COMMUNITY-ENGAGED LEARNING

University of Victoria

# STUDENT GUIDE FOR COMMUNITY-ENGAGED LEARNING

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This document is founded on research and experience and was created over numerous years by staff from the CEL Office (Janine Hannis, Rhianna Nagel, Meher Tahiliani, Anya Hall, Sepideh Tajedini, Alexandra Kroeker, Paula Shaw, and Rosa McBee) with support from members of the CEL Community Advisory members of 2023-2024 (Janine Hannis, Lilaine Galway, Lisa Mort-Putland, Cara Gibson, Kirsten Mah, Carmencita Duna, Danella Parks, Steve Baileys, Diana Gibson, and Kathy Sanford).

In collective knowledge and action we bear the best fruits.

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 lək̓ʷəŋən territory which served as an important place for camas harvesting and trading as well as cultural and spiritual practices. We acknowledge and respect the lək̓ʷəŋən 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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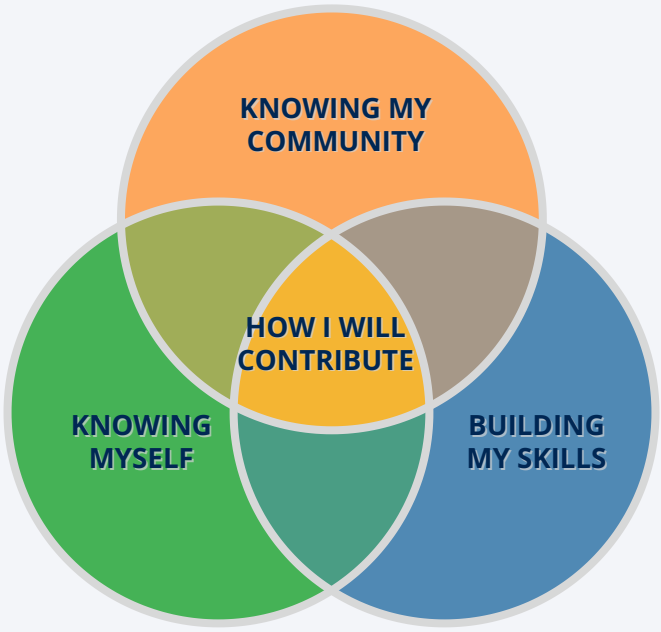
Community-Engaged Learning (CEL) creates and supports spaces and opportunities for students, instructors, and community to collaborate in ways that contribute to community initiatives; honour and learn from community wisdom and experience; and help students recognize themselves as active members of community.

## ABOUT CEL

Community-Engaged Learning (CEL) at the University of Victoria (UVic) is an innovative approach that integrates academic studies with real-life community projects. Through partnerships between students, faculty, and community members, CEL offers hands-on experience that enriches learning and supports community needs. Students engage in various forms of CEL, such as community-service learning, field-based learning, community-engaged projects, and community-engaged research. These experiences help students apply their knowledge, develop skills, and connect with community leaders, all while contributing to meaningful initiatives beyond the campus.

## CORE VALUES OF CEL

- Takes place in partnership with a community, grassroots, nonprofit, or public organization.
- Responds to community-defined priorities.
- Is a reciprocal way of learning. Both community partners and students benefit from the engagement.
- Students undertake reflection that connects their community engagement to the learning outcomes of the initiative.



## HOW CEL DIFFERS FROM OTHER COURSES

| | |
|---|---|
| **Differentiation from Traditional Learning** | Community Engaged Learning (CEL) diverges from traditional learning by immersing students in real-world settings, where they apply course-based knowledge. It emphasizes civic engagement and social responsibility, fostering the development of socially responsive knowledge to address social issues. |
| **Not an Internship or Volunteer Role** | CEL is distinct from internships and volunteer roles. Unlike volunteer work, CEL is associated with academic coursework and contributes to students' grades. Internships typically lack a substantial class component, while CEL integrates community engagement with academic learning. |
| **Integration of Engagement with Learning** | CEL integrates engagement with learning, recognizing the significance of community experiences alongside class lectures and research. This approach transforms both academic learning and engagement experiences, creating a reciprocal relationship between service and learning. |

## 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.

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

## THE MANY FORMS OF CEL

CEL takes many shapes and forms. Review the example categories below to learn what CEL looks like.

