



## TLEF Small Project – Proposal Form

**All proposals must be submitted by 3:00 pm on November 13, 2015**

- Before proceeding, please read all TLEF criteria and application instructions at: <http://tlef.ubc.ca>
- Applications should be written in language that is understandable to a non-specialist.
- Note: the TLEF online application system is plain text. You will not be able to add tables, graphs, or charts in your proposal.
- Your Department Head, School Director, or equivalent must indicate support for the proposal through the TLEF online application system before you can submit your proposal.

### Project Title (200 characters max.)

Do not use all-caps.

Asian Canadian Multimedia Production: Developing Curriculum Materials for Ethical Practices of Community Engagement

### Principal Applicant

For administrative purposes, there must be one Principal Applicant only and she/he should be a full-time UBC faculty or staff member. Students may also apply if at least one full-time faculty member is on the project team and listed as a co-applicant on the project.

Principal Applicant's name:

Chris Lee

Principal Applicant's title(s) (e.g. Assistant Professor, Instructor, Professor of Teaching, etc.):

Director of the Asian Canadian and Asian Migration Studies Program  
Associate professor in the Department of English  
Associate Principal of St John's College

Principal Applicant's primary (UBC) email address:

[Chris.Lee@ubc.ca](mailto:Chris.Lee@ubc.ca)

Principal Applicant's role:

Faculty

Student

Staff

Other

Principal Applicant's Faculty, College, or administrative unit:

Faculty of Applied Science

Faculty of Arts

Faculty of Dentistry

Faculty of Education

First Nations House of Learning

Faculty of Forestry

Faculty of Graduate Studies

Faculty of Land & Food Systems

Faculty of Law

Faculty of Medicine

Faculty of Pharmaceutical Sciences

Sauder School of Business

Faculty of Science

Library

VP Academic

VP Students

Other



Principal Applicant's Department, School, or unit:

Asian Canadian and Asian Migration Studies Program

### Other Applicants

Please indicate all other applicants' name as well as corresponding title(s), affiliation(s), and email, separated by commas (e.g. Jane Doe, Associate Professor, History, Faculty of Arts, jane.doe@ubc.ca).

Adheesh Sathaye, Associate Professor, Asian Studies, Faculty of Arts, adheesh@mail.ubc.ca  
 Anne Murphy, Associate Professor, Asian Studies, Faculty of Arts, anne.murphy@ubc.ca  
 Henry Yu, Associate Professor, History, Faculty of Arts, henry.yu@ubc.ca  
 Owen Lo, Assistant Professor, Educational and Counselling Psychology, and Special Education, Faculty of Education, owen.lo@ubc.ca  
 Michelle Yuen Sze Tan, Assistant Professor, Curriculum and Pedagogy, Faculty of Education, michelle.tan@ubc.ca

### Department Head & Email Address

The Principal Applicant's Department Head, School Director, or equivalent must indicate support for the TLEF proposal using the online application system before the applicant can submit the proposal. If the TLEF proposal involves multiple departments, the Department Heads of all departments where there are funding commitments made by the department must also indicate their support for the project.

Please provide the name, department/school/unit, and primary email address of the Department Head or Heads that will need to indicate their support for this project. The emails provided will be used to invite each Head to review and approve the proposal in the TLEF online application system.

Applicants are responsible for contacting their respective Department Head and ensuring that she/he is prepared to review and support the proposal through the TLEF online application system. To ensure that Department Heads have reasonable time to review your proposal, you should seek their support well in advance of the deadline for submission.

Name	Department/School/Unit	Primary (UBC) Email
Stefania Burk	Faculty of Arts	artsad.acad@ubc.ca

Once the Principal Applicant's Department Head has indicated support for the proposal through the TLEF online application system, the Principal Applicant will be able to complete the final submission (no later than 3:00 pm on November 13, 2015).

