

October Newsletter

Top Stories This Month



Apply for the Winter 2026 I-CUREUS and Students as Partners Programs

Help provide Carleton students with the opportunity to participate in undergraduate research or to partner on course design. Applications for I-CUREUS and the Students as Partners Program (SaPP) are now open for the winter term.

- **I-CUREUS:** Provides an opportunity for undergraduate students to conduct paid research and gain hands-on experience in their discipline or an area of interest.
- **SaPP:** Offers instructors and learning support staff the opportunity to involve undergraduate students in teaching innovation and curriculum design through paid work experience.

The deadline to apply for either program is **Oct. 31**. If you have any questions, please reach out to tls@carleton.ca.

New Immersive Learning Tools for Your Classroom: Indigenous Virtual Learning Spaces

The Experiential Learning Hub is excited to introduce two new immersive experiences developed in collaboration with the [Office of the Associate Vice-President, Indigenous Teaching, Learning and Research](#) and the [Carleton Immersive Media Studio \(CIMS\)](#).

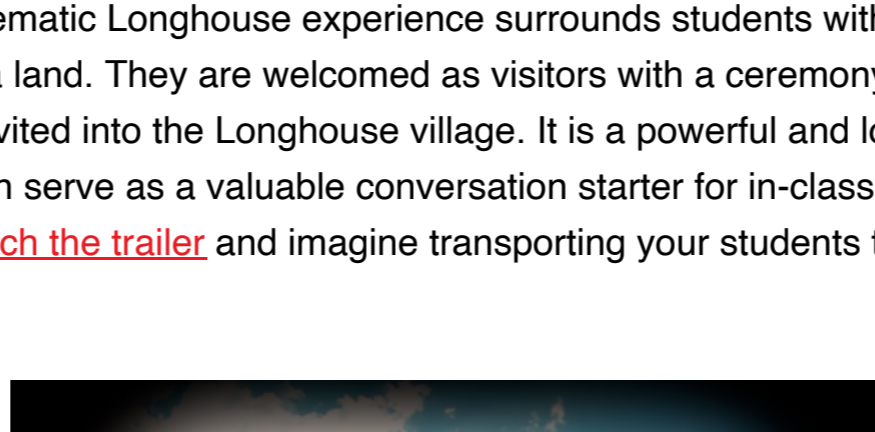
The Indigenous Virtual Learning Space is an innovative collection of immersive and virtual reality (VR) experiences. They provide students the opportunity to engage with the Haudenosaunee worldview and cultural practices when in-person field trips are not possible. These experiences can be used across various disciplines and courses, providing an Indigenous perspective on a range of topics, including biology, waterways, language, Longhouse structures and cultural artifacts, as well as family and social structures.

Both experiences will be supported by a curated collection of pedagogical resources, including suggested readings, activities and discussion guides, similar to the [Collaborative Indigenous Learning Bundles](#). These resources are set to launch in early October.

We are currently seeking instructors to pilot one of these experiences in their fall or winter classes:

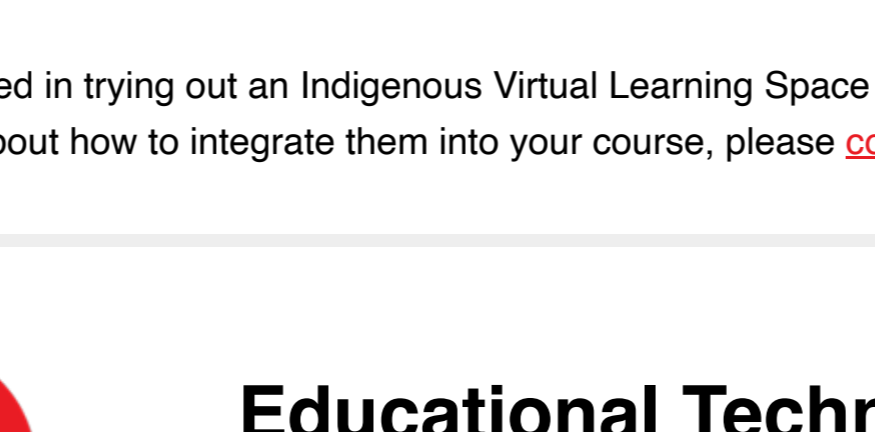
Tsi tewateriwaistáhkwa (a place where we learn)

