TLEF Project – Final Report

Report Completion Date: (2018/12/31)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Educational and Career Outcomes for UBC Arts Students: Towards a New Paradigm
Principal Investigator:	Dr. Sunaina Assanand
Report Submitted By:	Julie Walchli
Project Initiation Date:	April 1, 2015	**Project Completion Date:**	December 31, 2018
Project Type:	☒ Large Transformation ☐ Small Innovation ☐ Flexible Learning ☐ Other: [please specify]

1.2. Project Focus Areas – *Please select all the areas that describe your project.*

☒ Resource development (e.g. learning materials, media)

☐ Infrastructure development (e.g. management tools, repositories, learning spaces)

☒ Pedagogies for student learning and/or engagement (e.g. active learning)

☐ Innovative assessments (e.g. two-stage exams, student peer-assessment)

☐ Teaching roles and training (e.g. teaching practice development, TA roles)

☐ Curriculum (e.g. program development/implementation, learning communities)

☐ Student experience outside the classroom (e.g. wellbeing, social inclusion)

☐ Experiential and work-integrated learning (e.g. co-op, community service learning)

☐ Indigenous-focused curricula and ways of knowing

☐ Diversity and inclusion in teaching and learning contexts

☐ Open educational resources

☒ Other: [Developing career capacity/resources for faculty members]

1.3. Project Summary

Core to UBC's commitment to delivering a transformative student learning experience is building mechanisms for students to identify connections across their disciplinary and experiential learning activities, and make meaning of their experiences. This project sought to support student learning by developing the foundation and supportive environment that are necessary for students to systematically reflect on their learning throughout their university experience, supporting their development as experts in their field and enabling them to make connections between their expertise and life paths.

By shifting the assumption that learning happens in the classroom and career happens outside of the classroom, this project emphasized the crucial role of faculty members in supporting the process of navigating and understanding the links between a university education and career outcomes. The project not only equipped faculty members in supporting students one-on-one, but also built an awareness of the integration of the craft of professional self-representation into curriculum.

Throughout the 3 years of the TLEF grant, over 90 faculty members and staff completed a training program that used a blended learning model to help them unpack disciplinary learning beyond course content. The outcome of the Signature Pedagogies workshop and resources was to help faculty members identify the rich and varied learning that happens in their classrooms, and make this learning more visible to students, empowering students by giving them a language to talk about their emerging disciplinary expertise to other audiences, including their families and potential employers. For further information visit: https://blogs.ubc.ca/signaturepedagogies/

As well, faculty members across 9 departments—Classics, Philosophy, First Nations Studies, Geography, Political Science, Italian Studies, Sociology, iSchool, and Visual Arts—piloted eportfolios in curriculum at the undergraduate and graduate levels, and their feedback led to the creation of the Arts eportfolio tool, which is a customized version of WordPress open to any Arts student: https://ubcarts.ca/ The site also contains a wide range of resources for students and faculty including testimonials from students, employers, and faculty members and tips for integrating porfolios into curriculum. In the last 12 months, 1186 Arts students have created eportfolios through the site, which is now being promoted through a campaign led by Arts Communciations. Finally, over 60 faculty members and staff, and other eportfolio experts from BC, attended a 1-day eportfolio symposium hosted at UBC in May 2018 during Celebrate Learning Week. This conversation sparked further partnerships within and outside of UBC to support eportfolio use in post-secondary education more broadly.

Overall the project achieved the majority of its goals, and has left a legacy of resources and work that will continue to impact Arts faculty and students far beyond the 3 years of the grant.

1.4. Team Members – *Please fill in the following table and include __students__, undergraduate and/or graduate, who participated in your project.*

Name	Title/Affiliation	Responsibilities/Roles
Dr. Janet Giltrow	Associate Dean, Academic, Arts	Principal Investigator, Year 1
Dr. Sunaina Assanand	Associate Dean, Student Success, Arts	Principal Investigator, Years 2 and 3

