



TLEF Project – Final Report

Report Completion Date: (2020/04/30)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	The Learning Exchange as a hub of experiential learning		
Principal Investigator:	Dr. Alison Taylor		
Report Submitted By:	Alison Taylor, Stephanie Glick, Susan Grossman, Kathleen Leahy, Matt Hume		
Project Initiation Date:	2017	Project Completion Date:	2020
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.

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: [Report and blogsite]



1.3. Project Summary

The first phase of our project (2017 – 2018) focused on understanding the principles for effective partnership in Vancouver’s Downtown Eastside (DTES). Our background research was based on dialogues with community partners, students, and instructors/practicum facilitators. We developed a Synthesis Report and an Abridged Report, which can be found on our blogsite under **CEL Resources** (see first entry: <http://blogs.ubc.ca/experience/research/reports/>). We also produced interactive infographics (see <http://blogs.ubc.ca/experience/category/cbel-resources/>) to guide students, faculty, and community on ethical and reciprocal resources for starting CEL work.

In our second phase (2018 – 2020), we developed tools for those who are new to community engaged learning (CEL) and others who want to refine their ideas about engaging responsibly in co-creating reciprocal community-university partnerships. Our tools include a website which hosts the following:

- The **Roots to Partnership** blogsite (<http://blogs.ubc.ca/experience/>) includes a number of pages aimed at sharing information with faculty members, students, and community partners who are interested in community-engaged learning.
- As part of this blogsite, **Stories of Partnership** (<http://blogs.ubc.ca/experience/stories-of-partnership-2/>) feature series of blog posts about exemplary partnerships in the DTES community. Stories highlight the relationships between the community and university. Written by students and academic authors, the partnerships described range from the Tech Cafés that operate across the DTES to interviews with students and faculty about the Urban Ethnographic Field School.
- Our **Roots to Partnership** podcast series explores what teaching in and with community looks like from various perspectives. Our guests include folks from community organizations, mostly from Vancouver’s DTES, along with UBC professors, staff, and students with whom they partner. Themes explored include:
 - Ethics and values that underpin effective CEL
 - Learning through trial and error
 - Learning how to establish partnerships that last
- **Research** (articles, book chapters, scholarly reports, dissertations) by UBC authors are listed or provided on our site for those wishing to gain in-depth knowledge on CEL in various fields.

Work in this phase builds on the knowledge and resources provided by DTES community members via the UBC Learning Exchange (LE) and UBC’s Centre for Community-Engaged Learning (CCEL).

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
Alex Chow	UBC Undergraduate Student	Researcher/writer for the comprehensive and abridged reports titled: <i>Creating reciprocal and ethical learning partnerships in the Downtown Eastside: Messages from</i>



		<p><i>participants on the development of partnership planning tools.</i></p> <p>Blogger for <i>Roots to Partnership: Stories and Tools for Community Engaged Learning</i> (blog).</p>
Mallory Davies	UBC Graduate Student	<p>Student and Community Outreach Coordinator for ADHE 330.</p> <p>Guest blogger for <i>Roots to Partnership: Stories and Tools for Community Engaged Learning</i> (blog).</p>
Stephanie Glick	UBC Graduate Student	<p>Researcher/writer for the comprehensive and abridged reports titled: <i>Creating reciprocal and ethical learning partnerships in the Downtown Eastside: Messages from participants on the development of partnership planning tools.</i></p> <p>Teaching Collaborator for the first session of ADHE 330.</p> <p>Podcast co-host for <i>Roots to Partnership: Stories and Tools for Community Engaged Learning</i> (podcast series)</p>
Nasim Peikazadi	UBC Graduate Student	<p>Researcher/writer for the comprehensive and abridged reports titled: <i>Creating reciprocal and ethical learning partnerships in the Downtown Eastside: Messages from participants on the development of partnership planning tools.</i></p>
Sara Sanabria	UBC Undergraduate Student	<p>Blogger for <i>Roots to Partnership: Stories and Tools for Community Engaged Learning.</i></p> <p>Editor for <i>Roots to Partnership: Stories and Tools for</i></p>



		<i>Community Engaged Learning</i> (podcast)
Mary Kostandy	UBC Graduate Student	Blogsite developer and editor
Lauryn Rohde	UBC Undergraduate Student	Guest blogger for <i>Roots to Partnership: Stories and Tools for Community Engaged Learning</i> (blog).
Robyn Taylor Neu	UC Berkeley Phd Student	Took the lead (with Alex Chow) on researching and writing initial blog series on Tech Café as a model for subsequent stories in <i>Stories of Partnership</i> .

