Small TLEF Project – Final Report

Report Completion Date: (2018/10/30)

1. PROJECT OVERVIEW

1. General Information

Project Title:	Asian Canadian Multimedia Production: Developing Curriculum Materials for Ethical Practices of Community Engagement
Principal Investigator:	Chris Lee
Report Submitted By:	Chris Lee
Project Initiation Date:	May 1, 2016

Project Initiation Date:	May 1, 2016	**Project Completion Date:**	August 31, 2018

2. Project Summary

Established in 2014, the Asian Canadian and Asian Migration Studies Program (ACAM) is a multidisciplinary program in the Faculty of Arts that explores the history, culture, and contemporary development of Asian migrant communities in Canada and elsewhere. This TLEF project is part of the program's larger efforts to build a sustainable curriculum that supports student participation in the co-creation of knowledge with local Asian Canadian communities. Specifically, this project seeks to develop curriculum materials for faculty and students that focus on media production and community engagement.

For the past four years, ACAM has received seed funding from the Rogers Multicultural Film Production Program to offer one of the program's core courses—Asian Canadian Film Production. Many ACAM faculty members—including Anne Murphy (ASIA), Adheesh Sathaye (ASIA), Glenn Deer (ENGL), Leonora Angeles (GRSJ), Steven Liu (THTR), and Chris Lee (ENGL)—worked with the Rogers program to pilot courses containing modules that encourage community engagement by students through the use of digital media. The time-limited collaboration with Rogers generated increasing demand from ACAM faculty members and students to develop, expand, and integrate this pedagogical model more widely across ACAM-affiliated courses.

In response to this growing interest in the curriculum integration of community engagement and media production, this TLEF project sought to develop a more permanent and sustainable infrastructure for media instruction with an emphasis on supporting the integration of community-based research ethics in media production curriculum.

The project also aimed to address ongoing student concerns about the absence of protocols and workflows when it comes to student-led/community-based media initiatives; as a result, ACAM did not have effective ways to harvest, store and disseminate existing projects nor provide curricular and extra-curricular support for various aspects of community-based research. The concerns expressed by our students included the need for more substantial educational materials on theoretical and methodological approaches to Asian Canadian visual culture; the need for well-articulated protocols around community-

based work; the lack of a unified platform to share and review students' projects; and the lack of stable access to media production equipment.

This project intended to address these concerns by creating pedagogical resources that focus on 1) critical understandings of Asian Canadian visual culture; 2) protocols for ethical practices of community engagement; and 3) creating an online portal to showcase student projects to audiences in and beyond the University. To alleviate the lack of stable access to media production equipment, our team worked with ACAM's faculty members and media consultant to compile a list of essential AV equipment and made the purchase through Arts ISIT, where this set of equipment would be housed and managed. Students across the Faculty of Arts will have access to this equipment although priority is given to those enrolled in media-focused ACAM courses as well as ACAM's faculty and staff members.

In order to conduct in-depth research on student responses to integrating digital media in ACAM classes, Profs. Owen Lo and Yuen Sze Michelle Tan, along with a research assistant, conducted an extensive study of a specific class, ENGL 480, taught by Prof. Glenn Deer in term 1 of 2016W. Research consisted of taping and observing classroom lectures and interviewing students. As listed below, the scholarly results of this project are almost complete and will be presented at conferences as well as submitted for publication in the near future.

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
Glenn Deer	Associate Professor, Department of English, Faculty of Arts	Work with TLEF team to implement community-oriented media production component Work with community partner (Richmond Museum) to facilitate community-based student projects
Owen Lo	Assistant Professor, Educational and Counselling Psychology, and Special Education, Faculty of Education	Design and implement evaluation mechanism to assess the project's pedagogical impact Develop survey questions
Michelle Yuen Sze Tan	Assistant Professor, Curriculum and Pedagogy, Faculty of Education	Design and implement evaluation mechanism to assess the project's pedagogical impact Conduct one on one interview with students Compile and analyze collected data

Denise Fong	PhD student, Interdisciplinary Graduate Studies, Faculty of Arts	Collect data and feedback from students and faculty
		Document class instruction with notes and video recordings (ENGL480, 2016/17)
Mashael Al Harbi	PhD student, Curriculum and Pedagogy, Faculty of Education	Collect data and feedback from students and faculty
		Document class instruction with notes and video recordings (ENGL480, 2016/17)
		Conduct one on one interview with students
		Compile and analyze collected data
Szu Shen	PhD student, Department of English, Faculty of Arts	Manage project development
		Liaise faculty members and project team members
	Program Manager, ACAM, Faculty of Arts	Coordinate logistics required to implement the project
Alejandro Yoshizawa	Sessional instructor, Department of Theatre and Film and ACAM, Faculty of Arts	Offer instructional and technical support for faculty members
		Offer filmmaking expertise for special student projects

