
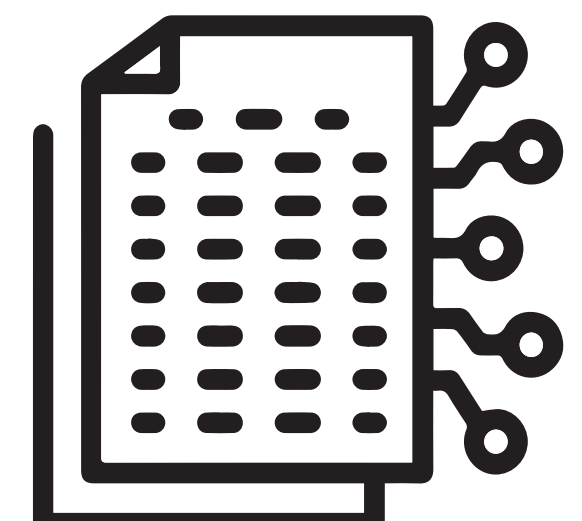




Curriculum Renewal, Integration, and Evaluation for the Bachelor of Media Studies

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The Bachelor of Media Studies (BMS) graduated its first cohort in 2018, solidifying its initial success at bringing a multidisciplinary media studies option to University of British Columbia students. This innovative program carries scholarship and practice research methods, enhanced by a variety of perspectives from Art History, Computer Science, Creative Writing, English, Film and Film Studies, German Studies, Information Studies, Journalism and Visual Art. After graduating its first cohort in 2018, it was an opportune time to nurture the seeds of integration that had begun to sprout.

Data Sources

 <p>Students Student & alumni surveys Alumni transcripts</p>	 <p>Curriculum Revised program outcomes Course outcome mapping</p>
 <p>Environmental Scan Comparative programs Industry leaders</p>	 <p>Faculty Paired interviews Focus groups & retreat</p>

The BMS Undergraduate Program and Evaluation Renewal (UPER) team collected data from numerous sources focusing on identifying strengths, weaknesses, and opportunities to evaluate the current position of the BMS, and elaborate strategies for program renewal.

Evaluation Revealed

Identified Challenges	Ways of Addressing
Master of none + lack of specialization	Create curricular media "focus areas" with curated courses to specialize in: <ul style="list-style-type: none"> narrative visual data
Disjointed and undefined multidisciplinary	Select a solid and purposeful 'spine' of required disciplinary media courses
Media specific professional development and courses that engage the disciplines	Focused MDIA courses that connect disciplines + community
Equitable access with flexible entry into the program	Introduce a new transfer/entry point in 2nd year -alongside existing direct entry
Not optimizing interdisciplinary potential of program	Identify common values that unite disciplines; bring faculty & students together in curriculum and application

