



Teaching Matters

great teaching . . . by design

Issue No. 34

University of Waterloo

September 2010

This Issue

Alan Morgan, 3M Fellow	2
Teaching-Based Research Group Update	4
LIF/PIF Update	4
Green Guide #10	4
CTE's Relationship with King Saud University	5
New CUT TA Developers	6
New ITA Developer	6
TA Developer News	6
Update on Curriculum Work	7
Register for CTE Workshops	7
Educational Development Centre Database	7
Blended Learning	8
CTE Staff Member New Chair of EDC	9
Welcoming New Faculty	9
Course Internationalization Grants	9
Teaching Squares	10
SoTL Scholars Study	10
CTE Thank-Yous	11
Congratulations CUT & ITA Grads	12
Teaching Awards	12

Working Together at CTE

At first glance, it can appear that life at an academic institution is a solo venture. For example, many of us have offices where we sit by ourselves. We teach our courses on our own. In short, we work alone. And yet I know (and am thankful) that there's a much larger web of connections that always lays behind us.

I was once again reminded of this connectedness during the instructional training that we provided in July to 20 faculty members from [King Saud University](#). CTE staff members delivered 30 [workshops](#) during the two weeks of training. Only a handful of meetings were held to discuss plans for these workshops, and yet they flowed wonderfully together. How did we do this? It was a matter of connections.

All of our sessions were grounded in a common research base to which we often refer in our work. We know the key messages and we delivered them consistently within the contexts of our own areas of focus. We had a common language and a common understanding to share.

But beyond the research literature, we shared our workshops. We listened, we contemplated, and we learned from one another. These activities created connections for us that we shared with the training participants as we referred to others' sessions and solidified the linkages or the differences between key concepts.

Most importantly, though, we drew on what we knew about one another as facilitators. We approach instruction differently, and we used those differences to increase our participants' exposure to various ways of teaching. But we had to know one another's approaches to understand what we could add. We had to know one another as teachers.

It was a fantastically energizing experience to know that we have such knowledge of one another. No one person could have delivered the training experience that we did as a team. Even when we facilitated a session alone, we were not really alone. Instead, there was a sense of belongingness and synergy that comes from awareness, trust, and true appreciation for everyone's contributions.

What does this message matter to you as teachers? When you begin teaching this Fall, think about all of the connections that support you and the linkages that you can make to increase your energy for teaching. And if you want to expand those connections, please attend one of our [events](#), delve into the higher education literature, or just give one of us a call.

Donna Ellis

Alan V. Morgan, 2010 3M Teaching Fellow



Alan's teaching spans 40 years at Waterloo, and really around [the world](#) – a world that is, in essence, his classroom. As a recent [3M National Teaching Fellow](#) and a Quaternary geologist, Alan has documented some of the most fascinating events of our era and brought his experiences back into the classroom, inspiring generations of learners. In the community, Alan is most recently famous for our local GeoTime trail, and he has been doing outreach of this type with people ranging in age from children to “golden age.”

Trevor Holmes caught up with Alan before his most recent departure for other continents; excerpts from this interview follow.

Q: *What have been a couple of your most memorable classes (could be field experiences, or lecture halls, or online!)?*

A: Obviously over nearly forty years there are lots of memorable experiences. One of the first was in 1972 taking four students on a "Geology of the British Isles" class where we traveled crammed into a Vauxhall Station Wagon for four weeks around the United Kingdom, hunting trilobites in Wales, going down a salt mine in Cheshire, handling water cannons in the China clay pits in Cornwall and learning more hands-on geology than you could teach in a normal university year.

One of the highlights of the "Correspondence" program, now [Centre for Extended Learning](#) (formerly Distance and Continuing Education) was getting up at 3 a.m. to record lectures because that was the only time when I could (almost) guarantee that the neighbor's lawn-mower (or my infant daughter) would not interrupt the recording. On another occasion I told students to go out, look around, and dig up some soil samples. There was only one student that protested that "I can't really do this, because I am incarcerated in Drumheller Penitentiary"!

Then there was one Paleontology class where I was dealing with placental mammals and I showed a rather lurid Kodachrome photo of my daughter being born shrouded in hospital greens (and with lots of blood). There was a dull thud from the back of Physics 145 and a rather plaintive voice that wailed through the darkness; "Please sir, could you put on the lights, someone has fainted back here"!

Lots of good (and bad) times to remember, good with a class of keen young ladies who sat in the front row of Arts Lecture 116 and brought an apple in most weeks. Bad with the occasional disruptive student who seemed to want to question every statement made in lecture, even though it was obvious that the class really did not want to hear what he wanted to say. Good in the context of keen students who wanted to know more about a subject that they had had little or no exposure to and, after understanding, completely changing their career paths. Good with the applause after finishing a session or the quiet words of thanks, sometimes decades after the students have left the university. These are the rewarding incidents that bring a feeling of satisfaction that what you taught really made a difference.

