



TLEF Project – Final Report

Report Completion Date: (2024/07/29)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Establishing an Interdisciplinary Human Rights Experiential Learning Program		
Principal Investigator:	Jenny Peterson		
Report Submitted By:	Jenny Peterson and Tamara Baldwin		
Project Initiation Date:	May 1, 2022	Project Completion Date:	April 30, 2024
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) communities
- 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
- 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 helped further the goal of creating a wider community of scholars (including staff, students and faculty) interested in and integrating rights-based approaches to their work. It did so in three interconnected ways.

The first relates to network and learning-community development. Through the running of our seminar series we were able to reach out to faculty from multiple disciplines to help expand and connect members of the UBC community working on human rights issues but in isolated or discipline-specific ways. These seminars and workshops (described further below) connected faculty and students from across campus, helping further our goal of network building. Disciplines included but were not limited to Film, Social Work, Education, Public Policy, Political Science, Law and Society, Sociology, Data Science, and Engineering. The Human Rights Education Advisory Committee that advised on our programming and deliverables also included students and faculty from diverse disciplines, furthering this goal of creating a wider community and network. Through our workshops and courses, a range of community based/rights based organizations were also integrated into this network. These will be described further below. We feel the relationships (both formal and informal) provide foundations for ongoing work and co-learning.

Secondly, our programming offered UBC students unique learning opportunities not previously available on campus. This includes the aforementioned seminar and workshop series (please see below for a full list of events) as well as the newly designed undergraduate course on human rights, based out of the interdisciplinary School of Public Policy and Global Affairs (PPGA 391A: Human Rights in a Globalized World) which ran successfully from January-April 2024. This course offered a unique opportunity for undergraduate students to gain hands-on experience in human rights work. The course took an interdisciplinary lens to explore the theory and practice of human rights work in a globalized world. The interdisciplinary course content touched on themes of environmental rights, AI and data rights, artistic activism, and legal and political approaches to human rights challenges. Students were exposed to the opportunities and impediments in rights-based work and participated in experiential learning activities, including community-partner group projects. Students were paired with community partners involved in human rights work addressing in areas such as civil and political rights, migrant worker rights, and disability rights (see list of partner organizations below). To improve enrollments and expand our network further, we worked to have the course approved as by interdisciplinary UG programs such as Law and Society, Gender Race Sexuality and Social Justice, and International Relations, meaning students can take the course and have it count towards their degree requirements. The course is set to run again in the academic year of 2024/25 and we hope will become a regular offering for students.

Finally, we aimed to contribute towards developing resources for the above community and courses through the development of an Open Educational Resource, the 'Human Rights Resource Catalog' which provides 55 curated resources that can be used by educators and students both at and beyond UBC. This searchable catalog is housed on UBC's Canvas Catalog system and includes resources created and edited by the Human Rights Collective team over the past several years.



List of Partner Organizations

Partners associated with the course (PPGA 391A):

- Aboriginal Housing Management Association (AHMA)
- B.C. Civil Liberties Association (BCCLA)
- Disability Without Poverty
- Inclusion B.C.
- Migrant Workers Center B.C.
- NüVoices
- Operation Black Vote Canada (OBVC)
- Rainbow Refugee
- Amnesty International Canada

List of Seminar Series and Workshops

Challenging Human Rights Stereotypes Workshop Series: During the 2022W academic year, UBC HRC hosted this seminar series to introduce students to critical discussions, practical skills, and cutting-edge interdisciplinary approaches to human rights issues. The theme for these workshops focuses on challenging the stereotypes related to human rights work: how are issues of human rights represented in media and literature; who does human rights work; are human rights always about humans; and where in the world do we need human rights work?

- (De)humanizing? Critiquing Representations of Human Rights in Film with Dr. Alessandra Santos and Dr. William Brown
- Through the Lens: Image Use and Implications with Dr. Jenny Peterson
- Exposing Normalized Violence in Canada with Dr. Tricia Logan and Naomi Moses
- Trauma-Informed Community Care with Nastya Mozolevych
- Human Rights and the Environment: Are Human Rights only about Humans? with Dr. David Boyd
- Youth and Human Rights: Can young people save the world? with Vedanshi Vala, Ziyaan Virji, and Niyati Sharma

“Activating Advocacy” Workshop Series: During Term 1 of the 2023 Winter Session, UBC HRC hosted three workshops as part of their “Activating Advocacy” series, providing interactive learning opportunities in human rights advocacy, policy analysis, and data visualization strategies. Participants in these workshops learned key advocacy techniques, such as reaching out and talking to government representatives; policy analysis strategies, including problem structuring; and data visualization techniques, such as creating visualizations that can convey disparities to a wide audience.



