Teaching Matters

Great Teaching . . . by Design

Issue No. 40 University of Waterloo September 2012

# Making a Statement about Teaching and Learning

If you’ve read any of my past newsletter articles, you’ll know my beliefs about the power of language. It helps to define who we are, what we do, and what we plan for the future. It provides direction and clarity. It’s no wonder, then, that I felt like I’d hit upon a teaching and learning goldmine when I was directed to the [University of Saskatchewan’s *Learning Charter*](http://www.usask.ca/university_secretary/LearningCharter.pdf).

According to the introductory paragraph, the Charter “is intended to define aspirations about the learning experience…and optimize the learning experience of every student” (p.1). It also provides an explanation of the “Learning Vision” at Saskatchewan and their “Core Learning Goals”, which inter-sect well with the Degree Level Expectations currently used at Waterloo for program review purposes. Having such a document makes a clear statement about the value of teaching and learning that is both inspiring and refreshing to me.

What I found most intriguing about the Charter, though, are the commitments and responsibilities outlined for the three main parties in any educational environment: the students, the instructors, and the institution. Here’s a snapshot of the key commitments (pp.3-6):

Student Commitments:

1. Learn actively – actively engage in the learning process
2. Think broadly – thoughtfully consider, on the basis of evidence, a diversity of theories, ideas, beliefs, and approaches to problems and solutions
3. Act ethically – undertake all university work in accordance with principles of academic integrity
4. Engage respectfully – engage in a respectful way with members of the university community and its partners

Instructor Commitments:

1. Exemplify learning – embody learning behaviours expected of students.
2. Teach effectively – ensure content proficiency and pedagogical effective-ness
3. Assess fairly – communicate and uphold clear academic expectations and standards and perform fair and relevant assessment of student learning
4. Solicit feedback – provide opportunities for student feedback and solicit feedback on teaching effectiveness

Institutional Commitments:

1. Provide opportunities - offer high quality programs for learning and discovery and foster learning partnerships
2. Ensure quality - ensure qualified instructors and effective instruction and promote research-enhanced learning
3. Build environment - provide a safe, secure, and inclusive environment with appropriate learning resources, facilities, and technology
4. Support learning - support students and instructors

The ideas above may not seem new; to have them clearly articulated, however, feels quite new and is something to which we should pay attention.

Overall, the Charter demonstrates a team-based, system-wide approach to education. As Waterloo continues on our mid-cycle review journey, we should consider the value of explicating in more detail the teaching and learning experiences that we aim to have with all members of our university community. We have a commitment to learning that's experiential and involves entrepreneurship. We are aiming for academic excellence. But what behaviours and attitudes can we all aim to embrace to help these goals become real? What are our individual and collective responsibilities? Through defining and clarifying, I believe that we can make our aspirations a reality.

Donna Ellis

# James Skidmore—Winner of GO Award



Dr. James Skidmore, better known across campus as Skid, has become a household name recently as our Academic Co-Convenor for Congress 2012, which was held in Waterloo at uWaterloo and Laurier in May. His daily "Skid At Congress" updates and “What's-happening videos” were part of the Daily Bulletin throughout Congress. During Congress Skid was awarded the “German Online (GO) award”, a prize administered by the Canadian Association of University Teachers of German and GermanStudies.ca. This award recognizes the best online course in the field of German Studies in Canada. I caught up with Skid after the hurly burly of Congress in June and we chatted about his innovative approach to online teaching.

*Q: For what course were you awarded the prize?*

I won the prize for German 271 and 272. Both are German Thought and Culture courses but deal with different time periods.

*Q: What makes these courses unique?*

A few things make these courses unique, I think. Both courses are essentially reading courses but I’ve made use of Camtasia (a screen casting technology) to create short snippets of informal lectures that concentrate on specific cultural objects or introduce or review broader concepts. These ProfMoments give the students a sense of my presence, and they help them focus on particular points of the readings. I also use Study Forums which are post-first discussion boards where students post a question about an aspect of the course material that they don’t understand or about an idea that has arisen from the course where they want to learn more. Students are obliged to engage in meaningful discussion and are assessed on that. It also helps the students to get to know each other in the online environment. For some units there are “virtual field trips” that are part of the tasks that they do for each unit. For instance when we are discussing “Sturm und Drang” (a German literary movement of the late 18th century), they take a virtual field trip to the Metropolitan Museum of New York’s website on gardens of Western Europe and reflect on the differences between Enlightenment-era gardens and the earlier Baroque gardens; how the scale and complexity of the gardens illustrates the cultural shift that was occurring and how the literature they are reading connects to the society that produced it.

