Large TLEF Project Completion Report

Report Completion Date: (YYYY/MM/DD)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	*Flexible BCOM Minor program*		
Principal Investigator:	*Brian Bemmels, Rob Peregoodoff*		
Project Initiation:	*(CTLT to fill in)*	Project Completion:	*(CTLT to fill in)*

1.2. Project Summary

To complement the current face to face offerings in the Bachelor of Commerce Minor (BCOM) program, the Sauder School of Business will design, build, and deliver additional section offerings to students that will be called "flex sections" across the BCOM Minor. These flex sections will contain a mixture of face to face and technology-enabled learning, anticipated to be 10 percent face to face and 90 percent technology-enabled learning. Instructors will use flipped classroom strategies and individual and team-based activities, projects, and assessments. Curriculum and content curation and construction will be based on Subject-matter Concept mapping for reuse across other Sauder programs. The project will incorporate open source and Creative Commons resources where appropriate.

The project aims to expand access to a greater audience for BCOM minor courses. Sauder will pilot varying modes of flex sections to determine the optimal student experience, cost-effective delivery, and subject-matter function. The project will be implemented over three phases, and the sections will begin to be offered in January 2014 through September 2014.

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
Brian Bemmels	Senior Associate Dean, Academic Programs	PI (Principal Applicant)
Rob Peregoodoff	Director, Learning Services	Business Owner
Sunah Cho	Flexible Learning Manager/Faculty Liaison	Project Manager/Instructional Designer
Sandra Robinson	Full Professor	COMM 329 Course Author and Course Instructor
David Gillen	Full Professor	COMM 398

Liao Sha	Teaching Assistant	COMM 398
Tim Huh	Full Professor	COMM398
Mahesh Nagarajan	Associate Professor	COMM 398
Scott Sinclair	Full-time Lecturer	COMM 457
Robert Jackes	Full-time Lecturer	COMM 457
Patricia Mallia	Part-time Sessional/Accounting	COMM 458
Tamar Milne	Full-time Lecturer/Marketing and Behavioural Science	COMM 465
Phaedra Burke	Sessional/ Marketing and Behavioural Science	COMM 465
Murray Carlson	Associate Professor/Finance	COMM 473
Milka Dimitrova (TA)	Teaching Assistant	COMM 473
Garry Yuill	Sessional/Finance	COMM 473
Perry Atwal	Full-time Lecturer/Organizational Behaviour and Human Resources	COMM 493
Momo Deretic	Sessional/Strategy and Business Economics	COMM 493

1.4. Student Impact - *Please fill in the following table with __past__, __current__ and __future__ courses that have been or will be impacted by your project, including any courses not included in your original proposal. [Note: Adapt this section to the context of your project as necessary].*

Course	Section	Enrolment	Term
Comm 329	203	28	2013W2
Comm 457	201	35	2013W2
Comm 465	203	36	2013W2
Comm 329	921	44	2014S1
Comm 457	921	43	2014S1
Comm 458	971	20	2014S2
Comm 465	971	41	2014S2
Comm 493	971	33	2014S2
Comm 329	103	47	2014W1
Comm 457	103	40	2014W1
Comm 465/BUSI 465	102	51	2014W1
COMM 473	102	51	2014W1
COMM 329	203	33	2014W2
COMM 398	201	52	2014W2
COMM 457	201	44	2014W2
COMM 465/BUSI 465	203	43	2014W2
COMM 473	202	49	2014W2
COMM 493	202	49	2014W2

COMM 329	921	35	2015S1
COMM 398	921	45	2015S1
COMM 457	921	40	2015S1
COMM 473	921	47	2015S1
COMM 465	971	46	2015S2
COMM 493	971	34	2015S2
COMM 329/BUSI 329	103	46	2015W1
COMM 457	103	41	2015W1
COMM 465	102	48	2015W1
COMM 473	102	49	2015W1
COMM 329/BUSI 329	203	43	2015W2
COMM 398	202	43	2015W2
COMM 457	201	42	2015W2
COMM 465/BUSI 465	203	46	2015W2
COMM 473	202	51	2015W2
COMM 493	203	38	2015W2
Total (Direct impact)		1433	

2. PRODUCTS AND ACHIEVEMENTS

2.1. Products and Achievements - *Please **update** project products and achievements as necessary. Indicate the current location of such products and provide an URL if applicable.*

Product(s)/Achievement(s):	Location:
Information about Flexible Learning	http://www.sauder.ubc.ca/Resources/Learning_Services/Flexible_Learning_Initiative Information about Flexible Learning is available on the Sauder site (Learning Services section and the Minor in Commerce information page)
"Introduction to Flexible Learning"" video for Comm 465	http://Flexible.learning.ubc.ca/for-students/benefits-for-students/ This video has been used when we introduce Flexible Learning modality to the new instructors who are teaching the Flex courses for the first time.
Implementation of the Flex course designation (and section note) in the Student Information System	Here is an example of the section notes: This section of COMM 493 is offered in a Flexible Learning format. Please ensure you are free to attend classes on Tuesday afternoons between 5:00pm and 8:00pm on the following dates: January 5 (first session) and 19, February 2 and 23, March 8 and 22, and April 5, 2016 (last lesson). These in-person sessions are mandatory and form the basis of the class participation mark. The rest of the class will be spent working on the online readings and preparation for the in-person sessions. Online sessions will be held on January 12 and 26, February 9 and March 1, 15 and 29. The reading list consists of case studies, journal articles, current business topics articles, online videos and lecture files. - Course registration is administered by the Sauder Undergraduate Office and NOT the instructor. Please do not contact the instructor for registration inquiries.
Comm 329	On Connect: CL.UBC.COMM.329.203.2015W2.64696