Q: *How have you found yourself adapting to changes in technology, changes in students, and changes in professors' roles over time? I'm guessing there are some core beliefs and approaches that have lasted decades, but what would you say has changed about your teaching in light of these other changes, if anything?*

A: Technological change has always been of interest and I have tried (but not always succeeded) to stay on top. Distance education has been challenging, starting with reel to reel tapes and hand-written notes and with "rocks in a box", to cassette tapes, printed notes and neat sample kits of rocks,

cont'd on page 3

Alan V. Morgan, 2010 3M Teaching Fellow, continued from page 2

to CD-ROM and DVD technology and then to on-line lectures and pod-casts. Now I can keep in touch via the internet with students at Waterloo while I am at distance (from ships in the South Pacific, from Iceland, Spitsbergen, or even Africa or South America. PDF files allow me to show them rockfalls on the highways that I am traveling in Ecuador, the eruption of Eyjafjallajokull in April of 2010, or features of a long past glaciation near Cape Town, or their equivalents near Adelaide in Australia, or near Stanley in the Falkland Islands.

Basic geology is just that, but travel and the ability to record allows me far greater flexibility to show THE best geological features and the stories that go with them from anywhere in the world. Lava flows in Hawaii, breaking waves in New Zealand, famous localities in Britain, bodies in Pompeii, buildings buried in Akrotiri, permafrost in Russia, loess deposits of Tibet and Guanzhou, flights of raised beaches in the far north of Canada; - all these are available and introduced as we go through the introductory geology course.

Q: *As a recent retiree, what advice would you give to professors new to teaching?*

A: Stay up to date, LEARN about teaching methods, keep a teaching dossier, constantly evaluate yourself to see if you can do better, explain things more adequately, and, above all be PASSIONATE about your subject. It really does show to the students that this is a subject that you love. Reach outside the university to the public and explain your subject in easily understood terms. After all the public are really paying for your job and this "town and gown" interface is of vital importance.

Q: *I've been teaching for nearly 15 years in university settings. I'm finding myself complaining a lot more than I used to about "students these days" -- what might you say to the mid-career, slightly jaded instructors like me?*

A: Well, if Bill Gates has his way, don't worry, you will be out of a job soon as teaching becomes totally available on-line and is carried out by elite teachers in some virtual university! On a more serious note I know what you mean. Student expectations change and we continue. Students are far more demanding - fed, I am certain - by grade inflation in high school and the knowledge that "they" are the best and brightest the world has ever seen! All parents tell their children that. I have often joked that we should now regard a top grade as being 200%. I think that others in the past reflected the same thoughts. I can remember one of my teachers, a greatly respected geographer, commenting to us back over 50 years ago, in the Sixth Form in Grammar school (grade 12/13 equivalent) "I KNOW I am not worth 100, I'm DAMNED CERTAIN you lot are not worth 100, so you'll all be marked out of 80"! (At least it set us into the right place and mindset for university!) Hang in there; - the pendulum usually swings!

Q: *If you could send a message to incoming students at the University of Waterloo, what message would you send?*

A: Attend lectures! Get unplugged and see, hear and smell the world. Listen to what the prof says (they have a LOT of experience). Who knows, the more you learn the more you might get to like the subject that's being taught!

Trevor Holmes



Teaching-Based Research Group Update

Welcome all scholars of teaching and learning! It's the start of another academic year, and we invite anyone interested in research on teaching and learning, regardless of discipline, to **consider joining the Teaching-Based Research Group (T-BRG)**. In the past year, we've celebrated our second annual Opportunities and New Directions (OND) conference, released our first book, *Opportunities and New Directions: Canadian Scholarship of Teaching and Learning*, and hosted a workshop series that included Quantitative Research Design, Statistical Analysis, Refworks, Using NSSE Data for Your Teaching and Learning Research, and Pitching Your Project: Strategies for Effective Grant Writing. This year, we look forward to Qualitative Research Design (December 2) and Getting Started in the Scholarship of Teaching and Learning (January 30), with more workshops to be scheduled. Watch later this fall for information about the spring peer-reviewed OND conference, along with our latest publication of papers from last year's conference.

Our **annual fall meeting** will be held on Thursday, November 4, 11:30 am -1:30 pm in the FLEX Lab in the Dana Porter Library. Please consider joining us for conversations about University of Waterloo teaching-based research projects and initiatives for the next year. Please RSVP to [Nicola Simmons](#).