This 3D VR Longhouse experience offers students an immersive, interactive learning opportunity. Learners wander and learn within a virtual Haudenosaunee environment. Guided by the instructor, learners engage with natural and cultural elements in a Seneca Longhouse and surrounding landscape. By clicking on objects, they learn about Indigenous knowledge and language. [Watch this short introductory video](#) to learn more about the project and its teaching applications.



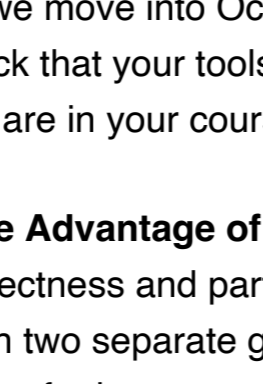
wa'ótsi'gwa:to' (she dropped in for a short while)

A 360-degree cinematic Longhouse experience surrounds students with the sights and sounds of Seneca land. They are welcomed as visitors with a ceremony at the edge of the forest and then invited into the Longhouse village. It is a powerful and low-tech entry point into VR, which can serve as a valuable conversation starter for in-class discussions and assignments. [Watch the trailer](#) and imagine transporting your students to this engaging journey.



Book Your Consultation with the Experiential Learning Hub

If you are interested in trying out an Indigenous Virtual Learning Space experience or have questions about how to integrate them into your course, please [connect with us](#).



Educational Technology News & Updates

Fall in Sync: Optimizing Tools and Tech for Mid-Semester Momentum

As we move into October, it's a great time to streamline your tech workflows and double-check that your tools are working the way you need them to. Regardless of how far along you are in your course, here are two small tips that can make a big difference.

Take Advantage of a New Wooclap Feature: Looking to award points for both correctness and participation in your [Wooclap](#) activity? Now you can! Instructors can now push two separate grade items for a single Wooclap event into the Brightspace gradebook — one for how many answers a student got right and another for how much they participated. No more answers to choose. Great for low-stakes engagement, check-ins or even exam review, this feature gives you more flexibility in how you recognize student effort and understanding.

Clear Your Browser Cache: Did you know that clearing your browser cache is one of the easiest and most effective ways to troubleshoot technical issues? A fresh cache helps:

- Ensure you're seeing the latest versions of our support documentation
- Avoid connectivity hiccups in Brightspace or Jira portals
- Resolve unexpected browser behaviour when launching tools like Zoom, Wooclap or H5P

