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# LET'S TALK ABOUT TEACHING

TOMIKO (TIKO) YONEDA & JIM TANAKA – FRIDAY, AUG 14<sup>TH</sup>



This session will  
be recorded

## Overview:

- Introductions, incl. Psych 205
- An Activity: *The Importance of Place & Territorial Acknowledgement*
- Class Principles & Organization
- Optimizing the features of zoom
  - Everyone Chat
  - Videos/Polling/Break Out Rooms
- Course Evaluation
  - Presence
  - Exams/Quizzes
  - Group Presentations: *Taking advantage of being in the comfort of your own home*
- Break Out Rooms

# LET'S TALK ABOUT TEACHING

TIKO YONEDA & JIM TANAKA



## Overview:

- Introductions
- An Activity: *The Importance of Place & Territorial Acknowledgement*
- Class Principles & Organization
- Optimizing the features of zoom
- Course Evaluation
- Break Out Rooms:
  - What would you consider incorporating into your own courses, based on this session?
  - What else do you plan to incorporate into your online classes to facilitate engagement?
  - If you're a student, what would you like to see more of in online classes?

# Grounding our teaching practices in Indigenous approaches to knowledge (Lil'wat principles)

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Kamúcwkalha: acknowledging the felt energy indicating group attunement and the emergence of a common group purpose.

Celhcelh – each person being responsible for their own and others learning, always seeking learning opportunities.

A7xe7ul – valuing and developing our own expertise and considering how it helps the entire community beyond ourselves.

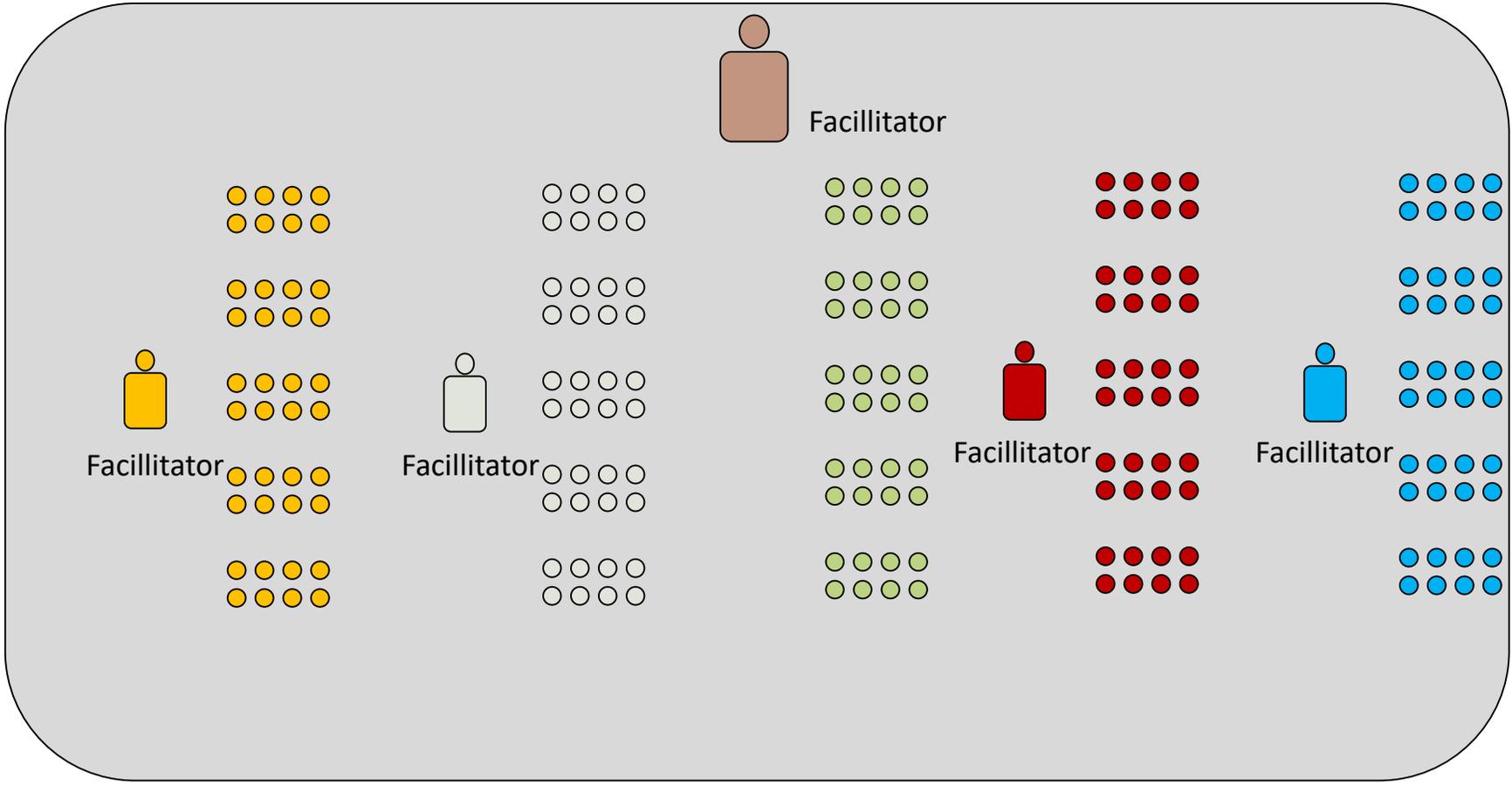
Cwelelep – recognizing the need to sometimes be in a place of dissonance and uncertainty, so as to be open to new learning.

Emhaka7 – encouraging each of us to do the best we can at each task given to us.

Kat'il'a – seeking spaces of stillness and quietness amidst our busyness and quest for knowledge.

