TLEF Project – Final Report

Report Completion Date: (2019/06/25)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Open Case Studies (formerly: Sustainability Case Studies)
Principal Investigator:	Christina Hendricks
Report Submitted By:	Christina Hendricks
Project Initiation Date: April 2016	**Project Completion Date:** March 2019
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: [please specify]

1.3. Project Summary

The Open Case Studies project, a teaching and learning enhancement initiative, aims to bring together faculty and students from across departments and faculties to co-create interdisciplinary, open educational resources. This project was conceived as part of an AMS student-led initiative to encourage the adoption and creation of open educational resources at UBC, including those created by students.

This project promotes open pedagogy, which leverages the fact that open educational resources can be revised and redistributed, and emphasizes student co-creation of curriculum and course materials. The UBC hosted Wiki serves as a platform for creating these publicly available case studies. The structure and open nature of this educational resource allows faculty and students to contribute to and provide commentary on a collection of case studies through the lens of their respective academic disciplines. The case studies, developed by faculty and students, are showcased and curated on the project website (www.cases.open.ubc.ca) to further invite members of the teaching and learning community to draw from additional disciplinary perspectives to those in their courses. All resources on the Open Case Studies site are licensed CC BY 4.0 to allow revision and reuse. Taken together, this project serves as an example of how other instructors and students could collaborate across disciplinary boundaries to produce work that is of value for students' learning, for instructors' teaching, and for the wider public as well.

The PM and support staff from the Centre for Teaching, Learning and Technology (CTLT) consult with faculty members to explore how best to adopt and integrate the use of open case studies in their teaching contexts, as well as to support them in creating and implementing meaningful learning opportunities to enhance higher-level learning.

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
Christina Hendricks	Academic Director, CTLT	PI: Academic leadership/strategic direction for the project
Deborah Chen	Educational Developer: Teaching & Learning Professional Development, CTLT	Project manager
Will Engle	Strategist, Open Education Initiatives, CTLT	Consultant, also helped faculty members who wanted to participate in the project.
Janette Bulkan	Assistant Professor, Dept. of Forest Resources Management, UBC	Consulting and participating in SoTL research on the project
Cindy Underhill	Former learning designer at CTLT (retired)	Co-facilitated the 2-day sprint in May of 2016, consulted on the design of the project.
Lucas Wright	Sr. Educational Consultant, CTLT	Co-facilitated the 2-day sprint in May of 2016, consulted on the design of the project.

Erin Fields	Liaison Librarian and Flexible Learning Coordinator, UBC Library	Co-facilitated the 2-day sprint in May of 2016, consulted on the design of the project. Erin also consulted with faculty who were participating in the project.
Michelle Hak Hepburn	Research Assistant, 2016-2017 (grad student in Anthropology at the time)	Connected with faculty members who participated in the project, helped with developing content for the website such as the teaching guide, interviewed instructors who had participated.
Jennifer Mansour	Research Assistant, 2016-2017 (grad student in Education at the time)	Connected with faculty members who participated in the project, helped with developing content for the website such as the teaching guide, interviewed instructors who had participated.
Daniel Munro	Project originator and original PI, 2015-2016 (undergrad student: AMS)	Came up with the idea for the project, did most of the work on the original TLEF application in 2015 and contributed significantly to the Sprint in May of 2016. Graduated from UBC in May of 2016.
Sherrie Wang, Electrical Engineering Pattie Shang, Geography Daniel Lam, Atmospheric Sciences Marium Hamid, Economics and Anthropology Adrian Cheng, Geography	Undergrad students	These students all helped in writing and finding online resources for the original set of case studies during the May 2016 2-day sprint.

