

The Practices of Indigenous Knowledges in OERs

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Two-Row Wampum by Belt Tsi Tyónnheht Onkwawén:na Language and Cultural Centre
<https://bayofquinte.ca/living/living-side-by-side-history-two-row-wampum/>

The background of the slide is a reproduction of the painting 'American Progress' by John Gast. It depicts a personification of Progress, a woman with long blonde hair, wearing a white dress and holding a book labeled 'SCHOOL BOOK' and a torch. She is shown in profile, moving from left to right across the sky. Below her, the landscape is filled with various scenes of American expansion and industry: a steam locomotive pulling a train, a stagecoach, a covered wagon, a herd of bison, and a group of people on horseback. The scene is set against a backdrop of mountains and a cloudy sky.

“With the rise of computer-based technology, settler colonialism has seeped into the cyber-realm. The Internet has become another space and place where the violence and normalization of colonization are perpetuated”

(Morford & Ansloos, 2021, p. 295).

American Progress by John Gast
via [Wikimedia Commons](#)



Indigenous Knowledges in Tension

- IK is complicated, nuanced, and conditional
- Can threaten the integrity of IK
- Misrepresentation – appropriation
- Incomplete – inaccurate – reproduce colonialism
- Attention to protocols

(Flor, 2013)

Indigenous Ways of Knowing

- culturally specific knowledge derived from Indigenous people's long and multigenerational histories of interactions with the world around them
- Intended to engage the whole person – holistic
- encompass their beliefs, values, philosophies, and education processes
- Engages in pedagogies of intergenerational and experiential, narrative and story, land-based learning, relational

(Adger, 2012; Archibald, 2008; Barnhardt & Kawagley, 2005; Brayboy & Maughan, 2009; Battiste, 2012; Cajete, 1994; Styres, 2017)



The Changing Landscape of Indigenous Education in Canada

- Changing policy
- Large scale curriculum reform
- Required/foundational coursework in teacher education
- Discourses of reconciliation, decolonization, Indigenization
- Indigenous priorities, including sovereignty
- Increasing access and enhancing learning
- Indigenous participation in digital initiatives



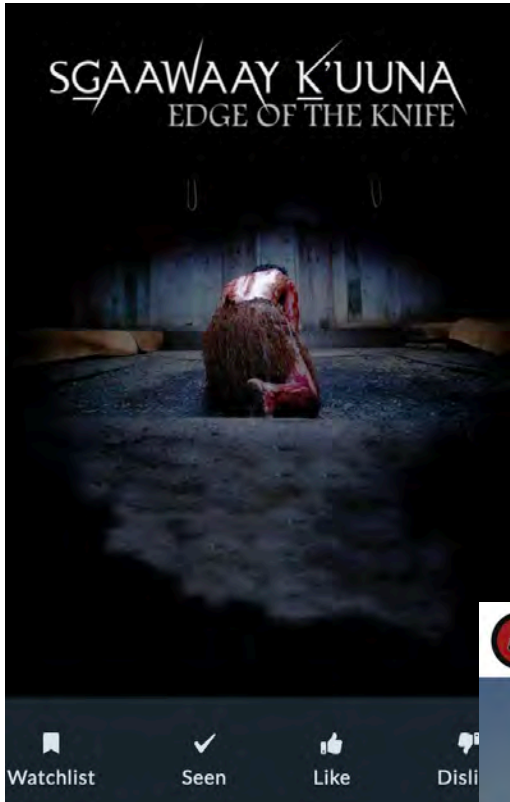
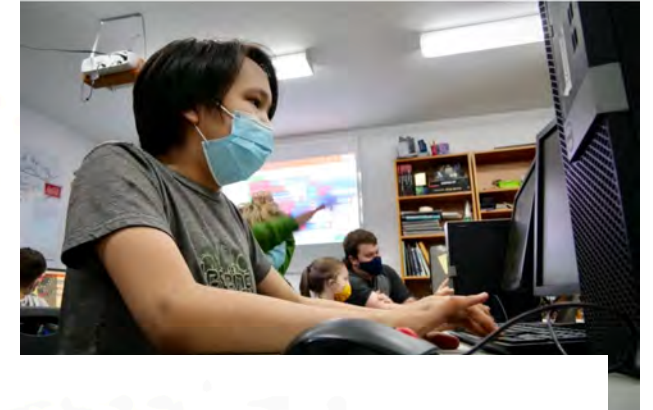
Reconciliation Pole UBC
Photos from UBC Flickr



