



Practical Learning Strategies

Arts ISIT Welcome Back Conference

Julie Walchli, Executive Director, Work Integrated Education, Arts

Christine Lee, Associate Director, Alumni Engagement, Arts

Kimberley Rawes, Manager - CPD, UBC Career Centre

Neil Armitage, Lecturer, Department of Sociology

Andrew Owen, Associate Professor of Teaching, Department of Political Science

Mallory Tater, Lecturer, School of Creative Writing



THE UNIVERSITY OF BRITISH COLUMBIA

Arts Instructional Support & Information Technology

Faculty of Arts



Practical Learning Strategies Resources



Practical Learning Strategies

Parent Page(s): Consultations



Connecting Arts' Disciplinary Learning to Students' Futures.

Help students see how classroom learning can be applied in other contexts, including in workplaces and in the community.

Arts Alumni Engagement and Arts Work Integrated Education, in partnership with Arts ISIT, the UBC Career Centre, entrepreneurship@UBC, and the Centre for Teaching Learning and Technology offer a collaborative, interdisciplinary team to support Arts faculty members interested in exploring and designing discipline-specific learning experiences for your teaching practice.

Our work is informed by examples from current UBC Arts faculty members and best practices. We bring experience and contacts with alumni and professionals working across a wide range of sectors and roles both inside and outside UBC, offering you an easy starting point for this kind of curricular innovation.

By integrating practical learning and connections with alumni in the classroom, we directly support faculty to further connect course concepts and professional skills, helping student build towards their futures.

Learn about how this initiative supports Practical Learning (Strategy 13) in UBC's Strategic Plan.

- Read about faculty teaching stories
- Explore resources on how career and alumni engagement could be embedded into your discipline
- [Practical Learning Strategies \(ubc.ca\)](https://www.ubc.ca/practical-learning-strategies)

Benefits of embedding practical learning within courses

Our recent 10+ Year-Out UBC Faculty of Arts Alumni Survey suggests that alumni wish that they had been better equipped to communicate their skills and the strengths of their Arts major and degree when they graduated. By integrating practical learning and connections with alumni in the classroom, we directly support students to connect course concepts and professional skills.



Access

Makes practical learning more accessible and inclusive for all students



Enriched Learning

Enriches the learning and understanding of course concepts and helps students achieve course and program learning outcomes



Student Recruitment

Attracts students to learning your discipline and helping them see how they might leverage their classroom learning to build meaningful lives after graduation

Panel Discussion on Practical Learning Strategies



- Neil Armitage, Lecturer in the Department of Sociology
- Andrew Owen, Associate Professor of Teaching in the Department of Political Science
- Mallory Tater, Lecturer in the School of Creative Writing

Panel Discussion on Practical Learning Strategies



Neil Armitage, Lecturer
Department of Sociology
SOC1 102

SOCI 102: Alumni Interviews



Course capstone where students in groups of 4 plan and conduct an interview with an Arts Alumni regarding their education and career. While the groups analyze the interview data together, each member constructs their own essay using sociological concepts to frame and unpack the Alumni's career story.

Why?

- Make course material and **knowledge** relevant to their own lives
- Bring sociology off the page and out of the lecture hall to make it a practice
- Practice and learn **skills** for further studies and beyond
- See the **value** in collaboration and ‘learning by doing’ with others



“ I think that the students have this very linear idea of what a career looks like, and it’s good to hear from alumni who are doing jobs and have careers that look quite different to their education... by interviewing the alumni, the students get to know about life post-graduation, and about how certain other aspects, and even serendipity, shape what alumni do.

-Neil Armitage, Lecturer (SOCI)

How?



Facilitators / Resources

In collaboration with **Arts Alumni Engagement (AAE)** since 2017, acknowledge the passion and support of **Reshaad Ali & Christine Lee**. AAE match groups with Alumni. A BREB was acquired in 2017. Each student attains TCPS2 Core Online Ethics. **Over a 1000 students and 400 alumni have participated since 2017.**



Equity / Time

The whole class do the activity (*@ 300 in 2022 across 2 sections*). Interviews occur over a two-week period and to enable collaboration, no classes are held. This frees up time for groups to plan, conduct and analyze the interview, and attend office hours. Students unable to participate analyze pre-recorded interviews.



Traditional Assessment

- The activity acts as a capstone for the course and accounts for 25% of the Course Grade.
- Self-formed groups provide availability (2%) for matching and each student completes TCPS2 Core (3%).
- Student Essays (20%) are graded on *clarity of expression, use of appropriate knowledge, analysis and discussion, and collaboration*. Teaching Assistants grade essays after a grading workshop.
- **Analysis and discussion**, students encourages to develop their own and reflect on how their positionality shapes their analysis and insights.
- **Collaboration** is assessed by cross referencing and checking that factual information presented across the group members' essays align.
- **Reflection** occurs post assignment in a personal learning evaluation survey at the end of term.

