



# INDIGENOUS LEARNING

ANNUAL REPORT 2021-22

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Teaching Fellow

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Western

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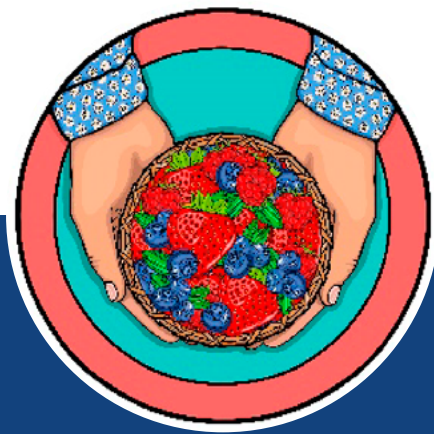
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## Maanitogiying gaa-minigowiziying (Sharing our Gifts)

### Indigenous Learning Bundles

#### Description

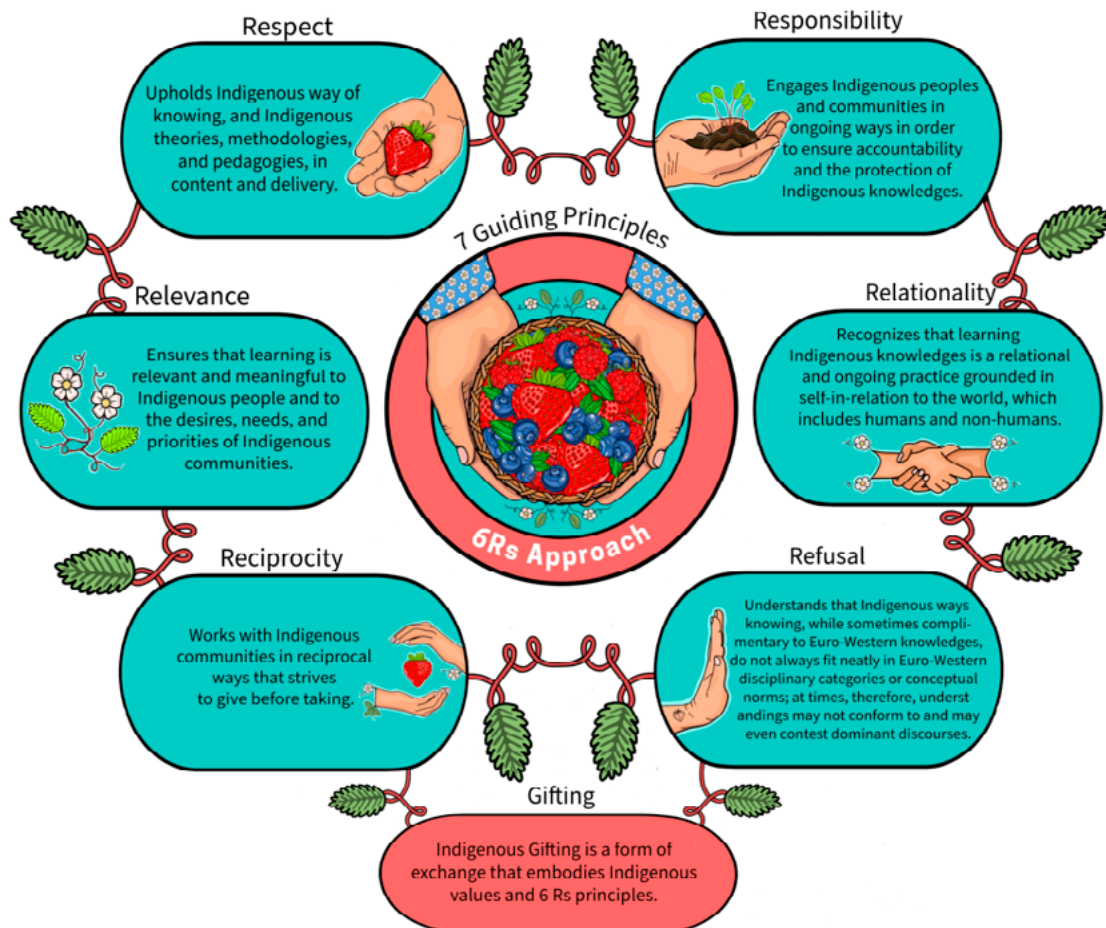
The Maatookiiying gaa-miinigoowiziying project is a collaboration between Western's Office of Indigenous Initiatives (OII) and Western's Centre for Teaching and Learning (CTL) led by Cree scholar and Teaching Fellow, Candace Brunette-Debassige in the Faculty of Education from 2021 to 2024. The vision for the project draws inspiration from the success of the Collaborative Learning Bundles Project initiated by Mohawk scholar and educator Kahente Horn-Miller at Carleton University.