Indigenous Knowledges in Online Spaces

North · Feature

More young Nunavummiut learn computer programming skills despite northern internet challenges



L'nui'suti 4+
Mi'kmaw Language App
Mi'kmaw Kina'matnewey
★★★★★ 4.8 • 50 Ratings
Free



beadsbylittlewind nativeeee

✨🍀💚 #depop #fyp #indigenousday
#shopsmallbusiness #nativetiktok ...

172.7K Likes, 912 Comments. TikTok video from...

1M views | 🎵 original sound - Jamie Ann

Curriculum Project 1

5. Indigenizing Design for Online Learning in Indigenous Teacher Education

JOHANNA SAM; JAN HARE; CYNTHIA NICOL; AND LEANNE PETHERICK

How do you bring Indigenous knowledges into learning management systems (LMS)? How do you weave Indigenous perspectives in the course design while using a LMS that can be seen as dominant/Eurocentric? Indigenous Teacher Education Programs (ITEPs) allow

Sam, J., Hare, J., Nicol, C., & Petherick, L. Indigenizing Design for Online Learning in Indigenous Teacher Education. Toward a Critical Instructional Design.
<https://pressbooks.pub/criticalinstructionaldesign/chapter/indigenizing-design-for-online-learning-in-indigenous-teacher-education/>

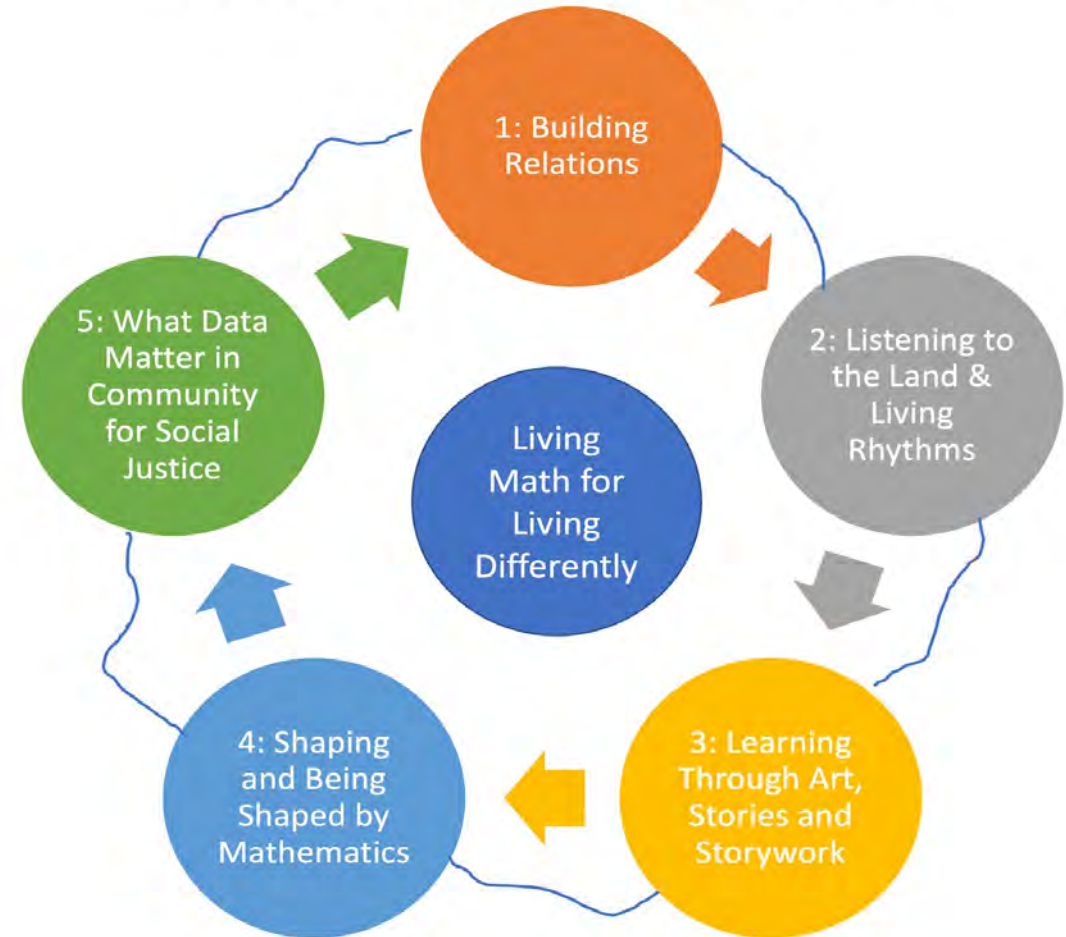
Design Principle 1:

Indigenous Knowledge Frameworks

- conceptual or visual representations by which IK is organized
- Knowledge, concepts, or values are then classified, integrated, or structured to provide an understanding of the world around us.

- **Indigenous Storywork** (Archibald, 2008) – respect, responsibility, reverence, reciprocity, holism, inter-relatedness, synergy
- **4Rs** (Kirkness & Barnhard, 1998) – reciprocity, respect, relevance, reverence
- **First Nations Principles of Learning** – 8 principles for learning
- **Indigenous Wholistic Wellness Framework** (Pidgeon, 2014)

Mathematics Threaded across Themes



Sam, J., Hare, J., Nicol, C., & Petherick, L. Indigenizing Design for Online Learning in Indigenous Teacher Education. Toward a Critical Instructional Design.



Design Principle 2:

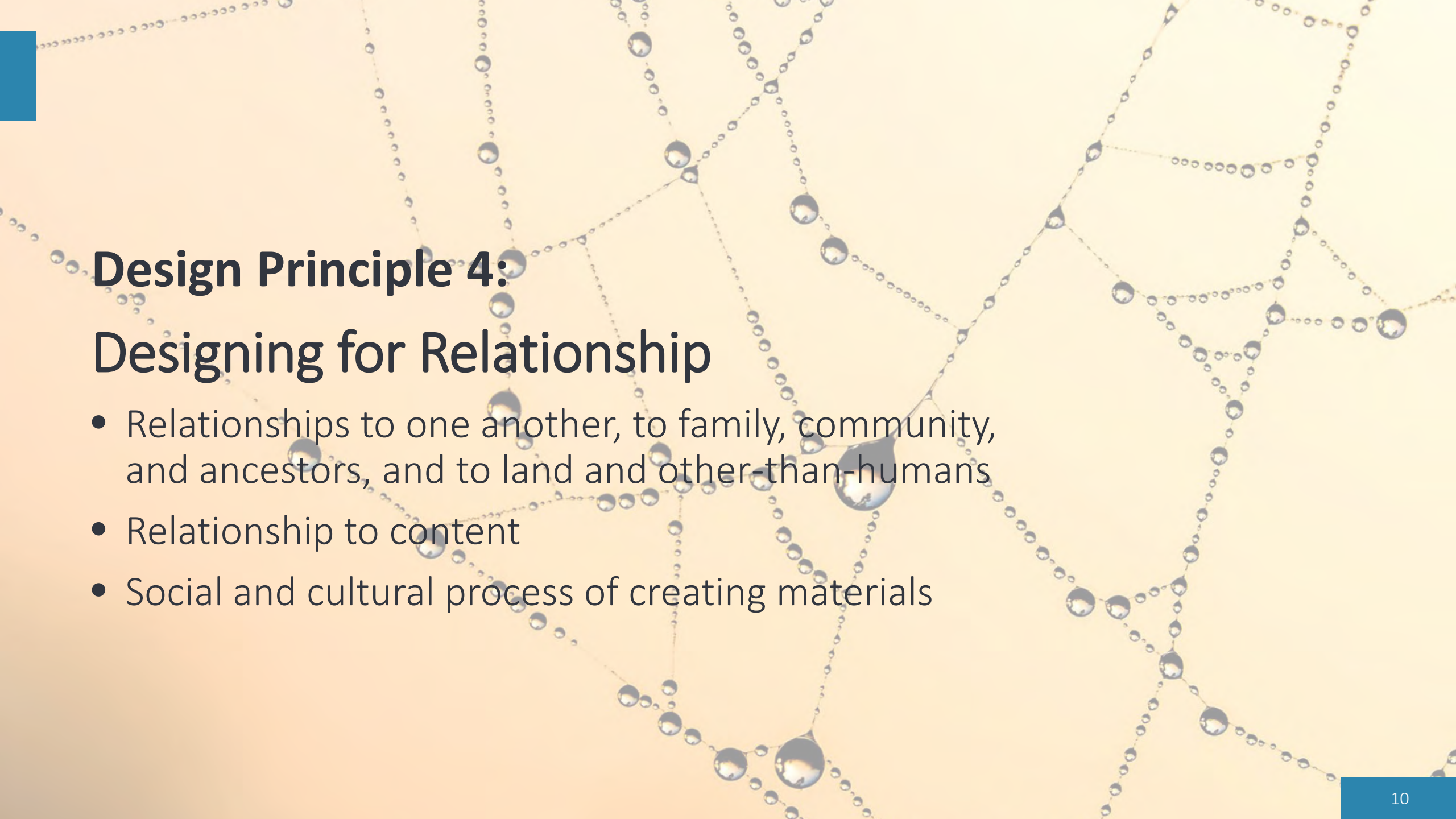
Localization

- Attentive to the diversity in languages, traditions, and practices among Indigenous groups
- Guided by Indigenous scholarship
- Consultation and collaboration with Indigenous community

Design Principle 3:

Multimodalities

- a range of multimodal forms, including audio, images, texts, blogs, or videos
- Drew on digital storytelling practices
- Foregrounding Indigenous voice/perspectives



Design Principle 4:

Designing for Relationship

- Relationships to one another, to family, community, and ancestors, and to land and other-than-humans
- Relationship to content
- Social and cultural process of creating materials



IndEdu200x: Reconciliation Through Indigenous Education

Engage with Indigenous knowledge keepers, educational leaders, and resources to enhance your understanding and knowledge of practices that advance reconciliation in the places where you live, learn, and work.

ABOUT THIS COURSE

