



Teaching Matters

great teaching ... by design

Celebrating Teaching and Learning

As I write this article, the feeling of Fall is already in the air. And yet the end of summer is not worrisome when there are so many wonderful things to look forward to.

At CTE, we are celebrating this Fall. We are now more than one year old and are developing increasingly more synergies within our unit as well as with other units on campus. We're having our first major departmental retreat in October to review who we are and how we can best help our clients.

Our Certificate in University Teaching (CUT) is now 10 years old and we honour some of our many graduates (see page 5). We also honour the LIF and PIF grant recipients (see insert).

We celebrate our staff as well. We are welcoming many new faces, being thankful for the superb people we have been able to hire (see pages 5 and 8), with more Liaison hires to be announced shortly. At the same time, we will miss our colleague Gail Spencer as she assumes a new position on campus, and we send good wishes to Karen Gallant and Rosina Kharal as they begin maternity leaves (thanks to Paul Kates for covering Rosina's leave). We also send best wishes to Christa Johnston who left UW to join RIM. Finally, we give our best wishes to Scott Anderson as he reduces his work hours to return to school for his Master's.

We're also seeing opportunities in our current educational context. This year, we're focusing much of our programming on how to be successful teaching larger classes (see page 7).

How can you join us in this celebration of teaching and learning? Do you look forward to your first day of class with excitement over being able to teach and learn with your students? Do you welcome the moments when you can discuss teaching successes and challenges with your colleagues?

If you're unsure how to engage in these ways, perhaps we can lend you a hand. On page 3, we provide some ideas about your first class. We also recently began a faculty learning community on graduate supervision (see page 7) and plan to start even more to help create an environment for conversations about teaching. A department may also request a workshop to discuss curriculum or more general teaching issues (just contact me).

We're here to support your development as teachers and encourage you to celebrate the small wins along with the big successes. What will you celebrate this Fall term?

Donna Ellis

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Living with the UDLEs

Although they were devised and revised in 2005 and have applied to new programs or programs under review since June 2008, the Undergraduate Degree Level Expectations (UDLEs) are not without controversy.

In an era of accountability (misconstrued by some as an imperative to count everything rather than to demonstrate quality using multiple measures), we face new language – and therefore new ways of thinking – to make sense of our curricular offerings. Small solace that we are all in this together as Ontario universities.

The six UDLEs, created by our own Ontario Council of Academic Vice-Presidents, have been supplemented at UW by two internal expectations (about experiential learning and about

diversity in all its forms). Given what feels like a new layer of bureaucracy driven by external forces, how do we (as curriculum consultants, as Department members) act?

Permit me an example: late last Fall we were approached by Geography, a Department that had just received the results of its appraisal and wished not only to address those results, but generally to integrate curricular approaches and refine offerings. With three distinct sub-units and two additional majors, this was no easy feat. However, by deriving key terms and key objectives from the recent self-study, I was able to facilitate the professors' own mapping of Departmental commitments and values onto the OCAV/UW UDLEs.

From there, conversations and new plans erupted around cur-

ricular content and geographic methods and skills. It's not so much that I made the UDLEs palatable; rather, the UDLEs themselves are just not so different from what a bunch of autonomous academics come up with themselves, given a room and a flip chart or given the task of writing a program self-study report.

Feedback since December and from other Departments with which I've worked confirms that curriculum mapping, whether tied directly to the UDLEs or not (see example map below from UW's OCAV website), is worth the investment of time and energy on all our parts.

For more information about UDLEs and how CTE can help your department, see <http://ocav.uwaterloo.ca>.

Trevor Holmes

Curriculum Mapping Template		For mapping your program's course contents/skills against the UDLEs. Consider using "y/n", checkmarks, or a 5-point Likert scale in the relevant cells.							
Course Number									
Course Name									
1. Depth and Breadth of Knowledge									
a) a developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as									

Fall Open Classroom with Ian VanderBurgh

On November 12, 2008, at 8:30 am, Ian VanderBurgh will open his MATH 135 classroom to share his approach to teaching and learning mathematics.