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)
CIVL 498		2016/2017	Fall
GRSJ 306		2016/2017	Fall
FRST 522		2016/2017	Fall

POLI 573		2016/2017	Fall
CONS 200		2016/2017	Winter
POLI 373		2017/2018	Fall
FRST 270	(2 sections of this course)	2017/2018	Fall
FRST 522		2017/2018	Fall
SCIE 420		2017/2018	Winter
APBI 402/SOIL 502		2017/2018	Winter
FRST 370	101	2018/2019	Fall
FRST 522	101	2018/2019	Fall
POLI 350	001	2018/2019	Fall
POLI 373	002	2018/2019	Fall
CONS 200	002	2018/2019	Winter
CONST 370	201	2018/2019	Winter
APBI 402	001	2018/2019	Winter
SOIL 502	001	2018/2019	Winter

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:
Open Case Studies website that serves as a repository for the case studies. There are currently 131 cases on the site.	https://cases.open.ubc.ca

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:
none	

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 <u>benefits of the project</u> for students, TAs, instructors and/or community members.*

<u>The following are the objectives from the original application</u>, with excerpted text from each:

Objective 1: To create opportunities for students to participate in creating and disseminating content for a wide audience. Open assignments that involve students creating new content for the resource let students become active collaborators with each other and with faculty in the process of creating and sharing knowledge. Not only will student-generated material be available to students and faculty in their course or discipline, but to students and faculty across many courses and disciplines both within and beyond UBC.

Objective 2: To encourage interdisciplinary, interdepartmental collaborations on a shared resource, breaking down disciplinary silos. The faculty consulted for the project indicated that, when teaching content related to environmental ethics, it would be very beneficial to bring in perspectives from other disciplines, and to see how scholars in various disciplines would approach the same case studies or ethical dilemmas.

Objective 3: To provide a model for how such collaborative, interdisciplinary work can occur across courses, departments and Faculties in other contexts. We believe this project can serve as an example of how other instructors and students could collaborate across disciplinary boundaries to produce work that is of value for students' learning, for instructors' teaching, and for the wider public as well.

<u>Further benefits and impacts that we have aimed to achieve throughout the course of the project:</u>

A. Case studies are widely used in teaching and learning in many disciplines; we hoped to provide a repository of openly-licensed case studies in numerous disciplines so that they could be revised and reused by anyone who finds them on the internet.
B. We hoped to increase student engagement in their courses by involving them in creating resources that would be widely used. Ideally this would promote deeper learning by students as well.
C. Students and instructors involved needed learn about policies and best practices regarding working in an open, online environment, on a resource that is licensed for revision and reuse, and that will be changed by others. We hoped that students would develop competencies related to scholarly collaboration and communication, academic integrity, and digital literacy.

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.*

Objective 1, above, was achieved insofar as there were several courses participating in the project, with students either creating case studies themselves, or creating public responses to a case study written by others (posted on the case study). The majority of the cases in the collection have been written by students in courses.

Objective 2 has not been achieved. We had originally designed the case studies to have section where people from other disciplines could comment on them from their own disciplinary perspective. Our original case study template had empty sections for this purpose, inviting others to come in and say how they would approach the case from the perspective of a _____ (e.g., philosopher, geographer, political scientist, climate scientist, biologist, etc.). In our consultations with faculty we tried to find people who would be willing to have their students contribute to those sections on existing case studies, or who would be willing to collaborate with other faculty so that students in their courses could comment on each others' case studies, or case studies written by the faculty members. We have so far been unsuccessful in such efforts.

Objective 3 is difficult to measure, but I don't have clear evidence that any other project has used this one as a model for interdisciplinary collaborations.

We have achieved **item A**, above, insofar as we have a growing repository of openly-licensed case studies.

Items B and C we are working to evaluate based on surveys we implemented in each of the last three academic years (see ***Appendix B*** for a summary of the evaluation efforts we have taken to date). The 2016-2017 survey had few respondents (18), but still provided some useful information on the benefits students felt they received from creating publicly-accessible content (survey results available upon request). Students noted, for example, that they worked to ensure the content had correct references and was written in a way that would be understandable to the public. They also commented about having to ensure to that the photos or other media included were openly licensed.