Julie Walchli	Executive Director, Work Integrated Education and Careers, Arts	Project Manager for Grant
Janet Teasdale	Managing Director, Student Development and Services	Advisory Committee Member
kele fleming	Associate Director, CTLT	Advisory Committee Member
Carol Naylor/Kim Kiloh	Director, CSI&C	Advisory Committee Member
Jenna Omassi	Arts Student, AUS Rep	Advisory Committee Member
Susan Grossman	Director, CCEL	Advisory Committee Member
Daniel Munro	Arts Student, Arts Senator	Advisory Committee Member
Sally Hermansen	Senior Instructor, Geography	Eportfolio professor
Dr. Loch Brown	Senior Instructor, Geography	Eportfolio professor
Dr. Siobhan McPhee	Senior Instructor, Geography	Eportfolio professor
Dr. Michael Griffin	Associate Professor, Philosophy, and Classical, Near Eastern, and Religious Studies	Eportfolio professor
Dr. Daniel Justice	Professor, First Nations, Indigenous Studies and English	Eportfolio professor
Dr. David Gaertener	Lecturer, First Nations and Indigenous Studies Program	Eportfolio professor
Dr. Fred Cutler	Associate Professor, Political Science	Eportfolio professor and Director, Arts ISIT
Dr. Christine D'Onofrio	Lecturer, Art History, Visual Art, and Theory	Eportfolio professor
Dr. Kerry Greer	Instructor, Sociology	Eportfolio professor
Dr. Luisa Canuto	Lecturer, French, Italian, Hispanic Studies	Eportfolio professor
Dr. Rick Kopak	Senior Instructor, iSchool	Eportfolio professor
Dr. Richard Arias-Hernandez	Instructor, iSchool	Eportfolio professor
Dr. Heidi May	Arts Curriculum Designer	Educational programmer
Dr. Letitia Henville	Faculty of Medicine	Educational programmer
Adriana Briseno-Garzon	Manager, Learning Evaluation and Research, CTLT	Assessment Advisor, Years 2 and 3
Dr. Oksana Bartosh	Geography	Assessment Advisor, Year 1
Emily Rosenman	Geography PhD candidate	TA
Tobias Meuller	Geography PhD candidate	TA
Jeffrey Whyte	Geography PhD candidate	TA
Jelena Todorovic	CNERS PhD Candidate	TA
Marcelo Bravo	ISGP PhD Candidate	TA
Susan Hampton	CTLT	Instructional Designer
Dr. Jan Leudert	Political Science	Instructional Designer
Christa Yeung	Geography undergraduate student	ePortfolio peer advisor, Arts ISIT

1.5. Courses Reached – *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 reached by your project, including 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)
Undergraduate Arts Co-op Program		2016/17, 2017/18, 2018/19, 2019/20	Program requirement for all 800 undergraduate students
Classics/Philosophy 211		2016/17, 2017/18, 2019/20	Fall
Classics/Philosophy 212		2016/17, 2017/18, 2019/20	Winter
First Nations and Indigenous Studies 100		2016/17, 2017/18	Winter
First Nations and Indigenous Studies 454		2017/18	Winter
Italian 301		2017/18	Fall
Geography 270		2015/16, 2016/17, 2017/18, 2018/19	Fall/Winter
Geography 310		2015/16, 2016/17, 2017/18	Fall/Winter
Geography 352		2015/16, 2016/17, 2017/18	Winter
Masters of Library and Information Studies		2017/18, 2018/19	Across multiple courses and through Co-op requirements
Political Science		2017/18, 2018/19, 2019/20	Cocurricular activities
Sociology		2017/18	Cocurricular activities
VISA 110		2016/17	Fall

2. OUTPUTS AND/OR PRODUCTS

2.1. *Please **list** project outputs and/or products (e.g. resources, infrastructure, new courses/programs). Indicate the current location of such products and provide a URL if applicable.*

Product(s)/Achievement(s):	Location:
Over 90 Arts faculty and staff attended a Signature Pedagogy Workshop between Fall 2017 and Fall 2019, and we produced online curriculum as well as an outline for in-person workshop facilitation; this workshop is being incorporated into Faculty of Arts regular programming for faculty members and student facing staff.	https://blogs.ubc.ca/signaturepedagogies/
We created resources for faculty and students about the value and uses of eportfolios and those resources are now on the Arts ISIT web site, and are being strategically promoted through the Arts	https://ubcarts.ca/

Communications programming. Eportfolios are now embedded in curriculum for the Arts Co-op Program, iSchool Co-op Program, and being considered in the iSchool MLIS and MAS degrees and the Bachelor of Media Studies, as well as in a series of new career focused courses the Faculty is currently developing. As well, many faculty members who participated in the TLEF grant now use portfolios regularly in their courses.	