Don't feel you need to be a math professor to benefit from attending: our discussion after-

wards will focus more on teaching methods and engaging the students than the specific content. In fact, faculty who have attended past Open Classrooms have commented particularly on this as the strength of these sessions. You might attend on November 12 to see how to handle

large classes (enrolment will likely be ~180 students), how to present entry-level lecture material, and how to engage students in the learning process.

Bring your questions/observations to the post-observation discussion with Ian (directly following the class).

Happy [Academic] New Year!

There's nothing quite like the September mood on campus as the fall term begins, and with it, a new academic year. While you might not be thinking of New Year's resolutions, you're likely thinking about how to get your course off to a strong start. One of the ideas from the Learning about Teaching symposium panel was the importance of using the first day of class to set the tone for the semester and to help the students connect to the course content and process.

Start as you mean to go on. What you do on the first day will communicate your expectations to your students. If you plan simply to hand out a syllabus and leave, it should come as no surprise if students expect all classes to end early. On the other hand, if you plan for a complete class on day one, you'll support students in connecting to the work of the course.

Ideas for starting off a course well include:

- Visit the room prior to the first class, especially if you will be using any kind of technology. Make sure you know how to operate it and how to get help in case of problems.
- Consider chatting informally to students as they arrive. This can help put them (and you!) at greater ease.
- Do what you can to learn students' names. Consider name cards, information cards (on which students put their name, answer "how will I remember your name", and anything else they want you to know about them). In smaller classes, brief introductions work well.
- Be prepared to answer questions about readings, assignments, and tests. It may all be printed in the syllabus, but these areas often cause anxiety for students; your responses will help build trust.
- Remember, start as you mean to go on: If you expect students to work in groups, include a group activity on day one. If participation in discussions is part of the course, engage students in a discussion topic.
- If you're introducing an innovative teaching method, take time to explain to the students what you'll be doing, and more importantly, why you have chosen this method to ease students' transition.
- For online (or blended) classes, consider an ice-breaker such as a scavenger hunt to get to know the site, or ask students to start an online blog about their background knowledge related to the course or their expectations of the course (and themselves as students).

For more ideas on setting the course climate and first day activities, see any of the following resources, or call the CTE.

References

Centre for Teaching Excellence. Surviving your first day of class. *Teaching Tip Sheets*. University of Waterloo. Retrieved on August 1, 2008, from http://cte.uwaterloo.ca/teaching_resources/teaching_tips/tips_challenges/surviving_your_first_day.pdf

Gross Davis, B. (1993). *Tools for teaching*. San Francisco: Jossey-Bass.

McKeachie, W. (1999). *Teaching tips. Strategies, research, and theory for college and university teachers*. Boston: Houghton Mifflin.

Salmon, G. (2005). *E-tivities: The key to active online learning*. London: Routledge Falmer.

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Nicola Simmons

Teaching Excellence Academy

All past TEA participants will be invited to join a listserv this Fall to provide a forum for further discussions and to share the outcomes of the TEA experience. Watch for notification shortly to participate in this group.

For those who would like to attend next year's TEA, the dates will be **April 22, 23, 24, and 27, 2009**. A call for nominations will be issued early next term. Contact Donna Ellis with questions or for more information.

Instructors Use UW-ACE for “Blended Learning”

The classroom is hushed. An instructor stands at the front of the room and explains something that she is excited about, something new. The topic is not molecular biology or literary criticism ... and oddly, the classroom is filled with colleagues. Today her excitement is about solving an instructional challenge in her course using UW-ACE. This is the UW-ACE User Group, where instructors can see how others are using UW-ACE in their courses or find a platform to share their inventive ways of promoting good teaching and learning online.

Without realizing it, these instructors have become part of a “transformative innovation for higher education in the 21st century” (Garrison & Kanuka, 2004). They are offering their students a chance to engage in blended learning, where face-to-face teaching in the classroom is expanded and enriched with online learning experiences that are always accessible.

