Report Completion Date: (2020/12/18)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	IN/Relation: Educational Resources for International Students Learning Indigenous Contexts and Histories at UBC
Principal Investigator:	Dr. Daniel Justice, Professor, English and FNIS (First Nations and Indigenous Studies Program)
Report Submitted By:	Dr. Janey Lew, Lead Developer Senior Educational Consultant, Indigenous Initiatives, Centre for Teaching, Learning, and Technology
Project Initiation Date:	Apr 1, 2018	**Project Completion Date:**	Nov 30, 2020	
Project Type:	☐ Large Transformation X Small Innovation ☐ Flexible Learning ☐ Other: [please specify]

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

X Resource development (e.g. learning materials, media)

☐ Infrastructure development (e.g. management tools, repositories, learning spaces)

X Pedagogies for student learning and/or engagement (e.g. active learning)

☐ Innovative assessments (e.g. two-stage exams, student peer-assessment)

X Teaching roles and training (e.g. teaching practice development, TA roles)

☐ Curriculum (e.g. program development/implementation, learning communities)

X Student experience outside the classroom
(e.g. wellbeing, social inclusion)

☐ Experiential and work-integrated learning (e.g. co-op, community service learning)

X Indigenous-focused curricula and ways of knowing

X Diversity and inclusion in teaching and learning contexts

X Open educational resources

☐ Other: [please specify]

1.3. Project Summary

Faculty, TAs, and staff in diverse academic and support units have identified an interest and need for educational resources to introduce international students at UBC to learning about Indigenous topics, histories, and relationships. Such resources would support key university goals to improve student learning and experience, increase capacity for Indigenous engagement, and develop intercultural understanding and respect. This project draws upon community consultations and research on UBC international students' prior knowledge and learning needs about Canada's Indigenous histories and contemporary relationships to develop research-informed learning materials to support and encourage international students, and those who deliver educational programs for them, to think critically about their roles and responsibilities as guests on Musqueam lands while studying, and beyond their studies, at UBC. Deliverables include a series of online learning modules and a facilitation guide to support international student learning and engagement with Indigenous histories and contemporary contexts at the University of British Columbia (UBC).

Year 1 of the project focused on research and piloting. From Apr 2018-Mar 2019, the project team conducted 3 focus groups and 3 video interviews to inform the project content and development. Through consultation, we mapped out 8 module topics, the structure for the learning modules, and an evaluation process.

Year 2+ (Apr 2019-Nov 2020) of the project focused on iterative development, further testing and content refinement of the learning modules and Facilitator Guide/Toolkit. The project was re-scoped to focus on 4 learning module topics, which have been developed and piloted in various courses and co-curricular learning contexts. A first draft of the Facilitator Guide has been completed, which includes a case study that incorporates edited video from a facilitator interview conducted in year one. Two additional video interviews were conducted with

facilitators in the summer of 2020, that will be incorporated within the next draft of the Facilitator Guide.

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

The following team members were listed on the original grants and/or were student project team members:

Name	Title/Affiliation	Responsibilities/Roles
Daniel Justice	CRC Indigenous Literature and Expressive Culture; Professor, English and FNIS	PI; Provided consultation, feedback, and support in project development; piloted and provided feedback on learning modules in FNIS 100
Janey Lew	Sr Educational Consultant, CTLT Indigenous Initiatives	Lead developer, project manager and supervisor of student staff, content developer
Amy Perreault	Senior Strategist, CTLT Indigenous Initiatives	Consulted on learning module and facilitator guide content and structure
Liz Otero	Graduate Academic Assistant, CTLT Indigenous Initiatives	Contributed to environmental scan of scholarly literature related to intersections of internationalization and Indigenization initiatives in higher education; research assistant that conducted focus groups and supported development of facilitator interviews; developed content and structure for learning modules; worked on Faciliator Guide outline

