The Trans-Pacific Y to Y: Pathways to local to global learning

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CREATING FUTURES SINCE 1907
Pedagogical Goals

• To improve student engagement in learning.
• To improve instructor engagement in teaching.
• To provide culturally diverse and international experiences to students.
Focus on Mountain Communities

- Yangjuan, China
  - 2550 - 3600 m
  - Nuosu (Yi)
  - Subsistence agriculture and animal husbandry
  - Undergraduate, graduate & faculty research

- Loomis, WA ---- Kamloops, BC
  - Faced with similar issues
  - One week field trips for graduate & undergraduate students

- Yakama Nation, USA
  - 200 - 3742 m
  - Native American: 14 tribes & bands
  - Self-determination
  - Undergraduate field trips
Yakama Nation Reservation

Implications
Yakama Nation Transboundary (BC - WA) Yangjuan, China

Yakama Nation Field Trip: Why?

- Invitation by alumni of the UW
- Desire to incorporate cultural diversity
Camas Patch, Pah’to, wild horses, traditional place to harvest roots
Yakama Nation  Transboundary (BC - WA)  Yangjuan, China

History, culture, learning, stories

Meadow restoration: Introduce beaver, road removal, raise stream bed

Stream & riparian habitat, fish passage

Reduce density: reduce insect & fire risk
Generate revenue & jobs
Re-create earlier forest structure
Students Learned

- Role of culture, place and history in land stewardship
- Contrast with private and public land management
- How tradition, culture, & stewardship are merged
- A different culture’s perspective (respect)

"Papuchan Papasapsikw’at ku Papatmaakt"
"To Teach and Respect Each Other."

Yakama Nation Transboundary (BC - WA) Yangjuan, China
Faculty Learned

- To leave the instruction to the tribal members
- To increase the amount of time on the reservation
- To prepare the students
  - Respect
  - Opportunity to learn
- To honor the student’s existing knowledge
Transboundary Courses

- 2005
- 2006
- 2007
- 2009
Value to Students

- Experiential-, issue-, problem- and place-based learning
- Seeing environmental issues in their context & as interpreted by associated stakeholders
- Power of contrast and comparison: perception, regulations, solutions.
- Power of context, culture, history and place in shaping problems & solutions
- Diversity of stakeholders and ability to learn directly from them.
- Cohort building, interdisciplinary orientation
Yangjuan, China
Yangjuan - Previous

• 2002-03
  – Phil Chi
  – Victoria Poling
  – Marie Tsiang
  – Tom Worker-Braddock
  – Joanne Ho

• 2003-04
  – Kayanna Warren
  – Chris Domeske

• 2005-06
  – Christine Trac

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http://jms.imde.ac.cn

Reforestation Programs in Southwest China: Reported Success, Observed Failure, and the Reasons Why

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Comparison of stand basal areas between 12 different study sites. Maximum = 48.2 m² h⁻¹. Plus individual tree growth (BAI, mm²) is shown.
Presentations

International Conference
Mountain Forests in a Changing World

Stewardship of mountain environments: Learning from locals

Lessons Learned

• Both at local and global levels, students must be able to adjust to the situation.
• Sitting in the classroom is not a substitute for real-world experiences.
• Yakama Nation, British Columbia, & western Sichuan offer very appropriate learning opportunities in ecologically and culturally rich settings.
• None of these activities is free.
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