Peeling Back the Layers: Uncovering Organizational Culture and the Place of Teaching

At CTE, we work collaboratively with a wide variety of our campus colleagues – it’s an integral part of what we do. But we also work collaboratively with our colleagues at other institutions. I have been very fortunate to be part of a research group with my teaching centre colleagues from seven other Ontario universities. And our project has been an absolutely fascinating one: how can we uncover the value that our institutions place on teaching?

Our group’s underlying belief is that one fundamental way to ensure quality teaching at our institutions is to foster an organizational culture that values teaching. Full stop. This organizational culture comprises the deep structure of an organization that is rooted in its members’ values, beliefs, and assumptions (Denison, 1996). These elements lead to norms and patterns of behaviour. Austin (1990) identified various factors that contribute to the perceptions of university members about their institutional culture, including institutional mission and goals, governance structure, administrators’ leadership style, curricular structure, academic standards, student and faculty characteristics, and the physical environment. Hénard and Roseveare (2012) provided seven levers for promoting an institutional culture that values quality teaching which significantly influenced our research study.

To dig deeper into our research question and underlying belief, we secured a provincial Productivity and Innovation Fund (PIF) grant to review existing literature, develop a survey instrument, and run a pilot study at three of our institutions in the Winter 2014 term. Nearly 4,000 faculty members and students at Western University, McMaster University, and the University of Windsor completed the pilot version of our Teaching Culture Perception Survey. Follow-up focus groups were also run to collect further feedback and insights.

We included two main scales on our survey: perceived existence (agreement rating) and perceived importance of a variety of indicators related to an institutional culture that values teaching. A sampling of the items includes:

- there is a strategic plan that positions teaching as a priority
- teaching effectiveness is considered in hiring
- evidence of effective teaching is considered in the evaluation of faculty members’ job performance (e.g., tenure, promotion, annual evaluations)
- there are rewards for effective teaching
- learning spaces such as classrooms, labs, and/or studios are designed to facilitate learning
- educators are encouraged to use the teaching feedback they receive to improve their teaching
- there is an adequately resourced teaching support centre
- educators can get financial support to develop their teaching (e.g., grants programs, teaching conferences)
- opportunities exist for educators to develop leadership in teaching (e.g., Teaching Fellows program)
- programs are evaluated based on student learning outcomes
The factor analyses completed on the data from the faculty and the student versions of the surveys revealed some differences between what is perceived as being in place and what is perceived as important at an institution. Consistently, the importance ratings were higher than the agreement of existence ratings, suggesting that respondents valued the various elements of a potential institutional teaching culture more than they perceived them to actually be in existence. The results also revealed differences between the faculty members’ perceptions and those of the students. The focus groups helped to uncover some of the complexity of the perceptions. For example, when discussing awards to recognize excellent teaching, some participants indicated that such awards are not valued, particularly in relation to research. Others spent time discussing the barriers to effective teaching that stem from aging and inappropriately designed teaching spaces. Another common theme involved issues surrounding poor existing methods for evaluating teaching.

While our analyses have indicated that we need to further refine our survey instruments, we are encouraged by the interest in our work from our colleagues across Canada and beyond. We have also launched a website where we can share information about our ongoing project, including the results as we are able to release them.

So what’s the value placed on teaching at the University of Waterloo? I hope that in the near future we can run the revised survey at our institution so that we can better understand our university community members’ perceptions about the value being placed on this critical part of our fabric: teaching. I think it’s time to peel back the layers and take a closer look.

References:


Donna Ellis

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**Waterloo’s Teaching and Learning Conference 2015**

Save the dates for the University of Waterloo’s Annual Teaching and Learning Conference: Opportunities and New Directions.

- **Conference date:** Thursday, April 30, 2015
- **Call for proposals:** Monday, December 1, 2014
- **Proposal submission deadline:** Monday, February 2, 2015

Further details about the conference will be available on the CTE website early this fall.

Julie Timmermans
Brendon Larson: Embodying Knowledge

For children who grew up watching the adventures of Miss Frizzle from The Magic School Bus, we could only dream of finding a field-trip loving, dedicated, and innovative teacher like her.

