

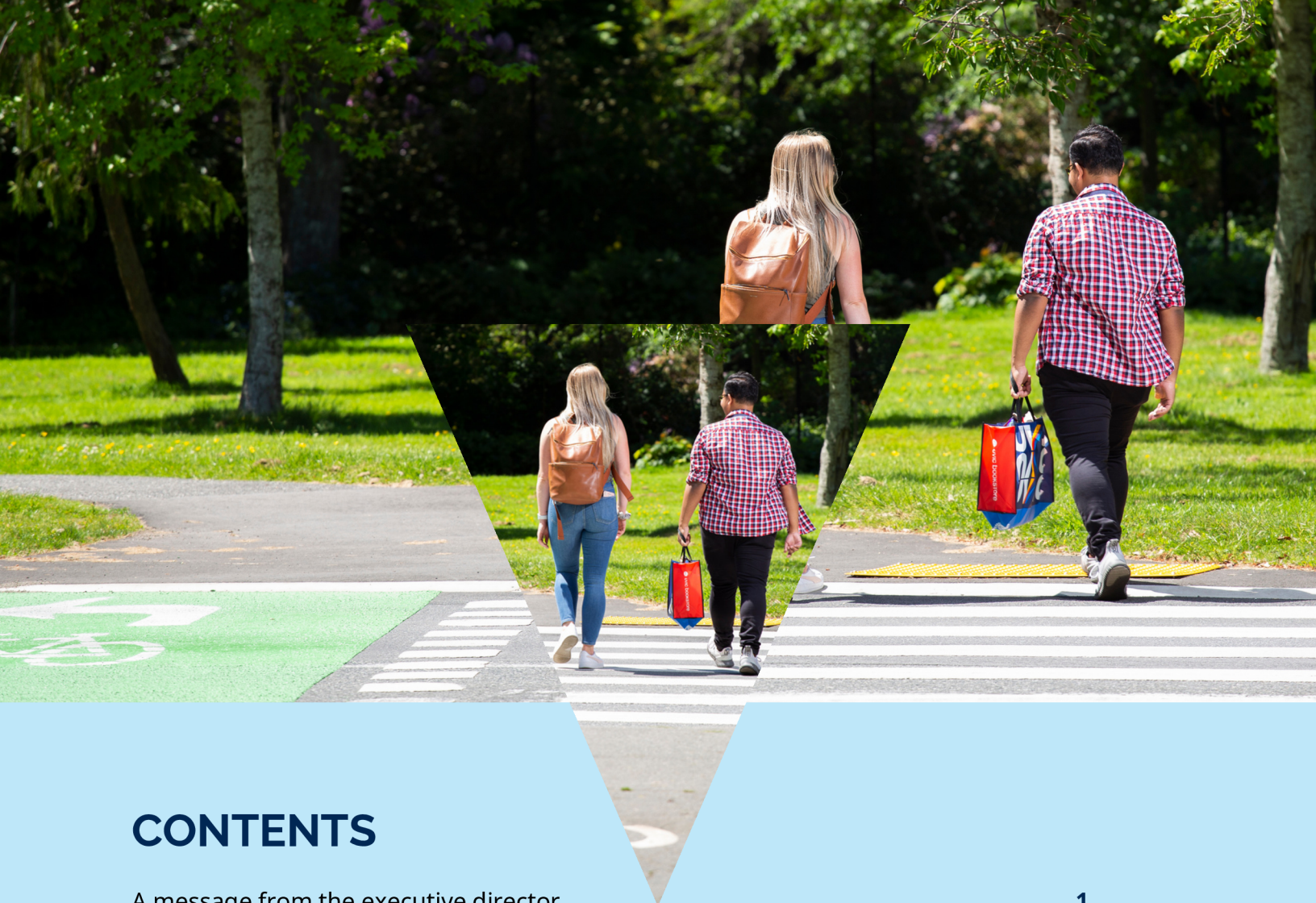


University
of Victoria

Learning and Teaching
Support and Innovation

ANNUAL REPORT

SEPTEMBER 2023 - AUGUST 2024



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Data and stories were developed from leadership from the LTSI division.

