ANNUAL PROFESSIONAL ACTIVITY REPORT (APAR)
OF FACULTY MEMBER TO THE CHAIR AND DEAN

7.2.1 An APAR is a formative tool for a Faculty Member to report on their current academic year's activities, goals and outcomes as they relate to the Faculty Member's research/ scholarship, teaching/professional role, service, and professional development, as well as identify specific goals for the upcoming academic year.

BIPARTITE APPOINTMENT

FACULTY/SCHOOL: Open Learning

DEPARTMENT: Learning Design and Innovation **NAME: Brad Forsyth**

RANK: Instructional Support I **YEAR UNDER REVIEW: 2024 - 2025**

ON LEAVE (DATES): _____ **TYPE OF LEAVE: _____**

TENURED: _____ **TENURE TRACK: _____** **LTC: X**

This form conforms to Article 7 (Performance Review) of the current Collective Agreement between Thompson Rivers University (TRU) and the Thompson Rivers University Faculty Association (TRUFA). Please note that while this form allows for expansion or condensation of each section. Please put N/A if a section is not needed, no heading should be deleted. Submission Deadline: **June 30** (see Article 7.2.2).

The APAR must contain **sufficient detail of the Faculty Member's activities, goals, and their outcomes to enable the Department Chair and the Dean/Director to review the Faculty Member's performance and to provide the Faculty Member with appropriate guidance to improve their performance**. Such review must be received no later than October 31st.

List only activities undertaken during the year under review.

I. PROFESSIONAL ROLE

MOODLE / LEARNING TECHNOLOGY SUPPORT

Learning technology support constituted a major proportion of my professional responsibilities over the past year, limiting my availability to be as involved as I would have liked in projects, workshops, and research. We provide support for a variety of learning technologies, such as Moodle, WordPress, Kaltura, BigBlueButton, H5P, Mattermost, and Slido. Learning technology support takes many forms, namely through responding to support request through our ticketing system, virtual office hours, one-on-one consultations with faculty and students, and resource development.

Help Desk (Tickets)

Responding to help requests through our ticketing system is the primary form of learning technology support that our team offers and is divided into shifts assigned to each team member. The time required to respond to tickets can vary widely, from a few minutes to an hour depending on the complexity of the question, how much troubleshooting is involved, how much back and forth is required, and whether other colleagues need to be consulted. Between July 9, 2024, and June 30, 2025, I was assigned responsibility of approximately 606 tickets (I may be filtering this incorrectly). This number does not account for tickets that I commented on that were assigned to someone else, tickets that I reassigned to another responsibility party, or tickets that I helped consult with.

Office Hours

I was scheduled to run our team's virtual drop-in office hours session one day per week and provided additional coverage when needed. Sessions ran for 2 hours, with the occasional follow-up required. Due to this responsibility shifting to the Learning Technologist role and reducing our offerings during the summer months, I did not run office hours in the months of May and June of 2025. Between July 2024 and April 2025, I ran a total of 45 office hour session, totaling 90 hours of work. Attendance was not tracked in these sessions.

Consultations

In addition to tickets and office hours, I also provided learning technology support to students and faculty through one-on-one consultations. Those that I have included in this calculation were *not* related to ongoing projects or training/support sessions with my own team members. Between the months of August 2024 and May 2025, I offered a total of 21 one-on-one consultations. These meetings ranged anywhere from 30 - 60 minutes and frequently required an additional 30 – 60 minutes of preparation or follow-up.

Peerwork Support

I was responsible for researching, facilitating, and testing the installation of the Peerwork plugin in Moodle while in my previous role. This activity allows instructors to grade group assignment submissions while also incorporating peer assessments into the final grade. Since I am the most familiar with this activity, I am the primary support contact when we get questions about it. This activity was expected to break during future Moodle upgrades but now seems more sustainable, so my next step will be to develop training materials.

RESOURCE DEVELOPMENT

To help reduce the number of help requests that our team receives, I have dedicated a substantial amount of time to further developing orientation resources. These have included:

LT&I Hub Site

I was the principal author of this resource site during my time as a Learning Technologist and have continued to maintain and add to it. This has included additions to several tool tutorials, such as newly created videos for H5P and Kaltura, as well as updates to the *Getting Started With Video* and *Getting Started with Multimedia Design* guides.

AI in Education Site

This resource was originally authored while I was on leave, but I have continued to help with keeping it current. My largest contribution has been starting an **AI Prompt Library**, an actively growing set of prompt templates that educators can use to help with the creation or adaptation of things like quiz questions, case studies, and H5P activities.