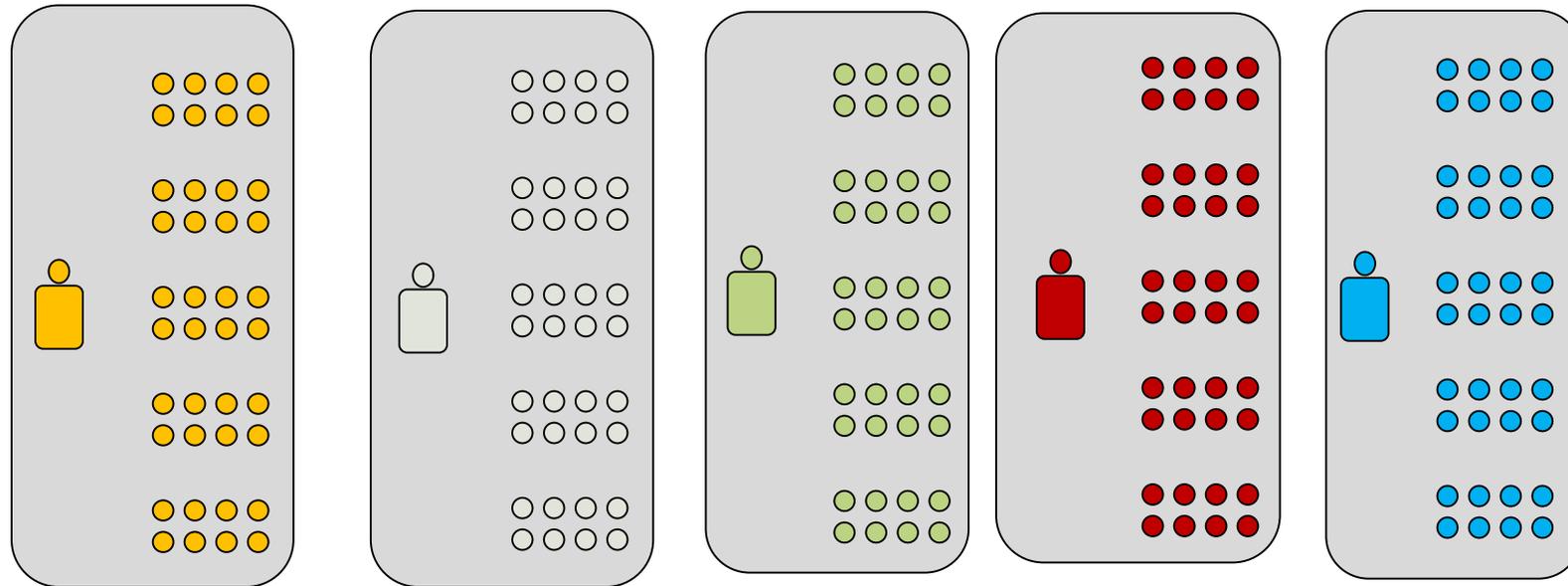
# 3 Levels of Interaction

Community Level



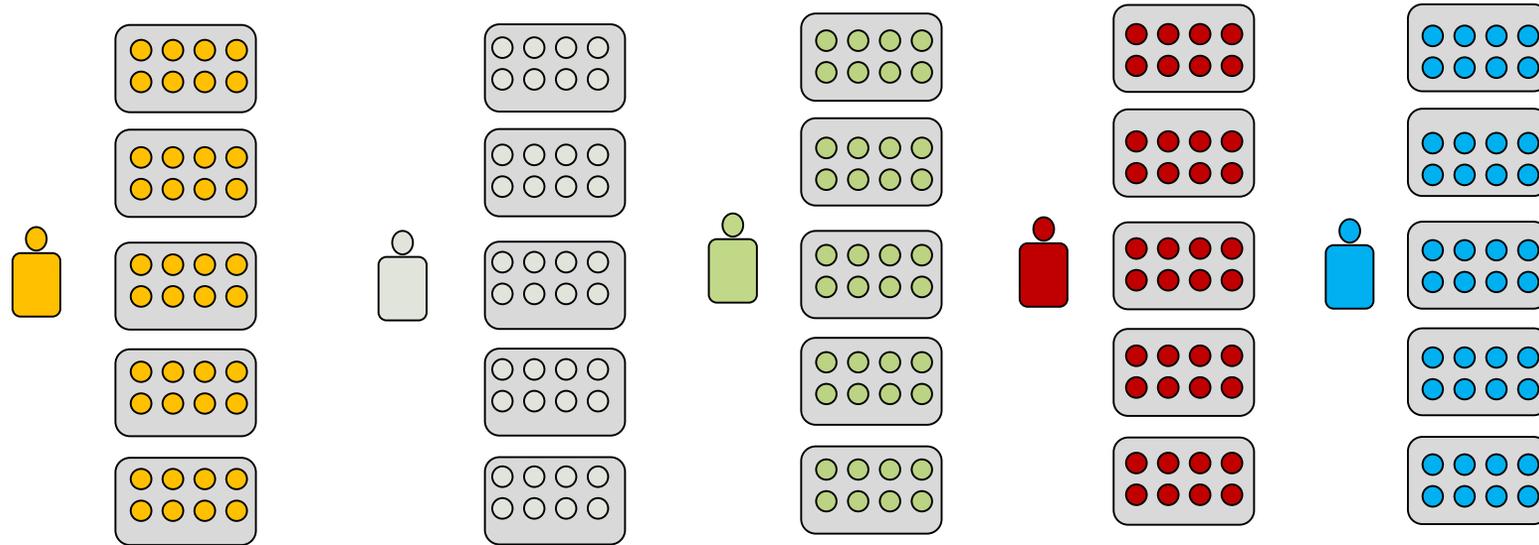
# 3 Levels of Interaction

## Neighborhood Level



### 3 Levels of Interaction

Family Level



# COURSE EXPERIENCE SURVEYS

## UVic Course Experience Survey

Project Audience 61

Responses Received 36

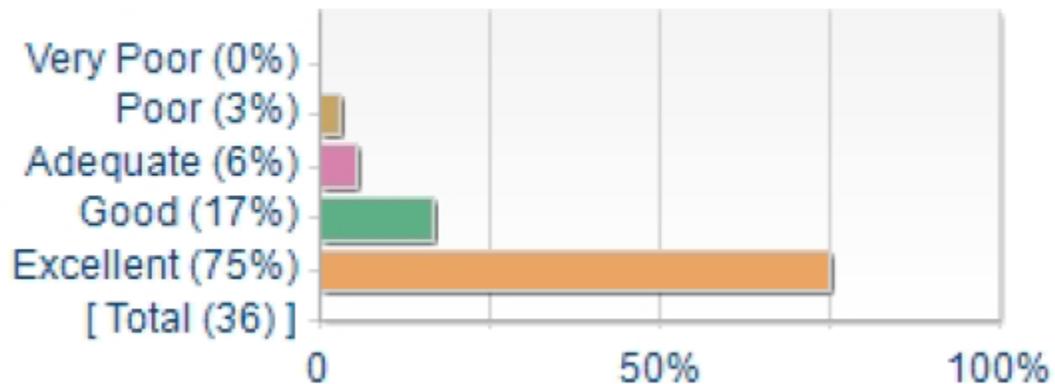
Response Ratio 59%

*“She has been the most supportive professor I have ever had, and she created a classroom that I felt more safe in then anywhere before.”*

### I Instructor’s Teaching:

**Overall → 4.39/5.0**

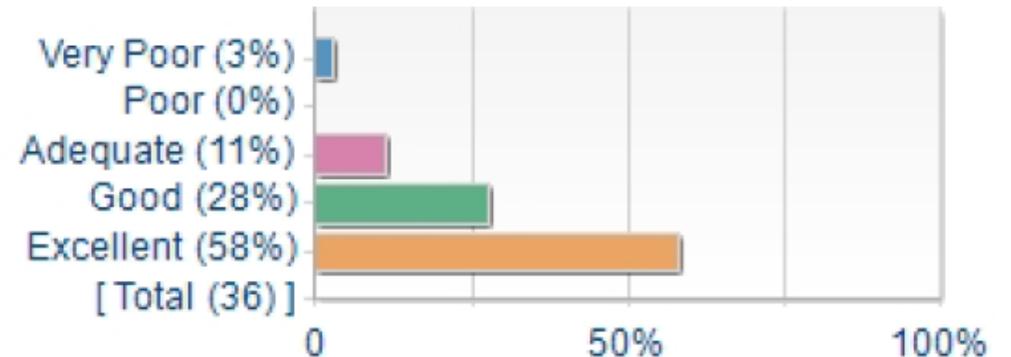
8. Overall, the instructor was effective in this course



