



December 2020

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UPCOMING EVENTS AND WORKSHOPS

[Independent Remote Course Design Essentials \(iReCoDE\)](#)
Ongoing (self-directed)

[Supporting Student Mental Health \(for Instructors\)](#)
Ongoing (self-directed)

[Remote Teaching Support Drop-In](#)
Various times — see the workshop description for scheduling details.

[Integrating PebblePad Retreat](#)
Tuesday, January 5 — 1:00 pm to 4:00 pm

[Assessment Design Drop-In](#)
Wednesday, January 6 — 1:30 pm to 3:00 pm

[LEARN for TAs](#)
Wednesday, January 13 — 10:00 am to 11:30 am

[LEARN for TAs](#)
Monday, January 18 — 1:30 pm to 3:00 pm

[Introduction to PebblePlus](#)
Thursday, January 28 — 9:30 am to 11:30 am

[Extended Reality \(XR\) Community of Practice](#)
Thursday, January 28 — 12:00 pm to 1:00 pm

[Thirty Minute Thursdays: PebblePad](#)
Various times — see the workshop description for scheduling details

[Program Outcomes Assessment Learning Community](#)
Thursday, February 11 — 2:30 pm to 4:00 pm

[Learning from Our Remote Teaching Experiences](#)
Tuesday, February 23 — 1:00 pm to 2:30 pm

[Introduction to Assessments in PebblePad \(ATLAS\)](#)
Monday, March 8 — 2:00 pm to 4:00 pm

[PebblePad Users Group](#)
Wednesday, March 24 — 2:00 pm to 3:30 pm

[Integrative and Experiential Learning Session](#)
Wednesday, March 31 — 2:00 pm to 3:30 pm

[Introduction to PebblePlus](#)
Wednesday, April 7 — 1:00 pm to 3:00 pm

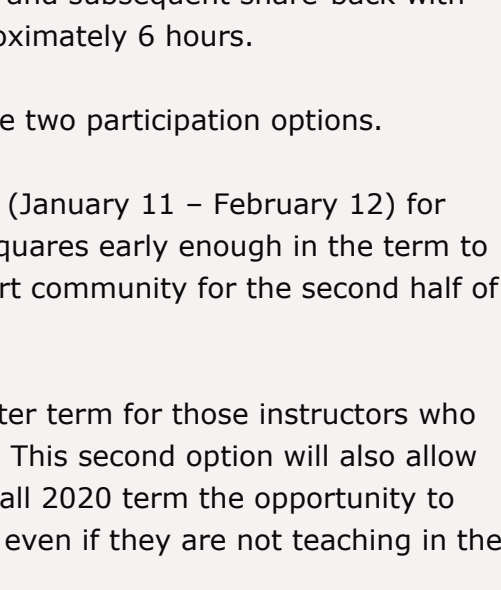
[Introduction to Assessments in PebblePad \(ATLAS\)](#)
Monday, April 12 — 2:00 pm to 4:00 pm

In addition to the foregoing CTE events and workshops, **Waterloo's Keep Learning team** also coordinates [teaching and learning events and workshops](#).



TEACHING SQUARES

Teaching Squares are an ideal teaching development opportunity for instructors interested in broadening their exposure to different teaching techniques and styles. Faculty participants join 3 other teaching colleagues to form a teaching square to share teaching practices and learn from each other by visiting each other's teaching spaces.



The Teaching Squares initiative is designed to enhance teaching and learning and to build community through a process of reciprocal peer observation, self-reflection, and group discussion. It differs from conventional peer observations in that it focuses on reflection and what can be learned about one's own teaching by observing colleagues rather than the giving and receiving of evaluative feedback.

In the online mode, this involves providing your teaching square peers with access to your course site and highlighting a unit(s) of learning for their visit. Square participants are provided with guidance on how to visit each course and gather their immediate thoughts for further reflection and subsequent share-back with the group. The total time commitment is approximately 6 hours.

For the coming Winter Term 2021, there will be two participation options.

Option 1 will take place before Reading Week (January 11 – February 12) for instructors hoping to complete the Teaching Squares early enough in the term to provide them with potential ideas and a support community for the second half of the term.

Option 2 will take place at the end of the Winter term for those instructors who wish to reflect upon the term at its conclusion. This second option will also allow those instructors that taught remotely in the Fall 2020 term the opportunity to participate in the teaching squares experience even if they are not teaching in the winter term.

The original Teaching Squares concept was conceived of by Anne Wessely from St. Louis Community College (2002) and subsequently the program has been widely implemented throughout universities and colleges in North America and the UK.

