



Small TLEF Project – Final Report

Report Completion Date: March 29, 2018

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Wising Up: Learning to Share Knowledge between Canada’s Northern Communities and Southern Classrooms		
Principal Investigator:	Patricia Johnston		
Report Submitted By:	Patricia Johnston		
Project Initiation Date:	2017 May	Project Completion Date:	2018 April 1

1.2. Project Summary

Wising Up has offered UBC students access to educational curriculum on topics and issues relevant to northern Canada and the circumpolar Arctic. Through a series of online modules, instructors can gain access to a wide variety of resources that can be easily integrated into existing curricula. *Wising Up* has enhanced Arctic-based research at UBC by building partnerships within and beyond the university research community. The main objective of the project was to offer dialogue among the various Arctic researchers at UBC, and to develop sustainable educational resources for undergraduate curricula concerning the Arctic and subarctic. We have enriched student learning through innovative and effective learning opportunities related to Arctic and subarctic studies.

Modules on caribou co-management and language revitalization have been successfully piloted to students at the 300 and 400 levels in the following courses:

Year	Session	Term	Faculty	Course	Section
2017	Fall	Sept	Arts	GEOG 318	101
2017	Fall	Sep	Arts	GEOG 319	101
2018	Winter	Jan	Arts	GEOG 497	202

From 2017 to 2018, additional modules have been created on topics related to climatic and biophysical change. All modules are developed in collaboration with professors at UBC, with participants from northern Canada. Aligned with TLEF priorities, the modules are open educational resources available for all UBC instructors to use in their respective classes and departments.



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

Name	Title/Affiliation	Responsibilities/Roles
Mark Stoller	Researcher	Content Development/Web Development/ Graphic Design
Jonathan Luedee	Researcher	Content Development/Support to Research Assistants/ Evaluation
Katriina O’kane	Research Assistant	Content Development

1.4. 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)
GEOG 317	101	2017/2018	Fall
GEOG 318	101	2017/2018	Fall
GEOG 497	202	2017/2018	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:
Online resources available for students and faculty	UBC – Vancouver (https://wisingup.arts.ubc.ca)
Reached almost 500 students	UBC - Vancouver
Created five unique employment opportunities for graduate students over two years	UBC - Vancouver
Increased network of Arctic researchers and instructors at UBC	UBC - Vancouver
Built productive relationships between UBC and northerners	UBC -Vancouver, BC and Rankin Inlet, Nunavut
Presented to the Arctic Change conference (2017)	Quebec City



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:
More modules.	The partnering and collaboration involved in the creation of these modules means that each one became very time intensive.
Workshops to promote Wising Up	Not having the modules far enough along during the school year meant timing for a workshop was not possible. Instead, emails will be sent out reminding faculty of their ability to access Wising Up and promoting the use of these resources across campus.

3. PROJECT IMPACT

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

Through strategic partnerships with faculty members across four academic departments, *Wising Up* has reached almost 500 students. Professors have piloted the modules in their classes and indicate they are incredibly useful and innovative. This ability to share knowledge through *Wising Up* is possible due to the inherent intersections of many different subjects and issues relating to the Arctic. In turn, this requires students engage in interdisciplinary thinking and analysis. Online modules are designed to draw from these different strands of expertise, offering students opportunities for insightful and informed viewpoints of a range of topics. Additionally, the modules have incorporated significant online learning components. This format offers instructors the ability to select those components of the modules that best fit with their class objectives and student interests. This makes *Wising Up* highly suitable to a broad range of classes and programs at UBC.

3.2. Were these changes/impacts achieved? How do you know they occurred? – *To what extent were intended benefits achieved or not achieved? 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.*

All material and resources, as well as the *Wising Up* website have been improved based on an assessment of student and instructor evaluations. Both qualitative and quantitative data was attained from questionnaires administered to students following their completion of *Wising Up*. Instructors who have taught with *Wising Up* have also been interviewed. All evaluations have indicated *Wising Up* has been very successful. Additional interviews will be held over the coming months.



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.

Wising Up was presented at the Arctic Change conference in December 2017 in Quebec City, QC. An academic article for publication is also currently being drafted. The paper, based on the *Wising Up* examines the state of Arctic-related education in Canadian universities and suggests ways to develop educational materials and platforms more attuned to the needs and perspectives of contemporary northern communities. We will also be communicating via email more widely with instructors at UBC to remind those who are aware of *Wising Up* of the ability to draw on it as a resource for their current and future classes and alerting those who may not have been informed about it.

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?

Our teaching practices have matured over the course of *Wising Up* and we have furthered our understanding of the importance of more blended learning opportunities within curriculum design. We have incorporated problem-based learning techniques within the material, and this has been highly successful. The instructors we have worked with have found *Wising Up* enhanced their teaching and furthered their existing skills. They have indicated to us that they will be incorporating *Wising Up* within their courses permanently.

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?

Although the modules will also be available to any instructor interested in using them, professors involved in *Wising Up* have indicated a desire to incorporate the modules into their classes on a permanent basis. This incorporation of the material into multiple classes offers sustainable benefits to UBC students and instructors. The shift from *Wising Up* as a pilot project, to permanent curriculum at UBC, means the creation of sustainable Arctic-focused curriculum in UBC classrooms into the future. Although we had hoped to create enough modules to comprise an entire course, additional modules need to be created to meet this goal. We plan to continue to work on these into the future.