



EDST 565A: Special Course in Subject Matter Field: Educational Environments Summer 1, 2021 (May 10-June 17)

Section 951

Online, T/Th, 4:30-7:00pm, Pacific Time Zone

Please see Course Mode below

<https://blogs.ubc.ca/educationalenvironments/>
<https://soundcloud.com/user-915995558/tracks>

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Online office hours: Thursdays, by appointment

UBC Land Acknowledgement

University of British Columbia, Point Grey Campus (Vancouver)

We [I] would like to begin by acknowledging that the land on which we gather is the traditional, ancestral, and unceded territory of the *xwməθkwəyəm* (Musqueam) People. (Please see <https://indigenous.ubc.ca/> and the page in Canvas titled "Land Acknowledgement and Land-based Introduction to the Learning Environment".)

Course Description

"Educational Environments" is an elective graduate course open to all Master's and Doctoral students. Educational environments are considered broadly, to include formal as well as informal spaces and places for learning. There are no prerequisites. Educational Environments invites students to spatially contextualize specific educational settings through various lenses, such as Indigenous perspectives on land-based education, critical place inquiry, ecological criticism, critical cartography, spatial theory, digital environments, critical theories of security and surveillance, environmental humanities, affective geographies, space/place and critical race theory, critical disability studies, decolonization, and critical spatial perspectives on sexual orientation and gender identity.

Course Objectives

The course aims to connect pertinent scholarship on the topic of educational environments to relevant learning contexts from the students' perspectives. The course is designed to:

1. Introduce or expand awareness of various bodies of scholarship and modes of inquiry for the study of educational environments.
2. Offer opportunities for students to develop their own space/place-specific inquiry related to an educational environment of their choice.
3. Showcase student learning through their online portfolios, emphasizing opportunities for creative expression, analysis, and generative scholarship.

Course Mode

UBC's Centre for Teaching, Learning, and Technology (CTLT) developed five recommendations for faculty in response to student experiences with online learning in 2020 during the COVID-19 pandemic: (<https://ctlt.ubc.ca/resources/student-experience-of-online-learning-recommendations-for-faculty/>). This course follows CTLT's recommendations, with limited synchronous and expanded self-paced asynchronous learning, student-instructor and peer-to-peer interaction, modification in teaching practices, student-focused Canvas organization, and faculty training/support (thanks to our Learning Designers, Helen DeWaard and Shur Lim, from the Faculty of Education's Educational Technology Support group!). The course is organized into three, stand-alone modules that can be navigated consecutively or concurrently, with peer feedback and instructor feedback throughout, connected by student-created portfolios. Pre-recorded videos and audio presentations (podcast-style) created by the instructor will serve as guides to each module. On selected Tuesdays the course will meet via Zoom for an interactive session to discuss ideas and responses to the course materials. Live Zoom sessions will be held on the following dates: Tuesday, May 11, 5:30-6:30pm; Tuesday, May 18, 5:30-6:30pm; and Tuesday, June 8, 5:30-6:30pm.

Overview of Schedule and Course Topics

Date	Topic	To-Do
Before May 11	Course Overview	Syllabus, Course Overview Readings, Podcast
T, May 11	Module 1 Overview	Module 1 Readings, Podcast, Zoom (5:30-6:30)
Th, May 13	Module 1: Sensory Experiences	Portfolio, Peer Feedback [Learning Statement Due]
T, May 18	Module 1: Sensory Experiences	Portfolio, Peer Feedback
Th, May 20	Module 1: Sensory Experiences	Portfolio, Peer Feedback
T, May 25	Module 2 Overview	Module 2 Readings, Podcast, Zoom (5:30-6:30)
Th, May 27	Module 2: Interpretive Practices	Portfolio, Peer Feedback
T, June 1	Module 2: Interpretive Practices	Portfolio, Peer Feedback [Midterm Check-in Due]
Th, June 3	Module 2: Interpretive Practices	Portfolio, Peer Feedback
T, June 8	Module 3 Overview	Module 3 Readings, Podcast, Zoom (5:30-6:30)
Th, June 10	Module 3: Memories in Place	Portfolio, Peer Feedback
T, June 15	Module 3: Memories in Place	Portfolio, Peer Feedback
Th, June 17	Module 3: Memories in Place	Final Portfolio, Peer Feedback, and Portfolio Summary due

