

The Need to Engage Our Students

This issue of *Teaching Matters* is being devoted to the theme of student engagement. The idea for this comes partly from numerous conversations I have had lately with colleagues across the campus and across disciplines about how students seem to be less engaged than perhaps they once were. This is very distressing to many of us who have witnessed class attendance and use of our office hours decline, or who sense that students are not as

interested in our courses as before. Indeed, the results of Waterloo's participation in the National Survey of Student Engagement (NSSE) along with other G10 universities in 2003/2004 certainly suggests that students at Waterloo (and elsewhere in Canada) are not as engaged as they could be. This, of course, is cause for concern. Yet some of the discussions about the survey that have occurred on campus have focused on the fact that the NSSE originates in the United States and the results stem from the fact that cultural factors are different there than here. Although this may be the case to some small degree, the bottom line is that, overall, students DO seem to be less engaged. What has changed? Many people have asked me whether this is due to the fact that our students are now "wired" differently than those of the past. There is certainly a great deal of talk about the characteristics of who are being referred to as the "Net Generation" (Oblinger, 2005; Prensky, 2001). These students, according to consultant and game designer Marc Prensky, are different. He notes that "today's students are no longer the people our educational system was designed to teach" (2001). If this is the case, where does that leave us – the people who are working within that system?

It seems to me that it leaves us with many opportunities to rede-

sign the system to better address our learners' needs. And we are seizing those opportunities! A number of initiatives at the University of Waterloo are underway to help us better engage our learners in new and innovative ways. For instance, a number of faculty members are using electronic portfolios (ePortfolios) as a way to assist learners to connect their learning experiences in academic, workplace and community learning contexts (<http://eportfolio.uwaterloo.ca>). These include faculty from the School of Accountancy who are asking students to document their competency in a variety of disciplinary and "soft" skills over the duration of their program. In the residences, Dons are being encouraged to highlight the "life-changing" learning experiences that they have in their role in the residences. This work builds on the recent recommendations of the Living-Learning report for how the learning that occurs in the community-based setting of the residences can be "integrated" into traditional academic learning. (<http://www.bulletin.uwaterloo.ca/2005/oct/21fr.html>). Other projects include those by Biology and Kinesiology professors who are using ePortfolios to help students make connections and transfer their learning between courses, and in History to assist students connect their learning to other contexts. The

Continued on page 7

In This Issue

The Need to Engage Our Students	1
Engaging Students through Global Perspectives	2
TRACE's Director-in-Waiting	3
"Engaging Students"	4
TRACE Instructional Development Grants	5
New TRACE Workshop Registration Format	5
Professors "Open Their Classrooms" to Colleagues	6
LT3 Winter Events	7
Presidents' Colloquium On Teaching and Learning	8
TRACE Winter Events	8
TRACE Faculty Events	8

[Check the insert to see our new TA Developers.](#)

Engaging Students through Global Perspectives

A number of initiatives are underway at UW to help us to move forward in terms of engaging teachers and students in issues relevant to internationalization – one of the “Seven big issues for UW’s leaders” (Daily Bulletin, Sept. 1, 2005). The Daily Bulletin featured, on three consecutive days last summer (Aug. 9 – 11th), articles about faculty members in departments ranging from Statistics and Actuarial Science to Recreation and Leisure Studies who were successful in their bids for small grants to help internationalize their curricula. One of those professors, Doris Jakobsh of the Department of Religious Studies, also was successful, along with her co-investigator, Linda Snyder of Renison College, in her application for a Learning Initiatives Fund (LIF) grant. It is that project we summarize briefly here, along with two others. One of the other two projects involves Kate Willink, a new faculty member in the Department of Drama and Speech Communication who is interested in intercultural communication and was successful in her application for a TRACE Instructional Development Grant. Finally, we feature an event initiated last year by Steffanie Scott involving students in Environmental Studies and Political Science who are this year organizing the second annual University of Waterloo International Development Students’ Conference in March.