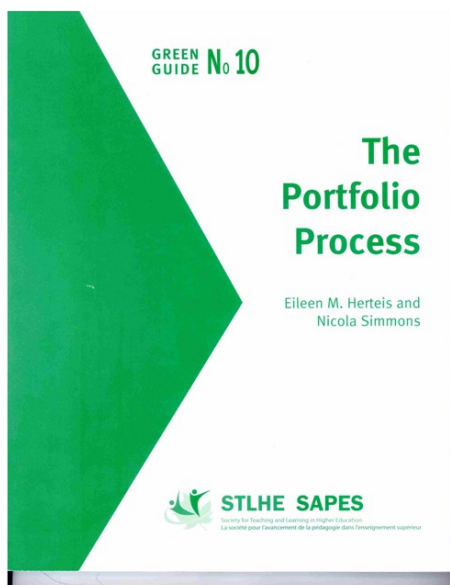
Nicola Simmons

LIF PIF Update

The [LIF PIF](#) submission deadline was September 1 and by now the adjudication committee, Chaired by Associate Vice-President, Academic, Geoff McBoyle, will be reading through submissions. The decision regarding projects funded will be made by October 1, with a celebration of this year's winners to follow on Thursday, October 7 in the FLEX Lab. All T-BRG members are most welcome! Please RSVP to [Nicola Simmons](#). Workshops and lunchtime Q&A sessions supported faculty and staff with their grant applications. [Past projects](#) are posted on the CTE website.

Nicola Simmons

New Book: Green Guide #10: The Portfolio Process



For information about ordering this and other Green Guides published by [STLHE](#), click on the guide above.

In this newly published [Green Guide](#), Eileen and Nicola encourage teachers to look at portfolios in a new light: as more than binders, but rather as dynamic, creative and sometimes revelatory processes, arguing that the portfolio process enriches learning for students and for their teachers. They define portfolios broadly, as “a collection of self-selected evidence of students’ academic learning and personal growth, enriched by an analytical narrative that explains and contextualizes the relevance of each piece of evidence” (p. 9).

A reviewer (forthcoming review *Teaching and Learning in Higher Education*) comments, “the authors’ ability to reach out beyond the portfolio process itself, as demonstrated in this opening section, ensures both the readability of the book and its priceless reflections on the teaching process itself.” He continues, “this “enduring quest for improvement” ... comes through so strongly throughout this teaching guide and, in the opinion of this reviewer, *The Portfolio Process* by authors Eileen M. Herteis and Nicola Simmons is a *tour de force* that should be compulsory reading for all teachers at the university level.”

Eileen Herteis and Nicola Simmons

eHarmony: CTE's relationship with KSU



In July, staff members in the Centre for Teaching Excellence went on a two-week “blind date” with 20 faculty members from [King Saud University](#). I call it a blind date

even though it was really an instructional development program because none of our staff had previously met or even spoken by phone to any of the KSU faculty members. All of the coordinating took place over the course of several months via email between CTE's Interim Director, Donna Ellis, and KSU's Dean of Deanships, Dr. Mohammed Al-Sudairi. On the morning of July 12, when the KSU faculty were scheduled to arrive in CTE's FLEX Lab, our staff members were nervous: Would they like us? Would we like them? Would cultural differences make it hard to talk about issues pertaining to teaching and learning? Would they appreciate my jokes?

Our anxiety, as it turned out, was needless. Within an hour of arriving, CTE staff and the KSU faculty members were laughing together and engaging in excellent discussions about educational issues, teaching strategies, and learning technologies. We discovered that the instructional challenges facing KSU faculty are essentially the same ones our own faculty face at the University of Waterloo: finding ways to effectively motivate and engage students, devising opportunities for active learning, managing large classes, encouraging students to focus on “mastery” (or “deep”) learning rather than “performance” (or “surface”) learning, discerning which educational technologies are most effective, and balancing teaching and research. Moreover, the KSU faculty members' evident dedication to their students also mirrored that of our own faculty, as did their willingness to reflect on their teaching, and their generosity in sharing pedagogical insights with one another and with us.

Our CTE staff, too, did a first-rate job in developing and offering a [host of workshops](#), with the first week devoted to educational technologies and the second week devoted to teaching excellence. We also strove to make our guests' visit to Southern Ontario as enjoyable as possible by developing an online description of leisure activities they could undertake on weekends. We heard many stories from KSU faculty members about memorable trips to Niagara Falls, Grand Bend, Long Point, Toronto, African Lion Safari, and elsewhere. Many KSU faculty members also took the opportunity to meet with Waterloo faculty members working in their discipline, who kindly made themselves available. I might mention, too, one of my own highlights — namely, the lunches catered by Kitchener's Arabesque. The food was delicious and the pleasant lunchtime conversations among KSU faculty members and CTE staff re-energized us for the afternoon workshops.