In 2017-2018 we surveyed students in Political Science 373 and in Forestry 270 and 522 on their experiences with writing open case studies (results available upon request). When asked what skills they have developed as a result of working on their case studies, students mentioned analytical, research and writing skills most often. When the FRST 270 and 522 students were asked if they wanted to provide more comments at the end of the survey, a few answers stood out:

> The format of a case study allows for the information to be publicly available and reinforces the academic idea of building upon other information provided by other academics. (FRST 270)

> Though difficult, writing these wiki pages is probably the greatest accomplishment from this term. I will be able to email links of these to prospective employers who request samples of writing. This is invaluable. (FRST 522)

> I liked how the wiki made me feel like I was actually making a contribution with my work – it's become meaningful. Especially since this is a course based Masters, it's nice to have something freely available to everyone with an internet connection. (FRST 522)

One student had a critical comment that it is important to pay attention to: "Wiki projects are a good idea for learning, but making students fill a database for the sole purpose of UBC being viewed as a diverse source of knowledge seems shady" (FRST 270). The PI has used this quote in numerous presentations about open pedagogy, to get instructors thinking about balancing student learning through production of resources and problematic exploitation of student work for other purposes.

In 2018-2019, we surveyed students in CONS 370, FRST 370, and FRST 522 to gather their perceptions of writing open case studies. Among other things, we asked students if they thought that writing the case studies:

- Was valuable for their own learning
- Was valuable for the public/community
- Was more stressful than assignments that only the professor or TA would see
- Was more motivating than assignments that only the professor or TA would see
- Encouraged them to feel more engaged in their work
- Encouraged them to put more effort into their work

We also asked what kinds of skills they felt they developed through writing an open case study, such as gathering and integrating credible sources in their writing and communicating to a wider audience through translating their disciplinary knowledge.

We are in the middle of analyzing the data from this survey, and hope to have this analysis complete by the end of Summer 2019.

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.*

Several people involved in the project pan to write an article based on the 2018-2019 data we are currently analyzing and submit it for publication in an open-access journal.

Christina Hendricks has shared this project as an example of open pedagogy in a number of presentations and workshops:

- Webinar about the Open Case Studies Project (http://cases.open.ubc.ca) hosted by BCcampus, as part of their series on open education in BC. February 2017. Video and slides from this presentation.
- Panelist, "The Failure of Access: Rethinking Open Education," UBC-SFU event for Open Education Week, March 28, 2017. Slides and video from this event.
- Co-presenter, with Michael Dabrowski, Marianne Gianocopoulos and Jennifer Mansour, "Open Pedagogy Case Studies and Examples from Langara, UBC, Athabasca." BCcampus Open Textbook Summit, May 2017. Slides from this presentation.
- Presented, with Will Engle and Christina Ilnitchi, on "Open Educational Practices: Aligning Teaching and Learning with Research Practices," at a day-long event on open scholarship at UBC, Sept. 29, 2017. Slides from this talk.

- Keynote speaker, "What's Open about Open Pedagogy?" Douglas College (New Westminster, BC), Open Access Week, October 26, 2017. [Slides and video from this lecture can be seen on my blog](#).
- Keynote speaker, "Students and Open Education: From the What to the How and Why (and When Not)." eCampus Ontario Technology Enhanced Seminar and Showcase, Toronto, Ontario, November 20, 2017. [Slides from this talk can be found on Christina Hendricks' blog.](#)
- Keynote speaker, "Beyond Cost Savings: The Value of OER and Open Pedagogy for Student Learning." Open Education Week at Mt. Royal University, Calgary, Alberta, March 9, 2018. [Slides from this talk can be found on Christina Hendricks' blog.](#)
- Facilitated a two-day workshop on Open Educational Practices at Davidson College, May 29-30, 2018. I created [a website with many resources for this workshop,](#) including slides, a bibliography, worksheets, and more.
- Keynote speaker, "Open Educational Practices: What, Why and How." Vanderbilt University, Nashville, Tennessee, February 21, 2019. Invited to speak as part of their Open Education Week activities. [Slides from this talk can be found on Slideshare](#).

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?*

I have not changed any of my teaching practices in connection to this project only because I haven't used case studies in my teaching in philosophy (though I have often wondered if I should start!). One of the faculty involved has used the case study assignment in courses numerous times over the past three years, and I believe will continue to do so for the foreseeable future. Survey results seem to show that students learn a good deal from writing case studies and publishing them in a public venue, as noted above.

