



Meaningful inclusion of/for Indigenous students

Transcript

00:00:05:38 - 00:00:15:22

Speaker: All right, Weyt-k-p Weyt-k-p. Hello, everyone. Jenna, Woodrow en sk-west Jenna Woodrow is my name, te Kuujjuaq re st7é7kwen . Kuujjuaq is where I'm from.

00:00:15:22 - 00:01:10:23

Speaker: And just wanted to just start off today's lunch and learn series with deep gratitude to you. the Tk'emlúps te Secwépemc people on this unceded territory, we're gathering and, and, and unceded territory. We're aiming to enact decolonization in real, meaningful, substantive ways for ourselves as teacher scholars, as researchers, as practitioners, and for myself as a white cisgender, colonial woman, as someone who is deeply committed to making, my own, acts of decolonization living present, authentic in every part of my work, as well as my play. So we're gathered here, to each and we'll say, you know, thank you to the food.

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Speaker: I just thought, I'm gonna put a little bit aside for the ancestors. Just one thing that, we learned at our decolonization retreat the other day, just an act that, our, cultural advisor Ted Gottfriedson and said, you know something to do And I volunteered myself to do that here for us today so I put some food aside for the ancestors from our group. For the way I did want to welcome our, guests. And our speaker today is a friend. Hi.

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Speaker: Of. Hi. Hi. Alexis Brown is, the center for Excellence in Learning and Teachings newest educational developer Yeah, her disciplinary background is in education, focusing on decolonizing and culturally responsive curriculum teaching and learning practices.

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Speaker: So we're so excited to gather with you today to learn from you and with you. And I will also say that, Alexis is a member of our school project group, and she's been

really, meeting and helping us think about how, well, as the, as her title says, how meaningfully include, indigenous, students both in our research and also in our classroom. So, without further a-do a I'm going to turn the floor over to you but, like, I, I'll just say hi and welcome. Hi.

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Speaker: Yeah. Thank you, Jenna and thank you for having me in the space and and, learning with me and, and that I am able to share some of my learning journey with you. I think before I start into this, I just want to say that, a lot of what I've learned through this, work is really that, a lot of the best practices that come out of this are really best practices for for all of our students. And you will see a lot of crossover for that.

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Speaker: In, in the literature. But we will, focus specifically and thinking about indigenous students and indigenous learners. So, I would like to start by positioning myself in this work and sort of how I, how I got here. First of all, I am a mother.

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Speaker: I am a mother of three, boys. Anthony, Anthony, Francis and Mateo. I am settler on both sides of my family. So my mom's Italian and my dad is is British.

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Speaker: My my partner Hal has not made the screen, but he is important to me. And my family does keep me very, grounded and, of course, very busy. Very busy. I'm also an educator, and I have a picture up there of my, my high school classroom, one of the the last sort of contracts I held as a high school teacher before I moved kind of into academia.

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Speaker: And it's really important that I talk about this because my work as a high school teacher is truly what, has brought me here. Right. And and the experiences and the learnings that I had in that space is really what continues to, drive my, my learning, my disciplinary background in high school is English and social studies, and I primarily taught English, First Peoples and BC First Nations. And when I was teaching in the school district here, in BC's curriculum, those two courses at the time were considered elective courses for graduation.

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Speaker: And so as elective courses, about two thirds of my students electing to be in those classes self-identified as indigenous. And so that immediately positioned me to, to think about as, as a, white educator in that space, how do I, best support the majority of my students sitting in that? Like, as indigenous learners, right? Especially delivering indigenous content.

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Speaker: And, you know, the English First Peoples course is designed with, indigenous ways of knowing and learning at its core. So there was a lot of learning that I needed to, do as well. Interestingly and important now is that, in fact, they have become mandatory courses in our curriculum. And so now, grade 12, sort of I think starting this year, graduating will have, everyone will have taken these courses, which is amazing.

