

FIELD PLACEMENTS TOOLKIT




CEWIL
CANADA



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DEFINING WIL AND GUIDING PRINCIPLES

DEFINING FIELD PLACEMENTS

Field placements provide students with an intensive part-time/short term intensive hands-on practical experience in a setting relevant to their subject of study. Field placements may not require supervision of a registered or licensed professional and the completed work experience hours are not required for professional certification. Field placements account for work-integrated educational experiences not encompassed by other forms, such as co-op, clinic, practicum, and internship. – [CEWIL Canada](#)

Field placements often include elements of service-learning, applied research, internship and practicum, and can be found in two key forms:

1. Field schools/courses, typically run with a group of students in one or many settings (at a great distance or within the institution's community) examples include [UVic's Barkley Sounds Archaeology Field School](#) and [North Island College's Sustainable Farming Field Course](#); and
2. Practicum-like, place-based experiences, that are short-term and not required for a professional designation [UBC's Teacher Education Students' Community Education Experience](#) and [Ontario College of Art and Design's field placement](#). The former experience is often coordinated by the institution, whereas the latter is more of a self-directed student study experience.

Field placements are typically unpaid positions, though an honorarium or stipend may be available to support the students' contributions to community and/or time away from paid work or other studies. Field placements sometimes cost students (e.g., tuition, travel fees, etc.) and other times have no costs associated.

A field placement can vary in length, from an afternoon to many weeks (Emerson, 2021). For example, the [OCAD field placement](#) is typically 12 weeks, whereas the [Barkley Sound field school](#) is 6 weeks. In contrast, the [NIC Sustainable Farming program](#) field experiences occur regularly over the whole 7 month program.



EXAMPLES

To bring field placements to life, this toolkit uses four examples of diverse field placement experiences throughout this document.

The **University of Victoria's [Archaeology Field School in Barkley Sound](#)** takes place on Tseshaht First Nations reserve lands surrounded by Pacific Rim National Park Reserve in the beautiful Broken Group Islands on southwestern Vancouver Island, British Columbia. Students also spend 3 weeks at the Bamfield Marine Sciences Centre wherein students conduct lab analyses and write research reports on archaeological material recovered during the excavations in Tseshaht territory. Hiking, camping, and boat travel are also included in the field experience. Watch a video about it [here](#).

DURATION	COST FOR STUDENTS (Beyond Tuition)	ENROLMENT
6 weeks	\$3,500	12-20 students

North Island College's [Sustainable Farming Program](#) in the Comox Valley (Vancouver Island, BC) provides hands-on opportunities for students to learn the theories and practices of sustainable farming. The whole program is a field placement in which students apply what they are learning at a local farm.

DURATION	COST FOR STUDENTS	ENROLMENT
7 months	Approx. \$3,000, included in tuition	Varies

The Ontario College of Art & Design University (OCAD University) in Toronto offers an Experiential Learning Program that includes field placement options for students. Besides placement courses students can opt for Independent field placement, which are student-led and self-directed opportunities to gain experience in a working environment. OCAD University offers a [range of tools](#) to support students and faculty before, during and after placement.

DURATION	COST FOR STUDENTS	ENROLMENT
80-120 hours	Tuition only	Students are individually placed





The University of British Columbia (UBC) in Vancouver offers a Community Field Experience course to students in the Faculty of Education. After completing regular practicums as teacher candidates in schools, student may opt to broaden their experience by working in non-formal education settings, such as libraries, museums, or recreation centres. The UBC website includes [guides for teacher candidates](#) and [faculty advisors](#) as well as information for [community partners](#).

DURATION	COST FOR STUDENTS	ENROLMENT
3 weeks	Tuition only	Students are individually placed

THE VALUE OF FIELD PLACEMENT FOR FACULTY AND STUDENTS

Deeper learning and understanding of course/discipline skills and knowledge: Field experiences push students outside of their comfort zone and promote new and deeper learning beyond a traditional classroom setting (McPhee & Przedpelska, 2018, p. 374). Echoing Bloom’s Taxonomy (Bloom, 1956), field placements encourage students to move past remembering and understanding knowledge or skills, and towards applying, analyzing, evaluating, and creating projects in the field.

Personal development: Field placements often provide a fertile context for student personal development, as they may experience emotional growth (for example, through disrupting their previous biases, or experiencing

culture shock), develop resilience, deal with living in a group (potentially for the first time), and adjust to learning and often living in a new cultural environment.

Career definition and preparation: Place-based learning and knowledge application in a work setting can improve student employability post-graduation; for example, a geography grad that has done field work; an archaeologist that has been on an excavation dig, etc. Field placements also help students gain a better understanding of what a career in their field could look like, as well as offering students an opportunity to network with their peers, instructor, other industry professionals, and members of the community. Students believe that

doing field placements makes them more prepared for work post-grad and/or further study (Stirling et al., 2021).

Instructor engagement in course materials and experimentation in pedagogical design: Just as field placements benefits student learning, instructors often experience a reinvigoration in teaching from the connections with real-world experiences and through enhanced student engagement.

Institutional reputation: A student who can contribute meaningfully to community projects and goals says a lot about the institution they come from. “Excellent students enhance the standing of the university and aid the work and the reputation of the host organization” (Hay & Fleming, 2021, p. 539).



GENERAL GUIDING PRINCIPLES FOR A QUALITY FIELD PLACEMENT

The four pillars in WIL are pedagogy, experience, assessment and reflection (McRae et al., 2018). A quality field placement requires quality in each of the four pillars and considers the pillars in relation to both students and community. Each of these four pillars is explored further throughout this toolkit.

Pedagogy: this learner-centered, community-focused and place-based experience requires a corresponding pedagogical approach. The field placement builds on and contributes to other intended learning outcomes in the student's learning journey.

To incorporate Universal Design for Learning (UDL) and culturally responsive pedagogy, integrate appropriate learning principles, such as B.C.'s First Peoples Principles of Learning.

Experience: includes the nature and quality of relationships (with place, peers, instructors and community), as well as activities, and focuses on process as much as product.

Assessment: ensures quality outputs for students and community, and aligns well with intended learning outcomes. Further, instruction is iterative in that the experience is assessed during and after every delivery to see what went well and where changes are needed. The AAA model (Aims - what are the goals for the field placement?; Actions - how will the goals be achieved?; and Achievements - what achievements mark a successful field placement for all stakeholders?) can support this assessment (McRae et al., 2018).

Reflection: ties the experience together, bridging the academic learning and the experiences in the field. Facilitated and ongoing reflection should occur both during and after a field placement. Reflection is an integral learning activity and assessment tool in all experiential learning.





GUIDE TO IMPLEMENTATION AND EVALUATION

GUIDING PRINCIPLES IN INDUSTRY AND/OR COMMUNITY RELATIONSHIPS

Field placements depend on sustained, reciprocal, trusting, and equitable relationships. Community partners are doing the institution, instructors, and students a large kindness by working with them; students often learn more from the community partner than they contribute to community. Focus your efforts on projects and relationships that will have reciprocal benefits for all involved, particularly thinking about how the community partner benefits from the collaboration. Here are some guiding principles that support reciprocal, trusting, and equitable community/industry relationships:

Preparation: Ensure you have prepared adequately for the field placement, including all the logistics for you, your student(s), the community partner(s). Preparation should also include some degree of contingency planning and risk management. This toolkit shares information for thorough planning.

Communication, commitment, and compatibility: These qualities are central to ensure that relationships with community partners can be maintained over many years (Fleming, McLachlan, & Pretti, 2018).

Aligned expectations: Have an open and honest conversation with the community partner(s) about what you each hope to achieve with the field placement. Hone the experience until expectations are aligned and document the mutual understanding (e.g. in a Memorandums of Understanding).

Recognition: Celebrate the wins and recognize everyone's hard work, including your own! Recognizing the efforts of community partners and students to make the field placement work is paramount to long-term success and relationship-building.

Flexibility: One guaranteed aspect of a field placement is that something won't go to plan!

Relationship management: Healthy, sustainable relationships/partnerships require maintenance. Check in with your community partner(s) regularly to ensure things are going smoothly.

Understanding motivations: When setting out to work with a particular community, first ask: "Why? What am I afforded by that partnership? What will they get out of the partnership? Is it necessary to be that community, or is it tokenism?" Build those partnerships slowly, intentionally, and always with the guiding question: "How will the work I do benefit the community?" This is particularly true when wanting to work with Indigenous communities and other communities who have suffered from colonial community-university approaches. The [Indigenous WIL Resource Hub](#) offers great information on this topic.



Do your homework: Get to know the community you'll be working with and help your student(s) get to know the community, also. Learn what cultural or other norms you need to respect. Doing your homework also includes learning about who else from your institution is currently working with the community, as well as historical experiences with the institution (such as past research experiences or other WIL relationships).

Share back: Make sure that students share the outcome(s) of their field placement with their community partner(s). This is an important part of knowledge democracy and reciprocity in community-engaged field placements.

Inform: There is always a community partner in WIL field placements, but there may be other community members or entities that need to know about the field placement or permissions that need

to be requested prior to the field placement. All field placements can impact the social, cultural, economic, or ecological aspects of the communities they take place in. For example, a group of students descending on a community without prior knowledge or consent could disturb a delicate social balance, cause suspicion, hinder the possibility of positive relationships, cause unnecessary faux-pas, etc., as well as harm the reputation of the instructor, the students and the institution.