Sophie Duncan	Graduate Academic Assistant, CTLT Indigenous Initiatives	Developed project evaluation tools, conducted video interviews with facilitators, analyzed evaluation data leading to Facilitator Guide outline
Andrea D'souza	Student Project Assistant, CTLT Indigenous Initiatives	Research assistance on environmental scan including overview of FNIS 100/Indigenous Foundations core content
Julia Poissant	Student Project Assistant, CTLT Indigenous Initiatives	Provided support for the project including data entry for evaluation, research transcription, developing the project blog and wiki. Julia also supported the project as a peer facilitator of the learning modules and provided feedback for the Facilitator Guide based on her experience as a peer faciliator/co-learner.
Daniel Gámez	Graduate Academic Assistant, CTLT Indigenous Initiatives	Attended the focus group for graduate students and piloted an early version of module 1 in a course where he was the TA. Was interviewed for the Facilitator Guide. In Year 2, Daniel was hired to write the first draft of the Facilitator Guide, including supporting materials for each of the learning modules. He conducted two additional

		video interviews for the Facilitator Guide.
Jola Lekich	Program Director, Global Campus Initiatives	Liaison with the Global Lounge and Mastercard Foundation Scholars Program, where we conducted pilots of the learning modules in co-curricular contexts. Supported piloting of the learning modules and facilitated workshops on multiple occasions. Connected the project with other potential facilitators in co-curricular contexts including Go Global, Wellbeing Peers, Jumpstart. Was interviewed for the Facilitator Guide.
Evan Mauro	Lecturer, Coordinated Arts Program	Piloted the learning modules, offered feedback, was interviewed for the Facilitator Guide; liaison with CAP faculty members
Sheryl Lightfoot	Senior Advisor to the President on Indigenous Affairs; CRC Global Indigenous Rights and Politics; Associate Professor, FNIS and Political Science	Provided early guidance and support for the project in its conception and development.
Katje Thieme	Associate Professor of Teaching, English Language and Literatures and Vantage College	Provided early support in project development and connections with Vantage College

Jennifer Walsh Marr	Lecturer, Academic English Program, Vantage College	Piloted the learning modules, offered feedback, was interviewed for the Facilitator Guide
David Gaertner	Assistant Professor, FNIS	Piloted and provided feedback on learning modules in FNIS 100, 220 and 300

Other faculty and staff who contributed to the project but were not listed on the original grant include:

Name	Title/Affiliation	Responsibilities/Roles
Catherine Douglas	Sessional Lecturer (continuing), Vancouver School of Economics	Co-facilitated modules in two of her courses; provided feedback; was interviewed for the Facilitator Guide
Candace Galla	Associate Professor, Language and Literacy Education and FNIS	Piloted and provided feedback on learning modules
Ayaka Yoshimizu	Assistant Professor of Teaching, Asian Studies	Piloted and provided feedback on learning modules
Neil Armitage	Lecturer, Sociology	Piloted and provided feedback on learning modules
Chloe Erlendson	Educational Consultant, CTLT Indigenous Initiatives	Joined project team Feb-Aug 2020); authored Module 4; supported development of Modules 1-3; provided feedback on Facilitator Guide development; worked on open case study
Claudia Diaz	Educational Consultant, CTLT Indigenous Initiatives	Joined team in November 2020 and has supported

		reporting and will be working on a second draft of the Facilitator Guide and project sustainment.
Bronte Burnette	Educational Resources Developer, CTLT Indigenous Initiatives	Working on developing the Wordpress site.
Pauline Semenec	SoTL Specialist	Supported development of evaluation materials in Year 2 testing
UBC staff Fay Alikhani (Go Global); Eve Court (Global Lounge); Tasha Niijar (EIO); Maya Zwang (Go Global); and Matthew Lyle (Go Global)		Facilitated workshops using learning modules and contributed feedback to the Facilitator Guide.

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)
FNIS 300	001 (Gaertner)	2018-19	Fall
FNIS 220	001 (Gaertner)	2018-19	Fall
ASTU 101	P01 (Mauro)	2018-19	Fall
GEOG 250	L1A, L1C, L1D (Discussion/Tutorial)	2018-19	Fall

FNIS 100	002 (Gaertner)	2018-19	Winter
ASTU 100	L02, L03, L04 (Mauro)	2018-19	Winter
EDUC 440	970 (Galla)	2018-19	Summer
FNIS 100	001 (Justice)	2019-20	Fall
LLED 200	V10, V13 (Walsh Marr)	2019-20	Fall
VANT 140C	V04, V06 (Walsh Marr)	2019-20	Fall
CDST 250	D01, D02, D03, D04 (Yoshimizu)	2019-20	Fall
SOCI 102	(Armitage)	2019-20	Winter
ECON 234	(Douglas)	2019-20	Winter
ECON 336	921 (Douglas)	2019-20	Summer

The project is designed for open, grassroots implementation with broad applicability in both academic contexts in specific courses, as well as co-curricular implementation.

