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Quick Facts 21
The year 2014-2015 was marked by the proliferation of technology-enhanced courses. In fact, with the Blended Learning Initiative having entered its second year and having obtained funds from the Ministry of Training, Colleges and Universities to create several online courses, our expertise was sought to develop interactive and engaging pedagogical resources.

Funding will continue to be made available in the next two to three years as we plan to add twenty new online courses. Some of which will be posted on eCampus Ontario, the all-new provincial portal set to be online by the end of September 2015.

The TLSS has worked closely with the Central Administration and the Physical Resources Services to design and define the technical specifications of each classroom in the new Learning Centre scheduled to open its doors in 2018. The construction of this building is part of the primary goal stated in Destination 2020 that aims to improve the student experience. The Centre will include two amphitheaters that can accommodate up to 350 people, and four classrooms that offer active and collaborative teaching (commonly named “interactive classrooms”). Complete with state-of-the-art multimedia equipment, they will benefit from the technical and pedagogical expertise and support of the TLSS for blended and distance learning. In addition to these, the Centre will feature well-equipped spaces and collaborative work areas that will remain open at all times and designed to foster student engagement in learning.
We also renewed our strategic plan this year. Following numerous consultations with the University community and our employees, the TLSS established its new strategic plan for the next five years which will see its team provided with a one-stop shop to simplify access to the services available to faculty members. These changes will be accompanied by our website redesign that began earlier this year and will be finalized in early 2016.

Once again, the free professional development services offered to faculty members have been very successful along with the services provided for the faculties such as program evaluation (please view our Quick Facts on page 21).

We also participated in numerous forums with leading universities across the province and internationally, to present the Blended Learning Initiative. Our successes within the framework of program evaluation have generated a great deal of interest, likewise for uoSyllabus, the online tool for designing and managing course syllabi that will be made available to professors in September 2015.

Our team heads numerous projects that have a positive and direct impact on the quality of teaching and learning at the University of Ottawa. By doing so, the TLSS contributes to the recognition of our institution within this field. For these reasons, I would like to congratulate the members of my team for their dedication and their willingness to make the TLSS a leader in the field of university teaching.

I also wish to thank the deans, assistant deans, program directors and professors who have called upon our team of professionals to create a positive learning environment that allows students to benefit from an enriching learning experience.

Yves Herry
Associate Vice-President
Teaching and Learning Support Service
Our Mission

Support and enhance university teaching to promote quality teaching and learning.

Our Vision

The Teaching and Learning Support Service (TLSS): Catalyst of the recognition of the University as a leader in teaching and learning.
The Teaching and Learning Support Service groups a variety of educational support services that are available to faculty members, giving them the tools to enhance and transform their teaching and offer students a learning environment that is both rich and engaging.

Thanks to the Centre for e-Learning (Cyber), we collaborate on the development of educational tools that foster efficient and durable learning. We develop technology integration strategies that support excellence in teaching and learning.

The Centre for University Teaching (CUT) offers numerous consultation services to faculties and its members, designed to enhance teaching practices and the quality of learning.

The Centre for Mediated Teaching and Learning (CMTL) manages and supports our learning management system (Blackboard Learn) which houses blended learning and online courses, in addition to courses with a strong online component. Its team of experts provides supervision and support with regard to courses offered by audio or video conference from the main campus to other off-site campuses.

Thanks to its Multimedia Distribution Service (MDS), the TLSS also supplies classrooms with state-of-the-art equipment, thereby making teaching and learning more accessible and dynamic.

The TLSS also manages the Blended Learning Initiative (BLI) and offers a funding program intended to help, train and support professors who want to transform their courses to a blended format.
More than 80% of the undergraduate and graduate programs have used the TLSS’s Centre for University Teaching services.
Highlights

Special Projects

Blended Learning
After a year of preparation and implementation, the Blended Learning Initiative, whose goal is to support the development of a vast number of blended courses by 2020, entered its second of five years.

