

Redefining the undergraduate learning experience in Creative Writing

Project Summary (150 words max.)

Describe your project in a manner that is accessible to wide readership. If your proposal is successful, this summary may be publicized on the UBC website.

We seek to renew our Minor Program curriculum by piloting five courses in a complete blended learning redesign to increase student engagement and learning flexibility: three CRWR 200-level lecture courses (250 students) and the update of two existing 300-level flipped classroom courses (60-90 students). These pilot courses, developed in year 1, will be evaluated and form the foundation for converting all of our Minor Program courses to a blended learning model in years 2 and 3.

Based on the overwhelming feedback we've received for our scaffolded approach in the edX space, we propose to develop a blended redesign of our Minor Program courses including interactive video and audio, critical reading and analysis with companion online evaluation tools to enhance and apply foundational concepts, and use of peer- and self-assessment tools to provide students with deeper awareness of their creative intent while fostering greater student to student and student to instructor engagement in-class. These new online resources will facilitate a thoughtful pedagogical foundation that will allow for in-class contact hours to be re-focused to cover the core learning of the class, the complex process and experiential learning that is vital to creative writing.

Students Reached by the Project

Please fill in the following table with all known courses and sections that will be impacted by your project and in which academic year (e.g. HIST 101, 002, 2018/2019, Sep).

Course Code	Section	Academic Year	Term (Sep/Jan/May)
YEAR 1 (2018/2019)			
TERM 1 (September)			
CRWR 201	001	2018/2019	Sept
CRWR 209	001	2018/2018	Sept
TERM 2 (January)			
CRWR 301	001	2018/2019	Jan
CRWR 309	001	2018/2019	Jan
CRWR 201 (2 nd iteration)	002	2018/2019	Jan
CRWR 209 (2 nd iteration)	002	2018/2019	Jan
TERM 3 (May)			May
CRWR 200	002	2018/2019	May
YEAR 2 (2019/2020)		2019-2020	
*includes courses from previous year			
CRWR 203	Both sections	2019/2020	Sept/Jan
CRWR 206	Both sections	2019/2020	Sept/Jan
CRWR 213	Both sections	2019/2020	Sept/Jan
CRWR 303	002	2019/2020	Jan
CRWR 306	002	2019/2020	Jan
YEAR 3 (2020/2021)		2020-2021	
*includes courses from previous two years			
CRWR 205	Both sections	2020/2021	Sept/Jan
CRWR 208			
CRWR 305	002	2020/2021	Jan
CRWR 308	001	2020/2021	Sept
CRWR 310	001	2020/2021	Sept

If your project does not pertain to a specific course(s), briefly describe the overall student reach in all academic year(s).

In the first year, 1,200+ students will participate in the pilot. Upon full implementation of our curriculum renewal, 5,000+ students in the Minor Program will benefit from this project.

We intend to seek additional TLEF funding to support Years 2 and 3 of this project, scaling up the number of courses and students participating in them, and creating a sustainable longer term plan (beyond the TLEF) for roll out across the Minor Program that will include upper level CRWR 350 smaller workshop courses and eventually CRWR 400-level small workshop courses in our BFA major program.

How many students overall do you estimate will be reached by this project annually? (Please provide a number)

5,000

Project Objectives (500 words max.)

Clearly state the project's rationale and overall objectives, with particular reference to how it meets TLEF criteria.

Objectives

- Ground and strengthen our pedagogical approach through blended learning in our Minor Program courses, create consistency across sections, and promote a more meaningful and flexible undergraduate student experience.
- Make use of online tools available on the edX Edge platform, including: video lecture, peer- and self-assessment, critical reading, comprehension assessment, and application toward creative work will help us create an immersive and engaging learning experience for students, provide access to global resources and materials (i.e. writers from around the world) and increase student/instructor interaction in an immersive blended learning experience.
- Advance our flipped classroom design by converting the online portion of flipped classroom curriculum to the edX Edge platform and adopt an integrated blended learning rather than flipped classroom approach.
- Re-focus in-class contact hours toward deeper discussions of process, craft and technique, where students can engage individually and collaboratively with instructors and GTAs on their own creative work.
- Review and integrate peer assessment tools (i.e. Studiorum, Compare, PeerScholar), and implement the most effective, meaningful tool (s) for an enhanced collegial community in the blended classroom.
- Evaluate student participation and compare student performance over the span of each pilot course to inform and develop further iterations of pilot courses and create subsequent Minor Program courses.