Course Materials

All readings and resources for the course will be available for no additional fees, through the UBC Library, using the Library Online Course Reserve (LOCR) system. Please see the Canvas site for reading links. Also please note that in early June the UBC Library will transition to the OpenAthens secure login. More information is available here: <https://guides.library.ubc.ca/connect/openathens>

Selecting A Site of Learning

Throughout the course, students will situate their learning in a particular educational environment of their choice. After reading and reflecting upon the Course Overview Readings (see below), students are encouraged to select a site of learning that they can revisit throughout the term. A “site” might be a physical location in the real world that also has an online presence through a website or online materials in a digital archive or library, or it might be a site that has no digital presence. Sites might be formal places of education such as a specific K-12 school or university campus, or might be an informal place of education such as a farm or outdoor market. Students are encouraged to seek sites that are personally relevant and accessible to them on several levels. In addition, as the COVID-19 pandemic continues to impact our movements and capabilities, the selection of a learning site should be undertaken with great care and consideration of issues such as transportation, local public health guidelines, cultural safety, and personal wellbeing. Through the student-constructed portfolios, the sites of learning will be introduced to other members of the course, whereby we as a class will be able to share our reflections and observations from afar. In relation to these sites of learning, our online educational environment will offer a contrast, and we will endeavour to make sense of the layered meanings of the term “environment” as we proceed through the course.

Course Requirements and Evaluation

Module-based Portfolio, 60%

Students will create online portfolios in Canvas, through an edit-able page made available to each student. The pages can be designed as a long scrolling page, embedded with document files and/or multimedia files, and interspersed with links to other online repositories such as YouTube, SoundCloud, Flickr, or websites. Alternatively, students could use their Canvas page to simply link to a UBC Blog site that they will design for the course (<https://blogs.ubc.ca/>). For each of the three course modules, students will create at least one portfolio element that responds to, or reflects upon, the module readings and topic, in relation to their selected site of learning. Portfolio elements can take various forms (such as a zine, sketch, poem, video, essay, re/un-mapping, soundscape, photo essay, recorded performance, archival research, etc.), but each should be clearly identified as connecting to Modules 1, 2, or 3 (although it is

expected that there will be some overlap). Revisiting the same site of learning with different approaches and methods will permit prolonged engagement within the place of your selected educational environment, potentially providing insights (in-sites?) that student may wish to incorporate into the portfolio as well. Portfolios will evolve over the term in a cumulative and iterative process of creating, amending, repositioning, sharing, and responding, with peer feedback along the way.

Portfolios will be assessed on the following criteria:

The portfolio shows evidence of:

- Responding to the guiding questions and required resources of each Module
- Drawing upon relevant resources for the site of learning and mode of inquiry
- Describing the selected site of learning in relation to course themes and concepts
- Reflecting upon ideas and questions that emerge at/from the site of learning
- Creating and communicating in relation with others
- Using responsible citation practices and recognition of others.

Final portfolios are due on June 17, 2021 (11:59pm).

Learning Statement, 5%

At the beginning of the course, students will write a 1-2 page statement that expresses their learning intentions for the course. Students may wish to include a bibliography of readings and resources they intend to reference as they create their portfolios. Students may also wish to include an explicit set of learning goals (“By the end of this course I will have ...”). Students are encouraged to include a discussion of learning strategies they will undertake, or supports they might access, especially if challenges/extensions are expected in particular areas, or if new skills are needed (such as with creative techniques or technologies). Learning Statements are due on May 13, 2021 (11:59pm).

Midterm Check-in, 5%

Midway through the course students will submit a 1-2 page summary of their learning so far, including a reflection on their portfolio creation to date. The midterm check-in will provide an opportunity for students to communicate with the instructor, seeking specific feedback if needed and sharing insights. The Midterm Check-ins are due on June 1, 2021 (11:59pm).

Portfolio Summary, 5%

At the end of the course, students will submit a 1-2 page summary of their learning in relation to their portfolio and engagements in the course. Students are asked to reflect upon their Learning Statements and discuss their learning in relation to their own intentions and/or goals. Portfolio Summaries are due on June 17, 2021 (11:59pm).