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Speaker: And then the third picture over there of my identity also as a researcher and I have had the privilege which I will talk about further, of for the last nine years, working with a high school program that is cohort Ed for indigenous youth. And so, everything that I know and have learned, about working in a cohort interdisciplinary context with and it has been with this program, I am so grateful to, have that relationship and partnership with them. So with that said, I am so grateful that I can, live, raise my family work and research. Here in Hulu and, I have an ongoing commitment to empower and uphold the voices of, indigenous youth and the youth that I continue to work with.

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Speaker: And so I hope that some of the sharing today is part of that, ongoing commitment. I have. So when I was invited to do this, this talk, I like to use guiding questions to sort of help think about, how to have the discussions and move myself forward and make it meaningful to you as a group. So I use the question, how do we foster a sense of belonging, particularly with for indigenous learners, in a meaningful way in our curriculum development?

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Speaker: And as I mentioned to some of you, when you're walking in, I had the opportunity to sit in your TPC presentation. So, because I really wanted to learn and get a sense of how you were understanding, sense of belonging and thinking about that in your courses and how you want to take that up within, within this space. And what really struck me and what I thought, oh, this is amazing, is that, sense of belonging and developing culturally responsive or culturally sustaining, revitalizing curriculum share a common underpinning, which is relationship building, right? This need to, facilitate relationships in order for both to occur.

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Speaker: We know that research with adolescents, young adults and youth all say that strong and positive relationships matter to learning, right? And they matter to learning, because when we have positive and strong relationships, it creates safety and trust in a space when students feel safe and that their trust they can be vulnerable. And the act of learning is vulnerability. Right to learn is to be vulnerable.

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Speaker: And so, when it comes to then thinking about indigenous learners, it's not just, positive relationships with their peers and with faculty or instructors. It's actually also about how we think of positive relationships between family, community and knowledge

systems. Okay. And so, really, when we're thinking about building those positive relationships, we're thinking about how do we value knowledge in our classrooms?

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Speaker: How do we value that? Right? What, what knowledge systems are we taking up in our, in our spaces? Because when that is reflected back to learners.

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Speaker: Right. It's a I see you and you see me. So of course, that is the knowledge system that we are thinking about, right? Is indigenous ways of knowing and learning.

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Speaker: I am not one to I am not going to be one to, speak specifically to, indigenous ways of knowing and learning. And we we have a lot of people on campus that are doing, that work. And then I know, you have probably already engaged with, like, Laura Grizzly. Pause.

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Speaker: Who's part of our, faculty does, workshops on how to, practically engage with indigenous ways of knowing and learning? The Office of Indigenous Education, right. Really helps support in terms of developing cultural competencies and cultural protocols. And so that's really important that we, we work with our local, communities in doing that.

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Speaker: Right? Because when we think of indigenous ways of knowing and learning, it's not a singular definition, right? It is embedded and rooted in each community. But what I wanted to point out to you today is the work done by Mi'kmaw scholar, doctor Maria Battiste Does anyone familiar with her work? Yes.

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Speaker: Good. Yeah. So, of course, she has done a lot of work on how we decolonize and indigenous in higher institutions. What she points to is sort of the starting points are shared understandings that we can see across, across systems, which include observation, demonstration, experience and thoughtful stories.

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Speaker: So that first point for us is reflecting on and thinking about whether these particular ways of going and doing observation, demonstration, experience, thoughtful stories are embedded in our curriculum. And where can we find opportunity to do those in our curriculum? I'm going to come back to that, ways that we can help support and facilitate come from other, curriculum design elements that we see in the research. And these are ways that actually help support not only indigenous, ways of knowing and learning, but support indigenous learners.

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Speaker: And and again, these are ones where we can see are really can be best practices for all learners as well. So this includes learning facilitated in community by

community, learning by doing. Which we often hear as synonymous sometimes with experiential learning. Right.

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Speaker: And all I'll talk a little bit further about that. And then learning through cooperative and collaborative activities. Okay. So what I want to do now is sort of take you through, an implementation practice that the cohort group that I have worked with, something that, that they do that really embeds all three of these curricular design elements and, and shows how those indigenous ways of knowing and learning become a center point for, our curricular design.

