FY18 & FY19 Internal Budget Proposal Narrative  
Division: Academic Affairs

Faculty Development Funding  
CIIA/ATUS Faculty Development Summer Grant and Workshop; the CIIA/ATUS/EE Blended/Online Learning Course; the CSL Community Engagement Faculty Fellows Program.

**Statement of Emergent Need:** *(What is the problem or opportunity being addressed? How will you address this problem or opportunity?)*

At Western we have long struggled with the problems of 1) how best to help faculty improve their teaching and 2) how to respond to faculty requests for development support related to curriculum, use of Canvas and other technological tools, and how to effectively incorporate service learning into their teaching. Fortunately, three successful programs have been developed to address these problems:

1. **The Center for Instructional Innovation and Assessment (CIIA)/ATUS Faculty Development Summer Grant and Workshop;**

2. **The CIIA/ATUS/Extended Education (EE) Blended Learning Course;** and

3. **The Center for Service Learning’s (CSL) Community Engagement Faculty Fellows Program.**

Unfortunately, the temporary funding upon which these programs were piloted has been exhausted. However, with 3 years of assessment data documenting the success of each of these initiatives, an opportunity exists to sustain these successful services with base funding, thereby ensuring that Western faculty continue to receive assistance, support and guidance in how to improve their teaching.

**More specifically:**

Each of these programs helps faculty to improve their teaching at key moments in their careers.

1. **The CIIA/ATUS Faculty Development Summer Grant and Workshop** addresses two problems: 1) how to help current faculty improve their teaching by learning to use technological and web-based teaching tools and, 2) the problem of how to help mid-career faculty make improvements in their teaching. The CIIA/ ATUS program solves these problems by bringing faculty together each summer for a week of training, peer-support and guided assistance in planning their classes. The program has been particularly useful for mid-career faculty who have sought support in updating their curricula and teaching methods. The CIAA/ATUS workshop receives extremely positive evaluations from participants, 100% of whom report that they would recommend it to a peer.
In addition to the advantages described above, this Faculty Development Summer Grant and Workshop has also assisted faculty in the development and use of open educational resources (OER) to improve instruction and replace expensive textbooks. In fact, so many faculty have used the grant and workshop for this purpose that training in how to find and OER materials is now part of the workshop and ATUS has funded follow-up workshops for faculty who wish to pursue this option more deliberately. This proved enormously valuable to the University this year as two legislators proposed legislation to fund such efforts and were pleased to see that Western already had in place the infrastructure necessary to support it. Our legislative team expects this bill to be proposed once more this year and will rely once again on the foundation of this grant and workshop to pursue legislative funding for additional faculty who believe they can replace textbooks with open source material.

2. **The CIIA/ATUS/EE Blended/Online Learning Course** addresses the problems of how to help faculty improve student achievement by blending face-to-face instruction with effective on-line approaches, how to get faculty comfortable with the blended/online format from both a student and faculty perspective, how to ensure the quality of blended and online classes, and how to best use relevant technologies including the advanced features of Canvas. The Blended/Online Learning Workshop solves these problems by providing a 5-week, “course” in best practices in blended and online learning that engages a faculty cohort in cross-disciplinary study, collaboration and dialogue regarding blended/online teaching strategies and resources.

A second workshop is offered for faculty who want additional opportunities to collaborate and to construct course artifacts or who have advanced knowledge of Canvas and want to further improve their courses via blended and technological enhancements. The Blended/Online Learning Workshop has been featured in a variety of conference presentations, has won an innovation award from the NorthWest Academic Computing Consortium, and has also received rave reviews from participants, 100% of whom report that they would recommend it to other faculty. [https://westerntoday.wwu.edu/news/wwu-team-wins-award-for-innovation-in-educational-technology](https://westerntoday.wwu.edu/news/wwu-team-wins-award-for-innovation-in-educational-technology).

3. **The Center for Service Learning’s (CSL) Community Engagement Faculty Fellows Program** is a half-year program that trains faculty in the best practice methods for incorporating service learning into academic courses so that the service activities support and improve student learning of the course content. In addition, the CSL CE Fellows program supports faculty in altering their syllabi to incorporate service learning, assists faculty in locating and establishing a relationship with a community partner, instructs faculty in risk management strategies, and provides a supportive peer group of faculty. The CSL Faculty
Fellows program receives extremely positive evaluations from participants, 100% of whom report that they would recommend it to a peer. Participant reports, documenting the impact and outcomes of the most recent Faculty Fellows program can be found here: https://www.cefellows.org/project-reports. The program’s website is here: www.cefellows.org.

**ANTICIPATED OUTCOMES**

Funding this emergent need is anticipated to result in the following outcome:

**Improved Instruction.** Permanent funding for these faculty development programs will sustain them, permitting additional faculty members to receive training and support in improving their curricula and enhancing their courses each year. The methods and strategies taught in these faculty development programs are “evidence based” in that they have been demonstrated to positively impact student achievement. For instance, service learning is a documented “high impact” practice that has been repeatedly proven in peer-reviewed research studies to improve student engagement and learning.

In the most recent year of pilot funding for these programs, 12 faculty participated in the CIIA/ATUS summer program, 20 faculty participated in the Blended Learning course and 40 participated in the CSL Faculty Fellows program. With permanent funding we can sustain these levels of participation, providing rich faculty development for at least 50 faculty members a year.

**Greater Equity in Educational Outcomes.** Each of the faculty development programs in this proposal includes instruction in best-practice methods for teaching historically-underserved students, including low-income, first-generation, and students of color. Consequently, these opportunities are expected create more equity in educational outcomes for these students.

**Sustained and Additional Recognition for the University.** We are the only university in the state, and the only public university on the West Coast, to have been named to the President’s Honor Roll for Community Engagement for five successive years. This recognition is due, in part, to the faculty who have taken the CSL Faculty Fellows program and who have gone on to incorporate service learning into their classes, thereby increasing the community service contributions of our faculty and students. Faculty development in this area will enable us to sustain and further expand faculty expertise and participation in these efforts.

**Legislative Recognition and Funding.** As noted in the narrative above, the legislature has sought assurance that state universities are doing all they can to hold down the cost of textbooks and, specifically, to replace textbooks with OER materials when possible. The CIIA/ATUS Summer Grant and Workshop, and the follow-up OER workshop ATUS has funded, has positioned us well in this regard as we can show that we support and encourage faculty to do this. Permanent funding
for this effort will ensure that this support continues and that we remain immediately capable of directing legislative funding to this effort.

**Risk Management.** Service learning often entails sending students off campus where they may be working with children and other vulnerable populations, and where they may be exposed to risks. Faculty who participate in the CSL’s Community Engagement Faculty Fellows program receive essential instruction and guidance in safety and risk management strategies for such activities.

**How does this project support the University Mission and Strategic Objectives?**

By providing faculty development in evidence-backed instructional approaches, “student-centered” methods, and approaches for creating inclusive classes that improve the achievement of historically underserved students, this project directly supports the University mission to serve

“...serves the people of the State of Washington, the nation, and the world by bringing together individuals of diverse backgrounds and perspectives in an inclusive, student-centered university that develops the potential of learners and the well-being of communities.”

In addition, this proposal directly supports the achievement of the of Strategic Objective #2, 4 and 5 through improvements in teaching and learning and in serving communities beyond the campus.

- “Expand student access and opportunities in baccalaureate and graduate education.”
- “Apply Western’s expertise and collaborative approach to scholarship, creativity, and research in ways that strengthen communities beyond the campus.”

**What are the consequences of not funding this emergent need?**

Not funding this emergent need would result in the following consequences:

- Faculty seeking assistance in enhancing their courses would not receive it.
- Faculty seeking peer support and mentoring for research writing would not receive it.
- Faculty development programs proven effective would not be sustained.
- Faculty opportunities for summer teaching grants would decline.
- Many faculty would remain unaware of evidence-backed approaches to improving student achievement, employing student-centered pedagogical approaches, and helping diverse students to succeed.
• Fewer faculty would build service learning into their courses; other faculty would initiate service learning activities without instruction in best practices, safety and risk management.

**WHAT ALTERNATIVES WERE EXPLORED AND WHY WAS THIS ALTERNATIVE CHOSEN?**

These faculty development initiatives have been supported through the Innovation Fund, through one-time dollars, through carry-forward dollars in the VPUE office, through co-sponsorship by academic deans and, where appropriate, through the Enrollment Fee. These alternatives are not sustainable. Moreover, now that these programs have proven effective, sustained base funding is more appropriate.

**WHICH UNITS (DEPARTMENTS, COLLEGES, ETC.) WILL BE INVOLVED?**

These faculty-development initiatives serve faculty from all of the colleges. Faculty, together with staff from ATUS and Extended Education, provide the faculty development.