Participation in peer feedback, 15%

Each portfolio is linked to a peer feedback discussion page, providing opportunities for student-led and co-facilitated learning. Class members will access the discussion pages to provide feedback directly to the portfolio creators, iteratively and alongside comments by other peers. The instructor will also engage with students in these online discussion pages. Students are encouraged to visit each other’s portfolio pages frequently throughout the term, sharing ideas and resources in the linked discussion threads. These asynchronous communications are at the heart of our “educational environment” for this course, enhanced by our synchronous Zoom sessions. While there are no set number of formal peer feedback interactions that must be completed for this course, it is expected that students will provide some feedback on other students’ portfolios for each module (in other words, please do not save your feedback for the end of the course). Peer feedback opportunities will close on June 17, 2021 (11:59pm). Please see this UBC Flexible Learning page on the topic of peer feedback and assessment, including the Peer Assessment + Feedback Fact Sheet: <https://flexible.learning.ubc.ca/research-evidence/research-articles-2/peer-review-assessment/>

Participation in course sessions and discussions, 10%

Synchronous and asynchronous course activities will be held online. As these continue to be pandemic, work-from-home conditions, non-academic life will “flow” into our course in various ways, sometimes

unexpectedly. Please feel free to contact the instructor if you have participation concerns with any of our course formats. Your participation will be evidenced through participation in the student land acknowledgement, self-introduction, engagement in the Zoom sessions, and other discussions areas as they are developed throughout the course. [Please note, if you are unable to attend one or more of the Zoom sessions, please discuss with the instructor in advance.]

EDST Order of Marking Standards

<https://edst.educ.ubc.ca/files/2013/05/Order-ofMarkingStandards-2013.pdf>

A Level (80% to 100%)

A+ is from 90% to 100%. It is reserved for exceptional work that greatly exceeds course expectations. In addition, achievement must satisfy all the conditions below.

A is from 85% to 89%. A mark of this order suggests a very high level of performance on all criteria used for evaluation. Contributions deserving an A are distinguished in virtually every aspect. They show that the individual (or group) significantly shows initiative, creativity, insight, and probing analysis where appropriate. Further, the achievement must show careful attention to course requirements as established by the instructor.

A- is from 80% to 84%. It is awarded for generally high quality of performance, no problems of any significance, and fulfillment of all course requirements. However, the achievement does not demonstrate the level of quality that is clearly distinguished relative to that of peers in class and in related courses.

B Level (68% to 79%) This category of achievement is typified by adequate but unexceptional performance when the criteria of assessment are considered. It is distinguished from A level work by problems such as: one or more significant errors in understanding, superficial representation or analysis of key concepts, absence of any special initiatives, or lack of coherent organization or explication of ideas. The level of B work is judged in accordance with the severity of the difficulties demonstrated.

B+ is from 76% to 79%

B is from 72% to 75%

B- is from 68% to 71%

Overview Readings

The readings below relate to over-arching themes that have guided the development of this course. If possible, please read (or skim!) prior to our first session on May 11, but feel free to return to these later as we proceed through the course.

Butler, A., & Sinclair, K. A. (2020). Place matters: A critical review of place inquiry and spatial methods in educational research. *Review of Research in Education*, 44, 64-96.
<https://doi.org/10.3102%2F0091732X20903303>

Eringfeld, S. (2021). Higher education and its post-colonial future: Utopian hopes and dystopian fears at Cambridge University during Covid-19. *Studies in Higher Education*, 46(1), 146-157.
<https://doi.org/10.1080/03075079.2020.1859681>

Gravett, K., & Aijawi, R. (2021). Belonging as situated practice. *Studies in Higher Education*,
<https://doi.org/10.1080/03075079.2021.1894118>

Zembylas, M. (2021): Refusal as affective and pedagogical practice in higher education decolonization: A modest proposal. *Teaching in Higher Education*, <https://doi.org/10.1080/13562517.2021.1900816>

Format of the Modules

In a regular, face-to-face Summer Term 1 we would meet twice a week, as scheduled on Tuesday and Thursday evenings. Due to the pandemic response with online teaching, we have the opportunity to think differently about how we approach our time together. As such, this six-week term is organized into three modules (two weeks for each module). Each module has a set of required readings that will be the focus

of our synchronous Zoom sessions, held on the first Tuesday of each module. To prepare for the Zoom session, please read the materials and listen to the associated podcast prior to the live class session. During the Zoom session we will discuss the guiding questions and key ideas from the readings, and share ideas about how to engage with our individual sites of learning in that module. During the rest of the module, students will create their portfolio elements, and visit other students' portfolios in progress and provide peer feedback in the linked discussion pages. While our Zoom sessions will happen in the scheduled time slots as indicated in the syllabus, students are free to work ahead and backward (and sideways!) through the modules, creating and revising portfolios over the six-week term. Everything is available in Canvas from the start, with the three live Zoom sessions as opportunities to gather online and discuss how our individual place-based inquiry projects are going.

