

**TLEF Project – Final Report****Report Completion Date: (completed on 2022/03/18)****1. PROJECT OVERVIEW****1.1. General Information**

<b>Project Title:</b>	Building Canvas Templates for 8 CHIN Content-Based Courses with Multiple Sections for Chinese Heritage Students		
<b>Principal Investigator:</b>	Xiaowen Xu		
<b>Report Submitted By:</b>	Xiaowen Xu		
<b>Project Initiation Date:</b>	2019/05/01	<b>Project Completion Date:</b>	2022/02/28
<b>Project Type:</b>	<input type="checkbox"/> Large Transformation <input checked="" type="checkbox"/> Small Innovation <input type="checkbox"/> Flexible Learning <input type="checkbox"/> 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. Final Project Summary

The eight courses in this Project, i.e., CHIN 461, CHIN 463, CHIN 471, CHIN 473, CHIN 481, CHIN 483, CHIN 491 and CHIN 493, are a cluster of advanced content-based courses designed for heritage Chinese students in the Chinese Language Program in the Department of Asian Studies at the University of British Columbia. They cover a variety of subjects in the field of Chinese literature and have been enrolling approximately 3000 students each academic year. High enrollment demands led to special challenges to both instructors and students in multi-section courses – how we could ensure “equitable treatment” (e.g. learning outcomes, course content, learning activities and evaluation of student learning) of all students in those courses, and how we could deliver the rich contents as well as improve their academic communication skills.

In the course of the project, individual and sustainable blended model Canvas Templates have been constructed for all the eight courses from May 1, 2019 to September 31, 2021. The construction of these templates has enhanced the teaching and learning experience across multi-sections, enriched course contents with cost-saving digitized course materials, enabled students’ autonomous learning mode with self-study resources and inclusive learning accessibilities, resulted in an increase of students’ academic communication skills, and consolidated pedagogical collaboration and generated a positive team culture among instructors.

In addition to the above planned results, a system of course-authors/instructors-team teaching has been established to guarantee the future sustainability and multi-sectional consistency based on advice from Dr. Bosung Kim from UBC Center of Teaching, Learning and Technology (CTLT). The project has also influenced positively and become a model for team authoring, building, and delivery in other advanced content-based courses in Chinese Language Program.



New pedagogical ideas have been generated by this project in the collaboration between the teaching members from Asian Studies and the consultant members from CTLT. For example, with the advice and support from Dr. Kim and Dr. Varao-Sousa, the team has initiated such action research as formative and summative assessment designs, group-project assessment designs, blended delivery of multi-sectional teaching, etc. In the course of the research, results have been shared in the team as well as with teaching faculties across the Faculty of Arts via CTLT Spring and Winter Institutes.

There have been other positive results beyond the project goals. During the transition from in-person teaching to online mode starting from March 15, 2020 due to the COVID-19 situation, the results of the project have played a significant role in making the course delivery in all sections smooth and effective in the cluster of the courses. The templates design has also contributed significantly to a Faculty of Arts Canvas Template that was initiated by CTLT and then widely adopted by many instructors teaching online.

Last but the not the least, the project has also provided an opportunity for all students and faculties involved to be more aware of issues such as indigenous, equity and diversity. For example, it has frequently been discussed in our team meetings as how to include land acknowledgement into our syllabi, into our Canvas, and into our daily teaching. Following advice from colleagues from CTLT such as Dr. Kim, the team started to include a piece of land acknowledgement into our core syllabi in September 2019. Since March 2020, when online teaching became a standard mode of course delivery across UBC, the team has used a standard slide for land acknowledgement for each class meeting across multi-sections of teaching. By including indigenous components into course design and delivery, it also provides a learning opportunity for students to start investigating more into the history of the First Nations and the history of Vancouver, BC.

This project was planned to take two years to complete, but due to the Covid-19 situation starting from March 2020, it has been extended to and completed on February 28, 2022.

**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
Xiaowen Xu	Assistant Professor of Teaching (UBC-V, Asian Studies)	Principal Investigator
Qian Wang	Associate Professor of Teaching (UBC-V, Asian Studies)	Co-investigator
Zheng Cai	Lecturer (UBC-V, Asian Studies)	Co-investigator



Maorong Cheng	Lecturer (UBC-V, Asian Studies)	Co-investigator
Xueshun Liu	Lecturer (UBC-V, Asian Studies)	Co-investigator
Qian Liu	Lecturer (UBC-V, Asian Studies)	Co-investigator
Xinxin Wu	Lecturer (UBC-V, Asian Studies)	Co-investigator
Zhaokun Xin	Lecturer (UBC-V, Asian Studies)	Co-investigator
Bin Zheng	Lecturer (UBC-V, Asian Studies)	Co-investigator
Zhining Zheng	Lecturer (UBC-V, Asian Studies)	Co-investigator
Yinzong Wei	Sessional Lecturer (UBC-V, Asian Studies)	Co-investigator
Bosung Kim	Educational Consultant: Learning Design (UBC-V, CTLT)	Consultant on course design
Trish Varao-Sousa	Evaluation and Research Consultant (CTLT)	Consultant on project evaluation
Jason Myers	Faculty Liaison (CTLT)	Consultant on project design
Angela Lam	Senior Manager (Arts ISIT)	Canvas Template Programming Design
Jenny Wong	Educational Technologist (Arts ISIT)	Canvas Template Programming Design
Leanna Chow	Educational Technologist (Arts ISIT)	Canvas Template Programming Design
Jiaqi Yao	Graduate Student (Asian Studies)	Research Assistant
Naiying Xue	Graduate Student (Asian Studies)	Research Assistant
Miaoling Xue	Graduate Student (Asian Studies)	Research Assistant
Jiaxin Xu	Undergraduate Student (Asian Studies)	Research Assistant
Lin Song	Undergraduate Student (Asian Studies)	Research Assistant
Shujing Wu	Undergraduate Student (Asian Studies)	Research Assistant
Xinling Huang	Undergraduate Student (Asian Studies)	Research Assistant
Weijun Zhang	Undergraduate Student (Asian Studies)	Research Assistant
Wenwen Zhou	Undergraduate Student (Asian Studies)	Research Assistant
Miru Wang	Undergraduate Student (Asian Studies)	Research Assistant
Calvin Lin	Undergraduate Student (Asian Studies)	Research Assistant
Chuyi Zheng	Undergraduate Student (Asian Studies)	Research Assistant
Congshan Qiu	Undergraduate Student (Asian Studies)	Research Assistant



