



Teaching Matters

Great teaching ... by design

Issue N o . 37

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Changing Seasons

It's a new term, a time for new beginnings. This also means a time of change. For you, there are new students, new courses, and new research projects. On campus, we have new buildings, new pathways, and many new administrators. At CTE, we're experiencing some changes as well.

With the departure of Catherine Schryer from Waterloo, I am now the new Interim Director of CTE. This may not seem new (I was Acting Director during Barbara Bulman-Fleming's sabbatical some years ago), but it feels new. We have a solid foundation to work from – both created within our unit and from university touchstones such as the Sixth Decade Plan. Now it's time to make our own way. We are finalizing a new mission statement for CTE, created with much input from our staff members and stakeholders across campus. We are setting new priorities for our work with you and within our own department. We are making new connections, both on and off campus. And we're coming at our work with renewed energy and enthusiasm, which can only be good for our university community.

Other areas within CTE are seeing changes too. We have a

new Administrative Assistant, new TA Developers, new Co-op students, and Liaisons returning from leaves. These changes push us to articulate clearly what we do and why, and they lead to questions from our new department members that help us to reflect on our practices and make our work even better.

I trust that we won't fall into the cliché of "the more things change, the more they stay the same". Yes, there are patterns, but our work seems to change almost daily. New technologies hit the market. New issues become the hot topic on our profession's listservs and in our research journals. New benchmarks and standards are established (think of outcomes-based education). At CTE, we do our best to help make sense of these changes and to find realistic ways to deal with them. We change, we grow, and we get recharged.

So as we all change seasons, know that CTE is here to support your work. Our staff members bring a wealth of knowledge and experience to every situation. I am honoured to work with them and feel fortunate to have them by my side as I make my own new beginning.

Donna Ellis

UW Course Connects Students in Two Countries



There are some exciting new developments related to the internationalization of teaching that are taking place on our campus. Not only do our instructors work in classrooms with increasing numbers of international students, but some of them are involved in transnational teaching which encompasses intensive periods of block teaching overseas. Also, several instructors use educational technologies to deliver courses internationally.

[Mary Louise McAllister](#), Associate Professor in Environment and Resource Studies, was one of the first instructors on campus to pilot a course that connects students from different countries. She decided to open her undergraduate course, *The Politics of Sustainable Communities*, which focuses on Canadian environmental policies and governance, to international students in China. This small group of students was enrolled in the newly launched UW 2+2 program. The students were in the process of completing the first two years of their degree in China prior to coming to UW for their third and fourth year.

Mary Louise knew that the design and delivery of her course had to undergo some transformations. Rather than having students from China simply learn about the Canadian context and Canadian perspectives on the issues addressed in the course, she designed assignments that had a comparative angle and

took into account the local realities. The students in China were asked to think about the similarities and differences between the Canadian and Chinese approaches to governance and the environment. The students were also asked to consider the important role played by socio-cultural, political and environmental context in the shaping of local decision-making processes.

The students in China were not able to participate in class discussions and attend in-class lectures, but they had access to the course materials through UW-ACE. Since these students participated in the course fully online, Mary Louise devised learning activities to prevent fragmentation of the two geographically dispersed groups of students. Discussion boards, peer teaching, and a penpal system were used in the course to connect Chinese students with their peers at UW. Domestic students received participation marks for communicating with their Chinese classmates about the course topics as well as about broader topics related to UW and Canada.

The first offering of the course in the new format was an exciting but a challenging learning experience for all. At the start of the course, Mary Louise was honest with her students about the experimental nature of the course and the possible challenges. She asked them to be patient and sought their feedback at the end of the course. The technical difficulties associated with using the UW-ACE platform by students based overseas as well as the different timing of academic terms in Canada and China meant that Chinese students started the course later than their

classmates in Canada and did not follow the same schedule. The time commitment involved in running what seemed like two distinct courses – a blended course for UW students and online course for students in China – was quite significant. Language difficulties posed another teaching challenge. At the same time, Mary Louise was impressed with the work ethic and willingness to learn demonstrated by her students in China. She strongly believes that the experience was valuable for all students: while UW students benefited from their cross-cultural experiences in the course, students based in China were introduced to the academic experience at Waterloo.