**LIST OF EXTERNAL ADVOCATES:**

• ATUS
• Extended Education
• Dean Catherine Clark; Dean Francisco Rios; Dean Steve Hollenhorst; Dean Kit Spicer; The CBE Policy Council.

**SPACE REQUIREMENTS: (Decision Package Criterion 2)**

No additional space is required.

**PERSONNEL:**

The Summer Grant, CSL and Blended/Online Learning faculty development programs entail no personnel costs as ATUS/EE and CIIA staff provide these services as part of their positions. Grants and stipends support the faculty participants and are the principal costs.

<table>
<thead>
<tr>
<th>Cost</th>
<th>Program</th>
<th>Purpose of funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>$24,500</td>
<td>CIIA/ATUS Innovative Summer Enhancement Grant and Workshop.</td>
<td>6 summer grants of $4,000 for faculty participants; $500.00 for their books and supplies.</td>
</tr>
<tr>
<td>$16,000</td>
<td>Blended/Online Learning Workshop</td>
<td>32 faculty stipends of $500 for those completing the course.</td>
</tr>
<tr>
<td>$10,500</td>
<td>CSL Faculty Fellows</td>
<td>20 faculty stipends of $500 for those completing the 6-month training; $500.00 for supplies and lite catering.</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>$51,000.00</strong></td>
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</table>
Faculty Summer Grant Status Report
2016-17

Sixteen Western faculty participated in this year’s Faculty Development Summer Grant program. This included 12 who expressed interest in using online tools to transform their courses, called Track 1, and four who participated in “Track 2: Alternative Digital Textbook,” this year’s new opportunity funded by the Student Technology Fee and ATUS. This was a tremendous feat considering the program did not have funding for this 7th year of operation. Gratefully, contributions from the following sources helped to bring the strongest program yet to our faculty:

- **Beginning with the 2017 program, the Provost’s Office has committed to funding Track 1 of this program (6 full stipends, 4 split-funded stipends, and program costs).**

**Workshop**

Justina Brown (Center for Instructional Innovation & Assessment) and John Farquhar (Academic Technology & User Services), as well as other members of the Teaching, Learning, & Technology team and Western Libraries delivered a week-long workshop series to the faculty awardees. Each workshop participant left the workshop series with a better understanding of the following:

- a clarified vision for his or her course enhancement
- how the course enhancement will support learning outcomes and teaching goals
- knowledge of Canvas technologies, especially to enhance collaboration and support evaluation
- how using flip technologies and online collaboration tools could support courses
- the value, potential, and challenges of open educational resources
- what projects could transpire with support from CIIA and ATUS
- a sense of community and support from the faculty group as well as from CIIA and ATUS
## Workshop Schedule

|-------------|--------------|----------------|---------------|-------------|
| **Read for today:**
  *Generation on a Tightrope*  
  *Why OER Matters*  
| **Read for today:**
  *Applying the Science of Learning to the University and Beyond*  
| **Read for today:**
  *Taking Teaching to (Performance) Task: Linking Pedagogical and Assessment Practices*  
| **Read for today:**
  *Assessment that Promotes Learning*  
| **Introductions**  
  **Expectations**  
  **Discussion of Readings**  
  **"The Big Idea"**  
| **Bringing Big Ideas into the Syllabus**  
  **Leveraging Technology & Discussion of Readings**  
  **Peer Review of Homework**  
| **Performance Tasks & Discussion of Readings**  
  **Assessment that Promotes Learning**  
  **Peer Review of Homework**  
| **Discussion of Readings**  
  **Peer Review of Homework**  
  **Exploration and Brainstorming: Project and Assessment Plans**  
| **Break**  
| **Break**  
| **Break**  
| **Break**  
| **Working Lunch**  
| **1-3: TRACK 1 & 2 Canvas Commons**  
  **What is OER & Beyond Curated Sources**  
| **Flip Technologies**  
  **1-2: Track 1 & 2: Overview**  
  **2-3: Track 1: Hands on (video, lecture capture)**  
  **2-3: Track 2 Dissemination/Cedar, etc.**  
| **1-3: TRACK 1 Canvas/Evaluation Tools**  
  **(modules, rubrics, mark-up tools, peer review)**  
| **1-3: TRACK 1 Collaboration Tools (OneDrive, Google Apps, OneNote, WordPress, Canvas)**  
| **Finish Review & Feedback**  
| **Homework due tomorrow:**  
  *What are the BIG Ideas?*  
  *Leveraging Technology - Flipped Lesson*  
| **Homework due tomorrow:**  
  *T1: Rework Syllabus/Objectives Assessment Activities Peer Review*  
| **Homework due tomorrow:**  
  *T1: Build a Better Assignment T2: Build a Better Text*  
| **Homework due tomorrow:**  
  *Instructional Plan & Project Development Timeline*  
| **Workshop Complete**  

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**Workshop Complete**

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2
### Track 1: Course Transformation

<table>
<thead>
<tr>
<th>NAME</th>
<th>DEPT</th>
<th>COURSE</th>
<th>SIZE</th>
<th>OFFERING</th>
<th>COLLEGE</th>
<th>FUNDING</th>
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<tbody>
<tr>
<td>Colin Amos</td>
<td>Geology</td>
<td>GEOL 318: Structural Geology</td>
<td>50-75</td>
<td>W17</td>
<td>CSE</td>
<td>Provost/VPUE</td>
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<tr>
<td>Devyani Chandran</td>
<td>Health and Community Studies</td>
<td>HSP 303: Interpersonal and Small Group Systems</td>
<td>75-100</td>
<td>W17</td>
<td>WOODRING</td>
<td>Provost/ Woodring</td>
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<tr>
<td>Amanda Eurich</td>
<td>History</td>
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<td>250</td>
<td>F16</td>
<td>HUM</td>
<td>Provost/VPUE</td>
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<tr>
<td>David Hooper &amp; Carrie Schwarz</td>
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<td>BIOL 204: Introduction to Evolution, Ecology, and Biodiversity</td>
<td>~600</td>
<td>F16</td>
<td>CSE</td>
<td>Provost/VPUE</td>
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<tr>
<td>Anne Lobeck</td>
<td>English / Linguistics Program</td>
<td>ENG 436/LING 402: The Structure of English</td>
<td>150</td>
<td>F16, W17, S17</td>
<td>HUM</td>
<td>Provost/VPUE</td>
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<tr>
<td>Benjamin Miner</td>
<td>Biology</td>
<td>BIOL 204: Evolution, Ecology, and Biodiversity</td>
<td>~</td>
<td>F16</td>
<td>CSE</td>
<td>CSE</td>
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<tr>
<td>Tamara Spira</td>
<td>American Cultural Studies / Fairhaven</td>
<td>AMST 301: Comparative Cultural Studies</td>
<td>100</td>
<td>F16</td>
<td>FAIR</td>
<td>Provost/VPUE</td>
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<tr>
<td>Pete Stelling &amp; Sean Mulcahy</td>
<td>Geology</td>
<td>GEOL 306: Mineralogy</td>
<td>60</td>
<td>S17</td>
<td>CSE</td>
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<tr>
<td>Veronica Velez</td>
<td>Education &amp; Social Justice / Secondary Education</td>
<td>EDUC 411: Education and Social Justice</td>
<td>30-40</td>
<td>F16</td>
<td>WOODRING</td>
<td>Provost/VPUE</td>
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### Track 2: Alternative Digital Textbook

<table>
<thead>
<tr>
<th>NAME</th>
<th>DEPT</th>
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<th>SIZE</th>
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<th>COLLEGE</th>
<th>FUNDING</th>
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<tr>
<td>Heather Davidson</td>
<td>Communication Studies</td>
<td>COMM318: Professional Comm.</td>
<td>175</td>
<td>S17</td>
<td>HUM</td>
<td>ATUS</td>
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<tr>
<td>Jerald Ek</td>
<td>Anthropology</td>
<td>ANTH 210: Introduction to Archaeology</td>
<td>265</td>
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<td>HUM</td>
<td>STF</td>
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<td>Aquila Flower</td>
<td>Environmental Studies</td>
<td>ENVS 203: Physical Geography</td>
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<td>CSE</td>
<td>STF</td>
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<tr>
<td>Paul James</td>
<td>Anthropology</td>
<td>ANTH 201: Introduction to Cultural Anthropology</td>
<td>720</td>
<td>F16</td>
<td>HUM</td>
<td>STF</td>
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</tbody>
</table>
Workshop Evaluations

Workshop evaluations revealed much overall satisfaction with the process. In hopes of repeating the Faculty Development Summer Grant next year, workshop facilitators have examined the feedback and made notes for updates to next year’s workshop.