In a typical UW-ACE User Group session, two or three instructors from different disciplines present activities that they have created for their students in UW-ACE. They discuss their reasons for introducing the change to their course and share their insights on how introducing the activity

online changed the amount of time or the nature of the work they put into the course. Importantly, they also share what their students thought about the experience. Over the last three years topics have included:

- using online polls to stimulate in-class discussions about topical or ethical dilemmas
- engaging students in course content through constructing multiple choice questions for online self-assessment quizzes
- enhancing group work and getting students to prepare for class through discussion boards and drop box submissions.

Usually these instructors have designed their activities in conjunction with their CTE Faculty Liaisons, who have experience designing effective online activities.

Most students can benefit from spending some time “on task” connecting with challenging course concepts or engaging in thought-provoking activities online. Large class sizes and students’ workloads can make instructor-to-student or student-to-student interactions challenging. However, with thought and planning, these interactions can be moved effectively to the online environment. Although blended learning is a relatively new area

of research for educators, studies indicate that when instructors create the right mix of individual learning activities and opportunities for interaction online *and* in the classroom and when students perceive that the online activities and interactions are of high quality, students achieve higher grades (Ginns & Ellis, 2007).

UW-ACE User Groups are advertised through the CTE Events emails and website and are held at the end of each term. Please join us! If you would like to present, please contact your CTE Liaison (see back page for contact information). As well, many activities presented in past sessions can be found in UW-ACE Instructor Resources, which all instructors can access from their UW-ACE homepage under Repositories. These activities can be imported into any course in UW-ACE and can be modified to fit the design of your course.

Garrison, D.R., & Kanuka, H., (2004). Blended learning: Uncovering its transformative potential in higher education. *The Internet and Higher Education*, 7, 95-105.

Ginns, P., & Ellis, R. (2007). Quality in blended learning: Exploring the relationships between on-line and face-to-face teaching and learning. *The Internet and Higher Education*, 10, 53-64.

Jane Holbrook

Upcoming Conferences

International Society for the Scholarship of Teaching and Learning (ISSOTL), October 16-19, 2008, in Edmonton. See <http://www.indiana.edu/~issotl08/>

Sessions at this conference will present research on teaching and learning across multiple disciplines.

CUT Graduates: Where are They Now?



This September, the CUT is 10 years old! More than 160 graduate students have completed the

Certificate and many of them hold positions at various universities in Canada and internationally. We are pleased to share some recent accomplishments of a few of our CUT graduates:

Dr. Miguel Anjos (CUT'00) is an Associate Professor and Associate Chair for Graduate Studies and Research in UW's Department of Management Sciences where he teaches mostly graduate courses.

Dr. Peter Hall (CUT'02) is an Assistant Professor in UW's Department of Kinesiology and is cross-appointed to Psychology.

Dr. Jessica Cameron (CUT'03) is an Associate Professor at the University of Manitoba's Department of Psychology and recently won the Department of Psychology Teaching Award.

Jennifer Campbell (CUT'03) is a Senior Lecturer in the Department of Computer Science at the University of Toronto.

Dr. Chui-Ling Tam (CUT'03) is an Assistant Professor in the Faculty of Communication and Culture at the University of Calgary.

Dr. Genevieve Desmarais (CUT'04) is excited to start her new position as an Assistant Professor in Mount Allison University's Psychology department.

Dr. Chris Shields (CUT'04) is an Assistant Professor in the Department of Kinesiology at Acadia University. He was awarded several teaching grants and is currently involved in the curriculum planning for a trans-disciplinary Master's degree.

Dr. Vivian Dayeh (CUT'05) is a Lecturer at UW's Department of Biology and was awarded the 2006 UW Outstanding Performance Award and the Department

of Biology Professor Jack Carlson Teaching Excellence Award.

Dr. Tom Perks (CUT'05) is an Assistant Professor in Sociology at the University of Lethbridge.

