

# IN THE LOOP



The monthly newsletter from the  
**Centre for Teaching Excellence**  
 at the University of Waterloo

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October 2022

**Our office is open Monday to Friday**  
**8:30 am to 12:00 pm & 1:00 pm to 4:30 pm**  
**Second floor of the East Campus 3 building**

## Upcoming workshops and events

- [Integrative and Experiential Learning Session — Circle Pedagogies: Indigenous Pedagogy in the Classroom](#)  
**November 3 from 9:30 am to 11:00 am**  
 Learning circles or sharing circles are a foundational approach to Indigenous pedagogy-in-action since they provide a model of an educational activity that encourages classroom dialogue, respect, and the co-creation of learning content.
- [Sustainability-Themed Assessment Showcase](#)  
**November 10 from 1:00 pm to 2:00 pm**  
 Are you interested in incorporating sustainability into your courses but not sure where to start? This one-hour online session will explore ways to incorporate sustainability into assessments using examples from Waterloo instructors, including Dr. Andrew McMurry (Arts), Dr. Nadine Ibrahim (Engineering), and Dr. Stefanie Scott (Environment).
- [Starting your Teaching & Learning Research Project](#)  
**November 16 from 1:00 pm to 3:00 pm**  
 In this hands-on workshop, we'll work through Huber & Hutchings' (2005) teaching and learning research cycle, starting with something that interests or intrigues you in your teaching, and moving towards a plan to collect, analyze, and disseminate your research.
- [Thirty-Minute Thursdays: PebblePad](#)  
**November 17 from 12:00 pm to 12:30 pm**  
 Each of these brief sessions focuses on a different feature in PebblePad.
- [Getting Started in LEARN](#)  
**December 7 from 10:00 am to 12:00 pm (in-person) and December 8 from 10:00 am to 12:00 pm (online)**  
 Each of these sessions will introduce you to LEARN, Waterloo's course management system for presenting course activities and resources in blended and fully online courses.
- [Integrating PebblePad Retreat: Setting up your PebblePad Assignments and Activities](#)  
**December 12 from 9:00 am to 12:00 pm**  
 This session is a half-day retreat where you'll learn how to set up your PebblePad activities and assignments or spend the time designing and refining your PebblePad course activities and assignments. Workbook, templates, feedback statements, creating assignments, adding resources — by the end of the session, you'll have your PebblePad assignments set up or at least have a good start!
- [Facilitator Development Workshop \(FDW\)](#)  
**December 14, 15, 16, 19, 20, 2022**  
 This five-day workshop prepares participants to deliver the Instructional Skills Workshop. The FDW involves four or five faculty participating in three roles: instructor, learner, facilitator and is led by Trainers from the Instructional Skills Workshop (ISW) Network. The activities of the ISW form the nucleus of the FDW as participants develop new knowledge and techniques for facilitating group development, explore other teaching methods and formative evaluation techniques, and receive feedback on their own teaching and facilitating skills. As with the ISW, the FDW is a peer-based model providing participants a small group setting in which to work on their facilitation skills.
- [Instructional Skills Workshop \(ISW\)](#)  
**February 22 to February 24**  
 The Instructional Skills Workshop (ISW) is an intensive, collaborative learning model that uses video-recorded micro-teaching and peer feedback sessions to support participants' teaching reflection and growth.

CTE also offers ongoing, **self-paced learning opportunities** in LEARN:

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

## This month's featured workshop: SoTL Stories

The scholarship of teaching and learning (SoTL) systematically investigates teaching and/or learning and can include exploring a specific research question, engaging with the literature, collecting data, and sharing the results publicly. At Waterloo, this research is supported through the [Learning Innovation and Teaching Enhancement \(LITE\) Grant program](#). Come hear from previous LITE Grant recipients and colleagues at the University of Waterloo who have conducted their own SoTL research and learn how they navigated this work (e.g., developing a research question, ethics of conducting research with students, finding appropriate methodologies, and more).

