



# Large TLEF Project – Final Report

Report Completion Date: (2017/05/30)

## 1. PROJECT OVERVIEW

### 1.1. General Information

<b>Project Title:</b>	<b>Flexible Learning in Four Large History Courses</b>		
<b>Principal Investigator:</b>	<b>Eagle Glassheim</b>		
<b>Report Submitted By:</b>	<b>Eagle Glassheim</b>		
<b>Project Initiation Date:</b>	<b>9/2013</b>	<b>Project Completion Date:</b>	<b>4/2016</b>

### 1.2. Project Summary

This TLEF grant, under the Flexible Learning call for proposals, amalgamated four varied approaches to partially-flipped classrooms and the development of online content and activities. Though we did have periodic meetings to share experiences and ideas, the 4 projects were quite different and proceeded separately. Hist 106 (Glassheim) developed a series of online modules that combined some lecture content with multi-media and activities, freeing up around a third of lecture time for interactive work. Hist 105 (Bronfman) developed content and assignments on Wordpress, freeing up considerable lecture time for in-class interaction. Hist 273 (Mayer) developed visual literacy tools, primarily for in-class exercises. And Hist 280 (Prange) created a series of videos and other online resources as supplementary material on the history of Islam.

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

<b>Name</b>	<b>Title/Affiliation</b>	<b>Responsibilities/Roles</b>
Eagle Glassheim	Assoc Prof of History	Co-applicant and coordinator
Alejandra Bronfman	Assoc Prof of History	Co-applicant
Tara Mayer	Assist Prof of History	Co-applicant
Sebastian Prange	Assist Prof of History	Co-applicant
Nick Thornton	Recent BA graduate, UBC	Creation of online modules (105)
Hanna Smyth	BA student, UBC	Selection and preparation of visual material (273)
Mark Stoller	PhD student, UBC	Creation of online modules (106)

**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)
Hist 106		2014W, 2017W	
Hist 105		2013W, 2015W	
Hist 273		2014W, 2016W, 2017W	
Hist 280		2014W, 2015W, 2017W	

**2. PRODUCTS & 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:
Hist 106 modules	Connect—2014W version of course
Hist 105 modules	Wordpress: <a href="https://blogs.ubc.ca/alejandrabronfman/">https://blogs.ubc.ca/alejandrabronfman/</a>
Hist 280 videos	Connect
Hist 273 visual materials	

**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:
Hist 106 modules were not adapted for use with the existing Hist 106 Distance Ed course	We have not had occasion to offer Hist 106 as a DE course for a while.
Hist 106 modules not used in 2015W & 2016W offering of the course (Loo)	Instructor's preference
Hist 106 did not use Learning Catalytics in 2016W offering of the course (Loo)	Tina Loo used Top Hat in 2016W offering of the course—free and more useful for our format.
Hist 273 visual source analysis not incorporated into Connect on this round	Logistics were challenging with Connect; Tara Mayer received a separate TLEF to develop visual source analysis tools for future use with Connect or its replacement.

**3. PROJECT EVALUATION**



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

All the courses (except 273) used online material to free up class time for interactive work. Hist 106 & 105 developed interactive modules with substantial multi-media content. Hist 273 generated visual source material and exercises that were used for interactive lectures. Increased interaction improves student engagement.

**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.*

Please see attached exit survey for Hist 106. In sum, most respondents found the online modules valuable. I have not been able to round up evaluation results from my co-applicants.

**3.3. Data Collection and Evaluation Methods** – *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) and any additional data or other relevant items.***

We used our own evaluation forms to gauge student experience with interactive tools. I can only report on my own results (Hist 106). See the attached exit survey, which was done via Qualtrics.

**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.*

**4. 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? Do you see these changes as sustainable over time? Why or why not?*

The online materials for Hist 105, 106, 280 allowed for less content and more interaction in lectures. The visual materials for 273 allowed for more interaction in lectures.

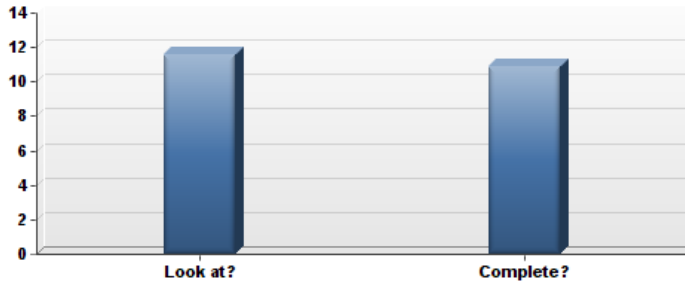
**5. PROJECT SUSTAINMENT** – *Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g. over the next five years). What challenges do you foresee for achieving the expected long-term impacts listed above?*

The materials generated for all 4 courses can (and will) be used in future iterations of the courses. This will not require any additional resources.

