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A Message from the Associate Vice-President — Yves Herry, PhD

This is the last time that I have the opportunity to present to you the TLSS Annual Report that covers the following period: May 1, 2015, to April 30, 2016. I will be leaving my role as Associate Vice-President (AVP), Teaching and Learning on June 30, 2016.

When the University asked me to fulfil this role in 2008, I accepted without hesitation. The fact that an Associate Vice-President would lead the Teaching and Learning Support Service (TLSS) sent a strong message from our institution about the importance of quality education and the importance of the student experience. The issues remain close to my heart. At the time, services such as ours in large Ontario or, when they existed, Canadian universities were rarely overseen by an AVP, but today, this trend is the norm. I am pleased to think that we served as an example.

Reading the previous Annual Reports, you will notice that the TLSS has significantly evolved over the past eight years and especially in 2015–2016. Indeed, after working on its new Strategic Plan in 2014–2015, our service underwent a significant change to better serve our faculty members. The consolidation of our Multimedia Distribution Service (MDS) and the Centre for Mediated Teaching and Learning (CMTL) is the perfect example. By joining these two teams, we can provide cohesive services and a convenient, single point of access to educational technology offered in the classrooms and for distance learning.

We are continuously improving our organizational structure and you will be seeing several positive changes in the years to come.
We have also worked tirelessly over the course of the past three years to further develop blended courses by providing sustained funding to professors who wish to transform their current courses. We continue to offer the support of our entire team and a training program comprised of several elements that enable them to incorporate possible issues adequately and design courses focused on their students by offering flexible learning opportunities.

This Initiative has generated a great deal of interest from universities throughout the world and we had the pleasure of welcoming several delegations including representatives from the prestigious Aarhus University of Denmark. Following their tour of American universities who are currently focusing on developing and providing blended courses, they decided to visit the University of Ottawa after having heard about our Blended Learning Initiative. We described our implementation process and members of their delegation were able to discuss the program with a panel of professors who had developed and offered these courses.

Thanks to special funds from the Ministry of Advanced Education and Skills Development, over the past three years we have also developed more than 30 courses entirely available online (in English and French), 20 of which were this year.

Our participation in designing classroom plans for the future Learning Centre is another initiative for which we are quite proud. These new interactive teaching spaces are engaging for students and are very versatile, allowing professors to offer flipped or blended courses, or a mixture of both.

The number of professors, postdoctoral fellows and teaching assistants who participate in these activities increases every year. Which is why our programming has expanded and evolved based on the current needs, as well as the strongest trends and innovations in educational technologies in post-secondary education. We have organized major events and invited renowned professors, such as Jeanette Norden, to our 2015 Kesarwani Lecture, and Michael Power during our first Symposium, which focused on blended learning.

I am equally pleased with the creation of the Excellence Awards for Teaching Assistants. This TLSS initiative was funded by donations from our employees and recognized, for the past three years, assistants who make an actual difference in their students’ lives.

We have also redesigned our website to further focus on our services. This was a significant step in becoming a unique one-stop-shop that enables professors to access information and helpful resources directly.
I am very proud of the TLSS’s accomplishments and its professionals, whether they be technicians, image specialists, developers, project managers, university education experts, instructional designers, directors, and the entire AVP office team, including its freelancers. I will forever keep a fond memory of a great team dedicated to high-quality work in order to support all of our professors and 42,000 students.

I would like to thank each and every one of you for contributing to our successes and I am grateful for your continued support in reaching our mandate of making the TLSS a service that matters.

Also, I want to seize this opportunity to acknowledge and thank all of my colleagues, members of senior management and our deans, assistant deans, program and academic unit directors, and professors who have used our services, and with whom I have had an opportunity to work with, near or far.

I will conclude by wishing much success to my replacement, Aline Germain-Rutherford, the new Associate Vice-President who, thanks to her tireless work at the head of the Centre for University Teaching (CUT) a few years ago, is very knowledgeable about the TLSS. I therefore leave knowing that the TLSS is in wonderful hands.

Yves Herry, PhD
Associate Vice-President
Teaching and Learning Support Service
A Message from the New Associate Vice-President — Aline Germain-Rutherford, PhD

“Returning to the University of Ottawa after several years of absence and plunging into this diverse and bilingual community once again is a tremendous pleasure. Joining such a dynamic and innovative team as the TLSS is a true dream.”

In my new role as Association Vice-President, I am determined to devote all of my energy to pursuing and strengthening the mission and values outlined in the TLSS 2015–2020 Strategic Plan. I will also guide and support the TLSS, our student and our teaching community through the new realities, challenges and opportunities of the university of the future.
In our mission to “support our faculty and enrich university teaching to foster quality learning and enhance the student experience” (TLSS 2015–2020 Strategic Plan), my vision for the TLSS can be explained in three points:

1. Offer outstanding service to support the teaching and student community to ensure a teaching and learning experience that is fulfilling, inspirational and innovative;

2. Develop and strengthen our expertise and our services by basing our actions on solid research and substantiated data;

3. Become a visionary space for the academic community in order to foster imagination and exploration, a space where innovative thoughts and groundbreaking projects in teaching and learning will shape the university of the future.