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Speaker: So, to provide a little bit of context, again, I have been working for the last nine years with a cohort program. They are high school program students ages 15 to 18, who self-select to be part of the program as a cohort and model. Now it's for specifically self-identified indigenous youth who really want that cultural underpinning as part of their learning and academic support. What makes this program unique and interesting, besides being a cohort model?

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Speaker: Because just like in a university, typically we're not cohort ID, we work in these siloed, self-selected right. High schools are the exact same way, right? And so to be in a cohort ID model in, in a high school is also, unique from kind of the conventional or what's happening. But the reason part of the reason they have that in place is because they actually are also thinking about sense of belonging and community.

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Speaker: Many of the students who are there are, identify urban indigenous youth, which means they are not necessarily from Tkemlúps many of them come from nations, not only across this province but across the country. And so they are thinking about how do we build community for those not directly in their community. Right. And that, I think, would resonate very much because it is really what you're thinking about in sense of.

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Speaker: And that is what is happening in universities too. We have so many students that come from various communities and are coming here, and, and we want to find ways to build that for them, right? And create those supports, systems for them to be here. So that is a large part of, of their model is how do we build that, that sense of community. And so they do it through

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Speaker: interdisciplinary and cross-curricular learning okay. So they find ways to connect their courses and they connect their courses through experiential and land based field trips, workshops and retreats. So they find opportunities both at the very beginning of each academic year and then a few other times throughout the year to design kind of these full day experiential activities where the entire that all the teaching

staff and the students do something together, and that's something together, is threaded through with what they use as a thematic design, so that they can then have the students look through the lens of each course that that experience in that, theme. This will make hopefully a bit more sense as I talk about this, but it is an incredible opportunity, that they have started to do.

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Speaker: So this year. The theme for their program is thriving, and I had the opportunity to go on one of their experiential retreats at the beginning of the year, out to done. Like, I don't know if anyone has been out there, but it is out towards barrier. Yeah, located on the nation.

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Speaker: And they took the students out there to go to the hatchery, have lunch fishing, So if we think about this in terms of the curricular design and the pieces that support them, we go out to the lake and we get off the bus and we are greeted by, a knowledge carrier from nation who is also the program lead for the hatchery out there. So the hatchery is, in partnership with Simp Nation in the Department of Fisheries. And so when we get there, she greets us, we get off the bus, we do a circle, and she spends the morning talking to us, about her role, how she got there, the history of the land, the impacts of the land on the fish population, the relationship between Simpcw nation and, the, the, the relationship between Simpcw nation and the fish there, the history of the hatchery and the relationship between the Department of Fisheries and Simpcw Nation. She also spends time talking about how the land has changed over time.

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Speaker: Right. And the impacts of that has had, of course, on on the fishing, or on fish and population and then talking about sustainability, environmental, citizen practices and of course, the different ways, that that is being navigated between, say, the Department of Fisheries and Simpcw nation. Now, this is all really important because what we find from this type of work is that, knowledge holders, carriers and keepers, or elders can find ways to meaningfully connect and employ indigenous ways of knowing and learning. And when when students see that that you are part of that that engages them, that starts to provide that trust, that safety and that value.

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Speaker: In particular, knowledge systems. The other thing we know about the research, when when facilitators are brought in and now I'm talking even more broadly. So not just facilitators necessarily from indigenous communities, but when we use facilitators in spaces to do things with our students, it actually helps us flatten the hierarchy a bit. And that's actually really important for relationship building.

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Speaker: If you get to position yourself as a learner alongside your students, that breaks down barriers and that provides opportunity for your students to step into certain spaces where they can also share expertise, share stories, share their experiences with you. So

I'll talk further about that because this leads into the next part. Okay. Which is the learning by doing, when we engage in activities that we are working again alongside our students, we are doing the activity with them.

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Speaker: We are a learner with them. We are and are already not only engaging in skill building, but we are naturally, what is happening is observation, demonstration and experience are all happening at the same time. So when we went fishing, there was a huge range of who has been fishing, and there were students in that group that have fished their entire lives that that is part of who they are. It is part of their culture and their being.