Dr. Bethany White (CUT'07) is an Assistant Professor at the University of Western Ontario in Statistics. She is preparing an article on service learning for the *Journal of Statistics Education*.

Dr. Xiaodong Lin (CUT'08) is an Assistant Professor at the University of Ontario Institute of Technology.

Dr. Lance Ferris (CUT'08) is an Assistant Professor at the Business School of the Singapore Management University.

Current CUT participants and CUT grads at UW will be invited to a Birthday Open House on September 29th to help us celebrate this milestone. We hope you can join us!

Congratulations CUT Grads!

During the spring term, eleven CUT participants completed the program. Our newest CUT graduates are: Majed Al-Shawa (ENG), Sara Ashpole, (ENV), Lance Ferris (ARTS), Sally Heath (ARTS), Vanya Koleva (MBET), Xiaodong Lin (ENG), Greg Mayer (MATH), Julia McCleave (ENV), Erika Nelson-Wong (AHS), David Pritchard (MATH), and Laura Schatz (ENV).

New CUT TA Developer



Sheila Hannon is excited to have the opportunity to meet and work with grad students from all faculties at UW. A former newspaper reporter, she is a PhD student in the Department of English Language and Literature where her research interests in-

clude new media, journalism, and Canadian Literature. She has taught as a sessional instructor and a teaching assistant, both on campus and for Distance Education since 2002. She can be reached at Ext. 37084 or at smehanno@uwaterloo.ca.

New Faculty Programming Ramps Up

Again this Fall, more than 80 new full-time faculty will be invited to our Welcome Events, including a barbecue at President Johnston's farm and a day of programming that addresses the multiple roles professors face (whether new to the career or new to UW). The WatPort office now coordinates most New Faculty programming, including a recent successful workshop on "Kick-Starting Your Grant Application" in conjunction with the

Office of Research (to be offered again as part of our Lunch and Learn Series in Spring 2009). CTE still runs two Lunch and Learns annually; this Fall will see a workshop on Academic Integrity, and Winter 2009 we have a panel on Documenting your Teaching for Tenure and Promotion. Monthly, agenda-free social events are announced on the mailing list specifically for New Faculty, along with timely resource links and input from the participants. New Fac-

ulty are always welcome, of course, to attend all CTE programming for faculty members (and, if space permits, our graduate student workshops are often worth your time!). Visit <http://cte.uwaterloo.ca/> for access to CTE events and services (contact Trevor Holmes at Ext. 33408), and visit <http://www.watport.uwaterloo.ca> for New Faculty events (contact Frances Hannigan at Ext. 36332).

Selected Research Projects by CTE Staff

CTE staff members engage in different types of projects to help support teaching and learning both on our campus and beyond. Here is a sampling of the research projects with which some of us are engaged. Feel free to follow-up with the staff members listed should you have questions or want more information.

Jane Holbrook (with Christine Dupont, Biology) – *Podcast Survey*. Collecting students' self-reports on how they are using podcasts.

Trevor Holmes (with Alice MacPherson, Kwantlen University College) – *Second Life: The Seeds of a New World for EDC?* Determining the potential utility of the virtual platform Second Life for educational developers' practices and professional development.

Katherine Lithgow – Several projects, including one in Biol-

ogy/Kinesiology on helping students make connections between courses in different departments and a longitudinal study with the School of Accounting and Finance on how eportfolios capture evidence of student engagement and their ability to integrate their learning.

Mark Morton and Svitlana Taraban-Gordon – *International Students in the University of Waterloo's Co-op Program: Their Unique Challenges and Opportunities*. Understanding the experiences of international students in UW's Co-op Program and deriving best practices for student support.

Nicola Simmons – *Development of Undergraduate Research Skills through Co-op Placements*. Examining the development of undergraduate research skills while on Co-op terms.

