



## MANAGEMENT REPORT

Date: December 11, 2015  
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Meeting Date: December 16, 2015

TO: Library Board  
FROM: Diana Guinn, Director, Neighbourhood & Youth Services  
**SUBJECT: Summer of Learning Evaluation Follow up and Next Steps for 2016**

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### **SUMMARY**

This report provides a recommendation regarding the future of Summer of Learning, arising from the 2015 pilot program and the resulting evaluation report.

### **PURPOSE**

This report is for decision.

### **RECOMMENDATIONS**

THAT the Library not plan a Summer of Learning for 2016.

### **POLICY**

The Summer of Learning pilot project supported the priority “Inspire and support a community of learning” in the VPL Strategic Plan 2013-2015.

The project also aligned with the City’s Healthy City Strategy in which the Summer of Learning is identified as a 2015 action under the Life Long Learning Goal, with the Library as the lead organization.

## **CHIEF LIBRARIAN'S COMMENTS**

The Chief Librarian concurs with the recommendation.

The Summer of Learning holds a lot of possibility with regard to profiling the myriad of learning opportunities across this community. There were clearly aspects of the 2015 program that could have been altered and improved upon to increase chances of success for 2016. That noted, it is clear that this was not a program that resonated with the community partners who were originally engaged. Given this, VPL investing significant effort and time in the program given other timely priorities and resource limits does not seem appropriate. VPL has many ways to promote lifelong learning across a diversity of platforms, including leveraging the work staff undertook for the 2015 Summer of Learning pilot for the future – such as the Learning Pathways template. As well, we have other ways to promote the library's services and also other opportunities for partnering with organizations on initiatives that resonate for both parties.

## **STRATEGIC IMPLICATIONS**

The Summer of Learning pilot program, initiated by Vancouver Learning City and organized by Vancouver Public Library, was conceived and intended to enrich Vancouver by creating increased awareness of non-formal and informal lifelong learning opportunities throughout the city during the summer. The project concept was initially discussed by Learning City partners and was aligned with the City of Vancouver's Healthy City Strategy in which the Summer of Learning was identified as a 2015 action under the Lifelong Learning Goal.

It represented a potentially exciting opportunity to strengthen collaboration across diverse learning organizations across the city of Vancouver.

## **BACKGROUND**

The Summer of Learning program was intended to promote lifelong learning during summer months by engaging the community in interesting and unexpected learning activities across platforms, organizations, and activities. The program aimed to promote non-formal learning through the offerings of a wide range of community organizations and also to highlight the unintentional ways we learn informally through interactions with other community members and community spaces.

The program ran from early July through mid-September 2015. 3,676 people registered as program participants, although many later in the program season.

Evaluation tools included a participant survey and multiple channels to provide feedback regarding both learning experiences and the program itself. While public participation and engagement took time to develop, a majority of participants who responded to the survey agreed that the program increased their awareness of Vancouver as a city rich with lifelong learning opportunities, and that they would participate in the program again. However, the survey response rate was low given the overall registration numbers.

Further background information can be found in the full Evaluation Report, originally presented to the Board in November 2015. At the time, staff noted for the Board that feedback was being gathered from community partners as the Evaluation Report noted that partner engagement was low and that the Library would need to seek enhanced partner engagement and improve promotion to increase realization of the aspirations of the program.

As noted in the Evaluation Report, the 2015 program and its promotion, in practice, was largely the undertaking of the Vancouver Public Library. For this pilot program, VPL contributed the full-time coordinator, materials design and production costs, and staff time from Marketing & Communications, Programming & Learning, Systems, Digital Services, Information Services, Children's & Teen Services, Branches, and senior management. The total value of VPL's new costs and redirected operational contributions were approximately \$75,000.

It was further noted that other elements of the program, including program design, promotion and community-wide engagement, should be adjusted if the program were to continue into a second year and that the evaluation framework would need to be enhanced.

## **DISCUSSION**

In mid November, the Chief Librarian convened a meeting with Learning City partners and Summer of Learning community partners. Representatives from four organizations attended the meeting, along with two founding members of the Learning City. Staff sought feedback from the remaining partners and succeeded in reaching a further six organizations. Another seventeen organizations were contacted but did not respond to VPL staff requests for brief telephone conversations.

Seven organizations expressed that they would be willing to participate again. When asked what contribution their organization could commit to, all expressed reservation, noting that their participation would likely be limited due to competing demands and priorities. In general, partners said that they could do some promotion of Summer of Learning and cross-promote events. Two organizations said that they could provide support with printing and two others noted that they could contribute prizes. None could commit to collaborating with VPL to assist with planning, development, and implementation of the 2016 program.

From these conversations, it became evident that if the Library were to offer a successful 2016 Summer of Learning program, the Library would need to invest significant staff resources to plan, launch, and carry out the program and treat it as a VPL program with some contributions from community organizations as opposed to a collaborative endeavour.

This approach could certainly work, however, staff are concerned about capacity to carry out the program again in 2016 without significant enthusiasm and assistance from other organizations. For context, established priorities for spring and summer of 2016 include the launch of the strategic planning process which will include a large public engagement component and the opening of the náca?mat ct Strathcona Branch. As a result, staff do not feel they have the capacity to plan and run a successful program.

### **FINANCIAL IMPACT**

There is no financial impact to this decision beyond not needing to allocate funds and staff time to planning the program.

### **FINAL REMARKS**

The Summer of Learning pilot initiative provided an opportunity for the Vancouver Learning City and additional community partner organizations to contribute to a broad promotion of lifelong learning for Vancouver residents. With low partner engagement and capacity in 2015, VPL was required to invest significant resources to support the program. Considering that community partners are unable to commit to active collaboration in a 2016 program, and that VPL has several established and competing priorities in the spring and summer of 2016, the Directors Group recommend that the Library not provide a 2016 Summer of Learning program. The program may be offered in future if additional opportunities or resources become available, and as informed by the upcoming strategic planning process.



## **SUMMER OF LEARNING 2015 – EVALUATION** **(Presented at the November 25, 2016 Library Board meeting)**

### **Executive Summary**

The Summer of Learning pilot program, initiated by Vancouver Learning City and organized by Vancouver Public Library, was conceived and intended to enrich Vancouver by creating increased awareness of non-formal and informal lifelong learning opportunities throughout the city during the summer. While initially raised as a concept through earlier discussions amongst Learning City partners, this project was aligned with the City of Vancouver's Healthy City Strategy in which the Summer of Learning was identified as a 2015 action under the Lifelong Learning Goal.

