

SUPPORTING STUDENTS' GROWTH, PERSISTENCE AND IDENTITY AS WRITERS IN SCHOLARLY COMMUNITIES AND BEYOND

RATIONALE

Students come to university with different understandings, hopes, and anxieties about writing. First-year scholarly writing courses strengthen students' discipline-specific writing skills, but a typical 13-week course is not enough to fully address diverse students' writing-related challenges and learning needs—or ensure ongoing development of writing skills after first year.

PROJECT GOALS

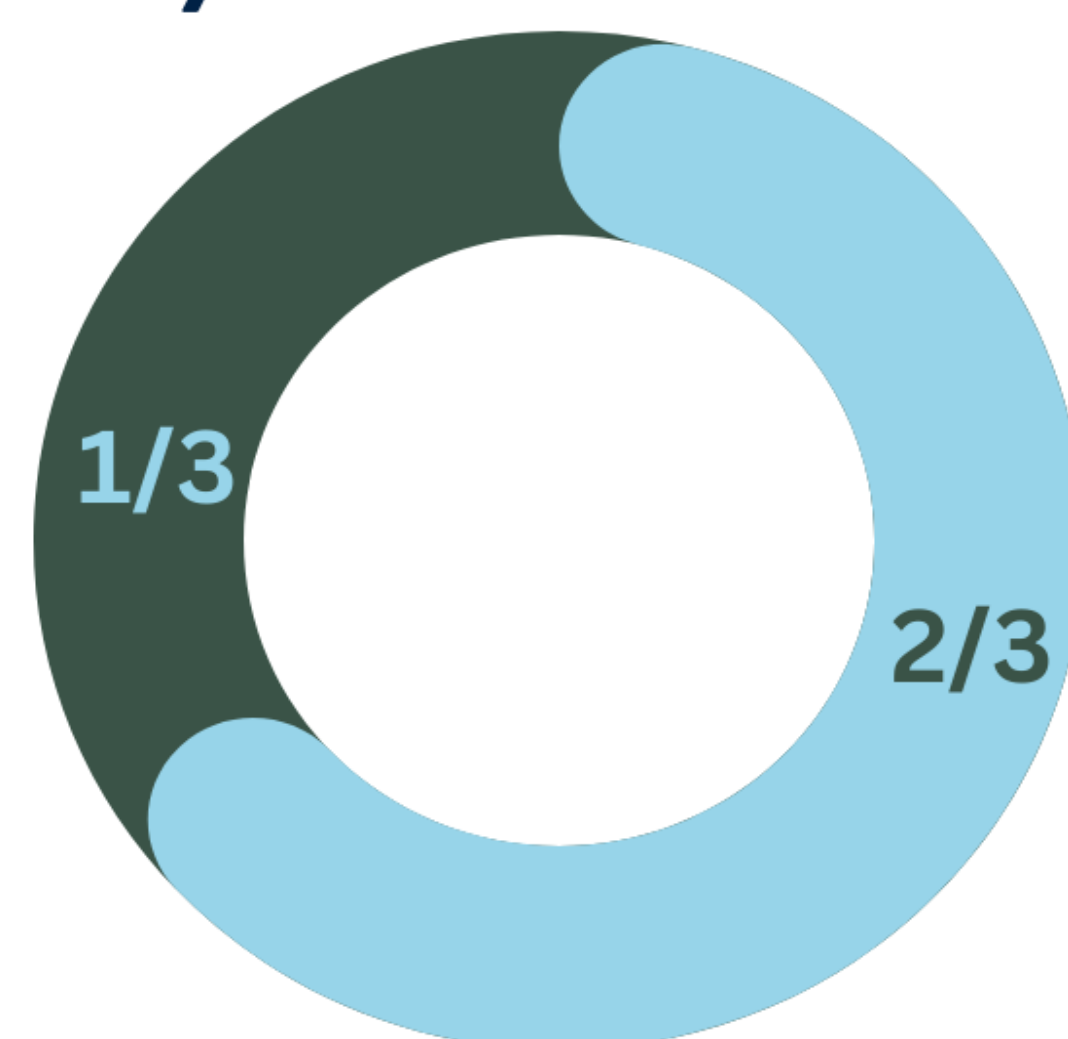
1. Strengthen first-year students' foundation in scholarly writing by redesigning LFS 150 and FRST 150 to create impactful hybrid learning experiences.
2. Support ongoing development of scholarly writing throughout undergraduate studies by creating context-specific online learning resources for key upper-year courses in LFS and Forestry.