*Q: How are the students assessed in the courses?*

In addition to the Study Forums students do in GER 271, they engage in a Syllabus Quiz and Reading Responses, short essays based on quotations from the course readings, as well as some unit exercises and a final exam. In GER 272 in place of the Reading Responses, I have them do a Research-Feedback-Reflection essay. These are graduated essays where they write 100-word summaries, or abstracts, of at least two articles, and formulate a discussion question on a topic. I then give them feedback on the topic and they continue with the reflection stage where they rework the topic or research question as necessary and then complete their research and an essay. I’ve worked with our uWaterloo librarians to introduce concepts of information literacy into this short essay.

*Q: And you have a completely online exam. How does that work?*

Both courses end with a final exam that is completely online. One part of it is a random set of 40 multiple-choice questions drawn from a large question bank. It’s available for a day during the exam period and once they access it the students have 40 minutes to complete it.

The second part of the exam is a set of essay questions where they have some choice on what to write about. They have a couple of weeks to work on the answers to these questions and then submit their work to a drop box – it’s basically a culminating assignment. I used to worry about the possibility of students cheating on the online exams, but after some analysis of the overall grades before and after the online exams, I’ve decided that the benefits of the online exam, in terms of making course management more efficient, outweigh concerns about cheating.

*Q: What do you enjoy most (and least) about teaching online?*

I enjoy meeting my students, so in the fully online versions of these courses, I don’t get to meet the students face to face, although I do get to know them through email. That’s the negative aspect of teaching fully online for me, but I like that LEARN has the user profiles with images, which helps me connect a face to an email address. I often teach a blended version and an online version of the course together, so I do meet the on-campus students in the blended course. What I like most about the online courses is exercising creativity in how to use the online environment in the course design – also that I can’t hear the students moaning about how much work I’m giving them!

*Q: What advice would you give someone who is starting to teach online (first timers)?*

Put some personality into your course, be creative and have fun. In online courses it’s really important to make sure the course is an active experience for the student, not just a static consumable product. Online the students need to feel the prof’s presence and to be aware of his or her enthusiasm for the topics. We naturally project personality when we teach face to face, but it has to be more intentional online. The prof shouldn’t go so far as to make the whole course about him or herself, just let the students know that there is a person behind the curtain in the Wizard of Oz’s chamber. Experiment with the notion of teaching and working with students and don’t get hung up on the environment. The online environment has drawbacks and advantages, just like the face to face environment.

Jane Holbrook

# Teaching Fellows Launched

Teaching Fellows, as noted below, have been announced in each faculty. CTE looks forward to working with the Teaching Fellows to enhance teaching and learning on the University of Waterloo campus.

Applied Health Sciences

Kelly Anthony

Arts

Shannon Dea

James Skidmore

Engineering

Gordon Stubley, Associate Dean, Teaching

Environment

Mary Louise McAllister

Math

TBA soon, will start January 1, 2013

Science

Rohan Jayasundera: Senior Teaching Fellow

*Biology:* Jonathan Witt

*Chemistry*: Carey Bissonnette

*Earth & Environmental Sciences*: Brewster Conant

*Physics & Astronomy*: Wing-Ki Liu

*School of Optometry & Vision Science*: TBA

School of Pharmacy: Eric Schneider

# Save the Date!

Thursday, April 25, 2013 marks the fifth anniversary of the Opportunities and New Directions Conference. Please plan on joining us! Watch the CTE website as plans unfold.

# Thoughts on Teaching: Let’s Talk About Course Outlines

Do you refer to your course outline throughout the term? Or do you note its existence on the first day of class and move quickly onto the course content? If your beautifully crafted, unambiguous course outline which addresses any and all possible questions a student may have about the course content, expectations and method of student grading is never referred to again after the first lecture, is it surprising your students do not know it’s content?