As outlined in UBC's Place and Promise goals, UBC has committed to delivering a transformative student learning experience through exceptional courses so students can engage and make connections through experiential learning activities, and to create lasting meaning from these experiences. This project supports student learning by initiating a supportive, flexible learning environment to empower creative writing students to engage and reflect on their learning both collaboratively and individually, and to apply their learning immediately to their creative work.

Core to UBC's Creative Writing Program (and creative writing pedagogy world-wide) is the workshop (traditionally 14 seats or less). The workshop consists of a collaborative peer assessment process in which submitted student creative work traditionally forms the curriculum of the course. Through peer review and verbal and written communication, students build skills in critical reading and reflection, and genre-specific writing and editing. This process is learner-centered, collaborative and requires a high degree of student responsibility and engagement.

This project seeks to integrate the best in creative writing pedagogy and innovative learning technology, enhancing the quality and impact of creative writing teaching for all students. The 200- and 300-level courses in our Minor Program are our students' first introduction to creative writing pedagogy and process. By structuring these courses for interactive blended learning, we can help students build foundational tools in craft, technique, and critical analysis while challenging them toward deeper understanding and more thoughtful application of the concepts learned through more face-to-face engagement in person. This project will also provide additional opportunities for our instructors and GTAs to focus on process with the student's creative work during in-class sessions.

Since the inception of our Minor Program, our department has faced the challenge of defining "excellence" in assessing creative work in our large lecture classes. Our early efforts have produced higher than average grades in

comparison with other units in the Faculty of Arts, but lower grades in comparison with creative writing instruction across North America. Our curriculum renewal, supported by this project, seeks to address this challenge by applying a more rigorous pedagogical approach with an emphasis on process and assessment at the CRWR 200- and 300-level. It is our belief that this scaffolded blended course redesign will form an assessment rationale that better reflects student learning, while respecting the expectations of both the discipline of creative writing and the Faculty of Arts.

Project Work Plan, Timeline & Milestones (1000 words max.)

Provide a clear work plan for how you will achieve the stated objectives of the project. Please include major milestones to indicate when you will initiate project development, when you will implement the project with students, and when you will conduct evaluation.

Drawing on recent student feedback from our Minor Program in-class, camera capture and flipped classroom courses, and feedback from our edX online courses, our plan to develop, implement and assess our pilot courses will draw heavily on our successful edX model in creating a blended redesign of our Minor Program courses. This blended model includes developing course objectives, designing a scaffolded delivery of material week-by-week both online and in-class, and evaluating appropriate assessment tools as we transition from development beta to piloted courses.

During year 1, we will develop a thoughtfully re-focused curriculum for each course that we anticipate will help reduce the time required to develop courses in years 2 and 3 of this project. We envision our blended redesign to include a weekly online program and an in-class program. Each weekly online module will require three parts, which will involve 75 minutes of student time, to be undertaken before coming to class: 1) 20 minutes of video, broken down into five short instructional videos/interviews, each four minutes in length, and a short comprehension quiz afterwards. 2) Readings and critical analysis that include a short quiz and peer assessment; 3) Writing exercise that will include peer- and self-assessment. Instructors for the course will develop the online modules and assessment.

Each in-class module will involve one 75-minute session and build upon concepts learned online prior to class. We intend to re-focus our in-class contact hours on the core learning objectives for each course. The transition of in-class contact time will include focused critical and creative activities, readings, and discussions to help develop a deeper study of issues and practices in creative writing. Extended in-class critique (i.e. based on our workshop model) and discussions on the student work will create concrete learning outcomes of artistic and academic practice. There are three steps to the in-class program: 1) Expansion of key concepts from online module and introduction of new concepts. 2) Critical reading discussion; 3) Small group discussions of student writing. These will involve peer- and instructor/GTA assessment. Instructors will develop the in-class program and assessment. GTA's will provide support in-class.

