We pay respect to the Algonquin people, who are the traditional guardians of this land.

We acknowledge their longstanding relationship with this territory, which remains unceded.

We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home.

We acknowledge the traditional knowledge keepers, both young and old. And we honour their courageous leaders: past, present, and future.
# Table of contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message from the Director</td>
<td>4</td>
</tr>
<tr>
<td>Management team</td>
<td>6</td>
</tr>
<tr>
<td>Thank you to Aline Germain-Rutherford</td>
<td>7</td>
</tr>
<tr>
<td>New web site</td>
<td>8</td>
</tr>
<tr>
<td>Professional development in teaching</td>
<td>10</td>
</tr>
<tr>
<td>Strategic research and impact assessment</td>
<td>16</td>
</tr>
<tr>
<td>Chair in University Teaching</td>
<td>19</td>
</tr>
<tr>
<td>Program evaluation</td>
<td>20</td>
</tr>
<tr>
<td>Development of digital learning resources</td>
<td>22</td>
</tr>
<tr>
<td>Teaching and learning technologies</td>
<td>26</td>
</tr>
<tr>
<td>Classroom, learning space and meeting room technology</td>
<td>32</td>
</tr>
</tbody>
</table>
I am pleased to present the Annual Report of the Teaching and Learning Support Service (TLSS), covering the period from May 1, 2022 to April 31, 2023.

The mission of TLSS is to assure excellence in service to Faculties, to support the University in pedagogical innovation, and to continuously improve the quality and effectiveness of teaching amongst faculty members and learning amongst students.

TLSS offers a range of services including training in university teaching, in-person, online, hybrid, bimodal and distance learning, impact research and assessment, curriculum and program development and evaluation, distance instructional design, research and evaluation of new educational technologies, learning management systems, innovative classroom design, audiovisual and videoconferencing equipment, web programming and development, as well as graphic design, videography and video editing.

This report highlights the team’s achievements in the context of a new post-pandemic hybrid reality, while supporting the Transformation 2030 pillars of being more sustainable, interconnected, agile, influential in our delivery of quality service to faculty, students and our partners.

As you will see in the following pages, the wide range of achievements undertaken by the team during this period testifies to its commitment, agility and creativity in accompanying the university community into the era of a new digital culture. The team has worked with determination to support our university community through the first post-pandemic year, taking advantage of technological advances while adopting a pedagogical vision focused on wellness, human interaction, experience and collaboration. I’d like to mention just a few examples of these achievements, and I invite you to read the report to find out more.

The TLSS website has been completely transformed to make it easier for faculty members to find the resources and information they need. The team has created several new resources and made them available to teaching personnel and the student community to support them in exploring new learning
environments and adopting a more inclusive vision in their courses. These include: reports on bimodal teaching, a new section on ChatGPT and generative artificial intelligence, new guides for designing hybrid courses and a new section on inclusive pedagogies. Several forms of pedagogical support have accompanied the publication of these resources: presentations, conferences, training, workshops, consultations and more.

We created 25 pedagogical videos to support Faculties in the evaluation of their programs. We launched the Supra-Institutional Learning Communities (SILC) network, a new exploratory initiative of the TLSS, Carleton University's TLS and our Chairs in University Teaching, to explore participatory approaches, strengthen knowledge sharing in teaching and learning, and foster connection and well-being across institutions.

We began our collaboration on a new French-language online course development project, funded by Heritage Canada, with 44 courses for the TELFER School of Management, the Faculty of Medicine and the Faculty of Engineering. For the second year in a row, we won the 2023 RCIÉ-CNIE award for the design of the online workshop Cheminer vers le mieux-être-contrer l’épuisement professionnel par la résilience.

This year, the team further increased its capacity to respond to requests via hybrid consultation methods, providing support for over 5,600 requests. We supported faculty members to take full advantage of teaching technologies such as Wooclap and YuJa in their courses to increase student engagement. Brightspace welcomed over 40,000 students each semester. We actively contributed to the implementation of audiovisual solutions for uOttawa's IBM Cyber Range located in the STEM building.

