Let’s Talk About Teaching Conference: Celebrating Indigenous Ways of Knowing in Online Courses

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Land Acknowledgment

We would like to acknowledge and give our respect to the traditional unceded territories of the Songhees, Esquimalt, and WSÁNEĆ peoples and the unceded xʷməθkʷəy̓əm (Musqueam) territory that we are collectively coming from and connecting on today.
Self-location

- What is it?
- Why is it so important?
- How do I find out traditional territories where I am from and/or currently residing?

DISCUSSION QUESTION: Do you have any questions about how you would incorporate this into your synchronous and/or asynchronous courses?
Discussion Guide

- PHSP decolonization initiative
- PHPS syllabus review: Key findings
- Community collaboration
  - How do we celebrate Indigenous ways of being and knowing in online classes?
    - Cultural safety
    - Flexible pedagogy
    - Indigenous focused content
- Resources
- Questions
School of Public Health and Social Policy
Decolonization Initiative

Indigenous stream LTSI grant supported undergraduate and graduate course reviews to identify presence of:

- Indigenous perspectives
- Cultural safety
- Celebration of Indigenous ways of knowing and being
- De-centering of inequitable colonial knowledge structures

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Source: https://twitter.com/SelenaMaeMills/status/10036317791211105/photo/1
Illustration by Aura Last & Chief Ladybird
PHSP Syllabus Review

Harvesting our Seeds

~ half of undergraduate (BA) and graduate (MPH) courses had some content reflecting:

- Indigenous focused content (e.g., Indigenous frameworks)
- Cultural safety (e.g., cultural safety as assignment criteria)
- Indigenous perspectives (e.g., Indigenous news sources)
- Truth and Reconciliation Calls to Action
- Seminal documents and policies (e.g., critical review of Indian Act)
PHSP Syllabus Review continued

Watering our Ground

- Increase Indigenous content
  - Core courses
  - Area of focus courses
- Increase flexible pedagogy
  (NB: alignment with UDL)
- Building blocks – ensure scaffolding and clear progression of content across programs

RELATIONAL ENGAGEMENT
Community Collaboration

How can we develop dynamic, online teaching and learning methods that:

- Integrate self-location exercises?
- Consider cultural safety?
- Incorporate flexible pedagogy and pluralistic ways of knowing?
- Integrate Indigenous worldviews and honour land & community?
Cultural Safety

- Originates from New Zealand (nursing education)
- Requires a shift in gaze away from Indigenous cultural differences toward one’s own history, actions, beliefs and biases affect Indigenous people
- Requires educators to examine power, privilege, racism, discrimination, impacts of colonization and the socio-historical context of education systems
- Cultural safety is defined by the student/patient/community

Interactions that “…diminish, demean, or disempower the cultural identity and well-being of an individual” are considered culturally unsafe

(Nursing Council of New Zealand, 2011, p. 7).
DISCUSSION QUESTION: how might you integrate cultural safety into assignments, learning activities, instruction, and course design?
Flexible pedagogy & pluralistic ways of knowing

- Variety in learning activities and assignment formats → consistent with principles of UDL and flexible learning environments (pace, place and mode of learning)
  - Assignment formats (options for video, text, audio, arts-based)
  - The ‘where’ of learning: community and/or land based
  - Incorporation of personalized learning (value family/community teachings)

DISCUSSION QUESTIONS: What are the benefits (consider Covid-10) to students and instructors? Challenges? How might you integrate flexibility into course design?

https://www.mtu.edu/ctl/instructional-resources/universal-design-for-learning/
Indigenous-Focused Content

- Include Indigenous-focused content when applicable. For example:
  - Colonial history & present-day impacts
  - Impacts of assimilationist policies
  - Indigenous methodologies
  - Indigenous strengths (i.e., positive news stories)
  - Indigenous frameworks created by Indigenous peoples
  - Seminal documents (i.e., Indian Act, TRC, UNDRIP, RCAP)
  - Indigenous perspectives (i.e., art, podcasts, music)
  - Honour land & community (i.e., learn about local community, assignments that require engagement in nature)

DISCUSSION QUESTIONS: What ideas do you have to integrate Indigenous focused content? Concerns or questions?
Beyond Campus Resources

1. **Native Land** – Global map of traditional Indigenous territories and land
   i. **Territory Acknowledgement** – Why acknowledge territory?

2. **Decolonization Toolkit** (VIDEA, 2020)


4. **Indigenous Ally Toolkit** (Swiftwolfe et al., n.d.)

5. **Indigenous Mentorship Network of the Pacific Northwest**

6. **Difference between Decolonization & Indigenization**

7. **150 Acts of Reconciliation for the Last 150 Days of Canada’s 150** (Fraser & Komarnisky, 2017)

8. **100 Ways to Indigenize and Decolonize Academic Programs** (Pete, n.d.)
   i. Dr. Shauneen Pete is an Indigenous Resurgence Coordinator in the Faculty of Education at UVic

University of Victoria Specific Resources

1. Financial Aid
2. Old Ones/Elders in Residence
3. Counselling for Indigenous Students
4. Academic Support
5. Events & Ceremonies
Yaawł’kó: (Thank you)

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