



June Newsletter

Top Stories This Month

Prof. Jennifer Drake Brings Stormwater Engineering to Life with XR Technology



Carleton University's Professor Jennifer Drake is transforming the way students learn about municipal hydraulics. Using extended reality (XR) technology at Carleton's Experience Studios, her students can now virtually explore a 40,000-gallon stormwater drainage system. The immersive experience includes a simulated visit to Pearson Airport's complex stormwater infrastructure, offering a hands-on look at its components without ever leaving the classroom.

Interested in learning more about immersive learning, check out TLS's [Experiential Learning Hub](#).



Classroom Support Changes

As a reminder, that as of May 1, Teaching and Learning Services (TLS) no longer offers:

1. Equipment loans, like laptops, tablets, webcams, home/office microphones, video cameras and digital recorders. Loans were established as a response to the needs of the teaching and learning community during the pandemic.
2. Adapters (USB-C, DisplayPort, Thunderbolt, etc) and cables (HDMI) that may be needed to connect personal devices (i.e. a laptop or tablet) to classroom technologies or office equipment.
3. “Just in Time” service requests to bring chalk, whiteboard markers, an adapter, cable or other materials to a classroom.

The TLS Learning Spaces service desk will maintain an extra supply of chalk and whiteboard markers in Loeb D299 which can be picked up during the Service Desk's [hours of operation](#). Chalk and whiteboard markers in classrooms continue to be replenished overnight and classroom technologies continue to be maintained and renewed.

We appreciate your understanding and thank you for your continued efforts in supporting teaching and learning.



Educational Technology News & Updates

Fall/Winter Course Shells Have Arrived: Fall/Winter 2025-26 courses have been created in Brightspace. Access will be granted once you're officially linked to the course in Banner.

Check Copied Courses for Broken Links

- **New Brightspace Setting is Live:** To improve course integrity and data security, Brightspace no longer allows links to files stored in previously copied courses.
- **What This Means for You:** After [copying course content](#), be sure to **verify all file links** to ensure they are not broken or referencing materials from an older course. Any links still referencing an older course shell will stop working.
- **Recommended Action:** Re-upload or relink files directly in your new course to ensure students can access everything they need.

Thank you for your attention to this important update.
Need help? Contact the [TLS Support Portal](#).

D2L Brightspace Features

- **Assignment & Discussion – Bulk Feedback:**
Brightspace now supports bulk feedback for Assignments and Discussions! This feature allows instructors to more efficiently give shared feedback to some or all learners in a course. Please note that bulk

feedback will overwrite any previously provided feedback.

- **Notifications – One-Click Unsubscribe:** You (and your students) can now unsubscribe from Brightspace notifications directly from the emails—both instant and summary versions.
- **Groups – Export Enrolment Data:** Need to track who's in which group? You can now export group enrolment data right from the Groups tool.

Check out the [What's New with Brightspace?](#) page for ongoing updates.

cuPortfolio: Changes to Student Support

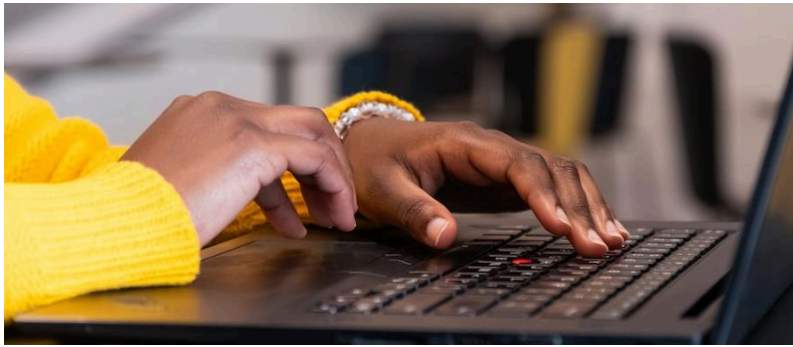
In response to shifting resource availability, Career and Co-op Services is no longer offering direct student support for cuPortfolio. While TLS has never provided student-facing support for educational technologies, we recognize cuPortfolio's importance in many courses and are taking steps to ensure students are still supported:

- The cuPortfolio support inbox now redirects to our updated support site
- A self-paced Brightspace mini-course is in development for just-in-time student support.
- We're exploring a peer support model and enhancing TA training to assist students in the classroom.

Please note: in-class cuPortfolio support visits will no longer be available. TLS remains committed to supporting instructors—please reach out if you need help or have insights from your students' experience.

Let's Talk!

Have questions about your summer or fall course? Drop by one of our weekly Tuesday Morning EdTech Drop-Ins—hosted in the Future Learning Lab between 10–11AM, or book a one-on-one consultation through the [TLS Support Portal](#).



FeedbackFruits Feature: Now Available – Group Formation & Group Member Evaluation

As part of our expanding EdTech Toolkit, all instructors now have access to our full suite of **nine** FeedbackFruits tools. To help you get started, we're rolling out two featured tools per month. Last month, we highlighted Peer Review and Interactive Document. For June, we've chosen to feature **Group Member Evaluation & Group Formation**.

Group Formation

Want to build better teams? [Group Formation](#) helps instructors create student groups based on customizable criteria. Whether you're organizing students by availability, learning goals, group dynamics, or other preferences, this tool ensures more intentional and transparent group creation.