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)
ASIA395	001	2016/17	Fall
ENGL480	001	2016/17	Fall
SOCI470A	002	2016/17	Winter
ASTU401B/ACAM350	001	2016/17	Winter
ASIA475	001	2017/18	Fall
ENGL480	001	2017/18	Fall
CSIS450B	202	2017/18	Winter
ACAM350	001	2017/18	W
ACAM390A	001	2018/19	Summer

ACAM250	001	2018/19	Fall
ENGL375A	001	2018/19	Fall
ENGL409B	002	2018/19	Fall
ENGL480B	001	2018/19	Fall
ACAM350	001	2018/19	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:
ACAM TLEF media production toolkits	Housed in and managed by Arts ISIT
Media production toolkits tutorials	Arts ISIT
ACAM350 – Asian Canadian Community Media	https://acam.arts.ubc.ca/acam-350/
ACAM250 – The Idea of "Asian Canadian" in Popular Culture	https://acam.arts.ubc.ca/acam-250/
Video component of Richmond Museum's exhibit "Our Journeys Here" (in collaboration with Richmond Museum)	Richmond Museum
Chinatown Sound Map by Angela Ho	http://chinatownsoundmap.com/
A Virtual Field Trip of *Disappearing Moon Cafe*'s Chinatown by Christy Fong (in collaboration with *Canadian Literature*)	https://canlit.ca/resources/special-projects/disappearing-moon-cafe-virtual-field-trip/
Prototype of the frontend of ACAM Digital Repository (combining UBC WordPress and CLAS)	https://acam.arts.ubc.ca/integrated-community-media-learning/

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:

A more full-blown version of ACAM Digital Repository	During the past two years our team met with different units that might be able to support the development of ACAM's digital repository, including Naoko Kato, librarian at the Asian Library; Amber Saundry, UBC's digital repository (cIRcle) librarian; Bronwen Sprout, head of UBC's library's Digital Program and Services; Jason Myers (Faculty Liaison at CTLT and Arts ISIT); Ricardo Serrano (Associate Director of Information Technology at Arts ISIT); Christy Fong (Programmer & Quality Assurance Analyst at Arts ISIT); as well as Daniel Pugh (Manager, IT Projects and Services at Arts ISIT). While our project had intended to design and create a more complex repository system that has the capacity to 1) showcase and collect student projects; 2) archive and store related materials including additional footage, photos, audio files, interview transcripts for future teaching, learning, and research purposes; and 3) manage different levels of accessibility based on different community protocols. It became evident to us during the process such a complex, full-blown version of the digital repository would not be feasible and sustainable with our limited resources. Following the advice we received from Arts ISIT, our team decided to use CLAS, an existing UBC video-sharing infrastructure to store and showcase our student projects. CLAS offers a simpler solution to our concerns for sustainability, storage capacity, and ability to control different levels of access, and can be easily incorporated with UBC WordPress. Currently we have a prototype of the digital repository on our website, with a selection of featured ACAM courses and special projects. While the TLEF project has officially wrapped up at this point, our team will continue to collect and archive student projects ACAM has supported in the past four years.

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* <u>benefits of the project</u> *for students, TAs, instructors and/or community members.*

Impacts for students:

We anticipated that through this project students would be able to gain hands-on experience in filmmaking and community engagement; acquire portable skills in communication and multimedia production; develop critical media literacy and leadership; as well as become more aware of the ethics and protocols involved in community-engaged work.

Impacts for instructors:

Through this project, we were hoping to encourage and empower instructors to incorporate more community-based experiential learning components into their teaching practices. We anticipated that the teaching and learning results produced through the project would serve as invaluable pedagogical and research resources. We also expected that this project would encourage previously non-participating instructors to experiment with integrating digital media production in their courses.

Impacts for community members:

We anticipated this project would help to develop community partnership between the ACAM program and local communities, as well as mentorship building between the students and community members. These relationships in turn would become the basis for ACAM's ongoing efforts in knowledge transfer and knowledge co-creation with local Asian Canadian communities.

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.*

This TLEF project has generated a number of impressive learning outcomes and benefits for students, instructors, and community members. This is evident and demonstrated through some of the milestones that our students have achieved in the past few years. These milestones include:

- student films being consistently featured in the annual Vancouver Asian Film Festival, one of the largest showcases of its kind in North America: *Radicalizing Intimacies* (2014); *Cantonese: Passing* (2015); *Under Fire* (2016); and *Flagged* (2017) (the latter three were nominated for VAFF Best Canadian Short Award)

- student-led multimedia projects helping to raise public awareness about the historical and contemporary significance of Vancouver's Chinatown (for example, Angela Ho's CBC-featured Chinatown Sound Map; Christy Fong and Denise Fong's Under Fire Community Screening; Christy Fong's Chinatown Virtual Field Trip)