Despite the challenges associated with the pilot and the subsequent second offering of the course in the new format, Mary Louise is not about to give up on the idea that this type of course could work. To make the course more manageable for the instructor and more seamless for students, she is planning to transform it into a fully online course for students in Canada and possibly students overseas. She is also excited about incorporating new educational technologies, such as podcasts and blogs, to enhance the learning experience for her students. Her vision for the course echoes the ideas she's been passionately teaching her students for more than 25 years – the importance of appreciating local knowledge, the diversity of worldviews and different approaches to achieving a more sustainable and just world. And through her course she wants all her students – regardless of where they are based – to not only learn but to live these ideas in practice.

Svitlana Taraban-Gordon

New to UW-ACE This Fall—Turnitin

Starting this term Turnitin drop boxes will be available to all instructors who use UW-ACE. Although Turnitin is primarily a plagiarism detection tool, it can also be integrated into online course activities that help students understand the proper use of quotation marks, how to cite sources properly, and how to paraphrase. Turnitin can be used effectively to increase an awareness of academic integrity overall.

Using Turnitin to help students learn about academic integrity

Turnitin generates ‘originality reports’ on student submissions. The originality report highlights the phrases and series of words that match text already in the Turnitin database, or on the web, and generates an Overall Similarity Index % that represents the number of words that the program finds in common with database content and divides that number by the total number of words in the file. For example if the Overall Similarity Index for a submission is 10%, then 10% of the total words in the document can be matched to sequences of words in the database. These words may be in one passage or may be in several,

separate passages. Instructors can choose to make the originality reports visible to students for their own work. A new activity that is available in the UW-ACE Instructor Resources Repository called “Have you acknowledged your sources properly? **Turnitin** to find out” outlines how students can use the originality report generated by their submission to make sure that they have paraphrased and cited “other voices” present in their written work properly. This activity can be made into a formative or low-stakes assessment at the beginning of term.

Your students need to be informed if you are using Turnitin on your course outline (see the [University of Waterloo Turnitin Guidelines](#) for details on how to include information about Turnitin on your course outline and provide alternatives if necessary). Showing your students how to use Turnitin at the beginning of term presents an opportunity to discuss academic integrity in your discipline and UW’s policies around integrity (see [AI at UW - Why is Academic Integrity Important?](#)). You could also discuss the concept of original

thought with your students, and remind them that scholarly papers are built on the scholarship of others.

Some cautions around using Turnitin as a plagiarism detection tool

If Turnitin is being used to detect plagiarism, it is important to check each paper to judge whether the Overall Similarity Index that has been calculated is due to chance matches, matches to common terms or phrases used for an assignment (e.g., the title of a key document, process, legislation, etc.) or intentional copying from a source that has not been cited. Originality reports need to be interpreted on a case-by-case basis and any determinations of plagiarism require human judgement. Depending on the number of students in a course and the length of their papers, this process can be time consuming.

To add the Turnitin variable to your course in UW-ACE, contact uwacehelp@ist.uwaterloo.ca. Please [contact me](#) or your [CTE Liaison](#) to talk about how online activities using Turnitin that can help your students learn about academic integrity.

Jane Holbrook

Course Internationalization Grants Available

Course Internationalization Grants of up to \$1,500 are administered by the CTE and funded by [Waterloo International](#). The purpose of the grant is to support faculty members into bringing international perspectives into their courses. Grant details and projects by past recipients are available on the [CTE website](#). The deadline for proposals is **Friday, January 15, 2010**. Contact [Svitlana Taraban-Gordon](#) for details.



Congratulations to the 2009 LIF and PIF Grant Winners!

The Learning Initiative Fund (LIF) and Program Initiative Fund (PIF) grants support research about teaching and learning at the University of Waterloo. Congratulations to the LIF and PIF grant recipients for 2009!