“Office” Hours and Instructor Availability

I will hold “office” hours on Thursdays, by appointment. We can meet by Zoom, or by phone (which enables a moving meeting if that works for you). Feel free to email at any time through Canvas or directly to my UBC email address (amy.metcalf@ubc.ca), but I will likely not respond on evenings or weekends (Vancouver time zone). Pandemic or no, I do my best to limit my work hours to a live-able schedule.

eBooks on LOCR (Reserve)

These readings are not required, but will likely be useful to you as you prepare your elements for your portfolios. Please consider these as reference texts for the course.

Smith, L. T. (2013). *Decolonizing methodologies: Research and Indigenous peoples, second edition*. London: Zed Books Ltd. <http://resolve.library.ubc.ca/cgi-bin/catsearch?bid=7954124>

Springgay, S., & Truman, S. E. (2017). *Walking methodologies in a more-than-human world: WalkingLab*. Routledge. <http://resolve.library.ubc.ca/cgi-bin/catsearch?bid=9156978>

Steinberg, S. R., & Down, B. (Eds.). (2020). *The SAGE handbook of critical pedagogies*. London: SAGE. <http://resolve.library.ubc.ca/cgi-bin/catsearch?bid=11109929>

Tuck, E., & McKenzie, M. (2015). *Place in research: Theory, methodology, and methods*. London: Routledge. <http://resolve.library.ubc.ca/cgi-bin/catsearch?bid=8063977>

Resources for Module 1: Sensory Experiences

Guiding question: How do we experience educational environments through our senses?

Suggested approaches for your Module 1 portfolio elements include: soundscapes, music, food, photography, video, visual arts, environmental arts, performing arts, ceremony, olfactory methods, virtual reality, movements or other techniques.

Required readings for May 11 (please read before the Zoom session)

Allen, L. (2021). The smell of lockdown: Smellwalks as sensuous methodology. *Qualitative Research*, DOI: 14687941211007663. <https://doi.org/10.1177%2F14687941211007663>

Morris, N. J. (2020). Teaching sensory geographies in practice: Transforming students' awareness and understanding through playful experimentation. *Journal of Geography in Higher Education*, 44(4), 550-568. <https://doi.org/10.1080/03098265.2020.1771685>

Additional resources and examples for this module

Active Fiction Project
<http://www.activefictionproject.com/>

Meet UBC's Top Chefs (with recipes)
<https://planning.ubc.ca/news/meet-ubcs-top-chefs>

Responses to the Collection, "Untitled II (The Shadow)", Belkin Art Gallery, UBC
<https://youtu.be/gXjTVGHTtAU>

Sensory Postcards
<http://ethnographymatters.net/blog/2015/06/29/sensory-postcards-using-mobile-media-for-digital-ethnographies/>

Sounds Around You
<http://www.soundaroundyou.com/>

Unsettling the World Soundscape Project: The Bell Tower of False Creek, Vancouver
<https://soundstudiesblog.com/2015/09/03/unsettling-the-world-soundscape-project-the-bell-tower-of-false-creek-vancouver/>

WalkingLab podcast, Episode 8: Walking and Sensory Inquiry:
<https://walkinglab.org/podcast/walking-and-sensory-inquiry/>

Window Swap
<https://www.window-swap.com/Window>

Resources for Module 2: Interpretive Practices

Guiding question: How do we make sense of, and communicate our understandings of, the educational environments we encounter?

Suggested approaches for this module include: critical cartography (mapping, un-mapping, re-mapping), environmental history, storytelling, alternative campus tours, creative writing/poetry, eco-criticism, creative photography, videography, arts-based practices, or other techniques.