- Human Rights Advocacy 101 with Don Wright
- Policy Analysis Fundamentals with Dr. Grace Jaramillo
- Getting Started with Data Visualization for Human Rights with Dr. Kemi Ola
- Introduction to Structural Violence by Dr. Shayna Plaut
- Applying a Systems Lens to Rural Water Service Delivery by Dr. Pranav Chintalapati

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. Jenny Peterson	Associate professor	Faculty /PI
Tamara Baldwin	ORICE director	Co-PI
Dr. Neil Armitage	Lecturer	Faculty
Dr. Lisa Sundstrom	Associate professor	Faculty /HREAC member
Dr. Pranav Chintalapati	Associate professor	Faculty /HREAC member
Dr. Mohamed Ibrahim	Associate professor	Faculty /HREAC member
Dr. William Brown	Assistant professor	Faculty / HREAC member
Dr. Nicole Barrett	Assistant professor of teaching	
Dr. Allison Macfarlane	SPPGA director	
Chris Crowley	CTLT	
John Cheng	CTLT	Catalog design consultant
Trish Varao-Sousa	CTLT	evaluation consultant
Max Bognene	PhD student	Graduate Academic Assistant
Timothy Chiu	Graduate student	
Audrea Wang	Undergraduate student	Program Assistant
Shanel Feller	Graduate student	Graduate Academic Assistant
Nyati Sharma	Undergraduate student	Undergraduate Academic Assistant
Anastasiya Mozolevych	Undergraduate student	Program Assistant
Noah Stuart	Undergraduate student	Program Assistant
Emma Villalobos	Undergraduate student	Program Assistant
Nika Martinussen	Undergraduate student	HREAC member
Jenna Ramji	Undergraduate student	HREAC member
Adam Braver	Student Advocacy Seminar Lead (SAR)	
Clare Farne Robinson	Advocacy Director (SAR)	



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
POLI 461C	2022/23
POLI 461C	2023/24
SOCI 224	2022/23
SOCI 224	2023/24
POLI 334	2022/23
POLI 334	2023/24
ECON 364A	2022/23
ECON 364B	2022/23
SOWK 440J/571	2022/23
SOWK 440J/571	2023/24
APSC 376/ POLI371	2023/24
PPGA 391A	2023/24



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):
Seminar Series and Workshops	Details and links to series/workshops can be found on project page Human Rights Training UBC Human Rights Collective
Human Rights Resource Catalogue	The HRC Resource Catalog UBC Human Rights Collective
New Course: PPGA391 Human Rights in a Globalized World	PPGA 391A – Human Rights in a Globalized World: Interdisciplinary Perspectives and Practical Applications UBC Human Rights Collective see also and interview/report on student learning experience from this year’s cohort What is the Value of Experiential Education? Q&A with PPGA 391A Student Lolita Persad UBC Human Rights Collective
Experiential Learning Opportunities (three cohorts of undergraduate research clusters with Dallaire Centre of Excellence for Peace and Security on Cultural Heritage and Cultural Property Protection; two cohorts of undergraduate research clusters for the Scholars at Risk Scholars in Prison Project)	Why is Student-led Advocacy Important? - Scholars in Prison Engagementship - Office of Regional and International Community Engagement (ubc.ca)
Human Rights Education Advisory Committee	This committee met 3 times per year to advise on the work associated with the TLEF project and was comprised of faculty, staff and students.

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:
Not applicable, all deliverables met	

3. PROJECT IMPACT

3.1. Project Impact Areas – Please select all the areas where your project made an impact.

X Student learning and knowledge

X Student engagement and attitudes



Instructional team-satisfaction

x Teaching practices

X Student wellbeing, social inclusion

X 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.

