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 EOSA 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:

- Students as Partners Model
- 3 Tier Indigenous Engagement Model for Curriculum Development

Resources for:
- Students
- Instructors
- Faculty and Curriculum Developers
- Researchers

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

Students as Partners
Students as Resource Developers
- Summer 2022 (7 students); 4Y22-23 (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
- 11 projects (e.g., Accessibility Scenarios in field-courses, UBC Teck Station Virtual Tour, website, data analysis)
- Students review summative notes
- Highlighted in CoP-a meetings
- EaSEIL Leadership produces OERs

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

Goals
- Validate and develop an understanding of Indigenous students’ experience
- Pedagogical Reflection
- Create a foundation of curricular material
- Expand Familiarity
- Validate/Expand Content
- Further Pedagogical Reflection
- Develop Cultural Competency

Outcomes Tiers 1 and 2 events
- 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

Faculty and Curriculum Developers
- 19 instructors (EOAS, Geography, Forestry, Botany)
- 8 hybrid meetings, 90 min. each (Sep. 2022 – Apr. 2023)
- 2 interviews

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

- 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

References
1. Lukes, L. et al. (2022). Developing an initial theory of change for the Earth Science Experiential and Indigenous Learning (EaSEIL) project, a faculty and curriculum development project. GSA, Denver.