“None of us know what we all know together”

Euripides
Collaborating with internal and external partners of Ottawa’s academic community is at the heart of the TLSS’s mission and vision.

“One finger cannot lift a pebble.”

Hopi proverb

TLSS: INNOVATION AND COLLABORATION at work!
TLSS Mission and Vision

- Working together to support and promote excellence and innovation in teaching and learning;
- to enrich and transform the teaching and learning experience by applying innovative teaching approaches and technologies;
- and to prepare the academic community for the realities of tomorrow’s post-secondary education.

With its team of 60 experts, the TLSS provides services focused on university teaching, curriculum development and assessment, online educational development, graphic design, web programming and development, teaching systems management, innovative classroom design, audiovisual and web conferencing equipment, videography and video editing.

I would like to extend my warmest thanks to the TLSS team for their commitment to delivering quality service in responding to the needs of our teaching and learning community. To all of its directors; Alain Erdmer (CITE), Richard Pinet (CIPDL), Pascal Wickert (Virtual Campus) and Denis Bouchard (Administration), and all of our partners at the University of Ottawa who have supported the advancement of innovation and excellence in teaching and learning.

Aline Germain-Rutherford, PhD
Associate Vice-President, Teaching and Learning
This year, the TLSS and the Virtual Campus team have benefited from the collaboration of IT, Strategic Enrolment Management, and Registrar services, and all TLSS departments (Virtual Campus, CIPDL, and CITE) in implementing Brightspace, a new learning management platform, as well as the required training for teaching staff.
Frequency of professor visits to the Virtual Campus Lab.

- **141** visits from other sources
- **177** teaching assistants
- **1,456** professors
- **1,774** total number of visits

Of note in these 1,774 visits:

- **563 visits from professors** who, based on the growing complexity of their questions, demonstrated an increasingly sophisticated use of Brightspace functionalities.
- **227 visits from professors** who are searching for quick solutions to issues encountered while using Brightspace.
- **115 visits from professors** who are new to technology and searching for more support in setting-up their course using this platform.
- **126 visits from innovative professors** who are thinking of creative ways to integrate CV characteristics into their curriculum.
- **139 visits from professors** who are very active users of the platform and the majority of the Brightspace functionalities in their course.
Training
During the first year of implementation, three workshops were offered

1. Learning the basics
2. Assessment tools
3. Discussion tools

Through close collaboration with trainers from the Virtual Campus and CIPDL, a total of 1,473 professors received training from March 2017 to the end of April 2018.

What students are saying:
Which Brightspace features are the most useful to your learning experience?

- Virtual campus featured proved to be very useful for the availability of links for further information and resources.
- Being able to go at my speed and do the assignments my way was very beneficial to my education.
- Being able to check in the Calendar when things are due so I can manage my time effectively.
- The grade book was helpful to my learning experience because it allowed me to follow my progress and keep tabs on all of my grades.
- The checklist: when I forget to work on an assignment or an exam, I receive a reminder.
- The announcements: they let me know that a professor has uploaded something that could help me understand that week's assignment.
- Virtual campus proved to be very useful for sharing online assignments with the class for feedback and discussion.
- I found it easier to participate in the discussion groups because when you are writing and posting something you put a lot more thought into your answers. I also found that since people had time to craft responses to the posts of others, they were never disrespectful. Often in a classroom setting, people do not think through what they are saying and can end up coming across as rude or hurtful. I really liked participating in the discussion groups, hearing what my colleagues thought about my posts, and being able to see different perspectives of an issue. I think that it is extremely important for students to be able to understand the perspectives of others, whether they agree or disagree with what their colleagues are proposing.

However, students are saying this as well:
Which Brightspace functions restrict or complicate your learning experience?

