

Indigenous Learning Bundles:
Engaging the Pedagogical Leadership of National Teaching Fellows and Students
in STLHEs and 3M's Ongoing Reconciliation Research
Ottawa 7 June 2022

Final Report

Submitted by Dr. Christl Verduyn
Mike Graeme, Winona Tenasco, and Isabelle Barrette-Ng

August 2022



Participants and facilitators pose for a photo in the lobby of the Ottawa Art Gallery following the workshop. Facilitators: front centre: Mike Graeme; behind Mike: Dr. Kahente Horn-Miller; behind Dr. Horn-Miller: Renata Chiaradia; front far left: Dr. Isabelle Barrette-Ng; standing to the right of Dr. Barrette-Ng: Dr. Christl Verduyn; second and third persons behind Dr. Verduyn: Sandra Tenasco and Winona Tenasco

The Indigenous Learning Bundles workshop was inspired by the Truth and Reconciliation Retreat for 3M Teaching and Student Fellows that took place under the guidance of 3M Fellow Dr. Pamela Rose Toulouse (Anishinaabe-Kwe, Sagamok First Nation) as part of the 2019 STLHE conference in Winnipeg.

Building on the commitment to the work of truth and reconciliation at that retreat, participants Christl Verduyn (3M Teaching Fellow 2018), Mike Graeme (3M Student Fellow 2018), and Mathew Dueck (nêhiyawak, Plains Cree, 3M Student Fellow 2019) collaborated on developing a follow-up for the 2020 STLHE conference: a workshop on Indigenous Learning Bundles led by Dr. Kahente Horn-Miller (kanien:keha'ka, Mohawk).

Conceived and created by Dr. Horn-Miller, professor of Indigenous and Canadian Studies at Carleton University, the Bundles anchored the SoLE grant application that Dr. Verduyn submitted to STLHE for funding to support the workshop. The application, appended for easy reference, was successful, and planning for the workshop in Ottawa was in process when COVID-19 struck and the 2020 STLHE conference was canceled.

Two years of pandemic-restricted activities followed. During this time, workshop 3M student assistant Mathew Dueck had the opportunity to take up a different path and Winona Tenasco (Anishinaabe, Kitigan Zibi) joined the “team.” Together via Zoom and email, Christl, Mike, Winona, and in later stages of planning, Dr. Isabelle Barrette-Ng (3M Teaching Fellow 2018, professor of Biological Sciences, University of Calgary/University of Windsor) maintained contact, so that when STLHE announced the return to an in-person conference for 2022, we were ready to carry on with the final steps for the workshop. Among others, these included the following.

Pre-workshop

- Protocol arrangements for a local Indigenous knowledge keeper to open and close the workshop

Sandra Tenasco, Algonquin Language Speaker (Algonquin, Kitigan Zibi) was present throughout the workshop, from her opening words of welcome and wisdom to her closing reflections and farewells. Sandra’s presence set the stage for the workshop learning experience on decolonial praxis and Indigenizing the classroom.

- Space arrangements

STLHE had booked Ottawa’s Shaw Centre for the conference as a whole. For the workshop, however, we arranged to use the nearby Ottawa Art Gallery. The Gallery offered ideal spaces for the workshop, including The Studio for full-group work and the Jackson Café for break-out group work. In addition, the Gallery was hosting an exhibition by artist Jobena Petonoquot (Kitigan Zibi) that was directly relevant to the workshop themes. In her art, Petonoquot brings together community, art history, colonization, religion and resilience, by carrying family histories and holistic and relational knowledge from Petonoquot’s Anishinābe and Naskapi relations into her experiences and artistic practice. Several workshop participants were able to visit the exhibition after the workshop while other participants returned to the Gallery during the STLHE conference to take in Petonoquot’s work.

- Indigenous Learning Bundles presentation arrangements

Dr. Horn-Miller's presentation comprised video and powerpoint components as well as "lecture" style components. The Gallery was well equipped with the necessary technology, but we made sure to check in advance so that everything would go smoothly during the workshop.

