



Welcome! While you're waiting:

- Please ensure that your audio and video work once you join the session
- If you have a question, please unmute yourself and ask. We are a small enough group that we will begin with this strategy.
- Open this [Google Slide Deck](#) in a separate tab, and keep it open for this session (see clickable link in group chat). We will be working from the slide deck for our breakout group activity.

Learning Beyond the Computer



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Image: Forbes Magazine (2020)

Prepared for the Online Teaching Program, in collaboration with The CTLT's Indigenous Initiatives Team and Education Consultant Team

Developed by Kari Grain, Amy Perreault, Janey Lew, and Indigenous Initiatives Team



- Introductions
- UBC Point Grey Campus on traditional, ancestral, unceded Musqueam territory
- Humility, personal connection, action, new learning, discomfort
- Stressful Times: Reimagine teaching knowing it may not always work

Acknowledging the Land



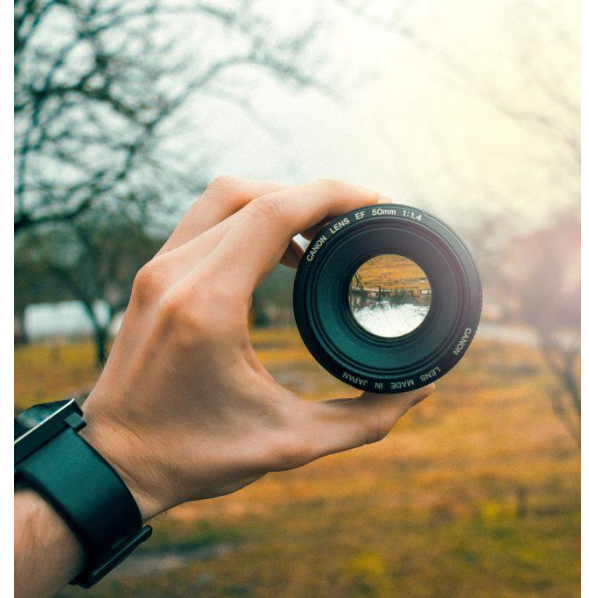
Framing the session...

- Our Motivation for creating this workshop: Imagining new possibilities for remote online teaching
- Usually place-based education is mediated/facilitated in-person → What happens now that everything is online?
- Process & Brainstorming - this is a nascent exploration
- Questions & Answers: Sometimes there aren't clear answers, and it's our job as teachers to research and innovate. Share your experiences!
- Slide deck: Both a teaching tool and a resource for later

Session Outcomes

By the end of this session, you will be able to:

- Ask questions that can effectively identify possibilities for learning beyond the computer in your own discipline
- Communicate specific ideas for student activities and projects with peers across different disciplines
- Discuss next steps for the integration of place-based experiential education into your own course
- Identify connections between land acknowledgements and place-based learning

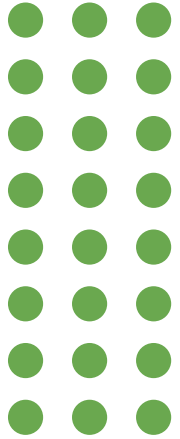


Agenda

<u>Time</u>	<u>Item</u>
9:00-9:10	Welcome & Intro
9:10-9:20	Taking your temperature
9:20-9:35	Presentation/Slides: Place-based education, Indigenous knowledges, experiential education, and questions for educators to ask
9:35-10:05	Off-Computer Activity & Reflection (2 options)
10:00-10:15	Shareback of Ideas (15 mins)
10:15-10:30	Discussion & Tips for Moving Forward

How experienced are you at engaging
with place through your teaching?