Your course outline can be a very powerful tool if you use it in a timely fashion to address student questions before they arise. For example, if your first assignment is coming up, review your policies on collaboration, late submissions and instructor/teaching assistant availability. If your first midterm is around the corner guide the students to the information in the outline that discusses the weight of the midterm, how to handle a missed midterm and midterm preparation suggestions. Making these kinds of connections can make a world of difference in dispelling concern and clearing up confusion. As an added benefit, it is more likely that students will seek answers to their questions independently rather than feeling the need to ask once they know where to look. This frees up your time and makes the students feel more in control of their course experience.

Since the Fall of 2009, the University of Waterloo has required that instructors distribute a course outline to all students in an undergraduate course either electronically or on paper by the end of the first week of classes. The outline must include specific information on the Expectation of Academic Integrity and other statements on grievances, discipline and appeals. Useful information on putting together an informative and comprehensive course outline is available on the Centre for Teaching Excellence (CTE) website (from the following [Teaching Resources page](http://cte.uwaterloo.ca/teaching_resources/index.html?tab=1) go to the appropriate CTE Teaching Tips sheet) and the University of Waterloo Secretariat provides [guidelines for the assessment of penalties](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm) for various types of academic and non-academic infractions.

Of the many varied sections that may be found in a course outline, I have selected three that are particularly worthy of further comment. Those sections that pertain to plagiarism software, changes to course outlines and expectations of student and instructor commitment to the course are discussed in more detail below.

1. Plagiarism Software

If you plan to use Turnitin (plagiarism-detecting software) in your course to screen student submissions, you must indicate that you will do so. [Suggested text to inform students (about plagiarism-detecting software)](http://uwaterloo.ca/accountability/documents/courseoutline.pdf) is given by the Office of the Registrar.

It is important to note that students who do not wish to have their submissions examined by Turnitin have the right to request a reasonable option, which is at the discretion of the course instructor. Possible reasonable options are presented on the [Academic Integrity website](http://uwaterloo.ca/academic-integrity/node/16) and include such alternatives as an annotated bibliography; a “scaffolded” assignment where the student submits an outline of their paper in advance followed by at least one draft of the paper with their list of resources before the submission of the final paper with a bibliography; a review of available research data on the subject or an oral presentation of the topic to demonstrate personal knowledge.

2. Changes to Course Outlines

When circumstances arise such that it becomes necessary to change some aspect of the course, students need to be informed of this as soon as possible so they have ample opportunity to respond. This applies to outlines in hard copy as well as online. University regulations stipulate that the time and date of tests should not be changed without general consent from the class, except under extreme circumstances.

A useful statement to include if course content and scheduling is somewhat flexible might resemble the following (from the PHYS 275 web page) “The course lecture plan and the schedule of due dates given below will be followed as closely as possible, but some changes may occur. Any changes in assignment due dates or test dates will be discussed and announced in class and posted on the course web page. However the grading scheme will remain the same”.

In cases where course specifics may change, this second example from a senior biochemistry lab course (CHEM 335L) may be useful, “Occasionally, once the term gets under way, a situation will arise which requires an experimental procedure to be modified. To avoid having an out-of-date copy of an experimental procedure, students should not print out laboratory experiments more than one week in advance.”

3. Expectations of Student and Instructor Commitment to the Course

Estimate the number of hours, on average, that a student should devote to your course each week. Consider all aspects – lectures, labs, tutorial, reading, assignments, etc. and break them out individually if this might be useful. Be sure to indicate where any uneven workloads may occur.

For example, the following description was provided for an introduction biochemistry lab course (CHEM 237L), “Laboratory attendance and punctuality are mandatory and students must attend the section in which they are enrolled. On average, a student should expect to spend no more than one hour on CHEM 237L each week in addition to the regularly scheduled lab periods (based on 12 weeks per term). An uneven work load will occur during the term when preparing the major lab reports (students should consult the Laboratory Schedule for the specific dates).”

In cases where online discussions are included in a course, it is useful to indicate what students can expect from you in your role as instructor (or from teaching assistants if that responsibility is delegated to them). If you plan to be actively engaged in challenging ideas, correcting misunderstandings or providing additional insights, be sure to make this explicit in the outline. If the intent is to remain in the background without contributing to the discussions, make this even more plain so that students are not left guessing as to why their discussions are being ignored by you.  Remember that in addition to the intellectual contribution an instructor can make to a discussion, students also appreciate instructor involvement because it validates the importance of the discussion.