### II Course Design:

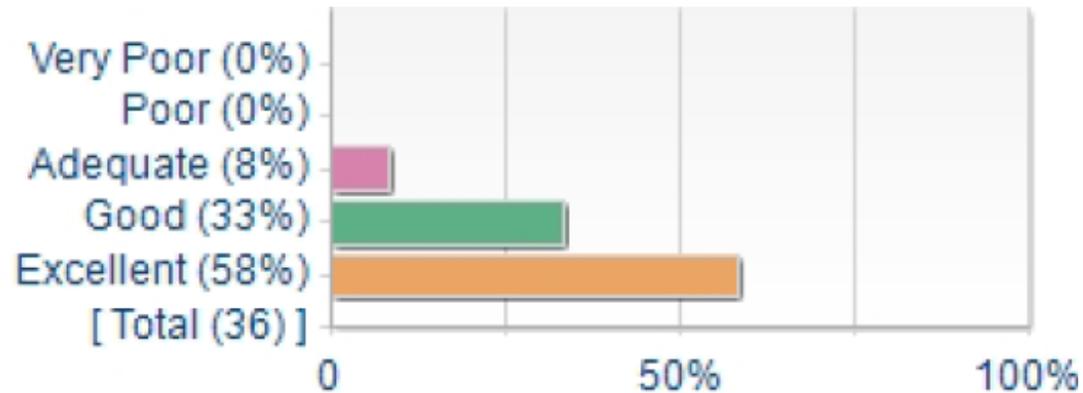
**Overall → 4.35/5.0**

7. Overall, the course offered an effective learning experience



# COURSE EXPERIENCE SURVEYS

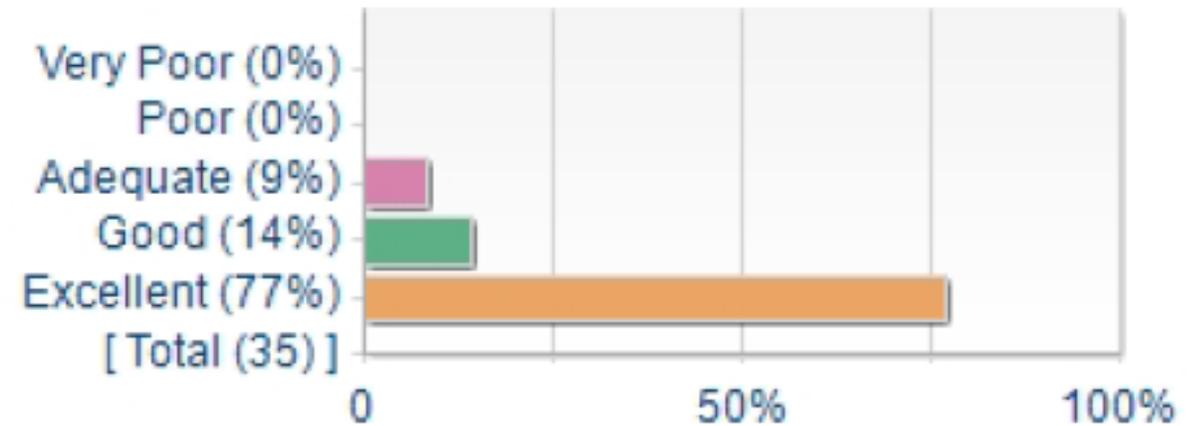
6. The course provided relevant skills and information (e.g. to other courses, your future career, or other contexts)



*“Tiko showed immense respect and care for her students, she made it a safe learning environment and was always open to students asking questions or sharing opinions and seemed genuinely interested in what we had to say.”*

*“Amazingly inclusive: able to allow all voices to be heard, and if someone gave the wrong answer, she would respectfully correct and not make them feel bad.”*

7. The instructor demonstrated respect for students and their ideas



*“She is an extremely approachable and empathetic instructor that I feel comfortable coming to with questions and helped me work through the course. She is honestly one of the best instructors I've had and I really appreciate her teaching style.”*

*“Tiko has a level of respect and interest for her students that I have never seen.”*

# DAILY RITUALS: AN ACTIVITY TO ENCOURAGE MEANINGFUL TERRITORIAL ACKNOWLEDGEMENT

## THE IMPORTANCE OF PLACE

### *Reflections*

- Where did you grow up?
- What meaning does this place have for you?
- How has this place shaped you?
- What are some values you learned based on the region where you grew up or currently live?
- Do you feel a connection with the land where you grew up or currently live?
  - If yes, consider the connection. If no, reflect on why that might be.

Credit to Jim Tanaka & Cathy Cositgan for *The Importance of Place* activity

Go to <https://native-land.ca/> and search for the region where you grew up. If you grew up outside of the places listed, you can do some more research into the indigenous history in that area, or search for any region that you feel a connection to.



12:35:10 From Tristen: I prepared this for today, and wanted to share: I apologize if I make an error in terminology with what I am about to say, I mean no disrespect, and I promise it is coming from a good place. **I think it is wrong of me to acknowledge the territory I am on without also discussing it in the context of today.**

**My family settled on land within the Treaty 4 region; we still live on a homestead; my grandfather was born in the barn on the farm where we all still live and work. My great grandparents came from the Ukraine and Poland and cleared the forest by hand to create this homestead for us. It is a very special place for myself and my entire family.**

**However, this land was not originally ours; this land rightfully belongs to the (characterized by the linguistic groups) Cree, Dakota, Dene (Chipweyan), Nakota (Assinaboine), and the Saultaux indigenous populations.**

**To put it bluntly, there is still a huge lack of respect and racism shown to these rightful owners by many settlers in this area. Right now, while the world is literally changing around us as we know it, I think it is important that us Canadians also recognize the widespread racism towards indigenous peoples in our country. Practices like Tiko has incorporated into the classroom, like these territorial acknowledgments are amazing, but I think we (myself included) can do more. Let us all be inspired by the BLM movement. Let's learn about privilege, learn about how to be allies, and show that we know we will never understand, but that we will still stand. All lives don't matter until minorities' lives matter <3**

12:36:28 From GF: Thank you Tiko! Thank you Tristen as well, that's a really thoughtful idea.

12:38:21 From DK: If anyone needs someone to talk to, please feel free to reach out to me

12:38:24 From SS: Very good point Tristen. Thank you for that acknowledgement.

12:39:17 From KL: Thank you Tristen! Very well said :)

12:42:00 From KM: That's a beautiful acknowledgement, Tristen, thank you for sharing!

12:42:10 From ZD: Thanks for sharing Tristen

12:42:53 From EM: Very well said Tristen, thank you :)

12:44:21 From CB: Thanks for sharing that Tristen, I agree!

12:44:36 From KS: <3

12:44:41 From PS: Thank you for sharing Tristen :) very well said

# PRINCIPLES

*“Tiko facilitated an open-minded, critical thinking, diverse perspective, and supportive learning environment that provided me with the opportunity to engage in my learning experience effectively.”*

Am J Community Psychol (2018) 62:283–293  
DOI 10.1002/ajcp.12286

FIRST PERSON ACCOUNT

## Embodying Decoloniality: Indigenizing Curriculum and Pedagogy

Karlee D. Fellner 

### Highlights

- Embodied approach to decoloniality by Indigenizing curriculum and pedagogy in community psychology
- How Indigenous pedagogies may be enacted using protocols & ethics, talking circles, stories, and land
- Framework for decolonizing and Indigenizing curriculum

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**Abstract** Decolonizing may be conceptualized through the interconnected processes of deconstructing colonial ideologies and their manifestations, and reconstructing colonial discourse through Indigenous counter-narratives. Given that the field of psychology is firmly rooted in colonial systems of thought, it is integral that professionals in psychology and allied disciplines engage in meaningful, beneficial work with Indigenous communities through actively decolonizing and Indigenizing research, practice, and education. This paper illustrates an embodied approach to decoloniality through Indigenizing curriculum and pedagogy in community psychology and allied fields. Drawing on both Indigenous research and experience, the author presents a framework for decolonizing and Indigenizing curriculum through: (a)

