Large TLEF Project Completion Report

Report Completion Date: (2015/12/07)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	*2013FL1_ARTS_LING_Matthewson*
Principal Investigator:	*Lisa Matthewson*
Project Initiation: *July 2013*	**Project Completion:** *October 2015*

1.2. Project Summary

Over the last few years, Linguistics has been rethinking the undergraduate curriculum to better address student needs, incorporate advances in pedagogy, and contribute to the sustainability of teaching practices and resources within the department. To achieve this goal, over the last two years we have initiated a 'flipped-classroom' approach in three target courses (LING 100, 200, and 311).

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
Evan Ashworth	Postdoctoral Fellow	Teaching and Learning Fellow
Henry Davis	Professor	Instructor of LING 100 (2013-14 W2)
Kathleen Hall	Assistant Professor	Instructor of LING 311 (2014-15 W1)
Gunnar Hansson	Associate Professor	Instructor of LING 200 (2014-15 W1)
Meagan Louie	Graduate Student	Research Assistant
Lisa Matthewson	Professor	Principal Investigator
Hotze Rullmann	Associate Professor	Instructor of LING 100 (2014-15 W1)
Martina Wiltschko	Professor	Instructor of LING 100 (2013-14 W1, 2014-15 W2)

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
LING 100	001, 003	750+	2013-14 (W1), 2014-15 (W1, W2)
LING 200	001	150+	2014-15 (W1)
LING 311	001	85+	2014-15 (W1)

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:
RSA style videos	https://www.youtube.com/channel/UC4NHPS-ApMmYuguXTCZGWPw (Evan Ashworth's YouTube Channel) https://www.youtube.com/channel/UCGY29xt9tsphxyKcXST9roA/feed (UBC Visible Speech Channel)
Interactive lecture replacements	omeka.arts.ubc.ca, YouTube links above
Language datasets	omeka.arts.ubc.ca
Textbook alternatives	omeka.arts.ubc.ca
Reading quizzes	omeka.arts.ubc.ca
Summative and formative assessments	omeka.arts.ubc.ca

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:
-	-

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.*

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. Give students increased choices in how to learn and be assessed on their understanding of course concepts	Number of students who express preference for multiple modes of content delivery (e.g., lecture, interactive modules, peer learning) by the end of the term	Larger numbers of students who express preference for multiple modes of content delivery (e.g., lecture, interactive modules, peer learning) by the end of the term
	Number of students who express preference for alternative summative assessment devices (e.g., project-based finals, group homework assignments)	Larger numbers of students who express preference for alternative summative assessment devices (e.g., project-based finals, group homework assignments)
2. Transform three undergraduate linguistics courses using a 'flipped-classroom' model	Number of students viewing eLecture videos, interactive websites, and other online learning resources	Larger number of students viewing eLecture videos, interactive websites, and other online learning resources, greater integration of content in student comments/questions
	Number of students who view peer learning positively and the quality of the interactions among students in the target classes	Larger number of students who view peer learning positively and the quality of the interactions among students in the target classes
3. Contribute to the sustainability of department resources and teaching practices	Number of project materials stored on online repository	Larger number of project materials stored on online repository, which constantly grows/is revised from one term to the next
	Number of faculty engaging with material stored on online repository	All department faculty engaging with material stored on online repository
	Number of undergraduate courses incorporating elements of the flipped-classroom model	All three target classes incorporating elements of the flipped-classroom model

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.*

Intended project outcomes and benefits were achieved with respect to one of the target courses (LING 100). Below are a selection of quotes from LING 100 students regarding the flipped classroom model. Although most students in the course viewed the flipped classroom positively, several students continue to view this framework negatively or suspiciously:

- "I personally was ok with the flipped classroom thing. The textbook reading provides a good basis, and then I feel like I know what [the instructor] is talking about in the lectures (I feel better about myself, and more confident that I am in fact learning as a professor is confirming what I know)."

- "I really enjoyed going to lectures and tutorials. I took Linguistics 101 last term and I really enjoyed it, so I took Linguistics 100 this term. I learned a lot in this course, and I think that it really broaden my perspective. The online videos were very good, because I was able to take notes while viewing at my own speed. Linguistics is one of my favorite subjects now. Thank you very much!"

- "The course was very interactive and engaging; a really fun, different way of learning."

- "<u>What I liked</u>: I found that the topics covered in the course were very interesting. I also liked that examples from different languages were used, as well, as this made topics more relatable and also allowed me to learn more about languages that I am unfamiliar with. The summaries of what was covered in lecture were really helpful for tying everything from one lecture together to improve understanding. Clicker quizzes were also very helpful for making sure that I stayed up to date with class material. Exams were fair. Lastly, [the TA] was very helpful … and was always available to answer questions and made sure to offer [their] assistance and provide feedback. I did not interact with the other TAs very much, so I am unable to comment. I also liked the multiple opportunities for bonus points -- it motivated me to understand the material more and to participate. <u>What could be improved</u>: I would have preferred that the instructions for assignments and the final project were given out earlier (more than 1 week in advance for the assignments, and at the start of the term for the final project). Because I had quite a heavy course load this term, this would have allowed me to work ahead instead of scrambling to finish some of the assignments. Also, for the final project, it would be helpful to know the instructions at the start of the term in order to be able to brainstorm/pick up on ideas as the course progressed throughout the term. Lastly, I feel that the presentation day could have been done in a more efficient way and could have been more organized."

