



Small TLEF Project – Final Report

Report Completion Date: (YYYY/MM/DD)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Transforming Large Lectures Through Small Group Active Learning Sessions		
Principal Investigator:	Elizabeth Dunn		
Report Submitted By:	Elizabeth Dunn		
Project Initiation Date:	June 2015	Project Completion Date:	April 2017

1.2. Project Summary

We have accomplished all of the goals stated in our application. **Specifically, the** TLEF grant has helped us to implement SGALS and evaluate their success by surveying students in 2015/2016 and 2016/2017, as well as expanding to an additional section of a different course in 2016/2017 (Dr. Todd Handy's section of PSYC 309 Cognitive Processes).

1.3. Team Members – (Please fill in the following table and include students, undergraduate or graduate, who participated in your project).

Name	Title/Affiliation	Responsibilities/Roles
Natasha Pestonji	Graduate student/UBC	Helped to develop SGALs for 308 and to create questionnaires and focus group material
Sabrina Chang	Graduate student/UBC	Played a central role in developing SGALs for 309.
Catherine Rawn	Assoc Professor of Teaching/UBC	Worked closely with the PI on all phases of the project and led data analysis and dissemination efforts.

1.4. Student Impact – Please fill in the following table with past, current, and future courses and sections (e.g. HIST 101, 002, 2017/2018, Sep) that have been/will be impacted by your project, including any courses not included in your original proposal (you may adapt this section to the context of your project as necessary).

Course	Section	Academic Year	Term (Summer/Fall/Winter)
Psyc 308	001	2016-2017	Fall
Psyc 309	001	2016-2017	Fall
Psyc 308	001	2015-2016	Fall



2. PROJECT EVALUATION

2.1. Project Outcomes – Please list the intended outcomes or benefits of the project for students, TAs and/or instructors.

These were our intended outcomes/benefits as stated in our original application:

In the short term, students who participate in the enhanced section with SGALs will directly benefit by seeing how psychology can be harnessed outside of the classroom and from wrestling with the challenges of putting theory into practice. If the SGAL method works as expected, students will see clearer connections between academic knowledge and applications outside the classroom. In addition, we expect that they will feel more engaged and connected to their peers. We anticipate that students will benefit through the sustained and meaningful interactions with the TA’s that the SGALS provide. As well as teaching the sessions, the TA’s will serve as role models, providing a window into the experience of pursuing graduate school. We also anticipate that the TA’s themselves will benefit by gaining hands-on teaching experience.

2.2. Findings – Briefly describe the methods and findings of your project evaluation effort: to what extent were intended project outcomes achieved or not achieved?

In the first year of the grant, we conducted an initial assessment of SGALs in 308. The initial data were promising and we used this information to further refine the approach and expand it to a different course, Psyc 309. In Fall 2016, students in three sets of courses were surveyed at the end of the term. *Test Groups* comprised the SGAL sections of Dunn PSYC 308 and Handy PSYC 309. *Direct Control Groups* included an additional section each of PSYC 308 and PSYC 309 taught by different instructors. *General Control Groups* included students from at least one section of each of the following courses: PSYC 300, PSYC 301, PSYC 302, PSYC 304 (two sections), PSYC 305 (two sections), PSYC 314 (two sections), PSYC 315. These courses were taught by 9 different instructors (7 full-time faculty, including award-winning teachers), and spanned most major topic areas. Introductory Psychology grades (PSYC 101 and/or 102) were available for 78 Test students and 316 Control students. There were no significant or meaningful differences between Test and Control respondents in the grades they had been awarded in PSYC 101/102 (e.g., PSYC 101: $M_{control} = 72.21$, $SD_{control} = 11.99$; $M_{test} = 71.68$, $SD_{test} = 12.20$; $d = .04$; PSYC 102 data are almost identical).

