



UNIVERSITY OF ALBERTA
COMMUNITY SERVICE-LEARNING

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COMMUNITY SERVICE-LEARNING

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DIRECTORS MESSAGE

Well, that was something, wasn't it? In all of my years in higher education, I have never seen such a radical event changing everything all at once – COVID-19.

Although the Winter term became an anxiety ridden time for all of us, at CSL we tried our best to reassure students, community partners and instructors (and ourselves) that the work until that point in the term was not in vain, and that we could finish projects with integrity with our partners, and support each other through it all. And I am proud to say that I think all of us, collectively, did that. At CSL we witnessed up close what a remarkably resilient and compassionate set of instructors, students and community partners we have. Our grades and contributions to the well-being of our communities were, in the end, good enough.

The Fall activities and accomplishments, laid out in these pages, almost seem from simpler times when we were working in familiar patterns at full capacity, and with reliable child care and schooling for our dependents! All up, across Fall and Winter terms, CSL matched 1553 students across 72 courses/sections with 57 unique instructors with 184 community based organizations. CSL is one of the many ways that the Faculty of Arts creates unique value for students across campus. Participating students came from the Faculties of Arts, of course, but also from Education, Agricultural and Environmental Sciences, Kinesiology, Sport and Recreation, Campus-St. Jean, Business, Medicine, Native Studies, St. Joseph's College and Science. Each and every one of these students participated in a carefully calibrated learning experience where the expressed needs of a community partner and project made in advance of the course were matched with the academic learning goals of the course. The partnership coordination work to organize these productive placements received a boost this year with the work of our new and third partnership coordinator, Mishma Mukith.

Additionally, CSL's co-curricular programming, led by Jill Flaman, provided further opportunities for students to gain vital experiences in Edmonton's non-profit sector through a Board internship program, and our Pathways, summertime paid internships with local organizations. As both higher education institutions and the non-profit sector face headwinds in the coming years, CSL's partnership with the non-profit sector will become even more critical. These co-curricular experiences, and our CSL courses, are crucial to the development of the capabilities of CSL students as they complete their CSL Certificates alongside their undergraduate degrees, and often move on to careers in the non-profit sector, government and industry.

Sometimes the work in CSL courses is difficult for people to see. To assist instructors to get ready to move their classes and community projects online for the Fall classes, CSL produced a webinar, with over 140 subscribers, that showcased the brilliant work of our partnering faculty: Drs. Nancy Bray (ALES), Sathya Rao (Arts, MLCS), Shalene Jobin (Native Studies), and Deanna Williamson (ALES). You can find this webinar at t.ly/5yGY. I encourage you to see for yourselves what kind of academic work anchors our CSL projects. I think this project shows CSL as a distinct form of academic experiential learning, serving communities, at its best.

Changes are underway on campus. CSL is decoupling from the Office of Interdisciplinary Studies, and joining other units in a new Experiential Learning grouping in Arts (working on the name!). Along with our colleagues in Arts Work Experience, Study Abroad, the Arts Honors program, and eHUB Creative, the partnership between the Faculty of Arts and the Alberta School of Business, CSL will seek to offer new and accessible opportunities for students to incorporate experiential learning into their studies.

Finally, I wanted to thank all of our partners in CSL work, but particularly our committed donors, who clearly understand the benefits of CSL to both students and our communities. This year, I wanted to highlight the Basarab Scholarship for Community Service-Learning, generously endowed by Dr. Troy and Mrs. Karen Basarab, for a student taking a CSL course who achieves superior academic standards, as well as the Edmonton Community Foundation and their three year funding commitment for our Pathways Program.

Sincerely,



David Peacock, Ph.D.
Director





184
COMMUNITY
PARTNERS

57
INSTRUCTORS



90%

Community Partners felt that CSL helped their organization accomplish some of their project needs

99%

Community Partners felt that CSL helped students understand some of the complexities of social issues

1553
STUDENTS



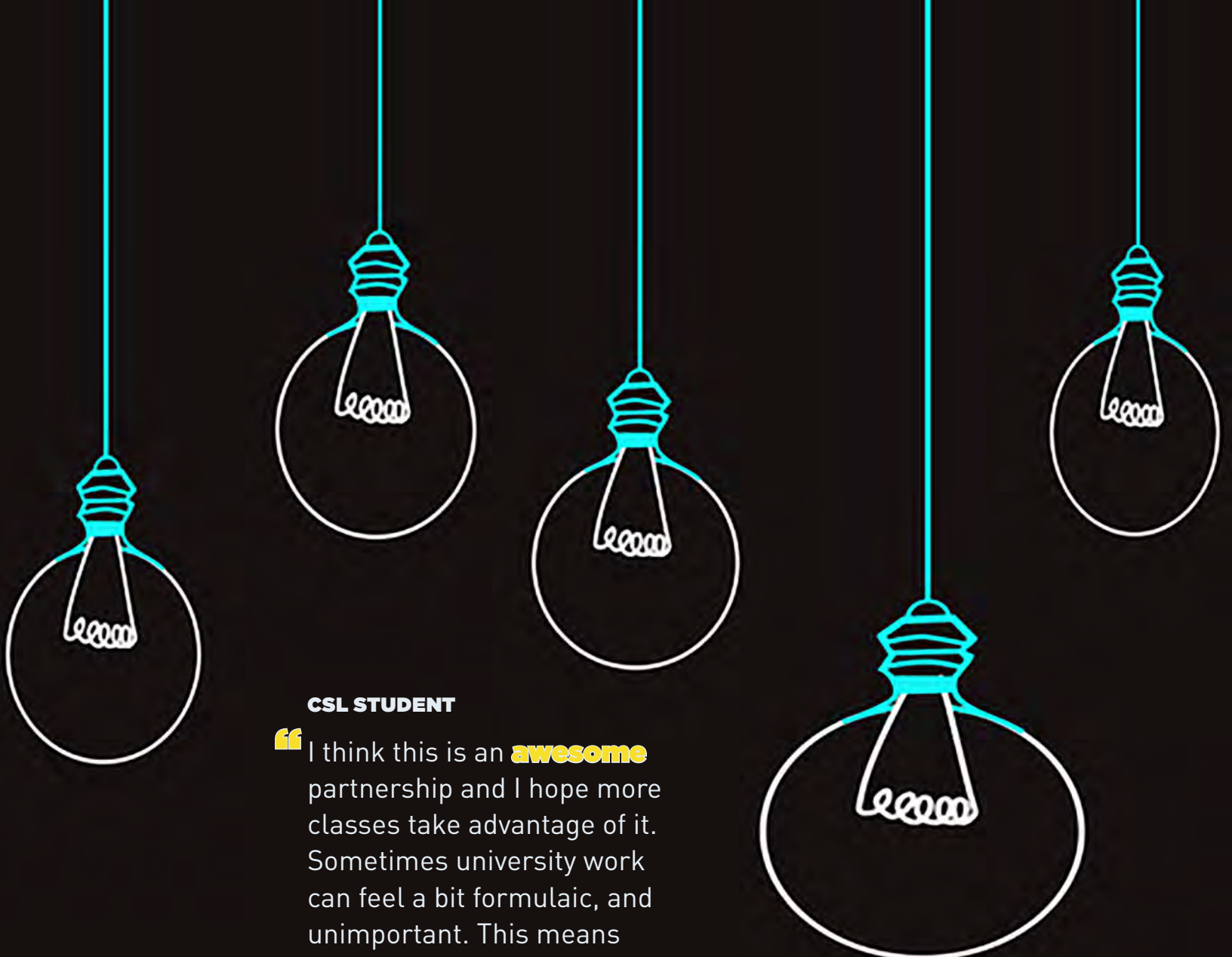
Evaluations are typically carried out at the end of each term. However, due to the COVID-19 pandemic, the data below reports only on Fall 2019 and raw data for Winter 2020 since surveys were unable to be conducted. Here is a snapshot of the impact of CSL on students, instructors and community partners this past year.