A MESSAGE FROM THE EXECUTIVE DIRECTOR

Another academic year has passed, the second full year of my leadership within the division. It is hard to believe! It is exciting to see the progress we have made in adapting to the evolving needs of our university community and changes in the post-secondary sector. This year has been marked by both challenges and exciting progress, demonstrating our resilience and commitment to fostering an inclusive and innovative learning environment. Our focus this year, as outlined in this report, was on collaboration, data-driven insights and informative teaching practices. These focal points have enabled us to provide meaningful support to faculty, staff and students.

There are many highlights of the year – but one that stands out to me was the establishment of the **Curriculum & Teaching Innovation (CTI)** portfolio, which was developed after the merging of three former portfolios: Technology Integrated Learning, Teaching Excellence and Curriculum Renewal & Strategic Initiatives. The hiring of both a new director, along with the introduction of new curriculum developers and a manager, has allowed us to strategically align our efforts to enhance teaching practices, particularly in STEM and Inclusive Access.

We worked to streamline and serve the needs of our faculty and students. For example, the inaugural **LTSI & Friends Fair** in August, brought together campus partners, such as University and University Systems, to showcase the resources available to instructors as they prepare for the academic year.

We have also made significant strides in enhancing accessibility and inclusivity in our teaching and learning practices. From expanding our Universal Design for Learning (UDL) guide with practical tips to showcasing faculty approaches to exploring new, more accessible platforms for the Arbutus Review (our undergraduate journal), we are committed to making learning more inclusive for all students. I am also particularly excited for the launch of several new communities of practice: focusing on accessible teaching, the **Scholarship of Teaching and Learning (SoTL)** and the ethical use of Generative AI. These communities will provide spaces for peer learning, sharing wise practices and fostering professional growth.



“It is exciting to see the progress we have made in adapting to the evolving needs of our university community and changes in the post-secondary sector. This year has been marked by both challenges and exciting progress, demonstrating our resilience and commitment to fostering an inclusive and innovative learning environment.”

This past year, we leveraged data and technology to inform our strategies for student success. the **Student Learning Technology Needs Survey** (in collaboration with University Systems and UVic Libraries) provided crucial insights into how our students engage with technology and where support is most needed. Similarly, our ongoing **Math and Stats Impact Study** is helping us understand how targeted interventions can improve student outcomes in foundational courses. These initiatives will provide data-informed, responsive strategies that support the evolving needs of our learners.

Looking forward, our focus will be on further clarifying our vision and strategic priorities. We plan to enhance faculty engagement through continued tailored workshops, the development of practical tip guides, optimize our grant processes to make them more accessible and continue to develop our communities of practice. Additionally, as we explore the possibilities of Generative AI, we remain committed to equipping our faculty and students with the skills to navigate new technologies ethically and effectively.

None of these accomplishments would have been possible without the dedication and hard work of our team and partners. I am deeply grateful for the collaboration, creativity and passion of everyone involved in the work being done in our division. As we move into the next academic year, I am confident that we will continue to build on our successes, embrace new challenges and create lasting positive impacts on the teaching and learning experience at UVic.

Best,



Shailoo Bedi, executive director,
Division of Learning and Teaching
Support and Innovation



Just like we teach our students to use Generative AI tools like ChatGPT effectively and ethically in their coursework, we're applying those same principles here. In our courses, we encourage students to explore AI for tasks such as research, outlining and editing—always with proper citation and transparency about how it was used. The goal is to empower students to leverage AI responsibly while being mindful of its limitations, such as potential bias, hallucinations and the lack of fact-checking. Our experimentation and use of GenAI tools helps to inform us on developments, changes, strengths and limitations of these tools and to keep our staff members current in learning.