Required Readings for May 25 (please read before the Zoom session)

Alderman, D., Narro Perez, R., Eaves, L. E., Klein, P., & Muñoz, S. (2021). Reflections on operationalizing an anti-racism pedagogy: Teaching as regional storytelling. *Journal of Geography in Higher Education*, 45(2), 186-200.
<https://doi.org/10.1080/03098265.2019.1661367>

Bai, H. (2020). A critical reflection on environmental education during the COVID-19 pandemic. *Journal of Philosophy of Education*, 54(4), 916-926.
<https://doi.org/10.1111/1467-9752.12472>

Ho, Y. C. J. (2020). Making sense of place: Place anchors and educational potentials. *Canadian Journal of Environmental Education (CJEE)*, 23(3), 54-73.
<https://cjee.lakeheadu.ca/article/view/1552>

Additional resources and examples for this module

Alternative Campus Tours
<https://blogs.ubc.ca/difficultknowledge/tours/>

City of Vancouver Archives
<https://vancouver.ca/your-government/city-of-vancouver-archives.aspx>

Digital Stories Canada

<https://digitalstories.ca/designing-digital-storytelling-programs/>

EDST Indigenous Storywork Resources

<https://edst.educ.ubc.ca/resources/aboriginal-storywork-resources-2018/>

Elders' Digital Storytelling Project

<https://www.sfu.ca/agingwell/elders-digital-story.html>

Get Outdoors!

<http://www.metrovancouver.org/events/school-programs/K12publications/GetOutdoors.pdf>

Indigenous Storytelling Mixtape

<https://next150.indianhorse.ca/challenges/indigenous-mixtape>

Musqueam Teaching Kit

<http://www2.moa.ubc.ca/musqueamteachingkit/>

On this Patch of Grass: City Parks on Occupied Land

<https://fernwoodpublishing.ca/on-this-patch-of-grass/>

On this Spot, Vancouver

<https://onthisspot.ca/cities/vancouver>

Place-Based Learning (PBL) at Riley Park: An Outdoor Educational Tool for BC Schools

<https://open.library.ubc.ca/cIRcle/collections/undergraduateresearch/52966/items/1.0378615>

SEEDS Sustainability Projects

<https://sustain.ubc.ca/teaching-applied-learning/seeds-sustainability-program/featured-projects>

South Asian Canadian Digital Archive

<https://www.southasiancanadianheritage.ca/archives/>

UBC Archives

<https://archives.library.ubc.ca/>

Resources for Module 3: Memories in Place

Guiding question: What and who are remembered in and through places of learning?

Suggested approaches for this module include: archival and historiographical research/writing, analyzing on-site memorials, landscape analysis, architectural analysis, storytelling, auto-ethnographic practices, rephotography, photo-elicitation, narrative analysis, or other techniques.

Required Readings for June 8 (please read before the Zoom session)

Flint, M. A. (2021). Racialized retellings: (Un)ma(r)king space and place on college campuses. *Critical Studies in Education*, 1-16.

<https://doi.org/10.1080/17508487.2021.1877756>

Gahman, L., & Legault, G. (2019). Disrupting the settler colonial university: Decolonial praxis and place-based education in the Okanagan Valley (British Columbia). *Capitalism Nature Socialism*, 30(1), 50-69. <https://doi.org/10.1080/10455752.2017.1368680>

Additional resources and examples for this module

Black Strathcona Curriculum Resource
<http://blackstrathcona.com/>

Bamboo Shoots: Chinese Canadian Legacies in BC Curriculum Resource
<https://www.openschool.bc.ca/bambooshoots/>

Indian Residential School History and Dialogue Centre
<https://irshdc.ubc.ca/>

Landscapes of Injustice Project
<http://www.landscapesofinjustice.com>

The Power of a Name: UBC həmləsəm House
<https://www.youtube.com/watch?v=XCjilM2M9Ho>

The Power of a Name: UBC ǫələxən House
<https://www.youtube.com/watch?v=ZkZHThNM8Cc>

University of Manitoba Campus Planning Office (2020). *The cultural landscape of the Fort Garry campus: Landform, use, and occupancy prior to 1900*.
<https://umanitoba.ca/sustainability/sites/sustainability/files/2020-11/cultural-landscape-FG-sm.pdf>

“Untold Stories: Histories of Students of Color at Oregon State University” Oregon State University Campus Tour Guidebook <http://ir.library.oregonstate.edu/xmlui/handle/1957/44744>

Additional Readings (optional, for your reference)

