



TLEF Project – Final Report

Report Completion Date: (2020/03/27)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Creating a User-driven Platform and Curriculum for Sharing of Place-based Expression for the UBC Teacher Education Program		
Principal Investigator:	Kedrick James		
Report Submitted By:	Kedrick James		
Project Initiation Date:	2019/04/01	Project Completion Date:	2020/03/27
Project Type:	<input type="checkbox"/> Large Transformation <input checked="" type="checkbox"/> Small Innovation <input type="checkbox"/> Flexible Learning <input type="checkbox"/> Other: [please specify]		

1.2. Project Focus Areas – Please select all the areas that describe your project.

- Resource development (e.g. learning materials, media)
- Infrastructure development (e.g. management tools, repositories, learning spaces)
- Pedagogies for student learning and/or engagement (e.g. active learning)
- Innovative assessments (e.g. two-stage exams, student peer-assessment)
- Teaching roles and training (e.g. teaching practice development, TA roles)
- Curriculum (e.g. program development/implementation, learning communities)
- Student experience outside the classroom (e.g. wellbeing, social inclusion)
- Experiential and work-integrated learning (e.g. co-op, community service learning)
- Indigenous-focused curricula and ways of knowing
- Diversity and inclusion in teaching and learning contexts
- Open educational resources
- Other: [please specify]



1.3. Project Summary

This project is intended to create an integrative cross-disciplinary curriculum initiative for Bachelor of Education teacher candidates to use as a ready-made vehicle in their practicum to meet the requirements of the Digital Literacy Framework as outlined in BC’s New Curriculum. PhoneMe is a place-based, geotagged, online mapping of mobile phone-native, spoken word poetry. With over 230 poems already published, we host an open access social media platform that promotes digital literacy development. We have already conducted workshops in the UBC Learning Exchange, náčá?mat ct Library, several BC schools, and the BEd program (LLED 350, 361, 366, 367, and 449).

With TLEF funding we have been creating a mobile PhoneMe app with automated registration, poem tagging, search functions, and user-curated content management. We also developed a full curriculum package and train instructors of multi-section Language and Literacy Education courses LLED 361 (Secondary), 350 (Elementary), EDUC 210 (Ritsumeikan Program), as well as LLED 367 (Teaching Writing).

1.4. Team Members – Please fill in the following table and include students, undergraduate and/or graduate, who participated in your project.

Name	Title/Affiliation	Responsibilities/Roles
Yuya Takeda	PhD Candidate, LLED	Graduate Academic Assistant
Rachel Horst	PhD Student, LLED	Graduate Academic Assistant
Esteban Morales	PhD Student, LLED	Graduate Academic Assistant
Amber Moore	PhD Candidate, LLED	Ex. Graduate Academic Assistant
Natalia Balyasnikova	Ex. PhD Candidate, LLED	Ex. Graduate Academic Assistant
Effiam Yang	Web Communications Specialist, LLED	Development Team Lead
Gaurav Vasudev	Undergraduate Student, Department of Computer Science	Engineer
Kean Wah Wong	Undergraduate Student, Department of Computer Science	Engineer
Farhan Kassam	Undergraduate Student, Department of Computer Science	Engineer
Andrew Tan	Undergraduate Student, Applied Science	Engineer



1.5. Courses Reached – Please fill in the following table with ***past, current, and future*** courses and sections (e.g. HIST 101, 002, 2017/2018, Sep) that have been/will be reached by your project, including courses not included in your original proposal (you may adapt this section to the context of your project as necessary).

Course	Section	Academic Year	Term (Summer/Fall/Winter)
LLED 361	All sections 920-929	2019-2020	Summer 1
LLED 367	Section 951	2019-2020	Summer 2
LLED 367	All sections 301-302	2019-2020	Fall
LLED 350	Sections 101, 104	2019-2020	Fall
UBC-Ritsumeikan Program	Drop-in Poetry writing sessions	2019-2020	Winter

2. OUTPUTS AND/OR PRODUCTS

2.1. Please ***list*** project outputs and/or products (e.g. resources, infrastructure, new courses/programs). Indicate the current location of such products and provide a URL if applicable.