86%

Students felt that CSL is an effective teaching/ learning strategy

76%

Students felt that their CSL experience provided them with the opportunity to use classroom knowledge in the community



CSL STUDENT

“ I think this is an **awesome** partnership and I hope more classes take advantage of it. Sometimes university work can feel a bit formulaic, and unimportant. This means someone else is being helped by our university work. ”

CSL STUDENT

“ I learned more about CSL and how I can **contribute** to making a difference within the community. I gained knowledge about the organization I am working with and enhanced my knowledge/skills while working with them. ”

CSL COMMUNITY PARTNER

“ Students help our organization fill gaps that we could otherwise not fill - due to funding shortages etc. They also bring a **fresh** perspective. ”

Since 2003, CSL has partnered with over 200 community organizations of all types and sizes in and around Edmonton, from small grassroots groups to large non-profit organizations.

Abbottsfield Youth Project | Access Outreach SPI | ACT Alberta
Alberta Aviation Museum | Alberta Council for the Ukrainian Arts
Aldergrove School | Alzheimer's Society | Amity House | APIRG
Beverly Daycare Society & FRC | Bissell Centre | Bissett School | Botanic Gardens
Boyle Street Mental Health | Braided Journeys | Campus Food Bank
Capital Care Kipness Centre for Veterans | Capital Region Housing
Cerebral Palsy Association | Change Camp | CHANGE Health
Compost 'S cool | Court of Queen's Bench | Covenant Care St. Thomas
E4C Indigenous Literacy Centre | Edmonton Down Syndrome Society
Edmonton Immigrant Services Association | Edmonton International Street Performers
Elizabeth Fry | EMCN | EMCN Sky Club | Ever Active Schools
Foote Theatre School | FrancoFriends | Francophonie Jeunesse de l'Alberta

COMMUNITY

Frontier College | Fruits of Sherbrooke | fYrefly in Schools
Greater Edmonton Foundation | GROW | GSS - Southgate | GSS - Wedman House
HIV Edmonton | Hope Mission | Hope Mission's Tegler Youth Centre
Injury Prevention Centre | iSMSS | Jewish Seniors Centre
Kate Chegwin Junior High | Keyboards for Kids | Kindred House
Leftovers Foundation/Fresh Routes | Let's Talk Science | M.E. Lazerte
Migrante | Mill Woods Seniors Association | My Path Learning Society | Nechi
Old Strathcona Youth Society | Operation Friendship Seniors Society
Pride-Centre | Public Interest Alberta | Radio Cité | Ribbon Rouge Foundation
Safewalk | SAGE | Sarah McLachlan School of Music Edmonton
Skillcity Institute ICE Youth Mentoring | Solar Alberta
St. Mark School | Start 2 Finish | Steadward Centre | Study Buddy
UAlberta Alumni Relations | UAlberta Environment Health & Safety
UAlberta Sustainability Council | Ukrainian Canadian Congress
Visitor Services - Legislative Assembly
YESS | York Elementary School
YRAP

Community partners are vital to the functioning of CSL. They co-educate students in community issues and increase public awareness of key social issues.

Action for Healthy Communities | Action on Smoking & Health | Adaptabilities
Alberta Justice Solicitor General | Alberta Policy Coalition for Chronic Disease
ASSIST Community Services Centre | Ben Calf Robe School | Bent Arrow
Boyle McCauley Health Centre | Boyle Street Community Services
Canada China Friendship Society | CANAVUA | Candora
Catholic Social Services | Centre for Global Education | Centre High
Chollo Community Society | Citadel Theatre | CJSR | Climate Justice Edmonton
CP Association | CSL High School Engagement | Cultural Connections Institute
Edmonton Garrison FRC | Edmonton Heritage Council
Edmonton Youth Justice Committee | Ekota School | Eldercare Edmonton
Extinction Rebellion | Flying Canoë Volant | Food Not Bombs | Food4Good
Francoqueer | FRAP-PASE | Free Footie | Friends of Medicare

PARTNERS

Garneau/University Early Learning Centre | Grandin School
GUELC | HAART House | Hazeldean School | Heart of the City Festival Society
HumanServe International | IGLF | Indigenous Knowledge & Wisdom Centre
John D. Bracco Junior High Junior Achievement | Just Powers
L'Unitheatre | La FAFA | Le CAE | Learning Centre Literacy Association
Memoria Viva | Men's Health Collective | Métis Child & Family Services Society
NGE Kanata | North East Childcare Society | Obesity Canada
Parkland School Division | Pesticide Free Edmonton | Poundmakers
River City Chicken Collective | River Valley Alliance | Rupertsland Institute
Sherwood School | Sifton School | Sinkunia | SKILLS
Somali Canadian Women & Children | SPICE | St. Elizabeth Seton Junior High
Sustainability Council | U-School | UAlberta Access Outreach
UAlberta Healthy Campus Unit | UAlberta Libraries - Rutherford
Ukrainian Cultural Heritage Centre | University Infant Toddler Centre
West End Seniors Activity Centre | Women Building Futures
Youth Science Innovate Program
ZEBRA

GRANTS

The CSL Small Grant provides extra resources to both Instructors and Community Partners to support CSL activities for students.