The Summer of Learning was intended to serve as a lifelong learning promotion during summer months, engaging the community broadly in interesting and unexpected learning activities across platforms, organizations, and activities. The program aimed to promote non-formal learning through the offerings of a wide range of community organizations and also to make obvious the unintentional ways we learn informally throughout our day through interactions with other community members and even community spaces.

Rather than program entirely new activities, partner organizations were invited to align their existing planned programs and activities for the summer under the Summer of Learning banner. Such alignment would amplify their existing efforts by integrating them with a larger community promotion. That noted, new program ideas were encouraged should organizations have capacity.

Intended primarily to promote self-directed learning and discovery, this program was designed to be suitable for all ages and lent itself equally well to family or group activity or individual pursuits. Its implementation and success depended on strong organizational and community partnerships.

The program ran from early July through mid-September 2015. 3,676 people registered as program participants.

Evaluation tools included a participant survey and multiple channels to provide feedback regarding both learning experiences and the program itself. A significant majority of survey respondents agreed that the program increased their awareness of Vancouver as a city rich with lifelong learning opportunities, and nearly 80% of respondents indicated that they would participate in the program again. Other components of the Summer of Learning evaluation afford unique insights into the ways Vancouver residents experience and share their lifelong learning.

There are some elements of program design and intention as a platform for community-wide engagement that should be explored if the program is to continue into a second year. As well, there are opportunities to enhance partner engagement and improve promotion to increase realization of the aspirations of the program. The evaluation framework should be enhanced should the program continue as this report demonstrates some gaps in the evaluation framework.

## I. Background

### *a) The Vancouver Learning City*

Since 2004, Vancouver Public Library has chaired a loose coalition of Vancouver-based organizations, groups, or individuals – called the Vancouver Learning City (VLC) – who play some part in offering learning opportunities for the community. Coalition members envision Vancouver as a Learning City structured around the fundamental relationship of literacy and learning to quality of life. In 2014, membership of the VLC expanded from its original group of Vancouver Public Library, Vancouver Board of Education, SFU, UBC, Langara, and City of Vancouver (Social Planning) to include Emily Carr University, Vancouver Community College, and Mozilla Foundation. Several individuals who have expertise in and who are working in or have worked in the field of lifelong learning are also currently included. Levels of engagement and contributed effort by the partners vary, with Vancouver Public Library serving as the organizing partner.

In early 2013, the City of Vancouver's Social Policy Department approached the VLC, requesting the partners discuss how to measure achievement toward improvements in access to and engagement with lifelong learning in Vancouver in order to inform the development of the City's emerging Healthy City Strategy. As well, the Healthy City Strategy team invited the Vancouver Learning City partners to consider an initiative related to lifelong learning for inclusion in the Strategy itself.

### *b) The Vancouver Summer of Learning*

Inspired by communities across the United States, the VLC was considering the idea of piloting a Summer of Learning (SoL) program in Vancouver when approached by the Healthy City Strategy team for an item for the Healthy City Strategy. Summers of Learning had been implemented in a number of cities across the United States in various forms to encourage learning over the summer months by providing fun and engaging pathways through the various offerings of diverse community organizations. While VLC did not have access to the significant grant funding available to other communities, the pilot would have the benefit of leveraging use of a new VLC Learning Guide – a free online listing of learning opportunities that was launched in February 2015.

VLC members confirmed the Summer of Learning pilot concept in the late fall of 2014. There was agreement that a first-year pilot would: a) seek to engage people of all ages; b) leverage what is already happening across the community; and c) use paper-based tools (rather than a

digital badging approach used by some grant-funded Summer of Learning projects<sup>1</sup>). As well, the Vancouver Summer of Learning concept was expanded with the aspiration to raise awareness of the many ways we learn informally through community connections and spaces and celebrate these experiences as important and valid ways of learning.

VPL staff confirmed program objectives with VLC first. VPL's Vancouver Inspiration Pass partners were then approached to determine interest in participating in such a program. While some of the organizations struggle with summer engagement and many struggle with resources, there was interest expressed in the idea by the broad group of partners, from mild to enthusiastic. When general interest was demonstrated, VPL staff brought a report to the VPL Board seeking financial investment. The Board approved \$56,000 from the Library's Reserve for Gifts and Grants for program coordination and materials production.

### *c) Summer of Learning partners*

As noted above, on behalf of the VLC, VPL approached the organizations that partner in the Inspiration Pass Program to gauge interest and many were subsequently engaged to take part in various aspects of Summer of Learning, ranging from program design, evaluation framework design, and provision of program incentives in the form of prizes for participants.

VLC members, Inspiration Pass partners, and new community partners who contributed to the Summer of Learning program in some way (referred to as "partners") included:

- Bard on the Beach Shakespeare Festival
- Beaty Biodiversity Museum
- British Columbia Institute of Technology
- Centre for Sustainable Food Systems at UBC Farm
- Goh Ballet
- H.R. MacMillan Space Centre
- Irving K. Barber Learning Centre
- Jewish Museum and Archives of B.C.
- Museum of Anthropology
- Museum of Vancouver
- The Natural Step
- Roedde House Museum
- Science World at Telus World of Science
- SFU Woodward
- Theatre Under the Stars
- Vancouver Aquarium
- Vancouver Art Gallery

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<sup>1</sup> While digital badging was a significant component of other Summer of Learning programs, Vancouver partners agreed that this initial approach was overly intensive for the pilot and had the potential to be leveraged into a digital credentialing concept in the future should the collaboration required to sustain such a cross-sector effort be realised.



- Vancouver Canadians
- Vancouver Maritime Museum
- Vancouver Opera
- Vancouver Park Board
- Vancouver Symphony Orchestra

Several organizations actively worked with VPL staff to design the program elements and the evaluation framework: the Centre for Sustainable Food Systems at UBC Farm, BCIT, Museum of Anthropology, Vancouver Art Gallery, The Natural Step, and Vancouver Maritime Museum. All organizations were invited to highlight their events in the Learning Guide and to contribute prizes to the program. Some who were not part of the planning group did both and others only contributed prizes.

#### *d) Summer of Learning program costs*

The VPL Board approved \$56,000 from the VPL Reserves for Gifts and Grants in February 2015 to fund the pilot program coordination, materials production, and promotion. During the course of program planning, VPL also directed \$3,000 of additional operational staff effort to the program and an additional \$1,000 in printing costs from operational budgets. This brought direct costs to approximately \$60,000.