WHAT CAN PARTNERSHIP LOOK LIKE?

Field placements can occur across a spectrum of engagement, ranging from low engagement and simple reciprocity to placements with a high level of engagement and complex reciprocity. Similarly, the

practice setting of field placements can vary greatly from a localized spot, to an entire community, or even sometimes an entire country or international region. Field placements tend to immerse the

student in a practice setting, having students be either involved in, collaborating on, or co-creating projects with community partners. The below diagram depicts that spectrum on engagement.

Spectrum of Engagement

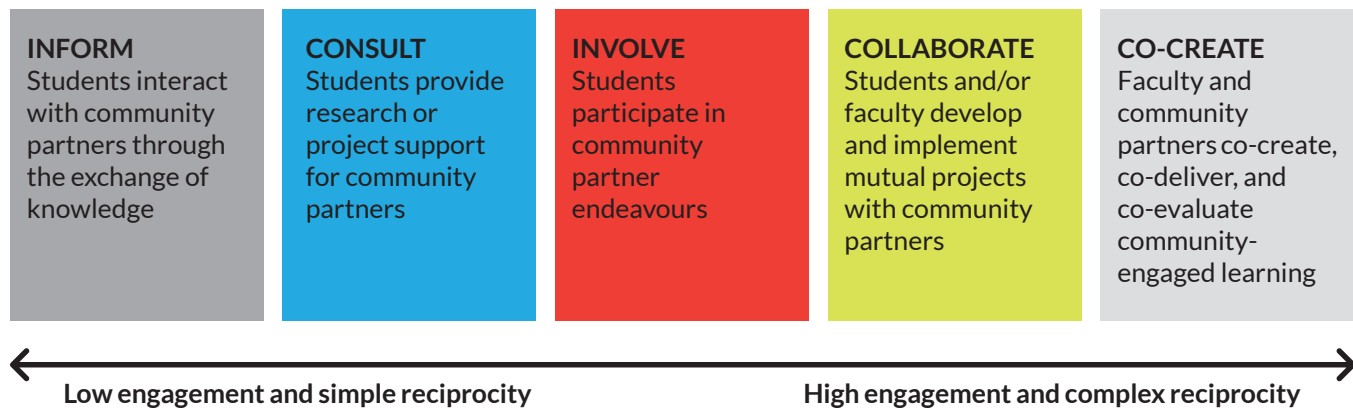


Diagram: Nagel et al., 2021



EXAMPLES OF FIELD PLACEMENTS ON THE SPECTRUM OF ENGAGEMENT:

Inform: Visual art students visit an art gallery as a series of field trips in an art history course. They watch presentations from artists, consider the presentations in light of art history theory, and write an op-ed piece for the local newspaper about the gallery and their experience there.

Consult: A History student does a field placement with a government archive, local or otherwise. The student is tasked with researching an event that occurred in a nearby town using both primary and secondary sources. Their final deliverable for their field placement is a corroborated account of the historical event.

Involve: While placed with a volunteer agency, a Sociology student organizes and carries out an outreach event in collaboration with several other local non-profit agencies.

Collaborate: A Geography field school works with a community group to assess the area and create community maps with the locals regarding where better biking infrastructure is needed. The map is published for the community and presented by the students to the city council.

Co-Create: A community partner approaches a university professor to help the community research a better wastewater management system. The research collaboration goes so well that the professor plans a field school where civic engineering students will also work on the research project during 6 weeks in the summer. The students work with the professor and community partner to develop and pitch different ideas for specific parts of the project, then implement the ideas that are chosen.

THE ROLE OF THE INSTRUCTOR

Kolb et al. (2014) describe varying roles instructors can play in experiential learning. The most suitable role depends on students' individual needs and learning level. Following Kolb et al.'s framework, field placement instructors may act as a:

Facilitator: Connect with students at a personal level, allowing them to express their personal interests and experiences. This role can be used, for instance, when arranging for small groups of students to share experiences during or after a field placement. In field schools the instructor is responsible for guiding students during their travel and stay in the field. Acting as a facilitator requires developing a trusting relationship with students.

Subject expert: Share relevant subject knowledge with students and model a professional working and thinking style. In a self-directed field placement, such as [OCAD University's Independent Field Placements](#), subject knowledge may be shared with students during course work before students start their placement. However, in field schools where the instructor fully engages with the class during the field experience, the instructor acts as a subject expert in the field directly.



STEP-BY-STEP INSTRUCTIONS FOR IMPLEMENTING QUALITY FIELD PLACEMENT

Standard-setter/evaluator: Offer opportunities for students to show their accomplishments and measure their rate of success. For all field placements, clarify with students how and when they will be assessed. This includes providing opportunities for students to learn how to improve their application of knowledge and skills. When an instructor is not directly supervising students during the field placement, an arrangement of regular contact is necessary (for instance, asking students to hand in weekly reports for feedback).

Coach: Support students in setting their personal Intended Learning Outcomes and reaching their goals while learning from experience. When students are in a field placement without the presence of an instructor, such as the International Community Field Experience offered by UBC, it is important to clarify when and how students and instructors communicate for feedback and troubleshooting issues. In field schools—where the instructor is directly involved with the students and one-on-one support is not always possible due to class size—a coaching role may include peer coaching or working with small groups who need more support while other groups work independently.

INTENDED LEARNING OUTCOMES

Intended learning outcomes (ILO) are directive statements that succinctly capture what students should ‘get’ out of a course or module. Intended Learning Outcomes (ILOs) help to focus the design of a course and create transparency about the learning experience. When used at a course-level (as opposed to program-level), ILOs should be specific, context-based, active, and clear. ILOs are also distinct from competencies; competencies name a general skill that is applicable in many circumstances, whereas learning outcomes describe a specific application of a competency in a specific context (Frankl, 2016). ILOs in field placements often relate to discipline-specific and general skills, including such skills as the application of knowledge, the use of key tools and technology in the field, and teamwork, that the student will learn during the experience. Scaffolded learning supports the learning process. It begins with the basics in their junior years, or at the beginning of the field placement, and builds up to the more challenging skills in their later years, or towards the end of the field placement. Scaffolding skills and knowledge helps students to understand where they will go next in their learning journey.

ILOs explain the learning activity (what the learner does), the conditions (when or where the learner does it), and the criteria (how much or how well the learner does it) (Mager, 1962). ILOs in a field placement should also consider:

- The level of the course (i.e., 100-level ILOs will be different than 300-level ILOs);
- The prior knowledge and skills that the students bring to the experience;
- The key learnings students should gain from the field placement.

For example, the following are ILOs from various field placements, colour-coded to demonstrate the learning activity, the conditions, and the criteria:

1. By engaging in class discussions and completing the group field project, students will demonstrate expertise in communication through effective group collaboration, writing, and public speaking.
2. Through field mapping exercises with Elders, students will appropriately identify examples of colonial mapping practices when reading maps.



3. Students will effectively apply literacy theory to their facilitation when facilitating an elementary school student reading program as noted through elementary student feedback.

Note that the verbs used within the above ILOs are active and relate to different levels of the cognitive domain – decades long research supports this approach (see, for example, Anderson & Krathwohl, 2001)

RELATIONSHIPS

In field placements, there is a web of relationships between the instructor, student, community partner and educational institution. To ensure healthy and meaningful relationships with the internal and external community, the following considerations are helpful.

LEARNING FROM INTERNAL COMMUNITY

PAUSE HERE!

Does your institution have an office that coordinates experiential learning/field placements? If so, get in touch with them; this will help reduce redundancy, mitigate the risk of over-burdening the same community partners, and give you advice and direction on setting up your field placement.

Utilise existing community

connections: Explore the work and projects that other faculty and staff have already done in connection with the community. This will provide inspiration, support planning and logistics, and reduce replication and overburdening yourself and the community partners. Learning what has already been done can help avoid disappointment. For instance, a field school proposed by the UVic French department for a trip to Senegal did not find enough participants due to high cost and inaccessible locations (Student Recruitment and Global Engagement) which is important information if thinking of a similar experience.

Build scaffolded learning

opportunities: Learn about past experiences the students and community partners have had to scaffold the learning experiences. Ask yourself: “What have the students learned elsewhere that is essential to, or will benefit from, this field placement?” Consider the broader program or faculty learning outcomes.

WORKING WITH EXTERNAL COMMUNITY

Establish a connection: Visit the site or community to familiarize yourself with the context and any nuances. This is especially essential for field school courses where the instructor leads the group and is responsible for arranging transportation and accommodations. For some field placement opportunities, such as [OCAD University's Independent Field Placement](#), students may use personal existing connections to establish a placement with a community partner.

Maintain open communication:

Arrange regular check-ins to build the relationship, to be aware of any extenuating or emerging community circumstances, and to create an open space for communication about challenges and successes.

Determine if and how written

agreements are used: Check for existing templates that can be used for written agreements with community partners. This can include agreements on risk management, codes of conduct, and students' learning intentions, as well as simply provide a documented understanding and clarification of expectations. Agreements are often signed at the student to community level, but in some cases,



agreements are also between the instructor, unit or institution and community. For example, the [UVic Archaeology Field School](#) has a five-year Faculty-level agreement with their community partners describing research and learning goals, as well as mutual contributions.