At the end of the two-week program, our Centre hosted a [closing ceremony](#), attended by Waterloo's Dr. Leo Rothenburg, Associate Vice-President International, Dr. Geoff McBoyle, Associate Vice-President Academic, and Drew Knight, Director of International Programs, during which every KSU faculty member received certificates recognizing their completion of the program. We also viewed an interactive presentation using an online platform called Glogster, [showcasing photos and videotaped interviews](#) from the program. We were sad, at the end of the day, to say goodbye.

After returning to Saudi Arabia, the KSU faculty members sent us many emails expressing their thanks and warm wishes. My favourite message is this one, because it also reflects the feelings of our CTE staff:

“I have acquired knowledge and skills from attending these workshops, but certainly I won so many friends. I am proud of knowing such great people like you. Hopefully we continue seeing each other again.”

Mark Morton

New CUT TA Developers



[Gina Passante](#) is a PhD candidate in the Department of Physics and Astronomy where she studies quantum information processing at the Institute for Quantum Computing. Prior to her studies at Waterloo she completed the Certificate of Advanced Studies in Mathematics (a course-based Master's program) at the University of Cambridge and she received her Bachelor's degree in Physics from the University of Winnipeg, which is located in her hometown. In addition to taking the Certificate in University Teaching at Waterloo she has been a TA at the University of Winnipeg, a TA and guest lecturer at of Waterloo, and has taught MCAT preparatory courses for the past three years. She is excited to bring her experiences to the CUT program as a TA Developer.



[Michael Pyne](#) completed an Honours Biochemistry and Biotechnology degree from Wilfrid Laurier University and is pursuing a PhD in Chemical Engineering at Waterloo. His research involves the genetic and metabolic engineering of ancient biofuel-producing microbes. Michael has served as a TA for numerous science and engineering courses as both an undergraduate and graduate student and has also been able to hone his teaching skills through guest lectures, volunteering opportunities, CUT workshops, and other programs offered by CTE. Now in his third year of graduate studies, Michael is eager to share his experience and passion for teaching as a TA Developer within the CUT program.

New International TA Developer



[Prashant Mutyala](#) received his MA from the Indian Institute of Technology (I.I.T), Kharagpur. He is pursuing his PhD in Chemical Engineering. His research interests continue to revolve around 'Clean-eco-friendly technologies' and accordingly his current work focuses on developing a green technology in order to promote recycling of waste tires. He has been teaching in Canada since his first year of studies and has gained appreciation from students as well as colleagues for his novel teaching methods and classroom interaction. He is the Engineering Director at GSEF (Graduate Studies Endowment Fund) Board and a member of GSEF's Long Range Planning Committee. He looks forward to sharing his teaching experiences with other international graduate students.

TA Developer News

In August we said good-bye to our CUT TA Developer Seanna Davidson from Planning and our ITA Developer, Mareike Mueller from Germanic and Slavic Studies. Both worked with us since last September. Seanna and Mareike did an excellent job of supporting fellow graduate students in their teacher development efforts. Thank you both for your excellent work.

Arash Shahi from Civil Engineering will continue as a CUT TA Developer during the fall term.

Watch for [fall workshops](#) offered by our TA Developers. Topics include dealing with classroom disruptions, writing as a learning tool and teaching first year students.

Update on Curriculum Work

Since Fall 2007, we have been involved in over 30 program or curriculum review events. These have ranged from smaller group meetings to Department retreats and workshops, with the involvement of many CTE staff and co-op students. Such activities bring us into contact with different professors than might come to our teaching workshops, for example, and happily, word of mouth seems to be leading to even more work across the faculties. Early estimates as we begin to assess our efforts are that we have worked with about a quarter of all Waterloo faculty members in curriculum-related matters!

Our approach is to build from the bottom up – the core beliefs and values about curricular outcomes amongst the excellent scholars in a given Department, verified often by student focus groups or surveys and then “mapped” to course offerings and sequencing. Granted, the impetus to review curriculum feels top-down in the sense that it is now a requirement to take account of the Undergraduate Degree Level Expectations (UDLEs) adopted by Waterloo at the behest of the Ontario Council of Academic Vice-presidents, but we maintain that it is faculty in the disciplines and their own learners who know best how to nominate appropriate outcomes, which then can be explicitly related both to UDLEs and to any professional accreditation schema that need meeting (as in Pharmacy, Optometry, Engineering and the like).

We are fortunate to have hired Veronica Brown as the Instructional Developer, Curriculum and Programming. I will continue to oversee the efforts in this domain, while Veronica and many of our CTE Liaisons will continue the good work of supporting curricular review the way that Departments envision it. Future plans involve more coordination with our Librarians and our Co-operative education specialists on campus to consult about information literacy outcomes and work-related outcomes, respectively. Too, the changes to graduate program review procedures mean that we are now offering our support to graduate programs as they consider the roles played by coursework, supervision, and major projects or theses and dissertations in the achievement of “Graduate Degree Level Expectations.”

