

Arts ISIT Welcome Back Conference Aug 15-16 2023

Flexible and interactive modules to create hybrid learning environments in the geosciences

Nina Hewitt, Department of Geography



1

Why do it?

- Build on techniques gleaned during rapid online transition; educational technologies available
- **Students:** changing expectations ([CHLOE-8-report-2023](#)); satisfaction and engagement; flexibility; accessibility and inclusion
- **Instructors:** efficiency (delivery of background material via editable, asynchronous approaches); Quality and intention in face-to-face moments → meaningful engagement with students

2

How I do this

General framework: topically-linked weekly modules; instructional time (3 hr/week*) divided into:

- 1) **Asynchronous** - background concepts; precedes ...
- 2) **Face to face** - group activities, lessons to expand upon context, case studies, discussion; some guest lectures

*50/50 or 33/66

Nuts and Bolts...

3

Example 1 GEOG/ENST 319: Impact Assessment

Syllabus excerpt:



A photo showing a portion of the 80 km stretch of the Peace River Valley that is planned for flooding with the construction of the Site C Dam, a project approved in a joint Federal-Provincial Panel Review under the former Impact Assessment Act, CEAA 2012. By Jeffrey Wynne - Own work, CC BY-SA 4.0, <https://commons.wikimedia.org/wiki/index.php?curid=60789454>

Course Description

This course provides an introduction to the field of Environmental Impact Assessment or EIA (also referred to as EA, Environmental Assessment or IA, Impact Assessment). EIA concerns one area of the broader topic Environmental Management and Conservation. We will examine the historical and ideological underpinnings of the field, in addition to the practical aspects of EIA activities using a case study approach. EIA is perhaps

Weekly plan (roadmap) in Canvas:

View All Pages Published Edit

Week 5 Resources

Topics: Impact Management; Monitoring (a brief look)

Monday: See slides and recorded lectures; Tapestry activity, below

Wednesday (in person): TBP

Readings: If you are up to date, then just skim Carter and Ross (for the Tapestry). And prepare for the Midterm test

- From last week: Noble, Chap 7 (skim), Impact Management
- Carter, L. & Ross, B., 2010. State of practice of cumulative effects assessment and management: the good, the bad, and the ugly. *Impact Assessment and Project Appraisal*, 28(4): 261-268.

Activity: Complete your [Week 5 Tapestry](#) and submit your responses at the [Tapestry Week 5 Submission page](#) by [Tuesday midnight](#) as per instructions. Note that for essay responses, I have not entered any keywords, but I am unable to remove the auto-points setting. Ignore. I'll be reading these responses selectively at term end when your participation grade is assessed.

Recorded lectures

Impact Management (Noble Chap 7)

Week 5 EIA: Impact Management

EIA, Week 5

- Impact Mitigation (Chap 7)
- Adaptive Management Approach
- Managing Negative Impacts: Avoidance, Mitigation (Minimization), Compensation, Compensation
- Managing for Post

4

Asynchronous:
Video lesson

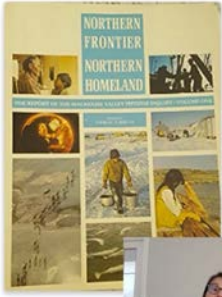
+

Interactive H5P Webpage

via [Tapestry-tool](#) ; CTLT H5P

Focus: Mackenzie Valley Pipeline Inquiry, Berger Report:

□ Pivotal to early Canadian EIA”
“sets an international standard for critical and cross-cultural public assessment of proposed developments. The Berger report (1977) assumes a prominent place in the Canadian environment and resource management literature, ... While the model established by the Berger Inquiry is never used again in Canada, it influences subsequent deliberations and practice in EA. In essence, it creates expectations of what an assessment process should be.”
 (Gibson and Hanna 2015)



The Berger report, Voice of the Frontier, Northern Homeland



5

Example H5P Page

Week 2: IA Introduction and Origins



Impact Assessment: Introduction to Basic Elements and Origins

This will be the site of the Transmountain Pipeline X terminal in Burnaby, on the Burrard Inlet. The TMX is a project proposed to increase the amount of oil (in the form of diluted bitumen) that could be transported out of Edmonton, AB via a pipeline to Burnaby, BC. The oil would then head offshore to supply international markets via tankers travelling in and out of English Bay. Critics and opponents of this project cite many issues including: increased tanker traffic through the Salish Sea, which is home to the Southern Resident Orca pod, an endangered population; and risks to the traditional lands and waters of the Tsleil-Waututh Nation, who have restored shorelines in the inlet for wild species that they have traditionally stewarded and depended upon (e.g., shellfish).