- Speaker introductions

As part of their research and leadership contributions to the workshop, Mike and Winona prepared introductions for Sandra Tenasco, for Dr. Horn-Miller and her presentation colleague Renata Chiaradia, and for themselves.

- Workshop health break

In keeping with the ceremonial role of food in many Indigenous practices, we planned for a mid-workshop nutrition break and arranged with Ottawa's The Mission to provide refreshments. The break allowed for unstructured participant dialogue and exchange and facilitated the formation of small groups for discussion that followed in the second half of the workshop.

- Small group discussion materials/questions

In the second half of the workshop, the plan was for participants to form small discussion groups and to consider three questions that we prepared to help start or guide the discussion. The questions were:

1. What does 'decolonizing the classroom' for your institution mean to you?
2. With respect to collaborative Indigenous learning, what is or isn't going on in your institution, and what can you do to make spaces safe for Indigenous peoples?
3. What benefits/barriers come to mind when considering the learning bundles becoming a part of your curriculum, faculty, or institution?

We also planned for and brought materials (paper, markers, sticky notes etc.) for the discussion groups to use in recording or shaping their discussion.

- Take away and feedback sheets

As a concrete take-away for participants to recall and remember their workshop learning, Winona arranged for everyone to leave with a sample of maple syrup from the Kitigan Zibi Anishinabeg community.

We also prepared a workshop feedback form for participants to fill in with their thoughts and ideas about the workshop. Once again, we offered three questions for their consideration:

1. What takeaway(s) will you carry forward from this workshop?
2. What action(s) has this workshop inspired you to take going forward?
3. What do you remain curious about? What would you like a future workshop to focus on?

The responses, which we have **assembled in Appendix X**, present a sure measure of the success and value of the workshop. By way of brief overview, some consistent takeaways expressed by participants included the importance for relationships and close collaboration when Indigenizing and decolonizing educational institutions, as well as respecting and centering Indigenous leaders

and knowledge holders during the process. Some participants noted how learning that Indigenous knowledge is a living knowledge, and many commended the protocols embedded within the Indigenous Learning Bundles, which keep that knowledge in context. Others noted how decolonizing the classroom is a slow, lifelong process.

Workshop day

These various preparations and arrangements ensured that the workshop unfolded smoothly and as planned. Speaking in Algonquin, Sandra Tenasco opened the workshop with a land acknowledgment, welcomed the participants — a group of over 40 — and wished us all a productive and fruitful workshop. “*Kidandizimin odaje kidji kikinamagozing. Kakina awiyeg oga madjiidon kikenindamaawin,*” Sandra explained: we are all here to talk about learning and when we leave we will all leave with the knowledge.

After brief introductions by Christl, Mike, and Winona, Dr. Horn-Miller and Renata Chiaradia described the Learning Bundles. The Bundles present lessons from Indigenous Knowledge Keepers through audio and video interviews, as well as reading and visual materials, and scholarly books and articles. They address issues and topics relevant to Indigenous peoples and non-Indigenous peoples alike, such as engaging with Indigenous communities, cultures, and identities, the environment and water, Indigenous-Canada relations, treaties, introduction to Indigenous Studies, introduction to the Métis Nation and peoples, Inuit history, health, and story, and so on.

For the first half of the workshop participants listened to and interacted with Dr. Horn-Miller’s presentation. Together with Renata Chiaradia, Dr. Horn-Miller engaged workshop participants with video and powerpoint materials and a lively “back-and-forth” discussion and questions format. We could easily have continued past the “half-way” point of the workshop, but Winona and Mike kept us on schedule and called for “break time” just after 10:30 a.m.

Discussion and dialogue continued informally over coffee, tea, and muffins during the break, which also served as an opportunity for participants to form small discussion groups of four to five members. The groups then relocated to different tables in the Gallery’s Jackson Café to discuss the questions (see above) that we had prepared for the second half of the workshop.





Participants collaborate on discussion questions over coffee, tea and muffins. Photos by Mike Graeme.