- I think there should be a limit to how much a Prof puts into each module. Some of the course content was SO heavy and loaded with infographics, charts, diagrams, text. It makes it a bit difficult to follow when everything is on one page.
- Technology, in general, is a barrier. For example, I would not be able to complete most of my work without Internet or computer access. Often my professors are not tech savvy, and many features go unused or the site is not updated regularly.
- Professors rarely use the calendar, but it could be useful (e.g., a schedule that could show all of the deadlines per class).
The whole class was using the platform, and as the semester went on, I found it more and more difficult to navigate through so many posts. I played around with different filtering and notification options but didn’t really find the best way for me to organize it all.

**How might the use of the Virtual Campus be enhanced in your courses?**

- Virtual Campus would be great if it actually felt like a Campus, with profs and students interacting with one another, asking each other questions, engaging in open discussions about the course content, etc.
- Chats/Discussions should be opened up so that there is interaction with the other online students or even study group sessions booked online via Google Hangouts to bounce questions off of each other.
- I think virtual campus already has enough features, but professors just do not know how or are not motivated to use them.
- It could provide an estimate of a person’s pass rate based on their grades.

**What professors are saying:**

Which educational functionalities or practices linked to the Virtual Campus have had the most impact on your students’ learning experience?

- Short video introductions to assignments and modules. Students get a brief visual walkthrough of a theme and what to expect and be prepared for or to specific activities and assignments. This has reduced the number of questions.
- Having the online content available to them in Brightspace so they can spend their time on task plus any tools that help motivate students: announcements, individual progress (bars and checkmarks in the table of contents), discussions, groups, and self-assessments.
- The discussion platform is great because it allows all of the students to consult the questions and answers that have been added. In preparation for the final exam, I informed my students that I could answer their questions up to three hours before their exam using this platform. This way, students knew that they could count on my support while they were studying at home.
- The grade book tool is also very popular with the group because it allows them to follow their progress during the semester. Also, the “Content” menu enables students to access documents and materials that are complementary to the course (URL links, etc.). This is very useful for students.
This year, the TLSS completed its restructuring process by merging the Centre for University Teaching and the Centre for e-Learning to create the new Centre for Innovative Pedagogies and Digital Learning (CIPDL). Within this new structure, the CIPDL’s educational consultants and designers, and web

528 teaching assistants completed educational training with the TLSS.

27 professors

New professor orientation in August 2017: 27 professors

528 teaching assistants

70 graduate students took these university teaching courses ESG 5500/5300, 6500/6100 and 8500/8300, 17 were offered in French and 53 in English.

70 graduate students
developers and programmers have provided expertise to professors, researchers, faculties, and departments who requested some assistance, who signed up for workshops on university teaching and educational technologies, and who participated in TLSS events and roundtables.

The TLSS offered 38 workshops in techno-pedagogy, including nine conferences and roundtables. A total of 217 people participated in these events including 90 individuals who were present at the 2018 Kesarwani Conference where Dr. Kathy Absolon-King delivered an inspiring and emotional presentation on the integration of wholism into teaching using indigegogy.

Distribution of participants:
- 85 participants in French workshops
- 132 participants in English workshops
- 58 regular professors
- 81 part-time professors
- 19 teaching assistants
- 7 postdoctoral students
- 36 support staff members
- 18 others

Distribution per faculty:
- Arts: 18%
- Social Sciences: 20%
- Engineering: 8%
- Science: 9%
- Law: 7%
- Medicine: 1%
- Health Sciences: 15%
- Education: 8%
- Telfer School of Management: 5%
- Others: 15%

The CIPDL welcomed 184 professors for 369 individual consultations, representing 383 hours.

Number of professors per faculty:
- Telfer: 9
- Arts: 31
- Social Sciences: 26
- Science: 12
- Health Sciences: 20
- Medicine: 7
- Saint-Paul University: 1
- Engineering: 17
- Education: 29
- Law: 4
- Other: 18

The CIPDL team also worked on 33 digital design projects, 11 of which were online courses.
For the blended initiative, the CIPDL assessed 42 applications and funded the development of 35 blended courses:

Distribution per faculty:
- Education: 15 courses
- Arts: 11 courses
- Medicine: 3 courses
- Telfer: 3 courses
- Health Sciences: 1 course
- Social Sciences: 1 course
- Sciences: 1 course

This year, 66 professors completed the TLSS’s blended course design training; 58 participated in the two Design-a-thon events which took place in the Spring.