FALL 2019

Sinkunia Community Development Organization received funding for their 'Tell it like it is' project - a project that aims to prevent social isolation and barriers to social integration for African immigrant youths. Project activities included: facilitated youth-led dialogue, workshops, social, recreational and cultural pride activities, and after school homework support. Funds went towards bus tickets for the youth, food and honoraria to the project coordinator and youth worker to support the CSL students.

WINTER 2020



Beverly Day Care Society & Family Resource Centre worked with CSL students in ALES 204: Communication Fundamentals who created multiple new communication tools. Their new logo has been placed on two mesh fence signs and one large outdoor building sign to help increase the awareness of the centre in the community. The CSL Small Grant helped to pay for the new fence signage, building signage, City of Edmonton sign permit and installation fees.

“We are greatly appreciative of the CSL students who put their time, thoughts, **dedication** and passion into creating these communication tools. As a non-profit organization, we have minimal resources to spend on creating communication and marketing tools. With the work completed by the students we will be better able to promote the Day Care Society and create a greater awareness of our presence within the community.”



Funds went to the **Cerebral Palsy Association in Alberta** to help support their 'Aqua Therapy' project - a program that provides a safe, controlled environment where kids (12 and under) with disabilities can grow at their own pace, however their bodies allow them. The grant was used to fund a portion of the program instructor's fees, pool rental fees, staff and, marketing and advertising expenses.

“Through this program, these children were able to engage in physical activity in a community setting with their peers and learned skills that improved their **confidence** to participate in activities that involve movement - activities that children with disabilities commonly avoid or are excluded from.”

Francophonie Albertaine Plurielle (FRAP) is a non-profit that facilitates the inclusion of newcomers Francophone in Alberta. Their settlement program PASE (Portail d'Accueil des Services en Etablissement) runs an after school tutoring program for newcomer students in Francophone schools. PASE enhances students' ability to integrate and perform in the Albertan school system smoothly. Funds from CSL provided bus tickets and snacks to all participants.

The Learning Centre Literacy Association received funding to support their community-wide and community-based adult learning needs assessment for underprivileged or marginalized citizens. Funds covered some costs for co-learning group resources, refreshments, and honoraria for Indigenous Elders.

River City Chickens (RCC) is a volunteer-led group providing information and education on raising hens in an urban environment. One of their main challenges is conveying important concepts in coop design, such as adequate ventilation, draft exclusion, nesting and roosting behaviours. CSL funding supported the development of educational materials, including wood working materials and a projector. These materials will help support RCC's outreach and education in the community.

Sinkunia Community Development Organization received funding for their project 'African Youth Mentoring and Cultural Celebration'. This project worked with 100 Black Canadian youth of African and Caribbean descent (aged 12 to 19) to build their resiliency and increase pride in their cultural heritage and identity. Through workshops and presentations, the youth will be given opportunities to develop their leadership and life skills, and learn about African and Caribbean culture and history. Funds from the CSL Program supported project costs such as bus tickets, food and honoraria.



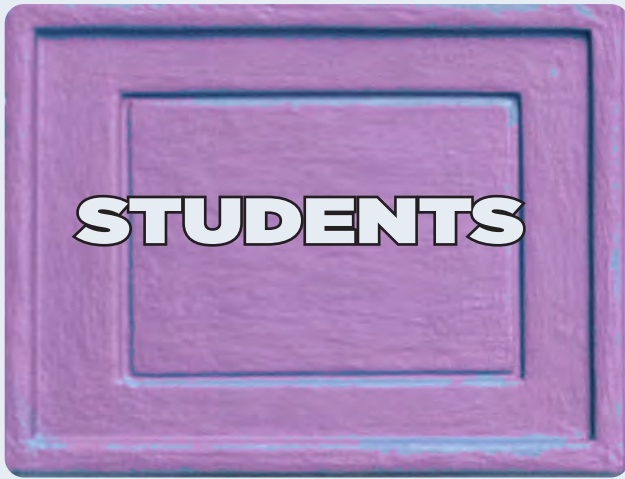
Partners in Education (PIE) aims to acknowledge the valuable contributions and learning opportunities community partners offer to CSL. PIE supports and enhances the capacity of individuals and organizations that contribute to CSL's curricular program each term.

PARTNERS IN EDUCATION (PIE)



PIE STUDENT
Doug Mertz

“ I have taken two French courses through the generosity of CSL's PIE Program and have had the most wonderful experiences both times. I didn't know what to expect going “back to school” after quite a few years but I was made to feel welcome and included every step of the way. In fact, everything about the program, from registration through implementation, was positive and professional. I had an excellent teacher both times and look forward to being able to take another class with her. She was excellent at working with a wide variety of learning styles and abilities and made the class interesting and challenging for all levels. I am grateful to CSL for providing these amazing opportunities. ”



**CERTIFICATE IN COMMUNITY
ENGAGEMENT & SERVICE-LEARNING**

The Certificate allows students to demonstrate that they have significantly integrated CSL into their post-secondary education. The knowledge and experience students gain through service-learning are relevant and applicable to a wide range of careers including those in NGOs, the volunteer sector, business, government, and academic institutions.

Congratulations to all of the students who spent over 100 hours in community to obtain their certificate in 2019-2020!

