

Good morning!

Integrating Indigenous Content into Your Course Design WORKSHOP

Welcome! We'll get started a little after 9AM.

In the meantime...

- Check off your name at the sign-in table, and sit with the small group where you find your name (that's your group for the morning activities)
- Write your name and pronouns on your name-tag. Questions? There's a cheat sheet at each table with more info
- Please stow your bags and coats off to the side as we will be moving tables and chairs around during today's activities, so it would be best to keep non-necessary items out of the way.
- Make yourself comfortable, and grab something to eat and drink :)



Integrating Indigenous Content in Your Course Design

Monday, December 12, 2016, 9AM-3PM
Irving K. Barber Learning Centre, Seminar Rm 2.22
UBC Centre for Teaching, Learning, and Technology
Facilitators: Erin Yun, Jennifer Thomas, Amy Perreault, Janey Lew



*Musqueam sʔi:ʔəy̓ qəqən (double-headed serpent post),
UBC Point Grey Campus
Photo by: Sarah Ling*

AGENDA

— — —

- Introductions, Agenda, and Ice-breaker
- Pre-survey Summary and Workshop Agreements
- Classroom Climate and Situating Yourself
- Exploring Learning Resources

LUNCH

- Anti-oppressive Course Design Strategies
- Practice: Threading Indigenous Content All the Way Through
- Wrap-Up, Closing, Feedback

Ice-breaker: Where are you from?

Adapted from:

timeandplace.ubc.ca > Educator Resources >
User Guide > Theme 1: Time and Place >
Activity A: Where are you from?

Set-up:

- Move tables and chairs for an open space in the middle of the room.
- Identify NESW directions and post directions on walls
- Stand facing the centre in a small circle in the middle of the room



What brings us together today?



Pre-survey: Where are we from?



Pre-survey: What are our roles?

Small Group Introductions

- Expectations for workshop
- What did you bring to work on?
- Key questions for today