My objectives for the next five years of my mandate can be resumed as such:

» The actions, services and programs conducted by the TLSS in accordance with the university’s Strategic Plan, Destination 2020, will be recognized by the University of Ottawa community as innovative, effective, professional, inclusive and as fulfilling the needs of the community.

» The TLSS will have demonstrated, in a measurable way, an essential contribution to improving the quality of teaching and the student experience, by strengthening active student-centred learning whether online, face-to-face or a blended learning context, and based on findings and research.

» Due to exemplary management, the TLSS will have systematically and strategically conceptualized, designed, collaborated and evaluated its initiatives, programs, as well as regional, national and international partnerships in a critical manner.

» Finally, having reached these three objectives, the TLSS will be recognized on a national level as an unparalleled leader in innovation and excellence in the field of university teaching and learning.

In order to achieve these objectives, these are some of the flagship projects planned for 2016–2017:

» Ensure the physical restructuring of the TLSS to bring together different sectors under the same roof and fully utilize the complementary qualities of its expertise and strengthen the effectiveness and the quality of its services.

» Renew/change the Blackboard Learn (BBL) platform: With the current licence ending shortly, the TLSS, along with different groups of constituents from the academic community, has been assessing the needs of this community and the different options available for more than a year. The TLSS will carry out a tendering procedure at the end of October.

» Assess and continue the Blended Learning Initiative: Produce a report reviewing the first three (3) years of this Initiative and assess the call for proposals process, as well as the procedures for the selection of recipient projects, the distribution of funding and the activities supporting teaching and the use of technology in the development of blended course. Create the process and the quality assurance tools necessary for every step of the design, development and evaluation of blended courses.
» In collaboration with the Student Academic Success Service (SASS) and with the participation of other key members of the academic, to implement a process of reflection and consultation for the purpose of writing a Charter of Teaching and Learning at the University of Ottawa. This project will enable us to reinforce the essential collaboration between the SASS and the TLSS, as well as other faculties, and the Charter will become a guiding document, providing a framework for all of our actions in pursuit of excellence in teaching and learning.

» Collaborate and contribute our expertise in designing and outfitting our classrooms for Science Technology Engineering Mathematics (STEM) projects and the Learning Centre.

» Continue the development of online resources for eCampus Ontario projects and the Consortium national de formation en santé (CNFS).

» Provide educational support for the launch of online teaching evaluations.

» Create an innovation advisory committee (Think Tank of Innovative Dreamers) to guide and provide advice to the TLSS in its actions, and ensure that it is at the forefront of research for innovative solutions to support university teaching and learning.

» Organize the annual Summer Institute of the Council of Ontario Universities on e-Learning (Ontario Universities’ Council on e-Learning—OUCEL) in honour of its 10th anniversary.

These, and several other projects planned this year, reflect the diversity of the expertise and the services provided by the TLSS. We are your partners and we are very pleased to continue working with you.

We look forward to welcoming you to our service!

Aline Germain-Rutherford, PhD
Associate Vice-President
Teaching and Learning Support Service
A New Organizational Structure

For **more than 15 years**, the mission of the University of Ottawa’s Teaching and Learning Support Service has been to provide support to faculty members who want to improve their knowledge of teaching and designing courses adapted to the needs of today’s students and, as such, offer a high-quality and enriched learning experience.

Comprised of more **than 60 experts** divided into **three centres with specific vocations**, including university teaching consultants, instructional designers, graphic designers, technicians, classroom designers, videographers, videotape editors, programmers and web developers, training agents, and more, the TLSS team supports faculty members in every aspect of techno-pedagogy and university teaching.

Although its mission remains unchanged, the TLSS has made several adjustments to its organizational structure over the course of the past year to optimize and present all of its services in a more efficient manner, and evolve into a unique one-stop-shop (see our [Strategic Plan 2015–2020](#)). Here are the steps taken to move toward with these objectives:

» The consolidation of our Multimedia Distribution Service (MDS) and the Centre for Mediated Teaching and Learning (CMTL) which now form the **Centre for Innovative Technologies in Education (CITE)**.

» The standardization of terms used to reference different internal entities: some were named a “sector” then a “centre”. We used this opportunity to integrate the term “centre” into the name of the new entity.
More and more programs are consulting the TLSS outside of the program evaluation framework with a view to continuous improvement of their curricula.
One Service; Three Educational Dimensions

The TLSS represents three centres that provide specialized teaching support specifically tailored to members of the faculty and teaching assistants.

Thanks to Centre for e-Learning (CYBER), we collaborate on the development of interactive educational materials that promote effective and sustainable learning. We develop strategies for the integration of online technologies and teaching design that foster excellence in teaching and learning.

The Centre for University Teaching (CUT) offers a number of consulting and training services to professors, teaching assistants and faculties, allowing for the improvement of teaching practices and the improved quality of learning.