My warmest thanks to the entire TLSS team for adapting to the new hybrid work mode and for their efficiency, as well as for the success of all these major projects. I am very proud of your passion, creativity, commitment, sense of responsibility and perseverance in meeting the teaching and learning needs of the university community in this context of change. We will continue our plan to support inclusive, engaging, innovative and effective teaching and learning. I hope you enjoy reading.

My thanks also go to our partners, as well as to all the regular and part-time professors, Teaching Assistants and students, members of senior management and our deans, assistant deans, program directors and academic unit heads who have called on our services.

Alain Erdmer
Director-General
Management team

Alain Erdmer
Director-General

Martin Fortin
Director, Educational Technologies

Pascal Wickert
Director, Communications and Learning Technologies

Martin Giguère
Chief Administrative Officer

Banafsheh Karamifar
Senior Analyst, Research and Impact Evaluation

Hubert Lalande
Director, Innovative Pedagogies and Digital Learning

Edmond Zahedi
Lead Analyst, Curriculum and Learning Outcomes
The TLSS would like to welcome Alain St-Amant, the new Vice-Provost, Academic Affairs, who begins his term in July 2023.

Thanks to her vision and leadership, the University was able to effectively support the transition to online courses and ensure the continuity of teaching and learning at the University throughout the pandemic.

Aline’s commitment to advancing knowledge on teaching and learning in virtual contexts led to the completion of institutional surveys, the management of successful research and specific projects, and the organization of inter-university dialogues on the challenges of online, hybrid and bimodal teaching.

All of these projects have led to effective solutions and improvements in the quality of higher education.

Thank you, Aline! We wish you every success in your future projects.

The TLSS would also like to welcome Alain St-Amant, the new Vice-Provost, Academic Affairs, who begins his term in July 2023.
Between June and September 2022, TLSS underwent a comprehensive web transformation project. The new website unites all content under one design and platform, with an improved user experience and streamlined navigation for faculty members and students alike.

The website transformation was the result of extensive collaboration involving faculty members, administrative staff and students. It was also born out of an in-depth analysis of teaching and learning websites at other universities.
More than 30 user testing sessions in French and English involving faculty members, administrative staff and students to define key tasks, topics and structure.

Consultations with faculty members, related services and TLSS subject matter experts.

More than 30 user testing sessions in French and English involving faculty members, administrative staff and students to define key tasks, topics and structure.

Over 86% of users reported satisfaction with the new site.

Over 81% of users reported finding what they were looking for.

Transformation of 600+ web pages in French and English.

The new website was successfully launched in September 2022:

- Content organized under 8 new categories with simplified navigation
- New search tool
- Alignment with new web University web style
- New tool for event display, registration and management
- News and articles
- New sign-up form for the TLSS newsletter
- New classroom search tool
- Document management tool

Between October and December 2022, more than 200 faculty members and students participated in a new website satisfaction survey.

What web visitors are saying...

« It looks good to me, easy to navigate and enough information about equipment loan provided. »

« Everything is quite clear and easy to find. »

« I think this website is efficient in trying to find information that you’re looking for. »
Professional development in teaching

In November 2022, the TLSS published a new section of its website on inclusive pedagogy. It provides context, food for thought and action, as well as resources for exploring this theme in greater depth. The content and resources proposed are aimed at enhancing teaching and course design practices so that they become more inclusive and equitable, to the benefit of everyone in the learning environment, and in particular members of marginalized, minority or under-represented groups on our campus.

Inclusive Pedagogies

New section of the TLSS website

In November 2022, the TLSS published a new section of its website on inclusive pedagogy. It provides context, food for thought and action, as well as resources for exploring this theme in greater depth. The content and resources proposed are aimed at enhancing teaching and course design practices so that they become more inclusive and equitable, to the benefit of everyone in the learning environment, and in particular members of marginalized, minority or under-represented groups on our campus.
The launch of this new resource was timed with the annual Kesarwani Lecture. This annual lecture is made possible thanks to a fund donated by the Kesarwani family.

This bimodal event on November 28 hosted 100 participants (30 on campus and 100 online).