Product(s)/Achievement(s):	Location:
PhoneMe full curriculum package	https://phonemeproject.com
Teacher candidates from three courses (14 sections) engaged with the curriculum package	
80+ new PhoneMe poems published on the map since last year	https://story.mapme.com/phoneme

2.2. Item(s) Not Met – Please list intended project outputs and/or products that were not attained and the reason(s) for this.

Item(s) Not Met:	Reason:
Development of a fully automated PhoneMe App	Owing to the scope of this project and technological challenges, the completion timeline has been extended. We continue to work on this, and expect to launch the first version of the App in May.

3. PROJECT IMPACT

3.1. Project Impact Areas – Please select all the areas where your project made an impact.

- Student learning and knowledge
- Student engagement and attitudes
- Instructional team teaching practice and satisfaction
- Student wellbeing, social inclusion



- Awareness and capacity around strategic areas (indigenous, equity and diversity)
- Unit operations and processes
- Other: [please specify]

What were you hoping to change or where were you hoping to see an impact with this project? – Please describe the intended benefits of the project for students, TAs, instructors and/or community members.

By bringing this project forward as a digital literacy feature of the BEd program, our hope has been to offer teacher candidates an opportunity to poetically explore places and spaces significant for them, so that they might reflect on what qualities make a location meaningful. This is significant, as they will need to pass on to their own students the importance of local communities and connections, and ultimately emerge from this program with the goal of fostering locally relevant curriculum and classroom spaces.

We also hoped to provide BEd students with ready-made curriculum materials that they can utilize in their practicums and future practices after graduation. As many teachers in training are concerned with delivering thoughtful curriculum responsive to current literacy needs, PhoneMe poetry templates and workshop materials provide a dynamic approach to place-based writing pedagogy. As such, BEd students can benefit from engaging with PhoneMe as both teacher candidates and new teachers.

3.2. Were these changes/impacts achieved? How do you know they occurred? – What evaluation strategies were used? How was data collected and analyzed? You are encouraged to include copies of data collection tools (e.g. surveys and interview protocols) as well as graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.

As a part of the curriculum package, we produced a Qualtrics form that facilitates participants' engagement with and reflection on place-based creative writing. As a primer for the writing activity, participants are asked to choose one existing poem from the map and prompted with reflexive questions such as "in your opinion, what is the connection between this poem and the place?" "how does your chosen poem, or place-based knowledge in general, connect with the literacies of your discipline?" After this, participants engage in an activity to think of a place that is significant for them and drop descriptive and poetic words to illustrate the place.

