



# TLEF Project – Final Report

Report Completion Date: (2021/04/15)

## 1. PROJECT OVERVIEW

### 1.1. General Information

<b>Project Title:</b>	Just Food: Building Equity Competencies with Food Systems Pedagogy		
<b>Principal Investigator:</b>	Dr. Will Valley		
<b>Report Submitted By:</b>	Colin Dring		
<b>Project Initiation Date:</b>	2019/05/01	<b>Project Completion Date:</b>	2021/04/30
<b>Project Type:</b>	<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

The “Just Food” Educational Resource (JFERP) Project provided teaching and learning resources for enhancing equity competencies of instructors and students using food systems as a platform for engagement. By bringing diverse standpoints relevant to contemporary food discourses to the table, students and educators were able to integrate developments in critiques and awareness in teaching and learning, preparing students for their roles as global citizens and future professionals.

The project team conducted a thematic analysis of learning objectives, activities, and assessment metrics on post-secondary courses/syllabi both within and external to UBC, that employ dimensions of food systems as a platform for learning about social justice issues. This asset-based inquiry informed the project team’s creation of seven learning modules embedded within an [open access web platform](#). These modules facilitate classroom exploration of concepts relating to power and privilege, and are designed to develop skill sets such as active learning and reflexivity. Provision of learning modules will optimize program curricula by embedding teacher and student growth in areas of equity competencies both within and external to UBC.

### 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
Dr. Will Valley	Instructor & Academic Director of the Land, Food, and Community Series (LFS100, 200, 350), Applied Biology, Faculty of Land and Food Systems	Review and approval of reports, project design, curriculum development, and evaluation activities.
Colin Dring	PhD Candidate, Integrated Studies in Land and Food Systems, Faculty of Land and Food Systems	Review, oversight, and direction to project and student assistants on reports, project design, curriculum development, and evaluation activities.
Meryn Corkery	Undergraduate Student, Global Resource Systems, Faculty of Land and Food Systems	Design, implementation, and evaluation of learning modules. Environmental scan of food justice courses in North America
Joyce (Tsai-Yue) Liao	Undergraduate Student, Global Resource Systems, Faculty of Land and Food Systems Academic Program Assistant, The Centre for Sustainable Food Systems	Design, implementation, and evaluation of learning modules. Environmental scan of food justice courses in North America
Rachel Cheang	Undergraduate Student, Human Geography, Faculty of Arts	Support in the design, implementation, and evaluation of learning modules.



		Creation of open access web platform and communication of project outputs
Graham Matheson	Undergraduate Student, Applied Biology, Faculty of Land and Food Systems	Support in the design, implementation, and evaluation of learning modules.
Samantha Llorente	Undergraduate Student, Global Resource Systems, Faculty of Land and Food Systems	Support in the design, implementation, and evaluation of learning modules.
Russell Goulet	Master’s Student, MFRE, Faculty of Land and Food Systems	Support in the design, implementation, and evaluation of learning modules.
Farron Rickerby	Undergraduate Student, Global Resource Systems, Faculty of Land and Food Systems	Support in the design, implementation, and evaluation of learning modules.