Trevor Holmes

Remember to Register for CTE Workshops

We welcome you to participate in our workshops for [instructors](#) and [graduate students](#).

Since May 2009, CTE has used [myHRinfo](#) for workshop registrations. In addition to registering online, advantages include receiving immediate email confirmation of your registration, viewing available spaces in workshops, confirming your

registration status and seeing a list of the workshops you have attended, along with an email reminder a few days before the workshop. You can register for courses through the Learning and Development module of the Self Service menu (where you view your payroll and benefit information). Visit our [website](#) for registration procedures.

ISW

(Instructional Skills Workshop)

Friday, December 10, 2010 and
Monday, December 13, 2010 and
Wednesday, December 15, 2010.

This is a 3-day series of micro-teaching sessions with peer feedback, facilitated by CTE’s Trevor Holmes.

To register for this 3-day ISW event visit the [myHRinfo](#) site.

Educational Development Centre Database

Funded research led by Nicola Simmons, CTE, with a national team of researchers, has resulted in a preliminary database of Canadian Educational Development Centres. The 39 guiding questions for data collection were derived from an extensive review of international educational development literature, and data were collected via websites and then verified and amended by centre directors. The database includes items such as institutional size, centre size, types of activities and programs offered, partnerships in the institution, etc. The research team expects to add to the [database](#) over the next year.

Nicola Simmons

Blended Learning – John Michela and his experience with Psych 340

In the fall term of 2009 the 85 students enrolled in Psych 340 were offered a new experience; they were introduced to course concepts before their Wednesday evening class through online lectures and then spent most of their class time in discussion with their peers and working in small groups. Professor John Michela, who had been redesigning this course gradually for several terms, had created a truly “blended” course.

Psych 340 Training and Development addresses the major aspects of training including concepts of learning and motivation relevant to training, training methods, and special uses of training. John had designed the course so that his students engaged in hands-on, authentic learning activities that would help them experience the actual development of training materials and teaching methods. However the evening time slot for the course presented challenges. The initial dilemma was whether he should give his weekly quiz and lecture in the second half of the once per week session (preparing students for the in-class activities that occurred in the first half of the next class), or give the quiz and lecture in the first half of the class and use the second half for the in-class group activities that related to concepts that had been covered the week before. Both scenarios presented difficulties for the flow and the organization of the concepts and activities, but ultimately the key problem was that students were tired and disengaged by the second half of the class session no matter what the order.



“Everything falls into place with the blended approach”, says John. “The quizzes are online too, so this source of tension, distraction, and maybe a little hostility is gone from the class period. Lectures are online, so people don't have the “tired out” issue (at least if they plan their time) and they can listen to the lecture to initiate the next “unit” of material instead of experiencing the interspersing in the old system. ... The in-class activity is nearly all we do when we meet as a class, so its centrality is now clear, leading to better engagement.”

For John Michela the road to a rejuvenated blended Psych 340 included participation in CTE’s four day course redesign workshop, the [Teaching Excellence Academy](#) (TEA). When John attended the TEA in April 2008 he had already made his classes more interactive through group work and suspected that he would have to use technology to overcome some of the challenges of teaching the course. “... TEA gave me the confidence to do what I had been thinking of doing, along with framing it better (“active learning” and the concept map as the centre-piece for the course description, for example).” John hadn’t heard the term “blended learning” before but quickly saw how online presentations and quizzes presented through UW-ACE could help him prepare the students for active learning in classroom. The online lectures were created using Adobe Presenter - a software package that combines audio and PowerPoint to create narrated voice-over slide presentations. The evening classes are now shorter and the students are fully engaged throughout the whole class.

John spent long hours last fall preparing scripts for his online lectures and coordinating the PowerPoint animations with his narration. His goal was to create well-paced and succinct online lectures that presented the clearest possible explanation of the course concepts. Was it worth it? We used an online questionnaire after the course to gather feedback from students. Students reported that participating in face-to-face project work in small groups was helpful to their learning, that being able to control the pace and place of learning with the online lectures was beneficial, and that the course components were well integrated. John notes that although student satisfaction ratings were definitely higher compared with previous years, the final exam scores were only marginally higher. Overall the experience was a positive one for both John and the students and this fall over one hundred students will participate in this blended course.

To see examples of other blended courses that are offered at Waterloo please go to the [CTE website](#) . For a sample of John’s online lectures go to [Psych 340](#). CTE will be offering a [one day workshop](#) on designing blended courses on Friday, November 5, 2010.