Inclusive Excellence: Let’s Talk About ‘Inclusive’

Sheryl Burgstahler, PhD
Special guest
Director and Associate Professor

Inclusive pedagogies training activities

Amongst the many trainings offered throughout the year, some are specifically geared to pedagogical inclusion.

The timeline above highlights TLSS training activities on inclusive pedagogies. Each small marker indicates several events in French and English. These events were designed to cover various aspects of inclusion in university teaching. They underline our commitment to supporting a learning environment where everyone feels safe.

Training sessions for teaching personnel
14 sessions / 114 participants

Training sessions for Teaching Assistants
4 sessions / 119 participants
Artificial Intelligence (AI)

In December 2022, the evolution of ChatGPT triggered a wave of discussion about the impact of generative artificial intelligence on teaching, academic integrity and learning assessment. The Academic Development undertook research and offered training to faculty members on generative AI, in order to better answer pedagogical questions and participate in the mobilization of knowledge on this subject.

The TLSS not only supported faculties across uOttawa, but also actively contributed to the mobilization of knowledge within a wider collaborative network.

New AI web hub

In January 2023, the TLSS launched a new AI web hub to explore and reflect on the impact of artificial intelligence in university teaching and learning. It features a selection of recent publications, links to training activities, resources, and most importantly, a forum to actively participate in conversations surrounding AI in academic contexts.
This bimodal event hosted 111 participants

First series of discussions and knowledge-sharing

In April 2023, the Academic Development team began offering discussion and knowledge-sharing sessions on AI.

AI sessions
2 sessions in French / 8 participants
2 sessions in English / 22 participants
The TLSS website now features a new section on creating a teaching dossier. This content aligns with the Senate Committee’s June 2019 decision that the teaching dossier is an essential tool in the evaluation of faculty members’ teaching.

Due to changes in learning environments and the new hybrid teaching format to be implemented in September 2023, the past year has seen a need to transform certain key teaching resources available on the TLSS website. Our specialists undertook a major overhaul of the course design resources.

Teaching dossier

The TLSS website now features a new section on creating a teaching dossier. This content aligns with the Senate Committee’s June 2019 decision that the teaching dossier is an essential tool in the evaluation of faculty members’ teaching.

Academic integrity resources

A new academic integrity section will soon be available on the TLSS website. This section flows from recommendations from the University Committee on Academic Integrity and alignment with the Office of the Provost’s Academic Integrity web content. The new TLSS section will focus specifically on pedagogical practices aimed at developing a culture of academic integrity in a teaching and learning context.
2,593 professors and students trained

- 271 consultations with our pedagogical specialists (271 professors, 387 hours)
- 1,402 Teaching Assistant training participants
- 597 special events participants
- 525 participants in ongoing training for teaching personnel
- 69 participants in training offered by special request

597 participants in special events
- 111 Artificial Intelligence (AI)
- 245 Special guests
- 100 Conférence Kesarwani
- 80 SILC/CASI series
- 61 Design-A-thon

Special series — Inclusive Pedagogies
Academic Integrity Week — October 17 to 21, 2022
Special Series — Assessing Learning
Indigenizing the University, Gathering of Knowledge Series
Special collaboration — Health and wellness uOttawa
Special Series — AI in University Teaching and Learning
Design-A-thon
Through its ASoTL research unit (Advancing Scholarship of Teaching and Learning), our research sector provides a scientific framework for studies in university pedagogy, hosts Chairs in University Teaching, organizes seminars, collaborates with partner universities and conducts specific research and impact assessment projects. Its activities in university pedagogy are linked to current issues in teaching and learning at the University, such as AI, Hyflex, Indigenous pedagogy, experiential pedagogy, critical thinking, etc.

In Fall 2022, the research unit began structuring its web pages to update its information and activities. The organization of content and improvement of the web pages will continue in 2023.
Launch of presentation series

The research unit launched its presentation series for unit members and the university community in Fall 2022. The series is based on consultation with the research unit’s core members and their need to mobilize knowledge and increase the impact of the unit’s research projects on teaching and learning in the uOttawa community.

