

# in/relation: Educational Resources for International Students Learning Indigenous Histories and Contexts at UBC

Presented by CTLT Indigenous Initiatives (Janey Lew, Claudia Diaz and Bronte Burnette)



## About in/relation

Faculty, TAs, and staff in diverse academic and support units have identified an interest and need for educational resources to introduce international students at UBC to learning about Indigenous topics, histories, and relationships. Such resources would support key university goals to improve student learning and experience, increase capacity for Indigenous engagement, and foster inclusion.

Deliverables include a series of online learning modules and a facilitation guide to support grassroots facilitation based on a co-learning principle.

## Objectives

- To meet learners where they are in learning about Indigenous histories and contexts at UBC

- To invite openness towards the topics and create learning opportunities that encourage students to take ownership and responsibility to continue learning
- To bridge, support, and engage international student learners with other student audiences on these topics
- To integrate into and enhance existing learning contexts, scaffold learning, and support learners to make their own connections between these topics to their own lives and learning interests
- To support capacity for grassroots facilitation of the learning based on a co-learning principle

## Project Team

in/relation is a partnership between UBC's First Nations and Indigenous Studies Program (FNIS), Indigenous Initiatives at the Centre for Teaching, Learning, and Technology (CTLT), and the Simon Y.K. Lee Global Lounge & Resource Centre and Mastercard Foundation Scholars Program).

- Dr. Daniel Justice (English & FNIS) is the Principle Applicant
- Janey Lew (Indigenous Initiatives CTLT) is the lead developer and project manager.
- Jola Lekich (Global Campus Initiatives) serves as liaison with the Global Lounge and Mastercard Foundation Scholars program

Other members of the project team:

- From CTLT Indigenous Initiatives – Amy Perreault, Chloe Erlendson, Claudia Diaz, and Bronte Burnette.
- Undergraduate and Graduate student staff – Andrea D'souza, Liz Otero, Sophie Duncan, Julia Poissant, and Daniel Perez Gámez.
- Faculty members – Evan Mauro (Co-ordinated Arts Program), Sheryl Lightfoot (FNIS), Katja Thieme (Vantage College), Jennifer Walsh

Marr (Vantage College), and David Gaertner (FNIS)

- Other key stakeholders – Residential School History and Dialogue Centre, Vantage College, Faculty of Arts Coordinated Arts Program, St. John's College.

## Learning Modules and Facilitation Guide

We created four learning modules that can be adapted to different learning contexts. Each module introduces a topic and guides structured engagement:

- Each module begins with an **INVITATION** which provides context for exploring the topic
- Next, students complete required **GROUNDWORK**, which may include engaging with background materials or undertaking individual reflection. The principle behind Groundwork is the need to acknowledge prior knowledge and knowledge gaps.
- Groundwork provides the basis for **LEARNING TOGETHER**. Through group activities, learners dive into the module content.
- TALK ABOUT IT** follows the group learning activities, providing suggestions discuss and debrief the learning.
- Each module ends with **WALK THE TALK**, a roadmap that suggests next steps for learning and taking action.

A facilitator guide that includes a case study, video interviews with instructors, staff, and students who have facilitated the learning modules, and a written guide will be published on the in/relation website.

The written guide elaborates on pedagogical orientations such as:

- Facilitator as Curator
- Facilitator as Co-Learner
- Facilitator as Companion

## Acknowledgements

We thank the Musqueam First Nation on whose ancestral and unceded lands the majority of work of this project has taken place. We are fortunate to have had the opportunity to present on our work and receive feedback from community members attending Musqueam 101 in Nov 2019. The students who worked on in/relation made so much of it possible: thank you Andrea, Liz, Sophie, Julia, and Daniel. Special thanks to the FNIS program for connecting us with practicum student Victoria Cooke, who conducted surveys that informed this project in a multitude of important ways. Our logo was created by Rachel Cheang. Thanks to Dr. Daniel Justice and UBC Student Development and Services for seed funding at early stages. This project was made possible by financial support provided by UBC Vancouver students via the Teaching and Learning Enhancement Fund.

Photo of sʔi:łqə́y qeqən  
(Double-Headed Serpent Post)  
Brent Sparrow Jr., Musqueam



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