



# IN THE LOOP

The Monthly Newsletter from Waterloo's  
Centre for Teaching Excellence

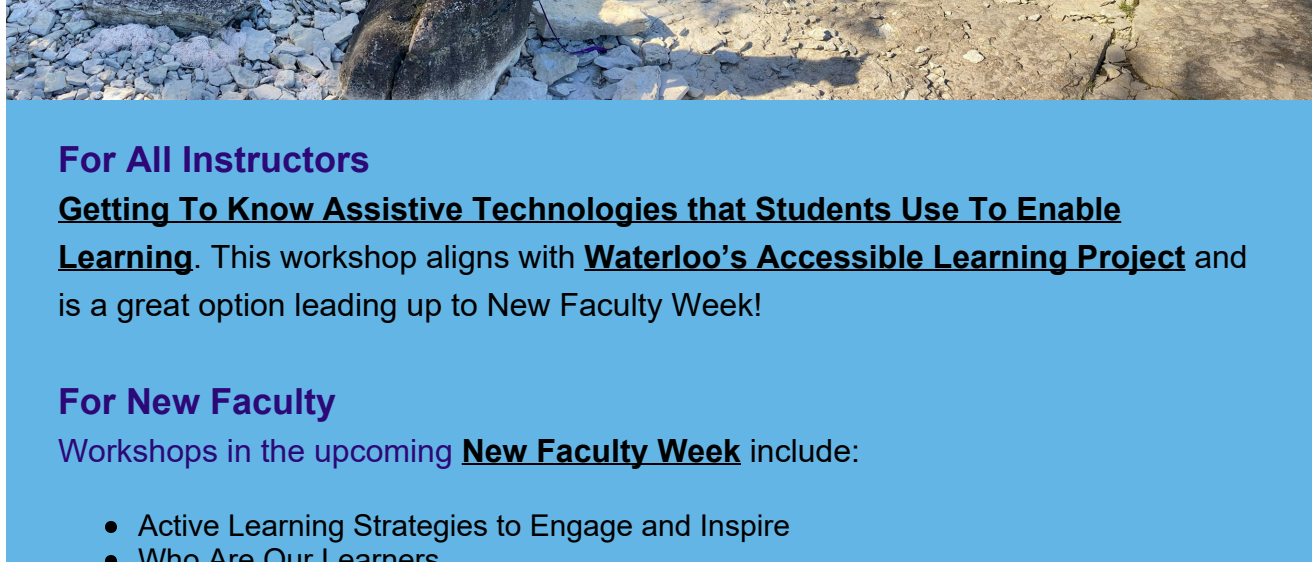
[Hours & Location](#)

**August 2024**

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## Upcoming Workshops and Events



### For All Instructors

**Getting To Know Assistive Technologies that Students Use To Enable Learning.** This workshop aligns with [Waterloo's Accessible Learning Project](#) and is a great option leading up to New Faculty Week!

### For New Faculty

Workshops in the upcoming [New Faculty Week](#) include:

- Active Learning Strategies to Engage and Inspire
- Who Are Our Learners
- Assessment as Learning
- Course Dynamics and Engagement
- Course Design Foundations
- Course Outline Builder
- Working Effectively with TAs
- Ed Tech Hub Highlights

### For Graduate Students

Are you teaching or co-teaching a course in Fall 2024 or Winter 2025? Registration is now open for the [Foundations Program](#), a three half-day program for graduate student and postdoc instructors, taking place from August 7 to 9.

Also, graduate students, CTE is seeking your input on teaching workshop topics and resources you'd like to see offered during the 2024-25 academic year. Please take a moment to complete [our brief survey](#).

### Join the Creator+ Pilot: A New Student Engagement Tool

The Teaching Innovation Incubator, in collaboration with Instructional Technologies and Media Services, is piloting [Creator+](#) to help University of Waterloo faculty and staff enhance student engagement in their LEARN courses. Instructors can use Creator+ to seamlessly integrate interactive digital course content into LEARN. An Introduction to Creator+ workshop is scheduled for **Thursday, August 29, 11:00 am-12:00 pm**. If interested, please complete the [expression of interest form](#) or contact [Pam Fluttert](#) for more details.



