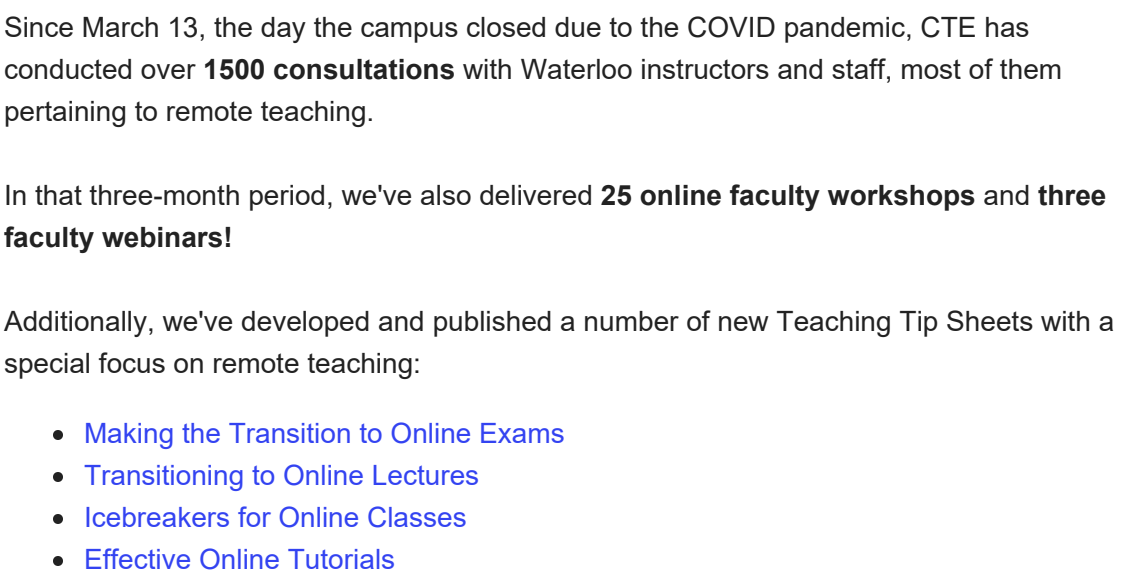


June 2020

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Like you, we've been busy!



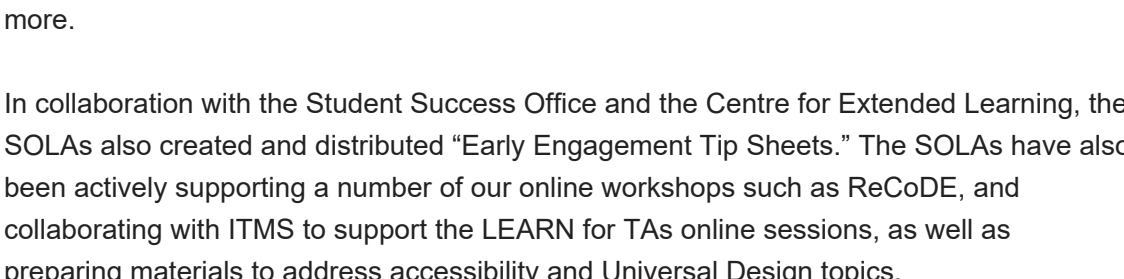
Since March 13, the day the campus closed due to the COVID pandemic, CTE has conducted over **1500 consultations** with Waterloo instructors and staff, most of them pertaining to remote teaching.

In that three-month period, we've also delivered **25 online faculty workshops** and **three faculty webinars!**

Additionally, we've developed and published a number of new Teaching Tip Sheets with a special focus on remote teaching:

- [Making the Transition to Online Exams](#)
- [Transitioning to Online Lectures](#)
- [Icebreakers for Online Classes](#)
- [Effective Online Tutorials](#)
- [Key Strategies for Effective Tutoring](#)
- [Holding Virtual Office Hours Using Bongo and WebEx](#)
- [Student Guidelines for Communicating in Online, Professional Contexts](#)

And our SOLAs have been busy, too!