Distribution per professor:
- 29 regular professors
- 16 part-time professors
- 2 teaching assistants
- 19 others

Distribution within the faculties:
- Arts: 14
- Engineering: 7
- Law: 2
- Health Sciences: 9
- Telfer: 3
- Social Sciences: 7
- Science: 3
- Medicine: 8
- Education: 5
- Other: 14

Total number of professors trained in blended course design since the launch of the initiative in 2013: 410

Number of courses funded (from September 2013 to May 2018): 236

Number of courses offered in a blended format in 2017–2018: 582
- Spring/Summer 2017: 30
- Fall 2017: 265
- Winter 2018: 287

Number of funding applications (from September 2013 to May 2018): 329
This year, the CIPDL collaborated with the Faculty of Medicine and its MedTech service, the faculties of arts, sciences, social sciences, health sciences and engineering, and the CNFS.

What students are saying:
About online courses
• I really love online courses; because I have a pretty good work ethic so I get to complete it at my own pace and I am not stuck waiting around for deadlines, I can set my own. I also tend to really understand the content better this way.
• I’m currently completing a co-op work term, so the online format was convenient for me to take a class that didn’t involve going to campus or in person midterms/exams.

About blended courses
• I had a blended learning international development course that I thoroughly enjoyed. The flexibility of not always having to go to campus was great. I liked being able to complete the course material at home (i.e., watch videos) because often in class it can be hard to focus. I liked being able to do the online component of the course at my convenience.

For ESG Courses in University Teaching
• The course was very informative and stimulating. I absolutely loved this course. I’ve already learned so much and feel it has given me the ability to improve my methods of teaching given everything I have been taught. I was able to share a lot of the knowledge I have learned with colleagues.
• I found the course to be very practical and relevant to my needs (wanting to become a better instructor/facilitator in higher education). I particularly appreciated the assignments and the teaching dossier assignment because they were tangible and practical outputs that will serve us well long after the course as we seek teaching opportunities and, hopefully, give us an edge because of the material derived from SoTL learned.

What professors are saying:
Online project development:
• Just to thank you for the meeting, the interest you’ve shown and the good atmosphere. After this meeting, I have a better view of what is doable, and it’s more than I thought. So it’s encouraging for the next step and the next phases of the project.
• A grant from the Consortium national de formation en santé (CNFS) allowed us to develop an online training program entitled “Enseigner l’offre active aux étudiants et stagiaires des programmes universitaires et collégiaux de santé et de services sociaux” (teaching the concept of active offer to health and social services’ students and interns). The technical support provided by the TLSS for the digitization and launch of our online training ensured that the project was delivered on time, with great professionalism, and to our complete satisfaction.
• Although I participated in several TLSS workshops over the years, including the Blended course redesign training, working directly with an instructional designer, helped me learn new things and I was able to appreciate the course design process on a higher level.