TRUBOX and Website Templates Site

In collaboration with the other Coordinators, we sought to consolidate and revise our collection of existing website templates and how they are presented. This required discussions on organization, wording, which templates to include, and which themes were to continue to be supported. This resulted in a more streamlined experience for users to explore and select themes. Work is still ongoing to update some of the older themes.

Reviewed Knowledge Base Articles

At the request of IT Services, I conducted a thorough review of several existing Knowledge Base articles, primarily regarding Kaltura and Moodle, to update them for currency and usefulness.

Kaltura Tutorial Series

After delivering a series of Kaltura workshops for three different classes, I recognized a gap in the available support resources. In response, I created a comprehensive set of short Kaltura video tutorials, each 2–3 minutes long and focused on a specific task or skill. To make the content more accessible, I organized the videos into separate playlists for students and faculty. This allows users to either follow the full learning sequence or quickly find help with a particular step they're struggling with.

WEBSITE DESIGN/DEVELOPMENT PROJECTS

Arts Cohort Program: Qéq'llemwilc / Becoming Braided (August '24) – COMPLETE

Collaborator: Meo Cui, Learning Strategist, Faculty of Arts

I was approached to help develop a website for the new Arts Cohort Program. The goal was to create a space where students could access resources, connect with each other and faculty, and share their personal journeys - both stories of what brought them to Kamloops and their reflections after progressing through the program.

The challenge was that our existing WordPress templates only supported a single form submission, but this project required two: one for mapping student introductions and another for sharing experiences in the program. At the time, I didn't have the WordPress expertise needed for this level of customization, so I had to do extensive research and troubleshooting to build the second form from scratch. I was responsible for the hands-on design and building of all components of the site, despite the initial lack of clarity around visual elements like colour palette and imagery. I also processed faculty introduction videos through Kaltura and provided training so the team could manage future updates independently.

The site is now a sustainable resource and serves as a working example of how to implement multiple form submissions in our WordPress environment. Reflecting on this as my first major web-based project in this role, I recognize areas where I would now take a different approach, thanks to my improved WordPress and project management skills. Still, it was a valuable learning experience in balancing my input with someone else's vision, managing expectations, and helping bring focus to an ambitious project.

MicroDesign (February '25) - COMPLETE

Collaborators: Stephen Doubt, Hilary Schmidt

In response to the request from the Instructional Design (ID) team, I assisted in creating a website to host a series of microcredential courses intended for Open Learning course developers. These courses were built using Articulate Rise. The first challenge was to determine how to host the Articulate Rise courses, as this is not a platform our team typically supports. I proposed using Moodle and more open and affordable options, such as H5P, but the courses were already quite far along in development. This involved a significant amount of research and troubleshooting, including exploring various WordPress plugins. Once it was confirmed that tracking was not required, I worked with Jon Fulton to confirm that we could upload the files to Barabus and link to them from the website. We were then able to finalize the design of the website and ensure that it was set up for future growth, making it easy to add additional modules without requiring my involvement. Additionally, we were able to identify a useful method and workflow for hosting courses developed in Articulate Rise that can be utilized going forward.

Kamloops Accessibility Map (March ’25) - COMPLETE

Collaborator: Dr. Ji Young Lee-An

I was approached to help develop an interactive mapping site where students enrolled in SOCI 1210 could upload photos illustrating visible and invisible barriers, as well as examples of universal accessibility design around Kamloops. The project had a relatively short timeline and a unique request for two separate maps with distinct colour schemes, something not supported by our existing mapping templates.

I initially proposed a single map with filtering options, but the preference remained for two distinct maps. After discussing with Stephanie Gountas, our resident WordPress expert, the second map was built from scratch. I then adjusted the submission form to ensure entries appeared on the correct map and customized the pin and map colours to visually distinguish them. Adding the second map to the site homepage introduced technical issues that required us to simplify the page. I think this ended up working in our favour as we were able to break up the site from being a single page to a more easily navigable multi-page site. It was important that the site was accessible to all learners, so I was able to provide guidance on including long descriptions for images, retaining recent submissions in the post format for those that couldn’t interpret the map, and including a text box for image descriptions in the form. Other design features that I included were designing the page headers with images of Kamloops, updating the colour palette, customizing how submissions posts are displayed, and designing the resource page.

To streamline the process of photo submissions, the instructor decided that the TA would submit on behalf of students. I created a training document with clear instructions for submitting and editing entries. Some troubleshooting was needed when not all posts were displaying, but the map was successfully deployed by the assignment deadline. Student feedback was positive, and the site is well-suited for future use, with potential enhancements like neighbourhood-based filtering and additional informational content to be explored. This was a positive learning experience for me in navigating instances where instructors may push back against my design recommendations. I did my best to strike a balance between recommending best practices based on my experience, while trying to bring their vision to life.

