

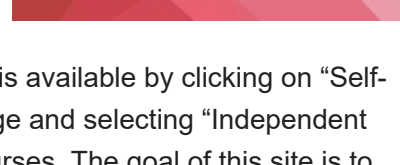


August 2020

Upcoming Workshops from CTE

iReCoDE: a new, self-paced Remote Course Design experience.

The Independent Remote Course Design Essentials (iReCoDE) is a self-paced, independent experience that guides instructors through the steps of preparing their remote course. The course is available by clicking on "Self-Registration" on the top navigation bar of your LEARN homepage and selecting "Independent Remote Course Design Essentials" from the list of available courses. The goal of this site is to provide you with the resources you need to become remote teaching ready -- at your own speed and in your own time. [CTE staff](#) are available for consultation at any point along the way.



Other Workshops

[Assessment Design Café](#)

Thursday, August 13, 2020: 1:30 pm to 3:00 pm

[Active Learning Online Part 1](#)

Monday, August 17, 2020: 1:00 pm to 3:00 pm

[Active Learning Online Part 2](#)

Thursday, August 20, 2020: 1:00 pm to 2:30 PM

[Remote Course Design Essentials](#)

Wednesday, August 26, 2020: 8:30 am to Tuesday, September 1, 2020 at 4:30 pm

[Using LEARN's Quiz Feature](#)

Thursday, August 27, 2020: 11:00 am to 12:00 pm

[LEARN for TAs](#)

Tuesday, September 15, 2020: 10:00 am to 11:30 AM

[LEARN for TAs](#)

Wednesday, September 16, 2020: 2:00 pm to 3:30 pm

For New Faculty

New Faculty Orientation: September 2-4, 2020. Each year, the New Faculty Planning Committee hosts New Faculty Orientation in advance of the new academic year. This annual event features a series of sessions designed to acclimatise you, our new faculty, to your roles at Waterloo and to help you become familiar with campus resources.

This year's orientation is set for **September 2 (two sessions: 1:00 pm and 3:00 pm), September 3 (two sessions: 1:00 pm and 3:00 pm) and September 4 (resource fair 10 am to 12:00 pm), 2020** and will be an interactive online event. Please contact [Kim Gingerich](#) in the Provost's Office for registration details.

New Resources from CTE

- **A Teaching Tip Sheet on Padlet**, an online platform that allows users to collaborate on a real-time, shared board by adding and editing posts.
- **A helpful four-minute video** that explains how to add the [mental health widget](#) to your course in LEARN. These mental health resources are important for students in light of the extra stresses caused by COVID-19 and remote teaching and learning.
- **A recorded webinar** called [Facilitation Fundamentals: Design and Delivery with CTE](#). Facilitated by Alannah Robinson (Organizational and Human Development), with Kristin Brown (CTE), Monica Vesely (CTE), and Kyle Scholz (CTE).
- **Training for fall Teaching Assistants.** Is your department interested in providing training for your fall Teaching Assistants? For an overview of TA training available through CTE, visit [Teaching Assistant Training \(Fall 2020\): Information for Instructors and Coordinators](#). Questions? Contact [Kristin Brown](#).
- **Teaching Assistant Handbook.** The [TA Handbook](#) has been updated for the 2020-2021 academic year, and includes remote teaching resources to help TAs prepare for success. Please share it with your TAs!

LITE Seed Grant Recipients

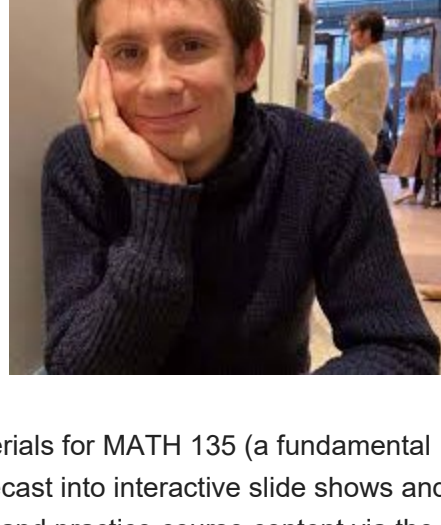
Congratulations to our latest round of [LITE Seed Grant](#) recipients! The following research projects will begin in September:



- [Welcome to Canadian Politics: A Student-Generated Open-Access Digital Textbook](#), Alana Cattapan
- [Navigating Choices: Developing an Instructor's Guide for Introducing Choices into Students' Learning Activities](#), Elena Neiterman, Reem Mulla, and Martin Holmes
- [A Picture Book is Worth a Thousand Equations: Fostering Mathematical Communication Through Children's Book Design Projects](#), Nickolas Rollick
- [Examining the Relationship between Undergraduate Students' Writing Habits, Writing Apprehension, and Writing Self-Efficacy](#), Nicole Westlund Stewart, Wade Wilson, and Nadine Fladd

Fostering Student Motivation and Engagement in Remote Teaching

Here's another story in a series from the Centre for Teaching Excellence to facilitate cross-institutional sharing of strategies for remote teaching



Student motivation and engagement correlate positively with learning outcomes, but in a remote teaching context they can be especially challenging to establish and maintain. Anton Mosunov, an instructor for MATH 135, has adopted several online resources and assessment strategies to help motivate students and engage them in their remote learning.

Interactive online resources

With the move to remote teaching and learning, course materials for MATH 135 (a fundamental course with approximately 1500 students each year) were recast into interactive slide shows and short lecture videos. In addition, students were able to learn and practice course content via the online platform [Mobius](#). Sections on Mobius called "Check Your Understanding" and "Practice Problems" gave students the opportunity to practice key concepts. Many students reported that these exercises were "a good way to get comfortable with the material, and check-in to see if you are ready to move on."

Mosunov, with the help of Evelyn Yang (SOLA), Abbagail Edington (OLA), and Karishma Musnuri (OLA), used LEARN to introduce a reward system into MATH 135 to see if it might encourage motivation in student learning. This system consists of various badges that students can earn after an accomplishment. For example, students who consistently engage in course material are awarded a badge called "Active Learner." Students have commented that incorporating bonus marks with this functionality can "encourage them to stay in an active learning mode."

Mosunov also provided additional resources, such as interesting YouTube videos on famous mathematicians, documentaries, historic math facts, and other engaging pieces relating to course content. These can help motivate students to stay engaged and feel excited about the course material, and the mathematics discipline in general.

Online assessment format

Mosunov conducted a low-stakes, mid-term assessment that consisted of fifteen-minute, one-on-one oral exams with all 80 students enrolled in MATH 135. Students reported that this was the first time they had an assessment in such a format, and that it allowed them to better connect with the instructor and have a more open discussion. One student commented that this was a "cool and unique format that brought a social element" to the course, an obvious challenge in a remote teaching context.

Looking ahead

Moving forward, Mosunov reflects how materials developed to address the needs in remote teaching could be repurposed in future courses as a blended model: an integration that leverages both in-person and online learning to the students' advantage.

Early Engagement Quick Tips

You start a novel recommended by a friend, read it for twenty minutes, then cast it aside and forget about it. Why? The opening pages didn't engage you.

September 2020						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Something analogous can happen to university students: if they don't feel engaged in the first few weeks of a course, then they're more apt to drift away. And at that point, getting them to re-engage is all the more difficult.

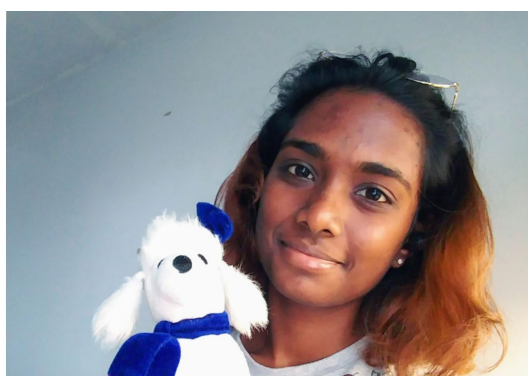
That's why staff from several academic support units collaborated in developing a series of **Early Engagement Quick Tips** (EEQTs). These tips are brief, easy to implement, and geared to foster and sustain student engagement, especially in the first half of the term. Specific tips are emailed to instructors at specific points to help them support the evolving needs of their students.

For example, the EEQT that gets sent out for the first two weeks of term includes strategies for clearly communicating expectations and community-building exercises; the EEQT sent out for the third week includes suggestions for fostering social presence online and how to use an Intelligent Agent in LEARN to help you monitor students who aren't logging in to the course consistently. Instructors have expressed appreciation for this "just in time" approach that has the tips show up in their mailboxes instead of having to hunt for them online.