Unfortunately, such a magic school bus does not exist. The silver lining, however, is that experiential learning conjures its own magic. It fosters students who are able to engage with and think critically about the world around them. A professor who truly nurtures these types of thinkers is Dr. Brendon Larson. Larson has been teaching in the Department of Environment and Resource Studies at the University of Waterloo for over eight years. He’s an approachable instructor with an inquisitive nature who provides his students with experiential learning activities to build interdisciplinary connections.

What if I told you that you could take a course where you not only learned about sustainability, and how language (such as metaphors) and culture affects the discourse around it, but also learned how to juggle? In ERS 475 (Walking the Path of Sustainability: An Exploration of Embodied Metaphors), Larson uses juggling as a novel and light-hearted approach to encourage engagement with the course content — physically, mentally and emotionally. As his course outline explains, “students learn to juggle as an embodied way to explore metaphors for walking the path of sustainability”.

Larson points out that “in academia we often separate mind and body, but it is crucial to engage both in order to facilitate deep learning”. Accordingly, he adopts juggling as a teaching technique that is rooted in a multitude of studies that have affirmed its benefits. This includes its ability to boost the connections between different parts of your brain and physically alter your grey matter — in as little as six weeks!

Larson has also created another innovative course, ERS 283 (Ontario Natural History: Species and Patterns). In this blended course, students first learn about natural history patterns — that is, the diversity of life and patterns in its occurrence — through textbook readings, online assignments, and quizzes. They then have the enlightening opportunity to experience them first-hand by studying Ontario’s rich natural history for eight days at Grebe Lodge at the northern tip of the Bruce Peninsula. Larson’s students thus discover that the world around them can become a classroom of ideas and observations. For example, they gain an ability to recognize the bird songs on campus. Clearly, the right instructor can ensure that acquiring knowledge is not limited to the confines of a classroom.

Dave, one of Larson's students who completed ERS 475, wholeheartedly agrees that the critical self-consciousness the course fostered has been useful on numerous occasions since. He states that “Larson encourages students to embody the concepts, which underscores the relevance and resonance of the course material beyond the classroom”.

As can be seen in both his courses, Larson believes in fostering learning communities, rather than a hierarchical approach where the instructor is the exclusive source of knowledge. He believes in encouraging his students to engage critically with their course content, and to learn how to apply it to the real world. By taking a holistic approach to teaching, students have an opportunity to engage physically, emotionally and mentally while taking on challenging ways of acquiring skills and knowledge.

Hina Ahmed
Focus on Teaching Week – October 6-10, 2014

Are you looking for information on assessment? CTE’s Focus on Teaching Week, scheduled for October 6-10, 2014, offers a variety of courses focusing on assessment. The week begins with CTE642 Course Design Fundamentals offered on the Monday and repeated the following day. You can register for these courses through myHRinfo.

The following courses are offered during teaching week. Descriptions of the events are available on the CTE website under the Events link.
CTE718: Teaching Bottlenecks & Threshold Concepts
CTE719: Describing, Supporting and Assessing International Experiential Learning with Dr. Nancy Johnston, Simon Fraser University (see full description below)
CTE720: Designing High Quality High Impact Learning Experiences
CTE721: Working with your TAs: Training in Writing Assessment with Judi Jewinski, Special Advisor to Provost on English Language Competency, and Claire Bermingham, Writing Centre
CTE722: Big Questions Session – Active Learning in Really Large Classes
CTE723: Assessing Case-Based Learning, and
CTE724: Assessing the Flipped Classroom.

Describing, Supporting and Assessing International Experiential Learning workshop with Nancy Johnston

CTE719:  Supporting International Learning
Tuesday, October 8, 2014, 10:00-11:30 am, Environment1, Room 241
Facilitator: Dr. Nancy Johnston, Simon Fraser University
Please register via the myHRinfo system.

International experiential education provides students with an important complement to classroom education, and can result in learning that cannot be realized in any other way. Sometimes this learning can be transformative in nature, particularly if it is intentionally identified and supported. However, without appropriate attention to the differences between the traditional classroom environment and the situated learning environments of international programs, much of the promise of international experiential education can become lost.

