TLS BY THE NUMBERS

Winter 2021 Academic Term

During the Winter 2021 academic term, 692 *unique* faculty members and contract instructors attended TLS professional development sessions and events, received one-on-one consultations on various pedagogical topics, or requested support for educational technology. This represents 37.79% of Carleton's total teaching staff[1], and they came from all Faculties, as seen below.
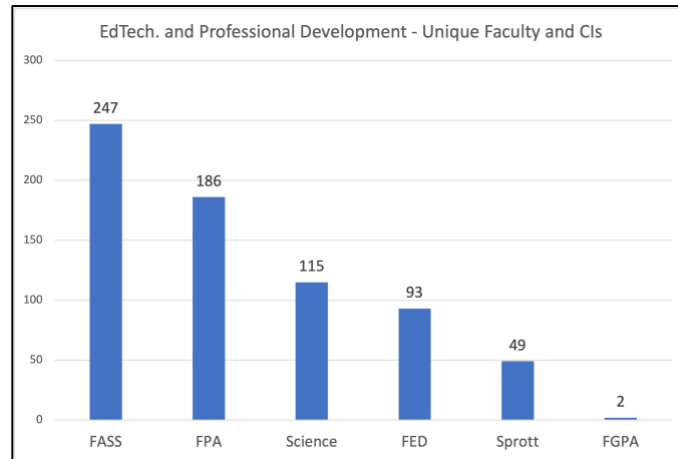

Figure 1: Unique instructors per Faculty (Winter 2021)

In addition, TLS sessions and support were provided to more than 350 unique clients from non-academic departments, librarians, external collaborators, students, and TAs.

In comparison with Fall 2020, there was a decrease in the number of unique instructors who approached TLS for some type of support or professional development (37.79% Winter 2021 vs. 46.96%). At the same time, the number of unique clients from non-academic departments, students, and TAs who requested TLS services continues to increase (350 clients in Winter 2021 vs. 285 clients in Fall 2020).

In all, TLS had 1,042 unique engagements across the Winter 2021 academic term. In reality, many of these engagements involved multiple touchpoints with TLS.

PROGRAMING AND PROFESSIONAL DEVELOPMENT

Workshops: TLS offered 65 workshops in Winter 2021, which were attended by 532 participants. There were on average 8.18 participants per session. The majority of workshops examined various aspects of Carleton's new learning management system, Brightspace, which was fully implemented in May 2021. Other topics included: designing learning experiences from scratch, engaging students, learning outcomes, assessment strategies, and learning effectively with multimedia.

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[1] According to Carleton's website, there are 965 faculty members, 836 contract instructors, and 30 retired faculty members in 2020.

Instructor-led Series: The *Welcome to My Online Classroom* series, led by instructors, for instructors, with a specific focus on sharing ideas, strategies, and approaches to teaching online continue to be appreciated by Carleton's educators. There were three sessions in Winter 2021 and they were attended by 37 participants.

	Workshops and Faculty-led Sessions	
	# Sessions	# Participants
January	12	31
February	13	150
March	26	200
April	18	151
TOTAL	65	532

Table 1: Number of professional development sessions and participants in the period January 4 – April April 30, 2021

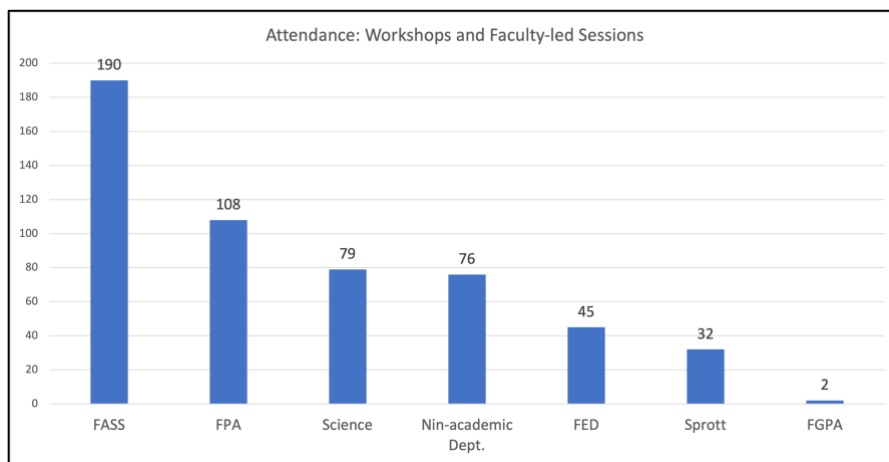Attendance per Faculty is shown in Figure 2 below.

