



TLEF Project – Final Report

Report Completion Date: (2019/03/01)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Increasing Authentic Science Pedagogy in ENVR 200 using Community Focused Videos		
Principal Investigator:	Tara Ivanochko		
Report Submitted By:	Tara Ivanochko		
Project Initiation Date:	April 2017	Project Completion Date:	January 2019
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.

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



1.3. Project Summary

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
Tara Ivanochko	Senior Instructor / EOAS	Lead
Brad Jackson	Graduate Student RA / English literature	Leg work / interviewing / scheduling / generating transcripts and summaries
Michael Sider	Producer / UBC studios	Film production and editing
Michael Lipsen	Lecturer / EOAS	Piloted the videos in class
Alison Jolley	Science Teaching and Learning Fellow	Helped with in class activity. And valuation

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)
ENVR 200	201	2017/18	Winter
ENVR 200	101	2018/19	Fall
ENVR 200	201	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:
6 short videos – Interviews with community members.	Will be placed in a UBC repository – yet to be done
3 in class activities	Will be placed in a UBC repository – yet to be done

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:
N/A	

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: [community engagement]

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.

I was hoping to replace allocated guest lecture slots in ENVR 200 with a learning activity that was more closely aligned with the course learning goals. The new activity was expected to still bring community voices into the classroom but in a way that students could see the use of the activity more clearly. I was hoping to stop students from skipping a class or falling to sleep in class and develop a particular skill set – how to articulate a scientific question and how to link a question with the data needed to answer the question.



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.*

Anecdotally the goals were achieved: Student attendance in these classes went up. No one fell asleep.

The direct skill development was seen in student papers where student were able to scope a question more clearly in the first draft.

I have not formally evaluated the impact of this new activity in the follow on course but I do feel that again the ability to articulate a good question quickly has improved. I also have changed this in ENVR 300 so it is difficult to assign attribution to this improvement.

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.*

T. Ivanochko, M. Sider. Improving In-Class Pedagogy: A Video-Prompted Authentic Science Activity. Canadian Network for Innovation in Education (CNIE). Upcoming May 2019. **Collaborative Paired Presentation (55 minutes).**

T. Ivanochko, B. Jackson, M. Sider, A. Jolley, M. Lipsen. *Increasing Authentic Science Pedagogy in ENVR 200 using Community Focused Videos*. Resources for Future Generations, May 2018. **Poster.**

T. Ivanochko, B. Jackson, M. Sider, A. Jolley, M. Lipsen. *Increasing Authentic Science Pedagogy in ENVR 200 using Community Focused Videos*. Science Education Open House, April 2018. **Invited Talk.**

T. Ivanochko, B. Jackson, M. Sider, A. Jolley, M. Lipsen. *Increasing Authentic Science Pedagogy in ENVR 200 using Community Focused Videos*. Science Education Open House, April 2018. **Poster.**

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?*

Yes. ENVR 200 is taught by 4 instructors (2 in T1 and 2 in T2). The new video activity has been embedded into both terms and is now a part of the course curriculum.

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 in class activities will continue to be part of the course curriculum in perpetuity.

The open resources – repository – has yet to be developed. This is be completed over the summer with a hopeful launce date of Sept 2019. There has been discussion about what other EOAS resources could be hosted on this repository so more people are now involved. Pulling this together is just a matter of prioritizing this initiative.