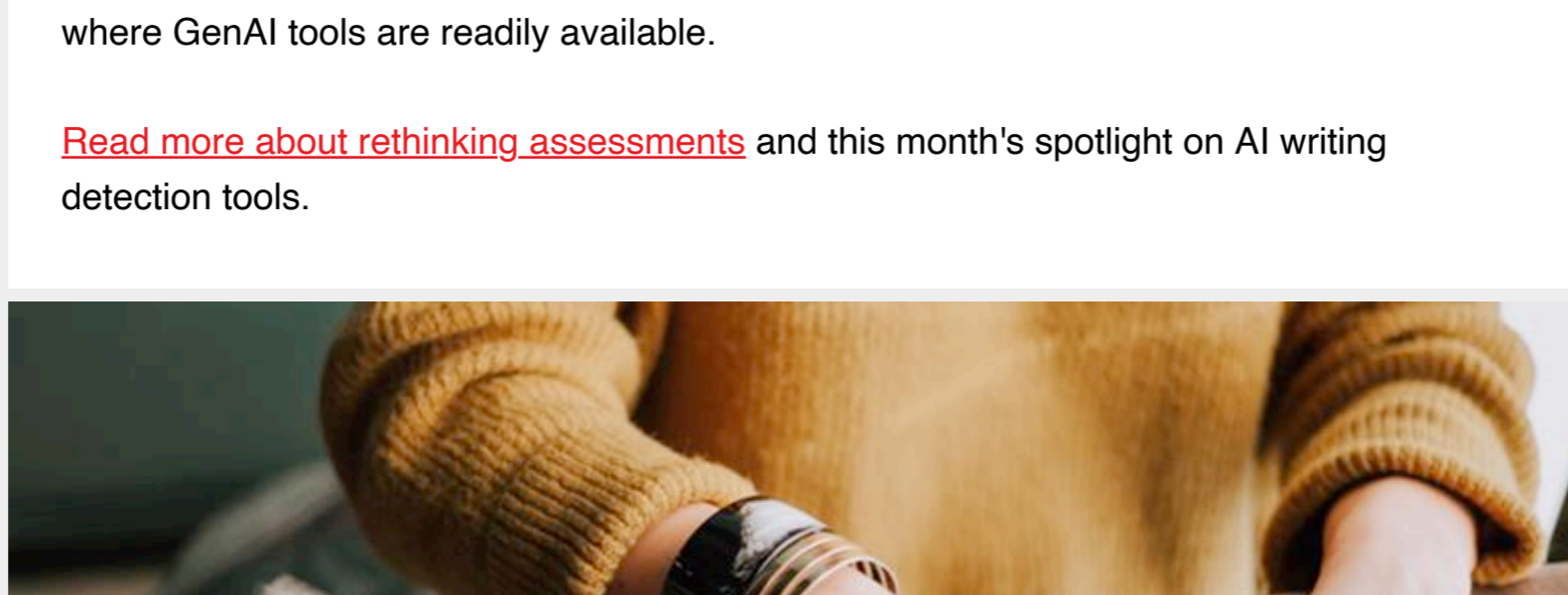
Find out [how to clear your browser cache](#).

Reminder: cuPortfolio Student Support Now Live

Our [self-enrol Brightspace course for students](#) is now available, helping them navigate cuPortfolio through step-by-step video and text instructions. It also includes a space for peer-to-peer support.

