



COMMUNITY-ENGAGED  
LEARNING



University  
of Victoria

# INSTRUCTOR GUIDE FOR COMMUNITY-ENGAGED LEARNING



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This printed guide presents basic information that is further developed in the UVic Brightspace course named “Instruction Guide for Field-Based and Community-Engaged Learning”



This document was created through years of experience in the CEL Office and with reference to the following resources and scholarly works (more references are included the Brightspace course):

Ajjawi, A., Tai, J., Nghia, T.L.H., Boud, D., Johnson, L. & Patrick, C.J. (2020). Aligning assessment with the needs of work-integrated learning: The challenges of authentic assessment in a complex context. *Assessment & Evaluation in Higher Education*, 45(2), 304-316.

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We thank Alexandra Kroeker, Anya Hall, Sepideh Tajedini, Rhianna Nagel, Garry-Grace Ribeiro, Paula Shaw, and Meher Tahiliani for their dedication to this work.



We acknowledge that the University is part of the colonial history of Canada and maintains systems that continue this history today. The University of Victoria disrupted and sits upon the Cheko'nien family group territory and the Sungayka village ('snow patches'), a part of lək'wəŋən territory which served as an important place for camas harvesting and trading as well as cultural and spiritual practices. We acknowledge and respect the lək'wəŋən peoples on whose traditional and unceded lands the University stands, and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day. Additionally, we recognize the obligations of the non-Indigenous community according to the Douglas Treaties and strive to fulfill those responsibilities.



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## **What is Community-Engaged Learning?**

At the core of Community-Engaged Learning (CEL) is the reciprocal, mutually beneficial partnership between community, faculty, and students. These partnerships create an exchange of knowledge and skills both to the community from the student and to the student from the community. The activities in the learning process contribute to community initiatives. CEL provides great mentorship opportunities for community members to work with UVic students, and for the UVic students to learn valuable skills to take into the workplace, and to learn about the local community. CEL happens in many ways and within many types of relationships.

## **CEL Mission and Vision**

CEL creates and supports spaces and opportunities for students, instructors, and community to collaborate in ways that contribute to community initiatives; honour and learn from community wisdom and experience; and help students recognize themselves as active members of community.

## **Benefits of Community-Engaged Learning**

CEL is a rich experience for instructors as well as students. Shaping a course to center community engaged work means that your course content is dynamic and that you are constantly learning. The relationships you can build over time with community partners through reciprocal arrangements can be truly collaborative and mutually supportive and bring your teaching to life.

Students bring insight from their experiences with community to the classroom and their course work. This enriches the learning experience for the whole classroom by helping students see the way their academic learning and their personal competencies matters in the world. Students are often enlivened by the lived experience of doing something “real” in the world, of using their energy to contribute to needs within the community. The same can be said for instructors. Using your capacity to support the work of community is a rewarding and enlivening approach to teaching.

## How CEL differs from Co-op and Practicum

CEL, Co-operative Education, and Practicum are all examples of experiential learning that take place in and/or with the community. Each offers students the chance to practice skills connected to employability, personal and community agency, and lifelong learning. The table below highlights similarities and differences among these experiences in their most typical forms.

	<b>CEL</b>	<b>Co-op</b>	<b>Practicum</b>
<b>Part of a course</b>	Yes	No	Yes
<b>For academic credit</b>	Yes	No	Yes
<b>Paid and treated as employee</b>	No	Yes	No
<b>Student fee above tuition</b>	No*	Yes***	No
<b>Full-time</b>	No**	Yes	Yes
<b>Part-time</b>	Yes	Yes	No

\* There are often fees associated with field-based community-engaged learning.