Work with reciprocity at the forefront: Explore what each partner is giving and expects to receive. Ensure that there is a balance and come back to this throughout the field placement experience to ensure reciprocity is honoured. If student work does not directly contribute to reciprocity, consider how the educational institution can contribute. For instance, how can you as an instructor contribute to professional development, financial, or research needs of the community? In some cases, the community role may be one of a co-teacher who is present many or most days of the experience. If this is the case, the must be remunerated as such.

Say “thank-you”: In all of the work that we do with community partners, it is essential that we find meaningful ways to express our gratitude and respect for their contributions. Sometimes, it may be appropriate to supplement this recognition of community

contributions to student learning through an honorarium. Other times, a physical gift may be more appropriate and/or meaningful. A guide to honoraria and gifts is found in Appendix A.

Understand complexity in communities: Educate yourself on cultural protocols, particularly when working with groups whose history includes abusive relationships with academia (such as Indigenous communities) or whose community is marginalized (such as visible minorities). Understand that communities have many layers, some of which may not agree with others in terms of protocols and directions. For example: Professor Smith was contacted by a local community member who was keen to see better walking infrastructure implemented in their community. Once the Professor was further into the work, it became clear that this was a contentious issue in the community and that there were different groups within the community wanting different things. How should Professor Smith navigate this? How can you clarify who the person you are working with truly represents? This all comes back to putting in time with the community, working with integrity and respect for the community members, and being present. It also requires a great deal of tact.

OTHER RELATIONSHIP CONSIDERATIONS

Connect field placement with relationships you already have:

Build on existing research, teaching, or volunteer relationships to develop field placement opportunities. field placements tend to work well when they are based on existing relationships and areas of interest. For example, the UVic Archeology Field School builds on work done by its instructor, Dr. Iain McKechnie, who specializes in coastal archaeology and historical ecology. Similarly, a student may already be volunteering in a community organization and want to deepen that experience through a self-directed field placement.

Connect the field placement with what is already happening in the community: Consider how the ILOs of the field placement connect with what you or your colleagues are hearing and doing in the community. How can those ILOs be matched with community needs? How can the ILOs be included in scaffolding of learning within your department or faculty?



LOGISTICS

There are many logistical aspects to planning and delivering a field school, most of which will incur a steep learning curve in institutional policies and processes.

Assessing readiness: Some field placements have direct registration, whereas some have an application process that gives permission to register for the experience. Using an application can help you and the community partner gauge the level of skill, knowledge, and maturity each student has, and whether the student will be a good fit for the field placement. Having students apply can support risk management, as you will gain a sense of the student's willingness to assume risk prior to being in the field.

Risk management: Risks in field placements can be strategic, legal, ethical, operational, reputational, or financial (Fleming & Hay, 2021). The most common risks for field placements (as perceived by WIL staff) are risks to health and safety, psychological harm, host organization conduct (issues of exploitation of students and/or intellectual property), and conduct of students (including behaviour, skills/competence, and confidentiality breaches) (Fleming & Hay, 2021). Foundationally, identify risks, determine the risks you want to assume, and perhaps most importantly, communicate any risks and seek understanding from your students and/or the community. Your institution's legal team, health and safety officers, and other WIL colleagues can often provide risk management advice (Fleming & Hay, 2021).

The following table details some common risks for field placements. For each identified risk, have a response plan in place and communicate that plan with students and community partners. In some cases, a written agreement (for instance, a Memorandum of Understanding) may support this communication and clarity.



POTENTIAL RISK	PREVENTION OF RISK	TYPICAL SUPPORTS
Reputational risk for the institution: if the institution is the party responsible for setting up the placement, they, more than the student or the host organization/ community partner, will often be the party ultimately responsible (Fleming & Hay, 2021). If a field placement goes poorly, the institution may suffer harm to their reputation in the community and more broadly.	<p>Discuss relationship-building with the community and ensure students are aware of their responsibilities for ethical conduct with the community.</p> <p>Communicate the importance of students being representatives of the university while in the field.</p>	<p>Legal unit</p> <p>Public relations or communications unit</p>
Legal liability for the institution: Know who is liable for different elements of a field placement, should things go wrong. Is that the appropriate place for liability to be held? And if not, who should be taking responsibility? More than the student or community partner, the institution will often be the party ultimately responsible for student safety.	<p>Assumptions should never be made about who is responsible, and responsibility for liability should be clarified before the field placement begins.</p> <p>Students and/or community partners sign any required contracts or agreements laying out who any liability lies with.</p>	<p>Legal unit</p>
Ethical implications of research: some field placements involve research activities. It is important that instructors, coordinators, students and participants are aware, and responsive to, the ethical implications of their field placement activities.	<p>There are legal ethical obligations as well as broader protocols of engagement that must be discovered and responded to in support of ethical behaviour in field placements.</p>	<p>Human Research Ethics Board</p> <p>Animal Ethics Board</p> <p>Community Ethics Board</p>
Risk of harassment/assault: this type of risk is more prominent in field schools due to power imbalances (between instructors and students, and sometimes students and their peers, or students and community members) and depending on how the culture of the field school is set up and maintained (Colaninno et al., 2020).	<p>Create a culture of accountability and distribute power amongst several people, so that students have options of who to speak with if an incident occurs; this involves planning as well as open communication (Emerson, 2021).</p> <p>Establish a buddy system.</p>	<p>Equity and Human Rights Office</p> <p>Institution's Sexualized Violence plan/policy (example from UVic)</p> <p>Counselling services</p>



<p>Culture shock: field placements, and particularly field schools, can plunge students into very new environments overnight. Students may have an emotional response to this kind of change.</p>	<p>Include pre-departure training (such as discussions or exercises that walk the students through their cultural intelligence as done by UVic Co-op Education).</p>	<p>International office(s) or cultural awareness personnel</p> <p>Counselling services</p>
<p>Physical safety: field experiences where the students are away from the classroom can sometimes pose risks to physical health and safety. Incidents happen less frequently than we imagine, but precautions still need to be taken (such as having first aid-certified people at the site, or having plans in place for who to call for emergency medical support).</p>	<p>Students generally will need to sign a health and safety waiver prior to participating in the field school; this often includes disclosure information about existing medical conditions that could require attention during the field placement.</p> <p>Insurance may also be required, depending on the context.</p> <p>Ensure that the appropriate unit in your institution is aware of where your students will be and when.</p>	<p>Legal unit</p> <p>Health and safety units</p> <p>Institution's medical professionals</p> <p>Community's medical resources (i.e., police, closest hospital, etc.)</p>

Clarity and transparency about expectations and responsibilities:

Comprehensive plans for equipment, travel, risk management, and the other logistical aspects of the field placement are futile without clear, timely and transparent communication to students, community and your institution.

- Memorandums of Understanding/contracts/waivers/release forms can help with laying out all the information clearly; however, don't rely on contracts for risk management as this just passes the responsibility off—effective risk management is a shared task (Fleming & Hay, 2021). Also be aware of what level of your institution is responsible for making and regulating these agreements.
- It can be useful to create a Frequently Asked Question page to address things such as transportation, fees, packing lists, etc. for students to refer to (Emerson, 2021). For example, the UBC Education Community Field Placement has a [FAQ page](#) for prospective students.



EXAMPLE

The Barkley Sound field school at UVic has a [blog](#) for students to get information on what to pack, where they'll be staying, how to travel to and from the field school, and more. Similarly, the OCAD field placement [website](#) offers students many tools and resources regarding logistics of the program.

Funding for field placements/field schools: Not all field placements have to cost a lot, but many (such as international or remote field schools) can be extraordinarily expensive, once tuition and travel costs included. Another cost consideration for students is the lost wage while devoted to their field placement (Stirling et al., 2021). The difficulty of funding often disproportionately affects already marginalized students (Stirling et al., 2021). Here are some tips for thinking through the costs of and funding for a field placement:

- Calculate all of the costs to run the field school, including equipment, travel, accommodation, insurance, and additional support roles (e.g., cook, field school coordinator, first aid person, driver).
- Look for what funding is available for students. This might involve asking your department or faculty if there is some money to support students in field placements. There are often also funds available from professional associations for your discipline. Compile a list of options for students to look through.
- Examine your student fees. Do they cover all the necessary expenses? Do they cover more than what is truly necessary? Can your department commit to covering any ongoing expenses (such as bus transportation) to take some of the burden off students?
- Does your institution offer learning and teaching grants? While these can't be relied on year after year, an internal grant may help you get your field placement off the ground for a pilot run.
- Alternatively, plan a more local/ smaller scale field placement where cost won't be as large of a deciding factor on who gets to participate and who doesn't.
- Suggest a student-led fundraising activity or include such an activity in assigned coursework.
- Consider the sustainability of the field placement; can you establish base funding or donor funding to run the field placement without the need to request financial support each iteration?



HONING THE EXPERIENCE TO ILOS AND COMMUNITY INTERESTS

Ask yourself: How does this field experience support student learning AND community interests? Use your ILOs (including recognition of the skill and knowledge level they represent) and the logistical realities of the field experience (e.g., timing and time available), to anchor your response to this question and explore alignment WITH community.