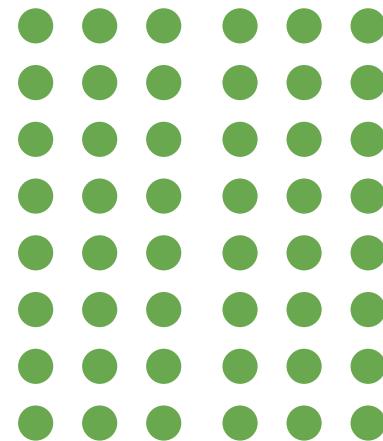
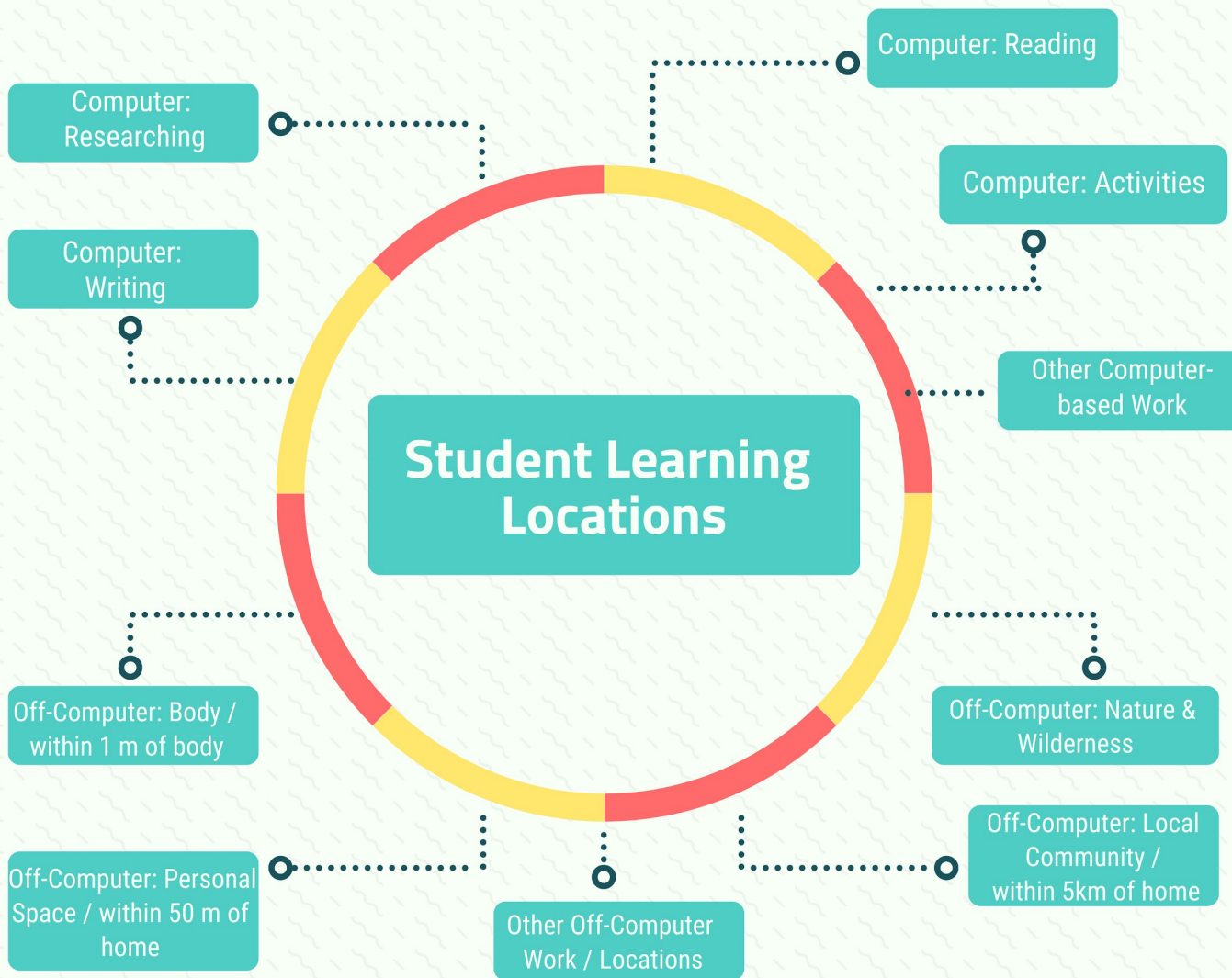
(1-low and 10-high)