Jane Holbrook

CTE Staff Member - New Educational Developers Caucus Chair



We are pleased to announce that Nicola Simmons is the new Chair of the national Educational Developers Caucus (EDC), of which she has been a member since its formal inception in 2003. Her goals for the role are to provide:

1. Collegial collaboration, inviting others (especially newcomers) to participate in various project stages as they have time, energy, and interest.
2. Strong leadership that also engages all project stakeholders in the process.
3. Outstanding organizational skills, but more importantly, enthusiasm to move the team forward.

The EDC's [mission](#) is to “facilitate the advancement and evolution of educational development as a field of practice and scholarship by communications, networking, professional development opportunities and advocacy strategies.” Congratulations to Nicola!

Welcoming New Faculty

While new Waterloo students are running around doing icebreakers, staying up too late, attending workshops and generally getting oriented during Orientation Week, so are the new faculty. Each year, incoming faculty members spend an evening at the President's farm (we eat, in fact, in the barn!). The next day, current faculty and some CTE staff members offer workshops on teaching-related subjects, followed by a [resource fair](#) from support units across campus and a lunchtime panel with representatives from different Departments and administrative levels (generally a recently-tenured faculty member, a Chair or Director, and a Dean or AVPA). Finally, an optional campus tour caps off the afternoon.



This year, Jane Holbrook and Mark Morton (CTE Senior Instructional Developers) facilitated “Managing the Successful Classroom” while Shannon Dea (Philosophy) and Veronica Kitchen (Political Science) ran a session on “Supervising Graduate Students.”

Overall, the President's Barbecue and the next day's events are intended as a brief introduction to the beginning of a fruitful career at Waterloo, a career in which we “begin as we mean to go on” – collaboratively and in a community of scholars.

Trevor Holmes

Course Internationalization Grants

Waterloo International (WI) and the Centre for Teaching Excellence (CTE) are pleased to announce a call for applications for [Course Internationalization Grants](#) for 2011-2012. Grants at \$1500 each, are open to full-time faculty members at Waterloo.

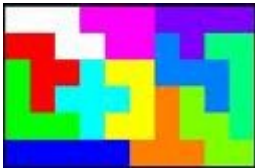
NEW: Grant applications will be accepted on a rolling basis, subject to availability of funds.

Teaching Squares – A Peer Observation Model

Last spring CTE was approached by Nancy Waite, the Acting Director of the School of Pharmacy, with a request to provide teaching feedback for their faculty and staff. Currently, we do not have the personnel to carry out individual consultations on a large scale and so Donna Ellis, our Interim Director, proposed a peer observation model called Teaching Squares.

The Teaching Squares concept was developed by Anne Wessely of St. Louis College and is actively practiced at a number of universities and colleges in the [United States](#) and [Canada](#). The premise of this model is one of non-evaluative peer observation and self-reflection. Four participants attend each other's classes as non-participatory observers, and in the process they think and learn about their own teaching. Members of the square have an introductory meeting to share their goals for the process and arrange schedules. Throughout the term they then observe each of the other members' lectures (or labs) once and finally meet at the end of term to share their experiences and reflections, all in a supportive and collegial environment.

Although this model is generally used across faculties we felt it was worth trying it within a program. I was excited to be asked to facilitate this pilot project. We had five staff and faculty sign up to participate. Not wanting to turn any interested people away, and with the approval of the prospective participants, we made our first teaching square a pentagon (I called it a pentamino).



At the first meeting, the Teaching Squares philosophy was reviewed and schedules arranged. All members had brought their syllabi, and it was exhilarating to watch people decide which lecture or lab to attend based on relevance to their own course, personal interest or personal goals for the session. All

the participants agreed that they would like feedback from the others so that was worked into the design.

I then stepped out of the picture for the term and let everyone complete the observations. We met over pizza in the last week of July to share reflections. Again the enthusiasm in the room was palpable. This was a great group who really cared about teaching; all felt they had learned something and some were even already trying new active learning techniques based on their experience. One Square member noticed from her vantage point at the back of the class that the students perked up whenever they heard other students' voices. We brainstormed ideas to try in order to make her lectures more participatory. An unintended positive outcome of the Squares experience was the feeling that participants got for the fit of their courses within the curriculum. Participants felt it was valuable both within a program and across disciplines. I know I left feeling thrilled with the project and wishing I could have observed those classes and reflected on my own teaching! If you are interested in learning more about the Teaching Squares please contact [Mary Power](#) or [Trevor Holmes](#).