Nicola Simmons (with Catherine Schryer, CTE; Mary Jane Jennings and Jennifer Kieffer, IAP) – *Impact of the Teaching Excellence Academy on Student Engagement and Learning*. A HEQCO-funded study to examine the impact of a faculty development intervention on student NSSE/CLASSE scores.

Nicola Simmons (with Erika Kustra, University of Windsor; Michael Potter, University of Windsor; Ruth Rodgers, Durham College/UOIT; Anne Scrimger, Mount Royal College; Janet Wolstenholme, University of Guelph) – *Mapping the Canadian ED Landscape: Demographics and Practices of Post-Secondary Educational Development Centres*. A collaborative national study to describe the demographics and practices of Canadian post-secondary (university and college) Educational Development (ED) centres.

Faculty Learning Community on Graduate Supervision Continues to Meet in Fall 2008

Universities are doing a better job at training their graduate students to be teachers, but few teach their graduate students how to supervise Master's and PhD work. Many of us arrive at Waterloo with no training, little experience, and often "imposter" feelings because it wasn't so long ago that we were the ones being supervised. The Faculty Learning Community on Graduate Supervision was established by CTE in Winter 2008 to give faculty the opportunity to reflect on and to clarify this complex new role, as well as to share resources, research, and strategies.

The tri-weekly group meetings over coffee turned out to be a

great way for members to share their triumphs and frustrations as graduate teachers, advisors, and supervisors – and as educators generally – in an informal, confidential setting. We discovered graduate handbooks, advisor training programs, and pedagogical tools from various universities around the world; we gave each other advice, learned about practices in many disciplines, and quizzed the Associate Dean of Graduate Studies on the state of graduate studies at Waterloo and in the province. This Fall, to coincide with International Education Week, we're co-sponsoring a workshop open to all faculty on intercultural graduate supervision with guest Dr.

Nanda Dimitrov from the University of Western Ontario.

We continue to find the Learning Community rewarding, for the pedagogical reflection, the community support, and the opportunity to talk to people beyond our own departments. Certainly it has made it easier to navigate the pedagogical and bureaucratic novelties of being a graduate advisor and graduate-level teacher.

The Faculty Learning Community continues to meet, and we welcome new members, whether new or experienced faculty. Contact Trevor Holmes, Ext. 33408, for details on the 2008-2009 year.

Veronica Kitchen, Political Science

Programming Theme: Teaching Larger Classes

Barring some kind of seismic change in funding models for higher education, larger classes in Canadian universities are here to stay. For 2008-2009, CTE will make "Teaching Larger Classes" a focus for several of our programming activities and library acquisitions.

Whether we're talking about

first year courses, senior courses, or graduate-level courses, the sheer number of students in our classes may fall outside our comfort zones, or may prevent us from doing what we know works well for smaller groups. Not every workshop or every book purchase this year will focus specifically on the theme,

but it will weave its way in and out of most offerings.

If you have a resource or a technique you have created or adapted for use in your own larger class, consider sharing by calling Trevor Holmes at Ext. 33408 or by writing to tholmes@uwaterloo.ca.

Learning about Teaching Symposium Revisited

In May, 2008, we welcomed Dr. Marilla Svinicki, who gave our Presidents' Colloquium keynote on *Teach me, I dare you!: Changing students' attitudes about who's responsible for learning*.

We enjoyed the follow-up workshops by Dr. Svinicki as

well as CTE staff members Trevor Holmes and Nicola Simmons, with the help of UW faculty members Paul Guild, Barb Moffat, and Ian VanderBurgh. Response to all events was overwhelmingly positive, with faculty members taking away theoretically based concepts and

strategies to try out in their teaching.

Watch for more details on the 2009 Learning about Teaching Symposium, when we will welcome Dr. Gary Poole, Director of Teaching and Academic Growth, University of British Columbia.