The small discussion groups were lively and focussed, and once again we could well have gone past the time planned for this part of the workshop. However, we wanted to have each group “report” on the highlights of their discussion, so Mike and Winona once again called for participants to move on to the next stage of the workshop: sharing highlights of the small group discussions.



Dr. Kahente Horn-Miller and Renata Chiaradia present on the Indigenous Learning Bundles. Photos by Mike Graeme.

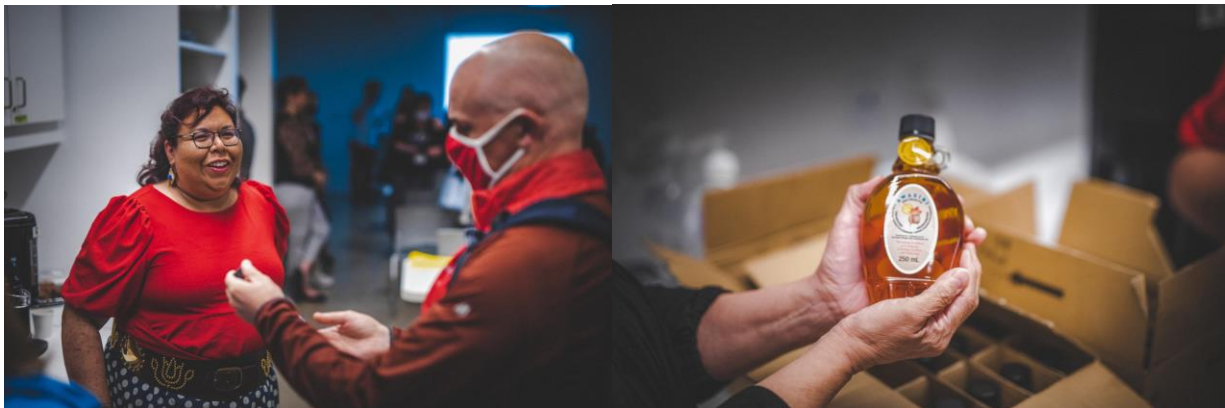
As the feedback in *Appendix X* indicates, many participants recalled the discussion groups as a highlight and recommended that future workshops provide as much time as possible to reflect together in a small group setting. When asked what they remain curious about, workshop participants expressed interest in learning ways to collaborate with Indigenous people without overburdening them. Others asked about finding balance when collaborating with multiple stakeholders. One participant noted the way reconciliation work within educational institutions is often performative and asked how universities could approach the adoption of Indigenous Learning Bundles without a box-checking attitude. There was an expressed desire by participants to actually experience an Indigenous Learning Bundle themselves. As Dr. Horn-Miller

explained, however, the contents of the Bundles that she and her colleagues had created reflected Indigenous communities of the Ottawa area and were tailored for Carleton classrooms. The idea is for other universities and institutions to develop Bundles working with and reflecting Indigenous communities in their regions.

In terms of actions going forward, participant responses varied depending on their own personal progress, as well as the current status of their institutions in the Indigenization process. Some stated their intention after the workshop was to spark initial discussions at their own institutions in order to get the ball rolling for Indigenous Learning Bundles or other frameworks for decolonizing the classroom. Others spoke of renewed motivation for engaging past initiatives they had started but not pursued. Some participants said their first step of action would be to carry out research at and assessments of their institutions to see what is already happening; what funding was available; and whom they could support at their institution to move this work forward.

The final part of the workshop featured the presentation of the take-away gift. Winona explained the significance and meaning, from an Indigenous perspective, of offering a gift and of the particular choice of a sample of maple syrup, which had been harvested in her community.

The workshop drew to an end with closing words from Sandra Tenasco and participants completing the feedback forms. They handed these in to Winona who in turn handed out the maple syrup gifts.





Workshop facilitator Winona Tenasco hands out workshop “take away” maple syrup from the Kitigan Zibi Anishinabeg community. Photos by Mike Graeme.