in/relation learning materials were implemented in the above courses, where there was direct interaction with and impact on students; **in/relation learning modules were also successfully piloted in the following co-curricular contexts by staff and student facilitators:**
- Day-long international graduate student orientation hosted in collaboration between St John's College and the Mastercard Foundation Scholars Program (summer 2019);
- Jumpstart Orientations (Summer 2019)
- Program for Monash Indigenous Leaders - exchange students from New Zealand (Fall 2019)
- Equity Ambassadors (Fall 2019)
- TA Training for Geography Dept (Fall 2019)

- Student Leadership Conference (Winter 2020)
- Global Lounge (Winter 2020)

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:
Project Blog	http://blogs.ubc.ca/inrelation/
4 x Learning Modules	- Module 1 - Module 2 (Sandbox) - Module 3 (Sandbox) - Module 4 (Not yet published - contact janey.lew@ubc.ca) Learning modules will be published by spring 2021 on inrelation.ubc.ca.
Facilitator Guide/Toolkit	In process - to be published by summer 2021 on inrelation.ubc.ca
Interviews Footage	In process - to be published with facilitator guide by summer 2021
in/relation Open Case Study	https://cases.open.ubc.ca/in-relation-developing-guidelines-to-navigate-complex-classroom-dynamics/

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:
Learning Modules 5-8	Project was re-scoped; the topics have been outlined and preliminary content has been developed

Website	The content has not yet been published to the in/relation website due to needing additional time to complete content development for modules 1-4 and Facilitator Guide during transition to remote work due to Covid.
Facilitator Guide	A complete first draft of the Facilitator Guide was delivered but needs revision before publishing. Currently working on a second draft that incorporates more edited video from facilitator interviews.

3. PROJECT IMPACT

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

X Student learning and knowledge

X Student engagement and attitudes

☐ Instructional team teaching practice and satisfaction

X Student wellbeing, social inclusion

X Awareness and capacity around strategic areas (indigenous, equity and diversity)

☐ Unit operations and processes

☐ Other: [please specify]

3.2. 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.

Excerpted and revised from original application, from "Project Objectives":

This project responds to needs and interest of international students and staff and faculty who work with them who have observed gaps in learning about Indigenous histories and

contemporary issues. It supports learning related to key strategic priorities in [Shaping UBC's Next Century](#) (e.g. "enhance[e] inclusion within the UBC community and deepening our engagement with Indigenous partners" and "build and sustain a global university community, representative of all, including historically excluded populations.")

Canada's Truth and Reconciliation Commission (TRC)'s Calls to Action direct educational institutions to provide accurate information about Indigenous peoples, histories, and perspectives to the broader Canadian population ("Education for Reconciliation" #62). This project aligns with [UBC's Indigenous Strategic Plan 2020](#), in particular current curricular initiatives to increase all UBC students' awareness of these issues. It aims to meet the distinct and sometimes underrepresented learning needs of international students to draw their perspectives in more active and informed ways into conversations about Indigenous and intercultural relations on campus, resulting in increased student engagement and reciprocal learning opportunities. Educational resources that address the specific learning needs of international students may also benefit other audiences such as learners from international pathways to UBC, domestic students, and UBC's Indigenous teaching and learning community.

Objectives:

A. Create open educational resources and opportunities centering international student learners to engage in place-specific learning about Indigenous contexts and histories;

B. Produce materials to improve the capacity of instructors, TAs, staff, and student leaders to share materials in responsible ways and to encourage interactive, blended delivery of the content and sustainability of the project;

C. Introduce themes with broad applicability that can serve as scaffolding for instructors working in courses with significant international student enrolment (e.g. ASTU, Vantage College), and wanting more robust opportunities for Indigenous engagement, but with limited classroom hours for introducing background information or adequately addressing gaps in prior knowledge;

   a. to prime students for more rigorous exploration of complex issues such as settler colonialism, residential school histories and legacies, missing and murdered Indigenous women and girls, Indigenous political action and cultural resurgence, etc.;

   b. integrate existing learning resources, including those developed in conjunction with Musqueam (e.g. "Power of a Name," "Musqueam: Giving Information About Our Teachings"), to support wider dissemination and increased accessibility for international student learning contexts;

D. Work collaboratively and reciprocally with other interdisciplinary educational initiatives (e.g "Our Calls to Action: Supporting UBC faculty, staff, and students for engagement with

the IRSHDC"), to support TRC recommendations and UBC's strategic goal to ""co-create curricula and research projects on matters of concern to Indigenous people and communities."