Things to consider when honing field placements:

- Do not try to fit a square peg in a round hole! Recognize when a community opportunity doesn't align with ILOs and vice versa; another opportunity will come along that is a better fit.
- Small is beautiful (i.e., field placement outputs do not need to be grand/long in order to make an impact in the community and contribute meaningfully to student learning), especially given the often time-intensive/short-term nature of field placements.
- Is it feasible? There must be an appropriate amount of time in the field to both meet ILOs and contribute meaningfully to community.
- What can you do best on-campus and what can you do best in the field? Often, field placements begin on-campus for a length of time, then transition to working in the field.

The below examples demonstrate the practice of aligning ILOs more closely to the field activities. In some cases, it may be that the alignment is achieved by adjusting activities rather than ILOs.

Example: An aligned versus unaligned field placement in Environmental Studies		
	Unaligned	Aligned
Individual Learning Opportunities (ILO)	Through field activities, students will effectively recognize and remove invasive species to restore the natural ecosystem.	
Activity	Students go on a guided nature walk and pick up trash along the trail.	Students learn from the instructor and through readings how to identify invasive species (as well as which fauna are native or not native to the area), then look for and pull invasive/non-native species from a defined area in the field.
Contribution to community	A cleaner trail free from trash in the short-term (still a good community contribution, but one that does not align with the course goal).	Ecosystem restoration through invasive species removal and/or community outreach and invasive plants.



PEDAGOGICAL DESIGN – SYLLABUS DEVELOPMENT

Your syllabus should include the necessary information for students to navigate the course - instructor contact information, required texts and/or materials, meeting times and locations, required readings, intended learning outcomes (ILOs), assessment and activities, and any applicable university statements (University of Victoria, 2021). In field placements, this can also include course costs (for travel, gear and food), travel arrangements, and a list of required field gear (e.g., dictionary, shovel, hiking boots, vaccinations), as well as community living and other code-of-conduct statements (such as the example in Appendix B). For help developing your syllabus, contact your institution's Learning and Teaching centre.

REFLECTION

In field placements, students are required to reflect on their learning to show evidence of their development and growth. However, students need support in learning how to reflect in an explicit and systematic way (Ryan, 2011). To support students in developing reflection skills, plan reflection activities in the field placement to be:

Continuous: Provide frequent opportunities for students to reflect on their experiences. Students may be asked to make notes and share weekly reports. OCAD University suggests that students in the field placement program [map their experiences](#) through written documents such as journals, or visual documentation such as sketchbooks, photo documentation or mind maps. They further suggest connecting the mapped experiences to intended learning outcomes and using tips for reflection to support their ongoing documentation.

Scaffolded: Match the reflection activities and expectations to student prior experiences and needs, gradually increasing the level of reflective thinking. For instance, UBC offers teacher candidates in the Community Field Experience program a list of [prompts](#) that can be used to write weekly reflection reports, gradually increasing in depth. In the first week, students are asked to describe the placement setting, work schedule and activities from that week. In the second week, students are asked to think about what they have done and gained from the experiences. In the third and final week, students are encouraged to reflect more deeply on their experience by writing about their strengths as a professional, connections between the placement experience and course work, and recommendations for future students.



Using multiple formats: Allow and stimulate students to reflect in other formats besides the commonly used written journals, blogs or papers. For instance, UBC's Community Field Experience guide offers suggestions for students to reflect on their learning using [creative visual journaling and blogging](#).

Allowing students to reflect in ways other than just writing, connects with UDL principles

Shared for feedback: Ask students to share reflections to receive formative feedback. Students may also be encouraged to reflect on their learning with peers and community supervisors. For instance, students in the Community Field Experience program at UBC are asked to bring their Field Experience reflections with them into their summer course work for self and peer assessment. In the OCAD University Experiential Learning Placement students participate in an exit interview reflecting on their placement experience with the placement employer.

Connected to place: Stimulate students' self-awareness of being in a specific place. This may include an act of being present in the moment, without the need to immediately record the experience. "These things come later. It simply involves making the effort to attend to what is meaningful in our immediate surrounds and to increase our levels of awareness." (Wattchow & Brown, 2011, p. 185). It also includes connecting with local, cultural knowledge and protocols. In UVic's Archaeology Field School, students actively see the links between the local Indigenous culture and the field site, stimulating reflections on place connectedness. As expressed by the field school instructor: "By the end of the course, people had a different perspective on what it means to live on the BC coast" (University of Victoria, 2017).

Self-location is important here. The [Indigenous WIL Resource Hub](#) offers useful information on how to do this





Guided: Model reflection techniques and introduce students to various reflection frameworks, activities, and questions to stimulate reflective thinking. Here is a brief overview of three reflection frameworks, including suggestions for reflection activities:

Name of reflection activity	DEAL Ash and Clayton (2009)	The 4Rs Ryan and Ryan (2013), adapted from Bain, et al. (2002)	Mirror, microscope, binoculars Cooper (1997)
Steps	<ul style="list-style-type: none"> • Describe the experience (provide a detailed description) • Examine (analyse experiences and connect with ILOs) • Articulate Learning (express what was learned and plan for future actions) 	<ul style="list-style-type: none"> • Reporting/responding (describe the experience and add initial feelings and reactions) • Relating (connect to prior experiences, personal knowledge and skills) • Reasoning (try to understand the experience, connect to theory) • Reconstructing (ask questions and plan for future actions) 	<ul style="list-style-type: none"> • Mirror (reflect on yourself, e.g. prior assumptions) • Microscope (reflect on parts of the experience, e.g. what would you do differently next time?) • Binoculars (reflect on the experience as a whole, e.g. how did your work impact the community?)
Strengths	Simple and clear steps	Gradually increasing the depth of reflection	Reflect on an experience from different perspectives
Example of group activity	Fishbowl Reflection Framework (Bursaw, et al., 2015): the instructor and one student in the middle of the circle discuss the students' experience, after which the rest of the group shares observations and reflections.	Critical Moments (Ferreira, n.d.): students write critical moments from their experience on sticky notes, after which they are compared and discussed, using guided questions to encourage reasoning and reconstruction of experiences.	Reflection Stations (Rice, n.d.): Rice suggests reflection stations where students can reflect using different creative formats. This can include stations that stimulate reflection from different perspectives.
Example of individual activity	Individual paper, film or artwork: using guided questions for each step, students can reflect individually and present their reflections in writing, video or art form.	Field Notes (Correia & Bleicher, 2008): while making field notes, descriptions are written on right hand side of paper, while reflection, emotional responses and theory are added to the left hand side.	Assumption Statements (Eyler, 2001): students can individually record assumption statements before field placement. These statements can be reviewed later by exploring both small incidents and the overall experience.



WORKLOAD

Eventually, a well-designed field placement will not require much more time (over-all) than the instruction of any other course. However, it will take some extra time during the development and first run or two of the field placement. Further, these teaching experiences tend to be quite intense and sometimes emotionally exhausting.

Field placement workloads vary depending on the discipline, the specific course, the length, setting, intensity of the experience and the instructor's ability to set boundaries. This document outlines your workload expectations as an instructor, and below are general workload expectations for students and community partners. The emotional workload that is often associated with field placements for all involved is not to be underestimated. Make sure to include opportunities (particularly for yourself and your students) to rest, reflect, and rejuvenate throughout the field placement.

If the field placement is exceedingly time-consuming, you may be able to negotiate a reduced teaching load. Similarly, in some institutions (or individual units), tenure and promotion policies will recognize the teaching excellence and community contributions of field placement instruction. Talk with your unit lead about what this looks like for your institution and/or unit. Also, explore if your institution has any learning and teaching grants available to support your work and/or the development of a field placement (e.g., to hire a research assistant to help coordinate the field placement(s)).

It is helpful to understand the commitment required of students and community partners participating in a field placement. Where a community partner is also a co-teacher, their workload would then also include elements of the instructor workload. The following table details some of the workload expectations for students and community partners (not all will be applicable to every field placement, and some field placements may have requirements not listed here):

Students

- Apply for the field placement.
- Interview with community partners to find placement.
- Apply for funding.
- Prepare all the necessary gear and packing for the field placement.
- Get a criminal record check or health screening prior to the field placement.
- Travel to and from the field placement.
- Work in the field placement (which can range from hours to weeks or months long).
- Complete assignments (sometimes in the field, sometimes not).
- Do required readings.
- Debrief after the field placement.
- Evaluate a field placement experience (for a course evaluation or otherwise).



Community Partners

- Meet with the instructor prior to the field placement to determine compatibility and discuss reciprocity.
- Interview students for the field placement.
- Inform other community members who need to know that the field placement will be occurring.
- Onboard and train students for job-specific tasks, organizational processes, etc.
- Complete reference and background checks for the student(s).
- Meet with the student(s) at the beginning to hone the project or placement goals.
- Supervise students day-to-day during the field placement.
- Meet with the student in the middle of the field placement to check in on the student's progress.
- Meet with the instructor during the field placement to make sure everything is going to plan.

- Meet with the student at the end of the field placement to debrief and receive any final deliverables.
- Meet with the instructor after the field placement to debrief and discuss what could be improved for next time (if there will be a next time).