# My Report

Last Modified: 05/19/2015

1. We have had 12 modules so far. How many of these modules did you:



#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Look at?	6.00	12.00	11.56	1.16	63
2	Complete?	1.00	12.00	10.89	2.06	63

2. Please rate the learning effectiveness of the following elements of the online modules

#	Question	Did not view	Not Effective	Not Very Effective	Okay	Effective	Very Effective	Total Responses	Mean
1	Textual content (written material)	0	2	2	16	33	11	64	4.77
2	YouTube Videos	0	3	1	16	31	13	64	4.78
3	Tarsands Video Lecture	3	3	3	19	24	12	64	4.47
4	Document exercise on pigs	9	4	12	24	9	6	64	3.59
5	Interactive doc on coal in China	2	3	1	12	17	29	64	4.97
6	Web material on contemporary environmental issues	0	1	0	16	29	18	64	4.98

Statistic	Textual content (written material)	YouTube Videos	Tarsands Video Lecture	Document exercise on pigs	Interactive doc on coal in China	Web material on contemporary environmental issues
Min Value	2	2	1	1	1	2
Max Value	6	6	6	6	6	6
Mean	4.77	4.78	4.47	3.59	4.97	4.98
Variance	0.79	0.90	1.59	2.09	1.65	0.68
Standard Deviation	0.89	0.95	1.26	1.44	1.28	0.83
Total Responses	64	64	64	64	64	64

3. Do you think the modules worked best online, or would you rather the module material delivered in a conventional lecture format?

#	Answer	Bar	Response	%
1	Best online		49	77%
2	Better as lecture		15	23%
	Total		64	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.23
Variance	0.18
Standard Deviation	0.43
Total Responses	64

4. Would you prefer the modules to be

#	Answer	Bar	Response	%
1	More interactive?		19	30%
2	About the same level of interactivity?		42	66%
3	Less interactive?		3	5%
	Total		64	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.75
Variance	0.29
Standard Deviation	0.53
Total Responses	64

5. How would you rate the online modules over all?

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Click to write Choice 1	3.00	10.00	7.95	1.65	63