Fanjin Liu	Undergraduate Student (Asian Studies)	Research Assistant
Jinting Lin	Undergraduate Student (Asian Studies)	Research Assistant
Ke Xu	Undergraduate Student (Asian Studies)	Research Assistant
Mingxi Han	Undergraduate Student (Asian Studies)	Research Assistant
Youran Wu	Undergraduate Student (Asian Studies)	Research Assistant
Yuejun Fan	Undergraduate Student (Asian Studies)	Research Assistant
Jingjing Yi	Undergraduate Student (Asian Studies)	Research Assistant
Anqi Gao	Undergraduate Student (Asian Studies)	Research Assistant
Bingzong Liu	Undergraduate Student (Asian Studies)	Research Assistant
Chenxi Ouyang	Undergraduate Student (Asian Studies)	Research Assistant
Jian Zou	Undergraduate Student (Asian Studies)	Research Assistant
Jinglin Liu	Undergraduate Student (Asian Studies)	Research Assistant
Qian Li	Undergraduate Student (Asian Studies)	Research Assistant
Yuejiao Xiao	Undergraduate Student (Asian Studies)	Research Assistant
Xinling Huang	Undergraduate Student (Asian Studies)	Research Assistant
Xinyu Yang	Undergraduate Student (Asian Studies)	Research Assistant
Ruier Yang	Undergraduate Student (Asian Studies)	Research Assistant

**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)
CHIN 474 (471+473)	921	2019/20	Summer
CHIN 474 (471+473)	951	2019/20	Summer
CHIN 484 (481+483)	921	2019/20	Summer
CHIN 484 (481+483)	951	2019/20	Summer
CHIN 494 (491+493)	921	2019/20	Summer



CHIN 461	001	2019/20	Winter
CHIN 471	002	2019/20	Winter
CHIN 471	003	2019/20	Winter
CHIN 471	004	2019/20	Winter
CHIN 471	005	2019/20	Winter
CHIN 471	006	2019/20	Winter
CHIN 481	001	2019/20	Winter
CHIN 481	003	2019/20	Winter
CHIN 481	004	2019/20	Winter
CHIN 481	005	2019/20	Winter
CHIN 481	007	2019/20	Winter
CHIN 481	010	2019/20	Winter
CHIN 491	003	2019/20	Winter
CHIN 463	001	2019/20	Winter
CHIN 473	001	2019/20	Winter
CHIN 473	003	2019/20	Winter
CHIN 473	004	2019/20	Winter
CHIN 473	005	2019/20	Winter
CHIN 473	006	2019/20	Winter
CHIN 483	002	2019/20	Winter
CHIN 483	004	2019/20	Winter



CHIN 483	005	2019/20	Winter
CHIN 483	006	2019/20	Winter
CHIN 483	007	2019/20	Winter
CHIN 483	009	2019/20	Winter
CHIN 483	011	2019/20	Winter
CHIN 464	951	2020/21	Summer
CHIN 474	951	2020/21	Summer
CHIN 484	951	2020/21	Summer
CHIN 494	921	2020/21	Summer
CHIN 461	001	2020/21	Winter
CHIN 471	001	2020/21	Winter
CHIN 471	002	2020/21	Winter
CHIN 471	003	2020/21	Winter
CHIN 471	004	2020/21	Winter
CHIN 471	005	2020/21	Winter
CHIN 471	006	2020/21	Winter
CHIN 481	001	2020/21	Winter
CHIN 481	002	2020/21	Winter
CHIN 481	003	2020/21	Winter
CHIN 481	004	2020/21	Winter
CHIN 481	005	2020/21	Winter



CHIN 491	002	2020/21	Winter
CHIN 463	001	2020/21	Winter
CHIN 473	001	2020/21	Winter
CHIN 473	002	2020/21	Winter
CHIN 473	003	2020/21	Winter
CHIN 473	004	2020/21	Winter
CHIN 473	005	2020/21	Winter
CHIN 483	002	2020/21	Winter
CHIN 483	005	2020/21	Winter
CHIN 483	006	2020/21	Winter
CHIN 483	007	2020/21	Winter
CHIN 483	011	2020/21	Winter
CHIN 493	003	2020/21	Winter
CHIN 464	921	2021/22	Summer
CHIN 474	951	2021/22	Summer
CHIN 484	921	2021/22	Summer
CHIN 494	951	2021/22	Summer
CHIN 461	001	2021/22	Winter
CHIN 471	001	2021/22	Winter
CHIN 471	002	2021/22	Winter
CHIN 471	003	2021/22	Winter
CHIN 471	004	2021/22	Winter