Classroom Climate and Situating Yourself

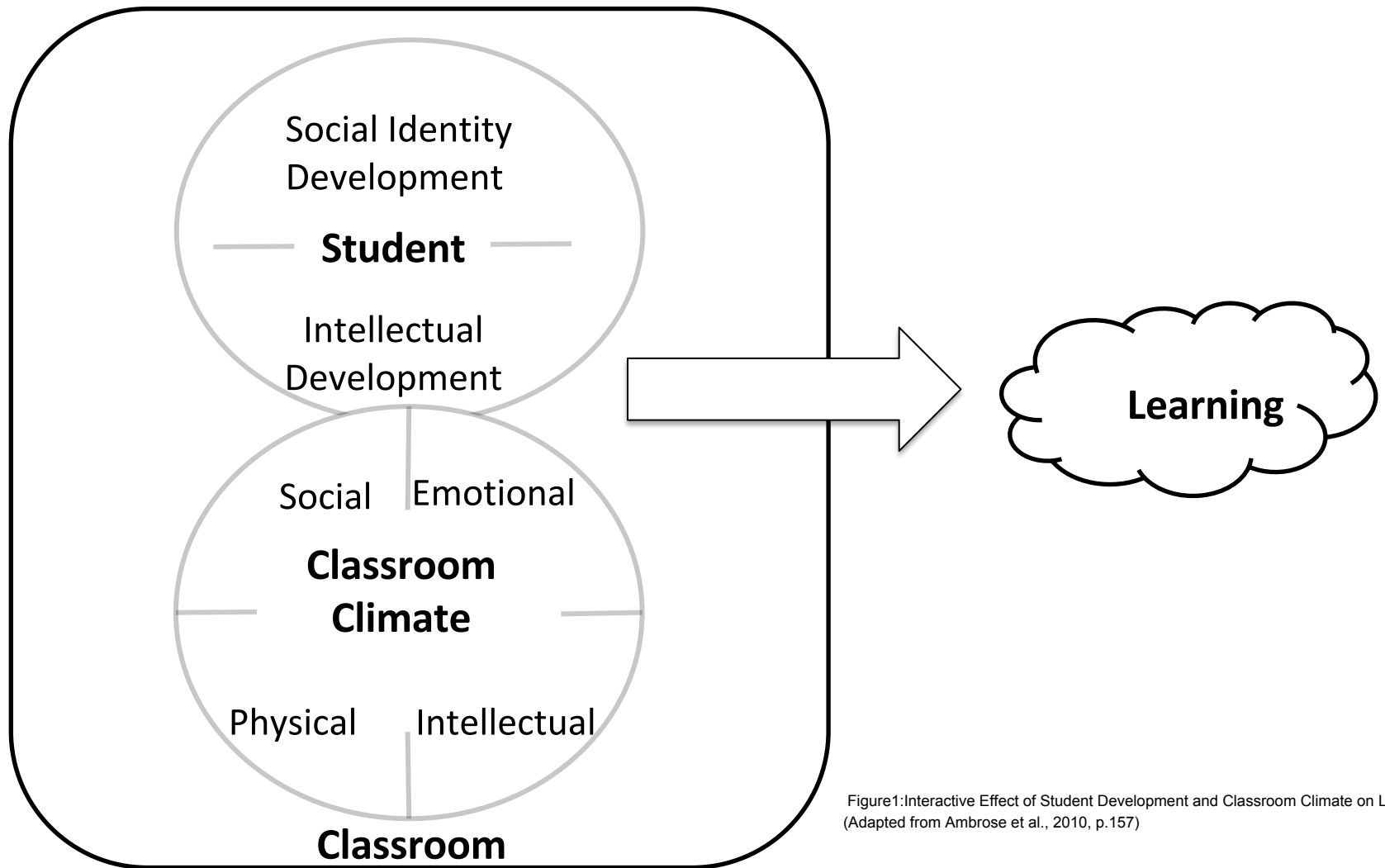