Post-workshop

A first key task following the workshop was to process honoraria cheques (Sandra Tenasco, Dr. Horn-Miller, Renata Charadia), pay the workshop invoices (Ottawa Art Gallery, The Mission, the Kitigan Zibi Anishinabeg community), and submit final salary/expense claims (Winona, Mike). Christl took care of these tasks and the various institutional steps for the financial part of the report, which appears in *Appendix Y*.

A second key task after the workshop was to complete this Report. This was a collective effort, with Christl, Mike, and Winona sharing parts of the report, and Isabelle proofreading the draft before final submission.

With the post-workshop steps completed, the present document and its appendices constitute the Final Report of the Indigenous Learning Bundles Workshop, which took place June 7, 2022, as part of the 2022 STLHE conference in Ottawa.

Respectfully submitted

Christl Verduyn, Mike Graeme, Winona Tenasco, Isabelle Barrette-Ng

Appendix X - Workshop participants' feedback

Workshop participants were invited to provide their feedback on the workshop by sharing their thoughts on 3 questions. Their responses are presented verbatim, with the occasional grammatical slip or missing words.

1. What takeaway(s) will you carry forward from this workshop?

- . Indigenous learning is related to everything. Indigenous knowledge includes respecting its importance and those who share it. Continue to learn to be a better ally.
- a. Indigenization and decolonization is a collaborative effort across the institution (and beyond institutional walls).
- b. New approaches to providing support to instructors across our faculty to complement the resources we currently have.
- c. Respect and collaboration go a long way
- d. Different approaches and perspectives to decolonizing and Indigenizing
- e. The power of collaborative work at the university and respect for the community
- f. Importance of integrating this knowledge into your course contents so it isn't just added in so students can see its value and recognize why they are learning it.
- g. The idea of the bundle. The process of developing and implementation. The partnerships and relationships built in. There is community with folks who do this work in Canada.
- h. This was a wonderful workshop, thank you. I love how the bundles are built by Indigenous people who maintain IP (?) and I love the idea of limiting to max two bundles per course. I also love the idea that instructors need to do the work to integrate and bridge the bundles into their course.
- i. Embodied feeling practices and strategies that center how Indigenous ways of knowledge and being are practical. How to engage and talk to each other.
- j. The fears that still exist and addressing these issues in educational settings and the need for more education – and bravery.
- k. I've invited Mike Graeme to present his photography work at Camosun College. I am a huge fan of his Instagram! I will connect with Kahente on the project of Indigenizing English assessments for placing students in English courses when they do not have high school prerequisites.
- l. Every institution can be "Indigenized." Better formal procedures for including something like a "bundle," or a scaled-back version that fits the University.
- m. Being vulnerable and starting to participate in dialogue is more important than the fear of making an error or offending (assuming you approach the conversation with respect and a willingness to learn).
- n. I'll continue to explore what it means to "decolonize the classroom" and what my role is in this work and how this is a lifelong/career-long journey and not something to be achieved on a colonial timeline.
- o. Living knowledge.
- p. The connections to others during this important work. A sense of direction of what this work can look like at the institutional level.
- q. Everything was amazing! I am going to use the questions to lead a workshop with my department to make improvements. I love that Carleton University made their own calls to action. I'm going to propose this too.
- r. Incorporating embodied way of knowing.
- s. Your bravery to start new relationships and conversations to find ways of creating more space for Indigenous ways of knowing.
- t. Power of collaboration.
- u. Left blank.