Student learning and knowledge

Common goals through the seminars, workshops and course were to challenge students (and all attendees) to think about human rights, both in the content (ie. are human rights only about humans?) and the ways in which human rights are advanced. In particular, we sought to showcase the vast network of actors that come together to form impactful advocacy efforts. In the co-curricular engagementship and the course (PPGA 391A) student teams worked on specific human rights advocacy issues. In these teams, students had the opportunity to dive deeper into the complexity of the issues at hand and be introduced to multiple actors working in various ways. For example, students who were part of the 8-month scholars in prison engagementship with Scholars at Risk International, worked in small teams at UBC but also with student teams across North America advocating for the release of the same scholars. The UBC students also interacted with scholars and activists dedicated to the cause and ultimately went to Washington, DC to be part of an advocacy push speaking with politicians. In an [interview](#) conducted with a few of the students who were part of this program, one captured the learning of networked advocacy by saying

“As Canadians speaking with American government representatives and human rights organizations, we really wanted to stress how the pursuit of upholding human rights is truly an international effort. Nilloufar Bayani and Dr. Ahmadreza Djalali’s cases are not isolated incidents as many other scholars worldwide are being unjustly detained and stripped of their freedoms. From this experience, we absolutely learned what advocacy strategies and methods would be most effective in advocating for these scholars, particularly when interacting with influential individuals who can leverage their platforms to draw attention to these issues.”
Golsa Moazedi

This type of student learning - the recognition and understanding of how individuals, collectives, organizations, etc, work together in different ways to bring change and advocate for the realization of human rights- is the type of learning that we sought to bring to light through experiential education opportunities to not only inform but involve them in learning outcomes.



Student engagement and attitudes

Engaging with human rights topics and advocacy for particular issues can be very challenging, frustrating and confusing. Most human rights abuses are already ‘protected’ by conventions, laws and general consensus that violations shouldn’t be allowed to happen - and yet they do. Even when a violation hasn’t occurred, there are many examples of where rights are not fully realized. For example, in PPGA 391A, students were working with Operation Black Vote Canada (OBVC) to put together a compelling case for an upcoming meeting with the Ontario Premier to implement term limits in municipal elections, to encourage more (and more diverse) participation in municipal politics. While the current lack of term limits is not a ‘legal violation’, it results in incumbents being reelected for multiple terms, in part due to name recognition. One of the students described his learning in this way:

...” Effective advocacy also involves making human rights frameworks more equitable overall. Thus, our group had to assess how various human rights frameworks applied to our specific issue – enhancing equity and representation in Ontario's municipal elections. Our concern was in equity issues within these frameworks. We proposed that implementing term limits can foster a more equitable and accessible political environment for communities facing systemic barriers to office. Advocacy plays a pivotal role here – it goes beyond addressing legal violations to scrutinizing real-world outcomes versus theoretical equality. This dissonance is one of the fundamental challenges of human rights advocacy.” Jon Gill

In an in-depth course evaluation/focus group session conducted in class near the end of the term, of the students surveyed 83% said “yes”, and 17% said “somewhat” that the course learning objective of students being able to “Understand their role and positionality in representing human rights violations and working ethically and constructively.” was achieved.

Through the community partner projects within the course, the students also experienced and learned about the role and necessity of sitting with uncertainty. In human rights advocacy projects there are often directions and desired outcomes, but there are no how-to manuals for precisely how to achieve a desired outcome, if there were, the issue would not likely be an issue. For students new to this work, who want to know if they are ‘doing it right’ or if their work is going to be ‘useful’, the reality of working in and through uncertainty can be very powerful. One student team working with the Aboriginal Housing Management Association (AHMA) to create a report or a body of work to support a human rights claim being made against the federal government and, specifically, the Ministry of Housing. The report outlined the government’s lack of will to provide adequate housing for Indigenous peoples across the country. One of the students in the group described the experience this way in a [follow-up interview](#).

“I think a shared sentiment among my group members was that sometimes the project felt a little challenging because we didn’t really know if we were doing the right thing or if we were doing what the community partner actually wanted because this was our first time doing something like this, and oftentimes these questions weren’t resolved until we got towards the end of what we were doing. It seemed uncertain and uncomfortable at times, but I think it’s just the nature of working within the field of policymaking. In terms of resolving the feelings of uncertainty and



confusion, I think there was a lot of growth in our group. We had to acknowledge that it was sometimes uncomfortable and work through that. Our instructor, Tamara Baldwin, had often reassured us that the project would feel non-linear and that that was just a part of the process.”

Lolita Persad

In the same course evaluation/focus group session conducted in class near the end of the term, of the students surveyed 74% said “yes”, and 26% said “somewhat” that the course learning objective of students being able to “Understand and experience the fluidity and changing nature of human rights challenges, including the emotional/personal elements of trying to resolve problems related to human rights.” was achieved.