**Keywords** Decolonizing · Indigenous · Health services · Mental health · Education · Pedagogy

### Introduction

tans’i!<sup>1,2</sup> miyotehiskwew nitisiyihkason.<sup>3</sup> Karlee Fellner mōnîyâw wihowin.<sup>4</sup> niya neyihaw niya otipemisiwak.<sup>5</sup> alperta ohci niya.<sup>6</sup> I am Cree/Métis from central Alberta where vast fields of canola barley wheat stretch to the ends of the earth beneath a vibrant blue sky. My nohkom<sup>7</sup> Elizabeth Jane Pruden was from Beaver Lake Alberta. I was born in Camrose – a 20 minute drive southwest of where her scrip was issued near Round Hill. I was raised an hour’s drive northwest of Camrose in the small town

## ■ Critical Thinking



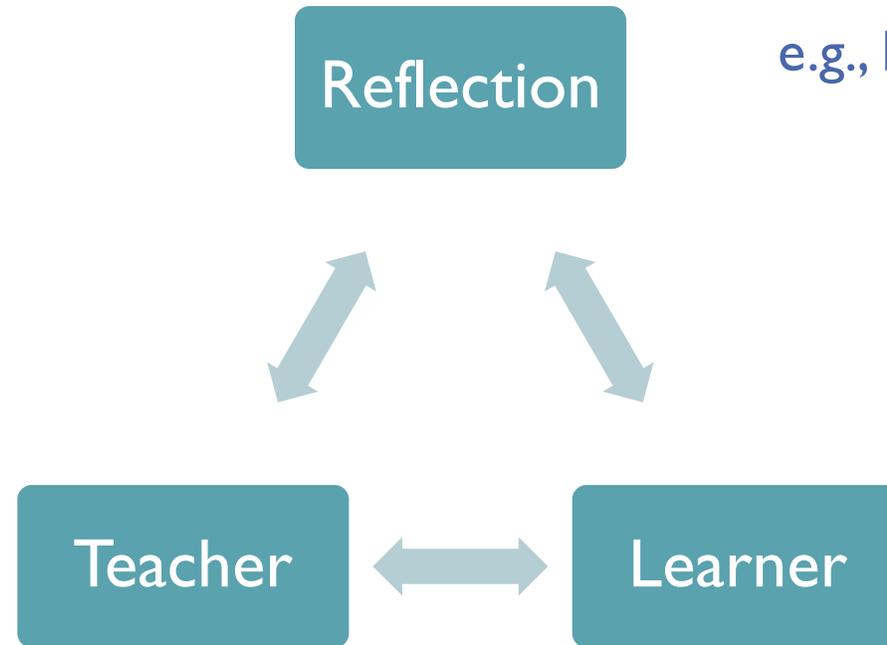
How this principle translated within the classroom:  
Focus on developing skills to critique the research such that students had tools to determine how credible and how compelling a research study is (e.g., focus on research methods, how results may have been impacted by cultural differences, etc).



# PRINCIPLES

*“Tiko is a caring, thoughtful, capable instructor, and I am thankful for the things she and my classmates have taught me.”*

- Critical Thinking
- Bidirectional Learning
  - Group projects
  - Everyone Chat
  - Break out rooms
- Reflection
- Self- and other-compassion
- Active Listening & Engagement
- Knowledge Sharing



e.g., DISCUSSION FOR TOMORROW  
SEX/GENDER

GENDER:

MALE

FEMALE

**Is there something wrong with this question? If so, what?**  
How might there be ethical issues here?

*“The course structure included tons of opportunities to engage with peers in daily family discussions as well as a group project.”*

To give back to the class, I will actively listen to those who speak in the community and family discussions with authenticity and enthusiasm.

I hope to support and encourage my peers when possible.

To be open to others' ideas

I think that my 'family' is a great group of people who I am looking forward to working with

I would like to give back my full presence and attention to the class

I would like to provide a safe place for my fellow classmates to express themselves without fear of judgement and to foster a feeling of community while we are all relatively isolated.

I hope the openness for discussion in the class will allow me to become familiar with more types of views from various minds.

My goal is to feel comfortable enough with the material by the end that I am able to recall it when needed for future courses or experiences

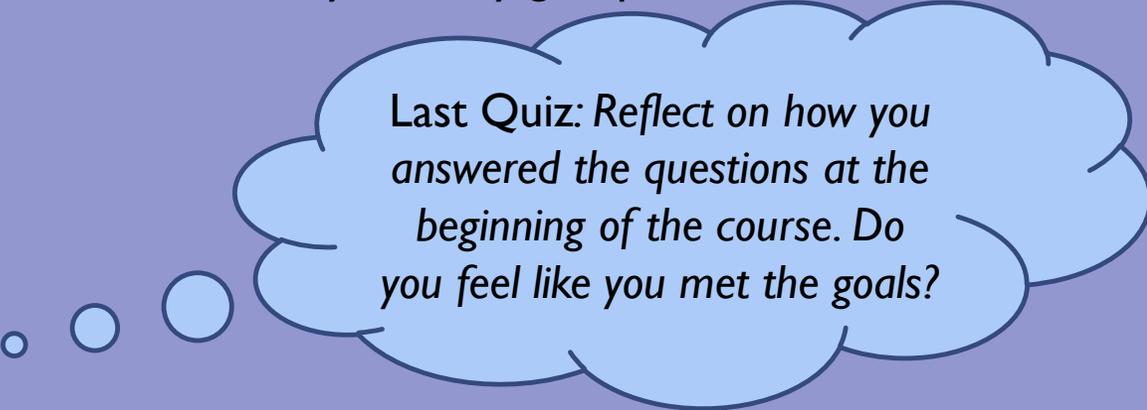
I would love to give this course my full participation and hopefully contribute to the "community" and my "family" in a positive way

I think we can all contribute a unique perspective to class discussion as we all have different knowledge and experiences.

hopefully being more comfortable with sharing ideas and not getting as nervous

Quiz 1: What do you want to give back to the class?

I hoped that I would contribute enthusiasm, active listening, positive collaboration, and frequent participation. I think that I mostly lived up to these goals. I was excited to attend lecture everyday, I enjoyed listening to the perspectives of Tiko and my classmates, and I communicated effectively with my group members.