	30% (f2f) vs 70% (online) —— 4 times class meeting out of 13 sessions
	Online components: In-house and Llightboard videos, Youtube videos, Readings, Quizzes (Surveys and Reading Quizzes)
Comm 398	On Connect: SIS.UBC.COMM.398.202.2015W2.59195
	70 (f2f) vs 30 (online) —— 8 times class meeting
	Online components: In-house videos, Lightboard videos, Quizzes, Self Study Problem sets, Course notes, Case Assignments
Comm 457	On Connect: SIS.UBC.COMM.457.201.2015W2.59225
	50 (f2f) vs 50 (online) ——— 7 times class meeting
	Online components: Course notes, Textbook chapters, Online Test Your Knowledge Quizzes (Publisher: WileyPLUS)
Comm 465	On Connect: CL.UBC.COMM.465.203.2015W2.64991
	50 (f2f) vs 50 (online) ——— 7 times class meeting
	Online components: Online participation (Discussion boards), Videos, Class slides (PDF and PPT), Quizzes in Connect, Quizzes in MyMarketingLab (Publisher: Pearson), Peer video questionnaire
Comm 473	On Connect: SIS.UBC.COMM.473.202.2015W2.59237
	50 (f2f) vs 50 (online) ——— 7 times class meeting
	Online components: Videos, Readings, MyFinanceLab Quizzes (Publisher: Pearson)
Comm 493	On Connect: SIS.UBC.COMM.493.203.2015W2.59261
	60 (f2f) vs 40 (online) ——— 7 times class meeting
	Videos, Chapter readings, Class notes

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

Item(s) Not Met:	Reason:
Enrollment growth	Student demand of taking the Flexible Learning courses does not meet our initial expectation/goal of large enrolment classes. Student learning experiences about Flex are varied depending on their motivation towards taking the Flex courses, the instructors and the subject matter, etc. There is no expectation that demand for the Flex courses will increase in the near future. In addition, large enrollment growth is not achievable due to other factors such as lack of coordination for the Comm Minor Flexible Learning, lack of promotion, and class size restriction (e.g., no classroom to accommodate over 200 students).

3. PROJECT EVALUATION

3.1. Project Outcomes - *Please list the intended outcomes or <u>benefits of the project</u> for students, TAs and/or instructors.*

- **Flexibility in Time and Space**: This project provided improved access for students from all faculties that offer the commerce minor. We defined what Flexible Learning is within the Comm Minor Flex space. Through collaboration with the UGO, Dean's Office, and with instructors, we initiated parameters around what the Flex model means in terms of limits and ranges of blended approaches (ratio of F2F 50% and

online 50%) that we believe would work for a range of different course structures, instructional styles/approaches, and subject areas. Flexibility in time and space also helped to optimize classroom usage efficiency.

- **Dissemination of Flex modality**: We implemented the Flex course designation visible in the Student Information System to have the right students who are suitable for the Flex modality.
- **Gathering and/or creating learning objects**: We leveraged open educational resources where appropriate. We worked with the librarians in David Lam for content curation for the open resources. We created various types of media that enhance student learning experiences. These resources include readings, media, guided discussion questions, and rubrics for student peer evaluation.
- **Creation of participatory, face-to-face learning activities**: For the consistent design and development of the project, we developed the Base 10 Course Design Template (**Appendix A**). We also tried contextualized discussion with instructors about what Flexible Learning is, what it means to their course design and approach to course facilitation. We focused on improved pedagogical approaches for alignment between online and in class components.
- **Influence to other programs/courses**: It is reported by the Flex instructors that their experience with Flex positively impacted their teaching for other courses including face-to-face courses. Furthermore, the lessons we learned from this project influenced other course/program design and development (e.g., B+MM Dual Program/EMBA in Strategic Mining Program). This project experience increased Sauder's capacity to produce Flexible learning objects/courses/programs for students across all Sauder programs.
- **Studio**: Studio inside Sauder was funded by this FL project. The studio has been used not only by UBC faculty/staff but also by community members (e.g., U Hill Elementary). The impact of FL increases beyond UBC.

3.2. Findings – *Please describe the findings of your project evaluation effort: to what extent were intended project outcomes achieved or not achieved? You are encouraged to include both graphical representations of data as well as scenarios or quotes to represent key themes.*

As shown in Project Outcomes above, we achieved most of the expectations except for the large enrolment goal. Student demand of taking the Flexible Learning courses did not meet our initial expectation/goal of large enrolment classes. Student learning experiences about Flex are varied depending on their motivation to take the Flex courses, the instructors and the subject matter, etc. However, more students are becoming aware of the Flex modality and its benefits, strategic planning for large enrolment classes and enhanced student learning experiences is suggested. Success of Flex modality is not only about the right students who are self-motivated and able to self-regulate their own learning process, but also about the instructors who understand Flex approaches.