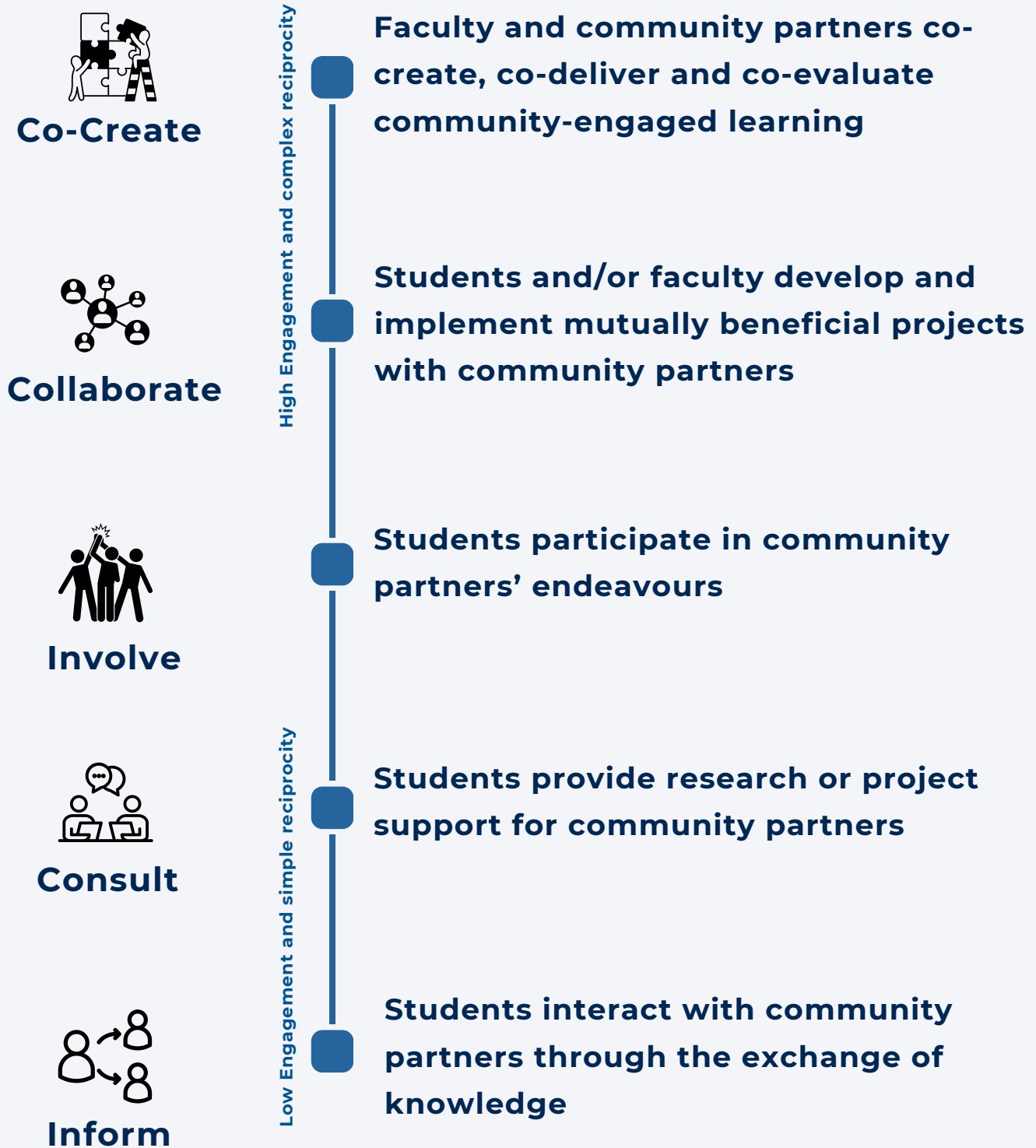
\*\* Field-based community-engaged learning can happen over several weeks and is often full-time and immersive for the duration of those weeks.

\*\*\* In mandatory co-op programs (e.g. Engineering and Business), students pay a fee. In non-mandatory co-op programs (like Social Sciences and Humanities) students pay tuition for co-op.

If you are interested in Co-op, contact [coopinfo@uvic.ca](mailto:coopinfo@uvic.ca). If you are interested in Practicum, search the UVic website to find the Practicum Coordinator who is most relevant to your work (such as Education or Social Work). If you are interested in CEL, contact [celoffice@uvic.ca](mailto:celoffice@uvic.ca).

# SPECTRUM OF ENGAGEMENT

Community-engaged learning occurs along a spectrum of engagement, ranging from low to high levels of involvement and reciprocity.





## The Role of the Instructor in CEL

Instructors can play varying roles in CEL and experiential learning. The most suitable role depends on students' individual needs and learning level. David Kolb describes the following roles in the Educator Role Profile:



**Facilitator:** Connects with students at a personal level, allowing them to express their personal interests and experiences.