Doris Jakobsh of Religious Studies is keen to enrich the learning experiences of her students at UW by facilitating contact between them and students at Lady Doak College in Madurai, India. She was made aware of the substantial differences between students here and in India during a recent three-month visit to India with fifteen UW Religious Studies students. The contact,

which will occur via a series of online discussions as well as a one-month visit this fall of Dr. Roopa Ravikumar from Lady Doak College, will involve students in both locations having an opportunity to gain knowledge from each others’ perspectives on women’s issues in religion. It is hoped that the experience will also “challenge students in both Indian and Canadian contexts to move beyond preconceived ideas of ‘the other.’” This approach to engaging students by helping them to make connections to new and different perspectives fits in nicely with UW’s stated internationalization commitment. Dr. Ravikumar is a sociologist by training, and as well as giving guest lectures in Dr. Jakobsh’s Religious Studies course, she will be a guest lecturer in Dr. Snyder’s social work course at Renison: “Community Organization 2: International Perspectives.” All Dr. Ravikumar’s lectures will be recorded so that future students can benefit from the lectures.

Kate Willink, who will be taking part in a TRACE Workshop/Panel Discussion for faculty members March 10th on “Preparing Students for Global Citizenship”, recently spoke to us about her senior course on intercultural communication and on upcoming plans to develop an introductory course on the subject. Here is what she said:

“I have found that internationalizing course curricula both works to engage students and to achieve ethical, pedagogical, and practical teaching and learning objectives. Most recently, I have been developing a new UW course on Intercultural Communication, supported by a TRACE Instructional Development Grant and the Dean of Arts. As a

teacher, my goals for developing a pedagogically sound, active-learning environment for my students was also supported by participating in the LT3 New Classroom series, which provided me with the opportunity and support to consider how to implement my teaching objectives.

Broadly speaking, I find that including internationalization issues on the local and global level offers students opportunities to extend their classroom learning to address: 1) problems they encounter in their communities; and 2) international concerns that affect us all. By teaching practical skills and theoretical tools to address international/intercultural issues, I hope to prepare my students for complex cultural situations in which they find themselves, whether in the context of helping a new immigrant adjust to the Kitchener-Waterloo area, working at an international Co-op position, or participating in a UW Diversity campaign.

This winter I will offer “Speech Communication 491, Advanced Intercultural Communication”. This course is designed to study the intersection of communication and culture. In this course, culture is defined broadly to include a variety of contexts, such as race, ethnicity, nationality, gender, age, and class. Students gain theoretical and practical understanding of the opportunities and obstacles that exist as individuals and communities communicate within and across cultures.

As I tell my students in the syllabus, “This course is a journey. As for most journeys, our travels take us to places both known and unknown. In the process, we will learn a great deal about others—

Continued on page 5

TRACE's Director-in-Waiting, Catherine Schryer



As we mentioned in the last TRACE newsletter ("New TRACE Faculty Associates" *Teaching Matters*, Sept. '05, p. 3), Dr. Catherine Schryer of the Department of English Language and Literature will gradually assume the duties of Director over the next several months. This will ensure a smooth transition when I complete my five-year term and step down as Director at the end of August of this year. For this term, Catherine will be a part-time TRACE Faculty Associate (Arts), joining Rohan Jaysundera who is the part-time TRACE Faculty Associate (Science). Then in the spring term, she will assume more duties, as Co-Director of TRACE. To introduce her, we thought there could be no better person to write about what her research interests are and what plans she has for TRACE than Cathy herself.

Barbara Bulman-Fleming

"When I was asked to write this article as the incoming Director of TRACE, I found myself at an impasse. Addressing a somewhat general audience is difficult enough, but explaining one's past and then projecting plans into the future complicates the task.

Much of my research focus should prove useful to the position. My

various research programs over the past fifteen years have been exploring teaching and learning practices in workplaces and in healthcare organizations. I have observed numerous classrooms and learning situations and interviewed faculty and students in settings as diverse as hospital corridors, pathology labs, and office cubicles. This research focus derives from my background in rhetoric and writing research, a tradition that has always had a strong interest in education and pedagogy. From the perspective of scholars in my field, beliefs about the nature of teaching and learning are present in any pedagogical interaction. However, my own research (and that of many others) has documented that pedagogical values and associated practices may be tacit. Much of my interaction with healthcare educators has consisted in questioning some of their tacit practices to see if these practitioners actually approve of their own teaching methods – and sometimes they do not. Making apparently common-sense practices more open to discussion has been the goal of much of this research. And my findings have found their way back to my participants not only through published articles but also in the form of applied workshops, workshops that focused on illuminating best practices specific to particular fields or workplaces.

My healthcare participants talk about research insights as "learnings." So I hope to bring to TRACE some of the following "learnings" that other educators have taught me.