FIELD PLACEMENT ACTIVITIES

Field placement activities refer to the range of tasks students carry out during their field placement. The type of activities depends on the type of placement, course and community partner. For a meaningful field placement, student activities should be:

Authentic: Allow students to carry out tasks that are typical for the field, with scaffolded difficulty and responsibility. For instance, North Island College students in the [Sustainable Farming course](#) gain authentic, hands-on experience as they explore various aspects of farming, from farm equipment operation to business management skills.

Aligned: Connect field activities with academic and course specific ILOs. For instance, [UVic's Archeology Field School](#) students conduct archeological research

in the field while learning to appreciate, respect and understand Indigenous cultural traditions, protocols and skills that are relevant for the region. An example of an ILO students work on as an assignment is sharing research findings with the local community in a final presentation.

Supportive: Collaborate with community partners by allowing students to carry out tasks that benefit the partner organisation. For instance, UBC teaching candidates engaged in a [Field Experience](#) at the Stanley Park Ecological Society and developed educational tools for school programs that can be used by the society.

Place sensitive: Stimulate students to learn about their placement location in a holistic experience and to develop an awareness of place. Land-based learning can also create fruitful opportunities for personal reflection. For instance, ask students to practice [self-location](#), observe how a team works together, or develop humility being a visitor in a new environment.



COURSE ASSIGNMENTS

Course assignments may help students prepare for their placement, engage in deeper learning during placement, and/or reflect on their learning after placement. Field placement assignments often include tasks that encourage students to reflect on their experiences. For instance, in the [Community Field Experience](#) program at UBC students are required to share weekly observations, questions and reflections with their faculty advisor. Course assignments should be:

Meaningful: Connect field experience to course specific knowledge. For instance, students in the [UVic Archeology Field School](#) carry out laboratory analyses and write research reports on archaeological material recovered during the excavations in the field.

Student-centred: Focus on the learning of the student by aligning intended learning outcomes with instructional strategies and assessment (Korpan, 2020). Assessment can include peer- and self-assessment and course assignments can be co-created with a student. For instance, in [OCAD University's Independent Field Placement](#) program students develop their own assignment

in consultation with their faculty supervisor, which may include making photo or video documentation, or designing a portfolio.

Student-centred assignments match with UDL guidelines that allow students to align learning strategies and outcomes with their personal capabilities and needs.

Relevant and flexible: Allow assignments to be adapted to the needs, schedules, culture, and practical environment of the community partner. For instance, flexibility in deadlines is needed when students are not able to upload weekly reflections if internet connections are unreliable. Further, provide the required support to achieve all tasks.

Clear: Describe assignments in clear language, clarify expected outcomes and assessment methods (e.g., who assesses, what criteria/rubrics are used), and show students how the assignments help the development of knowledge and skills relevant for working in the field.

Manageable: Avoid overburdening students with extra tasks. Work/study hours should fit within the normal workload of a student in a course. Consider that work time includes the experience of being in a new place, managing new daily routines, observations in the field, and personal reflection time. Assignments may include reflecting on experiences in discussions with peers, conducting self-evaluation and demonstrating skills.

ASSESSMENT

Assessing field placements is challenging, especially when students are placed in different environments. This requires assessment tasks and tools that allow for individual differences, such as different ILOs and ways to show evidence of learning. To evaluate students in field placement, consider assessment activities and tools to be:

Future-oriented: Allow students to show skills and knowledge that are relevant for their future careers. In other words, focus on professional identity instead of student identity. For example, have students write their own ILOs based on professional standards before placement, have students discuss them with placement supervisors during placement, and revisit them when writing their final report (Ajjawi et al., 2020).

**Aligned with placement activities:**

Design assessment activities that allow students to integrate practical knowledge and skills with those learned at university, such as performance-based assessment (Ajjawi et al., 2020). In the [UVic Archeology Field School](#), students can demonstrate their skills and knowledge of archaeological methods and theory directly in the specific site or region they are studying.

Aligned with intended learning outcomes:

Vary assessment methods to match with intended learning outcomes. For instance, if intended learning outcomes highlight communication, collaboration and problem-solving skills, assessment activities should allow students to demonstrate these skills in forms other than individual writing tasks (Ajjawi et al., 2020). In this case, assessment could focus on a group task, and include self- and peer-assessment to be able to differentiate between students' individual skills. Professional development is often an important element here. For example, the OCAD University website offers suggestions for professional development activities during field placement, such as interviewing a placement supervisor and writing a detailed thank you letter.

In line with UDL, intended learning outcomes may vary for different students who have different needs.

Allowing multiple forms of expression:

Design assessment activities that give students the opportunity to express their learning using various formats, such as audio presentations, videos, portfolios, and various art forms.

In line with UDL guidelines

A collaborative practice: Ensure a three-way collaboration between the students, the faculty supervisor, and the community partner. In placements where students work under the supervision of a community partner, assessment should involve the voice of the community partner (if they want to have input into a student's assessment; not all do) who continuously observes the student in practice (Ajjawi et al., 2020).

Formative as well as summative:

Include formative assessment that supports students with feedback before and during the placement. Korpan (2020) recommends aligning ILOs, summative and formative assessment. She suggests starting with planning summative assessment and then developing formative assessment methods that support students during their learning process. Use the rubric during formative assessments with the students (for instance, referring to it when writing feedback for a student's journal entry) or when meeting with a student for a discussion during placement.

Student oriented: Involve students with the creation of assessment criteria and include self- and peer-assessment as evaluation tools. Share assessment rubrics with students before their placements, allowing them to use the rubric to describe personal ILOs and to use for formative, self- and peer-assessment during their placement.



Clear: Be transparent about assessment procedures, such as: who will assess, what criteria are used, what grades are given, what happens if a student performs insufficiently, how are students given opportunities to improve their skills? Rubrics offer clear guidelines for assessment and evaluation. Here are some suggestions for the creation and use of rubrics in field placements (Gourlay et al., 2022):

- Clearly describe the overall task students will be assessed on.
- Clarify all the characteristics to be rated, such as: skills, growth, reflection, belief, demonstrated behaviours (the rows of the rubric).
- Name the different levels, such as: beginning/developing/accomplished/exemplary.
- Describe the characteristics for each level. For instance, a beginning level reflection might be written as: “The student includes reflection by describing the experience.”
- Leave space to write personal comments.

UNIVERSAL DESIGN FOR LEARNING

Universal design for learning (UDL) can be integrated in all aspects of field placements, from planning to evaluating. As the Center for Applied Special Technology (CAST, 2022) explains, variations can be offered to students in the way they engage with learning content, the way knowledge is presented to them, and the way they express what they have learned. The following examples and suggestions show how UDL principles can be applied to field placements:

Scaffolding: Gradually increase the level of learning objectives.

Clarity: Make expectations clear and prepare students by giving them an idea of what to expect. For instance, OCAD University shows [videos](#) in which students speak about their experiences.

Flexibility: Allow choice for students’ type of placement/ organisation, and in the way they present their learning.

Agency: Encourage students to take initiative, negotiate their contract, develop personal learning goals, and self-assess their learning experiences.

Accessibility: Offer and inform students about accessible learning support. For instance, North Island Community College provides a link to the [Department of Accessible Learning](#) on the admission requirement information pages regarding field experience in vocational training programs.

Cultural sensitivity: Familiarize yourself with cultural protocols of the partner organisation or community.


Decolonization: When working with Indigenous students and communities, collaborate to understand and include Indigenous ways of knowing into each learning experience. For instance, Sanford et al. (2014) describe a process of decolonizing teacher education, which includes learning about Indigenous principles of learning and allowing alternative teaching experiences such as learning from Elders and from being on the land.


Visit the [CAST](#) website for more suggestions and UDL guidelines.



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HONORARIUM AND GIFTS FOR COMMUNITY PARTNERS

THE IMPORTANCE OF GRATITUDE IN COMMUNITY-ENGAGED LEARNING

Community Engage Learning and other forms of WIL offer unique opportunities for students to learn in applied, experiential, and relational ways that cannot easily be achieved within a traditional classroom setting. These valuable opportunities would be impossible without the support of community partners, who offer their time, energy, and expertise to support student learning.

In all of the work that we do with community partners, it is essential that we find meaningful ways to express our gratitude and respect for their contributions. In Community-Engaged Learning, we should strive towards reciprocity in the contributions of UVic students/faculty and the contributions of community partners. This is essential for build a trusting, mutually-beneficial partnership. Sometimes, it may be appropriate to supplement this reciprocity financially through an honorarium, in order to adequately recognize the contributions of the community partner.

WHAT IS AN HONORARIUM?

An honorarium is a one-time payment of \$500 or less*, given for services that were offered voluntarily, and for which wages are not typically appropriate. An honorarium is not directly reflective of the value of the work that was done – it is given primarily as a token of respect/gratitude.

*If the total honorarium amount given to an honoree in one calendar year exceeds \$500, then it is considered taxable income by the CRA. The honoree will be required to provide their SIN# to Accounting.

WHEN ARE HONORARIA APPROPRIATE IN A UNIVERSITY CONTEXT?

Honoraria may be appropriate for guest presenters and facilitators who willingly offer their time and expertise to support student learning and who are otherwise not remunerated, or are insufficiently remunerated, for this work. For example, within community-engaged learning, it may be appropriate to give an honorarium to a local community member who facilitates an off-campus field school activity, or a representative of a non-profit organization who gives a presentation in a service learning course. However, it would not be appropriate to give an honorarium to a government official who does the same, because the government official is paid by their employer to engage with the public.