Adjustments based on feedback from student and instructor surveys will inform iterations of each piloted course and assist in minimizing the time to develop new courses. Self-assessment (i.e. quizzes, reflective reviews) and peer-to-peer assessment will be implemented to translate and detail learning achievements of the online component of the blended class. Greater interactivity will foster collegiality, while providing students with additional opportunities to reflect on their own work and make necessary adjustments to it. User statistics calculated from the online components will also be studied to assess student patterns of online learning behavior and aid in evaluating the effectiveness of content and delivery overall. This evaluation will guide us in adjustments and additions that need to be made for the next iteration.

Developing a mature creative practice with an awareness of meaning, subjectivity, and ethical perspectives will be encouraged. This is in alignment with our goal (shared with the university) to encourage and develop responsible citizenship. This renewed focus aligns with the goals of the Creative Writing Program, the Faculty of Arts and UBC.

In addition to the applicant and co-applicants, in year 1 we will seek the counsel of an Advisory Committee that includes faculty from other disciplines whose experience in blended curriculum projects, peer-to-peer assessment, and evaluation methodology will be an asset to our project. Our intent is to create a sustainable model beyond this project, one that shares capacity and knowledge and can be efficiently transferred as we continue to adjust and develop blended redesign courses in our Minor Program.

Year One: May 2018 – April 2019

April 2018

- Meet with Minor Program instructors to review student and instructor feedback for 200-level courses.
- Meet with edX instructors to review student and instructor feedback for online courses.

- Strike a working group to oversee course redesign and learning outcomes.
- Working group meets to develop learning outcomes and course redesign for CRWR 201, 209.
- Hire GTA/GRA

May – July 2018

- Develop course redesign for CRWR 201, 209
- Evaluate and select peer assessment tool (s) for online portion of the course redesign (i.e. Studiorum, Compare and PeerScholar)
- Research of evaluation tools
- Write scripts for video program
- Film and edit video program

July – August 2018

- Implement course redesign, create beta and test with student focus groups
- Revise courses based on beta feedback and implement
- Develop evaluation tools for student and instructor feedback of pilot courses
- Hire GTA's for courses launched in September and January.

Sept – Dec 2018

- Launch pilot courses: CRWR 201, 209
- Survey students and instructors
- Revise pilot courses based on survey and instructor feedback
- Additional filming and editing as required
- Develop pilot courses: CRWR 301, 309
- Film and edit video program for CRWR 301, 309 pilot courses
- Implement course redesign for CRWR 301, 309, create beta and test with student focus groups
- Revise courses based on beta feedback and implement
- Working group meets to assess progress to date

Jan – April 2019

- Launch iteration of CRWR 201, 209
- Launch pilot courses: CRWR 301, 309
- Survey students and instructors
- Develop pilot course: CRWR 200
- Film and edit video program for CRWR 200
- Edit course redesign for CRWR 200, create beta and test with student focus groups
- Revise courses based on beta feedback and implement
- Working group meets to assess progress to date

Year 2: May 2019 – April 2020

May – August 2019

- Revise iterations of courses from year 1
- Launch pilot course: CRWR 200
- Develop, launch, evaluate pilot courses: CRWR 203, 206, 208
- Develop, launch, evaluate pilot courses: CRWR 302, 303, 306, 308
- Survey students and instructors
- Revise courses based on feedback, additional filming as necessary, and implement
- Hire GTA's for courses launched in September and January.
- Working group meets to assess progress to date

Year 3: May 2020 – April 2021

- Continue to launch iterations of courses from years 1 & 2
- Develop, launch, evaluate pilot courses: CRWR 205, 213, 230
- Develop, launch, evaluate pilot courses: CRWR 305, 307, 310, 311
- Survey students and instructors from all pilot and reiteration courses
- Revise courses based on feedback, additional filming as necessary, and implement
- Hire GTA's for courses launched in September and January.

- Working group meets to assess progress to date and to develop program for CRWR 350-level workshop courses (beyond the TLEF proposal)

Project Outputs, Products or Deliverables (500 words max.)

List or describe the project's intended tangible outputs, products, or deliverables. What will the project do or create as a result of implementation of its work plan?

Deliverables include:

- Five new blended courses, which have been piloted, evaluated and renewed based on the evaluation results.
- Re-useable online course materials:
 - Four hours of video per course created in 60 four-minute clips; 20 hours total.
 - 60 short comprehension quizzes per course; 300 total.
 - 12 reading selections per course, with associated comprehension quizzes and peer assessment exercises; 60 in total.
 - 12 writing exercises per course with associated peer- and self-assessment tools.
- Refocused in-class learning materials and activities, designed for active learning. Will include material expanding on key concepts introduced online each week (12 per course); targeted critical reading discussions; small-group discussions of student writing.
- Significant evaluation data from students, instructors and GTAs, as well as programmatically created data (statistics and analysis from the online course platform charting student engagement with learning materials).