VPL also provided in-kind:

- graphic design for printed program material (i.e. map or passport);
- graphic design for Learning City website promotion;
- development of promotional kits for partners to use with their networks;
- Promotion and pitching the program to the media on behalf of the partnership, preparing media briefings for the SoL partners;
- Design of the SoL web pages on the VLC site;
- Program evaluation including survey administration and coding of all participant feedback; and
- All logistics related to program delivery (registration on-line and in-person, weekly contest administration).

A rough estimate of the total of VPL new costs and operational resource redirection (in-kind) is \$75,000.

As noted above, partners provided a significant number of prizes as rewards for program/learning participation. Not all partners identified the financial value of their prizes so a total value of contributions from partners is not available. The list of prizes is available on page 7 of this report.

## II. Program Design

The Summer of Learning partners agreed to the following seven objectives:

1. Provide Vancouverites with an engaging cross-platform learning guide/agenda for the summer months.
2. Vancouverites participate in informal, non-formal, and formal learning opportunities.
3. Encourage discovery (fostering curiosity, resilience, and 21<sup>st</sup> century skills) during the summer months.
4. Raise awareness of the diversity of the many engaging learning opportunities across the city.
5. Increase participation in these opportunities.
6. Raise awareness of opportunities to learn informally.
7. Create a sense of Vancouver as a learning community.

Program design partners proposed two models: the Learning Journal (physical model) and the Photo Challenge (digital model). The former was more reflective and personal and the second was externally focused using social media. There was also an option to integrate both models into one unified program. In a vote, program partners opted to use both modalities in the same program: a printed learning journal to capture individual thoughts and a social media challenge to capture learning moments in action.

Participants were able to register both online and in-person at a VPL branch, but only the in-person registrants would receive the printed Learning Journal. Physical registration was restricted to VPL locations for this pilot program to both control costs and to simplify the program for the pilot.

Participants who took part in the social media photo challenges were not eligible for the prize incentives except for one linked to their registration, as it was deemed too difficult to track down the identities of online participants.

### A) THEMES

The self-directed summer learning experience was organized by four key themes:

- Local history
- Out of your comfort zone
- Shift your perspective
- Changes through time

The Personal Learning Journal for each theme included learning prompts that were formulated as both questions to ponder and activities in which to participate. They incorporated a range of learning styles and included informal and non-formal activities. These themes were appropriate for all ages, and adults as well as families with children were encouraged to participate. Participants were further encouraged to connect with each other, complete the challenges in teams, and share what they learned using social media.

## **B) LEARNING ACTIVITIES**

### **i) Learning Journal**

A free personal journal, which included thought-provoking questions and ideas for discovery, was available to capture the summer learning experiences for each individual or family. This small booklet encouraged the participants to embark on and continue their learning journey throughout the summer and was populated with learning prompts based on the four themes. Each thematic section in the guide provided a space for participants to record a key learning moment.

Learning Journals were available at all branches of the Vancouver Public Library and were also available at community events as part of the library's public outreach activities. Due to budget restraints and to keep the program coordination simpler for the pilot, Learning Journals were not distributed to the public through partner organizations.

### **ii) Learning Pathways**

For those wishing to explore a particular topic or subject area, library staff developed a collection of Learning Pathways that contained a variety of learning resources: reading and media lists, places to visit in the community, meet-up suggestions, and other activity/program listings. These Learning Pathways highlighted program partner venues and events as well as connections to the library's collections and programs.

The Learning Pathways were available on the Vancouver Learning City Website. A full list of subjects, including which of them attracted the most visits on the VLC website, is provided in *Appendix A*.

The Learning Pathways were not a feature anticipated by the original program design – they were added as a feature by the library to enhance discovery of diverse learning resources by program participants.

### **iii) Photo Challenges**

In order to balance the individual focus of the learning journal and to leverage digital technology to create a sense of community across participants, participants were invited to photograph items or scenes that related to the four themes and post them to Instagram using the hashtag #vansummeroflearning. New photo challenges were posted every two weeks. See Appendix B for a list of the photo challenges.

### **iv) Summer of Learning Finale**

On September 12, a special wrap-up event (meet-up) was held at the Central Library featuring the VPL's Aboriginal Storyteller in Residence, Sharon Shorty. Shorty suggested an activity to engage participants with storytelling and to share their experiences during the Summer of Learning. In addition, modest versions of this program approach were adapted and offered at all other library branches.

## **C) COMMUNICATION**

### **i) Program Launch**

The program was launched on July 2 with an announcement on the VPL website, transit shelter ads across the City, in-library displays, and the library's social media accounts.

Partner organizations were provided with a promotional toolkit and asked to promote the program through their physical streams and also through their social media channels.

Unfortunately, media pick-up on this launch was very low due to other compelling news stories that arose at the same time: TransLink plebiscite results and forest fires across the province.

In addition, once media opportunities became available, VPL staff found it difficult to pitch the program: the VLC is not a recognized body and while there was significant interest in covering VPL programs, staff encountered difficulties in advancing attention for the program under the umbrella of VLC.

### **ii) Email newsletter**

Participants who provided an email address received regular newsletters – 11 in total – with themes, challenges, information about prizes and other news or ideas.

One of the goals of the newsletter was to provide a bridge between the way the program was presented to participants who signed up online and the way it was presented to participants

who received a journal. With the idea of a unified presentation in mind, in each newsletter staff included questions from the journal, as well as links to the latest photo challenges on social media.

### **iii) Vancouver Learning Guide**

Program partners and other library partners were encouraged to highlight their programs in the Vancouver Learning Guide at the Vancouver Learning website. The goal of the Guide is to identify all free non-formal learning opportunities available to Vancouver residents through various public or community institutions, organizations, businesses, or community-based collaborative efforts.

VPL staff offered training to all of the program partners to enable them to enter their events into the Learning Guide and also promoted the Guide to organizations as a place to advertise their events. Staff at partner organizations were offered training in using the Guide and VPL staff actively encouraged the addition content from partners.

During the course of the Summer of Learning, more than 600 activities were highlighted through this guide and promoted as self-directed learning opportunities of the Summer of Learning. The majority of these programs were VPL programs, with only 35 being provided by community partners.

## **D) RECOGNITION OF LEARNING**

Each week, Summer of Learning participants could register for learning experience draws. The creative and thoughtful experience-based prizes contributed by community partners played an important role in generating and maintaining participation in the Summer of Learning. In addition, these prizes indirectly assisted with the evaluation of Summer of Learning: prize draw entry forms, which were from Learning Journal pages, included prompts and reflective questions that participants could respond to when submitting their form for the weekly prize draw.

