



Flexible Learning Project Completion Report

Report Completion Date: (YYYY/MM/DD)

1. PROJECT OVERVIEW

1.1. General Information

Project Name: 2014FL2_COMM_MRKT_Newton

Principal Investigator: Elizabeth Newton

Team Members (Table 1.1) - *(Please fill in the following table)*

Table 1.1 - Roles and Responsibilities of the Project Team

Individual	Title/Affiliation	Responsibilities
Elizabeth Newton	Lecturer, Sauder School of Business	Teach Entrepreneurship and Intrapreneurship classes. Mentor student entrepreneurs Dept and UBC Committees

Project Initiation Date: 2014/04/01	Project Completion Date: 2015/03/31
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1.2. Project Summary - Entrepreneurship 101 is a university-wide initiative in its first year that encourages widespread student innovation and business savvy. This project will develop the e-curriculum into an innovative mixed mode format, with half the work done in person and half done online. Online learning will be customized to meet differing student knowledge backgrounds, and the mixed mode format also allows for future course scaling.



1.3. Student Impact (Table 1.2) - Please fill in the following table for the period of time when your project was active. [Note: Adapt this section to the context of your project if this table does not capture the nature of it].

Table 1.2 - Student Impact

Course	Section	Enrollment	Term	Type of Implementation (pilot, full transformation, use of online resource, etc.)
COMM280	101, 102, 103, 201, 202	137	Winter and Spring	Full use of resources from the start, tweaking as we went along. With the ability to use the full website we developed, we were able to immediately enhance the ability to do more in-depth activities in class and to reference the online resources.
Comm 486g	201	20		The above was such a boon, we were also able to use the same site for a portal for another class – intrapreneurship -

2. PRODUCTS AND ACHIEVEMENTS

2.1. Products and Achievements - Please update the project products and achievements as necessary and indicate the corresponding implementation date [Examples: 10 online interactive lecture modules (SEPT-DEC 2013); A fully flipped course (JAN-APR 2014); Piloted two-stage midterms and final exam (SEPT-DEC 2013)]. Also please indicate the current location of such products [Examples: Department website, Connect, shared workspace, etc.].

Table 2.1 – Products and Achievements

Product(s)/Achievement(s):	Implementation Date:	Location:
E101 mixed-mode curriculum	Sept 2014	E101 ubc blogs http://blogs.ubc.ca/e101/ open to students, alum and community. Connective tissue for class (syllabi etc) are on connect Related coursework occurs in class
E101 videos	Sept 2014	""
A personalized learning approach (self-assessments)	Sept 2014	"
E-Simulations and Cases	Sept 2014 - Cases	""
UBCe (a gathering place for entrepreneur-related advances at the university)	Sept 2014 – e101	""



2.2. Item(s) not Met - Please list all of the intended project products and achievements that were not attained and the reason(s) for this.

Table 2.2 – Item(s) not met

Item(s) Not Met:	Reason:
E-Simulations – Complex options	To create complex simulations - eg: the types they create at http://www.experiencepoint.com would require significant, likely professional or high level grad resources with time to devote to it.
UBCe- broader	We created a gathering place for entrepreneurial advances for our e101 alum and speakers and general links to community advances. However we were also careful not to overlap with e@UBC who take on that role officially for the university

4. PROJECT SUPPORT – Please provide feedback on the support you received during the life of your project, as applicable. Did the received support meet your needs and expectations? What can you recommend to improve the support process?

Yes I did. Sunah Cho was my official support and she was wonderful. She was there to answer questions re: the TLEF goals and process and to hunt down university resources that would support me (eg: filming details in Sauder) At the same time, she left me the creative space to develop the course/materials as I envisioned.



As I mentioned in our meeting, the goal of the project was to both work on it a great deal myself and to engage students in the development of the site – which also allowed them to access, develop and showcase new skills. For the web part of the project, I initially had brought on students to help in the actual web development, but that needed to happen first to move forward and their skills weren’t quite up to doing it in an efficient and sufficiently timely fashion. If we had continued that way, I would have not had the budget left to engage all the other students in developing content and I fear the project could have gone sideways. To prevent that, I ended up bringing on a web developer I work with otherwise and paying him myself to quickly help me with that part so we could move on. If I were to do something like this again, I would want to have a more strategic discussion/plan around what sort of resources were best suited to what parts of the project in order to maximize student impact and to also create a product that we could all be proud of and move forward with.

5. PROJECT EVALUATION

5.1. Project Outcomes (Table 5.1) - Please list the intended outcomes or benefits of the project for students, TAs and/or instructors. Also include the indicators used to guide your evaluation, and what constitutes your project’s success.

