



TLEF Project – Final Report

Report Completion Date: (2024/05/02)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Creating a course to explore Asian Canadian health		
Principal Investigator:	Benjamin Cheung		
Report Submitted By:	Benjamin Cheung		
Project Initiation Date:	July 2019	Project Completion Date:	August 2022
Project Type:	<input type="checkbox"/> Large Transformation <input checked="" type="checkbox"/> Small Innovation <input type="checkbox"/> UDL Fellows Program <input type="checkbox"/> Hybrid and Multi-access Course Redesign Project <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. Final Project Summary – *What did you do/change with this project? Explain how the project contributed toward the enhancement of teaching and learning for UBC students.*

This project created the first ever course about health among Asian diaspora in Canada in history. Through this course, Asian diasporic students have been given an opportunity to explore, share, and learn about health-related experiences from both personal and academic perspectives. It also expanded the types of courses offered by the Asian Canadian and Asian Migration program in involve courses from a social sciences perspective, in addition to the currently humanities-heavy curriculum. The course is currently going through discussions at the Senate to be a regularized course rather than a special topics course.

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
Phebe Ferrer	University of British Columbia	Research assistant
Matthew Pi	Toronto Metropolitan University	Research assistant
Shu Leung	University of British Columbia	Research assistant

1.5. Courses Reached – *Please fill in the following table with **past** and **current** courses (e.g., HIST 101, 2017/2018) that have been 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	Academic Year
ACAM 320B	2020/2021
ACAM 320B	2021/2022



2. OUTPUTS AND/OR PRODUCTS

2.1. Please **list** project outputs and/or products (e.g., resources, infrastructure, new courses/programs). Indicate a URL, if applicable.

Output(s)/Product(s):	URL (if applicable):
New course (ACAM 320B)	
Showcase website for the course	https://blogs.ubc.ca/bycacamshowcase/

2.2. Item(s) Not Met – Please list intended project outputs and/or products that were not completed and the reason(s) for this.

Item(s) Not Met:	Reason:

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-satisfaction
- Teaching practices
- Student wellbeing, social inclusion
- Awareness and capacity around strategic areas (Indigenous, equity and diversity)
- Unit operations and processes
- Other: [please specify]



3.2. Please provide details on each of the impact areas you selected in 3.1. – *For example, explain in which ways your teaching practices changed; how student wellbeing was impacted; how students wellbeing benefited from your project, etc.*

In terms of student learning and knowledge, it was an opportunity for students to learn about the academic work and evidence underlying a lot of topics that impinge on their daily lives and experiences. It also benefited students' wellbeing within their families as well because it spurred students to have difficult conversations about intergenerational and cultural differences.

3.3. How do you know that the impacts listed in 3.1/3.2 occurred? – *Describe how you evaluated changes/impacts (e.g., collected survey data, conducted focus groups/interviews, learning analytics, etc.) and what was learned about your project from the evaluation. You are encouraged to include graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.*

In follow-up conversations and interviews, students provided input, such as:

“This course holds a special place in my heart, and I think each and every one of your students would agree it has given them both closure and enlightenment in some way. This is material that I never thought would be discussed in a university lecture, nevertheless be the focus of an entire course.” – S1

“I mean, we all know about these things, but it's so great to actually see the research behind those experiences.” – S2

Students also has a very positive overall assessment of the course (4.75/5, SD = 0.52), and saw themselves as an agent of change much more after the course than before the course (4.25/5, SD = 0.72).

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?*

My teaching, from a tradition that is heavily reliant on lecture-based teaching, changed drastically having learned how to do discussion-based teaching more effectively. Moreover, the discussion was designed to be student-driven where they submit discussion questions that will serve as the basis of in-class discussions. This is something that I have continued to do since because it centres students' voices and ideas, and enhances their stakes in the class. It also prompts students to try to create more effective discussion questions, incentivized by the potential that their questions will be featured in class.

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 project sustainment?*



The project itself does not need sustainment because now that the course has been setup as a result of the project, the course will just continue to run.

- 6. DISSEMINATION** – *Please provide a list of scholarly activities (e.g., publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project. Be sure to include author names, presentation title, date, and presentation forum (e.g., journal, conference name, event). These will be included on the TLEF scholarly output page.*

Cheung, B. Y., Ferrer, F. M., Pi, M., & Leung, S. (2021). Creating a course to explore Asian Canadian health. *TLEF Showcase*.