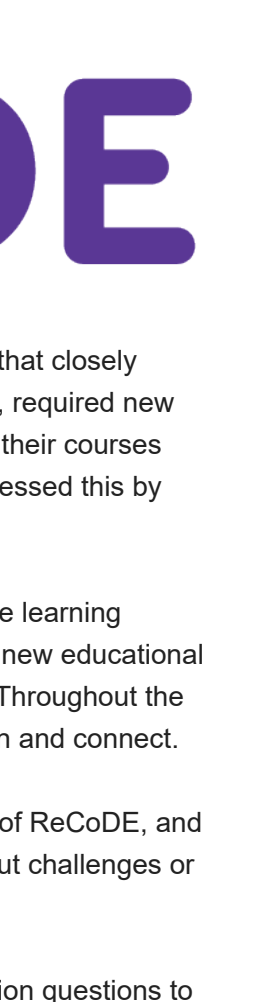
This term, CTE is fortunate to have six keen co-op students working with us as **Senior Online Learning Assistants (SOLAs)**. The SOLAs have been undertaking various tasks to support Waterloo instructors as they pivot to remote teaching. As one example, the SOLAs reviewed, categorized, and helped to prioritize recurring themes in the enormous number of inquiries we've received from instructors. They then developed resources to address identified gaps with regard to tools such as Bongo, MS Streams, PebblePad, and more.

In collaboration with the Student Success Office and the Centre for Extended Learning, the SOLAs also created and distributed "Early Engagement Tip Sheets." The SOLAs have also been actively supporting a number of our online workshops such as ReCoDE, and collaborating with ITMS to support the LEARN for TAs online sessions, as well as preparing materials to address accessibility and Universal Design topics.

In addition to the SOLAs, CTE has two other splendid co-op students who are assisting with our day-to-day operations. I can't imagine delivering our programs without their support!

Keep Teaching with Keep Learning!

In early March, when it began to seem likely that Waterloo classes would be suspended due to the COVID-19 pandemic, various Waterloo academic support units – CTE, CEL, IST-ITMS, and the Library – began to collaborate on developing online resources designed to help instructors pivot to remote teaching. These numerous resources were then assembled into the [Keep Learning](#) site under categories such as [Strategies for Remote Teaching, Tools and Technology, Resources, Academic Integrity, and Accessibility](#).



For guidance on teaching online, consult the [Keep Learning website!](#)

Remote Course Design Essentials: ReCoDE

RECODE

The sudden shift to emergency remote teaching in March, and the news that closely followed which made clear that the spring term would be taught remotely, required new modalities of support for instructors faced with the task of rethinking how their courses would – and could – be taught. The Centre for Teaching Excellence addressed this by designing the [Remote Course Design Essentials \(ReCoDE\)](#) workshop.

ReCoDE blends aspects of course design – such as choosing appropriate learning outcomes, assessments, and teaching activities – with the exploration of new educational technologies that can be employed in the remote teaching environment. Throughout the workshop there are synchronous and asynchronous opportunities to learn and connect.

Synchronously, a welcome session introduces participants to the design of ReCoDE, and an informal virtual coffee chat allows instructors to talk to colleagues about challenges or successes with remote teaching.

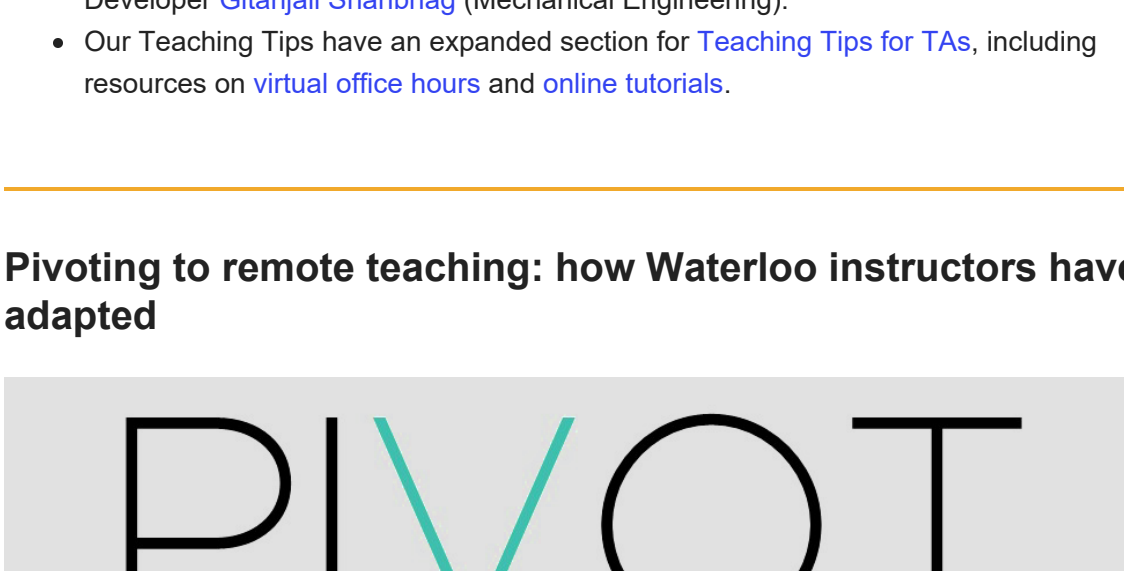
Asynchronously, participants work through daily tasks with guided reflection questions to think critically about the design of these remote teaching courses.