Haley An	Arts
Serena Bayford	Arts
Morgan Beller	Arts
Brittany Boyko	Arts
Kyra Burkart	Science
Cassidy Cook	Education
Ravia Dhaliwal	Arts
Kimberly Gorgichuk	Arts
Christelle Kay	Science
Madison Lorenz	Business
Emily Marriott	Education
Mpoe Mogale	Arts
Sanaa Mohammed	Business
Reine Ndombele	Arts
Amanda Rooney	Arts
Hiranyaa Sahadevan	Science
Kaela Siewert	Arts
My Linh Trieu	Business
Darby Walton	Business
Sebastian Wolski	Business



LYNN MORGAN SCHOLARSHIP

The scholarship is awarded to a student with superior academic achievement and outstanding community service with preference given to a student participating in the Certificate in Community Engagement and Service-Learning. Congratulations to this years recipient, Mariko Kramer!

“ I took my first CSL course in my first semester and did not even know that volunteering and community service could be such an **integrated** part of my undergrad degree. The experiences and knowledge I have gained have taught me skills I will use throughout my degree and in my future career.”

2020 SCHOLARSHIP RECIPIENT
Mariko Kramer

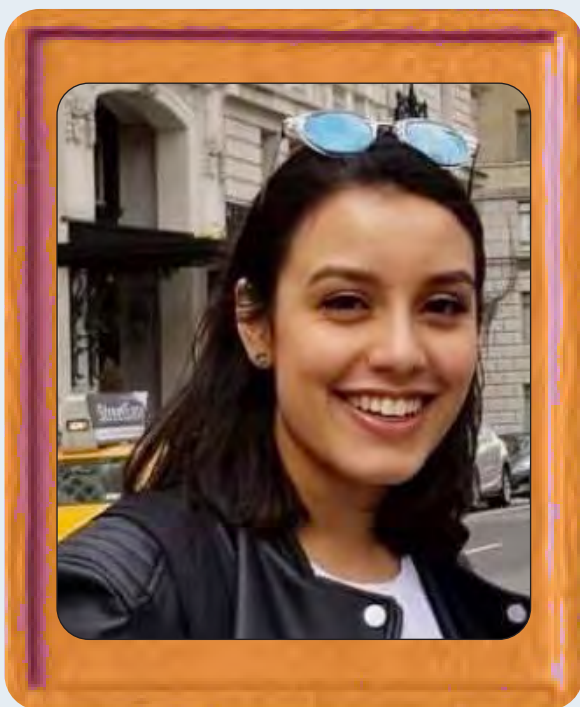
“ CSL was a **transformational** experience for me! It re-energized me and renewed my faith in the non-profit sector to make positive social change.

I am inspired by the many dedicated individuals I have met working in community and I hope to continue my journey of community engagement.

Thank you to the CSL team for supporting me and for your ongoing dedication to connect students with our community.”

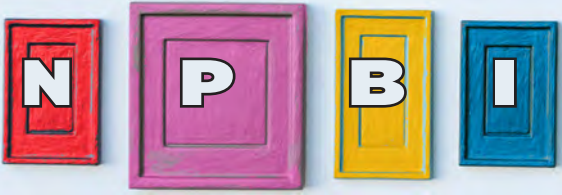


FALL 2019 STUDENT INTERN
Teagan De Seguin



WINTER 2020 STUDENT INTERN
Ravia Dhaliwal

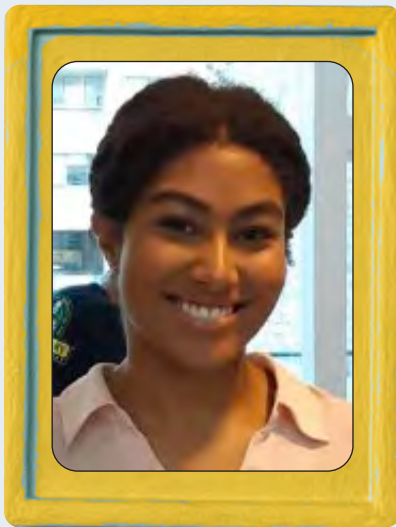
“ Working with CSL, and being a CSL student has opened so many doors for me. CSL has helped me slowly figure out what I am capable of with my experience and degree, what careers in the non-profit world can look like, and CSL allowed me to get to know the **heart** of all non-profits - the wonderful people!”



The Non-Profit Board Internship (NPBI) program provides UAlberta undergraduate and graduate students the opportunity to learn a variety of practices and skills required for serving on the boards of community-based non-profit organizations.

This past year 15 community-engaged interns received mentorship from 15 community board volunteers.

- | | |
|------------------|------------------------------------------------------|
| Christopher Chan | Bike Edmonton |
| Jenna Cooper | Community Options |
| Teagan De Seguin | Centre for Race & Culture |
| Holly Ellison | Cultural Connections Institute-The Learning Exchange |
| Ryan Fung | HIV Edmonton |
| John Hussein | The Learning Centre Literacy Association |
| Alana Krahn | George Spady Society |
| Dornubari Lahben | Sustainable Food Edmonton |
| Bezawit Lemma | Keepers of the Athabasca Watershed Society |
| Madison Lorenz | interVivos Mentorship Society of Alberta |
| Haya Masri | Metro Cinema Society |
| Syed Abbas Mehdi | John Humphrey Centre for Peace & Human Rights |
| Rebecca Rubuliak | Skills Society |
| Reshma Sirajee | Net Impact Edmonton Professional Chapter |
| Xinxin Zhang | APIRG |



NPBI ALUMNA
Abbi Gayle

“My experience with the NPBI allowed me to **deepen** my understanding and appreciation for non-profits in Edmonton. It challenged me to use my voice and to develop a greater sense of leadership. I am now a general member of my board and am involved in important decision making processes and continue to grow my appreciation for the non-profit sector as well as my sense of community.”

“Each time our board is offered the opportunity to participate in the NPBI program, board members do some friendly jostling for the chance to be a mentor.

Besides contributing to the development of **future leaders** in our community, board members benefit from students’ knowledge, experience and perspective. Key to the success of the program is the hours spent by organizers preparing students and mentors for the experience. An excellent program we will continue to support.”