The new Centre for Innovative Technologies in Education (CITE) is responsible for the educational technology utilized in the Registrar’s classrooms, the audiovisual equipment standards for the university and online learning (courses offered by audio, videoconference or web conference). The CITE, in collaboration with the material resources service and the CUT, also plays a major role in designing new teaching spaces.

In addition to its historic mandate, the TLSS has been responsible for managing the Blended Learning Initiative since 2013. This initiative, which is supported by the senior administration, includes a funding program, a training program and personalized support; all of these resources are available to professors who wish to transform their courses into a blended format.
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These three centres have more than 60 experts at the service of 4,000 faculty members to ensure quality teaching and learning.
The Blended Learning Initiative

Following two years of preparation and implementation (2012-2013 and 2013-2014), the Blended Learning Initiative that aims at supporting the development of a large number of blended courses from now until 2020, enters its third year. In fact, the University of Ottawa aims at converting 20% of its courses, meaning 1,000 courses, to a blended format as mentioned in the E-Learning Working Group Report. After five years, this transformation will have touched 500 professors and close to 25,000 students. As of April 30, 2015, more than 150 professors have converted their courses to a blended format.

Our Funding Program

This year alone, the program has funded the development of 66 blended courses. The funding for each course has mainly served to develop online interactive activities requiring services from a web developer, to create videos that serve as educational support during online sessions and, for certain professors, to hire teaching assistants to help them upload their enriched content onto Blackboard Learn, the University’s Learning Management System (LMS). The TLSS has distributed $273,000 over the past year which has served to design 66 blended courses.

A 4-Part Training Program

The mandate of the three TLSS centres is to develop online resources and design relevant training, and support professors who want to convert their courses. Since 2013, a series of training workshops, developed as four modules, has been offered during Fall and Winter sessions. This training is offered in a blended format allowing professors to learn and experience this approach first-hand with several online and face-to-face activities. Throughout this past year, 97 professors have participated in this training.

A New Excellence Award for Blended Courses

In order to recognize the innovation demonstrated by professors in integrating technologies into their teaching, the TLSS has implemented a new recognition program entitled the Excellence Awards for Blended Courses. These awards are part of the Blended Learning Initiative and in 2016, three were granted by TLSS in recognition of the quality of blended courses designed by the University of Ottawa’s teaching personnel. These awards also allow the TLSS to assess the structure of the blended courses that are created and the relevance of their learning activities, to identify the exemplary practices adopted by professors and to validate the understanding of the blended courses concept among members of the faculty.
Developing Online Training for Blended Course Design

In view of providing a greater flexibility in terms of accessing training for blended courses, the TLSS has continued to develop online training. We are currently working on the second phase of this project which means that experts in the blended course format have consulted our institution concerning content creation and review. Following this process, the training will be made available to professors who can use it as they see fit, in French and English.

Promoting the Blended Learning Concept to Students

To continue educating the student population about the blended approach, the TLSS has created a Web page where students who have participated in a blended course first-hand have agreed to share their experience and inform fellow students about the dynamics of this approach, as well as the benefits and challenges of blended learning. The TLSS has collected three-minute video testimonials that are available on the TLSS website and via the Student Academic Success Service website.
Online Course Development and Evaluation

New Online Courses

Thanks to the Centre for e-Learning—and its team of instructional designers, multimedia specialists and web programmers, the TLSS can develop online courses and interactive resources that foster teaching and learning.

Throughout this past year, their team has dedicated time and energy to the design, development and delivery of **16 online courses and programs, many of which are funded by eCampus Ontario and the Centre Sud-Ouest project (CSO)**. They have also launched three special projects that respond to particular student needs in certain subjects and precise research areas: Medicine with Dr. Kevin Pottie, *Canadian Collaboration for Immigrant and Refugee Health*; Law with Ellen Zweibel, *Point First Legal Writing Academy*; and Tolga Yalkin, *WIJIT—Constitutional Law Game* and Chemistry with Alison Flynn, *OrgChem 101; orgchem101.com*. Also, thanks to our state-of-the-art technology, **160 online courses** have been taught with a total of **1,947 registrations**.

Evaluation of Online Courses

The TLSS participated in the implementation of a strategy aimed at improving the adoption of formal online evaluation (for online courses) by students. **95 online courses and professors** were evaluated, 52 during the Fall 2015 semester and 43 during the Winter 2016 semester. Thanks to these efforts, we were able to observe an **increase of 16.5% in the participation rate** compared to 2014-2015.

The following four actions have had a significant impact on increasing participation rates:

1. Administering a mid-session evaluation;
2. Sending a personalized email to students;
3. Sending a personalized reminder;
4. Discussing the evaluation with students.

By promoting the evaluation of online courses to professors who then informed their students to the importance of completing these assessments, the TLSS was able to foster a feedback-rich culture.

The University of Ottawa’s First Massive Online Open Course: A TLSS Accomplishment

Aware of the popularity of massive online open courses (MOOC), and because of their role in the democratization of knowledge and the promotion of academic expertise, the University of Ottawa has called upon the TLSS to create a pilot MOOC.