Development of a multi-media teaching tool and activities for engaging students in clinical biochemistry within the blended learning course, Integrated Patient Focused Care 1

Andrea Edginton (Pharmacy), Mary Power (CTE), Jane Holbrook (CTE)

Development of a simulated retinoscope for optometric training

Natalie Hutchings (Optometry), Trefford Simpson (Optometry)

Estilia: Engaging students through increased language awareness

Mat Schulze (Germanic & Slavic Studies), Grit Liebscher (Germanic & Slavic Studies), Barbara Schmenk (Germanic & Slavic Studies)

Fostering deeper learning outcomes in large lecture-based objectively-assessed classes

Maureen Drysdale (Psychology, St. Jerome's)

Investigating the effectiveness of drama as a learning methodology and means of engaging students in the school of pharmacy

Tejal Patel (Pharmacy), Elaine Lillie (Pharmacy), Jennifer Roberts-Smith (Drama), Angela Madden (Pharmacy Librarian)

Learning outcomes of discipline-specific language instruction: A proposal to support international students in introductory economics

Julia Williams (English Language Institute, Renison University College), Trien Nguyen (Economics), Angela Trimarchi (Economics)

If you have questions about the grant process or how to apply for 2010, please contact [Nicola Simmons](mailto:Nicola.Simmons@uwaterloo.ca), Centre for Teaching Excellence (CTE). Watch for the project abstracts online http://cte.uwaterloo.ca/teaching_awards_and_grants/LIF/LIF_current.html.

Educational Developers' Caucus (EDC) National Grants awarded to CTE Staff

The Centre for Teaching Excellence has two national EDC grants awarded to staff. The grants awarded to Nicola Simmons and Svitlana Taraban-Gordon are listed below. (Last year's EDC grants were awarded to Donna Ellis, Trevor Holmes and Nicola Simmons.)

Mapping the Canadian ED Landscape: Demographics and Practices of Post-Secondary Educational Development Centres (Phase II)

Nicola Simmons (University of Waterloo), Erika Kustra (University of Windsor), Alice Macpherson (Kwantlen Polytechnic University), Michael K. Potter (University of Windsor), Anne Scrimger (Mount Royal College), Margaret Wilson (NorQuest College)

Mapping Canadian SoTL Initiatives with a Focus on Graduate Students

Svitlana Taraban-Gordon (University of Waterloo), Natasha Patrito Hannon (University of Western Ontario)

We're Making the Rounds!

Over the past three terms, CTE representatives have been visiting with Deans, Chairs, and Directors to update everyone on what CTE has to offer and to learn how we can best support departments. Our CTE Liaisons, who assist with the effective pedagogical use of UW-ACE, attended most of these meetings along with Catherine Schryer or me, and some great connections were made.

Although many ideas were exchanged, a couple are particularly noteworthy for our campus community. The first is an identified need to support those who are new to teaching. Our new faculty, graduate student instructors, and part-time instructors (known as “sessionals” or “adjuncts”) can often benefit from help with various roles and responsibilities regarding teaching. CTE offers programming for these newer instructors, but not everyone can attend. And we're unable to articulate the specifics of each department's teaching culture and practices; that's best done by department members. In some of our discussions, we learned that a few de-

partments have created handbooks to help provide such teaching-related information. We now have several UW Faculty Handbooks [online](#) that others may want to use as templates in creating their own customized handbooks. Thanks to the Faculty of Science, Health Studies and Gerontology, and Recreation and Leisure Studies and to the Associate VP Academic. If you have a handbook your department would like to share with others, please contact [Verna Keller](#) in CTE.

The second idea discussed at many of these meetings is that of designating a teaching mentor or chair in each department or Faculty. For example, Mechanical and Mechatronics Engineering did that a few years ago now when Gord Stubley was appointed as Teaching Chair. He provides teaching advice and observations to new and experienced faculty members, and organizes discussions and retreats around teaching issues. A different model comes from English where past Chair Kevin McGuirk will be functioning as a teaching

mentor to graduate student instructors of first-year courses. A few Chairs were interested in the prospect of having a teaching mentor designated within their department. The mentors are encouraged to tap into CTE resources, such as our online CTE Teaching Tips or our Senior Instructional Developers, to assist in their work with mentees. We are also launching some new workshops to assist those who plan to work with faculty members or instructional staff in their departments. This term, we're holding a workshop on analyzing course evaluations, and next term we are planning a session on doing classroom observations. If you want to discuss how to connect your department's teaching mentor to CTE, please contact [Donna Ellis](#).

We're hoping to conclude our initial meetings with Chairs and Directors this term. It has been an interesting journey and we thank everyone for giving us the opportunity to discuss teaching and learning issues with you. We will do what we can to meet your needs.