Throughout, instructors are encouraged to share their progress on a small group discussion board with their colleagues. As ideas are brought forward, others chime in to lend their thoughts or their own strategies about teaching in this new environment. Each small group has a dedicated facilitator to guide the discussion and add their own expertise in the remote course design process.

The team of workshop facilitators has expanded since the initial design of the experience to include colleagues from the Centre for Extended Learning and the Library to aid in improving the design of ReCoDE and facilitating some of these small groups. We've even had faculty members lend their expertise and act as facilitators to share their own unique perspective.

As we now prepare for a fall term taught primarily online, ReCoDE is being reiterated to help instructors prepare for this new reality.

CTE's upcoming workshops and events



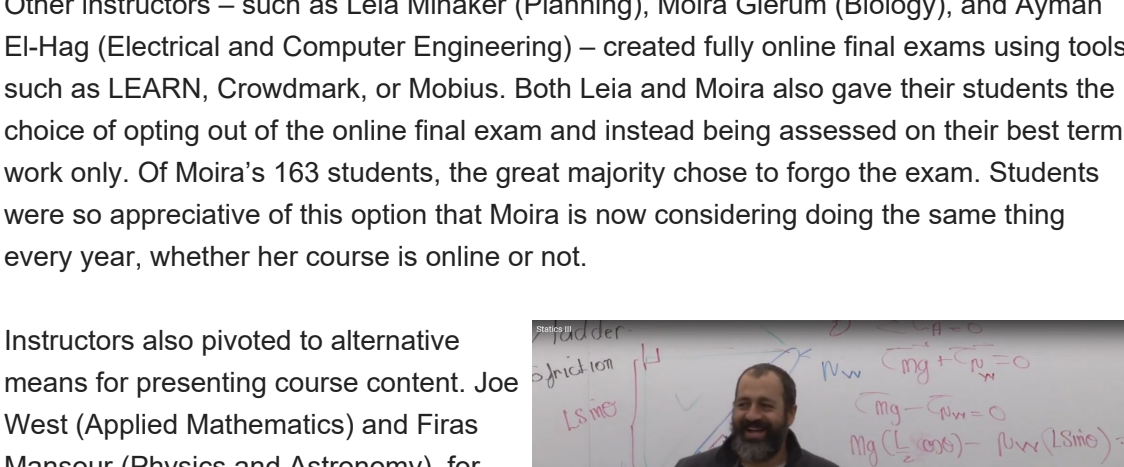
- June 12: [Specifications Grading at UW: A Discussion](#)
- June 15: Faculty collaboration webinar: [Deepening Your Course Design: Remote Edition](#)
- June 17: Faculty collaboration webinar: [Google Translate: A Tool for Cheating or a Tool for Learning?](#)
- Save the Dates!
 - August 4-12: New Faculty Teaching Days
 - September 2,3,4,8: New Faculty Orientation
- The June offering of [ReCoDE](#) has just finished, but we'll provide additional offerings in July if the demand is high. In August we'll provide two offerings of ReCoDE.

