

Good morning!

Integrating Indigenous Content
into Your Course Design
WORKSHOP

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

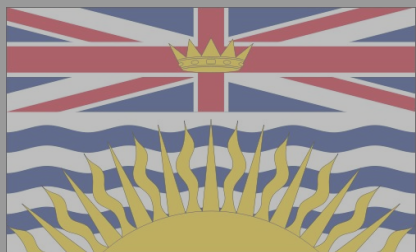
In the meantime...

- Check off your name at the sign-in table, and make yourself a nametag.
- 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

Thursday, May 25, 2017, 9AM-4PM
Irving K. Barber Learning Centre, Seminar Rm 2.22
UBC Centre for Teaching, Learning, and Technology
Facilitators: Amy Perreault, Sue Hampton, Janey Lew



*Musqueam s̓i:ʔqə́y qeqə́n (double-headed serpent post),
UBC Point Grey Campus
Photo by: Sarah Ling*

AGENDA

— — —

- Introductions, Agenda, and Ice-breaker
- Pre-survey Summary and Workshop Agreements
- Exploring Motivations, Goals, and Learner Outcomes
- Classroom Climate and Situating Yourself

LUNCH

- Paddling Together: Exploring “Indigenization” and Your Questions
- Playtime! Resources “Jigsaw”
- 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





Pre-survey: Where are we from?

Lecturer

Instructor

Research Assistant
Staff Graduate Student

Faculty
Project Manager

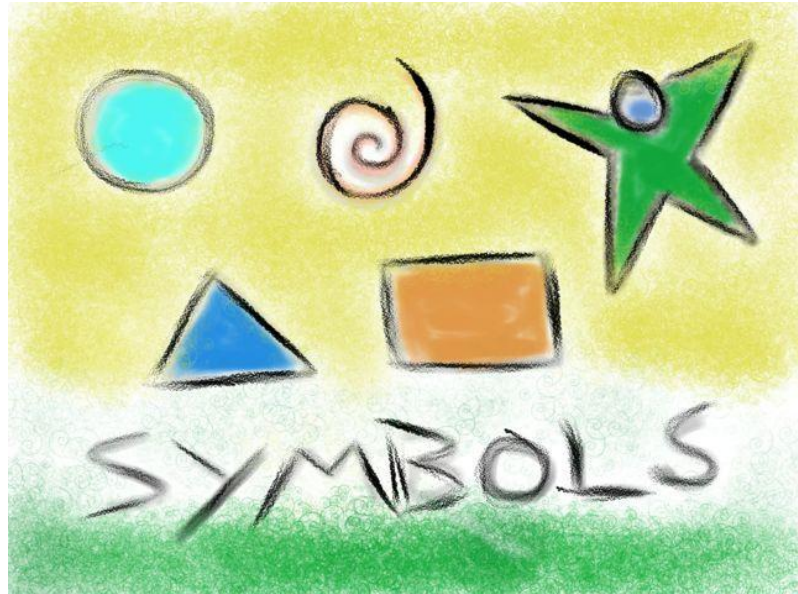
Pre-survey: What are our roles?

Group Agreements

What brings you to integrate Indigenous content and perspectives into your course design and teaching practice?

...use only the 5 “drawing together” shapes!

“Drawing Together”



Source: Liberating Structures

<http://www.liberatingstructures.com/20-drawing-together/>

BREAK



Created by Delwar Hossain
from Noun Project

Morning Reflection & Goals

Working time!

- Make it your own
- Expectations
- Further Supports



Example: Research Methods

1. What are the **BIG IDEAS** within your course?

Understanding that different research approaches answer different types of questions. Your research question will lead you to the appropriate research approach and from there you can choose appropriate methods.

2. In addition to your course's Big Ideas, what do you want **LEARNERS** to learn from integrating Indigenous content/approaches into your course?

To have students learn about Indigenous research approaches alongside other approaches.

3. In what ways do you think Indigenous content/approaches might intersect or map onto the BIG IDEAS of your course?

— — —

Intersects with participatory and community-based approaches to research.

