"It is together, with all our partners in the university community, that we will succeed in preparing for the education of the future. The TLSS is proud of its mission to support innovation and excellence in teaching and learning."

**TLSS Mission, Vision and Structure**

The mission of the TLSS is to support and promote excellence and innovation in teaching and learning, to enrich and transform teaching and learning experiences through the use of innovative educational tools and technologies, and to prepare the university community for the realities of tomorrow’s post-secondary education.

To that end, the TLSS has set up a team of 60 experts to provide university teaching, curriculum development and evaluation, instructional design, graphic design, programming and Web development, learning management system, classroom design, audio-visual and videoconference equipment, videography and video editing, and other services.

In order to optimize its services, in 2015-2016, the TLSS started changing its organizational structure by merging its Multimedia Distribution Service (MDS) and its Centre for Mediated Teaching and Learning (CMTL) to create the Centre for Innovative Technologies in Education (CITE). This year, in order to solidify the interface between educational innovation and the technologies supporting it,
A Message from the Associate Vice-President, Aline Germain-Rutherford, PhD

My first year as Associate Vice-President was marked by extensive changes and several initiatives that clearly reflect the university's dynamism and the ability of the Teaching and Learning Support Service (TLSS) to effectively meet the needs of the institution and its community.

The TLSS took part in the important work of the Committee on Diversity and Inclusion set up in the fall of 2016 by President Jacques Frémont, and chaired by Professor Caroline Andrew, and actively contributed to the efforts of the working group on retention chaired by Linda Pietrantonio, Associate Vice-President, Academic Programs. Given my role as Chair of the Senate Committee on Teaching and Teaching Evaluation, the TLSS was able to assist the Office of the Vice-President Academic and Provost in implementing the online evaluation of teaching. As well, the TLSS was assigned the key task of managing the call for tenders, the evaluation, the selection and the implementation of the new Brightspace-D2L Learning Management System that the university adopted to meet the community's changing needs in terms of educational technologies.

The TLSS team was able to lend its expertise and is actively working on building new active learning classrooms and innovative spaces, namely for the Learning Crossroads building and the STEM complex, which will be completed in 2018-2019.

The following key projects were also pursued or saw the light of day thanks to the tremendous expertise and professionalism of the entire TLSS team, of which I am extremely proud to be a member: the Blended Learning Initiative (started in 2013) and the Kesarwani conference on the same theme, the development of online courses financed through the eCampus Ontario fund, the organization of Perspective, the symposium on virtual and augmented reality, and, in collaboration with the Student Academic Success Service (SASS), the development of a project charter for the collective drafting of a reference framework for academic success and excellence in teaching.

Thanks to the numerous collaborations with all of its partners - services, faculties, vice-presidents' offices and student associations, the TLSS has a direct impact on the quality of the learning experiences and on teaching excellence at the university. It is by working together that we can respond in innovative and efficient ways to the challenges of tomorrow's education.

Aline Germain-Rutherford
Associate Vice-President,
Teaching and Learning Support Service
Since 2012, the University of Ottawa has had a [University Teaching Chairs](#) program in order to promote innovative teaching and learning practices that will benefit the entire university community, to recognize the value of leadership and excellence in university teaching, and to support professors who have committed to advancing the case of research in teaching and learning. That program, managed by the TLSS, since 2012 has appointed six University Teaching Chairs:

- Jacqueline Carnegie, 2012, (Faculty of Medicine)
- Scott Findley, 2012, (Faculty of Science)
- Jennepher Lennox-Terrion, 2013 (Faculty of Arts)
- Maurice Taylor, 2014 (Faculty of Education)
- Allyson Flynn, 2016, (Faculty of Science)
- Eileen O’Connor, 2017, (Faculty of Health Sciences)