Registration is **not** required. To join the sessions, simply click the respective hyperlinks below, on the date and time indicated:

- **November 2 from 1:00 pm to 2:00 pm.** Nadine Ibrahim (Civil and Environmental Engineering), Wayne Chang (Conrad School of Entrepreneurship), Jenn Coggan (Chemistry), Chris Rennick (Engineering Ideas Clinic) [Click here to join the meeting](#)
- **November 9 from 1:00 pm to 2:00 pm** Christine Zaza and Gitanjali Shanbhag (Centre for Extended Learning), Jhotisha Mugon (University of Victoria) [Click here to join the meeting](#)

## Workshops and events for teaching assistants

- [Supporting Student Mental Health \(Inclusive Instruction Series\)](#) — self-paced module from November 1 to 15
- [Classroom Delivery Skills](#) — live in-person workshop on November 9 from 10:00 am to 11:30 am
- [Effective Question Strategies](#) — live online Zoom workshop on November 14 from 1:30 pm to 3:00 pm
- [Facilitating Effective Discussions](#) — live in-person workshop on November 23 from 1:30 am to 3:00 pm
- [Effective Lesson Plans \(CTE1202\)](#) — self-paced module from November 1 to 25, followed by a live session on November 25 from 10:00 am to 11:30 am

## Teaching Assistant Handbook

CTE has developed a [Teaching Assistant Handbook](#) full of resources that will help Teaching Assistants in their courses.

## New resources from CTE and beyond

- [SLICCs and the Importance of Reflecting in Community](#) In this 15-minute video, Mary Robinson (Engineering Dean's Office), Carolyn MacGregor (Systems Design Engineering), and Katherine Lithgow (Centre for Teaching Excellence) explain how Student-Led Individually-Created Courses (SLICCs) can serve as a framework for reflective learning.
- [Extended Reality Tools and Accessibility](#) In this 50-minute video, members of the Extended Reality Community of Practice discuss accessibility and challenges presented by Extended Reality (XR) tools, including Virtual Reality (VR) and Augmented Reality (AR).

CTE has developed numerous Teaching Tip Sheets to help instructors support inclusive instruction, including:

- [Why is Inclusive Instruction Important?](#)
- [Gender Pronouns and Teaching](#)
- [Fostering Student Morale and Confidence](#)
- [Supporting Students' Mental Wellbeing: Instructional Strategies](#)
- [Supporting Students' Mental Wellbeing: Course Design](#)
- [Removing Barriers: Accessibility and Accommodation](#)

Instructors and others will also be interested in the [Inclusive Communications Guide](#) recently developed by University Relations. Although this comprehensive resource is primarily intended for staff members working in communications, much of its guidance is also relevant to communicating with students, including best practices regarding language and written style pertaining to [disability](#), [Indigenous peoples](#), [gender identity and sexual orientation](#), [race and ethnicity](#), as well as other considerations such as gender in [email signatures](#), [illustrations](#), and more

## Questions about teaching and learning?

### Who to contact in CTE

Your [CTE Faculty Liaison](#) is always a good first contact for questions pertaining to course design, learning activities, assessments, and integrating educational technologies into your courses. If you're looking for help in a more specific area, such as the ones listed below, other CTE staff members are always eager to assist:

Indigenization and anti-racist pedagogies	<a href="#">Leslie Wexler</a>
Teaching observations	<a href="#">Mary Power</a>
Blended learning	<a href="#">Mary Power</a>
Alternatives to lectures	<a href="#">Mary Power</a>
Integrative learning and ePortfolios	<a href="#">Katherine Lithgow</a>
Experiential learning and high impact practices	<a href="#">Katherine Lithgow</a>
New educational technologies	<a href="#">Mark Morton</a>
Support for new faculty members	<a href="#">Monica Vesely</a>
Instructional Skills Workshop and teaching squares	<a href="#">Monica Vesely</a>
Teaching Awards	<a href="#">Trevor Holmes</a>
Teaching and learning research	<a href="#">Kyle Scholz</a>
Writing across the curriculum	<a href="#">Kristin Brown</a>
Curriculum reviews or accreditation visits	<a href="#">Veronica Brown</a>
Professional development for graduate students and post docs	<a href="#">Svitlana Taraban-Gordon</a>
Support for department chairs and directors	<a href="#">Donna Ellis</a>

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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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