Themes= unpacking epistemology, and the epistemological foundations which ground particular approaches (the purposes of research; who benefits; ethical conduct of research)

Revising your BIG IDEAS

Original BIG IDEA

Understanding that different research approaches answer different types of questions. Your research question will lead you to choose the appropriate approach and from there you can choose appropriate methods.

Revised BIG IDEA

Understanding the epistemological groundings of different research approaches, in order to better understand ethics as a primary research consideration. One must understand these epistemological foundations first to better understand themselves as a researcher, in order to understand the implications of the questions they ask.

Classroom Climate and Situating Yourself

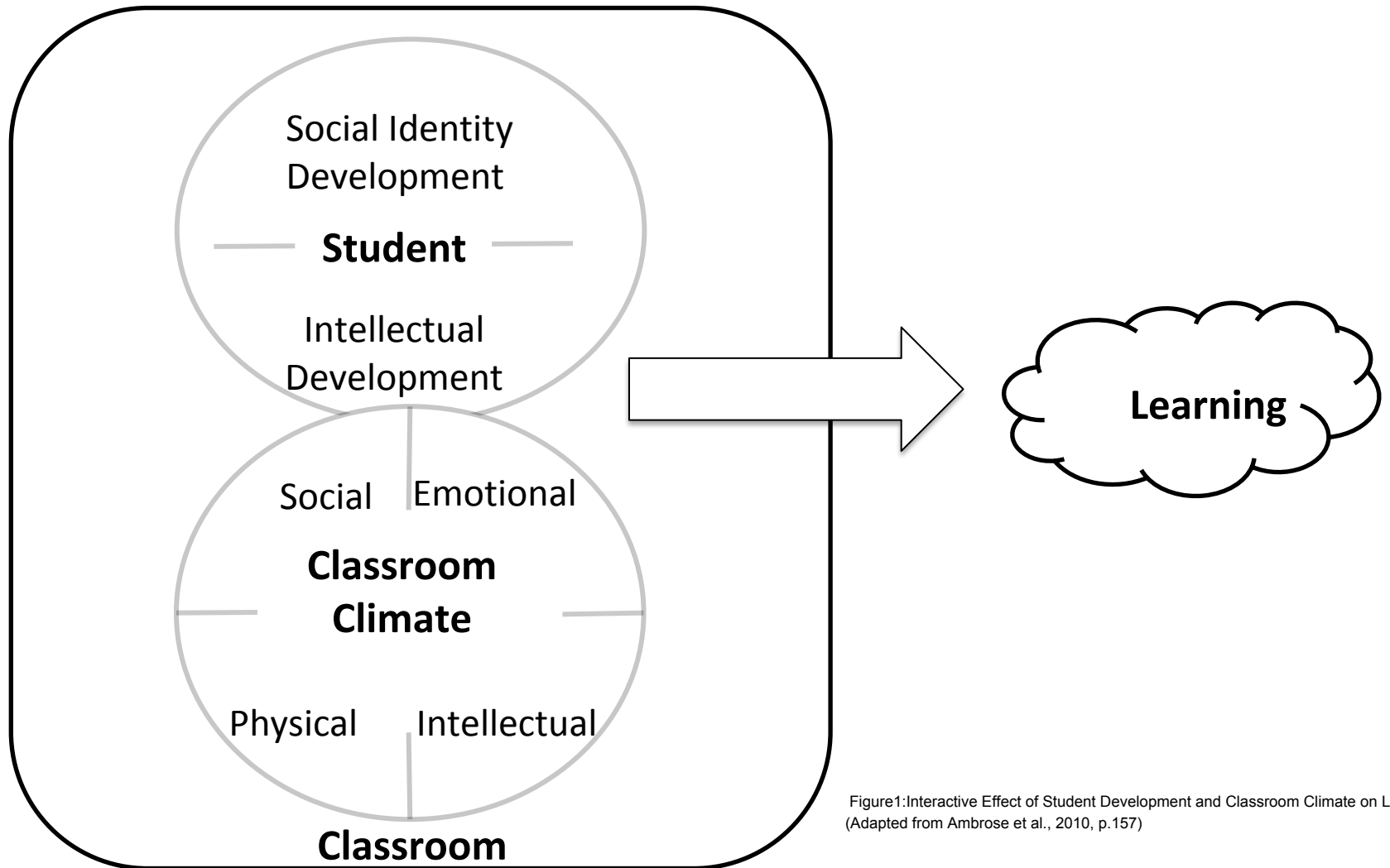
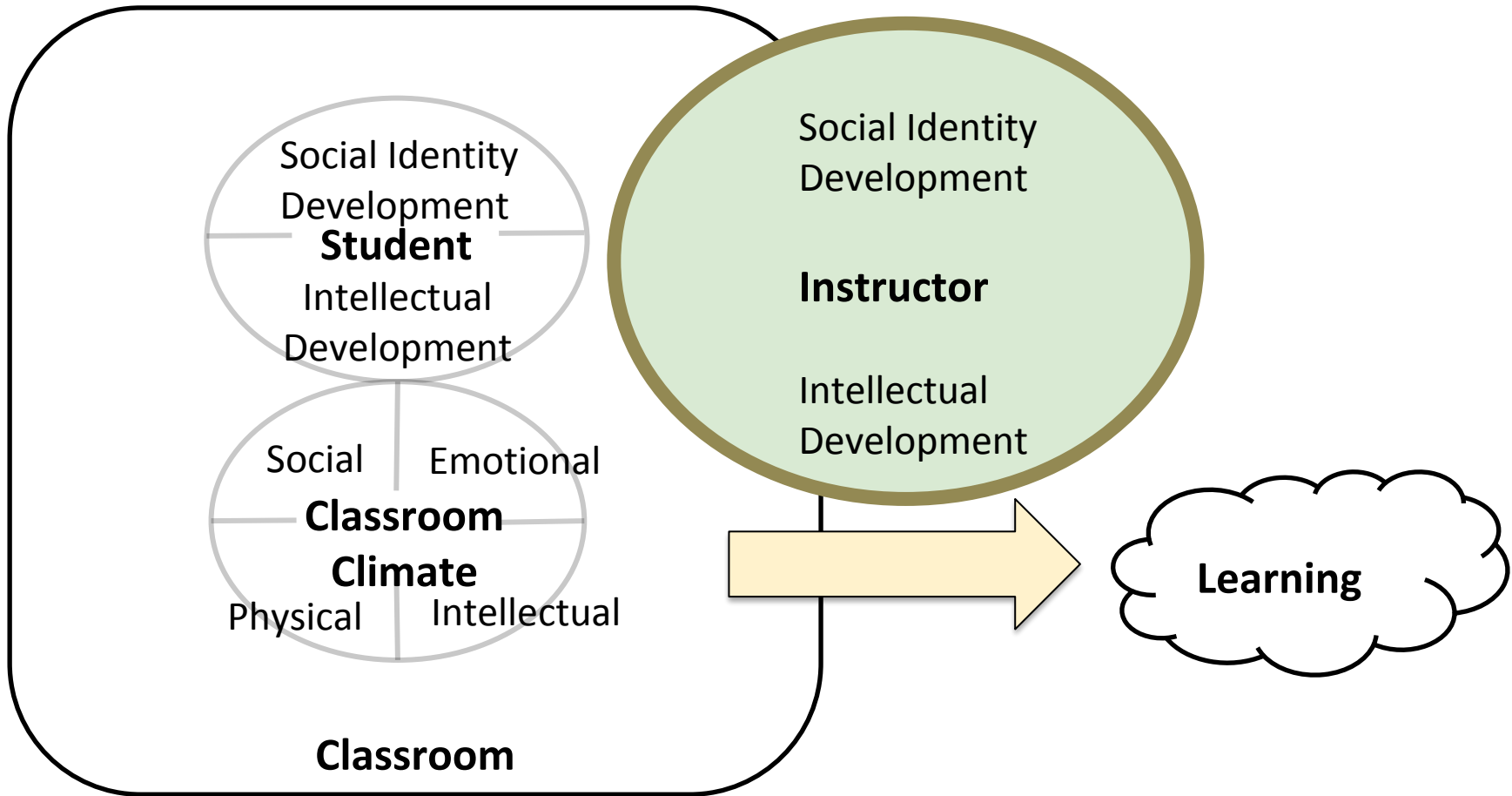