**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)
LFS 490	001	2019/2020	Winter
LFS 350	002	2019/2020	Winter
GRS290/390/490	001	2019/2020	Winter
LFS 350	001	2020/2021	Fall
<b>Future Reach</b>			
LFS250	001	2021/2022	Fall/Winter
LFS350	002	2021/2022	Fall/Winter
LFS450	002	2021/2022	Winter
PLAN548	001	2021/2022	Summer
SOCI342	001	2021/2022	Summer
LFS350	001	2021/2022	Fall
GEOG221	001	2021/2022	Fall
GEOG395	001	2021/2022	Fall
ANTH210	001	2021/2022	Fall
ENGL480	001	2021/2022	Fall
FNH342	001	2021/2022	Fall
GEOG421	002	2021/2022	Winter
ANTH210	002	2021/2022	Winter
SOCI423	002	2021/2022	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:
Just Food Educational Resource website <ul style="list-style-type: none"> <li>- Seven learning modules</li> <li>- Facilitator guide</li> <li>- Glossary of terms</li> <li>- Guiding principles</li> <li>- Contact page</li> </ul>	<a href="https://justfood.landfood.ubc.ca/">https://justfood.landfood.ubc.ca/</a>
Student Directed Seminar LFS 490 – Food Justice: Eating our Way Towards Equity	LFS 496 – Student Directed Seminar; Google Drive
Course analysis of: <ul style="list-style-type: none"> <li>- Five UBC courses, interviewed two UBC instructors</li> <li>- 13 food justice syllabi across Canada/USA, interviewed seven instructors of food justice courses in the USA</li> </ul>	Encrypted Laptop & WorkSpace UBC
Three workshops disseminating the Just Food Educational Resource website <ul style="list-style-type: none"> <li>- Centre for Sustainable Food Systems</li> <li>- LFS Today</li> <li>- Food Secure Canada national conference</li> <li>- Emailed to various listservs (Sustainable Agricultural Education Association, FoodShare, Centre for Sustainable Food Systems Instructional Resource page, Canadian Association of Food Studies, Agriculture and Human Values, Michigan Journal of Community Service Learning)</li> </ul>	<a href="https://youtu.be/vlxHE0vIrg4">https://youtu.be/vlxHE0vIrg4</a>
Peer-reviewed publication – Canadian Food Studies / La Revue canadienne des études sur l'alimentation, "Addressing the Call: A review of food justice courses in Canada and the USA"	To be published in a Special Issue on Food Pedagogies in Canada in Fall 2021

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:
Anticipated being able to trial and deliver learning modules and learning activities across campus.	COVID-19 pandemic shifted in-person learning to online. The learning activities were developed as in-class activities and we lacked capacity to develop additional learning activities for online synchronous or asynchronous classes.

### 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]

#### 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.

1. Employing an asset-based approach to curriculum analysis, the project builds upon the strengths and potentials of UBC food systems courses, and enhances them through the embedding of ECTs
2. Through the development of the open access learning modules and educational resources, the project shares equity-centered learning evaluations with the LFS and greater UBC community to establish baseline learning objectives, activities and assessments for active and experiential learning
3. Fostering a “community of practice” where partnerships are formed around equity-based education and advance critical pedagogical developments, where the development and maintenance of learning modules can be sustained
4. Aligning in a more equitable campus through our Strategic Plan and commitments to the TRC, project impacts will tangibly embed critical skills and knowledge in students and educators with regards to intercultural understanding, empathy, and mutual respect
5. Establishing a foundation for further enhancement of pedagogy related to: social/emotional learning, community engaged teaching and learning, and equity-based education
6. Engaging students enrolled in courses with active learning approaches that use social justice materials and facilitating development of critical skill sets of cross-cultural communication, active listening and advocacy
7. Training seven students within the project team in concepts and skills related to equity and cross-cultural engagement



**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.*

**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.*

Three workshops disseminating the Just Food Educational Resource website

- Centre for Sustainable Food Systems
- LFS Today
- Food Secure Canada national conference
- Emailed to various listservs (Sustainable Agricultural Education Association, FoodShare, Centre for Sustainable Food Systems Instructional Resource page, Canadian Association of Food Studies, Agriculture and Human Values, Michigan Journal of Community Service Learning)

Peer-reviewed publication – Canadian Association of Food Studies

**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?*

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**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 project is currently hosted within the Centre for Sustainable Food Systems as part of the educational resources and development programming offered by UBC Farm. We anticipate that further development of learning modules can arise in collaboration between CSFS and UBC’s broader educational programs with support and delivery of modules being conducted by undergraduate and graduate students pursuing Directed Studies or WorkLearn opportunities through CSFS.