TLSS Integrated Training
Winter 2017
The Teaching and Learning Support Service (TLSS) is pleased to present its Integrated Training Program, a series of various activities designed to allow all professors and teaching assistants to improve their knowledge and skills in teaching and learning.

We are continuing our focus on designing blended courses. In addition to the basic program offered, we are adding new workshops to support more experienced professors wanting to improve the quality of their blended courses. Look for the icons below to identify these types of workshops.

- Workshop for professors who want to design a blended course (basic program).
- Workshop for professors who have already taken sessions on blended course design or who have already designed and taught a blended course.

We are continuing to explore new ways of offering training, by planning face to face sessions of various length, and short webinars that will give you quick access to excellent training while removing the barriers associated with space and transit time.

Our integrated training program and team is here to help support you in your teaching and learning endeavours!

Wishing you a successful semester!

For more information, please visit our website at: tlss.uOttawa.ca

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**Multimedia Podium: An Essential Tool for Teaching**  
Dominic Blouin, Centre for Innovative Technologies in Education

Our specialists will show you the different features of a multimedia podium. You will learn how to get an access card and how to get technical support if you need to. Take advantage of this session to ask all your questions related to best practices for using technology available in the classroom.

**Thursday, January 5, 2017, 1 p.m. to 2 p.m. (English)**  
**Wednesday, January 4, 2017, 1 p.m. to 2 p.m. (French)**

**Registration**

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**Enhancing Professor-Student Interaction in Class through the Use of Technology**  
Nancy Vézina, Teaching and Learning Support Service

You want to make your course more active, engage students in significant discussions and follow more consistently their learning. We have a technology that can do all that! During this short session, you will be able to familiarize yourself with a technology free of charge and accessible in all classrooms on campus.

**Thursday, January 5, 2017, 2 p.m. to 3 p.m. (English)**  
**Wednesday, January 4, 2017, 2 p.m. to 3 p.m. (French)**

**Registration**
Using Copyright-Protected Materials in Blackboard Learn
Mélanie Brunet, uOttawa Library

In this workshop, participants will be introduced to best practices for integrating copyright-protected material in an online learning environment. The “fair dealing test” and licence terms of use will be used to assess the risks and the need for permission. Linking to electronic books and periodicals from the library’s subscriptions and other content from the Web will be demonstrated. Participants are encouraged to bring their own examples of materials they want to add to Blackboard.

Tuesday, January 17, 2017, 1:30 p.m. to 2:30 p.m. (English)
Tuesday, January 17, 2017, 10:30 a.m. to 11:30 a.m. (French)

Registration

Webinar – Inclusive Teaching Practices: Reflection and Strategies to Foster Variability and Accessible Learning Environments
Jean-Pascal Beaudoin, Centre for University Teaching

This webinar offers participants an opportunity to reflect on their teaching practices and learn more about accessibility, inclusive practices, as well as related challenges. In addition, participants will learn about proactive strategies that can help them provide learning experiences that take into account their students’ diverse ways of learning.

Thursday, January 19, 2017, noon to 1 p.m. (English)
Wednesday, January 18, 2017, noon to 1 p.m. (French)

Registration

Designing a Blended Course: An Integrated Four-Part Program

You want to adapt your teaching to better meet the needs and interests of your students? You know that the use of technology can help you do that, but you are looking for advice on how to make this transition? If so, then our Integrated Blended Course Design Program has been designed especially for you!

Surrounded by a team of experts in the field of university teaching and technology, we propose a program that will guide you through the various stages of the design (or redesign) process of a blended course. Using a model that integrates face-to-face sessions, online activities and independent work, you will be able to gradually develop all the components of a blended course.

You can choose to complete this training program over a period of four or eight months depending on your availability and the production schedule you wish to follow. Between the face-to-face training sessions, you can also benefit from the ongoing support of our team, who will answer your questions throughout the design process.

Overview of the Program:

- Part 1 – Starting the Design Process: Building a Strong Foundation (2 h)
  - Online activities and independent work following part 1
- Part 2 – Designing Learning Activities: The Importance of Complementarity (3 h)
  - Online activities and independent work following part 2
- Part 3 – Evaluating Learning: Blended Course Options (3 h)
  - Online activities and independent work following part 3
Part 4 – Concluding the Design Process: The Final Steps and the Importance of Ongoing Assessment (2 h)
  - Independent work following part 4

Blended Course Design – Part 1
Starting the Design Process: Building a Strong Foundation
David MacDonald, Centre for University Teaching

This first face-to-face session will help you familiarize yourself with the structure, tools and resources that will be available to you throughout the duration of the program. In addition, an important part of the session will be devoted to the first steps of designing a blended course – from an initial reflection on the characteristics of a blended course along with the accompanying necessary paradigm shift, all the way to the crucial role of learning outcomes.