This session explores how to define and better support the learning that is unique to various forms of international educational experiences offered by many North American universities and encourages participants to explore implications for curriculum design, delivery, and assessment.

Verna Keller
The Teaching Squares Program

Teaching Squares is a concept created by Anne Wessely of St. Louis Community College. It started when Anne Wessely, chair of the accounting department at the Meramec campus in Kirkwood, was leading a committee looking into peer evaluation. By her recollection: “We were sitting around and we had the hedonists, the relationship builders, and the task-oriented people just as you usually do. The relationship builders were saying ‘we just meet to get together,’ and the task-oriented people were talking about peer evaluation and were thinking of developing a formal component for our evaluation system.” Out of this discussion emerged the Teaching Squares approach as a non-judgmental, evaluative process that fosters in-depth reflection about teaching in general and in context. The program builds community across disciplines and provides an opportunity for instructors to engage in discussions about teaching.

The Teaching Squares approach involves a self-reflective process about teaching gained through observation of one’s peers. It is not a peer evaluation exercise but rather a self-evaluation process which takes place in a confidential and mutually supportive environment. 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).

A square is formed by four instructors who visit each other’s classes over the course of one term. Those being visited are encouraged to provide peer visitors with a copy of their course outline, to comment on why students are taking that particular course, and to share any material that would enhance the observation experience. The peer visitors are instructed to take notes during the classroom visit which would include such particulars as teaching methods, attitudes, classroom materials, and classroom management. 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 teaching).

By allowing instructors to be “learners” again in their colleagues’ classes, Teaching Squares opens up unique spaces for reflection and conversation about teaching. During their classroom visits, the Teaching Squares participants have the opportunity to experience a variety of contexts and challenges which leads to a greater appreciation of the quality of and commitment to good teaching already in existence on campus. At the same time, experience also provides the catalyst for growth as participants gather ideas on different teaching approaches and consider how they could be used to improve one’s own teaching.

For those of you interested in an alternative to the traditional teaching observation, perhaps you would like to consider the Teaching Squares option. The total time commitment over the term is approximately 6 hours. If you would like to participate in a teaching square, please email Monica Vesely (mvesely@uwaterloo.ca) indicating the term you would like to participate and the course you will be teaching.

King Saud University instructors visit for CTE training

In the last week of June, CTE had the opportunity to provide a five-day training program in educational technologies to 34 faculty members from King Saud University. Located in Riyadh, Saudi Arabia, King Saud University is an English-language institution that is home to 36,000 students and nearly 5,000 faculty members. The training program included workshops on topics such as clickers, the flipped classroom, blended learning, wikis, data visualization tools, concept mapping tools, twitter, iPad apps, and more. This is the second time in four years that CTE has provided a training program for King Saud University. Waterloo has had a Memorandum of Cooperation with King Saud University since 1999.

Mark Morton
Events for New Faculty

August 2014 Teaching Orientation Events

The annual Teaching Orientation Days took place on August 13 and 14 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 consider factors that affect learning and to examine approaches to learning that would help guide their teaching plan. At the second workshop, Classroom Dynamics and Engagement, new faculty explored some 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 applied an aligned framework to a course of their choosing in which learning outcomes, assessments and activities were considered in the context of the participant’s discipline and the logistics of their class.

September Welcoming Events

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 Wednesday, September 4 new faculty gathered in E5 for a day filled with information sessions. After a brief welcome from Ian Orchard (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 where peers spoke openly about their own experiences as new faculty members and shared thoughts and insights with the audience. This year we were joined by Shannon Dea (Philosophy), Carey Bissonnette (Chemistry) and Christopher Small (Statistics & Actuarial Science/FAUW). The post-session Q & A period allowed new faculty to seek answers to a variety of questions ranging from academic (What types of tenure and promotions considerations do I need to be aware of?) to broader community interest inquiries (“Where do I find the best pub?”).