Teaching practices

In experiential education programs, it is important to provide space for students to not only do work associated with their projects but also to process their learning. Having facilitated curricular and co-curricular human rights experiential education programs through this TLEF, the challenge of holding space for students to process (but not remove) discomfort and realize the value of discomfort as a pedagogical tool is much more challenging in curricular spaces. Student’s concerns about their grades can get in the way of their learning at times, so the explicit inclusion of ‘processing’ time can be helpful. To do this within PPGA 391A, the instructor for the course, Tamara Baldwin, included “studio days” which were non lecture based days intended for the 9 student project groups to work on the community-based project and discuss learning, issues, questions, etc. While this was partially successful, the number of projects meant that the instructor had limited time to meet with each group and dive into the stickier discussions. While the intention of the studio days remains, the formatting and implementation of these times will require some changes and piloting of different methods to meet their full potential.

Another pedagogical approach that we incorporated in the course was to bring in the Office of Regional and International Community Engagement (ORICE) to facilitate a workshop on power, positionality and reflexivity in community-based experiential learning. This was a well-received workshop and the students referenced content throughout the remainder of the course. Furthermore, guest lectures from practitioners were effective in providing concrete examples of how other advocacy projects have worked, struggled and succeeded over time.

In terms of the use of the OER Human Rights Resource Catalogue in a course environment, sources from the ‘Through the Lens’ workshop were used to supplement more traditional scholarly and discipline specific readings on visual analysis as a research methodology. These OER sources were used to explore how different understandings (ethical v methodological) and different audiences for visual analysis (NGOs, the public, academic) might be considered as we explore the realities of the visual representation of human rights (and abuses). In this sense, the resources from the catalogue helped the instructor widen the scope for discussion and allow students to understand both the similarities and differences in how materials/methods/modes of analysis are used for different purposes and for different audiences.



Awareness and capacity around strategic areas (Indigenous, equity and diversity)/Student Wellness & Social Inclusion

Throughout this project, we have sought to forefront issues related to equity and diversity and Indigenous ways of knowing. We have approached this through the topics and the guest educators who have been part of the seminar series and course. We also worked in collaboration with community partners to bring a trauma-informed approach to the work, and our students had the opportunity to learn from practices within particular organizations. For example, the student group that worked with AHMA led them through some of the practices that they use within their teams when working with emotionally heavy material. Lolita describes it as follows:

“Toward the end of our project, the group members and I met with our main contact at AHMA, who led us in this exercise of acknowledging and resolving the discomfort we may have felt when reading the testimonies because they are obviously quite emotionally charged. They taught us how to acknowledge really difficult truths and decide what to hold on to and what not to hold on to because you can’t carry it all. For me, when reading the testimonies, a big part of me wanted to hold on to all the stories because I would never want to deny that this is something that has happened to someone, even if it’s really difficult. But our guides really stressed that you can’t hold it all, so you just hold on to what is yours and your experience and the rest of it, you just have to let it go. I think throughout the project, one thing we tried to do was keep it person-centred. This meant acknowledging that whatever we read about violence wasn’t just data points but the personal stories and lives of people”. -Lolita Persad

In other projects, such as the Scholars in Prison Engagementship, we also integrated issues of equity and diversity throughout the experience. For example, students were asked to consider the issue of personal safety and how this differs from one student to another in the week where we explored the issue of ‘Bearing Witness’. Likewise, issues of diversity and relative power were fore fronted during our trip to Washington DC where students had a range of experiences in terms of visiting Capitol Hill and meeting with US politicians. Indeed, students were asked frequently to explore how their own positionality and identity might be impacting their work on the project and to consider how power dynamics within the human rights world impact that work that is (or should be done). We also worked to ensure that all students wishing to travel to Washington for Advocacy Days were able to do so, and that financial inequalities did not prohibit students from participation.

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.*

Team Debriefs: Weekly team meetings with our undergraduate and graduate students staff allowed us to debrief regularly on our seminar and workshop series. With the audience for these sessions primarily being students, the perspectives of our students on the nature and value of the learning that occurred in each session was prioritized and used to improve each future session.



Human Rights Education Advisory Committee: These meetings (made up of faculty and students not involved directly in programming) were used to attain advice on topics for seminars and events that would be of interest to the UBC community and that would help us expand the network/learning community. We also received feedback on the content of seminars and workshops when HREAC members were available to attend these events. This committee was also central in helping us re-consider specific elements of the PPGA course. Feedback on the interdisciplinarity of our course as well as the course assignment structure helped us with learning goals related to interdisciplinarity and experiential learning in particular.

