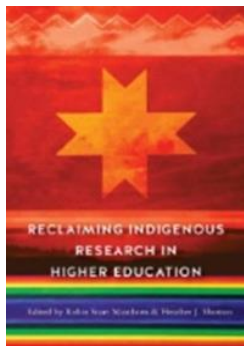


Indigenizing/Decolonizing Post Secondary Curriculum Education Resources

Indigenous Inclusion Faculty Tool-kit- College Libraries Ontario, The Learning Portal

- Relationship Building and Protocols
- Protecting Indigenous Knowledge
- Databases and Journals
- Learning Resources

<https://tlp-lpa.ca/faculty-toolkit>



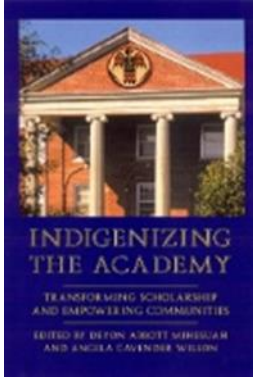
Title: Indigenous Research in Higher Education

Authors: Robin Zape-tah-hol-ah Minthorn, Heather J. Shotton, Robin Starr Minthorn

Publication: New Brunswick, New Jersey : Rutgers University Press. 2018

Description: Indigenous students remain one of the least represented populations in higher education. They continue to account for only one percent of the total post-secondary student population, and this lack of representation is felt in multiple ways beyond enrollment. Less research money is spent studying Indigenous students, and their interests are often left out of projects that otherwise purport to address diversity in higher education. Recently, Native scholars have started to reclaim research through the development of their own research methodologies and paradigms that are based in tribal knowledge systems and values, and that allow inherent Indigenous knowledge and lived experiences to strengthen the research. Reclaiming Indigenous Research in Higher Education highlights the current scholarship emerging from these scholars of higher education. From understanding how Native American students make their way through school, to tracking tribal college and university transfer students, this book allows Native scholars to take center stage, and shines the light squarely on those least represented among us.

<http://ra.oclc.ca/ra/login.aspx?inst=sault&url=https://search-ebSCOhost-com.sault.idm.oclc.org/login.aspx?direct=true&db=nlebk&AN=1566743&site=eds-live&scope=site>



Title: Indigenizing the Academy: Transforming Scholarship and Empowering Communities

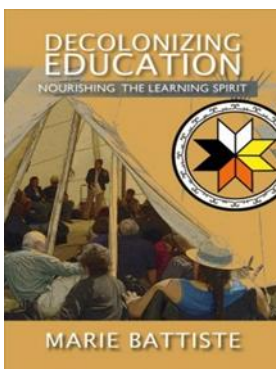
Authors: Angela Cavender Wilson Devon A. Mihesuah

Publication: Lincoln: University of Nebraska Press. 2004

Description: Continuing the thought-provoking dialogue launched in the acclaimed anthology *Natives and Academics: Researching and Writing about American Indians*, leading Native scholars from diverse disciplines and communities offer uncompromising assessments of current

scholarship on and by Indigenous peoples and the opportunities awaiting them in the Ivory Tower. The issues covered are vital and extensive, including how activism shapes the careers of Native academics; the response of academe and Native scholars to current issues and needs in Indian Country; and the problems of racism, territoriality, and ethnic fraud in academic hiring. The contributors offer innovative approaches to incorporating Indigenous values and perspectives into the research methodologies and interpretive theories of scholarly disciplines such as psychology, political science, archaeology, and history and suggest ways to educate and train Indigenous students. They provide examples of misunderstanding and sometimes hostility from both non-Natives and Natives that threaten or circumscribe the careers of Native scholars in higher education. They also propose ways to effect meaningful change through building networks of support inside and outside the Native academic community. Designed for classroom use, **Indigenizing the Academy** features a series of probing questions designed to spark student discussion and essay-writing.