I have learned a great deal from my research thanks to the generosity of my participants. I learned that the different disciplines have quite distinct "voices" or ways of com-

municating and teaching within their fields. Often good reasons exist for the prevalence of certain practices. In the words of one important education theorist, Pierre Bourdieu, experts possess a "logic of practice," and that practice needs to be respected as well as illuminated. I have learned, too, that teaching is a kind of expertise that develops over time with the help of a great many people. Sometimes that assistance comes in the form of direct instruction but it also comes in the form of hallway chats or by simply observing another practitioner in action. Most importantly, the general organizational culture has to support teaching for it to flourish. I have also learned that teaching and learning are not separate activities – each is the "uptake" of the other. Teaching practices affect learning practices and vice-versa. Both instructor and student expectations can drive a pedagogical interaction.

So what do I plan to do in the future? First, I plan on listening, observing and learning. I have a great deal to learn before I assume the Directorship of TRACE, and I am looking forward to working with Dr. Barbara Bulman-Fleming and the rest of the TRACE staff. Over the next nine months as I am learning the ropes, I will need their help and assistance. Most importantly, I need to find out more about what TRACE already does well and support and build on that expertise. And then I have some general agenda items. As should be evident, I am interested in supporting research on teaching and learning and related best practices especially within disciplinary settings. I am also interested in promoting even better lines of communication between the different groups that support teaching and learning on campus.

Continued on page 5

“Engaging Students”

Jennifer Hunter is currently pursuing a PhD in Physics and Vision Science here at the University of Waterloo. She holds undergraduate and graduate degrees in Physics, both from the University of Waterloo. Jennifer’s focus of research is on image quality and retinal imaging in the eye, specifically in people 55 years and older. Jennifer indicated that this area of research can be challenging because as researchers try to improve the quality of retinal images, they are confronted with certain limitations due to on-going disease processes (e.g., cataract, macular degeneration). Jennifer considers herself to be an inquisitive individual, and it is this inquisitiveness and love for learning that she tries to bestow upon her students.

Jennifer is one of the many graduate students at the University of Waterloo enrolled in the Certificate in University Teaching (CUT) program through TRACE. As part of the CUT program, participants are required to have three observations of their teaching events. It was during one of the recent events that Chris Watson, a TA Developer with TRACE, had the opportunity to observe Jennifer’s dynamic ability to engage the students in her classroom. During a guest lecture for approximately 80 optometry students, Jennifer taught the material by posing questions to the students and allowing them to express what they knew – in essence, permitting the students to share their knowledge with the rest of the class. Jennifer’s teaching style is rather like that of a conductor in front of a symphony orchestra who directs the musicians, compared to the traditional lecture, which can be like performing a solo piece for the class to listen to. I sat down with Jennifer to find out more about her unique way of “engaging the student”.

TRACE:

How long have you been teaching?

JENNIFER:

“I started out as an undergraduate TA who was hired to do marking. For the last four years, I have been running tutorials as part of the Optometry program. It has been during the last couple of years in the tutorials that I have learned to become comfortable in front of groups of students. In addition to the tutorials, I have also presented guest lectures in both Optometry (OPT106) and Physics (PHYS 256).

TRACE:

What does engagement mean to you?

JENNIFER:

“It means students who are active participants in the learning process. I want them to take the information they learn and apply it to the real world. For example, when they look at the sky, now they will know why it is blue, and hopefully they will be able to explain/share with their friends why it is blue.

TRACE:

Is it easy to engage students?

JENNIFER:

“You have to put a lot of effort into your lesson plans. You cannot expect students to become engaged unless you create engaging activities for them to do.”

TRACE:

Are there techniques that you use to engage the students?

JENNIFER:

“Yes, there are several techniques that I use. One technique is brainstorming. With this approach, I ask a general question that gets the students starting to talk. Over the course of time, I will start to ask more specific questions to draw out more information. This is kind of like a funnel approach – start with something big and narrow it down.

Another technique I use is to wait 10 – 20 seconds after I ask a question before I begin to answer the question. A third technique I have used is paired problem-solving presentations. In my tutorial students are assigned a series of problems to solve over the course of the term. Students are then set into pairs, and each week one pair of students will present their solution to the problem. The presentations allow for the students to learn from each other, and also encourage them to participate. In addition, knowledge of your students’ interests and experiences can help, as you can ask questions to students whom you know to be working in a certain research lab – in essence, playing to the students’ strengths.”

TRACE:

Are there challenges you face when trying to engage students?