Donna Ellis

New Faculty Welcome a Success!

Each year, dozens of new faculty members enjoy a barbecue welcome at President Johnston's farm followed the next day by a series of teaching and work-life balance sessions. This year, CTE's Jane Holbrook and Mark Morton offered a workshop on Managing the Successful Classroom. For the first time, members of our faculty Learning Community on Graduate Supervision formed a panel on scenarios arising and best practices in the supervisory role. After these morning workshops, participants browsed the Resource Fair to learn about on-campus support for their teaching, research, and service roles, followed by lunch and a panel on striking the right balance of activity and effort. Faculty new to this campus had the option, too, of a guided tour at the end of the afternoon.

Trevor Holmes

Opportunities and New Directions Conference

On May 6, nearly 120 people interested in the Scholarship of Teaching and Learning assembled for our first annual “Opportunities and New Directions: A Research Conference on Teaching and Learning.” Conceived by a sub-committee of the Teaching-Based Research Group (TBRG) and the Centre for Teaching Excellence (CTE), the event was supported by Geoff McBoyle, Associate Vice-President, Academic.



Gary Poole, International Society for the Scholarship of Teaching and Learning (ISSoTL) President-Elect, gave the keynote address, “The Promise of the Scholarship of Teaching and Learning: Fulfilled or Unfulfilled?” to help us focus on the directions our scholarship is taking and opportunities we might yet explore. Gary raised several provocative questions, framing his session by asking us what motivates us to do the work we do, and what supports do we have (or might we have in the future). Feedback on Gary’s talk was positive, with participants commenting that they appreciated being asked to think about the impact and direction of their SoTL research in a broader context.

Over 40 sessions, delivered by researchers from UW and across Canada, focused on research questions such as: What are the benefits of using clickers in the classroom? Do podcasts make students more or less likely to attend class? Should university education directly prepare students for jobs or focus on discipline scholarship? What are various forms of assessing student learning? How can we integrate authentic writing and reflection tasks into the curriculum? A combination of 25-minute and 50-minute sessions as well as roundtable discussions engaged conference attendees over the full-day event.



Closing panel presentations included a personal story of a faculty member whose scholarly path (and promotion and tenure) has focused on SoTL research (Marlee Spafford, Optometry), thoughts about moving SoTL forward using an analogy of playing squash: the hard and long shots may have more apparent impact, but sometimes it’s the finessed tiny corner shots that win the game (Nicola Simmons, CTE), and information about the Society for Teaching and Learning in Higher Education’s (STLHE) soon to be released journal: The Canadian Journal for the Scholarship of Teaching and Learning (CJ-SoTL) (Ken Meadows, CJ-SoTL Managing Editor and Educational Researcher, Teaching and Learning Services, University of Western Ontario).

A peer-reviewed print publication stemming from the [conference](#) program will appear later this year, and the conference committee is planning for next year’s event.

International Society for the Scholarship of Teaching and Learning (ISSoTL) Conference

October 22-25, 2009, Bloomington, Indiana, USA

[ISSoTL](#)’s goal is “to foster inquiry and disseminate findings about what improves and articulates post-secondary learning and teaching.” The theme of this year’s conference is “Solid Foundations, Emerging Knowledge, and Shared Futures”. Visit the [conference website](#) for information about sessions and registration.

In addition this year the Carnegie Foundation’s “Carnegie Academy for the Scholarship of Teaching and Learning” (CASTL groups) will be meeting for a pre-conference symposium. The University of Waterloo is a member of the CASTL group focusing on developing undergraduate students’ research skills, including skills of inquiry into teaching and learning development. For details about this program visit:

<http://www.carnegiefoundation.org/programs/sub.asp?key=21&subkey=2025&topkey=21>

TEC has Renewed Membership

The Teaching Excellence Council (TEC), chaired by Geoff McBoyle, thanks past members of TEC for their service to the university community and welcomes 8 new members this fall. Joining TEC are: Peter Donahue, School of Social Work (Renison); Monica Leoni, Spanish & Latin American Studies; Mary Louise McAllister, Environment & Resource Studies; Naomi Nishimura, School of Computer Science; Prabhakar Ragde, School of Computer Science; BJ Rye,