Need Help? We're Here

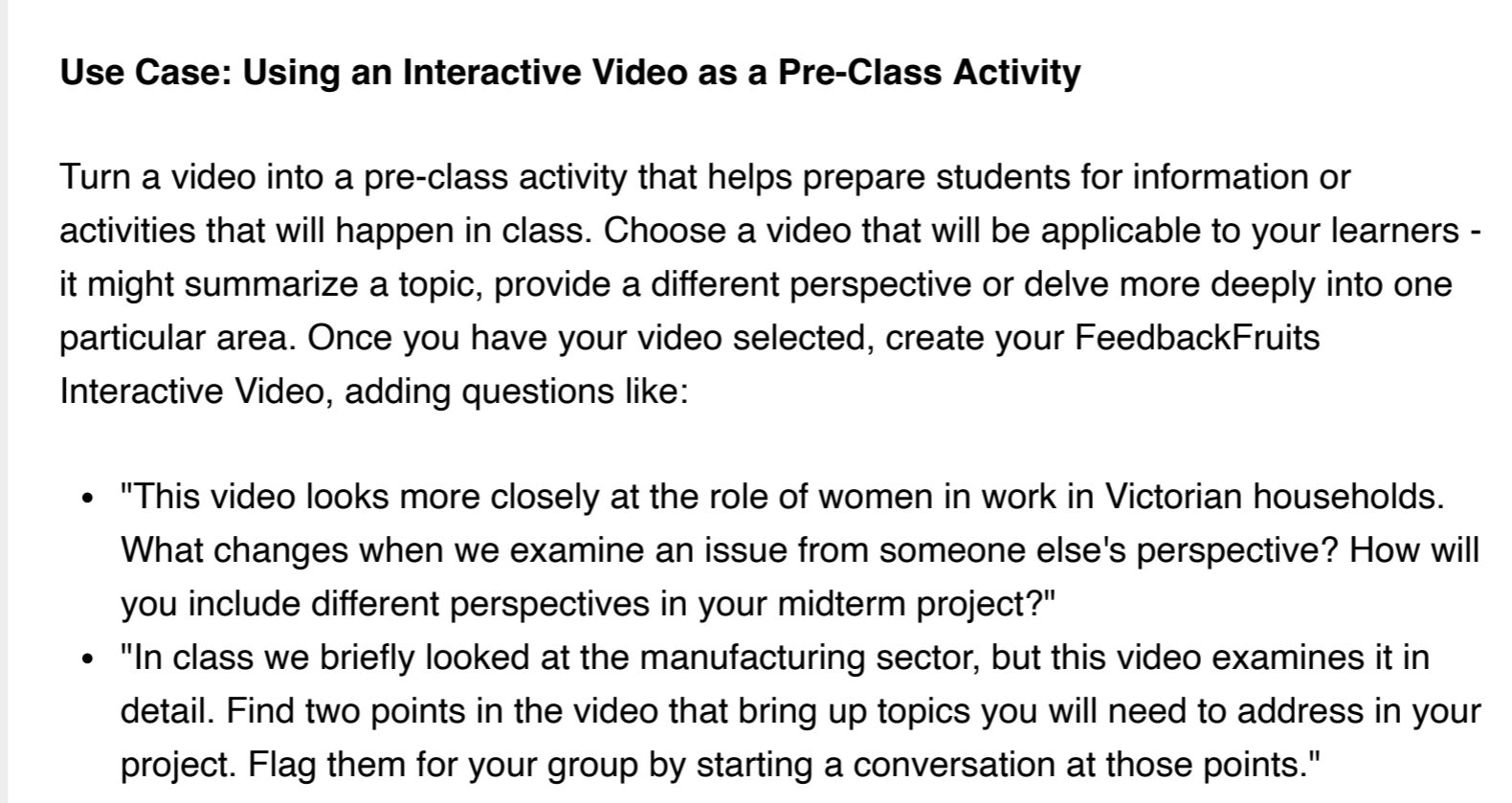
Whether it's checking over your grade book, integrating a new tool or troubleshooting a sticky situation, we're here to support you. Join our [Tuesday drop-ins](#) or submit a request anytime through the [TLS Support Portal](#).



AI in Teaching and Learning: Rethinking Assessments

We've launched a semi-regular feature to keep you informed about how artificial intelligence (AI)—especially generative AI (GenAI)—is shaping teaching and learning at Carleton and beyond. As we continue to explore our four-pronged approach to building an [AI strategy for your course](#), this month's focus is on prong No. 4: Rethinking Assessments. This doesn't mean creating an assignment graveyard and starting from scratch. Instead, it means thinking critically about where and how learning is best demonstrated in a world where GenAI tools are readily available.

[Read more about rethinking assessments](#) and this month's spotlight on AI writing detection tools.



FeedbackFruits Feature: Spotlight on Interactive Video

All nine FeedbackFruits tools are now available in Brightspace ([via the Existing Activities button](#)). Over the next few months, we'll be spotlighting the different tools to help you explore practical ways to foster student-centred learning. This month we're showcasing a tool that can get students more engaged in watching and discussing videos: [Interactive Video](#).

The Interactive Video activity allows you to take videos you find online—or ones that you create yourself—and turn them into interactive activities by adding discussion prompts, multiple-choice questions or reflection cards along the video timeline. Instead of just watching a video, students can start conversations about what they're experiencing, read what their peers think and reflect on the experience—all without having to leave the video.

