

TLEF Project – Final Report

Report Completion Date: (2024/10/31)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Experiential learning cases for finance courses		
Principal Investigator:	Caren Lombard and Jose Pizarro		
Report Submitted By:	Caren Lombard		
Project Initiation Date:	April 1, 2022	Project Completion Date:	31 October 2024
Project Type:	<input type="checkbox"/> Large Transformation <input checked="" type="checkbox"/> Small Innovation <input type="checkbox"/> UDL Fellows Program <input type="checkbox"/> Hybrid and Multi-access Course Redesign Project <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 – *What did you do/change with this project? Explain how the project contributed toward the enhancement of teaching and learning for UBC students.*

The objectives of the project centered around enhancing the student learning experience in COMM 298/COMR 473, COMM 370/COEC 370, aCOMM 101, and APPP 504 through real life applications of theoretical class concepts, industry-relevant cases, and engaging course materials.

Through the creation of four experiential learning cases, students were able to better understand how course concepts can be applied to dynamic and interactive scenarios. The cases enabled students to develop their problem-solving, decision-making, and interpersonal skills. Students worked together in groups to make logical financial decisions based on a dataset, conduct external research, and present their findings. These cases allowed students to develop the ability to adapt and adjust to fast evolving environments, which better equips them to face real-world personal or corporate finance problems. Additionally, the introduction of five new videos and one online Canvas resource hub supported interactive student learning and the exploration of relevant emerging topics such as ESG and sustainability.

Overall, the project reached over 1850 students over six courses and contributed to a more meaningful learning experience. The deliverables enabled 1) instructors to move the focus away from lectures and exams to more engaging and student-centric forms of learning, 2) TAs to get more involved and provide support in assignments, and 3) students to practice and reinforce knowledge through interactive pedagogy.

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
Caren Lombard	Lecturer	Principal Investigator and Faculty/ Academic Support
Jose Pizarro	Lecturer	Principal Investigator and Faculty/ Academic Support
Sunah Cho	Faculty Liaison (CTLT - Sauder School of Business)	CTLT and Project Support
Jan Bena	Associate Professor and Finance Division Chair	Department Support
Vivian Mak	Undergraduate Student	Project Manager, Video, Quiz, and Case Developer (Beta Mini Case), ESG Course Builder
Lianne Adair	Undergraduate Student	Case Developer and Implementer (Personal Finance, NPV Mini Case, and APPP 504 Case)
Sally Jiao	Undergraduate Student	Case Developer and Implementer (Corporate Finance Case)
Ashley Kask	Undergraduate Student	Case Developer and Implementer (NPV Mini Case)
Jeffrey Sun	Undergraduate Student	Video, Quiz, and Case Developer (Personal Finance Mini Case)
Pragya Chitkara	Undergraduate Student	Video Developer
Anna Feng	Undergraduate Student	ESG Course Revisions, Carbon Accounting Cases
Annabelle Liao Jeffrey Low	Undergraduate Students	Script and Recordings

Alex Delcorro		
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1.5. Courses Reached – Please fill in the following table with ***past*** and ***current*** courses (e.g., HIST 101, 2017/2018) that have been 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	Academic Year
COMM 298 (8 Sections)	2022/2023 and after
COMM 473 (5 Sections)	2022/2023 and after
COMM 370 (13 Sections)	2023 and after
COEC 370 (1 Section)	2023 and after
COMM 101 (all sections)	2022/2023 and after
COMM486E	2024 and after
APPP504	2024 and after
BAAC_V550 MM1	2024 W1 and after

2. OUTPUTS AND/OR PRODUCTS

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

Output(s)/Product(s):	URL (if applicable):
Personal Finance Mini Case (Case Doc, Excel, TA Marking Guide)	https://canvas.ubc.ca/courses/98531/modules

NPV Mini Case (Case Doc, Excel, TA Marking Guide)	https://canvas.ubc.ca/courses/98531/modules
Estimating Beta Mini Case (Video, Slides, Excel)	https://canvas.ubc.ca/courses/98531/modules
Corporate Finance Case (Case Doc, Excel, TA Marking Guide)	https://canvas.ubc.ca/courses/98531/modules
Basic Finance Concepts - Raising and Using Funds Video, Slides, and Quiz	https://canvas.ubc.ca/courses/98531/modules
Basic Finance Concepts - Raising Funds - IPO Example Video, Slides, and Quiz	https://canvas.ubc.ca/courses/98531/modules
Basic Finance Concepts - Using Funds and Time Value of Money Video, Slides, and Quiz	https://canvas.ubc.ca/courses/98531/modules
*Aritzia ESG Analysis Video and Slides	https://canvas.ubc.ca/courses/115532
*Atlas ESG Analysis Video and Slides	https://canvas.ubc.ca/courses/115532
*ESG Canvas Course	https://canvas.ubc.ca/courses/115532
*Change in Deliverables	2021/22 Cases were modified slightly from the proposal to cover more relevant topics and fit student needs, which consequently led to a change in outputs as necessary. As we also had additional capacity and resources, we decided to expand the project to include 3 basic finance concepts learning videos and quizzes for students in COMM 101, 2 ESG Analysis videos for students in COMM 298/COMR 473, and a self enroll ESG Canvas Course that serves as a resource hub for any Sauder student looking to explore ESG further (with a focus on finance and accounting).
**Climate Fit and Carbon Accounting recording	Climate Fit and Carbon Accounting recording: https://ubc.ca.panopto.com/Panopto/Pages/Vie