CHIN 471	005	2021/22	Winter
CHIN 471	021	2021/22	Winter
CHIN 481	001	2021/22	Winter
CHIN 481	002	2021/22	Winter
CHIN 481	003	2021/22	Winter
CHIN 481	004	2021/22	Winter
CHIN 481	021	2021/22	Winter
CHIN 491	001	2021/22	Winter
CHIN 491	003	2021/22	Winter
CHIN 463	001	2021/22	Winter
CHIN 473	001	2021/22	Winter
CHIN 473	002	2021/22	Winter
CHIN 473	003	2021/22	Winter
CHIN 473	004	2021/22	Winter
CHIN 473	011	2021/22	Winter
CHIN 483	001	2021/22	Winter
CHIN 483	002	2021/22	Winter
CHIN 483	003	2021/22	Winter
CHIN 483	004	2021/22	Winter
CHIN 483	011	2021/22	Winter
CHIN 493	002	2021/22	Winter
CHIN 493	003	2021/22	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:
CHIN 461 TLEF TEMPLATE Canvas	<a href="https://canvas.ubc.ca/courses/44115">https://canvas.ubc.ca/courses/44115</a>
CHIN 463 TLEF TEMPLATE Canvas	<a href="https://canvas.ubc.ca/courses/46987">https://canvas.ubc.ca/courses/46987</a>
CHIN 464 TLEF TEMPLATE Canvas	<a href="https://canvas.ubc.ca/courses/51163">https://canvas.ubc.ca/courses/51163</a>
CHIN 471 TLEF TEMPLATE Canvas	<a href="https://canvas.ubc.ca/courses/50889">https://canvas.ubc.ca/courses/50889</a>
CHIN 473 TLEF TEMPLATE Canvas	<a href="https://canvas.ubc.ca/courses/46770">https://canvas.ubc.ca/courses/46770</a>
CHIN 474 TLEF TEMPLATE Canvas	<a href="https://canvas.ubc.ca/courses/51164">https://canvas.ubc.ca/courses/51164</a>
CHIN 481 TLEF TEMPLATE Canvas	<a href="https://canvas.ubc.ca/courses/47569">https://canvas.ubc.ca/courses/47569</a>
CHIN 483 TLEF TEMPLATE Canvas	<a href="https://canvas.ubc.ca/courses/47348">https://canvas.ubc.ca/courses/47348</a>
CHIN 484 TLEF TEMPLATE Canvas	<a href="https://canvas.ubc.ca/courses/51165">https://canvas.ubc.ca/courses/51165</a>
CHIN 491 TLEF TEMPLATE Canvas	<a href="https://canvas.ubc.ca/courses/47570">https://canvas.ubc.ca/courses/47570</a>
CHIN 493 TLEF TEMPLATE Canvas	<a href="https://canvas.ubc.ca/courses/46776">https://canvas.ubc.ca/courses/46776</a>
CHIN 494 TLEF TEMPLATE Canvas	<a href="https://canvas.ubc.ca/courses/51166">https://canvas.ubc.ca/courses/51166</a>
<i>A Guideline for Multi-year Sustainability and Multi-sectional Consistency in CHIN 450+ Courses</i>	Internal File for CHIN 450+ Teaching (UBC Team Site, Restricted)

**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:
Media Development	<p>There are two major causes that have made this goal not yet fully accomplished by Feb 28, 2022.</p> <ol style="list-style-type: none"> <li>1. In the beginning of the project, it is found that other goals of the project, such as multi-sectional consistency, demands more priority in the project, and therefore media development in the first year was not considered as so essentially relevant to the current project. (Please see our Interim Report for details.)</li> <li>2. Since March 2020, when online teaching had become the major mode of delivery, a variety of course materials in the formats of video and audio have been accumulated. The team would need</li> </ol>



	more time and collaborative efforts to categorize and integrate these newly produced course materials into the Canvas Templates. It is therefore decided by the team that a separate project will be proposed in time to achieve this goal.
--	---

### 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.*

We aimed to enhance the pedagogical consistency across the 8 advanced content-based Chinese courses by designing Canvas templates that enable equitable learning experience **to students**; that ensure consistency in high academic standards in learning objectives, assignments, and assessments; that enable a sense of flexibility and cost-saving knowledge sharing in the students' learning experience.

**For instructors**, we hoped that the collective construction and maintenance of the Canvas templates could provide an opportunity for collaboration among instructors. The delivery of the project could build up a cooperative team culture. The instructors shared authorship of multi-sectional courses and will contribute the best practice to sustain the development of the courses in years to come.

Also, the project could help nourish a new learning paradigm by making **instructors and students** collaborators in the design, delivery and improvement of these course Canvas templates.



**3.3. Were these changes/impacts achieved? How do you know they occurred?** – *How did you measure changes/impacts? (e.g. collected survey data, conducted focus groups/interviews, learning analytics, etc.) Describe what was learned from this process. 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.*

The following summary is provided by Dr. Trish Varao-Sousa (CTLT), who have independently conducted 25 surveys in this project from 2019 to 2021. Please find as in **Appendix B** four sample evaluation surveys as designed and shared by Dr. Varao-Sousa.

Over the course of the project lifespan, evaluation surveys were conducted in 17 courses, including 25 sections (2019: CHIN 461; 2020: CHIN 461, 463, 465, 471, 473, 474, 481, 483, 485, 491, 493, 494; 2021: 463, 473, 483, 493) with roughly 1600 students providing feedback.

These surveys included questions relating to:

1. Student learning and knowledge (i.e., “I better understand expectations of academic writing because of the rubric”; “The course improved my academic communication skills”, “The self-study/homework quizzes helped me prepare for the module quizzes”). For each course section, students were also asked to report their perceived benefit to learning for specific module contents, and the benefit of various synchronous and asynchronous components.
2. Student engagement and attitudes (i.e., “The course improved my teamwork skills”). Students also reported on their preferred format for the course (blended, in-person, entirely online), interactions with weblinks on the homepage and elements of the course that worked well/not well for them.
3. Canvas design feedback (i.e., “It was easy to navigate the site”, “The course site was designed to help me locate the course-related information.”)