Figure 2: Attendance at professional development sessions per Faculty and Non-academic Departments (Winter 2021)

Individual Consultations: In addition to facilitating workshops and collaborating on online course design projects, the TLS team also provided one-on-one consultations to 204 instructors. Topics included experiential learning, classroom observations, communication and engagement strategies, assessment practices, academic integrity, and general course design.

Course Design Fundamentals Program: During the reporting period, three instructors completed the Course Design Fundamentals program, designed to help instructors receive formal recognition while they revisit the foundational principles of course design and delivery. All of the instructors completed 15 hours of training dedicated to pedagogical development (four required foundational workshops and one session of their choice, as well as a reflection on their experience). Instructors who successfully completed the program are:

1. Matthew Pearson, School of Journalism and Communication, FPA
2. Sarah Smith, School of Journalism and Communication, FPA
3. Brenda Morris, School of Social Work, FPA

Carleton University Collaborative Learning Indigenous Bundles (CILB): During the Winter 2021 term, 32 course sections incorporated the Bundles and about 2,513 students had a chance to learn about important Indigenous concepts, history, and politics in Canada. Six courses incorporated two Bundles.
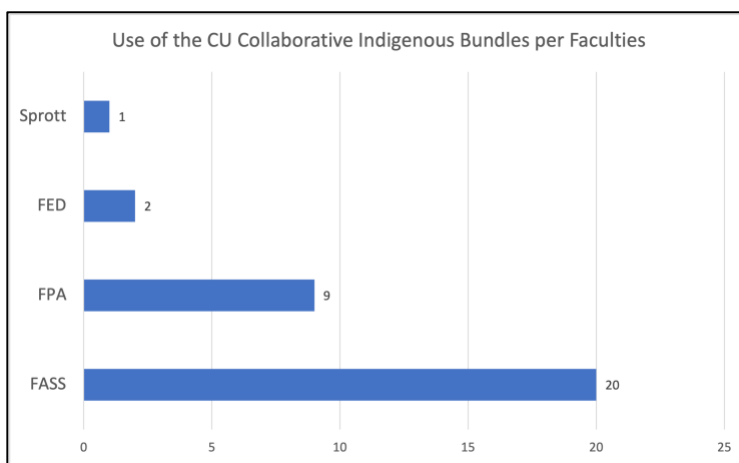

Figure 3: The use of the CU Collaborative Indigenous Bundles – breakdown by Faculty

DESIGN AND DEVELOPMENT OF ONLINE COURSES

eCampus Ontario: TLS led Carleton University's efforts in response to a call for proposals by eCampus Ontario in support of Ontario's Virtual Learning Strategy, intended to encourage and enable growth and advancement in virtual learning across the province's post-secondary institutions. Carleton University has received approximately $800,000 in funding for 10 projects for hybrid and online learning as the lead institution. Furthermore, Carleton instructors are also collaborating on an additional 13 projects that are led by other Ontario post-secondary institutions.

Brightspace Course Design: 101 instructors and staff members contacted TLS in Winter 2021 with requests to directly (one-on-one) support the development of more than 130[2] course sections. The distribution of requests per Faculty and department can be seen in the table below:

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[2] Some instructors requested course design help with multiple courses and course sections.