2. What action(s) has this workshop inspired you to take going forward?

- . Start more intentional conversations with all stakeholders (admin through to staff). Find out and confirm what is currently being done at my institution.
- a. Exploring how we can incorporate a version of Indigenous Bundles for our institution.
- b. Re-engage the Community of Practice on Indigenous education I'd started a few years ago
- c. Find support → get action plan going. Connect with Indigenous groups in my area. Suggest call to action for my institution; get them to commit.
- d. Consider the mini bundle approach (probably with some modifications to the approach) → focussed on things like: Indigenous leadership; Indigenous teamwork; Indigenous ethics
- e. Bring more students to this conversation. Bring this to the future learning lab.
- f. In our group we discussed the importance of educating ourselves first and the University of Alberta MOOC was recommended. I will do that course to increase my Indigenous knowledge and reflect on my efforts for reconciliation and decolonization
- g. Look at how this work is being undertaken at our University. Refocus on the critical eye – keep asking who benefits from not knowing / understanding our colonial past and present?
- h. We have started talking about a college-wide course on Indigenous peoples but I will bring the idea of modules forward.
- i. How Indigenous knowledge and bundles can be made relevant to courses and different disciplines.
- j. The need for continued discussion.
- k. Continue to work on creating an Indigenized English assessment tool with Canadian testing Association for placing new students into English courses (i.e., for those who do not possess documented prerequisites, such as high school transcript).
- l. Reach out to appropriate people at your University, find who they are.
- m. Just to keep on learning and having the conversations in classrooms (and elsewhere).
- n. Incorporating bundles into a second-year journalism course at Carlton – a mandatory course all students must take – and an intro to reporting course at the graduate level.
- o. Integrating institutional systemic educational programming to spur decolonial thought within higher education
- p. Find funding.
- q. More work on Indigenizing. Sharing my knowledge with colleagues.
- r. Try harder. It's okay to feel worried and concerned that as "white" I may not feel worthy, but if I don't try who will?
- s. Same as answer for question one.
- t. Share the importance of Indigenous knowledge.
- u. Advocacy! I can't be the leader but I can gather people's will and enthusiasm to commit to doing the work.

3. What do you remain curious about? What would you like a future workshop to focus on?

- . Instructional design. Quality assurance: Bridging between/navigating/respecting regulatory requirements and Indigenous knowledge
- a. Decolonizing our institutional practice
- b. Place of Indigenous orality and storytelling as a way of expressing and knowing
- c. How to implement bundles → preferred practice

- d. My own question to the presenters is have you challenged the conceptions of control you have built (very closed and strictly controlled?) I see benefits and pitfalls to this approach → I would love more small group conversation time → I would have liked to explore a bundle prior to the workshop → I would have liked to connect to the place we are in.
- e. How to collaborate if you are not at Carleton.
- f. How do you work in partnership/collaboration with Indigenous people without overburdening them? Where is the line between decolonization / Indigenization / reconciliation and appropriating?
- g. How the instructors connect to community to continue the conversations.
- h. Is there any mechanism to prevent students from seeing the same modules multiple times across their studies? Or is this something you think is beneficial?
- i. How to collaborate with multiple stakeholders at the institution.
- j. How to keep the discussion going.
- k. The bridging; the adaptation; the bringing the Two Worlds closer together. High school students in BC will be entering post-secondary with a strong background in Indigenous education learning outcomes → how will the post-secondary institutions be ready and stay “ahead.” Thank you for the conversation and the syrup.
- l. Difficult question because I want to know more about these bundles. I wish I was a student at Carleton right now so I could experience a bundle :) thank you.
- m. Bringing ways of knowing into curriculum and assessment. This came up in my research on students experiences with assessment and assessment literacy during the transition to University and getting into the literature on academic literacies → Socially situated, context-dependent, multimodal, linguistically and culturally diverse AND major power issues in terms of what knowledge is shared, by whom, and what is accepted as demonstrations of knowledge → Western/colonized and English-centric
- n. This workshop was a perfect overview. I have my own interest in and curiosity about what a journalism focussed bundle might look like given the harm traditional news gathering and presentation has caused Indigenous communities in Canada and globally.
- o. Connecting learning bundles to land reclamation, and Indigenous ways of being.
- p. How to justify this to an institution that is mostly performative in its reconciliation work. What this work looks like in non-formal learning environments.
- q. Learning bundle processes – the word document.
- r. Terminology questions and how to present. That is, knowledge keeper – sounds like owner of knowledge and therefore knowledge as owned not shared. The perception may become simply a flip of power...How do you avoid this but be respectful?
- s. More time for conversation and learning of how to adapt our learning structures to include Indigenous knowledge and ways of learning and knowing.
- t. Left blank.
- u. Left blank.

