



TLEF Project – Final Report

Report Completion Date: (2022/04/15)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	A hybrid course on assessment: Using Canvas and Data Analytics to respond to and understand the needs of a diverse student population		
Principal Investigator:	Dr. Shawna Faber		
Report Submitted By:	Dr. Shawna Faber, Dr. Louai Rahal		
Project Initiation Date:	04/01/2020	Project Completion Date:	04/09/2021
Project Type:	<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

Our initial objective was to create a hybrid course powered by Canvas learning analytics, however, given the Covid crisis, a hybrid course was no longer a possibility and we had to switch our objective to developing an asynchronous online course. The choice of developing an asynchronous course was made given the phenomenon of “online meeting fatigue” that many students were experiencing during the Covid crisis, hence we wanted to reduce the time that students spend in online meetings and give them more control over their schedule so they can choose *when* and *where* to study.

We created 18 asynchronous online modules on assessment in the classroom; these modules can be reused by future instructors of courses on assessment, the modules can also be reused by faculty members teaching about assessment related topics. The modules are all structured following best practices in instructional design: Specific learning outcomes for each module, diagnostic assessments, assessment activities with instant feedback, interactive activities, and scaffolded assignments that include self-assessment, peer-assessment, and feedback from instructor.

In addition to the 18 modules, we created an online repository of more than a thousand assessment tasks for all subjects: quizzes, exams, project-based assessments, and lesson plans. The assessment tools included tools in the public domain, tools licensed under Creative Commons, and copyrighted tools for which we requested and received permission to share. To support users of our repositories in knowing how to properly attribute the authors of the assessment tools, we developed a learning module specifically on copyright. By completing the module, students will develop the necessary copyright knowledge to know how to properly attribute authors and the conditions under which they may or may not produce and circulate copies of these resources.

To support other instructors who plan to teach online courses in the teacher education program, we created five personas that reflect five categories of teacher candidates. The personas were developed by instructors who taught the course in Winter 2021 based on the experiences of their students. The fives personas were the outcome of the Learning Analytics component of the project.

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

Name	Title/Affiliation	Responsibilities/Roles
Dr. Shawna Faber	Associate Professor	Supervising the project
Dr. Louai Rahal	PhD candidate at the time of the project	Coordinating activities of graduate assistants, content creation
Laura Werbitsky	MA student	Content creation
Daniel Bagnall	Med student	Content creation



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)
EPSE 310B	All ten sections (301 ... 310)	2020 - 2021	Winter
EPSE 310A	All eight sections (101 ...110)	2020-2021	Winter
EPSE 310B	All ten sections (301...310)	2021-2022	Winter
EPSE 310A	All eight sections (101...110)	2021-2022	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:
18 Canvas Asynchronous Modules. Each module includes: a diagnostic assessment, two formative assessment activities: one activity with instant feedback and one interactive activity.	Canvas (hosted by UBC)
An online repository of more than a thousand assessment tasks	Dropbox – shareable link
A module on copyrights for educators that includes a quiz	Dropbox – shareable link
Five personas reflecting 5 categories of online learners in the teacher education program	Dropbox – shareable link

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:
Data Analytics	Because of the Covid crisis, we had to focus our effort on creating asynchronous modules and create a course that could be delivered fully online and modules that can be incorporated into other courses.

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]



4. 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.

Our initial objective was to create a hybrid EPSE 310B course because the course is delivered very close to the time when teacher candidates start their practicum and we wanted teacher candidates to have more control over their schedule. For years, teacher candidates have communicated the need for a more flexible delivery method of EPSE 310B so that they could get more time to prepare for their practicum. Additionally, teacher candidates for more alignment between the course requirements and the practicum requirements. To respond to teacher candidates' needs, we wanted to include in the course opportunities for teacher candidates to receive peer and instructor feedback on the assessment tasks that they will use in their practicum.

4.1. 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.

We believe that our goals were moderately achieved. Students' evaluations of the course were significantly different from the student evaluations of the course in the previous year. The lecturer received a higher mean and a higher median rating than the in the previous year. On the Canvas sites, there was an abundance of positive comments about the course and many students expressed appreciation for the asynchronous format and for the highly structured modules. However, there was a minority of students who stated that they needed more social interaction in the course, hence, we think that the hybrid model (our initial idea) would be a more effective format than the fully asynchronous model because there is a group of teacher candidates who prefer that the course includes social interaction.

4.2. 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).

No dissemination for now. The five personas that we created could be used for future publications in which we share the methodology of creating the personas and educational implications.

5. 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?

The course coordinator, the lecturer, and the teaching assistants have benefited from this experience. This experience has helped us develop knowledge on the needs and preferences of one specific demographic (teacher candidates) in one specific format (asynchronous learning). Based on our experience teaching this course, based on the data about students' performances, and based on students' feedback, we have developed knowledge on designing and delivering asynchronous courses for teacher candidates. We have translated our knowledge into the five personas that we create and that will help us remind ourselves and remind others of the knowledge that we created throughout this experience.



6. 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?*

The 18 modules are saved on Canvas, they can be easily imported into any online course. Some of the modules are relevant not just for the assessment course but also for another educational course. For example, the module on assessment fairness includes activities and content on the microaggressions that several social groups unfairly experience in the classroom and that negatively impact their learning experience, this module can be imported into courses on the sociology of education and on education for social justice. Another module is on differentiated instruction, and it includes material and activities on academic accommodations and modifications, this module can be imported into a course on special needs education.

Sustaining these modules will require more communication with our colleagues in the faculty of education, this has been difficult given the Covid crisis and the unexpected stressors that our colleagues and us have had to deal with. As we are returning to the new normal, we are confident that there will be more opportunities for us to share our modules and support our colleagues in incorporating these modules into their teaching.