

UBC Teaching and Learning Enhancement Fund

Final Report – maximum 2 pages

Project Name: Preparing for the Workshop: creating instructional modules to support blended undergraduate learning in Creative Writing.

Date: 2013/14

Submitted by: Andrew Gray

Year of Funding: 2013/14

Summary of Work Accomplished

Work accomplished includes complete course development, video file production and editing, course material sourcing and organization, and the successful completion of the three courses we received funding for.

Enrolment for the courses was as follows:

CRWR 305A: 33

CRWR 306A: 52

CRWR 309A: 79

The following videos were produced and will be used for at least the next five years:

Non-Fiction: 10 videos

Fiction: 11 videos

Screenwriting: 10 videos

All financial commitments have been dealt with, including the evaluation, to fit within the 2013/14 fiscal year. We have no unspent balance in the account.

Evaluation of Project's Success

Include evidence of rigorous evaluation.

We carried out a three-part evaluation of the project: this included student course evaluations, survey forms, face-to-face meetings between instructors and students, and a series of meetings with the TLEF project proposers and the course instructors and GRAs. Written feedback was also solicited from instructors and GRAs.

Student feedback was highly positive, particularly feedback on the usefulness and convenience of the online video modules in the course. Many remarked on how much they 'loved' the videos. Although enrolment was not as high as we expect it to be in the coming years, mostly due to the newness of our minor program (which provides pre-requisite courses), course sizes were all sufficient to enable us to test the large-group workshop processes, as we had intended. Evaluation feedback indicated that the use of online learning materials to prepare students for in-class workshop discussion worked extremely well, and enabled effective large-group interaction. Students responded particularly well to the opportunity to do more in-class work through the 'flipped classroom' model and a majority of them asked if there could be more of this in future classes.

In our evaluation, we were able to compare student work with material produced in our more traditional 200-level classes as well as in the advanced 400-level workshops. Instructors reported that the quality of student work was markedly greater than in the 200-level classes, and that the improvement seen during the term was significant, especially when the students were given the opportunity to revise a project to reflect critical feedback from instructors and peers. By the end of term, a significant amount of student work was approaching the level of 4th year material. Student engagement was high, and attendance figures reflected this. We also tracked video viewing, lecture reading and assignment completion and all participation levels were high.

Discussion with instructors and GRAs reinforced the feedback we received from the student course evaluations and questionnaires. In-class interaction is at the core of the studio model of writing instruction, and providing more opportunity for this increased student engagement and made for high quality learning

outcomes. Future changes will include working to increase opportunities for critical engagement, providing more structure to ensure students are able to provide high-quality feedback to peers, and increasing options for students to produce more original work during the class.
