Guide Overview

Purpose
This Guide offers some background and reading materials relevant to the *Indigenous Students, Indigeneity and Experiences in Universities* module 3. The purpose of the module and guide are to offer university instructors an introduction into the complexities of Indigenous student’s collective and individual identities and experiences accessing and navigating the university.

About the Creator

Candace Brunette-Debassige is a Mushkego Cree iskwew from Peetabeck (Treaty 9 Territory) with mixed Cree and French lineage. She is an Assistant Professor in the Faculty of Education at Western University where she also serves as a university-wide Teaching Fellow in Indigenous Learning from 2021 to 2024. Candace’s scholarly work and professional practice center on advancing the liberatory struggles of Indigenous Peoples in educational settings. Her current research agenda is located in the areas of Indigenous and decolonial approaches to curriculum, and leadership and policy educational change. Her scholarly work embodies a deep commitment to advancing Indigenous theorizing, Indigenous methodologies in research, and Indigenous pedagogical approaches to teaching and learning.

Duration
Total viewing time of the video–approx. 62 min., plus reading and reflection work.

Open Access and Copyright Disclaimer
The Teaching and Learning Series is licensed with a [Creative Commons Attribution-Non Commercial-No](https://creativecommons.org/licenses/by-nc-nd/4.0/)
Derivatives 4.0 license, except where otherwise noted. Some images and media featured in the Teaching and Learning Series are protected by third-party copyright, appropriate permissions have been obtained for this purpose only.

Recommended Citation

Table of Content

Guide Overview........................................................................................................................................1
Learning Outcomes ..................................................................................................................................3
Pre-Reflections for Instructors ..................................................................................................................3
Required Readings .....................................................................................................................................3
  Required Video .......................................................................................................................................4
  Post Video and Reading Reflection Questions ......................................................................................4
Further Readings .......................................................................................................................................5
Other Resources .......................................................................................................................................7
  Curriculum...........................................................................................................................................7
  Podcasts ...............................................................................................................................................8
  Websites ..............................................................................................................................................8
  Videos ...............................................................................................................................................8
Learning Outcomes

Upon completion of this online learning module, instructors will:

- Demonstrate familiarity with key terminology and debates relating to the naming Indigenous Peoples in Canada.
- Understand the diversity and political and cultural complexities of Indigenous student’s individual and collective identities.
- Be able to articulate the complex and compounded systemic barriers that shape Indigenous students' experiences in accessing and navigating the higher education system.

Pre-Reflections for Instructors

- What inspired you to engage with the Indigenous Teaching and Learning Series?
- What is your positionality in relation to Indigenous peoples and perspectives?
- What knowledge do you have about Indigenous peoples of Turtle Island and the local region of southwestern Ontario?
- Where does your knowledge and understanding of Indigenous peoples come from (e.g. personal relationships, inherited family narratives and perceptions, mainstream media representations, public education)?
- Have you critically assessed your education in relation to Indigenous peoples in Canada considering the larger colonial context and increasing reconciliation, decolonization and Indigenization movements in education?
- What professional experiences do you have teaching, mentoring and/or working with Indigenous students and peoples?
- What experiences do you have teaching Indigenous content and perspectives in your classroom?

Required Readings


Required Video


SECTIONS IN THE VIDEO:
INDIGENOUS COLLECTIVE IDENTITIES, 04:55 MIN.
INDIGENOUS INDIVIDUAL IDENTITIES, 26:14 MIN.
INDIGENOUS STUDENT ACCESS & BARRIERS IN EDUCATION, 35:58 MIN.
WHAT I WISH MY PROFESSORS KNEW ABOUT ME…, 55:05 MIN.

(This section Copyright Interdisciplinary Initiative in Applied Indigenous Scholarship, Western University, 2019)

Post Video and Reading Reflection Questions

- What new insights about the complexities of Indigenous peoples’ individual and collective identities has emerged for you after watching this video?
- What assumptions did you previously hold about Indigeneity? (e.g. a pan-Indigeneity)
- Where do you think your previous understandings, representations and assumptions about Indigeneity came from? (e.g., family, media, schooling etc.)
- What new understandings of Indigenous peoples’ experiences in education emerged for you after watching this video and completing the readings?
- According to Sheila Cote-Meek’s book Colonized Classrooms, how does colonization and racism continue to impact Indigenous student experiences in post-secondary educational contexts? (e.g. denialism of racism, silencing, Native expert, and traumatic experiences in the classroom). How do Indigenous students resist ongoing forms of colonialism and racism in postsecondary?
Further Readings

This curated reading list has been thoughtfully compiled for the purpose of your ongoing learning. As you explore these resources, we ask you to be mindful of the fact that Indigenous identity is a complicated topic. Understandings of Indigenous identity are shaped by diverse subjectivities and colonial politics. In recent years, issues related to ethnic fraud in the academy have only heightened these discussions. Please be mindful of these complexities, and respectful and humble in how you share what you learn.

Indigenous Students in Higher Education

Indigenous & Settler Relations in Canada


Indigeneity & Indigenous Intersectionality


Indigenous Self-Identification, Colonial Surveillance and Ethnic Fraud (Critical Views)


**Other Resources**

**Curriculum**


Podcasts

Websites

Videos