



# Teaching Matters

*great teaching ... by design*

Issue N 0.33

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May 2010

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## Teaching & Learning Everywhere!

Sure, spring is in the air, but that's not all. Maybe it's just a function of the job I'm in as Interim Director of CTE, but everywhere I turn there seems to be increasingly more talk about teaching and learning! Teaching retreats, curriculum renewal projects, individual consultations, workshops, and conferences. The venues and topics may vary, but the message is the same: good teaching matters.

In CTE, we can provide numerous strategies and techniques to assist with your development as teachers. We plan and deliver events for Faculties, departments, and the larger campus community. In this newsletter, you'll read about recent events like the Teaching Excellence Academy and the Learning about Teaching Symposium. We're also very pleased with the increasing interest in our departmental curriculum and teaching retreats. This past year, 12 departments worked intensively with CTE staff and resources to prepare for and respond to program reviews. Imagine...whole departments coming together to talk about teaching. It's important and fascinating work, and we only see it growing more, particularly as graduate program reviews also have to address degree level expectations. I'm pleased to share that we have received approval to hire another instructional developer to assist with the department-level work. This is much-needed help that will enable us to extend our services.

But I want to remind everyone that we don't do this work alone. Other units such as the Centre for Extended Learning, and Instructional Technologies and Multimedia Services also assist in providing support and development opportunities to all who teach on campus. Our Associate Vice-President, Academic, and groups like the Teaching Excellence Council and the Teaching-Based Research Group provide support and time to projects that further teaching and learning at Waterloo. And you – the faculty members, staff instructors, and teaching assistants – also provide assistance every time you share your ideas with others. You may be a panelist at a workshop. You may help to organize and facilitate a departmental event. You may simply share your ideas at an event or project meeting about your issues and strategies regarding your teaching or your students' learning. One way that we strive to achieve our mission in CTE is to “connect instructors to one another to create dialogue and build networks around teaching and learning”. We can't do this without your help. So thank you to one and all.

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## 2010 CUT Award Winner



*CTE is pleased to announce that Ramila Peiris of the Department of Chemical Engineering has been selected as this year's Certificate in University Teaching (CUT) Award recipient. This award, funded by an anonymous donor, is given annually to an outstanding CUT participant who has completed the program within the past three terms.*

Ramila's pathway into teaching began in his native Sri Lanka when he was hired as a teaching assistant shortly after completing his undergraduate degree in Engineering at the University of Moratuwa. After a short teaching stint at his alma mater followed by work in the industry he decided to pursue graduate studies in Norway. During the second term of his Master's studies, he was instructing small groups of 10-15 first year Master's students. In retrospect, he credits this teaching experience for helping him to adjust to the

teaching culture at Waterloo where he began his Doctoral studies in the Department of Chemical Engineering. In his second year at Waterloo, he became a TA for the first-year course, *Chemistry for Engineers*.

After hearing about the CUT Program during the orientation for new graduate students, Ramila discussed his interest in the program with a fellow graduate student enrolled in the CUT as well as his supervisor. Both of them encouraged him to pursue the CUT. Ramila enrolled in the program in 2008 and successfully completed all program requirements in Fall 2009. His CUT research project on teaching focused on developing critical thinking skills in engineering students, a topic which sparked his interest when he was looking for different ways to encourage student thinking in his tutorials.

Reflecting on what he learned through the CUT, Ramila mentions a number of delivery skills as well as classroom interaction techniques. But one technique that he considers particularly useful for his development as a teacher is designing and conducting TA evaluations. Since TA evaluations were not administered by his department, Ramila created his own tools to collect mid-semester student feedback as well as end-of-course evaluations. "The feedback that I received from students was really helpful. I made a lot of changes in my teaching based on it," states Ramila.