**Subject expert:** Shares relevant subject knowledge with students and models a professional working and thinking style.



**Standard setter/evaluator:** Offers opportunities for students to show their accomplishments and measure their success.



**Coach:** Supports students in setting the personal and course Intended Learning Outcomes and in reaching their goals while learning from reflection on experience.





# PLANNING AND LEADING CEL

This section describes some key elements for planning and leading a successful CEL experience, including pedagogical, logistical, and relational aspects.

## Pedagogical Design

Designing CEL requires aligning student activities, project assignments, reflection tasks, and assessment methods to maximize learning and optimize collaboration with partners. Because of the great variety in CEL formats, placements, community partners, and course requirements, it is impossible to apply one ideal form of CEL.

However, the suggestions in this section support the implementation and assessment of all kinds of CEL, while considering the benefits for students and community partners.

### Intended Learning Outcomes

Intended Learning Outcomes (ILOs) are clear, directive statements that define what students should gain from a course or module. They help to focus the design of a course and create transparency about the learning experience. When used at the course or module level (as opposed to the program-level), ILOs should be specific, context-based, active, and clear.

### Activities during CEL

Student activities during their CEL projects should be:



Authentic, allowing students to carry out tasks that are typical for the field, with scaffolded challenges and responsibilities.



Aligned, connecting CEL activities with academic and course specific ILOs.



Supportive, allowing students to carry out tasks that benefit the partner organization.



Place-sensitive, stimulating students to learn about the community in a holistic way and to develop an awareness of place.

CEL activities are always connected to land, water and/or community, sometimes through active involvement and sometimes through passive observation.

## Universal Design for Learning

Universal Design for Learning (UDL) principles are inherent to CEL and include the use of multiple means of representing of content, action and engagement with content, and expression of learning. Consider all learners when planning the logistics of the learning experience, and pay attention to coherence between the assessment tasks, the physical and social contexts of learning, and the assessment criteria. To learn more about the UDL guidelines, visit <https://udlguidelines.cast.org/>



## Assignments

Course assignments may help students prepare for their community activities, engage in deeper learning during their experience, and/or reflect on their learning after the experience. CEL assignments often include tasks that encourage students to reflect on their experiences. It is important to offer course assignments that are:



Meaningful, connecting the CEL experience to course-specific knowledge.



Student-centred, aligning ILOs with instructional strategies and assessments.



Relevant and flexible, allowing assignments to be adapted to the needs, schedules, culture, and practical environment of the community partner.



Clear, stating expected outcomes, assessment methods, and how assignments help the development of relevant knowledge and skills.



Manageable, not overburdening students and allowing time for students to adjust to the routines of the new working environment.

## Reflection

In CEL students are required to reflect on their learning to show evidence of their development and growth. To support students in developing reflection skills, plan reflection activities there are:

- Continuous: Provide frequent opportunities for students to reflect on their experience.
- Scaffolded: Match the reflection activities and expectations to students' prior experiences and needs, gradually increasing the level of reflective thinking.
- Shared for feedback: Ask students to share reflections to receive formative feedback, while acknowledging student agency over their reflective products.
- Connected to place: Stimulate students' self-awareness of being in a specific cultural or natural environment.
- Guided: Model reflection techniques and introduce students to various reflection frameworks, activities and questions to stimulate reflective thinking.

Reflection activities can take place in multiple formats, including written journals, blogs or papers, art products or performances.



## Assessment

Assessing CEL in diverse environments requires future-oriented, aligned, and varied assessment methods. Collaboration among students, faculty, and community partners is crucial, with a focus on both formative and summative assessments. Involve students in creating criteria, use transparent rubrics, and allow multiple forms of expression for a comprehensive evaluation process.



## Logistics and Administration

A well-structured plan for community-engaged learning, taking into account logistics, risk management, funding, workload, and accessibility can save time in troubleshooting issues in future iterations and foster a positive experience for all involved.

### Logistics and Risk Management

There are many logistical aspects to planning and delivering a CEL opportunity, which may require instructors to apply several relevant institutional policies and processes. Below are some important logistical and risk management strategies to consider. Please refer to the QR codes at the beginning of this guide for more detailed information and support.