Use Case: Using an Interactive Video as a Pre-Class Activity

Turn a video into a pre-class activity that helps prepare students for information or activities that will happen in class. Choose a video that will be applicable to your learners - it might summarize a topic, provide a different perspective or delve more deeply into one particular area. Once you have your video selected, create your FeedbackFruits Interactive Video, adding questions like:

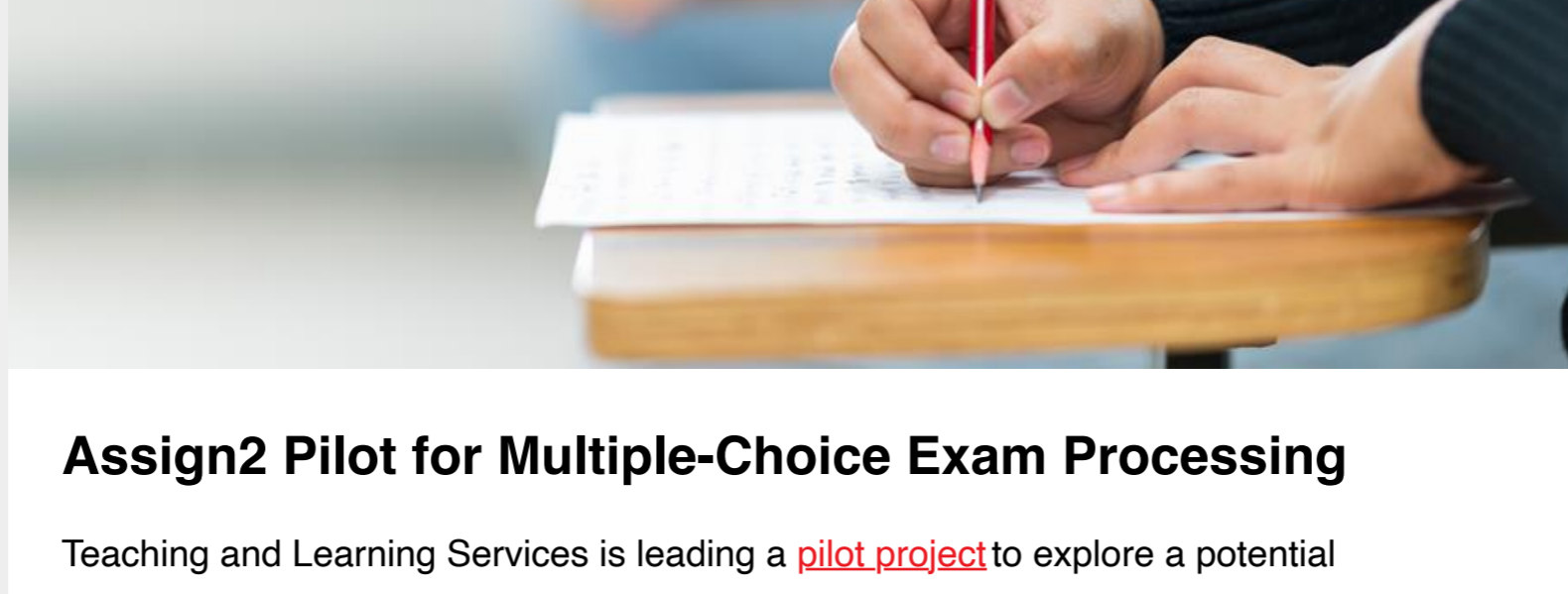
- "This video looks more closely at the role of women in Victorian households. What changes when we examine an issue from someone else's perspective? How will you include different perspectives in your midterm project?"
- "In class we briefly looked at the manufacturing sector, but this video examines it in detail. Find two points in the video that bring up topics you will need to address in your content. Flag them for your group by starting a conversation at those points."
- "The content in this video is challenging, and introduces a lot of new terminology. We'll address the terms and the content more thoroughly in class. But please start a conversation on at least one point in the video on something that is unclear to you."

Once you have added all the questions and discussion prompts, it's a great idea to give students early access so they have ample time to complete the activity ahead of class. You'll also want to give yourself time to review their responses before class so you can prepare your activities or lectures to respond to—and expand on—the questions and conversations that come up in the video.