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Speaker: They know exactly you know, how not only how to catch fish, but there are different roles within that. So they know how to prep fish and they know how to dry fish in the right, like there. And then there were students who have never fished in their lives and that was seen with our staff. It was sort of like there is a range some of us have fished and some of us have never fished.

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Speaker: But what that does is it provides a shared experience for all of us to attach to. Right. And when we have those shared experiences for all of us to attach to, we are again building those authentic relationships. We are building, our connection with each other.

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Speaker: We have something to hold on to and, and reflect back on. I mean, think about part of, you know, when Thomas King says the truth about stories is that's all that we are. We create story, right? And stories find us right.

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Speaker: It's something to reflect back on. The other thing that is actually so important in this is like, not even necessarily the skills that they're building, because sometimes you're doing an activity that might not actually be relevant to at all in some ways to your, to, to your content. But what you're doing is you're providing an opportunity to get to know your learners. This is where I mean, think about it.

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Speaker: We're on a dock fishing for a few hours. There's not a lot of action happening. And so it provides opportunity and space for me to get to know my students. Who are you?

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Speaker: What do you like to do? Write stories? Come up. I get to know hobbies about them.

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Speaker: I get to know interesting things that they want to share about their family or their friends, things that they're watching, things that they're reading things, write anything about them and why that's important is because we actually can use that information to design our curriculum in real time with our students. It helps us think about resources that we can select that we know will be of interest to them, or could support them. It provides us with excellent opportunity to help them connect. Learning.

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Speaker: So, you know, when you're talking these abstract ideas. Sometimes in art class, students may have an experience, a concrete experience that can connect to that, but they don't always see the connection. And it provides you with those opportunities to help make those connections for them. Or when they're thinking, trying to be, I don't know what I want to do as a topic or for my project or when you have something to draw on.

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Speaker: Hey, I know you like this. I know you're interested in this. I know you do. That allows us to to build that.

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Speaker: And so, learning by doing provides us with a lot of opportunity to, to develop those relationships. And the last part of that curricular design piece is that when you're activity is also a learn by do, but a cooperative and collaborative activity if also as going back to that flattening the hierarchy, it allows learners to demonstrate strengths. So again we had students here who knew how to fish and were very skilled in it. And so that student, you know, that student, those students who can do that, we're able to sort of just step into a space where their expertise, where we're kind of being shown and they start to share knowledge.

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Speaker: Then these students start to teach each other things. Right. And that builds relationship between them. Right?

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Speaker: And again, builds relationship between instructors and students here. As an example, this student, very skilled fisher, was then wanting to prep the fish for ice icing and was asking kind of the staff to locate help him locate some items. And as he was doing that, he said, well, we don't want to waste the fish, so why don't we pull up the row and we can use the row for bait? Because what they were using at the time were the you know, I'm not I'm not a fisher, but the silver like the silver ball.

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Speaker: But yeah. And so he was like, well, why don't we use the row? Because that can help with bait and can, can maybe get the fish in. Right.

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Speaker: So, you know, it was a real learning opportunity for students to see kind of multiple parts of the fish, understand sort of how fish is you. And then teaching kind of a different piece of that. Right. So and again, just that problem solving together.

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Speaker: So you are creating a community of learners in the process. Okay. So what I want to do is attempt to land the plane here with all the, all the surrounding pieces that are going on. So in thinking about creating these opportunities for experiential learning, which is something that, that is a real opportunity when you have a group of students full day and you have the same group of faculty full day, right?

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Speaker: That's what makes, kind of cohort and models really unique because you have opportunities to do this. And so now when we think about those designing the activity, if we take the theme of thriving, which was is their theme right now through the year, they were like, okay, thriving through fishing communities, thriving through fishing. If that's the theme. Now let's look at all the courses that they're taking and what lens can we put on on this theme.

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Speaker: So stewardship 12 is their science course, right? It's an environmental science course. So they are now thinking about communities driving through fishing with an environment like a stewardship lens. Right.