Guest lectures, says Ramila, were another important source of learning about teaching. Delivering guest lectures to undergraduates and receiving feedback from CTE TA Developers who observed him in the classroom helped him to improve his delivery and classroom management skills. When asked about how his view of teaching changed as a result of the CUT, Ramila says, "I always loved teaching. I thought it was fun and I loved sharing my knowledge. However, I realized that there is a lot more to it." He explains that now rather than focusing on covering the content, he emphasizes interaction, good questions and relevant and practical examples.

When Ramila received the news that he was selected as this year's recipient of the CUT Award, he was approaching the end of his Doctoral studies at Waterloo. So it was an occasion for a double celebration for this newly minted PhD who also made efficient progress through the CUT program. In recognition of receiving the CUT Award, Ramila's name will be added to the CUT plaque displayed in the CTE's Library location. He will also receive his own plaque and a cash award. Congratulations, Ramila!

## Congratulations to Course Internationalization Grant Recipients!

Course internationalization grants support the internationalization of curricula as well as teaching and learning processes at the University of Waterloo. Up to eight grants are awarded annually through the funding provided by [Waterloo International](#). Congratulations to this year's course internationalization grant recipients!

**Marissa Cunningham and Lisa Craig** (Pharmacy), courses: PHARM 131 – Professional Practice 1 Laboratory and PHARM 229 – Professional Practice 2 Laboratory

Purpose: To develop pharmacy practice cases, simulations and role-plays with internationalized content focusing specifically on multicultural issues in pharmacy practice.

**Yulia Gel** (Statistics and Actuarial Science), course: STAT 331 – Applied Linear Models

Purpose: To develop a sustainable data repository of illustrative international data sets on economics, finance, climate, demography, with a strong emphasis on various cutting-edge international issues.

**Mariam George** (Social Work), course: SWREN 424R – Diversity and Empowerment

Purpose: To purchase international documentary on tribal displacement and international movies (e.g., Deepa Mehta's elements trilogy); and to connect students with international guest speakers from India via conference call.

**Doris Jakobsh** (Religious Studies), course: RS 450 – The Living Traditions of India

Purpose: To support a course delivered as a study trip to India. Ten students will spend three months in India, experiencing and examining cultures, religions and regions of India. They will create a short video account of their daily activities in India.

**Ellen Sue Mesbur and Trish Van Katwyk** (Social Work), course: SWREN 431R – Fields of Practice

Purpose: To bring two guest speakers (one from Canada and one from El Salvador) who will speak on the topic of "Community-based response to mental health." This class will be filmed and the recording will become a learning/teaching tool in future offerings of the course.

**Bessma Momani** (Political Science and History), course: HIST 230/PSCI 257 – Introduction to Middle East Politics and History

Purpose: To bring two guest lecturers who have been on the frontlines of progressive peace movements working for peace in Middle East.

If you have questions about the grant process or would like to discuss ideas for internationalizing your course, please contact [Svitlana Taraban-Gordon](#), Centre for Teaching Excellence (CTE).

## Teaching Excellence Academy 2010

The Teaching Excellence Academy is an intensive workshop that helps instructors redesign a course by aligning learning outcomes, learning activities, student assessment, and technology choices. In addition to thanking CTE/CEL facilitators Aldo Caputo, Donna Ellis, Jane Holbrook, and Trevor Holmes, CTE would like to express their appreciation to the faculty facilitators Carey Bissonnette (Chemistry) and Ray Legge (Chemical Engineering) for sharing their expertise with their colleagues at the Academy.





## CTE Goals

Last fall in CTE we worked on developing various pieces of a strategic plan. We drafted a vision, mission, and guiding principles for how we approach our work (see the [Winter 2010 newsletter](#) article for a synopsis). And then we worked on creating goals. Every staff member submitted their individual goals for Fall 2009 to Spring 2011. It was an energizing, collaborative exercise that allowed us all not only to contribute to the plans for the centre but also to see how integrated our contributions can be. We linked our goals to our guiding principles and then mapped them to the [Sixth Decade Plan](#) to check for alignment. We also used the exercise to identify tasks and programs that we would no longer continue.