	wer.aspx?id=97e222d5-6202-4f7e-886f-b12601313b99
**Student and SME resources page on the Climate Centre’s SME Climate Clinic website	https://www.sauder.ubc.ca/climate-centre/sme-climate-clinic
**MEL & MHLP Accounting, Finance and ESG case and supporting materials	https://canvas.ubc.ca/courses/98531/modules Combined case for the business bootcamp covering accounting, finance and ESG
**Carbon Accounting Cases and recording	Introductory carbon accounting cases to pair with the introductory carbon accounting recording https://www.youtube.com/watch?v=fOLeKWFgH5A https://canvas.ubc.ca/courses/98531
**New Deliverables 2023/24	In 2024 we developed a number of new ESG materials and resources for the COMM486E course, the SME Climate Clinic web page and cases to be used in courses e.g. MEL, MM+ Intro accounting etc.

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

Item(s) Not Met:	Reason:
COMM 370 Case 2	We decided to combine the two COMM 370 cases that were originally proposed into one larger case. The larger case covered all the intended concepts and students were given more time to work on it.

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-satisfaction
- Teaching practices
- Student wellbeing, social inclusion
- Awareness and capacity around strategic areas (Indigenous, equity and diversity)
- Unit operations and processes
- Other: [please specify]

3.2. Please provide details on each of the impact areas you selected in 3.1. – *For example, explain in which ways your teaching practices changed; how student wellbeing was impacted; how students wellbeing benefited from your project, etc.*

Student Learning and Knowledge

Concepts taught in COMM 298/COMR 473, COMM 370/COEC 370, and APPP 504 are part theory and part application. The application questions that are typically taught in lectures are confined to the variables of the question and students are normally given the factors that they need to complete the calculations. By introducing experiential learning cases, students are able to work with dynamic problems and conduct their own research to come to varying conclusions. For example, in the NPV Mini Case, students worked with a real life pilates studio where they had to use variable pricing and factors to decide if a business decision should be made. Similarly, in the Personal Finance Mini Case, students are required to search up different vehicles and base their calculations off of the information they find. In the APPP 504 Finance & Accounting Case, students were required to apply concepts from both disciplines to identify the most profitable operating scenario for a local health food business, while also taking relevant ESG factors into account. Finally, students were presented with a dataset in the Corporate Finance Case where they were asked to analyze data and communicate their findings for decision-making purposes. This level of research, analysis, and presentation/ communication mimics the type of work that students will be required to complete in real world finance roles, and the skills that they developed through their work on these industry-relevant cases will be transferable outside of the classroom.

Furthermore, by being able to apply the knowledge they gained in class, students are better able to grasp concepts through seeing how they are relevant and applicable in real world cases. Being able to make

course connections beyond the classroom supports a more holistic learning experience where students understand concepts more effectively and are encouraged to explore further application. The group component of the cases also pushed students to develop new interpersonal skills, manage conflict, and work together to problem solve - all of which are transferable to a wide variety of situations. Finally, having access to videos and a resource hub allowed students to explore topics on their own time and encouraged learning based on interest.

Student Engagement and Attitudes

Introducing experiential learning cases provided an opportunity to promote a meaningful learning experience for students. These formative assessments enhanced student engagement and interaction with their instructors, TAs, and peers. Engagement is difficult to achieve in lecture-based and exam-focused courses. Having cases where students are encouraged to apply their learnings, work through problems with their peers, and ask questions to further their knowledge allowed for greater engagement and classroom participation. Consequently, this should lead to improved student attitudes towards learning as they are required to practice concepts rather than simply memorize material for exams. Creating formative assessments also enabled students to grasp where they stand throughout the course in terms of understanding the curriculum rather than wait for the results of a highly weighted midterm/final, which could cause a lot of stress and pressure. These cases provided an opportunity for risk-free learning as students were able to practice skills in an open assignment and ask questions as necessary. This may have also prompted students to explore their interests in the topic and promoted further curiosity.

Additionally, creating an environment where collaboration is promoted enabled students to connect with their peers, instructors, and TAs better, and fostered greater engagement than lecture-focused classes would. Students may have felt disconnected from the material when it was only being presented in a slide. They are more likely to understand concepts through discussion with others and active participation.

Instructional Team-Satisfaction

With the cases being primarily TA-driven, instructors were able to implement the cases within the existing syllabus with relative ease. Having students demonstrate their knowledge through assignments allowed for instructors to grasp which topic areas students required more support with and enabled them to provide this support prior to the exams. The nature of the cases, requiring students to conduct data analysis in Excel and build presentations, also allowed for transferable skills to be taught where they were not before. Furthermore, greater student participation and classroom engagement led to a better and more meaningful teaching experience where instructors can feel actively involved in their students' learning. Finally, the videos and Canvas resource hub that were created enabled students to review concepts and materials at their own pace, reducing their reliance on instructor support.