Professor Simon Beaudry’s presentation, “Forming autonomous learners by fostering academic resilience in adverse learning contexts”, on December 7 in bimodal format.

Professor Elaine Beaulieu’s presentation, “Gender disparities in academic performance in the Faculty of Science,” January 24 in bimodal format.

Supra-institutional Learning Communities (SILC) network

The unit launched the “Supra-institutional Learning Communities” (SILC) network, a new exploratory initiative of TLSS, Carleton University’s TLS (Teaching and Learning Services) and their teaching chairs, to explore participatory approaches, strengthen knowledge sharing in teaching and learning, and foster connection and well-being across institutions. SILC organizes various transversal activities to support teaching and learning, including inter-university panels. Two initial events took place in March and June 2023. Programming for three upcoming panels will be announced in September 2023.

Presentation by Professor Nadia Abu-Zahra
Beyond Content, Lecture, Exam and Grade - The University as a Co-Working Space
80 participants

The first panel in the series "Higher Education in Times of Disruption: Tackling Today’s Challenges to Reinvent Ourselves," June 21, 2023
78 participants
AI and adaptive learning

Towards evaluation of adaptive teaching and learning: what matters?

Given the rapid progress of technologies including AI, research into the characteristics, benefits and limitations of these technologies is becoming increasingly crucial. Under the direction of Aline Germain-Rutherford, the strategic research unit’s research team has begun a study of AI in responsible adaptive learning in November 2022.

The aim is to conduct a literature review, analyze existing AI-enhanced adaptive learning systems, and provide a detailed evaluation grid to assess the quality and effectiveness of these systems. A third of the work has been completed, with two presentations to teaching personnel at eCampusOntario. The team was expanded in May 2023, and work will continue in Fall 2023, including a third presentation to eCampusOntario.

Leap technology: In April 2023, Strategic Research also organized a training session on Leap, Brightspace’s adaptive tool, for a group of teaching personnel interested in learning more about this function.

The National Community of Practice on Bimodal/HyFlex

The sector continued its studies on the bimodal/HyFlex format by actively participating in the activities of the Interuniversity Community of Practice on bimodal/HyFlex as part of the “National Conversations on HyFlex” series.

To view these presentations:

Presentation 1:
approx. 60 participants

Presentation 2:
approx. 40 participants

A total of 200 people registered for these events

The fourth national conversation on HyFlex will take place in Fall 2023.
The 2023 Chair in University Teaching has been awarded to Professor Raywat Deonandan, Faculty of Health Sciences, for the project “Can artificial intelligence be used to improve student writing?”

Professor Deonandan joins the Advancing of Study of Teaching and Learning (ASoTL) research unit. Professor Deonandan will examine the integration of AI tools, in particular GPT4, in the development of writing skills and the broader teaching and learning process among undergraduate and graduate students.

The two currently active Chairs are:

Simon Beaudry
Building autonomous learners by fostering academic resilience in adverse learning contexts

Andrew Sowinski
Maximizing learner potential through learning analytics

The Chairs who will disseminate their research findings this year are:

Karine Vanthuyne
The Indigenization of post-secondary education programs

Judy King
Critical thinking in the age of misinformation
Program evaluation

Development of 25 videos

A series of 25 video modules, approximately 2 hours in length, covering the main themes in the creation and/or revision of program learning outcomes, has been produced and added to the creation section of the web page. These video modules are aimed at faculty members and professors involved in program creation and evaluation. As part of a cyclical assessment process, various program evaluation tools (e.g. online questionnaires) were also updated and improved throughout the year. To improve access to information, the team also updated the content of the web section dedicated to program evaluation.
A framework of values and principles for teaching and learning at the University of Ottawa

Under the leadership of Aline Germain-Rutherford and through several systemic consultations with members of the university community, the team developed a framework of values and principles for teaching and learning at the University of Ottawa. Development of the framework began in 2018 and was completed in 2023, before being approved by Senate in June 2023.

The framework was developed to provide guidance to support policies, processes, programs and practices related to teaching and learning. The framework’s core values, principles and directions are based on the stories and experiences shared with us by participants from a wide range of stakeholder groups and cultural communities within the University.