Our complete document is too detailed for this newsletter article, but I am pleased to share our overall goal areas for the 2009/2010 academic year.

**Goal 1.** To promote learning about teaching, community building, the sharing of scholarship and resources, and our own profile, CTE will maintain *cross-disciplinary, campus-wide events and programs*.

**Goal 2.** To enhance dialogue and networking around teaching and learning and to respond to university changes, CTE will increase *department-specific programming*.

**Goal 3.** To build capacity, CTE will support the development of more *instructor-led teaching initiatives*.

**Goal 4.** To support exploration and integration of new approaches and ideas and to demonstrate leadership, CTE will *forge new ground* in teaching and learning.

**Goal 5.** To offer support, create synergies and relationships, learn about upcoming university changes, enhance our profile, and show leadership, CTE will *connect with and contribute our expertise* to various stakeholders on and off campus.

**Goal 6.** To further our own learning and strengthen our own community, CTE will engage in *individual and centre-wide professional development activities*.

If you want to learn more about CTE's goals or our planning process, please contact [Donna Ellis](#).

## Award for Exceptional Teaching by a Student



Terry Anderson (Computer Science) and Belinda Kleinhans (Germanic and Slavic Studies) are the recipients of the 2010 Award for Exceptional Teaching by a Student. Sue Horton, Associate Provost Graduate Studies and Chair of the award committee, presented Terry and Belinda with their award at a recent luncheon held in their honour. Terry is described as a person who “cares” about his students’ success, and “displays an infectious passion for course material”. He uses a variety of teaching methods, such as “fun facts”, to engage students at the start of class. Belinda also uses a variety of materials and teaching methods (including

games, poetry, plays and music) to help students grasp the German language and culture. She creates a comfortable learning environment where students are encouraged to express their opinions and ask questions.

Through a donation from former Vice President Academic and Provost Amit Chakma, the award has been renamed the Amit and Meena Chakma Awards for Exceptional Teaching by a Student. Nominations for the 2011 [Amit and Meena Chakma Awards](#) for Exceptional Teaching by a Student are now being accepted and can be submitted through the online nomination form on the Centre for Teaching Excellence’s website.

## More of a Good Thing: 2<sup>nd</sup> Annual Opportunities and New Directions Conference

More than 100 members of the research community involved in the Scholarship of Teaching and Learning, or SoTL as it is commonly called, converged at the University of Waterloo on Wednesday, April 28 for our second annual *Opportunities and New Directions: A Research Conference on Teaching and Learning*. Run by a sub-committee of the Teaching-Based Research Group ([TBRG](#)) and the Centre for Teaching Excellence, the event was supported by Geoff McBoyle, Associate Vice-President, Academic.



Dr. Catherine Wehlburg gave the keynote address, *Scholarship of Teaching and Learning: You're Already Doing It!* to help us think about ways the evidence we may already be collecting on student learning can set the stage for research projects on teaching and learning. Dr. Catherine M. Wehlburg is the Assistant Provost for Institutional Effectiveness at Texas Christian University. Dr. Wehlburg has served as editor of *To Improve the Academy* and is currently the Editor-in-Chief for the *New Directions in Teaching and Learning* series.

Presentations were delivered by researchers from Waterloo and across Ontario who presented on topics such as student note-taking, e-Portfolios, visual field trips, developing research skills through co-op placements, and iClickers. A combination of 25-minute papers and 50-minute workshops as well as poster discussions was used to engage conference attendees over the full-day event.

The day culminated in a wine and cheese reception that served not only as the poster session but also as the book launch for *Opportunities and New Directions: Canadian Scholarship of Teaching and Learning* that arose from last year's conference.



If you were unable to attend, you may still view the [program](#). If you're interested in the Scholarship of Teaching and Learning, you may also want to join the Teaching-Based Research Group. For more information, please contact [Nicola Simmons](#) at ext. 32940.