### Project Budget

This project is (please select one of the following options):

New Small TLEF Project

- Request for continued funding – 2<sup>nd</sup> year
- Request for continued funding – 3<sup>rd</sup> year
- Previously submitted but not funded

Funding being requested from TLEF in 2016/2017:

\$ 24,450

Indicate any funding from other sources being applied to this project:



\$ 14,250

If this is a request for a **NEW** TLEF project, please provide the following information.

- This project will require funding\* for one year only  
**X** Future TLEF requests are anticipated for this project, as follows

Future TLEF requests anticipated for this project:

Fiscal Year	Dollar Amount
2017/2018	\$ 20,200
2018/2019	\$

\* Note: The Central funding cap for the entire duration of the project is \$50,000.

If this is a request for **CONTINUED** funding, please provide the following information.

Title of previous funded project:

Historical TLEF funding for the project:

Fiscal Year	Dollar Amount
2014/2015	\$
2015/2016	\$

Future TLEF requests anticipated for this project:

Fiscal Year	Dollar Amount
2017/2018	\$
2018/2019	\$

If applicable, please list any other existing TLEF-funded projects currently held by the Principal Applicant:

### Project Summary (150 words max.)

Describe your project in a manner that is accessible to wide readership. If your proposal is successful, this summary may be publicized on the UBC website.

This project seeks to develop and integrate a media production and community engagement component in the Asian Canadian and Asian Migration Studies Program. Specifically, this project aims to integrate these strengths by establishing a three-fold curriculum infrastructure with teaching and learning resources focusing on 1) critical understandings of Asian Canadian visual culture, 2) ethics of community engagement, and 3) creating an online portal to archive student projects and make them available for educational use as well as the general public. In doing so, the project seeks to facilitate a flexible learning environment where ethical practices of community-oriented media production can be widely implemented across different courses in the program and where students take initiatives in promoting intercultural understanding and knowledge co-creation within and beyond the classroom. It is anticipated that the materials produced by this project can be adapted for use beyond ACAM in other classes in the Faculty of Arts and elsewhere in the University.



### Students Impacted by the Project

How many students do you estimate will be impacted by this project annually? (Please provide a number)

300

### Project Objectives (550 words max.)

Clearly state the project's rationale and overall objectives, with particular reference to how it meets TLEF criteria.

Established in 2014, the Asian Canadian and Asian Migration Studies Program (ACAM) is a multidisciplinary program in the Faculty of Arts that explores the history, culture, and contemporary development of Asian migrant communities in Canada and elsewhere. This TLEF project is part of the program's larger efforts to build a sustainable curriculum that supports student participation in the co-creation of knowledge with local Asian Canadian communities. Specifically, this project seeks to develop curriculum materials for faculty and students that focus on media production and community engagement.

For the past three years, ACAM has received seed funding from the Rogers Multicultural Film Production Program to offer one of the program's core courses—Asian Canadian Film Production. In addition, this past year seven of ACAM's faculty members—including Anne Murphy (ASIA), Adheesh Sathaye (ASIA), Glenn Deer (ENGL), Naoko Kato (HIST), Leonora Angeles (GRSJ), Steven Liu (THTR), and Chris Lee (ENGL)—have worked with the Rogers program to pilot courses containing mini-media production units that encourage community engagement by students. The time-limited collaboration with Rogers, which concludes next year, has generated increasing demand from faculty members and students to develop, expand, and integrate this pedagogical model in ACAM's curriculum.

In preparation for this, ACAM's faculty have been working collaboratively to clarify what pedagogical and technical facilities, equipment, and expertise are needed to support the inclusion of digital media production in their teaching. ACAM already begun to work with the Faculty of Arts (especially ArtsIT) to develop a more permanent infrastructure for media instruction. This application is specifically intended to facilitate the integration of community-based research ethics in media production curriculum; it will be followed by an application for a large TLEF grant that will enable ACAM to fully implement media production-based community engagement across a range of courses.