PPGA Course Evaluation- In late March 2024, Tamara Baldwin, instructor of PPGA 391A dedicated an entire class to an evaluation of the course. We reiterated our goals for the creation of the course, and the importance of student feedback in assisting us to make inevitable tweaks and changes from the pilot offering. The evaluation included four subsections that included: a review of learning objectives (yes, somewhat, no) with comments; current assessments review and weighting (students asked re-weight current components, remove and/or add components with comments, experiential education component review that included logistics and reflective questions to comment on and lastly a review of each class topic and the assigned readings with a keep/modify/discard sorting activity with comments. The class was divided up into 4 even groups and 4 facilitators rotated to each group. The facilitator stayed with the same evaluation topic through the whole class and was able to add overall notes from each group and as a whole. The group was asked to complete the survey or questions for the topic and then the facilitator engaged the students in a discussion to deepen and contextualize the comments that were recorded on the forms. Each group spent 20 minutes on each of the four topics. This evaluation has provided us with valuable and specific feedback to apply to iterate the course for the next offering. Overall, the evaluations reinforced the design of the course including experiential education with 100% of the students indicating that this should remain a component of the course. However, it also provided important information about how students found it difficult at times to connect macro human rights concepts to community based human rights advocacy. Information such as this is very helpful and provides us with the opportunity to address this challenge through the inclusion of case studies within class for example.

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?*

We believe that this project has encouraged those participating in it to integrate interdisciplinary approaches or lenses to a greater degree in their work. Certainly for the students, staff and faculty involved in this project that has been the case. This is a sustainable change for those who have the freedom and ability to do so. However, we note that the structure of the university which is based on often siloed disciplines can make this work difficult. The space for interdisciplinary work is not always present nor valued. Meaningful engagement across disciplinary lines can also be more labour intensive and building such relationships can take time. This is yet another barrier, but we feel can be overcome as units see the value that interdisciplinarity can bring.

Comfort levels and tools for Integrating discussion of power and positionality into human rights education is also an important outcome of this project. Whilst some staff working on this project already had a great deal of experience in this field (notably ORICE staff), other participants (such as the PI and other faculty members) have had little training or exposure to leading such conversations with students– and can find them difficult or even uncomfortable. The support of ORICE staff in this regard was central in increasing the ability to hold such discussions with students and



can now be maintained by those who worked on this project, though it is an area that will require ongoing learning/unlearning and personal reflection.

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?*

This project is embedded into the Human Rights Collective (HRC) that is housed in the Office of Regional and International Community Engagement (ORICE). This ensures the sustainment, and expansion of the catalog materials. We have developed templates and practices for capturing resources and teaching tools from guest talks and workshops with the input of the presenters, and loading them onto the catalog. All communications for the HRC are supported by ORICE staff so new resources will be promoted through existing mechanisms such as social media, newsletters, and targeted emails.

The course, PPGA 391A, has been accepted as a permanent course in the School of Public Policy and Global Affairs (SPPGA) and will be taken through the senate process to get a permanent course code (currently in special topics). Furthermore, the experiential education components of this course will be supported by ORICE ongoing and in partnership with the goals of the faculty members who teach the course.

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.*

Peterson, Jenny (2024) 'Interdisciplinary Sustainability Education at UBC' *CTLT Spring Institute*, June 3, 2024.

Peterson J, (2023) Roundtable Chair & Participant 'Balancing Risk and Reward: Experiential Human Rights Teaching and Learning in Higher Education' March 15-18, International Studies Association Annual Convention, Montreal.

Peterson, J (2023) Roundtable Participant 'This Changed My Scholarship: The Hidden Curriculum for Instructors in Human Rights Education' March 15-18, International Studies Association Annual Convention, Montreal.

[The HRC Resource Catalog](#)

[Human Rights Collective: How Dr. Jenny Peterson and ORICE are empowering change.](#) UBC Faculty of Arts news, April 3, 2024.

[What is the Value of Experiential Education? Q&A with PPGA 391A Student Lolita Persad.](#) Human Rights Collective feature, June, 2024.

[Inside Experiential Education: Perspectives from PPGA 391A.](#) UBC Office of Regional and International Engagement feature, July 2024.