Table 5.1 – Evaluation and Indicators

Intended Outcomes (e.g., increased active in-class participation)	Indicator(s) (e.g., number of students participating in class; quality of the interventions)	What constitutes “success”? (e.g., larger numbers of students participating in class; greater integration of content in their comments/questions; 10% attendance increase)
1. Enriched course experience – more in-depth, class-coherent course, engaging class materials allows for a more seamless relationship between what happens in and out of class - benefit for students and me as a teacher	Ability to do more in-depth and experiential activities in class Students are well-prepared and able to jump into more activities off and online	More in to out of class activities - # increased More in-class cases facilitated by out of class preparation and understanding Excitement from students and growth of demand for the class
2. Cross-Faculty Learning Personalization	Students from different faculties able to customize some or their learning based on their learning needs and entrepreneurial goals	Students from different faculties/backgrounds taking advantage of different learning opportunity choices, eg: in the Custom Modules where they can choose 2 from a list of different options
3. Community Building – maintaining ties with ‘e101’ alum after they leave and with the entrepreneurial community	Number of alum who indicate they are using the site and those who return to tell us of their entrepreneurial experiences on our alum wall Referring the site to members of the Vancouver entrepreneurial community and inviting speakers to feature on our speaker wall with their insights	Uptake by these groups which has been high



5.2 Data Collection and Evaluation Methods - Indicate your evaluation methods including who was responsible for the evaluation. Please describe the data collection strategies used, how the data was analysed, and perceived limitations. **Note: Please attach copies of data collection tools (e.g., surveys and interview protocols), any additional data or other relevant items.**

I worked with a large student team in developing the site and we would meet throughout to discuss their experiences (as e101 alum and as students in touch with other students) and to tweak the site as necessary. I also solicited feedback from entrepreneurial outsiders. Once the courses started, we had many sections involved and I would ask students (or they would offer!) for their input on what was working well and what could be enhanced. We tweaked and continue to tweak. We analyzed course evaluations – which have been very good - to see if there were any common themes that came through in terms of how the site could be enhanced.

5.3 Evaluation Results/Findings - Explain to what extent your intended project outcomes or benefits for students, TAs and or/instructors were achieved or not achieved. You are encouraged to include both graphical representations of data as well as scenarios or quotes to represent key themes.

Our goals have most definitely been achieved to date and we continue to gather feedback from students and entrepreneurs and tweak as we go along. This is the site right now and we will continue to work on it as we go along. This is most definitely an ongoing, non-static project but the development of the base was the most significant element and the TLEF allowed me to do that.

5.4 Expected Long-Term Impact – If applicable, indicate the impact your project is expected to have in this and/or other courses beyond completion.

Table 5.2 – Expected Long-Term Impact

Course(s)	Number of Sections	Annual Enrollment
Comm 280/e101	~ 3 a term with cross faculty	40/50 per section
Comm 486g	1 a year	40/50
Alum and entrepreneurial community		

5.5 Dissemination – Please provide a list of scholarly activities (e.g., publications, presentations, invited talks, etc.) in which you or anyone from your team have referred this Flexible Learning project. Include any dissemination activities you intend to accomplish in the future.

I have been head down, so haven't talked about it as widely as I could. I have mentioned it a different Sauder presentations (entrepreneurial group meetings, presentations to future entrepreneurial students etc) We had spoken about doing media more broadly on it for the UBC population as a whole and I'm happy to do so.

6. DISCUSSION, RECOMMENDATIONS AND CONCLUSIONS - Reflect on the broader implications of the project. Indicate instances where your project has impacted courses or individuals not identified in your proposal. Include any recommendations you have for future Flexible Learning project leads.



6.1. Teaching Practices – *Please indicate if your teaching practices have changed as a result of your Flexible Learning project. If so, in what ways? Do you see these changes as sustainable over time? If not, why do you think that is the case?*

Yes. As above. I feel that the creation of the site with such a large group of students gave me another look into the student perspective and further broadened my perspective on how to support and encourage them. I can now create a richer, even more experiential experience that can flow more seamlessly from in class to out of class. This is absolutely sustainable as I do intend to keep up the site and update it as I go along.

6.2. Student Involvement in FL team – *Were there any undergraduate or graduate students involved in the development and/or evaluation of your FL project? Please describe their contributions and overall experiences as part of your Flexible Learning team.*

There were a large number of students involved throughout the process. Here is a link describing the core team and what they did:

<http://blogs.ubc.ca/e101/about/>

7. PROJECT SUSTAINMENT - *Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g., over the next five years). What challenges do you foresee for achieving the expected long-term impacts listed above?*

I will continue to update the website and do still have some student input (eg: photos) that I can use in moving forward.

If it gets to the point where the site needs some technological overhauling, then I would need funds or apt resources for that. I would still like to consider developing the e-simulation someday, but realize that that might be quite complex and would need to be done with a mix of dedicated, expert resources and student input.

Thank you!!