Navigating Nursing Education in the Digital Age (May ’25) - COMPLETE

Collaborator: Dr. Anila Virani

I was asked to help with the creation of a single-page website to be shared with participants in a workshop on the use of technology in nursing education, as part of the WNRCASSN Conference. This request came with very short notice, so I needed to create a basic but functional site that could easily be edited by someone with unknown skills in WordPress.

To address this, I created a basic site and added basic content block template options so Anila could choose what she would like to use. Additionally, I created a QR code for workshop participants to access the site, which could be added to Anila’s presentation slides. Due to the

short timeline and at Anila's request, I largely left the editing of the site to her, but I did troubleshoot and provide training for a few minor changes. Anila was able to successfully present at the conference; however, due to the rapid nature of the development, I was not able to provide input on design considerations for the site.

LTI Showcase Site (June ’25) – COMPLETE

I put this site together quickly, with input from the other Coordinators, to highlight some of the supports our team offers, as well as some of the projects and programming that we are involved in related to accessibility and inclusivity, AI literacy, and open educational practices.

SOHA Living Atlas (And accompanying Moodle course) (August ’24) – ONGOING

Collaborator: Dr. Sarah Moritz

In August 2024, I was asked to take over the lead on an Indigenous knowledge keeping project that was still in its early stages. The goal of the project is to document the life histories and salmon narratives of Coast and Interior Salish peoples through participatory deep mapping. The site will use form-based submissions to allow for submissions from community members. Object categories and desired submission modalities had already been mapped out when I joined the project. We needed to ensure that we were respecting Indigenous knowledge holders by including form fields to acknowledge contributors, permissions received, Indigenous place names, and the allowance of multiple modalities.

My first task was to demonstrate a functional prototype for the site that would accommodate the variety of submission form fields required, as our standard templates were insufficient. At this time, our team was lacking expertise in WordPress, so I spent a significant amount of time researching and learning Toolset so I could not only edit but add additional functionality to our existing capabilities. I was able to add additional complex form fields and add new features that our team had not utilized before, such as the ability to filter the interactive map. I wanted to ensure that the site was still streamlined enough that less tech-savvy community members can contribute to it. I was also asked to investigate the ability to add Indigenous place names and found that Google Maps has some built-in capabilities in this regard, but recommended additional site features that would allow this. Finally, I was asked to investigate possible VR applications. While this is out of our scope, I was able to offer alternatives using the Polycam application and H5P to create interactive 360-degree photos or 3D sculptures.

This project has unfortunately stalled for now, but some positive outcomes still materialized. I was able to greatly improve my WordPress abilities and fill in a gap in our team’s skills. The functionality that I developed can be used in future projects. This experience also allowed me to reflect on what my role should be in trying to keep faculty engaged on their own projects.

Kokanee Salmon (And accompanying Moodle course) (August ’24) – ONGOING

Collaborator: Dr. Sarah Moritz

This website is being developed in tandem with the SOHA Living Atlas site, noted above, and as such has involved the same steps and challenges.

Crabgrass Collective (January ’25) - ONGOING

Collaborator: Dr. Sarah Mortiz

While working with Dr. Moritz on the two website projects detailed above, I was also asked to put together a template for a digital space for a group called the Crabgrass Collective to upload and share resources across organizations. I utilized an existing form-based submission template. This site has unfortunately not yet been utilized at the time of writing this.

Trauma-Informed Educational Practice (March ’25) - ONGOING

Collaborator: Hilary Schmidt

Our team was approached to assist with the development of a website to host resources for faculty, staff, and students related to Trauma-Informed Educational Practices. We hope for the site to expand into a larger well-being platform in the future. The vision for the site is to organize it according to SAMHSA's Four R's framework, and make it feel warm, welcoming, place-based, and grounded.

I took on the responsibility for planning, designing, and developing the website. I first created a sandbox space, which allowed me to experiment with different layouts and content blocks. We collaboratively mapped out the site structure surrounding the Four R's framework using a Google Doc. Once the structure was mapped out, I created the pages and set up template blocks that could be filled with content. To match the desired nature theme, I collected openly licensed photos of Kamloops and the surrounding area. The project is still in its early stages. The next step involves reviewing the resources already present in OneTRU and determining how they can be integrated into the new site.

TRU Enactus Club Website (May ’25) – ONGOING

Collaborators: President, Enactus Club, with some consultation with Andrea Fernandes, Coordinator, Graduate Program Student Services and Advising and Muhammed Shiban, Enactus Faculty Advisor.