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Faculty	# of instructors requested help
FPA	25
FASS	22
FED	22
Science	16
Sprott	13
Student Affairs, Library	3
Total	101

Table 2: Requests for direct course design support per Faculty and departments

Requests in terms of the type of help needed are as follows:
- Converting a face-to-face course to an online format: 9
- Developing a new Hyflex course: 25
- Updating an existing online course: 61
- Help with a particular task (e.g., re-designing assessment, engaging learners, request to record a course in a classroom studio): 25

Media Production services support online course development by recording high-quality video content for online modules, as well as demonstrations for lab sections. During the period January 4 – April 30, they received 73 production requests and delivered 68 finished videos to Faculties and non-academic departments. Distribution per Faculty is as follows:
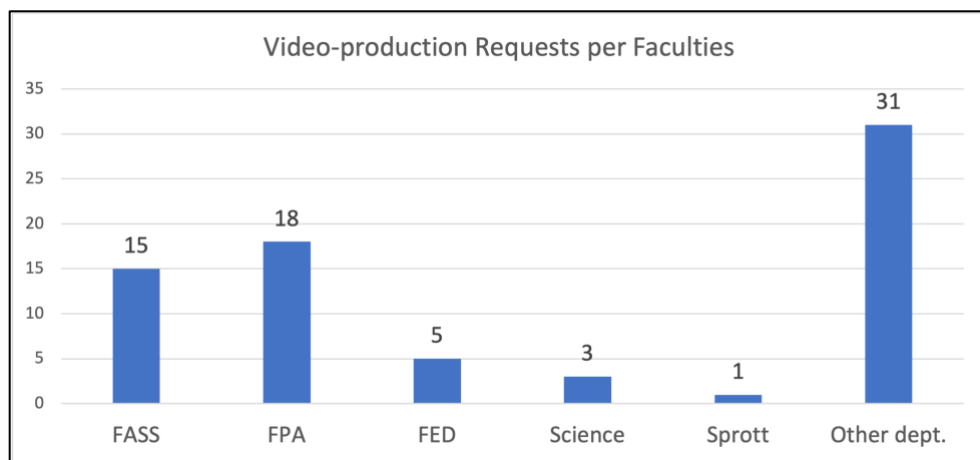

Figure 4: Video-production requests per Faculty (Winter 2021)

Media Commons services, which include lending media production equipment to faculty and technical assistance/consulting for DIY media production, supported 82 instructors and their projects in Winter 2021. This includes two Filmmaking/Storytelling workshops for the first-year seminars, an outdoor field course pilot, as well as a documentary course in the Department of History, which will be held in the Carleton Dominion–Chalmers Centre in Fall 2021.

SOPI Initiative: Carleton and the University of Ottawa continued collaboration in Winter 2021 through the Shared Online Project Initiative (SOPI) and funded 13 projects, which will be implemented in approximately 60 courses at both institutions.

Carleton instructors and their colleagues from the University of Ottawa participated in the *SOPI Showcase event* in April 2021, where they shared their experiences and introduced their projects that were developed during Fall 2020 and Winter 2021.

Support for Online Students: The TLS Carleton Online team launched *Online Learning Network in Brightspace* to support online students' success. The six topics introduce students to the main features, benefits and challenges of online learning and provides them with various tips, including how to effectively manage their time, how to optimize their learning space, and how to interact and engage online. The team also facilitated the *Online Learning Orientation* sessions, which were attended by 4,991 students.

EDUCATIONAL TECHNOLOGY
Support for Instructors, TAs, and Staff Members
In the period January 4 – April 30, 2020, 3,676[3] instructors, TAs, staff members, and external partners contacted the Digital Learning team to get help with educational technology tools.

The majority of requests were for the support of various cuLearn tools, followed by support for synchronous communication (BigBlueButton and Zoom), followed by support for Brightspace learning management system.

Topic	January	February	March	April	**Total**
BigBlueButton	116	50	30	21	0
Brightspace	0	38	35	276	349
cuLearn	645	205	213	148	1211
Exams	12	4	4	13	33
Kaltura/Mediaspace	134	31	69	67	301
PollEverywhere	24	3	2	9	38
VOD	12	2	0	3	17
Zoom	664	127	146	349	1286
CU Collaborative Indigenous Bundles	4	6	7	6	23
Other	77	19	30	75	201
Total	1688	485	536	967	3676

Table 4: Ed. tech. support (Winter 2021)

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[3] Note: We are missing data from instructors who reached out directly to a particular staff member with whom they are familiar – these data should be estimated and taken into account separately, in addition to the data presented here.

Kaltura (video creation and management platform): In the period January 4 – April 30, 2021, Carleton University instructors created 57,657 video/audio entries for their courses and each month between 18,000 and 22,000 viewers.

