



Cultivating Sustainable and Authentic Service-Learning Partnerships in the Environmental Sciences

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The two-term, community service-learning capstone course for Environmental Sciences at the University of British Columbia, Canada, aims to support both community and students using authentic science practice in service of the community. During the course development, we implemented a routine process for student and community feedback, instructor reflection and course revision. Drawing on data from 23 interviews and 9 focus groups collected over three years, findings from this study highlight ways that community partnerships can be sustained while students have an authentic science experience. Based on data collected from community partners, we highlight the key processes, challenges, successes, and practical considerations in the creation and sustainability of a scientifically robust service-learning course.