While this pedagogical model has already delivered impressive results (for example, ACAM student films have been featured for the past two years at the Vancouver Asian Film Festival), currently the program does not have a curriculum infrastructure to oversee students who take on community-oriented multimedia projects. The absence of such an infrastructure also means, as many of our students have pointed out, that the program lacks proper mechanisms to harvest existing teaching and learning outcomes and resolve unexpected difficulties that arise in the course of community-based research. The concerns expressed by our current students can be categorized into the following areas: 1) the need for more substantial educational materials on theoretical and methodological approaches to Asian Canadian visual culture; 2) the needs for well-articulated protocols around community-based work; and 3) the lack of a unified platform to share and review students' projects

This project intends to address these concerns by creating pedagogical resources that focus on 1) critical understandings of Asian Canadian visual culture and 2) protocols for ethical practices of community engagement; and 3) by creating an online portal to showcase student projects to audiences in and beyond the University. To do so, this project requires financial support to accomplish the following objectives:

- 1) Develop accessible educational toolkits for instructors and students
- 2) Design an effective online platform to house and present these resources in a flexible and sustainable manner



- 3) Offer orientation workshops for interested faculty members and students
- 4) Develop and implement evaluating mechanisms for ethical practices of community engagement and collaboration

### **Project Work Plan, Timeline & Milestones (1000 words max.)**

*Provide a clear work plan for how you will achieve the stated objectives of the project. Please include major milestones to indicate when you will initiate project development, when you will implement the project with students, and when you will conduct evaluation.*

#### **Year One**

##### Phase 1: May to August 2016 – Initiating Project Development

- Hire an educational resource developer/project manager to manage and oversee the development and evaluation of this project
- Create a community engagement committee that brings together faculty members, students, and experts in community-based experiential learning to outline and develop the protocols for ethical practices of community engagement
- Review past and ongoing ACAM student projects for the creation of an online student showcase portal
- Consult with faculty members who wish to participate in the development and implementation of these teaching and learning resources; faculty members who have already confirmed their interests in participating in this project include Anne Murphy (ASIA), Adheesh Sathaye (ASIA), Glenn Deer (ENGL), Naoko Kato (HIST), Leonora Angeles (GRSJ), and Chris Lee (ENGL)
- Consult with the Copyrights Office at UBC to work through the copyrights and licensing issues related to the creation of ACAM Student Showcase Portal and online educational toolkits

##### Phase 2: September to December 2016 – Developing Resources and Initiating Implementation

- Create and develop accessible educational toolkits for critically engaging with Asian Canadian visual culture that can be expanded and revised for adoption by classes of different levels and student configurations
- Organize meetings with the community engagement committee to outline and develop a set of protocols to facilitate and implement ethical practices of community engagement through media production
- Collect and document selected student projects that will be featured in the online student showcase portal
- Work with a web programmer to create effective online platforms to house and present each of the three components of this project
- Work with the two education researchers on our team to pilot and strategize the implementation of each of the three digital learning resources across different courses (at least four courses per academic year)
- Launch the ACAM Student Showcase Portal by the end of December 2016

##### Phase 3: January to April 2017 – Continuing Classroom Implementation and Assessing First Year Results

- Continue the promotion and implementation of the three teaching and learning resources across different courses
- Work with the two education researchers on our team to keep track of the implementation of each of the resources across different courses
- Organize meetings with students, staff, and faculty members who have participated in the development and implementation of each of the three resources to collect feedback
- Evaluate and analyze collected feedback and data
- Present and disseminate evaluation results in collaboration with campus units such as the Centre for Teaching and Learning, the Centre for Community Engaged Learning as well as various community organizations that have partnered with ACAM faculty to support student research and learning
- Conclude this phase of the project through an end-of-year luncheon and program newsletter