**Field schools/courses (away):** Field schools/courses are conducted in specific settings with overnight stays, taught entirely within those settings. Examples include Anthropology and Geology field schools.

**Field courses (local):** Field courses outside the university in a local setting, like in the greater Victoria area with the Anthropology department, where participants return home daily.

**Active single day field trips**: one or a few class-times being used to actively participate in a local or regional setting, such as restoration and planting activities.

**Observational single day field trips**: one or a few class-times being used to passively participate in a local or regional setting, such as visiting a museum or the Legislature.

**Extended field trips**: a field trip with group of students as an overnight (or multiple nights) trip within the larger course schedule and activities, such as field trips with the Earth and Ocean Sciences department.

**Field placements**: Individual or small group experiences with considerable student autonomy and independence, such as international internships with the Centre of Asia-Pacific Initiatives.

**Applied research and projects:** include tasks like literature reviews, consulting, design, community-based research, outreach campaigns, event support, infographic development, workshop creation, and program evaluation.

**Community Service Learning:** Participate in an organization for around 40 hours during the semester without a specific deliverable. Course assessment includes reflection activities connecting the community experience with course content.

# SPECTRUM OF ENGAGEMENT

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

High Engagement and complex reciprocity

**Co-Create**

**Faculty and community partners co-create, co-deliver and co-evaluate community-engaged learning**

**Collaborate**

**Students and/or faculty develop and implement mutually beneficial projects with community partners**

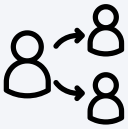
**Involve**

**Students participate in community partners' endeavours**

Low Engagement and simple reciprocity

**Consult**

**Students provide research or project support for community partners**



**Inform**

**Students interact with community partners through the exchange of knowledge**

# PARTICIPATE IN CEL

There are a number of nuances to participating in CEL, including the importance of reflection to align the community experience with theoretical course elements, and how to communicate ethically and respectfully. This section elaborates on these nuances and includes a conversation guide for establishing relationships and projects with community.

## STUDENT REFLECTIONS

CEL is not merely a form of volunteer service; rather, it's a structured approach to learning that comes to life through active reflection facilitated by your instructor. There are many models for reflection, all of which have their own merits. Below is an example of the DEAL Model.

### Keys to successful reflections

- Continuous, cyclical process
- Integrate personal values to course content
- Are done regularly
- Have structure and clear guidelines
- Change with your learning journey

### DEAL model for reflection

**Describe**
Detailed, objective description. What did the video camera see?

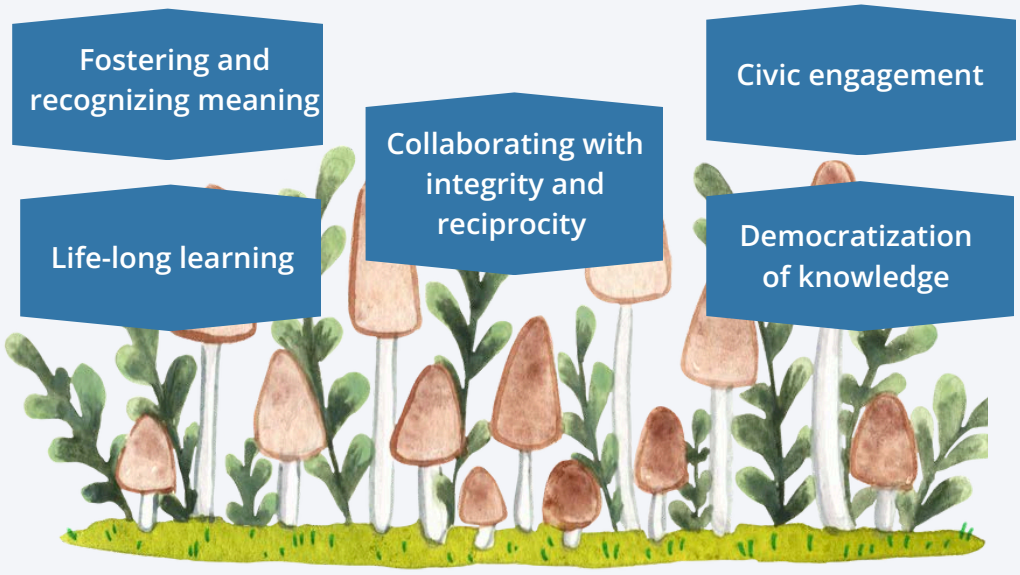
**Examine**
Analyze your experiences
How did you feel?