JENNIFER:

“Yes – some students are more difficult to engage than others. For some, the novelty of the information has worn off. Therefore, you have to find new and creative ways to keep them engaged. In some cases, it may mean presenting the information in a manner that is practical and applicable to the real world.”

TRACE:

What is one of the biggest challenges you face in the classroom?

JENNIFER:

“Trying to explain physics to individuals who come from a variety of backgrounds. You have to figure out just how much, or how little, they know and conduct the lecture accordingly.”

TRACE:

Do you find a difference between large and small class sizes when engaging students?

JENNIFER:

“Yes – small classes tend to be quiet

Continued on page 5

Engaging Students

Continued from page 4

and less formal, and physically the room is also smaller (you don't need to repeat the answers because everyone can hear them!). In large classes, students tend to be a little noisier and the atmosphere is more formal – they have to raise their hands when they have something they want to say. The classrooms themselves are larger and that's

when you have to repeat your questions and their answers.”

In conclusion, during our conversation with Jennifer, it became evident that engaging students is not hard *per se*, rather it requires effort on behalf of the instructor. By providing students with opportunities to engage in the learning process, instructors facilitate students' learning and retention of the material.

There is a variety of strategies that can be used in the classroom to help move students from being passive listeners to active learners, including those used by Jennifer in her tutorials. For additional strategies, please consult the TRACE Tips Sheets (<http://www.trace.uwaterloo.ca/tipsheets.html>).

Renée MacPhee

...Catherine Schryer

Continued from page 3

As a final note, I would like to thank the committee members that interviewed me for this position. The interview itself provided an opportunity for reflection on my own practices and beliefs, a useful experience. I hope that I can fulfill their expectations.”

Catherine Schryer

TRACE Instructional Development Grants

We regret that our budget for Instructional Development Grants for this fiscal year ending April 30, 2006, has already been depleted. A new call for proposals will be announced for the next round of funding later this term.

New TRACE Workshop Registration Format

Effective Winter 2006, TRACE will adopt a new registration system. Once the classroom has met its capacity, registration will close and a waiting list will be started. If the need to cancel your registration arises, this can be done online.

...Global Perspectives

Continued from page 2

their values, ways of thinking, behaving and communicating. We will also learn about ourselves. Self-reflection is an important aspect of intercultural communication. In our exploration of new territory in this class, we go away from home but also return home.”

Throughout this course, students have the opportunity to gain knowledge, skills, and attitudes that will increase their intercultural communication competence. I employ a variety of teaching methods including discussion, group work, exercises, lecture, and creative modalities to address issues in this class.

Currently the University of Waterloo Intercultural Committee, lead by Gail Cuthbert Brandt, is considering the creation of a large 200-level course to offer a variety of students an introduction to intercultural communication.

The Committee hopes this course will both help meet UW's goals of internationalizing the curriculum and help prepare students to live, work, and contribute to the increasingly international/intercultural communities in which we all have a stake.”

Finally, the event Steffanie Scott was involved in last year (and that students are carrying on with this year) arose from the tremendous interest in international development expressed by a group of students and professors from Political Science and Environmental Studies. That interest gave birth to the first UW International Development Students' Conference, which took place on February 12, 2005. The event drew approximately 150 participants.

A second conference is planned for March 3rd and 4th this year, at the Davis Centre, and will build on the previous meeting's mandate to:

- Increase the students' and the

community's awareness regarding the need for global prosperity through development;

- Be a catalyst that sparks and encourages creative means to tackle various challenges to the global village; and
- Create network-building opportunities for various groups, intellectuals, and community leaders involved and interested in global development, to share expertise and form partnerships.

There will be two keynote speakers, and graduate and undergraduate students will make presentations on their topics of choice that will coincide with the theme of the conference. A panel discussion, including a question-and-answer session, will follow the presentation.

Watch for more information on the Daily Bulletin concerning things international during the week of March 3rd - 10th – International Celebrations Week here at UW.

