



# TLEF Project – Final Report

Report Completion Date: (YYYY/MM/DD)

## 1. PROJECT OVERVIEW

### 1.1. General Information

<b>Project Title:</b>	From Classroom to Courtroom: Community Based Experiential Learning in the Coordinated Arts Program’s Law & Society Stream		
<b>Principal Investigator:</b>	Dr. Evan Mauro		
<b>Report Submitted By:</b>			
<b>Project Initiation Date:</b>	April 2017	<b>Project Completion Date:</b>	April 2020
<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.

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|--|--|
| <input type="checkbox"/> Resource development (e.g. learning materials, media)                                 | <input type="checkbox"/> Student experience outside the classroom (e.g. wellbeing, social inclusion)                   |
| <input 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 type="checkbox"/> Open educational resources  |
| <input checked="" type="checkbox"/> Curriculum (e.g. program development/implementation, learning communities) | <input type="checkbox"/> Other: [please specify]   |



### 1.3. Project Summary

Situated in the Faculty of Arts, the Coordinated Arts Program (CAP) provides an enriched educational experience for first-year students through its cohort learning community. Groups of students take clusters of linked-but-separate courses in one of five research streams (<http://cap.arts.ubc.ca/our-streams>), are offered frequent interactions with their learning cohort, and are given extensive support from faculty and staff. Our project develops and integrates community-based experiential learning (CEL) into CAP's Law & Society stream by establishing long-term relationships between Law & Society students and multiple community partners, including, Pivot Legal Society, the West Coast Women's Legal, Education, and Action Fund, Karmik, human rights lawyer Adrienne Smith, Insite safe injection site, among others. These are Vancouver-based individuals and organizations that work to improve the social and cultural positions of marginalized groups through legal means. The Law & Society stream focuses its curriculum on how legal and political forces influence the everyday lives of diverse populations; bringing CEL into this dynamic curriculum students to learn from community groups that work "in partnership with communities affected by poverty and social exclusion to identify priorities and develop solutions to complex human rights issues" ([www.pivotlegal.org](http://www.pivotlegal.org)).

### 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
Kristi Carey	Project Manager	Offered assistance with administrative roles to set up CEL engagements; developed evaluation methodologies; analyzed data collected; offered support for resources produced as a result of this project
Sartaj Singh	Undergraduate Research Assistant	Researched literature on CEL at first-year level; supported data collection and analysis; maintained calendars on online blog sites/overall web assistance

### 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)
ASTU 100	L01-04	2017-2018	Winter
ASTU 100	L01-04	2018-2019	Winter
ASTU 100	L01-04	2019-2020	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:
CEL Toolkit	<a href="https://blogs.ubc.ca/celtoolkit/">https://blogs.ubc.ca/celtoolkit/</a>

**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: [please specify]

Established working relationships with multiple community partners in the greater Vancouver area.

**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.**

Short-term benefits to students:

- Law & Society (LS) Students will be able to apply classroom knowledge to enrich their grasp of the skills needed to work in and with the legal professions, and the nonprofit sector.
- LS Students will challenge themselves in a new learning environment to better understand the type of career and major they might like to pursue in the following years.
- LS Students will practice and develop reflective and critical thinking skills as they engage in structured reflection on their learning throughout CEL.



Sustainable benefits to students:

- LS Students will develop a sense of the importance of scholarly research outside of the academy from year one as they develop professional as well as academic competencies.
- LS Students will develop further research and analytical writing skills.
- LS Students will carry forward a recognition of the roles students can and do play in their communities for the rest of their time at UBC.
- LS alumni will have the opportunity to reflect on their experiences through giving workshops to incoming CAP students about CBEL in following years, thereby learning to articulate the benefits of learning experiences.

Benefits to faculty:

- LS faculty will develop a greater awareness of how students can translate disciplinary knowledge and course assignments into other contexts, which will further enhance the teaching and learning experience.
- LS faculty will be provided with the opportunity for further coordinated and collaborative teaching in CAP, thereby increasing their pedagogical competencies.
- LS faculty will increase their experience with active teaching methods; faculty, along with students, will develop firsthand knowledge of community issues, and will learn to foster reciprocal learning among all involved – students, teachers, and community partners.

Benefits to community partners:

- Community partners will increase public awareness of issues important to their organization.
- Community partners will further their own respective missions in motivating young people to become and remain actively involved in issues of social and juridical justice.
- Community partners will build relationships with faculty and staff, allowing them to, as CCEL suggests, “inject new energy, enthusiasm, and perspectives into the organization’s work,” and “expose future professionals to a range of career pathways” (“CBEL Overview Package”).

Benefits to future CAP students (550 per annum):

- Although this project will concentrate on CAP’s LS stream, we anticipate that CBEL has the potential to be rolled out across other streams in CAP in the future. Therefore, an investment in this proposal has the potential to serve all of CAP’s annual 550 students per year.



**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.*

In order to ensure we executed CEL in ways that met our goals, our evaluation plan deployed the following array of analytical methodologies, to not only gain quantitative but also qualitative understandings of the impact of effectiveness of our project:

- Pre-project interviews and meetings to collect feedback from students and faculty members.
- Bi-monthly progress conversations with faculty members and community partners to ensure communication and accountability.
- Analyzed student writing assignments: Op-eds & ongoing blog posts from students for their reflections on course materials. These were read and measured to how they match with stated learning objectives for effectiveness of CBEL in content and critical thinking.
- Pre- and post-reflection student surveys in the classroom and student self-assessment.
- Annual focus groups with students.
- Community partner evaluation surveys.
- Ongoing channels for feedback with students during the entirety of the course years.