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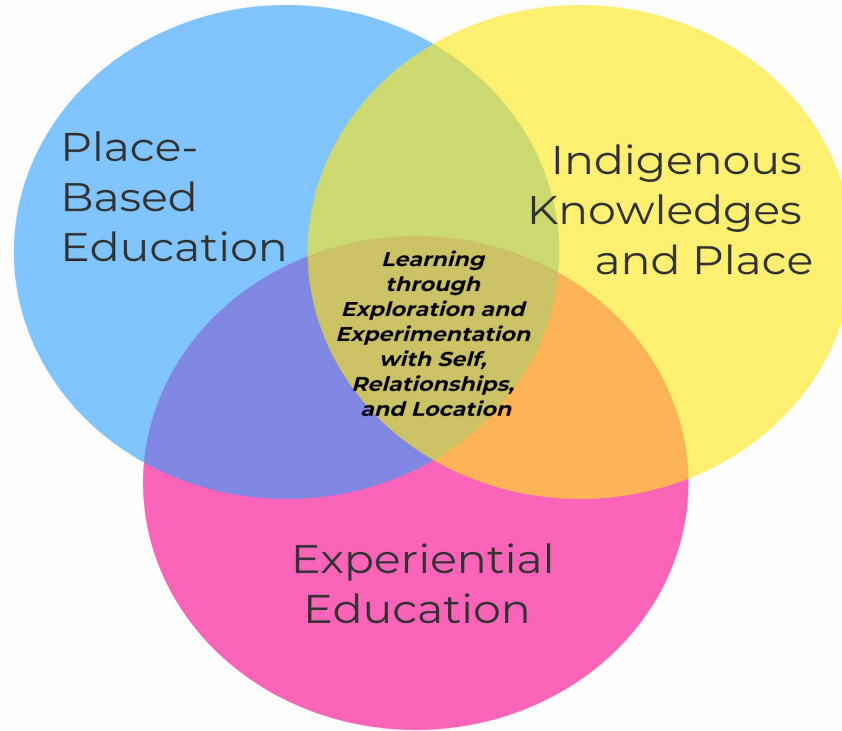
Think about a course you will be teaching in the coming year. Where will students be spending most of their time?

(Choose top 2)

Discussion Summary

- Take class outside and go to whatever place draws them; do a meditation listening and noticing what draws them (adapted from Dr Jo-anne Archibald and students)
- Many of us are relying on computer-based activities (reading, writing, research) especially in online contexts.
- Social Work practices within the Community - this has obviously changed due to COVID-19. Working within the restrictions.
- Additional challenges include needing to facilitate place-based student learning when you yourself are not located in the same spaces as students (e.g. in Toronto and haven't moved to BC yet due to COVID)

Learning Beyond the Computer



Place Based Education Principles

- Place based education strives to be:
 - On site and present: in body, home, place, community, environment
 - Learner-centered
 - Inquiry based
 - Interdisciplinary
 - Connected to content, systems, and applications of concepts
 - Both reflective and practical
 - Positively impactful to community

Experiential Education

- Contested concept
- Education (vs. learning) as teleological practice (Biesta, 2013)
- Sample Definition:

“A set of intentional experiences and focused reflections that optimize knowledge acquisition, develop life and work skills, clarify values and interests, build meaningful connections, and create opportunities for community engagement on and off campus”

(Stanford University, 2018)



UBC Students in lab at UBC Prostate Centre.

Photo by Don Erhardt.

Indigenous Knowledges and Place



sʔi:ɬqəy̓ qeqəḥ Musqueam Double-Headed Serpent House Post
Photo by: Sarah Ling

Questions to Ask Ourselves:

1. What can students learn about a given subject/topic **in the physical environment** that they are currently in? (consider structures, patterns, objects in the home, yards, balconies, local neighbourhoods, weather)
2. What can students learn about a given subject/topic from **the people** with whom they share physical or social spaces? (consider family, roommates, children, neighbours)
3. How can students learn about a given subject or topic through their own **personal/embodied/reflective experiences**? (Consider reflective journals, self questionnaires over time, visualization activities, writing activities)

Questions to Ask Ourselves:

4. What can students learn about a given subject/topic from their current daily **routine in the time of COVID19**? (What observable changes have occurred? What routines are in place and what are they evidence of? What have they highlighted?)
5. How can students' immediate environments be framed as **metaphors or examples of broader concepts**?
6. What kinds of activities or tasks could leverage the limited variety of objects or space in order to generate **creative solutions to a specific problem**? (“Necessity is the mother of invention”; What can students create solely from what they have in their home?)