Barbara Bulman-Fleming

Professors “Open their Classrooms” to Colleagues

Have you ever wondered what happens in your colleagues' classrooms, particularly those who are reported to be “excellent” or “distinguished” teachers? We reported in our last issue that the Teaching Excellence Council was arranging opportunities for faculty members to sit in on exemplary teachers' classrooms to gain insight into how different professors engage their students. We were successful in arranging a pilot project in which two professors, Tom Yoder Neufeld (Religious Studies) and Kirsten Müller (Biology), opened their classrooms in November to members of the Teaching Excellence Council. These events consisted of a half-hour pre-observation meeting between the hosting professor and the participants to discuss the plan for the class to be observed, observation of a lecture, and then a post-observation discussion of the event and what was observed. Participant observers noted that the most valuable part of the experience for them was the discussion of teaching

strategies that occurred during the pre-and post-sessions and being able to observe a good teacher in action. In comments to the Teaching Excellence Council, Tom Yoder Neufeld noted that it was an “affirming experience” for him to have colleagues in his classroom and receive feedback from them. Kirsten Müller echoed the sentiment that this was a valuable experience for her. She also noted that, not only is this kind of feedback something that faculty do not often receive from their colleagues but it is something that she believes is very important for new faculty members. Because professors are not trained to teach, it is important to see others in action to get ideas about teaching. It is not uncommon to have never seen teachers in action beyond those we had as students. Although most of us can reflect back and identify our best professors, putting our finger on and articulating what made them great is more difficult. Not only that, sitting in a lecture as a student

is a far different experience, notes Müller, than observing a colleague having in mind effective teaching practices. “I figured out how to teach on my own and this included learning from some failures,” she notes. Having exemplary role models is important for all faculty, regardless of the stage of career; it is clear from this pilot that we need to provide more opportunities for this kind of thing. This is particularly true in light of discussions about how to better engage students in our classrooms. With that in mind, we are launching this program to all faculty this winter. Professors Jean Andrey (Geography), Andrew Hunt (History) and Lyndon Jones (Optometry) will all open their classrooms this term. The focus of these sessions will be on how they engage students in large lectures. Please see the TRACE website for information on how to register for these sessions.

Tracy Penny Light



Jean Andrey
(Geography)

ENVS 178 - Introduction to Environmental Research Methods
Monday, March 20, 2006
1:30-2:30 p.m.
AL 116



Andrew Hunt
(History)

HIST 220 - The Vietnam War and American Society
Wednesday, February 8, 2006
1:30-2:50 p.m.
RCH 301



Lyndon Jones
(Optometry)

OPT 155 - External Eye Disease,
Thursday, January 19, 2006
9:30 - 10:20 a.m.
OPT 401

Distinguished Teacher Awards are given in recognition of a continued record of excellence in teaching at the University of Waterloo. All UW instructors are eligible. Criteria can be found at: <http://www.trace/awardshp.html>.

...Engage our Students

Continued from page 1

notion of learning in contexts outside the traditional classroom has always been a cornerstone of the co-operative education model at UW. The recent review of Co-operative Education and Career Services has pointed to the need to better integrate those learning experiences. The co-op enhancement activities underway in all Faculties, led by the Faculty of Engineering's PDEng program, is one way to add to the co-op learning experience through a better integration of the learning in academic and work terms.

These initiatives are student-focused and in all of them, the feedback of the learners whom these programs are targeting is being sought. But it is faculty who facilitate student learning and, although we have had extensive training to be effective researchers, we have not had similar teacher training. More and more faculty members are recognizing the importance of sharing their teaching experiences with their colleagues. TRACE is helping to facilitate an increased dialogue around teaching and learning through departmental teaching days (participating groups to date include the School of Optometry, St. Jerome's University, and the De-

partments of Physics and Recreation and Leisure Studies) out of which are emerging departmental or Faculty-based groups to explore these issues further. For instance, Dr. Marlee Spafford, a DTA recipient, is spearheading such an initiative in the School of Optometry. Similarly, TRACE is participating in St. Jerome's University's Learning Initiatives Task Force (formed recently by Dean Myroslaw Tataryn) to discuss teaching and learning initiatives there. Additionally, the Teaching Excellence Academy for faculty is tentatively scheduled to be held again in April 2006 (<http://teaching.uwaterloo.ca/groups.html>), and there will be regular Open Classroom events scheduled for each term (see my report on the recent Open Classroom pilot series on page 6). There is also the Associate Vice-President, Learning Resources and Innovation's Teaching-Based Research Group (<http://www.learning.uwaterloo.ca/research/>) for faculty who are studying student learning through action research in their classrooms, and LT3's E-Merging Learning Workshop for faculty who want to explore the effective pedagogical use of technology in their classrooms

(<http://LT3.uwaterloo.ca/faculty>). All of these initiatives are helping us to discuss ways to engage our learners in effective and/or new ways.