Nicola Simmons

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## The Learning Studio Model for Experiential Learning

Last fall, Marlene Griffith Wrubel and I changed how we presented UW-ACE training to the instructors with which we worked. Typically, our workshops had involved a lecture-style presentation of a UW-ACE learning tool followed by questions and answers. We felt that a more intimate, hands-on approach was needed in order to provide instructors with a richer learning experience. When Jane Holbrook drew our attention to the research of Everett M. Rogers, Marlene and I were inspired to apply his Diffusion of Innovation model to the adaptation of technology in education. With this model in mind, we began to collaborate on our Learning Studio Project.

Three “How to Customize Your Course in UW-ACE” studio sessions have been held so far. In each session, three CTE liaisons simultaneously facilitated three small discussion groups each focusing on a specific online learning topic. Participants chose which discussion group to join and then moved to a different group when they felt that they had learned all they needed. Participants who had come to the workshop planning to investigate a specific learning activity were able to implement it immediately into their UW-ACE course. Often they then went on to explore new and more complex learning tools.

Due to the flexible format of the studio session, and the close proximity of the discussion groups, every participant had the opportunity to take on the role of both teacher and learner. Liaisons were available to provide hands-on guidance to instructors as they made modifications to their online course sites, but we also saw instructors guiding each other, and liaisons drawing upon the expertise and experience of other liaisons in order to better assist instructors. The excitement in the room was almost palpable as we all shared the experiences of acquiring new knowledge, applying it to courses and anticipating the impact of these newly enhanced learning environments. The result was a dynamic learning experience.

Marlene and I are now assessing the effectiveness of our studio model. Through two qualitative surveys, we have been gathering feedback from participants in order to determine whether the Learning Studio facilitates experiential learning as described by Mezirow. The initial survey, sent out several days after participants have completed their Learning Studio session, gathers feedback on the participant’s learning during the studio. A follow-up survey, sent out early in the subsequent academic term, is designed to determine how the Learning Studio has impacted the participant’s teaching.

Our research is ongoing, but we will be presenting our work-to-date as poster presentations at the Opportunities and New Directions (OND) and The Society for Teaching and Learning in Higher Education (STLHE) conferences this spring. The OND conference was held here at UW on April 28, 2010. The STLHE conference will take place at Ryerson University on June 23-26, 2010.

A “How to Customize Your Course in UW-ACE” studio session will be offered on Thursday, May 20 at 10:00-11:30 am in the Flex Lab, Porter Library, Rm. 329. If you have any questions or would like to attend this session, please contact Lynn Long at [l3long@uwaterloo.ca](mailto:l3long@uwaterloo.ca) or Marlene Griffith Wrubel at [mgwrubel@uwaterloo.ca](mailto:mgwrubel@uwaterloo.ca).

*Lynn Long*

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## CTE Events for Instructors

Looking for some new ideas for your classroom? Interested in observing a distinguished teacher in action? Want to investigate Prezi: A Pan and Zoom presentation tool or see 19 Technologies in 89 Minutes? Want to participate in an Instructional Skills Workshop? Registration and details for these events can be found at [myHRinfo](#) (login to the registration system).

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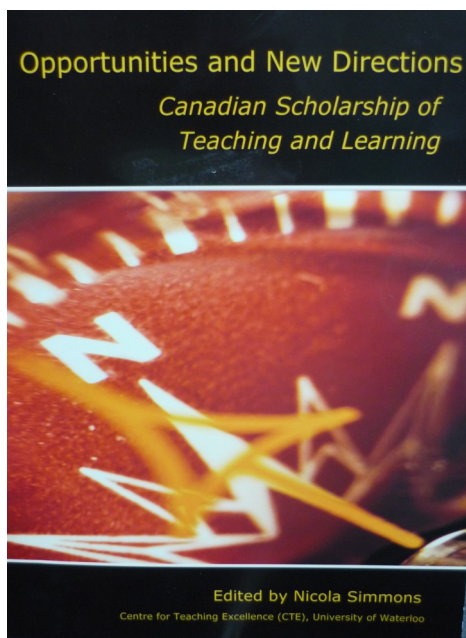


## New Book: Canadian Scholarship of Teaching and Learning

In May 2009, the inaugural *Opportunities and New Directions* conference was held at the University of Waterloo. This peer-reviewed conference of research on teaching and learning welcomed authors from any discipline to present their recent research, work in progress, and emerging ideas. The result was an exciting mix of interdisciplinary conversations amongst scholars from several institutions.

