Indigenous Teaching and Learning: Using a Principled Approach to Weave New Ways of Learning Across Classrooms

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Indigenization is the process whereby the institution begins to adjust to the presence of our knowledge, our knowledge systems and structures and our truth tests. Indigenization in my mind is about creating a site within the university for the exploration of our own ideas first for ourselves and then for all of humanity. It is the site in my mind, of enormous complexity and potential. It can also be a site of considerable tension and promise.

**Question to Discuss in Small Groups:** Where are you in your journey about indigenous teaching and learning? What tensions and possibilities exist for you?

**Suggested Readings** *(in this order we asked faculty to read over 4 Indigenous Learning Circles)*


- Goulet, L.M., & Goulet, K.N. (2014). Teaching each other: Nehinuw concepts & Indigenous pedagogies. Vancouver, Canada: University of British Columbia Press. *(How to Get There - Conceptualizing Effective Teaching - Chapter 4)*


- Friesen, J. W. Lyons Friesen, V. (2002), Aboriginal Education in Canada: A plea for integration, Calgary, AB: Detselig Enterprises. *(Traditional Aboriginal Pedagogy – Chapter 4)*


- **The Danger of a Single Story** (Chimamanda Ngozi Adichie) - TED Talk (18 minutes). Our lives, our cultures, are composed of many overlapping stories. Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice - and warns that if few hear only a single story about another person or country, we risk a critical misunderstanding. [https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en)