*Last Quiz: Reflect on how you answered the questions at the beginning of the course. Do you feel like you met the goals?*

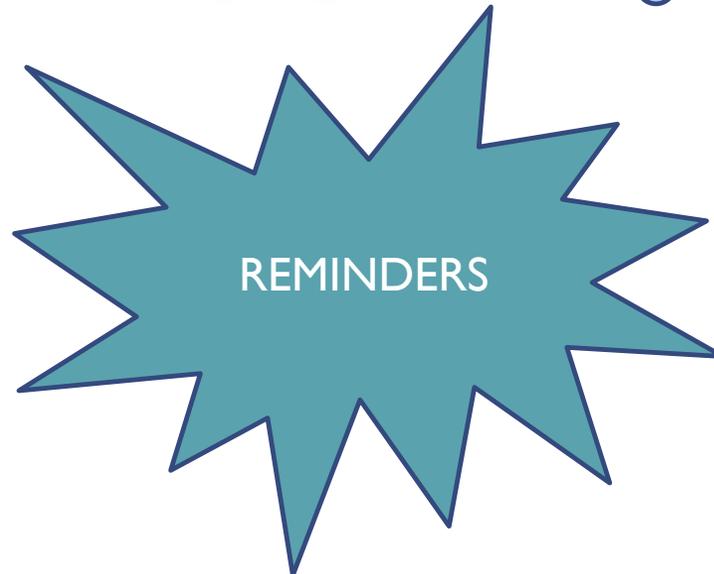
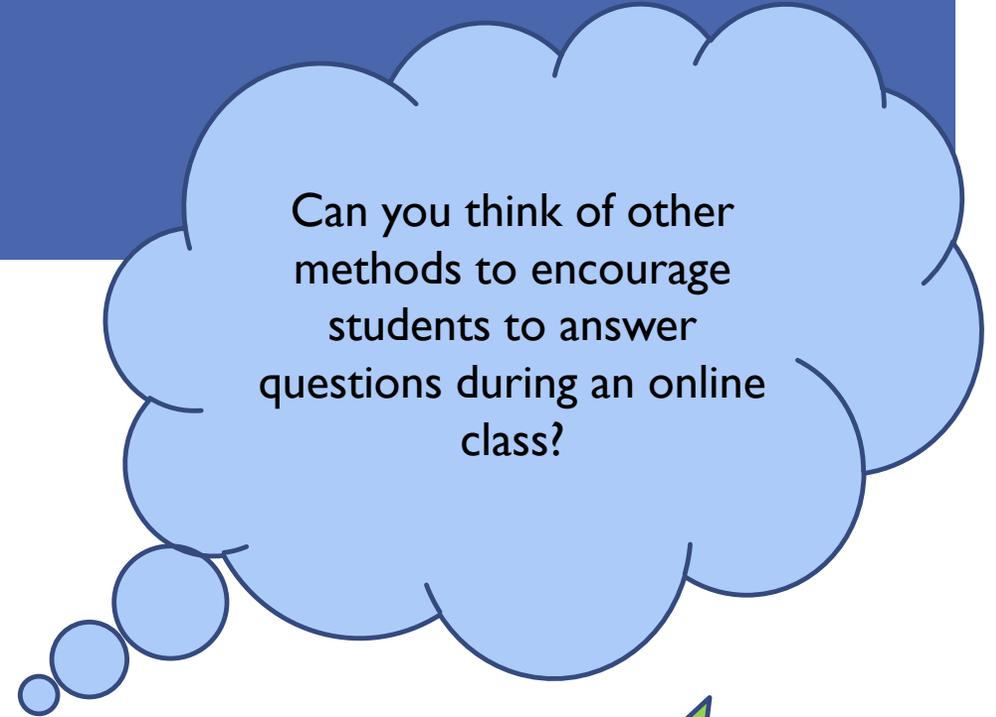
When reflecting on my answers from the first quiz at the beginning of this course I have realized **how far I have come!** At the start of the class, I had said “I would love to give this course my full participation and hopefully contribute to the 'community' and my 'family' in a positive way” and I believe I was able to succeed in that goal. **Typically, during in-person lectures, I am not one to participate. In this setting and course, I was able to participate a lot and feel comfortable doing so!** Furthermore, I learned so much from my family and class discussions.

At the beginning of the course, I was really anxious about collaborative work and **considered using my academic accommodations to be able to do the project on my own.** In the end it ended up being a great experience and we ended up doing really well. **It was nice to talk to people I probably would have never talked to otherwise.** I didn't manage to get to the community level while sharing but **the amount of comfort I felt at the group level took a lot of anxiety away from group collaboration.**

I can't say for sure if I facilitated any learning, but I honestly believe that **the group chat and especially the break out rooms were a huge part of my learning.** I loved being able to share and listen to my peers on the topics we discussed and learn about their opinions on different topics. I feel like that really furthered my learning and **helped me see things from different perspectives.**

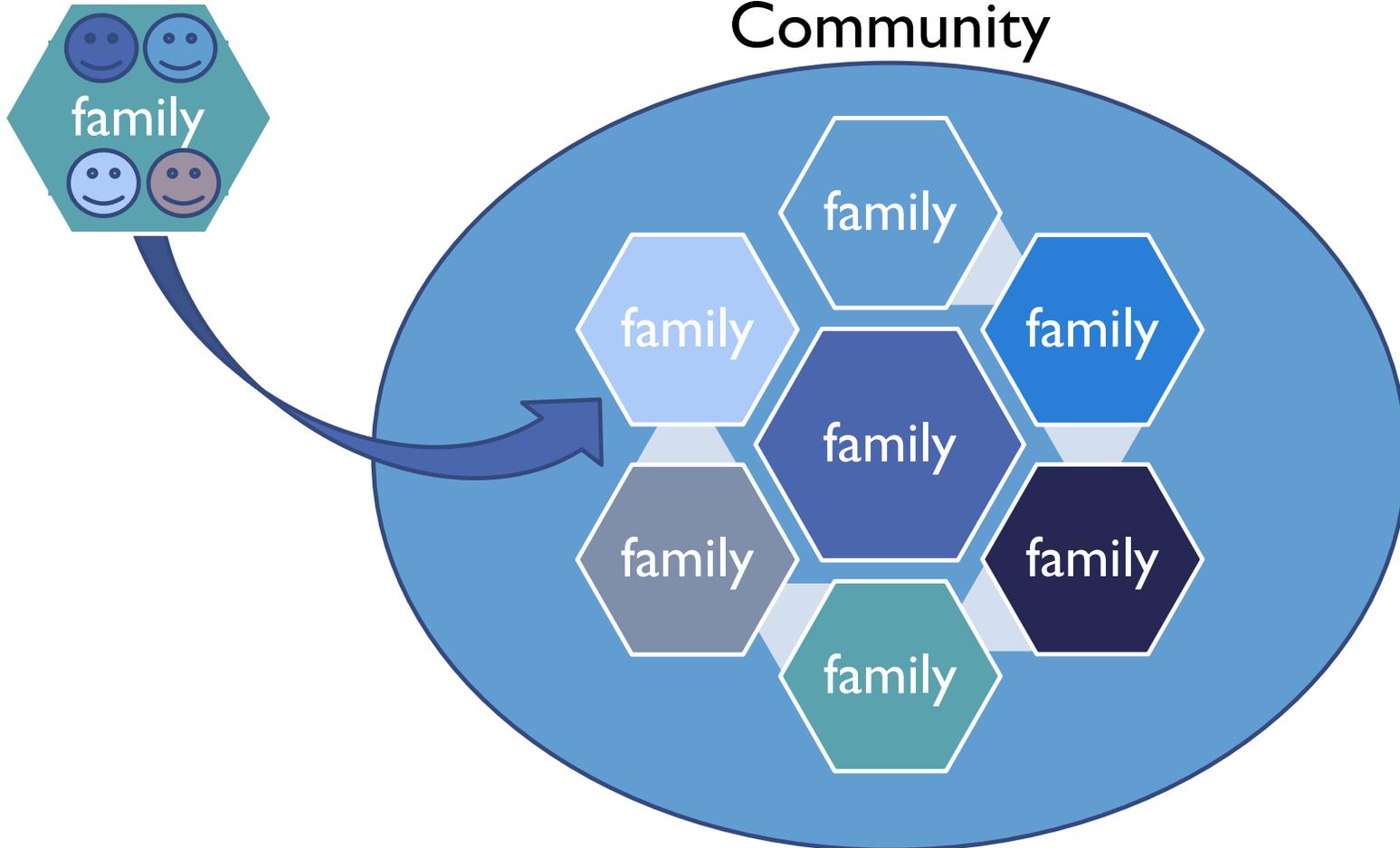
# PRINCIPLES

- Active Listening & Engagement
  - Consistent graphics:
    - Methods of critique
    - Reminders
    - Take Away Message
    - Thought bubbles for upcoming questions
    - Polling questions