In order to gather and consolidate the expertise of these outstanding university teaching researchers, the TLSS created the Research Unit for the ASoTL comprising all of the recipients of the Chair in University Teaching. As one of the project partners, the Faculty of Education generously agreed to offer a research assistant position every year to help the TLSS coordinate the Research Unit’s work. We are deeply grateful to the Faculty of Education for that. One of the goals of this Unit is to in future be able to host affiliated researchers, doctoral candidates and post-doctoral researchers working in the field of university education, techno-education and more generally SoTL.
2016-2017 Flagship Projects

**Virtual Campus**

One of the major TLSS projects this year was the search for, selection and implementation of a new Learning Management System (LMS). With the expiration of the *Blackboard* contract, consultations were launched with the university community, and a call for tenders was prepared between May and September 2016. The call for tenders was issued in October 2016, and was followed by a rigorous selection process with a committee comprising representatives of professors and deans, students, computing services, procurement, and members of the TLSS. The *Brightspace* software, designed by the D2L Canadian company, was selected, and the process of implementing that new LMS started as soon as 2017 rolled in. That rapid migration from *Blackboard Learn* to *Brightspace* was accompanied by a major face-to-face or online training program in groups or one-on-one, in order to best meet the instructors’ different needs. The transition called for the archiving of 27,000 courses that had been on *Blackboard Learn* and the creation of a brand new portal for professors, which enabled them to request the creation of their courses on the new platform, and to migrate the content of their old courses. Throughout that period, the TLSS kept up a highly focused communication campaign in order to prioritize the migration of the courses that were offered in the spring/summer of 2017, followed by those for the fall of 2017.

The *Blackboard Learn* platform at the University of Ottawa was officially shut down on May 30, 2017. By June 30, 2017, there were already 1,122 active courses on the new *Brightspace* LMS, and close to 700 professor had been trained.

**The Learning Crossroads building and the STEM complex**

Together with its Centre for Innovative Technologies in Education (CITE), the TLSS has been very busy this year designing and planning 33 teaching and active learning spaces equipped with leading edge technologies for the Learning Crossroads building and the STEM complex construction projects. In particular, the expertise of our computerized space designers proved very useful for the construction of four active learning classrooms, an auditorium that simultaneously supports teaching strategies for large groups and discussion groups, and computerized spaces for problem-solving or informal learning.

The value of the technical installations that CITE manages is **$8,011,702**
Online evaluation of teaching
As part of the Senate Committee on Teaching and Teaching Evaluation, and to support the work of the Office of the Vice-President Academic and Provost in connection with the move to online evaluations of teaching, the TLSS ran two student surveys (fall 2016 and winter 2017) to find out what they thought about that type of evaluation. The TLSS also provided several online evaluation information webinars for instructors, and training workshops on the formative evaluation of teaching. As well, the TLSS was actively involved in the search for and development of resources for instructors and students posted on the Evaluation website. A report explaining in detail the TLSS’ contribution to that file was submitted this summer to the Office of the Vice-President Academic and Provost. As previously indicated in the 2014 online evaluation pilot project, the fall 2016 and winter 2017 surveys demonstrated that a large majority of students were in favour of the change to online teaching evaluations.

Blended Learning Initiative
In the fall of 2016, after the first three years of the Blended Learning Initiative supported by the university, the TLSS conducted a strategic evaluation of communications strategies aimed at faculties and instructors, and a review of the call for proposals and tools to assist in the development of blended learning tools in order to improve the existing structure and reach more instructors and program. That evaluation, posted online helped develop a series of tools and quality assurance procedures at every step of the process in order to ensure a better quality and more relevant application of the blended learning initiatives developed.

In partnership with CNFS, the Centre for e-Learning helped develop 9 CNFS online projects, including one on neurocognitive disorders and one on remote supervision.

