

**Camosun College
Indigenous Studies
Indigenous Ways of Learning IST 104
Fall 2011**



- **INSTRUCTOR:** Robert. Wells
- **CLASS TIME:** Thursday 3:30 -6:20 pm
- **LOCATION:** WT 234
- **OFFICE HOURS:** Ewing 234; Monday 1:00-2:15 Thursday 1:00-3:00 or by appointment
- **TELEPHONE:** Home: 250 479-2156
- **EMAIL:** wellsr@shaw.ca I will be checking my emails on Tuesday, Thursday and Fridays

The war for Indian children will be won in the classroom.

-Wilma Mankiller

COURSE DESCRIPTION:

This course will explore Indigenous ways of learning and living. It engages students in self reflection on their own learning processes and looks at how various approaches are grounded in culture. The course explores how Indigenous voice and spaces are integral to creating truly inclusive educational experiences.

LEARNING OUTCOMES:

After completing *Indigenous Ways of Learning* the student will be able to:

- **Demonstrate** the importance of **Indigenous identity** in relation personal and academic growth.
- **Discuss** important aspects of **Indigenous ways of learning and worldview.**
- **Recognize** one's own roles and **responsibilities in the learning process.**
- **Demonstrate** one's own **personal learning style(s)** in relation to Indigenous ways of learning.
- **Advocate** ways that **traditional learning and worldview can be included and applied in academia.**
- **Identify** challenges and processes for resolving **challenges for Indigenous students in academia.**

REQUIRED TEXTS:

- Resource pack:
- Additional readings may be distributed in class one week prior to discussion.

INSTRUCTION METHODS:

Case studies, small group work, audio-visual presentations, lecture, readings, guest presentations, simulations, and field trips...

COURSE GRADING

Grades will be assigned as follows.

| <i>Percentage</i> | <i>Grade</i> | |
|-------------------|--------------|---|
| 90-100 | A+ | |
| 85-89 | A | |
| 80-84 | A- | |
| 77-79 | B+ | |
| 73-76 | B | |
| 70-72 | B- | |
| 65-69 | C+ | |
| 60-64 | C | |
| 50-59 | D | Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite. |
| 0-49 | F | Minimum level has not been achieved. |

ASSIGNMENTS AND EVALUATION OF LEARNING

1. Attendance & Participation – 15%

- Attendance at each class is mandatory.
- Participation will take into account each of the following: small and large group participation, listening and attentiveness, note taking, evidence of reading optional items in reading list and relevant course-related discussion with instructor during office hours.

2. Questions on readings: (2 sets due) -10%: I will accept your questions only at the beginning of the class for which they were assigned for.

- Submit 3 questions related to the assigned readings.
- Include an answer to question and brief reflection on why you feel this is a question the class should discuss.

3. Reflective Writing – DUE: week following fishbowl -2@15% each - 30%

- A reflective writing that shares your perspectives
- Can be as short or as long as necessary (3-5 pages.).
- A successful reflective writing will express student's point of view on the topics covered in class. Students will identify learning (knowledge and skills) gained from class discussion and experience.
- Need to include reference to
 - ✓ The readings
 - ✓ Class discussions
 - ✓ Other source: (book, journal article, internet, video)
- Evidence of the student's thought process around these should be shown.

- APA format.

4. Oral Presentation DUE: on assigned week – 20 %

- Students will be assigned a week where they will do a short 20 minute presentation on a theme or topic of their choice (topic to be assigned in class). Time should include time for questions and interactions with class.
- **10% Summary of Presentation**
Provide an organized outline of your presentation.
- Include a list of research materials, books, journals, websites, flyers, personal contacts, etc.
- 20 minute presentations are to be on a **topic related to Indigenous ways of learning.**
 - ✓ Students should be creative and think outside the box for their presentation format. **Simply reading the presentation with no creative or visual support is discouraged.**
 - ✓ Creative forms of expression are encouraged.
 - ✓ Presentation should provide evidence of a well-researched topic and well-organized presentation.
 - ✓ Students will have the assistance of a partner for preparation however each student will present their own presentation.

5. Activating Solutions Assignment, or Research Paper DUE: Dec. 9 at the beginning of class– 25%

- Design an activity, event, or suggest teaching strategies or college approach to becoming more inclusive and reflective of Indigenous ways of learning. You will not need to implement the activity or event.
- Explain your rationale and why you feel this is important.
- Your assignment should reflect evidence of in-depth research and preparation and be well-organized.
- Questions to consider for your assignment: What has been done at other schools, colleges and universities? What is realistic? Can community liaisons be initiated or supported?
- Creative forms of expression are encouraged for delivery of assignment.