# COURSE APPROACH & ORGANIZATION

## Community



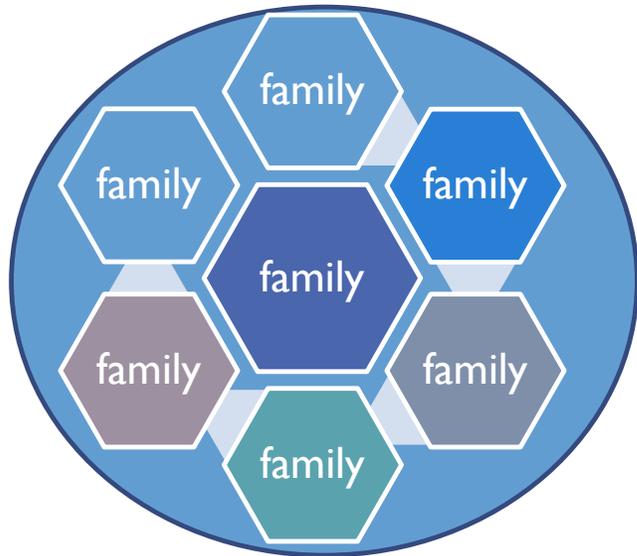
*“...although I usually do not enjoy excess group discussion or group work in my classes, I thought the family aspect of the course was awesome.”*

I aimed to diversify the Families as much as possible based on year of study, accommodations, and if students were in science or art.

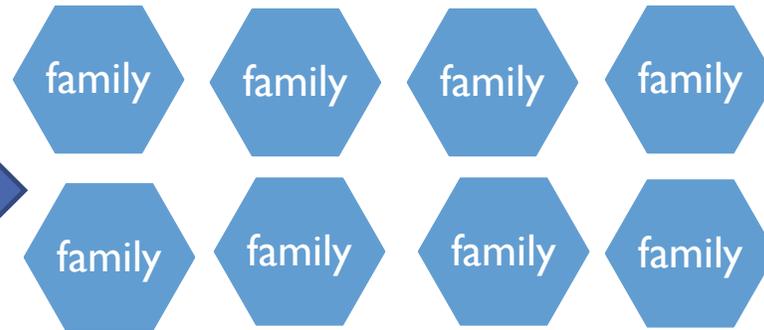
# COURSE PROCESS

“...I was quite skeptical about how online classes would work, but Tiko created a course outline that made me wish all my classes were in this format. By creating a community and families, she made everyone feel that they had a platform.”

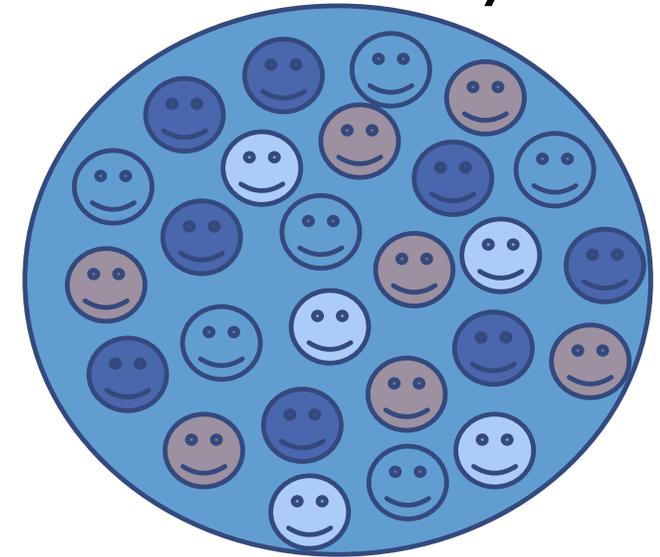
## Community



## Break Out Rooms



## Community



(Optional)

Add to the  
Everyone chat  
once you're back  
in the main room



# CLASS DISCUSSION FOR TUESDAY

RELATIONSHIPS & MENTAL HEALTH



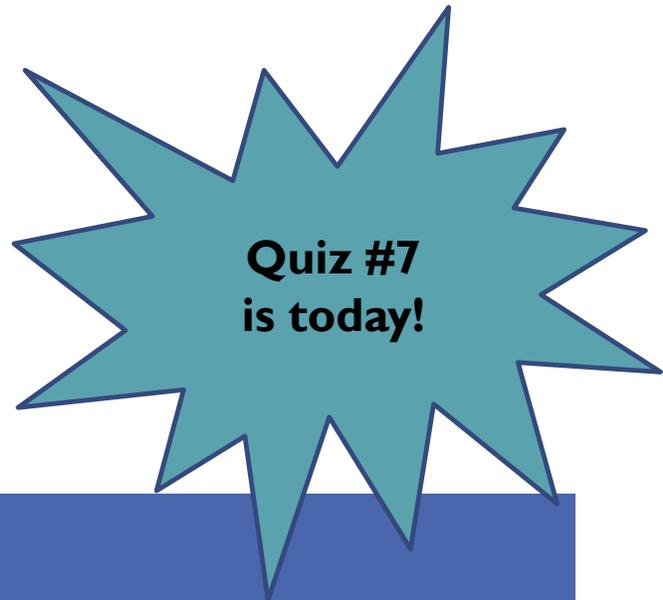
Q7

DISCUSSION QUESTION:

How might using the terms 'normal' vs 'abnormal' or 'healthy' vs 'unhealthy' when referring to the neurotypicality of individuals be inherently an issue related to discrimination? Might society's tendency to consider 'abnormal' as negative be the problem?

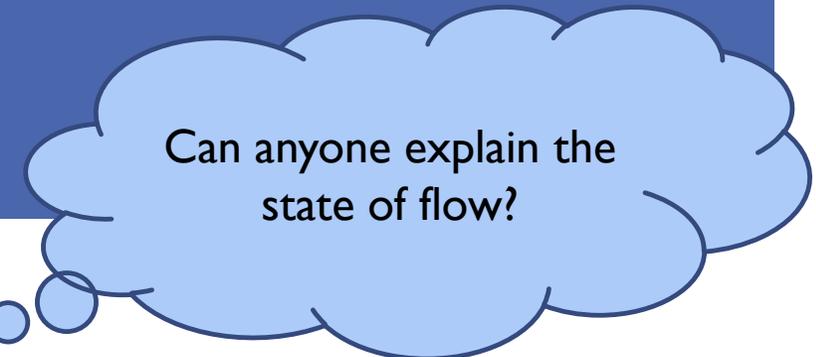
*--The Nameless Nomads*

*A discussion question that was posed by one of the groups prior to their group presentation*



**Quiz #7  
is today!**

# OPTIMIZING THE BASICS OF ZOOM



## *Principle of Knowledge Sharing*

### Everyone chat

- Encourages them to read ahead
- Provides the opportunity to find a community and like-minded peers within the classroom
- Can ask/answer questions of their peers (opportunity to be teachers)
- Take-Home messages → everyone could read what everyone else talked about
- Read the Everyone Chat after each class, and aim to mention good questions, ideas, and resources contributed by students

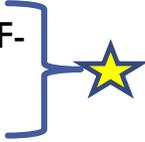
14:31:20 From [JC]: Loved the presentation, very interesting and engaging !!

