

Inquiry and Blended Learning 2005 to 2006 Projects

The Learning Commons is assisting with a number of initiatives that are part of the Inquiry and Blended Learning Course Development and Enhancement Pilot Project. All projects are funded by the Learning Enhancement Enrollment Management Committee (LEEM) through the Registrar's Office. To learn more about any of these projects or about how inquiry and blended learning can help enhance teaching and learning, see <http://commons.ucalgary.ca/teachingresources/itbl.html>.

Cohort One:

Building Skills for Inquiry

Shauna Rutherford, Project Lead, with colleagues Paul Pival and Alix Hayden

Goal: To develop a blended learning module that will provide students with the information skills needed to be successful in an inquiry-based learning environment.

Biology 231 and Chemistry 201

Bill Huddleston, Project Lead, with colleague Vivian Mozel

Goal: To develop multimedia tutorials on concepts taught in two beginning science courses to allow students to work more actively with course content with an emphasis on problem solving.

Virtual Learning Circle

William Pelech, Project Lead, with colleague Pam Miller

Goal: Implementation of the entire Bachelor of Social Work Access program in a blended format to enable the faculty to better respond to the needs of students in rural and aboriginal communities.

Fine Arts 201

Carol MacDonnell, Project Lead, with colleague Mark Hopkins

Goal: To redesign this experiential course that involves student interaction with the local arts community, objectives include building capacity for student online participation and enabling virtual tours of art venues.

Nursing Inquiry – Nursing 207

Jean Chow, Project Lead, with colleagues Lori Limacher, J.G. Des Coteaux and Alix Hayden

Goal: To foster critical thinking in first-year nursing students and to extend students' knowledge framework for understanding various human responses to health/illness experiences through case study and blended learning.

Challenging the German Text - German 315

Hermina Joldersma, Project Lead, with colleagues Sandra Hoenle and Mary O'Brien

Goal: To move German 315 from a primarily text-based course to a blended learning course; students will benefit in part from the immediate feedback possible through computer learning.

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Theories and Applications of Development – Development Studies 393

Aradhana Parmar, Project Lead

Goal: To redesign Development Studies 393 and incorporate blended learning to increase student engagement with the material and provide students with control over their learning. Use of short video clips is one focus of the redesign.

Introduction to Literary Studies - English 239

Murray McGillivray, Project Lead

Goal: To develop a series of web-based modules to support first-year English courses in which students collaborate in teams to inquire into relatively unknown literary texts.

Adapted Physical Activity – Kinesiology 367

Claudia Emes, Project Lead

Goal: To redesign Kinesiology 367 to create interactive learning experiences in a blended learning environment; in particular, Blackboard will be used as a place where students learn how to practice in adapted physical activity (APA) settings.

The Poisoned Pen

P.K.Rangachari, Project Lead, with colleague A. Srivasatava

Goal: Design a new course for undergraduate students in the sciences and the humanities to engage them in considering poisons from two different perspectives - science and literature.

Statistics 213

Joan Stellmach, Project Lead, with colleague Jim Stallard

Goal: To redesign Statistics 213 to incorporate small group collaboration and investigation using online statistical databases and simulations; written reports to be submitted online for peer review.

Pathways: The Foundations of Knowledge and Understanding

Ronald Glasberg, Project Lead, with colleague Mayi Arcellana-Panlilo

Goal: Provide students with intellectual tools to creatively cope with the endemic split between the sciences and the humanities and the challenge of knowledge proliferation.

Introduction to Research in Kinesiology

Doug Brown, Project Lead, with colleagues Theresa Maxwell and Bill Richardson

Goal: To enhance students' understanding of research methods and critical thinking through inquiry-based projects; course content will be delivered online with face-to-face interactions reserved for expansion, interpretation and discussion.

Cohort Two:

Business Law – BSEN395

Peter Bowal, Project Lead

Goal: To redesign BSEN395 into an inquiry-based course to promote students' critical thinking abilities with the business law context by incorporating and balancing face-to-face seminars and workshops with online lectures, discussion, self-assessment quizzes and multimedia content.

Child & Youth Health Promotion in Schools – Nursing 503

Sandra Reilly, Project Lead, with colleagues Alison Nelson, Mina Sisodiya, Wendi Lokanc-Diluzio

Goal: To create a new inquiry-based course that can be offered in a blended learning format through the use of the Blackboard learning management system and the Elluminate synchronous communication tool.

Computing and the Arts IV

Sheelagh Carpendale, Project Lead, with colleagues Paul Woodrow, Alan Dunning, Mary Scott, Maria Lantin

Goal: To develop a fourth year undergraduate trans-disciplinary module incorporating art, design and computer science. This module will provide each student with the equivalent of a full semester of credits. The module will involve unique collaborative projects, residential workshops and flexible options for both teaching and learning.

Evidence - Philosophy 399

Dennis McKerlie, Project Lead, with colleague Richard Zach

Goal: To develop a new course that will deal with deductive logic, induction and probability, the theories of truth and knowledge, the scientific method and the principles of moral and legal reasoning. Computer based tools such as Weblogs, the Peer Review Tool, the Library inquiry module and Breeze will be used to support student inquiry within and outside of the classroom.