- Aarnikoivu, M. (2020). The spatiotemporal dimension of doctoral education: A way forward. *Studies in Higher Education*, 1-13. <https://doi.org/10.1080/03075079.2020.1723530>
- Alderman, D. H., & Reuben, R. R. (2020). The classroom as “toponymic workspace”: Towards a critical pedagogy of campus place renaming. *Journal of Geography in Higher Education*, 44(1), 124-141. <https://doi.org/10.1080/03098265.2019.1695108>
- Barman, J. (2007). Erasing Indigenous Indigeneity in Vancouver. *BC Studies*, (155), 3-30. <https://doi.org/10.14288/bcs.v0i155.626>
- Bates, V., Hickman, C., Manchester, H., Prior, J., & Singer, S. (2020). Beyond landscape’s visible realm: Recorded sound, nature, and wellbeing. *Health & Place*, 61, 102271. <https://doi.org/10.1016/j.healthplace.2019.102271>
- Bell, S. L. (2019). Experiencing nature with sight impairment: Seeking freedom from ableism. *Environment and Planning E: Nature and Space*, 2(2), 304-322. <https://doi.org/10.1177%2F2514848619835720>
- Berman, N. (2020). A critical examination of informal learning spaces. *Higher Education Research & Development*, 39(1), 127-140. <https://doi.org/10.1080/07294360.2019.1670147>
- Blair, K., Chamberlain-Snider, S., Dunn, K., & Henderson, J. (2018). Memory, milestones, and monuments: A peripatetic exploration of the West side of UBC campus. *Canadian Theatre Review*, 174, 31-37. <https://doi.org/10.3138/ctr.174.006>
- Blanco, G. L. (2021). Global citizenship education as a pedagogy of dwelling: Re-tracing (mis)steps in practice during challenging times. *Globalisation, Societies and Education*, 1-11. <https://doi.org/10.1080/14767724.2021.1899800>

- Blenkinsop, S., & Fettes, M. (2020). Land, language and listening: The transformations that can flow from acknowledging Indigenous land. *Journal of Philosophy of Education*, 54(4), 1033-1046. <https://doi.org/10.1111/1467-9752.12470>
- Bonds, A., & Inwood, J. (2016). Beyond white privilege: Geographies of white supremacy and settler colonialism. *Progress in Human Geography*, 40(6), 715-733. <https://doi.org/10.1177%2F0309132515613166>
- Bonner-Thompson, C., Mearns, G. W., & Hopkins, P. (2021). Transgender negotiations of precarity: Contested spaces of higher education. *The Geographical Journal*. <https://doi.org/10.1111/geoj.12384>
- Bowra, A., Mashford-Pringle, A., & Poland, B. (2020). Indigenous learning on Turtle Island: A review of the literature on land-based learning. *The Canadian Geographer/Le Géographe canadien*. <https://doi.org/10.1111/cag.12659>
- Brown, M., & Shcheglovitova, M. (2021). What happened to Franklin Square Park? People, trees, and environmental justice. *The Professional Geographer*, 73(1), 14-25. <https://doi.org/10.1080/00330124.2020.1813597>
- Cote-Meek, S. (2014). *Colonized classrooms: Racism, trauma and resistance in post-secondary education*. Winnipeg, MB: Fernwood Publishing.
- Dache, A. Z., & McGuire, K. M. (2021). Coming back home to live and not die: A human geography of a working-class Black gay male navigating the local higher education pipeline. *Urban Education*, 0042085920987297. <https://doi.org/10.1177%2F0042085920987297>
- Dutta, U. (2020). The politics and poetics of “fieldnotes”: Decolonizing ethnographic knowing. *Qualitative Inquiry*, 1077800420935919. <https://doi.org/10.1177%2F1077800420935919>
- Gannon, S., & Taylor, C. A. (2020). Academic temporalities: Apprehending micro-worlds of academic work through a photo-serial methodology. *Higher Education Research & Development*, 1-15. <https://doi.org/10.1080/07294360.2020.1809998>
- Hernandez, K. (2020). Land and ethnographic practices—(re)making toward healing. *Social & Cultural Geography*, 21(7), 1002-1020. <https://doi.org/10.1080/14649365.2020.1744703>
- Hill, C., Rosehart, P., St. Helene, J., & Sadhra, S. (2020). What kind of educator does the world need today? Reimagining teacher education in post-pandemic Canada. *Journal of Education for Teaching*, 46(4), 565-575. <https://doi.org/10.1080/02607476.2020.1797439>
- Inwood, J. F., & Martin, D. G. (2008). Whitewash: White privilege and racialized landscapes at the University of Georgia. *Social & Cultural Geography*, 9(4), 373-395. <https://doi.org/10.1080/14649360802033882>
- Jones, L., & Maguire, M. (2020). Investing ourselves: The role of space and place in being a working-class female academic. *Discourse: Studies in the Cultural Politics of Education*, 1-15. <https://doi.org/10.1080/01596306.2020.1767937>
- Kalin, J. (2013). Remembering with rephotography: A social practice for the inventions of memories. *Visual Communication Quarterly*, 20(3), 168-179. <https://doi.org/10.1080/15551393.2013.820589>
- Kelly, F. (2020). ‘Hurry up please, it's time!’ A psychogeography of a decommissioned university campus. *Teaching in Higher Education*, 25(6), 722-735. <https://doi.org/10.1080/13562517.2020.1746263>