Student Feedback



*“... learning about the strength of **weak ties** because I had always heard people talk about networking and this assignment gave context as to why it is important.”*

“We should look what is around us and available to us so we can make our own path.”

*“... **it changed my point of view** when it comes to my education and academic life because I was able to relate to what she has been through as a person who is not Canadian. It definitely gave me some ideas regarding my own future and it inspired me to never stop looking for what I might be better at and what I might like more and pursue it.”*



Challenges

Workload

Instructor / TAs: Collating the group availability for matching with Alumni is stressful and exhausting

Students: Post pandemic turned over class time (two weeks) to ease the workload on students

Equity / Recognition

While work recognized and celebrated by Campus Partners (AAE, Arts Coop), the workload involved not specifically recognized by the department and the Faculty in terms of merit or awards etc.

Student Collaboration / COVID Lag

Some resistance to see value of collaboration among student body since return to in-person.

Panel Discussion on Practical Learning Strategies



Andrew Owen, Associate Professor of Teaching
Department of Political Science
POLI 395

POLI 395 – Professional Skills for Political Science



- 3 credit course for 50 students
- Developed in 2019-20 and offered, so far, in 20W, 21W, and 22W
 - Richard Price (POLI), Julie Walchli, and Christine Lee
- **2.5 sessions with UBC Practical Learning experts** (Walchli, Lee, & Carli Fink) on topics including: design-based thinking, careers as an ‘odyssey’, resumes, e-portfolios, cover-letters.
 - key insight: what you did for class is relevant for post – BA!
 - Practice curating and translating knowledge and skills you have for specific post-BA careers / occupations.

POLI 395 – Professional Skills for Political Science



- **7 sessions with Alumni Guest Facilitators**
 - Summary of career journey
 - Lecture on some skill and/or knowledge they use at work
 - Group-based opportunity for students to apply the skills/ideas
 - EG: Litigation to achieve policy change, mapping stakeholder environment for an emerging policy issue, linking an infrastructure proposal with UN SDG

- **3 session policy challenge project**
 - Groups of 5 adopt the identity of some group/organization affected by a policy proposal, prepare a 10 - minute presentation to government.
 - Graded by alumni experts.

POLI 395 – Professional Skills for Political Science



Challenges

- Number and novelty of assessment items.
- Pass/Fail and motivation.
- Coaching alumni on effective lecturing.
- Access for students who will benefit most

Panel Discussion on Practical Learning Strategies



Mallory Tater, Lecturer
School of Creative Writing
Creative Writing 430/530

What is CRWR 430/530?



Preparation for Career in Writing

Learning Goals:

1. Have students identify their own personal voice, platform and 'brand' as a writer.
2. Gain a sense of the publishing landscape, marketing skills, literary agency representation, grant opportunities & other professional development endeavors.
3. Create tools and materials for future opportunities such as an author's CV, grant proposals, a project elevator pitch and a cover letter template.
4. Gain a deeper understanding of how to be part of a writing community

Preparation for Creative Writing



- Helps student identify their role as a 'writer'
- Helps students meet themselves where they are at and celebrate this
- May motivate students to network and make more concrete connections

Gratitude Exercise – Why this exercise?



Adpated from Doretta Lau

Gratitude: You can build a career and community through the expression of gratitude.

Write thank you notes. Volunteer Follow up. Be kind. Think of your work as an offering, not only in 'submission'. Gratitude is a feeling that can be difficult to concretely express. So let's try it now.

This exercise: Make a list of 25 people who have inspired your work. Think outside of family and friends though you can start with a few of these. Think of artists, writers, filmmakers, educators, musicians or other figures who you draw inspiration from. Choose some that are living, relevant and accessible. Research how you might contact them. Send them a thank you email. If even one writes back, you have made an invaluable, kind connection.



Sample Assignment

Author Biography: (10% - / 100%)

As a writer, you will need to have a bio on hand for different opportunities. For this assignment, you will be creating your author bio. You will start by writing a long bio without thinking about word count.

Once we have written our long bio drafts in class, you will edit this down into a:

- 15 word bio
- 25 word bio
- 50 word bio
- 100 word bio
- 150 work bio



Student Questions

On the first day of class, I ask students to pose questions they have about the professional writing world. Here are some examples:

- “How much power does an agent have?”
- “How do we make money?!”
- “What is the relationship and breakdown of rights between author & publisher?”
- What do I do if I don’t have a social media presence?”
- “As a marginalized writer, how might I navigate this industry?”

Guest Speakers and Industry Professionals



In this course, we have students working in all genres and at a different levels. Invite guest speakers who would be helpful, transparent and who apply creative ways to sustain their writing life.