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Speaker: It meets course outcomes environmental or outdoor education. They're thinking about rod fishing and the impacts of rod fishing. Right. In this outdoor education lens foods 1112 they're thinking about local food sources, sustainable food production, and importance of through that lens. Right.

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Speaker: Contemporary indigenous studies is their social studies course that they take. Learning outcomes in there include relationships between First Nations communities and government agencies. And so again, thinking about communities and fishing the hatchery. Right.

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Speaker: That lens of thriving and then careers. 12 they a lot of that is sort of what you're interested in, what you want to be. So of course, having the knowledge carrier there who's also the program lead, right. And talking about how she got there and her experiences and that role modeling.

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Speaker: Right. They're able to look at it through a careers 12 lens. I don't have their English course up there, but they also did a digital, critical reflective learning piece, by

having photos that they took kind of throughout the day and then doing some responses, to those photos within their English course. So. This,

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Speaker: these experiential learning opportunities are really, opportunities to be able to think about how we build relationships, how we embed indigenous ways of knowing and learning, how we show that we value. Right. The these all of these things, these types of ways of knowing and can be part of our curricular design, right? Like we can use it not only to build relationships, but we can use it in the learning.

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Speaker: For our courses. I'm do for time. Oh yeah, we do have time for an activity. I don't know if you have questions that you want to ask me right now or if you want to do the activity.

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Speaker: I think activity first. And I like an activity. Does anyone have. Yeah.

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Speaker: Okay. What a comment that ties in with like I've been really interested in field that learning and and have you noticed that there's so much tied to like academic identity and experiences for all learners that and their decisions about majors, but also about programs they go into as well. But it's suddenly become what they're learning about. Yes.

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Speaker: Yeah. No, I think it's so. And you know, there's just there is honestly so much opportunity in experiential learning and so many things you can you could do and go with it. And I think that that's what like uniquely positions you now as a cohort, because I think that, you know, these are these are ways that you can think about providing opportunities for, for your students and alongside your students to.

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Speaker: Yeah, think about what it is to be kind of in the arts. Right. And these different different avenues and, and certainly all your courses, I think lend itself to, thinking about these things. But I think that there's also opportunity for you all to find ways to put your courses together in some you.

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Speaker: Right, like in some way maybe. Which is why I want to do this hexagonal activity with you, because, so hexagonal thinking, has anyone done this before? This is also a great activity to do for relationship building. By the way, if you want.

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Speaker: This is from a retreat that again was with the four directions. Program. Was I think their theme this year was either stewardship or Land is healing. It might be land is healing.

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Speaker: So their theme, by the way, how they select themes, if anyone's interested in even thinking about that piece, they kind of think about what's happening contextually that, maybe impacting the students and so their theme building is around that. So, going back and see the first year of the pandemic, their theme was sustaining how do we sustain what we all, everyone moves inside and online. How do we sustain connection to each other? Right. So it was all about sustaining.

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Speaker: And then the second year their theme was nature is healing because as everyone came back into the classrooms, there was still social distancing and masking and, and right, all those things. So how do we and then of course, that meant thinking about mental health and well-being. And so their theme was nature. They're like, we want to do as much outside as possible, protect each other, protect, vulnerable members in community, right.

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Speaker: These sorts of things and so that was the I think that's what this theme work was, with the students at the beginning of the year on a retreat. Then after nature's Healing, I think their, their next theme was stewardship, because that nature of healing lent itself naturally to thinking about their relationship with the land, right, and their responsibilities around that. So their theme then was stewardship. And now they've moved into thriving.

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Speaker: So they sort of just pick these big themes and thinking about what is influencing students, and then use that as a way to thread something together in all the courses. And are the students involved in collective search. So some times So actually, when I did my my dissertation work with them, they were involved in it because what was coming out of their work was really they were. And so I did my for context.