Responses from students were overwhelmingly positive, with the majority of the students agreeing or strongly agreeing to the benefit of course components on their learning and satisfaction with the course experience. Students consistently expressed their positive experiences with the course and gratitude to the instructors. Across the courses the self-study items and addition of rubrics were perceived as highly beneficial to student learning. Sample figures from a handful of course evaluation survey items are included below. A small number of representative student quotes about their experiences are included here:

- “In general, the layout of the whole canvas page is very clear, and students can efficiently find the academic content about every detail of the course.”
- “Participation quiz in class and self study after class are both effective, because these can help us consolidate the key points in the literature.”
- “The online lecture is very organized and helpful during the study.”
- “I think the process of working on the short analysis paper and the group project really help me to learn more in-depth on the content.”
- “The assignments are well designed to assess the understand of course materials.”
- “The teacher is friendly, the course material is inspiring and thoughtful, one of the best courses in UBC Chinese department.”
- “The course is effective. It provides chances for students to read, learn and practice so that students can have a better understanding on the content.”

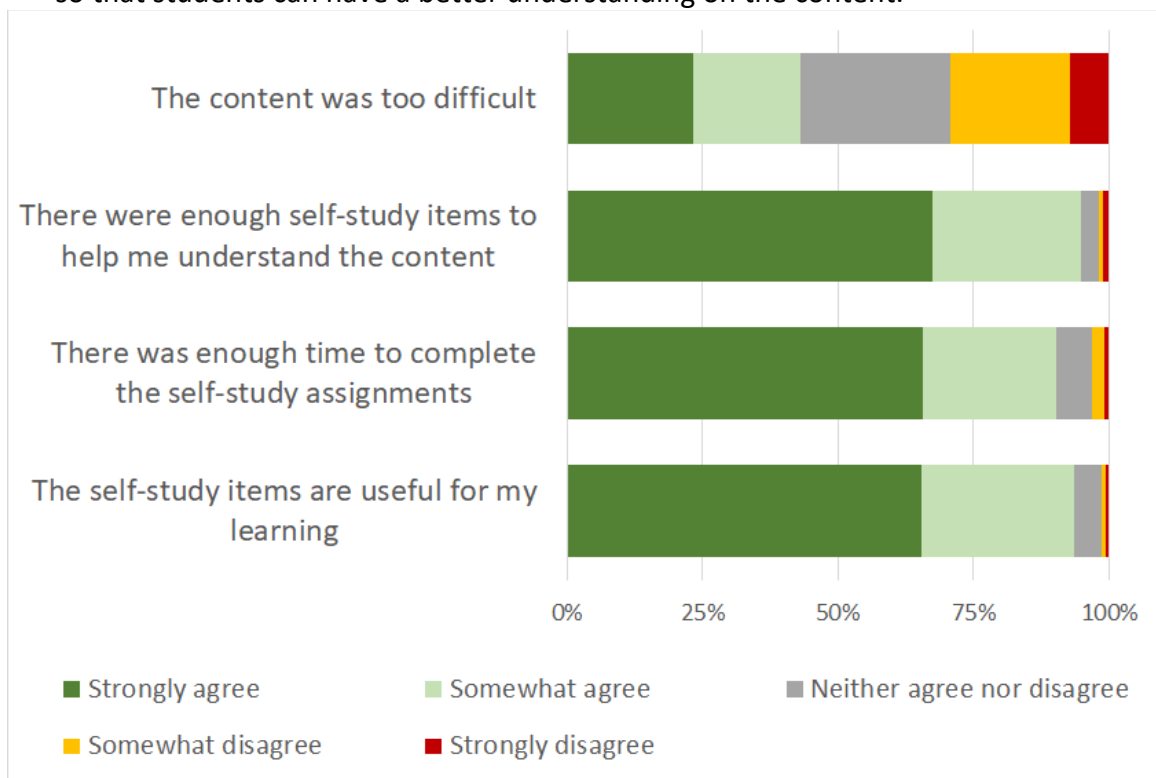


Figure 1. Feedback on self-study items from 7 course sections in 2021.

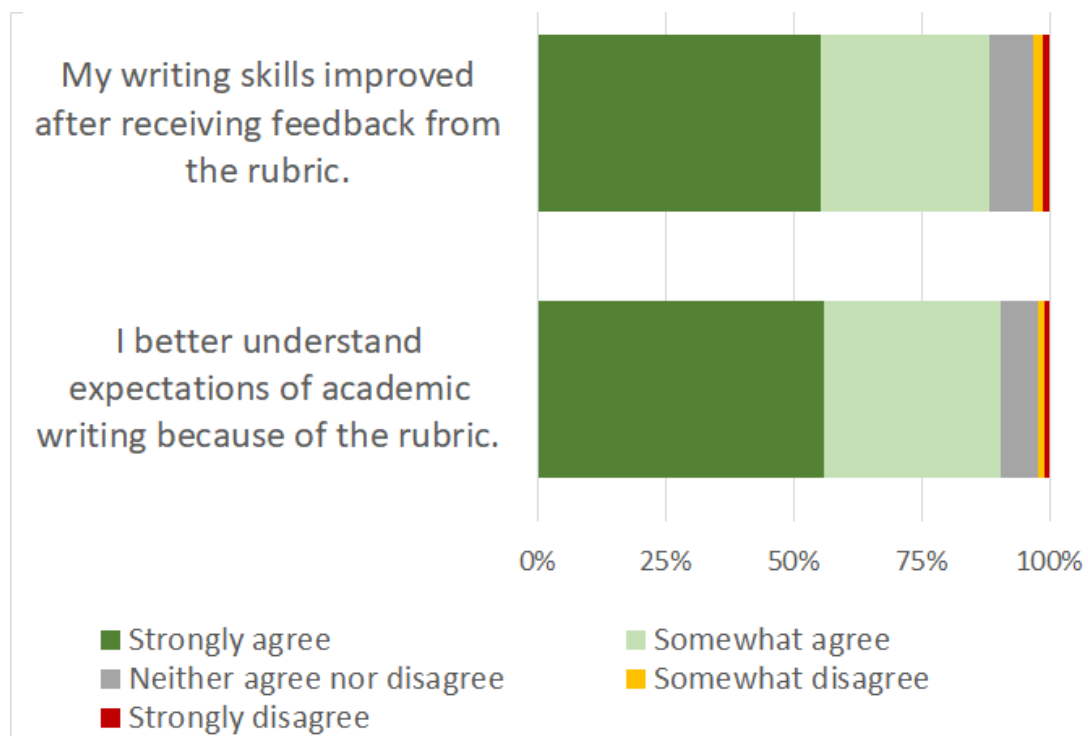


Figure 2. Feedback on the benefit of the rubric from 7 course sections in 2021.