Once data was collected, it was analyzed using tools such as Qualtrics and NVivo, coded for themes such a positionality and self-location, personal transformation, relation of activities to course content, understandings of complex social issues. Some of our most valuable insight took place in student focus groups, and questions that guided those conversations are as follows:

What [community engagements] did you do?

- How was that experience for you?
- What kinds feelings/thoughts did you have? Have you ever done something like that before?
- How do you think this relates to the context of the course?
- What did you get out of it personally?
- What did you get out of it more intellectually?
  - o How did scholarly research intersect with your CEL experiences? What did you learn from each?

How did this affect where you see yourself outside of university?

What interests or experiences did you bring to the course that the CEL component spoke to?

Would you change anything about the CEL component?

What did you take away from the course? What was the most impactful part of the CEL experience?

Many people in this class wanted to be lawyers, for those of you who did, how did this experience affect this aspiration?

What did you think about the Legal Advocacy writing assignment?



Would you recommend other students take a course with a CEL component?

We would also like to include a couple of quotations from these focus groups over the past few years that really emphasize the success of this project:

**2017-2018:**

*“Obviously we read a lot of articles about [missing and murdered women of the DTES], but it was just different to actually see how it impacts society and how so many people could come together to honour that pain.”*

*“It gets a lot more real... learning about how these organizations actually used the types of writing we learned to do was really practical and useful...it's really inspiring”*

*“In class we talked about states of exception and marginalization and [the activities] helped show us that it's not just things we learn in class—these are things that happen to real people.”*

**2018-2019:**

*“Something that the speaker from Megaphone said that really resonated with me—don't be an audience but a witness to what she had to say that day. But also, looking back at some of the events, especially the Women's Memorial March, everything became so much clearer, this idea of—an audience is just some people walking by, and that sort of harmful stigma is being consistently reproduced, and I see it everywhere now [...] Being a witness, I guess, is—instead of just being sympathetic, having empathy instead, and trying to be understanding, and stand by and support people.”*

*“I've been to the DTES prior to taking this course, but I'm definitely seeing it through new eyes. You know, seeing it as people's home, and how strong the community is, as opposed to a bunch of individuals who are suffering problems individually.”*

**2019-2020:**

*“I learned that I would probably really enjoy an occupation in this type of field as I want to hold a position in life where I am able to help others easily and make an impact on people and their lives, as many of these organizers had”*

*“I learned how gratifying it is to use the tools we learned in the class to benefit someone else's life. I felt more driven to strive for perfection knowing my work could effect people other than myself”*

*“I think the CEL experience helped to contextualize a lot of our readings to important issues around us, and helped me understand how we can use our skills as writers in the real world.”*

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**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.

Mauro, Evan and Kristi Carey (forthcoming). “From Social Justice Curriculum to Abolitionist Education: Institutionalization and Community-Engaged Learning.” *Michigan Journal of Community Service Learning*, Winter 2021, Special Issue on “Centering Social Justice in the Scholarship of Community Engagement.”



**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?

This project has successfully changed my teaching practices, influenced changes among my colleagues, and resulted in minor but important program-level changes in the Coordinated Arts Program. These all look to be sustainable long term.

- My teaching practice now centrally involves Community Engaged Learning, and I am maintaining what I hope will be durable community partnerships. Also, this project has shown that this approach is effective in First Year education, and in literature classes, two areas where CEL is not often practiced.
- With two workshops, the online toolkit, and a follow-up TLEF, I am involved in supporting other faculty in CAP who are designing CEL modules for their courses.
- As a member of UBC’s Community Engaged Scholars, I am networking with other CEL scholars on campus and contributing to its knowledge base.
- ASTU 100 recently revised its course outcomes, and thanks to the work this project has spearheaded, we have included “Research in Community” as one of three core outcome areas for this course (along with “Literary Studies” and “Academic Writing”). This enables current and incoming faculty to see CEL as a legitimate and encouraged option in their pedagogy.

**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 largest barrier to project sustainment is funding our community partner honorariums. As a course and project that remains dedicated to principles of social justice and creating horizontal relationships, honorariums are extremely important to the overall success of utilizing Community Engaged Learning at the first-year level in the Coordinated Arts Program. We have outlined a number of initiatives in order to ensure long-term sustainability and pathways to further funding, including but not limited to:

- Mapping out available community engagement grants both at UBC and for Canadian institutions of higher education more broadly;
- Working with other faculty members on a follow-up TLEF project, *Expanding Community Engaged Learning Opportunities Across First Year Cohort-Based Programs* (PI Kerry Greer), to ensure sustainable interest in CEL and its ability to be scaled to more classes over time;
- By implementing an evaluation strategy of how students are able to formulate research projects and write analytically a few years after they have participated in CEL, we will be better equipped to make the case to department heads for the necessity of CEL in first year courses.

Challenges that might arise of course, include grant and department availability of funding. For this reason we are also looking into options that might include either a scaled version of CEL (not as involved from the community partner’s standpoint) that would require a significantly less if at all honorarium. While this is not our ideal scenario, this remains an option as a last resort.