



February 2022

In This Issue:

1. [CTE's Upcoming Workshops and Events](#)
2. [Teaching and Learning Conference: Registration and an Interview!](#)
3. [New CTE Resources](#)
4. [2022 Educational Developers Caucus: Round Up](#)

Upcoming Workshops and Events

We've scaled back CTE's workshop programming this term so that [our staff members](#) can be more available for **one-on-one consultations** regarding course activities and assessments. Among the **select online workshops** that we're offering are the following:

- [Making a Difference While Learning: Using the Campus as a Living Lab in Your Courses](#) March 3
- [Introduction to PebblePad: What is It and Why Would I Use it?](#) March 15
- [Introduction to PebblePlus](#) March 21

Additionally, The Centre for Teaching Excellence, The Centre for Extended Learning, and the Library are jointly hosting an online presentation by [Stéphane Bouchard](#) (Université du Québec en Outaouais), who leads the [UQO Cyberpsychology Laboratory](#) and is a [Canada Research Chair in Clinical Cyberpsychology](#). Dr. Bouchard will present on **How Virtual Reality Can be Used to Treat Mental Disorders**. The session will take place on March 31 from 12:00 to 1:00 pm, and [registration is open](#).

For **new faculty**, we'll be providing an [orientation](#) on March 2, as well as workshops that might be of particular interest such as [Documenting Your Teaching for Tenure and Promotion](#). New faculty are also invited to connect with [Monica Vesely](#) to start the process of developing and individualized Teaching Development Plan (TDP)

For **graduate students**, we are offering online workshops and modules such as [Teaching Diverse Learners](#) (March 9) and [Crafting Meaningful Territorial Acknowledgements](#) (March 23). A [roster of workshops for the Fundamentals of University Teaching](#) (FUT) program will continue to be offered in March.

CTE also continues to offer several **ongoing, self-paced learning opportunities** in LEARN that you can register for at any time:

- [Independent Blended Course Design \(iBlend\)](#)
- [Independent Remote Course Design Essentials \(iRecode\)](#)
- [Supporting Student Mental Health \(For Instructors\)](#)

Of course the annual [University of Waterloo Teaching and Learning Conference](#) will also be taking place at the end of the winter term, on April 27 and 28, and [registration is open](#).

We'd also like to draw your attention to a unique two-day workshop offered by Amir Al-Azraki, Department of Culture and Language Studies, Renison. The workshop, which takes place on May 14 and 15, is entitled **Forum Theatre as Transitive Pedagogy: A Workshop for Educators**. As Dr. Al-Azraki says, "Forum Theatre is one of the techniques of Theatre of the Oppressed, which originated in Brazil by theatre director and activist Augusto Boal. It is a theatrical game in which participants are transformed from being passive spectators to active participants (spect-actors), engaging in critical dialogue and rehearsing for change." [Registration for the workshop is open](#).

13TH ANNUAL UNIVERSITY OF WATERLOO TEACHING AND LEARNING CONFERENCE

Registration Open

Registration for Waterloo's annual **Teaching and Learning Conference** is [now open](#).

Interview with Kyle Scholz about the Conference

CTE's Kyle Scholz is the coordinator of Waterloo's annual Teaching and Learning Conference. He recently fielded some questions posed by Mark Morton.

Kyle, the Teaching and Learning Conference is coming up before too long -- April 27 and 28. How many years has the conference been happening?

We're in our thirteenth year now of running this conference. It started back in 2009 when it was originally known as "Opportunities and New Directions" with a more research-heavy focus, but over the years the name has changed, as has the focus, now being open to hearing faculty, instructors, staff, and students share not only research that they've conducted, but also practical and lived experiences as educators and learners.



Last year's conference was of course fully online. What was it like pivoting to that format?

It was surprising how many things you don't think about when a conference has to move to a new modality. We had originally intended last year's conference to be held in April of 2020, but of course COVID at that time was dictating the rules and we had to postpone it until 2021. In the fall of 2020, when we began planning for the online iteration of this conference, we thought it would be simple since months of planning had already gone into the postponed conference. But as soon as you start investigating how to capture that "conference feel" in a virtual environment, you start to realize how much we rely on in-person conventions when we're at a conference, and how many things need to shift to suit the online format. There are, though, many benefits that come with the online conference. We had more than 500 folks attend the conference (whereas we're typically limited to 400 or so due to in-person space requirements), and we saw individuals from eight different countries and 59 different institutions. The lower price of registration made the conference more broadly accessible as well.

Is this year's conference going to be fully online again – or will some of it be in person?