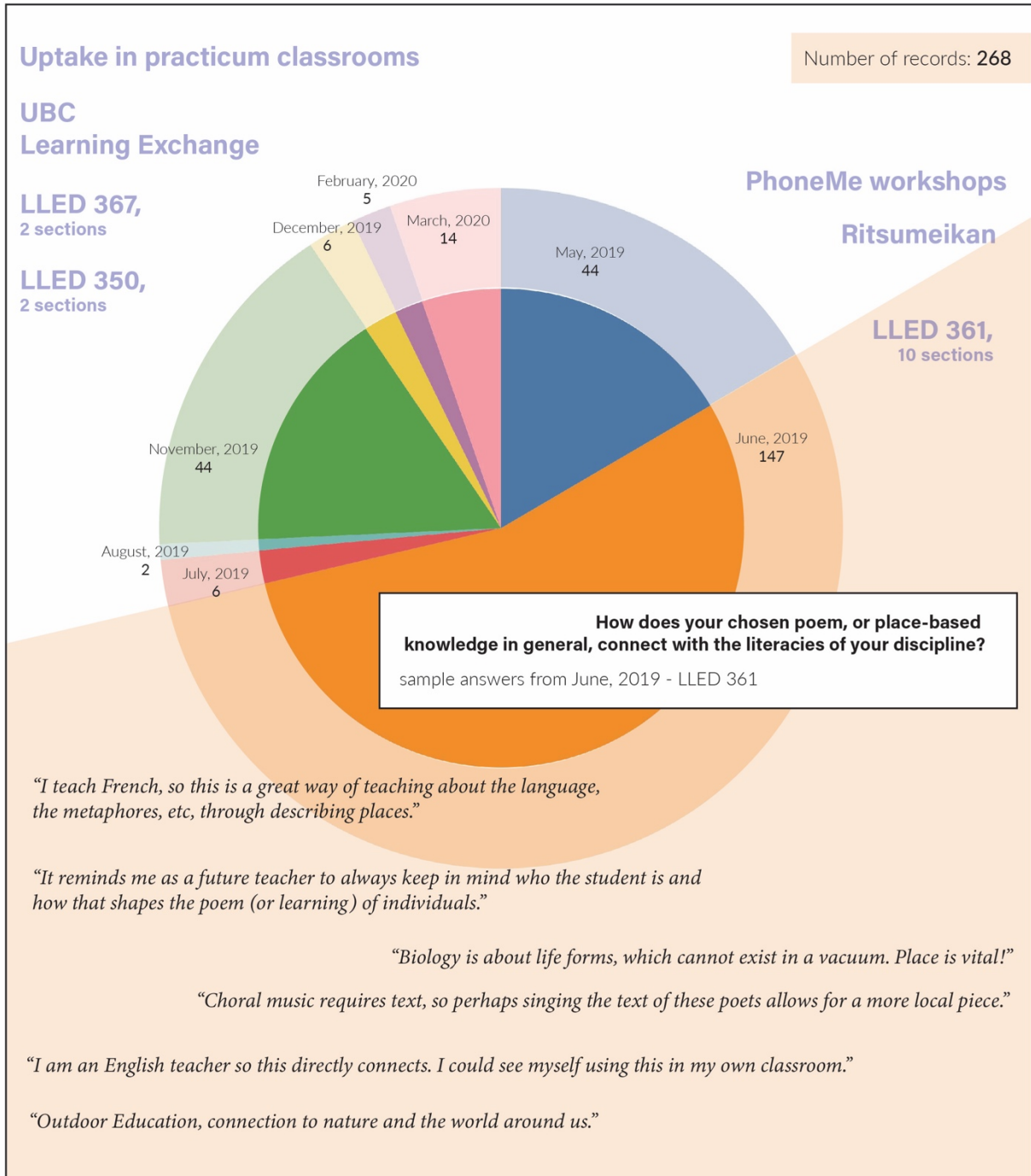
This form is designed in a way for us to be able to evaluate our workshop and use the information for the development of the mobile app.

Below is the visualization of the data collected:



Engagement with Phoneme Reflective Questionnaire

Uptake at significant sites: May 2019 - March 2020





3.3. Dissemination – Please provide a list of *past* and *upcoming* scholarly activities (e.g. publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project.

Conference Presentation

Balyasnikova, N., James, K., Horst, R., Morre, A., Peña, E., & Takeda, Y. (2019). Hiding in plain sight: Material tools, digital processes, and missing pedagogy. Symposium-Panel presentation at: CSSE Conference; June 5; Vancouver, BC, Canada

PhoneMe Project was presented as part of this symposium-panel presentation on digital literacy education practices.

Takeda, Y., & James, K. (2020). Search and consume: Consummation of desire among the database animals. Panel presentation at: Electronic Literature Organization Annual Conference; July 16-19; Orlando, FL, USA.

In this presentation, we discuss theoretical considerations we went through in the process of constructing a search engine for the PhoneMe App.

Publication

Balyasnikova, N., & James, K. (Under Review). PhoneMe Poetry: Mapping Community in the Digital Age. Engaged Scholar Journal: Community-Engaged Research, Teaching, and Learning.

In this paper, we discuss how PhoneMe project contributes to community building and creates a space for people to represent their own neighbourhood through poetry.

Takeda, Y., & James, K. (Under Review). Search and consume: Consummation of desire among the database animals. *Information and Learning Sciences*.

This paper was born out of a conceptual work stimulated in the process of constructing a search engine for the PhoneMe App.

Invited Talks & Workshop

Moore, A., & Ahn, C. (2019). PhoneMe, Queens. Workshops at: Queens University, April 17th-18th; Kingston, ON, Canada.