<http://ra.ocls.ca/ra/login.aspx?inst=sault&url=https://search-ebSCOhost-com.sault.idm.oclc.org/login.aspx?direct=true&db=nlebk&AN=103468&site=eds-live&scope=site>



Title: Decolonizing education: nourishing the learning spirit

Author: Marie Battiste.

Saskatoon : Purich Publishing Limited, [2013]

Description: The legacy of forced assimilative education for indigenous peoples -- Mi'kmaw education : roots and routes -- Creating the indigenous renaissance -- Animating ethical trans-systemic education systems -- Confronting and eliminating racism -- Respecting aboriginal languages in education systems -- Recommendations for constitutional

reconciliation of education -- Possibilities of educational transformations

TOP_FLOOR_STACKS

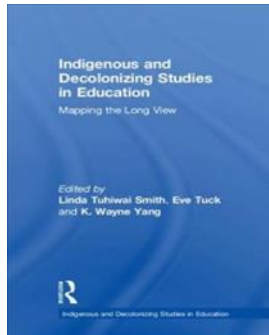
E96.2 .B355 2013

[View Catalog Record](#)

TOP_FLOOR_STACKS

E96.2 .B355 2013 c.2

[View Catalog Record](#)



Title: Indigenous and decolonizing studies in education: mapping the long view [CAFEBOOK] /

Edited: Linda Tuhiwai-Smith, Eve Tuck, K. Wayne Yang.

Publication: New York: Routledge, Taylor & Francis Group, 2019.

Description: Indigenous and decolonizing studies in education (case studies)

Title: Decolonizing education with Anishinaabe arcs: generative STEM as a path to indigenous futurity

Authors: Eglash, Ron

Lachney, MichaelAff2, IDs11423019097286_cor2

Babbitt, William

Bennett, Audrey

Reinhardt, Martin

Source: Davis, James Educational Technology Research and Development: A bi-monthly publication of the Association for Educational Communications & Technology. 68(3):1569-1593

Description:

This paper introduces a generative framework in which translations of Indigenous knowledge systems can expand student agency in science, technology, engineering, and mathematics (STEM). Students move from computer simulations to physical renderings, to repurposing STEM innovation and discovery in the service of Indigenous community development. We begin with the math and computing ideas in traditional Anishinaabe arcs; describe their translation into software and physical rendering techniques, and finally their workshop implementation with a mix of Native and non-Native students. Quantitative and qualitative analyses of pre-survey and post-survey data indicate increases in students' understanding of Indigenous knowledge, their creative ability to utilize it in moving from algorithmic to physical designs, and their visions for new hybrid forms of Indigenous futurity. We use these findings to argue that culture-based

education needs to shift from a vindications mode of admiring ancient achievements, to one that highlights students' agency in a generative relationship with cultural knowledge.

<http://ra.ocls.ca/ra/login.aspx?inst=sault&url=https://search.ebscohost.com/login.aspx?direct=true&db=edssjs&AN=edssjs.B88FA59A&site=eds-live&scope=site>

Title: Education in uncertainty: Academic life as Indigenous health scholars during COVID-19

Authors: Galloway, Tracey

Bowra, Andrea

Butsang, Tenzin

Mashford-Pringle, AngelaAff2

Description As the COVID-19 crisis continues to develop, communities around the world find themselves living in new and uncertain times. School and university closures are significantly disrupting the lives of students, educators and researchers alike. With the sudden shift to online learning platforms, the limitations on research projects and the lack of standardised policies and procedures, many concerns arise surrounding the unequal impacts of this crisis. This article brings together diverse perspectives on the effects of COVID-19 on post-secondary life for students and scholars engaged in the field of Indigenous health research. The authors reflect on how this time has impacted them as a graduating student, incoming PhD student, junior faculty member and mid-career faculty member respectively. Their experiences of teaching and learning at a large, research-intensive university in Toronto, Canada have been profoundly transformed, and will continue to change the way they work, research and interact at the graduate level. Working with Indigenous communities and organisations requires relationship building, collaboration and ceremony. In these unprecedented times, scholars cannot simply continue "business as usual". They must adapt everything, including how they teach, learn and work with Indigenous peoples, who are particularly vulnerable to this pandemic. Reflecting on the impacts that have already occurred and those that are still likely to come, the authors discuss what changes may need to be made in academia to support diverse actors within their scholarly community. They suggest changes to their scholarship with Indigenous communities in Canada to help them continue to work in a respectful, reciprocal and culturally appropriate way.