- collaboration with the Richmond Museum to produce and showcase student films exploring the relationship between food and migration in the context of local Asian Canadian community histories in Richmond (conducted through Glenn Deer's ENGL480 in 2016W)
- working with community organizations including Burnaby Village Museum, Chinese Canadian Historical Society of BC, and the Vancouver Heritage Foundation to facilitate paid student internships that pushed students to explore how to effectively connect their own research with local community-based issues and concerns (featured in UBC Arts Undergraduate Research Spotlight)

- increased instructor interests in incorporating community-oriented media production component in their teaching practices (we increased the number of courses supported through this project from two per term to four courses in 2018W Term 1)

- steadily growing interests from students and communities to learn more about and get involved with ACAM's community media initiatives (for example, our program has been hosting annual public screenings to showcase our flagship course ACAM350 – Asian Canadian Community Media, and the most recent event attracted over 180 attendees)

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 presentations submitted:

Tan, Y. S. M., Alharbi, M. & Lo, C. O. "Innovative Curricular Integration of Digital Media with Community-Oriented Pedagogy: Exploration of Students' Engagement with Learning." Submitted to the American Educational Research Association Annual Meeting 2019 (Apr 5-29, 2019), Toronto, Canada. Submitted: July 2018.

Alharbi, M. Tan, Y. S. M. & Lo, C. O. "Community's Funds of Knowledge in Higher Education: The Case of Undergraduate Students in a Western Canada University." Submitted to the American Educational Research Association Annual Meeting 2019 (Apr 5-29, 2019), Toronto, Canada. Submitted: July 2018.

Tan, Y. S. M., Lo, C. O., & Alharbi, M. "Integration of digital media and community engagement in undergraduate curricular design." Submitted to the Canadian Society for the Study of Education (CSSE) 2019 Conference (Jun 1-5, 2019), University of British Columbia, Vancouver, Canada. Submitted: Sept. 2018.

Alharbi, M., Tan, Y. S. M., & Lo, C. O. "Student's Funds of Knowledge in higher education: a challenge to evidence-based community." Submitted to the Canadian Society for the Study of Education (CSSE) 2019 Conference (Jun 1-5, 2019), University of British Columbia, Vancouver, Canada. Submitted: Sept. 2018.

We are also preparing two manuscripts for publication in peer-reviewed academic journals:

Alharbi, M., Tan, Y. S. M., & Lo, O. "Community's Funds of Knowledge in Higher Education: The Case of Undergraduate Students in a Western Canada University."

Tan, Y. S. M., Lo, C. O., & Alharbi, M. "Innovative Curricular Integration of Digital Media with Community-Oriented Pedagogy: Students' Experiential Learning."

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?*

Through our conversations and regular check-ins, we have observed the ways in which participation in this project affected how faculty members approach community engagement through their teaching practices. Specifically, participants spent significant time discussing how to equip students with sufficient knowledge about the ethics and methods involved in community engagement before sending them out to do multimedia projects has been noted as an ongoing concern for instructors. We were able to address this issue through the additional support provided by our media consultant in our media units, but it was still challenging to fit all their regular course materials and the community media production component within the 13-week course structure. We were able to provide a more intensive version of community engagement ethics and methods through our flagship community media course, ACAM350, but the reach is limited to the relatively small class size.

Moving forward, to sustain our program's commitment to facilitating community-oriented learning, we would like to develop a 300-level course dedicated to the ethics and methods of community engagement (something similar to First Nations and Indigenous Studies program's mandatory ethics and methods courses before students can start their practicum). The implementation of such a course would produce a sustainable curriculum pathway for students.

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?*

Given the wide array of learning results and growing demands from students, instructors, and community members, our program is committed to continue our efforts in facilitating community-oriented multimedia initiatives. We will do so not only through the structural support of curriculum building, making community media production an integral component of our teaching practices, but also by allocating set amount in our annual budget to cover personnel, consultation, and equipment costs. The teaching and learning outcomes delivered through this TLEF project has helped to generate and solidify wider interests in the work our program and our students have been doing. This in turn has helped us to garner continued support from our partners on and off campus, including the Centre for Community Engaged Learning, Chinese Canadian Historical Society of BC, Richmond Museum, and the Pacific Canada Heritage Centre. To ensure the continuity of our program's efforts in empowering students to do community engagement through multimedia production, we have also developed a model of student mentorship, where senior students serve as a resource person and mentor for junior students.

This project's more tangible deliverables such as media production equipment purchase (housed and managed by Arts ISIT), media production toolkits tutorials, text-based and multimedia materials produced through student projects will serve as invaluable pedagogical resources for both students and instructors interested in participating in future community-based media initiatives. As the prototype of the ACAM digital repository is housed by an existing UBC infrastructure, we will be able to sustain its growth and expansion in terms of both showcasing and archiving student projects, as well as serving future teaching, learning, and research purposes.