During the term, try to remember all the care and consideration you have given to the information included in your course outline. Refer to it often and in a timely fashion and you will start to see your students doing the same.

Monica Vesely

# August Teaching Orientation Days and September Welcoming Events

For the second year in a row, two days in August (8 and 9) were dedicated to Teaching Orientation. New faculty members were invited to attend any or all of four teaching workshops that form the core of CTE’s new faculty offerings. Early August was selected to allow new faculty to focus on teaching in a timely way before the start of the fall term.

The program on Day 1 contained three workshops each an hour and a half in duration. The first workshop, Who are Our Learners, helped to develop a sense of "today’s student" and helped identify what makes Waterloo students unique. Participants had an opportunity to discuss assumptions they made about their learners and to examine approaches to learning that would help guide their teaching plan. At the second workshop, Classroom Dynamics and Engagement, new faculty became aware of common issues in classroom dynamics and worked to devise strategies to handle these issues. The third workshop, Assessment for Learning, introduced principles of feedback and evaluation of student work, linked assessment to course design and offered some practical advice for common assessment tools.

Day 2 was devoted to Course Design Fundamentals. In this hands-on workshop, participants explored an aligned framework for their course in which learning outcomes, assessments and activities were considered in the context of the participant’s discipline and the logistics of their class. This workshop is the fourth core piece in the New Faculty offerings.

In early September, new faculty were invited to attend a series of welcoming events prepared to help them acclimatize to their new roles as faculty members at the University of Waterloo. On Tuesday, September 4 new faculty and their families attended a BBQ (at Victoria Park Pavilion in Kitchener). Then, it was back to the Waterloo Main Campus on Wednesday, September 5 for a day filled with information sessions. After a brief welcome from Sallie Keller (Vice-President, Academic and Provost), the Navigating your uWaterloo Roles presentation got underway with campus administrators addressing teaching, research, service and co-operative education. At the subsequent refreshment break, participants had the opportunity to explore the Academic Support Units Resource Fair showcasing services and resources available across campus. Next came the Adjusting to Waterloo panel discussion as peers spoke openly about their own experiences as new faculty members and shared thoughts and insights with the audience. The morning was capped off by a luncheon with the Chairs, Directors and Deans in the Festival Room at South Campus Hall accompanied by more conversation and an informal information exchange.

These two sets of welcoming activities were intended as a brief introduction to “Faculty Life 101” at the University of Waterloo. They provide a forum for our incoming class of 2011-2012 new faculty to share experiences and for many, these events allow the process of integration into our scholarly community to begin.

Monica Vesely

# Focus on Teaching Week: October 15-19, 2012

Watch for a week of workshops on teaching, including Course Design (CTE 642).  Mick Healey, a special guest from the United Kingdom, will be giving a workshop called Developing Independent and Autonomous Learning. The workshop examines the nature of independent learning and explores the characteristics of autonomous learners and the methods which can be used to help students develop such characteristics. Participants will discuss how they can apply selected methods within their modules and the departmental strategies that can be adopted to promote independent learning over a degree program.  The workshop is illustrated with an extensive set of mini-case studies of how a range of disciplines, departments and institutions are encouraging independent and autonomous learning.  There will be an opportunity to plan how you can apply some of the ideas discussed in your own context.

# Announcing the First Recipients of the LITE Grants for Learning Innovation and Teaching Enhancement

In collaboration with the Office of the Associate Vice-President, Academic Programs and Strategic Initiatives, the Centre for Teaching Excellence is pleased to announce that six exciting projects have been funded through the new Learning Innovation and Teaching Enhancement (LITE) Grants initiative.

| **Project Title** | **Name(s) of Investigator(s)** | **Faculty and Department of Principal Investigator** |
| --- | --- | --- |
| Statistics Contest Project | Stephen Brown, Jock MacKay, Don McLeish, Paul Kates | Mathematics, Department of Statistics and Actuarial Science |
| Students’ Experiences of Learning Using a Problem-Based Instructional Approach | Margaret Insley, Barb Bloemhof | Arts, Economics |
| Developing Teaching Case Studies for Green Marketing | Jennifer Lynes | Environment, School of Environment, Enterprise and Development |
| Offering Disciplined Creativity as a Deeper and Richer Learning Experience for Undergraduate Students at Waterloo | Geoffrey Malleck | Arts, Economics |
| Enhancing Teamwork Effectiveness in Coursework through Training | John Michela, \*Vivian Chan, \*Kevin Leung, \*Jayna Mitchell | Arts, Psychology |
| Making Groups Work for Large Classes and Assessing Their Impact | Joseph Sanderson | Science, Physics and Astronomy |