<http://ra.ocls.ca/ra/login.aspx?inst=sault&url=https://search.ebscohost.com/login.aspx?direct=true&db=edssjs&AN=edssjs.B517C1FC&site=eds-live&scope=site>

Title: Creating a degree-focused pedagogical framework to guide Indigenous graduate attribute curriculum development

Authors: Page, Susan

Trudgett, Michelle

Bodkin-Andrews

Higher Education (00181560). Jul2019, Vol. 78 Issue 1, p1-15. 15p. 1 Diagram.

Abstract: Globally, rapid technological advancement is creating widespread concern about workforces of the future, and universities are expected to produce highly skilled graduates to meet the unremitting demands of knowledge economies. In this context, graduate attributes are a means for developing employability skills and an avenue for institutions to demonstrate to employers and potential graduates that the requisite skills will be developed during a degree. To meet these needs, graduate attributes tend to emphasise a range of generic abilities such as team work, communicating effectively, or critical thinking. While these soft skills are common in suites of graduate attributes, more recently, a next generation of attributes is emerging. The curriculum has now become a site for critical global issues such as sustainability. Also, globalisation is driving universities to foster graduates' intercultural and international skills, reflecting a diversifying and internationalised workforce. In Australian universities, and those in other colonised nations such as Canada and New Zealand, there is a growing emphasis on ensuring that graduates engage with Indigenous content and develop the capacity to work effectively with and for Indigenous peoples to address inequities and promote social justice. Using a case example from an Australian university curriculum project, we describe a degree framework developed to guide the institution wide implementation of Indigenous graduate attributes. Although the case context is quite specific, the guiding principles have widespread relevance for embedding graduate attributes into university curricula.

<http://ra.oclc.ca/ra/login.aspx?inst=sault&url=https://search-ebshost-com.sault.idm.oclc.org/login.aspx?direct=true&db=aph&AN=137339123&site=eds-live&scope=site>

Title: Mino-Pimaatisiwin: Instructors' experiences in privileging Indigenous arts integration in post-secondary curriculum

Authors:Favell, Karen

Contributors:Fitznor, Laara (Education)

Atleo, Marlene (Education)

McCabe, Glen (Education)

Renaud, Robert (Education)

Farrell-Racette, Sherry (Native Studies)

Haig-Brown, Celia (York University)

Publication Year:2021

Description: From residential schools to the present day, the federal government has controlled Indigenous education in Canada. The provincial government has determined the curriculum for on-reserve band-run schools, with little to no consultation or involvement of Indigenous peoples, as part of federal funding policy. The trend toward curricular integration that has taken place in mainstream education through STEM (Science, Technology, Engineering, and Mathematics) and then STEAM (Science, Technology, Engineering, Arts, and Mathematics) programming is also beginning to occur in Indigenous education. This disciplinary integration could include Indigenous education as part of this move to a more wholistic curricular approach. Through interviews with 12 instructors who have incorporated STEM, STEAM, Arts and/or Indigenous arts Integration, I discovered complexifying strategies they used to deliver these integrations. An analysis of these integration strategies permitted me to identify required components of a solid wholistic approach. Using this wholistic integrative approach, I created a template design for an Indigenous-focused Bachelor of Education program stream. The resultant curriculum developed for such a stream features an integrated curriculum that incorporates all of these elements into the program. ; February 2021

<http://ra.ocls.ca/ra/login.aspx?inst=sault&url=https://search-ebSCOhost-com.sault.idm.oclc.org/login.aspx?direct=true&db=edsbas&AN=edsbas.635D9DC9&site=eds-live&scope=site>

Title: Indigenous education: new directions in theory and practice

Publication: University of Minnesota Press, 2021.