1 BLENDED LEARNING INITIATIVE

Projects selected this year for funding

43 courses

Training for blended learning

86 trained professors

NEW

Design.A-thon
for course design

Three days of intense training (June 6-8, 2017)

3 days

25 trained professors
uoSyllabus

Financed at the outset through a Government of Ontario grant (Productivity and Innovation Fund), that tool developed in May 2013 by the TLSS in collaboration with the Information Technology department aimed to help instructors develop and manage their courses. It also helped monitor and visualize the underlying structure of the study programs (such as students’ results, evaluation strategies and educational approaches used). uoSyllabus proved to be particularly useful for compiling and guiding the necessary information for accredited programs. This year, the TLSS proceeded with the last phase of development of uoSyllabus, and since June 2017 has been offering a more user friendly interface and more powerful statistical analysis capabilities. In June 2017, just over 900 syllabi had been created with the help of uoSyllabus.

To access that tool, go to the TLSS website.

Development of online courses and learning material

This year, the TLSS’s Centre for e-Learning focused on the design and development of 11 online courses for the law, science, arts, education and health sciences faculties.

In partnership with the Consortium national de formation en santé (CNFS), the Centre also developed 9 online projects, including several online training workshops and modules for supervising interns in rural and remote areas. As well, the Centre for e-Learning team worked on 6 special projects to meet the specific requirements of instructors, researchers, and students, such as in the case of the revamping of the Immigrant and Refugee Health website designed by Professor Kevin Pottie of the Faculty of Medicine, the Virtual Office for Mentoring and Coaching project by Professor Maurice Taylor of the Faculty of Education, or the Fiche Org Flash project of Professor Jeffrey W. Keillor of the Department of Chemistry.

Number of submissions to the Blended learning funds and number of funded courses

| Total number of submissions to funding program (Sept 2013 to May 2017) | 287 |
| Total number of funded courses (Sept 2013 to May 2017) | 201 |
| Total number of blended courses on record (with HYB code): | 282 |

“...paradigm shift in the way I now experience teaching.”
COURSES IN UNIVERSITY TEACHING

ESG Courses
The TLSS offers three courses through the Centre for University Teaching for graduate students and postdoctoral fellows interested in careers in university teaching:
ESG 5300 — Theory and Practice of Undergraduate Teaching
ESG 6100 — Technology and University Teaching
ESG 8300 — Practicum in University Teaching

TLSS events
As part of its monthly conferences, the TLSS this year offered a series of six conferences, which were attended by 131 participants. Those six conferences touched on a wide range of topics, as follows:

**September** – Claire Duchesne PhD (Faculty of Education)
*What motivates post-secondary students to study?*

**October** – Panel (Colin Montpetit PhD, Faculty of Science; Denis Bachand PhD, Faculty of Arts; François Chiocchio PhD, Telfer School of Management)
*Designing and teaching a blended course: sharing experiences*

**November** – Stephanie McWhinnie PhD (University of Adelaine, Australia)
*Playconomics – A play-based approach to the study of economic principles*

**February** – Angus McMurtry PhD (Faculty of Education)
*More Productive Ways to Think about Learning, Knowledge and Education*

**March** – Tanya Noel PhD (Department of Biological Sciences, University of Windsor)
*Teaching with Technology – Potential and Pitfalls of Student Smart Devices in Classrooms*

**April** – Aline Germain-Rutherford PhD (TLSS)
*Bridging Western and Indigenous Paradigms in a Humanistic and Plurilingual Framework for Language Education: the LINCDIRE (LINGuistic and Cultural DIversity REinvented) project.*

Faculty can now access a virtual reality demonstration room, and a video studio at the TLSS.
In May 2016, Professor Jenepher Lennox, 2013-2016 University Teaching Chair at the University of Ottawa, presented the results of her research on The Student-Instructor Relationship in Large Classes: what is the impact for the professors and students? at the 2016 Kesarwani conference, which attracted 110 participants.