NPBI MENTOR
Darcy McDonald

HIGH SCHOOL BRIDGING DAY

The bi-annual CSL High School Bridging Day is an opportunity for youth to discover alternative learning opportunities while interacting with youth from different high schools. Youth discover more about the wider community in which they live through a community-service activity then reflect together on what makes an engaged community, and how they can meaningfully contribute.

FALL 2019

CSL 100 STUDENTS: Teagan De Seguin, Jayden Halls, Richelle Lal, Vince Lau, Xinxin Zhang

HIGH SCHOOLS: Jasper Place & Victoria Composite

COMMUNITY ORGANIZATIONS: Bissell Centre, Inner City Recreation, Mustard Seed, Pregnancy Pathways



WINTER 2020

CSL 100 STUDENTS: Milayna Beharry, Jonathan Chan, Ravia Dhaliwal, Avandeep Ladhar, Sagan Speer

HIGH SCHOOLS: Harry Ainlay & J Percy Page

COMMUNITY ORGANIZATIONS: Inner City Recreation, Operation Friendship, Mustard Seed, Pregnancy Pathways

C O U R S E S

CSL is integrated into a broad range of courses in many departments and faculties across the UAlberta campus and within CSL-designated courses that allow students to develop their understandings of CSL theory and practice. The following courses ran from Fall 2019 to Summer 2020:



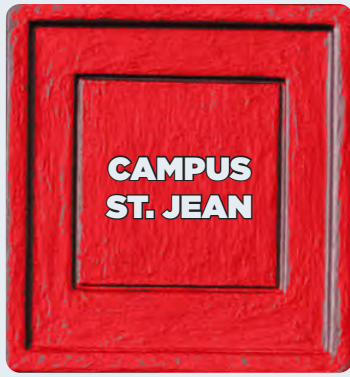
- MARK 312** Marketing Research
- MARK 455/655** Sustainability & Responsible Marketing
- SMO 438/637** Not for Profit Management



- ALES 204** Communication Fundamentals for Professionals
- AREC 173** Plate, Planet & Society
- HECOL 301** Program Planning & Evaluation



- CSL 100** Introduction to Community Engagement
- CSL 200** Theory & Practice in Community Service-Learning
- DRAMA 507** Senior Projects
- ENGL 102** Introduction to Critical Analysis
- FREN 298** Advanced French II
- FREN 301** Introductory to French Literary Studies
- FREN 317** Colonialism & Post-colonialism
- FREN 454/554** Translation English into French
- GSJ 501** Social Justice Workshop
- HIST 442** Topics in Latin American History Since 1850
- LA ST 210** Introduction to Latin American Studies
- LA ST 330** The Latino Experience Abroad
- MLCS 199** Irish Culture
- MLCS 199** Special Topics - Superheroes
- MLCS 210** Language(s) of Culture
- MLCS 300** Introduction to Translation
- MUSIC 303** Piano Pedagogy I
- MUSIC 365** Music for Global Human Development
- POL S 424/524** Health Policy
- PSYCO 323** Infant & Child Development
- PSYCO 325** Applied Research in Developmental Psychology
- PSYCO 329** Adult Development & Aging
- PSYCO 344** Intercultural Communication
- PSYCO 405** Special Topics in Psychology II (Psychology of Immigration)
- PSYCO 423/622** Peer Relations in Childhood
- R SOC 410** Research Methods & Policy Applications in Applied Environmental Sociology
- SLAV 499** Slavic Languages & Cultures Online & in the Community
- SOC 291** Introduction to Environmental Sociology
- SOC 327** Criminal Justice Administration in Canada
- WGS 102** Gender & Social Justice
- WGS 280** Indigenous Women, Autobiography, & Life Writing (Walls to Bridges)



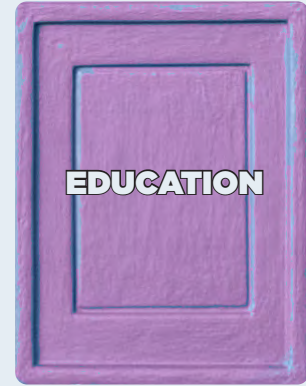
**CAMPUS
ST. JEAN**

ANGL 122 Texts & Contexts
ANGL 126 Exploring Writing Studies
ESUF 212 & SCSOC 212 Éducation autochtone et engagement professionnel



**KINESIOLOGY, SPORT
& RECREATION**

KIN 385 Physical Activity & the Aging Adult
KIN 471 Physical Activity for People with Developmental Impairments
KIN 472 Active Living for Individuals Living with Physical Impairment
KRLS 421 Play Leadership



EDUCATION

EDSE 613 Participatory Research
EDU 100 Contexts of Education
EDU 300 Contexts of Education



**NATIVE
STUDIES**

NS 430 Indigenous Governance & Partnership
NS 442 Colonialism & the Criminal Justice System
NS 550 Research Practicum in Native Studies



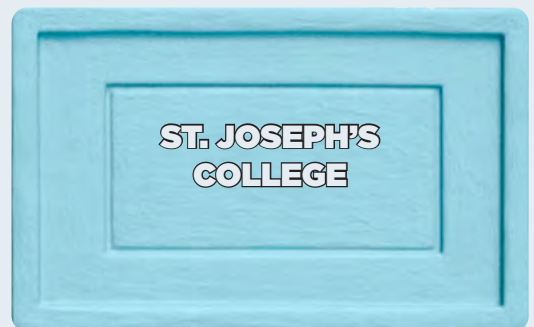
**MEDICINE &
DENTISTRY**

FoMD SJCoSS Elective



SCIENCE

ANAT 400 Human Embryonic Development



**ST. JOSEPH'S
COLLEGE**

CHRTC 349 Social Justice & Christianity in Canada
CHRTC 380 Teaching Religion: Elementary

PROJECTS

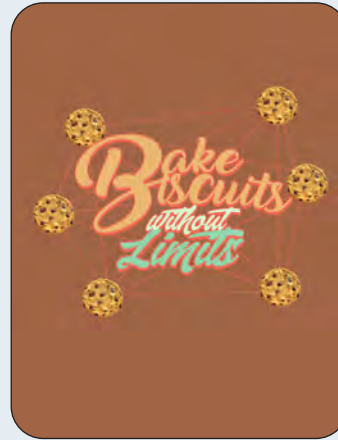
Our Partnership Coordinators work closely with Instructors and Community Partners to create CSL projects for students. Here are just a few highlights from the past year:

FALL 2019

CSL 100: Introduction to Community Service-Learning

Cathy Ton chose the Cooking Mentor Class with **Cerebral Palsy Association in Alberta (CPAA)** placement for personal motivations - she has a family member with cerebral palsy, a close cousin. Cathy became consciously aware of the opportunity barriers and the social isolation the people in her placement and her cousin face in their lives.