**Articulate Learning**
What did I learn?
How did I learn it?
Why does it matter?
What will I do differently in the future?

## GUIDING PRINCIPLES, ETHICS, AND PROTOCOLS IN CEL

When participating in CEL at the UVic, you must adhere to UVic's policies on academic integrity, health and safety protocols, and student conduct. Additionally, you must navigate the complexities of community-based learning with the following considerations; for more details, refer to the guide on page 13:

- ***Representation:*** You represent UVic in the community and must act accordingly, maintaining professionalism and respect at all times.
- ***Intellectual Property:*** UVic's policy is creator ownership. Ensure that the community can access and use what you have created for them. Discuss and clarify these aspects with your community partners.
- ***Confidentiality:*** Understand what information can and cannot be shared. Always ask your community partner to clarify confidentiality expectations.
- ***Reciprocity*:** Reflect on what you will gain and what you will contribute to the collaboration. Aim for a balanced and mutually beneficial relationship.
- ***Integrity:*** Commit to fulfilling your promises. Ensure that you do what you say you will do, when you say you will do it. Communicate if changes arise.

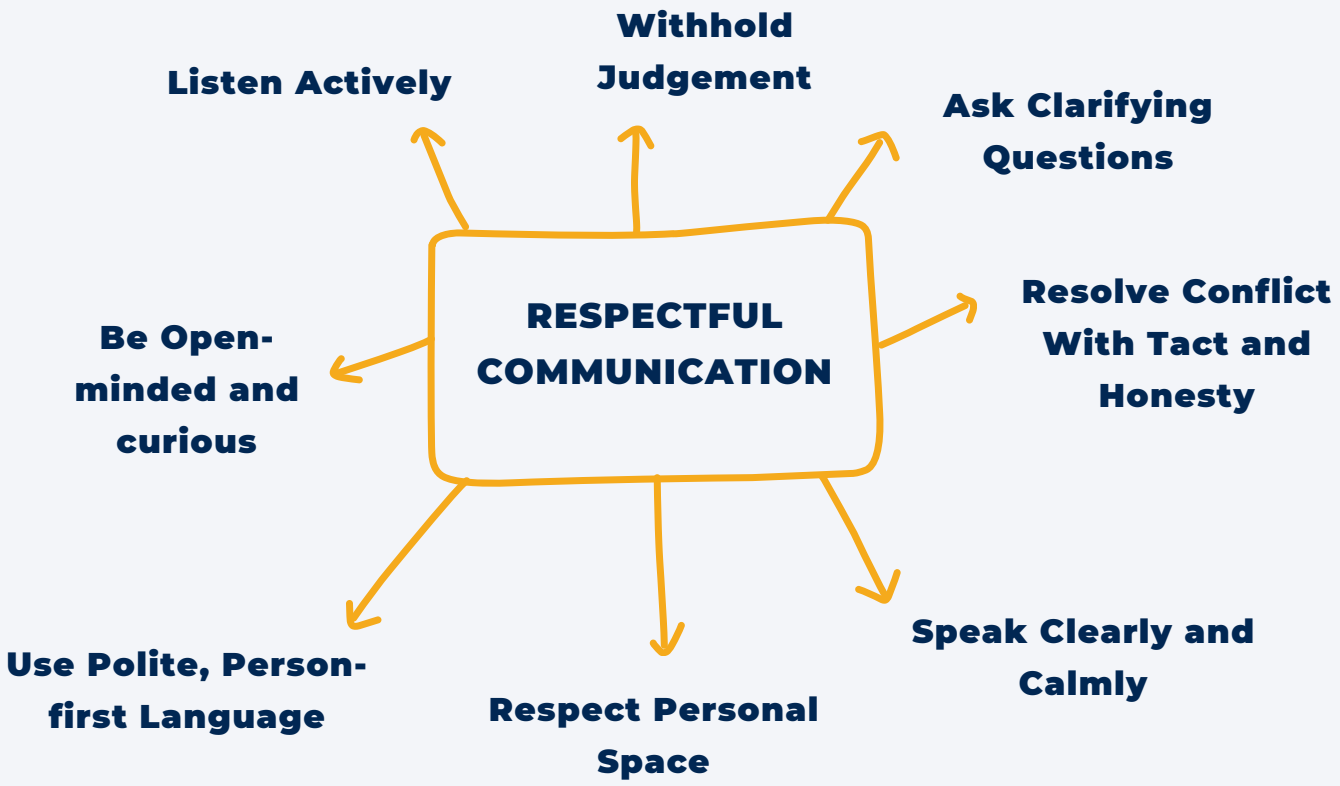



CEL is rooted in relationships focused on learning and the common good, building off of CEL's **5 R's**!

**R**elationships. **R**espect. **R**elevance. **R**esponsibility. **R**eciprocity.

## RESPECTFUL COMMUNICATION

Trust and clarity are important foundations for CEL relationships and they are supported through respectful communication.




### Conflict Resolution

When working with other people, conflicts may arise. Approach these situations with empathy and a commitment to understanding all perspectives. Effective conflict resolution involves open and respectful communication, active listening, and striving to find common ground. Conflicts can lead to growth and improved relationships when handled constructively, focusing on mutual respect and understanding. You are part of creating a positive environment for your CEL experiences.
