



# Flexible Learning Project Completion Report

Report Completion Date: (2015/05/24)

## 1. PROJECT OVERVIEW

### 1.1. General Information

**Project Name:** 2013FL1\_EDUC\_TEO\_Carr

**Principal Investigator:** Wendy Carr

**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
Wendy Carr	Director, TEO	Project Overview
Sharon Hu	ETS	Project Design, Tech Support
John Yamamoto	Program Coordinator, TEO	Project Implementation
Rod Brown	Program Coordinator, TEO	Project Implementation

<b>Project Initiation Date:</b> 2013/07/01	<b>Project Completion Date:</b> 2015/06/05
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**1.2. Project Summary** - This project proposes necessary functional enhancements to the existing Collaborative Lecture Annotation System (CLAS) and using CLAS for reflection and evaluation within the teacher practicum experience will be a significant improvement on current practices.

**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.)
EDUC 315	All	~600	2014W, T1	Full implementation by all students during orientation practicum.
EDUC 421	301	~300	2014W, T2	Optional implementation by all secondary students during extended practicum.
EDUC 418	All	~300	2014W, T2	Optional implementation by all secondary students during extended practicum.



## 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:
New functionality (4 features) to the existing CLAS	August 2014	n/a
Tutorials and Workshops on CLAS	Throughout 2014W, T1	Scarfe Building
Professional Development	Throughout 2014W, T1	Scarfe Building

**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:
Extensive uploads of student videos	Slow upload speeds
	Issues regarding obtaining video images of (school) students

**3. 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?

Support was very ably provided by Sharon Hu and the entire team at ETS, including the use of a hired graduate student who provided specific technical support for CLAS. While this support was wonderful and greatly appreciated, it did not alleviate the problems with the overall project: difficulty uploading videos beyond even a few minutes due to extremely long upload times, and the challenge of obtaining permission from schools to video our teacher candidates in situations when school students might be captured in the process. Additionally, the CLAS interface itself was less than optimal and user-friendly, albeit completely functional.



#### 4. PROJECT EVALUATION

**4.1. 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. Ability to provide an alternate method for teacher candidates to be observed/evaluated during the practicum	Teacher candidates videotaping their lessons and uploading part or all of the videos to CLAS for evaluation.	Increase in teacher candidate uploads to CLAS, and increased frequency of annotations by faculty advisors.
2. Greater ease of ‘3 <sup>rd</sup> Party’ observations of teacher candidates	Use of CLAS to facilitate ‘observations’ by 3 <sup>rd</sup> parties such as additional faculty advisors (cross-checks) and campus instructors (e.g. methodology instructors).	Evidence of additional users and annotators on the CLAS system, providing feedback for teacher candidates.
3. Vehicle for teacher candidate self-evaluation and peer evaluation	Use of CLAS videos for teacher candidate self-reflection, as well as potentially evaluation by peers.	Evidence of teacher candidates providing feedback on their own videos as well as the videos of classmates.

**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.**

See attached document with student survey responses.

**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.

While it was valuable to learn about the CLAS interface and explore possibilities to augment the supervision of teacher candidates on their practicum, at this time there appear to be significant barriers to the successful integration of this technology to provide meaningful observation/feedback for teacher candidates. Typically, observed lessons on practicum are done in person for a minimum of 60 minutes; videos of similar length are simply not convenient to upload to the current platform. Additionally, since most teacher candidate videos involve the capture of (identifiable) student images, this has raised numerous concerns with school districts regarding policies surrounding confidentiality.



The use of CLAS as a vehicle for additional feedback to teacher candidates is something that might be better served if videos were taken on campus during course work (e.g., micro-teaching) and uploaded for annotation by students and instructors. This assumes that the issue of slow upload times is addressed.

**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\*.*

At this time we are not certain how much CLAS will be used in the future. With respect to practicum courses (EDUC 315, 418, 421), if current issues remain unaddressed, it is highly unlikely that we will continue to mandate its use in future years. However, as mentioned above, it is quite possible that CLAS could be implemented in a meaningful way for campus course work associated with the practicum (i.e., methodology courses, etc.)

**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.*

CLAS was discussed at the Western Canadian Association for Student Teaching (West CAST) Conference in two presentations delivered in 2014 and 2015 by John Yamamoto and Rod Brown.

WestCAST 2014 @ University of Winnipeg, Winnipeg, MB - February 19-21, 2014

WestCAST 2015 @ University of Saskatchewan, Saskatoon, SK - February 18-20, 2015

**5. 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.*

It has been valuable to work on this project over the course of the last academic year. The technology and platform itself hold much promise. Our teacher candidates picked up the platform with relative ease, and the faculty advisors on the whole were open to trying out this 'new' technology. If the process itself can be improved and streamlined, then we believe there is much room for further implementation of CLAS in upcoming years.

**5.1. 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?*

**5.2. 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.*



**6. 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?*

As mentioned previously, sustainment of this project will depend on three things: ease of use for teacher candidates (i.e., upload speeds, size of video, etc.), removal of barriers regarding confidentiality (issues to be addressed with associated school districts) and a potential expansion/shift of this project to campus courses.

The first two issues are largely not within the control of the university/faculty, but the third issue holds much promise moving forward. Utilization of CLAS for campus course work is something that potentially could extend quite easily across the entire teacher education program (~600 students annually) and also involve a significant number of instructors (on top of the currently involved faculty advisors). Furthermore, utilizing CLAS during course work as opposed to practicum allows for an increased level of comfort for teacher candidates to be observed/evaluated by peers, as in most cases the evaluators would have been in attendance during the initial lesson that was videotaped. The entire process has the potential to greatly impact and improve overall teacher candidate interaction and socialization.