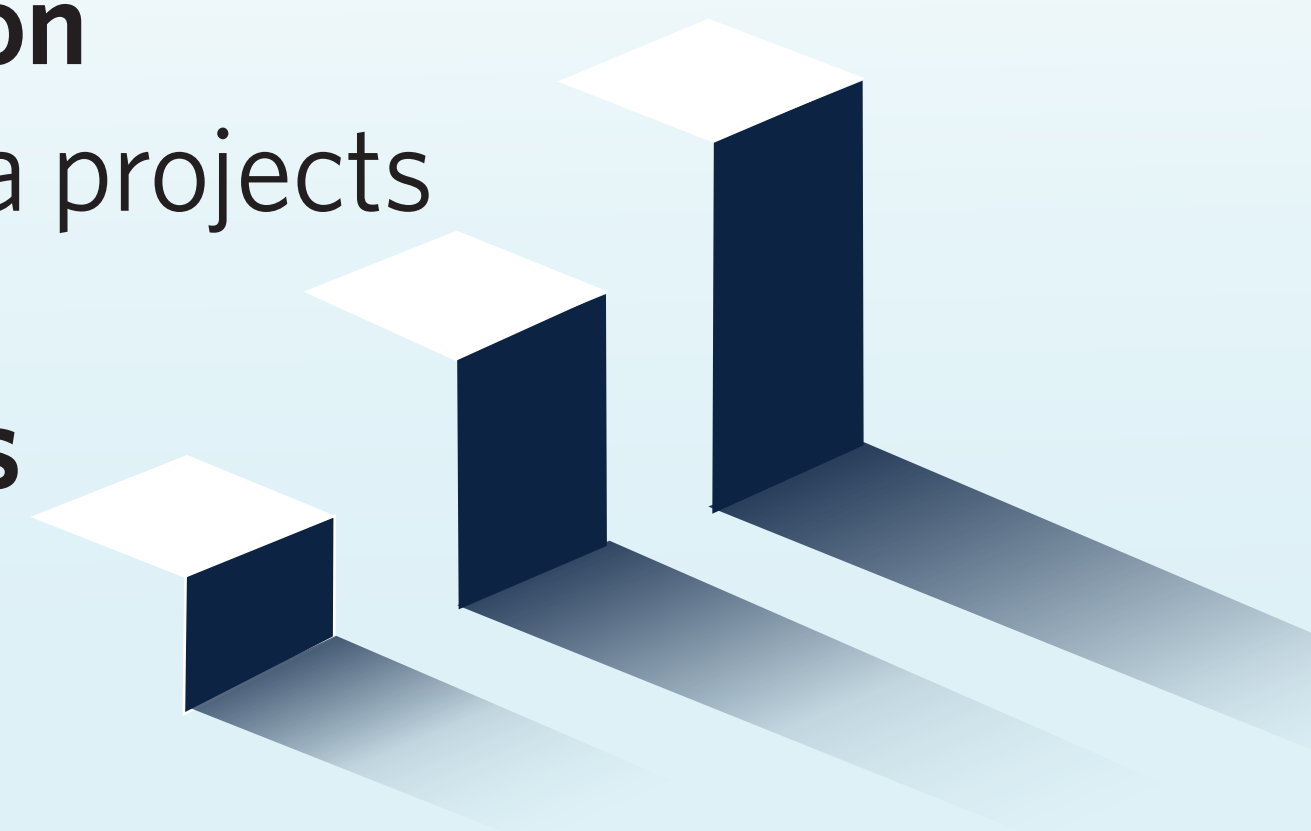
Guiding Priorities

As a result of the steering committee conversations and data analysis revealed aspects of the BMS identity that became the basis of the degree renewal.

Media students as "Agents of Transformation"

Engagement and Application
 Building public-facing media projects

Interdisciplinary Conversations
 Expanded through theory and practice

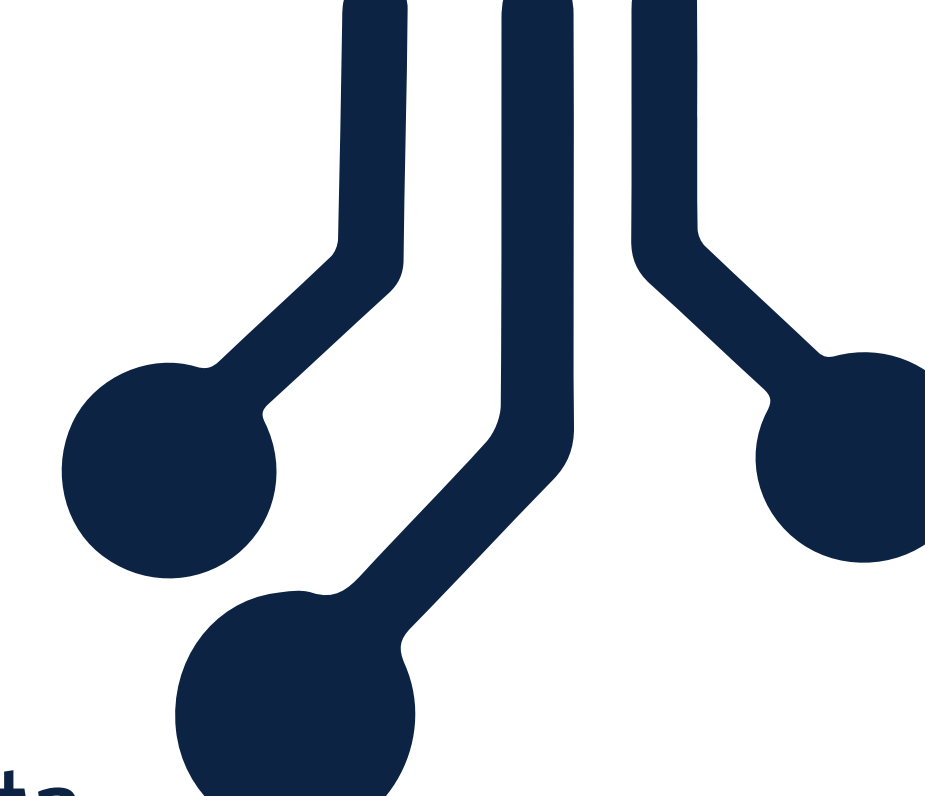


Interdisciplinary MDIA Courses

Collaboration and interdisciplinary approaches are at the core of our revisions. The creation of MDIA code features team-taught courses that connect disciplinary media perspectives. The benefits of team teaching in interdisciplinary programs are:

<i>Fosters a sense of community for faculty and students and decreases sense of isolation in an interdisciplinary program</i>	<i>Increased collaboration between faculty incites new ideas, influences research and inventive curriculum</i>	<i>Team teaching vision, goals and outcomes lead to purposeful self reflection and pedagogical growth</i>
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Media Focus Areas

<p>Narrative Work with the production, dissemination and reception of media narratives, as well as the development of strategies for careful, informed critical thinking around how those narratives create, and intersect with, social and cultural practices.</p>		<p>Visual Work with visual properties of media; and how they affect, extend, and provoke our perceptual capacities and make meaning. Students will become socially responsible visual producers and consumers, attending to formations of power via alternative or marginalized perspectives.</p>
<p>Data Work with the mediation of embodied and lived human experiences through data; transformations of cultural, social, and biological entities into inputs and outputs mediated by digital interfaces.</p>		



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