Likewise, TA satisfaction was impacted as they were given greater responsibility over supporting students' work through these cases. They had a more hands-on role in offering guidance in office hours, answering

questions, and grading. This allowed for TA growth as they developed new skills in teaching and mentorship. They also made more effective use of their time/ skills rather than just being assigned to grading. Having TAs involved in the cases allowed for them to meaningfully take part in student learning. Seeing the firsthand impact of their support through student submission of final deliverables likely led to a more enriching TA experience.

Teaching Practices

One of the primary intended impacts of the project was to transform the student experience away from teaching to learning. This had a strong alignment with Sauder (including the AACSB accreditation program goals and learning objectives for the BCom program) and UBC priority objectives. Rather than an instructor-focused teaching style (lecturing), the introduction of experiential learning cases created a more holistic student-centric learning experience where they were encouraged to explore topics on their own and apply their knowledge to real world situations. In the longer term, this will enable students to learn to take charge of their life-long learning and more confidently approach real-world problems. The industry relevant cases supported student engagement as they were able to make connections between class concepts and problems that they will likely encounter in their personal lives or careers. Similarly, having students work in groups allowed them to learn through practice how to build good teams, manage conflict, and divide work. This reflects real life work environments, which helps them learn skills that could prepare them in their careers.

Furthermore, reducing the reliance on the midterm and final exams as course assessment methods was achieved through these cases. Students were able to demonstrate and get marks for skills beyond individual technical subject matter examined under time pressure. They were able to be evaluated on relevant skills such as teamwork, communication, data analysis (Excel), and presentation that is practical and transferable beyond the classroom. Creating space in teaching practices to allow for group work and skill development complementary to the theory taught allowed for holistic student development and a better overall learning experience.

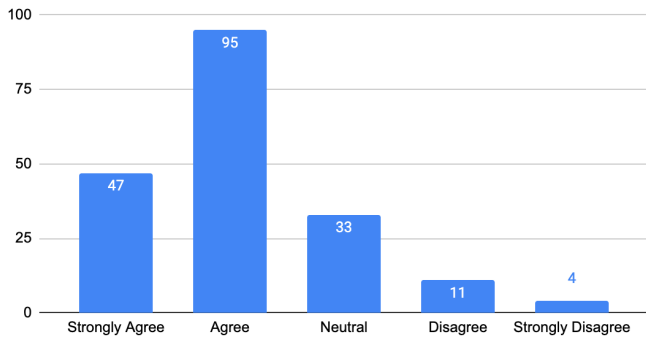
3.3. How do you know that the impacts listed in 3.1/3.2 occurred? – *Describe how you evaluated changes/impacts (e.g., collected survey data, conducted focus groups/interviews, learning analytics, etc.) and what was learned about your project from the evaluation. You are encouraged to include graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.*

Surveys were facilitated in COMM 298, COMR 473, COMM 370, and APPP 504 to collect data related to student learning and experience. Instructors and TAs were also asked to provide comments related to the cases via survey or email. The feedback and insights received in relation to the impacts listed in 3.1/ 3.2 are as follows:

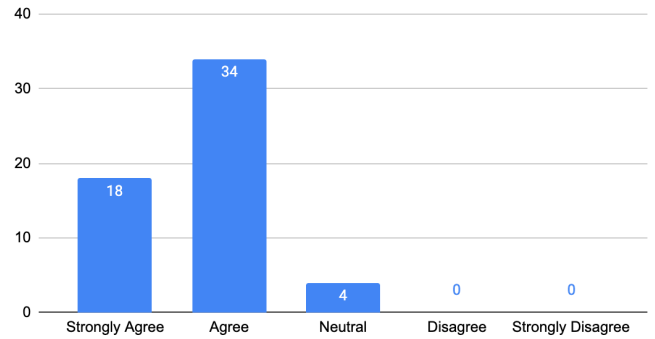
Survey Respondents: COMM 298/COMR 473 = 190, COMM 370 = 56, APPP 504 = 42, Instructors = 3

Student Learning and Knowledge

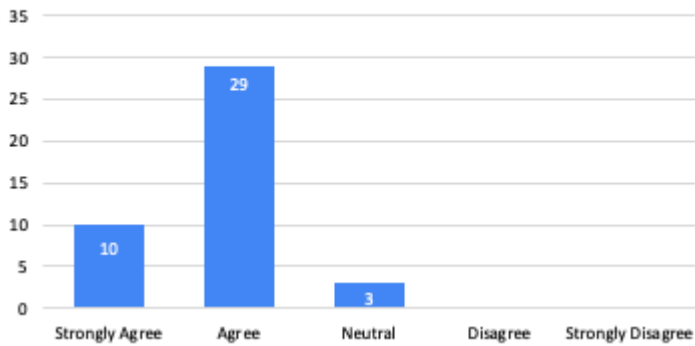
COMM 298: The case contributed to my learning of concepts about the course subject



