**Exploring Indigenous Perspectives**

**in Teaching Practice and Learning Design**

**Flash Interviews Activity**

**The Interviewer’s** role is to facilitate the brainstorming session by:

* asking the questions,
* guiding the interviewee through the topics in the time allotted,
* active listening, and
* taking notes on the interviewee’s responses and ideas.

The Interviewer may ask additional clarifying or probing questions and offer ideas to help the interviewee generate ideas. It is your job to get to the end of the brainstorm prompts in the allotted time.

**The Interviewee**’s role is to focus on generating concrete ideas about the course or learning project you are (re-) designing to integrating Indigenous knowledges and perspectives. Your goal in this activity is to “brain dump” as many ideas as you have for possible ways to implement what you have learned in today’s workshop (and Part 1) into your course. Please following “brainstorming rules”:

* Withhold criticism and judgement – there are no bad ideas
* Go for quantity
* Build off ideas, or combine ideas
* Follow tangents, and allow yourself to come back to the topic without “connecting back”
* Permission to “blue sky” or express “wild ideas”

**Before you begin:** Take 5 minutes to each look over and review the course materials you brought with you, the work we have done so far to explore Motivation/Context, The Big Idea, Place & Positionality etc. Begin gathering your thoughts (feel free to make some general notes to yourself on a separate sheet of paper) so when you are in the Interviewee position, you are ready to answer.

**FLASH INTERVIEW PROMPTS (10 mins each)**

1. Quickly summarize your course and your goals are for integrating Indigenous perspectives and knowledges.
2. Brainstorm.
	1. What are some concrete changes you would make at the course structure and syllabus level to integrate Indigenous perspectives and knowledges?
	2. Where will you (begin to) make revisions to learning objectives and outcomes?
	3. Brainstorm a lesson or a few lesson topics. How would you go about designing or building the learning activities?
	4. If you were to invite a guest speaker, who would you invite and what would be the topic? How would you prepare your students?
	5. Think about the themes, units, content, and assignments. Where would you go about making changes in order to bring Indigenous perspectives and topics into your course?

Interviewee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Interviewer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| The course and the Interviewee’s goals |
| Course structure/syllabus | Learning objectives/outcomes |
| Lesson plans/learning activities | Guest speakers and scaffolding |
| Themes, units, content, assignments | Other notes |