\*Denotes Graduate Student

Some stats from this round of LITE Seed Grants applications:

* Number of proposals submitted: 10
* Number of proposals funded: 6
* Total funding awarded: $24,600
* Number of Faculties represented by funded projects: 4 (Arts, Environment, Math, Science)
* Number of Graduate Student co-investigators: 3

The purpose of the LITE grants is to provide support for experimenting with and investigating innovative approaches to teaching that aim to foster deep student learning and enhance teaching at uWaterloo.

Two kinds of grants are available: LITE Seed Grants for projects up to $5,000, and LITE Full Grants for projects up to $30,000. Both grant formats emphasize the contribution of the project to the University of Waterloo learning community.

For Seed Grants, the three annual application deadlines are February 1, June 1, and October 1. The one annual deadline for LITE Full Grants is October 1.

For more information about the grants, please visit the [CTE’s Awards and Grants page](http://cte.uwaterloo.ca/teaching_awards_and_grants/index.html?tab=2). To [register for an upcoming LITE Grant Information and Working Session](http://cte.uwaterloo.ca/events_registration/index.html?tab=1), please visit the Centre for Teaching Excellence website.

If you and/or your colleagues are considering applying for a grant and would like to discuss your project, please [contact Julie Timmermans](mailto:julie.timmermans@uwaterloo.ca) at the Centre for Teaching Excellence: or call ext. 32940.

Julie Timmermans

# Senior Instructional Developer: Integrative Learning

A headshot of Katherine Lithgow

Although this is a new title for me, the role itself builds upon the ePortfolio work I’ve been involved with since 2004. My first experience with ePortfolios began with the School of Accounting. They wanted to use ePortfolios to help students make connections between the academic terms and the co-op work terms. We had sixty students volunteer to create an ePortfolio; by the end of the term, that number had dwindled to 10. Since that time we’ve learned a lot, and the number of ePortfolio users has grown from the small band of 10 accounting students to over 12,500 users in courses and programs across campus. Today, ePortfolios are an integral part of the Accounting work term.

We want our students to be able to integrate learning that takes place *“over time, across courses, and between academic, personal, and community life.”* An emphasis on integrative learning can help students make connections between the learning that takes place both inside and outside the formal classroom. It helps students make connections across disciplines and can help students adapt what they’ve learned in one or more contexts to help solve messy problems or explore issues encountered in different contexts. Integrative learning connects theory to practice and pro-motes deep learning.

ePortfolios which incorporate reflective and self-assessment activities, when combined with opportunities to receive feedback, are one way to help students integrate their learning. There are others. And some of the first things I will be doing is highlighting different approaches that instructors can take to help students integrate learning, and I'll be sharing best practices about innovative instructional strategies that promote deep learning. For more information on integrative learning, visit the [Integrative Learning page](http://cte.uwaterloo.ca/integrative_learning/index.html) and [Events listings page](http://cte.uwaterloo.ca/events_registration/index.html) on the CTE website. Or [contact Katherine Lithgow](mailto:klithgow@uwaterloo.ca) directly at or call ext. 37076 in EV1 314 to discuss ways to help your students integrate their learning in your course or program.

Katherine Lithgow

# CTE Welcomes a New Faculty Liaison

A headshot of Zara Rafferty

As a CTE Faculty Liaison, Zara Rafferty helps instructors in the Faculty of Applied Health Sciences integrate technology into their teaching through innovative learning activities. She also serves as guide for instructors to access other CTE resources. Prior to joining the Centre for Teaching Excellence in August 2012, Zara worked at the University of Waterloo as a Knowledge Translation Specialist for the Murray Alzheimer Research and Education Program (MAREP) and as an Adjunct Lecturer for the Department of Recreation and Leisure Studies. She earned her BA and MA from the University of Waterloo and her BEd from Wilfrid Laurier University. [Contact Zara Rafferty](mailto:zerafferty@uwaterloo.ca) or call ext. 37808 in BMH 1615.