**YES! WE
USED AI
IN THIS
REPORT**

Examples of prompts used for this report

1. "Can you help me come up with 3-5 priorities for our annual report, based on the work that has been done last year? Here are the details: [list of initiatives and projects – stripping data of any identifiers and confidential information]."
2. "I would like to merge these two themes together: Building a resilient infrastructure and innovating curriculum through adaptive learning. How can we combine them effectively?"
3. "We have three titles for the report themes, but they sound a bit repetitive. Here they are: [list of titles]. Can you suggest improvements to make them more distinct?"
4. "Now that we have titles and descriptions for the report, are there any tweaks needed to make them clearer and more impactful?"
5. "I want a one-page section on how we are using GenAI (like this ChatGPT chat) to help build the report. Include prompts and tips on how to use GenAI effectively."



Learn more about Generative AI use and UVic's guidelines
<https://teachanywhere.uvic.ca/gen-ai>

OpenAI. (2024). ChatGPT. Retrieved from <https://openai.com>.
ChatGPT was employed to enhance content creation for the annual report. All usage adhered to privacy protocols and the output was critically reviewed to ensure it met the university's standards for quality and integrity.

LTSI by the NUMBERS

Our instructors

WORKSHOPS

235 attendees in
13 GenAI workshops
12 peer review training
sessions

TECHNOLOGY

10,147

Brightspace
courses

1,502

Crowdmark
assessments

1,675

OAC sites

24,098 Echo360
recordings



6 NEW
tech adoptions
iClicker Cloud | Carnap
DawnSignPress | Labflow
MacMillan Achieve

Let's Talk About Teaching



October 2023 Conference
Academic Integrity in a
Changing World

37 attendees
5 presenters

June 2024 Conference
Generative AI

289 attendees
29 presenters

ACTIVE USERS

48,589
Brightspace

50,912
Echo360

8,429
Crowdmark

WAYS WE HELP



4,700

support
tickets



630

live support
sessions



350

instructor
consultations

WAYS WE FUND



25 funded teaching grants | \$156,137

18 Teaching-Stream Faculty Pro-D | \$21,330

10 Continuing Sessional Lecturer Pro-D | \$10,192

15 Term Sessional Lecturer Pro-D | \$13,183

6 Teaching Award winners

Our students

WORKSHOPS

47 workshops
619 workshop attendees



WAYS WE HELP

Math & Stats Assistance Centre



10,251

student interactions



1,530

exam review session attendees



3,088

tutoring hours



1,533

student appointments



2,626

written feedback



1,305

outreach interactions

Centre for Academic Communication



WAYS WE FUND awards

Jamie Cassels Undergraduate Research Awards (JCURA)

\$165,000 | 114 Scholars | 9 faculties

Valerie Kuehne Undergraduate Research Awards (VKURA)

\$192,500 | 25 Scholars | 7 faculties

Integrity in Practice

Academic Integrity 101

613 certificates

Contract Cheating Awareness

943 certificates



Additional program attendance

176

graduate writing rooms

122

conversation cafés

26

UVicLearn posts

OUR 3 THEMES

We grouped highlighted projects and deliverables into three main themes.

1 Strengthening infrastructure for adaptive curriculum and learning

This theme captures our commitment to building a robust, adaptable infrastructure that not only supports high-quality teaching and learning but also drives forward-thinking curriculum development. Through strategic organizational restructuring, technology integration and collaborative partnerships, we have created a foundation that empowers faculty and students to engage in effective learning experiences.

2 Leveraging evidence to inform student and faculty initiatives

This theme underscores our focus on using data and research to guide impactful initiatives for both students and faculty. By analyzing program outcomes and engagement patterns, we ensure that teaching support, resources and services are aligned with learner needs and institutional goals, enhancing the overall educational experience.

3 Cultivating peer learning and collaborative engagement

This theme emphasizes our commitment to fostering a collaborative academic community through peer-led learning and shared spaces. By providing opportunities for faculty, students and teaching assistants to connect, we promote engagement, skill-building and a culture of continuous improvement in teaching and learning practices.