Five phases will contribute to our deliverables in year 1 and serve as a guiding model in years 2 & 3 of the project:

Phase 1: develop, with the assistance of our core faculty members and the working group, the online and in-class learning modules for each of the piloted blended redesign 200- and 300-level courses. We will be using as subject experts core faculty that are tenured, tenure-track and 12-month lecturers who have previously taught in the course subject areas at both the 200- and 300-level in creative writing, as well as consulting with GTA's who have previously worked with instructors.

Phase 2: review and select an assessment tool (s) that most effectively assist students in applying foundational concepts and critical thinking skills to creative work in a creative writing classroom.

Phase 3: review and selection evaluation tools to capture student motivation, satisfaction and learning (both online and in-class) and instructor feedback.

Phase 4: implementation of pilot courses. We seek to run two pilot courses in Term 1 (Fall 2018) and two pilot courses in Term 2 (Winter 2019) and one in Spring 2019.

Phase 5: evaluation of pilot courses. Through our evaluation process we'll evaluate the pilot courses in Term 1, make any necessary adjustments to run them again in Term 2. We'll also use these evaluations to guide the development of new pilot courses for Term 2. After evaluating both Term 1 & 2 courses, we'll pilot another course in Spring and from that core group of five courses, we'll have a sound pedagogical foundation and process to develop additional courses in year 2 and year 3.

Project Impact (500 words max.)

Referring to the project's objectives and expected outputs, what are the direct and short-term as well as sustainable benefits to students or instructors you expect to achieve? What impacts do you hope to see as a result of this project? Explain how these will contribute toward the enhancement of teaching and learning.

The specific outcomes of developing a blended redesign into our CRWR 200- and 300-level courses are:

- Flexibility for students to learn on their own time. From theory to practice: put into practice core elements of craft and technique through digitization of specific components of the course prior to in-class contact time.

- In the moment assessment that allows instructors to monitor learning progress and effectiveness in real time. Instructors can react to this feedback and pivot rapidly to provide a more engaging learning experience for students.
- Create a greater range of online video and audio instruction that focuses on the core craft foundational knowledge needed to write genre-specific creative work. The videos will serve as an archive that students can refer back to on their own time, and will test and demonstrate their foundational knowledge.
- Online material allows for dynamic critical analysis (structured and assessed).
- Facilitate a directed online module that incorporates self- and peer-assessment. Initiates and practices collegiality, communication, and critique specific to the course. Streamlined assessment with immediate connection to learning.
- More varied assessment: traditional (quiz), peer- and self-assessment – frees up TA and instructor time for meaningful substantive assessment of creative work in-class.
- Extend beyond physical classroom facilities to include media such as interviews with prominent local and international writers and other mixed media components that relate to the content of the lectures.
- Pedagogical benefits: scaffolded online modules build a necessary foundation for a more interactive classroom. Contact hours in class can re-focus on a productive and deeper understanding of the foundational core content and creative work supported through online preparation.
- Increased instructor interaction and discussion time in-class will better develop GTA resources, expertise, and individual specialties. This will cultivate a more engaging experience for GTA's, as they incorporate their own research into assisting students.

This project will have both an immediate and sustained contribution to enhancing teaching and learning in Creative Writing and impact all of our Minor Program students.

The direct short-term benefit of the project: to substantially increase the student learning experience through a more rigorous pedagogical approach, provide instructors and GTA's with more focused in-class time. The direct long-term benefit: to prepare students in their creative writing, university and professional careers with core verbal and written communication skills and critical thinking and analysis.

Benefits for students include: a greater opportunity for participation in class, opportunities to engage in peer-to-peer and self-assessment, and the ability to apply foundational concepts of craft and technique through critical analysis and reading. Peer critique skills are just as important - not only in the writing workshop, but in many other areas of study, both inside and outside of the arts. Peer critique requires critical thinking, analysis, tact and sensitivity. The process is a learning tool for students in both giving and receiving critical feedback, leading to the practice of rewriting and revision. Most importantly, the process provides students with core written and verbal communication skills they will use in future study at UBC and as part of their professional and personal development.