How useful was the following activity/information?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Readings/Discussions</td>
<td>3.5</td>
</tr>
<tr>
<td>Peer Reviews</td>
<td>3.3</td>
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<tr>
<td>Open Education Resources</td>
<td>3.7</td>
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<td>Copyright/Creative Commons</td>
<td>3.6</td>
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<tr>
<td>Flip Technologies</td>
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<td>Canvas Essentials</td>
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<td>Cedar</td>
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<tr>
<td>Assessment Strategies</td>
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<tr>
<td>Rubrics</td>
<td>3.3</td>
</tr>
<tr>
<td>Collaboration Tools</td>
<td>3.3</td>
</tr>
<tr>
<td>Curriculum Planning</td>
<td>3.5</td>
</tr>
<tr>
<td>Instructional planning with big ideas, objectives, assessment</td>
<td>3.7</td>
</tr>
<tr>
<td>Interaction and discussion with facilitators</td>
<td></td>
</tr>
<tr>
<td>Sharing ideas with colleagues across disciplines</td>
<td></td>
</tr>
<tr>
<td>Integration of technology</td>
<td></td>
</tr>
<tr>
<td>Encouragement and support</td>
<td></td>
</tr>
<tr>
<td>Dedicated time for this work</td>
<td></td>
</tr>
</tbody>
</table>

What was the best part of this workshop?

- Integration of technology
- Encouragement and support
- Instructional planning with big ideas, objectives, assessment
- Interaction and discussion with facilitators
- Sharing ideas with colleagues across disciplines
- Dedicated time for this work
Following are some comments that further illustrate the above themes in terms of what made the workshops most valuable to participants:

“The depth of discussion while sharing ideas and teaching strategies with peers across disciplines was the most useful experience. Many of us have assumptions about the content and presentation in the other courses our students are taking, but rarely do we get to understand and discuss the pedagogical processes that go into course design. Even though we were each focused on the transformation of a single course, I know that all of my courses will benefit from the diverse disciplinary and individual experiences that were shared in these discussions.”

“I think the most exciting part of the workshop was the last day when I was able to see and hear how my colleagues had envisioned their courses at the end of the week... I expected a technology boot camp, but the conceptual focus will have an even more lasting impact on my teaching. The workshop was certainly a more significant learning experience than I had envisioned.”

“Being in such an inspiring group of brave people trying to improve their classes, and meeting the amazing group of staff who are there to help us. I had no idea about some of the resources available through your crew, and learning about all the support available is going to be a huge help for improving all my courses over the coming years.”

“I found the workshop extremely valuable and it expanded my ideas about methods of teaching and hearing others how they approach similar problem solving/assessment related activities.”

“Learning about all the amazing tools we have available to us, and finally getting a chance (and the time) to spend investigating them... Also, finding out about the amazing support you provide for faculty. Makes working with technology much less daunting.”

“In various ways, you thrust us into the role of the student again, and that was a fascinating, but painful, learning experience in and of itself.”

“I had high expectations, and they were surpassed.”

“These are the activities that make teaching at Western amazing.”

“Super, super workshop. I think everyone should take it! You worked us hard, which was good, and I enjoyed the rigor. I have so little time to focus on teaching other than just getting through a quarter, that it was a real gift to be able to just learn more about pedagogy and technology... I will by all means recommend this workshop and anything else CII has to offer to my colleagues. Thanks again- you guys were really well organized and super informative, and I really really enjoyed it, and learning from colleagues across campus was a wonderful bonus.”

“I thought the overall structure of the assignments was very good. I came out with a more focused instructional plan than I would have had I just spent all my time working on my course revision on my own (which was what I initially wanted to do).”

“The best part of the workshop were the instructors and their commitment to each one of the participants. Love the energy, the expertise shared, and the long-term commitment to helping us see through our projects.”
Next Steps

The following pages include information about each participant, the reworked “big ideas” for each course, and a brief description of the course enhancement and/or related projects. Many of the projects will involve follow-up development work or support from the CIIA and other units within ATUS, although all of these courses are offered this coming year.

Follow-up evaluation of course enhancements will be handled via online surveys implemented in the learning management system, Canvas. The CIIA will coordinate the selection of items and ideal timing for delivery with each instructor.

Participant Plans

Colin Amos, Geology
Course: GEOL 318 (Structural Geology), Class Size: 50-75

Big Ideas
1. Deformed rocks and mountain belts encode Earth’s history.
2. Although often messy, geologic data (when properly collected and visualized) reveals clear patterns (and glimpses of this story); a challenge is to recognize the signal from the noise.
3. Deformed rocks offer clues to specific processes (and thus conditions) within the earth.
4. Earthquakes represent a manifestation of rock deformation.
5. Earthquakes serve to both build (uplift) and destroy mountain belts.
6. Geologic resources (oil, gas, minerals, etc.) are often controlled by rock deformation.

Course Transformation
Flipped classroom format (dev. During summer 2016) to enhance my structural geology class, GEOL 318.

Recording video lectures (based on both PowerPoints and traditional chalkboard demonstrations) for students to view preceding each class.

Time in class will then be shifted toward group discussions, laboratory exercises, in-class demonstrations, and individual problem sets. The goal of this shift is to enhance both program and course outcomes/objectives through a concentration on student-centered learning. This transformation will also enable me to focus more specifically on formative assessment of key outcomes/objectives during the quarter, rather than relying solely on summative assessment from graded assignments. Implementing these changes will involve collaboration with ATUS on recording video lectures using an iPad, iSight camera, and digital stylus. The revised course will be first offered during winter 2017, with instructional materials made available the following fall quarter.

Developments and Changes
I recorded three online tutorials with ATUS (at the new Digital Media Center and in Miller Hall) to replace traditional lectures. Class time originally reserved for these lectures was spent working on additional example problems and on additional class discussion / questions.
Method of Feedback & Plans

Students were specifically asked to provide feedback on their course evaluations. Additionally, I am able to compare grading results on specific questions linked to these online tutorials to past quarters as a summative assessment. I plan to review this feedback/assessment to implement additional flipped lectures/online tutorials in subsequent quarters.

Devyani Chandran, Health and Community Studies
Course: HSP 303 (Interpersonal and Small Group Systems), Class Size: 75-100

Big Ideas

1. How we perceive the world impacts our interpersonal and group communication.
2. Relationship is an action, not a feeling.
   • The conversation is the relationship.
   • Dialogue should be synonymous with communication.
   • Communication reveals ethical standards and commitments.
3. Identities are created through verbal and non-verbal communication.
   • Communication creates identities.
   • Social groups are formed on the basis of shared social identities such as gender, race, and sexual orientation.
   • By serving the interests of a larger group we also preserve our own identity and serve self-interest.
4. All interpersonal and group negotiations involve power dynamics.
   • All individuals and groups regardless of their purpose engage in the process of negotiating in order to meet group goals.
   • All negotiation involves power dynamics.
   • Conformity involves members of minority groups accepting majority norms while innovation often involves majority members accepting minority ideas.
   • Any person can become the leader of a group based on circumstances and training.
5. Group dynamics impact individuals and vice versa.
   • Individual group members change the composition and interaction within a group.
   • Groups move toward homogeneity or sameness when individuals have a choice of deciding who should be members of the groups they belong to.
   • Groups experience emotional contagion where the emotional mood of one member of the group affects the mood of other members of the group.

Course Transformation

Enhance an analysis of film group assignment/peer review in the Interpersonal and small groups class (HSP 303). Using the online submission tools in Canvas, this assignment requires students to participate in created groups in Canvas, create a discussion page to discuss deadlines and a plan for work to complete the group assignment. Students will also use the peer review tool to review each other’s analysis of communication and group concepts in this assignment. To evaluate student’s peer assessments, the instructor will create a rubric in Canvas.

Enhance a “Hang Tough” group role-play assignment. Using Canvas, students will submit a script for their individual roles in the role-play exercise and submit final reflections on role-play assignments.
Add Media tools: Camtasia lecture recordings will be provided prior to the role play that will cover relevant concepts. These can be applied to better understanding individual roles in the group role play exercise. Canvas introduction videos will be created for any flipped lectures. YouTube videos, podcasts and interactive exercises will be embedded in lecture notes to further enhance understanding of materials.

Developments and Changes
The students used the online submission tool on Canvas. This assignment that was originally planned as a group assignment was eventually executed as an individual assignment. The processes for peer review and discussion were transferred to the next assignment in this table "the hang tough role play").

This assignment was enhanced beyond the original plan for this work. Three discussion boards were created. The first was the students' reaction to the assignment. The second a discussion with members of other groups who shared the same role as them and the third discussion within their own task oriented group. Students submitted a reflection paper on Canvas as well as individual assignments justifying their vote as members of a non-profit board.

Media tools, YouTube videos and interactive exercises have been incorporated.

Method of Feedback & Plans
I plan to retain this assignment as an individual assignment. The rubric is being further revised. Feedback was given to students via the SpeedGrader tool in Canvas.

SpeedGrader was used to turn in grades for this assignment. Student discussion boards were created where they had their own homepage and other areas of interaction. I consider the development of this assignment as complete and have received positive feedback from students.