You can use this activity at any point in the semester to:

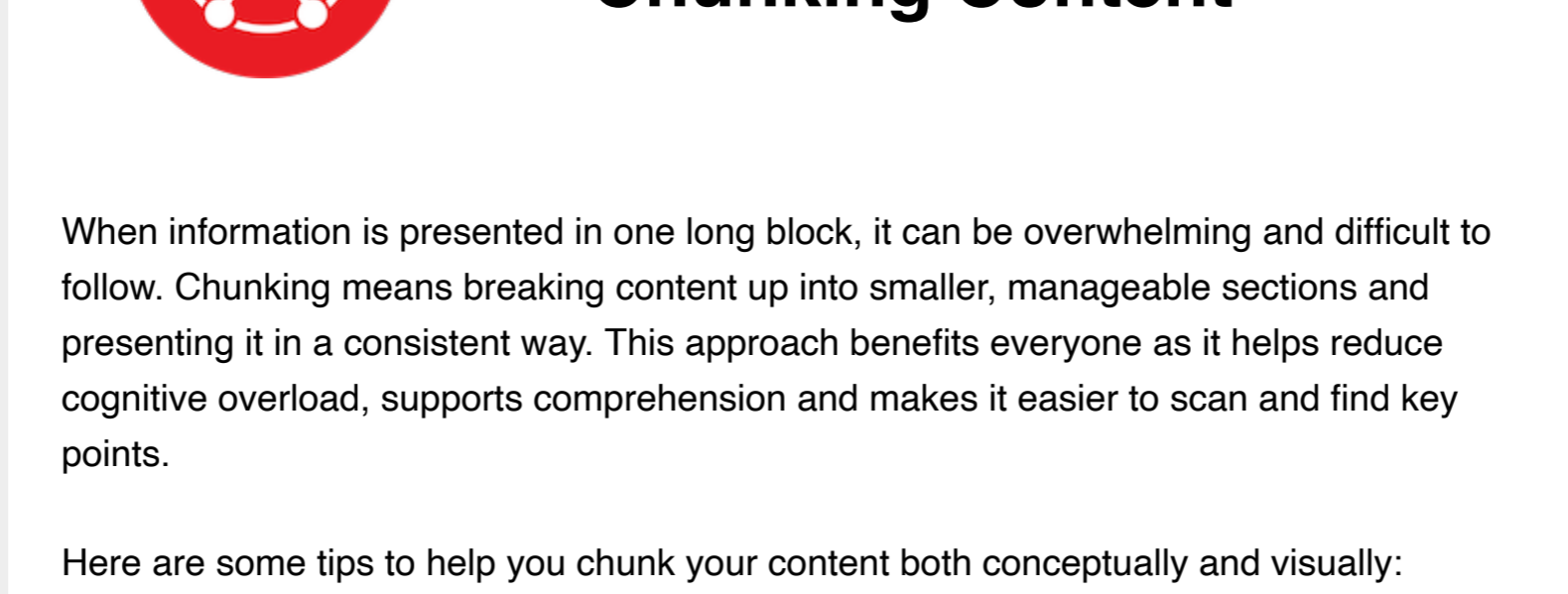
- **Add supplemental information** and provide room for free-form, ungraded discussions on extra material
- **Turn recorded lectures into Interactive Videos**, ultimately empowering students to ask questions in context (e.g. directly in the video at the specific point they are struggling with)
- **Facilitate smaller, more focused, conversations** by using Interactive Video's group feature

Interactive Video is a flexible activity that can be applied to any subject at any level. No matter what you teach, it can add an interesting and interactive learning element to your course. If you'd like help using this activity in your class, or brainstorming ways it could work for you, reach out to us to [schedule a one-on-one consultation](#).



