

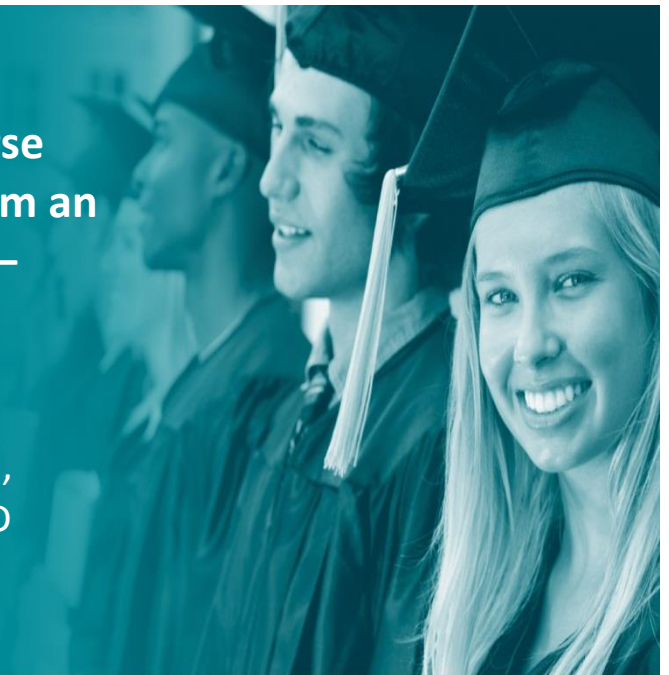


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## **Cross-Disciplinary Collaborative Course Design: Successes and Challenges from an Implementation at OCAD University – Appendix**

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## Appendix A: Professional Practice Online Modules – Descriptions

### Fall 2013

#### 1. Business and Design: Two Cultures

This module illustrates the difference between the two cultures of business and design, and how the mind works in both ways of thinking. Students will first take a quiz to identify themselves as either a left brain or right brain dominant thinker and will complete a reflection activity to help them identify and build on their strengths as a thinker. Then they will follow a case study to understand more about the pros and cons of the two cultures of business and design and how both are important.

#### 2. Project Management

This module illustrates how a designer manages a project and helps students identify how designers can strategize through the different stages. Students will be able to identify the different stages of a project and will gain tools for building a framework to project manage a design from design brief to final outcome. The module also emphasizes the importance of being able to “manage” one’s self as a balanced person before being able to manage a project.

#### 3. Business Ethics and Etiquette

In this module, students will learn about contemporary business ethics and etiquette through short readings and current news clips. Ethics are defined as the behaviour of business enterprises as applied to a social standard, and they form a wide variety of communal issues both locally and internationally such as legal compliance within the areas of health and safety, taxes, import/export, as well as larger communal issues such as environmental impact, international labour laws and compliance. Etiquette describes micro-practices locally and internationally such as daily communications, cultural norms, etc. Given some scenarios, students will complete a multiple-choice quiz to demonstrate their understanding of best practices.

#### 4. Intellectual Property

This module provides an introduction to the role of intellectual property in design. The content covers different intellectual property rights; sources for investigation and protection of intellectual property; third-party rights that might be needed to create and bring a product to market; and the registration process for intellectual property. Students will engage with the content of this module through reviewing slideshow presentations and examples and will then complete short quizzes to assess their understanding.

#### 5. Licensing and Contracts

In this module, students will learn how to read and write basic plain language agreements commonly used in the business of design, including assignments and licenses, development agreements and distributorship agreements. The module will possibly include a mock negotiation to show examples of licensing rights and the negotiation process.

## **6. Money**

This module focuses on the importance of building and/or rebuilding a good credit history. Through a slideshow and related articles, students will learn how credit reporting works, how to obtain and read a credit report, and how to improve their credit history. Students will review a sample credit report, with an accompanying guide on how to interpret it, and will fill out forms to order their own free credit reports from the two Canadian credit reporting agencies. Finally, students will answer short questions about potential fits for funding and other resources for their own practice in the future.

## **7. Starting a Business**

This module provides an overview of the steps involved in starting a new small business. Students will become familiar with the components of a business plan by reviewing samples and providing an initial evaluation of the business concept. The module will cover budgeting and 12-month cash flow projections to help students understand the financial planning of a business. They will also identify the first basic steps to establishing a business after the initial planning stage, including registering a business and getting an HST number.

## **8. Running a Business**

This module teaches students about the importance of bookkeeping and introduces them to financial terms and different systems for tracking income and expenses. The module explains what is involved with hiring employees and the advantages and disadvantages and additional responsibility of having a staff. Through slideshows, videos and short activities, students will become aware of the considerations for hiring an employee and learn how to assemble a team of professionals who can help the business run smoothly.

## **9. World of Business**

This module discusses the importance of being able to think entrepreneurially. Students will learn how to recognize the different types of businesses and interpret current trends in business and the changing world of work. Through slideshows, videos and articles, students will learn about design and business and the growth of social entrepreneurship. Their understanding of the concepts will be assessed through short quizzes.

## Appendix B: Collaborative Course Design Interview Questions

### Content Developer Interview #1 Questions: One-on-One Mid-Process Interviews

1. Tell me about your involvement in the collaborative course design process.
  - a. What was it like to be a part of this process?
  - b. What were the highlights?
  - c. What were the challenges?
  - d. How did you overcome the challenges you encountered?
2. Was the collaborative course design process what you expected it to be?
  - a. How was the workload?
  - b. How productive were you?
  - c. What factors limited you from reaching your goals for this project?
  - d. What kind of support did you receive from:
    - i. your colleagues?
    - ii. faculty coordinator?
    - iii. educational developer?
  - e. How could you have been better supported?
3. What about this experience will you bring to your own course design?
  - a. What about this experience will you bring to your teaching practice?
  - b. What have you learned from the positive aspects of this process?
  - c. What have you learned from the negative aspects of this process?
4. If you could experience this process again, what might you do differently?
  - a. What advice would you give to faculty participating in a collaborative course design project?
  - b. How could we improve the process?
5. What else do you want me to know about your experience?

