



July 2020

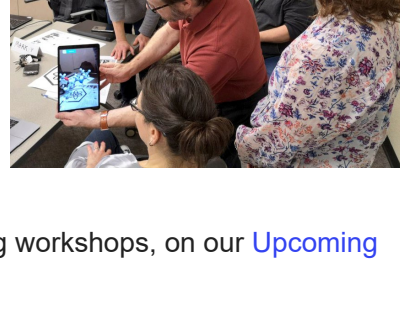
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UPCOMING WORKSHOPS

CTE has a roster of **15 online workshops in the Spring Term**, including these brand new ones:

- [Beyond the Final Exam](#)
- [Active Learning Online Part 1 \(first offering\)](#)
- [Active Learning Online Part 1 \(second offering\)](#)
- [Active Learning Online Part 2](#)
- [Assessment Design Café](#)



You can sign up for any of these, or check out our other spring workshops, on our [Upcoming Events and Opportunities](#) page.

FOR NEW FACULTY

The Centre for Teaching Excellence will be hosting our annual **New Faculty Teaching Days on Tuesday, August 4 through Wednesday, August 12**. This event is intended for all new faculty who have arrived since September 1, 2019, as well as any new faculty who were unable to attend our sessions last year or are new to their current teaching assignment.



This year's sessions will start by focusing on our students in **Who Are Our Learners?** (Tuesday, August 4 from 1:00 pm to 2:00 pm), followed by a special offering of CTE's **Remote Course Design Essentials (ReCoDE)** short course (synchronous meetings will occur on Wednesday, August 5, at 10:00 am and Friday, August 7 at 10:00 am) and concluding with a session on **Copyright, Library Services and Academic Integrity** on the last day (Wednesday, August 12 from 1:00 pm to 2:00 pm).

Invitations to register will be sent out from CTE in early July - please stay tuned!

TRAINING FOR FALL TEACHING ASSISTANTS

Is your department interested in providing **training for your fall Teaching Assistants**? Would you like CTE support? If so, please contact [Kristin Brown](#).

TEACHING AWARDS

Congratulations to the recipients of the **2020 Distinguished Teacher (DTA) Award!**

- [Lowell Ewert](#), Arts, Peace and Conflict Studies (Conrad Grebel)
- [Rick Marta](#), Science, Chemistry and Physics & Astronomy
- [Rajinder Pal](#), Engineering, Chemical Engineering
- [Cynthia Richard](#), Science, School of Pharmacy



Congratulations also to the recipients of the **2020 Amit & Meena Chakma Award for Exceptional Teaching by a Student (AETS) Award!**

- [Dania Abuleil](#), School of Optometry and Vision Science, Science
- [Amy Chow](#), School of Optometry and Vision Science, Science
- [Dylon McChesney](#), Philosophy, Arts
- [Maša Torbica](#), English Language and Literature, Arts

More information about the DTA Award and the AETS Award is available on the [Teaching Awards section](#) of the CTE website.

CTE STAFF MEMBERS: NEW PUBLICATION

Donna Ellis, Veronica Brown, and Crystal Tse (formerly of CTE) have published their article "Comprehensive Assessment for Teaching and Learning Centres: A Field-Tested Planning Model" in the *International Journal for Academic Development*.

From the abstract:

"Educational developers need to assess the work of their Centres, from program participation and impact to underlying organizational processes. Various frameworks exist, but developers may feel unsure how to get started. We developed a planning model that offers a structured, systematic approach for developing comprehensive assessment systems that fully engage Centre staff. The model includes both planning questions and guiding principles, and provides the guidance needed to develop an assessment system in use at one Canadian Centre."



The [complete article is available](#) through the University of Waterloo's authenticated library system.

Staff update

Alisa Sivak, CTE's Communications Associate since November 2018, has moved to the [Office of the Associate Vice-President, Academic](#).

Alisa will continue to assist with some CTE Communications while at the same time providing additional support for David DeVidi, AVP-A.



PEBBLEBASH!

PebblePad has just released a **PebbleBash Case Study book** with 25 inspiring stories of educational innovation from the trailblazing PebblePad Community. Three of those stories features four Waterloo folks: **Jeremy Steffler, Alice Hanbidge Schmidt, Jane Karanassiou, and Keely Cook**.



The [PebbleBash Case Study book](#) is freely available for download.