Author: Tomlins-Jahnke, Huia, editor.

Abstract: "For Indigenous students and teachers alike, formal teaching and learning occurs in contested places. In Indigenous Education, leading scholars in contemporary Indigenous education from North America and the Pacific Islands disentangle aspects of education from colonial relations to advance a new, Indigenously-informed philosophy of instruction. Broadly multidisciplinary, this volume explores Indigenous education from theoretical and applied perspectives and invites readers to embrace new ways of thinking about and doing schooling. Part of a growing body of research, this is an exciting, powerful volume for both Indigenous and non-Indigenous scholars, researchers, policy makers, and teachers, and a must-read for anyone who wants to understand the contested spaces of contemporary education. Contributors: Jill Bevan Brown, Frank Deer, Wiremu Doherty, Dwayne Donald, Ngarewa Hawera, Margie Hohepa, Robert Jahnke, Trish Johnston, Spencer Lilley, Daniel Lipe, Margie Maaka, Angela Nardozi, Kapa Oliviera, Wally Penetito, Michelle Pidgeon, Leonie Pihama, Jean-Paul Restoule, Mari Ropata Te

Hei, Sandra Styres, Huia Tomlins-Jahnke, Linda Tuhiwai Smith, Sam L. No'leau Warner, Laiana Wong, Dawn Zinga."-- Provided by publisher.

<http://ra.ocls.ca/ra/login.aspx?inst=sault&url=https://search-ebSCOhost-com.sault.idm.oclc.org/login.aspx?direct=true&db=nlebk&AN=2194971&site=eds-live&scope=site>

Title: Indigenous Conversational Approach to History and Business Education

Authors: Doucette, Mary Beth, Gladstone,

Joseph Scott

Carter, Teddy

Source: Academy of Management Learning & Education. Sep2021, Vol. 20 Issue 3, p473-484. 12p.

Abstract: Relationships, past, present, and future, and applied learning are critically important aspects of Indigenous knowledge systems. We advocate bringing forward Indigenous ways of thinking, oldways of thinking, as novel and relative to the ways of thinking generally practiced by Academy membership. This article demonstrates how three Indigenous business scholars use applied relational methods to imagine new possibilities for business studies. Using a combination of autoethnographic and conversational style writing, we reflect on our experiences as Indigenous scholars working, learning, and teaching in business schools. We highlight how business school knowledge systems--past and present--reinforce colonial narratives, despite calls for diversity. We explain the double bind that Indigenous scholars face engaging with the critical study of history. Finally, we encourage our colleagues to consider using relational methods to reflect on their sources of agency within business school systems.<http://ra.ocls.ca/ra/login.aspx?inst=sault&url=https://search-ebSCOhost-com.sault.idm.oclc.org/login.aspx?direct=true&db=bth&AN=152865459&site=eds-live&scope=site>



Title: The New Buffalo : The Struggle for Aboriginal Post-Secondary Education

Author: Blair Stonechild

Publication: Winnipeg: University of Manitoba Press. 2006

Description: Post-secondary education, often referred to as “the new buffalo,” is a contentious but critically important issue for First Nations and the future of Canadian society. While First Nations maintain that

access to and funding for higher education is an Aboriginal and Treaty right, the Canadian government insists that post-secondary education is a social program for which they have limited responsibility. In *The New Buffalo*, Blair Stonechild traces the history of Aboriginal post-secondary education policy from its earliest beginnings as a government tool for assimilation and cultural suppression to its development as means of Aboriginal self-determination and self-government. With first-hand knowledge and personal experience of the Aboriginal education system, Stonechild goes beyond merely analyzing statistics and policy doctrine to reveal the shocking disparity between Aboriginal and Canadian access to education, the continued dominance of non-Aboriginals over program development, and the ongoing struggle for recognition of First Nations run institutions.