- Consider an **application** process for students. This will help clarify demands, risks and expectations, and support you in understanding student needs, including health and safety issues.
- **Waivers or informed consents** can support transparency around responsibilities of the CEL experience. Be aware of your faculty and department's requirements and documents. Risk Management ([waivers@uvic.ca](mailto:waivers@uvic.ca)) can be contacted for support.
- Create a list of **materials and equipment**, and **budget** overview, including who is responsible for the materials, the date they need to be ready by and how payment will be processed.
- Depending on the nature of the CEL opportunity, students may be asked to arrange their own **travel** or the instructor may book the transportation (e.g., a bus). For international travel, students are advised to take the Brightspace “Global Experience Course” course for which they can self-enroll.
- Consult UVic’s **Risk Framework** ([www.uvic.ca/financialplanning/risk/riskmanagement/framework/](http://www.uvic.ca/financialplanning/risk/riskmanagement/framework/)) to learn about a proactive approach to identification, assessment, mitigation and reporting of risk.
- If students engage in research with human participants during your course, **course-based ethics** approval may be required. To learn more, check: <https://www.uvic.ca/research-services/how-do-i/get-ethics-approval/how-to-apply-human-ethics-approval/course-based-research-guidelines/index.php>

## **Funding**

Any extra costs associated with CEL are often met through student course fees, which creates accessibility challenges. Funds are available for instructors to develop CEL, and for student financial support. Check if you can apply for a Learning and Teaching grant ([teachanywhere.uvic.ca/enhance-teaching/#grants](https://teachanywhere.uvic.ca/enhance-teaching/#grants)), ask your Chair or Director if there are any student-focused funds, and consider ways to reduce cost.

## **Workload**

CEL experiences demand much time and effort from instructors, students, and sometimes from community partners as well. However, the workload in delivering a well-designed CEL opportunity will be reduced over time. It is important to clarify the responsibilities of everyone involved and offer opportunities to rest and reflect during the experience. See page 14 for a list of suggested responsibilities.



## **Accessibility and Accommodations**

Prioritize inclusive CEL by facilitating meaningful participation for all students. Creating an accessible CEL plan involves reflecting on accessibility (including our biases), exploring the community location, and preparing students. Explore options to use technology, incorporate Universal Design, and communicate with students about dietary, travel, and accommodations challenges, if needed. The Centre for Accessible Learning ([www.uvic.ca/accessible-learning](http://www.uvic.ca/accessible-learning)) supports students and instructors to develop a learning plan that will meet the needs of the student in the classroom and in the community.

## **Sexualized Violence**

Sexualized violence takes many forms and is a widespread and systemic societal concern. At UVic, sexualized violence is unacceptable and prohibited behaviour. If you have been impacted (in)directly, reach out to the Sexualized Violence Resource Office for information, advice, support and resolution options, as well as education options.

For more information, visit [www.uvic.ca/svp](http://www.uvic.ca/svp)

## Community Relationships

Community-engaged learning strongly depends on relationships with community. Focus your efforts on projects and relationships that will have reciprocal benefits for all involved, giving particular consideration to how the community partner benefits from the collaboration. Below are some ideas related to building, maintaining, and celebrating reciprocal, trusting, and equitable community relationships.

### Build on Existing Relationships

Connect your CEL plan with relationships you already have, and to what is already happening in the community. Learn about what other faculty and staff have already done to mobilize existing community connections and scaffold learning opportunities for students.



### Build New Relationships

When building new relationships it is important to understand your own motivations, learn about the community partner, establish a connection, align expectations, inform everyone who may be affected, determine if agreements will be used, work with reciprocity at the forefront, understand complexities in communities, and prepare logistics and risk management.

### Maintain Relationships

To maintain strong relationships with community partners, ensure communication, commitment, and compatibility, allow for flexibility in planning, check in with your community partner regularly, and create an open space to communicate about challenges and successes.



### Celebrate Relationships

Celebrate relationships with community partners by recognizing the efforts of everyone involved, stimulating students to share back with the community, and expressing gratitude.

## Aligning experiences, ILOs and Community Interests

Community-engaged learning is optimized when it aligns both with student Intended Learning Outcomes (ILOs) and community interests. To establish meaningful connections, consider the fit between community opportunities and ILOs. Given the often time-intensive nature of CEL, prioritize small-scale but small impact projects. It's important to assess the feasibility of the time spent in the community and determine suitable activities for both on-campus and field settings.