These are just a few of the strategies being employed at UW to address the "new" learner. When George Kuh, the Director of the NSSE, visits UW on Tuesday, January 17, 2006 for the Presidents' Colloquium on Teaching and Learning, we will challenge him to provide feedback on these initiatives and to point us to additional strategies that we can use to capitalize on the opportunities we have to better engage our learners. It is an exciting time to be at UW!

Tracy Penny Light

References

National Survey of Student Engagement,

<http://www.indiana.edu/~nsse/>

Oblinger, Diana and James Oblinger (eds.) *Educating the Net Generation*, Educause, 2005.

<http://www.educause.edu/educatingthenetgen>

Prensky, Marc, "Digital Natives and Digital Immigrants," *On the Horizon*, NCB University Press, Vol. 9, No. 5, October 2001.

<http://www.marcprensky.com/>

LT3 Winter 2006 Events

(Centre for Learning and Teaching Through Technology)

Special Event: Educational Games. A Dialogue in Two Parts

Innovation Project: Online Tutorial Generator

E-Merging Learning Workshop

Series 1:

Session A

January 11

12 noon - 1:00 p.m.

Session B

February 15

12 noon - 1:00 p.m.

Series 2:

Session A

March 2

11:30 a.m. - 1:30 p.m.

Session B

March 16

11:30 a.m. - 1:30 p.m.

March 6

11:30 a.m. - 1:30 p.m.

March 20

11:30 a.m. - 1:30 p.m.

(To register for the E-Merging Learning Workshop go to: <http://LT3.uwaterloo.ca/faculty>)

New Ideas for Informal Learning Spaces

March 31

11:00 a.m. - 12 noon

UWACE User's Group Session

April 13

10:30 - 11:30 a.m.

All events are held in the FLEX Lab, LIB 329.

For more information or to register for an event, go to:

<http://LT3.uwaterloo.ca/events>

George Kuh...Presidents' Colloquium on Teaching and Learning Speaker



George D. Kuh is Chancellor's Professor of Higher Education at Indiana University Bloomington where he directs the Center for Post-secondary Research, home to the National Survey of Student Engagement (NSSE) and related initiatives. Kuh has written extensively about

student engagement, assessment, institutional improvement, and college and university cultures. His most recent book is *Student Success in College: Creating Conditions That Matter* (Jossey-Bass 2005). In 2001, he received Indiana University's prestigious Tracy Sonneborn Award for a distinguished career of teaching and research.

Following are details on the Colloquium:

"Taking Stock of What Matters to Student Success in University: Lessons for Waterloo"

Tuesday, January 17, 2006
4:00 - 5:15 p.m.
UW Humanities Theatre

Good Luck Renée!

Effective January 1, 2006, Renée MacPhee is no longer with the TRACE Office. She has taken on a full teaching load at Wilfrid Laurier University.

TRACE Teaching Matters

January 2006
Issue No. 20

Teaching Matters is published by the Teaching Resources and Continuing Education (TRACE) Office. At TRACE, we support yet challenge instructors in developing and reflecting on their teaching practices, goals, and beliefs.

TRACE Office

MC 4055, University of Waterloo
Waterloo, Ontario N2L 3G1

Phone: (519) 888-4567 Ext. 3132
Email: trace@admmail

TRACE home page:
<http://www.trace.uwaterloo.ca>

Director:

Dr. Barbara Bulman-Fleming, Ext. 2579
bfleming@watarts

Associate Director: (on maternity leave)

Donna Ellis, Ext. 5713
donnae@admmail

Acting Associate Director

Dr. Tracy Penny Light, Ext. 3899
tplight@admmail

Faculty Associates

Rohan Jayasundera, Ext. 7084
jayasund@scimail
Dr. Catherine Schryer, Ext. 7084
cschryer@watarts.uwaterloo.ca

CUT Program Coordinator:

Kate Hoye, Ext. 7110
kahoye@engmail

TA Developers:

Julie Gauley, Ext. 3408
jgauley@scimail
Tricia Stadnyk, Ext. 7110
tastadny@engmail
Christopher Watson, Ext. 3408
cwatson@watarts

Administrative Assistant:

Verna Keller, Ext. 3857
vkeller@admmail

Department Secretary:

Darlene Radicioni, Ext. 3132
trace@admmail

Announcing Winter 2006 TRACE Events

TRACE will be offering many workshops this term, which are open to all UW faculty members, staff instructors, and graduate students.