Photo: Wikimedia, CC BY-SA (<https://creativecommons.org/licenses/by-sa/4.0>) at: https://commons.wikimedia.org/wiki/File:Terminal_Transmountain_Pipeline_2.jpg. Accessed July 30, 2020

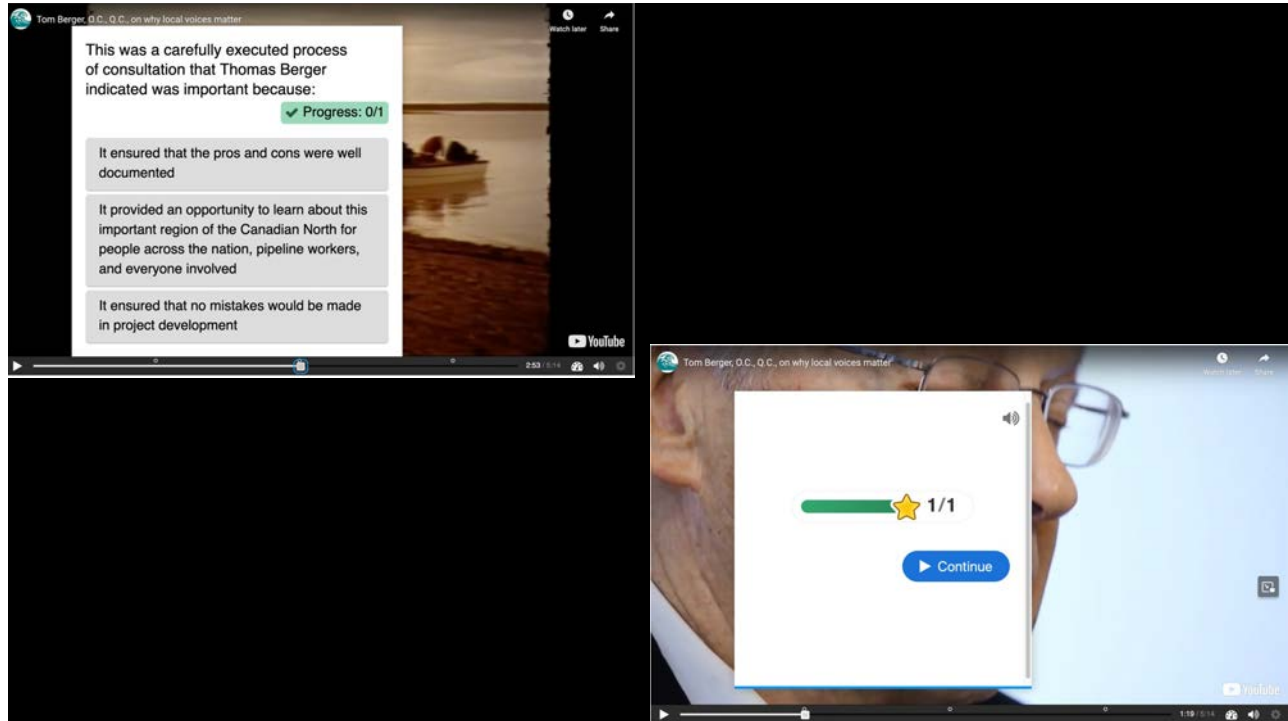
Learning Objectives

At the end of this lecture you should be able to:

- Identify the steps of an EIA and be able to describe each one
- Apply basic knowledge of EIA to a project (Example - Transmountain pipeline)

6

https://ubc.tapestry-tool.com/geog319-001/wp-admin/admin-ajax.php?action=h5p_embed&id=22



7

Instructions: Read the description below; then pull the slider, located on the bar below the image, to the right to view the next image and repeat!

The Mackenzie Valley Pipeline Inquiry:

In 1974, Justice Thomas Berger was asked by Canadian Minister of Indian Affairs and Northern Development Jean Chretien, to evaluate the social, environmental and economic impacts of the proposed Mackenzie Valley Pipeline project that would transport natural gas from the Mackenzie River to Northern Alberta.

According to a [UBC First Nations and Indigenous Studies](#) Chretien "faced a dilemma. Oil and gas exploration in the Canadian north had boomed after the discovery of a large pool of oil at Prudhoe Bay in Alaska. The petroleum industry had served notice that if commercial quantities of oil and gas were discovered, the industry would apply to build a pipeline down the Mackenzie Valley and ship the hydrocarbons to markets in the United States." Chretien likely did not expect that Berger's work would produce the results it did (a decades long halt on petroleum development in the region).

For the first time in Canadian history, the voices of Indigenous nations such as the Dene, were prioritized in development planning. Berger often spent several days talking with them and participating in community gatherings. Berger further carefully evaluated environmental concerns associated with gas exploration and pipelines in the sensitive northern environment. These issues were embedded into the decision making process he designed and followed.