Evaluation Plan (500 words max.)

Describe how you will find out if the project resulted in the intended impact. What evaluation strategy will be used? What data will you collect to evaluate the project's impact, and how will you collect this data? Outline any key indicators that will be used to determine the project's success/performance.

We envision an evaluation methodology that will determine the success of our project through a multi-tiered process:

- 1) Student surveys. These surveys will gather data on motivation, engagement, and overall satisfaction in both the online and in-class modules of the blended redesign. We will also evaluate user statistics or log data to understand students' patterns of learning behavior online. The surveys will take place at the mid-point and the end of the course. The online study of user statistics can be conducted weekly, bi-weekly or monthly.
- 2) GTA surveys. GTA's work closely with students and, as students themselves, have a perspective between undergraduate student and instructor, that can provide valuable course feedback. They often receive in-the-moment feedback from students as the course progresses that is beneficial for instructors to pivot and update the course as necessary. GTA surveys will take place in the planning of the blended course redesign, at the mid-point and end of the course.
- 3) Final grade audit. We'll conduct an audit of final grades in each course and compare the distribution of grades with that of pre-blended learning iterations of the course. If the scaffolded blended course redesign has contributed to an assessment rationale and processes that better reflect student learning, we can expect to see a wider distribution of

grades, class averages that are more in-line with Faculty of Arts undergraduate grade targets, and self-assessment and peer-assessment marks that are in-line with marks assigned to student creative work by the GTAs, i.e. a consistency of student performance across activities that demonstrates an ability to apply learned concepts.

4) Instructor surveys. Capturing data from instructors on their experience of developing and implementing the course, the integration of the blended redesign, and challenges they encountered. These surveys can be conducted at the mid-point and end of the course.

In the short-term, the evaluation of students, GTA's and instructors during and after each pilot course will allow us to gather analysis and make adjustments in further iterations of each course, as well as inform the development of new pilot courses. We anticipate that this evaluation process will yield a more streamlined, efficient workflow in Year 1 as we enter Term 2 and Term 3. In the long-term (beyond the TLEF project), our evaluation plan will support the creation of a solid pedagogical foundation for development and evaluation in years 2 and 3, and direct our blended redesign into CRWR 350-level and eventually BFA workshop courses.

We will work with CTLT for guidance and counsel on evaluation tools and approaches, to ensure that our evaluation activities allow us to make improvements through the development phases of the project, and provide us with insights about the impact of our blended model on students and instructors.

Student Involvement (250 words max.)

Describe how students were consulted and involved in preparing/reviewing this proposal and how they will be involved in the implementation of the project.

From course evaluations completed in our Minor Program in-class, flipped classroom, and lecture-capture (online only) sections, and course surveys completed by students in our edX program, we've learned that students seek creative writing courses that bridge the creative and practical. Students desire well-structured courses, particularly in an online environment where learning occurs on their own time. They seek courses where each step is clear and during which they have an opportunity to engage with self- and peer-assessment before moving on to the next step. Students desire challenging and relevant assignments, where the learning objectives are clear, achievable and measurable. Finally, they seek an engaging, transformative experience. Students often comment that a creative writing course has "changed the way they see the world," "is applicable to all of their courses," and in several instances that a course has "changed their life."

We have also noted that students value interactivity, critical reading, assessment, collegiality, and application of core foundational skills toward creative work. Our students don't just want a blended learning experience that bridges their online knowledge building with the dynamics of a experiential, active classroom. They want to engage with and be challenged further with the content, instructors, GTA's and peers in a collaborative space.

During this project, we will solicit input from current Minor Program students through a series of targeted surveys conducted at the mid-point and end of each course. GTAs will be invited to provide feedback on an ongoing basis and will take on a leadership role in the course module development process, as well as assisting in the pilot projects. They will help prepare questionnaires and conduct focus sessions for beta-testing with groups of undergraduate students.

Special Classroom or Facilities Requirements (150 words max.)

Does the implementation of your project require any special classroom/facilities or scheduling support (e.g. video-conferencing, lecture capture, flexible classroom space, etc.)?

In order to produce the amount of video content we are proposing, we will need regular access to the "studio" space located in the basement of Buchanan D that we've used in the past for filming.