Mary Power

Some comments from our teaching squares participants:

- *“It was very valuable to me to see how different formats of engagement were received by students, and also gave me new ideas for developing new content for my courses.”*
- *“..this model creates an opportunity that is positively enriching for all involved.”*
- *“A great and fun experience!”*

Scholarship of Teaching and Learning (SoTL) Scholars Study

Do you conduct research into teaching and learning in your discipline? If so, please consider participating in a study that is looking at what draws scholars to this kind of work, what supports and challenges they encounter, and what impact the work has. If you are interested in participating in a short interview or responding to questions by email, please contact [Nicola Simmons](#).

CTE Annual Thank-Yous

The Centre for Teaching Excellence fosters teaching and learning of the highest quality at Waterloo. CTE staff wish to acknowledge the contributions of the University of Waterloo employees listed below for their part in furthering the work of the Centre. Thank you.

- A**
 Anita Abraham, Pharmacy
 Elisabeth Adrian, CECS
 Jean Andrey, Geography
 Sheila Ager, Classical Studies
- B**
 Marta Bailey, Grad Office
 Alan Bell, Library
 David Bean, CEL
 Carey Bissonnette, Chemistry
 Bill Bishop, E&CE
 Pat Bow, CPA
 Louise Buhlman, Pharmacy
 Sandra Bullock, HSG
 Rob Burns, Kinesiology
- C**
 Sandra Campbell, Renison
 Aldo Caputo, CEL
 Peter Carr, Management Sciences
 Linda Carson, BKI
 Andrea Chappell, ITMS
 David Clausi, SYDE
 Sara Cumming, Sociology
 Mario Coniglio, Earth Sciences
 Marissa Cunningham, Pharmacy
 Lisa Craig, Pharmacy
- D**
 Hsiao D'Ailly, Renison
 Gillian Dabrowski, CEL
 Sharon Dahmer, AVPA Office
 Vivian Dayeh, Biology
 Shannon Dea, Philosophy
 Diana Denton, Drama
 Dave DeVidi, FAUW, Philosophy
 Maureen Drysdale, Psychology, STJ
 Chris Dupont, Biology
- E**
 Andrea Edginton, Pharmacy
 Richard Ennis, Psychology
 Matt Erickson, CMHR
- F**
 Brian Forrest, Pure Math
 Steve Forsey, Chemistry
 George Freeman, FAUW, E&CE
- G**
 Guy Poirier, French Studies
- H**
 Feridun Hamdullapur, VPAP
 Frances Hannigan, WatPort
 Sean Harris, Bookstore
 Erin Harvey, Statistical Consulting
 Mark Haslett, Library
- Sandra Hayes, Human Resources
 Laura Howell, Library
 Carrie Howells, MFCF
 Pamela Hurvid, HSG
 Janice Husted, HSG
- I**
 Tim Ireland, Library
- J**
 Hamid Jahed, MME
 Cathy Jardine, Graduate Studies
 Rohan Jayasundera, Physics & Astronomy
 Brad Jennings, CEL
 Mary Jane Jennings, IAP
 Linda Jessup, HSG
 David Johnston, President
 Lynn Judge, Graduate Studies
- K**
 Sandra Keyes, Library
 Cathy Kelly, CEL
 Jennifer Kieffer, IAP
 Alan Kirker, ITMS
 Phil Knipe, IST
- L**
 Ray Legge, Chemical Eng'g
 Monica Leoni, Spanish
 R. William (Will) Lewis, IST
 Elaine Lillie, Pharmacy
- M**
 Heather MacDougall, History
 Angela Madden, Pharmacy
 Heather Mair, RLS
 Brad Mannell, CTE Coop
 Roger Mannell, AHS
 Benny Mantin, Management Sciences
 Pja Marks, CEL
 Greg Mayer, CEL
 Geoff McBoyle, AVPA
 Ron McCarville, RLS
 Barry McClinchey, Sociology
 Terry McMahan, Dean of Science
 John Michela, Psychology
 John Mielke, HSG
 Bruce Mitchell, APAA
 Pat Moore, FAUW
 Ali Morrow, IAP
- N**
 Tonya Noel, WatPD
- O**
 Jeannette O'Hara Hines, Statistics
- P**
 Mikko Packalen, Economics
 Tejal Patel, Pharmacy
- Doug Painter, Kinesiology
 Perlanie Panganiban, CTE Coop
 François Paré, French Studies
 Rudy Peariso, CEL
 Tracy Penny Light, SMF, STJ
 Judene Pretti, WatPD
- R**
 Prabhakar Ragde, CS
 Niro Rangunathan, CTE Coop
 Chris Ray, CTE Coop
 Chris Redmond, CPA
 Rick Roach, CECS
 Angela Roorda, Arts
 Leo Rothenburg, AVPI
 Caryl Russell, Kinesiology
- S**
 Joe Sanderson, Physics & Astronomy
 Susanne Santi, Research Ethics
 Selena Santi, Office of Research
 Martin Scherer, Engineering
 Steffanie Scott, Geography
 Toni Serafini, SMF, STJ
 James Skidmore, GSS
 Mike Sharratt, AHS
 Audrey Sloboda, Graduate Studies
 Marlee Spafford, Optometry
 Steven Spencer, Psychology
 Gail Sperling, Library
 Bob Sproule, SAF
 Jackie Stapleton, Library
 Ken Stark, Kinesiology
 Sue Stathopoulos, Chemistry
 Gord Stublely, MME
- T**
 Anson Tang, Pharmacy
 Sorena Tiba, IST
 Tracy Tu, Co-op Student
 Suzanne Tyas, HSG
- V**
 Nancy Vanden Bosch, SAF
 Monica Vesely, Chemistry
 Carolyn Vincent, Library
- W**
 Nancy Waite, Pharmacy
 Gary Waller, WatCACE
 Glenn Ward, HSG
 Sean Warren, IST
 Jan Willwerth, IST
 Sean Winnington-Ball, IST
- X / Y**
 Wei-Chau Xie, Civil & Env. Eng'g
 John Yeow, SYDE