The course selected for the first MOOC is *L’animal humain* (BIO 1700) designed by Professor François Chapleau, PhD, from the Department of Biology, Faculty of Science. This course will be available online via the *France Université Numérique* (FUN) platform, a French web portal that promotes and provides a broad range of courses to a
This course is designed to offer a vision that goes beyond the human anatomy or physiology descriptive. Students will discover the human race in all its glory, as well as in all its vulnerability and contradictions. The human is indeed a complex living being with a developed culture. However, in this course, students will view the human being as an animal that carries the obvious and irrefutable evidence of a rich and extraordinary evolutionary history that dates back to millions or even billions of years.

Professor François Chapleau, PhD
The TLSS provides an easy-access computer lab – no appointments necessary – to professors and teaching assistants who require support or want to increase their knowledge of the LMS functions. **1,622 professors** have received technical assistance from our agents. Also, **21 workshops** on the use of our LMS have been offered, **159 participants** registered over the course of the last year.

In total, the TLSS has received **2,639 requests** for assistance. To find out more about our Virtual Campus, please visit the [TLSS website](#).

**A Year of Renewal: Upcoming Changes for the University’s Learning Management System**

In what could be called a year of renewal, 2015–2016 saw the Virtual Campus team also undertake an extensive consultation process in preparation for the replacement of the current LMS provider, *Blackboard Learn*. With our current service agreement coming to an end in April 2017, it was time to start this process and begin building a team to oversee this project.

As such, face-to-face and online consultations with professors, employees and students have also begun. During the Spring of 2016, the group responsible for overseeing this project met on a monthly basis and participated in more than 20 meetings with members of the academic community and various service providers.

A survey addressed to the university community was put in place until mid-September 2016 to learn more about the functional requirements needed and to assist us in preparing the tendering process which will take place at the end of 2016. This stringent timeline presents several challenges but allows us to align the LMS with the TLSS and *Destination 2020* objectives. Our selection of the new LMS will be announced in 2017. Until then, please visit our [microsite](#) detailing the renewal process to find out more and to take part in the discussion.

“I would like to thank you for your support and professionalism.”

- Ghizlane Bahafa, who received technical assistance with *Blackboard Learn*
uoSyllabus and its Turnkey Syllabi

Since May 2013, uoSyllabus, an electronic tool that enables faculty members to create, manage and share standardized syllabi with students in a simple, automated way, has been made available to professors. Developed in May 2013 by the TLSS in collaboration with the Information Technology service, this project was made possible by a grant from the Ontario government (Productivity and Innovation Fund).

uoSyllabus was designed to:

» Assist members of the faculty with the creation, distribution, and sharing of syllabi;

» Support professors who are starting their university teaching career to design their syllabi;

» Contribute to a positive university experience for students;

» Support study programs in the process of self-evaluation or needing to respect professional standards.

To promote this tool and its numerous advantages, the TLSS has included, in its workshops and events, training on the use of uoSyllabus. This year, a workshop entitled Creating and Managing Syllabi with uoSyllabus was offered on 12 occasions (in French and in English).

Please note that we will be moving forward with the final phase of development and presenting a second version of uoSyllabus in December 2016. The changes brought to uoSyllabus are based on the feedback received by professors following the second year of its existence where it was made accessible to all professors and used to create 486 syllabi between May 1, 2015, and April 30, 2016.

The improvements made will considerably improve its user-friendliness and increase its use. To learn more about this tool, please visit the TLSS website.

Program Evaluation and Development

2015-2016 was also marked by program evaluation and development. In fact, more and more programs are consulting our services outside of the scope of program evaluation, in the hopes of continuously improving their curriculums.

90% of University of Ottawa programs that began their evaluation cycles in 2015-2016 have used the TLSS support services. Two-thirds of these programs have benefited from our services in creating their learning objectives and all of them have asked us to administer a Strengths, Weaknesses, Opportunities and Challenges (SWOC) analysis to diverse groups (students, graduates, professors, etc.) In conclusion, the majority of these programs underwent a
curriculum analysis with tools and resources developed by TLSS specialists. Several Ontarian institutions use these tools in their curriculum analysis.

This interest in program evaluation demonstrates a willingness on behalf of all programs to improve the quality of their curriculums and the overall student experience. We hope that this demonstrates confidence in the TLSS’s professional services. To learn more about our services, please visit our website.

The First Pilot Project on the Impact of Online Course Evaluation

Within the Senate committee on teaching and teaching evaluation, the TLSS team conducted research for the University of Ottawa on the impact of course evaluation to make projections on the future of this sort of assessment and determine what type of practices to implement. The selected sample included 10,417 students registered to 318 courses. In this study, a decrease of 12 to 15% in the participation rate was observed when students were invited to evaluate the course via an online evaluation system. Furthermore, no differences were recorded in the scores. Although the participation rate was low, the study showed that professors and students alike submitted positive feedback about the online evaluation system. They also specified that online evaluations should take place during, and not outside of, classroom hours.