Here are the nine conferences and roundtables offered by the TLSS in 2017 and 2018:
October: Promoting and assessing value creation in communities and networks: a conceptual framework (Etienne & Beverly Wenger-Trayner)
November: Panel – Internationalization at Home (Sylvie Albert – Panel MC)
January: Drama-based Learning for Social Inclusion (Nena Mocnik – University of Turku, Finland)
February: Putting SoTL into Practice (Chairs in University Teaching: Maurice Taylor, Alison Flynn, Jenepher Lennox-Terrion and Eileen O’Connor)
February: Panel on Academic Accommodations (Julie Sicotte, Marie-Claude Gagnon, Vincent Beaulieu, and Jean-Pascal Beaudoin)
April: Come for lunch, leave with a new self-regulated learning and growth mindset module ready for any course (Alison Flynn)
April: Panel on Academic Accommodations (Julie Sicotte, Marie-Claude Gagnon, Vincent Beaulieu, and Jean-Pascal Beaudoin)
June: 2018 Kesarwani Conference: Bringing Wholism into Teaching with Indigegogy (Kathy Absolon-King)
June: Engaging students as partners in learning, teaching, and research (Mick Healey, UK)
In providing an expertise in educational technologies, active learning space design, and distance teaching and learning environments using video conferencing, the Centre for Innovative Technologies in Education (CITE) has worked with the Faculties of Arts, Education, Common Law, Medicine, Social Sciences, Engineering, Sciences, and the Telfer School of Management.
The CITE has worked on **60 projects** including designing and installing media-sharing technologies in **161 classrooms** or learning spaces throughout campus. In particular, three sizeable design and installation projects which benefited from the expertise of the CITE’s technicians: The Peter Moran buildings, Learning Crossroads facilities, and the STEM Complex.

**60 projects**

The CITE has supported **507 online courses**: 48 via synchronous audio conferencing, 160 via synchronous video conferencing, and 299 asynchronous online courses. A total of **7,375 students** registered for the distance education courses: 604 via synchronous audio or video conferencing and 6,771 asynchronous courses. **7,375 students**

**507 online courses**

The CITE managed **12,044 audiovisual equipment rentals**. **12,044 transactions**

The Echo360 lecture capture software was used in **253 courses** and allowed **12,304 students** to view the content at a later time, with an average viewing frequency of 6.5 per student. **253 courses**

The CITE continued to provide technological maintenance services for **258 spaces** managed by the Registrar and responded to **13,365 work orders**. **13,365 work orders**

Adobe Connect was used in **2,307 video conferencing sessions**, 192 courses, and 62 thesis defenses. **2,307 sessions**

The CITE’s operations and events services were used for **492 audio and video recordings**, and to support **1,157 events**. **1,157 events**

**492 recordings**

Adobe Connect was used in **2,307 video conferencing sessions**, 192 courses, and 62 thesis defenses. **2,307 sessions**

**The CITE team** received the 2018 Crestron Innovation Award for their innovative design and use of educational technologies in active learning classrooms. **Congratulations to the entire team!**
The CITE has also worked on various projects for classrooms and multimedia equipment with the Registrar Office, Library, Institute of Fiscal Studies and Democracy (IFSD), Advanced Research Complex (ARC), Consortium national de formation en santé (CNFS), and Conventions and Reservations.

What our students are saying about video lecture capture technologies:

• I think it is an excellent way to use technology to benefit students. It’s greatly improving the results of students who are attending class then listening to the course afterward; I am convinced of that.

• The content presented during the lecture was at times very complex, and it was hard to take detailed notes while also truly understanding the content presented. Being able to listen to the lectures after the class and refine my notes was essential to my success in this course.

• Echo360 is honestly the most valuable resource available to me as a student. I am a student that attends almost 100% of lectures but I STILL go back and re-listen to all lectures to ensure I fully grasp concepts, and I can go back and clarify anything I have not been able to understand in class.

• Adobe Connect is an excellent multifunctional communication tool. It allows us to attend class at a distance.

What professors are telling us:

• Adobe Connect is an indispensable tool for reaching French Canadian students regardless of their location. I also use this tool for my office hours in courses that are entirely Web-based.

• Teaching bimodal courses necessitates a different form and level of preparation with greater rigour placed on the sequence of learning events, more explicit instructions shared with students regarding activities and assignments, careful selection of visuals used in teaching, and diverse ways of getting students engaged with the content and with one another.

• Tech support was fast and efficient. The proximity and immediate availability, during class setup and while in session, provided a safety net that allowed instructors to feel safe trying new things and ‘taking risks’ with technology.