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Speaker: So it arrives from context, 2016. And so when I was collecting data. So think about like all the movements, the social justice movements that were going on like kind of broadly, and so the students were really interested in, kind of social, you know, they were really talking about like finding voice. And so that actually was the theme, and it came out of their writing like they wanted to talk about, how do we how do we do this?

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Speaker: How do we use different platforms for voice? So sometimes it does come from the students, and sometimes it kind of comes from the staff thinking contextually, how do we group like bring the students together in a way. Yeah, yeah. So I designed this hexagonal activity after going to your presentation because I thought, okay, the theme is sense of belonging.

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Speaker: So you will see words that should look familiar to you because they are your keywords that you pull picked up on as ways that you think about sense of belonging and building that in your classrooms. And so I was hoping that we could try this activity where you figured out how you would connect indigenous ways of knowing and learning the the ones I have here in yellow with, kind of ways of supporting sense of belonging as you see it in your classroom spaces right now. So hexagonal thinking is exactly. It's like build your own.

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Speaker: It's a build your own puzzle adventure. You have six opportunities to connect to a particular thing. But knowing that when you make connections that all the points must connect to each other. So you can use this in any subject area as well.

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Speaker: If you're doing different pieces of literature, for instance, and you want them to find like ways to connect that, yeah, it can really be used in many different ways in across many different ways. And it is a great, collaborative and problem solving activity. And then you usually ask them to identify by important spots like where those arrows are and say, how do these these three ideas connect. Why did you put them together?

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Speaker: How do they work together? So how would you like us to do this? Well, I've put them all out here for you. I actually I have, a couple of blank ones and a pen as well, because I know that Jenna and Crystal, you did not have an opportunity to talk about your courses specifically, right?

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Speaker: It was. Yeah. So if you want to add anything or anyone feels that they want to add something else that's there, but really, it's just you working as a group to determine how you see all these ideas fitting together. So we all said, yeah, okay, go.

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Speaker: To yours anyway to say it team. Like options. So let me just bear. So yeah I know if I like is we can think of the barriers in many ways.

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Speaker: Like we're, we're trying to remove them. Yeah. So I was like, well, maybe assessment is there's so many invisible ones that would be great to make visible. But I like that. Yeah. Collaborate.

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Speaker: Yeah. Like I don't I don't think you can do this stuff happens. Yeah I. Actually activist.

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Speaker: Until was space to do so is that. Yes over spectrum is cultivated except for the word land. Yeah. Yeah.

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Speaker: Much scared so yeah I was thinking about. Yeah. With experiences. Yeah. Right.

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Speaker: Like group collaborative was. Like oh my question is a bit closer. I almost I, I don't know, I wonder just this is more geometric, but like if it's all meeting in an era, I would see it. But that's about it.

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Speaker: Yeah. You do have to about this is sort of the era of the film. Right. Yeah.

00:36:33:39 - 00:36:53:12

Speaker: I don't see overlays. Yeah, I think I, I don't see the financial firms localization, GDP numbers as a currency. So I listen to like the default when I. Rewind I can tell you like.

00:36:53:12 - 00:37:02:26

Speaker: I don't want to shake. It on. It's an island over here. It's it's for the station.

00:37:02:26 - 00:37:09:39

Speaker: Demonstrations of positive. Yeah. It should be a positive experience. It's also healing.

00:37:09:39 - 00:37:33:08

Speaker: It helps people with good relationships. Oh, just let's stay on this a fun exercise now we are working on our reflection and talk about research. Maybe tell us what our storytelling for this project. You might be able to have some separate design on how we understand this or get.

00:37:34:91 - 00:37:51:72

Speaker: Is okay get it up on the board somewhere and just move things. Now think about how we do. Syllabi development and how was your courses. Each one I guess I'll say based on sort of each individual course.

00:37:51:81 - 00:38:17:29

Speaker: So yes. Where do I see certain themes correct touch on Jenna's course you know Joan's course besides in the philosophy of you know what I see on verbally The stuff I see. Well, so I know that that was your thing. I wish I would have been able to color me how you could do this even more.