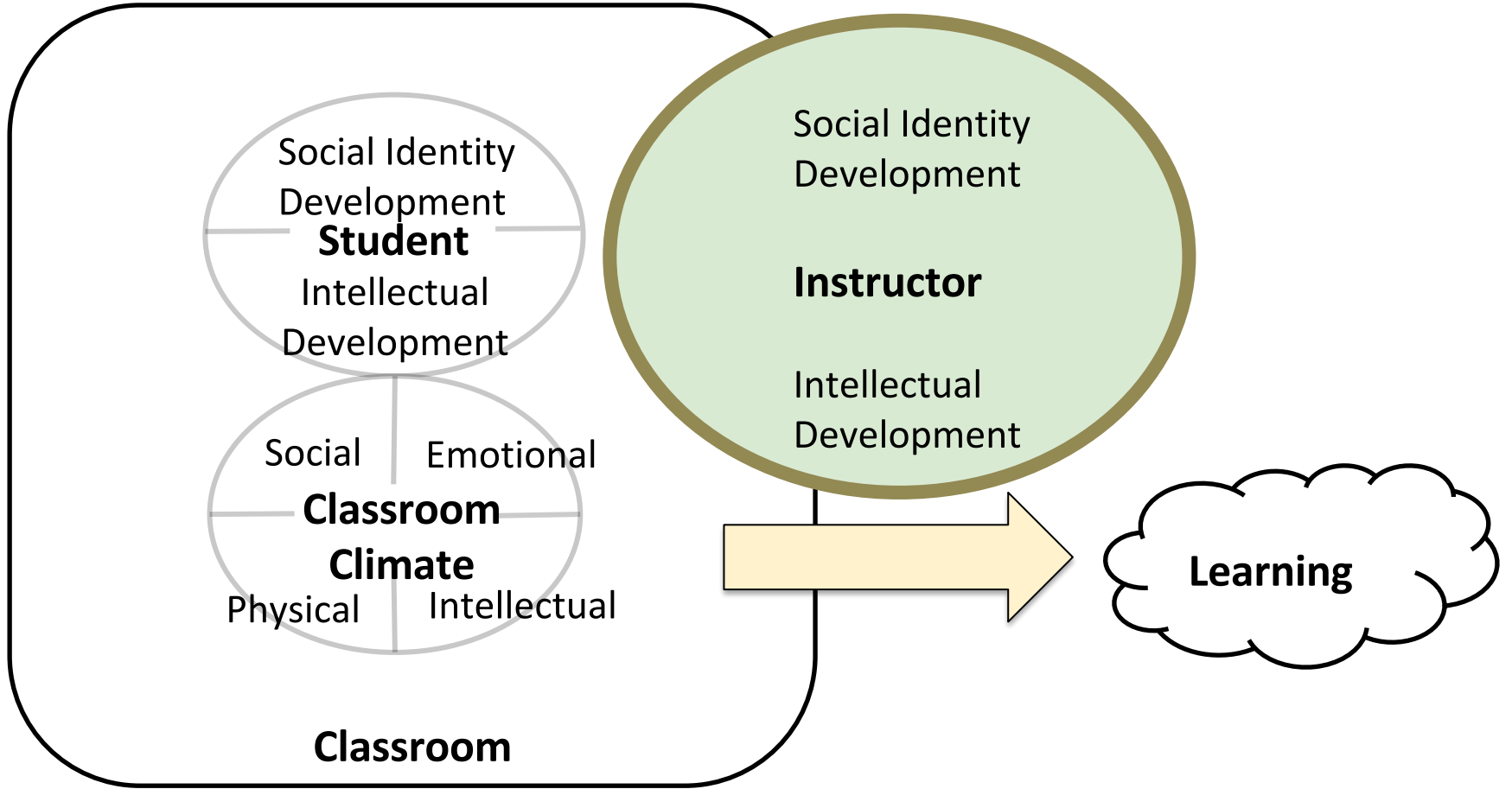