Here is an example of an aligned versus an unaligned CEL in Environmental Studies:

<b>ILO:</b> Through field activities, students will effectively recognize and remove invasive species to restore the natural ecosystem.		
	<i>Unaligned</i>	<i>Aligned</i>
<i>Activity</i>	Students go on a guided nature walk and pick up trash along the trail.	Students learn from the instructor and through readings how to identify invasive species (as well as which fauna are native or not native to the area), then look for and pull invasive/non-native species from a defined area in the field.
<i>Contribution to community</i>	A cleaner trail free from trash in the short-term (still a good community contribution, but one that does not align with the course goal).	Ecosystem restoration through invasive species removal and/or community outreach and invasive plants.

## List of Responsibilities

Use the checklist below to identify responsibilities for instructor, student, and community partner(s). Add more as needed.

### Instructor

- ☐ Support student learning from the CEL project through critical reflection activities and/or assignments
- ☐ Ensure that the community element of the course entails an appropriate student workload for the course
- ☐ Monitor the student's progress through on-going communications with the student and Community partner
- ☐ Provide students with timely and constructive feedback on their class and community deliverables
- ☐ Assign class deliverables that support reflection and learning and that are aligned with the course intended learning outcomes and community experience
- ☐ Work with community partner(s) to identify and document what the community engagement will entail (e.g. timelines, tasks, deliverables, expectations) and assign students to appropriate partners and projects
- ☐ Provide adequate orientation to CEL pedagogy, potential risks and liability, the Community, and the connection between the agreed upon community engagement and course goals
- ☐ Provide a simple feedback process for the Community Partner, reflect upon feedback received and incorporate lessons into future collaborations

### Student

- ☐ Be punctual and notify Community partner(s) in advance if schedules or deadlines can't be met
- ☐ Maintain confidentiality and know what that means
- ☐ Conduct oneself with dignity, courtesy, consideration, and in a professional manner
- ☐ Follow site policies and procedures and accept supervision graciously
- ☐ Notify Community contact person of any problems, emergencies, safety hazards, concerns, or suggestions regarding activities
- ☐ Actively pursue meaning in the experiences by asking questions and searching for answers (e.g. gaining background knowledge)
- ☐ Fulfill hour requirements with the community partner site
- ☐ Fulfill commitment to all agreed upon deliverables
- ☐ Arrange own transportation to and from the site(s) unless other arrangements are made
- ☐ Fulfill the conditions and assignments outlined in the course syllabus

### Community Partner

- ☐ Provide clear expectations and directions for the assignment/responsibilities so that UVic students can proceed with appropriate independence and make good use of their time working with the Community partner
- ☐ Work with the class professor/CEL Office to provide direction regarding expectations of the students and communicate when expectations are not met
- ☐ Orient students to the overall operation, mission, and goals of the community partner site; and to the students' tasks and roles
- ☐ Give UVic students advance notice regarding any changes of schedule or expectations
- ☐ Refer problems or special requests regarding UVic students to the course instructor or CEL Office





# CEL EXAMPLES

These examples of community-engaged learning collaborations demonstrate the diversity in types and levels and engagement, and provide details about time commitments and types of outcomes.

# Community Mapping in the Bilston Creek Watershed



## COMMUNITY PARTNER:

Bilston Watershed Habitat Protection Association (BWHRA) - one of five group projects completed with community partners over the semester.



## COURSE TITLE AND LENGTH:

Community Mapping – Geography undergraduate course; one semester each iteration.



**COLLABORATION DESCRIPTION:** A representative from BWHRA contacted the CEL Office to discuss student involvement in community engagement and ecological restoration. A Community Mapping instructor expressed interest and met with BWHRA to explore synergies. BWHRA wrote a brief project description based on that conversation - the description was shared with students at the beginning of the semester. A couple of weeks into the semester the group of students selected to work on this collaboration met with BWHRA to clarify what they would do and when, and how BWHRA would support them in those goals. With support from BWHRA, students hosted public engagement events, gathering feedback and ideas. This information was presented to BWHRA at the end of the semester. BWHRA and the course instructor then discussed the experience, deciding to continue collaboration in subsequent semesters, building on previous work with each iteration. This ongoing partnership allows for continued student involvement in protection initiatives for the Bilston Watershed.