2.2. Item(s) Not Met – *Please list intended project outputs and/or products that were not attained and the reason(s) for this.*

Item(s) Not Met:	Reason:
Eportfolio integration with Bachelor of Media Studies Curriculum during Year 3 of the grant	Curriculum Redesign process was delayed to 2019/20 academic year because of changes in leadership of the Program.
Eportfolio integration into degree requirements for Masters of Library and Information Studies during Year 3 of the grant	iSchool decided to further study the impact of eportfolios on assessing degree learning outcomes before deciding whether to make them a required part of curriculum.

3. **PROJECT IMPACT**

   3.1. Project Impact Areas – *Please select all the areas where your project made an impact.*

   ☒ Student learning and knowledge

   ☒ Student engagement and attitudes

   ☒ Instructional team teaching practice and satisfaction

   ☐ Student wellbeing, social inclusion

   ☐ Awareness and capacity around strategic areas (indigenous, equity and diversity)

   ☐ Unit operations and processes

   ☐ Other: [please specify]

   3.2. What were you hoping to change or where were you hoping to see an impact with this project? – *Please describe the intended benefits of the project for students, TAs, instructors and/or community members.*

   By shifting the assumption that learning happens in the classroom and career happens outside of the classroom, this project emphasized the crucial role of faculty members in supporting the process of navigating and understanding the links between a university education and career outcomes. As well, the project sought to create an eportfolio tool to enable students to archive and reflect on work

produced during their undergraduate experience, and have the ability to push that work out to different audiences for different purposes. The eportfolio was intended to support goals related to helping students develop a professional identity through their degree experience.

3.3. Were these changes/impacts achieved? How do you know they occurred? – *What evaluation strategies were used? How was data collected and analyzed? You are encouraged to include copies of data collection tools (e.g. surveys and interview protocols) as well as graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.*

This project had ambitious goals related to shifting the paradigm in Arts towards seeing the classroom as an important site of career learning, goals which were substantially refined and advanced in the last 3 years, but which will take considerably more time to fully achieve throughout a Faculty as large and diverse as Arts. TLEF funding was instrumental in allowing Arts to prototype new approaches to faculty training and student learning tools (through the eportfolio) and to refine and adjust our approach throughout the time of the grant, ultimately resulting in 2 substantial products that continue to be well used in Arts today, and will now form a cornerstone of new work being done within the Student Success portfolio in the Faculty.

Throughout the 3 years of the project many assessment mechanisms were employed. For the eportfolio project, Adriana Briseno-Garzon, an Assessment expert at CTLT, worked closely with the project team during Years 1 and 2 of the grant, designing, implementing, and assessing pre-and post course surveys for students and holding focus groups with instructors and students. Feedback from these sources informed improvements to the eportfolio tool and approach to integration with curriculum, yielding the resources for students and faculty members now available on the Arts eportfolio site (see URL above), as well as the creation of a customized Word Press tool which has considerably greater sophistication around students' ability to mark certain artifacts as private or public, and create customized collections of work to push out to different audiences. See the assessment reports attached to this report for further information.

Signature Pedagogies workshop participants completed evaluations at the end of each workshop, and feedback was used to develop and then refine the workshop format and the online resources that accompany it (see URL above for online resources). A summary of responses from one of the workshops is attached to this report as an example of the feedback we received.

Funding over 3 years allowed us to take an iterative approach with the strategies and tools we developed, and data allowed us to refine and improve approaches throughout the period of the grant. This was a very effective approach that has led to a lasting legacy for this TLEF funded project.

3.4. Dissemination – *Please provide a list of __past__ and __upcoming__ scholarly activities (e.g. publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project.*

Signature Pedagogies: Drs. Sunaina Assanand and Jan Ludert and Julie Walchli presented a workshop at the annual conference of the Society for Teaching and Learning in Higher Education in Halifax in June 2017. An article about this work to be published in a refereed academic journal is forthcoming in 2019/20 in partnership with Susan Hampton from CTLT.