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. Later that day, new faculty and their families attended a BBQ (at Victoria Park Pavilion in Kitchener) where after words of welcome from University President, Feridun Hamdullahpur, and FAUW President, David Porreca, attendees were able to enjoy a casual meal and conversation with their fellow new colleagues.

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 2013-2014 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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Postdoctoral Fellow Teaching Series

The Fall 2014 series will be held November 3 through November 7, 2014. 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.

Eric Van Halteren
Call for proposals: Learning Innovation and Teaching Enhancement (LITE) Grants

We invite proposal submissions for the Learning Innovation and Teaching Enhancement (LITE) Grants. LITE Grants provide support for investigating student learning and alternative approaches to teaching and assessing student learning at the individual, departmental, Faculty, or institutional levels. Since the grant program began in 2012, many projects have been funded from across all six Faculties.

The next submission deadline is October 1, 2014 for the LITE Full Grants.

The LITE Grants website has a wealth of resources, including, updated general guidelines, descriptions of funded projects, and a template for drafting your proposal.

For more information about the grants, or if you would like assistance with developing a research plan or proposal, please contact Julie Timmermans (julie.timmermans@uwaterloo.ca) or Crystal Tse (ctse@uwaterloo.ca) at the Centre for Teaching Excellence.

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Announcing new Learning Innovation and Teaching Enhancement (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 nine LITE Seed Grant projects were funded through the June 2014 competition. To read descriptions of these and other exciting projects, please visit the LITE Grant website: https://uwaterloo.ca/cte/lite-grants.

Congratulations to the recipients!

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<tr>
<th>Project Title</th>
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<th>Faculty and Department or Unit of Recipients</th>
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<td>Enhancing cultural awareness skills to provide best practices for Environment and Business course instructors and support staff</td>
<td>Joanne Adair</td>
<td>Environment, School of Environment, Enterprise and Development</td>
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<td></td>
<td>Jennifer Lynes</td>
<td>Environment, School of Environment, Enterprise and Development</td>
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<td>Improving Student Deep Learning through Interpolated Testing and Distributed Practice in Waterloo's Online Learning Environment</td>
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<td>Jonathan Fugelsang</td>
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<td>Nathaniel Barr</td>
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<td>Does introducing more user-friendly software produce more integrated learning in climate modeling?</td>
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<td>Heather Moran</td>
<td>Environment, Environment &amp; Resource Studies</td>
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<td>Unifying experiences: Learner and instructor approaches and reactions to ePortfolio usage in higher education</td>
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<td>Centre for Teaching Excellence</td>
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<td>Kyle Scholz</td>
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<td>Leveling the Playing Field for Vulnerable Students: A Test of the Effectiveness of Skills Tutorials</td>
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<td>Sara Marsh</td>
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<td>Jill Tomasson Goodwin</td>
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<td>Kathryn S. Plaisance</td>
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<td>Georgia Lamarre</td>
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<td>Akanksha Madan</td>
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<td>B. Shane Morganstein</td>
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The purpose of the LITE Grants is to provide support for investigating student learning and alternative approaches to teaching and assessing 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.

There are two annual LITE Seed Grant application deadlines: February 1 and June 1. The one annual deadline for LITE Full Grants is October 1.

For more information about the grants, please visit https://uwaterloo.ca/cte/lite-grants.

If you and/or your colleagues are considering applying for a grant and would like to discuss your project, please contact either Julie Timmermans (julie.timmermans@uwaterloo.ca) or Crystal Tse (ctse@uwaterloo.ca) at the Centre for Teaching Excellence.

*Julie Timmermans*
Thoughts on Teaching: Consider using mid-term feedback

Do you ever find yourself wishfully thinking it would have been nice if I had known… while reading over your course evaluations? Or have you ever implemented changes based on previous end-of-course evaluations only to discover that the new group of students would have preferred the original iteration of your class? If you find yourself wishing you could implement changes based on feedback received for the same group of students, mid-term feedback is for you!