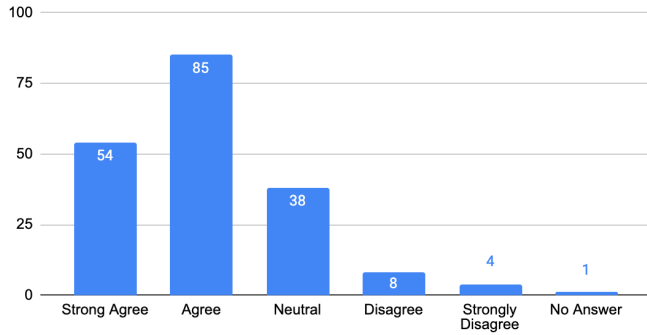
COMM 370: The case contributed to my learning of concepts about the course subject



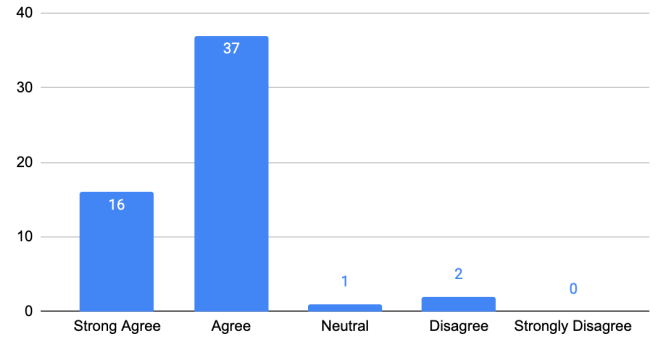
APPP 504: The case contributed to my learning of concepts about the course subject.



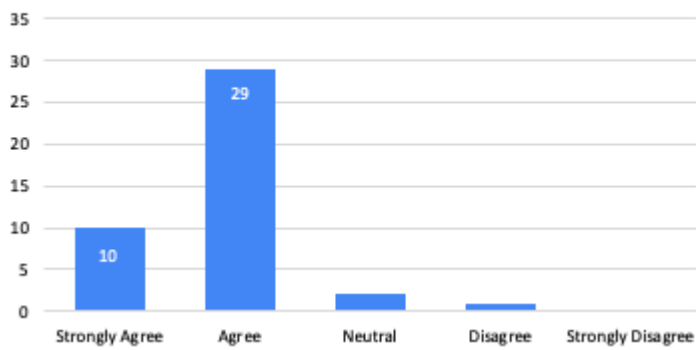
COMM 298: The case contributed to my ability to analyze an idea in depth



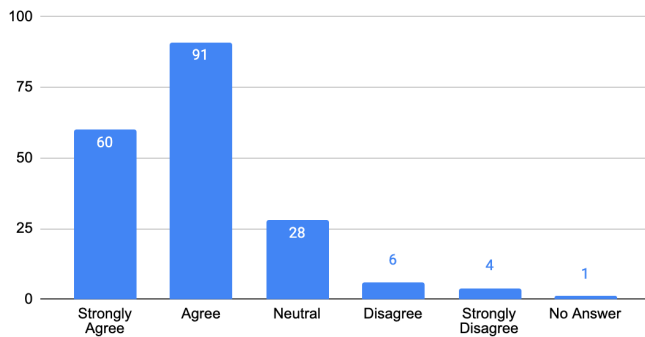
COMM 370: The case contributed to my ability to analyze an idea in depth



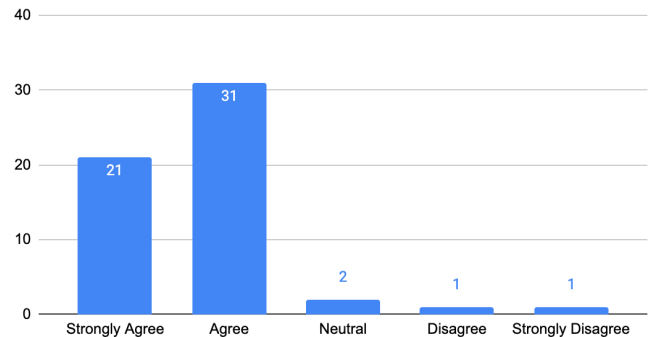
APPP 504: The case contributed to my ability to analyze an idea in depth.



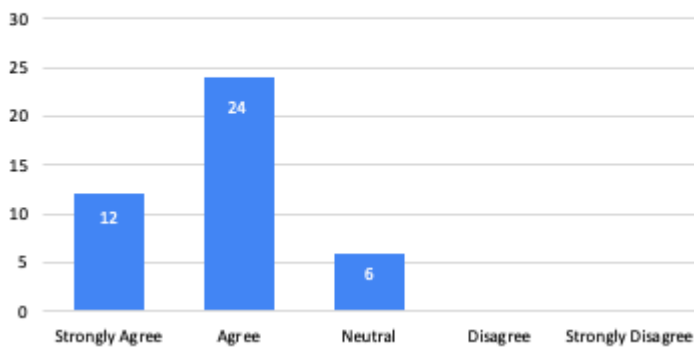
COMM 298: The case contributed to challenging my critical thinking and improving my problem-solving skills



COMM 370: The case contributed to challenging my critical thinking and improving my problem-solving skills



APPP 504: The case contributed to challenging my critical thinking and improving my problem-solving skills.