6. What were some of the things you liked the most in the online modules?

Text Response
I particularly liked the interactive elements, especially the activity regarding the coal mines in China. Overall though, I thought the structure that was presented was useful. The modules often consisted of a brief introduction and explanation of the topic, followed by a more detailed description of appropriate issues. Most modules also then included a link to additional information, a video or another resource. I think that this format should continue to be used in the future.
-Flexibility to complete -Combination of course content and specific case style readings that relate -Open questions to answer on discussion board (very informal)
the colors of background.
Found I paid more attention to them than I did when I was in lecture. I think this was due to my choosing to do the module (at the time I did the module) rather than attending class when it was scheduled. Found the videos very easy to write off as "too long" but ended up watching them while doing housework.
1. The interactivity 2. the incorporation of media (videos, interactive documentaries) 3. the amount of content (not too much, not too little)
Were more interactive and therefore interesting than lectures, and allowed me to learn some important and fascinating information
They were relatively short and can be completed whenever we want.
An online quiz via connect should be incorporated into each module
I appreciated the flexibility they gave me, and I appreciated the way they presented topics in a concise form.
They offered a broadview approach to the weekly subjects which prompt further interest and investigation.
That I could complete them on my own time.
I like the combination of readings and also interactivity. I particularly enjoyed the interactive websites. I find videos the MOST effective because you have the chance to re-listen to something if you missed anything. This is why I advocate many professors to post lectures online so students can have the flexibility to access it when most convenient, and also the opportunity to reply the video or watch it multiple times in order to receive the full message
Good way to initially immerse yourself in the concept and begin thinking about the topics.
The modules were brief and concise. the modules which had links throughout them to outside sources made it easy to do more research on the topics. Many online modules from other courses do not include their sources of information which is really limiting.
The online modules provided great introduction into the reading and lecture material for the weeks. I found that the modules were often my first task I completed in the week for History and so it was good that they provided introduction into the material
I liked the interactive content such as the china coal program that introduced you to the topics each week.
interesting videos
I liked the wide range of learning tools it pointed us towards, whether it be a YouTube video or an interactive documentary. I liked how there was engagement through the forum posts.
It was different that what I am used to in engineering, so it was a good change of pace for me
They gave flexibility to our schedules. It is also good that we can come back to them any time to review the full material.
Very focused on the topic at hand, easy to access and digest.
I liked how it forced me to continue to think about course material between lectures.
I liked the use of outside sources- ie youtube videos, Ted Talks
I liked that they were divided into sub sections and that they were short but very informative
Informative yet brief, so it does not require much time to go through the online modules
The first week was brilliant in breaking the ice with the course and peers in the discussion sections i really liked the youtube videos and the interactivity of the modules along with the puns and changing theme picture reflecting the module.
They are interesting and not too long
The online modules were great at summarizing the main points of the following lecture and articles of that week.
There were lot of fun activities, visuals, surveys etc.
I found them very interesting because they were short but contained a lot of information. I found they were quite simple to understand but they still introduced a variety of important topics.
They were pretty short. Also, very straightforward.
Convenient to do from home, tied in nicely with readings, discussions and lectures.
Chinese coal
flexibility
I found the online modules nice because I could read through them at my own pace when I wanted
Chinese coal mines
Extra information and get to know what other people think.
I extremely liked how interactive the modules were. The fact that we are required to give our own response and participate in an online discussion, its very engaging and helps keep me up to date with the materials.
I appreciated the information and web links to other articles, but found that in order for me to comprehend the articles, I would print out each article and copy pasted all the online pages into a word document, and then printed those out. This process took me 30 minutes each week, just to have printed copies for me to do more close reading of each topic.
The weight is not too heavy, student can choose when to do it, and it gives a good preview each week's topic. I think it is the most effective method of learning out of the 3 methods used in this class (lectures, discussion, and online module.)
The modules were interactive and provided contemporary material that made you question the way things are both locally and globally on numerous issues, fossil fuels for example.
I liked that they solidified my knowledge of the topics taught in lecture and talked about in discussion.
I liked the use of videos/talks as well as the interactive websites that allowed me to engage on another level.

videos and interactive activities. the writing was effective too

Accessing them throughout the week, whenever students found convenient

It provided a clear cut way to access the information that was pertinent for the lecture that week. That being said, it is just a quick way of serving up the information and – at least for me personally – I find that the information sticks better that way.

Some audio-visual elements

Probably the Youtube videos. They were the easiest to digest and didn't require much further reading.

Statistic	Value
Total Responses	48

7. Do you have any suggestions for improvement of the online modules?

**Text Response**

At times, some of the text provided was quite long and even repetitive. The most enjoyable parts of the modules were the videos and interactive activities, so these could be emphasized more each week.

-More consistent lengths of modules (some weeks were very long, some very light)

more pictures and videos.

Any time lapse maps such as the material for New Orleans growth were a nice addition

Not really. Perhaps more videos?

No improvements that I can think of

I would suggest that students post to the discussion group after they do the readings, not the online module.

I think they were pretty good. I would have liked to have more direct and immediate feedback as to how I was doing in the modules. Perhaps posting grades every 1-2 weeks.

The material at times overlaps with the readings and lectures too much. Repetition is good but if there were other examples and cases that could be looked at then mixing it up a bit could help

No

no

Some of the modules are really long, and it is hard to engage with others if everyone posts their responses too late.

More feedback or discussion on the discussion boards, almost always felt like I'd write something then it would just be there without a purpose, though stuff I wrote was sometimes brought up in tutorial

n/a

Nope! I feel like it's good as it is

More interactive content

Simpler language use instead of HIGHLY analytic intro

no

No

Perhaps a few more interactive pieces, but overall I found the modules great.

I like it when all the information is in one place. I don't like clicking links to view other articles. (it also means more reading)

None, really enjoyed them

no

stop doing it

-

I really like the weeks when we had interactive web links where I was engaged in, rather than read only. If there were more of those, It would make it more likely to complete them.

It is good the place it is.

I feel that having a lecture to cover module material would've been more effective. I personally would rather have two lectures a week rather than one lecture and a module.

A little less reading would be better. Sometimes the readings would be quite long and then we also had to do the modules which made for a lot of reading.

More interactive activities perhaps, I also really like watching talks from the people we're discussing.

More feedback on discussion postings

Not too much. The pig one required reading of some difficult-to-read text, and it would be nice if it was somehow a little less strenuous.

Statistic	Value
Total Responses	32