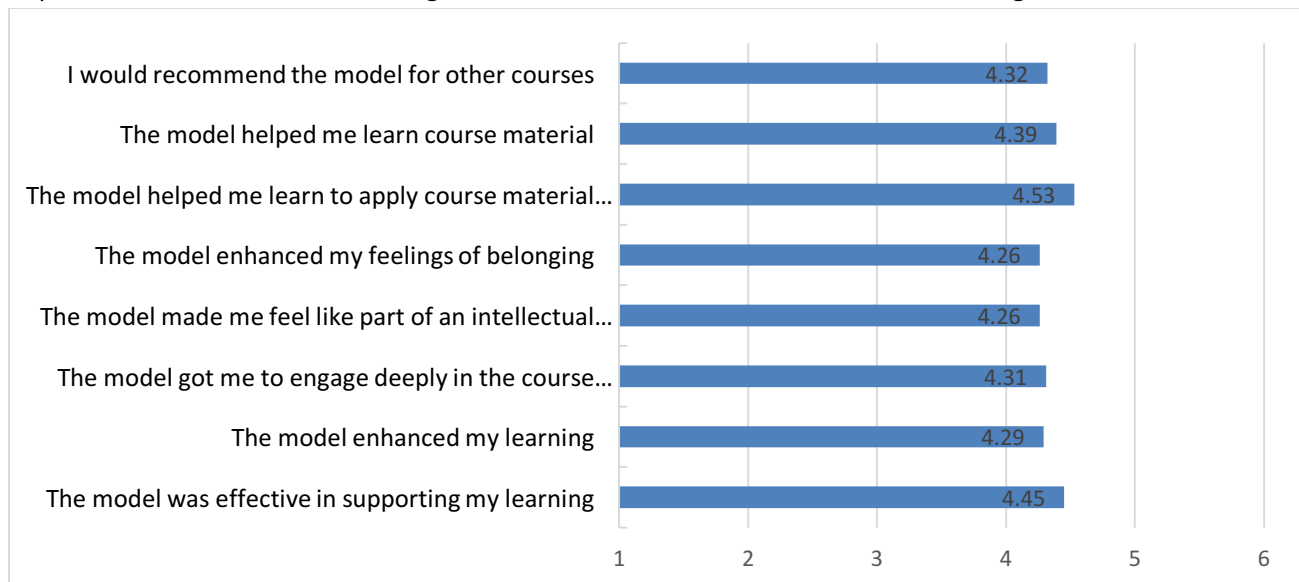
Twenty items were asked of all students; an additional 8 were asked of the Test Groups only. All response options ranged from 1 (*strongly disagree*) to 6 (*strongly agree*) with an additional option of *I don’t know/not applicable* which was excluded from analyses.

Results revealed overall a high level of satisfaction across all kinds of courses, as well as some positive impacts (and no negative impacts) of the SGAL courses. Selected results are summarized here, collapsing across Test sections and All Control sections. Results also hold when individual sections are compared (e.g., 308 SGAL vs 308 traditional). Other items showed no meaningful results and were omitted here for brevity. Full results are available upon request.



Selected Items	All Control			All Test			Cohen's <i>d</i> difference	<i>t</i> -test difference <i>p</i> value
	n	Mean	SD	n	Mean	SD		
I was satisfied with my overall experience in this course	374	4.74	1.30	75	5.16	1.20	.27	.009
I was satisfied with the discussions and activities in this course	368	4.61	1.33	75	4.87	1.24	.16	.130
I had engaging interactions with Teaching Assistants in this course	302	3.20	1.51	66	4.08	1.33	.49	<.001
I was deeply engaged with the course material because of the way that it was presented to me	369	4.44	1.40	75	4.96	1.08	.33	.002
This course helped me improve my ability to use scholarly literature in psychology to learn about the world	359	4.28	1.36	72	4.94	1.07	.43	<.001
This course helped me learn to interpret the results of research studies	363	4.37	1.27	74	5.19	0.84	.58	<.001
This course helped me critically evaluate claims about psychological topics in the media	358	4.62	1.20	74	4.86	0.98	.17	.097
Because of this course, I could design a research study related to the course material	352	4.01	1.38	73	4.29	1.02	.18	.098

Additional questions specifically asked the Test Group for feedback on SGAL courses. Results are positive from both sections, and somewhat more positive in PSYC 308, which is to be expected from a course that has used this method multiple times, rather than just being developed and piloted for this offering. The graph below depicts the combined results averaged across Test Sections. Standard deviations range from 1.33 to 1.59.





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4.1. Dissemination – *Please provide a list of scholarly activities (e.g. publications, presentations, invited talks, etc.) in which you or anyone from your team have or intend to disseminate the outcomes of this project.*

The findings described above were presented in our department’s Curriculum Renewal Report. These findings will also be presented at an upcoming faculty meeting. The success of this model has been shared informally in the context of Faculty of Arts’ careers initiatives. We also hope to publish the findings in a scholarly journal, as well as continuing to share the SGAL approach as part of conversations about improving student engagement in large lecture formats (e.g., Workshop at CTLT).

TEACHING PRACTICES – *Please indicate if your teaching practices or those of others have changed as a result of your project. If so, in what ways?*

Although I was already incorporating aspects of the SGAL approach in my course, it has been improved and expanded as a result of this process. My colleague Todd Handy significantly re-vamped his teaching approach for the SGAL section. Specifically, he was propelled to explore incorporating theatre improve techniques to help students illustrate and expand on the concepts in the readings.

5. PROJECT SUSTAINMENT – *Please describe the sustainment strategy for the project components. How will your work be sustained and/or potentially expanded (e.g. over the next five years)?*

In May 2017, our team met with our department head and other key stakeholders to discuss sustaining and extending the program. Based on the data we collected as part of the TLEF, our Head supports the continuation and potential expansion of the SGAL program. However, we also discussed the financial and logistical challenges to maintaining this program, and the need to find a sustainable funding source to keep it going. We are considering approaching the development office to see if a donor would be interesting in endowing a fund to support this program. In the meantime, our department head is working on trying to carve out funds to maintain the program over the next school year.