### Content Developer Interview #2 Questions: One-on-One Conclusion Interviews

1. What will you take away from the collaborative course design process to apply to your teaching?
2. What will you take away from the collaborative course design process to apply to your course design approach?
3. How has the collaborative course design process changed your teaching?
4. How has the collaborative course design process changed your approach to course design?
5. How could we improve the collaborative course design process?
6. Would you take part in another project of this kind?

## Faculty Coordinator/Educational Developer Interview Questions: One-on-One Conclusion Interviews

1. What was it like to facilitate the collaborative course design process?
  - a. What were the highlights?
  - b. What were the challenges?
  - c. How did you overcome these challenges?
2. Was the collaborative course design process what you expected it to be?
  - a. How was the workload?
  - b. How productive were you?
  - c. What factors limited you from reaching your goals for this project?
  - d. What supported you through this course design?
  - e. How could you have been better supported?
3. How do you envision future collaborative course design projects taking place?
  - a. What have you learned from the positive aspects of this process?
  - b. What have you learned from the negative aspects of this process?
  - c. If you had to facilitate this project again, what would you do differently?
  - d. What advice would you give to future faculty participating in a collaborative course design project?
  - e. What advice would you give to a future faculty coordinator/educational developer facilitating a collaborative course design project?
4. What else do you want me to know about your experience?

## Faculty Teaching Professional Practice Courses: One-on-One Mid-Course Interviews

1. What was it like to teach a course designed from a cross-disciplinary collaboration?
  - a. What were the highlights?
  - b. What were the challenges?
  - c. How did you overcome these challenges?
  - d. What support did you have for this project?
  - e. How might you have been better supported?
2. Was the course what you expected it to be?
  - a. How was the workload?
  - b. What is the quality of the redesigned course?
  - c. How has the redesigned course benefited your teaching?
  - d. How has the redesigned course limited your teaching?

2. How do you envision future collaborative course design projects taking place?
  - a. What have you learned from the positive aspects of this process?
  - b. What have you learned from the negative aspects of this process?
  - c. What would you like to know in advance if you are part of a similar project in the future?
  - d. What advice would you give to teachers participating in a collaborative course design project?
  
3. What else do you want me to know about your experience?



## Appendix C: Professional Practice Courses Mid-Course Student Questionnaire

### Student In-Class Survey Questions

1. I like that the module(s) are a new addition to the professional practice course.
  - i. Strongly Agree
  - ii. Agree
  - iii. Neutral
  - iv. Disagree
  - v. Strongly Disagree
  
2. The module(s) enhanced my understanding of the course content.
  - i. Strongly Agree
  - ii. Agree
  - iii. Neutral
  - iv. Disagree
  - v. Strongly Disagree
  
3. The module(s) better prepare me to enter the workplace.
  - i. Strongly Agree
  - ii. Agree
  - iii. Neutral
  - iv. Disagree
  - v. Strongly Disagree
  
4. It is because of the module(s) that I would recommend this course to my peers.
  - i. Strongly Agree
  - ii. Agree
  - iii. Neutral
  - iv. Disagree
  - v. Strongly Disagree

### Open questions:

5. What are the strengths of this course?
6. How could this course be improved?
7. What else you would like to share about your experience in this course?

## Appendix D: Responses to Likert-Scale Questions on the Student Questionnaire

	Course:							Total	% of total
	GDES1	GDES2	INDS1	INDS2	MAAD1	MAAD2	MAAD3		
Course instructor:	CI4	CI5	CD1/CI1	CD1/CI1	CD2/CI2	CD3/CI3	CD3/CI3		
Total enrollment:	22	23	26	22	34	17	21	165	
Number of respondents:	21	18	14	19	31	16	18	137	
1. I like that the module(s) are a new addition to the professional practice course.									
Strongly Agree	5	2	2	1	2	1	3	16	11.7
Agree	11	11	6	4	12	9	4	57	41.6
Neutral	5	5	4	7	7	4	8	40	29.2
Disagree	0	0	1	4	5	2	3	15	11
Strongly Disagree	0	0	1	3	5	0	0	9	6.6
2. The module(s) enhanced my understanding of the course content.									
Strongly Agree	4	2	2	0	3	4	2	17	12.4
Agree	9	11	9	5	14	5	10	63	46
Neutral	8	5	2	8	7	4	6	40	29.2
Disagree	0	0	1	5	3	3	0	12	8.8
Strongly Disagree	0	0	0	1	4	0	0	5	3.6
3. The module(s) better prepare me to enter the workplace.									
Strongly Agree	1	1	1	1	1	2	1	8	5.8
Agree	12	8	8	5	9	4	6	52	38
Neutral	7	7	2	7	9	5	8	45	32.8
Disagree	1	2	2	4	7	4	3	23	16.8
Strongly Disagree	0	0	1	2	4	1	0	8	5.8
No Answer					1			1	0.7
4. It is because of the module(s) that I would recommend this course to my peers.									
Strongly Agree	1	2	0	0	0	1	1	5	3.6
Agree	5	5	0	2	2	2	6	22	16.1
Neutral	8	6	6	2	10	4	8	44	32.1
Disagree	7	5	4	7	11	7	3	44	32.1
Strongly Disagree	0	0	4	8	8	2	0	22	16.1



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