# Community Mapping in the Bilston Creek Watershed



**OUTCOMES:** The community partner widened their reach, both in terms of online and in-person outreach. The students created communications materials, ecological maps, community engagement facilitation, and data collection reports. This work set the foundation for future student contributions to Bilston Creek Watershed protection. Students identified a sense of inspiration and awe with the importance of grassroots community commitments and contributions to ecological well-being.

**CATEGORY:** Natural sciences and Conservation

**ACADEMIC DISCIPLINE:** Geography

## COMMUNITY PARTNER TIME COMMITMENT OVER THE THREE-MONTH SEMESTER

- 4 hours (virtual and in-person meetings)
- 2 hours (emails)
- 6 hours (presence at events with students)
- 3 hours (presence at final presentation)

## STUDENT TIME COMMITMENT OVER THE THREE-MONTH SEMESTER

- Meetings and emails as outlined above
- In-class and out-of-class time spent on outcomes (about 40 hours)

**WHERE THIS FITS ON THE SPECTRUM OF ENGAGEMENT:**



**Collaborate Involve**

## Media Production for The Westshore Skate Coalition



### COMMUNITY PARTNER:

Westshore Skate Coalition - students choose either to work with a community partner or to work on a personal passion project. The course typically collaborates with 2 - 3 community partners per semester and the students work individually or in groups of up to three.



### COURSE TITLE AND LENGTH:

Media Production for Writers (Writing undergraduate course), one semester (September to December)



**COLLABORATION DESCRIPTION:** The Westshore Skate Coalition initiated contact with the CEL Office to discuss their endeavour to construct a new skatepark in the Westshore area. Following discussions, the CEL Manager engaged with the instructor of the Media Production for Writers course, who had previously expressed interest in integrating a community project into the curriculum. Subsequently, the CEL Manager presented the initiative to the students, and a group of them expressed interest in collaborating. Meetings were held to refine the project scope, align student learning goals with the Coalition's needs, and plan the production of digital media content. The students then filmed a promotional video, incorporating feedback from the Coalition and their instructor. The final video was utilized for promotional purposes by the Coalition and showcased at various community events.

## Media Production for The Westshore Skate Coalition



**OUTCOMES:** The produced promotional video served as an effective tool in raising awareness and garnering financial and political support for the establishment of the skatepark, contributing to its successful opening in 2023. Students gained valuable hands-on experience in media production, enhancing their learning outcomes. The collaboration facilitated meaningful connections between students and the community, fostering awareness of local initiatives and issues.

**CATEGORY:** Media Production, Skill Development

**ACADEMIC DISCIPLINE:** Writing, Media Studies

### COMMUNITY PARTNER TIME COMMITMENT OVER THE THREE-MONTH SEMESTER:

- 3 hours (virtual and in-person meetings)
- 1 hour (email correspondence)
- 2 hours (facilitating filming arrangements)
- 1 hour (reviewing and providing feedback on the video)

### STUDENT TIME COMMITMENT OVER THE THREE-MONTH SEMESTER

- Meetings and emails as outlined above
- 4 hours prepping for filming
- 4 hours filming
- 20 hours editing

**WHERE THIS FITS ON THE SPECTRUM OF ENGAGEMENT:**



Consult



# Healthy Sexuality with Island Sexual Health



Photo credit: Maia Wei Yan Linsley



## COMMUNITY PARTNER:

Island Sexual Health



## COURSE TITLE, LENGTH and ENROLMENT:

Healthy Sexuality Class (Health undergraduate course), one semester (September to December). Enrolment is about 320 students.



**COLLABORATION DESCRIPTION:** The instructors of the Healthy Sexuality course, with a background in sex education, established a partnership with Island Sexual Health, leveraging their prior collaborations in community-engaged research. Building on this relationship, the instructors proposed conducting a learning session within their course, prompting Island Sexual Health's involvement. Collaborative efforts were made to develop the session's focus, select relevant readings, and prepare for the in-class presentation. Island Sexual Health contributed expertise by co-teaching alongside the instructors during the session, ensuring students received up-to-date information on sexual health approaches and frameworks.