I have also talked informally with a colleague who said that she has used some of the case studies in teaching writing for international students, as a way to get them to see examples of certain aspects of genre and categories in writing. The project manager and I continue to meet with people who express interest in writing case studies, posting case studies they have already written, or involve students in their courses in writing case studies, and through these meetings we find that faculty and staff are using the case studies in various ways in teaching and facilitating (some of the case studies are particularly useful for professional development workshops). We can generate a list of the ways they are being used currently, upon request.

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?*

I foresee some sustainment challenges. This is one of those off-the-side-of-the-desk projects that too often falls to the wayside in my very busy schedule, with a new academic leadership role I have taken on. I don't have time at the moment to really publicize and do outreach about this project as I should, to encourage its further development and use of the case studies by others. I will continue to devote some time to it when I can, when people express interest in contributing to or using the case studies.

Appendix B: Summary of project evaluation efforts

Academic Year 2016/2017

The Open Case Studies team collected feedback through voluntary pre-, post-assignment surveys, and interviews from students and professors from two select courses:

- *Gender, Race, and Sexuality in International Politics* (GRSJ306), and
- *Social, Community, and Indigenous Forestry* (FRST522).

Pre-assignment student survey

CTLT and UBC Library facilitators provided time at the beginning of the Wiki and OER training for students to complete the pre-assignment student survey online, with goals to gauge existing student experience with collaborative technologies and student expectations of collaborative projects.

1. Do you consider yourself comfortable with new technologies?
2. Please rate your experience level with the following technologies that can be used for online collaboration: Wiki platforms, Connect Discussion Forum, WordPress, Google Drive, Microsoft OneDrive, Dropbox, Facebook Group
3. Have you worked in collaborative group projects in the past?
4. How do you envision an ideal collaborative project?

The majority of respondents rated themselves as comfortable with new technologies. Some common challenges to collaboration included conflicting schedules, unequal workloads, and miscommunication. Most students cited equal workloads and mutual commitment to the project to be key to successful collaborations.

Post-assignment student survey

The professors disseminated the online survey to their respective classes. This post-survey aimed to assess student satisfaction using the UBC wiki, their level of engagement with the assignment, and their perception of the importance of OER.

1. Was your engagement with the Open Case Studies/UBC Wiki primarily a(n):
    a. In-class activity (all work done in class/tutorial)
    b. In-class activity (with some work completed at home, i.e. readings, prep)
    c. Short graded assignment (a component of coursework but not a term project)
    d. Term project (continually engaged with the wiki throughout the term, and/or content created on wiki formed major term project)
2. What kind of training did you receive prior to using the wiki?
    a. Getting Started on the wiki
    b. In-class training/intro to wiki session
    c. Email support
    d. Professor-led wiki introduction
3. Please explain what kind of support you would like to have received / what did you appreciate about the support you did receive?
4. Please rate your difficulty level in learning to use the UBC Wiki. Please explain.
5. Overall, was using the UBC wiki a positive or a negative experience? Please explain.
6. Please rate your happiness/satisfaction level that your class work is publicly accessible on the Open Case Studies website and can be used by students in other courses or the general public.

7. How did the fact that the work is publicly-accessible on the website affect your approach to the project? Please explain.
8. As a student, how important is access to free, open educational resources? Please explain.
9. Overall, please rate your satisfaction with experience of using the UBC Open Case Studies.

Due to low response rate, we cannot ascertain challenges that students may have experienced in using and/or creating open case studies. Almost all respondents felt it was a positive experience to create content on the UBC Wiki and received enough support and training throughout their engagement. All respondents marked that access to Open Educational Resources as important or very important, citing reasons such as reducing cost and access barriers to education and the iterative nature of OER helps to improve content quality.

Post-Assignment Interviews

The Open Case Studies team conducted four follow-up interviews after the assignment: two with professors and two with students.