00:38:17:33 - 00:38:45:99

Speaker: Sort of into what they say is, Color code them for your courses. So paint your key ideas right, color coded to your course, and then and then do one of these, would be really, I think, meaningful in terms of the fact that in Austin, when you see these hexagonal activities, you see them as like color coded, way so you can. Visually see exactly some. Of those connections.

00:38:47:24 - 00:38:53:33

Speaker: Yeah. Yeah. Yeah. No, I find I find this activity so interesting.

00:38:53:70 - 00:39:08:34

Speaker: Because even for like different disciplinary lenses It's like I. Think about assessment in a way that like for me I would want to connect these. The yellow is the assessment pieces. Right.

00:39:08:34 - 00:39:14:31

Speaker: And it's like to think about like I just didn't you bring up decolonizing. Assessment practices. It's. Yeah.

00:39:14:31 - 00:39:20:64

Speaker: And so that is is thinking about. How we decolonize in ways that we assess. Yeah. Right.

00:39:20:64 - 00:39:28:69

Speaker: Because that shows what we. Value. As types of learning. So who can talk about any type of content.

00:39:28:82 - 00:39:38:45

Speaker: Yeah. But really when we are assigning a mark to something that will always have a hierarchy of what's important to us. Yeah. Yeah I'm working right now with those group figures now on ways.

00:39:38:45 - 00:39:54:43

Speaker: That we assess experiential learning. Right. And I'm thinking about like bringing back those pieces, to because it's hard I think it's just moment to the edge as we just don't want to deal it, you know, what do you. I didn't come back.

00:39:54:43 - 00:40:02:35

Speaker: I mean, I, I use it all the time. It's like lessons then. Yes. We like all the doing it, I think.

00:40:02:35 - 00:40:13:24

Speaker: Oh yeah. Yeah. So we have to cultivate more of this and knowledge for research which just got old. yeah. Yes. You're ready to define desk.

00:40:13:41 - 00:40:16:33

Speaker: Oh I mean by the symptom. Yeah. Exactly. Yeah.

00:40:16:33 - 00:40:30:97

Speaker: Yeah I think it's because we didn't have a degree creative upon. He was a that's a proof that the periphery isn't. You know I said no, no it's not, it's not. So yeah, I applied because at one point we're talking about this.

00:40:32:47 - 00:40:52:99

Speaker: Let's just take a photo off it too and then you and you, Chris, I don't want to. Okay. Sort of interested in the research behind, this as well. I try to always, speak just in terms of the experience.

00:40:52:99 - 00:41:13:59

Speaker: You know, how we see that play out in practice. But it is also grounded in research. Two articles that I really could refer you to, if you're like, specifically, I would say if you haven't looked at, are you familiar with the pulling together resource has have you heard of this resource? Some of you may have.

00:41:13:59 - 00:41:44:83

Speaker: So it's up at the top pulling together. So that was done in partnership with a couple of institutions across BC. And in partnership with FNESC So the First Nations Education steering committee on how, for post-secondary institutions and basically how each kind of group of people in higher education can work together, pull together these the canoe reference to decolonize and indigenous higher education spaces. So they have guides for administration.

00:41:44:83 - 00:41:51:00

Speaker: They have guides for. Right. And so there's one specifically for teachers and instructors. And sort of that guide helps.

00:41:51:00 - 00:42:16:11

Speaker: Think about planning your course specifically. Yeah. And then the other article I would point you to just out of interest is the black and Hachkowski won indigenous learners, what university educators need to know. And so that one is a lovely, read that sort of talks about teaching and learning activities and strategies that you can put into place in your classrooms.

00:42:16:11 - 00:42:43:31

Speaker: The research was done where they interviewed, indigenous students, indigenous staff, and elders who all support indigenous students in the institution and sort of what, what we can think about. If we can bring together all the PDFs of these remote links into the without the, you know, it's a good idea. We'll get to the presentation of it. Yeah.

00:42:43:31 - 00:43:04:33

Speaker: and we can put it all for us to. Ideally, I out to all. This series, She was nodding already Thank you, thank you, thank you.