Fostering Inquiry Through Written Communication

Cindy Graham, Project Lead, with colleagues Jo-Anne Andre, Doug Brent, Karen Dodge, Margaret Hadley, Dave Hawes, Roberta Jackson, Pam Miller, Murray McGillivray, Shauna Rutherford, Nicole Sandblom, Lorraine Radtke, Tania Smith

Goal: To create an inquiry-based, University-wide writing resource as the first phase in establishing a “hub of inquiry” that will include learning resources for both students and faculty.

General Chemistry – CHEM 201/203

Vivian Mozol, Project Lead, with colleague Ian Hunt

Goal: To redesign the lab component of the CHEM201/203 courses to incorporate online pre-lab tutorials and quizzes and to implement a peer-assessment process for the written lab reports using the Learning Commons Peer Review Tool (PRT).

Introduction to Computers - Computer Science CPSC203

Donna Fremont, Project Lead, with colleague Ron Murch

Goal: To redesign this high-enrollment course for blended learning by incorporating online tutorials and assessment components developed by a textbook publisher.

Mechanical/Manufacturing Engineering Design Methodology and Application – ENME538/ENMF512

Robert Brennan, Project Lead, with colleague Theodor Freiheit

Goal: To redesign ENME538/ENMF512 to more effectively prepare students for the “application” aspect of the course by creating a short inquiry based learning exercise that will be augmented by Web-based teaching modules.

Principles of Microeconomics (ECON201) & Principles of Macroeconomics (ECON203)

Jim Gaisford, Project Lead, with colleague Peter Tracey

Goal: To redesign the ECON201 and ECON203 course for inquiry and blended learning through the integration of the Aplia course content system with the Blackboard learning management system. Aplia provides a series of online modules for these courses, which contain interactive and auto-graded problem sets (including a graphing tool).

Spanish Undergraduate Courses

Elizabeth Montes Garces, Project Lead, with colleagues Fresia Sanchez and Michael Dabrowski

Goal: To design a series of online teaching resource modules for all undergraduate Spanish courses that will help enhance and extend inquiry-based learning with a focus on language acquisition.

The Vertebrates - Zoology 377

Anthony Russell, Project Lead, with colleague Warren Fitch

Goal: To convert the existing knowledge reception style course into a knowledge discovery course by moving from a traditional descriptive approach to an integrative functional approach. Students will explore the objects of study through group work in the labs (dissections) and outside of class through the use of the various communication tools within the Blackboard learning management system.

Cohort Three:

Controlled lab learning environment – Mathematics and Statistics

Jan Cerny, Project Lead, with colleague Marc Wrubleski

Goal: To create a controlled lab learning environment for Web-based testing and course management of introductory level mathematics and statistics courses

Ecto-Academic Learning Program – MDSC510

P.K. Rangachari, Project Lead, with colleague Kent Hecker

Goal: To create a new fourth year field placement course for the Bachelor of Health Sciences program, which will combine an individualized learning experience with a shared online reading component that will involve a community of scholars consisting of students, academic mentors, community partners and administration.

Fundamentals of Epidemiology – MDSC647.01

Scott Patten, Project Lead, with colleague Sharon Neary

Goal: To integrate the LANDRU epidemiological database with the Blackboard learning management system in order to create an inquiry through blended learning environment where students formulate and solve their own epidemiological questions through critical and reflective dialogue with other members of the class.

Introduction to Greek and Roman History and Culture – GRST205

Hanne Sigismund Nielsen, Project Lead, with colleague John Humphrey

Goal: To develop a series of Macromedia Breeze presentations with audio and video clips to help students recognize and pronounce ancient place and personal names. These Breeze presentations will be located within the existing Blackboard course web site so that students can access this resource material, before and after lectures.

Master of Teaching Program - Education

Susan Crichton, Project Lead, with colleagues Jim Field, Pat Tarr, Jo Towers, Hsing Chi Wang

Goal: To create an ePortfolio process and structure for all students and faculty involved in the Master of Teaching Program.

Organic Chemistry I and II- CHEM351 and CHEM353

Ian Hunt, Project Lead, with colleagues Vivian Mozol and Ashley Causton

Goal: To create a suite of online assessment tools, which can be used in conjunction with the Blackboard learning management system to support student learning within chemistry courses.



Learning Commons

University of Calgary

<http://commons.ucalgary.ca>

Reading and Writing Chinese I – CHIN279

Wei Cai, Project Lead, with colleagues Shu-ning Sciban, X.Jie Yang

Goal: To use the Blackboard learning management system to transform the present classroom-computer lab configuration to a classroom-online learning environment. In essence, to develop a series of Web-based lab exercises that students can access anywhere, anytime.

The Life of Bacteria – CMMB343

Bill Huddleston, Project Lead

Goal: To redesign the laboratory portion of this course from the present cookbook-style exercises to student-directed inquiry-based activities, which make use of modern laboratory techniques and data analysis.

The Role and Responsibilities of the Professional Engineer in Society – ENGG513

Jim Lozon, Project Lead, with colleagues George Jergeas, Bill Teskey

Goal: To use learning technologies to support group work and problem solving activities within this large enrollment course.