### Active Learning Classroom Open House

Please join members of the Teaching and Learning Spaces Operations Committee for a tour of our new Active Learning Classroom! There will be demonstrations of the technologies and an opportunity to interact with the room features and brainstorm how you might leverage the technologies in your teaching. Drop by **PHY 235** on August 26 or September 23 any time between 10:00 am and 12:00 pm to see this room, which will be [available for booking](#) (login required) for Winter 2025.

### Digital Pedagogy Institute: Registration Open

The **10th Annual Digital Pedagogy Institute**—organized by faculty and staff from four universities, including Waterloo—is now open for registrations and will take place via Zoom from August 13 to 15th.

**Registration** is free but closes on August 5. This year's themes include Critical Ideologies and Digital Pedagogy; Digital Decolonialism; Inclusivity, Accessibility, and Digital Pedagogy; Sustainability, Renewability, and Environmental Costs in the Digital Sphere; Digital Pedagogy and the Post-Truth Society; and Digital Pedagogy and Emerging Technologies.

Keynote speakers are [Dr. Maha Bali](#), [Dr. Emily Drabinski](#), and [Dr. Rua Mae Williams](#).



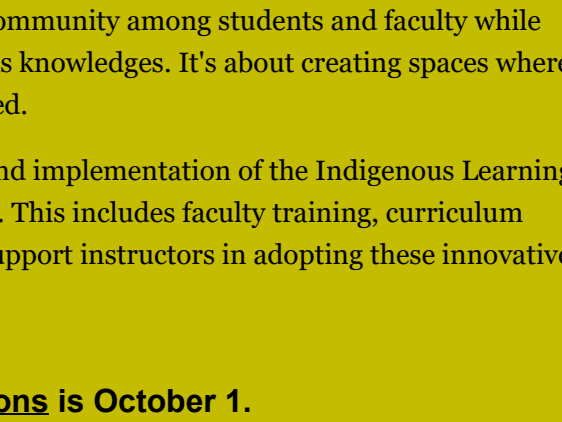
## Learning Innovation & Teaching Enhancement (LITE) Grants

Recipients of the latest round of LITE Grants (coordinated by CTE and funded by the AVP-A) have been announced! Big congratulations to the following instructors and staff members:

- [Cultivating Adaptive Expertise in Pharmacy Education: Examining the Role of Anxiety and Links to the Curriculum](#). **Kristen Archbell, Rosemary Killeen, Cynthia Richard, Naomi Steenhof**
- [From Classrooms to Boardrooms: Building Student Competence in Professional Responsibility and Ethics through Work-Integrated Learning in UW's Planning Program](#). **Jennifer Dean, Kristy Kilbourne**
- [Development of Consistent Metrics to Enhance Professional Communication Skills in Engineering Graduates](#). **Alana Lund, Rania Al-Hammoud, Bella Tseng**
- [AIing in the era of GenAI: Establishing guidelines to support use of Generative AI for feedback generation by teaching assistants](#). **Kenneth McKay, Ada Hurst**
- [An Investigation on the Effectiveness of Balanced Case Studies for Sustainability and Business as Pedagogy Tool in Teaching Sustainability in Higher Education](#). **Tingting Wu**
- [Indigenous Learning Circles in STEM Education](#). **Vivian Dayeh, Brenda Lee, Savannah Sloat**

The team behind the last project named above—Indigenous Learning Circles in STEM Education—are pleased to share further context about their study:

“Our project aims to transform traditional lecture and tutorial formats by using Indigenous Learning Circle methodologies. These circles will provide students with opportunities for relational and reciprocal learning, fostering critical thinking, problem-solving skills, increased engagement, and community building within STEM courses.



The Indigenous Learning Circle methodology emphasizes collaboration, inclusivity, and a holistic approach to learning, aligning closely with our university's commitment to diversity and inclusive education practices. By incorporating these circles into large STEM courses, our project aims to establish a relational framework grounded in Indigenous principles that enhances student learning experiences across the institution.

This approach not only enhances academic outcomes but also promotes a deeper understanding and appreciation of Indigenous perspectives. We're excited to see how this initiative will contribute to building a sense of community among students and faculty while deepening their understanding about Indigenous knowledges. It's about creating spaces where diverse perspectives are welcomed and celebrated.

Our LITE Grant will support the development and implementation of the Indigenous Learning Circle methodology over the next academic year. This includes faculty training, curriculum development, and the creation of resources to support instructors in adopting these innovative teaching practices.”