Both professors felt it was a positive experience for students and instructors alike. From what they observed in terms of student engagement and overall performance, they look forward to ongoing engagement with the Open Case Studies assignments in their teaching practices:

> *"It is an opportunity for learning for me and for students. It was delightful to see students enjoy doing it as well, they saw it as a useful professional skill."*

> *"On their evaluations of the course, [the wiki assignment] was pointed out as a high point in the class. They learned the skills of creating a wiki, and they received great support. It was fun, and they could add videos and maps and other forms of media. They learned how to tell a story in a different way."*

> *"I'd like to think more seriously about creating assignments 'with legs'. But it was definitely worthwhile to try and I will be doing this assignment again."*

Both professors are open to more collaborative projects and teaching, but recognize the challenges that face collaborations between university colleagues concerning pedagogies.

Interview Questions for Professors:

1. Compared to past experiences teaching this course, how do you think asking students to create open content affected student engagement?
2. How comfortable are you with writing/working on case studies?
3. What were the biggest obstacles to incorporating this type of assignment into your class?
4. Did you consult our teaching guide? Was it helpful?
5. Which other resources did you use (ex. How to use the wiki (online), in-class training, email support)? Were they helpful for you and/or your students?
6. How would you improve the assignment you used in class?
7. What kind of feedback did you receive from your students about the assignment?
8. Would you be interested in participating in a shared project with other instructors? If no, why? What would interest you in interdisciplinary collaborative teaching?
9. Do you have any suggestions for other professors who may be considering incorporating open case study assignments into their courses?
10. Can you think of an anecdote to share about your experience using the Open Case Studies in class? (For example, what worked for you as an instructor, what skills or knowledge did your students gain?)

Students elaborated on the positive experiences they had mentioned in the post-assignment survey and highlighted how the assignments' open nature changed their behaviour:

> *"We needed to be cautious about what we were writing. In some cases, I had trouble with references… You had to think about each of the references you were using. You had to think about including other media, but especially you had to think about copyright issues for that media. So it made me more aware of the references I was using."*

> *"Another thing, it got me thinking about websites. It was my first experience in presenting. something on the internet, something with a link. Creating websites is a good technical skill."*

> *"The global community has access to it. I'm now more aware of licenses, references, etc. I am much more mindful of content. I was also mindful of grammar – because it is out there, this is something that people have access to."*

One student expressed concern about how the case study could evolve over time, with potential non-experts editing the case study without fully understanding the author's original point of view.

Interview Questions for Students:

1. How did you learn to use the wiki?
2. What was the most challenging part about learning to use the wiki?
3. What would have helped to make using the wiki easier?
4. How did the assignment affect your understanding of the course content?
5. How did the fact that people other than your professor and classmates/group members could read your work affect your motivation and level of effort you put into it?
6. Do you feel this assignment has "real world" value/applicability?
7. What did you learn from/by doing this assignment? (or: what was the biggest piece of learning you got out of this assignment?)
8. If you knew before-hand that the main mode of learning was through the creation of case studies, would you still take the course?
9. Do you have any suggestions for professors who may be considering incorporating open educational resources or case studies as assignments?
10. Would you be interested in opportunities to participate in creating open case studies with students from other disciplines? Would a course that involved inter-disciplinary collaboration as part of the course assignments appeal to you?
11. Would you be willing to provide a short anecdote describing, specifically, what you learned by writing a case study, and how the open content affected your level of interest and/or engagement?

Academic Year 2017/2018

Evaluate Effectiveness of Case Study Use to Supporting Instructors' Teaching Practices

In **POLI373**, the open case study, *Global Climate Justice*, serves as the content for a tutorial discussion on environmental ethics, policy, and global governance. A student survey, designed to evaluate students' perception on the effectiveness of this OER in supporting their learning, was administered in-class following the tutorial session.

Through this data, the instructor was able to gain insights into students' learning, as emergent themes were the realization of immense complexity of the climate change and of the different frameworks/approaches available in tackling a large issue (engaging at multiple levels, pluralist, communitarianism, etc). As well, an increased awareness that some students gain a sense of empowerment re: individual action having impact, while others feel a sense of paralysis with the urgency and challenges in effective action when using this case study in tutorial discussions, enabled the instructor to reconsider the integration of this OER into future courses.