Camtasia lecture recordings are still to be developed for this course.

Heather Davidson, Communication Studies
Course: COM 318 (Professional Communication), Class Size: 175

Big Ideas
1. Professional Communication is centered on displaying professionalism; the definition of professional is defined by the relative context.
   • It's all about perspective.
2. Cohesive teams are the backbone of positive work culture.
   • Play nice or go home.
   • Teamwork makes the dream work.
3. One can be authentic in professional roles and spaces and achieve professional success.
   • Cultivate transparency and conduct thorough job research for best results.
4. Empathy is everything.
   • Everyone's carrying their own bag.
   "You have nothing to lose by not being an a**hole. Seriously. What do we lose by being kinder, more open and compassionate humans? Conversely, what can be gained?"
Course Transformation

Using Open Educational Resources (OERs) to build four Canvas modules, this project seeks to enhance the learning experience for a more diverse contingent than that represented in current textbooks on Professional Communication. Core course readings and assignments will be retained, and concepts will be richly enhanced through the addition of OERs to provide the following: richer contexts for synthesis of individual student knowledge and experiences, better career preparation, interaction with modern and rapidly evolving professional technologies, and a clear way to include the relevant experiences of those often, or in many cases always excluded from available textbooks. The Modules include:

- Module One: Defining Professionalism
- Module Two: Working in Teams
- Module Three: Refining Professionalism
- Module Four: Presenting Professionally

Developments and Changes

Course modules using OERs were designed as proposed. Each unit was developed with a diverse contingent in mind, and drew from a wide variety of sources. An expected, but still surprising development in the process was the expansion of voices and experiences I was able to offer students once I began building the modules. I began by seeking insight and narratives from experts in a variety of professional setting and ended with a collection of material ripe for synthesis. I ran a one-quarter trial (Fall ’16) with OERs replacing the textbook and plan to do so again for one section next AY.

Method of Feedback & Plans

After the trial run, I actively solicited feedback from students regarding the module-over-textbook method. Through a class debriefing session and written feedback on evaluations, the following details stand out:

- All students were pleased with the reduction of cost associated with using OERs in place of a traditional textbook.
- Students appreciated the diversity of voices and demonstration of "ways of being successful" and "more than one way to be professional" post-graduation. Some struggled to make a deep connection with certain resources, but still reported overwhelmingly positive reactions to considering the diversity represented therein.
- More content can be added to enrich the learning experience. Students reported being comfortable with the reading and video materials and spoke candidly about their willingness to delve deeper into certain units, so bulking up each module will be a priority for second run of COMM318 utilizing OERs.

Jerry Ek, Anthropology
Course: ANTH 210 (Introduction to Archaeology), Class Size: 265

Big Ideas

The relationship between the past and present is reciprocal: the past plays an active role in the ways people make sense of the present, yet historical narratives are constantly rewritten, reproduced, and negotiated within the context of contemporary social reality.

1. Archaeology is the reconstruction of past lifeways of ancient societies based on the material remains left behind (material culture).
2. The empirical reality of the past constrains what we can say about it, and is accessible through scientific archaeological research, yet archaeological data are to varying degrees interpretive.
3. Material culture is more than the passive remnants of ancient societies, but instead is dynamic and actively implemented in human social practices.
4. The archaeological record is a non-renewable resource important to a broad set of stakeholder groups with diverse needs, concerns, and agendas.
5. The past is active, and is constantly reproduced and created in the present.
6. Archaeology is the best shitty career anyone could wish for.

**Course Transformation**

**Summer 2016: Development of media**
- Collection of OER media
- Adaptation of existing media and development of new media
- Collaboration with Kevin and ATUS staff on gamification
- Dissemination of media (when appropriate) on CEDAR and other OER Platforms

**Fall 2016:**
- Initial implementation of alternative text in ANTH 210

**Winter 2017:**
- Full implementation of alternative text in ANTH 210

**Developments and Changes**

There were two main changes to the development plan. First, there was far less OER media relevant for an archaeology class available than initially expected. This required more investment in development of original content. Second, the requirements for gamification were deemed to be beyond my technical skills and probably not feasible from a cost/benefit analysis. Instead, I shifted focus to development of more streamlined, efficient, and manageable media creation. Much of this could be done through Canvas functions.

**Method of Feedback & Plans**

The implementation of the plan for replacement of a textbook with a multitude of diverse multi-media components is somewhat of an ongoing process. The first phase – collection of OER resources – is complete. The use of eight focused readings in place of the textbook was the first phase, and was implemented in Winter 2017. The development of interactive exercises is a more involved process, and is ongoing. I currently have five exercises complete, and they were integrated into the course in Winter 2017. After this initial run, I plan to make these course artifacts available for dissemination on platforms like CEDAR and MERLOT II. The continuing refinement of these course artifacts, activities, and media will be a long-term process, as opposed to the one-time development of a single product.
Amanda Eurich, History
Course: HIST 112 (Western Civilization), Class Size: 250

Big Ideas
1. History is the exploration of human experience over time.
2. Human experience (individual and collective) is shaped by belief systems, social patterns, institutions, technology and economics, many of which change across time and space.
3. Context is important to understanding and explaining human motivation and human actions.
4. History is local as much as it is universal.
5. Human behaviors (motivations, choices, actions) are multi-causal.
6. Material, visual and written records of past societies (we call them “primary sources”) help us unlock the mysteries of human experience.
7. How we interpret these sources may vary and change over time, depending on the questions we ask and the theories and technologies we use to decode them.
8. History examines the crucial intersections of gender (sexuality), race (ethnicity), class and power.
9. History (as experience and as a disciplinary practice) is contested and negotiated.
10. History is in constant dialogue with the present.

Course Transformation
Website Design and Analysis, Using WordPress, the instructor will create a website of primary sources and online resources that will engage students in discussion of the enduring problem of religious violence, warfare and conflict resolution through the lens of the life and correspondence of a key player (Jean de Coras) in the sixteenth-century Wars of Religion in France. Students will identify and analyze parts of the website and develop their own potential post for the website after peer discussion and review.

Lecture Capture/Flipped Classroom. I also plan to video at least two lectures or short “interventions” to facilitate role-playing exercises that I began to use in Winter 2016. Students will view the videos outside of class, so that we can devote more time to group collaboration and preparation for the simulation.

Online quizzes. Student will take short quizzes on Canvas before small group workshops in class.

Developments and Changes
Work on the website is nearing completion. I have written 30+ pages with internal links to contextualize the primary sources that students will use for research and writing exercise. I am working with a student in the ARM program to finish creating internal and external links and the upload of visual sources by December 19.

To be completed in Phase 2 of the project. I have written the text of the lectures, but I still have to make arrangements to make three short videos and upload them on my Canvas site. I plan to do this in January when I return to campus after my quarter leave-of-absence.

I have written the quizzes and worked with Chris Powell who formatted them for Canvas.

Method of Feedback & Plans
The site is ongoing. I will solicit feedback from students in HIST 112 in Spring Quarter (when I teach the revised course for the first time). I also plan to ask my colleagues in the History Department for feedback. I will ask for student feedback on this element of the course in the student evaluations at the end of term. I plan to assess student performance on quizzes to determine what changes need to be made and adjust accordingly for poorly designed questions.
Big Ideas

1. In physical geography, we use processes to explain the patterns we observe in natural systems on Earth’s surface.
2. The amount of solar energy received at the Earth’s surface varies with latitude due to the curvature of the Earth and with season due to the tilt of Earth’s axis.
3. Greenhouse gases make up a tiny fraction of Earth’s atmosphere, but have a huge effect on the air temperature at Earth’s surface.
4. Air temperature on Earth’s surface is strongly influenced by a location’s latitude, elevation, distance to the ocean, and average cloudiness.
5. Clouds and precipitation form when an air parcel reaches saturation, either because more water vapor was added or the parcel of air was cooled, usually by being lifting higher in the atmosphere.
6. Air moves from areas with high atmospheric pressure to areas with low atmospheric pressure, thus creating wind.
7. Mountains are usually built when two tectonic plates collide.
8. Many landforms are created through erosion by water. The specific type of landform created depends on whether the water was liquid or frozen, and whether it was in the form of rivers, waves, or glaciers.
9. The type of plants and animals found in an area can mostly be explained by the climate of that area.
10. Earth has experienced multiple ice ages and its climate was has been very different in the past.
11. Earth’s climate is currently changing more rapidly than it has in the past because humans are adding greenhouse gases to the atmosphere.

Course Transformation

Develop alternative textbook: I plan to adopt a free/open textbook alternative. I will collect a combination of web sites, videos, and illustrations to develop a suite of resources for each module in my class. Alternative textbook materials will be delivered as a curated set of readings and media via Canvas modules.