CUELF Call for Applications Coming Next Week

Mark your calendars - we'll be putting out the call for applications to the Carleton University Experiential Learning Fund (CUELF) next week. This fund provides instructors with up to \$2,500 to implement course-level experiential learning activities. For full details on eligibility, project types and how to apply, visit the [TLS website](#).

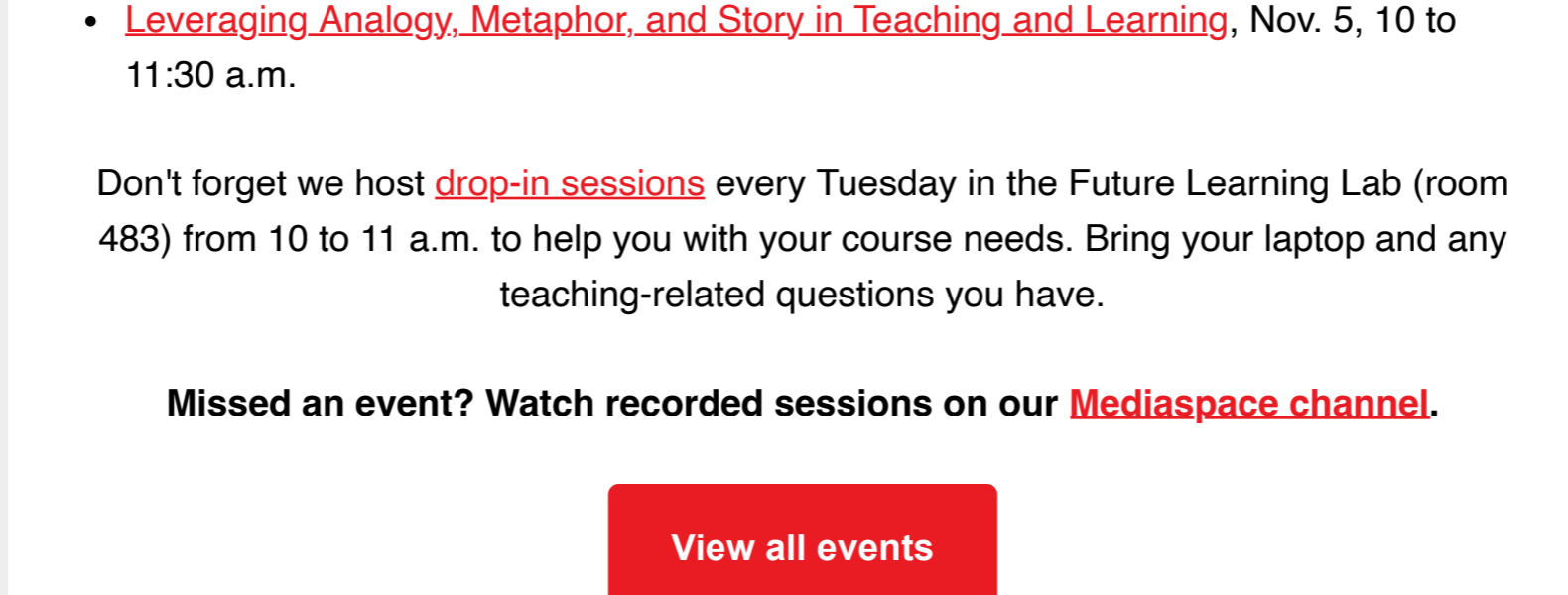


Production Services Event Support

In July we announced that [Production Services](#) would have to limit the types of internal events that it supported. We are still available to assist the university community with a variety of events that impact Carleton's reputation and are linked to the Strategic Integrated Plan, including:

- Announcements/events from the Board of Governors and Senate as well as the offices of the President, Provost, VPs and Deans
- Signature academic public lectures (Herzberg, Attallah, Kesterton, etc.)
- High-profile recruitment events
- Academic orientations for start of term
- Convocation
- Commemorative days (National Day for Truth and Reconciliation, Remembrance Day, National Day of Remembrance and Action on Violence Against Women, etc.)
- Campus-centered activities (Service Excellence Awards Celebration, Long Service and Retiree Celebration, Appreciation Day, etc.)