Studies in Sexuality, Marriage & Family (St. Jerome's); Sean Stotyn, Graduate Students' Association; Gord Stubley, Mechanical & Mechatronics Engineering and Justin Williams, Federation of Students. Continuing members include: Jean Andrey, Geography & Environmental Management; Carey Bissonnette, Chemistry; Rob Gorbet, Electrical & Computer Engineering; Conrad Hewitt, Math (St. Jerome's); Rohan Jayasundera, Physics; Ron McCarville, Recreation & Leisure Studies; Ted McGee, Eng-

lish (St. Jerome's); Mark Pritzer, Chemical Engineering; Larry Smith, Economics; Bob Sproule, School of Accounting & Finance; Jeff West, Civil & Environmental Engineering; and Erik Woody, Psychology. The mandate of the TEC is to provide direction and advocacy to advance teaching and learning at Waterloo. The first TEC meeting was on September 8th and new working groups were established. Watch for more updates on TEC projects in our newsletter!

Donna Ellis

CTE Blog Activity

Since its inception last November, the CTE Blog has published over sixty posts pertaining to teaching and learning. Most of these posts have been written by CTE staff members, but we've occasionally enlisted faculty members, too. The topics have been diverse – here's a sampling:

- Effective Letters for Teaching-Award Nominations
- Announcing a Research Conference on Teaching and Learning at UW
- Learning Through Peer Discussion

- Grade Inflation at UW
- Twitter and Higher Ed

Judging from the statistics provided by Google Analytics, our blog is proving to be popular: it averages about 40 unique visits each day (and some days over 80 visits), and has received over 12,000 visits since it began. While most of our visits are from Canada (and UW in particular), we have also had visits from 35 other countries. Interestingly, visitors from some countries spend more time on the site than Canadians: visits from Iran, for example, average almost ten

minutes, whereas the typical Canadian visit is three minutes – which is about the time that it takes to read one post. Incidentally, the most popular post so far has been one entitled “Letting Your Students Do the Work: Student-Generated Exam Questions.” This was written by Veronica Kitchen, who teaches in UW's Political Science department. New posts appear on the [CTE blog](#) every Tuesday and Thursday. If you're interested in contributing a post pertaining to some aspect of learning or teaching, please contact [Mark Morton](#).

New Staff Member at CTE

As CTE's Administrative Assistant, [Shelley Bacik](#) oversees the financial management of the CTE. Secondly, she provides administrative management by overseeing the day-to-day operations of the Centre, including technological assistance for CTE staff and FLEX Lab users. Third, she helps organize major events for the Centre.

In her spare time, Shelley spends time with her family at their cottage near Lake Huron.



TA Developer News

The fall term brings changes to the CTE graduate student team. Two of our CUT TA Developers, Sally Heath and Sara Ashpole and our ITA Developer, Walid Omran, have completed their tenure with the CTE. We thank them for helping their peers develop as university teachers and for contributing to our graduate student programming. We wish them all the best in their professional journeys!

Sheila Hannon of English will continue as a CUT TA Developer for the fall term. She will be joined by Seanna Davidson and Richelle Monaghan. Mareike Müller will replace Walid Omran as our ITA Developer. Our new TA Developers bring with them an impressive record of teaching accomplishments which includes teaching awards, formal training in university teaching, and extensive teaching experience. Meet the new additions to our graduate student team!



Seanna Davidson (CUT TA Developer) began her Geography Ph.D. program at the University of Guelph, and while there completed the University Teaching: Theory and Practice course. She is now in her third year of studies in the Department of Geography and Environmental Management at Waterloo. Seanna has been a teaching assistant at York University, University of Guelph and the University of Waterloo. Seanna's Ph.D. research examines social networks in the Lake Simcoe region and explores how they have fostered effective environmental governance processes. You can contact Seanna at: s4davids@uwaterloo.ca.



Richelle Monaghan (CUT TA Developer) is a Ph.D. candidate in Biology with research interests in cell biology and parasitology and a graduate of the Certificate in University Teaching (CUT) program. She is one of the four winners of the 2009 Award for Exceptional Teaching by a Student. As a former therapist for over 15 years, Richelle brings a wealth of experience to her role as a teaching assistant and sessional instructor for Human Anatomy at the University of Waterloo. Richelle has also guest lectured in Cell and Molecular Biology, and Developmental Biology at Wilfrid Laurier University. You can contact Richelle at: rmonagha@uwaterloo.ca.