Develop alternative lab manual: I will continue work I have already started to develop a set of free / open lab activities to replace the lab book that students have previously been required to buy. This will also involve updating the lab activities to include more free online and interactive elements, such as using Google Earth to explore glacial geomorphic features or using an online map of current weather to track storms and wind patterns, and incorporating new activities focused on building students’ skills using spreadsheets and making basic graphs and maps. Lab activities will be delivered as Canvas quizzes.

Share resources: the resources I develop through this program will be upload to Canvas Commons to share with other faculty who teach this class at WWU.

Developments and Changes

All are completed!

I created a curated set of reading and multimedia resources (including online readings, videos, animations, maps, and downloadable KML files for use in Google Earth) for every module of the class.
I updated the old lab activities and created two new lab activities, all of which are delivered via Canvas.

I also created weekly Canvas reading quizzes as a low stakes activity for practicing exam-type questions and checking reading comprehension.

I have shared my initial version of the labs with the instructor who teaches the class next and offered my readings to him. He wants to wait before switching readings, but is using the labs.

**Methods of Feedback & Plans**

I asked my students to complete a mid-term evaluation. On the evaluation I asked a number of questions about the class, including "How do you like our class reading assignments?", "Do you prefer online readings to purchasing a textbook?", and "Do you prefer typing up your lab answers to purchasing a physical lab manual with the same questions in it?".

Students were very positive about the readings (right level of detail, easy to read) and overwhelmingly in favor of switching to a digital textbook (financial and environmental implications were mentioned a lot). A few students preferred a printed textbook (for instance, one student athlete who spends a lot of time traveling). I plan to offer a suggestion of my favorite printed textbook on the syllabus when I teach this next.

The majority of students also preferred the online lab manual, but this was less of a landslide than the textbook. Still, I plan to keep the digital lab manual because I really want it to integrate with their computer-based lab activities.

**Pierre Gour, Art**

Course: ART 109 (Visual Dialogue), Class Size: 426

**Big Ideas**

1. What is art?
2. What purpose does it have in our lives?
3. What are some of the ideas and concepts expressed in modern and contemporary art?

**Course Transformation**

The course Art 109: Visual Dialogue, will be transformed to be more interactive through the use of digital applications: including video, Canvas, Skype lectures, PowerPoint presentations, assessment and peer reviews and a main performance task project. Along with the introduction of a new text *Themes of Contemporary Art, Visual Art After 1980*, there will be supplemental readings included in the discussion board.

**Multi Media Collaborative Project:** Using the Tech Center and the expertise of AJ Barse Application Specialist, the students will work collaboratively in groups of 2-3 to create a 10-15 minute digital video and upload it on a website created for this project. Evaluations using a rubric will consist of three major components including peer review, description/reaction/interpretation, research, and overall production. Essential feedback will be given using Canvas for each component throughout the process.
Developments and Changes
Developed the text as planned with changes. Themes of Contemporary Art, Visual Art After 1980 was supplemented with videos, Skype presentations by artists, curators and professionals, as well as in person classroom speakers. Additional participation was encouraged through facilitating involvement with Canvas discussion boards, initiating a WWU Sculpture Collection website research project, produced and designed by students https://wp.wwu.edu/wwuart109/2016/11/07/the-man-who-used-to-hunt-cougars-for-bounty-richard-beyer/, as well as finishing the course with a new studio based assignment called Project NOW. I introduced more interactive exams; the first as a Take Home Exam and the second was done in groups of three in an open discussion format.

Methods of Feedback & Plans
I received a tremendous amount of positive feedback in class, on Canvas, as well as student testimonials. An overwhelming number of students enjoyed the course and the feedback helped solidify the continuation of the two new projects: React, Research, Execute Website Project and Project NOW. In the Sculpture Collection Website the students in general did not like working in groups. In discussion with AJ Barse, Application Specialist in STC, going forward, I am going to limit the size of the groups to teams of two. The student’s learned a tremendous amount and I was impressed by the posts that they created. Project Now was initiated by the obvious need for the students to express themselves after the outcome of the recent election. As noted by one student, “I just wanted to let you know that I thoroughly enjoyed my time in your class, and I hope that you continue to carry the projects you’ve began this year. The last project was my favorite, and I think it elicited a lot of emotions throughout the class. The topics we covered about the election, involving rage, confusion, frustration and hope, are extremely relevant to the world we live in today and I was more than thrilled to participate in the effort to express how I felt about it. This project was truly inspiring to me, and I hope others felt the same.”

I plan on limiting the amount of artists shown in class and allowing more time for students to engage and discuss the artwork presented. My future plans for the course is to reverse the classroom.

David Hooper & Carrie Schwarz, Biology
Course: BIO 204 (Introduction to Evolution, Ecology, and Biodiversity), Class Size: 600

Big Ideas
A. The diversity of organisms reflects the key processes of life, their ecological interactions with the physical environment and other organisms, and the processes of evolution over geological time.
B. Multiple types of organisms interacting in an ecosystem drive the transformation of biologically available energy and the cycling of matter.

THEMATIC BIG IDEAS (repeated each week and enhanced with taxon-focused learning targets)
1. Ecological roles in different environments: an organism’s impact on energy and matter flux in ecosystems results from an interaction between their place in a food web and the strength of their interactions with other organisms.
2. Evolutionary developments and key adaptations: Natural selection acts on organism phenotypes in an ecological context.
3. Phylogenetics big idea: Patterns of branching in phylogenies indicate evolutionary relatedness among taxa and result from speciation and extinction over extended time periods.

Course Transformation

Our course transformation focuses on revising four capstone biodiversity labs, whose goal is to reinforce key evolutionary concepts learned earlier in the quarter, introduce students to the broad diversity of life, and illustrate how interactions among organisms drive ecosystem processes – and evolution itself. This transformation involves several steps:

1) **Refining taxon-focused learning targets** to help us unburden the curriculum;
2) **Developing pre-class activities**, first, focused readings and on-line activities to better acquaint students with the key ecological and evolutionary concepts, and second, a tractable but engaging collection strategy so students directly engage with the taxa of interest in the world outside the classroom;
3) **Developing in-class activities**, in which students place their organisms and ecological and evolutionary observations into the context of food webs, carbon cycles, and the Big Tree of Life, doing so in an iterative way to successively strengthen familiarity with the concepts and see how different taxa interact; and
4) **Developing consistent strategies for student self-evaluation and TA grading of assignments** to enhance student ownership of learning.

Methods of Feedback & Changes

**Exit Slips** – See description under Benjamin Miner’s section.

Online pre-lab lecture and quiz via Canvas (evaluation of).

Incorporated feedback into revised labs.

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**Paul James**, Anthropology
Course: ANTH 201 (Introduction to Cultural Anthropology), Class Size: 720

**Big Ideas**

1. Students understand that they are part of global cultural diversity, participants in the beliefs and behaviors of their own culture. Culture is holistic and interpretive.
2. Anthropologists have offered theories of cultural relativity and reflexivity to understand cultural adaptations and how individuals play an active role in culture change (agency and power).
3. Anthropologists use dialogue, interviews and observation to gather data used for ethnographic descriptions of cultural diversity.
4. Language is a powerful tool for sharing and coordinating people’s beliefs and behaviors (culture).
5. Play and art promote the learning of culture (enculturation) by articulating the meaning and rules applicable to a symbol within a context or frame.
6. Religion allows enculturation by articulating the rules and symbolic associations that are believed to be fundamental truths.
7. Humans meet their needs collectively, and apply rules (which can be manipulated) to requisite sharing.
8. Human social relationships can achieve health or illness.
9. Humans work collectively to communicate political rules that govern behavior.
10. Reproduction is essential to human existence and requires symbolic and cultural coordination across individuals and groups.

11. Humans move to meet their needs and these migrations lead to the interactions of humans with different cultures.

**Course Transformation**
- Edit and revise [wikibook](https://wikibooks.org) free online textbook complete for Winter.
- Develop [wiki textbook assignment](https://example.com) for student edits and updates to wiki textbook for Fall.
- Setup [module quizzes](https://example.com) for weekly readings for discussion for Fall.
- Setup CATME for student [self/peer evaluation](https://example.com) of participation in weekly reading discussions.

**Developments and Changes**
During the summer seminar a new wikibook editing assignment was developed and integrated with the course content and format. Fall and Winter quarters ('17) students read and edited the wikitextbook alongside the traditional textbook.

Winter quarter weekly editing modules consisted of group discussion followed by individual implementation.

A newly developed peer and self-evaluation accompanied weekly reading and discussion modules, CATME was informative but not suitable to this application. This change was very successful from a student learning outcome and pedagogical perspectives.

**Methods of Feedback & Changes**
Fall quarter 109 students, from two sections of roughly 180 students each, self-selected to participate in an individual wikibook editing assignment with the aim of revision and quality expansion. Winter quarter an entire section of 178 students read 1-2 chapters per week and collaboratively discussed five suggested areas for revision during in-class group work. One student per week implemented group ideas for revision with a focus on reducing the overall length (620p) and enhancing the focus on key concepts and well-supported and interesting ethnographic examples.