For the 2017 Kesarwani conference, we had the pleasure of hosting, in May 2017, Professor Norman Vaughan of Calgary’s Mount Royal University, in Alberta, who addressed the issue of Blended Learning: Student Engagement and Research on the Implementation of an Institutional Initiative. That presentation was followed by another one by Professor Maurice Taylor, 2014-2017 University Teaching Chair, and his doctoral students Shehzad Ghani, Sait Atas and Michael Fairbrother, who shared with the 80 participants in attendance the results of their research into the Bricks and Clicks to Success: Highlights of a Research Project on Blended Learning at the University of Ottawa.

The 3rd edition of Perspective, the TLSS’ annual symposium on teaching and learning, this year attracted 111 participants to discuss Virtual and augmented reality in higher education. The panelists, from academia as well as from the private sector, presented the full potential of what such technology has to offer when it comes to transforming the learning experience.

Orientation program for new professors
This year’s orientation program for the university’s 52 new professors ran from August 16 to 18, 2016. Over those three intensive days, the participants had the opportunity to familiarize themselves with the university’s different services, to talk about education and technology with the TLSS team, and to start developing their knowledge and contact network.

Training for teaching assistants (TAs)
At the start of every semester, the TLSS also offers training for the teaching assistants. On September 10, 2016, 27 workshops on different educational themes were offered to 365 participants, and on January 14, 2017, 26 similar workshops were offered to 195 teaching assistants. Targeted training was also provided to two specific departments at their request: four workshops for 25 TAs in the Department of Civil Engineering, and three workshops for 21 TAs in the Department of Chemical and Biological Engineering. This year in total, the TLSS trained 606 TAs.

“IT was [the TLSS team] who made me believe in my teaching skills, and I hope you continue the good work of inspiring people like me.”
3 TRAINING IN TECHNO-PEDAGOGY

Training on the new platform Brightspace on the virtual campus (March to June, 2017)

687 trained professors
in 4 months

Monitors at the Vanier training laboratory received 1,974 drop-in visits from professors, who spent 907 hours in the laboratory.

Training for Teaching Assistants (2016-2017)

Number of workshops - September 10, 2016

27 workshops 365 participants

Special training – Department of Chemical and Biological Engineering

606 teaching assistants trained in 4 days

Number of workshops - January 14, 2017

26 workshops 195 participants

Special training – Department of Chemical and Biological engineering

3 workshops 21 participants
Teaching and educational technology workshops
TLSS university teaching workshops cover different aspects of university teaching and further a better understanding of teaching, along with useful teaching strategies and skills.

Special training – Online Teaching Evaluation New Tool (Blue)

135 trained professors in 3 weeks

145 participants

165 participants

34 training sessions in the 2016 Fall term
24 training sessions in the 2017 Winter term

Social Sciences 17%
Health Sciences 12%
Engineering 15%
Other 8%
Law 3%

Arts 18%
Education 9%
Sciences 8%
Telfer 3%
Medicine 7%

Francophones: 60 (22 FT professors; 24 PTP; 14 others)
Anglophones: 105 (49 FT professors; 30 PTP; 26 others)

Francophones: 41 (11 FT professors; 19 PTP; 11 others)
Anglophones: 104 (23 FT professors; 25 PTP; 56 others)

Total number of participants for the year 2016-2017

310 participants
Special partnership projects

Training in university education as part of the Faculty of Engineering International Program with China.
In support of an initiative by the Faculty of Engineering in 2016 and 2017, the TLSS, through its Centre for University Teaching, developed and facilitated a series of four-component university teaching sessions for three university engineering delegations from different Chinese institutions. The training programs offered by the TLSS are spread over 1 to 3 weeks, and are offered to groups of up to 80 participants.

Curriculum analysis of the simulation laboratories for nursing in the Faculty of Health Sciences
Through a collaborative approach to the review of study programs, the TLSS worked with stakeholders in the nursing program on mapping the results of learning, assess the logistics, and make recommendations to the Faculty of Health Sciences Curriculum Committee.