Figure1:Interactive Effect of Student Development and Classroom Climate on Learning
(Adapted from Ambrose et al., 2010, p.157)

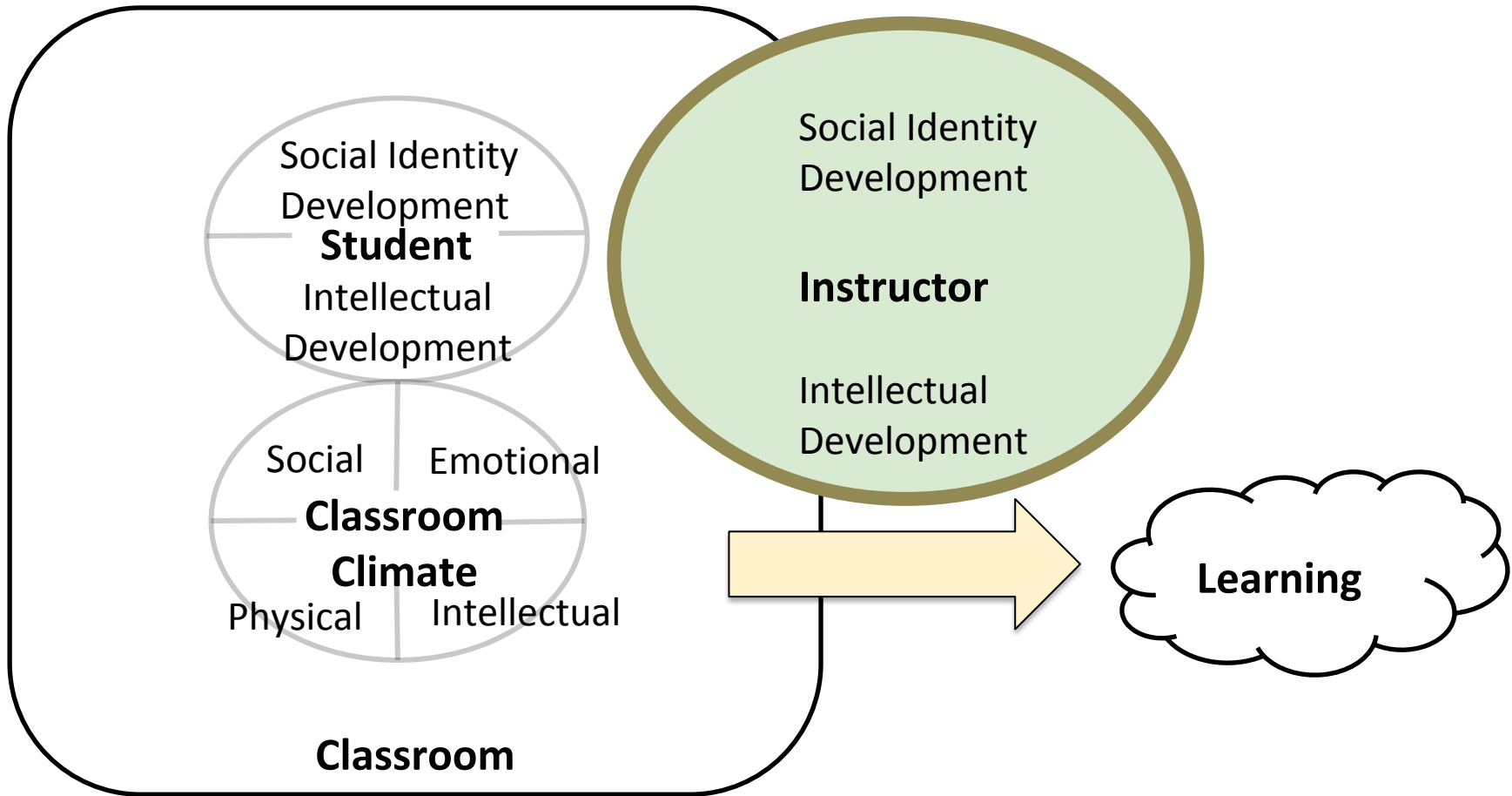


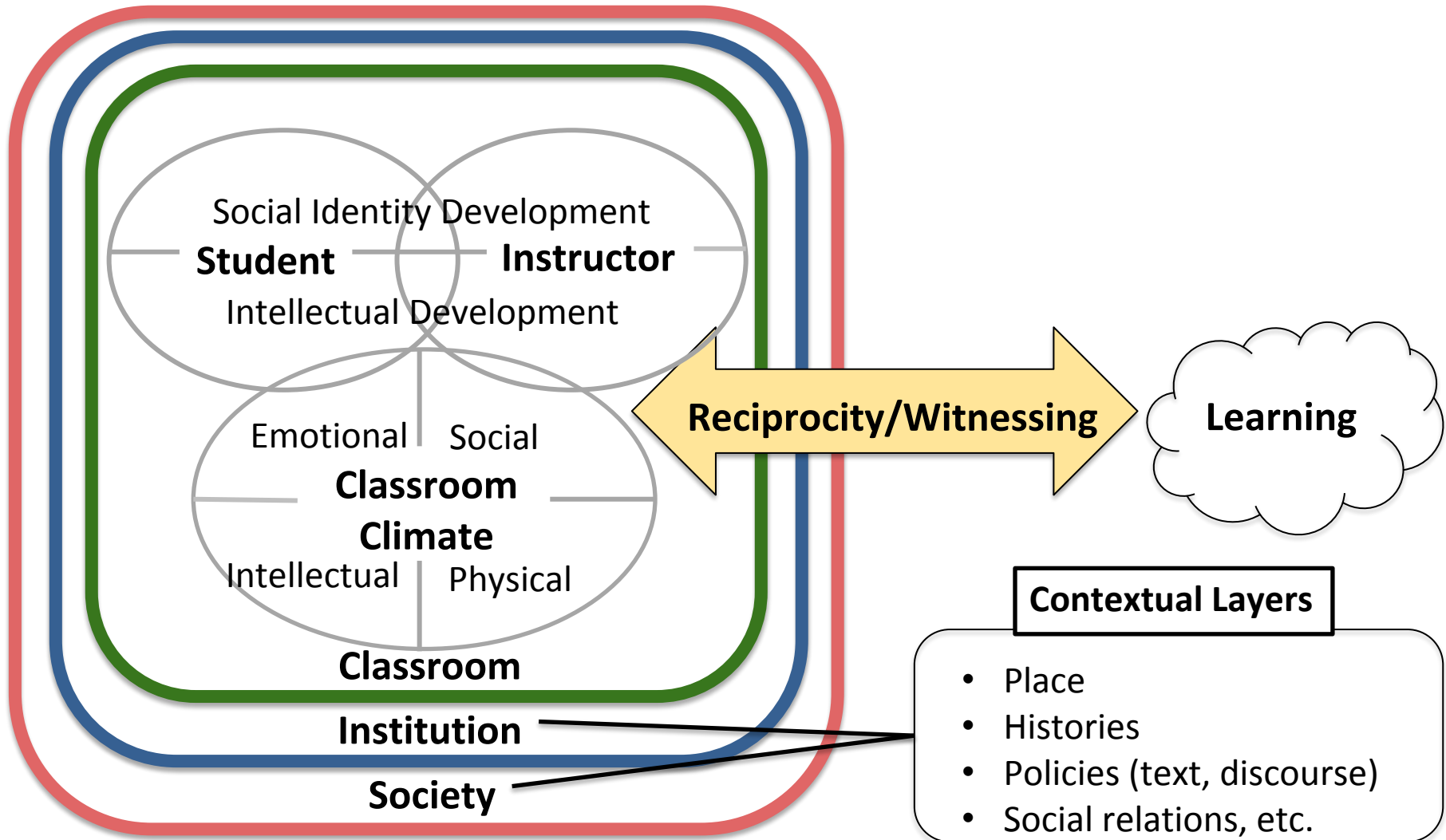
First Day of Class *Introductions*

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

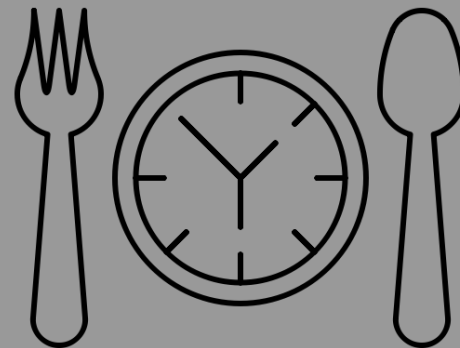
Reflecting back on your introductions:
Are there other things you might include?