3.3.   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.*

The evaluation process for Year 1 was iterative. We relied on notes taken during classroom and co-curricular pilots and presentations to stakeholders (faculty partners, Musqueam 101, etc.). A summary of this process was described in a blog post written by GAA Sophie Duncan, "A Deep Dive into our Process: Taming the Feedback Unicorn."

The structure and topics for the learning modules and Facilitator Guide were drawn from a survey conducted by undergraduate FNIS student Victoria Cooke prior to the TLEF grant and focus groups. This data comprised a needs assessment and baseline information to measure changes and impact. For more information on themes drawn from survey results and focus group summaries, contact janey.lew@ubc.ca.

A facilitator survey delivered via Qualtrics was developed for Year 2 of the project.
1. Date of workshop or class
2. Which module(s) did you implement? Check all that apply.
   (1) Who am I? Where am I from? Where are we now?
   (2) Something happened. What happened?
   (3) Just shut up and listen. Engaging with the TRC.
3. How many participants?
   <15
   16-30
   31-50
   51-99
   >100
4. What was your purpose for this session?
5. Which of the learning materials or activities do you think best served your purpose?
6. On a scale of 1-10 (0=not at all engaged; 5=average engagement; 10=extremely engaged) how would you rate the level of the participants' engagement with the material overall?
7. Any other comments or suggestions?

We also embedded evaluation into the learning modules themselves by integrating pre-assessment questions into the Groundwork section and post-assessment activities into the

Learning Together and Talk About It sections. Specific comments from the facilitator surveys and the evaluation data from Year 2 pilots are provided below to demonstrate impact of learning.

Objective A: Create open educational resources and opportunities centering international student learners to engage in place-specific learning about Indigenous contexts and histories;

> *"The activity "Where are you from?" is a very well-thought and potentially extremely meaningful activity, but we did this in a group where almost all students come from one country (and most of their parents and grandparents are from the same country too) and those who are not are so limited in number that they are not comfortable sharing their backgrounds. I wonder if there is any alternative activity we could do to allow students to reflect on: 1) where they are from; 2) what brought them to UBC/Vancouver/Canada; and 3) what it means for them to live in the land of indigenous peoples of Canada."*

> *"Fraser River Delta Animation to teach students how long indigenous peoples have lived in this land before the arrival of settlers. Group work on the definitions of traditional, ancestral, and unceded to help students understand key words included in the acknowledgement in their own words"*

Objective B: Produce materials to improve the capacity of instructors, TAs, staff, and student leaders to share materials in responsible ways and to encourage interactive, blended delivery of the content and sustainability of the project;

> *Majority of the workshop felt like it ran naturally and that students were encouraged to engage, but I think some fine tuning can still be done on the closing activities. I felt the preparation that I worked on before the workshop was good preparation, and reading through the facilitator notes and discussions with co-facilitators were good supports to lean upon in areas where I might be weaker (e.g. setting the tone of the room, making space for organic conversation tangents)*

> *The only suggestion I have for this session is based off some comments from one of the participants who was inquiring into the specific history and purpose of land acknowledgements at UBC. His desire to have a set of arguments for the use of land acknowledgements is understandable but was a bit difficult to navigate in the context of this workshop. I think more work could be done to figure out how to navigate this grey area between the work we intend to do in the session versus participants' drive for information you might find in a classroom/lecture.*

> *While President's statement is very important it is also quite long. For a short class activity, it would be great if there is a shorter version of the video and script that I can use in the session (perhaps the section where President explains how UBC participated in the*

perpetuation of the Residential School system). It would be great if the edited video is also embedded in the slideshow. Also, international students have a hard time listening to his speech and having subtitles would be extremely helpful for them to understand the content better. In my class, I played a part of the video and then had students find the section in the script that corresponds to the clip that was shown, and read it, which took up lots of time and may not be the most efficient way to cover the material.