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)
ADHE 330	022	2018	Winter 2
ADHE 330	021	2019	Winter 2
ADHE 330	021	2019	Winter 1
ECON 364A *	001	2019	Winter 2
* Matt shared the blogsite with Prof. Catherine Douglas' class as they were working with the Tech Cafes as well			



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:
Website: Our website serves as a repository for blogs, a podcast series, an interactive infographic, and research pertaining to CEL with special emphasis on the DTES.	http://blogs.ubc.ca/experience/the-learning-exchange-as-a-hub-of-experiential-learning/
Interactive Infographics: Provides students, faculty, and community members with resources for embarking on ethical and reciprocal CEL projects in the DTES and beyond.	Students: http://blogs.ubc.ca/experience/2018/08/15/student-cel-resources/ Faculty: http://blogs.ubc.ca/experience/2018/08/15/faculty-cel-resources/ Community members: http://blogs.ubc.ca/experience/2018/08/15/community-cel-resources/
Blog Site: Provides stories of CEL partnerships and other similar endeavors in the DTES and beyond.	http://blogs.ubc.ca/experience/stories-of-partnership-2/
Podcast Series: Features community partners, instructors, and students who have been involved in community-engaged learning in different courses and in different ways.	http://blogs.ubc.ca/experience/
ADHE 330 undergraduate course: The course focuses on community-based adult education.	UBC Vancouver campus; various locations in the DTES.

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:

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.

The goals of our project were to develop tools and resources for ethical engagement in the DTES that could be helpful for community organizations, faculty/instructors, and students involved in community-engaged learning. It was also important to involve students in the work of this project as TAs and RAs.

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.*

We held a ‘launch’ of the blogsite in early December 2019 and invited all who participated in the development of the blogsite, many of whom were students. Their feedback regarding their involvement in this project has been very positive.

Our partners in the DTES (e.g. Coordinator of DTES Literacy Roundtable) have also expressed appreciation for the tools we co-developed and are referring people to the online resources. Further, our students in ADHE 330 have expressed that the blog stories have been especially educative. In fact, an assignment in ADHE 330 has been to follow the model provided on the blogsite to write students’ own stories of partnership based on their community engagement. A few ADHE 330 students (Winter 1 2019) were also featured in our introductory podcast episode, which will hopefully serve to educate others about community-engaged learning.

Following the launch, the Learning Exchange has started to incorporate the blogsite into their suite of Downtown Eastside student orientation tools. Economics students, for example, were recently tasked with researching barriers to sustainable digital literacy practices. As the DTES Literacy Roundtable and their work had been featured in both written and audio features on the website, students were able to access in-depth information about how fellow community engaged learners



had worked with the organization previously before meeting in-person with the group. The students expressed they found it to be a valuable resource, and the fact it provided perspectives from faculty, staff, community organizations and fellow students gave them a multi-faceted understanding of community engagement.

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.

Publications

Glick, S., Taylor, A., Peikazadi, N., Chow, A., & Allan, B. (2018). *Creating reciprocal and ethical learning partnerships in the Downtown Eastside: Messages from participants on the development of partnership planning tools (Call to action report)* (pp. 1–8). Vancouver, BC: University of British Columbia

Taylor, A., Glick, S., Peikazadi, N., & Allan, B. (2018). *Creating reciprocal and ethical learning partnerships in the Downtown Eastside: Messages from participants on the development of partnership planning tools* (pp. 1–59). Vancouver, BC: University of British Columbia.

Retrieved from

<https://open.library.ubc.ca/cIRcle/collections/facultyresearchandpublications/52383/items/1.0367407>.

Presentations

Taylor, A., Glick, S., Mehrabi, S., & Peikazadi, N. (2017, May 1 - 5). *Community service learning in higher education*. Presented at the C2U Expo, Vancouver, BC.

Posters

(April, 2018). Learning Exchange as a hub of experiential learning. Presented at the TLEF Showcase.

(April, 2019). Learning Exchange as a hub of experiential learning. Presented at the TLEF Showcase.

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?

- As instructors, Taylor and Glick learned a great deal about ethical partnerships with vulnerable communities themselves through the development of this project. We learned from the initial



dialogue with students, community partners, and instructors as well as the models and stories provided by other instructors and community partners who are doing excellent work at UBC.

- The resources provided by the blogsite are also very useful for ADHE 330 in helping to set the context for students who are considering experiential learning placements in the DTES. Taylor has learned more from other instructors about some of the factors that contribute to successful CEL. She is planning to include CEL in her new graduate class as ‘Action projects.’
- As we suggest by our garden metaphor in our blogsite and podcast (“Roots to Partnership”), community engaged learning is a process of growing and building, and this work provides an excellent foundation for this.

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 fact that we partnered with the *Learning Exchange* and the *Centre for Community Engaged Learning* on this project is part of our ‘sustainability strategy,’ since both organizations can help to ensure that others know about the blogsite and can use it. Students in courses taught by Taylor and Glick, as well as those in other courses will be invited to continue to build the blogsite. Taylor has already reached out to other colleagues in the Community Engaged Scholars group at UBC who are doing CEL in their own teaching to encourage them to contribute to the blogsite. We will continue these efforts in 2020-21.

The Learning Exchange has committed to including *Roots to Partnership* in future student orientations, particularly for students completing projects on-site and with their community partners in the Downtown Eastside. As they work with over 200 students on in-depth projects and placements, and support over 500 students in curricular engagements per year, the site will have a dedicated student audience. Furthermore, the Learning Exchange often work with faculty and researchers in the exploratory stages of community engagement, and strategically sharing this resource will give these audiences tools to support their processes.