This course will help you envision how Indigenous histories, perspectives, worldviews, and approaches to learning can be made part of the work we do in classrooms, organizations, communities, and our everyday experiences in ways that are thoughtful and respectful. In this course, reconciliation emphasizes changing institutional structures, practices, and policies, as well as personal and professional ideologies to create environments that are committed to strengthening our relationships with Indigenous peoples.

For educators, this means responding to educational reforms that prioritize improved educational outcomes for Indigenous learners. In addition, educators must support all learners to develop their knowledge and understanding of Indigenous people's worldviews and cultures as a basis for creating equitable and inclusive learning spaces. To support these goals, teachers, administrators, young people, school staff, and researchers will learn from Indigenous Elders, educational leaders, and culturally relevant learning resources as part of their experiences in this MOOC.

For others who want to build their own competence and the capacity of those around them to engage in relationships with Indigenous peoples based on intercultural understanding, empathy, and respect, this course will help get you started in this process.

*"I RECENTLY TOOK
YOUR MOOC COURSE
"RECONCILIATION THROUGH
INDIGENOUS EDUCATION",
AND IT CHANGED MY PRACTICE
AND LIT A FIRE IN ME. "*

*Kristen,
previous participant*

LEARN MORE

pdce.educ.ubc.ca/MOOC

Register at:	www.edx.org
Course code:	IndEdu200x
Instructor:	Dr. Jan Hare
Course Dates:	Jan 24 - Mar 7, 2017
Length:	6 weeks
Estimated time:	2-4 hours/week

Each topic is structured with: lectures, conversations with Elders and knowledge keepers; dialogues with educators and scholars that inform practice; teaching examples; and curriculum and educational resources.

There will also be activities and assessment exercises designed to bring together and consolidate new understandings that emerge through the course.