#### **Year Two**

##### Phase 4: May to August 2017 – Initiating Second Year of the Project

- Review evaluation results from the previous year and make adjustments to the project's second-year work



plan accordingly

- Maintain and update each of the three resources
- Organize orientation workshops for faculty members who are interested in embedding the resources in their teaching
- Consult with the Copyrights Office at UBC to review and work through the copyrights and licensing issues related to the creation of ACAM Student Showcase Portal and online educational toolkits

Phase 5: September to December 2017 – Implementing and Maintaining Established Resources

- Meet with faculty members to devise specific teaching and learning strategies to embed each of the three resources in classroom
- Organize an advisory meeting with the community engagement committee to review and update the protocols for ethical practices of community engagement established in the previous year
- Continue reviewing student projects to be featured in the ACAM Student Showcase Portal
- Work with the two education researchers on our team to keep track of the implementation of each of the three digital learning resources across different courses
- Organize a public showcase event where students who participated in previous year's project can share and exchange their learning results with current students, faculty members, and community partners

Phase 6: January to April 2018 – Evaluating Classroom Implementation and Project Conclusion

- Continue the implementation of the three teaching and learning resources across different courses
- Work with the two education researchers on our team to keep track of the implementation of each of the three digital learning resources across different courses
- Organize meetings with students, staff, and faculty members who have deployed each of the three resources in their teaching and learning to collect use feedback
- Evaluate and analyze collected feedback and data
- Review and assess the developing process, implementation, and outcomes of this project
- Strategize the sustainability of each of the three established resources
- Conclude and present the project results through an end-of-year luncheon and program newsletter

### **Expected Project Outcomes (500 words max.)**

*List or describe the project's intended tangible outcomes or deliverables. What will the project do or create as a result of implementation of its work plan?*

- The creation of accessible educational toolkits focusing on critical understandings of Asian Canadian visual culture
- The development and establishment of a set of protocols for facilitating and implementing ethical practices of community engagement
- The establishment of an ACAM Student Showcase Portal
- The formation of a community engagement committee to review and oversee community-based student projects
- The concretization of strategies for implementing ethical practices of community engagement through media production

### **Project Benefits (500 words max.)**

*Referring to the project's objectives and expected outcomes, what are the direct and short-term as well as sustainable benefits to students? Explain how these will contribute toward the enhancement of teaching and learning.*



The creation of accessible educational toolkits for critical understandings of Asian Canadian visual culture serves as a teaching resource for ACAM's faculty members to introduce and engage with topics relating to visual language and media production in their pedagogy. Moreover, with the media consultant's support, our faculty members will be able to implement and facilitate practices of community engagement through media production across different teaching contexts. The formation of a community engagement committee to establish a set of protocols for community engagement. The formulation of these protocols will be carried out in consultation with the many community partners that have supported ACAM faculty as well as on-campus units such as the Behavioral Research Ethics Board, the Centre for Community Engaged Learning, and the First Nations and Indigenous Studies Program. The committee will also create a mechanism to examine and resolve ethical problems or difficulties arising from student community engagement projects. Finally, the establishment of the ACAM Student Showcase Portal will provide a coherent platform for the program to promote and showcase student achievements and learning results. Not only can the portal be used as a teaching resource in the classroom for students to learn about and engage with past and ongoing project; the portal will also function as an outreach platform through which the program communicates its pedagogical strengths and teaching outcomes to its community partners.

The projected long-term benefits include the concretization of procedures and strategies for implementing ethical practices of community engagement through media production; and the establishment of a supportive learning environment where both students and faculty members are encouraged to take initiatives in flexible modes of learning and knowledge production. These benefits will amount to a sustainable pedagogical infrastructure that helps to facilitate and streamline student participation in community-based experiential learning as part of the program's attempt to fulfill its commitments in building a sustainable community initiative at UBC that encourages and supports student participation in intercultural conversation and knowledge co-creation with local Asian Canadian communities.