14:31:37 From [QZ]: Thanks guys! I really loved hearing your reflections at the end. Can't wait to hear from all your group presentations later on

14:31:45 From [AB]: Great job describing the methodology! I also like how you went over both the strengths and limitations



# OPTIMIZING THE BASICS OF ZOOM

- 13:19:59 From QZ: The music examples!! I can relate. When you're either practicing an instrument or writing music time can flyyyyy
- 13:20:21 From FB: Reading works for me.
- 13:21:06 From KC: I definitely get into the "flow" space when I'm rock climbing! It's such a great feeling to not have anything else in your mind except what you're doing in that moment!
- 13:21:26 From TL I have had a similar experience volunteering on a crisis line! very cool to hear your examples too
- 13:21:50 From AW: yoga and meditation for me
- 13:22:49 From NG: Pottery for me is the ultimate time for flow, I can be working on something for like 8 hours and just be completely consumed by what I am making and not even realize.
- 13:23:08 From CM: ^^ me too @NG
- 13:23:35 From AB: Running does that for me! So easy to get in the zone then get home and realize an hour had magically gone by
- 13:24:28 From CT: I hit flow best when I skate, the only thing I can think of is moving my body and checking the clock each lap, trying to go faster and faster, hitting the corners exactly right so the straightaways don't exist at all
- 13:24:29 From KL: Agree! @AB time really flies haha
- 13:24:47 From CF: I am a hairstylist and know I've reached flow when I was able to predict exactly how much time a particular colour job would take (2-5 hours)!
- 13:25:19 From CW: What was the book called?
- 13:25:42 From EJ: Flow, the psychology of optimal experience
- 13:25:49 From EJ: it's in the top corner
- 13:26:54 From QZ: For those interested in the book club: [https://docs.google.com/document/d/IAF-8w9fmCU\\_Wbz0woqSjXPM3pvgQSjCNGdcloidjToY/edit?usp=sharing](https://docs.google.com/document/d/IAF-8w9fmCU_Wbz0woqSjXPM3pvgQSjCNGdcloidjToY/edit?usp=sharing)
- 13:27:31 From CM @QZ Thank you for setting that up, such a great idea!
- 13:28:08 From CM: You guys are all so cool! Love that you all have such diverse and interesting backgrounds with the kinds of activities you do/have done!
- 
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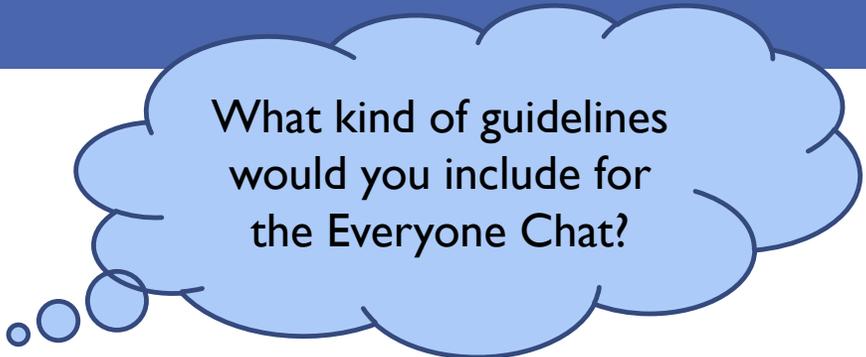
# OPTIMIZING THE BASICS OF ZOOM

## Everyone chat

**Suggestions as to how the instructor could have helped you learn more effectively:**

*“Limiting some of the chat, the material at times was not relevant in the chat and distracted me from focusing on the lecture.”*

*“The only suggestion I have is to be clear on expectations in the group chat during class. Overall, the group chat was very effective, but it may be useful to remind students that it is not the space to debate sensitive and personal topics.”*



What kind of guidelines would you include for the Everyone Chat?



Prior to posting, please think: *is this comment going to help my peers learn?*

Added this reminder to the first slide of every class

# OPTIMIZING THE BASICS OF ZOOM

## Videos on // Break Out Rooms // Polling

- Encourages engagement, active listening
  - Encourages students to read ahead
  - Provides the opportunity to find a community and like-minded peers within the classroom
- The *First-Row Effect* also applied to the students in using the Everyone Chat



# COURSE APPROACH & EVALUATION

## Presence Marks

### ■ **Active listening & “Netiquette” includes:**

- Show up
- Turn your video on
- Be respectful and courteous during lectures and group discussion
- Be open-minded. Know that you will not always have the same opinion as everyone else in the class, and that’s okay.
- Participate in the polls (like iClicker responses; some of these poll questions will be included on the quizzes)
- Contribute meaningfully to the “Everyone” Chat with questions/answers/resources/citations
- Raise your virtual hand

*“You had the entire class engaged, and, despite it being online, I did not feel anonymous at all. I felt like it mattered if I attended (not just for participation marks), and that my “family” would miss me if I didn’t.”*

# EVALUATION

*“She encouraged us to apply what we learned to our real lives. The take-home messages, discussions, and short answer questions on quizzes encouraged me to think about relevant life experiences, which helped me remember the material. One of the class objectives was to have conversations with people in our daily lives and naturally be able to talk about personality psychology topics. I definitely feel confident doing so.”*

## Exams

- Assessing critical thinking
- Open book



**Aim of Exams:** I told the students that if they were at a dinner party or in an academic setting (e.g., a conference), and a topic related to the course came up, I wanted them to be able to know the material well enough that they could enter such a conversation with confidence and knowledge.

## BREAK OUT ROOMS

Several personality traits are proposed to be adaptive by evolutionary psychologists. Think of a few. Can you see how any of these traits might benefit you or facilitate your life? Would the opposite side of the trait be maladaptive? How do these traits fare within the controversies common in the evolutionary psychology field?

**Example Exam Question.** Identify one personality trait proposed to be adaptive by evolutionary psychologists. Explain why this trait may be beneficial for the human species (1) and why not having this trait could be maladaptive (1). Explain how the proposition that this personality trait is adaptive holds up against two relevant controversies that are common in the evolutionary psychology field (explain the controversy and specifically how the controversy is related to the trait you selected– 2 points for each) [Out of 6 total].

# TAKING ADVANTAGE OF BEING IN THE COMFORT OF YOUR OWN HOME

## Group Presentations

**This is an opportunity!**



Skills that may be relevant to future occupation opportunities?

**Let students brainstorm as much as possible!**

This may be particularly useful/important for activities/assignments where there might be some push back

- I asked students this question, and there were tons of student responses in class and in the Everyone Chat
- This may assist students who don't want to do the group work to see the benefits, and also to get students on the same page

# TAKING ADVANTAGE OF BEING IN THE COMFORT OF YOUR OWN HOME

## **This is an opportunity!**

- Proficiency with online platforms
- Digital communication
- Active listening
- Team player and online collaboration
- Critical thinking
- Decision making
- Problem-solving

Skills that may be relevant to future occupation opportunities?

I was expecting a lot of complaints about the group presentations – several other profs warned me that this was a risky assignment, but overall, the group presentations were excellent.

