What is EaSEIL about?

EaSEIL is a 3-year TLEF initiative that creates spaces for instructors, students, staff, and community members to reimage, develop, and transform field-based experiential learning opportunities for science and engineering students. This curriculum and professional development initiative supports instructors in:

1. Respectfully incorporating Indigenous histories, perspectives, Knowledges and ways of knowing into 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-based activities

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

Activities, Processes, Outcomes, Impact (2022-2024)

Students as Partners Model

Student Advisory Focus Groups & Resource Co-Development Initiative

3 Tier Indigenous Engagement Model for Curriculum and Development

Students and Partners Model

3 Tier Indigenous Engagement Model for Curriculum and Development

Case Study: New course at UBC-Tek Geofield Station

Iterative & Responsive Activity Design

Topics of Discussion

Field-Based Learning Competencies and Professionalism
Ethics of Field Teaching and Learning
Accessibility, Inclusion and Safety
Digital Tools and Technology
Indigenous Sovereignty and Knowledge Keeping Protocols
Engaging with Indigenous Communities, Content, Context
Assessing Impact of Curricular Changes

Activities, Processes, Outcomes, Impact (2022-2024)

Students as Resource Developers

9 students (8 UG; 1 grad)
~14 projects (e.g., Accessibility Guides for Instructors and Students, UBC-Tek Geofield Station Virtual Tour and EaSEIL initiative website draft)

Students as Advisors

Y1: Focus groups - 3 Grad 614 UG students (Science, Forestry, Engineering); UAA/GAA compensation.
Topics: Inclusion, Accessibility, Indigenous Content, Group Work
Y2 Translating focus group data into an OER: “What I want my science instructors to know: Students sharing experiences with perspectives on learning science in field settings and beyond”

Students as Partners

Heather Luke, Silvia Mazabel, Shandin Pete, Sarah Bean Sherman & Brett Gilley

Engaging Beyond UBC: Workshops

• AGU (Jan. 2024). Taking Students into the Field: Strategies for Creating Inclusive Field-Based Learning Environments
• POD Conference (Nov. 2023). Fostering Cultural and Curricular Change through Communities of Practice Models

Resources for Students, Instructors, Faculty and Curriculum Developers, Researchers

• Self-Advocacy Guide for Students with Disabilities at UBC*
• Field-Based Learning Objectives Course Planning Tool
• Teaching in Field Settings Scenario Reflection Tool
• Guide: Teaching Practices for Accessibility & Inclusion in the Field
• Guide: Supporting Students with Disabilities*
• Guide: Safety Practices for Teaching and Learning in Field Settings
• Customizable Impact Assessment Tool
• List of Digital Tools/Technology for Field Teaching and Learning
• Actions & Reflections Tool
• Feedback Surveys
• Goals, Plans, Actions Tracking Tool
• Teaching Beliefs Reflection Questionnaires
• Reflective Teaching Practice Interview
• Pedagogical Coaching Protocols

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