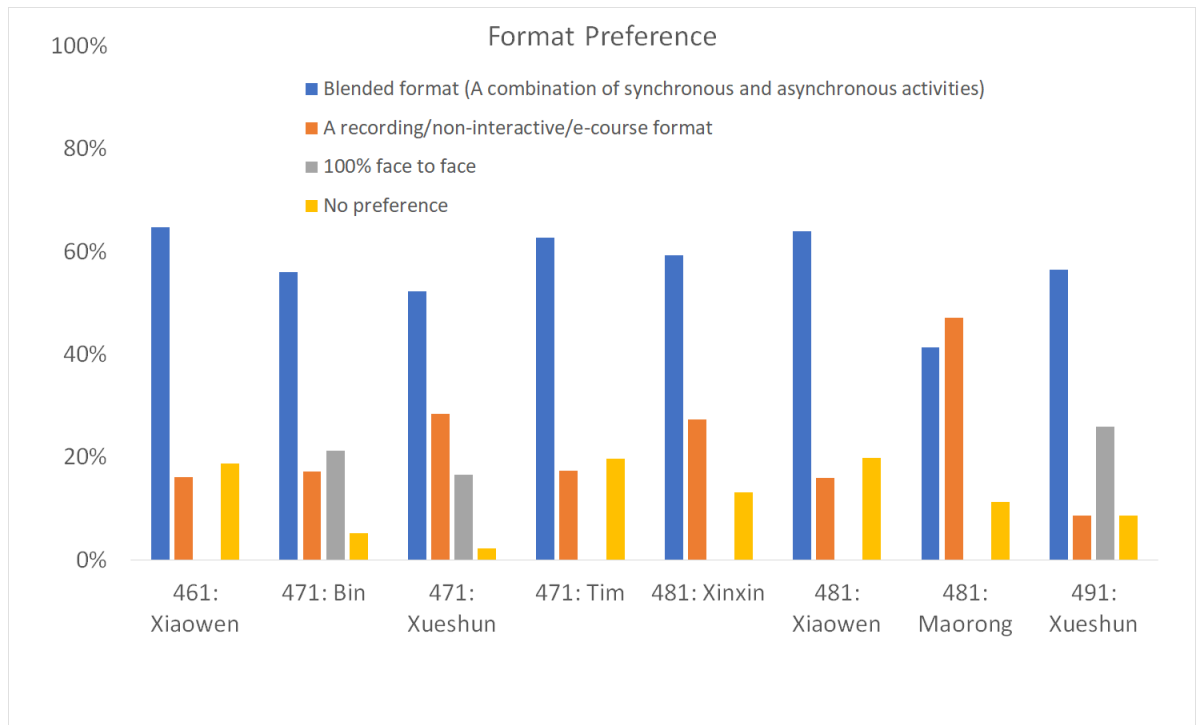


Figure 3. Feedback on course format preference from 8 sections in 2020.

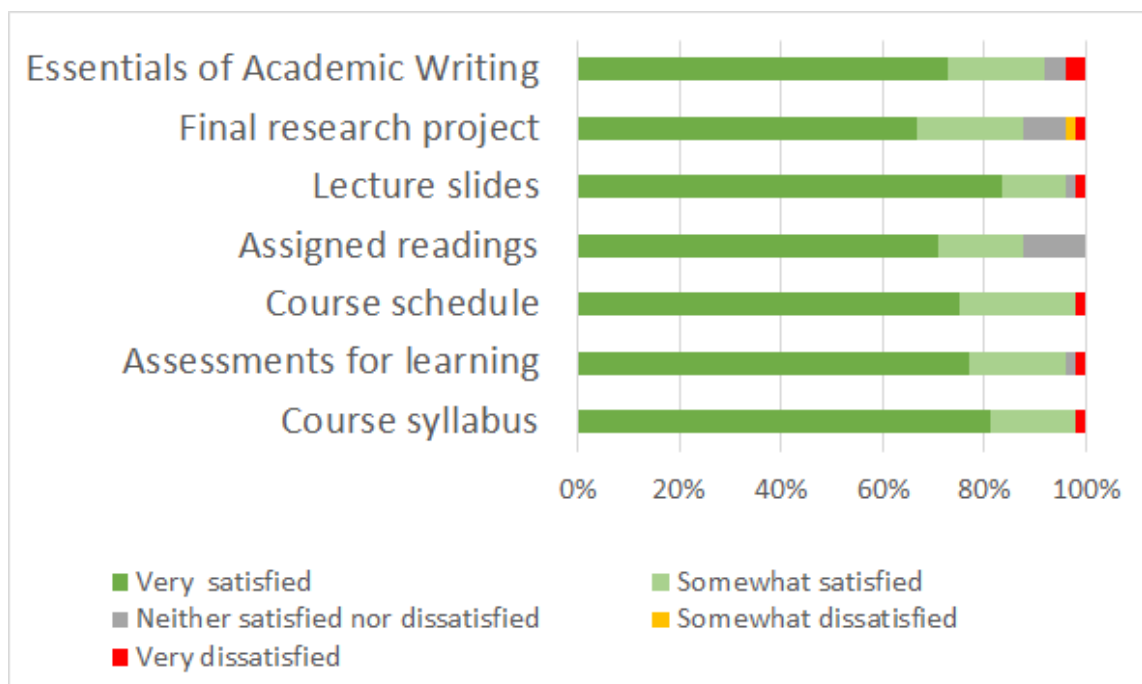


Figure 4. Feedback on student satisfaction on various course module elements in CHIN 494 (Summer 2020).

