



Large TLEF Project Completion Report

Report Completion Date: (YYYY/MM/DD)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	2013FL1_ARTS_GRSJ_Stewart		
Principal Investigator:	Janice Stewart		
Project Initiation:	July 2013	Project Completion:	October 2015

1.2. Project Summary *GRSJ 224 learning objects will include video, blogs, and social media sites to support a pedagogic infrastructure that will help build core research and intercultural competencies. Students will participate in an open and collaborative community learning project that will permit participants' active involvement in research-intensive modes of narration, reading and writing that constitute a generative form of knowledge mobilization, and importantly, citizenship.*

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
Janice Stewart	GRSJ Director of project	Vision, oversight, design coordination
Lori MacIntosh	Education Post Doc	One unit design
Kathryn Ferguson	GRSJ Post Doc	Media, curriculum
Dallas Hunt, June Scudeler, Katherine Fobear	GRSJ grad students	Unit development
Daniel Swenson	GRSJ undergrad	One unit design and discussion with artist, Amber Dawn

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
GRSJ 224	099A	250 per year	Winter and summer



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:
6 content modules	Arts IT
2 assignment modules	Arts IT
Integration of CLAS for video annotation	Arts IT
Bank of content	Arts It

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:
Digitalizing entire content	Some ebooks not quite worth it.
Lunch and learn	Not needed, people wanted to engage in one on one learning

3. PROJECT EVALUATION

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

- **To create a bank of assignments (used in many other sections both in GRSJ and other units on campus)**
- **To create content that is dynamic and current**
- **To engage students in an online community**
- **To connect faculty and students in a community**
- **To highlight social justice issues in a broad way**

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.

- **Outcomes were achieved**
- **Students enjoyed the course content.**
- **The wiki assignment that carried from year to year allowed student to grown the knowledge and participate with many sections across years and courses**



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), any additional data or other relevant items.**

- Interviews with faculty teaching the various sections
- Discussions with students
- Evaluation of the course content from the evaluation forms
- TA interviews

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.

- Project was successful. Janice Stewart applied to CTLT for a second opportunity to create GRSJ 300 using similar techniques
- I spoke on 3 occasions to the success of the reformatting and visual appeal of the course

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?

Flexible learning projects are extremely important to my own teaching. **Rethinking content presentation to be more appealing and to help students feel a connection to the material is so key to creating good courses. Students using technology to assist in the way that they integrate knowledge and scholarship is a key opportunity for students to participate in larger conversations than that happening in the classroom. I have used the content models in other classes and had students engage in sections of the course as flipped learning classroom. The models are useful as resources and tools for other instructors. I have changed the way that I think about a class as having more upfront prep so that we can deepen the conversation.**

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?

Material will need to be refreshed and updated in a few years. Ongoing assessment is required to make sure that models are working in the best possible way for students.

This course is already 3 years old and will continue to be offered in all of the semesters. We will look to revise content in 3 years more formally. Every year, I meet with the instructor of the course to get feedback on the content. We are constantly making small and significant changes to readings/some assignments based on the needs of the course. There is a flexibility to this project that allows for that.