STRENGTHENING INFRASTRUCTURE FOR ADAPTIVE CURRICULUM AND LEARNING

Refined work portfolios

Over the past year, we redefined our work into two core portfolios, including the newly established **Curriculum & Teaching Innovation (CTI)** portfolio. This restructuring included hiring a new director of CTI, along with two curriculum developers focused on STEM and Inclusion & Access as well as a manager of curriculum development. Additionally, retirements within our administrative team allowed us to rethink our support structure, leading to the creation of the communications and projects coordinator position. This new role, along with a restructured administrative team, has enhanced our strategic communications and streamlined event management processes.

Grant management

We initiated the search for new software to manage our learning and teaching grants, with the goal of streamlining the application and awarding process. By simplifying these processes, we aim to make it easier for faculty and instructors to apply for grants. We hope this new system will enhance administrative efficiency and improve our ability to report on grant outcomes.

Joint committee with the Centre for Accessible Learning

We established a joint committee between LTSI and the **Centre for Accessible Learning (CAL)** to address shared concerns related to accessibility and learning experiences. Through this partnership, we have developed a shared understanding of accessibility terminology, collaborated on resources and strengthened open communication between our units to better support student and instructor needs.

“The process [of the OAR] was exceptionally straightforward and I am very grateful for all the hard work behind the scenes that made it so easy to use on my end.”

COURSE OUTLINE BRIGHTSPACE INTEGRATION PROJECT

PRIORITY
FEATURE



Project goals and rationale

The **Course Outline Brightspace Integration Project** was launched in 2023 to address several key needs for both faculty and students. The primary goal is to streamline compliance with the new Senate guidelines for course outlines while ensuring a consistent and accessible experience across departments.

Project development and collaboration

The creation of this tool was a joint effort between LTSI and University Systems, combining their expertise to develop a custom UVic-hosted solution. After reviewing various options, the team chose to build the application on the APEX platform. Regular consultations with stakeholders and bi-weekly demonstrations ensured continuous feedback, while ongoing user testing helped refine the tool based on real-time input.

One of the unique aspects of this project was its integration with Banner, enabling automatic population of course details and publishing to Brightspace upon approval. The tool is designed to include UVic standard items while allowing departments to tailor content to their specific needs, striking a balance between consistency and flexibility.

Impact on student and faculty experience

The integration of course outlines into Brightspace is set to enhance the learning experience for students. By providing a standardized location for all course information, students will have easier access to resources and supports, reducing the confusion often associated with navigating multiple systems. For faculty, this tool will reduce workload by pre-populating templates and assist the course outline submission and approval process.

Next steps

The pilot phase, scheduled for January 2025, will involve expanded UAT with select departments, including computer science and engineering, to gather final feedback before the full rollout in September 2025. Additional features are being explored, such as creating a public-facing page for course outlines and the ability to track competencies, like **Sustainable Development Goals (SDGs)**, to further align with UVic's commitment to sustainability and continuous improvement.

LEVERAGING EVIDENCE TO INFORM STUDENT AND FACULTY INITIATIVES

Student technology survey

In March 2024, we conducted the in collaboration with University Systems and UVic Libraries to better understand how students access and use technology and how it impacts their learning experience. With participation from over 2,700 students, the survey revealed key insights: most students use assistive technologies like closed captions, rely heavily on Apple devices for academic work and face challenges with unreliable Wi-Fi and device compatibility. The findings highlighted the need for increased access to on-campus resources, optimized digital tools and enhanced technology support services. Moving forward, recommendations include ensuring closed captioning in videos, improving Wi-Fi stability in study areas, expanding device loaner programs and promoting awareness of formal tech support services. These initiatives aim to enhance the digital learning experience and support students' evolving technological needs.