You can [learn more about the changes to our services and request support for your event here](#). If you have any questions about whether your event would be considered in scope for support, please don't hesitate to reach out to productionservices@carleton.ca.



Assign2 Pilot for Multiple-Choice Exam Processing

Teaching and Learning Services is leading a [pilot project](#) to explore a potential replacement for Scantron in processing paper-based multiple-choice assessments. Scantron is approaching end of life at Carleton, with its proprietary scanners and software no longer sustainable to maintain or replace. This pilot is an opportunity to test an alternative solution, Assign2, and ensure any transition is guided by instructor needs and feedback. Scantron services will still be available throughout this academic year.



Accessible Teaching Tip: Chunking Content

When information is presented in one long block, it can be overwhelming and difficult to follow. Chunking means breaking content up into smaller, manageable sections and presenting it in a consistent way. This approach benefits everyone as it helps reduce cognitive overload, supports comprehension and makes it easier to scan and find key points.

Here are some tips to help you chunk your content both conceptually and visually:

- **Break up information into smaller conceptual sections** (i.e., topics and subtopics, themes, etc.). This allows learners to process and engage with one idea or piece of information at a time.
- **Break up long lecture videos into shorter segments**, focusing on where natural or thematic pauses can be added. This not only helps learners maintain attention but also makes it easier for you to record and/or update the shorter videos.
- **Break up dense or cluttered presentations** by spreading content across multiple slides. Use the "less is more" design principle to enhance clarity of presentation.
- **Break up the content visually** with spacing, grouping and bullet points. Always use line and paragraph spacing options to create breaks in content - do not create blank spaces using the enter/return key. This will ensure that screen readers and text-to-speech software will read your content correctly.

Upcoming Events and Workshops

- [Course Design Fundamentals: Designing for Deep Learning – The Power of Visual and Verbal Integration](#), Oct. 7, 2:30 to 4 p.m.
- [Course Design Fundamentals: Teaching With Your Mouth Shut - Incorporating Activities into Smaller Lecture Classes](#), Oct. 8, 1 to 3 p.m.
- [FeedbackFruits - Group Member Evaluation and Peer Review](#), Oct. 14, 10 to 11 a.m.
- [Reimagining Group Work: Collaboration in the Classroom](#), Oct. 15, 10 a.m. to noon
- [Come Build With Us: H5P Interactive Videos](#), Oct. 16, 10 to 11:30 a.m.
- [Hands-On AI: Introduction to AI](#), Oct. 20, 2:30 to 4 p.m.
- [Course Design Fundamentals: Assessment Fundamentals](#), Oct. 21, 10 a.m. to noon
- [Hands-On AI: Encouraging Authentic Learning via AI-Resilient Assessments](#), Oct. 21, 2:30 to 4 p.m.
- [Exploring Alternative Grading Approaches - Part One](#), Oct. 22, 10 to 11:30 a.m.
- [Exploring Alternative Grading Approaches - Part Two](#), Oct. 22, 1 to 2:30 p.m.
- [Designing Grading Rubrics](#), Oct. 23, 1 to 3 p.m.
- [Podcasting and Audio Assignments as Authentic Assessment](#), Oct. 23, 10 to 11:30 a.m.
- [Hands-On AI: Reading and Writing Assignments in the Age of AI](#), Oct. 24, 9 a.m. to noon
- [Peer Review That Matters: Engaging Students in Meaningful Feedback](#), Oct. 27, 1 to 2:30 p.m.
- [Leveraging Analogy, Metaphor, and Story in Teaching and Learning](#), Nov. 5, 10 to 11:30 a.m.

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](#)

Teaching and Learning Services

tls@carleton.ca, 613-520-2344

410 Dunton Tower

1125 Colonel By Drive

Ottawa, Ontario, K1S 5B6

Need help? [Request a one-on-one consultation](#).