Week 1: Indigenous Education Through the Lens of Reconciliation

Week 2: History of Indigenous Education

Week 3: Learning from Indigenous Worldviews

Week 4: Learning from Story

Week 5: Learning from the Land

Week 6: Engaging in Respectful Relations

1) deepen their knowledge of Canada's colonial history and how an assimilationist education has produced different outcomes for Indigenous learners in comparison to their non-Indigenous counterparts;

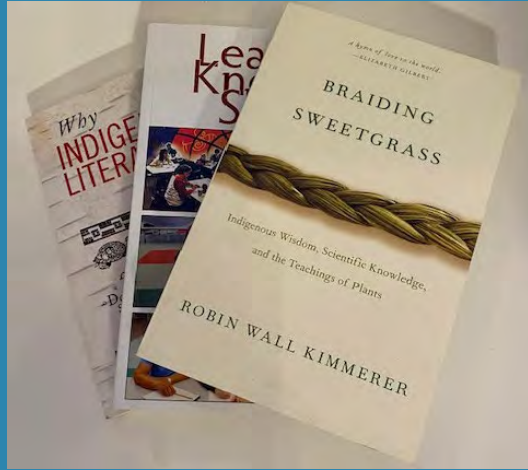
2) interrogate their own personal and professional positionings to understand how they are implicated in colonial systems of education;

3) recognize and advance Indigenous knowledges in teaching and learning;

4) reveal their relationship to land and place as another entanglement in settler-colonialism; and

5) develop strategies for respectful engagement with Indigenous families and communities.