Learn more about the survey
uvic.ca/uviclearn/tech-survey

Math and stats impact study

In August 2023, during Let's Talk About Teaching, our *Math and Stats Assistance Centre (MSAC)* Manager shared initial evidence suggesting that students who utilized the MSAC had better outcomes in Calculus 1 than those who did not. However, questions remained:

- *Are we primarily reaching highly motivated students who would succeed regardless?*
- *Is MSAC truly the factor driving these improvements?*

To investigate further, we collected detailed data from the Fall 2023 cohorts of MATH 100 and MATH 109. While we are still analyzing the results, this fine-grained data will allow us to pinpoint when students accessed MSAC support and how it influenced their course performance, with the goal of replicating the positive impacts observed in our previous longitudinal study.

“The staff [go] above and beyond to help students and nothing is too big or too small for them to handle.”

LEVERAGING EVIDENCE TO INFORM STUDENT AND FACULTY INITIATIVES

Refining math and statistics support

We continued our quality assurance surveys for summer 2023 and 2024, targeting students in first and second year math and statistics courses to understand their engagement with the MSAC. While the initial results were mostly internal, they highlighted common reasons why students don't use the MSAC—primarily because they don't anticipate needing support or due to scheduling conflicts, especially given our limited summer hours. To gain deeper insights, we plan to expand these surveys into the fall term, supported by an LTSI work-study student, to explore if responses differ during the busier academic sessions.

The Arbutus Review

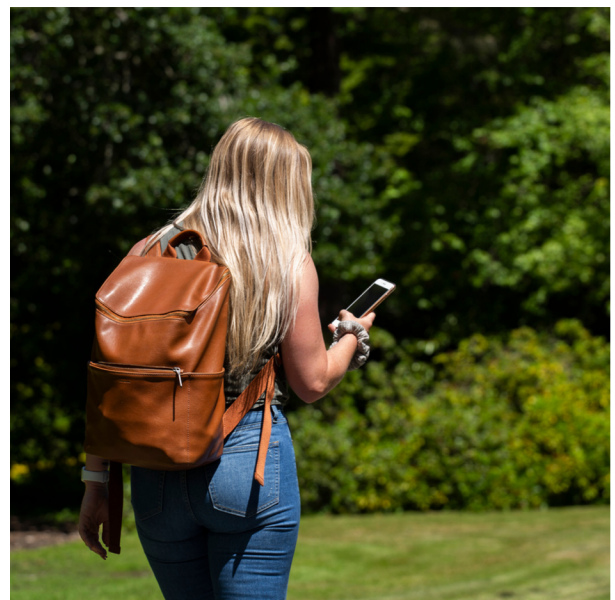
We have initiated an assessment of The Arbutus Review, UVic's only interdisciplinary peer reviewed undergraduate student research journal, to explore opportunities for enhancing its accessibility and impact. Our goal is to identify alternative hosting platforms that can better support multimedia content, making the journal more dynamic and inclusive. By expanding its capabilities, we aim to showcase the diverse range of student research at UVic in more engaging formats.

Extended learning supports with updated tutor training and pre-consultation process

Based on the students' uptake of hybrid support options, our Centre for Academic Communication (CAC) has continued to offer online and in-person workshops as well as appointments to maximize accessibility. Additionally, informed by academic coaching consultations, we have expanded support services on assignment and task understanding, time management and exam preparation. Making students' needs central, we have tailored our tutor training to recognize the impact of non-apparent barriers (i.e. the hidden curriculum). Finally, we invite students to share their needs via our online appointment form, ensuring more personalized and effective consultations.



"Thank you for your effort in today's presentation!! I think I will be more confident when I meet these kinds of questions next time."