Honoraria are not appropriate for professionals who perform the requested service for a living (such as a professional speaker or consultant); these individuals should be compensated with wages. Finally, an honorarium cannot be mutually agreed upon in advance of the service delivery; the service must be offered voluntarily without prior negotiation of particular compensation.

STANDARD HONORARIUM AMOUNTS AND PROVISION

Across most post-secondary institutions in North America, \$250 is a standard honorarium amount for an in-person guest lecture, workshop or other presentation that is the length of a regular class (1-2 hours). For virtual lectures or presentations, this amount may be reduced.

APPENDIX A HONORARIUM AND GIFTS FOR COMMUNITY PARTNERS

For less conventional and perhaps more intensive activities that a community partner may help to facilitate, such as supporting field work or developing educational materials, the honorarium amount can be increased. Also, consider if the community partner can be remunerated and recognized as a co-instructor.

An honorarium should be provided to a community partner by submitting a Payment Request Form to Accounting. A sample form with simple tips and instructions can be found [here](#).

HONORARIA FOR INDIGENOUS PARTNERS AND ELDERS

UVic has established protocol for working with and compensating Indigenous partners and Elders who support student learning, which can be found [here](#). A helpful step-by-step payment guide from UVic Accounting for Indigenous partners can also be found [here](#).

OTHER WAYS OF DEMONSTRATING GRATITUDE AND RESPECT

Regardless of whether or not an honorarium is provided, it is often appropriate to give a simple, authentic expression of gratitude such as written notes from students, handmade artwork, a shared meal, a thank-you video, or a legacy project for the community partner's organization.

In some cases, reciprocity can be achieved by exchanging resources, kindness, skills and knowledge. For example, students may take on a research project to support the work of their community partner, or an instructor may offer a professional development opportunity or provide lab access for the organization they're partnering with. All of these offerings nurture relationships, in some cases more so than monetary exchanges.

FUNDING FOR COMMUNITY PARTNER HONORARIA AT UVIC

Honoraria for community partners are funded through a number of different streams at UVic. Please see below for information about some of these funding sources, and to find the one that would be most appropriate for your project. Encouraged to search for funding for honoraria proactively within department.

Experiential Learning Fund

This fund offers a number of different granting streams in an effort to increase opportunities and build capacity for experiential learning at UVic. Grants include the Community-Engaged Learning (CEL) Grant, Research-Enriched Teaching Grant, Field-Based Learning Grant, and the CEL Emergent Activities Fund.

In particular, the CEL Emergent Activities Fund is continually available to support instructors' immediate needs for honoraria on short notice.

Community-Engaged Learning (CEL) Social Sciences Contingency Fund

This fund specifically supports the accessibility and availability of CEL experiences within the Faculty of Social Sciences. The fund can contribute up to \$300 per CEL experience to help cover basic costs such as community partner honoraria, transportation, and printing.

More information about eligibility and the application process for the CEL Social Sciences Contingency Fund contact the [Social Sciences Administrative Assistant](#) or the [CEL Office](#).

FIND OUT MORE

To learn more about honoraria, reciprocity, respect and gratitude with Community-Engaged Learning partners, contact the [CEL Office](#).

UNIVERSITY OF VICTORIA COURSE SYLLABUS:

ANTH 343 – ARCHAEOLOGICAL FIELD TECHNIQUES

2021 Course Outline

July 5th – July 15th, 2021

Location: UVic Campus and Broken Group Islands, Barkley Sound.

Hosted by: University of Victoria Department of Anthropology with support from Tseshaht First Nation, Pacific Rim National Park Reserve

Course Website: <https://onlineacademiccommunity.uvic.ca/coastalfieldarch/>

Learning & Communication Platform: Microsoft Teams <https://onlineacademiccommunity.uvic.ca/O365/teams/>

INSTRUCTOR INFORMATION

Instructor: Dr. Iain McKechnie
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E-mail: iim@uvic.ca **Cell:** 778-229-3424

Teaching Assistant: Dylan Hillis
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E-mail: dhillis@uvic.ca **Cell:** 250-538-7489

Tseshaht First Nation Course Facilitators:

Denis St. Claire (Project co-director and Tseshaht Archaeologist),

Voicemail: 250-818-1009

Wanda Robinson (Tseshaht representative and project cook)

Darrell Ross Sr. (Director, Tseshaht Lands & Resources)

Parks Canada Course Advisors:

Dr. Caron Olive (Cultural Resource Management Advisor, Pacific Rim National Park Reserve)

Jacob Salmen-Hartley (Archaeologist, Parks Canada Western Service Centre)

Jenny Cohen (Archaeologist, Parks Canada Western Service Centre)

1. COURSE DESCRIPTION

This course will introduce students to coastal archaeological field techniques in Nuu-chah-nulth territories on the west coast of Vancouver Island. Our excavation focused fieldwork will be within the traditional territory of the Tseshaht First Nation in the Broken Group Islands Unit of Pacific Rim National Park Reserve. For the first three days of the course, students will attend lectures, participate in lab and field modules in Victoria focused on the archaeology and Indigenous history on the outer coast of Vancouver Island. We will then travel to Port Alberni and depart for the Broken Group Islands to establish a field camp on the Tseshaht reserve of Kakmakimilh on Keith Island (site # 306T). We will work alongside Tseshaht First Nation and Parks Canada representatives who will be assisting our work.

2. LEARNING OUTCOMES

This course is designed to expose students to Indigenous history in Canada through coastal archaeological landscapes and site types, to learn standard archaeological field techniques, and to thoroughly document our work for use by future researchers and First Nations community members. We will work in a small team to develop and address archaeological, historical, and ecological research questions and share our observations with visitors and the Tseshah Beach Page 2 Keepers (stewards of the Broken Group). Each student will be responsible for respectfully contributing to existing knowledge of Tseshah archaeological history and to reflect on how this information is culturally, environmentally, and scientifically relevant today.

Upon successful completion of the course students will have the ability to:

- Become familiar with the complexity and relevance of Indigenous oral history and ethnography as it relates to archaeological theory and practice in coastal British Columbia.
- Identify and describe archaeological site deposits and features in an exposed coastal setting.
- Recognize and identify commonly encountered coastal archaeological site constituents such as human modified artifacts, faunal remains (mammal, fish, & bird bones and shellfish species).
- Create a basic sketch map using a compass, a 50m tape, and hip chains and calculate elevation points using a clinometer and incorporate GPS coordinates into archaeological site maps.
- Use a variety of subsurface excavation techniques (shovel, auger, excavation, column samples) to document and describe the extent, depth, and stratigraphy of archaeological deposits.
- Become familiar with the challenges and opportunities of archaeological heritage management and Indigenous cultural interpretation in a coastal setting in western Canada.

3. READINGS & MEDIA

READINGS:

The readings listed below can be supplemented with additional articles and monographs recommended by the instructor and project co-director: <https://onlineacademiccommunity.uvic.ca/coastalfieldarch/home/what-to-read/>

Hillis, Dylan, Iain McKechnie, Eric Guiry, Denis E. St. Claire, and Chris T. Darimont

2020 Ancient Dog Diets on the Pacific Northwest Coast: Zooarchaeological and Stable Isotope Modelling Evidence from Tseshah Territory and Beyond. *Scientific Reports* 10:15630.

<https://www.nature.com/articles/s41598-020-71574-x>

McKechnie, Iain

2015 Indigenous Oral History and Settlement Archaeology in Barkley Sound, Western Vancouver Island. *BC Studies* (187):191–225. <https://dspace.library.uvic.ca/handle/1828/12572>

McKechnie, Iain, Denis St. Claire and Jacob Salmen-Hartley 2019 Kakmakimilh - (306T) - Keith Island 2017/2018 Archaeological Field Program Report, with contributions from Robert Gustas and Ian Sellers and appendices by the 2018 UVic Archaeology field school students. Report Submitted to Tseshah First Nation (pdf on MS teams).

APPENDIX B SYLLABUS EXAMPLE 1

McMillan, Alan D.

1999 Chapter 1: Setting the Stage. In *Since the Time of the Transformers: The Ancient Heritage of the Nuuchahnulth, Ditidaht, and Makah*, pp. 1–29. Pacific Rim Archaeology Series. UBC Press, Vancouver (pdf on MS teams).

McMillan, Alan D. and Iain McKechnie

2015 Investigating Indigenous Adaptations to British Columbia's Exposed Outer Coast: Introduction to These Outer Shores. *BC Studies* (187):3–20.

McMillan, Alan D. and Denis E. St. Claire

2005 Ts'ishaa: Archaeology and Ethnohistory of a Nuuchahnulth Origin Site in Barkley Sound. Archaeology Press, Simon Fraser University, Burnaby.

<http://archpress.lib.sfu.ca/index.php/archpress/catalog/book/70>

McMillan, Alan D., and Denis E. St. Claire

2012 Huu7ii: Household Archaeology at a Nuuchahnulth Village Site in Barkley Sound. Archaeology Press, Simon Fraser University, Burnaby. <http://archpress.lib.sfu.ca/index.php/archpress/catalog/book/37>

McMillan, Alan D., Iain McKechnie, Denis E. St. Claire and S. Gay Frederick

2008 Exploring Variability in Maritime Resource Use on the Northwest Coast: A Case Study from Barkley Sound, Western Vancouver Island. *Canadian Journal of Archaeology* 32(2):214–238.