Some sample topics:

- Explain Indigenous ways of learning and teaching according to traditional perspectives. Explain how these ways can or cannot be incorporated into contemporary experience and academia.
- What are the issues around student drop out, and school completion? Provide discussion and suggestions on how to retain students. Propose suggestions and an action plan.
- Are distance education methods able to meet Indigenous ways of learning and to be centered around Indigenous approaches? If so how and why? If not, why not? Propose suggestions.

- How are traditional ways of learning ongoing and evolving? How do you pass that on that “traditional” ways are continuously changing and adapting?

GENERAL CONSIDERATIONS

1. Please arrive on time. The instructor will begin on time. Peers will begin their oral presentation at the beginning of class. If you are late, please quietly join us.
2. This course emphasizes experiential learning. Students are expected to attend all classes and complete all required readings in preparation for the class.
3. Participation is required and expected in class discussions and activities. (Active listening, posing questions).
4. Please respect others by listening and attending to fellow students and instructor.
5. Student must arrange for an extension of an assignment **BEFORE** the due date, otherwise marks will be taken off. (Only legitimate excuses will be considered).

WORD PROCESSING

Computers are available at the Lansdowne Campus (Ewing 100/102/103, Fisher 302, Young 220), the Interurban Campus (Campus Center 236)

LEARNING SKILLS CENTER

Should you need help on aspects of learning visit Dawson 202 (370-3583) or discuss them with the instructor.



“You kind of feel that you're living with family when you include everything that is alive... And then you grow up, knowing that these are all your family. You can never feel lonely... How can you, when all around you [are] family members”...

TOPICS SCHEDULE

| W | Date | Topic | Assigned readings for next week. |
|----|------|--|---|
| 1 | 8 | <ul style="list-style-type: none"> ✓ Welcome and intro ✓ Song: Bob Randall “Where We Come From” ✓ Does it matter? ✓ Culture and identity ✓ Land | <ul style="list-style-type: none"> • Rupert Ross Dancing with a Ghost • (pgs-1-47) |
| 2. | 15 | Welcome back feast | <ul style="list-style-type: none"> • Clark E. & Justice E. Identity Development - Aspects of Identity |
| 3 | 22 | | <ul style="list-style-type: none"> • Leroy Little Bear Jagged Worldviews Colliding |
| 4 | 29 | Fishbowl #1 (A,B,C) <ul style="list-style-type: none"> • Group A in fish bowl • Group B hands in questions • Group C writes a reflection (hand in next week) | <ul style="list-style-type: none"> • Reflections on: Traditional Indigenous Worldview(s) • Dancing with a Ghost • Jagged Worldviews Colliding • Welcome back feast |
| 5 | 6 | Fishbowl #2 (B,C,A) <ul style="list-style-type: none"> • Group B in fish bowl • Group C hands in questions • Group A writes a reflection (hand in next week) | Storytelling |
| 6 | 13 | Fishbowl #3 (C,A,B) | |
| 7 | 20 | Fishbowl #4 (A,B,C) | |
| 8 | 27 | Fishbowl #5 (B,C,A) | |
| 9 | 3 | Fishbowl #6 (C,A,B) | |
| 10 | 10 | Student presentations | |
| 11 | 17 | Student presentations | |
| 12 | 24 | Guest: TBA | |
| 13 | 31 | Guest : Richard Spearman | TBA |
| 14 | 8 | Student presentations\ Wrap-up | All assignments due |

NOTE this schedule is subject to change depending upon availability of material, resource people, or learning needs of students.

<http://www.globalonenessproject.org/videos/bobrandallclip3>

Topic list...additional readings to be handed out in class:

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| <p>Story Telling, Space Time and Place</p> | <p>Oskaboose, Gilbert.. <i>Telling Stories, Northern Ojibwe Style</i> in Jaine, Linda, & Taylor, Drew. (1992). <u>VOICES: Being Native in Canada</u>. Saskatchewan: University of Saskatchewan, Extension Division. Pp. 135-138. Jacko, Esther. <i>Traditional Ojibwe Storytelling</i> in Jaine, Linda, & Taylor, Drew. (1992). <u>VOICES: Being Native in Canada</u>. Saskatchewan: University of Saskatchewan, Extension Division. Pp. 57-68. Optional reading: • Cajete, Gregory. (1999). <u>Igniting the Sparkle: An Indigenous Science Education Model</u>. Skyand: Kaviki Press. Part 5 Ch 15: <i>The Power of Myth & Story</i>, pp. 128-139. Browse through <i>Circle of Stories</i>: www.pbs.org/circleofstories/</p> |
| <p>Traditional Indigenous Worldview(s)</p> | <p>Brendtro, L., Brokenleg, M., Van Bockern, S. (1990). <u>Reclaiming Youth at Risk: Our Hope for the Future</u>. Bloomington: National Educational Service. <i>The Circle of Courage</i>, pp. 34-36. Huntley, Bente. <i>Plants and Medicines: An Aboriginal Way of Teaching</i> in Stiffarm, Lenore. (1998). <u>As We See...Aboriginal Pedagogy</u>. Saskatchewan: University Extension Press, Pp. 29-48. Cajete, Gregory. <i>Indigenous Knowledge: The Pueblo Metaphor of Indigenous Education</i> in Battiste, Marie. (2002). <u>Reclaiming Indigenous Voice and Vision</u>. Vancouver: UBC Press. Pp. 182-191.</p> |
| <p>Wellness</p> | <p>Finish reading the chapters below from Brendtro, L., Brokenleg, M., Van Bockern, S. (1990). <u>Reclaiming Youth at Risk: Our Hope for the Future</u>. Bloomington: National Educational Service. <i>The Spirit of Belonging</i>: p. 37 <i>The Spirit of Mastery</i>: p. 39 <i>The Spirit of Independence</i>: p. 41 <i>The Spirit of Generosity</i>: p. 44 Continue exploring www.reclaiming.com, particularly “The Circle of Courage” link on the right side.</p> |
| <p>Contemporary Indigenous Worldview(s)</p> | <p>Nickerson, M., Kaufman, J. (2005). <i>Aboriginal Culture in the Digital Age. Policy, Politics & Governance</i>, Volume 10, 1-8. Also available at www.crossingboundaries.ca. Explore some of the websites provided in the above article and others on Indigenous distance education and online learning. I.e. www.fpcf.ca www.uvic.ca/igov click on “classroom” www.cradleboard.org www.imag-nation.com www.cwis.org Indian and Northern Affairs Canada. (1997). <i>The Framework: Lifelong, Holistic Education in Gathering Strength: Canada’s Aboriginal Action Plan</i>. Royal Commission on Aboriginal Peoples. Pp. 445-463.</p> |

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| | Optional: RCAP Report Card, 2006. |
| Identity – Metaphorically Teaching | <p>Share a form of creative expression (find or write something) that deals with aspects connected to Indigenous identity. Relate it to Indigenous ways of learning.</p> <p>You can share a poem, spoken word piece, music song lyrics, play a cd track, bring a picture of a painting, mask, jewelry, etc.</p> <p>View website www.accesstomedia.org: “Peer Perspectives” link: “Expressions of Aboriginal Youth” link.</p> |
| Responsibility/Personal Ways of Learning | <p>Cajete, Gregory. (1999). <u>Igniting the Sparkle: An Indigenous Science Education Model</u>. Skyand: Kaviki Press. Part 4 Ch 11: <i>The Native American Learner</i>, pp. 88-95.</p> <p>Castellano, M.B., Davis, L., Lahache, L. (2000). <u>Aboriginal Education: Fulfilling the Promise</u>. Vancouver: UBC Press. Foreword. Pp. xvi-xvii.</p> |
| Reframing Academia | <p>Isbister, Wally. <i>A Piece of the Pie: The Inclusion of Aboriginal Pedagogy into the Structures of Public Education</i> in Stiffarm, Lenore. (1998). <u>As We See...Aboriginal Pedagogy</u>. Saskatchewan: University Extension Press, Pp. 77-85.</p> |
| Language | <p>Review:</p> <ul style="list-style-type: none"> • www.firstvoices.com • Interactive animated language program "Woodchip's World" www.coppercanoe.com/language.htm • The Kurzweil program http://sd71.bc.ca/kurzweil.shtm |
| Connectedness Through Transition Looking ahead | <p>Look online at Indigenous programs in different academic settings.</p> <ul style="list-style-type: none"> • LeLonget • IGOV • FN Family Support Worker Program • Indigenization project at Camosun • Surrounded by Cedar <p>Evans, Merran. (2000). <i>Planning for the Transition to Tertiary Study: A Literature Review</i>. Australasian Association for Institutional Research publications. (Available at: http://www.aair.org.au/jir/May00/Evans.pdf)</p> <p>Look at the following websites:</p> <ul style="list-style-type: none"> • http://www.arts.auckland.ac.nz/maramatanga/about/ (Maori Centre of Research Excellence) • http://www.edst.educ.ubc.ca/faculty/smith/Profile.pdf (Maori Professor at UBC – see his program for achieving his goal of 500 Maori PhD’s.) |

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