If you would like to find out more about this topic, please view the results of this pilot project.
This section presents this year’s key teaching and learning training activities. Workshops, certifications, and orientation events are among several of the free professional development opportunities offered by the TLSS this year alone. Although several of our activities are featured on our website, here is a brief look at the major projects that took place in 2015-2016.

A Series of Workshops Focused on Distance Education

Over the course of 2015-2016, the TLSS offered more than 53 workshops on various subjects for professors, teaching assistants and graduate students. Other professional development activities were proposed, such as individual consultations, to which 210 professors participated, and several lectures.

Also for the first time, the TLSS offered workshops in the form of one-hour webinars. The videoconferencing format allowed professors to acquire new knowledge in a more flexible manner. Due to their tremendous success, we will be offering new online training opportunities this year. We will also collaborate with guests professors to create podcasts.

In total, 800 professors have participated in the TLSS’s professional training events.

Our workshop schedule is available via the TLSS website.
The TLSS Events

**Annual Conference: 2015 Kesarwani Lecture**

We had the pleasure of welcoming our distinguished guest, Jeanette Norden, during the Kesarwani Lecture in May 2015. Professor Norden’s lecture addressed the following topic: **Creating safe, natural and critical learning environments that foster personal and intellectual student development.** This event attracted 115 participants and was held in the presence of the Kesarwani family without whom this annual event would not be possible.

Every year, the TLSS invites faculty members to the Kesarwani Lecture which features renowned speakers who present lectures on university teaching. To learn more about this activity, please visit our [website](#).

**TLSS Monthly Lectures**

This year, the TLSS organized three one-hour lectures that took place in September, October and November 2015:

- **September 2015:** **Collaborative Exams: “Defy the Conventional” Assessment Approaches in Large Classes,** by Colin Montpetit PhD, Department of Biology, Faculty of Science.

- **October 2015:** **The Challenge of Engaging our Students in Abstract Thinking,** by Monica Nevins PhD, Department of Mathematics and Statistics, Faculty of Science.
November 2015: A Need for Speed! Using Gamification to Integrate Speed Training Into Translation Courses by Lynne Bowker, PhD, School of Translation and Interpretation, Faculty of Arts.

In total, 57 professors participated in these lectures.

A First Edition for Perspective, the TLSS Symposium on Teaching and Learning

In an effort to highlight the work of professors from the University of Ottawa, the TLSS organized its first annual symposium on teaching and learning entitled Perspective.

The theme of this first edition focused on blended teaching and learning and was based on a structure that provides a space for dialogue and the exploration of new ideas. The 60 participating professors were able to choose from available workshops and the day concluded with a presentation from renowned researcher and expert in the field of online and blended learning, Michael Power, PhD, from Laval University. His lecture addressed strategies for decentralizing higher education and choices of dual mode universities. This was followed by the presentation of Certificates in university teaching to the training participants (see page 23). To learn more about Perspective, please visit our website.

Our Orientation Programs

Orientation Program for New Professors

In August of every year, the TLSS in collaboration with various services from the University of Ottawa welcomes new professors. The tradition continued this year as 48 new professors participated in our three-day program where they participated in workshops about university teaching and received a wealth of information about the University and the services available to them and their students. The Dean of the University of Ottawa, Mr. Allan Rock, seized this opportunity to meet and personally welcome the newest faculty members. To learn more about this program, please visit the TLSS website.

Teaching Assistants Orientation Day

Close to 618 teaching assistants gathered during two-day training sessions which took place in both September 2015 and January 2016. Participants were able to choose from a multitude of workshops focusing on a diverse range of components of university teaching and directly associated with their role as a teaching assistant. They also had the opportunity to learn more about effective facilitation techniques for discussion groups or strategies to assess the work of students under their supervision. To find out more about the training activities available during the orientation day, please visit the TLSS website.
Altitude Program: Developing Professional Skills for Integration into the Workplace

Created in collaboration with the Faculty of Graduate and Postdoctoral Studies, this program aims to diversify learning for graduate students and postdoctoral fellows by offering free workshops and events that enable them to improve their academic success and acquire a global understanding of the labour market.

Over the course of 2015-2016, 79 workshops were offered with a total of 1,600 participating graduate students and postdoctoral fellows. The program’s visibility grew thanks to its Facebook page which showed a 25% increase in registrations, 1,291 in total compared to 1,031 the previous year. Please visit our website to find out more about this program.

“My colleagues, the students I spoke with at the workshops, all echoed their appreciation for this support the university provides for those who are TAs and for others who provide other services or contributions to the university community and to the other professional spaces in which we work. Thank you for this!”

- A TA who attended the Teaching Assistants Orientation Day in January 2016
The Certificate in University Teaching for Professors

To enable professors and graduate students to obtain recognition for their participation in professional development initiatives, two new training programs are now offered:

» The Certificate in University Teaching for Professors, and

» The Certificate in University Teaching for Graduate Students and Postdoctoral Fellows.