The Framework provides guidance to help faculty, students, program support staff, partners and stakeholders think about the dimensions of the teaching and learning experience, how these dimensions can be understood in context, and what we can do together to create excellence in teaching and learning.

High-Intensity Experiential Learning Stream

In collaboration with the Faculty of Social Sciences and the Centre for Career Development and Experiential Learning (CDEL), and under the direction of Aline Germain-Rutherford, the Program Development team supported the development of a new approach to integrating experiential learning into University of Ottawa programs. Drawing on its experience with CO-OP programs, community service-learning and a variety of placement programs and enriched learning courses, the team supported the High-Intensity Experiential Learning Stream (IELS). This learning path, inspired by the French immersion path, can be easily integrated into existing programs.

In particular, the program development team provided advice on curriculum design and integration, experiential learning outcomes, and the design and implementation of experiential learning assessments.
Development of digital learning resources

The digital learning resources development team is made up of specialists in pedagogical development and digital learning, user interface specialists (UI/UX), multimedia design specialists, and programmers.

The team works in collaboration with the university community to develop online courses, web resources, videos, animations and open educational resources - promoting learner-centered, professional, effective, inclusive and sustainable teaching and learning.

In 2022-2023, the team’s activities focused on supporting the Telfer School of Management and the Faculty of Engineering’s online programs, as well as the Faculty of Medicine’s new PharmD program.

Our partnership with CNFS continued, as did our collaboration with faculty to create interactive digital media and e-learning resources and create resources for TLSS initiatives.
That's...

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
<td>40</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>in French</td>
<td>in English</td>
<td>bilingual</td>
</tr>
</tbody>
</table>

This year, the team completed 68 diverse projects.

Investing in our practices

One of the significant achievements resulting from our experience in developing fully online programs is the collection of best practices. These insights have been reinvested, leading to the creation of two innovative tools: the Learning Experience Design System and Storyboard Assist. Both solutions have played a pivotal role in enhancing our course development processes for courses offered within the Virtual Campus (Brightspace).
Building our capacity: online programs

We've now completed the development of two fully online graduate programs: Executive Master of Health Administration (EMHA) and Master of Engineering Management Online (MEM).

Master of Engineering Management online master's program

In Fall 2022, the team completed the design and development of the remaining courses for the MEM (Master of Engineering Management offered online) online program for the Telfer School of Management and the Faculty of Engineering. A total of 14 hybrid courses have been developed for the MEM, meeting a demanding delivery deadline.

Executive Master of Health Administration online master's program

In April 2023, the team completed the design and development of the remaining online courses for the Telfer School of Management’s EMHA (Executive Master of Health Administration) online program. A total of 16 asynchronous online courses were developed.

Launch of new online programs

A new project funded by Heritage Canada was launched to develop 44 online courses in French for the Telfer School of Management, the Faculty of Medicine and the Faculty of Engineering. The design of the first 11 courses is underway.

---

Courses in the EMHA program feature many important elements to the learning experience, including:
- 2,000 graphics
- 200 videos
- Video runtime of over 30 hours

I must take a moment to acknowledge X’s fantastic leadership and extremely positive approach to our project. If anything gets done despite my busy schedule, it’s all thanks to her.

The MEM diploma includes
14 hybrid courses, 100% online

The EMHA diploma includes
16 asynchronous courses, 100% online

A development project of 44 courses was launched

Design of 11 courses in progress
Support for the PharmD program

New program launched in Fall 2023

TLSS supports faculties by providing specialists in pedagogical development and digital learning. We are proud of our collaboration with the Pharmacy team.

CNFS projects

Our partnership with the Consortium national de formation en santé (CNFS) continued throughout the pandemic, with our team supporting 12 CNFS projects. In addition, as part of our cyclical program evaluation and improvement, we contributed to the technological and pedagogical updating of various resources on the Formation continue en Santé platform.