As seen in the graphs above:

- 75% of students in COMM 298/COMR 473, 93% of students in COMM 370, and 92% of students in APPP 504 believed that the case contributed to their learning of concepts about the course subject.
- 73% (COMM 298/COMR 473), 95% (COMM 370), and 93% (APPP 504) believed that the case contributed to their ability to analyze an idea in depth
- 79% (COMM 298/COMR 473), 93% (COMM 370), and 86% (APPP 504) believed that the case contributed to challenging their critical thinking and improving their problem solving skills

Additionally, students have commented the following:

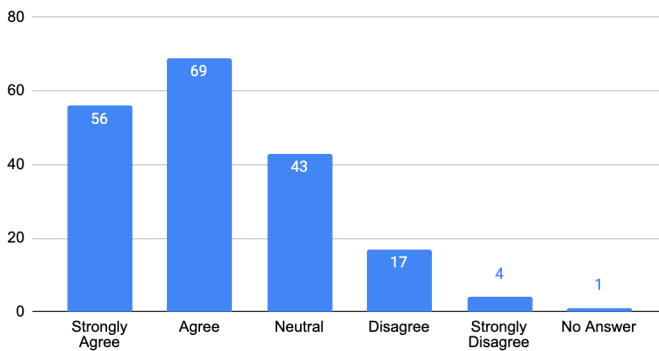
- “I liked that we had to apply NPV analysis to a real-world problem and it was also fun to connect concepts from accounting and see how they differ from each other but still work together.”
- “This real-life example helped me to apply the knowledge from the book to practical situations.”
- “What I liked most about the case is that we’re being able to search on IBISworld for ourselves, searching on Ycharts for choosing our own risk-free and risk-return rate.”

- “This case study provided an opportunity for us to look into the food industry and apply accounting and finance knowledge in a ‘real-world business’. It served as an excellent transitional experience to help us prepare for the final project.”

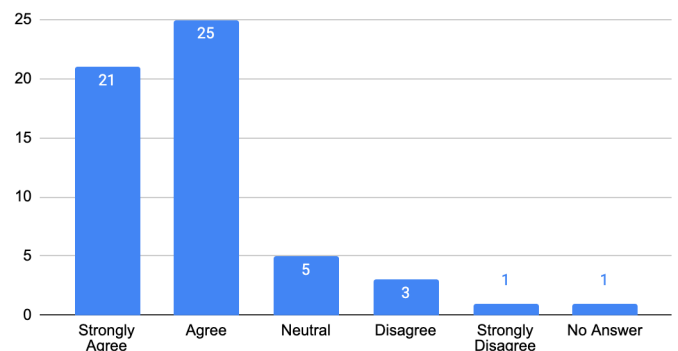
This feedback demonstrates how students appreciated the real world nature of the cases and found the application of course concepts helpful in their understanding of the material. The ability to practice critical thinking and develop problem solving skills was a clear outcome of the cases as well. Overall, it appears that students were able to grasp course concepts better through these cases and enjoyed the connection that these cases had to industry-relevant problems.

Student Engagement and Attitudes

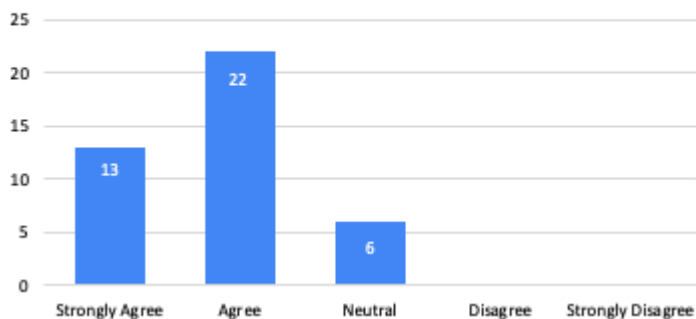
COMM 298: The case contributed to stimulating my curiosity about the application of finance concepts to real-life situations



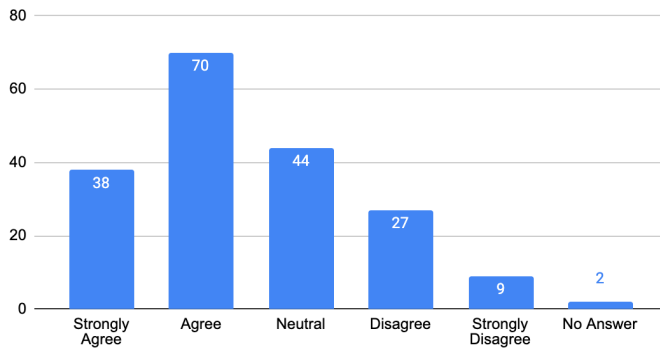
COMM 370: The case contributed to stimulating my curiosity about the application of finance concepts to real-life situations



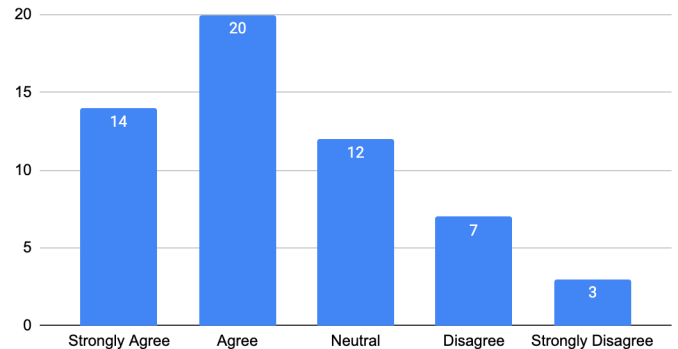
APPP 504: The case contributed to stimulating my curiosity about the application of accounting, finance and sustainability concepts to real-life situations.