**OUTCOMES:** Island Sexual Health gained access to a significant youth audience interested in their field of work, enhancing their outreach efforts. Students benefited from exposure to current approaches and frameworks in sexual health, enriching their learning experience. The collaboration facilitated meaningful connections between students and a prominent community organization, fostering awareness of sexual health issues and resources.

# Healthy Sexuality with Island Sexual Health



Photo credit: Maia Wei Yan Linsley

**CATEGORY:** Community Engagement, Health Education, Knowledge Sharing

**ACADEMIC DISCIPLINE:** Health Education, Public Health

## **COMMUNITY PARTNER TIME COMMITMENT OVER THE THREE-MONTH SEMESTER:**

- 3 hours (virtual and in-person meetings to develop session focus and select readings)
- 3 hours (preparation time for in-class session)
- 1 hour (email correspondence)
- 3 hours (co-teaching in the classroom)

## **STUDENT TIME COMMITMENT OVER THE THREE-MONTH SEMESTER**

- 1 hour prep time for in-class session
- 3 hours in-class time

**WHERE THIS FITS ON THE SPECTRUM OF ENGAGEMENT:**



Inform

# Supporting Literacy in Greater Victoria



## COMMUNITY PARTNER:

The Greater Victoria Alliance for Literacy (GVAL)



## COURSE TITLE, LENGTH and ENROLMENT:

Community Engagement 300 (CE 300). Each of these student placements lasts for one semester, either from September to December, or January to April. Enrolment is between 12 and 20 students.



## COLLABORATION DESCRIPTION:

GVAL works with the instructor of the Community Engagement 300 class to provide a project description and the instructor pairs a student for a one-term placement.

The student who is paired with this organization gets weekly meetings, mentoring sessions and experience practicing skills for a small literacy organization. Such skills have included: data research, project management, event planning, and evaluation. The importance of these placements is to provide valuable skills and experiences for students to better understand working with community agencies and organizations.



## OUTCOMES:

GVAL has hosted many student placements, with a variety of different projects. Initially, the student placement was used to do data research on literacy, but that has expanded to include documents for event planning, guides to access programming spaces and even program assistants for larger events. The collaboration is based on what the needs of the organization are at that point in time and can vary from semester to semester.

# Supporting Literacy in Greater Victoria



## **CATEGORY:**

Social and ecological justice in the Non-Profit sector.

## **ACADEMIC DISCIPLINE:**

Interdisciplinary (Social Sciences): Geography, Economics, Sociology, Political Science, Environmental Studies, Anthropology, and Psychology.

## **COMMUNITY PARTNER TIME COMMITMENT OVER THE THREE-MONTH SEMESTER:**

- Meet with instructor to hone the collaboration idea (30 minutes)
- In person and/or Zoom meetings: Typically 1-2 hours per week, depending on how meeting schedule is created, can be less, can be more (approx. 6-9 hours in total)
- Monitoring work of student, emails: 3 hours over the semester
- Evaluation meetings (mid-term and final reports) 2 hours over semester

## **STUDENT TIME COMMITMENT OVER THE THREE-MONTH SEMESTER:**

- Meetings and emails as described above (12 hours)
- In-class and out-of-class time dedicated to agreed upon project deliverables and required class assignments (40 hours over the semester, 3 to 4 hours per week).

## **WHERE THIS FITS ON THE SPECTRUM OF ENGAGEMENT:**



**Collaborate**

# Archaeology Field School in Barkley Sound



## COMMUNITY PARTNER:

Tseshaht First Nation  
Pacific Rim National Park Reserve  
Bamfield Marine Sciences Centre



## COURSE TITLE, LENGTH and ENROLMENT:

ANTH 343 & 344 – a 6 weeks field school for archaeology students.  
Enrollment was 12 to 20 students and cost about \$3,500 above tuition, with options for financial assistance.