	January	February	March	April	**Total**
Contributors	1,643	1,638	1,645	1,641	6,567
Added new videos (entries)	13,497	13,607	22,588	7,965	57,657
Unique viewers	21,397	19,815	18,782	17,068	77,062
Minutes viewed	9,179,762	10,021,175	11,774,924	8,539,372	39,515,233

Table 5: Kaltura highlights (Winter 2021)

BigBlueButton (synchronous communication tool)**:** The tool was steadily used throughout the Winter 2021 term, with more than 1,300 concurrent users in peak periods every month.

BBB Peak Periods:
- The highest number of concurrent users per day: 1,357 users on February 3rd (vs. Fall 2020 – 2,342 users on Sept. 10th)
- The highest number of total users per week: 52,802 in the week of January 24th (vs. Fall 2020 - 73, 584 users in the week of September 20th)
- The highest number of concurrent sessions per day: 75 sessions on February 10th (vs. Fall 2020 - 94 sessions on September 28th)
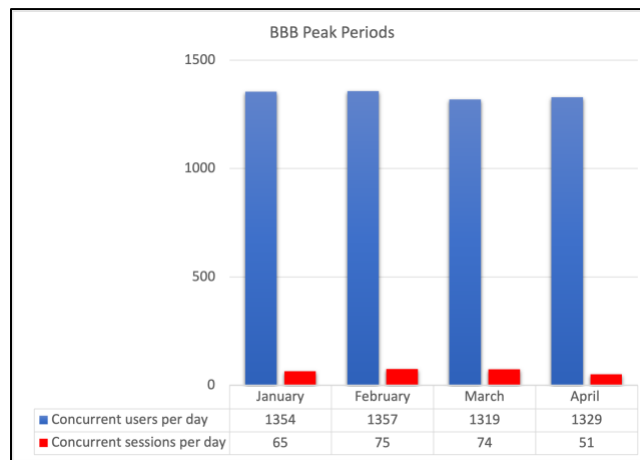

BBB Peak Periods	January	February	March	April
Concurrent users per day	1354	1357	1319	1329
Concurrent sessions per day	65	75	74	51

Figure 6: BigBlueButton: Peak periods (Winter 2021)

Zoom (synchronous communication tool)**:** Teaching and Learning Services issued 692 Zoom licenses in the Winter 2021 academic term, and received 1,286 requests for technical support, and 29 requests for one-on-one consultations. The team also provided support for 40 thesis defences.

Zoom usage at Carleton University in the Winter 2021 academic term:
- Number of meetings conducted: 84,832 (vs. 54,936 in Fall 2020)
- Total meeting minutes: 26,796,796 (vs. 50,514,778 in Fall 2020)
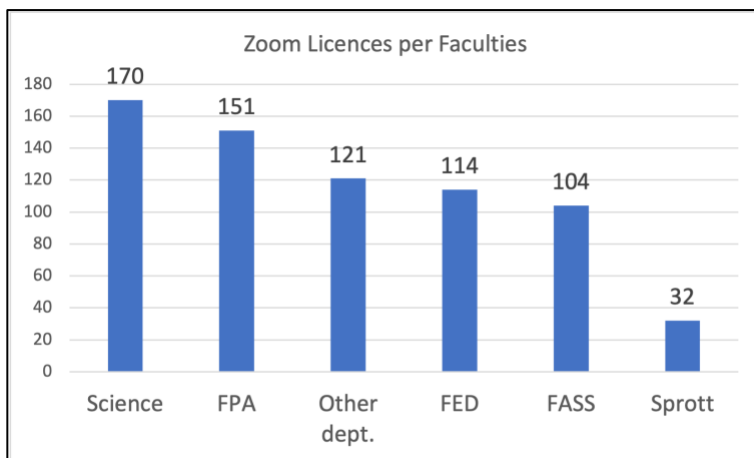- Total number of meeting participants: 867,410 (vs. 723,181 in Fall 2020)

Figure 8: Zoom licenses per Faculty (Winter 2021)

cuPorfolio: Instructors in 43 Winter 2021 courses, with more than 1,330 students[4], used cuPortfolio in their teaching. In addition, more than 1,000 students in the Faculty of Engineering and Design use cuPortfolio as part of the *Engineering Portfolio initiative,* which requires all students to create their cuPortfolio, where they are able to identify, reflect on, and document their professional competencies.