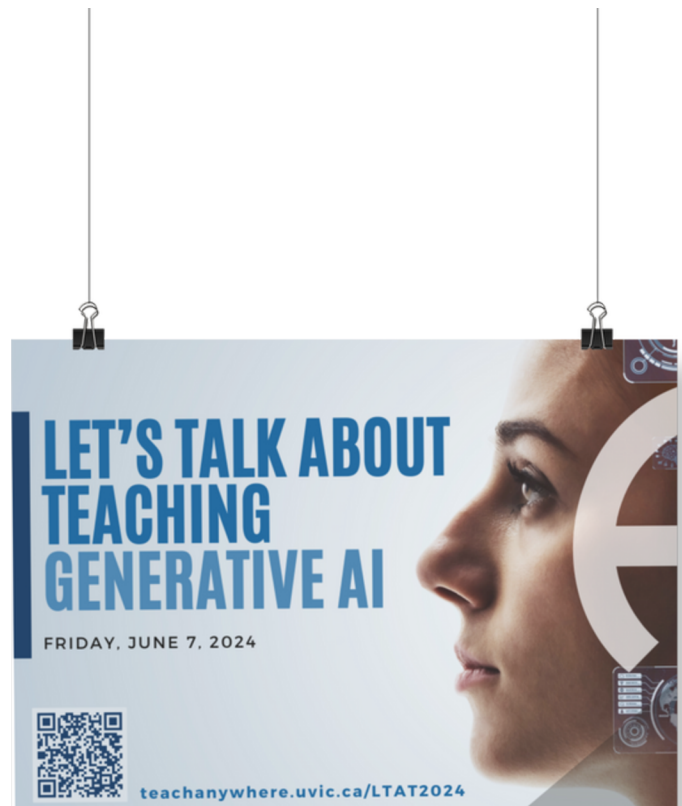
LEVERAGING EVIDENCE TO INFORM STUDENT AND FACULTY INITIATIVES

Generative AI workshops

We expanded our focus on generative AI (GenAI) for teaching and learning through a series of workshops and collaborative initiatives aimed at both students and faculty. The CAC, in partnership with UVic Libraries and CTI, offered workshops to enhance AI literacy, including student-facing sessions on the benefits and risks of AI tools. Additionally, we facilitated discussions with Academic and Technical Writing Program (ATWP) instructors to explore a community of practice focused on integrating AI tools into writing pedagogy.

Within the MSAC, we addressed the current limitations of AI tools in mathematical contexts, guiding tutors on how to navigate unreliable outputs and encouraging critical engagement with students to verify sources. These initiatives aim to foster a deeper understanding of AI's role in education, while ensuring that students and faculty are equipped to use these tools ethically and effectively.

The CTI team also delivered workshops on AI literacy for educators, in collaboration with UVic Libraries, offering sessions in both hybrid and in-person formats to maximize accessibility. Sessions for instructors focused on AI literacy, the possibilities of authentic assessments and talking to students about GenAI. Instructor enthusiasm during these sessions led to the June 7th LTAT theme of generative AI and the creation of a community of practice for educators around GenAI.



ACADEMIC INTEGRITY 101 - INTEGRITY IN PRACTICE

PRIORITY
FEATURE

www.uvic.ca/uviclearn/studying-exams/integrity-in-practice/



Project goals and rationale

The Academic Integrity 101 Brightspace module was developed as part of UVic's broader initiative to promote academic integrity across the university. An updated iteration of UVic's Integrity Matters (inspired by the University of Waterloo), this course aims to ensure UVic students understand the fundamental values of academic integrity. The learning outcomes include learning the core principles of integrity, recognizing its application in academic and professional contexts and identifying resources to uphold integrity throughout their educational journey.

Project development and collaboration

The project used a LTSI working group model, that developed engaging content sections, including: "What is Academic Integrity?," "How do I know what is okay?," "Why does it matter to me?," "How do I set myself up for success?" and a concluding checklist with a certificate. Each section includes a mix of comics, text, interactive elements (H5P) and videos to enhance interactivity and engagement.



Impact on student and faculty experience

Since its launch, the module has been accessed by over 2,200 students, with 1,347 successfully completing the unit. A student survey revealed positive feedback, particularly for the module's comics, interactive activities and videos.