Check-in:

MUDDIEST

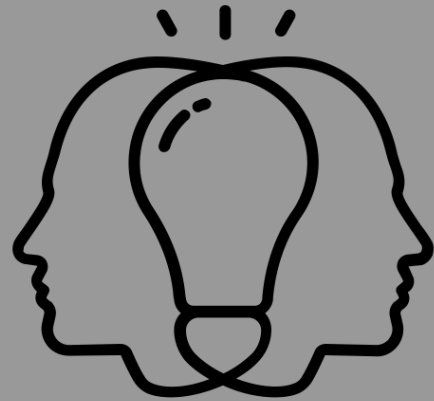
POINT

LUNCH



Created by Danil Polshin
from Noun Project

PADDLING TOGETHER



Created by Artem Kovyazin
from Noun Project



RESHAPING THE UNIVERSITY

Responsibility, Indigenous Epistemes,
and the Logic of the Gift

RAUNA KUOKKANEN

...In the same way, inviting Indigenous faculty and faculty of colour as guest speakers may at first seem a reassuring and propitious gesture of inclusion. It is good that there is a willingness to be “inclusive”, to offer different perspectives, and to recognize the expertise of Indigenous faculty, but this recognition may confine and ghettoize this expertise as belonging solely to those groups. This in turn may allow ignorance among non-Indigenous academics to continue by relieving them of their “responsibility to do the cultural and historical homework necessary to teach the materials effectively”. When guest lecturers are invited to speak about race and ethnicity—about “difference”—it only sanctions the gaps in knowledge and ignorance of faculty members who are unmarked by such “difference” ... It could also reinforce the idea that only Indigenous people can and should teach Indigenous issues”.

Common Anxieties

— — —

1. “I don’t know enough about Aboriginal people to answer questions that might come up.”
2. “I am not Aboriginal, so I would have trouble speaking for Aboriginal people.”
3. “I do not have Aboriginal people or deal with Aboriginal issues in my class/work place, so this material is not really relevant.”

<http://www.whatlearnedinclasstoday.com/>

indigenous foundations

.arts.ubc.ca




WHAT IS THE POWER OF A NAME?

UBC THE UNIVERSITY OF BRITISH COLUMBIA

Time and Place at UBC: Our Histories and Relations

Home UBC-Aboriginal Timeline About us Educator Resources



[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

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](#)

3 / 4

Exploring Learning Resources

Learning Resources: JIGSAW

SMALL GROUPS 1

Explore the resource

- Reflective/individual activity
- Group discussion + prepare to share

SMALL GROUPS 2

Re-group + share out

- Key takeaways

LARGE GROUP

- Re-join + debrief



Small Groups (Round 1)

Explore the Resource



	Indigenous Foundations	Time and Place at UBC	Power of a Name
	Christie	Donna	Leila
	Dharini	Mark	Kajta
	David	Magdalena	Jennifer
	Anne	Jessica	Ahalya
	Jonathan	Dianne	

Small Groups (Round 2)

Share Out



Share Out/Key Takeaways

- Summarize the resource and activity
- What ideas came up for applying/ adapting these resource in your own teaching contexts?

Afternoon Reflection & Goals

Working Time!

- Back to the handout
- Consider questions 4 & 5



Closing Circle



Created by Ivonne Coto
from Noun Project

Workshop Feedback

<https://survey.ubc.ca/s/05-12-17-feedback/>

THANK YOU!!

Amy Perreault (amy.perreault@ubc.ca);
Sue Hampton (susan.hampton@ubc.ca); Janey Lew (janey.lew@ubc.ca)