Our team was approached to assist with the development of a website for the TRU Enactus club. The club lacked a centralized web presence, relying solely on social media, and were incurring costs for Google workspaces and emails. To address this, I organized a meeting with the incoming club president and TRU faculty involved with the club to determine their goals. They needed a platform to share their projects and initiatives, promote themselves, provide information on how to join and support them, and share updates on news and events. Following the meeting, I added student participants to a collaborative Google Doc to map out the site

structure, content, and any special functionality required. I also included a trackable list of action items. Once we had a basic site structure in mind, I then created the site and populated it according to their needs using existing template blocks. We are currently in the process of having the students indicating the content to be added to the site and finalizing the layout and features. I plan on developing training materials and conducting training sessions for the students to ensure they are comfortable editing the site, but I will continue to help manage the project and consult on the site development until it is ready to launch in September.

MOODLE COURSE DESIGN AND DEVELOPMENT PROJECTS

Gaglardi Professional Success Program (Launched September ’24)

Collaborator: Kate Morford, Project Manager, Bob Gaglardi School of Business and Economics

Our team was approached to support the creation of a Moodle space for the Gaglardi Professional Success Program. We were requested to directly build the course in Moodle based on content provided in Word documents. Although this type of hands-on Moodle development falls outside our usual scope of support, I agreed to assist due to the tight timeline and the importance of the project. The course objectives and learning activities were only loosely defined, so it took a few meetings with Kate to clarify what she envisioned for the course.

I took the lead on uploading content and designing the Moodle layout to ensure clarity and ease of navigation, following best practices. I also provided recommendations on the setup and configuration of interactive elements such as forums and assignments. Additionally, I implemented an automated badge system tied to activity completion.

The course launched on schedule and the content will be able to be reused in future offerings, making the initial investment in development worthwhile. I provided Kate with training on editing the course and managing enrolments, so she will be able to manage it with minimal support going forward.

Fetal Alcohol Spectrum Disorder (FASD) Training Course

Collaborator: Michele Bebault, Faculty of Education and Social Work

This project initially started as a ticket request to assist with converting a backup file of an openly licensed course based in Blackboard and uploading it into Moodle. I initially took responsibility for the ticket and worked with our Moodle system administrator to load the content into Moodle. These types of conversions load into Moodle very messily. This turned into a much larger project involving my direct involvement in the design and development of the Moodle space, and ongoing support related to troubleshooting, training, and enrolment management.

I first had the course instructors create stripped down Word documents of the content to send to us so we could re-upload in bulk to Moodle’s Book format using specialized scripting tools. This required some reorganization to better align with Moodle’s book format, referencing back to original material for links and formatting, and adding additional accessibility features.

Training was provided for the instructors so they could make further edits, such as adding back images, as well as integrate activities such as H5P or glossaries. This process required a lot of troubleshooting and helping them fix formatting errors.

Apart from uploading content, I was also primarily responsible for the design and layout of the Moodle space. This included deciding on the course layout and navigation features, and providing opportunities for student engagement, such as a Q & A forum. Unprompted, I also authored support resources within the course, including an “About This Course” book that helped orient students. It included an overview of the course format and layout, a newly recorded video on how to navigate and customize Open Courses, instructions for how to navigate the course, a Meet Your Facilitators section, and a list of support resources and contact information for students to access. Finally, I created a course certificate to automatically award students once they completed all module requirements.

This course was developed on the Open Courses platform, which did not initially allow personal email addresses at sign-up. Since many students were community members not enrolled at a post-secondary institution, they were not able to self-register. I was responsible for manually enrolling most students over the first couple offerings of this course and was their primary contact for troubleshooting. We were eventually able to allow personal email addresses, so I then created instructions to be sent out to students for self-registration.

The course has now run four times and is receiving positive feedback from students. Self-registration is working well, and I am mostly hands-off. In the future we would like to add further activities to count towards certificate completion.

Creation of custom role in Open Courses

This initiative was prompted by a course instructor delivering their course on Open Courses. They were seeking a way to have an “observer” enrolled in their class – someone that was differentiated from a student but did not have the same permissions as the non-editing teacher role. Knowing this course would be continued to be offered and that we may receive similar requests in the future, I researched, tested, and created a custom user role on Open Courses with the specified permissions. This will allow us to easily assign this role to relevant users in the future rather than having to customize the permissions of users in each course iteration.