- George Elliott Clarke: Educator, Activist, Poet Poet Laureate, playwright, Literary Critic (and more)
- Akin Akinwumi: Literary Agent
- Manahil Bandukwala: Poetry & Editor at Two Literary Journals
- Mica Lemiski: Podcaster, CNF writer and lead copy writer for Aritzia
- Chelene Knight: Literary Agent, Poet, CNF Writer, novelist and educator

Mock Panels & Public Speaking



Teaching Students to Read and Do Mock panels on topics. Students sign up for what they want to participate in. I moderate them all. They take place end of term when we know each other well.

- Writing During the Climate Crisis!
- Protagonists Who Move Us!
- Crossover: Writing for Young Adults & Adults
- What's Missing: How Absence Can Drive Narrative!

Questions & Discussion



- Neil Armitage, Lecturer in the Department of Sociology
- Andrew Owen, Associate Professor of Teaching and Undergraduate Director in the Department of Political Science
- Mallory Tater, Lecturer in the School of Creative Writing

Potential Collaboration



We can assist with...Preparing Students for Professional Experiences

- How might I connect students with alumni?
- How might I design assignments that highlight transferrable skills?
- How might I integrate career skills/tools in my course?
- How might we bring career learning and alumni into departmental events, such as Careers Nights?
- How might we offer a *Career Design Studio* specifically for your discipline?
- Based on Designing Your Life initiative out of Stanford; includes fundamentals of design thinking, workplace visits with alumni, and job search strategies and tactics (Resume, Cover Letter, Linked In, eportfolios)

Potential Collaboration



We can assist with....Activities for Individual Courses

- How might I engage alumni in course activities?
- How might I develop student workplace competencies (teamwork, presentation skills, peer to peer learning).
- How might I help students reflect on their learning?
- How might I bring could technology and tools support practical learning outcomes (ePortfolios, UBC Blogs)?
- How might I include story pitches or other professional competencies for creative writers in my class?

Contact Us



Christine Lee: Christine.lee@ubc.ca

Associate Director, Alumni Engagement Arts

Kimberley Rawes: Kimberley.rawes@ubc.ca

Manager, Career and Professional Development, UBC Career Centre

Nausheen Shafiq: Nausheen.Shafiq@ubc.ca

Curriculum Consultant, Centre for Teaching, Learning and Technology

Julie Walchli: Julie.Walchli@ubc.ca

Executive Director, Work Integrated Education and Career Initiatives, Arts

Connect With Us



- Consult + educational design
- Facilitation in the class
- Connection to networks
- Recommendations to the literature/toolkits

Request a consultation:

To connect and learn more about opportunities in the classroom, please complete this form:

<https://isit.arts.ubc.ca/applied-learning-in-the-classroom/>

What We Do: Arts Alumni Engagement Team



Building Community

- Guide and support long-term relationships with current students and faculty to enhance student learning experience
- Support meaningful alumni programming to foster a sense of belonging and community within your department and the Faculty of Arts

Engagement and Programs

- Volunteer engagement including student-alumni career programs
- Communications and events

Showcase and Celebrate Alumni

- Encourage students to learn more about Alumni Profiles
- [Faculty of Arts alumni and where they are now](#)

What We Do: UBC Career Centre



Fund opportunities

The **Work Learn** Program supports and subsidizes meaningful work experiences for students to develop their professional skills in a work environment.

Work Learn International Undergraduate Research Awards are designed for international undergraduate students who are interested in research. Professors can hire students to work full-time on their research projects in the Summer Session (May to August).

Connect with industry partners

Encourage students to **connect with employers and alumni on campus** to build their network at career fairs and other events.

Develop competencies for life and career

Each day in class, students learn new ideas, skills, or approaches that help them in life and career. **Career in courses** helps to illustrate the career development within assignments, teaching strategies, and other academic experiences.

Online career development through resources like **Your Degree** and **LinkedIn Learning**.

Career workshops and coaching for job search skills and career questions.

What We Do: Work Integrated Education Team



Arts Co-op Program

- UG students complete at least 3, 4-month, paid work terms integrated with studies prior to graduation; co-op completion recognized on transcript and parchment

Compass Arts Student Engagement Hub

- Co-curricular Wellness, Student Leadership, and Careers Programming offered in the Arts Student Centre: <https://www.arts.ubc.ca/student-support/compass/>

Arts Career Strategist

- Role shared between Arts and the UBC Career Centre: offers customized programming to departments, student groups, and Arts career programming

Arts Amplifier

- Paid and curricular workplace learning experiences and professional development training: <https://amplifier.arts.ubc.ca/>



THE UNIVERSITY OF BRITISH COLUMBIA

Arts Instructional Support & Information Technology

Faculty of Arts