If you encounter a conflict, take a pause to reflect. Consider your own role in the conflict and steps you can take to discuss and resolve the issue.

If needed, seek guidance from an impartial community member or course instructor.

## HEALTH AND SAFETY

Your health and safety are paramount when participating in CEL programs at UVic. Your Community Partner is responsible for providing safe working conditions and adhering to applicable federal and provincial regulations. The Community Partner should orient you to safety protocols, arrange training (when necessary), and conduct meetings to communicate relevant safety information. You are responsible for engaging on safety related practices and should seek guidance where you do not feel safe or sufficiently trained on the activities you are conducting.  You should have the appropriate skills, protective equipment and training necessary to complete activities while recognizing that you may be learning new practices, procedures and further developing your skills.

If you find yourself in a situation where you feel unsafe, discuss the situation with your instructor or supervisor.

### 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 UVic's Sexualized Violence webpage.

## ACCESSIBILITY AND ACCOMMODATIONS

### Requesting Academic Accommodations in CEL

Community Engaged Learning (CEL) programs at UVic can include lots of new and unique learning and that can come with many new challenges. UVic is committed to promoting accessibility and inclusivity for all students. You may want to access resources at UVic to articulate what you need to feel prepared and supported during these experiences.

Here are some sources you to help you navigate any challenges:

- **Centre for Accessible Learning (CAL)**: Dedicated to reducing educational barriers for students by implementing accommodations and supporting accessibility. Contact calfrontdesk@uvic.ca to discuss your specific needs, register, and arrange necessary accommodations. You'll be asked for documentation that supports your request.
- **Course Instructor**: Address any barriers or challenges with your instructor to collaboratively find effective solutions.
- **Peer Support**: Connect with peers or the Society for Students with a Disability (SSD) for additional resources, advice, and a supportive community.