Figure1:Interactive Effect of Student Development and Classroom Climate on Learning
(Adapted from Ambrose et al., 2010, p.157)

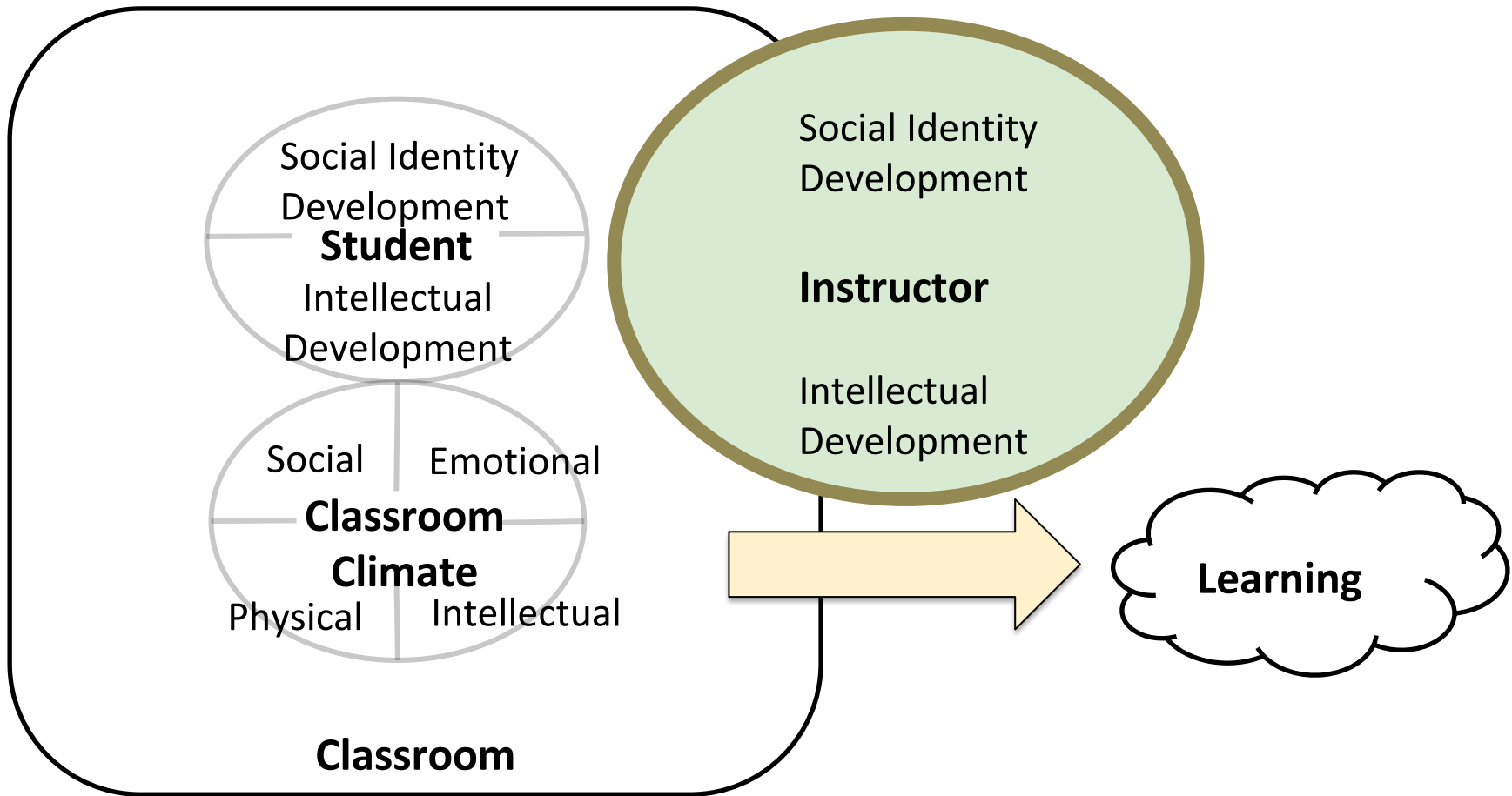


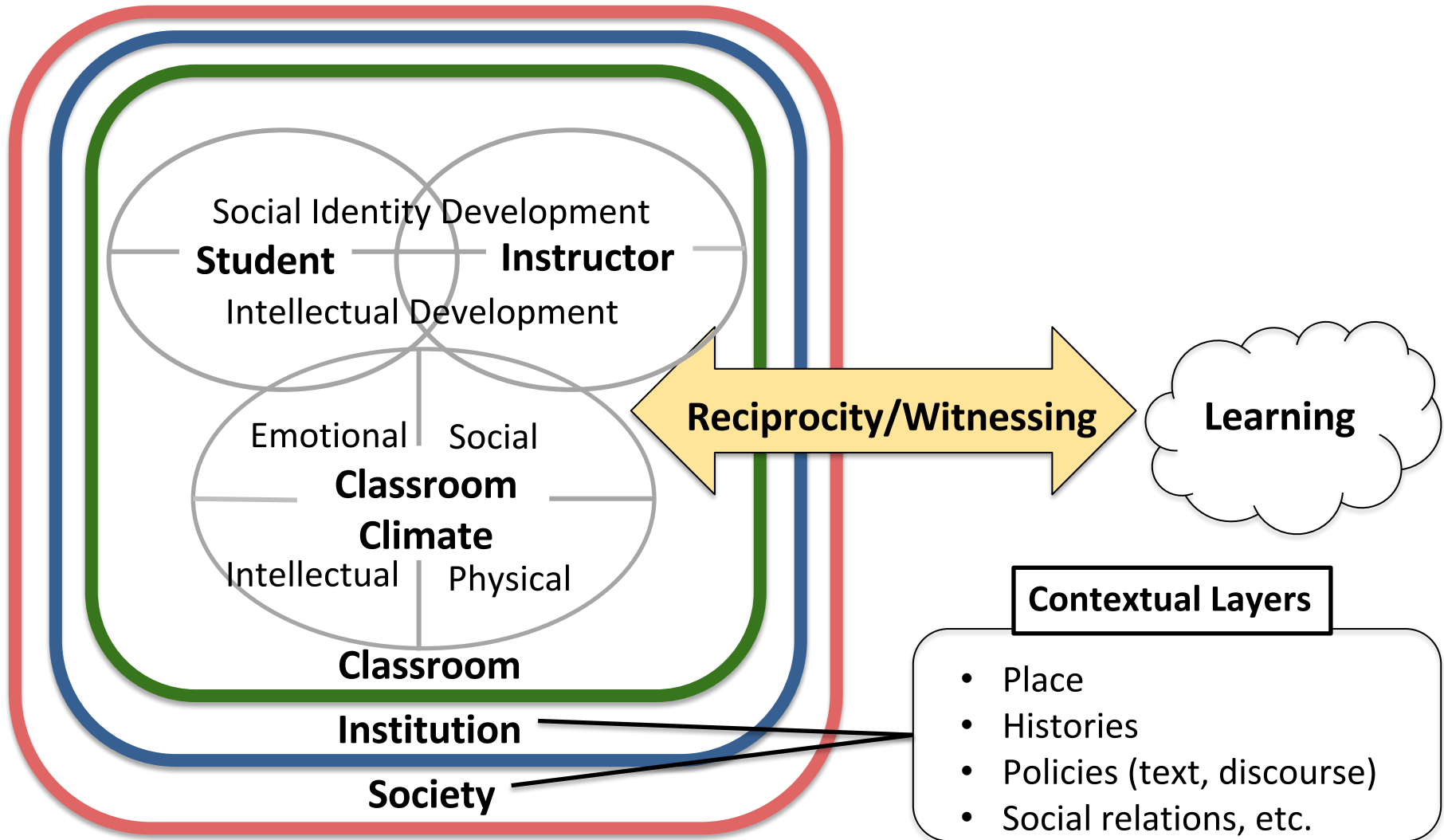
First Day of Class *Introductions*

What do you currently do or say on the first day of class in your introduction?

Reflecting on Classroom Climate- Why is this important? What are some considerations?

How do you support and design your course to create space for your students to think about and articulate their own social positions?





CONTEXTUAL LAYERS IN THE LEARNING ENVIRONMENT

PLACE

HISTORIES

POLICIES

SOCIAL RELATIONS

Classroom Climate Model

“ Layers of Learning”

- How do your course objectives and activities map onto the various layers identified
- How in your current course do you negotiate/address:
 - Indigenous territories
 - Local histories
 - Institutional policies?
 - Social locations

Debrief

Reflecting back on your introductions:
Are there other things you might include?

BREAK

Set up your laptops/tablets etc.
at your small group table for next
activity



Created by Delwar Hossain
from Noun Project

indigenous foundations

.arts.ubc.ca



UBC100

THE UNIVERSITY OF BRITISH COLUMBIA



Time and Place at UBC: Our Histories and Relations

Home UBC-Aboriginal Timeline About us Educator Resources



Explore multiple layers of history

One of the unique features of the timeline is that it presents multiple contexts of a particular event or period in history. These layers are presented in three rows in the timeline: Canada/BC, UBC, and UBC Aboriginal Engagement. [Read More](#)