Development of a mentoring initiative in instructor training with the Faculty of Medicine
Based on the model of peer supported instructor training, the TLSS helped the Faculty of Medicine by designing and offering training based on a peer support process and the use of a series of tools and observation and feedback strategies.

Evaluation of online tools for evaluation and learning of core skills
The TLSS and its Centre for e-Learning worked with the federal government’s Office of Literacy and Essential Skills (OLES) on evaluating Canadian and foreign online tools and resources used to evaluate and learn core skills. The report on that study contains a number of recommendations on effective evaluation and learning tools for developing the skills that Canadians need for quality jobs.

“I received feedback from the FGPS on the first version of the template … They congratulated us for the work accomplished. It appears that the FGPS was impressed by our rigorous approach, the report content and more. Thanks to the CUT team for their guidance in this evaluation process.”
The Altitude program was developed to diversify graduate students’ and postdoctoral fellows’ learning, to prepare them for the labour market and the university workplace. Altitude offers activities and workshops to encourage skills development in areas such as communication, teaching and writing.

Certificates in University Teaching completed this year
To receive a certificate faculty need to attend 20 hours of training in university teaching.

7 professors

To receive a certificate graduate students need to complete 3 courses in university teaching.

12 graduate students

For the fifth consecutive year, enrolment in ESG 5300 (Theory and Practice of Undergraduate Teaching) exceeded the number of available places. Enrolment in ESG 6100 (Technology and University Teaching) doubled this year.

90% of uOttawa programs that started their evaluation cycle in 2016–2017 requested support from the CUT.

55 workshops

1235 registrations
Awards of excellence, certificates and funding for education projects

This year, the TLSS and its selection committee for University Teaching Chairs reviewed 11 applications. Professor Eileen O’Connor, a member of the School of Human Kinetics at the Faculty of Health Sciences is the proud recipient of the 2017-2020 Chair for her research project on experiential learning entitled Building Effective Practices in Work-Integrated Learning (WIL) at uOttawa. We thank all of the applicants for this Chair for the high quality of their submissions, and invite them to apply again next year.

For its first edition, the 2016 Award of Excellence for Innovative Use of Technology for Teaching (Blended Course Design) selected the following three candidates:

First prize
Colin Montpetit, Department of Biology, Faculty of Science, for his blended course Genetics – BIO 2133

Second prize
Denis Bachand, Department of Communication, Faculty of Arts, for his blended course Cinéma canadien et québécois I : fiction – CIN 3597

Third prize
François Chiocchio, Telfer School of Management, for his blended course Gestion des ressources humaines – ADM 2737

Congratulations to all three winners for the creativity and innovative design of their blended courses.

Award of excellence for teaching assistants
Every year, the TLSS gives professors the opportunity to valorize the excellent work done by their TAs by submitting their names for the award of excellence for teaching assistants. That award of excellence falls under the University of Ottawa’s Employee Giving program, and is the product of a special project created and funded by TLSS employees. The following are the recipients of the 2017 awards of excellence:

- Alexander Foo
  Department of Chemistry and Biomolecular Sciences, Faculty of Science
- Amanda Montague
  Department of English, Faculty of Arts
- Radamis Zaky
  Institute of Feminist and Gender Studies, Faculty of Social Sciences

6 honourable mentions were also announced at the awards ceremony to thank additional teaching assistants for the quality of their contributions to their students’ learning experience. The recipients were:

- Tylor Burrows, Faculty of Education
- Jonathan Fafard, Department of Chemistry and Biomolecular Sciences, Faculty of Science
- Ifeoma Nnagbo, School of Sociological and Anthropological Studies, Faculty of Social Sciences
- Lucy Patterson, Department of Biology, Faculty of Science
- Taisa Regina Stumpf, Department of Chemical and Biological Engineering, Faculty of Engineering
- Odilia Yim, School of Psychology, Faculty of Social Sciences

The TLSS congratulates all of the recipients for their significant contribution to the quality of teaching at the University of Ottawa.