A cuPortfolio Community of Practice continued to meet during the Winter 2021 term and many instructors expressed their enthusiasm for the tool and were keen to share their successes and lessons learned with the community.

The Food Science program is now in its third year of the cuPortfolio program-level implementation. The initiative has been successful thus far and some students have completed all four core courses that use cuPortfolio and therefore have completed the program cuPortfolio.

TECHNOLOGY-LENDING PROGRAM
TLS continues to offer a technology-lending program, to help instructors and TAs with their teaching tasks and pedagogical experimentations with various tools, which include Microsoft Surface tablets, iPad Pros, webcams, headsets, and document cameras. In Winter 2021, the TLS team issued 496 pieces of equipment, 352 to instructors and 144 to TAs.

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[4] There is an increase in the number of instructors using cuPortfolio on their own and not contacting TLS for support, so it is very possible that the numbers are higher than what is reported here.
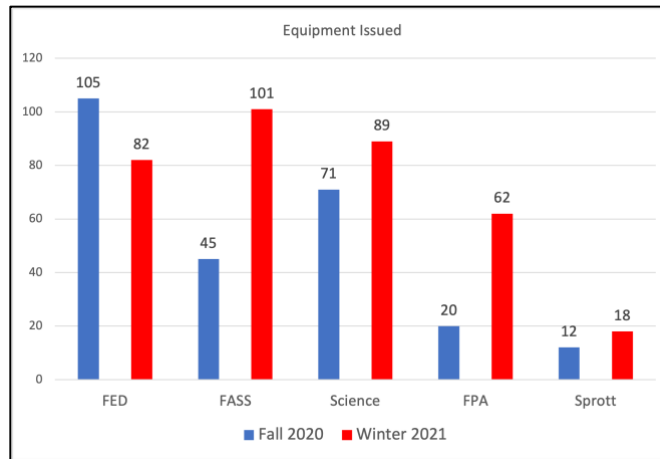
Figure 9: Distributed equipment per Faculty (Fall 2020 vs. Winter 2021)

The team continues to look for ways to support teaching and learning by working with various groups and committees to support new initiatives, such as providing 500 personalized microphones to instructors and TA's to keep them safe and provide a better classroom experience.

TRANSITION FROM CULEARN TO BRIGHTSPACE

TLS and ITS successfully implemented the Brightspace learning management system on May 6, 2021, and shells for all academic courses for Fall 2021 and Winter 2022 are made available to instructors. Zoom is also integrated with Brightspace. During the Winter 2021 academic term, the TLS team facilitated 50 workshops on various features of Brightspace. Topics included *Brightspace Basics*, *Brightspace Assignments and Rubrics*, *Discussions*, *Gradebook*, *Quizzes*, and *Zoom for Brightspace*. TLS also facilitated a panel session with instructors—early adopters of Brightspace—where the campus community could look into their Brightspace courses and learn about their experiences. In addition, the team developed extensive support resources, including the Brightspace student support site and TLS Brightspace channel for students.

SUPPORT FOR TEACHING ASSISTANTS

TLS continues to support teaching assistants (TAs) in their work, and keep them informed of resources, support measures, and initiatives to aid them in their professional development.

- **TA Central Hub** is a community of learning pages just for TAs, where they can access resources and share their experiences with their peers. In addition to 777 TAs who enrolled in this "one-stop-shop" in Fall 2020, 97 new TAs joined in Winter 2021, bringing the total number enrolled to **874 TA**. This space contains a training package of 10 short videos that provide a solid foundation for teaching and TAing online, teaching resources, a discussion forum, Q & A, and announcements.
- 710 TAs completed **pedagogical training** in Winter 2021. They attended workshops on various pedagogical topics and completed a short assessment in order to verify

completion. Some of the workshops' topics included: *Assignments*, *Grading Rubrics and Feedback*, *Increasing Student Engagement through Forums: a Guide for TAs*, *Academic Integrity*, *Big Blue Button for TAs*, *Zoom for TAs*, *Navigating cuLearn Tools as a TA*, *MIND Your Health*, and *Brightspace Training*. Historically, the winter attendance numbers are lower than the fall term, due to the majority of new TAs starting in fall (1721 TAs completed pedagogical training in Fall 2020).