The Maatookiiying gaa-miinigoowiziying project advances, collaboratively, the respectful inclusion of Indigenous ways of knowing in the university by creating a digital repository of Indigenous curriculum resources for use by Western instructors across disciplines.

By placing Indigenous Peoples and worldviews at the forefront of the curriculum development process, the project seeks to create "ethical space" (Ermine, 2007) where Indigenous and Western ways of knowing can be brought into conversation in the university classroom, a space where Indigenous educators can synergistically collaborate with, prepare, and guide Western instructors in taking up Indigenous ways of knowing in ways that adhere to Indigenous protocols for sharing and learning. Guided by their own teaching philosophies as well as by protocols and processes of local Nations (when appropriate), Indigenous Collaborators will be given resources and supports to engage Indigenous Knowledge Holders

## Approach

The development process for each Bundle is guided by 7 principles starting with principle of gifting where Indigenous values of sharing, generosity, and relationality are embodied in each bundle, along with the 6R principles of respect, relevance, reciprocity, responsibility (Kirkness & Barnhart, 2001), relationality, and refusal (Johnston, McGregor & Restoule, 2018).





## Partners






The project thrived on vital collaborative partnerships between three main offices and staff members including Western's:

Office of Indigenous Initiatives (OII)

Centre for Teaching and Learning (CTL)

Western Technology Services (WTS)

## Support Team

 <p><b>Sara Mai Chitty</b> Indigenous Curriculum &amp; Pedagogy Advisor Office of Indigenous Initiatives</p>	 <p><b>Cindy Graeme</b> Learning Co-ordinator Centre for Teaching and Learning</p>	 <p><b>Denise Quildon</b> Instructional Designer Centre for Teaching and Learning</p>
 <p><b>Jodie Roach</b> e-Learning Technology Specialist Western Technology Services</p>		 <p><b>Liz Warwick</b> Instructional Designer Centre for Teaching and Learning</p>

## Major Milestones & Outcomes

### Development Process

The Teaching Fellow recruited several Indigenous Lead Collaborators to take curriculum development roles in fall/winter 2021-22 and summer/fall 2022 including:

**10** Indigenous lead collaborators including:

- 4** Indigenous faculty members at Western across two Faculties.
- 3** Indigenous emerging scholars (2 PhD students from Western)
- 1** Indigenous staff member from Western
- 2** local Indigenous community educators

Created **6** bundles on the following topics:



Started the development of **4** bundles on the following topics:

Indigenous land based education by Brent Debassige, Professor Education

Indigenous data sovereignty by Robyn Row, PhD candidate, Laurentian

## Community Engagement

Through the development process, the overall project engaged Indigenous and non-Indigenous peoples across campus and local Indigenous communities in collaborative way including:

- 10** Indigenous Knowledge Holders (IKH) were engaged in curriculum work.
- 8** Western students were trained and/or engaged in project work.
- 2** Indigenous artists were hired to design graphics and video production.
- 8** Western staff members were involved in collaborations across four units.
- 15** Indigenous community members' (e.g. advocates, artists, scholars and educators') work was featured in Indigenous bundles.





## Launch & Usage

The project successfully launched **6** bundles to campus community in June 2022 including:

A 1-minute video trailer on social media launched July 1<sup>st</sup> 2022

An email to the senior academic leadership team for widespread distribution in June 2022

Held **4** online information sessions:

CTL's Spring Perspectives Conference (May 9th 90 registrants),

CTL Curriculum Developers (April 27th 5 registrants),

Affiliate College Session (June 22nd 56 registrants),

CTL 2nd info session (July 13th TBD)

Delivered **3** information sessions to:

University of Regina's Teaching and Learning Conference (May 28th 20 registrants),

The Indigenous Faculty Advisory Council (June 2nd 10 registrants),

Western's Academic Leaders Conference (June 8th 12 registrants)





## Launch & Usage Continued

Unveiled an Owl website to allow instructors to preview materials

**48** users signed up to use the bundles in 2022 -23 thus far from the following Faculties:

Faculty/Affiliate	# Registrants / Users Signed Up
Arts and Humanities	4
Brescia	1
Education	2
Engineering	2
Health Science	7
Huron	8
Kings	5
Information Media Studies	5
Shulich	2
Science	4
Social Science	8
Total	48

## Plans for Year 2 – 2022-23

### Development

Complete and launch 2-4 new bundles (started in Spring 2022) by January 2023.