“During my placement, I reflected that the CPAA emphasizes the provision of opportunity to weave social networks through group work and **inclusivity**, which will result in an increase of bonding social capital between different individuals.”



Interaction Facts	
24 servings per container	
Serving size 1 cookie (28g)	
Amount per serving	
Social pt.	500
% Weekly Value*	
Total chatting	60%
Hi! How are you?	30%
What can I help with?	30%
Actual baking (while chatting)	5%
Washing dishes	40%
Learning	110%
Cooking techniques 4 tips	
Social interaction too many	
Includes times learning where cooking utensils go	
Listening	90%
Bonding social capital	70%
Bridging social capital	20%
Linking social capital	60%

*The % Weekly Values tells you how much interaction in a serving of food contributes to a weekly 1,000 social points is used for general communication advice

CSL 100: Introduction to Community Service-Learning

In Jay Friesen's course, CSL student Lauren West worked with **Operation Friendship Seniors Society**:

“My perception of low income people changed after my CSL placement. When entering into a new community, there is a danger of labelling people, stamping them with a generalization that colours how we view and how we behave towards them. It is important to remember that the **human** is at the centre of all social issues and social change.”

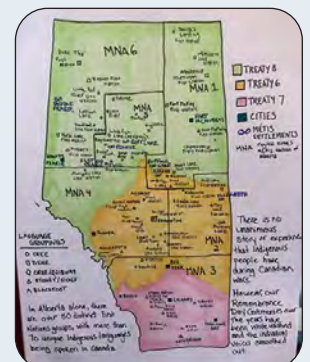
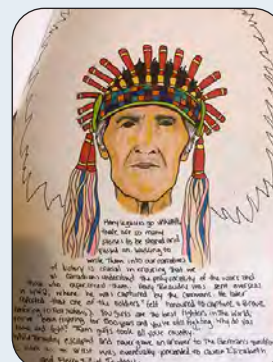


ANGL 122: Texts & Contexts & ANGL 126: Exploring Writing Studies

Students across these three classes taught by Sheena Wilson worked with **Just Powers, Radio Cité, SPICE** and **La Fédération des Aînés Franco-Albertains** on a variety of projects that explored themes of community energy transition and climate change. Their work culminated in a Fair Energy Fair that was held in the foyer at La Cité Francophone and was open to the general public. The Fair included tables showcasing students' CSL work, as well as original songs, spoken word poetry, and refreshments.

CSL 200: Theory & Practice in Community Service-Learning

In Zane Hamm's class, Campion Cottrell-McDermott worked with the **Alberta Legislative Assembly** to put together a special tour regarding Indigenous Veterans of Alberta. Through interviewing FNMI veterans and gathering historical documents, she put together a special Remembrance Day tour that tied in these unsung heroes' experiences to particular spots and monuments within the legislature.

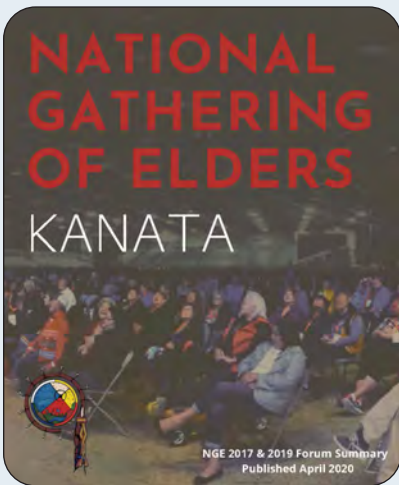


WINTER 2020

CSL 100: Introduction to Community Service-Learning

Grace Queva was partnered with the **Ribbon Rouge Foundation**, an organization that serves African, Caribbean and Black peoples in Alberta, endeavoring to change the social determinants that lead to poorer health outcomes, including HIV. Prior to COVID-19 Grace’s initial project was to contribute to organizing a concert fundraiser to raise awareness about current issues in the Nigerian diaspora, and to showcase photovoice and digital stories. Recognizing the importance of telling the intricate story of Nigeria, Grace switched to storytelling through content marketing.

“The **goal** was to have a 2-sided puzzle of 54 pieces where individuals would piece the image of the face and the continent of Africa, with Nigeria in red. Once solved, individuals would describe Nigeria in one word and then proceed to flip the completed puzzle over to the side with a word cloud of 54 words to describe Nigeria.”



NS 430: Indigenous Governance and Partnership Capstone

Students worked with **NGE Kanata**, an organization that brings Indigenous Elders from across Canada together for annual gatherings, to share wisdom and guide conversations with Indigenous and non-Indigenous peoples on a variety of issues. Students worked in pairs to collate notes and audio files from the 2017 & 2019 National Gatherings of Elders into a summary document. Five thematic areas were: Missing and Murdered Indigenous Women; Reconciliation; Revitalizing Language and Culture; Climate Change; and, Elders or Caring for the Caregiver. The final product showed a deep commitment to the project, and to the broader work of NGE Kanata. It will be printed and used as a communications tool to showcase the impact of the National Gatherings of Elders.

PSYCO 325: Applied Research in Developmental Psychology

Thien Nguyen partnered with the **Skillcity Institute**, working with their Innovation, Creativity and Entrepreneurship (ICE) program. Skillcity Institute works in partnership with local businesses, education providers and the community to encourage young people to embrace proactive learning by engaging them in activities, workshops, competitions and events that connect their learning to future careers. Thien supported ongoing programming, but she also had the opportunity to initiate unique activities that complemented the program’s curriculum, such as the one pictured here: “Test how strong spaghetti is!”