Appendix Y - Financial Report (Official institutional copy attached)

a) Student workshop research assistants & facilitators Mike Graeme & Winona Tenasco (\$2072. + \$2000.)	\$4072.
b) Elder honorarium	\$250
c) Presenter honoraria: Dr. Horn-Miller	\$250
Renata Chiaradia (donated to Carleton Indigenous Centre)	\$250
d) Art Gallery space rental fee	\$369.12
e) Mid-morning refreshment break (The Mission)	\$312.50
f) Take-away gifts (Kitigan Zibi Anishinabeg community maple syrup)	\$256.50
SUBTOTAL	\$5760.12
Grant allocation: \$7469.	
Funds to be returned: \$1708.88*	

*Unspent funds reflect the following differences from the originally projected grant budget - Appendix Z below:
 (i) original item [e] anticipated two \$250 honoraria (= \$500) for on-site pre-conference student assistance – the change of venue rendered this unnecessary; (ii) original budget item [f] anticipated another two student participants/honoraria of \$250 each (= \$500) as “workshop observers” – this ended up being covered by student facilitators Mike Graeme and Winona Tenasco; (iii) original budget item [e] anticipated three presenter honoraria of \$250 (= \$750) – with one of the presenters was on maternity leave at the time of the workshop, Dr. Horn-Miller and Renata Chiaradia covered her part; (iv) other minor differences in anticipated and actual charges for aspects of the workshop such as refreshments.



Appendix Z – original SoLE grant application (January 2020, pre-pandemic)

Title: Indigenous Learning Bundles: Engaging the Pedagogical Leadership of 3M Teaching Fellows and Students in STLHE's and 3M's Ongoing Reconciliation Research

Principal investigator and affiliation with contact information including mailing address, telephone, and email.

- Dr. Christl Verduyn, 3M National Teaching Fellow (2018), Research Professor, English and Canadian Studies, Mount Allison University

Additional Investigators (Identify the 3M Fellows among the additional investigators).

- Dr. Isabelle Barrette-Ng, 3M National Teaching Fellow (2018), Teaching Professor, Biological Sciences, University of Calgary
- Mathew Dueck, 3M Student Fellow (2019) nêhiyawak (Plains Cree) & Red River Métis
- Mike Graeme, 3M Student Fellow (2018)
- Dr. Kahente Horn-Miller (Kanien:keha'ka/Mohawk), Allie Davidson, Renata Chiarada, Department of Indigenous Studies and Canadian Studies, Carleton University

An abstract: In 150 words describe the scope, objectives and intended outcomes of the project. This abstract will be used for promotion of the project.

Building on the 2019 3M *Truth and Reconciliation Retreat for 3M Teaching and Student Fellows* in Winnipeg, this project is a research and leadership opportunity for 3M students working with 3M teaching fellows toward classrooms that recognize and respect Indigenous approaches to teaching and learning. The project ensures the place of this important commitment to ongoing reconciliation in 3M's and STLHE's respective 35th and 40th year anniversaries. Highlighting the leadership, perspectives, and insights of students, the project comprises a pre-conference Interactive Workshop featuring a presentation by Professor Kahente Horn-Miller (Kanien:keha'ka /Mohawk) and her colleagues about Indigenous Learning Bundles, and participant discussion groups to imagine new institutional structures for higher education. The bundles, and their role in decolonizing the classroom, will be the focus of the 3M students' research in preparing for their leadership roles in the workshop. Anticipated outcomes include concrete examples of moving toward active reconciliation in post-secondary settings.

A project description: The description of the project is a detailed explanation, including how it will meet the criteria. Proposals that do not address these criteria will not be considered. The description should also include the following: a. Project objectives, rationale, proposed activity, and significance. b. Methods, procedures, and an evaluation strategy with justification. c. Evidence of collaboration between disciplines, amongst 3M National Teaching Fellows, with other colleagues and/or students. A dissemination plan (that includes, but is not limited, to the 3M Council website) that will benefit educators and students within the primary investigator's university, region of further afield.