Photo at: https://en.wikipedia.org/wiki/Mackenzie_River#/media/File:02_-_Fort_Good_Hope_looking_across_the_Mackenzie_River.jpg

The Mackenzie Valley Pipeline was a proposed pipeline to transport natural gas from the Beaufort Sea in the Northwest Territories, to Northern Alberta where it would be processed.

Importance of the project: It was one of the first proposed projects that would develop oil resources in the Canadian north, and was designed to supply southern Canadian and foreign markets.

Photo at: https://en.wikipedia.org/wiki/Mackenzie_River#/media/File:Mackenzie_River_basin_map.png

8

[Article: How a Canadian judge helped preserve the Arctic](#)

In the article, "How a Canadian judge helped preserve the Arctic", Justice Thomas Berger emphasized public participation in the form of Indigenous Consultation. As a result, he discovered many issues that would affect the area that the Mackenzie Valley Pipeline would run through.

What was the take home message of this article? What are your thoughts on Berger's efforts to include diverse groups of people in consultation, and especially Indigenous peoples?

✓ Check

Tom Berger, O.C., Q.C., on why local voices matter

9

Impact Assessment Process: Screening and Scoping Stages

This week we will be covering the **Screening** and **Scoping** steps in the EA process.

Screening is the step in the EIA process in which it is decided whether a particular development project needs to be subject to an IA. The Scoping stage considers what information needs to be included in the project's EIA, if it is triggered (scoped in). You will read more about these in the Noble (2020) chapters scheduled for this week and hear a short recorded lesson, available in Canvas, prior to our class meeting. On Wednesday, we will be fortunate to hear from a legal perspective on "triggers" (screening) and scoping in the EIA process, past and present with our Guest Speaker, Dr. Stepan Wood from UBC's Allard Law School.



This photo shows a water pipeline flowing through a valley. Oil pipelines look very similar, and may be above or below ground, depending on the terrain.

Photo at: <https://www.pikist.com/free-photo-vpaep>

Learning Objectives: By the end of this lesson you should be able to:

- Examine the new (IA Act 2019) "Pre-planning" phase, and explain whether and what it adds to the EIA process
- Understand the major elements of the "Scoping" (Trigger) and "Screening" phases in EIA/IA
- Define and provide examples of VCs (also called VECs) in the impact assessment scoping process
- Explain Justice Thomas Berger's role in Canadian EIA and the history of the Mackenzie Valley Pipeline

See the recorded video lesson in Canvas, Week 3 which describes that elements of the Pre-planning phase in Impact Assessment Act 2019 and refer to the accompanying textbook reading, Noble (2020) Chapter 3.

What are Valued Components, VCs (or Valued Environmental Components/VECs)? (Select all that apply)

- Part of the Screening process
- All the components of the environment
- Physical and Human elements of environments that may be affected by a project and are in need of attention in IA
- Part of the Scoping process


✓ Check

[Article: How a Canadian judge helped preserve the Arctic](#)

10

Asynchronous material
 ↓
 Assessments, Term tests:

Assignment 1, GEOG 319, W 2021
 Evaluating the New Law, *Impact Assessment Act (IAA) 2019 (former Bill C-69)*



Introduction

Roughly two years ago, the Trudeau Government's Impact Assessment Act, former Bill C-69, was made law (Aug 28, 2019). As it passed through parliament (during its ascension), it met with criticism both from the left and the right. Now, after more than 150 amendments from its initial form (that GEOG 319 students evaluated way back in 2018), the question remains: is it an effective tool for impact assessment?

Some are heartened by the passing of this bill; Others are more tentative in their enthusiasm.

Your task is to weigh in on the new law, particularly with respect to how it differs from, and perhaps improves upon (or not), its predecessors (i.e., the Harper Gov't's CEA Act 2012; the earlier CAAA). Focusing on a couple of sections of the Act you may, e.g., write an opinion piece, or Op-Ed (Opinion Editorial) for publication in a news media outlet.

Twitter feeds by West Coast Law (left); UBC Law Professor, S. Wood (right), accessed June 21 2019.