### **Evaluation Plan (500 words max.)**

*Describe your evaluation strategy or process and outline any key indicators that will be used to determine the project's success/performance. What outcome-based criteria will be used to measure success? What data will you collect to evaluate the project's impact, and how will you collect this data?*

In order to accurately and rigorously evaluate the impact of our proposed educational resources, we have invited two education researchers—Owen Lo (SPED) and Michelle Tan (EDCP)—to join our team to collaborate with us to review and assess the development processes and the outcomes of this project. Our evaluation plan will deploy the following array of analytical methodologies and evaluation mechanisms to gain not only quantitative but also qualitative understandings of the impact of effectiveness of our proposed resources:

- Pre-project orientation workshops to collect initial feedback from students and faculty members
- Bi-monthly project progress meetings with team members and media consultant
- Classroom assignments such as student self-assessment and reflection forms
- Interviews with students who have participated in the development and implementation of the project
- In-class feedback forms and online surveys
- Small group consultation sessions with students
- One-on-one consultation meetings with faculty members
- Annual project outcome meetings with team members and media consultant

In addition to providing input and assistance for the overall design of our evaluation plan, Owen Lo and Michelle Tan will also lend their expertise in education studies and curriculum development to ensure the data and feedback collected will be analyzed and assessed through sound educational research methodologies. Our project will designate a project evaluation coordinator (GRA Support 3) to work closely with Lo and Tan to provide necessary support for the implementation of our evaluation plan. Our educational resource developer/project manager (GRA Support 1) will oversee the evaluation processes and, in consultation with our project team, prepare a report for the project to provide preliminary results of the evaluation to ACAM's faculty



members, students, and community partners through the program's end-of-year luncheon and newsletter.

### **Student Involvement (250 words max.)**

*Describe how students were consulted and involved in preparing/reviewing this proposal and how they will be involved in the implementation of the project.*

The conceptualization of this project has been fueled by increasing student interests in utilizing multimedia outlets for community-based learning and outreach. In addition to informal conversations with individual students, the program held a consultation lunch on October 28, 2015, where students who have done community-based multimedia work were invited to give feedback and raise questions. The concerns and learning interested expressed during the student consultation lunch can be broadly categorized into the following areas: 1) the need for more substantial educational materials focusing on theories and methodologies specific to Asian Canadian visual culture; 2) the importance to learn about and follow protocols when doing community-based work; and 3) the lack of a unified platform to share and review students' projects. Some students also remarked on the need for regular access to professional equipment and software pertinent to their respective projects.

The project will address these concerns and learning interests through the three educational resources proposed in the project and by allocating a proper amount of budget for necessary technical and equipment support for student projects. At the same time, students will continue to play a significant role in the development and implementation of this project. The project team has invited two education researchers—Owen Lo (SPED) and Michelle Tan (EDCP)—to provide assistance and professional input for creating mechanisms to keep track of student involvement in the implementation of the project. In addition, Lo and Tan will also collaborate with our project evaluation coordinator (GRA Support 3) to design a strong evaluation plan to collect student feedback, assess the progress of the project, and evaluate the project's deliverables and learning outcomes.

### **Special Classroom or Facilities Requirements (150 words max.)**

*Does the implementation of your project require any special classroom/facilities or scheduling support (i.e., video-conferencing, lecture capture, flexible classroom space, etc.)?*

The classroom implementation of each of the three teaching and learning resources do not require any special facilities or scheduling support. Yet, as the project's primary purpose is to build a sustainable infrastructure for students to take on community-based multimedia work, faculty members who participate in the development and implementation of this project would need to book professional media production computer labs—such as Buchanan B202, B204, and D023 (a smaller lab for drop-in sessions)—for their individual courses.

### **TLEF Small Project Budget**

*Please use and upload the Excel template provided.*

*In preparing your budget, please refer to the rates published on the TLEF website for costs of services and salaries relating to staff and students at UBC: <http://tlef.ubc.ca/application-process/>.*

*Information on funding criteria and cost estimates for TLEF proposals as well as the budget template can be found on the TLEF website, under Application Process.*