Project Objective: To carry forward 3M's and STLHE's commitment to truth and reconciliation pedagogy by continuing the work begun by the 2019 SoLE-funded pre-conference retreat *Truth and Reconciliation Retreat for 3M Teaching and Student Fellows* in Winnipeg. This is another crucial research and leadership opportunity for 3M student and teaching fellows to share and develop with other educators classroom practices that recognize and respect Indigenous approaches to education.

Rationale: In its recommendations for reconciliation specific to higher education, the Truth and Reconciliation Commission called upon post-secondary education to increase the recognition of Indigenous knowledge and pedagogy in the classroom. In Winnipeg last year, several 3M and STLHE sessions responded to the call. As Jamie Cassels and Asima Vezina state in “Helping one another to advance respect and reconciliation” (*University Affairs*, digital edition, October 2019), reconciliation is “an ongoing commitment and must be sustainable and long-term.” It cannot be achieved simply “by ticking boxes” (p. 47). This project will continue the work begun in Winnipeg. Coinciding with STLHE’s 40th and 3M’s 35th anniversary year, it offers a special opportunity to signal their recognition of, respect for, and attention to their ongoing role in being leaders in truth and reconciliation.

Proposed Activity: This interactive workshop involves the following activities:

- Acknowledgement of the unceded territory of the Algonquin peoples on which the workshop is taking place. Welcome by an Indigenous elder.
- Participant introductions and brief statements of their goals in participating in the workshop.
- Introduction of workshop presenters Dr. Kahente Horn-Miller, Allie Davidson, and Renata Chiaradia.
- Presentation about Indigenous Learning Bundles.* Dr. Horn-Miller will discuss the ideas, philosophy, and teaching of the bundles. Allie Davidson and Renata Chiarada will speak to the design and technical aspects of the Bundles.
- Refreshment/connecting break.
- Participant discussion groups, led by the 3M student applicants and fellows to share learning and teaching experiences and efforts toward Indigenous pedagogies.
- Recorders in each group noting key discussion points and ideas.
- Group reassembly for reports from the individual discussion groups.
- Closing comments from the facilitators.
- Participant feedback time (written comments on site to be followed up by request for post-workshop reflection via email).

*Indigenous Learning Bundles include lessons from Indigenous experts followed by audio or video interviews with Indigenous Knowledge Keepers. They address issues and topics relevant to Indigenous peoples, such as Introduction to Indigenous studies; engaging with Indigenous communities; culture race and identity; the environment and water; Indigenous-Canada relations; introduction to the Métis people and the Métis nation; Inuit story and health.

Significance: Workshop participants will learn from and with Indigenous students and educators and allies ways to carry forward and further develop truth and reconciliation practices in post-secondary spaces. 3M teaching fellows’ and students’ pedagogical leadership can help educational institutions and communities contribute to social justice and equity by engaging in truth and reconciliation practices. Informed pedagogical practices can positively impact the relationships between Indigenous and non-Indigenous communities.

Methods/Procedure: The method and procedure for this workshop are informed by Dr. Horn-Miller’s collaborative approach to education and her understanding and practice that academics for her is not only about theorizing the issues that Indigenous peoples face as a way to find solutions; it is also about putting these theories into practice. It is through her teaching and community collaboration that she challenges her students to learn about her culture and about themselves as humans, which in the long term will foster relationships between Indigenous and non-Indigenous peoples that will go

beyond the written word and the classroom and research settings. “We have a lot of important knowledge to share,” Dr. Horn-Miller states.

Evidence of Collaboration: The workshop will model the highly collaborative nature of Professor Kahente Horn-Miller’s Indigenous Learning Bundles. Dr. Horn-Miller conceived the Bundles as a way to gather Indigenous ways of knowing and, by working with her community and her colleagues Allie Davidson and Renata Chiarada, to make these ways available to the Carleton learning community without overburdening Indigenous experts. The Bundles are intended as a resource and learning tool for both non-Indigenous and Indigenous instructors and students. The bundles provide the crucial factual and theoretical basis for understanding Indigenous history and politics in Canada, while also prompting students to consider how this knowledge might be applied in their areas of study.