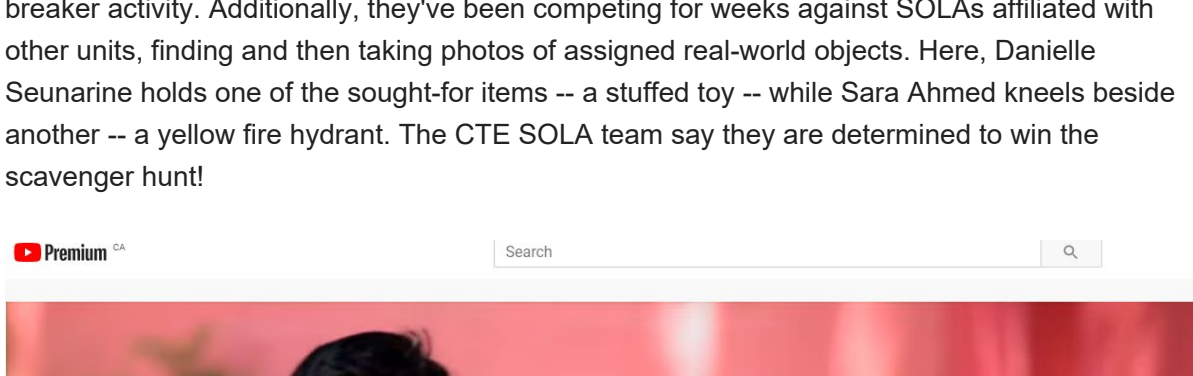
"I appreciate that these are short and can either give me ideas or can serve to verify that I am on the right track. I've been tracking student engagement this week, and so it was timely." -- Carol Hulls, Mechanical and Mechatronics Engineering

All of the Quick Tips are all grounded in the theory and practice of early engagement, and grew out of an effort by the Student Success Office to work on early engagement strategies. The remote teaching context of the term made these strategies even more important. Staff members from both CTE and CEL provided pedagogical guidance, and CTE's Senior Online Learning Advisors (SOLAs) fashioned them into attractive documents and emailed them at appropriate times to instructors who were currently teaching.

SOLA Scavenger Hunt and CTE Playlist!



Like all of our co-op students, CTE's **Senior Online Learning Advisors** (SOLAs) have been extremely helpful as instructors and staff make the shift to remote teaching. CTE's eight SOLAs have grown into a strong and collegial team by engaging in a number of ongoing team-building activities. For example, at the beginning of their daily "huddles," they perform a brief and fun ice-breaker activity. Additionally, they've been competing for weeks against SOLAs affiliated with other units, finding and then taking photos of assigned real-world objects. Here, Danielle Seunarine holds one of the sought-for items -- a stuffed toy -- while Sara Ahmed kneels beside another -- a yellow fire hydrant. The CTE SOLA team say they are determined to win the scavenger hunt!



Like the SOLAs, CTE staff members have been engaging in online social activities with one another to maintain our sense of collegiality and community. Once a week we have a half-hour meeting on MS Teams called **CTE Connects**, where we do anything from sharing photos of our gardens to talking about places we'd like to visit on the weekend. You can be an **CTE Connects** member by joining our YouTube playlist of favourite "happy" songs. [You can listen to it here!](#)

A Few Fast Facts about CTE

In the 2019-2020 fiscal year our staff delivered **222 cross-disciplinary, institution-wide events** attended by **1,065 unique individuals** (2,978 participants in total). 😊

These events included:

- **120 faculty-oriented workshops** attended by 628 unique instructors (1,451 participants in total)
- **98 graduate student workshops** attended by 489 unique students (1,500 participants in total)
- **4 iterations of the Instructional Skills Workshop** attended by 27 participants

Unfortunately, we had to cancel several multi-day events due to the COVID-19 pandemic, including the [Waterloo Assessment Institute](#), the [Teaching and Learning Conference](#), and the [Teaching Excellence Academy](#). 😞

On a brighter note, CTE learned recently that we are the first unit on campus to receive **Platinum** designation in [Waterloo's Green Office](#) sustainability initiative. 😊

- [f](#) CTE's Facebook page
- [t](#) CTE's Twitter
- [globe](#) CTE's website

The Centre for Teaching Excellence acknowledges that we are located on the traditional territory of the Attawandaron (Neutral), Anishinaabeg and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometers on each side of the Grand River.

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