- Lee, S. Y. (2020). Now as a liminal space, writing as a patchwork: Autoethnographic reflections on the self in the middle of the pandemic. *Qualitative Inquiry*, 1077800420960181. <https://doi.org/10.1177%2F1077800420960181>
- Lees, A., Tropp Laman, T., & Calderón, D. (2021). "Why didn't I know this?": Land education as an antidote to settler colonialism in early childhood teacher education. *Theory Into Practice*, <https://doi.org/10.1080/00405841.2021.1911482>
- Marker, M. (2018). There is no place of nature; there is only the nature of place: Animate landscapes as methodology for inquiry in the Coast Salish territory. *International Journal of Qualitative Studies in Education*, 31(6), 453-464. <https://doi.org/10.1080/09518398.2018.1430391>
- Martin, B., Stewart, G., Watson, B. K. I., Silva, O. K., Teisina, J., Matapo, J., & Mika, C. (2020). Situating decolonization: An Indigenous dilemma. *Educational Philosophy and Theory*, 52(3), 312-321. <https://doi.org/10.1080/00131857.2019.1652164>
- Metcalfe, A. S., & Blanco, G. L. (2021). "Love is calling": Academic friendship and international research collaboration amid a global pandemic. *Emotion, Space and Society*, 38, 100763. <https://doi.org/10.1016/j.emospa.2021.100763>
- Misiaszek, L. I. (2020). *In situ*: using *timescapes* as a post-qualitative pedagogical methodology to deepen explorations of long-term higher education teaching/mentoring. *Teaching in Higher Education*, 1-18. <https://doi.org/10.1080/13562517.2020.1810655>
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UBC SENATE POLICY V-130: "Content and Distribution of Course Syllabi"

<https://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/Policy-20190207-V-130-Syllabus.pdf>

UBC Policies and Resources to Support Student Success

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic

community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website (<https://senate.ubc.ca/policies-resources-support-student-success>).

UBC Academic Honesty and Standards

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0#15620>

“Academic honesty is essential to the continued functioning of the University of British Columbia as an institution of higher learning and research. All UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action. It is the student's obligation to inform himself or herself of the applicable standards for academic honesty. Students must be aware that standards at the University of British Columbia may be different from those in secondary schools or at other institutions. If a student is in any doubt as to the standard of academic honesty in a particular course or assignment, then the student must consult with the instructor as soon as possible, and in no case should a student submit an assignment if the student is not clear on the relevant standard of academic honesty. If an allegation is made against a student, the Registrar may place the student on academic hold until the President has made his or her final decision. When a student is placed on academic hold, the student is blocked from all activity in the Student Service Centre.”

UBC Library, Chapman Learning Commons, Academic Integrity & Citation Resource

<https://learningcommons.ubc.ca/academic-integrity/>

Creative Commons Guide, Open UBC

<https://copyright.ubc.ca/creative-commons/?login>

Learning Analytics

Some of the learning technologies used for this course collect data to support the improvement of teaching and learning. This includes the collection of data related to overall class progress to provide personalized feedback, engagement in discussion forums to support the fostering of community within the course, and how resources are being accessed to support improvements to the course design. To learn more about learning analytics at the Faculty of Education and at UBC, see the What is Learning Analytics? page.