In fact, the University of Ottawa’s objective is to convert 20% of its course offering, 1,000 courses, to a blended learning format as mentioned in the **Report of the e-learning working group**. This transformation will affect 500 professors and close to 25,000 students.

Funding Program
This program has funded **93 courses** and allowed professors to move forward and develop interactive online activities in collaboration with web developers, to create videos that serve as teaching tools for online sessions and to hire a teaching assistant to help them post their rich content onto Blackboard Learn, the University’s learning management system.

To find out more, please [visit our website](#).

Support Program – Training Workshops
Since 2013, the Blended Learning Initiative has relied on a coordinator and a training and support officer. Their mandate, along with the TLSS team, is to develop online resources, to create an institute and a series of workshops, as well as support professors that want to convert their current courses. The TLSS organized and presented its very first Blended Course Design Institute in June 2014.

This event, held from June 3 to 13, brought together **54 professors** wishing to learn more about transforming their courses. Also developed was a series of training workshops offered in four modules during the fall and winter sessions.
Online Course Development
Thanks to a team comprised of instructional designers, graphic designers, programmers specialized in the design, development and assessment of multimedia pedagogical resources, the TLSS is able to develop online courses and interactive resources that promote teaching and learning.

The approach for designing learning tools is based on cutting-edge pedagogy and best practices, which allows the TLSS to offer learning tools adapted to students’ needs, therefore increasing the potential for captivating and holding their interest in the subject matter.

Because of its expertise in course design, the TLSS was awarded funds in 2014-2015 to assist in the creation of close to twenty online courses and, as such, has completed the development of four online courses funded by the first round of Ontario Online Learning Consortium: eCampus.

Other Online Initiatives Carried out in Partnerships

Our team participated in a series of diverse initiatives such as NatureWatch, whose web platform allows citizens to submit data and observations about their immediate environment. This large-scale project was made possible thanks to partnerships with the David Suzuki Foundation, Nature Canada, the University of Ottawa’s Laboratory for Interactive Research on Environmental and Policy Change (LIREPC) and Wilfrid Laurier University’s Department of
Geography and Environmental Studies. To visit the NatureWatch website, developed by the TLSS, please go to [naturewatch.ca](http://naturewatch.ca)

We also finalized the second part of a project entitled **Organic Nomenclature 101**, a pedagogical resource designed for professors who wish to create online questionnaires testing their students’ knowledge of organic chemistry. To visit the Organic Nomenclature 101 website please go to [nomenclature101.com](http://nomenclature101.com)

Furthermore, we developed two online workshops for the Consortium national de formation en santé (CNFS) and designed its portal: [cnfs.ca](http://cnfs.ca)

**The Altitude Program**

The Altitude program was designed with the objective of diversifying the learning experience of graduate students and post-doctoral fellows, preparing them for the workforce and the professional academic world.

Over the course of 2014-2015, the program offered **62 workshops** and counted **1,516 graduate students and post-doctoral fellows**. Visibility and interest for the Altitude program were increased on Facebook, and **the numbers of followers grew from 500 to 1,031**, representing double the number of subscribers.

To find out more about the program, visit the website: [altitude.uOttawa.ca/en](http://altitude.uOttawa.ca/en)

**Specialized Courses for Graduate Students**

The TLSS offers courses in higher education for those who are interested in undertaking a teaching career. These courses are designed to enable students to acquire the key competencies needed for their future role as a professor.

Moreover, to prepare these prospective professors, new online training focused on technologies and teaching was designed and launched in Fall 2014. Courses **ESG 6100 and ESG 6500: Technologies and University Teaching** has allowed graduate students to familiarize themselves with the practices, the knowledge and the competencies necessary for integrating technology into university teaching.

In addition, course **ESG 5300** which focuses on the theory and the methods of teaching at the undergraduate level, was an outstanding success for the third consecutive year with enrolment applications that mostly surpassed the maximum number of participants.