<https://www.jstor.org/stable/41103625>

Sapir, Edward

1922 Sayach'apis, a Nootka Trader. In *American Indian Life, By Several of Its Students*, edited by E. C. Parsons, pp. 297–323. B.W. Huebsch, New York. (pdf on MS teams).

St. Claire, Denis E.

1992 An Interface of Ethnography and Archaeology on Vancouver Island. *The Midden* 24(1):6–8. Accessible via <https://journals.uvic.ca/index.php/midden/issue/view/1003>

FILMS:

Kakmakimilh: Keith Island Archaeological Project, 2018 Producer: Denis St. Claire, 20 Minutes.

<https://www.youtube.com/watch?v=E99E4yxgdj0>

Cold Water Boot Camp, 2013 Canadian Safe Boating Council, 12 minutes.

<https://www.youtube.com/watch?v=IERB21G8NDO>

WEBSITES:

Tseshaht First Nation Website: <https://tseshaht.com/history-culture/>

Seasonal Nuuchahnulth phrases (Barkley dialect), Tseshaht language program

<https://www.youtube.com/watch?v=qfekuaLpgLE&t=49s>

<https://www.youtube.com/watch?v=xCEHsLrhDNU&t=21s>

<https://www.youtube.com/watch?v=YSZnCNu-8l4>

Coastal Voices Project <http://coastalvoices.net>

APPENDIX B SYLLABUS EXAMPLE 1

WEEK	TOPIC	READING & ASSIGNMENTS	LOCATION(S)
WEEK 1 Mon Jul 5 9:30-4:30	Morning: Welcome, introductions, course overview, logistics, background lecture Afternoon: Mapping, profiling, & establishing excavation units	St. Claire 1992 McMillan 1999 Mapping, profiling, & unit modules turn in on MSTeams by 8pm	UVic Campus DSB C116 & 122
Tues Jul 6 9:30-4:30	Morning: Nuu-chah-nulth Archaeology Afternoon: Artifact & Fauna Lab: Artifact cataloguing & description Bone, Antler, & cutmarks, polishing, lithic debitage,	McMillan & St. Claire 2005 McKechnie 2015 Annotation 1 due 12:30 on MS Teams	UVic Campus DSB C116 & 122
Wed July 7 9:30-2:30	Morning: Covid, field safety, boats faunal lab: birds, mammals, fish Afternoon: Field Trip to the Jam Factory to Finalize carpool plans and travel logistics	McKechnie et al. 2019 Annotation 2 due 12:30 on MS Teams	UVic Campus DSB C116 & 122
Thurs July 8	Arrive at UVic at 4:00 am for UVic Bus (campus security parking area) Arrive in Port Alberni at 7:30am for Lady Rose Ferry to Bamfield arriving 12:00 pm, assembling on the west side dock to be picked up by Bamfield Marine Sciences Centre skiff and transported to the Broken Group	Depart UVic by bus at 4am. Arrive in Port Alberni, 5425 Argyle St. no later than 730 am	Victoria → Port Alberni → ferry to Bamfield → boat to Broken Group Islands (Busy travel day)
Fri July 9	Establish base camp, kitchen, and prepare excavation areas	Ensure camp kitchen is fully functional	Keith Island, Broken Group
Sat Jul 10	Establish archaeological excavation units at Kakmakimilh / Keith Island		
WEEK 2 Jul 11-15 Sun-Thurs	Daily archaeological excavation at Kakmakimilh / Keith Island (8:30-4:30) ANTH 343 ends		
Fri Jul 16	ANTH 344 begins		

5. BASIS OF STUDENT EVALUATION

ASSIGNMENTS (see below for more description)	ANTH 343
Mapping Module	5%
Stratigraphic Profiling Module	5%
Establishing Excavation Units Module	5%
Fauna & Artifact Lab	10%
Reading Summary 1 (submitted on MS teams)	10%
Reading Summary 2 (submitted on MS Teams)	10%
Excavation (careful recovery, control of depth both across horizontal and stratigraphic levels, & exposing features and noting articulated fauna).	15%
Screening for fauna, historic and precontact artifacts (incl. lithics, worked shell, beads), including fish otoliths, & rare bird/fish/mammal species (e.g., dogs, whale, Bluefin tuna).	15%
Participation & Positive Teamwork (see below).	15%
Safety (see below).	10%
TOTAL	100%

LABS

Labs will occur during the first week during and are designed to familiarize everyone with the mapping techniques, artifacts, and faunal remains we will encounter in the field. Each lab will involve a short lecture and an assignment to be handed in at the end of class time that day.

READING SUMMARIES

Students will complete two reading summaries (each entry 300 words max) during the first week of class. These summaries will be self-selected from assigned readings. Students will be asked to briefly summarize the specific results and insights of two articles of their choosing and offer a thoughtful commentary on the relevance of the argument (in 2 paragraphs, marked out of 10). Submissions will be from MS Teams where more detail will be provided.

ARCHAEOLOGICAL FIELDWORK ASSIGNMENTS

We will be working in small groups to compile relevant archaeological and historical ecological information for our field activities: including excavation, screening, filling in notes and forms. This information will be vital for subsequent analyses and/or individual research projects in the following course. We will be sharing and working on the data we collect therefore, it is critical that we take legible and detailed field notes and clearly organize recovered samples at every stage of the field program – from activities in the field, to storage and sample processing in the lab, to database file management, to standardizing site maps and profiles. Evaluations will be based in part on the need for the instructors, TA, and/or other students to have to revise, follow up, make corrections to, or require additional information concerning pertinent and or missing information.

GUEST LECTURE ATTENDANCE & ENGAGEMENT

There will be several lectures in the class where instructors and invited guests will speak at lunch or in the evenings while in camp (7:30-9pm). All participants are expected to attend.

APPENDIX B SYLLABUS EXAMPLE 1

PARTICIPATION: (graded on a scale of 1-15)

15: Always does more than a little bit extra. Thinks of the success of the project more than individual grade. Always on time and prepared for morning departure. Ensures vital project equipment is used and transported appropriately and is maintained in good working order. Considers, anticipates, identifies, communicates, and takes the initiative to find solutions to issues that arise in the field, in the lab, the research process, travel to and from the field, and the logistics of daily communal life. Is extraordinarily helpful, positive and selfless. Strong positive engagement with community members, other students, and staff. Enthusiastic participation in weekly seminars, guest lectures, community events dishes, and general tidying. Strong engagement with archaeological data and interpretation and perspective.

13.5: Always does that little bit extra. Exceeds requirements and expectations.

12: Does everything everyone else does. Meets expectations and requirements.

10 or less: Bit of a hic-up along the way and or exerts minimal effort to help in group tasks.

SAFETY MARKS: (graded on a scale of 1-10)

10: Would make all safety officers proud. Always wears a lifejacket and suitable footwear (closed toe shoes and boots) when on docks, in and around boats, or while carrying heavy items. Maintains a keen awareness of weather, tides, waves, currents, approaching boats with large wakes, wildlife, as well as navigation hazards both in the water and on land. Maintains quiet while boats are approaching a dock and minimizes shifting weight on boats at speed. Keeps in constant communication with team members, especially when in transit between field settings.

Always ensures that there is wise and safe use of water, propane, and fuel, and that expensive generators and pumping equipment is protected from tides and moisture. Maintains an awareness of key project equipment and emergent hazards in common areas and ensures team members have an appropriate amount of food/water, clothing, and raingear. Maintains awareness and ensures camp cleanliness and sanitation. Knows the location of first aid kits and processes. Ensures lines of communication between teams are maintained and that important and critical information is immediately passed on to the instructors and the TA. Overall excellent attention to detail.

8: Always wears a life jacket and appropriate footwear. Would make most safety officers proud.

7 or less: Regularly distracted by the circumstances of the field and or a tendency to take unnecessary risks.

IMPORTANT ADDITIONAL INFORMATION

FIELD SETTING: Portions of this course will take place in the Broken Group Islands unit of Pacific Rim National Park Reserve which is a federal park reserve cooperatively managed by Parks Canada and the Tseshaht First Nation. This remote and difficult to access research setting requires a series of safety protocols which students, project participants, and instructors are required to observe. Expectations for safe fieldwork and camp conduct will be discussed at the beginning of the course. No alcohol or other recreational substances will be allowed.

CONDUCT, DIGNITY, AND MUTAL RESPECT: As an off-campus University of Victoria field school, this class is subject to all University of Victoria policies and procedures. Members of the class and its partners should take collective and individual responsibility to maintain an environment in which dignity and respect are foundational principles and practices. This means valuing and considering each person — regardless of their gender, ethnic background, religious affiliation, or ability status — as complete and complex individuals. Conduct which actively undermines or goes against these values will not be tolerated.

APPENDIX B SYLLABUS EXAMPLE 1

DEADLINES: Late Assignments will receive a reduction in the potential grade. Unpenalized extensions for assignments will only be given in the event of a documented medical or family emergency. Your personal travel plans, work schedule or conflicts with other courses are not usually considered sufficient grounds for an extension.

