting ways in which languages give us new perspectives on the world. I want my students to develop language fluency but I also want them to be able to use German in different communicative contexts and to become aware of what may or may not be culturally appropriate.

*Q: What is the most important takeaway from the program for you?*

The program provided a space to reflect on my teaching beliefs and to begin to articulate my approach to language teaching. It helped me understand that language teaching is not just about the mechanics of teaching, that it is embedded in our individual teaching philosophies and in our views of language and the process of learning. Language instructors have a lot of instructional decisions to make when preparing each lesson and these decisions are guided by our teaching philosophies. The workshops on teaching, classroom observations and the process of writing a teaching dossier helped me to begin to piece together various ideas and beliefs about language teaching and learning in order to develop my teaching style. Overall, I found the

program very helpful and want to thank Dr. Schmenk, the Department of Germanic & Slavic Studies and CTE for offering this excellent program. It is definitely a huge asset to my PhD studies.

*Svitlana Taraban-Gordon*

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## **CTE welcomes Kyle as Faculty of Arts Liaison**



Kyle Scholz joined the Centre for Teaching Excellence as the Faculty of Arts liaison earlier this year. He will be facilitating the uptake of teaching and learning initiatives established by the CTE in the Faculty of Arts, emphasizing blended learning, learning technologies and course design. He will also provide expert advice to instructors regarding teaching strategies, learning activities, assessment mechanisms and instructional innovations. Migrating from his previous role in the CTE as a graduate instructional developer, Kyle has experience facilitating workshops on pedagogy and best teaching practices, observing graduate student teaching and providing constructive feedback, and assisting in the process of compiling a teaching dossier.

Kyle is currently finishing his PhD in German studies at the University of Waterloo, and is in the process of writing his dissertation. His topic analyzes the potential of online digital games for second language development purposes, looking specifically at what aspects of language can be transferred from gaming to non-gaming contexts. His research interests in general focus on digital game-based language learning, computer-assisted language learning, second language acquisition, foreign language anxiety, and education in general.

Please feel free to check [Kyle's website](#) for more information.

*Kyle Scholz*

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## **CTE welcomes TA Workshop Facilitators**



The Centre for Teaching Excellence welcomes the newest members to their Graduate Student team: (from left to right) Shahin Karimidorabati (Civil and Environmental Engineering), Charis Enns (Global Governance), Michelle Cho (Civil and Environmental Engineering) and Kristin Brown (School of Public Health and Health Systems). In order to provide more opportunities to graduate students to get involved with CTE, we restructured one of our part-time (10 hours/week) graduate developer positions to create several positions with a specific focus on delivering TA workshops. The newly hired workshop facilitators are doctoral students who successfully completed CTE's Fundamentals of University Teaching program.

They were hired based on their interest in university teaching, strong communication skills and interest in supporting teaching development of graduate students.

TA Workshop Facilitators will be offering workshops towards CTE's Fundamentals of University Teaching program as well as some discipline-specific workshops. Watch for a wide range of TA workshops in Fall 2013!

*Svitlana Taraban-Gordon*

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*Teaching Matters is published by the Centre for Teaching Excellence at the University of Waterloo. At the Centre, we foster teaching and learning of the highest quality at Waterloo.*

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