1. Indigenous land-based education, Brent Debassige & Leslee WhiteEye
2. Indigenous data sovereignty, Robyn Row
3. Indigenous creative expression, Spy Dennome-Welsh
4. Indigenous wellbeing, Carol Hopkins

Start the development of 4-6 bundles in September 2022 with a June 2023 launch date:

1. Indigenous research methodologies, by Candace Brunette
2. Indigenous policy by Candace Brunette
3. Indigenous people and the environment (Tentative)
4. Indigenous peoples and food (Tentative)
5. Indigenous resistance (Tentative)
6. Indigenous health (Tentative)

### Other Activities

- Welcome 1st cohort of Western instructors registered in the bundles project, and establish a community of practice hosting at least two gatherings in fall 2022 and winter 2023.
- Host 2 collaborative curriculum development gatherings with new group Indigenous lead collaborators 2022-23 in fall 2022 and winter 2023.
- Continue actively promoting the bundles project on campus.
- Continue tracking and reporting usage of bundles across university and per faculty and department.
- Establish an evaluation framework and mechanism to gather formal feedback from students and instructors in year 2 with plans to launch early in year 3.



# Indigenous Teaching and Learning Series

A unique online learning series that guides university instructors' in decolonizing their teaching and making their classrooms more inclusive of Indigenous peoples and knowledges.

Created by: Candace Brunette-Debassige (Muskego Cree) teaching fellow and assistant professor in Education

Digital design by: Candace Brunette-Debassige & Urban Iskwew

Sponsored by: Office of the Provost, Western's Office of Indigenous Initiatives, and Centre for Teaching and Learning. Partial funding provided by the Association of Commonwealth Universities.

## Indigenous Teaching & Learning Series

### Description

The vision of the Indigenous Teaching and Learning Series is a collaboration between Teaching Fellow Candace Brunette Debassige and Sara Mai Chitty in the Office of Indigenous Initiatives which involves the development of four online learning modules aimed to educate university instructors on the colonial roots of the academy and knowledge, and assist them in developing more inclusive approaches to teaching and learning. In 2021-22, the Teaching Fellow developed the first two out of four online modules they are:

#### Module 1

##### Decolonize the Academy

The Module 1 introduces instructors to the colonial roots of the Westernized university with a particular focus on the university's systemic allegiance to Euro-Western ways of knowing. In the context of increasing reconciliation discourses in Canada, the video demonstrates the structural ways in which settler colonialism has shaped the university system and its disciplines and teaching practices. It is hoped instructors will be inspired to recognize the role academic colonialism has played in their own disciplines, and proactively to introduce Indigenous perspectives across their curriculum.

#### Module 2

##### Toward a Decolonizing Pedagogy

The Module 2 introduces instructors to specific ways in which colonialism shapes higher education and curriculum at various levels. The module offers Indigenous perspectives on decolonial change and introduces instructors to four actions that can help them begin to decolonize their pedagogies: increase decolonial consciousness; reflect on complex positionalities; engage critical and relational pedagogies; and take responsibility for ongoing lifelong (un)learning.

## Major Milestones & Outcomes

### Development

- Created 2 out of the 4 online Modules along with accompanied learning guides including helpful resources and reflection activities.
- Established a public interface on the CTL website and Scholars portal to host the learning modules and track usage in the future.

### Community Engagement

- Engaged Indigenous and non-Indigenous community in creation and processes of reviewing particular content.



## Launch and Usage

- Established a communication plan including the creation of a 1 minute video trailer to promote the module online on social media.
- Plans to officially launch modules to campus and public in August 2022. Fellow will host an info session at CTLs Fall Perspectives in September 2022.

## Project Plans for 2022-23

### Development

- Create Module 3 - Indigenizing the curriculum to be led by OII's Indigenous Curriculum and Pedagogy Advisor with Teaching Fellow advise and support.
- Create Module 4 - Working with Indigenous Students. This video content will be adaptation content taken from the existing Guide for Working with Indigenous Students. This work will be led by Teaching Fellow with Open Education Resources Grant.

### Other Activities

- Launch the final two modules to campus community and public in June 2023.