Next steps

Following the success of Academic Integrity 101, several new resources are planned:

- **January 2025:** Integration of a student case study on academic dishonesty
- **May 2025:** Launch of an **Integrity in Practice** module for graduate students
- **August 2025:** Launch of instructor module: **Difficult Conversations about Academic Integrity**
- **September 2025:** Addition of a module on **Generative AI and Academic Integrity** to address evolving digital challenges

CULTIVATING PEER LEARNING AND COLLABORATIVE ENGAGEMENT

Communities of practice

We are beginning to offer communities of practice, inspired by the Instructors of **First Year Courses Working Group**, to foster peer-to-peer support and collaborative learning among faculty and instructors. These communities provide spaces for sharing experiences, refining teaching practices and addressing shared challenges, thereby strengthening our collective commitment to student success:

- **Accessible Teaching and Learning Community of Practice:** Launching in fall 2024, this new group focuses on promoting inclusive teaching practices and expanding accessibility, aligned with UVic's Accessibility and Equity Action Plans.
- **Scholarship of Teaching and Learning (SoTL) Community of Practice:** Also launching in fall 2024, this community encourages collaboration on evidence-based teaching practices and SoTL research to enhance student learning.
- Additionally, a **Generative AI Community of Practice** will begin in 2024-2025 to explore ethical and effective uses of AI in teaching, promoting peer support in navigating this emerging area.



Sign up for one of our communities of practice at:
<https://teachanywhere.uvic.ca/category/community-of-practice/>

Universal design in action

Our **Universal Design for Learning (UDL)** learning guide focused on creating accessible resources to help the campus community understand and apply UDL principles in teaching. By collaborating with instructors who shared their experiences, we developed a new section in our UDL guide, featuring twelve practical examples of how UDL can enhance student learning. After extensive consultations, multiple feedback rounds and thorough accessibility checks, this resource is now available via **Teach Anywhere**, showcasing how UVic instructors integrate UDL to support diverse learning needs.

Read examples of UDL from fellow instructors:
<https://teachanywhere.uvic.ca/learning-guide/udl/4-examples/>



CULTIVATING PEER LEARNING AND COLLABORATIVE ENGAGEMENT

TA welcome day

This year, we streamlined our TA support model to foster a collaborative peer-learning environment. The new senior TA consultant (TAC) role, filled by a current Master's or PhD student, was introduced to provide mentorship and guidance to the TAC group, enhancing peer support among TAs. We also shifted from a weeklong TA Conference to a focused **TA Welcome Day** in September, enabling experienced TAs to share their insights and experiences directly with their peers. Despite resource limitations, these changes emphasize leveraging the expertise of graduate students to build a supportive, collaborative community among TAs.

LTSI & Friends Fair

In August, we hosted the inaugural **LTSI & Friends Fair** to provide timely support for faculty and staff as they prepared for the new academic year. This event showcased the diverse range of services and resources available from our key partners, including: UVic Libraries, Research Computing, Client Technologies, Computer Help Desk, Faculty Relations, aimed at addressing the evolving needs of instructors. By creating this collaborative space, we strengthened connections with our partners and highlighted the support available to enhance teaching and learning.

Customized curriculum workshops

The curriculum development team focused on delivering customized workshops on accessible pedagogy and peer review of teaching. These workshops are tailored to the specific needs of departments, often upon request from chairs or associate deans. While faculty members are the primary audience, sessions are also offered for graduate students. To enhance peer learning, the workshops include lightning talks and discussion, fostering a collaborative exchange of best practices.



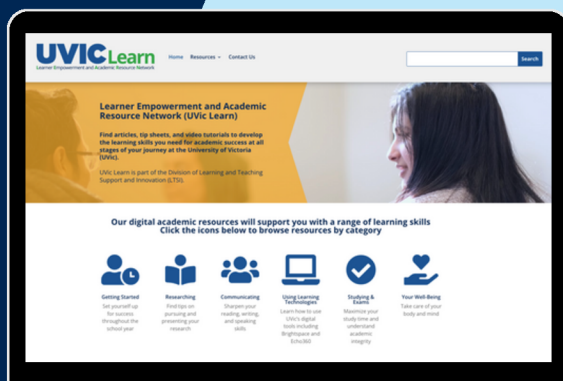
Email Itsisupport@uvic.ca for a custom workshop



See a full list of our workshops on Learning Central. Filter by "LTSI" to view our workshops offerings.