LETTER GRADES

See UVic Grading Schedule: <https://web.uvic.ca/calendar2018-05/undergrad/info/regulations/grading.html>

A+	9	90 – 100	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
B	5	73 – 76	
B-	4	70 – 72	
C+	3	65 – 69	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
C	2	60 – 64	
D	1	50 – 59	A 'D' is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.

SOURCE: University of Victoria

UNIVERSITY OF VICTORIA COURSE SYLLABUS:

ANTH 344 – COASTAL FIELD ARCHAEOLOGY

2021 Course Outline

July 16th – July 24th, 2021

Location: UVic Campus and Broken Group Islands, Barkley Sound.

Hosted by: University of Victoria Department of Anthropology with support from Tseshaht First Nation, Pacific Rim National Park Reserve

Course Website: <https://onlineacademiccommunity.uvic.ca/coastalfieldarch/>

Learning & Communication Platform: Microsoft Teams <https://onlineacademiccommunity.uvic.ca/O365/teams/>

INSTRUCTOR INFORMATION

Instructor: Dr. Iain McKechnie
Assistant Professor of Anthropology
E-mail: iim@uvic.ca **Cell:** 778-229-3424

Teaching Assistant: Dylan Hillis
MA Candidate, UVic Dept. of Anthropology
E-mail: dhillis@uvic.ca **Cell:** 250-538-7489

Tseshaht First Nation Course Facilitators:

Denis St. Claire (Project co-director and Tseshaht Archaeologist),

Voicemail: 250-818-1009

Wanda Robinson (Tseshaht representative and project cook)

Darrell Ross Sr. (Director, Tseshaht Lands & Resources)

Parks Canada Course Advisors:

Jenny Cohen (Archaeologist, Parks Canada Western Service Centre)

Dr. Caron Olive (Cultural Resource Management Advisor, Pacific Rim National Park Reserve)

1. COURSE DESCRIPTION

This course will enable students to focus developing their skill at coastal archaeological excavation continuing from an ongoing project in Tseshaht First Nation territory on the western Vancouver Island. Our excavation fieldwork will be focused on recovering and documenting features, fauna and artifacts at Kakmakimilh on Keith Island (site # 306T). We will work alongside Tseshaht First Nation and Parks Canada representatives who will be assisting our work.

2. LEARNING OUTCOMES

This course is designed to document Indigenous heritage materials and their spatial context represented in coastal archaeological deposits. Students will apply standard archaeological field recovery techniques to thoroughly document our work for use by future researchers and First Nations community members. We will work in a small team to ensure archaeological, historical, and ecological research questions can be addressed and to share our observations Tseshah Beach Keepers (stewards of the Broken Group) and community members where feasible. Each student will be responsible for respectfully contributing to existing knowledge of Tseshah archaeological history and to reflect on how this information is culturally, environmentally, and scientifically relevant today.

Upon successful completion of this course students will have the ability to:

- Conduct subsurface excavation of shell midden and wet-screening excavation, column samples) to document and describe the extent, depth, and stratigraphy of archaeological deposits.
- Become familiar with the challenges and opportunities of archaeological heritage management and Indigenous cultural interpretation in a coastal setting in western Canada.

3. READINGS & MEDIA

READINGS:

The readings listed below can be supplemented with additional articles and monographs recommended by the instructor and project co-director: <https://onlineacademiccommunity.uvic.ca/coastalfieldarch/home/what-to-read/>

McKechnie, Iain, Denis St. Claire and Jacob Salmen-Hartley 2019 Kakmakimilh - (306T) - Keith Island 2017/2018/2019 Archaeological Field Program Report, with contributions from Robert Gustas and Ian Sellers and appendices by the 2017/2018/2019 UVic Archaeology field school students. Report Submitted to Tseshah First Nation.

Fladmark, Knut R.,
1978. A Guide to Basic Archaeological Field Procedures, Department of Archaeology, Simon Fraser University, Burnaby.

APPENDIX C SYLLABUS EXAMPLE 2

WEEK	TOPIC	READING & ASSIGNMENTS	LOCATION(S)
Fri July 16- Wed July 21	Daily archaeological excavation at Kakmakimilh / Keith Island (8:30-4:30)	Excavation, screening, note taking, artifact recovery	Keith Island, Broken Group
Thur Jul 22	Finalize excavation at Kakmakimilh / Keith finalize profiles & clean up excavation areas		Keith Island, Broken Group
Fri Jul 23	Clean up Keith Island camp, prepare camp and assemble gear and excavation equipment for transport on dock for 9:00am Saturday departure.	Ensure all equipment is clean & stowed + all excavated materials are organized	Keith Island, Broken Group
Sat July 24	Depart Keith 9am travel to Bamfield, board MV Frances Barkley ferry for Port Alberni arriving 5pm, board UVic chartered bus to Victoria	Ensure all samples and equipment are at UVic organized	Keith Island ? Bamfield ? Port Alberni ? UVic Long travel day
Tues July 27	Final Blog post due 4pm rest & prepare for ANTH 392 (July 28-Aug 13)	Submit post by 5pm July 27 on MS Teams	Victoria

5. BASIS OF STUDENT EVALUATION

ASSIGNMENTS (see below for more description)	ANTH 344
Ensuring methodological integration with other team's data (depths, stratigraphy terminology, etc.), synchronizing notes and labels as appropriate.	15%
Legible, organized, & sufficiently detailed fieldnotes and standardized plan view maps (dated with page numbers), reference to photo information.	10%
Excavation Journal (narratively summarizing notable events in unit excavations, artifacts encountered, features, etc.).	5%
Column sampling (precise depth and volume control, bag and tag-in-bag labelling, integration of column sample recovery with stratigraphic profile).	15%
Stratigraphic Profiling (precisely illustrating multiple sidewalls of excavation units).	15%
Participation & Positive Teamwork (see below).	15%
Safety (see below).	15%
Blog post on archaeological field experience (narrative account of your field experience with a selected photo).	10%
TOTAL	100%

APPENDIX C SYLLABUS EXAMPLE 2

ARCHAEOLOGICAL FIELDWORK ASSIGNMENTS:

We will be working in small groups to compile relevant archaeological and historical ecological information for our field activities: including excavation, screening, filling in notes and forms. This information will be vital for subsequent analyses and/or individual research projects in the following course. We will be sharing and working on the data we collect therefore, it is critical that we take **legible and detailed notes** and clearly organize recovered samples at every stage of the field program – from activities in the field, to storage and sample processing in the lab, to database file management, to standardizing site maps and profiles. Final evaluations will be based in part on the need for the instructors, TA, and/or other students to have to revise, follow up, make corrections to or require additional information concerning pertinent and or missing information.

GUEST LECTURE ATTENDANCE & ENGAGEMENT:

There will be a number of lectures in the class where instructors and invited guests will speak at lunch or in the evenings while in camp (7:30-9pm). **All students are expected to attend** & engage in each lecture.

PARTICIPATION: (graded on a scale of 1-15)

15: Always does more than a little bit extra. Thinks of the success of the project more than individual grade. Always on time and prepared for morning departure. Ensures vital project equipment is used and transported appropriately and is maintained in good working order. Considers, anticipates, identifies, communicates and takes the initiative to find solutions to issues that arise in the field, in the lab, the research process, travel to and from the field, and the logistics of daily communal life. Is extraordinarily helpful, positive and selfless. Strong positive engagement with community members, other students, and staff. Enthusiastic participation in weekly seminars, guest lectures, community events. Strong engagement with archaeological data and interpretation and perspective. Always ready for dish duty and other camp tasks.

13.5: Always does that little bit extra. Exceeds requirements and expectations.

12: Does everything everyone else does. Meets expectations and requirements.

10 or less: Bit of a hic-up along the way and or exerts minimal effort to help in group tasks.

SAFETY MARKS: (graded on a scale of 1-15)

15: Would make all safety officers proud. Always wears a lifejacket and suitable footwear (closed toe shoes and boots) when on docks and in and around boats. Maintains a keen awareness of weather, wildlife, and equipment hazards as well as navigation hazards when traveling by boat or vehicle. Maintains quiet while on a boat approaching docks and minimizes movement on boats while at speed. Keeps in constant communication with team members, especially when in isolated settings. Always brings appropriate amount of food/water, clothing, and raingear. Is aware of first aid kit locations, and helps identify potential hazards. Ensures lines of communication are maintained and that important and critical information is immediately passed on to the instructors and the TA. Overall excellent attention to detail.

12: Always wears a life jacket and would also make all safety officers proud.

10 or less: Regularly distracted by the circumstances of the field and or a tendency to take unnecessary risks.

APPENDIX C SYLLABUS EXAMPLE 2

IMPORTANT ADDITIONAL INFORMATION

FIELD SETTING: Portions of this course will take place in the Broken Group Islands unit of Pacific Rim National Park Reserve which is a federal park reserve cooperatively managed by Parks Canada and the Tseshaht First Nation. This remote and difficult to access research setting requires a series of safety protocols which students, project participants, and instructors are required to observe. Expectations for safe fieldwork and camp conduct will be discussed at the beginning of the course.

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LETTER GRADES

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A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
B	5	73 – 76	
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C	2	60 – 64	
D	1	50 – 59	A 'D' is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.

SOURCE: University of Victoria