Eportfolios: Our eportfolio work culminated in the 1-day CIRCLe 2018 ePortfolio Symposium that took place on May 1, 2018, as part of UBC's Celebrate Learning Week. Over 60 people from a range of faculties at UBC—the majority from Arts—and others in the community gathered to share their teaching practices related to eportfolios. An overview of the event and its outcomes is available here: https://circle2018.arts.ubc.ca/

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?*

Most of the professors involved in the eportfolio project continue to use eportfolios in their teaching. Anecdotally we know that Christine D'Onofrio's work with eportfolios led to a recent TLEF project, in partnership with Dr. Heidi May and another colleague, on "multimodal projects" in curriculum. Fred Cutler's interest in eportfolios has led to him encouraging use of the tool in a variety of curricular contexts in Arts. Many Geography grads now have portfolios,that the Department showcases, as a result of courses they took which participated in the TLEF project. Eportfolios will likely be a core component of a series of new career focused courses the Faculty is developing, work also informed by the Signature Pedagogies approach to beyond teaching content.

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 noted above, 1186 Arts students have created eportfolios through the Arts tool in the past year, the majority outside of course requirements, and an ambitious communications strategy is being enacted with support from Arts Communications to support raising awareness of the tool with students directly. As well, almost all of the 12 faculty members who helped to pilot the tool now use it routinely in their teaching, and report good outcomes from students who see the value of their learning beyond requirements in individual courses.

In Fall 2019 we offered the Signature Pedagogies workshop within one specific department, History, with about a dozen faculty members and TAs participating. The feedback from this format was so positive that we plan to use this approach—of delivery within a particular department as opposed to a session open to faculty members from any department—going forward. We are also working with CTLT to explore integration of this workshop in existing programming such as their popular Instructional Skills Workshops.

Perhaps most significantly, these initiatives are at the heart of a new Framework Arts is developing, through the Student Success portfolio in the Dean's Office, to create a richer ecosystem to support career and experiential learning across our undergraduate programs in support of the new Arts strategic plan. Our experience with the innovations supported by the TLEF were vital steps on the road towards transforming the way students progress through and transition out of their degrees at time of graduation. UES, NSEE, and BGS data is being harnessed to help us chart longitudinal outcomes from this work.

A number of factors suggest that this is a golden time to be doing this work in Canada and at UBC. UBC's strategic plan puts transformative student learning at the heart of its priorities, and Kari Grain's year-long project on Experiential Learning at UBC is likely to support a campus-wide conversation about how to identify and move beyond barriers to experiential learning practices; Arts is keen to play a leadership role in this work. Further, the federal budget, announced on March 16, 2019, earmarked approximately

$800 million in funding for a range of initiatives to support development of Work Integrated Education both as an educational practice but also to flood the employer ecosystem with funds to encourage hiring of PSE students, making it a regular part of doing business in all sectors of the Canadian economy.   An announcement from the BC government to encourage collaboration in Work Integrated Education between BC PSEs is forthcoming at the time of writing this report.

Barriers include faculty members' capacity to take on the additional work that innovative teaching focused on student outcomes requires, disincentives in the current tenure and promotion process to innovation and community engaged learning practices, and a lack of formal coordination between various campus resources to support faculty learning. On the student side, a lack of coordination amongst various campus resources sometimes results in a lack of consistent information to students, resulting in students missing out on opportunities that could be pivotal in a transformative learning experience. As well, many students are unable to seek out co-curricular opportunities because of a lack of time (stemming from working part-time jobs, long commutes, and family responsibilities, for eample). Identifying these barriers through the TLEF grant has been very helpful, as we are now making recommendations about how to overcome them in the Framework we are developing.

Overall, though, the successes of this TLEF helped to give the Faculty of Arts confidence that we are heading in the right direction, and that the partnerships between faculty, departments, staff and students that this project helped to deepen will serve us well as we continue to move forward with transformative student learning in the months ahead.

ePortfolios pre-course Student Survey

Q1 Please indicate your current year of studies:
Year 1
Year 2
Year 3
Year 4
Year 5 & up

Q2 Have you ever used a portfolio (digital or print)?

	Yes, I have	No, I haven't
Before coming to UBC (1)		
Before this course (2)		

Q3 How <u>relevant</u> are the following skills for you to have?