Beyond collaboration between Indigenous and non-Indigenous students and instructors, the workshop involves collaboration on a number of additional levels: between members of the 3M student community (Mathew Dueck and Mike Graeme) and members of the 3M teaching fellows community (Isabelle Barrette-Ng and Christl Verduyn); coming from Eastern (Verduyn), Central (Horn-Miller, Dueck), and Western Canada (Barrette-Ng, Graeme); representing the arts and humanities (Verduyn, Horn-Miller), sciences (Barrette-Ng), and social sciences (Dueck, Graeme); and aiming for the workshop participation of conference participants from across Canada.

Evaluation Strategy/ Dissemination Plan: Participants will be provided a feedback sheet at the end of the session and will be contacted via email for follow-up reflection and take-aways from the workshop. A final report on the workshop, integrating the 3M student research findings and participant comments and take-aways, will be posted on the STLHE-3M website.

Describe how the requested funds will be used and justify each expense in the projected budget. Provide a brief job description of all the salaried positions/tasks. Please note: Costs related to tasks that are commonly part of planning a course (such as annotated bibliographies, lesson plans, textbooks for students, photocopy costs, professor’s salary) are not covered. Equipment purchases and travel fees will not be funded.

The bulk of the budget is to support student salaries for workshop research, planning, communications and co-facilitation work.¹

- a. 3M student salaries: 2 x \$2072: \$4144²
- b. Salary honorarium for on-site pre-conference student assistance: \$250³

¹ Working with the 3M teaching fellow applicants, the 3M student applicants will carry out research, planning, communication, and facilitation work. Research will include learning about Indigenous Learning Bundles and researching places and spaces of significance and meaning to Indigenous communities in their areas to bring to the workshop group discussions. Communication work will include dissemination of information about the workshop, preparation of feedback sheets and follow-up email for reflection feedback, and compilation of the final report. The students will perform active roles in facilitating the workshop group discussions.

² \$18.50/hr (including education benefits) / half-day (4 hr) = 28 half-day work days over 7 month period (Feb-Aug)

³ Carleton student to post direction signs to the workshop room, to arrange coffee/refreshments with local food services, and to communicate any other local arrangement matters to the organizers.

- c. Honorarium/gift for Elder and for Indigenous students as workshop witnesses or participants: 3 x \$250: \$750⁴
- d. Honoraria for Indigenous Learning Bundles presenters (3 x \$250): \$750⁵
- e. Space/donation for Indigenous cultural space use (Ojikwanong Centre): \$200
- f. Morning coffee/water (\$175) and mid-workshop refreshment break (\$350): \$525
- g. Takeaway/reminder items for participants from the Wabano Centre⁶ in Ottawa: \$250
- h. STLHE 2020 registration fee for two 3M student applicants (Dueck/Graeme): \$600⁷
- i. **Total: \$7469.**

Description of the timeline for the project to identify benchmarks and endpoint (reminder: projects need to be completed within 1 year of the award).

- January/February 2020 – preparation and submission of STLHE conference proposal for the Interactive Workshop.
- March/April 2020 – research update meetings (via Skype)
- May 2020 – information dissemination about the workshop and additional personal invitations to encourage participation
- June – workshop takes place
- July 2020: preparation of report based on feedback gathered at the workshop and via email
- August 2020: submission of final report and financial summary.

⁴ Honoraria and/or gifts are a cultural practice within Indigenous communities as a sign of respect and recognition for the contribution of time and knowledge.

⁵ Two presenters have requested that their honoraria be donated to the Minôjtonigewin Scholarship.

⁶ The Wabano Centre's *13-Moon Teachings Booklet* (\$5.00 each). The takeaway item is to remind participants to carry the workshop experience forward and to encourage a visit to the Wabano Centre while in Ottawa.

⁷ Participating in the 2020 STLHE conference affords the opportunity to attend sessions and share the workshop findings.