This is a collaborative workshop between UBC's PhD Candidate, Amber Moore, and UBC alumna and a professor at Queen's University, Dr. Claire Ahn.



James, K. (2020). PhoneMe Project @North Delta Secondary. Workshops at: North Delta Secondary School, March 10, 2020; North Vancouver, BC, Canada.
Three 75 minutes PhoneMe workshops were given for students in grade 10.

James, K., Takeda, Y., Horst, R., & Morales, E. (2020). PhoneMe Project. Panel presentation and Workshop at: Arts-based teaching and learning for adults forum, February 21; Vancouver, BC, Canada.

In this forum hosted by UBC Learning Exchange, we presented PhoneMe project.

4. TEACHING PRACTICES – *Please indicate if **your** teaching practices or those of **others** have changed as a result of your project. If so, in what ways? Do you see these changes as sustainable over time? Why or why not?*

Teaching practices as a result of this project have changed across many educational environments, across a wide range of ages. We have approached the notion of teaching digital literacy and of mobilizing creative writing so that we can express deep connections to places and people with the intimacy and immediacy of spoken word, even while completely alone. Now, in a time of social distancing, the PhoneMe project has remarkable significance and impact on teaching. Firstly, because we have developed the curriculum materials and method of engaging students in participatory poetic expression and using personal voice both playfully, and wisely in a socially networked literary context. Secondly, we have piloted this pedagogy adapting it to a variety of settings, from low SES communities to public schools and libraries, to academic conventions, and, most importantly, among Bachelor of Education students at UBC and at Queens University in Ontario. Indeed every UBC student studying to become a Secondary subject-area teacher engaged with the PhoneMe in 2018-2019 year. Thirdly, we asked that they fill out a questionnaire requesting they consider the current web site version of PhoneMe contents and curriculum and how they would implement it in their subject areas, and they have provided us with useful data in the continued enhancement of the project to fit their perceived educational needs as practicing teachers. Further UBC workshops were conducted with international students in the Ritsumeikan Program, in the Elementary and Middle Years Teacher Education program, and all secondary English Language Arts teacher candidates did workshops in the Fall with some implementing the PhoneMe project into their practicum unit plans. We were fortunate that a few of these school workshops occurred prior to the onset of the COVID-19 pandemic, and we were able therefore to connect implementation data between Teacher Education pedagogy and uptake in public school curriculum. These data have been used to guide our decisions around minimal viable product determinations for version 1.0 of the PhoneMe mobile app, which we are striving to complete for the online LLED 361, Literacy Practices and Assessment offered this 2020 Summer 1 term, when once again all Secondary B.Ed students will engage with the curriculum innovation of PhoneMe.



5. PROJECT SUSTAINMENT – *Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g. over the next five years). What challenges do you foresee for achieving the expected long-term impacts listed above?*

We believe this project is sustainable because, with an increasingly populated map of published poems, and an increasing user base not only of teachers in schools but their students also, the need for this kind of relevant creative outlet for poetic expression in the digital age reassures the project's survival because it address a very present educational need; it is both fun and pedagogically prescient. Once we have completed and launched PhoneMe as a mobile app, our ability to have individuals curate their own poems and have teachers define user groups will allow us to scale uptake and build a creative-user network exponentially. Although we have already piloted implementation and mobilized knowledge related to this project in the local, national, and international settings, a full-scale launch of version 1.0 will facilitate a broader international impact of the project which is intended to be global in scope. At the same time, we have already developed our list of features to be added for Version 2.0, which we will be working on immediately after the initial minimal viable product launch, scheduled for May-June 2020. We anticipate challenges similar to those we have already faced, which involve many different aspects of creating digital products, from funding to finding the right personnel to fixing bugs on front and back end. However, we believe that once we reach a certain threshold of users, the network will grow more quickly than through the use of face-to-face workshops, which is the model we have employed thus far. We hope to apply for further funding to support implementation of PhoneMe with under-privileged communities globally, but with a focus on working with educators in First Nations communities to support decolonizing initiatives and emphasize connections to places that are central to truth and reconciliation efforts in Canada and beyond.