“I have a confession to make to you: These two courses, particularly the one delivered completely online, earned me the best evaluation results in my career! That says it all about how I appreciate the teaching and support I received from your services.”
Teaching/Learning Grants Program
Every year, the TLSS grants funds set aside for projects aimed at promoting innovation in university teaching and at improving the quality of the learning experience. In 2016, the following projects received funding:

Gilles Comeau (School of Music)
*Video vault for training in research in piano pedagogy*

Elaine Beaulieu and Caroline Petit-Turcotte (Department of Biology)
*Using Game as an educational tool in first year introduction to Cell Biology Classes*

Simone Dumas (Department of Earth and Environmental Sciences)
*A self-evaluation questionnaire on knowledge as a tool for the disclosure of expected learning results in a course on introduction to earth systems; exploration of the impact of repeated exposure to the questionnaire on students’ capacity to self-evaluate*

Michelle Lalonde and Brandi Vanderspank (School of Nursing)
*Transitioning to the NCLEX-RN: A Pilot Project to Assess the Feasibility of Implementing Computerized Testing in a Course*

Monica Nevins (Department of Mathematics and Statistics)
*Improving the Accessibility of Software to Students in French-Language Mathematics Courses*

Caroline Petit-Turcotte (Department of Biology)
*Developing a bank of questions for active learning pedagogy in the first year biology courses*

François Chapleau (Department of Biology)
*Development of multimedia resources for the BIO1700 course*

The TLSS Resource Centre continued to grow, with over 40 new online and print documents, guides and publications on university teaching.
National and international recognition of the TLSS’ expertise

Every year, the TLSS hosts representatives of institutions, researchers and teachers interested in learning about the innovative projects and activities in support of teaching and learning in which the TLSS is involved and that it offers the academic community.

This year, we had the pleasure of hosting and discussing with representatives of the following institutions:

- Carleton University (EDC)
- Université de Montréal
- Université de Sherbrooke
- UQAM
- University of Toronto
- University of Cairo, Egypt
- University of Geneva, Switzerland
TLSS members also had the opportunity to share their expertise and present their work at the following conferences:

- Contact 2016 - Association des services des technologies d'enseignement et d'apprentissage universitaire (ASTEAU)
- Ontario Universities Educational Technologies Directors Association (OUETDA) 2016
- Contact Nord-Contact North 2017: Symbiosis between teaching and technology
- Société pour l’avancement de l’enseignement supérieur / Society for Teaching and Learning in Higher Education (SAPES/STLHE) 2017
- Educational Developers’ Caucus (EDC)
- Council of Ontario Educational Developers (CoED)
- Council of Ontario Universities – Learning Outcome Symposium
- Colloque G3 Qualité
- Regroupement des conseillers pédagogiques universitaires du Québec
- Online Learning Consortium (OLN)
- Canadian Society for the Studies in Higher Education (CSSHE)
TLSS priorities for 2017-2018

In 2017-2018, under its new structure, the TLSS will pursue its important work in supporting and promoting excellence and innovation in teaching and learning at the University of Ottawa. The TLSS will focus on the following areas in particular:

- Stabilize the new TLSS structure
- Finalize the implementation of the new LMS Brightspace
- Support and train instructors for optimal pedagogical application of the Brightspace functionalities
- Pursue work with the Senate Committee on Teaching and Teaching Evaluation and the Office of the Vice-President Academic and Provost on the evaluation of teaching and online evaluations.
- Develop specifications, data collection protocols and evaluation tools to measure the impact of services and products offered and developed by the TLSS.
- Finalize the design and equipment for active learning spaces in the STEM complex and the Learning Crossroads building.
- Pursue the training for instructors in active teaching and blended teaching.
- In partnership with the SASS pursue the consultations and collective drafting of the Framework Document on Academic Success and Teaching Excellence.

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