Learning Goals:

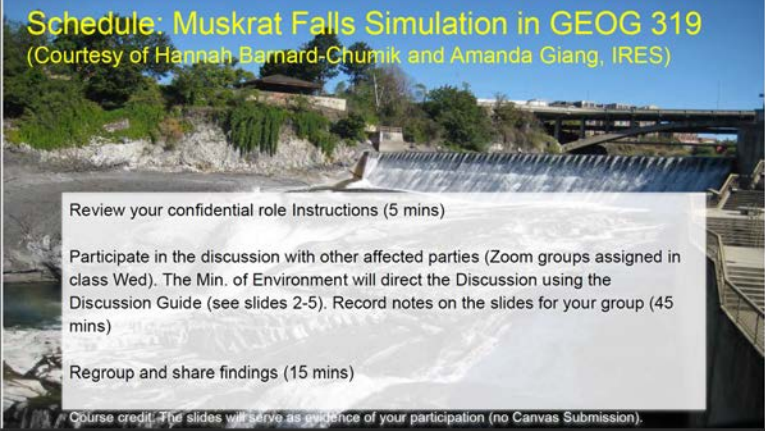
- Evaluate key aspects of the current law, particularly in relation to previous versions of this law
- Assemble and effectively communicate facts and arguments in an accessible way
- Engage experientially with the policy by creating either:
 - An authentic written assignment (a researched opinion piece) intended for a particular discourse community (the readership of a given news outlet)
 - For a more authentic experience, students are encouraged to later submit their work to an actual media outlet of their choosing!
 - A *podcast* e.g., to air on a public radio station about the new law
 - *Taped "faux" interview* (Q/A) with a government representative or EIA practitioner (you choose) about aspects of the new law
 - Could play "devil's advocate" to elicit particular response; your stance should be evident and / or what flaws you are exposing or best practices you are hinting at.

11

Face to Face

- Interactivity, discussion, active learning
- Social connections – peer-to-peer, group work

Schedule: Muskrat Falls Simulation in GEOG 319
 (Courtesy of Hannah Barnard-Chumik and Amanda Giang, IRES)



Review your confidential role Instructions (5 mins)

Participate in the discussion with other affected parties (Zoom groups assigned in class Wed). The Min. of Environment will direct the Discussion using the Discussion Guide (see slides 2-5). Record notes on the slides for your group (45 mins)

Regroup and share findings (15 mins)

Course credit: The slides will serve as evidence of your participation (no Canvas Submission).

Discussion Guide* (Ministers will guide the discussion as follows:
 The Minister(s) will act as Discussion Guide(s) on this activity. Their main task is to facilitate the discussion (45 minutes) that occurs after the opening statements. There are a series of tasks that you must complete as a group in an open discussion format. The structure of the discussion will follow these steps:

1. Define the objectives and performance measures
2. Estimate consequences of options using consequence table
3. Discuss and evaluate trade-offs

See Details of Each (next 3 slides). Remember that the Minister must ensure each occurs and guide discussion.

12

Alternative modes for asynchronous engagement:

<https://blogs.ubc.ca/eiablog/>

THOUGHTS ON CANADIAN IMPACT ASSESSMENT, PAST AND FUTURE

Welcome to the blog for GEOG 319. Here, we consider news and information about the state of IA in Canada. This blog was created in Fall 2018 just as the Trudeau Government's new Federal law, Bill C-69, began its journey through Parliament. The bill received Royal Assent in Aug of 2019 in the form of the new **Federal Impact Assessment Act (2019)**. The revitalized **BC Environmental Assessment Act** similarly came into force in Dec 2019 after receiving royal assent in Nov 2018. Both laws contained improved provisions for public engagement, Indigenous consultation, and regional or cumulative effects assessments, among other things.

Around the same time, controversial energy projects (Trans-Mountain Pipeline Expansion; Coastal GasLink, Site C Dam in BC) received Federal or provincial IA approval despite ongoing controversy and legal challenges. Our discussions are thus timely and permanent. Blog posts will appear be-

RECENT POSTS

EIA Engagement Exercise, GEOG 319 W 2021: Make your Thoughts Heard with a Blog-comment on EIA Themes

Introduction

As announced on the course Syllabus: I have created an EIA blog <http://blogs.ubc.ca/eiablog/> where I will post updates on relevant news, events and project information. In addition, I will post relevant information, links or thoughts that students share with me on EIA (with permission). Pages are open to enrolled GEOG 319 students for viewing and comments. You must login to the website with you CWL, and then enter the password "319eia2018", to view and comment on posts (do not share this password with outside students without my written permission). Announcements will be made in class soliciting your thoughts and comments – stay tuned!

13

REJECTED! A PROPOSED NORTHERN METAL MINE EXPANSION

This just out: Canada rejects Arctic mine expansion project after years of fierce protest (Guardian.com).

We don't often hear of projects that have been rejected at the end of the IA process, so this one is worth paying attention to.