The prizes generously donated by the program partners were:

- A sea otter encounter for two at the Vancouver Aquarium
- Two tickets to the Vancouver Opera's dress rehearsal of either *Rigoletto* or *Madame Butterfly* and a full backstage tour (2)
- Tour of the site for two and two tickets to *Comedy of Errors* at the Bard on the Beach Shakespeare Festival
- Tour (for up to 30 people) and explore the Centre for Sustainable Food Systems at UBC Farm
- Passes to the Roedde House Museum (4)

- A private tour of the Vancouver Art Gallery exhibit for four, and a sneak peak at the old courthouse and library
- Family Membership to the Beaty Biodiversity Museum (2) plus admission to the Bug Hunt
- Choice of walking tour of Gastown or look at the archives of the Jewish Museum & Archives for two
- Subscription for two people to next season's 6-concert Masterworks Gold series at the Vancouver Symphony
- Two tickets to *Bah! Humbug!* in December at SFU Woodwards
- Two tickets to *Hairspray - The Broadway Musical* and meet & greet at Theatre Under the Stars
- A guided experience for two to the current exhibition at the Museum of Vancouver
- Annual Family Pass to the Vancouver Maritime Museum
- Science World Guided Experience for Four
- Semi-Personal Training Session at Creekside Fitness Centre
- Summer Stanley Park Miniature Train Admission for Two (12)
- Vancouver Canadians Tickets for Two (4)
- 18 Holes of Golf for Two at McCleery Golf Course (2)
- Pitch & Putt for Two at Stanley Park (2)
- Pitch & Putt for Two at Queen Elizabeth Park (2)
- Rink, Pool or Fitness Centre Admission for Two (15)
- VanDusen Botanical Gardens Visit for Two (2)
- Bloedel Conservatory Visit for Two (2)
- Vancouver Park Board One Month Adult Flexipass (4)

The collective value of these contributions was significant and provided both an incentive and recognition for engaging in learning activities.

## III) Evaluation Overview

### A) OBJECTIVES AND OUTCOMES

As noted earlier in this report, the Summer of Learning partners established the following seven objectives:

1. Provide Vancouverites with an engaging cross-platform learning guide/agenda for the summer months.
2. Vancouverites participate in informal, non-formal, and formal learning opportunities.
3. Encourage discovery (fostering curiosity, resilience, and 21<sup>st</sup> century skills) during the summer months.
4. Raise awareness of the diversity of the many engaging learning opportunities across the city.
5. Increase participation in these opportunities.
6. Raise awareness of opportunities to learn informally.
7. Create a sense of Vancouver as a learning community.

The Summer of Learning program established the following four intended program outcomes for individuals participating in the program:

1. Increased sense of Vancouver as a community that values and supports lifelong learning.
2. Improved awareness of the many organizations that support lifelong learning in Vancouver.
3. Increased awareness of opportunities for informal learning in everyday life.
4. Increased enjoyment in participation in lifelong learning.

The program design group decided that each individual would be in the best position to determine achievement of identified personal learning goals, and so assessment of achievement of learning goals was not included as a formal part of the evaluation. Participants would be encouraged to view the program content as a non-linear process, with the focus on informal, spontaneous learning opportunities and experiences, rather than ongoing measurement of the incremental progress towards a level of competency or accrual of knowledge. Partners agreed that subsequent programs may opt to incorporate an aspect of learning credentialing to quantify the accumulation of specific skills or competencies, as well as the establishment of specific goals over time if that is desired.

The program also established the following intended outcome for the Vancouver Learning City partnership:

1. Test the effectiveness of the pilot program delivery model.

## B) EVALUATION METHOD

Multiple tools were used to gather data to inform the evaluation process:

- statistics related to registration, website use, and Learning Pathway use;
- online survey of participants (247 surveys: 176 *fully* completed surveys and the remainder partially completed);
- reflections shared in participants' Learning Journals throughout their personal learning journey (1,051 journal pages with comments were submitted);
- observations from a meet-up event at the Central Library; and
- interactive displays at VPL branches, inviting people to share their learning moments (289 learning moments shared) in response to the prompt "This Summer, I ..."



## IV. EVALUATION FINDINGS

During the period July 2 through August 31, 3,676 people registered for the Summer of Learning program. Due to challenges in promoting the program, a significant number of people joined mid-way through the program.

### A) OBJECTIVES

***Objective 1: Provide Vancouverites with an engaging cross-platform learning guide/agenda for the summer months.***

Following the launch on July 2, residents of Vancouver were provided with a number of options to discover the Summer of Learning and the learning opportunities highlighted through the program:

- Printed Learning Journals were available free at all 21 Vancouver Public Library locations.
- 11 Summer of Learning newsletters were delivered via email to participants throughout the program.
- A finale “meetup” with the Aboriginal Storyteller in Residence at the Central Library was held on September 12 in the Promenade of the Central Library. In addition to the Vancouver Public Library, four Summer of Learning partners attended with information tables: Bard on the Beach, Langara College, Simon Fraser University and the Vancouver Aquarium.
- 24 Learning Pathways were developed and available on the VLC website. See Appendix A for a list of all the Pathways.
- Instagram Photo Challenges were issued by email and social media (Instagram and twitter) on a bi-weekly basis, building on the four program themes.
- The VLC Learning Guide was promoted as a clearinghouse of learning opportunities available throughout the summer. 600 events/programs were promoted through the Vancouver Learning Guide. Unfortunately, only 35 of the listed events/programs were non-VPL events. These 35 events were submitted by 7 community partners, with five submitting 1 event; one organization submitted 4 events and one organization submitted 23 events/programs. It is unclear whether partners saw no value in entering their events in the Guide, whether partner staff responsible forgot to do so, or whether there were no events to enter. The Guide received 2,046 visitors during the two months.

In addition to the planned program elements above, VPL also undertook the following activities:

- 92 thematic, interactive displays on the four themes were presented at 20 branches plus three displays were presented at the Central Library (Accessible Services, Children's Library and main floor Information Desk).
- Display of learning exchange boards in each location invited people to share their learning highlights of the summer with others.

***Objective 2: Vancouverites participate in informal, non-formal, and formal learning opportunities.***

*a) Program Participation*

- 3,676 people registered for the Summer of Learning program: 841 people registered online; 2,835 people in person at VPL locations. There was an absence of media coverage for the launch of this program. The week of July 2 coincided with two significant media events that dominated public attention: the outcome of the Transit plebiscite and forest fires across the province that posed great risk to BC communities and impacted air quality in Vancouver and surrounding municipalities.