• Many students (especially second or third language students) report re-watching the lecture so that they can grasp it better and enhance their notes. A student at the exam last night told me that he watched several lectures with his wife to let her share in the learning.

• As well, students who miss a lecture report being very thankful that they can catch up on the content.
The TLSS team wishes to extend its heartfelt congratulations to the grant and award recipients for their excellence and innovation in teaching and learning!

COLLABORATING TO MAKE A difference

2017-2018 OVERVIEW (JULY 1, 2017—JUNE 30, 2018)
Congratulations to the recipients of the 2018 Excellence Award for Teaching Assistants.

**Recipients**
- Sebastien She-Ming Lau-Chapdelaine
  Department of Mechanical Engineering, Faculty of Engineering
- Philippe Desmarais
  School of Psychology, Faculty of Social Sciences
- Michael Murphy
  School of Political Studies, Faculty of Social Sciences

**Honourable Mentions**
- Imad Alainachi
  Department of Civil Engineering, Faculty of Engineering
- Margaret Peters
  Institute of Feminist and Gender Studies, Faculty of Social Sciences
- Adèle Bourgeois
  Department of Mathematics and Statistics, Faculty of Sciences

We wish to congratulate the grant recipients in the field of innovative project development in teaching and learning.
Teaching Chair

And finally, the 2018 Chair in University Teaching was awarded to Professor Rebecca Tiessen who, along with her two co-applicants, Professors Nadia Abu-Zahra and Emily Wills, will collaborate on a major project focused on Internationalizing the uOttawa Campus: A Mapping and Mobilization Exercise.

Professors Tiessen, Abu-Zahra and Wills will be joining the research unit for the Advancement of the Scholarship of Teaching and Learning (ASoTL) which was created by the TLSS last year and consolidates the Chairs in University Teaching as well as professors, graduates, and postdoctoral researchers interested in the field of post-secondary pedagogy. The Faculty of Education is an essential partner in this research unit and provides the annual funding to support one research assistant who coordinates the research unit’s activities.

This year, in addition to continuing their work on individual research projects, the researchers of the ASoTL unit offered members of our community a workshop on post-secondary education research and its implementation. They are also writing a special issue about student engagement throughout their learning experience at the University of Ottawa.

Grant recipients in the field of innovative project development in teaching and learning:

1. Marie-Claude Thifault et Alexandre Klein (School of Nursing) Educational capsules: new teaching tool to learn more about psychiatric records.
2. Simone Dumas (Department of Earth and Environmental Sciences) Developing targeted learning activities integrated into earth sciences introductory courses in an effort to promote the active and collaborative learning of fundamental concepts.
3. May Telmissany (Department of Modern Languages and Literatures) Designing an online course—Orientalism in literature, cinema, and media.
4. Marguerite Soulière (School of Social Work) Production and subtitling of an online interactive documentary about social inequalities filmed in a favela (shantytown) community located in Rio.
5. Claire IsaBelle, Éliane Dulude and Émmanuel Duplàa (Faculty of Education) Online training
The TLSS, university faculties, and services continue to work closely together. Here is an overview of the TLSS’s collaborations throughout the year.
The Michaëlle-Jean Centre for Global and Community Engagement
- Participation in the activities of the Academic Coordination Committee
- Work with the special committee on assessment tools development

The Telfer School of Management
- Consultation work with the accreditation committee
- Member of a new committee focused on teaching innovation and quality

The Permanent Committee on student retention and graduation rates

The Special Committee for bilingual courses

The Faculty of Medicine’s MedTech service

The Special Committee for the assessment of teaching assistants
- Participation in the production of the first version of a tool to evaluate the work of teaching assistants

The Faculty of Engineering
- Development of the training program in university teaching for Chinese teaching interns

The SASS, Legal Services, and the Human Rights Office
- A panel of experts on academic accommodations

The Special Committee for the assessment of teaching assistants

The OttawaU library and media centre
- Participation in the design of a technology fair