You can choose to form groups automatically or manually, based on survey responses or self-selected data, making it easier to set your students up for successful collaboration.

Group Member Evaluation

[Group Member Evaluation](#) gives students the opportunity to assess their peers' contributions within a group project. Students evaluate each group member (and optionally themselves) using open-ended feedback, Likert scales, or rubrics.

This tool supports reflection, fosters accountability, and provides instructors with insight into group dynamics. You

can also choose whether or not evaluations impact student grades.

Explore these tools today in Brightspace and see how they can support authentic, AI-resilient learning. Have you already implemented these tools in your courses? We'd love to hear from you! Reach out to us via [the FeedbackFruits link in our TLS Support Portal](#).

Interested in using these tools to set your students up for successful teamwork by creating purposeful groups and fostering accountability through peer evaluation and reflection? Register for the [Building Better Teams: Streamlining Group Work with Feedback](#) workshop held by Feedback Fruits.

Stay tuned for two more tools coming your way in July!



Accessible

Teaching Tip

Headings

On a semi-regular basis, we will highlight actions and tips that can increase accessibility in your teaching and learning design practice. We will start with a focus on digital accessibility that you can apply to documents, presentations, and webpages, including text-input areas in Brightspace.

This month's topic is heading use. Headings (H1, H2, H3, etc.) are important because they greatly enhance the organization and readability of information. They are also a vital component of making documents and webpages navigable for screen reader users.

To ensure documents and webpages are accessible, use proper heading styles rather than simply changing font sizes or making text bold. You can find these via "styles" in word processing tools and the "format drop-down menu" in the text editor in Brightspace. Make sure to use headings in the correct order and do not skip heading levels. For example, do not skip from H2 to H4.

In word processing documents, set the document title as H1, then use H2 for main content sections. In Brightspace, start content with H2 as your top-level heading. Limit the number of heading levels for simplicity. We suggest H2 to H4 in Brightspace and H1 to H5 in documents.

Using headings supports everyone, especially when using assistive technologies, and helps everyone better engage with your content and information.

More News

- Curious about some of TLS activities in the Winter Term? Check out our By the Numbers [infographic](#) for Winter 2025.
- **Course Design Fundamentals (CDF)** consists of five workshops appropriate for Carleton instructors wishing to cultivate essential course design strategies, regardless of years of experience, teaching modality, or class size. This program is designed to help instructors receive formal recognition while revisiting the foundational principles of course design and delivery that will translate into deeper, more effective teaching and learning experiences. The spring CDF offering started in May and continues in [June](#).
- **Hands-On AI Programming** - Our *Hands-On AI* (HOAI) series continues to bring instructors together to explore AI tools, rethink assessment, and

design with the goal of fostering authentic engagement and deep learning. This month, we're inviting participants to attend our [HOAI Retreat](#) at the end of June - a chance to connect, reflect, and share practical strategies for AI-integrated teaching. Participants who complete six hours (or more) of our HOAI programming and submit their AI Strategy for feedback will also receive a **Letter of Completion**, recognizing their commitment to exploring AI in education.

- **Have something to share or a question about AI in your course?**

We want to hear from you! Reach out to our team with your ideas, challenges, or success stories: [TLS Support Portal](#).

Upcoming Events and Workshops

- [CDF: Assessment Fundamentals](#) June 2 1:00 to 2:30pm
- [Playful Pedagogy: Leveraging Joy to Create Effective, Engaging, and Memorable Learning Opportunities](#) June 3 10:30am to 12:00pm
- [CDF: Designing for Deep Learning - The Power of Visual and Verbal Integration](#) June 4th 1:30 to 3:00pm
- [Building Better Teams: Streamlining Group Work with FeedbackFruits](#) June 5th 10:00 to 11:00am
- [CDF: Improving Course Design Through Alignment Analysis](#) June 9th 1:00 to 4:00pm
- [Leveraging Educational Technologies to Enhance Experiential Learning Activities](#) June 10th 10:00 to 11:30am
- [Teaching Dossier Bootcamp](#) June 11th 10:00am to 4:00pm
- [Boost Active Learning and Increase Student Engagement with Online Study Materials](#) June 11th 10:00 to 11:00am
- ["She Dropped In": Teaching Through Indigenous VR Storytelling](#) June 12th 10:00am to 12:00pm
- [Transform your Course with Alternative Grading](#) June 17th 10:30am to 12:00pm
- [Foundations of Multiple-Choice Testing](#) June 17th 1:00 to 4:00pm

- [Podcasts and Audio Assignments as Authentic Assessment](#) June 18th 10:00 to 11:30am
- [CDF: Incorporating Activities into Large Lecture Classes](#) June 19th 10:00am to 12:00pm
- [Beyond Compliance: Practical Accessibility and Inclusivity Strategies in Brightspace](#) June 23 1:30 to 3:00pm
- [Project-Based Learning: Empowering Students to Tackle Real-World Questions Through Guided Inquiry](#) June 25th 1:00 to 4:00pm
- [Hands-On AI Retreat](#) June 26th 9:00am to 4:30pm

Don't forget we host [drop-in sessions](#) every Tuesday in the Future Learning Lab (room 483) from 10 to 11 a.m. to help you with your course needs. Bring your laptop and any teaching-related questions you have.

Missed an event? Watch recorded sessions on our [Mediaspace channel](#).

[View all events](#)



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Need help? Request a one-on-one consultation.

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