Master of Nursing, Nurse Practitioner (Summer ’24)

Project Lead: Melanie Latham

This project involved the development of Master of Nursing, Nurse Practitioner courses in Moodle and the ongoing support of nursing faculty. This was primarily handled by our E-learning Support Technician role of the time, with oversight by Melanie Latham. I assisted with this project when needed. For example, in Summer 2024 I took primary responsibility for the development of the Pharmacology course. Drawing on my previous experience as an E-learning Support Technician I developed procedural documentation for them to follow to ensure consistent quality design and accessibility considerations. I also supported them with questions

and provided feedback on processes. During Melanie's absence, I would serve as the primary point of contact for issues that the E-learning Support Technician was unable to address.

Inclusive Digital Design Course - ONGOING

Project lead: Melanie Latham; Collaborators: Jamie Drozda

This asynchronous course was previously authored by our team. I was responsible for creating the first module. We decided to leave the course open for enrolment beginning in February 2025. We first reviewed the course for necessary updates, and then split responsibility for monitoring the course between the three Coordinators.

TRUly Flexible Planning - ONGOING

The Learning Technology & Innovation team, and the larger Learning Design & Innovation department, have been trying to find ways to prepare to support faculty participating in the TRUly Flexible initiative. This has included planning and future initiatives identified in the LDI Winter Sprint, developing a Course Development Support Framework to help identify different tiers of support our team can offer, and early planning of orientation materials and training.

Wildfire Courses – June 2025 - ONGOING

Collaborators: Melanie Latham, Jamie Drozda

Our team has been asked to ask with the development and support of a set of Wildfire courses that will be delivered in an online-synchronous format in Fall 2025. The newly hired faculty likely have experience facilitating training, but not teaching in an academic or online environment. We have begun with an environmental scan of existing resources at other institutions, and are beginning to draft a set of guidelines and resources for faculty to follow. These guidelines will cover strategies for effective teaching and facilitation online, Moodle design, assessment considerations, and technology supports.

GENERATIVE ARTIFICIAL INTELLIGENCE PROJECTS

H5P Activity Generator (Custom GPT)

The H5P team created a set of AI prompt recipes to help streamline the creation of H5P activities. The prompt recipes were crafted to ensure that the output given by generative AI could be easily copy and pasted into the appropriate H5P activity rather than filling out the tedious form. I integrated these prompt recipes into a few workshops that were centered on using generative AI to help create educational materials. I found that guiding participants to craft prompts that would provide quality quiz questions and output it in a H5P-friendly format was still a little too complex for some, so I wanted to find a way to make the process even easier.

I created a custom GPT called the H5P Activity Generator. This custom GPT has already been trained with the H5P prompt recipes, so users do not need to worry about crafting their prompt to format it for H5P. All users need to do is (1) tell it which type of H5P activity they would like to create from a predetermined list, and (2) how they would like the content to be generated –

either new content based on a prompt, by uploading existing questions needing to be reformatted, or by attaching a document for it to focus on. The output will be formatted appropriately so it can easily be pasted into an H5P activity. The custom GPT is also trained to guide users through this process step-by-step to make it even easier. It has been made publicly available, so anyone with a ChatGPT account can access it, and it has been shared with TRU faculty and the instructional design team in the hopes that it can assist with the efficient creation of H5P activities. I would like to develop a similar agent in Copilot, since it would alleviate concerns over uploading intellectual property, but have found that Copilot is not as effective.

AI Fluency for Educators: Teaching and Learning in the Age of AI – in development

Collaborator: Dr. Alexis Brown, CELT

This project was initiated based on my desire to develop a more comprehensive professional development opportunity related to generative AI than we currently offer. The course is primarily aimed at TRU faculty but refers to “educators” to be accessible to a wider audience, and will tie in with our institutional AI guidelines. The course will be asynchronous with virtual drop-in sessions, currently planned to be 6 modules, each 1 – 2 hours in duration, that emphasize reflection and experimentation. The course will culminate in a final reflection, with participants being encouraged to present their findings at the next TRU AI Showcase. A certificate will be awarded upon completion.

I started by blueprinting the course description and learning outcomes, and then mapping the learning outcomes to assessments. I then mapped out the modules, including the learning objectives, topics, and learning activities. I completed an environmental scan of existing openly licensed resources to draw on and mapped them to each module. I am currently authoring the modules, with plans to author five of them. I am also developing the course in Moodle but have asked a couple of our Learning Technologists to assist with multimedia development.

This project is my primary focus this summer and is proving to be very time intensive. We are hoping to launch the course in Fall 2025, and I look forward to collecting feedback from participants.