Examples #1

- Students in a qualitative research methods course could **design and carry out an informational interview with a person in their home** while taking into account best practices in interviewing.
- An urban planning student may be asked to choose (and photograph or sketch) **one space in their immediate vicinity and explain how it encourages or discourages equitable engagement** from local residents.
- A music or fine arts student might be asked to **propose how live performances could change in a post COVID-19 world**, and how these changes could be made to different types of performances
- A sociology or land and food systems student could explore **how urban farming may become more prevalent in society through creating an urban gardening space in their home or community**, documenting successes and challenges, and how this might impact social structures and food systems, etc.

Examples #2

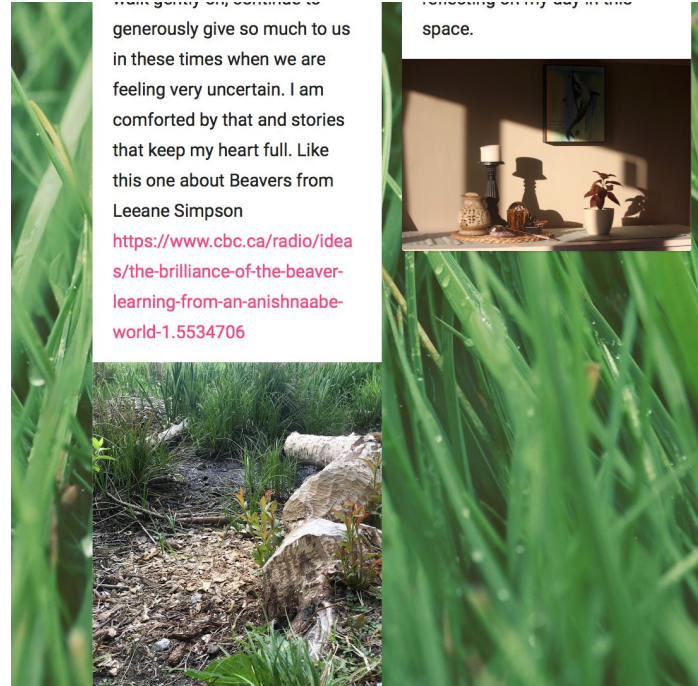
- A geography student might be tasked with **mapping their neighbourhood with a specific question or concept in mind**;
- A student in any discipline can be asked to **identify and carry out historical research on the Indigenous territory** on which they are living and studying (see native-land.ca);
- A botany student might be asked to sketch, identify, and produce a research project on plant species within walking distance of their home;
- A student in any discipline can be asked to **generate a visual representation of a concept from a reading**. They may use collage, pencil/pen sketch, paint, photography, or an infographic, but it must include some text and key ideas that illustrate the concept in the reading.

Examples #3

- A fine arts student may be asked to **produce a photography or art exhibit inspired by a one-meter area of their home**;
- Anthropology, sociology, psychology, and gender studies students could be asked to **explore how interpersonal relationships, domestic workloads, and/or community connections have changed through the pandemic.** This could be done through daily reflective journals, designing/conducting interviews with close acquaintances, and/or conducting observational analyses.

Ideas for “Computer-mediated place-based learning”

- Padlet Example / Discussion:
https://padlet.com/kele_fleming/n79p2rprifqiv6ys
- Construct your Canvas course with place-based education in mind:
 - Build discussion prompts/activities each week that require students to leave their computer (e.g. [ADHE 328 example](#))
- Create an assignment that is not computer based; ask students to do something, and report back on it (e.g. take a photo, write an in depth reflection of the process, interview somebody)



Land Acknowledgement Example



Where & Who Are We? Erin Yun



Chum Salmon. Photo by Mark Angelo.



Lost Streams. (Vancouver Street Stories, 2012).

Lost Streams in Vancouver: <https://fraserstreetstories.ca/lost-streams-of-vancouver/>

History of Still Creek: <https://blogs.ubc.ca/stillcreek/sample-page/>

Limitations and Challenges

Instructions

- You have 2 options for your “beyond the computer time”. Listen to the instructions (you may wish to jot these down on a piece of paper or take a photo of them with your smartphone).
- For both options, we ask you to:
 - Bring a pen and paper, and your instructions
 - Leave your computer and go to a chosen place either in your current surroundings or outside
 - Take a photo and add it to the Padlet link with one or two written thoughts
- Option 1: Reflecting on your own connections to the Land Acknowledgement
- Option 2: Choose 1-2 questions to brainstorm beyond-the-computer activities in your own course or discipline
- We will remain in the session in case you'd like to return and ask a question