APPENDIX A: Questions on Qualtrics form “PhoneMe Explore & Submit”

https://ubc.ca/1.qualtrics.com/jfe/form/SV_9S21gH68JvK4emp

Your email address:

I am:

1. a PhoneMe poet submitting a poem
2. a student who is visiting here as a classroom activity
3. interested in exploring PhoneMe

Are you a student?

1. Yes
2. No

Please pick a pin by exploring the map or using the search engine to choose a poem.

Please copy and paste the URL of the pin you chose here (you can just copy the address from the URL bar):

Why did you choose that particular pin?:

Click the audio link. This will open a new tab on your browser. While listening to the audio, go back to the previous tab and open the Street View by clicking the image. Listen and look around the area.

How did seeing the location inform your experience of the poem?

How does hearing the author’s voice impact your experience of the poem and the place?

In your opinion, what is the connection between this poem and the place?

How does your chosen poem, or place-based knowledge in general, connect with the literacies of your discipline?

Now is the time to write a poem. Please click the arrow button below to move to the next step!

Brainstorming Activity:

Think of a place you want to write a poem about. Please go to Google Maps, and find a location that you would like to explore poetically.

Drag and drop a little orange figure on your desired location to open the Street View.

Spend a little time in your location, and take a look around.

Now, generate a list of 20+ words that come to mind as you explore your location. Try to include all the senses.



Copy and paste the URL of the Street View you chose. Note that you can not only select the location but also adjust the angle of the view.

Now, using the words you listed up, compose your own poem.
Remember, this is a poem you are going to read aloud (to your phone).
If you have difficulty, try using one of our poem templates:

<https://medium.com/phoneme/tagged/template>

When your poem is ready, please click the arrow button below!

Please call 604-PhoneMe (604-746-6363), and leave your poem as a message on the answering machine.

APPENDIX B: Photographs



Figure 1. PhoneMe workshops at a public secondary school in collaboration with a former UBC BEd student

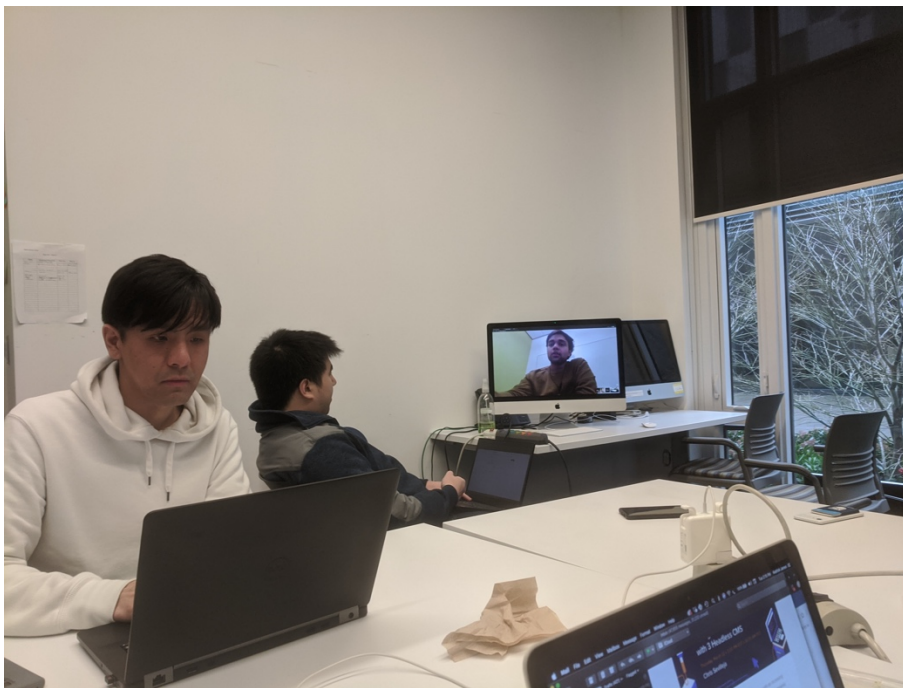


Figure 2. Scene from a PhoneMe App Development Meeting



Figure 3. Undergraduate Engineers Trying to Solve Technical Problems



APPENDIX C: Sample Wireframes for User Interface of PhoneMe Mobile App