1. **Your understanding of the following:**
   Main obstacles to greater agreement on how to address climate change

No gain	Minor gain	Moderate gain	Good Gain	Great gain
☐	☐	☐	☐	☐

   How ideas from this week relate to ideas encountered previously in this course.

No gain	Minor gain	Moderate gain	Good Gain	Great gain
☐	☐	☐	☐	☐

   Please provide an example:

   Please comment on how THE WAY THIS WEEK WAS TAUGHT helps you appreciate key ideas presented in environmental ethics.

2. **Developing the following skills:**
   Critically analyze and interpret information to develop plausible, sound solutions

No gain	Minor gain	Moderate gain	Good Gain	Great gain
☐	☐	☐	☐	☐

   Work collaboratively and respectfully with peers and colleagues

No gain	Minor gain	Moderate gain	Good Gain	Great gain
☐	☐	☐	☐	☐

   Communicate in an appropriate style and format

No gain	Minor gain	Moderate gain	Good Gain	Great gain
☐	☐	☐	☐	☐

   Please comment on what SKILLS you have gained as a result of this class. Please be as specific as possible.

3. **Your perception about the following:**
   Comfort level in working with complex ideas and issues

No gain	Minor gain	Moderate gain	Good Gain	Great gain
☐	☐	☐	☐	☐

   Willingness to seek help from others when working on complex problems

No gain	Minor gain	Moderate gain	Good Gain	Great gain
☐	☐	☐	☐	☐

   Please comment on how has this case study CHANGED YOUR ATTITUDES toward climate change and/or environmental ethics.

4. **Integrating the following:**
   Using systematic reasoning in your approach to problems

No gain	Minor gain	Moderate gain	Good Gain	Great gain
☐	☐	☐	☐	☐

Connecting key ideas from class with other knowledge (e.g., scientific evidence of climate change)

No gain   Minor gain   Moderate gain   Good Gain   Great gain
☐   ☐   ☐   ☐   ☐

What will you CARRY WITH YOU into other classes and/or other aspects of your life? Please be as specific as possible.

5. **Please indicate your preference:**
    To continue on with your action plan proposal as your main term project

    Strongly Disagree   Disagree   Agree   Strongly Agree
    ☐   ☐   ☐   ☐

    To continue to make contributions to your proposed action plan beyond this one class

    Strongly Disagree   Disagree   Agree   Strongly Agree
    ☐   ☐   ☐   ☐

    I also wanted to say/observe/suggest…

For both FRST 270 and 522, a revised version of the above student survey was developed to assess student perception on creating an open case study as part of their course requirement. The online survey was disseminated to the students following the term project due date, with bonus marks as incentives to participate. Despite the logistics in providing additional support and training to the students, the instructor felt affirmed in engaging in open pedagogical practices as the student perceptions and feedback aligned well with her teaching intentions:

> *"The project made me read extensively beyond my usual boundaries. I was able to look up facts from international conventions and some laws that pertain to the country that my case study is based on. In a way, I have learnt the process of comparative study.*

> *"EVERYTHING honestly this changed my life. I knew that environmental issues impacted communities but this class really highlighted just how closely intertwined they are, and how significantly one affects the other. I will be using this knowledge to be more thoughtful and more effective in my future environmental studies."*

> *"Be professional and serious toward to what I will present to the public, and be responsible to my readers"*

> *"Though difficult, writing these wiki pages is probably the greatest accomplishment from this term. I will be able to email links of these to prospective employers who request samples of writing. This is invaluable."*

Academic Year 2018/2019

From the survey data we collected from the previous academic year, the Open Case Studies team decided to conduct a more systematic study to address the gap in the Open Education literature around student attitude and perceptions in creating OER as part of their course requirement. We developed a branched survey, with hope to glean more insights into factors influencing their learning and experiences in engaging with OER creation. We are currently in the process of analyzing the collected data from three courses (two undergraduate and one graduate) through thematic analysis. We plan to share our findings through publishing in an open-access article later this year.