<i>Course Design</i>		January 25	1:00 - 4:00 p.m.
<i>Teaching Dossiers</i>		January 26	1:00 - 3:00 p.m.
<i>Critical Thinking</i>		February 8	12 - 1:30 p.m.
	OR	February 16	12 - 1:30 p.m.
<i>CVs and Cover Letters</i>		February 27	12 - 1:30 p.m.
	OR	March 8	12 - 1:30 p.m.
<i>Motivation and Enthusiasm</i>		March 21	12 - 1:30 p.m.
	OR	March 24	12 - 1:30 p.m.
<i>Course Design</i>		April 6	9:00 am - 12 pm.
<i>Teaching Dossiers</i>		April 19	9:00 - 11:00 a.m.

For more specific details, watch for notices in your department and via the Workshop and Certificate listservs. To join either listserv, email trace@admmail.

Certificate in University Teaching (CUT) participants, please note that all of these workshops partially fulfill CUT requirements for GS 901 and 902. **The teaching dossier workshop is required for the CUT and will be offered every term.**

To register for workshops, go to:

<http://www.trace.uwaterloo.ca/workhp.html>

TRACE Workshops/Panels for Faculty

TRACE is offering the following two events exclusively for UW faculty members:

<i>Preparing Students for Global Citizenship</i>	March 10	12 - 1:30 p.m.
<i>How to Prevent/Deal with Plagiarism and Cheating</i>	April 11	12 - 1:30 p.m.

Registration will be by email, two weeks prior to the workshop date.

Renée MacPhee, the CUT Program Coordinator, has resigned in order to take on a full teaching load at Wilfrid Laurier University – way to go, Renée! We are pleased to announce that Kate Hoyer, a former TA Developer, is returning to TRACE to replace Renée. Additionally, two new TA Developers have been hired to support the program in the coming months.



Kate Hoyer
(CUT Program Coordinator)

Kate Hoyer is a doctoral candidate in Systems Design Engineering. She is very happy to be returning to TRACE, where she worked as a TA Developer in 2004, and eager to take on new challenges as the Program Coordinator of the Certificate in University Teaching (CUT). While working on her doctorate, Kate has enjoyed a number of opportunities to develop her teaching skills. She has taught introductory linear algebra to engineering students, applied statistics to business students, and organizational behaviour to students from across the campus. She has also been a teaching assistant for numerous courses. In these positions, Kate has been responsible for a wide range of teaching tasks from lecturing to developing course materials and assessing student work. Kate is looking forward to sharing her experiences and learning from other students' teaching practices. She can be reached at kahoyer@engmail.

For information about the Certificate in University Teaching program and services offered by the TRACE Office, please visit:

<http://www.trace.uwaterloo.ca>



Julie Gauley
(TA Developer)

Julie Gauley is an enthusiastic and dedicated new addition to TRACE. She is currently pursuing a PhD in stress protein research from the Department of Biology at UW. She completed a Bachelor of Science degree specializing in marine biology at Simon Fraser University in British Columbia before coming to UW to obtain a Master of Science in cell biology. Julie has been a TA for many undergraduate classes in biology, and has served as the TA representative in the Biology Department for 2 years and has enjoyed the challenges in that position, including a formative role in the new TA workshop. Julie is close to completing the CUT and comes with a diverse teaching background, which includes time as a staff member with Shad Valley, Science World, and the Vancouver Aquarium. She is looking forward to working with the TRACE team, and helping others to develop their teaching skills. In her spare time she enjoys fitness, reading and playing soccer. Julie can be contacted at jgauley@scimail.



Trish Stadnyk
(TA Developer)

Trish Stadnyk is a PhD candidate in Civil Engineering who has a not-so-secret passion for teaching (according to her students and colleagues). Trish has held several TA positions in Civil Engineering, and has taught a third-year engineering calculus course. Outside of the classroom, Trish has devoted many hours to mentoring through events such as Shad Valley, ExpecTAtions, Campus Day, and other community events. She is currently president of the Civil Engineering Graduate Student Association (CEGA), and is a GSA councillor. In her leisure time she can frequently be found in ice rinks giving skating lessons to friends and family and coaching minor league hockey teams. Trish is looking forward to the new challenges and opportunities the TA Developer position offers, and eagerly awaits the chance to share some of her experiences with other students. Trish can be reached at tastadny@engmail.