From this conference comes the book, *Opportunities and New Directions: Canadian Scholarship of Teaching and Learning*, edited by Dr. Nicola Simmons of the Centre for Teaching Excellence (CTE). Chapters in the book cover a wide range of SoTL topics across multiple contexts, yet share a common theme of considering ways to improve student learning whether that be through technology, with reading and writing, within professional schools, or across the university overall. Section headings describe the richness of the articles and their application to post-secondary education research and practice: *Technology in the Classroom*, *Improving Writing and Reading Skills*, *Education in the Professional Schools*, *Taking a Meta View*.

An excerpt from the foreword written by Gary Poole, President-elect, The [International Society for the Scholarship of Teaching and Learning](#) (ISSoTL) reads:



We are all invited to find our place within the pages of *Opportunities and New Directions*. Some of us will be drawn to quantitative data, others to more qualitatively expressed evidence of learning. More and more educators in higher education are developing the ability to exist comfortably in multiple places, be they quantitative or qualitative, theoretical or empirical. This book provides an opportunity for all of us to further develop this comfort, the way a well-traveled person can feel at home in many cities. Of course, that person is also enriched by the travel. (p. 3)

Gary goes on to say,  
All of the presenters and authors in *Opportunities and New Directions* deserve a vote of thanks, independent of the important critical reviews and discussions their work should stimulate in academia. These authors saw an opportunity and acted on it in ways that can provide new directions for all of us. Thus, the conference and the book it spawned are perfectly titled. May you find within its pages much food for thought and practice. (p. 4)

For information about the book, or to order a copy, please contact [Nicola Simmons](#).

## Teaching & Learning Everywhere!

*Continued from page 1*

This model of creating and facilitating dialogues fits with social theories of learning, including communities of practice (CoP). [Smith](#) (2003) provides a solid online article that outlines the basic tenets of CoPs. The more we can share what we're doing in our courses, the better the experience is for us and our students. I encourage every department to engage in such conversations. They could be formal events facilitated by CTE staff or someone in your department. Or they could be informal chats over lunch or coffee. The format is not as important as the existence of the dialogue. To explore this idea further, please contact any of the staff at the CTE. We're here to help!

Smith, M. K. (2003). 'Communities of practice' in *The encyclopedia of informal education*, [www.infed.org/biblio/communities\\_of\\_practice.htm](http://www.infed.org/biblio/communities_of_practice.htm).

Donna Ellis

## Update from the Teaching Excellence Council (TEC)

This past year, TEC's 26 [working group members](#) have been moving forward with a number of projects. The working groups are as follows: Learning about Teaching Symposium, Student Success, Training for TAs, Experiential Learning, Resources to Support Teaching & Learning, IT In Teaching, and Course Evaluations. These topic areas stemmed from TEC members, and each group's results aim to advance teaching and learning at Waterloo. Here's a sampling of what some of these groups have been focusing on:

**Student Success** – The aim here is to ask faculty members and employers to deconstruct two of the Undergraduate Degree Level Expectations as a means of creating working definitions that include actions or behaviours that may be measurable – a qualitative study is likely to be undertaken.

**Training for TAs** – This group would like to survey departments about issues such as how they manage the assignment, training, and evaluation of teaching assistants as a means of collecting baseline data on which future programming and resources could be based.