Custom Chatbot Assignment

Collaborator: Dr. Manu Sharma, Faculty of Education and Social Work

I was invited to consult on an assignment idea that involved developing AI-based chatbots embodying ancient philosophers for students to interact with in a “coffee shop chat” format. This is an area that I had already done some research on, but the instructor was not familiar with the capabilities and limitations of generative AI for this type of pedagogical use.

I knew that designing a set of instructions for the chatbots to follow would not be overly difficult, so I first needed to identify a tool that would allow us to create customizable chatbots that not only performed well but were accessible and safe for students to use. I researched numerous AI tools and consulted with TRU IT Services on the capabilities and limitations of Copilot. I also initiated a Privacy Impact Assessment (PIA) for two external platforms under consideration.

Apart from technical support, I am also providing input into the assessment design. We are planning to co-facilitate a workshop at the beginning of the semester to discuss the limitations and concerns surrounding AI to help students use it responsibly. I recommended scaffolding the assignment by beginning with a pre-reading activity prior to engaging with the chatbot, as I was concerned students would not be able to identify inaccuracies. After the "coffee chat," students will share what insights they gained and critically reflect on the experience of engaging with the chatbot to continue to develop AI literacy skills.

For the chatbots to function correctly, they need to be trained. I conducted extensive research into prompt design for this type of use case. In consultation with the faculty member, I developed a prompt template that provided instructions to the AI to define its role, the goal of the activity, its dialogue style, pedagogical strategies, behavioural guidelines, and primary themes and major works to base its responses on. We are currently testing the performance of our first chatbot. Once we are satisfied, this template can be used for each persona with only minor details needing to be adjusted.

WORKSHOPS AND PRESENTATIONS

Title	Date	Supporting Resources	# Registered
New Faculty Orientation – Moodle Overview	August '24		In person. Attendance not collected.
Generative Artificial Intelligence Session for TRU Library (with Brian Lamb, Jamie Drozda, Melanie Latham) *My Topic: Finding & Assessing GenAI Tools*	August '24		In person. Attendance not collected.
Intro to H5P: Creating Engaging Online Learning Experiences with Interactive Content *Event Description*	October '24	H5P Building Party (Fall 2024, Enrolment Key: "h5pparty")	4
Advanced H5P: Using AI to Create Interactive Content (In-Person) *Event Description*	November '24	H5P Building Party (Fall 2024, Enrolment Key: "h5pparty"); Worksheet	6
New Faculty Orientation – Introducing the LT&I Team	January '25	We are LT&I	In person. Attendance not collected.

Generative Artificial Intelligence Session for EDSW – Part I (with Jamie Drozda and Melanie Latham) *My Topic: Co-creating Educational Materials with GenAI*	February '25	Prompt Worksheet	In person. Attendance not collected.
Generative Artificial Intelligence Session for EDSW – Part II (with Jamie Drozda and Melanie Latham) *My Topic: Co-creating Educational Materials with GenAI Continued*	March '25		In person. Attendance not collected.
Introduction to H5P: Creating Interactive Content *Event Description*	February '25	H5P Building Party! (Winter 2025, Enrolment Key: "h5pparty")	5
Advanced H5P: Collaborating with Generative AI *Event Description*	March '25	H5P Building Party! (Winter 2025, Enrolment Key: "h5pparty"); Worksheet	3
Generative Artificial Intelligence Session for ELLT (with Jamie Drozda and Melanie Latham) *My Topic: Keeping the Human in the Loop: Creativity & Writing in the Age of AI*	April '25		In person. Attendance not collected.
Technologies for Authentic Assessments Series: Videos in the Classroom *Event Description*	May '25	Videos in the Classroom Cheat Sheet	6
Classroom Visits			
Introduction to Kaltura	September '24 (x3)	Created two new video series - Kaltura Tutorials for Students and Kaltura Tutorials for Faculty – as well as PDF handouts. Housed these resources in a Moodle course shell for students to access, that also included additional troubleshooting tips, contact information, and practice activities.	Class attendance not taken.

Introduction to WordPress and ePortfolios	January '25		Class attendance not taken. Booked several one-on-one consultations with students who were absent.

OTHER INTERNAL AND EXTERNAL ACTIVITIES RELATED TO TEACHING AND LEARNING/PROFESSIONAL ROLE

Training and Support of E-learning Support Technician and Learning Technologists

Since moving into this role, I have been involved in the training and support of both the E-learning Support Technician and Learning Technologist roles. This has involved:

- Creating training documentation
- Being involved in all stages of the hiring process – reviewing applications, interviews, and calling of references
- Providing direct training on tickets and office hours through a variety of channels, such as Mattermost, BigBlueButton, and in person. I was the primary contact for support on the majority of days during their initial training period, but this has now been evenly distributed amongst the Coordinators.