Thursday, January 26, 2017, 10 a.m. to noon (English)
Friday, January 27, 2017, 10 a.m. to noon (English)
Wednesday, January 25, 2017, 10 a.m. to noon (French)
Registration

Designing Effective Questions for Multiple Choice Assessments
Geneviève Gauthier, Centre for University Teaching

In this workshop we will explore the strategies and best practices for developing multiple choice exams. You will become acquainted with the tools and techniques for constructing questions that target higher order learning, and which align with your course learning outcomes.

Tuesday, January 31st, 2017, 1 p.m. to 3 p.m. (English)
Monday, January 30, 2017, 1 p.m. to 3 p.m. (French)
Registration

Improving Courses with Student Input
Nicholas Jobidon, Centre for University Teaching

Students are a fundamental source of information about their own learning experience and progression in the course and many tools are available to obtain this important data. These feedback tools identify the adjustments you and your students can make to optimize the teaching and learning experience. Course evaluations that take place at the end of each session are also a valid and reliable source of information to assess students’ perceptions. In this workshop, we will explore the feedback process with different tools to obtain both formal and informal feedback and learn to develop and construe them to get useful results. We will also discuss the analysis and interpretation process of comments as well as possible strategies to implement.

Thursday, February 2, 2017, 1 p.m. to 3 p.m. (English)
Wednesday, February 1st, 2017, 1 p.m. to 3 p.m. (French)
Registration
Communication and Facilitation Tips for an Engaging, Positive & Successful Teaching Experience
Jean-Pascal Beaudoin, Centre for University Teaching

Teaching students is an important part of an instructor’s university life. How to make it an engaging, positive and successful one? In this workshop, participants will first reflect on their comfort level in the classroom. They will then uncover communication and facilitation tips to make the classroom experience a good one for both themselves and the students. Finally, they will reflect on the next steps to get the best out of teaching, to enjoy the experience, for the benefit of all.

Wednesday, February 8, 2017, 1 p.m. to 4 p.m. (English)
Tuesday, February 7, 2017, 1 p.m. to 4 p.m. (French)

Registration

Webinar – Virtual Office Hours
Sébastien Lacasse, Centre for Innovative Technologies in Education

Are you looking for a way to offer office hours that are more flexible and accessible? We have the technology and know-how to help you! All you need is access to Adobe® Connect™ and our 30-minute webinar. You will learn some of the basic functions of the platform and be ready to offer your own virtual office hours. You will have a tool to help increase interactions with your students by eliminating space constraints!

Tuesday, February 14, 2017, 1:00 p.m. to 1:30 p.m. (English)
Tuesday, February 14, 2017, 11:00 a.m. to 11:30 a.m. (French)

Registration

Blended Course Design – Part 2
Designing Learning Activities: The Importance of Complementarity
Melissa Brasgold, Centre for University Teaching

This second face-to-face session will help you continue the design process by focusing more specifically on learning activities that are typically designed as part of a blended course. You will explore the importance of how complementarity must exist between classroom activities and those activities that students must complete in a more independent fashion online. Part of the session will involve practical exercises aimed at exploring tools that will help you design online activities.

Thursday, February 16, 2017, 1 p.m. to 4 p.m. (English)
Friday, February 17, 2017, 9 a.m. to noon (English)

Wednesday, February 15, 2017, 9 a.m. to noon (French)

Registration
Conducting Research on Teaching and Learning
Jovan Groen, Centre for University Teaching

Have you ever found yourself interested in the way your students learn and the impact your teaching approach has on your students? The process of teaching is a scholarly endeavour — one that involves a great deal of practice, professional development, reflection, and sharing of ideas and experiences. Research need not only be discipline-specific, it can equally focus on your pedagogical practice. This workshop will briefly discuss the nature and merits of the Scholarship of Teaching and Learning (SoTL), highlight a 5 step process that you can use to investigate your teaching and student learning and share excellent resources to help you on your way.

