



was really awesome was going to Haida Gwaii, so we took our class up to Haida Gwaii for a week and we spent a night at the local high school there and met the kids that were there and then we had a ~~to~~with First Nations fellow and then we stayed at long houses on the north end of the island. Randomly, these people showed up from their First Nations guys locals and they had a big truck and they were going clam digging.

So, they took us out clam digging with them and the students just ... I always think what our students can actually remember later on and I think that will definitely be one of those things. That was just really neat to see how the students responded in such an inspired way. And then ~~to~~cept that we're working on together now is involving outryn tsrilvinnnk4.8(8d( t)-5.92 a)2.8( t)-2.811.3(t)(y

partnered with friends at Mountain Park Society and we went and for a GIS class. We took GPSs and we mapped out trails that they're hoping to close because there's so much environmental impact. So, the students got to map out all these great trails that I actually really like, but with the intention of closing them in the future.

Emrys Prussin And it was a real partnership because that information, the GPS tracks we took will get shared with the CRD who can't afford to hire people to do this. The students saw the real world applications of they're doing like a real thing and they loved that and I did too.

Dan Reeve Awesome. Thank you very much. There's so much on the plate and so many great activities. So, let's move on now to the question about intention. So, intention can mean a lot of things, but it's sort of the starting point which you take on an idea and make it a project. How did you decide that your experience ...? Let's go and use the peek holes example. Was the best way for students to learn an idea like why get out there and do what you're doing with peek holes, what was the inspiration behind it?

Emrys Prussin So the inspiration was getting out of the classroom, I think first and foremost. I knew that getting out of the classroom, if you that was the first intention. And then the second one was where you can't just get out of the class, you have to have some purpose behind it. From my experience before seeing that students really respond when they work with people from the community and when what they're working on is something that will actually be used by members of the community, that's when it really sinks in and has kind of a lot of meaning for students.

So, my intention was just "Let's get out of the class, let's partner with someone in the community" I don't know, I guess I tried thinking ... well, actually what got me to think about doing it was the tours we'd done with Earl before. And then Dan had this idea of using 360 cameras to make a tour and we saw one, a tour that UBC had done and that just got me thinking "Why can't we make a tour with the information that Earl knows so much about?" He has been doing tours for our classes in the past.

Dan Reeve Right. Now, when you were planning this activity, what did you hope the students ...? It sounds to me, and then you may have already answered this, but what did you hope the students would really get out of this activity? What was the hope, that intention?

Emrys Prussin Yeah, so my hope was that they would remember this into the future because a lot of the things I teach them ... I don't think I'm cynical, but I just kind of assume they're going to forget after the course finishes and I'm okay with that, but for me, what I remembered was these kinds of things that felt meaningful were going outside with people from the communities. What was the question again?

Dan Reeve No, I think it would be ... what was your hope for the students and just to leave a lasting memory.

Emrys Prussin And leave a lasting memory. Yeah, that's what it was. And that Hawaii trip really made me realize that's the kind of thing that you can do in your class and it's great.

Dan Reeve Okay. That's excellent. We're going to change gears a little bit. Moving onto the second principle. It's a little bit about planning and preparation. So, how do you kind of build up to know "Okay, I'm ready to do this kind of Applied Learning activity?"

Emrys Prussin Yeah, there's some risk involved when things can go sideways pretty easily, but for me I thrive on things going sideways because then you have to really think on your toes, it kind of makes it exciting. For instance, we went on a tour with Earl and Earl left his cell phone at the grocery store, and then he forgot that it was his day to come meet us, which is fine I lose my cell phone all the time. So, we got there and he didn't come so I just had to on the fly give an ethnobotany to a little bit of coleslaw which was fun and it was fine. For me, I knew I was ready just because I wanted to and we just did it like even have the smallest shred of an idea of something that could work outside.

And for me, I think it's so important to get out of the classroom that you just go with it and it worked out pretty well. Yeah, and then it developed, so maybe you have a little idea at first and then you hone it down every time. Like hanging out with her other first time was maybe a little bit less organized, but every time you do it, it just gets more solid.

Dan Reeve And is that how the project began? It began and ended with a spinoff outside, making a meaningful activity to then transitioning to, "Hey, maybe we can make this a ..." you've kind of built the story of how this all begins.

Emrys Prussin

was where it all really started and that had already happened for me before coming to Camosun. So, I had taken a class with Nick Claxton, who's Earl's nephew. I just contacted him actually and I just said, "I'd like to go on a tour somewhere." And he's like, "Oh, well you need to get in touch with Earl and he'll take you." So, those early community connections just getting in touch with people and pitching them the idea and then everyone's really Gung Ho about it. So, working with community, you need to make sure you talk to everyone a lot so everyone feels included, I think.