🕒 Explore the timeline

🕒 What is the timeline?

The central focus of this website - Time and Place at UBC: Our Histories and Relations - is a [UBC-Aboriginal Timeline](#). The timeline documents UBC's key historical moments with Aboriginal peoples, while locating these moments in broader contexts at institutional, provincial, and national levels (i.e., UBC, BC, and Canada). Although the special focus of the timeline is on Aboriginal peoples, it is not only about them, nor is it only about the past. Rather, the timeline intends to speak to us all - Aboriginal and non-Aboriginal peoples alike at UBC - to build a shared understanding of the specificities and complexity of the time and place that we share today.

Specifically, the timeline aims to:
1) develop our awareness of the history of this place at

WHAT IS THE POWER OF A NAME?

INQUIRY



Put yourself in Judge Berger's chair. Decide what Canada should do.

[ENTER](#)

Why was this website created? To find out, [click here](#).

Exploring Learning Resources

Exploring Learning Resources

(30 mins) **SMALL GROUPS**

Follow the instructions on the handouts at your table.

- Reflective/individual activity
- Group activity and discussion

(20 mins) **LARGE GROUP**

Re-join + report back

- Sharing and debrief



Report back and Debrief

- Summarize the resource and activity
- What did you learn?
- How might you apply or adapt this to what you are designing and/or for others in the workshop?