Zara Rafferty

# Teaching Award Nominations Open

[Distinguished Teacher Awards](http://cte.uwaterloo.ca/teaching_awards_and_grants/index.html?tab=1) are given in recognition of a continued record of excellence in teaching at the University of Waterloo. Nomination deadline: Friday, February 1, 2013.

[Amit & Meena Chakma Awards for Exceptional Teaching by a Student](http://cte.uwaterloo.ca/teaching_awards_and_grants/index.html?tab=1) are given in recognition of excellence in teaching by students registered at the University of Waterloo. Nomination deadline: Friday, February 8, 2013.

# New Graduate Instructional Developer (GID)

A Headshot of Kyle Scholz.

As a Graduate Instructional Developer for the Centre for Teaching Excellence, Kyle will help support graduate students develop a passion for teaching and commitment to teaching excellence. He will be involved in many areas of the Certificate of University Teaching program, including facilitating workshops, performing classroom observations, and providing feedback on workshop response pa-pers. Kyle has had a variety of teaching experiences in his graduate career thus far, providing instruction in many teaching environments: online courses, tutorial sessions, co-teaching and teaching his own classes. He enjoys sharing his knowledge and guiding others on their individual learning paths. He primarily teaches the German language, literature and culture, but also has taught general arts courses on broader subject matter. Kyle is also involved in the University of Waterloo academic community, serving as a member on the Arts Strategic Task Force and as the graduate representative for Germanic and Slavic Studies on the Graduate Student Association. Kyle has been a graduate student at the University of Waterloo since 2008 when he began his Masters. His research interests lie in second language development, computer-assisted language learning, and foreign language anxiety. His Master’s thesis examined conceptualizations of foreign language anxiety and sought to reconceptualise anxiety to be more pertinent to current language development discourse and the individual characteristics of students. Currently, he is working on his PhD in computer-assisted language learning.

Kyle Scholz

# GID News

In August we said goodbye to our Graduate Instructional Developer, Julia Woodhall, who is continuing with her Waterloo PhD in Sociology and Legal Studies. We wish her all the best. Congratulations on your up-coming wedding!

# Congratulations to CTE Spring 2012 Grads!

The following 11 students completed the [Certificate in University Teaching program](http://cte.uwaterloo.ca/graduate_programs/index.html?tab=1) in Spring 2012: Mohamed Ahmed (ENG), Melissa Barnard (ENG), Diana De Carvalho (AHS), Sevag Gharibian (MATH), Chad Gooyers (AHS), Zainub Ibrahim (ENV), Todd McAlary (SCI), Adam Neale (ENG), Olivier Nguon (SCI), Rashid Rehan (ENG) and Andrew Robertson (AHS).

In addition to CUT graduates, 20 graduate students completed the [Fundamentals of University Teaching program](http://cte.uwaterloo.ca/graduate_programs/index.html?tab=2) in Spring 2012. The numbers by faculty are: Arts 2, Engineering 6, Environment 4, Mathematics 4 and Science 4.

Darlene Radicioni

# Teaching Series for Postdoctoral Fellows

CTE continues to host the [Teaching Development Series](http://cte.uwaterloo.ca/post_doc_programs/index.html) for uWaterloo postdoctoral fellows. This one-week intensive program, offered once a term, comprises 6 teaching seminars that last 1.5 to 2 hours each. The program will be offered November 26 through November 30 this fall. Visit the [CTE website](http://cte.uwaterloo.ca/index.php) for specific details. Registration is limited to 20 participants.

Darlene Radicioni

A cartoon of a teacher standing at ablackboard covered in complex math saying, "No, I can't rewrite the equation in 140 characters or less."

*Teaching Matters is published by the Centre for Teaching Excellence at the University of Waterloo. At the Centre, we foster teaching and learning of the highest quality at Waterloo.*

Centre for Teaching Excellence

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Centre website: [Centre for Teaching Excellence](http://cte.uwaterloo.ca/)

Previous Teaching Matters Newsletters can be viewed in [**CTE’s Newsletter archives**](http://cte.uwaterloo.ca/who_we_are/index.html?tab=6)

**CTE Staff can be contacted by email or telephone. Contact information can be found on** [**Our Staff Members**](http://cte.uwaterloo.ca/who_we_are/index.html?tab=2) **page**

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