Option 1: Land acknowledgements reflection

- Before you leave your computer, go to native-land.ca and discover which Indigenous territory or overlapping territories you are on. Jot it down on a piece of paper. **What do you know about the Indigenous lands where you are located?**
- Go to your chosen place and engage with it: Take a look around. Use all your senses: What do you see? Smell? Hear? Feel? (jot down some notes)
- Think about the history of the place you're in and your own place in that history. **How do you personally connect to this land?** Write down some thoughts.
- Think about your students, where they might be, and how they might engage in a similar activity.
- Take a photo of this place and add it to the [Padlet link](#)

Option 2: Connecting place to your own teaching content - Brainstorming

- Go to the 2 slides entitled “Questions to Ask Ourselves.” Jot down 1 or 2 questions which you would like to brainstorm on for this activity.
- Go to your chosen place.
- Using all your senses, notice where you are (e.g. Smell, temperature, structures, people, nature, light, etc.). Jot a few notes.
- Using your chosen questions for reference, **explore ideas for how you could design learning activities in your course/discipline** in a space such as this, or more broadly, a space beyond the computer.
- If you’re experienced with place-based education or experiential learning, think of one or two activities you did before COVID-19. How would you adapt your learning outcomes to the existing context?
- Take a photo of this place and add it to the [Padlet link](#)

Before you turn off your computer:

Those choosing Option 1: Go to native-land.ca and look up the Indigenous territory you are on.

Those choosing Option 2: Go to the slide entitled “Questions to ask ourselves” and jot down one or two questions you’d like to consider / brainstorm on during your 20 minutes off the computer.

Off-Computer Activity:
Please rejoin us at 10:05AM



Post-activity: Reflections & Ideas

- Organic chemistry students - we don't realize that we are surrounded by organic chemistry. Students could go out even in the city with city landscaped plants or other wild environments. Take a photo and research if there have been secondary metabolites from that genus?
- Another Chem example: What can they learn about chemistry from the physical environment? Answer: Lots, Materials that your accommodation is constructed of, chair, your computer, the air. Chemistry is all around us
- In atmospheric chemistry class: Use the room as a metaphor for the biosphere? Is your room self contained or need inputs?
- In an Analytical chemistry chem class: What type of analysis sample preparation would you use to analyze material in your room.
- Question Idea to Pose to Students: How does our conception of, and experience of, place change in time of covid?

Post-activity: Reflections & Ideas

- Take a walk of something they'd do in their daily routine and record two minutes. Come back, identify things they'd heard and why they'd heard that. How could it be improved?
- Teacher identity and sustainability: have students connect to one specific place over and over and look at that place through different lenses. Mapping exercises, sounds, sights.
- Examining changes in daily habits and routines - "stack of laundry in the living room example" - how do you interact with people in shared spaces and environments. Use an example of something mundane and how you did it before pandemic vs. now when routines have been disrupted; broaden it out to how other people that you work with clinically might respond when their routines are disrupted.



Thank You!

(Time for questions and additional idea sharing)

Please take some time to let us know how this session went for you by completing the survey.

We intend to build upon the content in this workshop and may ask permission to use your pedagogy ideas as inspiration for other faculty members.

Land Acknowledgement Resources

- Native-land.ca
- [Thinking about Land Acknowledgements? Here Are Some Resources](#)
- Canadian Association of University Teachers: [Beyond territorial acknowledgments – âpihtawikosisân](#)
- UBC's [Welcome to Musqueam territory](#)
- BC Government's [Guide to Pronunciation of BC First Nations](#)
- [CTLT Indigenous Initiatives Video Resources for Virtual Land Acknowledgements](#)
- [Musqueam Post Dedicated at UBC Vancouver Campus](#)
- [Power of a Name: həmləsəḥ house at UBC](#)

UBC Guiding Principles

- From Office of Provost and VP Academic
- Created by 100 colleagues (e.g. faculty members, specialized staff)
- Released July 1, 2020
- Areas of focus: Active Engagement in Lectures, Large class instruction, Laboratory instruction, Experiential education, Health Professionals education, and the Role of TAs

<https://ctlit-act-2020.sites.olt.ubc.ca/files/2020/06/Developing-guiding-principles-for-fall-instruction-4.pdf>