These programs allow participants to increase their teaching knowledge while enhancing their instructional practices while encouraging the exchange of ideas, collaboration, and enabling them to implement various learning methods, including information and communications technologies (ICT).

This year a total of 11 people registered; nine professors and two postdoctorate fellows. To learn more, please visit our website.

Our Specialized Courses Offered to Graduate Students

The TLSS provides graduate level courses for those who wish to explore a career as a higher-education professor. These courses enable them to acquire the essential knowledge that will benefit them in their future roles as professors. Also, to better prepare future professors to the realities of teaching in the 21st century, a new online training program focusing on technologies and teaching was launched in Fall 2015. The courses are ESG 6100 and ESG 6500: Technologies and University Teaching enables graduate level students to familiarize themselves with the practices, knowledge, and abilities necessary for the proper use of technologies in university teaching.

Other courses offered to graduate students:

» ESG 5500: Theory and Practice of Undergraduate Teaching
» ESG 8500: Practicum in University Teaching

Please visit our website to learn more about these specialized courses.
The New Excellence Award for Blended Courses

As mentioned in the previous section entitled Special Projects – The Blended Learning Initiative, the TLSS wishes to highlight the quality of the blended courses created by professors with or without our team’s support. The three recipients of this Excellence Award will receive $2,000, $3,000 and $5,000 which will allow them to pursue initiatives linked to innovation in university teaching.

During an Awards ceremony, these recipients will have an opportunity to make a brief presentation on a particular aspect of the blended course which they designed. The recipients will also be invited to participate in other training activities or initiatives promoting the Blended Learning Initiative. To find out more about this Award, please visit our [website](#).

The 2016 Excellence Award for Teaching Assistants

The TLSS gives professors an opportunity to recognize the outstanding work done by their teaching assistants. The Excellence Award for Teaching Assistants acknowledges their valuable contributions in the classroom and is part of the University of Ottawa’s Employee Giving Program created and funded by TLSS employees.

This annual program presents three awards, along with a $500 grant, in the following categories: science, humanities, and courses with an online component. This year, three outstanding teaching assistants from the University of Ottawa were recognized by the TLSS for their accomplishments, their contribution and their dedication to their students, thereby contributing to the quality of learning and the overall student experience.

» Humanities, Julie Raymond, Faculty of Social Sciences
» Sciences, Nicholas Ravanelli, Faculty of Health Sciences
» Humanities, Valerie Shepherd, Faculty of Education
Also, **six honourable mentions** were awarded to teaching assistants with an exemplary record demonstrating the quality of their contributions. A ceremony was held on April 20 in honour of these recipients and was also attended by professors and deans. For more information about this Award, please consult our [website](#).

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**The University of Ottawa Chairs in University Teaching**

Since their launch in 2012, the Chairs in University Teaching administered by the TLSS have acknowledged the University of Ottawa’s dedication to excellence in teaching. Chairholders receive annual funds of $20,000 over the course of three years to conduct research projects on the topic of university teaching.
As part of the *Destination 2020* strategic plan, Chairs aim to:

» Promote the innovative teaching and learning practices that will benefit the entire academic community and that are part of a formal and rigorous framework/theoretical model;

» Recognize the value of leadership and excellence in university teaching;

» Support the professors dedicated to forwarding the research on teaching and learning in order to have an impact the University’s practices.

**Jenepher Lennox Terrion**, Professor at the Faculty of Arts, Chairholder in university teaching from 2013 to 2016 completed her three-year mandate this year. Her research initiatives have focused on the implementation and the importance of a positive relationship between professors and their students through the professors’ verbal and non-verbal communication, or their immediacy in a large classroom. For more information about the Chairs, please consult our [website](#).

A new Chair was appointed in April 2016 to **Alison Flynn**, Associate Professor at the Faculty of Science, Department of Chemistry and Biomolecular Science. Her research will focus on students and autoregulated learning.

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**The Teaching | Learning Grants Program**

Every year, the TLSS administers grants reserved for projects that focus on teaching and learning. The Grants Program promotes innovation in university teaching with projects aimed at improving the quality of learning and, consequently, the student experience.

The proposed projects fall into the following three areas:

» The development of instructional resources that correspond to a particular need to facilitate student learning;

» The implementation of innovative teaching strategies to improve student learning;

» The measure and/or assessment of the effectiveness of an innovative teaching strategy that will contribute to the advancement of knowledge in the field of university teaching.