## COLLABORATION DESCRIPTION:

Since at least 1982, the Tseshaht First Nation and Pacific Rim National Park Reserve of Canada (PRNPR) have been working cooperatively with archaeologists from UVic and other BC universities, to undertake archaeological research in the Broken Group Islands in Barkley Sound. In 2008, and again every year between 2016 and 2023, PRNPR staff and UVic's Anthropology department supported an undergraduate archaeological field school in the Broken Group islands with the support of the Tseshaht First Nation. This field school took place in Tseshaht First Nations territory surrounded by Pacific Rim National Park Reserve in the beautiful Broken Group Islands on southwestern Vancouver Island. Students also spent three weeks at the Bamfield Marine Sciences Centre conducting lab analyses and writing research reports on archaeological material recovered during the excavations in Tseshaht territory. Hiking, camping, and boat travel were also included in the field experience.



# Archaeology Field School in Barkley Sound



## OUTCOMES:

These courses trained students in professional archaeological field techniques, including respectful protocols in the field. This research leads to presentations and publications that were shared with First Nations heritage managers and with the public, increasing appreciation and respect for the broader legacy of Tseshahst history on western Vancouver Island and providing insight into environmental history in a nationally significant area of Canada's west coast. Local Indigenous youth who participated in various aspects of the field school gained insight into university education.

## CATEGORY:

Culture, ecology, and history

## ACADEMIC AREA:

Anthropology, archaeology

## COMMUNITY PARTNER TIME COMMITMENT OVER THE THREE-MONTH SEMESTER:

- Many hours of relationship-building, and planning and delivery of the learning experience. This is an example of a collaboration wherein the lead community partner was a co-teacher in the course and remunerated as such. There are many other community members who meet with the students and shared their knowledge over the duration of the field school.

## STUDENT TIME COMMITMENT OVER THE THREE-MONTH SEMESTER:

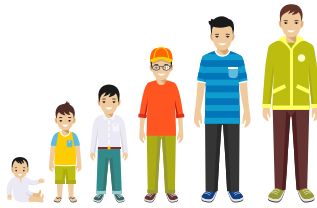
- Essentially the entire intensive field school (6 weeks)

## WHERE THIS FITS ON THE SPECTRUM OF ENGAGEMENT:



Co-Create

# COMMUNITY PLANNING PROJECT WITH OAKLANDS RISE WOONERF



## COMMUNITY PARTNERS:

Oaklands Rise Woonerf - a grassroots, volunteer-run organization



## COURSE TITLE, LENGTH and ENROLMENT:

Directed Studies in Geography (GEOG 490). Directed Studies courses typically span over one semester. Individual students seek support from a faculty member to guide their learning experience. Students typically work on their own, but have the option of collaborating with community as part of this learning experience. Either way they also complete literature reviews and assignments mutually agreed upon between the academic supervisor and the student.



## COLLABORATION DESCRIPTION:

The Oaklands Rise Planning Group works to build a people-oriented region in the Oaklands District. During a self-directed studies project, one student researched survey development techniques, sense of place, and urban planning methods.



## OUTCOMES:

The results of the research were shared in a presentation that included research on community planning design principles and survey recommendations. The survey was adapted and used by the community to: (1) capture quantitative and qualitative data reflecting the views of the neighborhood and those who frequent the area; and (2) achieve increases engagement, volunteer participation, and public support and excitement for the shared street planning method.

# COMMUNITY PLANNING PROJECT WITH OAKLANDS RISE WOONERF



**ROUGH CATEGORY:** Community and urban planning, local sustainability

**ACADEMIC AREA:** Geography (Note: Directed Studies are possible within nearly every academic program).

## COMMUNITY PARTNER TIME COMMITMENT OVER THE THREE-MONTH SEMESTER:

- Meeting with CEL Office to clarify potential project ideas (1 hour)
- Meeting with the student, CEL Office and academic supervisor to get to know one another and clarify expectations around deliverables, timelines, and best ways to give and receive feedback (1 hour)
- Consolidating and sharing pertinent information with the student (2 hours)
- Reviewing student progress and final work (2 hours)
- Meetings with the student to make sure things were on track and shift directions as needed (about 4 meetings, each about 45 minutes)

## STUDENT TIME COMMITMENT OVER THE THREE-MONTH SEMESTER:

- Meetings as described above (about 5 hours)
- Time spent on learning about survey design, drafting recommendations for the survey, and drafting survey questions (30 hours)

**WHERE THIS FITS ON THE SPECTRUM OF ENGAGEMENT:**



**Consult**



Artwork by Megan Houghton