



## June 2022



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## Upcoming Workshops and Events

Here are CTE's workshops for this term as well as a few beyond that!

- [Waterloo Assessment Institute \(WAI\) Inspired Wednesdays: Enabling the Uptake of Feedback](#)  
Wednesday, July 13, 10:00 am to 12:00 pm
- [Scholarship of Teaching and Learning \(SoTL\) Stories](#)  
Wednesday, July 13, 1:00 pm to 2:00 pm
- [Waterloo Assessment Institute \(WAI\) Inspired Wednesdays: Redesigning Assignments from a Remote Offering to a Flipped Course](#)  
Wednesday, July 20, 10:00 am to 12:00 pm.
- [Getting Started in LEARN](#)  
Tuesday, August 30, 2022 with an [additional offering](#) on Thursday, September 8, both from 1:00 pm to 3:00 pm
- New Faculty Teaching Days  
August 10, 11, and 12. Details about this programming will be forthcoming

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 \(iBlend\)](#)
- [Supporting Student Mental Health \(for instructors\)](#)
- [Scholarship of Teaching and Learning \(SoTL\) Methods](#)

### For Graduate Students: TA workshops

CTE continues to offer workshops to TAs during the Spring term. Our upcoming workshops include:

- [Responding to Disclosures of Sexual Violence](#)  
Tuesday, July 5, 1:00 pm to 2:30 pm
- [Teaching Methods](#)  
Wednesday, July 6, 10:00 am to 11:30 am
- [Teaching Diverse Learners](#)  
Thursday, July 28, 1:00 pm to 2:30 pm
- [Social Anxiety in the Classroom \(Inclusive Instruction Series\)](#)  
Self-paced module from July 18 to 31.

Please spread the word about TA training opportunities to your graduate students!

## Donna Ellis: ICED!

Donna Ellis, Director of CTE, has been announced as the next President-Elect of the International Consortium for Educational Development. She recently sat down with a CTE colleague for an interview about this new position.

**Donna, you've just been named as the President-Elect of the International Consortium for Educational Development. Congratulations and tell us about that organization.**

The International Consortium for Educational Development — [ICED](#) (pronounced i-ced), for short — is a kind of "meta" organization. Started in 1993, it supports collaboration among educational development networks around the world. For example, Canada's [STLHE](#) is a member, and so is the [POD Network](#) in the US, [SEDA](#) in the UK, and [INCATHE](#) in Israel. In total, there are 27 member networks from all around the world. The members of these networks share resources and learn from one another.

### How do its member networks support each other?

One main way is the biennial ICED conference where there are lots of workshops, research sessions, and networking opportunities. In fact, I just returned from the 2022 conference in Aarhus, Denmark, where I co-facilitated a workshop on human resources management in teaching centres. Another way is through its publication, the [International Journal for Academic Development](#).

### So ICED is a consortium for educational development — and what's educational development?

Essentially, educational development (ED) is about helping post-secondary institutions become the best teaching and learning communities they can be. To do this, those in teaching centres work at different levels — individual, departmental, and institutional — to promote capacity building, community building, and an institutional culture that promotes and enables effective teaching and meaningful learning. The heart of the work revolves around individual and institutional change.

### What drivers influence educational development?

Educational developers always strive to address instructors' needs by providing guidance and resources that fit with learning science and with institutional priorities, which are influenced by evolving societal contexts. But how those priorities manifest themselves around the world can look different. For example, in Canada they currently include equity, diversity, inclusion, Indigenization, anti-racism, and sustainability. Elsewhere, equitable access to learning technologies might be a priority, or the quality of education, or engagement with democracy and human values. The consistent aspect is that we're always adapting our programs, services, and resources to help instructors teach effectively and prepare their students for contemporary issues and challenges. Just like instructors and students, we too are constantly learning!

### Why did you decide to pursue this leadership role with ICED?

For me personally, it's such an exciting growth opportunity! I look forward to having a lot of my professional assumptions challenged, and learn more about how educational development is done in other parts of the world. I believe I bring significant experience and skills to the role, too. For example, [when I was POD Network president](#), I put a lot of emphasis on increasing the flow of information to, from, and amongst members to enhance transparency, inclusion, and engagement. ICED's member networks' needs are evolving, and I am committed to helping the organization make changes to meet those needs. I'm also confident that I'll glean ideas from this experience that can inform future directions for teaching and learning here at Waterloo. So, all in all, I'm eager to give back to the broader community of educational developers, to learn more from them, and to use that new learning to help make Waterloo an even greater place to teach and learn.