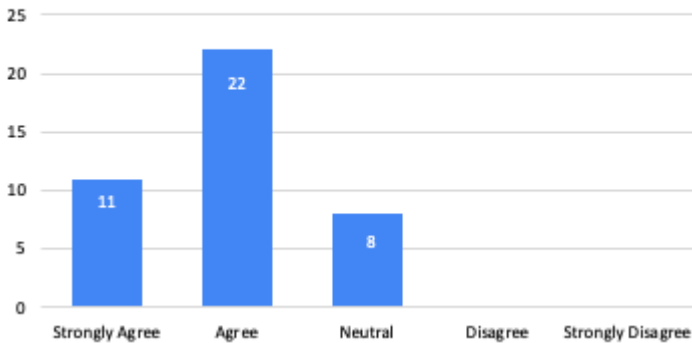
COMM 298: The case contributed to fostering diversity by working in a team with different backgrounds/ faculties



COMM 370: The case contributed to fostering diversity by working in a team with different backgrounds/ faculties



APPP 504: The case contributed to fostering diversity by working in a team with different backgrounds/faculties.



As seen in the graphs above:

- 66% of students in COMM 298/COMR 473, 82% of students in COMM 370, and 85% of students in APPP 504 believed that the case contributed to stimulating their curiosity about the application of finance concepts to real-life situations
- 57% (COMM 298/COMR 473), 61% (COMM 370), and 80% (APPP 504) believed that the case contributed to fostering diversity by working in a team with different backgrounds/ faculties

Additionally, students have commented the following:

- “I enjoyed the fact that this was an active case, not one that has already been shut down, for example. It was intriguing to be able to criticize its website and put myself in the position of a consultant. I found myself beginning to mark up a marketing plan after getting to know the case and the studio's background.”
- “It was a fun way to apply what we were learning. It was complicated enough that you had to put some work into it but not too hard to be a daunting task. I learn best by doing problems so this really helped me.”

- “It was a very interesting setup and left a lot to be determined and analyzed by the group. It is also very unique and real world which made the case more interesting and as a result more fun to do.”
- “The case’s real-world focus on evaluating Boost Energy Bars’ acquisition scenarios is highly relevant. It challenges you to consider profitability factors like pricing and costs under time pressure, mirroring actual business situations. This exercise sharpens financial analysis, strategic thinking, and clear communication skills.”

The feedback highlighted represents how students were more engaged in learning when asked to solve case problems. They found the assignments interesting which fostered greater participation. Furthermore, the cases helped the students understand how course concepts could be applied in the real world, which supported them in exploring and retaining new knowledge.

Instructional Team-Satisfaction

Feedback from instructors:

- “I thought the two cases for COMM 298 were useful exercises for students to apply knowledge they gained in class. I would definitely be willing to use these two cases again in future.”
- “I like the cases. I believe it helped students reinforce their knowledge of fundamental concepts.”
- “The topics included in the cases developed are extremely relevant for finance students as they address fundamental ideas in an applied and realistic setting, complementing directly the content instructed in the courses COMM 298 and 370.”
- “The cases were easy to implement, as all the required material for deployment was available. The TA model was successful, as they drove most of the discussions and work in these cases, and students engaged with them during their work.”
- “As the cases have significant quantitative components, which are obtained directly from market prices, they can be easily updated while keeping the case contingent, without affecting the main concepts the case teaches. For example, the cases asked students to directly search online for information, which makes the case update and sustain naturally.
- “The cases were solved in groups, being the only group assessment of the course. The cases’ required deliverables were asked in a format unrelated to the rest of the course assessments, complementing the traditional midterm and final. Therefore, this work complemented the course assessments by asking students to solve more complex and realistic problems, in a team setting, while asking them to develop and deliver material for grading in a format that is different from those in other assessments. Specifically, presentations, which highlight the ability of the team to summarize and show results, and the development of quantitative tools in Excel, which help them develop skills in a widely used professional tool.

Feedback from TAs:

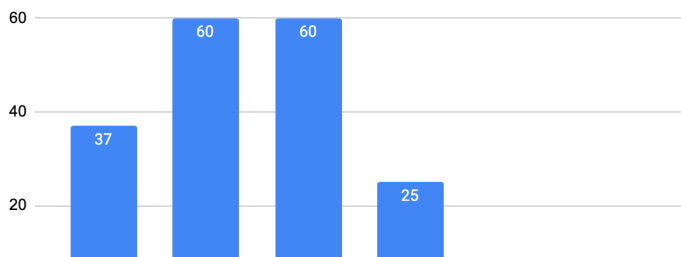
- “I think the NPV case was a nice way of practicing the concepts students learn in class. NPV can be challenging to understand at first because there are many moving parts, and having an opportunity to practice through the case is great. I felt comfortable holding the debrief for this case and answering students' questions. Grading was not challenging as well.