**Experiential Learning** – This group has continued past work on collecting data on the various experiential learning opportunities made available to students at Waterloo. To help disseminate the results, they plan to coordinate information sessions to increase campus awareness about possible options regarding experiential learning.

Donna Ellis

## Distinguished Teacher Award Recipients



Tristanne Connolly  
St. Jerome's  
English



Doug Kirton  
Fine Arts



Robert Mann  
Physics & Astronomy



Nancy Vanden Bosch  
Accounting & Finance

*Photos Courtesy: Jonathan Menon*

The Distinguished Teacher Award (DTA) recipients were interviewed by two undergraduate representatives on the DTA Selection Committee. You can read the interviews that were published in [Imprint](#) on March 26, 2010. Congratulations to all!

## 3M Teaching Award—Alan Morgan

Volcanoes. Fossils. Floods. Tsunamis. And, a man's passion to communicate with students to try to interest them in the world in which they live and help them better understand what's happening around them. This describes Earth and Environmental Sciences professor Alan Morgan. While others were stranded in Norway airports earlier this year because of the Icelandic volcano, Alan was there photographing the volcano. Alan was recently awarded a [3M National Teaching Fellowship](#), a teaching excellence award considered to be the most prestigious in Canada. Partnering with 3M Canada, the award is given by the Society for Teaching in Learning in Higher Education ([STLHE](#)). In 1991, Alan Morgan was awarded Waterloo's [Distinguished Teacher Award](#) for his excellence in teaching.





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## Learning about Teaching 2010

What's the value of assessing our students' learning? This was the basic question underlying the many messages that Dr. Catherine Wehlburg delivered at this year's Learning about Teaching (LaT) Symposium on April 26 and 27. In her keynote address, she outlined her ideas about doing assessment for accountability versus doing it for transformation. While we need to assess for purposes of accountability, her point was that we should focus much more on using what we learn from our assessments of students' learning to help us reshape and rethink our teaching.

Dr. Wehlburg followed up on this message in her two faculty workshops. In the morning, she shared the power of curriculum mapping, where you identify course-level intended learning outcomes on a matrix and indicate how you will assess each one over the weeks of a term (or you can use this same tool to map a whole curriculum). Her key message kept coming back to the idea of using the results of the assessments. The afternoon workshop provided more concrete ideas on how to collect more formative (ungraded) assessment data from our students so we could identify areas of confusion before giving a summative assessment like a midterm or final.

A few specific takeaway ideas for me at the LaT were as follows:

- To help students recall material learned in past courses, talk to whoever teaches the prerequisite to your course to learn what examples they used to explain key concepts needed for your course, then use those examples when you remind students of what they have learned
- To push students to demonstrate their knowledge quickly in a course, assign a minute paper (they get one minute to write it!) that asks prompts such as "given x theory, describe an example that wasn't used in class"
- Encourage department-level discussions about curriculum maps so that new faculty in particular can learn how their courses fit into the big picture for a program
- Ask students directly about what they have learned and what they do not yet understand – they can do this within a course or in response to the intended outcomes of an entire program

I was also delighted to hear the numerous examples and insights from UW faculty and staff members. Many stories of strategies tried and refined were shared, which exemplified Dr. Wehlburg's message to learn from our students and their experiences in our courses. She also suggested that databases of program-level intended learning outcomes can be created to provide a dynamic platform for revising program outcomes as course outcomes and assessments change. I even witnessed the emergence of a faculty-driven learning community on teaching very large classes (1000+ students).

So here's my challenge to you all: figure out where your courses fit into the big picture of your program, seek your students' input directly or indirectly through assessments, and be open to making changes that honour what you learn. In acting on what you find, you'll learn about learning and you'll learn about teaching, and that's what this symposium is really all about.

*Donna Ellis*

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## LIF and PIF Grant Funding Available

We are very pleased to announce that there will be LIF PIF funding again this year for projects relating to developing best practices in teaching and enhancing student learning. Watch for a formal announcement and the call for proposals later this month. The submission deadline will be September 1, 2010.