The following are under consideration but not yet confirmed:

- Accessibility Webinar with Trevor Holmes and Jay Dolmage
- Active Learning Workshop
- Academic Integrity workshop/panel

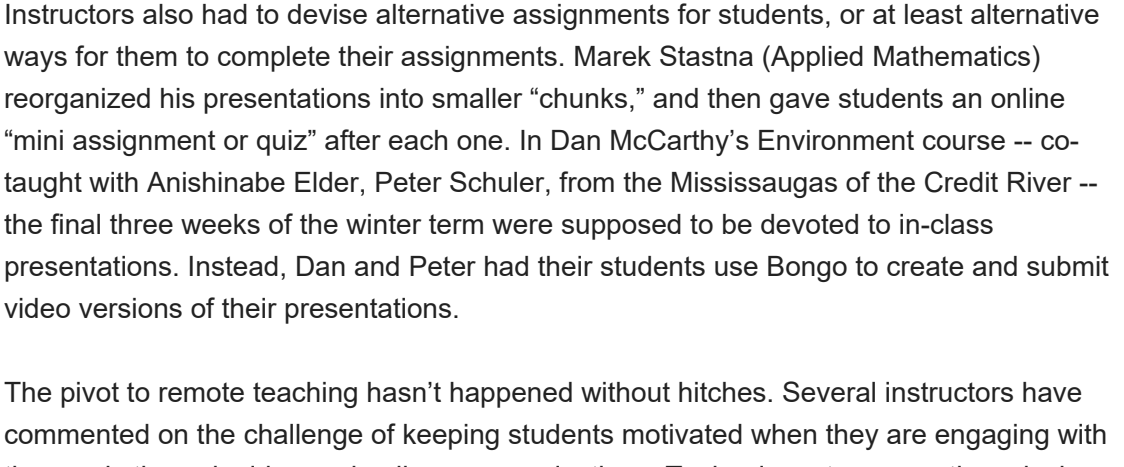
The library has also added some workshops regarding Open Educational Resources, and those are posted on the [Keep Learning events](#) page as well.

CTE's graduate student programming



- June offerings of [online instructional modules for TAs](#) include two modules on online teaching for TAs and a new online module on giving and receiving feedback.
- Our new graduate-student staff: TA Workshop Facilitators [Emma Green](#) (Psychology) and [Toben Racicot](#) (English) and Graduate Educational Developer [Gitanjali Shanbhag](#) (Mechanical Engineering).
- Our Teaching Tips have an expanded section for [Teaching Tips for TAs](#), including resources on [virtual office hours](#) and [online tutorials](#).

Pivoting to remote teaching: how Waterloo instructors have adapted



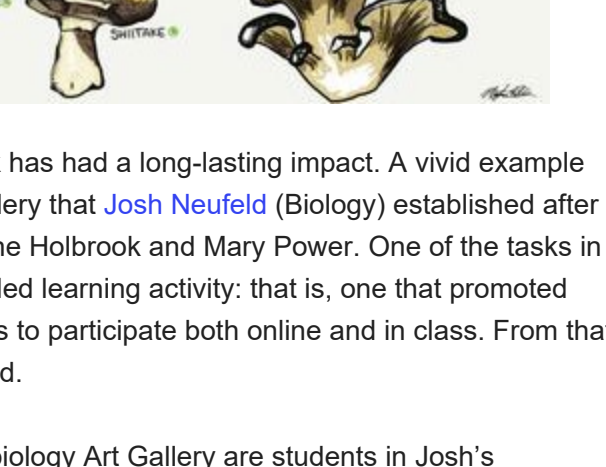
The COVID-19 pandemic has impacted every sector of society, including education: remote teaching has become, at least for now, the new norm. At the University of Waterloo, instructors have met the challenge of remote teaching by developing alternative ways of presenting course content, by recasting learning activities, and by adjusting how students are assessed. Creativity and flexibility have informed all these modifications.

At the end of the winter term, Waterloo instructors faced the challenge of not being able to hold in-person final exams. Many of them – such as Marcel Pinheiro (Biology), Su-Yin Tan (Environment), Ian Milligan (History), and Anna Polotskaia (Psychology) – created take-home exams instead. For some, it was an opportunity to re-think the exam. Marcel, for example, developed a take-home exam that used long-answer questions to target the higher levels of Bloom's Taxonomy of the Cognitive Domain.