New Liaison for Science



As a CTE Faculty Liaison, **Mary Power** assists instructors in the

Faculty of Science in designing innovative learning activities that engage students online and in the classroom. Prior to joining the Centre for Teaching Excellence, Mary taught Microbiology at Wilfrid Laurier University and Cell Biology through the Department of Distance and Continuing Education here at UW. Mary obtained her PhD in Biology

from the University of Calgary and worked in Zurich, Switzerland, and Charlottesville, Virginia, prior to returning to Canada with her husband and two daughters. Mary has also been a research associate in the lab of Dr. Niels Bols (Biology) since 2005. She can be reached at Ext. 33225 or at m2power@scimail.uwaterloo.ca.

Course Internationalization Grants Available

Course Internationalization Grants of up to \$1,500 are administered by the CTE Office. The deadline for proposals is **Monday, November 24, 2008**. Information is available at: <http://cte.uwaterloo.ca/grants/Internationalization/index.html>. Contact Svitlana Taraban-Gordon for details.

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Visit http://cte.uwaterloo.ca/events_registration/index.html for CTE Events!

CTE Annual Thank-Yous

Beyond our many capable staff members, a Centre like ours has even more impact and reach when we work collaboratively with our colleagues. So thanks to all who are listed below for your efforts to help with the work of supporting teaching and learning development at UW. Maybe it was being a panellist or presenter at a workshop. Maybe it was showing leadership on Scholarship of Teaching and Learning projects. Maybe it was supporting the development of new initiatives. Whatever the reason, we thank you for your time and your expertise, and we hope we can call on you again! We also apologize should we have overlooked anyone. We look forward to another inspiring and productive year – and to lots of help!

A

Lois Andison, Fine Arts
Jean Andrey, Geography
Miguel Anjos, Management Sciences

B

Carey Bissonnette, Chemistry
Koorus Bookan, IST
Gerry Boychuk, Political Science
Laura Briggs, Liaison Librarian
Gary Bruce, History
Sandra Bullock, HSG
Rob Burns, Kinesiology

C

Aldo Caputo, Distance and Continuing Education
Amit Chakma, VP, Provost
Andrea Chappell, ITMS
David Clausi, Systems Design Eng'g
Mario Coniglio, Earth Sciences
Gail Cuthbert-Brandt, Waterloo International

D

Sharon Dahmer, AVPA Office
Vivian Dayeh, Biology
Diana Denton, Drama and Speech Comm.
Dave DeVidi, FAUW, Philosophy
Anne-Marie Donovan, Presenter
Bernie Duncker, Biology

E

Matt Erickson, CMHR

F

Jake Fisher, Chemistry
Brian Forrest, Pure Math
Catherine Fry, CMHR
Steve Furino, Math, St. Jerome's

G

Adrienne Gilbert, RLS
Vera Golini, Italian, St. Jerome's
Rob Gorbet, E&CE
Paul Guild, Management Sciences

H

Frances Hannigan, WatPort
Mark Haslett, Library
Geoffrey Hayes, History
Andrew Hunter, Fine Arts

J

Doris Jakobsh, Religious Studies
Rohan Jayasundera, Physics and Astronomy
Linda Jessup, HSG
Judi Jewinski, English, Renison
David Johnston, President
Laurie Jones, Kinesiology

K

Cathy Kelly, Distance and Continuing Education
Alan Kirker, ITMS

L

Maria Liston, Anthropology

M

Mary Louise McAllister, ERS
Kathryn McArthur, Drama and Speech Comm.
Geoff McBoyle, AVPA
Ron McCarville, RLS

Andy McMurry, English
Bruce Mitchell, Waterloo International & AP, A&SA
Barb Moffatt, Biology
Pat Moore, FAUW

O

Marcel O'Gorman, English
Ajoy Opal, E&CE

P

Doug Painter, Kinesiology
Tracy Penny Light, SMF, St. Jerome's

R

Chris Redmond, Daily Bulletin
Leo Rothenburg, Civil and Env'l Engineering
Caryl Russell, Kinesiology
Grant Russell, Accounting and Finance