Leveraging these resources ensures that your CEL participation is enriching and accommodates your unique needs.

Visit UVic's Accessible Learning page for more detailed information.

### International Students

Depending on the nature of the CEL activity, international students may require a work permit to participate, in addition to holding a valid study permit. For more information, visit the International Centre for Students webpage to chat with their team. We recommend that international students contact the ICS international Student Advising team at icsinfo@uvica.ca

# PROJECT TEMPLATE AT-A-GLANCE

| | |
|---|---|
| **Project, Student(s), Community Partner, and Instructor Names** | |
| **Objective of Project** | |
| **Skills or Activities Involved** | |
| **Timeline and Deliverables** | |
| **Leadership Team Involvement** | |
| **Expected Time Commitment** | |
| **Benefit to Organization** | |
| **Benefit to Student** | |

## Detailed ‘First Conversation’ Template

### Names, Dates and Contact Information

Student Name(s):

Phone #s:

Emails:

Course Name & Number:

Course Meeting Day(s) and Time(s):

Course Instructor Name and email:

Community Partner (CP) Organization Name:

CP phone and/or email:

CP contact name:

CP contact title/role:

CP contact phone and/or email:

Circle preferred methods of communication: individual email, “reply all” email, telephone, project management site, other

Project Start Date: _____
Check-in Date: _____
Deliverable Review Date: _____
Final Deliverable Due Date: _____

Student availability:

CP availability:

Scheduled hours for student participation:

## Detailed ‘First Conversation’ Template, continued

### Tasks, Desired Outcomes, and Relevant Assets

Circle the types of activity that apply and/or add others (please specify).

| | |
|---|---|
| Research | Workshop facilitation |
| General participation/support | Program development |
| Event support | Fundraising |
| Presentation for community | Communications |
| Other: | |

Briefly describe the tasks, project, etc. (what will be done, when will it be done, what are the expectations and hopes for this work, both for you and the student, what is the expected final “product”).
You can also break this down into task, deadline, and key details for ease of clarity and project management:

How does the task, project, etc. support efforts to meet the mission and/or goals of the community partner?

What resources, skills, attributes, and knowledge are needed (books, articles, movies, documentaries, statistics, stories, websites, experience, etc.)?:

What knowledge and/or skills might the student(s) gain by engaging in and reflecting on this experience?

## Detailed 'First Conversation' Template, continued

### Ethical Considerations, Protocols, Safety, and Procedures

What are the dos and don'ts? (Dress code, language, office etiquette, frequency of contact, etc.).

If the student cannot make scheduled hours or meet the determined deadline, who do they call/contact? What's the process for making-up hours/ late deliverables?

In what way, and how often, will students receive support and feedback regarding their work with the community organization? (e.g. weekly one-on-one, group meetings every other week, just via email, twice during the semester from both faculty and partner, etc.)

What are the expectations around confidentiality at the organization, including taking pictures/videos?

Are there any hazards or risks (emotional, physical, and reputational) involved with the work the student will be doing?

What are the safety rules regarding these hazards/risks?

What are the procedures if something does happen? How should the student report their concerns?

## List of Responsibilities

Use the checklist below to identify responsibilities for students. Add more as needed.

- 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 respectfulness
- 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 transportation to and from site(s) unless other arrangements are made
- Fulfill the conditions and assignments outlined in the course syllabus
- International students, notify your Instructor to work together to determine whether you need work authorization of your CEL activity

## List of Responsibilities

Use the checklist below to identify responsibilities for instructor 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 community deliverables
- Assign class deliverables that support reflection and learning and that are aligned with the course intended learning outcomes and community experience
- Work collaboratively 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

### 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 wroting 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 Tseshaht 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