**Other Courses Offered to Graduate Students:**

» **ESG 5300: Theory and Practice of Undergraduate Teaching**

» **ESG 6100: Technology and University Teaching**

» **ESG 8300: Practicum in University Teaching**
uoSyllabus – Online Course Syllabus

uoSyllabus is a tool that allows professors to create, manage and share an automated course outline with their students, and was designed by the TLSS in collaboration with Information Technology in May 2013. It was then implemented during the Fall 2014 session.

The Faculty of Health Sciences and, particularly, professors in the Rehabilitation Sciences programs (audiology, speech-language pathology, occupational therapy, and physiotherapy) were the first to use it.

uoSyllabus was made possible by a grant from the Ontario government’s Productivity and Innovation Fund. It was designed to:

» facilitate the work of faculty members with regard to writing, distributing and sharing course outlines;
» support first-time university professors in developing their course outlines;
» support self-assessment study programs or those that must follow professional accreditation;
» contribute to a positive university experience for students.

Please note, that further details concerning its use by professors will be communicated in the 2015-2016 Annual Report.

The University of Ottawa Chairs in University Teaching

Established by the TLSS, the Chairs in University Teaching underscore the University of Ottawa’s commitment to excellence in teaching. As part of the Destination 2020 strategic plan, the Chairs aim to:

» promote innovative teaching and learning practices that will benefit the university community as a whole and that are grounded in a formal and rigorous theoretical framework/model;
» recognize the value of leadership and excellence in university teaching; and
» support professors who are committed to research advancement in teaching and learning to have a meaningful impact on the University wide transformation of instructional practices.

This year, professors Jacqueline Carnegie and Scott Findlay, the first two chairholders in University Teaching, completed their three-year mandate. Their research has contributed to a better understanding of graduate student involvement as well as their commitment to research and the use of video narratives in case studies.

For more information, please visit our website.
Enhancing Teaching and Learning Through Professional Development Activities

This section focuses on the key activities that took place during 2014-2015, which fostered teaching and learning, in addition to supporting the faculty in their commitment to enhancing their teaching practices.

All of these activities can be found on our website.

Workshops

Throughout 2014-2015, the TLSS offered more than 350 workshops and training activities intended for professors, teaching assistants and graduate students. Other professional development initiatives were set forth such as individual consultations and lectures.

Training Certificate in University Teaching

Two new training programs were created to allow professors and graduate students to obtain recognition for their professional development activities:

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

These professional training sessions allow participants to develop further their pedagogical capabilities, while acknowledging their practice, by fostering collaboration and enabling them to use different learning methods, such as information and communications technologies (ICT).
This year, the certificate in university teaching had a strong debut with a total of 9 participants completing the training, and an additional 24 participants in the process of completing.

TLSS Lectures

Monthly Lectures
The TLSS organises a series of monthly lectures, offered by professors from the University of Ottawa, to share with their colleagues the innovative practices that have enriched their teaching. Here are the lectures that tackle different subjects and answer various questions surrounding university teaching:

Colin Montpetit, Case-Based Teaching...“Clicker“-Style! (Department of Biology, Faculty of Science)

Jenepher Lennox-Terrion (Faculty of Arts), Craig Phillips (Faculty of Health Sciences) and Colin Montpetit (Faculty of Science), Panel: Using LectureTools on Campus to Increase Student Engagement

Thomas Foth and J. Craig Phillips, Learning by Doing: Innovative Strategies to Engage Students in Large Classes (School of Nursing, Faculty of Health Sciences)

Pascal Lefebvre and Ann Sutton, Collaborating with the CUT on a Program Curriculum Revision (School of Rehabilitation Sciences, School of Political Studies, Faculty of Health Sciences)

Félix Grenier, Moving ‘Beyond the Gap’ in the Theory-Practice Debate: Using the Sociology of Knowledge as an Educational Framework in International Relations (School of Political Studies, Faculty of Social Sciences)

Hassan Aoude, Impact of Online Learning Methods on Student Experience in Undergraduate Civil Engineering Courses (Department of Civil Engineering, Faculty of Engineering)

Nicholas Ng-A-Fook, Developing a Global Perspective: Teaching, Learning and Community Engagement in the Service of Others (Faculty of Education)
Ruth Kane, *Partnerships with Urban Education: Working Towards Transformative Teacher Education Praxis* (Faculty of Education)

Nicholas Jobidon, *Designing a Learning Environment Conducive to Students’ Success* (Faculty of Law)

Simon Beaudry, *How Do you Foster High Quality Student Motivation?* (Faculty of Social Sciences)

Every year, the TLSS invites faculty members to the Kesarwani lecture, which features renowned speakers who present and discuss university teaching-related themes. To find out more about this initiative, please visit our website.