The Faculty of Sciences
- Integration of virtual reality laboratories into chemistry courses

The CNFS

The International Office
- A panel of experts on local internationalization
- uOGlobal project (training and online module design)

The TLSS also collaborated with other post-secondary institutions throughout the City of Ottawa (Carleton University, La Cité, Algonquin College), the CFORP (Centre franco-ontarien de ressources pédagogiques), as well as public and private sector partners to create the Consortium E21. The objective of the Consortium E21 is to foster a critical dialogue in exploring and imagining education in the 21st century. On October 22, 2018, the Consortium E21 will launch its first symposium focused on artificial intelligence and education.

Members of the TLSS also had an opportunity to share their expertise and present their work at the following conferences:
- International Society for the Scholarship of Teaching and Learning 2017
- The 2017 World Conference on Online Learning
- The Third EAGT International Conference 2018
- The International Federation of National Teaching Fellows
- The 2018 Conference of the Society for Teaching and Learning in Higher Education (STLHE)
To provide the community with the highest quality of support at the forefront of innovative options in techno-pedagogy, the TLSS is developing an **evaluation framework** to study the impact of its contributions. This tool will evaluate the TLSS's impact and define the indicators which will be used to measure the results of its work in improving the quality of the teaching and learning experience at the university.
The framework tested this year will be validated in 2018-2019 and assesses the impact of the TLSS’ interventions at the level of transformations in the teacher’s demand for service, pedagogical thinking and pedagogical practices. Beyond the direct impact on the individual, the framework also measures the indirect impacts on students and the quality of their learning, as well as on the pedagogical thinking and practices of nearby colleagues. Finally, the framework measures the direct and indirect impact of the TLSS interventions at the level of program transformations, intra- and inter-institutional collaborations, widespread adoption of pedagogical innovations and practices, and more generally in the pedagogical culture of the faculties and the university.

**Transformation of Use**
- Purpose/Motivation
- Quality of service (satisfaction)
- Return visits

**Transformation of Thinking**
- Knowledge
- Skills
- Attitudes
- Values

**Transformation of Practice**
- Evidence of changed practice
- Faculty engagement in SoTL

**Student Learning**
- Perceptions
- Study habits/approaches
- Achievement
- Engagement

**Transformation of Colleagues**
- Perceptions/Motivation
- Knowledge/Skills
- Practice

**Direct or Indirect Transformation of Culture at the Meso Level** (department and faculty) and/or **Macro Level** (institution)
- Curriculum and Operations
- Range and Nature of Institutional Community Engagement
- Adoption of Best Practices
- Pushing the Boundaries of Teaching and Learning
- Recognition of Faculty Development and Teaching Innovation
- Leadership and Capacity Building

**Collaboration**
- Intra-Institutional Teaching and Learning Collaborations and Partnerships
- Extra-Institutional Teaching and Learning Collaborations and Partnerships
TLSS priorities in 2018-2019

Continue to support and stimulate excellence and innovation in teaching and learning at the University of Ottawa, and especially to:

- support and train professors for optimal pedagogical use of Brightspace features, beyond the basic functionalities;
- test and validate the new assessment framework indicators to evaluate the impact of the TLSS;
- pursue the work of the Senate Committee on Teaching and Teaching Evaluation, particularly on the issue of the Teaching Dossier and the redesign of the teaching assessment questionnaire;
- train professors in active pedagogies and blended courses, particularly in the active learning classrooms located in the Learning Crossroads facilities and STEM Complex;
- continue to offer a broad range of expertise in designing and developing blended, online and distance education learning modules;
- continue to integrate innovative technologies into courses such as virtual reality laboratories for Chemistry and Biology courses;
- continue working with the SASS and LLOD on the consultation process and collective writing of the Frame of reference for academic success and teaching excellence;
- organize the first Consortium E21 symposium on artificial intelligence and education in the 21st century.

COLLABORATING FOR THE future