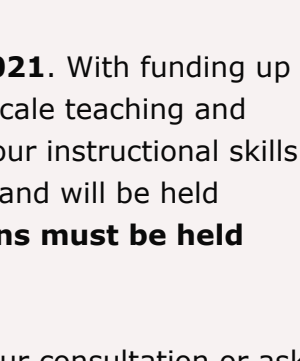
If you would like to participate in the Teaching Squares program in Winter 2021, please complete the [Teaching Squares Online Registration survey](#).

TA TRAINING: LEARN SITE

Is your department interested in providing training for your Winter Teaching Assistants? CTE has four self-paced, asynchronous online modules to help TAs prepare for their roles. If you'd like to learn more, please visit [Teaching Assistant Training \(W21\): Information for Instructors and Coordinators](#). If you'd like your TAs to complete the modules, please follow the instructions under [Process for instructors/departments/faculties to request TA training](#).

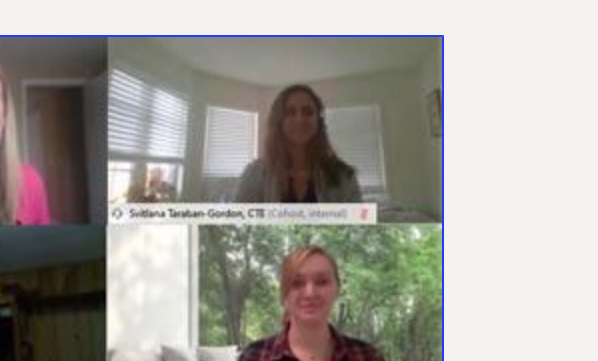
COPYRIGHT NOTICE IN LEARN

Starting December 16, 2020, a pop-up copyright notice will be placed in LEARN. The notice is intended to increase awareness about copyright responsibilities when teaching and to provide links to help available within the University. The [Copyright at Waterloo website](#) provides more information about the copyright notice in LEARN.



INSTRUCTOR RESOURCES FOR STUDENT SUCCESS

The Office of Academic Integrity, the Writing and Communication Centre, the Student Success Office, and AccessAbility Services have collaborated to develop a self-registration site in LEARN called Instructor Resources for Student Success.



The site provides resources that instructors can easily import into their courses, including videos, workshops, and other activities developed to help you support your students.

[This short video](#) (1:35) provides more information about the site including how to self-register. Please explore the site and come back often as it continues to be populated.

LITE GRANT RECIPIENTS

Congratulations to our latest round of [LITE Seed Grant](#) recipients!

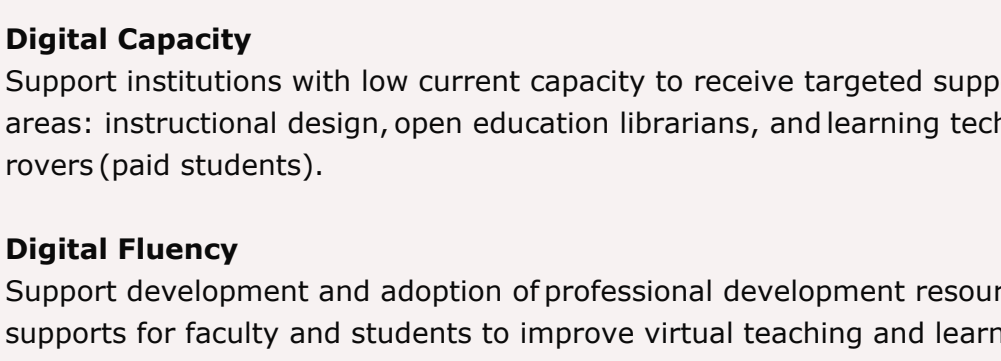
- [Assessing a modified version of the Motivated Strategies for Learning Questionnaire as a student development tool](#), Erin Gagnon-Jobidon and Jhotisha Mugon
- [Development and Assessment of a Training Workshop on Intellectual Property Literacy](#), Wayne Chang, Ada Hurst, Chris Rennick, Esteban Veintimilla, and Jenn Coggan
- [Lights, Camera, Reaction! Creating an online learning experience using environmental films and reflective communication through viewer-response strategies](#), Simon Courtenay and Shefaza Esmail
- [Long-term study groups in a remote teaching classroom as a way to promote connectedness, cooperative learning and effective study skills](#), Marcel Pinheiro and Jola Gurska

LITE GRANTS: NEXT ROUND OF APPLICATIONS

The next round of [LITE Seed Grants](#) are due **February 1, 2021**. With funding up to \$7500, LITE Seed Grants can help you investigate small-scale teaching and learning research projects and attend activities to develop your instructional skills. Consultations with the CTE Research Team are still required and will be held virtually. For your application to be considered, **consultations must be held before Friday, January 22, 2021**.