Near the completion of the project, the instructors involved in the project (6 faculty members) were asked to provide feedback on their overall experience with the project. Instructors indicated that having team discussions helped to foster a team spirit and that it was beneficial to work as a teaching team since everyone shared and revised course materials, which made it very comprehensive.” Regarding sustainability of the Canvas course templates, one instructor noted that “local Canvas courses are NOT just copies of the TLEF templates. In the process of adaptation, I am able to choose from a pool of teaching materials and tools, say, assigned readings and a variety of assessments. [At] the end of the term, I am encouraged to add my contribution of materials and innovative ideas to the TLEF templates. In this manner, teaching of the same course is expected to be sustainable in different hands of instructors, who may enjoy both consistency and flexibility in adapting TLEF templates”. Several faculty commented that the use of templates was perceived as very helpful and greatly reduced time when adapting to teaching new courses.

Overall, the evaluation allowed the team members to better understand the needs of their students and by adapting the surveys to understand specific nuances from prior feedback (e.g., including more items about Canvas page display; adding items related to self-study quizzes; discussing more ways to engage class discussions) the instructors were able to learn how changes were perceived by students.

**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. Be sure to include author names, presentation title, date, and presentation forum (e.g., journal, conference name, event).*

Kim, Bosung, Trish Varso-Sousa, and Xiaowen Xu (Dec 11, 2019). “Implementing Peer Feedback on Collaborative Writing Assignment,” Winter Institute 2019, CTLT, UBC.

Xu, Xiaowen, Zheng Cai, Xueshun Liu, Xinxin Wu, Zhaokun Xin, and Bin Zheng (May 17, 2021). “Building Canvas Templates for 8 CHIN Content-based Courses with Multiple Sections for Chinese Heritage Students”, TLEF Showcase, Celebrate Learning Week, UBC.

Xu, Xiaowen, Zhaokun Xin (Oct 19, 2021) “Templating Chinese Literature: The TLEF Template Project for Chinese Literature Courses at the Chinese Language Program”, Asian Studies Newsletter. ([UBC Asian Studies Newsletter](#))

Xu, Xiaowen, Zheng Cai, Xueshun Liu, Xinxin Wu, Zhaokun Xin, and Bin Zheng (2021W2, date to be specified). Department Report.



**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?

All course instructors' teaching practices have been significantly changed because of the Project, especially in the following ways:

- More student-centered teaching style is adopted

Development of online resources for students and more modularized course contents cater to students' needs for flexible, autonomous and cost-saving learning. For example, all assignments are expected to be completed online via Canvas, and this has saved students cost in producing copies. Also, instructors have worked collaboratively to prepare question banks and additional resources on Canvas Templates, which individual instructors are sharing with students in courses. These team-produced resources become part of the core course contents and therefore are offered to students who enrolled in the classes freely. In this ongoing sharing process, course instructors are also able to be more attentive to students' needs.

- More collaborations with colleagues teaching the multi-sectional courses

With core contents and assessment designs shared on Template Canvas, all course instructors construct, review and adopt these core designs to their local Canvas and teaching.

The course author/course instructor system that had been developed from the Project encourages more frequent and fruitful collaborations among instructors who design and/or deliver the courses.

- More equitable standard and rubrics across sections

For each course assignment, all course authors have drafted assignment instructions and rubrics on the Template Canvas. The core rubrics are shared across multi-sections. The evaluations for the core assessments are delivered following the core rubrics across sections.

- More rigorous academic training across sections

Extracurricular activities across sections are designed to encourage more rigorous academic training of all students.

All the changes are sustainable over time because the team has reached an agreement that these eight templates would continue to be the core site to further develop all sectional Canvas sites.



**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?*

In order to make the project outcomes sustainable for the next five years and beyond, the following strategies will be adopted for the teaching team:

- Before term starts, course authors will review and update Canvas Templates and then course instructors will transfer core contents to sectional Canvas sites with necessary adjustments such as time setting.
- During the term, course authors and instructors will keep an active communication regarding any suggested updates or changes.
- At the end of the term, course authors and instructors will meet again to thoroughly discuss, review and approve of certain updates.
- The course authors will then update core contents on Templates if appropriate.
- The evaluation strategies are considered very effective by the team of instructors and will be used as a way to sustain future changes as necessarily made to the templates.
- Dr. Trish Varao-Sousa has granted the access to the summary and surveys which can be a model for future surveys as needed by the team.

There are two major challenges in the strategies:

- **Team stability and development**  
In the course of the Project, there have been changes of team members due to external reasons such as retirement and relocation to other job positions. This has caused some transition issues, which the team has after all managed to resolve. To cope with potential future risk, *A Guideline for Multi-year Sustainability and Multi-sectional Consistency in CHIN 450+ Courses* was drafted, discussed and approved by the whole team. However, this is only the first step for a structural solution for the issue. A more systematic solution with more review of all stakeholders needs to be developed to secure the future sustainability of the outcomes. To do that, more expertise advice from CTLT on team teaching will be sought.
- **Multimedia development**  
With the increasing multimedia components added to sections, partly due to the pandemic situation from 2020 to 2021, how to incorporate these valuable sources to the Template become a new challenge. This is a challenge that the original Project proposal had planned a task for and yet due to lack of time, budget, and personnel on the team, that has not been able to complete. It should be tackled in time.