	Not important	Moderately important	Very important	Do not know
WordPress or similar online platforms				
Creating portfolios (electronic or print)				
Writing resumes and cover letters				
Posting your work online for others to see				

Q4 Currently, how <u>confident</u> are you with these skills?

	Not confident	Moderately confident	Very confident	Do not know
WordPress or similar online platforms				
Creating portfolios (electronic or print)				
Writing resumes and cover letters				
Posting your work online for others to see				

Q5 Please identify your level of agreement with the following statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Do not know
Working on my ePortfolios might increase my interest in this course.						
An ePortfolio can be a good way to demonstrate my knowledge of course material.						
Creating an ePortfolio is a good way to share my work with others.						
ePortfolios have the potential to enhance my ability to communicate my skills, interests, and goals to others.						
ePortfolios might help me reflect upon my academic and professional strengths and weaknesses.						
Upon completion of this course, I anticipate I will continue to add material to my ePortfolio.						
I know how to design an ePortfolio.						

Q6 How might having an ePortfolio be useful to you, after this course ends?
_____
_____

ePortfolios post-course Student Survey

Q1 How much IN-CLASS time during this course, did you spend working on your ePortfolio?
1-2 hours
3-5 hours
6-10 hours
10-20 hours
20-40 hours
>40 hours

Q2 How much time OUTSIDE OF CLASS, in total, did you spend working on your ePortfolio for this course?
1-2 hours
3-5 hours
6-10 hours
10-20 hours
20-40 hours
>40 hours

Q3 Approximately when in the term did you start working regularly (i.e., 1-2 times per week) on your ePortfolio?
Never
Early or mid-January
In the 2-3 weeks before Reading Week
In the 2-3 weeks after Reading Week
Last 2-3 Weeks of Term

Q4 How relevant are the following skills for you to have?

	Not important	Moderately important	Very important	Do not know
WordPress or similar online platforms				
Creating portfolios (electronic or print)				
Writing resumes and cover letters				
Posting your work online for others to see				

Q5 After taking this course, how <u>confident</u> are you with these skills?

	Not confident	Moderately confident	Very confident	Do not know
WordPress or similar online platforms				
Creating portfolios (electronic or print)				
Writing resumes and cover letters				
Posting your work online for others to see				

Q6 Please identify your level of agreement with the following statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Do not know
Working on my ePortfolios increased my interest this course.						
An ePortfolio is a good way to demonstrate my knowledge of course material.						
Creating an ePortfolio is a good way to share my work with others.						
ePortfolios enhanced my ability to communicate my skills, interests, and goals to others.						
ePortfolios helped me reflect upon my academic and professional strengths and weaknesses.						
Upon completion of this course, I anticipate I will continue to add material to my ePortfolio.						
I know how to design an ePortfolio.						

Q7 Please write down one word that describes your interaction with your ePortfolio in this course:

_____

Q8 What did you enjoy best about developing an ePortfolio in this class?

_____
_____

Q9 What was the main challenge you encountered when developing an ePortfolio for this class?

_____
_____

Q10 How might having an ePortfolio be useful to you, now that this course is over?

_____
_____

Q11 Other than your ePortfolio, how do you keep all the academic work you have produced in the course of your studies? (select all that apply).
I don't pay any attention to preserving it.
I keep the original paper versions with grades and comments on them.
I discard the paper versions with grades and comments.
I keep only the original electronic versions on my computer or a cloud drive (Dropbox, iCloud, etc.).
I keep and organize all the work I did at the end of a course.

Q12 How do you feel about the idea of a 3-credit workshop/seminar course in the last semester of your degree where you would **organize, reflect on, and electronically present** all of the work you had done in your UBC career, including extra-curricular activities when appropriate? This would be an academic and extra-curricular autobiography that preserves and tells the story of your professional and intellectual growth over your degree.
Wonderful idea, I'd take it.
Sounds interesting, I'd consider taking it.
I don't like this idea, it would be too much work for 3 credits.
I don't like this idea, I just don't see the value.
This would be really painful and I wouldn't want to go back to my work and present it to my peers and a prof.
Don't know.

Please elaborate on your answer:

_____
_____