The mining expansion project, near the community of Pond Inlet, Iqaluit, was rejected by the IA Agency after the Nunavut Impact Review Board expressed strong opposition. It would be impactful for many reasons, as the Guardian explains:

Baffinland Iron Mines' planned expansion to its Mary River site would have seen it double output to 12m tonnes of iron ore. To bring the ore to market, the mine also said it needed to build a 110km railway to a port near the community of Pond Inlet as well as doubling its shipping. The Guardian, Nov 17, 2022

The decision was made by Canada's northern affairs minister, Dan Vandal who cited the reasons relating to harms to the Indigenous community and the ecosystem they depend on including:

the project could result in "significant adverse eco-systemic effects on marine mammals and fish, caribou and other terrestrial wildlife, along with vegetation and freshwater" as well as "significant adverse socio-economic effects on Inuit harvesting, culture, land use and food security in Nunavut" D Vandal, quoted in The Guardian

← COP27: WATER KEEPERS RAISE ALARM OVER VISTA COAL MINE EXPANSION, ALBERTA
ARTICLE OF THE WEEK: INCLUDING INDIGENOUS KNOWLEDGE SYSTEMS IN IA →

20 COMMENTS

rushan hua
December 13, 2022 at 7:57 pm › Edit

That's the good news. Rejected projects are in the minority compared to those that are approved. Rejections sometimes represent the growth of the law and a focus on environmental sustainability. Throughout history, every rejection of a project has been monumental, including this one for the northern metal mine expansion. The harm to Aboriginal communities and the environment is finally being taken seriously, rather than being taken lightly because it can be remedied. The cultures and traditional practices of Aboriginal communities are respected, even if that respect is the result of long protests. Marine life and the aquatic environment are also included in the impacts cited by Canada's Minister of Northern Affairs. This is side evidence of the significant harm of the project, and that the Minister of Affairs is not using economic development and subsidies as an excuse to ignore the harm.

REPLY

ka ho wong
December 13, 2022 at 3:58 pm › Edit

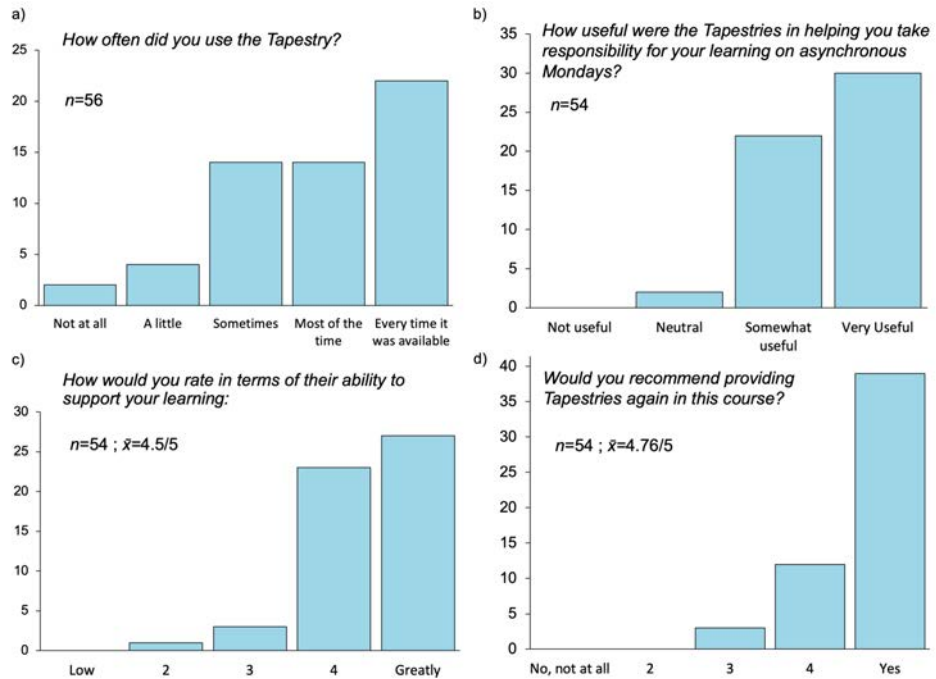
This decision really surprised me. Normally, I would be expecting the governments to approve the expansion, they usually weight the economic development above all the other factors including indigenous rights, eco-system, and said that the sacrifice is

14


Response metrics

GEOS 102 2022

- 334 students
- Optional
- Bi-weekly




15



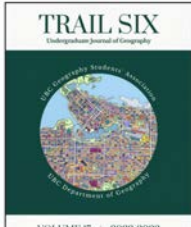
Long-Term Sustainability and Climate Change: Exploring Environmental Impact Assessments of the Trans-Mountain Expansion Project
by: MCKENZIE WITSCHI, LIA LAUREEN SCHULZ, & NATHAN HERRINGTON

The Trans-Mountain Expansion Project (TMX) has been controversial since its conception, initiating debates regarding the prioritization of economic gains



The Disregard of First Nations' Concerns: Analyzing the Environmental Assessment of Jumbo Glacier Resort
by: Jessica Low & Lucia de Kleer