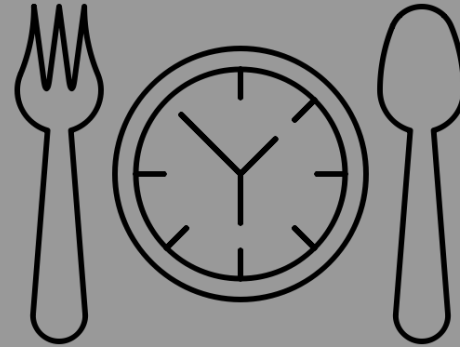
Morning Reflection & Goal setting

Afternoon Small Groups

- Amy, Sharon, and Miranda
- Adeline, Maahin, and Lisa
- Benjamin, Christina, and Emily
- Ashley and Stefania

LUNCH

Your small groups will
change in the afternoon



Created by Danil Polshin
from Noun Project

AGENDA

— — —

- ~~Introductions, Agenda, and Ice breaker~~
- ~~Pre-survey Summary and Workshop Agreements~~
- ~~Classroom Climate and Situating Yourself~~
- ~~Exploring Learning Resources~~

LUNCH

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- Practice: Threading Indigenous Content All the Way Through
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Exploring Anti-oppressive Course Design & Pedagogies

Energizer!



Created by Jack Morgan
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Understanding Privilege and Oppression

(5 mins) **SMALL GROUPS**

- What is privilege? What is oppression? What do they look like?
- Name a few different systems of oppression.