Practices for the MOOC



**Indigenous Scholarship
and MOOC Design
Literature**



**Indigenous Community
Guidance**



**Indigenous
Collaborations**

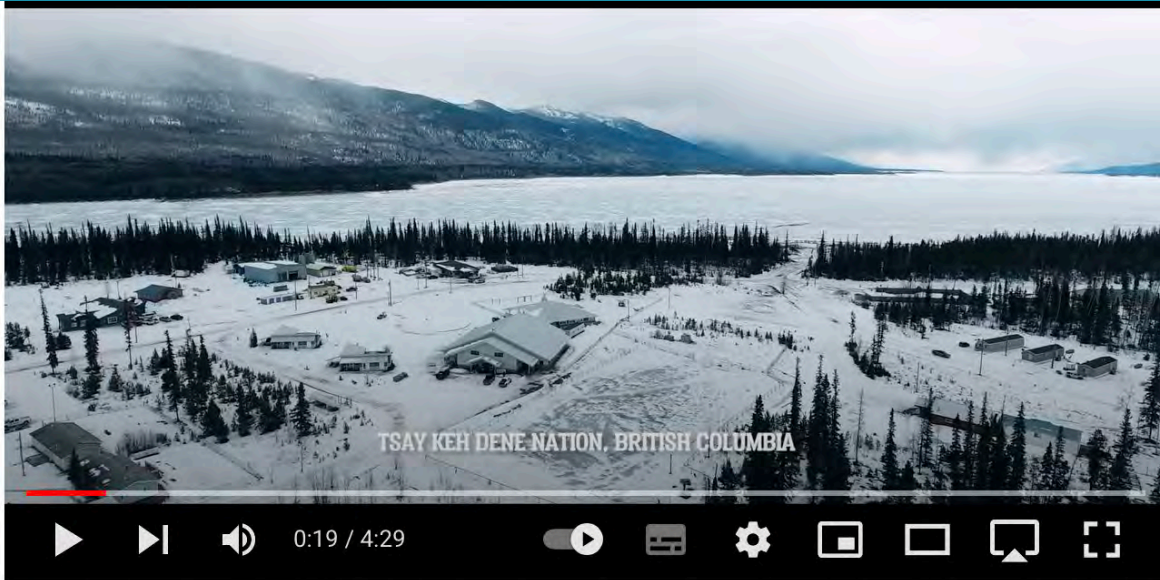


Indigenous Pedagogies

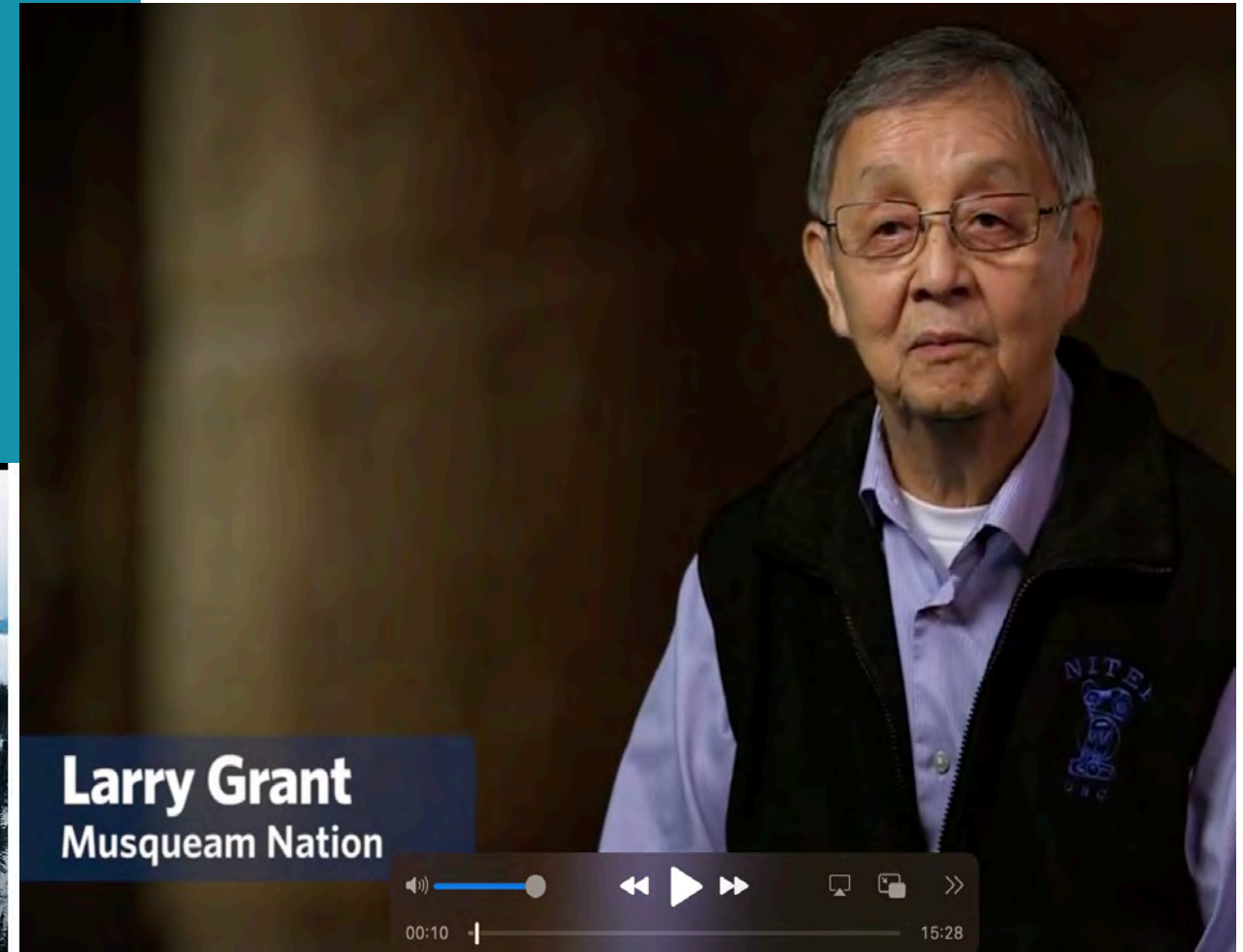
Land Education

- Contends with colonialism
- Aims to disrupt settler identities
- Draws knowledge from human and more than human relations

(Tuck, McKenzie, & McCoy, 2014)



N'we Jinan Artists - "BEYOND THE ROCKS" // Tsay Keh Dene Nation, B.C.





Lessons Learned

- working closely with Indigenous people and communities to guide and collaborate on the creation of materials –
- Foregrounding Indigenous voice, experience, and even languages
- Familiarity with Indigenous ways of knowing and protocols; and building such knowledge in to materials created –
- explaining the how and why – and even problematizing notions of ‘access’ – i

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Miigwech – thank you