- TLS staff members provided 31 individual consultations on TA-related items, and coordinated 5 **TA Cafés**, informal synchronous sessions designed for all TAs to meet others, ask questions, and discuss concerns and issues.
- As in all previous years, all TAs have an opportunity to enroll in the **Certificate in Teaching Assistant Skills**. 15 TAs completed the certificate program during the 2020-2021 academic year. Currently, this program is being redesigned and the new version will go live in September 2021.
- **Outstanding TA Awards**: Five teaching assistants received the award and five received an honourable mention in April 2021. There were 406 nominations for 174 individual TAs.

TEACHING EXCELLENCE

Raving Ravens: In the period January 4 – April 30 students sent a digital Raving Raven to 19 instructors, thanking them for a job well done. Some of the instructors received this recognition from multiple students.

TLS continues to engage the university community in promoting teaching excellence by providing advice and support to instructors applying to various teaching awards, maintaining an online database of Carleton University's teaching award recipients, administering the Outstanding TA Award, and working closely with instructors who were awarded the Carleton University Chair in Teaching Innovation.

EXPERIENTIAL LEARNING

Students as Partners Program (SaPP): There is increasing interest in this program, which fosters greater collaboration between instructors and students in developing and designing courses. In the Winter term of 2021, more than 154 new projects were approved for funding. The distribution of projects per Faculties is as follows:

- FASS: 71
- Science: 30
- FPA: 27
- FED: 14
- Sprott: 12

Internship–Carleton University Research Experience for Undergraduate Students (I-CUREUS): Funded in half by the Office of the Associate Vice-President (Teaching and Learning) and half by the faculty supervisors, this program allows students to engage in undergraduate research and acquire valuable skills. In the reporting period, there were 164 I-CUREUS projects, as follows:

- FASS: 37
- FED: 54
- FPA: 16
- Science: 52
- Sprott: 5

Ten Carleton's students presented their i-CUREUS projects at the annual National Conference on Undergraduate Research in March 2021, and seven students presented their projects at the 15th annual Inquiry@Queen's conference in April 2021.

The Future Skills Innovation Network (FUSION) initiative, which was officially launched in Fall 2020, is a career readiness project that provides participating students with the opportunity to develop their metacognition, communication, and problem-solving skills. FUSION may be connected to a traditional course, a co-curricular program, or an employment opportunity on or off-campus, where students can gain academic and work-related skills and apply what they have learned.

In the period January 4 – April 30, 2021, around 133 students were experiencing the curriculum through the integration of the FUSION modules into their courses. The FUSION Community of Practice, the Facilitator Portal, and individual consultations about the FUSION curriculum engaged more than 100 instructors in the process of integrating more skills development into their classes and research.

One of the most important characteristics of the program is increasing participation of students from underrepresented groups: about 40 students from Carleton's Enriched Support Program (ESP), Indigenous Enriched Support Program (IESP), and the Act to Employ Program participated in FUSION workshops and were eligible to earn FUSION co-curricular credits. The demographic data of students that completed the first part of the FUSION curriculum also show that the program is reaching more students from more diverse groups.

TEACHING AND LEARNING SPACES

TLS Learning Space Design teams continue to collaborate with Facilities Management and Planning (FMP), Scheduling and Examination Services (SES), and Information Technology Services (ITS) to evolve the design of learning spaces on campus and at Carleton Dominion-Chalmers Centre to accommodate students who will be physically present on campus and those learning remotely beginning in the fall 2021 academic term. This includes design upgrades to convert 45 classrooms into Hyflex learning spaces and getting 21 pooled classrooms in the newly built Nicol Building ready for fall - nine of which will be Hyflex. The study space located at the tunnel junction intersection outside the Library is also being refreshed along with several other formal and informal learning spaces.