REMOTE TEACHING: NEW AND UPDATED RESOURCES

The following CTE Teaching Tip Sheets are either brand new or significantly updated. They're especially relevant to remote teaching:



- [Online Discussions: Tips for Instructors](#)
- [Collecting and Using Midterm Feedback](#)
- [Icebreakers for Online classes](#)
- [Best Practices for Online Labs](#)
- [Remote Teaching Communications Options](#) (A PDF that compares the features of WebEx, MS Teams, Bongo, and Zoom)

Additionally, Waterloo's [Keep Learning site](#) has added this important resource:

- [Equivalent Learning Experience](#). Guidance to help instructors provide equivalent opportunities for students who cannot attend synchronous sessions.

STRATEGIES FOR REMOTE TEACHING: MANAGEMENT SCIENCES



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

Since the closing of campus in late March due to the COVID-19 pandemic, University of Waterloo instructors have pivoted to remote teaching as an alternative mode of instruction. The Department of Management Sciences (MSCI) was quick to react and adapt to this significant change through collaborative approaches and disciplinary strategies.

Shortly after the campus closure, MSCI's Teaching Officer (Ken McKay) worked with others to create a forum for MSCI faculty members and others interested in helping and learning together. McKay said the forum, which was set up in Piazza, was "critical to create a sense of community." Strategies, course materials, and experiences were shared in the forum. Mehrdad Pirnia, Graduate Attributes Lecturer, said that the collaboration fostered by the Piazza forum "has been really joyful.... We're sharing everything, anything that is happening within the remote courses."

As they undertook this switch to remote teaching, MSCI -- not surprisingly -- drew upon the very risk management principles they teach. Their strategy comprised three stages: being proactive with educational technologies; creating empathy; and monitoring and sharing progress.

Being proactive with educational technologies

Many MSCI instructors advocated for early preparation, setup, and testing of educational technologies before the spring term began on May 11. This action helped minimize technology issues as the term began. Early identification of support contacts was also crucial to promptly answer questions and provide additional technological support. Moving forward, MSCI aims to develop a guide that will help their instructors choose the most appropriate educational technology for different applications.

Creating empathy

The switch to remote teaching, as well as the COVID-19 pandemic itself, created significant stress for students, instructors, and teaching assistants alike. MSCI instructors were encouraged to establish empathetic, reasonable, and realistic expectations for students when planning and delivering their courses.

Similarly, students were reminded that their instructors and TAs were also navigating these new circumstances for the first time, and doing so under time constraints. As McKay said, "we wanted to understand students, understand their problems, but also wanted the students to understand the instructors' situation; both sides had to have realistic and reasonable expectations of the other."

By the end of March, MSCI had mobilized student class representatives as a communication channel to relay general student feedback, concerns, and expectations and help with class polling. Early student engagement and involving students in some of the course design helped cultivate an interactive and positive learning environment.

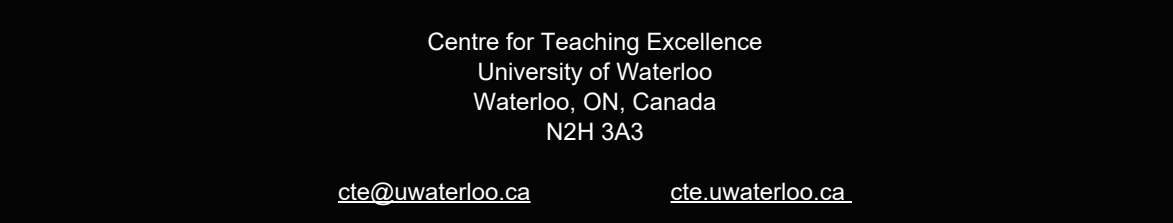
Monitoring and sharing progress

Monitoring progress and frequent communication were critical to establish organization and structure for spring term. MSCI's Umair Shah facilitated weekly department meetings, where collective experiences, challenges, and best approaches were shared.

In addition, a buddy system for MSCI instructors was established to provide additional peer support for those who wanted it. The MSCI department led by example by launching a course for its instructors that modelled how to build an online course, set expectations, and initiate early feedback or questions.

Shah anticipates that the switch to remote teaching may change the trajectory of future course delivery as it inspires instructors to rethink their pedagogical approach and devise innovative teaching strategies. By doing so, they turn challenging circumstances into an opportunity.

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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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