PRIORITY FEATURE



www.uvic.ca/uviclearn

Project goals and rationale

The **UVicLearn** website was developed to redesign and enhance the original Learn Anywhere site, which was launched during COVID-19 to provide students with essential resources and learning tools. The new site was built based on feedback to be more user-friendly and accessible, supporting students' academic and personal development through resources focused on university transition, research skills, communication, learning technologies, studying, exam preparation and well-being.

Project development and collaboration

The redesign followed a working group model co-chaired by the director of Student Academic Success (SAS) and manager of Strategic Projects and Communications and included members from Communications, MSAC, CAC and a co-op student. The platform, now known as **UVicLearn** (Learner Empowerment and Academic Resource Network), was launched in August 2023. The team collaborated with campus partners, including: EQHR, the International Centre for Students, University Communications (UCAM) and UVic Libraries. Feedback was also incorporated from student focus groups, surveys and accessibility testing. Developed on WordPress using the Divi Theme, with analytics tracked through Matomo, the site offers a variety of resources written by the **Student Academic Success** portfolio (CAC and MSAC).

Impact on student and faculty experience

The redesigned **UVicLearn** website has already seen significant engagement, with over 36,000 site visits recorded since its launch in late August 2024. By providing easily accessible resources in multiple formats, the site aims to empower students to build crucial academic skills. Early feedback indicates that the new layout and user experience have improved navigation and accessibility, making it easier for students to find the support they need.

Next steps

Looking ahead, we plan to expand the range of multimedia content on **UVicLearn**, including videos and interactive resources to further engage students. We will continue to monitor site analytics and gather feedback, with a follow-up survey scheduled for 2025 to assess usage and impact. This iterative approach ensures that **UVicLearn** remains responsive to student needs and continues to support their academic journey effectively.

GOING FORWARD

Refining our vision and strategic focus

Expanding on the work from our external review and restructuring of the division, our focus in the coming year will be to define the vision, values and strategic priorities for the next 3-5 years. This will involve developing operational plans and setting clear goals, while solidifying our role in supporting students, faculty, instructors and TAs. We will also prioritize time for our team's professional development—focusing on tools, GenAI, accessibility and Indigenous pedagogy. Additionally, we will ensure that we allocate time to be proactive on issues that align with our core values, enabling us to stay ahead of emerging challenges and opportunities.

Expanding faculty engagement and support

To foster stronger connections with departments and faculties, we plan to increase outreach through faculty visits and tailored workshops. Our goal is to showcase available resources, offer customized support for curriculum development and encourage collaborative partnerships. Additionally, we will continue to enhance faculty professional development by redesigning initiatives like the **Faculty Institute of Teaching** and exploring the latest trends in teaching with technology.

Advancing the Scholarship of Teaching and Learning (SoTL) and action-driven research

We will prioritize engaging in SoTL and applied research to address emerging educational challenges, such as grading practices, post-COVID learning adaptations, accessible learning approaches and inclusive teaching strategies. This will include expanding research projects like the MSAC study and supporting SoTL initiatives across disciplines to inform evidence-based practices.

Enhancing accessibility and inclusive learning

We will continue to update and expand our resources and technologies, such as the **Integrity in Practice course for graduate students**, our **UDL online resource** and online learning tools like the **Online Academic Community (OAC)**. We will focus on strategic, consistent education around accessibility, support communities of practice, large classes and empower both students and faculty to effectively utilize GenAI tools.

APPENDIX: NOTABLE COLLABORATIONS

LTSI collaborates extensively with different faculties, departments and support units. It is impossible to capture all of our collaborations, however a few notable ones are described below.

