

# Earth Science Experiential and Indigenous Learning (EaSEIL) Project

Laura Lukes, Silvia Mazabel, Shandin Pete, Bean Sherman & Brett Gilley

## What is EaSEIL about?

EaSEIL is a 3-year TLEF project that creates space for instructors, students, staff, and community members to **reimagine, develop, and transform field-based experiential learning** opportunities for students.

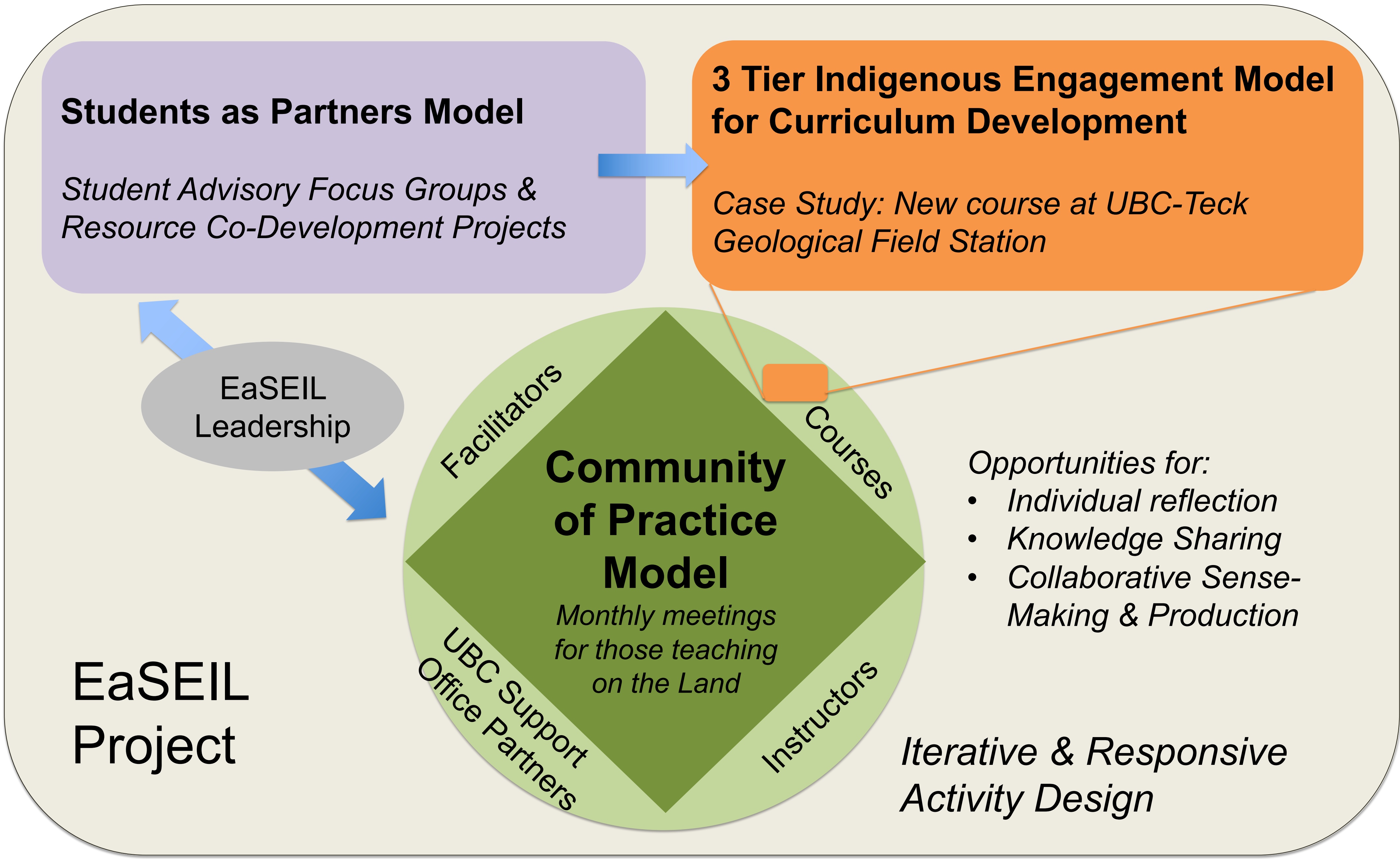
This **curriculum and professional development project** supports instructors in:

1. Incorporating Indigenous histories, perspectives, Knowledges and ways of knowing into science curriculum
2. Increasing inclusion and accessibility practices in field-based learning opportunities
3. Engaging with the community to integrate interdisciplinary and systems thinking approaches into field-activities

EaSEIL's work supports action on critical elements in the UBC (Strat. 2, 11, 12, 13, 14, 17), Indigenous (Actions 15 and 16), FoS and EOAS Strategic Plans, and advocacy by Syilx elders (Chris Marchand, Eric Mitchell).

## How do we work?

To accomplish our goals, we use **three models of engagement** to foster **intentional collaborative reflection and action** amongst instructors, students, UBC partnering offices and community members:



## EaSEIL's Long-Term Goal

Reimagined/enhanced experiential field-based learning opportunities for students that:

- Are more accessible and inclusive
- Incorporate Indigenous perspectives, histories, ways of knowing, Knowledges

## Resources for

- Students
- Instructors
- Faculty and Curriculum Developers
- Researchers

NOTE: EaSEIL is also engaged in research on the efficacy of the Community of Practice and Students as Partners Models <sup>(1-6)</sup>

## Activities, Processes, Outcomes, Impact (YEAR 1: 2022-2023)

### Students as Partners

**Students as Resource Developers**

- Summer 2022 (7 students); AY22-23 (4 students)
- 11 projects (e.g., Accessibility Scenarios in field-courses, UBC Teck Station Virtual Tour, website, data analysis)

**Students as Advisors** (Oct. 2022 - Mar. 2023)

- 17 students (3 Grad & 14 UG; EOAS, Forestry, IS, LFS) / honorarium
- Topics: (1) Feelings of belonging, (2) Accessibility, and (3) Group work in field-based learning experiences / (4) Indigenous content in science courses: needs, experience, aspirations

**8 Focus Groups**

- Individual written reflection
- Small group discussion

**After Focus Groups**

- Students review summative notes
- Highlights shared in CoP-a meetings
- EaSEIL Leadership produces OERs

- Consistent participation
- Reports of feeling validated and represented
- Peer relationship building

### Community of Practice

- Orientation meeting (Apr. 2022)
- 8 hybrid meetings, 90 min. each (Sep.2022 – Apr. 2023)
- 19 instructors (EOAS, Geography, Forestry, Botany)

**Topics of Discussion**

- Learning competencies and professionalism
- Ethics of field teaching and learning
- Accessibility, Inclusion and Safety
- Indigenous Sovereignty and Knowledge keeping protocols

**3 Reflective Surveys**  
**2 interviews**

- Consistent participation in meetings
- Shared / Increased understanding of key elements in field learning experiences
- Individual changes to curriculum design
- Enhanced collaborations with colleagues/partners
- 5 new members for Year 2

### 3 Tier Indigenous Engagement

**Tier 1 Indigenous Students** → **Tier 2 Indigenous Faculty** → **Tier 3 Indigenous Students, Faculty & Community**

**Goals**

- Validate and develop an understanding of Indigenous students' experience
- Pedagogical Reflection
- Create a foundation of curricular material

**Outcomes Tiers 1 and 2 events**

- Expand Familiarity
- Validate instructor developed curricula
- Further Pedagogical Reflection
- Develop Cultural Competency

**Outcome #1 Draft Course**

**Outcome #2 Draft Course Modification**

**Final Outcome New Course**

- Potential course format (multi-semester, 1 week UBC-Teck field station, in-class learning, community based mini-projects completed in the field) following FAIR & CARE/OCAP Principles
- Potential Framework: Past Present and Future of Indigenous Science / Ways of knowing
- Suggested prerequisites and corequisites / content and definitions for all students
- Questions and ideas about: content, access, safety, instructors' background, cost, marking scheme, course longevity



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