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## Feedback from Our Graduate Students

We often receive emails and written comments from graduate students who participate in our programs, and last term was no exception. We'd like to share some of the emails that we received last term with you.

Christopher Cutting, a PhD candidate in Religious Studies who recently completed the CUT Program, wrote: "Thanks for a wonderful learning experience. I think UW's teaching program is one of the best of its kind!"

Nomair Naeem, a PhD student in computer science, shared his experience with the CUT Program: "CUT has been truly a learning experience. I have come to appreciate the science behind teaching. I have more respect for the previously considered nuisances of teaching. I have discovered a wealth of knowledge in terms of education journals some of which, surprisingly, even focus on my particular field of study. Having my lectures observed and criticized has been a unique experience; an experience which I believe has made me a better teacher."

We hope to continue receiving feedback and suggestions for improvement from graduate students who attend our events and participate in our programs. You can email them to [Svitlana Taraban-Gordon](#) or any of our TA Developers.

*Svitlana Taraban-Gordon*

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## TA Developer News

In March we said good-bye to our CUT TA Developer Richelle Monaghan of Biology who has worked with us since last September. Richelle assisted us with the CUT Program over the fall and winter terms which are the busiest terms for the Program. She did an excellent job of supporting fellow graduate students in their teacher development efforts. Thanks for your excellent work with the CUT, Richelle!

Seanna Davidson from Planning and Arash Shahi from Civil Engineering will continue as CUT TA Developers during the spring term. Mareike Mueller from Germanic and Slavic Studies will also continue her work as an International TA Developer.

Watch for [spring workshops](#) offered by our TA Developers. Topics include classroom management, critical thinking skills, active learning and designing exams.

*Svitlana Taraban-Gordon*

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## Congratulations Winter 2010 CUT and ITA Grads!

The following 8 students, representing most faculties at Waterloo, completed the CUT program: S. Hamidreza Alemohammad (ENG), Rania Al-Hammoud (ENG), Christopher Cutting (ARTS), Jason Dockendorff (SCI), Catherine McAllister (ENV), Nomair A. Naeem (MATH), Mostafa Soliman (ENG), Danielle Terbenche (ARTS).

The following ITA Training participants completed their training in Winter 2010: Reine Al-Housseini (MATH), Noha Alsayed (LED), Amin Haghnegahdar (ENG), Jiao Jin (ENV), Ondrej Kiss (ENG), Lihua Liao (ENG), Yung-Ching Lo (ARTS), Mohammad-Mahdi Mirzazadeh (ENG), Ahmed Mohamed (ENG) and Plinio Morita (ENG).

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## New Staff Member



CTE is pleased to announce that Veronica Brown has joined us as the new Instructional Developer, Curriculum and Programming. In this new role, Veronica will support curriculum and program review initiatives at both the

department and Faculty level, with a focus on learning outcomes and degree level expectations. She will also provide support to individual faculty members and instructional staff through consultations, teaching observations, teaching retreats, and CTE workshops.

Prior to joining CTE, Veronica was an Instructional Support Coordinator (ISC) with the Professional Development program. As an ISC, she coordinated very large classes and led projects tied to course development. She has also worked as an ISC for the David R. Cheriton School of Computer Science where she taught first-year computer science to both on-campus and distance learners. Veronica's research interests include distance education, adult learning, instructional development and student support, particularly support systems for students with disabilities.

Veronica is delighted to join CTE and looks forward to sharing ideas about teaching with you. She can be reached at [vmbrown@uwaterloo.ca](mailto:vmbrown@uwaterloo.ca).

### Teaching Matters

May 2010

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*Teaching Matters* is published by the Centre for Teaching Excellence and edited by Verma Keller. At the Centre, we provide leadership in advancing skilful, informed, and reflective teaching.

