



Small TLEF Project – Final Report

Report Completion Date: (YYYY/MM/DD)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Developing Teaching and Learning Videos for addressing challenging classroom situations		
Principal Investigator:	Allen Sens		
Report Submitted By:	Allen Sens		
Project Initiation Date:	March 9, 2016	Project Completion Date:	April 1, 2017

1.2. Project Summary

Challenging classroom situations (and how they are managed) significantly impact all forms of teaching and learning environments and the instructor and student experience (Ambrose, et. al., 2010). Effective management of these challenging situations in classrooms greatly benefits undergraduate students (Hirschy & Braxton, 2004). Currently, there are very few resources available to help faculty, instructors and teaching assistants at UBC manage challenging teaching and learning situations. Existing instructional videos of this kind were last produced in the mid-80s and no longer fit contemporary needs. Based on surveys to be conducted with faculty and graduate TAs in the Political Science, Geography and Sociology departments, this project will identify the most prevalent teaching and learning challenges which occur in lecture, seminar and tutorials in order to develop 4-5 instructional videos aimed at addressing the most challenging of these situations. Each video will be 5-6 minutes in length and will be dedicated to a particular situation and methods to prevent, manage and resolve the situation. These videos will then be screened at departmental TA Training events, and shared with faculty members. The videos will also be made available to Arts ISIT and CTLT, and to the wider UBC community and beyond.

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
Allen Sens	Professor of Teaching	Principal Applicant/Project Manager
Serbulent Turan	PhD Student	Project Coordinator
Loch Brown	Instructor	Other Applicant/Project development and Support
Silvia Bartolic	Instructor	Other Applicant/Project development and Support



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).

Because the initial instructional video production was piloted and tested in the Departments of Political Science, Sociology, and Geography, only TAs in the TA training programs of these departments will have seen the videos to this point. The courses below are the introductory-level courses most likely to be impacted. In the future, we expect all the TAs in these courses to have viewed the videos during their TA training programs. As the videos are made widely available, we expect them to be of use for the entire UBC teaching and learning community.

Course	Section	Academic Year	Term (Summer/Fall/Winter)
POLI 100		2017+	
POLI 101		2017+	
POLI 110		2017+	
POLI 220		2017+	
POLI 240		2017+	
POLI 260		2017+	
SOCI 100		2017+	
SOCI 101		2017+	
SOCI 102		2017+	
GEOG 121		2017+	
GEOG 122		2017+	

2. PROJECT EVALUATION

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

The focus of this project is the production of a series of 4-5 instructional videos suitable for training educators on how to prevent, minimize, and transform potentially damaging classroom situations into learning opportunities, thereby improving learning environments to the benefit of both faculty and students. This project will yield the following:

- An immediate benefit to the Departments of Political Science, Geography and Sociology, through the process of video development and the pilot use of the videos in these three departments;
- An improvement in the classroom experiences of thousands of undergraduate students in lectures, tutorials, labs, seminars and group projects;
- An instructional video resource available to all Instructors and units across the university for personal or collective professional development purposes;
- A valuable video resource for for unit-level teaching and TA training programs;



- A valuable resource for Faculty and university level instructional resource units, such as Arts ISIT and CTLT;
- Instructional videos for widespread use beyond UBC at other educational institutions and in other teaching learning settings.

The new videos will provide instructors with a resource to (a) prevent, (b) manage, and (c) resolve challenging situations that might arise in their teaching and learning environments. The ultimate objective of the project is to create a more enjoyable, fruitful and overall positive teaching experience for instructors and a more enriching, supportive, and inclusive learning experience for students across UBC.

2.2. Findings – *Briefly describe the methods and findings of your project evaluation effort: to what extent were intended project outcomes achieved or not achieved?*

Our core project outcome has been achieved: 4 instructional videos have been produced and are in the final editing stages of development:

- Unreasonable Expectations
- Silent Classroom
- Dominant Student
- Unwanted Technology

Our evaluation efforts focused on our consultations with the three departments involved in the development and piloting of the instructional videos. In each departmental screening, feedback was positive and appreciative. Feedback was integrated into the final production phase of the videos. In particular, the “Unreasonable expectations” video was re-edited in response to screening feedback. The last remaining aspect of the project is to make the videos available for viewing and use by the UBC community, and notify units on how to access the videos.

2.3. Dissemination – *Please provide a list of 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.*

Our project provided a poster for the 2017 Celebrate Learning Week. Through CTLT, we will advertise the availability of the videos for use in the UBC teaching and learning community.

3. 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?*

I personally benefitted significantly from the development of the videos. I now have a better suite of responses and pre-emptive practices for preventing and managing challenging classroom scenarios. The feedback from our consultation and development process indicates the videos were widely appreciated as an instructional tool and as a way of stimulating discussion around challenging classroom situations. The full availability of



these videos for the UBC teaching and learning community in general and faculty and TA training programs in particular should yield significant and long-lasting impacts.

4. PROJECT SUSTAINMENT – *Please describe the sustainment strategy for the project components. How will your work be sustained and/or potentially expanded (e.g. over the next five years)?*

The videos will be hosted at CTLT and will be available for viewing and download to the UBC teaching and learning community.