The conference itself will be fully online, yes. With the pandemic and COVID's impact ever changing, we feel it's in everyone's best interest to host it online yet again to ensure the conference is accessible to all of our colleagues at UW. With that said, we recognize that there are many who miss the in-person conference and the affordances that come with that. So, this year we're going to be hosting an in-person reception at the end of the second day of the conference (Thursday, April 28th) at Federation Hall. There'll be food and drink, and we'll keep the capacity capped so we can ensure there's sufficient space for everyone. Of course, should public health guidance change from now until the conference our plans will change as well. We don't want anyone to feel like they have to attend if, come April, we're in a state that makes gathering in-person unsafe. Furthermore, if you just want to attend the online conference, you won't be missing out on anything by **not** attending the in-person reception. We're viewing this as an opportunity to reconnect with colleagues who you might not have seen over the past two years and to chat more informally about teaching and learning.

What are some of the highlights of the conference that people can look forward to?

I think there are many! Let's start with our keynote speaker, [Dr. Alison Cook-Sather](#) (Bryn Mawr College). With our conference theme being "Fostering Partnerships in Pedagogy," she is a highly-regarded researcher and speaker on pedagogical partnerships, and we're sure to learn new ways of inspiring and encouraging partnerships between students, faculty, staff, and industry partners. The Igniting our Practice plenary session is also always a highlight, where two of our own instructors at the University of Waterloo share their teaching craft and teach us, as if we were their students. This year, [Sean Geobey](#) (School of Environment, Enterprise and Development) and [Diana Skrydzlo](#) (Statistics and Actuarial Science) will be our Igniting our Practice speakers, and we're excited to see how they use the online learning environment to teach us. After what we learned last year hosting the online conference, we're thinking of ways to improve upon that experience and find ways to keep attendees engaged throughout — to interact, network, participate, and feel that your experience of the conference was everything you hoped it would be.

[Registration for the conference is open!](#)

New Resources



Linked below are a few new or updated Teaching Tip Sheets that we've added this month to the 150 or so that are already available on our website:

Since 2014, Waterloo has been developing a new instrument to replace the various course evaluation tools that have been used here for decades. The new instrument is called the Student Course Perceptions survey, and it is set to be launched this term as one part of a more comprehensive teaching assessment system. To assist instructors in this transition, CTE has developed — in collaboration with the Teaching Assessment Processes team — a tip sheet that provides helpful pedagogical strategies which align with the framework used in the survey:

- [Teaching Effectiveness and the Student Course Perceptions Survey](#)

Developing the foregoing tip sheet also necessitated updates to some of our other tip sheets, in particular:

- [Aligning Outcomes, Assessments, and Instruction](#)

A tip sheet on a very different topic has also been added to our website:

- [Integrating Movement Breaks into Your Class](#)

This tip sheet was kindly developed for CTE by Donna Rheams, Senior Manager, Health & Active Living in Athletics & Recreation, and Jillians Watkins, Health Promotion & Evaluation Specialist with Campus Wellness.

This month we've also added to the CTE YouTube channel the following recorded session:

- [The Impact of SLICCs \(Student-Led Individually Created Courses\) on Student Learning](#)

Developed at the University of Edinburgh, SLICCs promote student ownership of their learning by allowing students to co-create their learning experience, leading to deeper student engagement. The SLICC framework helps students better identify and articulate their growth and development resulting from the experience, advances their learning, and improves their ability to self-assess. As well, the framework promotes the creation of learning experiences that more closely align with the development of employability skills and graduate attributes preparing students for an increasingly volatile, uncertain, complex, and ambiguous (VUCA) world.

Educational Developers Caucus



On February 23 and 24, CTE hosted the Educational Developers Conference (EDC 2022), a two-day online national conference for educational developers with a week of pre-conference workshops.

Over 270 people attended the presentations, workshops, panels, live demos, and showcase videos that the conference featured. With over 50 colleges, polytechnics and universities represented, this annual conference brings together educational developers from across Canada to learn from one another.

The theme of the Conference was Educational Development in Canada: Who are we now, and what is next? The topics explored in these various sessions included: equity, diversity, and inclusion; course design; the scholarship of educational development; career development and mentorship; among many others. To get a better sense of the topics covered, you can view the [Conference Program](#).

The keynote session was presented by Dr. Meegan Hall and Dr. Kathryn Sutherland (Te Herenga Waka-Victoria University of Wellington) who shared their experiences around developing a value-based and holistic approach to educational development at their university.

In the week prior to the conference, ten workshops were held covering the themes of leadership, relationships, resilience, identities, and connections, attended by 133 unique participants. You can view the [Pre-Conference workshops](#) for the details about these sessions.

Along with presenters from other institutions, 19 CTE staff and five co-op students were involved in presenting, facilitating, and chairing sessions throughout EDC 2022.

CTE was energized by this gathering of educational developers, and we look forward to next year's conference.

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), 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.

Copyright © 2018 Centre for Teaching Excellence. All rights reserved.

Our mailing address:
Centre for Teaching Excellence
University of Waterloo
Waterloo, ON, Canada
N2H 3A3
cte@uwaterloo.ca
www.uwaterloo.ca

Want to change how you receive these emails? You can [update your preferences](#) or [unsubscribe from this list](#).