Congratulations Spring 2010 CUT and ITA Grads!

The following 7 students completed the Certificate in University Teaching program: Ahmed Elmogy (ENG), Saeed Fatholouloumi (ENG), Mahya Ghandehari (MATH), Jeffery Pui Hin Leung (ENG), Kelly Malcolmson (ARTS), Jamie McCarthy (ARTS) and Shahrzad Towfighian (ENG).

The following International TA Training participants completed their training in Spring 2010: Morad Abdelaziz (ENG), Usman Ali (ENG), Eduardo Cejudo (SCI), Ahmed Gad (ENG), Amandine Lassalle (ARTS) and Xiaolu Yan (EV).

Teaching Awards

[Distinguished Teacher Awards](#) are given in recognition of a continued record of excellence in teaching at the University of Waterloo. Deadline: Friday, February 4, 2011.

[Amit & Meena Chakma Awards for Exceptional Teaching by a Student](#) are given in recognition of excellence in teaching of all kinds by registered Waterloo students. Deadline: Friday, February 11, 2011.

Teaching Matters

September 2010

Issue No. 34

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

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

Interim Director:

Donna Ellis, Ext. 35713
donnae@uwaterloo.ca

Associate Director:

TBD

Research & Evaluation Consultant:

Nicola Simmons, Ext. 32940
nsimmons@uwaterloo.ca

Instructional Developer,

Curriculum and Programming:

Veronica Brown, Ext. 31096
vmbrown@uwaterloo.ca

Senior Instructional Developer, Blended Learning:

Jane Holbrook, Ext. 35931
jholbroo@uwaterloo.ca

Senior Instructional Developer, Programming:

Trevor Holmes, Ext. 33408
tholmes@uwaterloo.ca

Senior Instructional Developer, Emerging Technologies:

Mark Morton, Ext. 37765
mmorton@uwaterloo.ca

Senior Instructional Developer, CUT & Internationalization:

Svitlana Taraban-Gordon, Ext. 37110
staraban@uwaterloo.ca

Project Staff:

TBD

CTE Faculty Liaisons:

Accounting & Finance, Economics & Political Science

Lynn Long, 38175
l3long@uwaterloo.ca

Applied Health Sciences

Katherine Lithgow, Ext. 37076
klithgow@uwaterloo.ca

Arts

Marlene Griffith Wrubel, Ext. 33851
mgwrubel@uwaterloo.ca

Engineering

Samar Mohamad, Ext. 35902
sssmoham@uwaterloo.ca

Environment

Scott Anderson, Ext. 32509
sjanders@uwaterloo.ca

Math

Paul Kates, Ext. 37047
pkates@uwaterloo.ca

Science

Mary Power, Ext. 33225
m2power@uwaterloo.ca

TA Developers:

Gina Passante Ext. 37084
gpassante@uwaterloo.ca
Michael Pyne Ext. 37084
mpyne@uwaterloo.ca
Arash Shahi, Ext. 37084
ashahi@uwaterloo.ca

International TA Developer:

Prashant Mutyala, Ext. 37084
cte-itad@uwaterloo.ca

Administration:

Shelley Bacik, Ext. 33153
sbacik@uwaterloo.ca

Verna Keller, Ext. 33857
vkeller@uwaterloo.ca

Darlene Radicioni, Ext. 33132
cte-cut@uwaterloo.ca

Co-op Students:

Summer Xu, Ext. 33132
ctecoop1@uwaterloo.ca
TBA, Ext. 33353
ctecoop2@uwaterloo.ca

ISSN 1918-8986

Previous Teaching Matters Newsletters can be viewed in our [archives](#).