Celebrating excellence and innovation

Award of Merit for Excellence and Innovation CNIE-RCIÉ 2023

In collaboration with the CNFS - uOttawa team, we were awarded the Canadian Network for Innovation in Education (CNIE) Award of Merit for Excellence and Innovation in Instructional Design for the online workshop Cheminer vers le mieux-être : contrer l’épuisement professionnel par la résilience.

eCampusOntario project support

We support faculty members and their projects. This year, eCampusOntario projects included: a bilingual online course with resources to support the integration of new graduate students, and testing and feedback on a climate change app developed by a professor and his team of students.
Teaching and learning technologies

The TLSS Virtual Campus team is responsible for the smooth operation of uOttawa’s Learning Management System (Brightspace), including all aspects of access, maintenance and technical support for professors and students, in addition to the 24/7 support offered by D2L, the company that owns Brightspace.
The team supports a number of technologies, including syllabus design (Simple Syllabus), student engagement (Wooclap), lecture capture and video editing (Zoom, YuJa), as well as two platforms to support the University’s academic integrity efforts (Ouriginal and Respondus). The Teaching Technologies Lab welcomes teaching personnel on site to answer their questions and support them in integrating Brightspace functionalities into their courses.

Support requests

This year, the team significantly increased its response capacity thanks to our hybrid support model for faculty members. Previously, instructors had to visit the Teaching Technologies Lab for support. Now, they can communicate with specialists either via TopDesk (email), via an appointment on Teams or Zoom, or in person at the Lab. Thanks to the team’s hard work and improved communication systems, the average time taken to resolve an incident has fallen from 40 hours in 2021-2022 to 5 hours in 2022-2023.

<table>
<thead>
<tr>
<th>Resolution times</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021 - 2022</td>
</tr>
<tr>
<td>40 hours</td>
</tr>
<tr>
<td>2022 - 2023</td>
</tr>
<tr>
<td>5 hours</td>
</tr>
</tbody>
</table>

- **5 685** total resolved support requests
- **4 817** via email
- **431** via Zoom or Teams
- **437** via the Lab
Virtual Campus (Brightspace)

Virtual Campus hosts 95% of uOttawa courses today.

The total number of active course spaces between May 1, 2022 and April 30, 2023 was 15,532 courses.

Number of registered students in Brightspace:

- Spring-Summer 2022: 13,550
- Fall 2022: 42,681
- Winter 2023: 39,050

Breakdown of requests by technology for a total of 4,465 requests:

- Virtual Campus: 1,850
- Zoom: 1,376
- Virtual Campus (Brightspace): 251
- Teams: 233
- Simple Syllabus: 200
- Maestro: 193
- Wooclap: 186
- Ouriginal: 176
Use of technology

The team supported the integration of Zoom, Simple Syllabus, YuJa, Ouriginal and Wooclap technologies into courses.

**Zoom**
Zoom continues to demonstrate wide adoption within the university community. A total of 306,000 meetings were recorded over the course of the past year, with a total of 97 million meeting minutes and over 1.9 million meeting participants.

**Simple Syllabus**
Simple Syllabus is a cloud-based application that provides dynamic templates with suggestions and information on best pedagogical practices and relevant academic regulations for each section of the syllabus. The interactive web format is accessible and can be saved as a PDF or simply integrated into Brightspace.

In the second year of its launch, 405 syllabi were created by Simple Syllabus between May 2022 and April 2023.
Wooclap

Wooclap is an interactive, real-time question-and-answer tool to engage with students via computer, tablet or smartphone. With a wide variety of interactive polls, questionnaires and quizzes, the platform serves as an effective classroom engagement tool. Wooclap has been a great success in the classroom this year.

YuJa

YuJa is a cloud-based video recording, editing, storage and distribution service that integrates with Brightspace.

Throughout the year, YuJa attracted a great deal of attention from the community. 219,926 visits to the platform were made by instructors and students, and 15,520 video recordings were viewed.

Ouriginal

Ouriginal supports academic integrity by identifying textual similarities between documents submitted to Brightspace and available documentary resources.

YuJa

7,020 documents analyzed by Ouriginal

Wooclap

4,282 engagement activities, including

17,619 questions, with

49,324 participants, who created

151,633 answers to posed questions
Viewed documents

Out of a total of 10,479 document views, the most common subjects pertained to the integration of technologies in educational contexts, such as video conferencing, hybrid and bimodal teaching formats, student engagement and Brightspace.