Program registration in VPL branches grew modestly for the first weeks of the program, but increased considerably throughout the summer with the concerted effort and engagement of library staff in most branches. Unfortunately, registration within the final month or weeks of the program does not provide as many opportunities for discovering learning in our city.

- 2,835 Learning Journals were distributed to program registrants, through library branches and at community events such as the PNE. A further 2,560 Learning Journals were distributed to people who did not choose to formally register but requested the journal. 75% (158/210) of survey respondents received the Learning Journal at the point of program registration; of these, 63% (100/158) of survey respondents stated "yes" in response to the question *Did you use the Learning Journal?*
- 1,051 pages from the Learning Journals, with comments or responses to prompts, were dropped off at VPL locations. These pages served as both entries for prize draws as well as opportunities to comment on aspects of the program.
- 9.3% of survey respondents (19/205) stated yes in response to the question *Did you participate in the photo challenge?*

This low response is consistent with the comparatively low number of participants who registered for the program online. Program participants who registered at the library strongly preferred the printed journal. Library staff provided dedicated social media support to seed the photo challenges every two weeks. It is not possible to determine if the low numbers indicate a lack of interest for online engagement in general or reflect challenges in promotion of the program.

- 120 people and four partner organizations shared some of their learning moments in a meet-up at the Central Library, featuring the Library's Aboriginal Storyteller in Residence Sharon Shorty.
- 6,148 visits to Learning City website where participants could access the online program sign-up tool and the Learning Pathways (a complete listing of the Learning Pathways and their use is included in the Appendix).

233 social media posts with hashtag #vansummerlearning: 173 to Instagram, 60 to Twitter. As previously mentioned, the social media activity was low. While the marketing and information services staff of the library made a concerted effort to promote participation using VPL social media channels, there was not a significant volume of activity by participants or by partner organizations.

#### *b) Participant Demographic Information*

Although participants did not provide their ages, it was evident from the Learning Journals and other comments offered by participants that many people engaged in this program as a family.

Of the total number of participants who registered in the program (3,676), 2,962 provided valid postal code information. The vast majority (91.2%; 2,701) of program participants registered with a City of Vancouver postal code, with Burnaby seeing approximately 110 registrants, and a few other registrants from other municipalities. Approximately 200 registrants did not provide a postal code.

While the program was designed and promoted for Vancouver residents, individuals outside of the city were also able to register and take part, although they were not eligible to receive learning recognition awards.

The lack of specific demographic data is a gap in the program evaluation and should be considered if the program is repeated.

**Objective 3: Encourage discovery (fostering curiosity, resilience, and 21<sup>st</sup> century skills) during the summer months.**

- 67.8 % (135/184) of survey respondents replied “yes” to the survey question: *As a participant, did you discover new places, programs, events or activities in Vancouver?*

There were 1,051 Learning Journal pages that included comments on all aspects of the program, including suggestions for future years as well as their favourite aspects of the pilot program. Some also included their own personal reflections and ideas. Here is a sample of the comments related to “discovery:”

*It opened my eyes to new perspectives.*

*My favourite learning moment this summer was when I got to share my favourite things about spending summer in Vancouver with my parents when they came to visit me from Edmonton.*

*[Summer of Learning program] encourages you to learn and be creative and most importantly to be curious.*

*[My favourite learning moment was] finding a sense of community in unexpected places ... at a gathering in front of the Sylvia Hotel to listen to a concert given freely and for the joy of it!*

*As a 58-year-old heterosexual female I had not been exposed to Queer Art before. I wanted to “stretch my comfort zone” and learn something new. The art was very interesting and expressive of the gay community.*

The results suggest the Learning Journal encouraged a sense of discovery among the 63% (100/158) of the survey respondents who used it, supported by the number of comment pages that were submitted to the library. It is not possible to determine how many people were already highly engaged as lifelong learners; however, the move to bring people together was favourably mentioned in the program finale and some participants requested more formalized events. The Learning Journal was primarily designed to be a personal learning tool, with the option to share thoughts and ideas with others.

**Objective 4: Raise awareness of the diversity of the many engaging learning opportunities across the city.**

- 67.8 % (135/184) of survey respondents replied “yes” to the survey question: *As a participant, did you discover new places, programs, events or activities in Vancouver?*

- 43 specific organizations or programs were included by survey respondents as part of their learning experiences this summer.
- A total of 110 comments from participants in the online survey discussed the subject of “places” and 101 comments from participants’ learning journals mention specific places, including partner organizations’ venues or programs. Examples:

*Vancouver Art Gallery’s outdoor exhibition by Saini Karat on Georgia Street. I had walked by this exhibit many times & not noticed it until prompted by the summer of learning guide book. Thx.*

*I enjoyed running on the brand new 600m track at Hastings Park. I learned from a sculpture of two runners that it was during the Vancouver 1954 British Empire Games that the “Miracle Mile” took place – the first time two runners broke the four minute mile! Very inspiring to me.*

*Vancouver Aquarium is a fabulous learning experience. The children are thrilled each and every time. We also loved the Animal Farm at the PNE.*

*... I want others to see Vancouver differently, a place where there are lots of learning opportunities, and you don’t need to go elsewhere for those, b/c they’re RIGHT HERE.*

*I learned that our city has a lot to offer!*

The results indicate a sense of discovering new places or activities in Vancouver and that this objective was achieved among responding program participants.

***Objective 5: Increase participation in these opportunities.***

In review, the evaluation framework did not outline an approach to adequately measure for this objective. Some of the previously reported data loosely relates to this objective.

- 67.8 % (135/184) of survey respondents replied “yes” to the survey question: *As a participant, did you discover new places, programs, events or activities in Vancouver?*
- 64.7% (119/184) of survey respondents stated they did at least one learning activity with another person or with a group: 40.2 % (74/184) with one other person and 24.5% (45/184) in a group). As one participant noted, “... being able to know the history of Canada through books and researching in the library, and going / visiting historical places within Vancouver and having all the FUN I can have while enjoying the beautiful places of Vancouver with my Family and Friends.”

**Objective 6: Raise awareness of opportunities to learn informally**

- 75.7% (137/181) of survey participants agree or strongly agree that they are now more aware of spontaneous ways to learn during everyday activities.

