

Skills for Success Curriculum Resource Cover Page

Organization

College Sector Committee for Adult Upgrading (CSC)

Curriculum Resource

Decolonizing Digital Delivery

This is an infographic resource for **LBS educators** that supports decolonization of digital delivery. It provides descriptions, definitions, and strategies around digital delivery, but many of the ideas and concepts apply more broadly to inclusive education. The resource could be part of a P.D. session or could be used individually. The infographic is best viewed digitally to ensure the colours remain intact, though it can be printed on letter size paper.

OALCF Alignment

Competency	Task Group	Level
Competency A -Find and Use Information	A1. Read continuous text	3
Competency A -Find and Use Information	A2. Interpret documents	3
Competency D - Use Digital Technology	N/A	2

Goal Paths (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Employment | <input checked="" type="checkbox"/> Postsecondary |
| <input checked="" type="checkbox"/> Apprenticeship | <input checked="" type="checkbox"/> Independence |
| <input checked="" type="checkbox"/> Secondary School Credit | |

Embedded Skills for Success (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Adaptability | <input type="checkbox"/> Numeracy |
| <input checked="" type="checkbox"/> Collaboration | <input type="checkbox"/> Problem Solving |
| <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Reading |
| <input checked="" type="checkbox"/> Creativity and innovation | <input type="checkbox"/> Writing |
| <input checked="" type="checkbox"/> Digital | |

Notes:

The opinions expressed in this document are the opinions of the College Sector Committee for Adult Upgrading. The Government of Ontario and its agencies are in no way bound by any recommendations contained in this document.

DECOLONIZING DIGITAL DELIVERY

HOW TO MOVE FORWARD IN A TECHNOLOGICAL AGE TO DECOLONIZE SECONDARY DIGITAL/ONLINE CLASSES

Digital classrooms must move towards equity and accessibility. Decolonization practices can help.

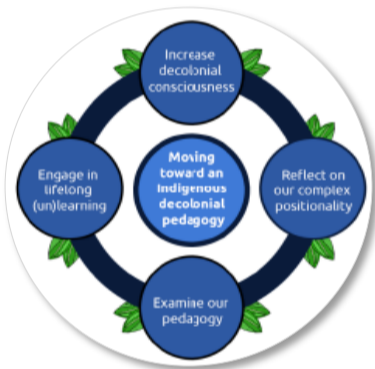
You can decolonize practices without having to know everything about Indigenous cultures, world views or other related factors including race, gender and sexual orientation.

know your terminology



COLONIZATION

“In Canada, colonization occurred when a new group of people migrated to North America, took over and began to control Indigenous Peoples. Colonizers impose their own cultural values, religions and laws and make policies that do not favour Indigenous Peoples. They seize land and control the access to resources and trade. As a result, the Indigenous Peoples become dependent on colonizers.” (Wilson, K., 2018)



DECOLONIZATION

“Decolonisation not only refers to the complete removal of the domination of external forces within a geographical space, but it also refers to decolonisation of the mind from the colonisers’ ideas — ideas that made the colonised seem inferior.” (Keele University, 2018, para 4)



INDIGENIZATION

“Indigenization is a process of naturalizing Indigenous knowledge systems and making them evident to transform places, spaces and hearts.” (Antoine, A., Mason, R., Palahickey, S. & Rodriguez de France, C., 2018)



RECONCILIATION

The Canadian Truth and Reconciliation Commission describes reconciliation as a process establishing and maintaining respectful relationships between Indigenous and non-Indigenous peoples.

The 4 R’s of Reconciliation are **Relationship, Reciprocity, Respect and Responsibility.**

decolonization vs. Indigenization

Decolonizing curriculum is not simply embedding Indigenous content. When you Indigenize curriculum, you embed Indigenous content, such as traditional knowledge or cultural pieces.

Decolonizing is a process of teaching and learning. Decolonizing your virtual classroom creates an inclusive space. By decolonizing, you remove not only the gender binary — you also remove homophobia and transphobia. Decolonizing includes developing resources and assessments which allow ALL students to thrive and shine.

ensuring effective decolonization

Educators must demonstrate readiness to employ decolonial constructs within the traditional colonial education system we employ in Canada. They need to hold space and humility for other ways of knowing, being and doing. The institution that the educator works for must also be ready to employ decolonial practices and embed these into the fabric of their culture along with a strategic plan to ensure its utmost importance.

APPLY AN EQUITY LENS

ask yourself...

1. Is anyone who is accessing your class facing inequities?
2. Who is included/not included in the resources you are using? Is there anything missing in those resources?
3. What counts as knowledge? Why?
4. Who is the resource/lesson about? Is there any other perspective you should be including?

HOW TO DECOLONIZE YOUR DIGITAL DELIVERY (decolonizing is humanizing)

community

Creating community in a digital context is challenging but critical. Use messageboards and programs like VoiceThread that allow recording & sharing voices.

circles

Circles can be created virtually through Zoom/Teams by posing and inviting response to a question at the beginning or end of class.

relationships

Relationships with your students can be established & nurtured by asking genuine questions about their life, culture, language etc.

listening

Listening is vital to decolonizing education. Learn how to be an effective, deep listener. Listen with your heart. Encourage students to hear each other.

land acknowledgement

Land acknowledgement at the beginning of class should be personal, not just rote. Situate yourself on the land and share what it means to you.

collaborative guidelines

Developing guidelines at the beginning of the course for behaviour, participation and engagement throughout should be a collaborative process. Involve students in the process.

check-ins

Check in with students regularly. Find out how they are doing and feeling. When you take an interest, you help nurture the relationship and demonstrate that you genuinely care about them as people.

storytelling

Teaching through story is a powerful and important part of holistic learning. Make time for student-to-student sharing through VoiceThread or other storytelling applications.

learn on land

Asynchronously, have students go on land to reflect. Virtually, have students attend on the land somewhere important to them.

virtual talking stick

A talking stick is an important tool to help ensure that everyone has a voice, everyone is heard and included. Online, typing symbols (>>>) can indicate that the “speaker” is finished and is passing the “stick.”

UDL mindset

With Universal Design for Learning in mind, allow students to demonstrate learning with a choice of assessments — video, brochure, infographic, website, story, song etc.

elders

Use elders in any way you can. Share recorded conversations, host live virtual lectures, ask questions, listen and don't forget to share ceremonial tobacco with them.

reciprocity

Learning is equal and shared. Students will learn as much from you as you from them. Provide opportunities to learn from, and with, each other.

virtual feast

Invite students to bring a dish they enjoy to the next virtual lesson and share the reason that they brought it. This promotes learning and connection between students and cultures.

holistic vision

Care about each student and yourself holistically— mentally, physically, spiritually and emotionally. Provide multiple channels for students to connect— email, messageboard, blog, video etc.

references

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Keele University. (2018). Keele decolonising the curriculum network: Why is my curriculum White? <https://www.keele.ac.uk/equalitydiversity/equalityframeworksandactivities/equalityawardsandreports/equalityawards/raceequalitycharter/keeledecolonisingthecurriculumnetwork/#keele-manifesto-for-decolonising-the-curriculum>

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8 ways image: <https://www.virtuallibrary.info/the-aboriginal-8-ways-of-learning-pedagogy.html>