**Orientation Programs**

**New Professors Orientation Program**
In August of every year, the Teaching and Learning Support Service, in collaboration with different services from the University of Ottawa, welcomes new professors. Tradition continued this year with 64 new professors participating in this three-day program complete with workshops pertaining to university teaching and a broad range of information with regard to the University and the services available to them and to students.

The University of Ottawa president, Mr. Allan Rock, used this valuable opportunity to meet with the newest members of the faculty and extend a personal welcome to them.

**Orientation Day for Teaching Assistants**
Close to 600 teaching assistants gathered during the two days of orientation in September 2014 and January 2015. Participants chose amongst numerous workshops that focused on different components of university teaching directly linked to the role of teaching assistant. They were able to learn more about effective facilitation techniques for discussion groups or strategies to assess their student’s work.

**Annual Conference: Kesarwani Lecture 2014**
During the TLSS’s Kesarwani Lecture in May 2014 we had the opportunity to welcome a distinguished guest, Thierry Karsenti, whose presentation focused on the use of technologies in university teaching (*Les technologies ont-elles transformé la pédagogie universitaire – Portrait des tendances passées, actuelles et futures*). This special conference took place in the presence of the Kesarwani family without whom this event would not have been possible.
Awards and Grants

The Excellence Award for Teaching Assistants 2014-2015

The TLSS offers professors an opportunity to recognize their teaching assistants’ excellent work by nominating them for the Excellence Award for Teaching Assistants. The goal of these awards is to acknowledge their performance and their remarkable contributions to the classroom.

Three exceptional teaching assistants from the University of Ottawa received this honour from the TLSS for their accomplishments, their contribution and their dedication toward the students entrusted to them. This award also recognized the value they add to the quality of learning and the student experience:

» Humanities, Kelly Naomi Kilgour, Faculty of Education

» Sciences, Maddie Jolyane Venables, Department of Biology, Faculty of Science

» Humanities, Laura Thomson, Department of Geography, Faculty of Arts

For more information regarding this event, please visit our website.

The Excellence Award for Teaching Assistants is part of the University of Ottawa Employee Giving Program. It is the result of a project created and funded by TLSS team members. This annual program provides three awards in the following categories: science, humanities, or a course with an online component; every award brings with it a $500 bursary. This year, five honourable mentions were given to teaching assistants having presented a remarkable record of achievement.

The award ceremony took place on April 22nd, during which occasion recipients, their professors, and their respective deans gathered to celebrate.

Yves Herry, Associate Vice-President at the TLSS, was the master of ceremony on the occasion of the 2014-2015 Excellence Award for Teaching Assistants.
Teaching | Learning Grants Program

Every year the TLSS administers funds earmarked for projects related to teaching and learning. The program promotes innovation in university teaching through projects aimed at improving the quality of learning and, as such, the student experience. The projects proposed can be in one of the three following categories:

- the development of pedagogical resources that fulfill a specific need in facilitating student learning;
- the implementation of innovative teaching strategies aimed at improving student learning;
- the measurement and assessment of the effectiveness of innovative teaching strategies that contribute to knowledge advancement in the field of university teaching;

For more information about these funded projects, please visit our website.