<http://ra.oclc.ca/ra/login.aspx?inst=sault&url=https://search-ebSCOhost-com.sault.idm.oclc.org/login.aspx?direct=true&db=nlebk&AN=497465&site=eds-live&scope=site>



Title: Warrior Women : Remaking Post-Secondary Places Through Relational Narrative Inquiry

Authors: Mary Isabelle Young Florence Paynter

Khea Paul

Brenda Mary Parisian

Jerri-Lynn Orr

Dorothy Moore

Laura Marshall

Jennifer Lamoureux

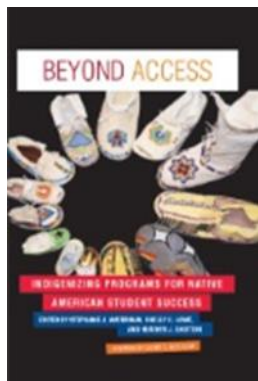
Lucy Joe

Janice Huber

Publication: Bingley, U.K.: Emerald Group Publishing Limited. 2012

Description: 'Warrior Women' makes visible the ongoing intergenerational narrative reverberations (Young, 2003; 2005) shaped through Canada's residential school era which denied the communal and cultural, economic, educational, human, familial, linguistic, and spiritual rights of Aboriginal people. Attending to these narrative reverberations foregrounded the continuing colonial barriers faced by six Aboriginal post secondary students as they composed their lives in a current era of increasing standardization in Canadian universities and schools. Yet, what also became visible were ways in which the Aboriginal teachers increasingly reclaimed or drew upon their ancestral ways of knowing and being.

<http://ra.oclc.ca/ra/login.aspx?inst=sault&url=https://search-ebSCOhost-com.sault.idm.oclc.org/login.aspx?direct=true&db=nlebk&AN=526501&site=eds-live&scope=site>



Title: Beyond Access: Indigenizing Programs for Native American Student Success

Authors: Waterman, Stephanie J.

Publication: First edition. Sterling, Virginia : Stylus Publishing. 2018

Lowe, Shelly C.

Shotton, Heather J.

Description: This book argues that two principal factors are inhibiting Native students from transitioning from school to college and from succeeding in their post-secondary studies. It presents models and examples of pathways to success that align with Native American students' aspirations and cultural values. Many attend schools that are poorly resourced where they are often discouraged from aspiring to college. Many are alienated from the educational system by a lack of culturally appropriate and meaningful environment or support systems that reflect Indigenous values of community, sharing, honoring extended family, giving-back to one's community, and respect for creation. The contributors to this book highlight Indigenized college access programs--meaning programs developed by, not just for--the Indigenous community, and are adapted, or developed, for the unique Indigenous populations they serve. Individual chapters cover a K-12 program to develop a Native college-going culture through community engagement; a "crash course" offered by a higher education institution to compensate for the lack of college counseling and academic advising at students' schools; the role of tribal colleges and universities; the recruitment and retention of Native American students in STEM and nursing programs; financial aid; educational leadership programs to prepare Native principals, superintendents, and other school leaders; and, finally, data regarding Native American college students with disabilities. The chapters are interspersed with narratives from current Indigenous graduate students. This is an invaluable resource for student affairs practitioners and higher education administrators wanting to understand and serve their Indigenous students.

<http://ra.oclc.ca/ra/login.aspx?inst=sault&url=https://search-ebSCOhost-com.sault.idm.oclc.org/login.aspx?direct=true&db=nlebk&AN=1730872&site=eds-live&scope=site>

Title: Indigenizing the Academy: One Story

Dr. Shauneen Pete Executive Lead: Indigenization, University of Regina

Source: Aboriginal Policy Studies, Vol 4, Iss 1 (2015)

Publisher Information:

University of Alberta, 2015.

<http://dx.doi.org/10.5663/aps.v4i1.23355><http://ejournals.library.ualberta.ca/index.php/aps/article/view/23355>