Open Learning Student Guide

I originally helped develop the Open Learning Student Guide in my previous role and continue to be the primary support person for it by responding to student inquiries.

PROFESSIONAL DEVELOPMENT

WORKSHOPS/WEBINARS ATTENDED

- TRU Faculty of Science Professional Development Day – August 2024
- 30+30 Integrating GenAI in Assignments and Assessments (UBC) – August 2024
- Climate Action Pedagogy (Karen Costa) – August 2024
- TRU Makerspace AI Session – September 2024
- The Future of Education: Integrating Generative AI into Your Curriculum In-Person (TRU CELT) – October 2024
- Exploring GenAI Tools for Teaching Material Development (UBC) – October 2024
- GenAI Make Session: Developing Quizzes and Problem Sets with Generative AI (UBC) – October 2024
- GenAI and OER in Teaching and Learning (UBC) – October 2024
- Developing Case Studies and Scenarios with Generative AI (UBC) – October 2024
- Sustainability in Teaching, Learning and Research (CELT) – October 2024
- Assessments and Assignments in the Age of AI (Jose Antonion Bowen) – October 2024
- APARs: What are they? (TRU CELT) – January 2025
- FLO Friday: Climate Conscious AI Use – Wrestling with Environmental Impacts (BCcampus; VCC) – January 2025
- Artificial Intelligence and Future-Focused Learning (Dr. Sarah Eaton) – February 2025
- GenAI Maker Session: Checking Progress and Evaluating Learning with AI (UBC) – April 2025
- GenAI Maker Session: Enhancing Teaching Materials with AI: Innovative Tools and Strategies (UBC) – April 2025
- Helping Students Develop Evaluative Judgment Through Generative AI Hallucinations and Inaccuracies (UBC) – April 2025
- GenAI Chatbots for Teaching and Learning (UBC) – May 2025

CONFERENCES ATTENDED

- Digital Learning Strategy Forum – November 2024
- TRU Teaching Practices Colloquium – February 2025
- Ai-Cademy: Canada Summit for Post-Secondary Education – March 2025
- TRU AI: Exploring Responsible Use & Opportunities for AI Teaching and Learning – March 2025 (also on planning committee)
- Thompson-Okanagan Teaching and Learning Conference – May 2025 (also on planning committee)
- Teaching with AI Conference – June 2025

II. SERVICE

INTERNAL

Department:

Extra Support Tickets

The responsibility of responding to support tickets has historically been handled primarily by the Learning Technologist role, with Coordinators typically covering a half day or full day shift each week. I stepped into the Coordinator role on July 9th, 2024, and continued to handle 3 full days of ticket shifts until the Learning Technologist role was backfilled in late August 2024. The person in that role required a substantial amount of training and support, and I served as their primary contact until their sudden departure from the role in October 2024. I continued to handle a disproportionate number of tickets per week until the Learning Technologist role was filled again in February 2025 (two positions hired). A substantial amount of training was again required, so it was not until March 2025 that I was able to take a step back from dedicated ticket shifts. The Coordinators no longer have assigned ticket shifts; however, we do have dedicated shifts assigned to support the Learning Technologists should any questions arise, so while the numbers of tickets assigned to me has lessened, I continue to consult on many of them.

Winter Sprint Planning Committee (August ’24 – April ’25)

In response to a departmental need for deeper collaboration and relationship-building across Instructional Designers, CELT Coordinators, and LT&I Coordinators, I helped plan and deliver the LDI Winter Sprint. From August 2024 through February 2025, I was actively involved in all stages of planning—from conceptualization to execution. The initial purpose and direction of this day was unclear, so we organized a department-wide planning day in November 2024 to gather input on themes, structure, and facilitation ideas. Following consultation, we identified a “wicked problem” for our teams to explore: how can we support Flexible Learning Initiatives and Generative AI through the lens of Digital Literacy across campus and Open Learning?

I contributed in a number of ways. I designed a Padlet activity for the department-wide planning day, helped with the creation of surveys, communicated to the department regarding survey results and scheduling, helped research location and lunch options, and helped draft the pre-reading materials and final schedule.

The day was well received and generated strong engagement. I contributed to the post-event feedback survey and helped summarize outcomes for directors. One of the next steps I’m supporting is the creation of a digital space to share project ideas and enable sign-ups for cross-unit collaboration.

Mattermost Channel for Limited Term Contract Faculty (January ’25)

At the request of Hilary Schmidt, I created a new Mattermost channel private to limited term contract faculty members within the LDI department to connect and support each other. I managed adding each member and troubleshooting or minor training when needed.