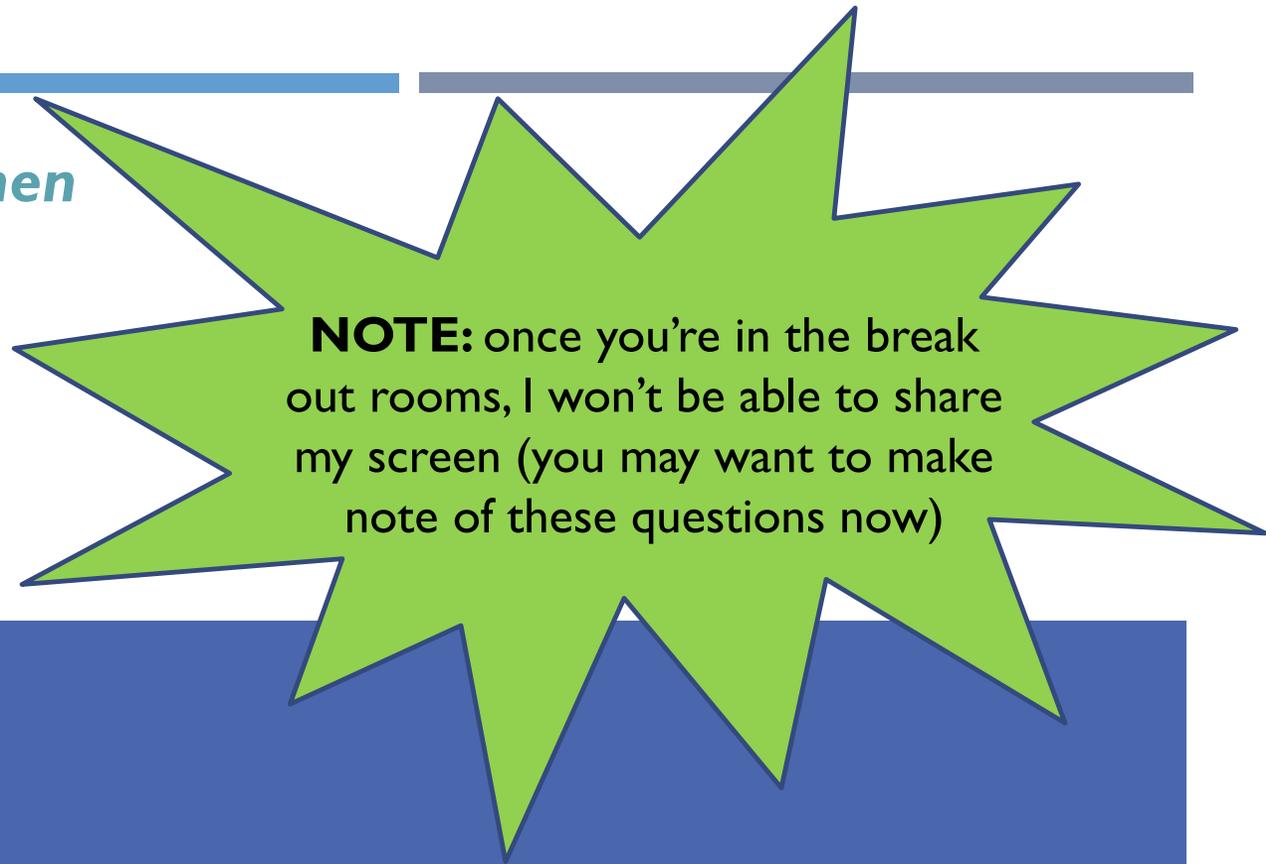


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*Aim to submit a Take-Home Message when we come back as a community!*

## BREAK OUT ROOMS

MEET YOUR FAMILY



Take turns introducing yourself to each other!

Suggestions for what to exchange at this time:

- Names, Pronouns & Department
- What would you consider incorporating into your own courses, based on this session?
- What else do you plan to incorporate into your online classes to facilitate engagement?
  
- If you're a student, what would you like to see more of in online classes?

## ADDITIONAL RESOURCES:

- Fellner, K. D. (2018). Embodying decoloniality: Indigenizing curriculum and pedagogy. *American Journal of Community Psychology*, 62(3-4), 283-293. doi:10.1002/ajcp.12286
- Watts, V. (2016). smudge this: Assimilation, state-favoured communities and the denial of indigenous spiritual lives. *International Journal of Child, Youth & Family Studies IJCYFS*, 7(1), 148-170. doi:10.18357/ijcyfs.71201615676
- Schmidt, H. (2019). Indigenizing and decolonizing the teaching of psychology: Reflections on the role of the Non-Indigenous ally. *American Journal of Community Psychology*, 64(1-2), 59-71. doi:10.1002/ajcp.12365
- Coulthard, G. (2010). Place Against Empire: Understanding Indigenous Anti-Colonialism. *A Journal of Radical Theory, Culture, and Action*, 4(2), 79-83.
- Stinson, D.A. & Cameron, J. J. (2020). Teaching and Learning Guide for: Guidelines for respecting gender diversity in psychological research. *Social and Personality Psychology Compass*, <https://doi.org/10.1111/spc3.12535>
- Cameron, J. J. & Stinson, D.A. (2019). Gender (mis)measurement: Guidelines for respecting gender diversity in psychological research. *Social and Personality Psychology Compass*, 13, e12506. <https://doi.org/10.1111/spc3.12506>

## ADDITIONAL RESOURCES:

tiko@uvic.ca & jtanaka@uvic.ca

- Email Jim or Tiko with questions, comments, feedback etc.
- Email Tiko if you would like her syllabus, CES, grading rubrics for the group presentations

# SYLLABUS AND COURSE APPROACH

WK	DATE	TOPIC	READINGS	EVALUATIONS
1	1 - M May 11	Introduction. What is Personality!?	Ch. 1	
	2 - T May 12	Research Methods, Sex/Gender	Ch. 2	<b>Quiz 1</b>
	3 - W May 13	Effect Size, Replicability, Open Science	Ch. 3	
	4 - Th May 14	Persons & Situations (Ch. 4)	<u>Thurs May 14</u> : Topic Selection for Group Project	
	5 - F May 15	Personality Judgement	Ch. 5	
2	Mon May 18	VICTORIA DAY—No class	<u>Tues May 19</u> : Submit article selection for group presentation	
	6 - T May 19	*Traits and Types: The Big Five & Beyond	Ch. 6	<b>Quiz 3</b>
	7 - W May 20	*Cultural Variation in Experience, Behaviour & Personality	Ch. 13	<b>Quiz 4</b>
	8 - Th May 21	*Personality Stability, Development & Change	Ch. 7	
	9 - F May 22	<b>Midterm Exam</b>		<b>Midterm (20%)</b>
3	10 - M May 25	**Anatomy & Physiology of Personality	Ch. 8	<b>Quiz 5</b>
	11 - T May 26	*Genetics & Evolution of Personality	Ch. 9	
	12 - W May 27	**Humanistic & Positive Psychology, and the Science of Happiness	Ch. 12	<b>Quiz 6</b>
	13 - Th May 28	*Personality Processes: Learning, Motivation, Emotion and Thinking	Ch. 14	
	14 - F May 29	<b>Final Exam</b>		<b>Final Exam (20%)</b>
4	15 - M Jun 1	*Psychoanalysis, Neo-Freudians & Object Relations	Ch. 10/11	<b>Quiz 7</b>
	16 - T Jun 2	**The Self: What You Know About You	Ch. 15	
	17 - W Jun 3	*Relationships, Business, and Mental & Physical Health	Ch. 16/17	<b>Quiz 8</b>