S

Joe Sanderson, Physics and Astronomy
Matt Schulze, Germanic and Slavic Studies
Adel Sedra, E&CE
James Skidmore, Germanic and Slavic Studies
Bob Sproule, Accounting and Finance
Jackie Stapleton, Librarian
Gord Stubley, Mechanical and Mechatronics Eng'g

V

Ian VanderBurgh, Math

W

Pat Wainwright, HSG
Gary Waller, WatCACE
Sean Warren, IST
Jan Willwerth, IST

2008 Recipients of Learning Initiative Fund (LIF) and Program Initiative Fund (PIF) Grants

This year the LIF/PIF call for proposals included both single proposal submissions and a new initiative introduced by Dr. Geoff McBoyle, AVP-Academic. The new initiative invited faculty members to submit theme-based proposals in three areas: Student Engagement in Learning (SEL), Community Service Learning (CSL), and Teaching and Technology. The themes were identified through an iterative process of consultation with Dr. Ken Coates, Dean of Arts, faculty members from the Teaching Based Research Group and the Teaching Excellence Council, and graduate students. In all, eight projects were funded. Congratulations to all of our Learning and Program Initiative Funds recipients!

The CSL theme proposal, submitted by **Diana Denton (Speech Communication), Lowell Ewert (Peace and Conflict Studies), Cheryl Rose (Social Innovation), and Nancy Waite (Pharmacy)**, entitled *Learning to Serve, Serving to Learn: The Beginning of a Cross-Campus Community Service Initiative*, addresses an educational approach that integrates service in the community with intentional learning activities that encourage students' critical and reflective thinking, and civic responsibility. (PIF)

The SEL theme proposal, submitted by **Jean Andrey (Geography), Paul Guild (Management Sciences), Sally Gunz (Accounting and Finance), Rohan Jayasundera (Physics and Astronomy), and Vivian Schoner (CTE)**, entitled *Slide in the Academy – Toward Evidence and Remedy*, will explore the extent of student engagement in learning with the intent to develop a survey diagnostic tool that assesses engagement in learning. (LIF)

Shannon Dea and Tim Kenyon (Philosophy), entitled *Small-group Work in a Learning Commons: Effects on Learning Outcomes and Student Engagement among Philosophy Majors*, will test and compare three models of small-group work in a new departmental learning commons for Philosophy instruction. (LIF)

Yulia Gel, Abraham Bovas, Stefan Steiner, Sean Scott (Statistics and Actuarial Science), entitled *Development of E-Learning Techniques for Teaching Forecasting and Regression*, assesses the effectiveness of various novel E-Learning techniques for teaching time series and applied regression analysis in undergraduate courses in statistics. (LIF)

Daniel Maoz (Jewish Studies) and Paul Socken (French Studies), entitled *The Chevruta Initiative: Traditional Jewish Learning that Links One Text with Two Learners to Produce Three (or more) Opinions*, will assess the utility of chevruta, based on a centuries-old Rabbinic teaching method, which involves a team-based approach to learning designed to enrich student learning through documented reflective analysis. (LIF)

Christine McWebb, (French Studies), entitled *Development of a Multimedia Teaching Tool for Teaching Cultural Studies*, focuses on the development of a multimedia e-book that will provide the teacher and the learner with expandable information, explanations, interpretations and contextualization for learning materials. (LIF)

Jennifer Roberts-Smith (Drama and Speech Communication), entitled *Foundational Theatre Studies as Praxis*, focuses on the development of a performance archive, available via a controlled access website, plus a freely accessible "Theatre Research Skills Online" component that will enable students to develop skills for academic theatre research through progressive exercises. (LIF)

Gordon Stublely, Kaan Erkorkmaz, Jan Huissoon, William Owen (Mechanical and Mechatronics Engineering), entitled *Development and Validation of a Controls Systems Concept Inventory and Diagnostic Test*, focuses on the development of an inventory of the key concepts in control systems theory and a diagnostic test to measure student understanding of these concepts to determine the effectiveness of proposed teaching methods and learning activities. (LIF)

Vivian Schoner