Slido – LDI Interviews (May ’25)

I have been the primary contact to create Slido events for LDI candidate presentations, also ensuring that I attend to troubleshoot any technical difficulties.

Learning Technology Working Group (Ongoing)

This group meets twice per month and is a collaboration between Learning Technology & Innovation, Open Learning, and IT Services. We meet to discuss the planning, maintenance, and troubleshooting of various learning technology platforms supported at TRU. I bring forward agenda items and contribute to discussions, planning, and testing when needed.

Blended Principles Working Group (June ’25 – Ongoing)

The goal of this working group is to develop a set of guiding principles related to teaching I blended formats, in preparation for TRUly Flexible.

Excess PD Funds Committee (June ’25 - Ongoing)

Review applications for those applying for excess departmental professional development funds. Meet 3x per year.

AI Collaboratory Design CoP (June ’25 – Ongoing)

This group is responsible for developing a vision, planning logistics, and planning and delivering programming within the AI Collaboratory.

University:

Thompson-Okanagan Teaching and Learning Conference (October ’24 – May ’25)

This was the second iteration of this conference and was a partnership between TRU and UBC Okanagan. We met frequently and I was a meeting notetaker on more than one occasion. My primary contributions were negotiating discounted accommodations for conference attendees and putting together reservation instructions, and designing a “guide to Kamloops,” which included food and entertainment recommendations. In addition, I served on a sub-committee to determine the workflow for assigning presentation proposal submissions to reviewers and served as a reviewer myself. I also provided maintenance and updates to the conference website when needed. On the day of the conference, I chaired a session and provided technical support throughout.

TRU AI Showcase Planning Committee (January ’25 – March ’25)

This group met frequently to plan TRU’s first AI Showcase. My primary contribution was the design and development of the conference website. I served on a sub-committee to draft the call for proposals, created an online submission form to collect proposals, and then distributed them for review. I also served on the sub-committee that reviewed and decided on the acceptance of proposals, and subsequently drafted the conference schedule. On the day of the conference, I helped with setup and chaired multiple sessions.

Moodle Course Shell Creations (Ongoing)

For the last few years, I have been responsible for creating Moodle shells for all campus courses. This involves manually creating 12 categories in Moodle and ensuring they are coded properly to be populated with campus courses 3x per year.

Institutional Generative AI Guidelines Working Group (February ’25 – Ongoing)

This group convened under the umbrella of the Data Stewardship and Analytics for Learning and Teaching (DSALT) working group of the Teaching and Learning Committee (TLC) of Senate. The goal of this group is to develop a set of generative AI guidelines for teaching and learning, while also consulting with the Office of the Vice-President Research. I have been involved in this group from its onset, participating in asynchronous discussions, virtual drop-in sessions, environmental scans of existing AI guidelines at other institutions, and helping draft a set of principles that will help provide guidance during the next stage of drafting the guidelines.

III. GOALS

PLEASE REPORT ON THE OUTCOMES OF YOUR GOALS FROM THE PREVIOUS ACADEMIC YEAR:

Since I am new to this role, I did not have a chance to set official goals. I knew that I wanted to challenge myself to improve in areas that I was inexperienced in, such as facilitating workshops, and I knew much of the year would be dedicated to learning in areas such as WordPress, generative AI, and project management. I believe I made positive strides in these areas but still have a lot of room for growth. I was also held back from the necessity of handling a large percentage of our support tickets due to staffing shortages. Now that this responsibility has been alleviated, I look forward to having more opportunities to dedicate time towards projects, programming, and areas of personal interest.

PLEASE INDICATE YOUR GOALS RELATED TO YOUR TEACHING/PROFESSIONAL ROLE, SERVICE, AND PROFESSIONAL DEVELOPMENT AT TRU FOR THE NEXT ACADEMIC YEAR (JULY 1 – JUNE 30):

My limited term contract comes to an end in January 2026, and I am taking parental leave in September 2026, so I will plan goals that I think are achievable over the next six months.

1. Complete the AI Fluency for Educators course for an October launch
2. Develop AI programming to be developed through the AI Collaboratory
3. Present or facilitate a workshop outside of TRU, such as ETUG, BCcampus, Open Education week, or an external conference.
4. Similarly, I would like to expand the reach of my work through other mediums. For example, I have applied to contribute to the BCcampus Digital Toolbox blog series.
5. Continue to improve at facilitating workshopping by integrating a feedback mechanism.
6. I would like to identify more university-wide service opportunities but have found that LTC faculty have limited opportunities.

Signature: Brad Forsyth Date: June 27, 2025