**The next deadline for LITE Grant applications is October 1.**

## Online Teaching Awards: Nominations are Open

The University of Waterloo's [Online Teaching Awards](#) recognize teaching and course design excellence in fully online undergraduate or graduate-level courses. The [AVP-A](#) and the [Centre for Extended Learning](#) invite you to submit nominations to the following two awards before August 31!

### Online Course Design Award

Students, teaching assistants, instructors, chairs, directors and deans are encouraged to submit nominations for the [Online Course Design Award](#) for courses that are well organized, contribute to students learning, and are highly engaging.

### Online Teaching Award

Were you a student in a fully online course this term? If you had an exceptional experience in your course and your instructor helped you succeed, stay motivated, and encouraged participation, consider nominating them for the [Online Teaching Award](#).

The most recent recipients of these awards are [David Ha](#) and [Daniel Harvey!](#)

## IKAR Update

On June 27th, Leslie Wexler and Naomi Paul of CTE's Indigenous Knowledges and Anti-Racism (IKAR) team, along with CTE's Victoria Feth and Julia Burke, shared their experiences of decolonial practices with the Equity, Diversity, Inclusion, and Anti-Racism (EDI-R) Community of Practice.

**Naomi** spoke of collaborating with the STEM Indigenization Community of Practice to co-create a survey that embodies a vision of indigenized education at UWaterloo. The survey, which was delivered in circle to foster dialogue and build relationships, is part of Naomi's PhD research in Systems Design Engineering and was subsequently completed by over 200 instructors.

**Julia** shared her experiences learning from [Elder Bill Woodworth](#) (pictured to the right), who teaches courses in Architecture. Applying a decolonial approach, Julia works in parallel with [Leslie](#) to support the Indigenization of curriculum. They both spoke of experiencing transformational learning through Elder Bill's relational, participatory, and immersive classroom.



**Victoria** shared her experiences in the reconciliation circles with instructors and staff in Engineering by drawing upon the story of the [four mountains](#). These reconciliation circles, Victoria reports, helped her navigate the challenges of imposter syndrome and brought her to a place of greater confidence and validation. The sharing revealed insights and emerging pathways to move toward a more decolonized campus where love is an integral part of our work.

Everyone is welcome to join the [Equity, Diversity, Inclusion, and Anti-Racism \(EDI-R\) Community of Practice](#) on Teams.

## New & Improved

### New & Timely Resources from CTE (& elsewhere!)

Maggie Heeney and Pat Skinner, both from Renison's Cultural and Language studies department, have developed a new Teaching Tip that CTE is pleased to add to our existing roster of 150+ Teaching Tips. It's called [Instructional Strategies for Non-Native Speakers of English](#).

Additionally, we've recently updated and enhanced a whack of our existing Teaching Tips!

- [Facilitating Effective Discussions](#)
- [Independent Studies: Inviting Students in Course Design](#)
- [Social Bookmarking Tools](#)
- [Making the Transition to Online Exams](#)
- [Self-Directed Learning: Learning Contracts](#)
- [Icebreakers for Online Classes](#)

Waterloo's Library has developed a slidedeck called [Generative Artificial Intelligence \(AI\) overview](#). The resource covers AI aspects such as Academic Integrity, Human Labour, Environmental Impact, Bias, and much more.

Have you had a great experience with CTE's staff, workshops, or resources? If so, we'd love to know! It will make our day! Just send an email to [mark.morton@uwaterloo.ca](mailto:mark.morton@uwaterloo.ca).

(Also, if you've had a less than great experience with CTE, we'd like to know that too! We'll take your feedback seriously in our quest for continuous improvement!)



The University of Waterloo acknowledges that much of our work takes place on the traditional territory of the Neutral, Anishinaabeg, and Haudenosaunee peoples. Our main campus is situated on the Haldimand Tract, the land granted to the Six Nations that includes six miles on each side of the Grand River. Our active work toward reconciliation takes place across our campuses through research, learning, teaching, and community building, and is coordinated within our [Office of Indigenous Relations](#).

Centre for Teaching Excellence  
University of Waterloo  
Waterloo, ON, Canada, N2H 3G1

Email: [cte@uwaterloo.ca](mailto:cte@uwaterloo.ca)  
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