Jumbo Glacier Resort was a highly divisive proposal in British Columbia (BC), as numerous interested and affected parties openly opposed the project, including some First Nations groups who were concerned about environmental and cultural disturbances. This article specifically analyses how First Nations'



Caribou decline: Are Predators to blame? An evaluation of wolf-caribou dynamics, linear feature restoration, and grey wolf (*Canis lupus*) control as methods for caribou (*Rangifer tarandus*) recovery.
by: Benedikt Rohr

In the past decade, woodland caribou have declined by more than 50% in British Columbia. In response, the B.C. government has identified wolf culling as an effective mitigation strategy for this issue. This paper explores the current literature on the

16

Example 2 GEOG 374: Statistics in Geography

- Similar setup; 1 term synch is in person class; 1 term synch is on zoom
- *in lieu* of H5P pages:
 - 8 bi-weekly lab assignments → **closely linked to** asynch., videos

Next, Try this Problem:
Personal Computer Prices

If the mean pc price, $\bar{x} = \$949$, $s = \$100$
How much will the **least expensive** 10% of pc's cost?

First: Draw figure!! Area represented
Then: Find AREAS and corresponding z-value.
Remember: $x = z * \sigma + \mu$

We will take answers up week!

You are now ready for Lab 4 (next week)

Working with the Standard Normal takes PRACTICE.

- You will test your knowledge in our next Lab (4) and **Lane activity** (see Week 5 Resources; available Friday and due next Wed noon!)
- You may wish to:
 - re-listen to parts of the Tues lessons; esp from 4-8 minutes in the last one. **Part B**

Statistics in Geography, GEOG 374
Lab 6: Hypothesis Testing

This lab is in two parts: Part 1 (**individual**) concerns Hypothesis testing for single t-test; and two-sample hypothesis test (t-test for independent samples). It is 1

17

GEOG 374: Statistics in Geography

- **Face to Face** class time: student response systems; problem solving; group coding ...

Class slides:

But First, a Question:

- What are some **things you tend to measure in your daily life?**
 - Place answers in the Chat (private message is fine)
 - Answers: from the Chat -

Reflect

*Almost all of the variables you mentioned have a **Normal Distribution** ...*

18

GEOG 374: Nesting tree characteristics of the Northern Spotted Owl

- Authors: Kevin Peirce, Nina Hewitt and Micheal Jerowsky
- Last Update: 10 October 2022

Outline

Prerequisites

- Introduction to Jupyter
- Introduction to R

Outcomes

After completing this notebook, you will be able to:

- Explore data to gain a better understanding of its content and structure.
- Determine unique values of data, common values, and calculate the coefficient of variation.
- Visualize data using a boxplot.
- Conduct an analysis of variance (ANOVA) and post-hoc Tukey test.

References

- ANOVA (<https://openstax.org/books/introductory-statistics/pages/13-introduction>)
- Log Transformation (<https://onlinestatbook.com/2/transformations/log.html>)

Introduction

In this lab, you will apply descriptive statistics, analysis of variance (ANOVA), and the Tukey post-hoc test to determine the types of trees Northern Spotted Owls prefer for nesting.

• • •

In Class Jupyter/R coding



The number of owls in Washington, Oregon, and California is much higher than in BC. Here, the owls are considered threatened (as the population is low and decreasing), but not endangered. To identify potential Northern Spotted Owl habitat for protection from harvesting or Barred owl colonization, it is necessary to characterize the features of ideal nesting trees for Northern Spotted Owls.

Data

We will use a dataset that includes characteristics of nearly 2000 Spotted Owl nesting trees in Oregon, Washington, and California.

To begin, let's import our data and save it as a variable called `df`.

```
In [13]:
source("lab_02_tests.r")
library(testthat)
library(digest)

df = read.csv("nestingTrees.csv")
```

This data contains values for:

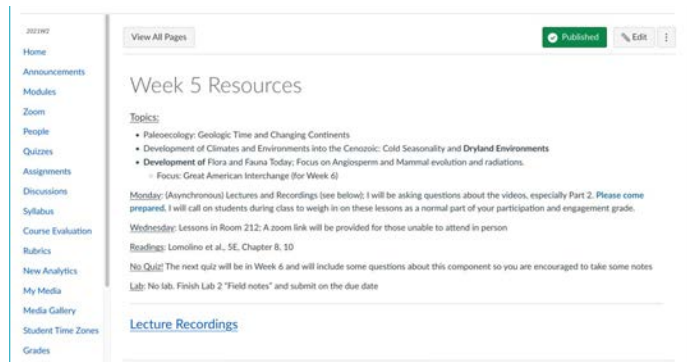
- **Site:** The location where the nest was observed. "Olympic" -- Olympic Peninsula, "Interior" -- within the rain shadow of the Cascade mountain range, "CoastN" -- Northern coast of Wa. and