Student reflective feedback was solicited in course evaluations at the end of each term as well as in class. There remains a strong support for the idea of a free wikitextbook, general support for the continued editing process (a preference for student self-selection to the assignment as one of several options), and a sense that the text is 80-90% ready to be used as a sole textbook.

Spring quarter we will implement this feedback by having all students read the text and a subset of students self-selecting to implement edits as one of the assignment options for the course.

I will teach from the online wikitextbook in Fall 17. A Spring round of targeted final additions will get it there and I will finalize all the key definitions over the spring and summer. It isn’t perfect in that parts draw substantially from a single textbook that I used in 2007 (rather than primary research) as well as drawing heavily from my personal lecture materials. However, those are manageable in the long-term maintenance and update process.
Anne Lobeck, English  
Course: ENGL 436 (The Structure of English), Class Size: 150

**Big Ideas**

1. Provide students with inquiry based tools to analyze English grammatical structure (in all its representations, print digital, etc.)
2. To examine historical, social, and ideological foundations of standard English ideology, particularly in education
3. To investigate how to use linguistic analysis to challenge this ideology and promote constructive change

**Course Transformation**

**Use Canvas more effectively:** With the knowledge and skills I’ve gained from this workshop I will use SpeedGrader, collaborations, and other aspects of Canvas more effectively.

**New assignments/activities:** I will revamp many of my existing assignments and pilot some new ones (a role playing activity involving a K12 scenario with administrator, teacher, parent, and student; a movie assignment in which student explore language ideologies in film; a video activity in which students create mini-PSAs that highlight standard English ideology on campus.

**Flipped classes:** By far the most difficult aspect of this class is mastering, through repeated practice and retrieval, technical grammatical concepts. I will work with STC and CII to create (with Relay, video-conferencing, and audio-video tools on Canvas) a series of online tutorials that students will watch prior to class, leaving more class time to practice and discuss, and interact with me.

**Developments and Changes**

I developed 4 surveys, which students distributed in small groups. Students wrote up their findings based on a rubric I designed.

The survey project is the first step in the larger video project (PSAs mentioned under Planned Course Transformation) I hope to develop for English 436. This first step involves administering surveys not only to gather data, but to refine the surveys themselves.

**Methods of Feedback & Plans**

My students gave me excellent feedback on how to revise not only questions but the format of the survey. They also suggested ways to revise the surveys to make them less immediately prejudicial to subjects. The fact that subjects reacted the way they did to a grammar survey was an interesting finding in and of itself, one I hope to pursue.

I was concerned that this assignment wouldn't really work, but it turned out to reveal far more than I expected, and I'm very eager to work on the next steps to refine it.
Benjamin Miner, Biology
Course: BIOL 340 (Biostatistics), BIOL 204 (Intro to Evolution, Ecology, and Biodiversity), BIOL 205 (Intro to Cell and Molecular Biology)

**Big Ideas**

**Biology 204 (Intro to Evolution, Ecology, and Biodiversity)**

1. The genetic structure (i.e., composition and abundance of alleles) of a population randomly changes through time due to genetic drift, and this effect is influenced by population size and time.
   - **Interactive Web Tool:** allow students to change population size and time to observe how they affect the alleles in a population.
2. Natural selection changes the genetic structure of populations because individuals with heritable traits that improve fitness are likely to produce relatively more offspring to the next generation.
   - **Interactive Web Tool:** allow students to change the fitness of certain traits and observe how the proportion of individuals with certain traits changes.

**Biology 205 (Intro to Cell and Molecular Biology)**

Scientists use graphs to visualize data and determine whether data support their hypotheses. Certain types or data are best visualized with certain types of graphs.

- **Interactive Web Tool:** allow students to upload data from an in-class experiment and visualize their data with different types of graphs.

**Biology 340 (Biostatistics)**

Probability distributions are used to represent (i.e., model) “populations” (any group of measurements), and parameters appropriate for a type of distribution describes the shape, location, and spread of the distribution.

- **Interactive Web Tool:** allow students to select different probability distributions (binomial, poisson, uniform, normal) and then change the appropriate parameters for that distribution and observe how the graph changes.

**Course Transformation**

I plan to create interactive web applications using R and the package Shiny. At a minimum I hope to develop the following web pages, and associated outcomes, activities, and assessments. For the Biology 204 and 205, I expect to implement this content in the fall of 2016. For Biology 340, I expect to implement this content in winter of 2017. My hope is that faculty can look at these activities and think about other activities that we can create. For example, I have already discussed ideas with instructors in Genetics, Evolution, and Ecology but want to verify that all the technology will work before I invest too much time.

**Biology 204**

**Genetic drift**—An interactive page that allows students to change population size and number of generations to visualize how these factors affect the loss of genetic diversity via genetic drift. I will also develop the outcomes, activity, and assessment.

**Natural selection**—An interactive page that replaces the SimBio program that students currently use and pay for to better understand natural selection. The SimBio program is not inclusive (and many faculty think it is racist). I will also develop the outcomes, activity, and assessment.
Biology 205
Tetrahymena lab experiment—An interactive page that allows students to upload their group data and then visualize class data with different types of graphs. Instructors of the course have already developed the big ideas, outcomes, activity, and assessment. This page would just streamline the lab and save students and TAs time.

Biology 340
Probability distributions—An interactive page that allows students to explore common probability distributions and the parameters that describe those distributions. I will also develop the outcomes, activity, and assessment.

Law of large numbers—An interactive page that allows students to understand the law of large numbers. I will also develop the outcomes, activity, and assessment.

Developments and Changes
The simulations worked great! We have a server up and running and a simulations written for 204 (which we used fall quarter), 205 (which I am working with the instructors of that course and plan to deploy winter), and 340 (which I am teaching winter quarter and will use extensively). The feedback from the students focused on the questions and activities, not the simulations themselves. I personally asked students whether the simulations were confusing or difficult and I only received positive feedback. The server is also being used by Dr. Andy Bunn in ES, and I suspect that more faculty learn about how easy it is to create these simulations that they will include Shiny simulations in their courses in the near future. Thank you so much for the summer funding, it has already paid off with dividends.

Methods of Feedback & Plans
Exit Slips - The first question was whether the simulations were helpful and improved their understanding of natural selection and genetic drift. 93 students wrote yes (many with exclamation points), 2 were unsure, and 9 indicated no or something like “not so much”.

Students also provided suggestions to improve the lab and commonly indicated that fewer questions would help, and more help understanding how to read graphs. I am incorporating these changes into the revisions for next quarter.

Tamara Spira, American Cultural Studies & Fairhaven
Course: AMST 301 (Comparative Cultural Studies), Class Size: 100

Big Ideas
1. Race, sexuality, gender and ethnicity are culturally and historically produced through different material institutions and social struggles;
2. Race, sexuality, gender and ethnicity are forged, re-produced and contested through histories and processes of slavery/freedom; (de)colonization and nation-state formation;
3. The differing analyses different theorists and movements have constructed inform the ways they engage processes of social transformation, de-colonization and revolution.

Course Transformation
- Incorporate digital archives into section two of the course;
- Incorporate current news sources into final portion of the course;
Embed videos of key scholars on topics studied into syllabus;
Record lectures for “homework” assignment, so as to create more time for discussion;
Possibility of students creating videos to use this format for creative projects.

Developments and Changes
AMST 242
- I incorporated a few digital archives into the class itself in Canvas, as part of student assignments, including a video.
- I utilized Canvas to create and assess student survey at beginning of the class.
- I included assignments on Canvas (not paper)
- I utilized Canvas for messaging students and sending announcements
- I incorporated more digital videos into course lectures

In AMST 301, I will do the following:
- Create more extensive assignment that relies upon digital archives as basis for research project
- Continue exploring the possibility of students creating videos as one of the assignments
- Potentially record lectures to create more work time in class

Methods of Feedback & Plans
In AMST 301, I will create and implement a student survey.
Informal feedback in 242 (students were pleased with this process).

Pete Stelling & Sean Mulcahy, Geology
Course: GEOL 306 (Mineralogy), Class Size: 60

Big Ideas
1. Minerals can be identified by their physical and chemical properties.
2. Minerals have variable chemistry and crystal structures.
3. The mineralogy of the Earth and terrestrial planets has evolved through dynamic process.
   - Minerals form through progressive separation and concentration of elements.
   - Minerals form through changes in physical conditions.
   - Minerals form through far-from equilibrium conditions.

Course Transformation
This legacy course has been based on an encyclopedic approach to learning, heavily dependent on memorization. We are re-building the course using a conceptual framework through the class based on Dr. Hazen’s concept of the evolution of minerals through time. Because minerals form in response to changing environmental conditions, the minerals we observe in rocks record the changing conditions on Earth and other terrestrial planets. By being able to identify minerals and understand how they form and change in response to their environment, the history of the planet can be deduced.

