

**Camosun College**  
**Indigenous Studies**  
**Indigenous Ways of Learning IST 104**  
**Fall 2013**



- **INSTRUCTOR:** Robert. Wells
- **CLASS TIME:** Thursday 11:30 -2:20 pm
- **LOCATION:** Y 300
- **OFFICE HOURS:** Thursday after class or by appointment
- **TELEPHONE:** Home: 250 479-2156
- **EMAIL:** [wellsr@shaw.ca](mailto:wellsr@shaw.ca) I will be checking my emails on Monday, Wednesday, and Thursday.

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*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:**

- Dancing with a Ghost
- 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. 6 at the beginning of class– 25% *Note this does not have to be presented.*

- 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”...*

*Bob Randall Yankunytjatjara Elder*

## ~Schedule~

W	Date	Topic	Assigned readings for next week.
1	5	<ul style="list-style-type: none"> <li>✓ Welcome and intro</li> <li>✓ Song: Bob Randall "Where We Come From"</li> <li>✓ Does it matter?</li> <li>✓ Culture and identity</li> <li>✓ Land</li> <li>✓ How to swim in a fishbowl</li> </ul>	<ul style="list-style-type: none"> <li>• Rupert Ross Dancing with a Ghost</li> <li>• (pgs-1-47)</li> </ul>
2.	12	Fishbowl #1 (A,B,C) <ul style="list-style-type: none"> <li>• Group A in fish bowl</li> <li>• Group B hands in questions</li> </ul> Group C writes a reflection (hand in next week)	<ul style="list-style-type: none"> <li>• Leroy Little Bear Jagged Worldviews Colliding</li> </ul>
3	19		
4	26	Fishbowl #2 (B,C,A) <ul style="list-style-type: none"> <li>• Group B in fish bowl</li> <li>• Group C hands in questions</li> <li>• Group A writes a reflection (hand in next week)</li> </ul>	<b>Miller J. R.</b> The Three Ls' The Traditional Education
5	3	Fishbowl #3 (C,A,B)	<b>Davis Wade</b> The Wayfinders: Why Ancient Wisdom Matters
6	10	Fishbowl #4 (A,B,C)	
7	17	Fishbowl #5 (B,C,A)	
8	24	Fishbowl #6 (C,A,B)	
9	31	Student presentations	
10	7	Student presentations	
11	14	Student presentations	
12	21	Student presentations	TBA
13	28	Guest :	All assignments due
14	5	Student presentations\ Wrap-up	

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