1. I understand why we were invited to create publicly available conservation case studies in this course.
2. I feel like using class assignments to create publicly available resources is valuable and appropriate:
    a. For my own learning. Provide at least one example of how this experience influenced/informed your own learning. Please be as specific as possible.
    b. For the public and community. Please elaborate on how you think these publicly available educational resources may impact the public.

3. Having to do a project that is publicly available online compared to one that is not is more stressful. Please explain.
4. Having to do a project that is publicly available online compared to one that is not is more motivating. Please explain.
5. I created my project on the UBC Wiki.

If answered No to Question 5:
6. What factors may have contributed to your decision to not share your project publicly (i.e., creating on the UBC Wiki)? Please check all that apply.
7. Are there any additional suggestions/comments/thoughts you have about the assignment?

If answered Yes to Question 5:
6. I agreed to allow others to reuse my project by adding a Creative Commons license.

If answered No to Question 6:
7. How did knowing that your assignment would be publicly viewable by others influence your approach to completing this assignment? Please check all that apply.
    a. I felt more engaged and interested in doing this project than I would have if it were just going to be seen by my instructor.
    b. I put in more effort in my research to ensure accurate information is presented and to provide credible references
    c. I made more thoughtful decisions regarding what information to include and/or exclude to reflect an unbiased, neutral, and/or more objective perspective
    d. I paid more attention to the clarity and coherence of my writing to ensure that a lay person can learn from my work
    e. I imposed a higher self-expectation and focused more on the overall quality of my work
    f. Other. Please specify.
8. What factors may have contributed to your decision to not allow others to reuse your project? Please check all that apply.
    a. I feared that others might misjudge me based on one piece of work.
    b. I felt that this project may not be good enough for reuse
    c. I do not want to be misrepresented when others reuse it
    d. I am concerned about my digital identity and reputation
    e. I incorporated third-party copyrighted materials that cannot be reused (e.g., images)
    f. Others. Please specify.
9. Please indicate what additional skills you gained through this learning experience. Check all that apply.
    a. Searching for and using resources available under Creative Commons License
    b. How to embed maps, videos, images and other materials in my Wiki page
    c. Gathering and integrating credible sources in my writing
    d. Standardizing references
    e. Communicating my thoughts and position clearly in my writing
    f. Translating my disciplinary knowledge to educate the general public
    g. Others. Please specify.

10. Please indicate your level of agreement with the following statements:
    a. I shared/plan to share the link to this open project with friends, family, or other people outside of the course.
    b. I would link this open project to my resume, portfolio, or other space where future employers could see it as evidence of my skills and abilities.
    c. After completing this project, I am more interested in contributing to other open resources.
11. Are there any additional suggestions/comments/thoughts you have about the assignment?

If answered Yes to Question 6:

7. How did knowing that your assignment would be publicly viewable by others influence your approach to completing this assignment? Please check all that apply.
    a. I felt more engaged and interested in doing this project than I would have if it were just going to be seen by my instructor.
    b. I put in more effort in my research to ensure accurate information is presented and to provide credible references
    c. I made more thoughtful decisions regarding what information to include and/or exclude to reflect an unbiased, neutral, and/or more objective perspective
    d. I paid more attention to the clarity and coherence of my writing to ensure that a lay person can learn from my work
    e. I imposed a higher self-expectation and focused more on the overall quality of my work
    f. Other. Please specify.
8. Please indicate what additional skills you gained through this learning experience. Check all that apply.
    a. Searching for and using resources available under Creative Commons License
    b. How to embed maps, videos, images and other materials in my Wiki page
    c. Gathering and integrating credible sources in my writing
    d. Standardizing references
    e. Communicating my thoughts and position clearly in my writing
    f. Translating my disciplinary knowledge to educate the general public
    g. Others. Please specify.
9. Please indicate your level of agreement with the following statements:
    a. I shared/plan to share the link to this open project with friends, family, or other people outside of the course.
    b. I would link this open project to my resume, portfolio, or other space where future employers could see it as evidence of my skills and abilities.
    c. After completing this project, I am more interested in contributing to other open resources.
10. Are there any additional suggestions/comments/thoughts you have about the assignment?