**Appendix: Sample Surveys Designed by Dr. Varao-Sousa for TLEF XX 2019-22**

## Survey Intro

Dear Students,

The following survey is to help understand your experience with your CHIN473 course. This survey will be kept anonymous and your responses have no effect on your grade in this course. Please spare ~ 5 minutes to complete this survey. We appreciate your sincere responses which will be used to improve future course instruction.

Please respond to the questions in English.

Please contact Trish Varao-Sousa ([trish.varao-sousa@ubc.ca](mailto:trish.varao-sousa@ubc.ca)) with any questions.

Select your course instructor

- ☐ Instructor A
- ☐ Instructor B

## Screenshot comparisons

Course 1 Screenshot example (for students who selected instructor A)

Based on the image presented above, please indicate your agreement with each of the following statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
From this example I could clearly understand how to document resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From this example I could clearly understand how to annotate the poem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From this example I would be able to easily find further readings related to this text.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Screenshot comparisons 2

Course 2 screenshot example (For students who selected instructor B)

Based on the image presented above, please indicate your agreement with each of the following statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
From this example I could clearly understand how to document resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From this example I could clearly understand how to annotate the poem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From this example I would be able to easily find further readings related to this text.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### General comparison

Side by side comparisons (screenshots)

Carefully compare the two screenshots above. Each provides annotations for the same poem. Please indicate which version you prefer.

- ☐ Version A
- ☐ Version B

Please provide details on **why** you selected Version A or B in the question above.

### Course questions

## Course

Please indicate your agreement with each of the following statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
This course was challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I was satisfied with the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course workload and requirements were appropriate for the course level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course helped me improve my understanding of the subject knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course helped me improve my academic communication skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course helped me improve my teamwork skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class activities facilitated my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Course Site Design

Please indicate your agreement with each of the following statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
It was easy to navigate the course site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course site was designed to help me locate the course-related information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain your ratings about the course site design.

## Homework Materials

Please indicate your agreement with each of the following statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The self-study quizzes/homework helped me improve my understanding of the subject knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The self-study quizzes/homework helped me prepare for the module quizzes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain your ratings about the self-study/homework materials.

## Bin Zheng

Please indicate your agreement with the statements below related to the media resources shared (e.g., 歌曲《定风波》，姜夔词乐《杏花天影》).

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The media resources were helpful to my learning of course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoyed the media resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain your ratings about the media resources.

Please indicate your agreement with the statements below related to the group work on the discussion board.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strong agree
The group work helped with analysis/understanding of long poems 《e.g., 圆圆曲》.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The group work on 霍松林《说黄庭坚寄黄几复》 helped with my understanding of the target poem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The group work on 霍松林《说黄庭坚<寄黄几复>》 helped with my own analysis of poems learned in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain your ratings about the group work on the discussion board, and what could be improved for these tasks.

## General

## General Comments

Your comments are highly valuable. Please be constructive and specific so that we can identify what parts went going well and also some ways that we can use to improve learning experiences.

Tell us what would make this course a better learning experience or comment on other issues of concern.

Click the button below to end the survey.



---

### Default Question Block

Dear Students,

The following survey is to help understand your experience with CHIN473. This survey will be kept anonymous and your responses have no effect on your grade in this course. Please spare ~ 5 minutes to complete this survey. We appreciate your sincere responses which will be used to improve future course instruction.

Please respond to the questions in English.

If you have any questions, please contact the course researcher, Trish ([trish.varaosousa@ubc.ca](mailto:trish.varaosousa@ubc.ca)).

Below is an image of your entire course outline. Please reflect on the activities you completed in the course when you answer the questions below.

(Screenshot of course outline)

Please indicate your satisfaction for each course item listed below.

	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied
Course Syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Events and Volunteer Opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CHIN Program Co- & Extra-Curricular Activities and Volunteer Bonus Mark Policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Required Readings: History of Literature (scanned copies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Required Readings: CHIN473 Selected Poems with Annotation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Writing Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rubrics & Guidelines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Writing Workshops (PPTs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Module Sections (3 modules; detailed feedback will be requested below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

There were three modules in the course. Below is an image from Module 1, week 4. Please reflect on the modules, using this image as a reminder of the components, when answering the question below.

(Sample screenshot image of course module)

In CHIN473, each module includes the elements below. Please indicate your satisfaction for each part of the course.

	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied
Week/Session 4 Checklist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Required readings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lecture PPT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Week/Session 4 discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pop quiz on Feb.3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Session 4 Self-Study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mini writing assignment 01	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mini writing assignment 01 sharing space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A/V link (to the video that is pertinent to the chapter)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate how effective each of these **synchronous (real-time)** elements were for your learning of the material.

	Extremely effective	Moderately effective	Not effective at all
Virtual classroom lecture on selected specific topic related to the poets/poems covered in that week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group discussions and collaborative work on Google slides related to the weekly topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virtual classroom lectures on topics of academic writing knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hands-on practice with academic writing skills (group discussion and collaborative work on Google slides)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The synchronous lectures helped to further understand or add new knowledge to the poet or the poems (e.g., 理学家之诗, 辛弃疾词的用典)

Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The academic writing workshops and hands-on practice (see screenshot above) helped to improve my academic writing skills in the research proposal and final paper

Strongly agree      Somewhat agree      Neither agree nor disagree      Somewhat disagree      Strongly disagree

☐      ☐      ☐      ☐      ☐

Please provide specific feedback on the quality of components listed above. If there are areas you think could be improved, please report them here.

Please rate how effective each of these **asynchronous (offline)** elements were for your learning of the material.