**Centre for Teaching Excellence**  
MC 4055 and LIB 328  
University of Waterloo  
Waterloo, Ontario N2L 3G1  
Phone: (519) 888-4567 Ext. 33132  
Email: [cte@uwaterloo.ca](mailto:cte@uwaterloo.ca)

Centre home page:  
<http://cte.uwaterloo.ca>

**Interim Director:**  
Donna Ellis, Ext. 35713  
[donnae@uwaterloo.ca](mailto:donnae@uwaterloo.ca)

**Associate Director:**  
TBD

**Research & Evaluation Consultant:**  
Nicola Simmons, Ext. 32940  
[nsimmons@uwaterloo.ca](mailto:nsimmons@uwaterloo.ca)

**Instructional Developer,  
Curriculum and Programming:**  
Veronica Brown  
[vmbrown@uwaterloo.ca](mailto:vmbrown@uwaterloo.ca)

**Senior Instructional Developer,  
Blended Learning:**  
Jane Holbrook, Ext. 35931  
[jholbrook@uwaterloo.ca](mailto:jholbrook@uwaterloo.ca)

**Senior Instructional Developer,  
Programming:**  
Trevor Holmes, Ext. 33408  
[tholmes@uwaterloo.ca](mailto:tholmes@uwaterloo.ca)

**Senior Instructional Developer,  
Emerging Technologies:**  
Mark Morton, Ext. 37765  
[mmorton@uwaterloo.ca](mailto:mmorton@uwaterloo.ca)

**Senior Instructional Developer,  
CUT & Internationalization:**  
Svitlana Taraban-Gordon, Ext. 37110  
[staraban@uwaterloo.ca](mailto:staraban@uwaterloo.ca)

**Project Staff:**  
TBD

**CTE Faculty Liaisons:**  
**Accounting & Economics**  
Lynn Long, 38175  
[l3long@uwaterloo.ca](mailto:l3long@uwaterloo.ca)

**Applied Health Sciences**  
Katherine Lithgow, Ext. 37076  
[klithgow@uwaterloo.ca](mailto:klithgow@uwaterloo.ca)

**Arts**  
Marlene Griffith Wrubel, Ext. 33851  
[mgwrubel@uwaterloo.ca](mailto:mgwrubel@uwaterloo.ca)

**Engineering**  
Samar Mohamad, Ext. 35902  
[sssmoham@uwaterloo.ca](mailto:sssmoham@uwaterloo.ca)

**Environment**  
Scott Anderson, Ext. 32509  
[sjanders@waterloo.ca](mailto:sjanders@waterloo.ca)

**Math**  
Paul Kates, Ext. 37047  
[pkates@waterloo.ca](mailto:pkates@waterloo.ca)

**Science**  
Mary Power, Ext. 33225  
[m2power@uwaterloo.ca](mailto:m2power@uwaterloo.ca)

**TA Developers:**  
Seanna Davidson, Ext. 37084  
[s4david@uwaterloo.ca](mailto:s4david@uwaterloo.ca)  
Arash Shahi, Ext. 37084  
[ashahi@uwaterloo.ca](mailto:ashahi@uwaterloo.ca)

**International TA Developer:**  
Mareike Müller, Ext. 37084  
[cte-itad@uwaterloo.ca](mailto:cte-itad@uwaterloo.ca)

**Administration:**  
Shelley Bacik, Ext. 33153  
[sbacik@uwaterloo.ca](mailto:sbacik@uwaterloo.ca)  
Verna Keller, Ext. 33857  
[vkeller@uwaterloo.ca](mailto:vkeller@uwaterloo.ca)

Darlene Radicioni, Ext. 33132  
[cte-cut@uwaterloo.ca](mailto:cte-cut@uwaterloo.ca)

**Co-op Students:**  
Tracy Tu, Ext. 33132  
[ctecoop1@uwaterloo.ca](mailto:ctecoop1@uwaterloo.ca)  
Niroshan Ragoonathan, Ext. 33353  
[ctecoop2@uwaterloo.ca](mailto:ctecoop2@uwaterloo.ca)

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