### Most viewed documents

<table>
<thead>
<tr>
<th>Document viewed</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zoom - Creating an Account for Faculty Members</td>
<td>262</td>
</tr>
<tr>
<td>Bimodal Report - Faculty Member Perspective</td>
<td>194</td>
</tr>
<tr>
<td>Zoom - Creating an Account for Students</td>
<td>184</td>
</tr>
<tr>
<td>Getting Started with Wooclap</td>
<td>182</td>
</tr>
<tr>
<td>Create a Gradebook in Brightspace</td>
<td>176</td>
</tr>
<tr>
<td>Creating a PDF/Word version of a Brightspace quiz</td>
<td>156</td>
</tr>
<tr>
<td>Create an Assignment in Brightspace</td>
<td>122</td>
</tr>
<tr>
<td>Bimodal Report - Student Perspective</td>
<td>120</td>
</tr>
</tbody>
</table>
Classroom, learning space and meeting room technology

TLSS collaborates with the Facilities Department in classroom layout and design, new teaching and learning spaces, and meeting rooms. TLSS acquires, installs, maintains and updates teaching technologies in Registrar classrooms and meeting rooms (e.g. cameras, microphones, computers, screens, video conferencing software such as Zoom and Teams).
This year, the TLSS call centre provided support to teaching personnel for both distance learning (via Zoom, Teams) and in-person courses.

### Call centre requests

<table>
<thead>
<tr>
<th></th>
<th>Total number of support requests</th>
<th>Our support volume is between 16,000 and 17,000 actions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headset</td>
<td><strong>16k</strong></td>
<td>(May 1, 2022 – April 30, 2023)</td>
</tr>
</tbody>
</table>

### TopDesk requests

<table>
<thead>
<tr>
<th></th>
<th>This year</th>
<th>The average resolution time for TopDesk requests has seen a major decrease: from 40 hours in 2021-2022 to two hours in 2022-2023.</th>
</tr>
</thead>
<tbody>
<tr>
<td>俯视图</td>
<td><strong>429</strong></td>
<td>request were created via TopDesk</td>
</tr>
</tbody>
</table>

### Event management

<table>
<thead>
<tr>
<th></th>
<th>Technical aspects of</th>
<th>Numerous in-person and virtual events take place every day at University.</th>
</tr>
</thead>
<tbody>
<tr>
<td>日历</td>
<td><strong>1,173</strong></td>
<td>Out of a total of 1,173 special events, 642 took place on campus, 250 were webinars, and 281 were thesis defenses.</td>
</tr>
</tbody>
</table>

### Installations

<table>
<thead>
<tr>
<th></th>
<th>The team worked on</th>
<th>Installations also include space planning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>相机</td>
<td><strong>42</strong></td>
<td>One of the installation projects the team has worked on is the IBM Cyber Range.</td>
</tr>
</tbody>
</table>

A podium located in a classroom on campus. TLSS-installed podiums allow instructors to offer courses simultaneously in-class and online.
Cyber Range

TLSS collaborated in the installation of audiovisual solutions for the uOttawa IBM Cyber Range, located in the STEM building. In collaboration with the global IBM Security Cyber Range team, this facility will allow users to experience a variety of fully immersive cyber attack and cyber threat simulations, using the most sophisticated technologies and software. These simulations will reproduce real-life cyber event scenarios, enhancing participants’ preparedness. Participants will learn how to plan for, respond to, manage, contain and remediate a cyber incident, while anticipating and defending against current and future threats. In addition to providing immersive and interactive training, the Cyber Range will open up new perspectives for innovative cybersecurity and cyber safety research across multiple disciplines.
Teaching and Learning Support Service

Vanier Hall, Room 1001
136 Jean-Jacques Lussier Pvt.
Ottawa ON K1N 6N5

Tel. (General): (613) 562-5300
Tel. (Classroom support): (613) 562-5900
Email: saea-tlss@uOttawa.ca

saea-tlss.uOttawa.ca