*Donna will serve as President-Elect of ICED till summer of 2023 and then as President until 2025. [Her candidate statement](#) for this position is available online.*



## SoTL Stories



On June 15, at CTE's first SoTL Stories event, Katie Plaisance (Knowledge Integration) and David Janzen (Communication Arts) shared their experiences conducting research on teaching and learning, more formally known as the Scholarship of Teaching and Learning (SoTL).

Katie presented first on a LITE-Grant-Funded project she undertook with Christine Logel (Social Development Studies, Renison University College) entitled "[Closing the Collaborative Skills Gap: Assessing the Effectiveness of a University-Wide Course Designed to Teach Students How to Collaborate in Diverse Groups](#)." Recognizing that undergraduate students at Waterloo often have the opportunity to do group work in their courses, but that many of them aren't explicitly taught how to collaborate well, Katie and Christine developed a new course called "[Making Collaboration Work](#)" and then studied its effectiveness by assessing students at the beginning and end of the term, as well as one term later (to see what collaboration skills really "stuck" with the students).

David Janzen then presented on a project — also funded by a LITE Grant — entitled "[Student Podcasting as Project-Based Learning in Science Communication](#)." David's larger aim was to examine how and to what extent creative project-based learning (PBL) contributes to the newly implemented UW Undergraduate Communications Outcomes (UCO). To do so, he developed a podcasting project for his Communication in the Sciences course in which students worked in groups to develop a podcast series of five weekly episodes that communicate scientific ideas to the general public. Among other findings, students reported that the project allowed them to perform communication tasks more effectively, helped them understand science communication as a collaborative meaning-making process, and encouraged them to critically reflect on institutional power.

The next SoTL Stories event is scheduled for July 13 from 1:00 pm to 2:00 pm. No registration is required! Just drop in to the MS Teams session [by using this URL](#).

## CUT Award

The [Certificate in University Teaching \(CUT\) program](#) provides a comprehensive teacher development experience that is open to PhD students at the University of Waterloo. Completion of the program is recognized by a certificate issued by Graduate Studies and Postdoctoral Affairs and is listed on the participant's transcript. Each year, the Centre for Teaching Excellence in collaboration with Graduate Studies and Postdoctoral Affairs bestow the award on one recent CUT program graduate in recognition and celebration of effort, reflection, and commitment to teaching demonstrated during their participation in the program. (If interested, read more about [eligibility and criteria for the CUT Award](#).)

We are excited to announce that the 2022 CUT Award has been awarded to Tim Alameddine, a PhD student in Social and Ecological Sustainability, in the Faculty of Environment. We spoke to Tim about his experience with the CUT program and his thoughts about teaching in a post-pandemic environment.

[Click here to read the full interview with Tim](#)



## Teaching Certificate Programs for Graduate Students

We are proud of PhD students who demonstrated commitment to developing their teaching skills by completing CTE's [Certificate in University Teaching \(CUT\) program](#). The following 18 graduate students completed this certificate program in Winter 2022 term:

Adam Humeniuk (MAT), Adrian Buttazzoni (ENV), Amanda Nova (AHS), Cameron Smith (ART), Christopher Lang (MAT), Dan Ursu (MAT), Gracia Dong (MAT), Jacob Burbank (SCI), Jesse St Jean (SCI), Maria Bernadette Battaglia (ENV), Milad Azvar (ENG), Muhammad Moaz Tariq Bajwa (ENV), Narasimman Lakshminarasimman Meanakshi Se (ENG), Nicole Fraser (SCI), Rebecca MacAlpine (ART), Shannon Reaume (AHS), Shannon Lodoen (ART), Shayla Redlin (MAT).

Additionally, 32 participants have completed CTE's [Fundamentals of University Teaching program](#) last term. The number of program completions by Faculty are as follows:

- Arts: 5
- Engineering: 13
- Environment: 3
- Mathematics: 0
- Health: 7
- Science: 4

## CTE's Annual PD Day



On June 22, CTE staff held our annual PD Day! The theme of the day was "**creativity**" and included morning sessions on that topic followed by an opportunity to be visually creative in the afternoon, courtesy of local artist [Jason Piper](#). Depicted above is one of CTE's TA Workshop Facilitators, Rachel Beaver, pinning some of the *oeuvre* created by CTE staff members.

The day was especially enjoyable as it was the first time in more than two years that almost all of our staff were able to gather together as colleagues.

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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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Centre for Teaching Excellence  
University of Waterloo  
Waterloo, ON, Canada, N2H 3A3

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

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