CSL INSTRUCTOR
Sathya Rao

Dr. Sathya Rao is an Associate Professor, Faculty of Arts - Modern Languages and Cultural Studies Department. He is also the recipient of the 2019/2020 Faculty of Arts, CSL Instructor Award.

I have been including CSL in my courses for over a decade now. I first started with translation courses and then decided to experiment with other courses, such as French language courses and French content courses.

I had the opportunity to work with a range of partners, many of them from the local francophone community. Over the years, I have realized that CSL fit with my teaching style and philosophy.

“ I am a strong advocate of project-oriented pedagogy in that it helps to build direct **collaboration** between the students and the instructor around common goals.”

I often say to students that they have to think of me less as an instructor and more as a teammate who will work with them to ensure the success of their project. This change in teaching posture is very demanding since it requires much more involvement on behalf of the instructor in terms of feedback and interactions with students.

Another exciting challenge that arises from teaching CSL courses is to be creative enough to connect productively the theory taught in the classroom with their CSL placement. Through close collaborative work, I believe that a stronger and genuine sense of trust between the students and the instructor is achieved. If they don't agree with my feedback, students have the opportunity to express their views and come up with better alternatives. Students also have the opportunity to exchange ideas and resources via Moodle forums.

“ What is really exciting for students is to know that the projects they have been working on will outlast their short academic life and be available to the **community** at large.”

In that regard, students are not only accountable for their work to their instructor, but to the community beyond the classroom. I believe that this extended responsibility to work for the “common good” has somehow the potential to elevate students' motivation and boost their self-confidence. The biggest reward for me is to see how proud students are of the projects they completed at the end of the semester.

Dr. Rinaldo Walcott, director of Women and Gender Studies at the University of Toronto, was invited to speak at two events to support the Department of Political Science and one of our community partners, The Learning Centre Literacy Association (TLC).

The first lecture, *The Struggle for Knowledge: Climate Emergencies, Radical Education and The End of Capitalism*, held on campus saw over 40 people in the audience. The following talk, *Community Assembly on Literacy - Social Justice and - Adult Education*, held at TLC was attended by approximately 35 members of the community.



GUEST LECTURER
Rinaldo Walcott (centre)



KNOWLEDGE MOBILIZATION

Friesen, J. (2020, June 21). *Teaching "Comedy Across Cultures: A Layered Approach to Classroom and Community Engagement*. 2020 Conference on Engaged Learning, Elon University. [Canceled, COVID-19].

Peacock, D. (2020, June 15-19). *An introduction to the use of texts in Institutional Ethnography. Thinking Qualitatively* [Invited conference presentation], International Institute for Qualitative Research. Edmonton Clinic Health Academy, Edmonton, Alberta. (Postponed, COVID-19 until July 2021).

Luciano, M., Cavanagh, L., Avelar, C., Boulos, S., Kelly, E., Friesen, J., Mukith, M. (2020, June 16). *CSL Community Partner Webinar - Community Service-Learning in a Pandemic: Exploring Project-Based and Remote Service Delivery Models*. University of Alberta.

Prins, L. (2020, June 11). *University Libraries as Anti-Oppressive Community Spaces*. [Invited workshop facilitation], University of Alberta Libraries. [Postponed, COVID-19].

Bray, N., Rao, S., Jobin, S., Williamson, D., Peacock, D., Friesen, J. (2020, June 4). *Project-Based CSL: How to Design CSL Projects for Online Courses*. University of Alberta.

Kelly, E., Ries, D. (2020, March 5). *CSL Community Partner Seminar: Google Ad Grants for Non-Profits*. University of Alberta.

Dhaliwal, R., Slobod, C., Booth, N., Ng, E., Flaman, J. (2020, February, 24). *CSL Student Seminar: How Can Your CSL Experience Get You a Job?* University of Alberta.

Peacock, D. (2020, February 21). *CSL and Experiential Learning in the Faculty of Arts, University of Alberta*. Western Deans Conference, Victoria. Invited presentation.

Flaman, J., Kelly, E., Friesen, J., Mukith, M., (2020, February 21). *High School Bridging Day Sessions*. University of Alberta.

Friesen, J. (2020, February 13) *A Nontrivial Commitment: Reflections on Connecting with Communities as an Emerging Academic*. 2020 Modern Languages and Cultural Studies Graduate Students' Annual Conference, University of Alberta.

Prins, L., Peacock, D. (2020, February 12). *The case for Humanities 101 support*. Invited presentation to Friends of the University of Alberta, University of Alberta.

Peacock, D., Campbell, K. (2020, February 3). *The Canadian Pilot of the Carnegie Classification system for community engagement: An update from UAlberta*. Australian Carnegie Pilot Cohort: University of Technology Sydney, Australia. Invited presentation.

Peacock, D., Goemans, M., Andree, P., Levkoe, C., Changfoot, N., Kim, I. (2020). Accounting for community impact: Thinking across the spaces and times of a seven-year, pan-Canadian, community-based research project. *Michigan Journal for Community Service-Learning, 26 (1)*, pp.175-196.

Peacock, D. Friesen, J. (2019, December 11). *Modes of Reflection and Assessment in CSL*. Winter Term Instructor Orientation Session. University of Alberta.

Flaman, J., Kelly, E., Friesen, J., Mukith, M., (2019, November 15). *High School Bridging Day Sessions*. University of Alberta.

Walcott, R. (2019, November 7). *The Struggle for Knowledge: Climate Emergencies, Radical Education and The End of Capitalism*. Guest lecture hosted by Department of Political Science, Community Service-Learning, Learning Centre Literacy Association. University of Alberta.

De Seguin, T., Doroni, E., Friesen, J., Flaman, J. (2019, October 29). *CSL Student Social: Engagement Forum*. University of Alberta.

Peacock, D., Friesen, J. (2019, October 16). *CSL Learning Outcomes: ATLEC consultation*. ATLEC committee, Faculty of Arts, University of Alberta.