The projects that have received funding are:

1. **Michael Sawada** (Department of Geography – Faculty of Arts)
   Geomatics instructor’s cartography toolbox for active teaching and learning

2. **Caroline Petit-Turcotte** (Department of Biology – Faculty of Science)
   Developing a bank of questions for active learning pedagogy in the first year biology courses
3. **Maurice Taylor** (Faculty of Education)
   A Virtual Office for Coaching and Mentoring Graduate Students in a Professional Program

4. **Hassan Aoude** (Department of Civil Engineering – Faculty of Engineering)
   Guided Computer-aided Structural Analysis Tutorials

5. **Lynne Bowker** (School of Translation and Interpretation – Faculty of Arts)
   Exploring the use of text summarization to promote the teaching and learning of transversal skills in a knowledge acquisition context

### Production of French instructional videos

1. *Matériel visuel pour les cours de biologie cellulaire et immunologie* ($5,000)
   Elaine Beaulieu, Department of Biology, Faculty of Science

2. *Visites virtuelles en entreprise : découvrir les leaders de notre communauté – saison 2* ($5,000)
   François Chiocchio, Telfer School of Management

3. *Vidéos pédagogiques en français sur la gestion nutritionnelle du diabète* ($5,000)
   Isabelle Giroux, School of Nutrition Sciences, Faculty of Health Science

4. *Voix autochtones sur le développement extractif au Canada et en Amérique latine* ($4,850)
   Marie-Josée Massicotte et Karine Vanthuyne, School of Political Studies and the School of Sociological and Anthropological Studies, Faculty of Social Sciences

5. *Capsules video pour le cours ADM1770* ($4,500)
   Muriel Mignerat, Telfer School of Management

6. *L’art de la plaidoirie* ($5,000)
   Alain Roussy, Faculty of Law, Common Law Section

### Important Facts

» 13 project proposals received (a total of $102,055 in grant requests)

» 5 projects selected and funded – $39,972

### Special Funding for Different Initiatives

This year, the TLSS granted $5,000 in funding to professors for the implementation of initiatives aimed at producing instructional videos in French.

The proposed projects needed to focus mainly on producing French-language videos that will improve teaching and/or learning in a University of Ottawa course.

### Important Facts

» 20 project proposals received (for a total of $100,000 in grant requests)

» 6 projects were funded – $30,000
Celebrating *Horizon*’s first anniversary, the TLSS newsletter

Nearly one year after the launch of its newsletter entitled *Horizon*, the TLSS has sent more than one dozen issues to its 4,600 subscribers. *Horizon* presents a monthly round-up of the latest news concerning the TLSS, the University of Ottawa and up-to-date topics about university teaching.

Efficient and simple, this newsletter offers relevant information divided into sections, such as *Editor’s Note*, *Feature News*, *Did You Know?* and *Upcoming Workshops and Lectures*, in addition to five or six articles that explore various themes and allow readers who are interested in university teaching to learn more about our team’s expertise and services.

Since adopting this mode of communication, the TLSS has been able to reach and inform its readers in the language of their choice, to obtain accurate statistics allowing us to quantify their readership and to observe the interest in our target market.

To consult previous editions of our newsletter online, please visit our [website](#).

The TLSS on Social Media

In January 2016, the TLSS made its debut on social media allowing its team to publish its news easily and quickly, as well as to create a conversation with its subscribers. Currently, the TLSS manages communities on a Facebook and a Twitter account, and a LinkedIn profile. These channels enable the TLSS to speak with a diversified public of students, professors, professionals, and other stakeholders, in real time, both within and outside of the academic community.

In doing so, it is possible to publish live written or visual content during an event and to link hashtags allowing interested parties to view all content. For example, we used hashtags such as #OrientationTA, (#TAAwards), #OrientationProfs, #Kesarwani and #Perspective. On other occasions, we have used this tool to highlight and create further visibility for special projects and initiatives: #BlendedCourses, #uoSyllabus, #Horizon, #Altitude, etc.

From January to April 2016 more than 30 accounts and individuals followed our Twitter feed, a dozen individuals “Liked” our Facebook page and more than 20 people joined our professional network on LinkedIn.
The TLSS Featured in the Media

In the interest of building on the momentum surrounding the TLSS’s organizational effectiveness, the value that the University of Ottawa places on the student experience in its strategic plan, and the evolution of instructional practices, the TLSS seized several opportunities to introduce itself via academic forums. As such, it attracted positive media attention within the community over the past year. A press release featuring all of the articles and media notices is available in the “Media Coverage” section of our website.

Among these are several articles by the French and English university newspapers La Gazette, La Rotonde and The Fulcrum, as well as The Showcase Magazine which features state-of-the-art technological installations throughout the world, and a video produced by eCampus Ontario published on YouTube. News from the TLSS can be read or viewed in the InfoProfs section of La Gazette, an electronic publication distributed on a weekly basis.

To find out more about the content published about the TLSS and its initiatives, please visit our website.
Awards and Recognition

Awards Recognizing the TLSS

Once again, the TLSS team was recognized on the national and international stage for its innovative initiatives.

Listed here are the awards that our team has received:

» **Harman Award—AMX Innovation Award 2015**: Alex Trebek Alumni Hall

» **Harman Beyond Learning Spaces Innovation Award** for the most innovative technology implementation in non-classroom spaces devoted to higher education (University Business Tech 2015).
The TLSS’s Expertise Receives International Attention

Over the course of this past year, two European post-secondary institutions, one Belgian, the other Danish, contacted the TLSS to learn more about the services offered to members of the faculty and the actions necessary for a successful Blended Learning Initiative.