19

Example 3 GEOS 307: Biogeography and Global Change

- Similar format, layout

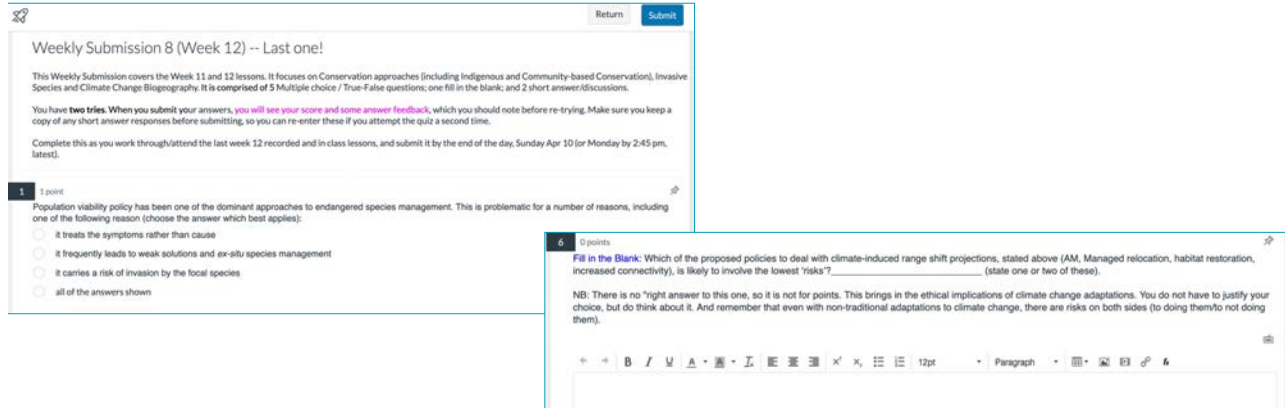
Videos + readings and interactive media



20

Plus:

- Weekly Canvas quizzes (support asynch material)
- Bi-Weekly Lab reports:
 - Data (warming experiment in arctic tundra); Virtual field trip lab; Species distribution Report
 - Nature Diary – agency; creativity, engagement



21



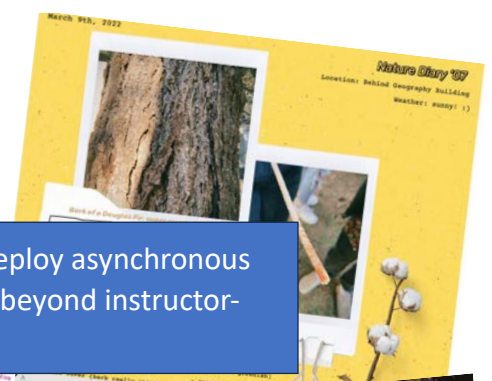
22

Nature Diary: entries chronicled on Discussion board (term-end submission)

Here is the weekly journal entry that I'm most proud of so far. It is based on a photo I took of the view on Grouse Mountain, one of my favourite views! There were a bunch of coniferous trees surrounding the run that I was on, and that reminded me of this course, so I snapped a pic!



UPSHOT: Many ways to intentionally deploy asynchronous learning in a student-centred manner (beyond instructor-built media) in hybrid courses



Date: Monday 2021-05-03
 Location: Horseshoe (and Mt. Pitt & Oak Street)
 Time: 8:16
 Weather: Sunny, 8°C

Today, I went on a walk in my neighbourhood hoping to find some uses of botanical niche examples. However, while I was walking in the rain, I got soaking wet. I got soaking wet in my neighbourhood hoping to find some uses of botanical niche examples. However, while I was walking in the rain, I got soaking wet. I got soaking wet in my neighbourhood hoping to find some uses of botanical niche examples. However, while I was walking in the rain, I got soaking wet.

The plants I identified in the video they look like...
 I was also surprised when a pink species...
 as they are 'suboptimal' species that we will...
 which do not 'reproduce' of course, but just...
 they were cultivated as a food or ornamental...



23

Select Comments from SEI 2021 and 2022

"Lots of different opportunities to communicate and learn, using different methods of delivery, interesting content"

"I especially enjoyed the virtual alpine tour ... refreshing way to learn course material and a new experience of that format for me." (SEI comment, GEOS 307 2021)

"... she supported our learning really well with the nature diary submissions and weekly quizzes..."

"I also liked Tapestry [H5P], interesting videos that were offered as optional material!"

"I love the Nature diary project because it gave me an amazing opportunity to learn the names and characteristics of flora in BC and actually motivated me to go on hikes every week. I struggled with learning the name of species in English because it is very different from my native language. I tried many ways to systematically learn about species last year, but this one was the best way to remember and enjoy! Thank you for making this opportunity to learn in such a useful and not stressful way!"