	Extremely effective	Moderately effective	Not effective at all
Pre-synchronous classroom discussion (post)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Module Self-study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Module Quiz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mini-writing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asynchronous lecture videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Readings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The announcements of Sample weekly discussion posts (see screenshot above) helped me to better understand the discussion topic.

Strongly agree      Somewhat agree      Neither agree nor disagree      Somewhat disagree      Strongly disagree

☐      ☐      ☐      ☐      ☐

For the **asynchronous (offline)** components, please rate your agreement with the following statements:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The weekly discussion on Canvas helped me to further understand the topic of the week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The knowledge and skills learned from the Academic Writing Workshops helped me to write my post on the Canvas weekly discussion topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The mini-writing assignments helped me to practice my academic writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide specific feedback on the quality of components listed above. If there are areas you think could be improved, please report them here.

For the course self-study quizzes/homework items, please rate your agreement with the following statements:

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
The self-study/homework was useful for my learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was enough time to complete the self-study assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There were enough questions in the self-study assignments to help me understand the content covered in that week/session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your experience with using the rubric in this course.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I better understand expectations of academic writing because of the rubric.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My writing skills improved after receiving feedback from the rubric.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how you would prefer the format of the class in the future when back to normal after the COVID-19 pandemic

- ☐ Blended format with about 70% recording (2 hours/week) and 30% (1 hour/week) synchronous (face-to-face) meeting with the instructor
- ☐ A recording/non-interactive/e-course format
- ☐ 100% face-to-face
- ☐ No preference

Please provide any feedback on the quality of the course. If there are areas you think could be improved, please report them here.

## Student Survey - CHIN481

Dear Students,

The following survey is to help understand your experience with CHIN481. This survey will be kept anonymous and your responses have no effect on your grade in this course. Please spare ~ 5 minutes to complete this survey. We appreciate your sincere responses which will be used to improve future course instruction.

Please respond to the questions in English.

If you have any questions, please contact the course researcher, Trish ([trish.varao-sousa@ubc.ca](mailto:trish.varao-sousa@ubc.ca)).

Below is an image of one weekly module and one module page. Please reflect on the activities you completed each week and answer the questions below.

(Screenshot of example weekly module and module page)

Please indicate your satisfaction for each part of the course module.

	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied
Greetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mini-workshops on Literature Concept and Critical Method	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Module sections (4 modules, each with 3-4 weekly sub-sections)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Week section	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weekly Overview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lecture PPT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Module Self-study materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate how effective each part of the course was for your learning of the material.

	Extremely effective	Very effective	Moderately effective	Slightly effective	Not effective at all
Virtual Classroom Lecture (zoom)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virtual Classroom Discussion (zoom)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virtual Classroom Office Hour Appointments (zoom)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide specific feedback on the quality of components listed above. If there are areas you think could be improved, please report them here.

Please rate how effective each part of the course was for your learning of the material.

	Extremely effective	Very effective	Moderately effective	Slightly effective	Not effective at all
Attendance and participation quiz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Module self-study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Module Quiz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Short Analysis Paper (1st and 2nd drafts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capstone group project (Proposal, Working Outline, Peer Review, Final Draft, Presentation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Q&A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recordings of synchronous lectures (zoom)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide specific feedback on the quality of components listed above. If there are areas you think could be improved, please report them here.

For the course self-study quizzes/homework items, please rate your agreement with the following statements:

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
The self-study/homework was useful for my learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was enough time to complete the self-study/homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content was too difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There were not enough self-study/homework questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any further feedback on the course self-study quizzes/homework.

Please rate your experience with using the rubric in this course.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I better understand expectations of academic writing because of the rubric.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My writing skills improved after receiving feedback from the rubric.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how you would prefer the format of the class.

- ☐ Blended format (A combination of synchronous and asynchronous activities)
- ☐ A recording/non-interactive/e-course format
- ☐ No preference

Please provide any feedback on the quality of the course. If there are areas you think could be improved, please report them here.



## Default Question Block

### Student Survey - CHIN474: Later Classical Chinese

Dear Students,

The following survey is to help understand your experience with CHIN474. This survey will be kept anonymous and your responses have no effect on your grade in this course. Please spare ~ 5 minutes to complete this survey. We appreciate your sincere responses which will be used to improve future course instruction.

Please respond to the questions in English.

If you have any questions, please contact the course researcher, Trish ([trish.varao-sousa@ubc.ca](mailto:trish.varao-sousa@ubc.ca)).

Below is an image of one weekly module "Poetry from High Tang and Li Bai" (盛唐诗歌、李白). Please reflect on the activities you completed each week and answer the questions below.

(Screenshot of one weekly module example)

Please indicate your satisfaction for each part of the course module.

	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied
Class overview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course readings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussion after class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessments/Assignments assigned today	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any feedback on the quality of the module components. If there are areas you think

could be improved, please report them here.

For the course homework items, please rate your agreement with the following statements:

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
The homework was useful for my learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was enough time to complete the homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The homework content was too difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There were not enough homework questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate how effective each part of the course was for your learning.

	Extremely effective	Moderately effective	Somewhat ineffective	Not effective at all
Online lecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactions during online lecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virtual office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide specific feedback on the quality of components listed above. If there are areas you think could be improved, please report them here.

Please rate how effective each part of the course was for your learning.

	Extremely effective	Moderately effective	Somewhat ineffective	Not effective at all
Canvas discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preview and review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Short written analyses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Term paper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide specific feedback on the quality of components listed above. If there are areas you think

could be improved, please report them here.

Please indicate how you would prefer the format of the class.

- ☐ Blended format (A combination of synchronous and asynchronous activities)
- ☐ A recording/non-interactive/e-course format
- ☐ No preference

Please provide any additional feedback on the quality of the course. If there are areas you think could be improved, please report them here.

---

Powered by Qualtrics