Please contact [Kyle Scholz](#) or [Kristen Archbell](#) to schedule your consultation or ask further questions.

GRADUATE STUDENT STAFF: FAREWELLS & WELCOMES



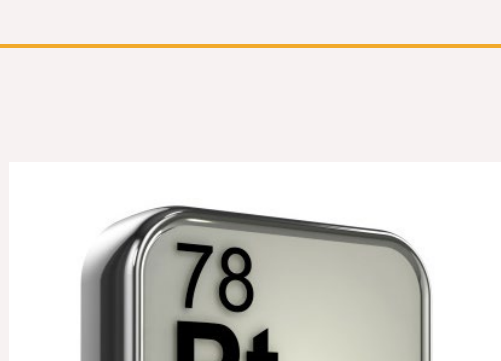
The end of the fall term marks the changes on our Graduate Team: several of our graduate-student staff members are "graduating" from CTE as they finish their work with our Centre. We'd like to recognize the contributions of the following graduate-student staff who worked with us over the last year (or longer) as [TA Workshop Facilitators](#) and [Graduate Educational Developers](#): Gitanjali Shanbhag (ENG), Laura Williams (AHS), Faiza Omar (ENV) and Xing Su (ENV). We thank Gitanjali, Laura, Faiza and Xing for their contributions to CTE and our teaching certificate programs for graduate students.

We are also delighted to announce that in January 2021, four graduate students will join our team: Sam Hossack (ART), Amanda Doggett (AHS), Shayn Majidi (SCI), and Justin Murfitt (ENV). Welcome to CTE, Sam, Amanda, Shayan and Justin!

Incidentally, one of the TA Workshop Facilitators who will be continuing to work with CTE in the Winter term is Hayley Reid. Hayley was [recently profiled](#) on the Faculty of Mathematics website, where she describes her discovery of her passion for teaching!

NEW FUNDING FOR VIRTUAL LEARNING

eCampusOntario has announced a funding opportunity in support of its new [2020-2021 Virtual Learning Strategy](#).



Expressions of interest in the following five areas are welcomed:

- Digital Content**
Support development and adoption of professional development resources and supports for faculty and students to improve virtual teaching (skills to build and teach online successfully) and learning (supporting students to develop the skills required to be successful in virtual learning).
- Digital Capacity**
Support institutions with low current capacity to receive targeted supports in three areas: instructional design, open education librarians, and learning technology rovers (paid students).
- Digital Fluency**
Support development and adoption of professional development resources and supports for faculty and students to improve virtual teaching and learning.
- Digital Delivery**
Support the identification, procurement, and deployment of educational technologies to support digital course and program and offerings.
- Indigenous Institutes**
Targeted funding to support virtual learning initiatives by Indigenous Institutes.

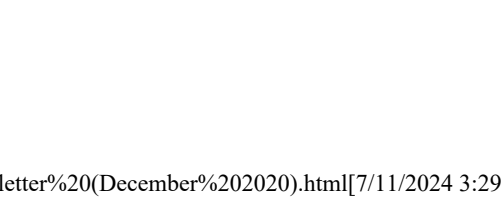
A [technical briefing on the Virtual Learning Strategy initiative](#) is available (PDF).

Waterloo instructors and staff who are thinking about submitting a proposal are strongly encouraged to email a brief description of the idea (or interest) to [Aldo Caputo](#), Director of CEL, either before or immediately after the official call drops on January 6. This will allow academic support staff to:

- provide feedback on the idea itself
- provide an assessment of its eligibility, and chances of success based on the criteria
- understand and tally what institutional supports may be required
- identify opportunities for the aggregation of similar ideas internally into one submission
- help identify possible external collaborators within Ontario if desirable
- add you to Waterloo's VLS contact list to share further information as it becomes available

MORE FAST FACTS ABOUT CTE

Since March 9, 2009, CTE has engaged in over **4000 consultations** with Waterloo instructors and staff. 93% were devoted to instructional guidance (especially in the context of remote teaching), and 7% in curriculum, research, or other.



Also! To date, the Centre for Teaching Excellence is the only unit on campus to achieve "Platinum" status in the [Green Office program!](#)

To subscribe to CTE's In the Loop newsletter, [click here](#).

[CTE's Facebook page](#)
[CTE's Twitter](#)
[CTE's website](#)

The Centre for Teaching Excellence acknowledges that we are located on the traditional territory of the Attawandaron (Neutral), Anishinabeg 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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