Mareike Müller ([ITA Developer](#)) is pursuing a Ph.D. in Applied Linguistics in UW's Department of Germanic and Slavic Studies. Mareike completed the Certificate in University Teaching (CUT) program. She is also the 2009 CUT Award winner. Her research interests encompass multiple aspects of second language acquisition and pedagogy, with a focus on learner beliefs in the acquisition of foreign pronunciation. She has teaching experience at various institutions across Germany and Canada. You can contact Mareike at: cte-itad@uwaterloo.ca.

Congratulations Spring 2009 CUT and ITA Grads!

The following eleven students completed the CUT program: Aijaz Baig (ENG), Christine Keyes (SCI), Vivian Lo (ARTS), Richelle Monaghan (SCI), Walid Omran (ENG), Cesar Ortiz-Guerrero (ENV), Mary Robinson (ENG), Barbara Ross (ENG), Dajana Vuckovic (SCI), Kela Weber (ENG) and Steven Wong (ENG).

The following ITA Training participants completed their training in Spring 2009: Sandra Cespedes Umana (ENG), Seyed-Ali Emamian (ENG), Dariush Ghaffari Tari (ENG), Anna Stanisak (ENG) and Mustafa Fatih Yegul (ENG).

CTE Faculty Liaison for Engineering Returns



We are pleased to announce that Rosina Kharal returned from maternity leave at the beginning of September to resume her position as CTE Liaison to the Faculty of Engineering. Rosina Kharal assists instructors in designing innovative learning activities that engage students online and in the classroom and can provide assistance to individuals or departments who want to know more about integrating learning technologies into their courses. Welcome back Rosina!

Rosina can be reached at: rkharal@uwaterloo.ca.

UW Faculty Members Honoured



Bob Sproule - Volunteer of the Year Award

Bob, financial accounting lecturer in UW's School of Accounting & Finance, received the fifth annual Volunteer of the Year Award from the international online community known as the Multimedia Educational Resource for Learning and Online Teaching (MERLOT). This award recognizes a MERLOT volunteer whose hard work and donation of time, energy and enthusiasm advances the organization. Bob served on conference committees and completed forty peer reviews to date as a volunteer. Several years ago, he contributed a Learning Object on operating cash flows that he developed for his UW accounting class. He continues to serve on the Business Board. Congratulations Bob!



Gord Stubleby - Provincial Teaching Award

Gord, professor of fluid mechanics in UW's Mechanical and Mechatronics Engineering Department, was awarded top honours for his university teaching by the Ontario Confederation of University Faculty Association (OCUFA). The association noted Gord's "leadership in promoting excellence in learning through innovation" and "structured activities aimed at elevating the standard of teaching through monthly discussion forums and analysis of graduating student exit surveys". Gord is the [ninth UW instructor](#) to win the prestigious OCUFA teaching award. Congratulations Gord!

Call for Teaching Award Nominations

Distinguished Teacher Award [nominations](#) are due in CTE (MC 4055) by **Friday, February 5, 2010**. For further information, contact [Verna Keller](#). What constitutes an effective nomination letter? Check out Trevor Holmes' CTE Blog entry called [Effective letters](#) for teaching-award nominations.

Upcoming Teaching-Based Research Group (TBRG) Events

Quantitative Research Design – Wednesday, September 30, 10:00 to 12 noon

Statistical Analysis Methods – Tuesday, November 17, 9:00 to 11:00 am

Please contact [Nicola Simmons](#) to sign up for TBRG events or if you would like to be added to the TBRG email list.

CTE Annual Thank-Yous

At this hectic time of the academic year, we would like to take a few minutes to recognize those individuals who have advanced the work of UW's Centre for Teaching Excellence. While someone may have contributed to the Instructional Repository or presented at a UW-ACE Instructor Users Group session, another person may have posted an entry on the CTE Blog or participated in a workshop for new faculty or TBRG members. We would like to thank you for your part in making CTE's second year of operation a success and look forward to your continued support of the Centre. Our sincere apologies if we have missed listing anyone.