Wednesday, February 22nd, 2017, 2 p.m. to 4 p.m. (English)
Thursday, February 23, 2017, 2 p.m. to 4 p.m. (French)

Registration

Thinking of Design to Improve Learning in a Learning Management System (LMS)
David MacDonald, Centre for University Teaching

You have prepared your learning outcomes, you have decided on your materials, and your content is ready. But, have you considered how your learning experiences will look and sound? The design of your materials and instructional strategies can help communicate your message to students more clearly. This session will demonstrate some of the best-practices in learning design and how to apply them to our LMS.

Wednesday, March 1st, 2017, 1 p.m. to 3 p.m. (English)
Thursday, March 2nd, 2017, 1 p.m. to 3 p.m. (French)

Registration

I am here: Ensuring Presence in an Online Learning Environment
Melissa Brasgold, Centre for University Teaching

Online environments offer an autonomous learning experience where students are afforded substantial flexibility. This can impact participation, persistence and procrastination, as students may be more likely to prioritize other aspects of their life over the course. As an example, for the most part, the instructor and peers are invisible within an online environment, which if not addressed properly, can eliminate the social aspects that help create a learning community and that sense of security students seem to experience in face-to-face environments. Hence, this interactive session will introduce participants to a number of strategies that can promote instructor and student presence within an online learning environment. Participants will leave with the ability to recommend and potentially employ these strategies, thus supporting self-regulated learning within an online environment.

Tuesday, March 7, 2017, 1 p.m. to 4 p.m. (English)
Thursday, March 9, 2017, 1 p.m. to 4 p.m. (French)

Registration
Blended Course Design – Part 3
Evaluating Learning: Blended Course Options
Melissa Brasgold, Centre for University Teaching

This third face-to-face session will continue the design process by addressing more specific online and in-class assessment tools and the options available for blended courses. Part of the session will involve practical exercises aimed at exploring tools that will allow you to design various online assessments.

Thursday, March 16, 2017, 1 p.m. to 4 p.m. (English)
Friday, March 17, 2017, 9 a.m. to noon (English)

Self and Peer Assessment: Purposes, Concepts and Implementation
Geneviève Gauthier, Centre for University Teaching

This workshop will expose participants to theoretical concepts behind peer assessment before proposing practical ways to implement self and/or peer assessment in classroom settings. We will also underline strengths and weaknesses of these instructional strategies through reflection about different contexts prior to reviewing different technological support.

Wednesday, March 22, 2017, 1 p.m. to 3 p.m. (English)
Tuesday, March 21, 2017, 1 p.m. to 3 p.m. (French)

Webinar – The Teaching Dossier: An Essential Tool
Nancy Vézina, Teaching and Learning Support Service

Developing a teaching dossier is a great way to emphasize different achievements related to teaching. Besides being part of an overall strategy to assess teaching, a teaching dossier can be used to reflect on pedagogical strategies used in a university setting and on how they can be improved. The goal of this workshop is to learn about the different steps required to successfully put together a teaching dossier.

Thursday, April 13, 2017, noon to 1 p.m. (English)
Wednesday, April 12, 2017, noon to 1 p.m. (French)
Concluding the Design Process: The Final Steps and the Importance of Ongoing Assessment

David MacDonald, Blended Learning Initiative

This last face-to-face session will mark the end of the design process and will transition to the preparation phase associated with teaching a blended course. Amongst your peers, and a team of consultants, you can use this meeting time to validate the design work you have accomplished. We will also discuss what final steps are to be completed before the start of your course and what the best practices are (according to the literature and research in the field) for teaching a blended course.

Thursday, April 20, 2017, 10 a.m. to noon (English)
Friday, April 21st, 2017, 10 a.m. to noon (English)
Wednesday, April 19, 2017, 10 a.m. to noon (French)

Registration

Do you need help with the various tools in our Learning Management System (LMS)? The Teaching and Learning Support Service (TLSS) offers a drop-in lab in Vanier Hall, room 1020, which is open every day of the week from 9:00 to noon and from 13:00 to 16:30. The lab is open to all Professors and Teaching Assistants (TAs). Come and ask your specific LMS questions. No appointment necessary!

Do you have a particular pedagogical need and the proposed Winter 2017 workshops do not address this topic? You may contact the team at the Centre for University Teaching (CPU-CUT@uOttawa.ca, or 613-562-5333). Our educational developers will be able to assist you!

To register, please visit our website at: tlss.uOttawa.ca