We plan to combine several assignments and labs in order to streamline the course and to meet our learning objectives. We also plan to modify our term-long writing project to include aspects of flipping the classroom, online peer assessment and online group collaboration.

Developments and Changes
Developed as planned an improved conceptual framework, online group collaboration and flipping the classroom for several tutorial lectures. We added Microsoft 365 spreadsheets to the class for group collaboration. Future changes will include online peer evaluation, expanded flipping of the classroom.

**Methods of Feedback & Plans**

We have solicited feedback from students through informal class discussion and “minute papers” periodically through the term. We have also recorded informal feedback based on student struggles and successes. Adding more online teaching strategies is generally well received, except for the few students that are challenged by technology in general. For these few students (~1 per quarter), significant assistance is needed to achieve success. These students also present challenges to other group members. We may try to provide written instructions to complement digital resources the future, as well as directing these students to ATUS for training on specific software.

Veronica Velez, Education & Social Justice and Secondary Education  
Course: EDUC 411 (Education & Social Justice), Class Size: 40

**Big Ideas**

1. Oppression and institutional violence is REAL. It can take many forms (both overt and covert) but undeniably form part of the everyday experiences of marginalized communities.
2. We are not separate from the study of (in)justice. We recognize that those of us who enjoy privileged status due to our racialized, gendered, heteronormative, or otherwise privileged aspects of our identities may be unaware of the ways this privilege marginalizes others.
3. We recognize the linguistic, social, cognitive strengths (community cultural wealth) of marginalized communities.
4. We reject “savior-ist” models to solving injustice.
5. We recognize that all relationships include dynamic of power.

**Course Transformation**

**CANVAS Discussion Boards:** The Discussion Tool on CANVAS will be used to engage readings throughout the quarter. Given the rise in use of online technologies, it’s important to consider how collaborative inquiry and critical dialogue online can engage and further efforts toward justice. It will be important to consider how community partners can contribute to CANVAS discussion boards throughout the quarter.

**Improve PRAXIS collaborations project:** The PRAXIS project is an opportunity for students to work in groups to identify and creatively address an educational issue. In lieu of service-learning, the goal of the PRAXIS project is to research and produce a final “product,” in the form of curricula, digital resources, zines, workshops, or other tools and interventions that can support teachers, grassroots organizers, youth workers and others in furthering critical efforts with youth. Projects will be conceptually driven in collaboration with organizations and public schools.

**Relay/Camtasia Recordings:** Using Relay or Camtasia, we will create and upload lecture and other instructional videos from various community partners off-site.

**Developments and Changes**

**Methods of Feedback & Plans**
Blended/Online Learning Workshop – Winter 2015

REPORT

With support from the Office of the Provost, the Center for Instructional Innovation & Assessment (CIIA), Academic Technology & User Services (ATUS), and Extended Education (EE) provided two 3-week workshops to interested faculty, entitled Blended/Online Course Development and Design (Levels 1 and 2).

The goal of these two 3-week blended-format workshops was to take the participants through the planning, design, and implementation process of creating a blended and/or online course, provide an opportunity to experience elements of a blended, flipped, and online course, and give them the ability to develop strategies to create blended and/or online courses on their own. Each successful participant for the “certificate option” received a stipend and a certificate of completion (per level). Participants were also welcomed to participate without the stipend or certificate.

PROGRAM TEAM / WORKSHOP FACILITATORS

This team met regularly for two months prior to the workshop to plan content and delivery, develop a pre-survey, a syllabus, all the assignments and support documentation, and plan for workshop logistics.

- Peter Agras, ATUS
- Andrew Blick, EE
- Justina Brown, CIIA
- Kevin Dixey, ATUS
- John Farquhar, ATUS

MEETING THE NEED

As the trend for blended/hybrid, online, and flipped teaching methods becomes more mainstream, interest and participation in these workshops has increased significantly. We continue to adjust our offerings and the model to meet the needs of as many WWU instructors as possible; however, we have been turning more applicants away each year.

![Applicants and Participants over the Years](chart.png)
## BLENDED COURSE DESIGN CONSIDERATIONS

In the development of this workshop, the facilitators drew upon several key resources in the literature and online (see workshop syllabus for complete list). A recent study, McGee & Reis, (2012*) lends particular credence to the design of this workshop. The study reviewed best practices in blended course design (or redesign) and revealed common principles and practices that can lead to successful implementation of blended courses. Not surprisingly, having clear, student-centered learning objectives, alignment between these objectives and course assignments and assessments, and meaningful, relevant use of technologies to support learning are key elements described in this study. In addition, by carrying out the blended/online learning workshop using the blended format, instructors get to see and experience a clear example of a blended course—something the authors of this study indicated is in great need.


### Participants 2015

<table>
<thead>
<tr>
<th>NAME</th>
<th>COLLEGE</th>
<th>DEPARTMENT</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>COURSE(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mick Cunningham</td>
<td>CHSS</td>
<td>Sociology</td>
<td>X</td>
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<td>SOC 304</td>
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<tr>
<td>Susan Debari</td>
<td>CSE</td>
<td>Geology</td>
<td></td>
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<td>GEOL 406;423/523;SCED 202</td>
</tr>
<tr>
<td>Dawn Dietrich</td>
<td>CHSS</td>
<td>English</td>
<td></td>
<td>*</td>
<td>ENG TBA</td>
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<tr>
<td>Jerry Ek</td>
<td>CHSS</td>
<td>Anthropology</td>
<td>X</td>
<td>X</td>
<td>ANTH 210, 397, &amp; TBA</td>
</tr>
<tr>
<td>Gail Goulet</td>
<td>WCE</td>
<td>Health and Community Studies</td>
<td>X</td>
<td>X</td>
<td>AHE 585</td>
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<tr>
<td>Zite Hutton</td>
<td>CBE</td>
<td>Accounting</td>
<td>X</td>
<td>X</td>
<td>ACCT 477</td>
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<tr>
<td>Lee McClain</td>
<td>CBE</td>
<td>Decision Sciences</td>
<td>X</td>
<td>X</td>
<td>DSCI 205; 305; MIS 220; 320</td>
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<tr>
<td>Cathy McDonald</td>
<td>CHSS</td>
<td>English</td>
<td>X</td>
<td>X</td>
<td>ENG 301</td>
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<tr>
<td>Tara Perry</td>
<td>CHSS</td>
<td>Comm Studies</td>
<td></td>
<td>X</td>
<td>COMM 318; 327</td>
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<tr>
<td>Donna Qualley</td>
<td>CHSS</td>
<td>English</td>
<td></td>
<td>X</td>
<td>ENG TBA</td>
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<tr>
<td>Catherine Riordan</td>
<td>CHSS</td>
<td>Psychology/Mgmt.</td>
<td></td>
<td>X</td>
<td>PSY 101 &amp; MGMT (Various)</td>
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<tr>
<td>Dwan Shipley</td>
<td>CHSS</td>
<td>Linguistics</td>
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<td>X</td>
<td>LING 201; 402</td>
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<tr>
<td>Ron Singleton</td>
<td>CBE</td>
<td>Accounting</td>
<td>X</td>
<td></td>
<td>ACCT 343; 375</td>
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<tr>
<td>Trish Skillman</td>
<td>WCE</td>
<td>TESOL</td>
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<td>TESL 405; 420</td>
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<tr>
<td>Michael Slouber</td>
<td>CHSS</td>
<td>Liberal Studies</td>
<td>X</td>
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<td>LBRL 271; 378</td>
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<td>Ed Vajda</td>
<td>CHSS</td>
<td>Modern &amp; Classical Languages</td>
<td>X</td>
<td>X</td>
<td>EUS 201, 210</td>
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<tr>
<td>Katie Vulic</td>
<td>CHSS</td>
<td>English</td>
<td>X</td>
<td>X</td>
<td>ENG 307</td>
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<tr>
<td>Carla Willis</td>
<td>WCE</td>
<td>Human Services</td>
<td>X</td>
<td>X</td>
<td>HSP 402; 404; 406; 440</td>
</tr>
</tbody>
</table>

*Participants who ended up taking the workshop(s) as “audit” participants (not for certificate or stipend).
WORKSHOP DETAILS

Participants spend around 6 hours per week on workshop tasks, assignments, and readings. This time does not include additional time spent during the quarter on the development of courses. In order to receive the certificate and stipend, participants are required to successfully complete the following tasks:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Active Participation Each Week (Activities Identified During Workshop)</td>
<td>● Active Participation Each Week (Activities Identified During Workshop)</td>
</tr>
<tr>
<td>● Complete Online Teaching Survey Activity</td>
<td>● Complete Self-Assessment of Course Quality Activity</td>
</tr>
<tr>
<td>● Complete Course Map</td>
<td>● Revise and upload Course Syllabus</td>
</tr>
<tr>
<td>● Complete Blended/Online Syllabus Draft</td>
<td>● Create Digital Media</td>
</tr>
<tr>
<td>● Create a Lecture Capture with Camtasia</td>
<td>● Participate in Open-Source Scavenger Hunt Wiki</td>
</tr>
<tr>
<td>● Create an online Discussion Activity</td>
<td>● Create and upload a Peer-Review Assignment</td>
</tr>
<tr>
<td>● Upload &quot;Assignment&quot; Assignment</td>
<td>● Build a Rubric for an assignment</td>
</tr>
<tr>
<td>● Work on Test/Survey Development</td>
<td>● Give an online, synchronous Web-Conference</td>
</tr>
<tr>
<td>● Upload Final Blended/Online Syllabus</td>
<td>● Complete End-of-Workshop Reflection and Survey</td>
</tr>
<tr>
<td>● Complete an Assessment Plan</td>
<td>● Complete End-of-Workshop Reflection and Survey</td>
</tr>
<tr>
<td>● Complete End-of-Workshop Reflection and Survey</td>
<td></td>
</tr>
</tbody>
</table>

Readings

Required reading for Level 1 and required background for Level 2 is Essentials for Blended Learning (2014) with additional online readings from a variety of sources.