3.3. Data Collection and Evaluation Method*s - Please describe the data collection strategies used, how the data was analyzed, and perceived limitations.* **Note: Please attach copies of data collection tools (e.g., surveys and interview protocols), any additional data or other relevant items.**

1. **Process-based evaluation**

Ongoing course delivery and design changes are the domain of the instructors. In some cases, the instructors who deliver the latest iterations of the courses didn't work for the initial course development. Due to constrained time/resources and instructional culture, the Flex approaches were not always

thoroughly discussed and understood by instructors before development. However, these challenges have been mitigated through ongoing conversation among UGO, Learning Services, and instructors to ensure that Flex courses are of high quality. We have used an agile approach for the development and implementation of this project through on-going suggestions, advice, in-time technical support, and pedagogical consultations with the faculty.

2. **Outcome-based evaluation**

- **Faculty Experience Survey (Appendix B)**: This survey is about the benefits and challenges the instructors experienced in their Flex course and their satisfaction level with Flexible Learning. We conducted this survey with two purposes: for guidance to facilitate our round table discussion on March 2nd, 2016 and for inclusion of the opinions from the faculty who couldn't make it to the round table meeting.
- **Student Experience Survey (Appendix C)**: Student Experience Surveys were conducted during the summer in 2014. Unfortunately, only Flex format courses were offered and many students ended up not liking the Flex modality. Students took the Flex courses not because they sought out the Flex format, but rather because it was the only version of the course offered. The survey response rate was low (about 15%) so there is a limitation in the validity of the survey results.
- **Course Grade Average Scores (Appendix D)**: We compared the course grade average scores of the Flex and Non-Flex courses that were offered at the same time. They shared similar course averages.
- **Course evaluation (Appendix E and F)**: We compared and analyzed course evaluation of Flex and Non-Flex courses in 2014 and 2015. As shown in the Appendices, student responses were different by courses and question types.

3.4. Dissemination – *Please provide a list of **past** and **future** 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.*

- **Rob Peregoodoff and Drew Paulin** participated in the poster session at the Flexible Learning Open House as part of the CTLT Institute.

  Date: June 10, 2014

  Title: Sauder Flex Comm Minor - Challenging Time and Space (https://docs.google.com/document/d/1_pFaSnJ28YIeoIk5GMukgHRRHdiYfAF4EsHCj97BBxQ/edit?usp=sharing)

- **Sandra Robinson, COMM 329 course author and instructor**, led a discussion about her approach and experience in creating videos intended to foster students' self-directed learning habits, and explained how these videos fit into a blended learning curriculum. Her presentation was done at the Food for Thought session (Teaching and Learning Lunch Series)

  Date: Feb 26, 2015

  Title: DIY video production and the Flexible Learning format: Fostering self-directed learning habits in students

- **Phaedra Burke, COMM 465 course instructor**, received the SoTL Seed Research Fund. The intent of her research is to improve student engagement in a Flexible Learning course by understanding student interest and motivation in learning. She has been developing her research plans working with CTLT. She will conduct her research in the fall, 2016. The potential impact of her study is to help us to find a sustainable course design and improved pedagogical practice.

4. TEACHING PRACTICES – *Please indicate if <u>your</u> teaching practices or those of <u>others</u> have changed as a result of your project. If so, in what ways? Do you see these changes as sustainable over time? Why or why not?*

Here are some quotes from the Faculty Experience Survey we conducted:

- "Flex learning helps me with my **regular class teaching** - as some of the online materials could also be used for the traditional students."
- "The main benefits I received from developing and delivering the Flex course were in how to **build in online components** to a fully face-to-face course. To deliver my Flex course, I experimented more than I would have with a course blog as home site (embedded in Connect), online prep materials, podcasts, videos, and online pre-tests -- and I still use those tools today in my face-to-face courses. Without having tried the Flex format, I might not have gone so far with these tools!"
- "With the move to FLEX we introduced the use of Excel (rather than formulas or financial calculators) as the tool to use for the Finance class. I feel that Excel skills are an important take away for career preparation and it also allows us to **introduce longer, more complex, and more practical problems** to the course requirements."

5. 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?*

Strategic directions and planning for Comm Minor Flex need to be more formalized. If the Comm Minor Flex courses are seen as a shared enterprise across the academic division rather than a single individual's course, a more formalized handover process will be implemented. We had a round table discussion on March 2nd with Comm Minor Flex course instructors and other stakeholders to listen to their experiences with Flexible Learning and plan future strategic directions for Comm Minor Flexible Learning. However, there is no clear answer about the ownership of the Comm Minor Flex courses and future directions at this point. The roundtable discussion initiated needs of having further discussion for the sustainment strategy of Comm Minor Flex courses at the academic division, Sauder School, and UBC level. More conversation is expected to follow.