A

Elisabeth Adrian, CECS
Jean Andrey, Geography
Jonathan Aycan, GSA

B

Carey Bissonnette, Chemistry
Bill Bishop, E&CE
Linda Blain, CECS
Koorus Bookan, IST
Efrim Boritz, SAF
Gerry Boychuk, Political Science
Sandra Burt, Political Science
Rob Burns, Kinesiology

C

Aldo Caputo, DCE
Amit Chakma, VP, Provost
Andrea Chappell, ITMS
David Clausi, SYDE
Nancy Collins, Library
Mario Coniglio, Earth Sciences

D

Sharon Dahmer, AVPA Office
Vivian Dayeh, Biology
Shannon Dea, Philosophy
Diana Denton, Drama
Dave DeVidi, FAUW, Philosophy
Chris Dupont, Biology

E

Andrea Edginton, Pharmacy
Matt Erickson, CMHR
Lowell Ewert, CGUC

F

Brian Forrest, Pure Math
Steve Forsey, Chemistry
Catherine Fry, CMHR
George Freeman, FAUW, E&CE

G

Rob Gorbet, E&CE
Jason Greatrex, IST

H

Jennifer Haas, Library
Ralph Haas, Civil & Env. Eng'g
Frances Hannigan, WatPort
Kevin Hare, Pure Math
Mark Haslett, Library
Jayne Hayden, CECS
Geoffrey Hayes, History
Erin Harvey, Statistical Consulting Service
Sandra Hayes, Human Resources
Laura Howell, Library
Carrie Howells, Math Instructional Support
Shelley Hulan, English
Vincent Hui, Architecture

I

Tim Ireland, Library

J

Cathy Jardine, Graduate Studies
Rohan Jayasundera, Physics & Astronomy
Linda Jessup, HSG
Judi Jewinski, English, Renison
David Johnston, President
Lynn Judge, Graduate Studies

K

Cathy Kelly, DCE
Alan Kirker, ITMS
Veronica Kitchen, Political Sci.
Phil Knipe, IST

L

Brendon Larson, ERS
Chin Lee, Finance
R. William (Will) Lewis, IST

M

Heather MacDougall, History
Geoff Malleck, Economics
Rob Mann, Physics & Astronomy
Mary Louise McAllister, ERS
Geoff McBoyle, AVPA
Ron McCarville, RLS
Terry McMahon, Dean of Science
Doug McTavish, Finance
Barry McClinchey, Sociology
Bruce Mitchell, AP, AA
Barb Moffatt, Biology
Pat Moore, FAUW
Kathleen McSpurren, Survey Research Centre

N

Josh Neufeld, Biology
Trien Nguyen, Economics

O

Ajoy Opal, E&CE
Jeannette O'Hara Hines, Statistical Consulting Service

P

Doug Painter, Kinesiology
Tracy Penny Light, SMF, St. Jerome's
Judene Pretti, WatPD

R

Prabhakar Ragde, CS
Chris Redmond, Daily Bulletin
David Rose, Biology
Leo Rothenburg, Civil & Env. Eng'g
Susan Routliffe, Library
Ian Rowlands, ERS
Caryl Russell, Kinesiology

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Thank-Yous

Cont'd from page 10

S	Audrey Sloboda, Graduate Studies	V
Susanne Santi, Research Ethics	Bryan Smale, RLS	Ian VanderBurgh, Math
Barbara Schmenk, GSS	Marlee Spafford, Optometry	Monica Vesely, Chemistry
Faye Schultz, Academic Integrity-	Bob Sproule, SAF	Carolyn Vincent, Library
Mat Schulze, GSS	Jackie Stapleton, Library	Danijela Vukancic, HR
Nicole Schuphof, CECS	Gord Stublely, MME	W
Sean Scott, MFCF	Faye Schultz, Academic Integrity	Nancy Waite, Pharmacy
Roger Suffling, ENV	T	Gary Waller, WatCACE
Adel Sedra, E&CE	Jason Thistlethwaite, ENV	Sean Warren, IST
James Skidmore, GSS		Richard Wells, KIN
		Jeff West, Civil and Env. Eng'g
		Jan Willwerth, IST

Teaching Matters

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Issue No. 31

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

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