LIST OF FUNDED PROJECTS

1. Cécile Coderre (Faculty of Social Sciences)
   *Learning to problematize and intervene in the field of family-childhood in social work: problem-based learning (PBL) as a new pedagogical approach for the required MA course SVS 6700*
2. **Édith-Anne Pageot** (Faculty of Arts)
   Art history presented dynamically for Canadian Francophone students. Digital educational document project

3. **Lynne Bowker** (Faculty of Arts)
   The need for speed! Developing and testing a framework for speed training in the translation classroom

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**Important data**
18 applications received (for a total of $225,398 in demands for funds)

- Six projects selected and funded – $62,800
- Three projects selected in 2013 (final year of a two-year project) - $15,498
- The grant recipients were from the Faculty of Arts, Social Sciences, Science and Law.

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4. **Monica Nevins** (Faculty of Science)
   Podcasts on paradoxes for students of mathematical analysis

5. **Pierre Bélanger** (Faculty of Arts)
   Creation of two Communication courses traditionally offered in-class in an entirely on-line version

6. **Tolga Yalkin** (Faculty of Law)
   Wijit, an interactive platform providing students with individual formative feedback

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**Special Funding**
The TLSS awarded special funding to professors, in the amount of $5,000, for the implementation of initiatives focused on the production of French pedagogical videos. The projects proposed were primarily based on the production of French videos that contribute to the advancement of teaching and/or learning in a course offered at the University of Ottawa.

**FUNDED VIDEO PROJECTS**
1. *Les six sans pareil : les femmes hors du commun lors des olympiques 1928*
   Eileen O’Connor and Elise Detellier
   School of Human Kinetics & Research Centre on Sport, Faculty of Health Sciences

2. *Tutorial video for the blended course – TRA3555*
   Jean Quirion and Elizabeth Marshman
   School of Translation and Interpretation, Faculty of Arts

3. *La mondialisation dans tous ses états*
   Pierre Beaudet
   School of International Development and Global Studies, Faculty of Social Sciences

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**Important data**
19 applications received (for a total of $95,000 in demand for funds)

- 14 projects selected and funded – $70,000
4. Les (in)dispensables du droit privé
   Vincent Caron
   Faculty of Law, Civil Law Section

5. Apprendre à écouter et à parler
   Elizabeth Fitzpatrick
   Faculty of Health Sciences

6. Pathologies vécues par les clientèles vues fréquemment en réadaptation
   Michèle Hébert
   School of Rehabilitation Sciences,
   Faculty of Health Sciences

7. Vidéos pour l’enseignement de la palpation et techniques de base en physiothérapie
   Lucie Poulin
   Program of Study in Physiotherapy,
   Faculty of Health Sciences

8. Vidéos pédagogiques « Faire de la recherche avec »
   Marguerite Soulière
   School of Social Work, Faculty of Health Sciences

9. Religious Studies & Visually engaged pedagogy
   Anne Vallely
   Faculty of Arts

10. Démonstration de spécimens cadavériques pour améliorer l’apprentissage de l’anatomie
    Dr. Nadine Wiper-Bergeron and
    Dr. Christopher Ramnanan
    Cellular and Molecular Medicine |Department of Innovation in Medical Education (DIME)

11. Visites virtuelles en entreprise : Découvrir les leaders de notre communauté
    François Chiocchio
    Telfer School of Management

12. Development of course content (e.g. videos) for BIO 3705 Physiologie Cellulaire
    Colin Montpetit
    Department of Biology, Faculty of Science

13. Les délits civils
    Alain Roussy
    Faculty of Law, Common Law Section (French Program)

14. Vidéos pédagogiques en droit international privé
    Claude Emanuelli
    Faculty of Law, Civil Law Section
The TLSS Resource Centre has made available nearly 50 new resources on university teaching (texts, guides, electronic books).
The TLSS team is responsible for managing the University of Ottawa’s learning management system which includes its access, maintenance, infrastructure and support related to online courses or those with an online component. The team is also dedicated to distance learning, more specifically, audio or video conference courses. In many respects, team members have carried out a large number of projects throughout the last year, such as:

- updating the training room E 206 of the University of Ottawa’s Consortium national de formation en santé (CNFS).
- updating the four video conferencing rooms of the Registrar Service (LPR 154, LPR 155, MRT 205, LMX 390) who are now available in a digital format.
- updating the video conference rooms of the CMTL to ensure a smooth transition to digital (LPR 284 and CBY 206).
- implementing the Blackboard Mobile Learn, a mobile application for iPhone, iPod, Blackberry, and Android: 27,574 distinct users have used the application since the beginning of the school year.
- upgrading the Adobe Connect infrastructure (Load Balancer, which allows sharing the workload with different computers within a group), three application servers, two database servers, the amalgamation of Adobe Connect licences with this new infrastructure, and user migration.
- designing the video conference room of the University of Ottawa’s Consortium national de formation en santé.

A New Learning Centre for the University of Ottawa

Thanks to its expertise in designing special purpose areas, the TLSS was a primary advisor to the team responsible for creating the classroom layouts for the new Learning Centre, which is currently under construction and will be annexed to the Lamoureux Hall. The new building is set to open in 2018. For more information, please read the article published by the University of Ottawa Gazette.
75 professors have visited the TLSS 3 times or more to learn how to develop teaching strategies.

Media Rooms Specifically Tailored to Students
As of September 2014, students were able to benefit from two new media labs located in Morisset Hall, services are available free of charge. Each lab can accommodate up to six people, is equipped with the latest technologies and has specific objectives: room MRT 018 allows students to meet and create video/audio montages, while room MRT 019 is intended for presentation preparation.
Increasing TLSS’s Visibility

**TLSS Newsletter**

At the end of 2014, the TLSS began using a new format to communicate their activities and related information to University of Ottawa professors. The Service has created an electronic newsletter to replace its news publication, *The Thinker*, which was posted on its website in a PDF format and was available in print form.

In January 2015, the first edition of *Horizon, Teaching at a glance* was published on the TLSS website and was sent to professors. Faculty members and others interested in the TLSS services and advancements in university teaching can now subscribe to the newsletter and keep on top of the latest TLSS news.

Thanks to its newsletter, the TLSS can now publish information according to the subscriber’s linguistic preferences, obtain precise readership data such as the number of readers and subjects of interest, and better understand its audience composition.

Creating a Coherent and Uniform Image

In 2014-2015, the TLSS worked toward building a uniform image that illustrated the range of services available to the faculty using photographs portraying the student environment, well-defined graphical elements and vibrant colours that evoke the richness of the university experience. Through this, the TLSS wanted to convey a homogeneous image to achieve recognition as a complete entity, a single window for a broad range of services related to university teaching.

A series of promotional products were created with this new branding to fulfill this need. Among these tools, we have designed and continue to develop Word and PowerPoint templates, digital and printed banners, posters, thank you cards, video inserts, an email signature, a slogan, just to name a few. This branding will allow the TLSS to increase its visibility and brand awareness at the University of Ottawa.
Quick Facts

2014-2015 – TLSS Activities

- Lectures: 13
- Consultations: 243
- Workshops: 112
- Training: 257

Number of online and distance courses (audio and videoconference)

- Distance course: 120 (1,103 students)
- Online course: 109 (3,249 students)

- Distance course: 87 (625 students)

Number of video and audioconferences (other than credited courses)

- 2010-2011: 2,346
- 2011-2012: 3,316
- 2012-2013: 4,505
- 2013-2014: 5,184
- 2014-2015: 5,462

Multimedia classrooms

- Registrar classrooms: 187
- Non-registrar classrooms: 328
Blended Initiative –
Number of Trained Professors

- Year 0 (2013-2014):
  - Target: 40
  - Number: 0
  - Number: 170

Number of Students Enrolled in Blended Courses

- Year 0 (2013-2014):
  - Target: 2,000
  - Number: 267
  - Number: 3,588

Number of Blended Courses Offered

- Year 0 (2013-2014):
  - Target: 80
  - Number: 11
  - Number: 110

Blended Courses Funded by the Blended Initiative

<table>
<thead>
<tr>
<th>Year</th>
<th>Individual Profs</th>
<th>Courses part of a program</th>
<th>Total</th>
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