The comments received illustrate how instructors found the cases useful and complementary to the concepts learned in class. They found the cases relevant to student learning and supported the wide variety of additional skills (interpersonal, analysis, and presentation) that they developed from the assignments. Something to note is that instructors were wary of the additional level of admin that the cases created - which can be alleviated by better TA training and well defined project information well in advance. This constructive feedback was likely due to the fact that the cases were being created and implemented throughout the semester so there was little time for preparation. As all the cases have now been piloted and can be refined to clarify confusion in the following semesters, these problems should be resolved. There were also concerns surrounding students who worked with uncooperative group members, causing issues for the instructor to address. This is often unavoidable in group projects but TAs could be better trained in the future to address conflict first before it gets escalated to the instructors.

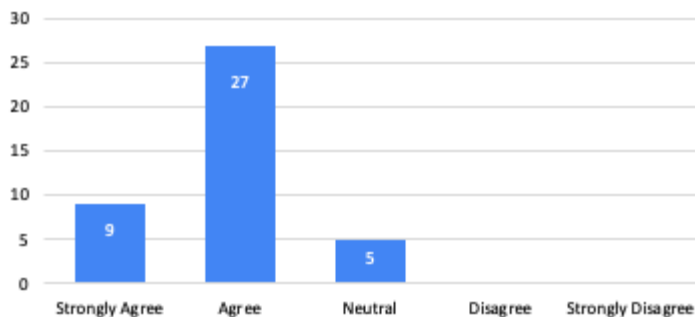
Additionally, it appears that TAs were comfortable supporting students in the cases and were able to carry out their responsibilities with relative ease.

Meaningful engagement with TA/instructor

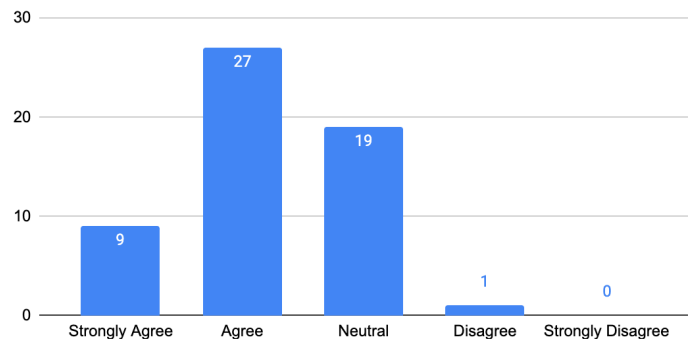
COMM 298: The case contributed to promoting meaningful learning experiences through engagement and interaction with the course TA/ instructor



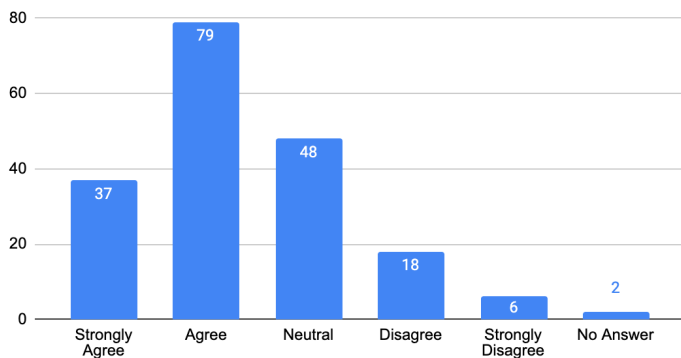
APPP 504: The case contributed to promoting meaningful learning experiences through engagement and interaction with the course TA/instructor.



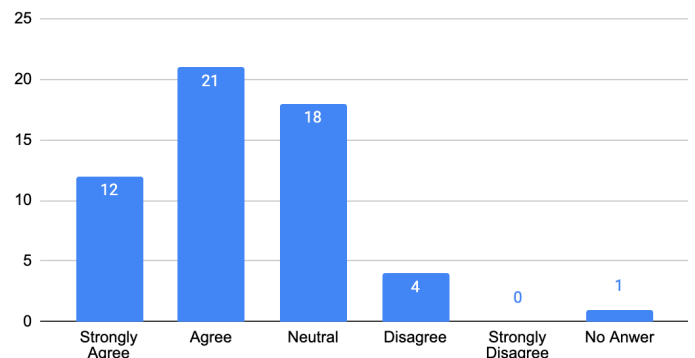
COMM 370: The case contributed to promoting meaningful learning experiences through engagement and interaction with the course TA/ instructor