Roland Hall (Biology) also developed a new take-home exam, but reweighted it: 15% instead of 35%, with the difference being redistributed over other assignments that had not yet been submitted, but which were based on material that had been covered prior to the COVID-19 measures. Stefan Steiner (Statistics and Actuarial Science) gave a take-home final assessment through Watberry, a virtual manufacturing environment. His students had to interact with a unique version of the virtual process in an efficient manner to determine how to improve it and document their thought process and results.

Other instructors – such as Leia Minaker (Planning), Moira Glerum (Biology), and Ayman El-Hag (Electrical and Computer Engineering) – created fully online final exams using tools such as LEARN, Crowdmark, or Mobius. Both Leia and Moira also gave their students the choice of opting out of the online final exam and instead being assessed on their best term work only. Of Moira's 163 students, the great majority chose to forgo the exam. Students were so appreciative of this option that Moira is now considering doing the same thing every year, whether her course is online or not.

Instructors also pivoted to alternative means for presenting course content. Joe West (Applied Mathematics) and Firas Mansour (Physics and Astronomy), for example, created brief video lectures for their students. Several students told Firas that they found his short video lectures even more helpful than classroom lectures because they could review them several times at their own pace. Another student commented that these recorded lectures had a "mental health benefit" because they provided a sense of normalcy in these highly unusual circumstances."



Other instructors – such as Gordon Slethaug (English Language and Literature) – presented their lectures and student presentations live using tools such as Bongo's Virtual Classroom, while simultaneously recording the sessions so that students had the option of viewing them later. Because this was an experiential learning class, he was also able to have resource people from the university and city communities participate in the presentations and tape them to assist in the students' final-project submissions.

Instructors also had to devise alternative assignments for students, or at least alternative ways for them to complete their assignments. Marek Stastna (Applied Mathematics) reorganized his presentations into smaller "chunks," and then gave students an online "mini assignment or quiz" after each one. In Dan McCarthy's Environment course -- the final three weeks of the winter term were supposed to be devoted to in-class presentations. Instead, Dan and Peter had their students use Bongo to create and submit video versions of their presentations.

The pivot to remote teaching hasn't happened without hitches. Several instructors have commented on the challenge of keeping students motivated when they are engaging with them only through video and online communications. Technology, too, sometimes lacks the nuance of a human instructor: Mobius, for example, only grades a student's final answer, and is unable to give partial marks for partial answers as an instructor would. Instructors have also reported that some students have found accessing WebEx confusing. All in all, though, Waterloo instructors have been adept at continuing to give students effective learning experiences in a challenging context

LITE GRANTS

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

- [Assessing the effectiveness of a novel wellness check-in activity among third-year pharmacy students](#), *Sherilyn Houle, Heidi Fernandez, Cynthia Richard, Kaitlin Bynkoski and Becky Ewan*
- [Development and Implementation of a Universal Augmented Reality \(AR\) App to Enhance Classroom Teaching in Chemistry and Biochemistry](#), *Thorsten Dieckman and Steve Forsey*
- [Evaluating and Extending the Reach of the Canadian Design Workshop](#), *Steve Lambert, Ada Hurst and Chris Rennick*
- [Learning Together: Building Connections between the University of Waterloo and the Walls to Bridges Program](#), *Katherine Bruce-Lockhart*

Mushrooming impact

It's always nice to discover that your work has had a long-lasting impact. A vivid example of that is seen in the Microbiology Art Gallery that [Josh Neufeld](#) (Biology) established after taking a workshop in 2011 with CTE's Jane Holbrook and Mary Power. One of the tasks in that CTE workshop was to design a blended learning activity: that is, one that promoted student engagement by requiring students to participate both online and in class. From that task, the [Microbiology Art Gallery](#) emerged.

The creators of the artworks in the Microbiology Art Gallery are students in Josh's Fundamentals of Microbiology course. Josh invites them to submit original artwork that's been inspired by the concepts explored in class. Each term he receives about 25 submissions, which he incorporates into his lecture slides and shares with the entire class (around 850 to 900 students). At the end of the course, students use clickers to vote on their favorite submissions.

Best of all, Josh says, the opportunity to create – and behold – these artworks helps to engage students and deepen their understanding of microbiology.

Mushroom artwork by Meghan Paleolog (2018)

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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