Given the large scope of the project, one year was insufficient time to fully implement the flipped classroom approach for LING 200 and 311. The reader is guided to the aforementioned survey reports regarding all three target courses.

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.**

Data collection and evaluation were principally accomplished through the use of pre-course and post-course surveys, which were created by Evan Ashworth, Teaching and Learning fellow, with the assistance of UBC Linguistics faculty and staff from CTLT and Arts ISIT. The purposes of these surveys were to: 1) assess what students knew about course content at the beginning of the class as compared to the end of the class; 2) better understand how students preferred to learn (e.g., traditional lecture-based classroom, accessing resources outside of class); and 3) get a sense of how students viewed peer learning through activities in class and in tutorial sessions. All surveys were anonymous and participation was entirely optional. Survey responses were recorded by the TLF, Evan Ashworth, with the help of a Research Assistant (attached are the reports from each of the 4 pre-/post-course surveys—one for each of the target courses).

Additionally, anecdotal evidence based on feedback from individual instructors, TAs, and students has proved useful for proposing revisions to flipped-classroom course curriculum. Taken together, while both pre-/post-course surveys and anecdotal evidence represent blunt devices for assessing student learning gains and for evaluating project effectiveness, there is little else that can manageably be accomplished in one year (the timeframe in which the TLF served on the project).

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.*

*Presentations***:**
- Evan Ashworth. **"**Flipping the Linguistics Classroom". UBC Postdoctoral Research Day. September 17th, 2014. University of British Columbia.
- Evan Ashworth. "Flipping the Linguistics Classroom". Linguistics Department Colloquium. October 15th, 2014. University of British Columbia.
- Evan Ashworth, Henry Davis, Joash Gambarage, Hotze Rullmann, Lisa Matthewson, Sonja Thoma, Martina Wiltschko." This changed my teaching: Transforming large classes into interactive learning environments". CTLT Workshop. October 29th, 2014. University of British Columbia.

*Publications***:**
- **"**e-Lecture-fied: Using asynchronous online videos in the flipped linguistics classroom" (to be submitted to the Canadian Journal for the Scholarship of Teaching and Learning, Spring 2016)

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?*

Teaching practices have changed in the target courses as a result of the Flexible Learning project, especially in LING 100. In this course, instructors now deliver a substantial portion of course content online (through eLecture videos, interactive websites, and other digital media) to provide students with "first exposure" to course concepts that prepare them for future learning. Additionally, LING 100 has transitioned away from a traditional final exam to a project-based final, in which students work in groups, perform original research, and present their findings in front of their peers at the end of the semester. Instructors of LING 200 and 311 are now giving students increased options for how to learn (and demonstrate understanding) of course concepts (e.g., through activity-based peer learning, group homework assignments and projects) and are more effectively incorporating clicker technology in their teaching.

Teaching materials and resources (e.g., homework assignments, in-class activity designs, problem sets) used in each class have been added to Omeka, an online repository, which will not only serve as a storehouse for these materials in the interest of redundancy of data storage but will allow department faculty to share their experiences with each resource using the comment feature on the site. Taken together, Omeka will help to ensure the sustainability of teaching resources within the department. Further, these materials can be used in future online course offerings in the department.

However, given the short length of time in which the TLF was on-board (one year), these teaching practices will only become sustainable over time by creating long-term support (two – three years at least) in the form of a TLF and RAships) for flipped-classroom teaching in the department. It is also important that the department continues to receive support from CTLT, Arts ISIT, and other UBC departments and organizations in order to create classroom materials, maintain course websites, and develop improved project assessment devices.

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?*

As mentioned earlier, resources developed as a part of this project have been uploaded to the Omeka online repository, which will not only serve as a storehouse for project materials but will allow faculty members to comment on the effectiveness of these materials in their courses. However, it will be important that the department continue to receive technical support from Arts ISIT in maintaining the repository.

Over the next five years, we seek to continue teaching LING 100 using a flipped approach. While the materials that have been developed for this courses over the last two years will continue to be used in the short-term (one to two years), it will be necessary to create newer materials (e.g., eLecture videos, datasets, in-class activities) in the long term (three to five years) to keep up with current research in the field as well as with pedagogical advances. As such, it will be important that the department continue to receive technical and instructional support from Arts ISIT, CTLT, and other departments and organizations at UBC to build on the gains established in this project.

With respect to LING 200 and 311, the ideas generated over the past year, since the TLF joined the project, will serve as a foundation for an eventual transformation of these courses. However, as mentioned with respect to LING 100 above, it is crucial that the department continue to receive technical and instructional support as well as ideally the assistance of a TLF and RAs who can work with faculty to implement elements of

the flipped approach and provide students with increased choices in their learning, continue to develop project assessment devices, and help to maintain the Omeka repository.

Finally, it is the department's vision to extend the flipped classroom model to all its undergraduate courses, including as the first priority LING 101, LING 200 and LING 300. The results of this project will be invaluable as we move towards our ultimate goal, as we now have experience, knowledge, and infrastructure, as well as assessment and evaluation tools in place. However, each new course that is flipped will require its own substantial input of resources. Each new flipped course requires development of its own targeted in-class activities and out-of-class materials.