OTHER TLS CONTRIBUTIONS TO THE UNIVERSITY'S OPERATIONS

The **TLS CUES Team** had a busy term, producing 58 virtual events and hosting over 7,000 participants. Out of 58 events, 36 attracted more than 500 participants, and five events with

more than 1,000 participants, including the *SOAR keynote presentation*, unveiling of the *EDI Action Plan*, *Kinamagawin Symposium*, *Carleton Center for Public History Underhill Conference*, *"Let's Talk" event* by the Department of Psychology, *Zeklovits Centre Film screening*, *Music Masterclass* series, and *Service Excellence* event.

The **TLS Media Production Centre** created videos for the university's Service Excellence Award virtual ceremony, which was held in February 2021.

The **TLS team** was recognized at this event as one of the Service Excellence Award recipients. One of the nominators described TLS efforts in this way:

"I could use a great many superlatives to describe the Teaching and Learning Services team and their achievements. Overnight they helped shift the university and its 30,000 students into online and remote teaching. They then supported over 87,000 successful individual winter final exam sessions and prepared instructors to teach in a fully online summer, fall and winter. TLS team members did amazing things under extraordinary circumstances and their impact has been astonishing."

The **TLS Leadership** team continues to engage with post-secondary stakeholders nationally and internationally. The Associate Vice-President (Teaching and Learning) was an invited speaker at the **Danish Society of Higher Education**, where he provided a keynote on the meaning and implications of academic citizenship and the role of universities in society, and our broader mission to foster citizen scholars. He is also the chair of the "Student Voices" subcommittee in the **Global Forum on Student Success**, a global committee with members from the UK, Australia, USA, and Canada, and a member of national organizations such as the Canadian AVPTL Network, FUSION, and the Society for Teaching and Learning in Higher Education. One of the AVPTL's most current contributions is an interview with **Postmedia** on the "[future of teaching after the pandemic](#)". TLS leadership is also a vital part of the **e21 Consortium**, which engages other Ottawa-based post-secondary institutions, school boards, partners from the private sector, and international partners intending to encourage discussions and explore alternative ways of imagining, conceptualizing, and conveying a wide range of emerging and evolving questions in the educational context.

OUTREACH

Twitter	TLS Twitter account has 660 followers (566 followers in Fall 2020).
Twitter impressions:
- January 11.5K
- February 33.3K
- March 36.8K
- April 49.7K

TLS units with separate Twitter accounts:
- Discovery Centre – 844 followers (819 followers in Fall 2020)
- Carleton Online – 830 (788 followers in Fall 2020)
- TA Support – 462 followers (322 followers in Fall 2020)
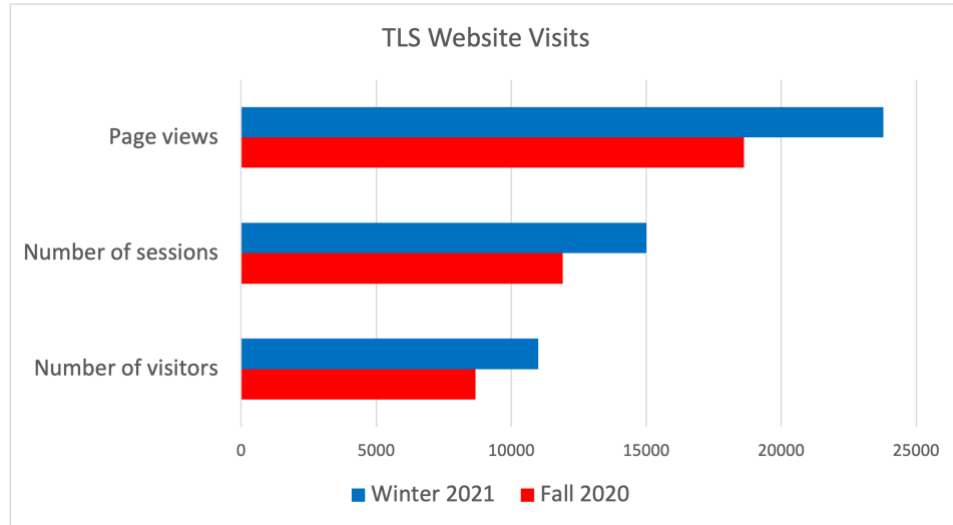
TLS Website

Figure 10: TLS website statistics (Winter 2021)

TLS Newsletter

The TLS monthly newsletter is regularly read by 31% of faculty members and contract instructors.