Mid-term evaluations are formative feedback tools that can provide valuable information about how students are experiencing a course. When properly constructed and implemented, both you and your students can benefit from the potential enhancements to the learning experience. You will gain a sense of satisfaction that the learning experience that you have developed is being received by your students as you intended and your students will be grateful for your efforts as they help to shape their own learning environment to better suit their needs.

Ideally, the tools used to obtain feedback should pose some simple questions that can be answered within the class period. Brevity and anonymity are best.

Some midterm feedback strategies include:

- **Traditional Evaluation Form**: These questionnaires can be prepared with a number of Likert-style statements along with a few open-ended questions.

- **Start, Stop, Continue**: Students are asked to take note of the things that they would like to see “start” in the class, “stop” in the class, or “continue” taking place in the class.

- **The One Minute Paper**: By posing 2-3 guiding questions, students are able to identify the most significant things they would like changed in the course. For example: “What are the two or three significant concepts that you have learned thus far?”, “What questions do you still have about the topics we have covered?” and “What could I have done differently to help you understand the lecture material?”

Depending on the experience of the students, you may have to provide more or less instruction and working examples in order to obtain useful feedback. While upper year students will tend to be more skilled at providing constructive feedback, first and second year students may not be used to being asked for their opinion on teaching and learning. Make it clear that you are looking for constructive feedback that you can respond to immediately, this term, for their benefit.

When constructing the feedback questions, make certain that you are only collecting data that you can and will use or respond to. Regardless of the class and level, let students know why you are asking for their input, how you will share it and what you will do with it. Do not mislead the students through your choice of questions or lack of explanation into believing that everything is open for discussion.

Once you have collected the feedback, summarize and interpret it as soon as possible. Then, share it back at the next class if at all possible. Sharing the feedback with all students lets them know what they say matters and it also lets the students know how what their peers value or have difficulty with in the class. Next, identify how you intend to respond and why. If you can’t change something, that’s fine, but make certain you let the students know why. Often students are not aware of certain limitations associated with the course and they appreciate knowing. Clarify what role you as an instructor will play in implementing the changes as well as what role the students will need to play to make the change a success.

The preparation of a summary that highlights what things can be changed, what things can only be changed the next time the course is taught and those things that cannot be changed at all can provide a good overview, particularly in large classes where you will need to group and categorize the responses you
receive. This type of transparent and honest exchange goes a long way towards building trust and respect with your class even if you are unable to immediately address a recommendation that has been made.

Consider using mid-term evaluations as another component in your teaching professional development. The creation, use and response to mid-term feedback is a proactive way to help avoid the risk that problems may persist unresolved throughout the course. Not only can this mid-stride feedback help to improve the learning environment for the students, but it can help improve your teaching evaluations at the end of the term as well.

Whether you are looking to bounce around ideas or for specific resources on collecting and using midterm feedback, do not hesitate to contact me, Monica Vesely, or your faculty liaison for a meeting.

References:


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**Congratulations to CTE Spring 2014 grads!**

The following twelve students completed the Certificate in University Teaching program in Spring 2014: Lena Ahmadi (ENG), Carsen Banister (ENG), Mohamed Bendame (ENG), Clare Bermingham (ARTS), Pei-Chun Chang (SCI), Ada Hurst (ENG), Nishad Kothari (MATH), Apurva Narayan (ENG), Angela Nyhout (ARTS), Mahyar Shafii Hassanabadi (ENG), Mihaela Vlasea (ENG) and Susan Yates (AHS).

The following two students in Germanic and Slavic Studies have completed the Certificate in University Language Teaching program in Spring 2014: Stephanie Cooper and Tanya Hagman.

In addition to CUT graduates, 54 graduate students completed the Fundamentals of University Teaching program in Spring 2014. The numbers by faculty are: Applied Health Sciences 8, Arts 7, Engineering 19, Environment 6, Mathematics 4 and Science 10.

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**Teaching Awards nomination due dates for 2015**

Tips on writing a persuasive nomination letter can be found in Trevor Holmes’ blog entry ‘[How to Write an Effective Nomination Letter](#)’.

Distinguished Teacher Awards are given in recognition of a continued record of excellence in teaching at the University of Waterloo. The nomination deadline is Friday, February 6, 2015.