In May 2015, TLSS team members organized an open house for university teaching experts from the Université de Louvain who wished to learn more about future projects on active learning classrooms and the upcoming learning centre scheduled to open in January 2018. We introduced our team and our services as well as our interactive teaching pilot classroom located at the Louis Pasteur Building. This event led to interesting discussions on the management of the services we provide to professors and students. Our guests were given an information package detailing our special projects.

In October 2015, a few months following this event, the TLSS welcomed the delegation from the Aarhus University’s School of Business and Social Sciences, Denmark’s second most important university. During our time together, our guests had the opportunity to discover our state-of-the-art installations and assist several lectures hosted by our blended learning specialists and the professors who have designed and taught blended courses.

» 2015 Canadian Network for Innovation in Education (CNIE), Award for Excellence and Innovation for the integration of technology in pedagogical/teaching and learning design: L’apprentissage de la nomenclature en chimie facilité par un nouvel outil interactif en ligne, developed in collaboration with Professor Alison Flynn.

» 2015 Canadian Network for Innovation in Education (CNIE), Leadership Award: Richard Pinet, Director, Centre for e-Learning.

» 2015 Canadian Network for Innovation in Education (CNIE), Excellence Award in the category of excellence and innovation in the integration of technology within a pedagogical/teaching and learning design: In the following project: Legal Memos Made Easy

» 2015 Canadian Network for Innovation in Education (CNIE), 2015 Excellence Award in the category of excellence and innovation in integrating technology in a formal or non-formal educational program: In the following project: NatureWatch – AttentionNature

» 2015 Réseau francophone d’enseignement à distance du Canada (REFAD), Honour Certificate recognizing the University of Ottawa’s involvement in distance learning in French throughout Canada: Anne Patry, Instructional Designer

» 2016 Canadian Network for Innovation in Education (CNIE), Award for Excellence and Innovation for the integration of technology in a formal or non-formal educational program: Découvrez ou redécouvrez Visez juste en français, developed in collaboration with Professor Marie-Josée Bourget.
The TLSS responded to 7,000 technical support inquiries related to classrooms, and managed more than 7,500 equipment loan requests made by students, professors and researchers at the University of Ottawa.
Quick Facts

**BLENDED LEARNING INITIATIVE**

Number of professors trained

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2016</td>
<td>53</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>49</td>
</tr>
</tbody>
</table>

**TOTAL:** 97 professors trained

**NOTE:** Based on unique data, 97 participants attended the training program during the 2015-2016 academic year (some professors who started the training sessions in the Fall completed the last sessions during the Winter semester).

**Cumulative of blended courses – newly designed and taught**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014 (Year 0)</td>
<td>13</td>
</tr>
<tr>
<td>2014-2015 (Year 1)</td>
<td>63</td>
</tr>
<tr>
<td>2015-2016 (Year 2)</td>
<td>148</td>
</tr>
</tbody>
</table>

**Inquiries related to the learning management system: Training and technical support (Blackboard Learn)**

<table>
<thead>
<tr>
<th>Inquiry</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistance inquiries – by phone</td>
<td>2,639</td>
</tr>
<tr>
<td>Workshops attendance</td>
<td>159</td>
</tr>
<tr>
<td>Walk-in lab</td>
<td>622</td>
</tr>
</tbody>
</table>

**TLSS Activities in 2015-2016**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLSS Workshops</td>
<td>53</td>
</tr>
<tr>
<td>Consultations</td>
<td>210</td>
</tr>
<tr>
<td>Monthly Lectures</td>
<td>5</td>
</tr>
<tr>
<td>Training</td>
<td>800</td>
</tr>
</tbody>
</table>

**NOTE:** The TLSS facilitated 53 unique workshops, all available in French and English, on several occasions. In addition, exceptionally this year, the TLSS has offered a limited number of monthly lectures.
### Participation in the TLSS Programs

- **Orientation Program for New Professors:** 48
- **Teaching Assistants Orientation Day:** 618

### Number of Technical Interventions, Loans and Sales, and Audiovisual Service Inquiries

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical interventions</td>
<td>7,110</td>
</tr>
<tr>
<td>Video and audioconference service inquiries</td>
<td>113</td>
</tr>
<tr>
<td>Ventes transactions</td>
<td>1,206</td>
</tr>
<tr>
<td>Equipment rentals</td>
<td>7,549</td>
</tr>
</tbody>
</table>

### Number of Audio and Videoconferences (for events, other than credited courses)

- **Audioconferences:** 3,982
- **Videoconferences:** 1,827
- **Thesis defences:** 158
- **Special events:** 44

**NOTE:** The TLSS offers the Orientation Program for New Professors (OPNP), a three-day training, only once a year, while the Teaching Assistants Orientation Day is offered twice a year. As this Annual Report covers the period from May 1, 2015 to April 30, 2016, and the TAs must take this training to learn how to undertake their duties, it is normal that the number of teaching assistants is higher than the number of professors who attend the OPNP.