Prins, L., Barkway, K. (2019, September 27). *Many Ways of Knowing*. Invited presentation to University of Alberta Senate, University of Alberta

Prins, L. (2019, September 23). *Multiple Ways of Knowing*. Invited presentation to South East Edmonton Seniors Association, SEESA.

Peacock, D., Friesen, J. (2019, August 30). *New innovations in CSL practice*. Fall Instructor Orientation Session. University of Alberta.

Peacock, D., Flaman, J., Kelly, E., Prins, L., Sutankayo, L. (2019, August 15). *Knowledge exchange with St. Thomas More College Engaged Learning program*. University of Alberta.



Humanities 101 provides free, accessible, supportive, rigorous, university-level courses for communities both on and off campus who would not otherwise have access to university.



ON-CAMPUS

This year we decided we would commit to a year-long course as we always run out of time to address the many topics and ideas that arise each term. The year-long approach allowed for several extra weeks of learning and also time to develop the trusting relationships that are needed to tackle difficult discussions, and by the winter term we were able to challenge ourselves to think differently and explore uncomfortable understandings.

Our theme for the term was “Land”. We began the term learning about various movements across Canada that resist the colonial practice of exploiting land to benefit the colonizer. We were also introduced to various topics of how land and its resources are “managed” and are rooted in all colonial systems and institutions of power (law, education, criminal justice, health, science, religion) - the same systems and institutions that inform our understanding of ourselves and others. In between these difficult topics we also left our earthly lives to think about space, sasquatches, and dinosaurs. The year-long course was packed with incredible learning and engaged discussions!

The goal for our final project was to create geo-caches for the wider Edmonton community to engage with. We came up with some incredible ideas for the geocaches but, due to classes ending prematurely, we were unable to get them built and hidden. Until then, we would encourage you to go for a walk on campus using an online mapping resource developed by Robin Howse that provides an alternative guide to the University of Alberta north campus. It is called pîtos-mâmitoneyihtamowin (reimagine) UAlberta and uses Google Maps to provide Indigenous, “or perceived Indigenous” spots and representations on campus. We spent an evening with Dr. Selena Couture exploring some of the locations on the pîtos-mâmitoneyihtawoin map and discussing the layers of knowledge and histories that are in a place we occupy often without much thought or consideration.

ALUM CLASS

During the fall 2019 term we partnered with FGSR to pilot a HUM Alum class. We met twice a month: once at the Edmonton Public Library Strathcona Branch where we attended the FGSR’s “Emerging Speakers Series” and then on-campus for a seminar led by guest faculty. It was a great term and we appreciate the support of EPL and FGSR. We will continue to work with the University and greater Edmonton community to provide engaged, lifelong learning opportunities for the many HUM Alum.

WINGS

In the fall our theme was “Mother Earth: Exploring the relationships between women and the land” and in the winter our theme was “Resilient Women”. We spent much of the fall being introduced to women across time and how their knowledge of land and its resources inspired, shaped, and healed themselves and their communities. It left us feeling hopeful and encouraged by the many women across the globe who are demanding that we develop relationships to the land that are healthy and healing.

In the winter term, we were introduced to women who overcame and resisted multiple oppressions and systemic barriers to participating and influencing in political life. For our final project we created plate ware for our own dinner party inspired by Judy Chicago’s “Dinner Party”. Unfortunately, we were unable to share a meal using our plates due to COVID-19 protocols.



STAFF

This past year brought a changeover in Humanities 101 staff. MorningStar Willier joined us as the student intern. She brings with her a great sense of humour and lots of laid-back vibes. We also saw Kelsi Barkway, who has worked with HUM for the past four years, move to Toronto for post-doctoral work. We were sad to see her go and wish her the best of luck in the big city. Mandie Dening joined the team and slid into the role quickly. She has many years of experience critically engaging with inequity and challenging practices that reinforce barriers. We are excited to have her support, enthusiasm, and ideas as we begin a very new way of hosting HUM while the campus remains closed.

An extra big thank you to Marina Kondratoff who joined us as a volunteer for the fall term. She was committed to helping us with Facebook and was able to get us actively using the platform, no small feat! In addition to helping us behind the scenes, Marina attended numerous learning events across the city, sharing her learning with us along the way. Thank you, Marina!



COVID-19 & HUM

Along with rest of the UAlberta, HUM 101 left campus on March 13th. Unlike the rest of the university classes, we were unable to move online. Many HUM participants do not have access to technology or the internet, especially as libraries and campuses closed their doors. To do our best to not digitally discriminate we remained offline. This upcoming fall term, through the support of CJSR, we will be broadcasting HUM over the airwaves so that folks will not need technology or internet to participate! We have a lot to learn about making radio, but are excited for the challenge and to provide increased access points to learning.

SUPPORT

The Friends of the University of Alberta generously donated \$5,000 per year for two years to support the continued delivery of responsive, accessible post-secondary learning through the University of Alberta! This gift will go a very long way in ensuring that Edmontonians who face financial, situational, and institutional barriers to education will be supported in attending classes here at UAlberta. As there will not be on-campus classes this upcoming fall, we will be putting some of the money towards developing and supplying curriculum packages that can be delivered across the city to Humanities 101 students.

“ Thank you so much to **The Friends of the University of Alberta!** Considering the additional challenges and inequities members of the Humanities 101 community face during this pandemic (no access to computers and/or internet, and insecure housing), the support couldn't have come at a better time! ”

CSL is able to support creative and engaged people and projects because of the **generous support** of our donors.

THANK YOU

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Dr. Troy & Mrs. Karen Basarab
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Humanities 101 could not happen without the generous support of many, many people from across campus, faculties, and the greater Edmonton community. Thank you!

Art Gallery of Alberta	Joseph Hoekstra
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Margriet Haagsma	Allison Sivak
Lois Harder	

THE CSL TEAM

Arin Bandura, Administrative Assistant
Kelsi Barkway, Humanities 101 Assistant Program Coordinator
Campion Cottrell-McDermott, Research Assistant
Mandie Dening, Humanities 101 Assistant Program Coordinator
Teagan De Seguin, CSL Student Intern Fall 2019
Ravia Dhaliwal, CSL Student Intern Winter 2020
Nicola DiNicola, Graduate/Undergraduate Advisor
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