Comments offered by participants in their Learning Journals and at the Program Finale event included 620 examples of informal learning. Here are a few examples:

*I liked exploring the different neighbourhoods in Vancouver by foot. The Summer of Learning program helped by giving me tips on how to see the city in a fresh new light.*

*I photographed historic buildings! Thanks to #summeroflearning.*

*I taught my Indian neighbour to make Jewish matzo ball soup. (She taught me how to make Dosas!) I wasn't originally that excited to move to my neighbourhood. I was a bit overwhelmed by the diversity. But I kept my eyes and ears open and now I wouldn't want to live anywhere else!*

*Did lots of walking...went on 8-10k walks to neighbourhoods I didn't know around the city, visited the art gallery, saw a great documentary at the Vancouver Film Centre, went to Steveston for the first time.*

*I discovered all the lovely museums and gardens Vancouver has to offer with the Inspiration Pass that I got from the Library!*

**Objective 7: Create a sense of Vancouver as a learning community.**

- 75.7% (137/181) of survey participants agree or strongly agree that they know about more learning opportunities in Vancouver.
- 81.5% (150/184) of survey participants agree or strongly agree that they have an increased sense of Vancouver as a community that values and supports lifelong learning.

The following sample comments from participants provide insight into their lifelong learning experiences:

*I discovered outdoor (free) yoga in the park and the very relaxing yoga called YIN yoga.*

*I've discovered the central branch! Surprisingly despite being a nerd and library lover, I never actually been inside of the central branch, so I decided to do so one day and went home with like 20+ books!*

*I learned about my city by visiting Museum of Vancouver.*

*We went to Vancouver Aquarium and Bard on the Beach Shakespeare Festival for the first time ever.*

As a high percentage of survey respondents both expressed agreement that they know about more about learning opportunities in Vancouver and indicated their sense of Vancouver as a place that values and supports lifelong learning has increased as a result of the Summer of Learning program, staff believe this objective was likely achieved for participants who actively engaged with the program.

## **B) OUTCOMES**

The Summer of Learning program established the following four intended outcomes for the program:

1. Increased sense of Vancouver as a community that values and supports lifelong learning.
2. Improved awareness of the many organizations that support lifelong learning in Vancouver.
3. Increased awareness of opportunities for informal learning in everyday life.
4. Increased enjoyment in participation in lifelong learning.

### ***Outcome 1: Increased sense of Vancouver as a community that values and supports lifelong learning.***

As noted in Objective 7 results above:

- 75.7% (137/181) of survey participants agree that they know about more learning opportunities in Vancouver.
- 81.5% (150/184) of survey participants agree that they have an increased sense of Vancouver as a community that values and supports lifelong learning.

In support of the outcome *Increased sense of Vancouver as a community that values and supports lifelong learning*, sample comments from participants include:

*...seeing my city as a source of adventure and promise.*

*It [Summer of Learning program] highlights many activities and events that I didn't know existed. It encourages me to go out.*

The survey results and comments provide some evidence that among those who participated and provided feedback, most respondents did experience an increased sense of Vancouver as a community that supports lifelong learning.

***Outcome 2: Improved awareness of the many organizations that support lifelong learning in Vancouver:***

- 67.8 % (135/184) of survey respondents replied “yes” to the survey question *As a participant, did you discover new places, programs, events or activities in Vancouver?*

A total of 110 participants provided examples of new places, programs, events or activities they discovered. Below is a categorized summary of places, and the number of times each was mentioned in response to this survey question:

- Bard on the Beach ..... 4
- Beaty Biodiversity Museum ..... 9
- Community Centres ..... 20
- Jewish Museum and Archives ..... 1
- Museum of Anthropology ..... 10
- Museum of Vancouver ..... 12
- PNE/Playland ..... 6
- Science World ..... 26
- UBC Farm ..... 3
- UBC, other ..... 5
- Van Dusen Gardens ..... 8
- Vancouver Aquarium ..... 23
- Vancouver Art Gallery ..... 24
- Vancouver Maritime Museum ..... 3
- Vancouver Park Board ..... 56
- VPL, overall ..... 203
  - Inspiration Lab ..... 14
  - Architectural tours ..... 3
  - Storytimes ..... 8

Other

- Beaches ..... 5
- Farmers'/Flea Markets ..... 7
- Festivals ..... 20
- Museums, other ..... 7
- Neighbourhood House ..... 3



- Vancouver Heritage Foundation Plaques ..... 9
- VSB ..... 13

Comments from participants included:

*My best learning experience this summer was at the Vancouver Art Gallery which had some very good exhibits.*

*Museum of Anthropology at UBC made me informed about the historical discovery of fossils and artifacts throughout B.C. and other provinces of Canada.*

*Walking with my Mother and Daughter in the VanDusen gardens on a beautiful sunny day. Three generations in the park!*

Based on the survey results and comments, program participants who provided feedback report an increase in awareness of the learning opportunities available to them.





***Outcome 3: Increased awareness of opportunities for informal learning in everyday life.***

In addition to survey responses regarding new places, programs events, and activities (see Outcome 2 above), participants shared many experiences of informal learning in their journal reflections in response to prompts such as *What was your favourite learning moment this summer?* as well as in response to interactive prompts at branches and the final meet-up (*“This summer, I...”*). Note that participants themselves did not refer to their experiences as “informal learning” but their comments were subsequently coded as such, if applicable, during the evaluation phase following the program.

As an additional VPL activity that was not part of the overall Summer of Learning program design, each of the 20 library branches, plus additional locations in the Central Library – Accessible Services, the Children’s Library and front Information Desk near the main entrance – presented four interactive displays, related to the four Summer of Learning themes, for a total of 92 displays. An interactive component included inviting people to indicate which learning challenges or informal activities they might like to try, by placing a bright yellow sticker directly onto the poster. For example:

This summer, explore...  
**LOCAL HISTORY**  
Will you try these activities?

JOIN NOW

<p>Find a historical photo at the library or City of Vancouver Archives and take a photo standing in the same place today.</p> 	<p>Explore an exhibit at UBC's Museum of Anthropology. Find out more about local First Nations' presence and experience.</p> 
<p>Give someone a tour of your Vancouver – a place in the city that you love and little things you have noticed.</p> 	<p>Share something new that you learned with a friend.</p> 

Participants offered 2,028 responses to these posters during the summer. Of these, 888 (43.7%) indicated an interest or plan to share their experiences. Each of the four themes received over 400 responses with the most popular being Theme 2: Out of Your Comfort Zone, with 645 responses.