Amit & Meena Chakma Awards for Exceptional Teaching by a Student are given in recognition of excellence in teaching by students registered at the University of Waterloo. The nomination deadline is Friday, February 13, 2015.

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Verna Keller
Christine Zaza is the CTE Faculty Liaison for the Faculty of Applied Health Sciences (AHS), Arts, and Support Units. As a CTE Faculty Liaison, Christine helps instructors integrate technology into their teaching through innovative learning activities in our learning management system (LEARN). Christine will also be facilitating the uptake of teaching and learning initiatives established by the CTE emphasizing blended learning, learning technologies and course design. She also serves as guide for instructors to access other CTE resources.

Prior to joining the Centre for Teaching Excellence in September, Christine worked as an Online Learning Consultant with the Centre for Extended Learning. Christine completed her doctoral degree in Health Studies and Gerontology from the Faculty of AHS and has taught courses in AHS as well as in the Department of Psychology at Laurier.

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As Program Coordinator, Eric Van Halteren works with the Graduate and Postdoctoral Programs at the Centre for Teaching Excellence. He is involved in coordinating the events and programs of the Fundamentals of University Teaching certificate, Certificate in University Teaching, Certificate in University Language Teaching, and the Teaching Development Seminar Series for Postdoctoral Fellows.

Eric has a BMath in Mathematical Studies from the University of Waterloo, along with a BEd in Junior/Intermediate division teaching from the University of Ottawa. Between degrees, he spent a year in South Korea teaching English to middle school students, which further inspired his interests in teaching. Eric has had various roles within the University of Waterloo in the past, which include a mentor for PDEng, Teaching Program Assistant for WatPD and an Experience Leader for the Student Success Office.

In his spare time, Eric enjoys mountain biking, photography, and jigsaw puzzles.
CTE welcomes Hadi Hosseini as Graduate Instructional Developer

As a Graduate Instructional Developer, Hadi Hosseini is thrilled to share his knowledge of teaching and delivery style with others while further developing his own pedagogical skills. Hadi’s primary role at the Centre for Teaching Excellence is facilitating microteaching sessions and workshops in the Fundamentals of University Teaching program. His main goals are to provide constructive feedback to his participants, help inspire them in creating engaging teaching environments, and encourage the development of lively rapport with their students.

During his tenure as a graduate student, Hadi has been fortunate to be involved in several activities as a teaching assistant, instructional apprentice, and guest lecturer, and was the recipient of the Outstanding Teaching Assistantship Award at the University of Waterlo’s School of Computer Science. He holds a Diploma in University Teaching from the University of New Brunswick and has completed the Fundamentals of University Teaching at the University of Waterloo. One of Hadi’s most notable missions is to bring about interactivity and dynamism to subject matters that have a lower level of natural interactivity and engagement. Hadi’s background as a TESL educator has had a deep influence on his pedagogical vision and teaching strategy in promoting vibrant delivery styles.

Hadi began his doctoral studies in Fall 2010 at the University of Waterloo’s School of Computer Science. Hadi’s research interest lies at the interface of artificial intelligence, game theory, and economics. More specifically, he studies different aspects of self-interested players in multi-agent systems, and develops algorithms and techniques to achieve certain computational and game-theoretical properties.

Hadi Hosseini

CTE welcomes TA Workshop Facilitators

The Centre for Teaching Excellence welcomes the new and returning member to their Graduate Student team: (bottom row from left to right) Marcia Chaudet (Biology), Daniel McRoberts (Geography), Dylon McChesney (Philosophy), (top row from left to right) Dave Guyadeen (Planning) and Shahin Karimidorabati (Civil and Environmental Engineering).

*Absent: Faith-Anne Wagler (Recreation and Leisure Studies)
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 2014!

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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- Julie Timmermans, CTE – Instructional Developer, Consulting and Research
- Eric Van Halteren, CTE – Program Co-ordinator, Graduate and Postdoctoral Student Programming
- Monica Vesely, CTE – Instructional Developer, Curriculum and Programming