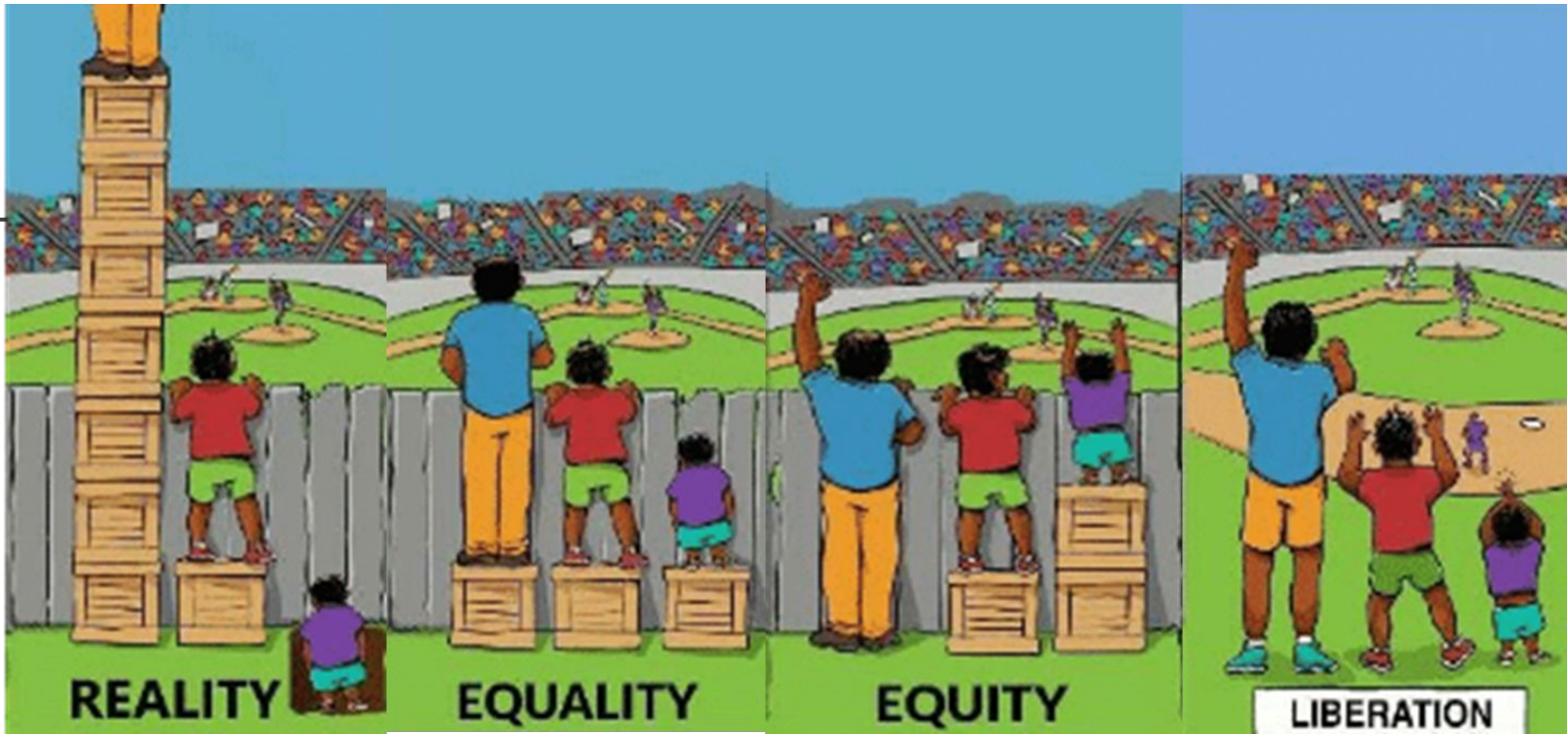
(5 mins) **LARGE GROUP**

- Re-join + report back



Intersectionality





“Justice is not satisfied by equal opportunity; it must somehow produce equal outcomes [equity].” –Nel Noddings

Sensitizing Questions to Consider

- Whose knowledge is given space and recognition as authors, scholars, and scientists? Whose knowledge is excluded or erased?
- How might the class policies set some students up to fail?
- How might the course learning objectives as well as the assessment and evaluation criteria set some students up to fail?
- How could the assignments and exams be more accessible?
- What are some of the assumptions in the course outline that might disadvantage already marginalized students?

Sample Course Outline

(10 mins) **Small Group**

- Critically examine the content, structure, and expectations of the sample course outline.
- Consider anti-oppressive alternatives for this course outline.

(5 mins) **Large Group**

- Rejoin + report back
-

BREAK



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Applying what we've learned

(25 mins) **SMALL GROUPS**

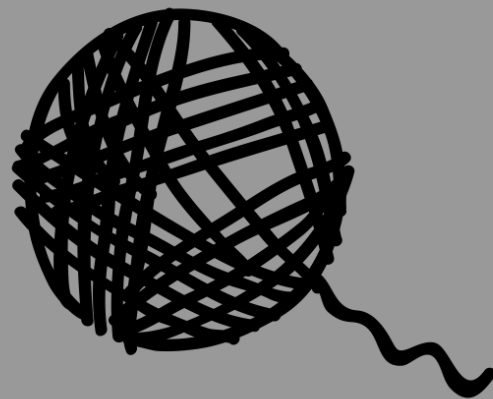
- Individual reflection and application (or pairs)
- Small group sharing, reflection, and feedback

(10 mins) **LARGE GROUP**

- Re-join + debrief



Closing Circle: Ball of Yarn



Created by Eugen Belyakoff
from Noun Project

Workshop Feedback

<https://survey.ubc.ca/s/12-12-2016-feedback/>

THANK YOU!!

Activity Instructions

- Text

title Activity



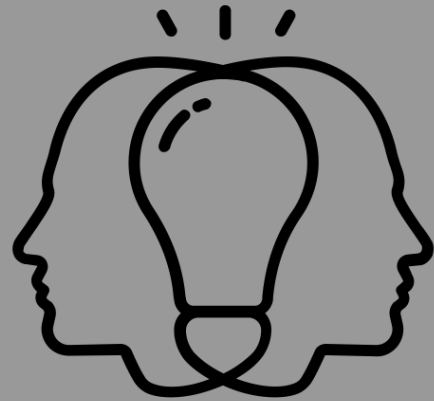
Created by Ivonne Coto
from Noun Project

Check-in:

MUDDIEST

POINT

Group Activity



Created by Artem Kovyazin
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Wrap-up