- Theme 1, Local history: 436
- Theme 2, Out of your comfort zone: 645
- Theme 3, Shift your perspective: 444
- Theme 4, Changes through time: 503

The 1,051 learning journal pages submitted and coded also contained 620 mentions of experiences categorized as Informal learning. Examples include:

*I got the opportunity to learn more about the Strathcona neighborhood that I grew up in ... I have passed by these streets many times, but [have] only now began to see everything in a different light.*

*I learned about gardening from my neighbor & composting from a good friend.*

*Taking my daughter to the art gallery for the first time (she's 4) and seeing her face while we explored and discovered new things.*

*Simply, the library can change me.*

*I learned a card game called "kirifuda" from my grandmother.*

The desired outcome would be an increased awareness among participants that "learning can happen anywhere, at anytime." The survey results and comments suggest this was achieved for participants who responded to the survey or submitted comments.

#### ***Outcome 4: Increased enjoyment in participation in lifelong learning***

In review, the evaluation framework did not include approaches to specifically measure this outcome.

A total of 7% (77/1051) of the Learning Journal comment pages explicitly mentioned “having fun” during the program.

An interactive display at the September 12 Meet-up event encouraged the public to write a brief response to the prompt “This summer, I...” on a brightly coloured rectangle of paper. These “banners” were then displayed throughout the Atrium. Following this event, each library branch set up a version of the “banner” activity adapted to suit their locations, with the same goal of inviting people to share a response to “This summer, I...”

The community contributed a total of 289 learning experience banners at the September meet-up, which suggests those who participated have an interest in sharing what was learned over the course of the summer with others, and a general interest in showcasing moments of enjoyment, surprise or curiosity with the community.

Given that the Summer of Learning program was entirely optional and self-directed an element of enjoyment can be inferred for those who chose to participate throughout the program. Based on the existing evaluation framework, it is not possible to determine if participants’ enjoyment increased as a result of the program and/or participation in lifelong learning activities associated with the program.

#### **C) PARTNERSHIP OBJECTIVE**

The program also established the following objective for the Vancouver Learning City partnership: Test the effectiveness of delivery model as a pilot program.

- 80% (140/175) of survey respondents and 77% (425/552) of Learning Journal respondents stated they would participate in the program again.
- 60% (111/185) of survey respondents said they recommended the program to someone else

As previously mentioned in the report, Summer of Learning partners contributed to various degrees by participating in the development of the program model and providing feedback on the evaluation tools. They were provided with promotional kits to use in their existing communications channels with their members and the general public, received weekly email updates as part of the program delivery and frequent contact from the Summer of Learning program coordinator. After the agreement to work together on a Summer of Learning was gained by the broader program partners and the collaborative planning process with a small

group of partner organizations, the program and its promotion, in practice, was largely the undertaking of the Vancouver Public Library.

The VLC, without dedicated staff and a formalized structure, has an understandably low public profile and no brand awareness among the media and general public. It was a significant promotional challenge, throughout the project, to describe the VLC while simultaneously describing a new pilot learning initiative with multiple learning modalities. A consideration for future years is whether or not the Library should offer this program as one of its own initiatives – with supporting partnerships – rather than presenting it under the umbrella organization of the Vancouver Learning City. Or perhaps promoting it as a collaboration of individually identified organizations, who each have profile.

Library staff members were also surveyed for their experiences and observations on the program delivery model. Their suggestions for implementation have been retained for consideration during future planning.

Discussion with program partners will be scheduled for later this fall.

## V. For Future Consideration

### A) PARTICIPANT FEEDBACK

Participants were asked, *What would you change about the Summer of Learning Program?*

A strong majority of survey responders (80%, or 140/175) stated they would participate in the program again, and a number of suggestions were offered in response to the Learning Journal question *What would you change about the Summer of Learning Program?*

There were 16 different themes identified in the responses. The most frequently mentioned:

- 19% would have more free activities or discount coupons, etc.
- 19% recommended more or earlier promotion.
- 17% would add more interactive components, such as workshops, meet-ups, or field trips, specifically for Summer of Learning participants.

### B) DIGITAL AND PHYSICAL PARTICIPATION

Digital participation was relatively low compared to the physical engagement, which was not anticipated by the program design team. As noted earlier in the report, 63% of surveyed participants stated they used the Learning Journal, compared with 9.3% who stated that they participated in the photo challenge. There were 1,051 pages from Learning Journal submitted with comments, compared to only 233 social media posts (Instagram and Twitter combined) with the Summer of Learning hashtag. Given the convenience of digital engagement and the high number of Canadians who report having mobile technology – two thirds of Canadians own a smartphone (CRTC 2015) – this was a surprising result.

It is likely that the reasons for low digital engagement are multiple. Some possible reasons are:

- this type of program could lend itself to physical activity and interaction.
- the digital program framework did not provide enough incentive for digital participation.
- low engagement with social media by partners limited awareness of the program amongst digitally-engaged community members.

If the program continues, the design should consider how to improve the likelihood of digital engagement.

## **C) PROMOTION**

### **i) Program Launch**

The program was promoted primarily by the library: a series of transit shelter advertising (with space provided free of cost through a City of Vancouver program), posters, web banners, social media tools (Twitter, Facebook and Instagram), media relations, partner communications and library staff interactions. The most successful method of increasing awareness of the program was through library staff interactions with library users, resulting in 2,835 in-person registrations. The unfortunate coincidence of a program launch July 2 and the release of transit plebiscite results precluded media coverage. This was exacerbated the following week with a series of forest fires impacting local and rural communities and local air quality that continued to dominate media attention.

An event to launch the Summer of Learning, such as a Learning Fair along with a formal proclamation, may be activities to consider if the program is to continue in a second year.

### **ii) Partner promotion**

For a number of reasons, library branch staff did not actively promote the program at its launch. Promotional activities accelerated through the summer at most locations, however, earlier active promotion was anticipated and would have impacted word-of-mouth promotion throughout the launch period and would have resulted in interested participants having a longer period of time with which to engage in the program.

As well, while there was significant information provided to Summer of Learning partners to aid in promotion of the program (PR toolkit), there was very little promotion of the Summer of Learning by partners other than the library. Summer of Learning was not highlighted on partner websites and did not feature in social media engagement.

### **iii) Considerations for the future**

If the program continues with a physical component and a broad partnership approach, then barriers to partner promotion should be considered and addressed.

## **D) PROGRAM IDENTITY**

While the Library was the organizer of the program, the Library intentionally used the Learning City identity on all program materials and the Learning City website housed all of the information related to the program. The Library wanted to reinforce that this was a collaboration of many organizations and not just a library initiative.

