



FNST100 FALL 2022 REFLECTIONS

CURRICULUM WRITERS:
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BCCAMPUS RESEARCH FELLOWSHIP 2021-23

Our research aim is decolonizing and indigenizing FNST 100 as a community of practice engaged in curriculum revision work. Two educators came together as a community of practice; a NLC faculty member and an Education Assistant Program alumni representing both Indigenous and non-Indigenous worldviews in the work. The project was process-oriented as we strove to decolonize and indigenize the curriculum and pedagogical practices in FNST 100.

2021-2022

The research problem to be addressed is the gap between our desire for the FNST 100 course to promote and advance the work of the Truth and Reconciliation Commission's Calls to Action, and the current colonial narratives and perspectives embedded in the course curriculum and pedagogy.

We met regularly for one year to write the curriculum. We maintained the current learning outcomes (EdCo) and wove a new narrative. The course was piloted in Fall 2022 with approval from the Dean as there are assessment and pedagogical differences to the official course outline.

WELCOME TO THIS LEARNING SPACE.

WE INVITE YOU ON A NON-LINEAR
JOURNEY TO HIGHLIGHT THE BEAUTY
OF INDIGENOUS HERITAGE, FACE THE
HORROR OF COLONIZING PRACTICES,
AND CONSIDER A RECONCILING PATH
FORWARD IN OUR WORK.

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CURRICULUM AT A GLANCE

Learning Circle: The Spirit of Belonging

- Module 1: Identifying our Place & Space
 - Land acknowledgement
- Module 2: Languages of Learning – Entering this Space with our Minds
 - Critical theory
 - Power, privilege, stereotypes & bias
- Module 3: Emotions of Learning – Entering this Space with our Hearts
 - Mental health & wellness
- Learning Circle: The Spirit of Independence
 - Module 4: Beauty of Elders & Family
 - Indigenous storywork
 - Module 5: Beauty of Language
 - Language is land, land is language

Learning Circle: The Spirit of Mastery

- Module 6: Colonization & Assimilation
 - TRC
 - Doctrine of Discovery
- Module 7: Residential School Legacies
 - Historical & current perspectives

Learning Circle: The Spirit of Generosity

- Module 8: Invitation
 - Create a learning module
- Module 9: Gathering
 - Facilitate discussion board

**ASSESSMENT
MEASURES
"PAUSE &
REFLECT"**

Discussion Board Posts (20%)

- Seven graded entries

Assignment 1 Mental Health (20%)

- Community interview and reflective writing

Assignment 2 My Cultural Story (20%)

- Powerpoint presentation & gallery walk (graded discussion board post)
- The storyteller shares reflective writing

Assignment 3 Circle Back & Reflect (20%)

- Critical reflection and sharing with broader community & classmates (graded discussion post)

Assignment 4 Experiential Final Exam (20%)

- Module 8 & 9 (Invitation & Gathering)

FALL 2022 DEBRIEF

Demographics of comparative data group (n=10)

- 1 Indigenous student, 5 International students, 4 Domestic students.
- Representation across disciplines:
 - Associate of Arts (3)
 - Associate of Science (1)
 - Social Work (1)
 - EA (4)
 - Business (1)

Pre-assessment: Anything I can do to support your learning?

- Be present throughout the course with feedback and clarification about the assignments.
- I'll let you know if I need anything ;)
- Everything seems great. I'll let you know if I need support. Thank you.
- Actually I don't have much information about this course so I request you to provide notes of it .
- Be available to answer any questions I may have regarding content and assignments.
- Please provide examples of assignments
- Yes, help me understand more about the Canadian History ,culture and the people of this country
- Yes please, i might need your guidance to get good score in this course.

SELF-ASSESSMENT OF LEARNING OUTCOMES MEAN 1-5 SCALE (PRE/POST)

- Current understanding and recognition of the diversity of Aboriginal cultures in Canada (2.3/4.3)
- Ability to identify cultural and linguistic areas across Canada (2.1/3.9)
- Ability to identify and describe how specific values are manifested in the relationships of Aboriginal persons (2.0/4.3)
- Understanding of the pre-history of First Nations in Canada, including archaeological information, and the significance of oral history (2.2/4.1)
- Familiarity and respect for First Nations' perspectives and intimate relationship between land and resources (2.5/4.5)
- Appreciation for First Nation traditional knowledge and cultural expression in British Columbia (3.3/4.8)
- Understanding of the unique relationship between First Nations and the Government of Canada (2.0/4.5)
- Understanding of the impact of contact between First Nation and European cultures (2.3/4.4)
- Familiarity of contemporary First Nation issues (2.3/4.4)
- Understanding of the impact of industrial development in First Nation communities (2.4/4.2)

DISCUSSION BOARD QUOTES

- I now think that healing is more complicated than it seems since we are dealing with human beings, we have to dig into the healed wounds that formed scars that they try living with them. It is difficult to forget a scar when you have it imprinted on you it is difficult to accept it and live with it without having to remember its cause.
- Since exploring this course, I have seen a change in the way I view my community.
- After engaging with this week's module, I can't help but think that we are experiencing modern-day colonization and assimilation, where power and superiority are common elements.
- The very definition of reconciliation implies there was a friendly relationship beforehand that broke down. It was never their choice to be put in this position. I feel that their wording has little urgency to promote any real healing. The Crown and Federal Government holds all the power in this relationship and to have more healing the Indigenous government and community should have an equal share and say. If according to the article by Nelson & Wilson "*colonialism and its associated processes are important determinants of Indigenous peoples' health internationally*", so if the mental health of Indigenous people is correlated to colonialism then shouldn't the government do more?
- Which ultimately culminates in a healing journey for all of us.
- Canada isn't the only country in which colonization happened and is still happening today. This is a global issue; however, Canadians need to focus on rebuilding indigenous communities at home before we can look at the global impacts of colonization.
- We know what the Residential School System was for, but many of us don't understand its lasting impact.
- Colonization is clearly present now in our daily lives even though it's been disguised to seem that it doesn't exist but it is there.