"...I am personally thankful for a hybrid format because it was one of the most effective hybrid formats in my experience. First of all, the professor was engaging both online Zoom participants and in-person participants, there was an effective format overall..."

"The overall approach to this course in terms of graded material (particularly nature diary, ...is very engaging, and does encourage learning without the stress and information-dump of exams and tests"

(SEI comments, GEOS 307 2022)

24

Personalize, humanize; Orient learners early on

weekly email "what's up"; Introduction and course forums; FAQs, etc.

Thanks Angela Lam, Arts ISJT

Introduction Forum, GEOG 319 invites students to share

Published
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Introduction Forum
All Sections

Hi GEOG 319 Students,

Welcome to our 2023 blended classroom.

We will be your instructor (Prof Hewitt) and TA (Max Cohen) for this examination of the workings of environmental policy in Canada and beyond. We will spend the next few weeks together learning about the basic format of Impact Assessment (Provincial IA), and some of the related issues associated with our federal and provincial environmental policies.

To get started, we encourage you to use this forum to introduce yourself and get to know other students. Reply to this post and tell us a little bit about yourself: e.g., personal pronouns; maybe a fun fact about you to visit, etc.; why you are keen to take this course; and, for the brave, you can post a picture of yourself or a pet.

- Tell us about some movies you recommend. Why did you like them?
- Read any good books lately?
- What's the best game you've played lately? Board games, online? Or a sport or outdoor activity you are into?
- Pets are always a popular topic, and photos of critters are welcome!

>> Learn [how you can update your profile page in Canvas](#)

Let us introduce ourselves first.

TA, Max Cohen: I am working toward a PhD in Dr. Jamie Peck's lab. My PhD research focuses on "just transition" in the context of environmental policy. This is my first time TAing GEOG 319, but in addition to TAing other E&S courses, I taught GEOG 410. Email me if you have any questions. I was a UBC Delegate at COP 26 (Nov 2021), and Dr. Hewitt and the Climate Action Committee co-organized a panel on climate policy. See: <https://geog.ubc.ca/news/on-the-ground-at-cop26-a-qa-with-ubc-delegate-max-cohen/>


Prof Nina Hewitt (she, her, hers). I am a biogeographer with research in plant dispersal, migration and diversity in ecosystems. I love getting out into the field and have field sites in Ontario, British Columbia and the Karoo.

EIA: I began teaching this course at UBC in 2017. Since then, our federal and provincial impact assessment acts have undergone major overhauls, and not for the first time! I have found that following EIA policy developments to be interesting as well as, often, disillusioning!

My interest in environmental policy and science began in my childhood and teens, when my fascination with critters (species), natural history and science met with a growing awareness of the challenges facing biodiversity and ecosystems, especially (at that time in my mind) in terms of pollution and habitat destruction. I felt keenly the problem of the Global North's (and now worldwide) dependence on the personal automobile, which I watched transform and consume the landscapes in which animals (including ourselves) live. At age 4, my family had to relocate out of Toronto due to respiratory illness triggered by busy roadways -- so air quality implications of our collective desire to drive has been a personal concern. During a trip to Tasmania, I saw first-hand the impact of road collisions on brilliant creatures (wombats, potaroos, tasmanian devils) that peppered roadways there. It has therefore been eye-opening to explore the role of law and policy in shaping our environment for better or worse. And to consider how ordinary people can influence these decisions. Armed with knowledge about EIA, I hope that you all will become "forces to reckon with" in the decision-making arena!

Books: I recently read Suzanne Simard's *Finding for the Mother Tree: Discovering the Wisdom of the Forest*, a fascinating biography and tale of science sleuthing to discover the underground world that connects and communicates with above ground forest vegetation in the Pacific Northwest.

I also recently read **Robert Bilott's "Exposure"**, an eye-opening true story about corporate greed (specifically, Dupont Corp) and environmental contamination from a legal perspective -- and the basis for the movie "Dark Waters"; similar story to "Erin Brokovich" and "A Civil Action". See: <https://www.nytimes.com/2019/10/14/books/review/exposure-dupont-robert-bilott.html> ☞. Very relevant to our dealings in 319 [Related news, PFAS cleanup in The Guardian, Aug 2022 ☞]



25

Parting thoughts and *To-do*

- Satisfaction and affective benefits unchallenged; Cognitive benefits?
- Increase inclusivity: Universal Design Principles, UBC Equity and Inclusion tips
- AI/LLM design considerations? Ensure that written assessments encourage student composition, synthesis, creativity and scaffolded learning (student concern about this in media)
 - positives: face-to-face component is focussed on active learning

26

Questions?

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Thanks to

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