Feedback from the library's media contacts suggested that the Vancouver Learning City was unfamiliar and did not carry weight for a news story – it was an unknown entity that was

headlining a new pilot program. The library was successful in explaining the program, and engaging participants, through its existing relationships with the public, but was unsuccessful in engaging the media.

Going forward, either a program branding approach that highlights all the unique partners and contributors to generate a sense of scale and range of the program or library-branded program that promotes partner organizations (such as the VPL Inspiration Pass) would assist with media recognition and ultimately promotion of all Summer of Learning aligned efforts.

(The Library has a preference for the first approach as it would showcase the collaboration of amongst community organizations.)

## **E) PARTNER ENGAGEMENT OPPORTUNITIES**

The pilot Summer of Learning was successful in engaging a wide range of community organizations (22). As noted earlier, the level of partner engagement in the Vancouver Summer of Learning varied from organization to organization. In addition to the library, six organizations – Centre for Sustainable Food Systems at UBC Farm, BCIT, Museum of Anthropology, Vancouver Art Gallery, The Natural Step and Vancouver Maritime Museum – made leadership contributions by participating in program design and evaluation framework design. 18 organizations offered prize to the program, reflecting a significant financial contribution to the program.

The goal of the Summer of Learning was to provide a cross-community lifelong learning promotion during summer months, engaging the community broadly in interesting and unexpected learning activities across platforms, organizations, and activities. Rather than program entirely new activities, partners were invited to align their existing planned programs and activities for the summer under the Summer of Learning banner. Such alignment would amplify their existing efforts by integrating them with a larger community promotion. That noted, new program ideas were encouraged should organizations have capacity. While this aspiration was achieved to a modest extent with the pilot implementation, more opportunities for partner collaboration and engagement in program delivery would “step up” the program to another level.

Such partner activities could include registration of participants, promotion of the program, the creation of learning pathways, co-programming, organized milestone meet-ups and/or field trips; these are just some of the ways partners could enrich and energize the program during the delivery. That noted, it is possible that many partners cannot sustain some of the commitments above without additional resources so intentional and publicly declared alignment of existing commitments with the Summer of Learning could serve achieve a similar result.

## **F) PROGRAM RESOURCING**

If partners prove interested in advancing a collaborative summer learning promotion in the future, some consideration as to in-kind administrative contributions from partners would be welcome. For this pilot program, VPL contributed the full-time coordinator, materials design and production costs, and staff time to create the learning pathways. In total, the total value of VPL's new costs and redirected operational contributions were approximately \$75,000.

Not only would in-kind contributions from other organizations help distribute effort, but it would both reinforce the collaborative intention of the program and inspire a greater level of participation across the community.

## **G) PROGRAM DESIGN**

There is some duplication in the program objectives and outcomes; some refinement would simplify the program. As well, the evaluation framework should be closely reviewed to ensure gaps are addressed and/or changes to program design are reflected.

Some elements of the program design for the pilot were successful; others were not as successful as had been anticipated. Further program design refinement should be considered if the program moves ahead. Additional interesting and unique ways to engage with learning may be explored: choose your own adventures, gamification, micro-credentialing (physical or digital), etc. are other approaches that might prove engaging with community members.



## V. Final Comments

The Summer of Learning initiative provided an opportunity for the Vancouver Learning City and additional community partner organizations to contribute to a broader intentional promotion of lifelong learning across Vancouver. The pilot 2015 Summer of Learning engaged a significant number of residents in learning activities and introduced many residents to new opportunities in Vancouver.

From an operational perspective, it served as an excellent learning experience and also generated some new program infrastructure that could be leveraged to support a second year should the program partners be interested in pursuing a 2016 Summer of Learning. While the initiative fell short of its full potential to engage the broader community because of a number of factors already noted in this report, the pieces are in place to try again for a second year if there is interest amongst partners.

Vancouver is a community rich with engaging institutions and organizations that support lifelong learning: 22 of them were partners in this pilot of Summer of Learning. VPL alone managed to engage nearly 4,000 library users in the Summer of Learning in 2015. Imagine if each existing partner organization registered 4,000 people – that would result in over 90,000 people intentionally engaged in learning and learning exchange through a common community platform and experience. A second year could expand out to more organizations as well.

Should a program be recommended for continuation or expansion in 2016, the planning phase would ideally begin as soon as possible to allow additional time to produce requisite pieces of the program, distribute them as required, and build momentum for a successful launch.

Next steps are to share this report with the program partners and Vancouver Learning City to determine if there is an interest in collaborating on a similar program – if differently designed – for Summer 2016.

## APPENDIX A: Learning Pathways

Guide Name	Website Views
Busy Bees	203
Tourist in My City	159
Walkabouts	143
Vancouver Punk	142
Learn to Code	127
Local History and Heritage	122
Jazz in Vancouver	118
Locavore	108
Movies Outside of Movie Theatres	107
Get Crafty	103
Vancouver Neighbourhoods	103
City Planning	98
Makerspaces	96
Serendipity	95
Furs, Fossils, and Fins	91
Starlight, Starbright	91
Cultivating Connections	90
Urban Gardener	87
Local First Nations	86
Multicultural Vancouver	83
West Coast Modernist Architecture	81
Gamers	78
Making Your Own Podcast	57
Vancouver Improv	48

**APPENDIX B****Photo challenges for each theme**

## i) Local History, I spy...

- A building that is more than 100 years old
- A landmark that represents the heritage of Vancouver
- A story from my neighbourhood (A picture is worth a thousand words)
- Someone who has a story to tell about Vancouver
- Myself, re-enacting a historical photo
- My favourite tree (or could be the tallest/oldest/ most unusual tree) in my neighbourhood

## ii) Out of your comfort zone, I spy...

- A place in Vancouver I have never been before (e.g. a park, a neighbourhood, or a museum)
- A new way of getting around (e.g. kayaking, rollerblading, false creek ferries, bicycling, seabus, zip line)
- A new kind of food I am about to try (e.g. at home, at a market, at a restaurant or a food truck)

## iii) Changes through time, I spy...

- A changing Vancouver landscape
- An individual or group making a positive change
- Myself, re-enacting an old family photo
- Something that has changed in my lifetime
- Something that I would like to change

## iv) Shift your perspective, I spy...

- An aspect of the city seen from a new angle
- Someone's surroundings that are different from your own
- A bird's eye view (the world as seen through the eyes of an animal)