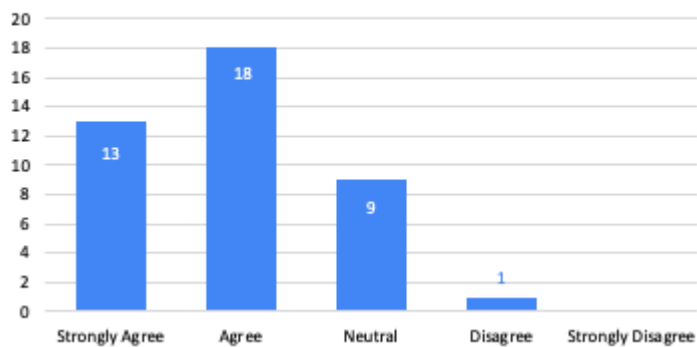
COMM 298: The case contributed to my developing interpersonal skills through collaboration with my peers



COMM 370: The case contributed to my developing interpersonal skills through collaboration with my peers



APPP 504: The case contributed to my developing interpersonal skills through collaboration with my peers.



As seen in the graphs above:

- 51% of students in COMM 298/COMR 473, 64% of students in COMM 370, and 88% of students in APPP 504 believed that the case contributed to promoting meaningful learning experiences through engagement and interaction with the course TA/ instructor
- 61% (COMM 298/COMR 473), 59% (COMM 370), and 76% (APPP 504) believed that the case contributed to their development of interpersonal skills through collaboration with their peers

Additionally, students have commented the following:

- “I found the interaction between students and the TA very helpful as the feedback we received was pertinent to my understanding of the course material.”
- “[I liked the] ability to discuss with the team about the contents to creatively approach the problem.”
- “[I liked] that we came up with different ideas and shared them with colleagues.”

The feedback gathered reveals that overall, students were able to participate in a more holistic learning experience where they were engaged in the application of knowledge. Majority felt that they were able

to have more meaningful interaction with their instructors, TAs, and peers, which contributed to a more inclusive and collaborative learning environment.

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?*

Traditional finance courses such as COMM 298/COMR 473 and COMM 370/COEC 370 have typically been focused solely on theoretical concepts taught in lectures and applied through practice problems. The evaluation of these courses have mostly centered around exams - previously with a 40% weighted midterm and 45% weighted final. The introduction of experiential learning cases have shifted the focus from lectures and exams to a more student-centric and applied learning environment.

By having students actively participate in assignments and interact with their peers, instructors, and TAs, they are able to practice the skills they learned in class and apply their knowledge in a collaborative classroom. Rather than just lecturing, instructors are required to shift their teaching practices to incorporate time for group work, answer questions related to the cases, and provide guidance surrounding the assignments. Their role in these cases is to ensure students are able to demonstrate their knowledge of class concepts in dynamic situations and encourage students to work together to solve real world problems. In a way, they are shifting some of the teaching and learning to the students themselves as they are pushed to develop interpersonal and problem-solving skills through peer to peer discussion and teamwork. Furthermore, whereas TAs were previously used solely as exam graders, they are integrated through this project as mentors in the cases by holding office hours, answering questions, and supporting students in completing the assignment deliverables.

With the real life application of finance concepts often requiring calculations and models that depend on a variety of factors, these cases were able to teach students how to find data, interpret and analyze information, and come to a conclusion that varied based on the facts. This learning where students are able to explore dynamic data and work in a team to critically think through a set of problems mimics real world workplaces. Furthermore, having course evaluations incorporate assignments outside of (often stressful and time pressured) exams encourages student learning through practice rather than through memorization. Altogether, the shift in teaching practices as a result of these cases had many positive impacts and can definitely be sustained over time through continuing to incorporate case work into the syllabus and having TAs involved in the process.

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 project sustainment?*

As we continue to run these experiential learning cases in the upcoming academic semesters, the plan is to continue re-using the case deliverables (documents, presentations, work plans, solutions, recordings, etc.) and updating them as conditions change. For example, the COMM 298 NPV Mini Case follows a real-

life company that may update their prices and information. We also anticipate the need to update case components such as answer keys to avoid student copying. Having the instructors work with the head TAs to update case materials will be crucial for project sustainment. It is also necessary to continue collecting feedback on the cases and making the necessary improvements and clarifications to enhance student learning. This will once again be completed by instructors/ head TAs on an ongoing basis as cases are assigned.

Additionally, the videos and quizzes created will be sustained through their access on the "TLEF Videos and Quizzes" Canvas course and on their respective COMM 101/COMM 298/COMR 473 course pages. Copies of the raw and edited recordings can be found in the project sandbox should any edits need to be made in the future.

As a final note: all project materials and deliverables are stored in a Canvas sandbox that both Principal Investigators and our Learning Services Liaison have access to. Should any changes have to be made to any project components, they should have all the materials to make the updates accordingly. If any changes are required for the cases, instructors and TAs will be able to provide additional support and maintenance.

6. DISSEMINATION – *Please provide a list of 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). These will be included on the TLEF scholarly output page.*

TLEF Showcase (May 4, 2023) Poster, "Experiential Learning Resources for Finance Courses", TLEF & ALT-2040 Virtual Showcase during Celebrate Learning Week,
<https://tlef2.sites.olt.ubc.ca/files/2023/04/2023-COMM-Caren-Lombard.pdf>