OUR HYBRID APPROACH

- 2 hours/week synchronous learning together
- 1 hour/week asynchronous learning independently
- Flipped classroom
- Student created media

Learning Independently

- Videos
- Podcasts
- Field Notes
- Writing Blogs



Learning Together

- Collaborative Writing, Sharing, Feedback and Revision
- Discussion
- Active learning
- Writing Pods
- Place-based writing exercises



OUTPUTS

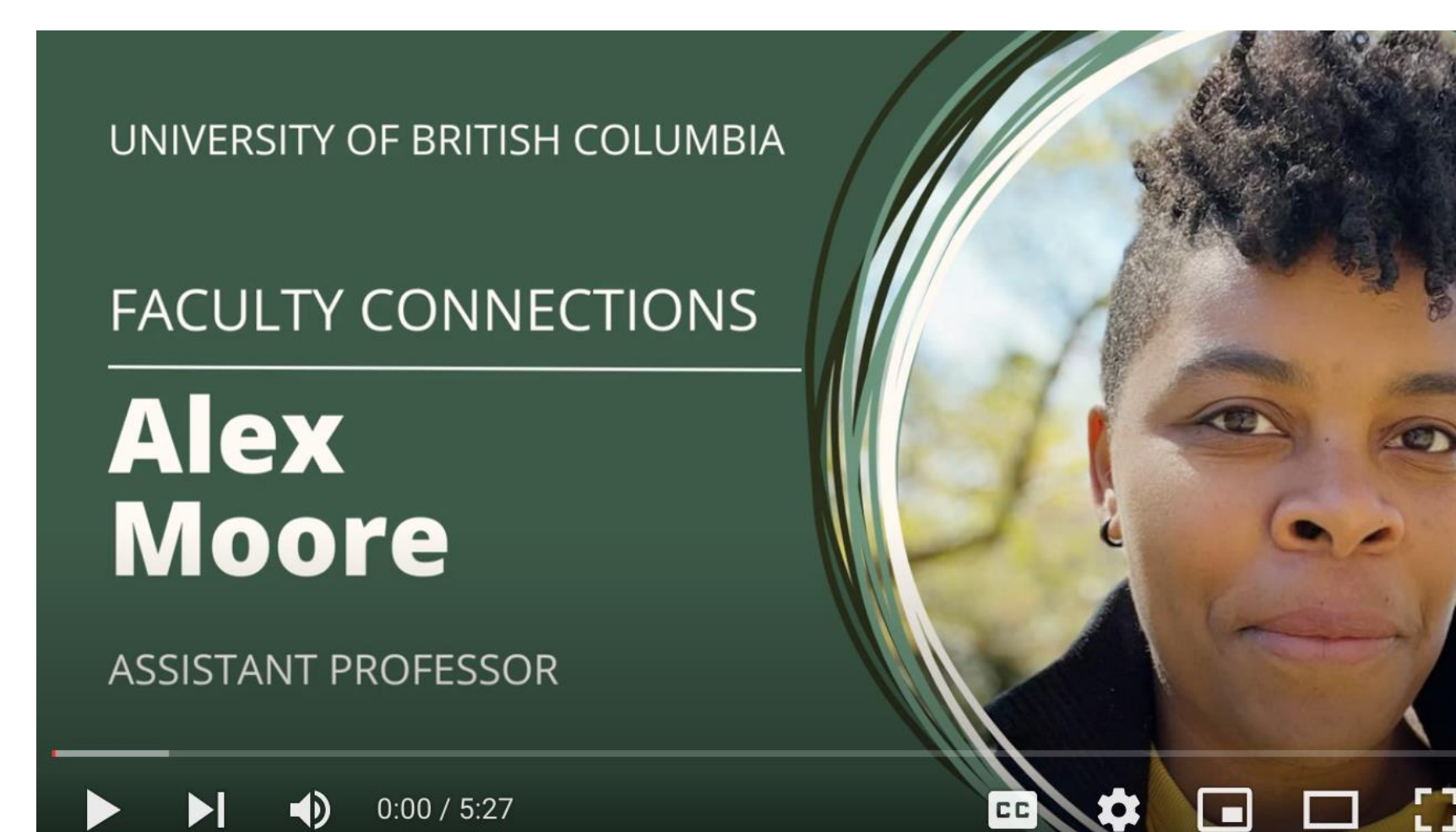
1. Redesigned LFS 150 and FRST 150 as hybrid learning experiences
2. Writing-intensive online learning modules for 2nd-, 3rd- and 4th-year courses
3. Suite of cohesive, student-created multimedia resources to support hybrid flipped classroom approach to learning
4. In-class/synchronous resources, assignments, assessments, and learning activities
5. Training module to support instructors
6. Canvas shells and a website for students and instructors to access openly-licensed materials beyond the bounds of the courses

STUDENT-CREATED MEDIA

Instead of lecture videos, all media for the hybrid courses are created by students, for students.



Jolene Ross, a Forestry undergraduate student, speaks about her experience making media as part of this TLEF project (video is linked).



An interview with Forestry faculty member, Alex Moore, about their own approach to writing and research (video is linked).



Demystifying the library: A podcast interviewing UBC librarians about the resources available to students through the UBC libraries (linked).

PROJECT CORE VALUES

1. Accessible & Inclusive

- Incorporates Universal Design for Learning principles and supports multi-level and diverse learners

3. Open Education

- All resources openly licensed, non-disposal assignments that are meaningful beyond the bounds of the course

4. Decolonial

- Addresses the colonial context of academic English and scholarly writing and incorporates Indigenous pedagogical approaches

5. Place-based & Experiential

- Situates writing in a "place," connects pedagogy and assignments to the land

6. Anti-Racist

- Incorporates equitable and anti-racist alternative assessment practices such as growth-based grading and flexible assessment

EVALUATION / IMPACT

While we have piloted several new assignments in the courses this term, with highly positive results, the first phase of this project will be implemented in September 2024, followed by an extensive evaluation and revision process. The second phase will be implemented in September 2025.