Workshop Goals and Objectives

While Level 1 and Level 2 share the same goals and objectives, participants explore more advanced tools and techniques in the Level 2 workshop.

Goals:

- Be better prepared to deliver a course via blended/online learning format.
- Be familiar with blended/online learning best practices, examples, and open-source resources.
- Chunk course content for manageable delivery.
- Align objectives with content, learning tasks, and assessments.
- Utilize online activities that connect learners to each other and authentic experiences.
- Develop process for continual course improvement.
- Use Canvas and other media tools effectively.
- Be prepared to use the support systems on campus.

Objectives (abbreviated): After completing this workshop, participants will be able to:

1. Describe the benefits and outcomes of blended/online delivery
2. Review course effectiveness using a quality review tool
3. Develop course components to prepare to teach in a blended/online format
4. Identify open source tools and examples
5. Implement a peer review or collaborative activity
6. Facilitate a web conference
7. Where appropriate, utilize Canvas to:
   a. Set up a new course
   b. Use collaborative tools
   c. Use instructional design strategies to plan, organize, and implement course content
   d. Develop materials for use in future blended courses.
   e. Assess the effectiveness of instructional design decisions
WORKSHOP SCHEDULES

The workshop meetings are scheduled in various formats, color-coded as follows and on the following schedules.

<table>
<thead>
<tr>
<th>Face-to-Face</th>
<th>Face-to-Face in Lab</th>
<th>Asynchronous Online (flipped lesson)</th>
<th>Asynchronous Online (online module)</th>
<th>Synchronous Online (web conference)</th>
</tr>
</thead>
</table>

**LEVEL 1 WORKSHOP SCHEDULE**

<table>
<thead>
<tr>
<th>Theme(s)</th>
<th>Tuesday</th>
<th>Thursday</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Course Design</td>
<td>Instructional Design Principles</td>
<td>Introductions &amp; Icebreakers Syllabus Muddiest Point Map/Module/Syllabus Course Plan Resources Scavenger Hunt Wiki</td>
</tr>
<tr>
<td></td>
<td>Intro to Blended/Online Learning</td>
<td>Resources for Blended/Online Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Canvas Tools</td>
<td></td>
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</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Content and Delivery</td>
<td>Assignment Development Assessment and Evaluation in BL/OL Courses</td>
<td>Lecture Capture Assignment Development Quiz/Survey Development</td>
</tr>
<tr>
<td></td>
<td>Flipped Lesson Discussion</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Camtasia Relay</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Lecture Capture Techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Assessment and Evaluation</td>
<td>Intro to Web Conferencing Course Development</td>
<td>F2F Peer Review Closing Celebration</td>
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</table>

* Individual, face-to-face consultations are arranged during Week 2.

**LEVEL 2 WORKSHOP SCHEDULE**

<table>
<thead>
<tr>
<th>Theme(s)</th>
<th>Tuesday</th>
<th>Thursday</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Course Design</td>
<td>Media Options</td>
<td>Media Introductions Instructional Design Development Digital Media Creation (Video, Interactive)</td>
</tr>
<tr>
<td></td>
<td>Review of Instr. Design Principles</td>
<td>Creating Digital Media</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Canvas Tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Content and Delivery</td>
<td>Collaboration</td>
<td>Tool Scavenger Hunt Peer Review OER: Content &amp; Activity Dev.</td>
</tr>
<tr>
<td></td>
<td>Online Tools/OER</td>
<td>Peer Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Universal Design/ Accessibility</td>
<td>Rubrics</td>
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</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Assessment and Evaluation</td>
<td>Presentations*</td>
<td>Rubric Development Web-Conference Presentation</td>
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<tr>
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<td>Special Interests</td>
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<tr>
<td></td>
<td></td>
<td>Closing Celebration</td>
<td></td>
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</table>

* Online presentations, via web conferencing, are arranged at several times during Week 3.
As their last activity, workshop participants were asked to reflect on their experiences in the workshops. The following “common themes” emerged from that source:

Also from this reflection emerged the following sample responses for Level 1 and Level 2. The workshop facilitators/developers plan to use this feedback to inform the 2016 workshops.

**Level 1**

“Thanks for a great workshop! I most appreciate having the opportunity to experiment with some new technologies I hadn’t tried before. I’m thinking in particular of the conferencing tools and Camtasia (which was easier to use than I expected, but a lot more time-consuming than I expected).

I am most happy about feeling more on top of the wide menu of pedagogical options available to faculty here. This systematic survey has led me to see that I hadn’t been giving myself credit for the extent to which I’ve been incorporating technology in my classes already. I felt this class was filling in a few gaps, rather than being an introduction to a whole new approach to teaching (which I was expecting).

I am also really grateful for the chance to learn from so many of my colleagues from across campus. Though I’d have loved a chance to have talked with more of you in person, I’m really glad to have had a chance to see your materials and learn from all of you!”

“I’ve learned many more uses for online technology than I had dreamed existed. Some of the skills I have mastered can be used just as effectively in my Canvas website for my face-to-face courses: quiz building, grading procedures, communication strategies with enrolled students, etc.”

“My biggest challenge, coming into this workshop, has been in thinking about how to maintain that depth and breadth of discussion in an online environment. This workshop has given me some ideas about how to set up my course using varied media in order to keep it interesting.”

“I came to the workshop with some experience of Canvas, but I learned many things that I will use to streamline my site and make it more user-friendly.”
"I learned about so many tools to use in blended delivery, and see more potential for online elements in a blended delivery course than I saw before. ‘Forcing’ us to use a variety of tools helped me get past my ‘I don’t have time to learn how to do that right now...’"

“My take-away looks like this:
1. Try one new thing every quarter
2. Be patient
3. Be patient
4. Be even more patient
5. Caution: still do not let the technology drive my pedagogy
6. And finally: Canvas is far richer and deeper than I thought. But still, use it wisely.

“My understanding of how blended instruction can improve my face to face courses as well as my purely online classes continues to grow and evolve. Before this workshop, I was beginning to “cave” in my efforts to use peer and group work in my online classes—it takes more effort on the part of prof and students to really engage with each other. I feel reinvigorated to try peer teaching via big blue button, and to have a synchronous meeting on line where I can participate with students”

“Dear Mom and Dad,
Technology camp has been so much fun. The camp leaders have been so helpful. They made us follow maps and do stuff for ourselves. They know so much. And they are so patient with us!

It has been great getting to know the other campers. We have all been doing the same assignments but we each head off in our own direction, tapping our own ideas, working with our own nervousness and shortcomings, and then coming together to laugh and share. I have learned so much from them and about their projects. In some ways I wish I could attend camp for a few more weeks.”

“The faculty in this course learned so much. We shared some of what we learned, including some excellent resources. I wonder if there is a way to sustain a community of faculty learning and using this technology? Ongoing support, new ideas and troubleshooting problems are some of the immediate benefits that could derived from this group.”

“I really enjoyed both of these seminars and learned many useful things to incorporate into my online and flipped classrooms. Although it takes a lot longer to develop the course, it takes less to administer without the lecture time. I think it is important to realize you don’t have to have it all done the first time around, it is evolutionary.”

FUTURE DIRECTIONS
Based on past feedback and the evolving nature of what Western faculty need, we propose the following:

- Blended/Online Course Development & Design Intensive Workshop – 5 weeks
  Encompasses all key elements previously covered in Level 1 and Level 2 workshops.
- Blended/Online Course Revision & Redesign Review Workshop – 2 weeks
  Provides support for updating and exploring advanced techniques. People who have taken previous workshops would be eligible for this one.