Objective C: Introduce themes with broad applicability that can serve as scaffolding for instructors working in courses with significant international student enrolment (e.g. ASTU, Vantage College), and wanting more robust opportunities for Indigenous engagement, but with limited classroom hours for introducing background information or adequately addressing gaps in prior knowledge;

    a. to prime students for more rigorous exploration of complex issues such as settler colonialism, residential school histories and legacies, missing and murdered Indigenous women and girls, Indigenous political action and cultural resurgence, etc.;

       The videos were extremely helpful and helped the students to understand the transition of land "ownership." Starting with asking which questions they were coming in with and which questions they were leaving with was really wonderful. It was great to see how their questions had changed and how they wanted to continue their learning.

    b. integrate existing learning resources, including those developed in conjunction with Musqueam (e.g. "Power of a Name," "Musqueam: Giving Information About Our Teachings"), to support wider dissemination and increased accessibility for international student learning contexts;

       My learning changed in that I now feel I can learn through questioning what I don't know instead of a standard learning method

       Even recently when we have made more of an effort to acknowledge land that has been taken, colonial settlements are spreading into First Nations settlements, but the number of First Nations settlements isn't increasing with it. At the start of the video there were a lot of First Nations settlements popping up, by the end none were.

Objective E: Work collaboratively and reciprocally with other interdisciplinary educational initiatives (e.g "Our Calls to Action: Supporting UBC faculty, staff, and students for engagement with the IRSHDC"), to support TRC recommendations and UBC's strategic goal to ""co-create curricula and research projects on matters of concern to Indigenous people and communities."

3.4.   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.*

- Janey Lew and Liz Otero. "In/Relation: Educational Resources for International Students Learning Indigenous Contexts and Histories at UBC." Presented to Musqueam 101. 14 Nov 2018.
- Jola Lekich and Janey Lew. "In/Relation: Educational Resources for International Students Learning Indigenous Contexts and Histories at UBC." Presented to UBC Advising Conference. 21 Feb 2019.
- Janey Lew and Liz Otero. "In/Relation: Educational Resources for International Students Learning Indigenous Contexts and Histories at UBC."   Presented to UBCFirst Year Educators' Symposium. 26 Jan 2019.
- Janey Lew and Jennifer Walsh Marr. "What are our responsibilities as guests on Musqueam territory? Engaging Learning about Indigenous Topics at UBC with International and Intercultural Audiences." Presented to CTLT Classroom Climate Series. 5 Mar 2019.
- Janey Lew, Julie Mooney, Liz Otero, and Rose Roberts. "Indigenization and Internationalization in Higher Education in Canada: Synergies, Distinctions, and Local Institutional Contexts." Presented to Learning at Intercultural Intersections, Thompson Rivers University. 13 Mar 2019.
- Janey Lew. "In/Relation: Educational Resources for International Students Learning Indigenous Contexts and Histories at UBC." Inclusive Internationalization panel/webinar. Sheridan College Office of Global Education and Internationalization. 18 Nov 2020.
- There are plans for a co-authored paper by Janey Lew and Catherine Douglas on the impacts of implementing this resource in Douglas's ECON courses and the broader context of internationalization and Indigenization initiatives within higher education. "Acknowledging Land: Co-facilitating in/relation." In process paper.

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?*

A key pedagogical shift initiated in this project was to encourage instructors and staff to step into a "co-learning" role as a facilitator and to increase reciprocity in their approaches to teaching. Module 1 on positionality is a cornerstone in setting this up. In phase 2 of the project, we are working on elaborating core principles of Facilitation including: "Facilitator as Co-learner," "Facilitator as Curator," and "Facilitator as Companion."

The in/relation case study has been integrating into a workshop as part of the Anti-racist teaching series. The idea here is towards sustainment and to support long-term changes in teaching practice and classroom climate. By embedding this case study as part of a recurring professional development series with a broad focus, the idea is to capture a broader audience that may be guided to engage with the in/relation materials through their interest in anti-racist teaching practices.

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?*

The completion of modules 1-4 and the first draft of the facilitator guide comprises the end of Phase 1 of in/relation's development. Phase 2 of the project has already begun and will be sustained through development of CTLT Indigenous Initiatives staff (Janey Lew, Sr Educational Consultant will continue as the project lead; Claudia Diaz, Educational Consultant will be working on a second draft of the facilitator guide working more closely with video interviews with facilitators; Bronte Burnette, Educational Resources Developer will be working on the Wordpress site).

There are plans to apply for an Open Education Resources Fund Grant to work on open licensing of the learning materials.

With the launch of the UBC Indigenous Strategic Plan 2020, we foresee even greater need to develop and design a set of more intermediate topics and learning modules. This project will complement in/relation and build off the success of what has already been created.p