Emrys Prussin

That's the community part, just reaching out to people, cold calling everyone ... no one minds that you're offering them something and they just say we have time or we don't have time. And that worked out pretty well for us, but as far as the technology goes, just copying what someone else did basically. So, calling, emailing UBQ those guys and they were more than happy to chat because they're psyched on and are passionate about it. So, they told us about hollow builder, which is the platform to use to host the tour that we're going to make. That was a good resource, just basically copying what they did.

So, the platform we needed to figure out and they told us about that and the camera to use. They told us what cameras they use. And then it was just a matter of applying for the money than spending the money. But the other thing that was interesting is that, cold calling community, people in the community, that's awesome. And then, I didn't realize that you could also sort of do that for companies. So, for the platform Hollow Builder, we are using, their fees were very high. It was \$500, \$600, \$700 a month to use their hosting service. But just reaching out to them and saying that we part of an educational institution, they said, "Well, you know, we can knock that down to \$5 a year"

So, it's great. Nothing ventured, nothing gained and no one minds if you asked. So, this was really just putting your feelers out and then having a come together.

Dan Reeve

And then the specific class itself, so you've laid out a nice picture of the sort of broader. What about the specific class itself? Like getting the class ... starting to think about how you're going to plan the class itself.

Emrys Prussin

Yeah, right. That's a good point. So the logistics of it are a bit tricky because it's care intensive, like you need a camera to go take the photos. So, to plan that out, we tried to buy more cameras, which we had some funding for, so now up to like six I think. Yeah, basically, we're going to have students pick spots along the trail that they're interested in and then they're going to sign the camera out and take a photo at that spot and then they'll submit a proposal to "What plants do I want to do within this photo?" And then, they can do some research on the plants and then they know how to get to the language website where they can download that language audio for free.



Dan Reeve So, other times when you ~~stop~~ pull students aside or things that happen, you're like "Did you take that in?" You were talking about going up Haida Gwaii and when you went clam digging and you said ... and you were ~~prideful~~ that will be experience that the students will take with them, where if they forget everything else. Maybe you don't need ask the reflective question, maybe it's so obvious that...

Emrys Prussin Exactly. Yeah. No, you're totally right. You know, obviously, when the significant moments happen, you ~~do~~ have to hammer it home, but yeah, when they do, obviously, you don't even think that you're "Oh, being reflective" You're like, "Wow, that was so cool" And then they're like, "Yeah, of course. That was so cool" And that's it. You're there and you experience it and it sinks in. Sometimes, for sure, on field trips if people are ~~being~~ out a bit, you're like "Wow, look at that" Like you just kind of show them what maybe you think is cool.

Dan Reeve Okay. What about for yourself? How and when do you ~~reflect~~ on Applied Learning activity? Is there a formal process or just an informal process for you to look back and think about what's happened for yourself and for other students?

Emrys Prussin Yeah, so I think it's not formal for me, it's definitely pretty informal where it'll be before, during and after. So, before I try ... I don't know







organized when you work with a community group and lay everything out in advance. So it's really transparent.

Dan Reeve

Right. Yeah, so you've been very active on that front. Okay. So we're going to talk, again, about assessing, monitoring activities, and sometimes activities go sideways. So, you recognize that sometimes things don't go as planned, sometimes for better and sometimes for worse. How do you assess or make sense of students' experience in light of that? Okay, your objective was to teach them X but this ... either something else happened that was more memorable, like the clam fishing or something went totally silent, got washed out. How do you recognize that that's happening then?

Emrys Prussin

Yeah, when you're out there, it's really apparent. Are they on their cell phones chatting or are they engaged with what's going on around them? When you have a community partner there, everyone's on their best behavior because they don't want to be rude. They have that basic politeness so that actually helps quite a bit. So, when we go on the tours with Earl, everyone is just quiet, listening really well, and just like hanging onto all of his every word. So, that's pretty easy. But when we go to do stuff outside where there isn't someone like that involved, even if everything goes completely sideways and no learning happens, which is never the case, you always come together as a class more, and then you create rapport with your students. If nothing else, that's what you get out of it and it's great.

But as far as judging how things go at the time, you just basically see how engaged people are with the activity when they're out there. And then you can adjust accordingly out there if you can rein everyone in. One example is down the clover point making the maps for the harbor was a high school class to a credit class. And they were



