



EDUC 430 - Community Field Experience (CFE)
Making a Difference During the Pandemic

Community Service Learning - A project or service to address an individual or community need.

The purpose of the Community Field Experience is for teacher candidates to enhance their perspectives on teaching and learning while showcasing their educational knowledge and skills. The CFE is an experiential learning process whereby learning takes place through cycles of planning, action and reflection.

During a time when we all seek to normalize our days, learning and community engagement is all the more vital. The current BC curriculum recognizes the importance of holistic learning, contextualized learning, big ideas, and the reflective process within one's own learning growth.

We recognize that going out to work with community organizations in a physical way is not presently possible, but self-directed and virtual engagement is. This revised assignment takes into consideration the extraordinary situation we are all in, and provides opportunities for TCs to authentically respond in a way that enhances their own learning and contributes to the greater good.

To fulfill the requirements of the Community Field Experience, teacher candidates create a project or provide a service that will make an impact to an individual or community during this pandemic. Their project may connect to their practicum school, a community organization, or it may be a resource gift to share with one's peers. The project can be completed individually, or in groups. The project or service may be work that was completed during the certification practicum and refined and/or critically reflected on to meet CFE requirements.

Project goals

- emphasizes addressing immediate or projected needs (individuals, schools, community organizations)
- utilizes reflective practices
- provides a *deliverable* to an individual, school or community partner



Getting Started:

We at UBC, have received a significant amount of correspondence from teachers and administrators about the positive impact UBC teacher candidates have made in their schools and also during this pandemic. We hope the CFE will provide each TC with an opportunity to contribute to their local or educational community in a meaningful way.

In the upcoming weeks, think about how you can make a difference during a time when individuals, families and communities are trying to cope with difficult circumstances.

Here are a few ideas of projects you can propose to develop: These projects should either a) create a resource, or b) provide a service, or c) some of both.*

- Create lessons that incorporate distance learning strategies that do not necessarily include online learning, considering that not all students have access to reliable and robust internet
- Create interactive lessons that elicit reflection and student responses, e.g. Literature circles, student-led problem solving, YouTube channels, etc.
- Create thematic learning opportunities that incorporate place-based learning
- Develop a website to enhance 'at-home' fitness (Physical and Health Education)
- Create educational videos that emphasize gardening, or how to grow your own garden on a balcony, boulevard, or window-box, or community gardening.
- Develop Instructional videos: For example, that demonstrate the incorporation of First Peoples Principles of Learning in order to make connections to mathematical concepts.
- Design virtual tours of a historic area in your area, or an area you are familiar with.
- Design a series of flipped lessons on electromagnetic force, or other scientific topics
- Design a manual on how to create an effective podcast
- Start a campaign to support a Food Bank
- Develop resources to share with an Open Educational Repository (such as TeachBC)
- Offer education support for the young people in your life such as your own children, or nieces and nephews, with their at-home learning
- Provide virtual conversation support for those seeking French language development
- Identify needs in your neighbourhood and develop a service plan for support



Project Considerations:

- In what way(s) is your project valuable to the intended audience? e.g. Does your project connect to the Core Competencies or other areas of the BC Curriculum?
- If you plan to base your CFE project with your extended practicum school placement, please consult with your faculty advisor. This is an extremely difficult time in school communities and we need to respect the challenges teachers are currently facing.
- Ask for assistance: if you are unsure about your project, please reach out to your faculty advisor.
- As you gather resources and/or develop any media for your project, ensure you give appropriate credit and follow appropriate copyright guidelines. Use Creative Commons media and/or your own media whenever possible.

Project Deliverables:

1. Proposal:

- Using the form below, submit your proposal to your faculty advisor. Be specific and realistic about the deliverables you are going to produce in approximately 3-weeks.
- Clearly and concisely explain how this project addresses a current need.

2. Reflection Journal

- This is an important deliverable representing the communication between you and your faculty advisor.
- You are required to send your faculty advisor a reflection by Friday each week for at least three weeks (format to be determined with your FA).



Reflection Questions (suggested):

- Why did you select this project/service?
- Describe what you anticipate will be some of your challenges.
- What challenges are you facing as your work on your project and how are you addressing them?
- How will the project impact your teaching or affect other educators?
- How will this project/service impact children?
- Describe your application of knowledge, processes and skills in the planning and development of this project.
- How has this initiative helped you make connections between theory and practice?
- How were your attitudes and beliefs changed by this initiative?
- What have you learned about distance, online, remote learning? What research have you done to inform your practice?

Faculty Advisor – Questions to Consider:

- What do you want the teacher candidates to be attentive to or think about as the CFE experience starts?
- How are you going to gain an understanding of the project/service before the teacher candidate proceeds?
- How are you going to support and challenge the TC?
- How do you want teacher candidates to think about the experience as it relates to their own personal and professional growth? i.e. TCs should not consider this to be an isolated assignment specific to the pandemic, but rather an opportunity to learn from this experience and incorporate it into future units/lessons/assessment.



The University of British Columbia
EDUC 430
Community Field Experience Project/Service

Teacher Candidate:

Objective of the Project/Service:

Intended Audience or Recipient of the Project/Service (*include age or grade level or subject/course if for a student audience*):

The Project/Service Description:

Specific goals of the project (*list any specific targets or outcomes*):

- i.
- ii.
- iii.

Specific dates and times relevant to project work (*orientations, program hours, etc.*):

- i.
- ii.
- iii.

Skills Required (*list the top skills you think will be necessary for you to develop in order to achieve your goals*):

- i.
- ii.
- iii.

Explain how this project addresses a current need:

In what way(s) does your project connect to the Curricular, Content and/or Core Competencies in the BC Curriculum?