"Decolonizing education is not a process generated only for Indigenous students."

Marie Battiste, Decolonizing Education.

Nourishing the Learning Spirit, 2013

# TELL MORE STORIES

CULTURALLY RESPONSIVE INSTRUCTION FOR ABORIGINAL UNDERGRADS

"If minority people are to effect the change which will allow them to truly progress we must insist on "skills" within the context of critical and creative thinking."

Lisa Delpit, Other People's Children. Cultural Conflict in the Classroom, 1995

## RESEARCH PROBLEM

To explore how information seeking, information literacy and culturally responsive teaching could inform the design of an instruction program to meet the learning needs of students enrolled in Carleton University's Aboriginal Enriched Support Program (AESP).



### RESEARCH QUESTIONS

- Can my information seeking process (ISP) be applied to the instruction of students in the AESP?
- How can I combine ACRL information literacy tools with the concept of information seeking to create a framework for teaching AESP students?
- What are core components of an instruction program that integrates ISP and ACRL tools to meet the learning needs of AESP students?

Martha Attridge Bufton, Subject Specialist,
Canadian Studies, Child Studies, Indigenous Studies, Social Work
Carleton University Library

## RESEARCH JOURNEY

- Searched for primary sources related to HBC fur trading families in U.K. libraries and archives.
- Found little evidence of HBC fur trading families but discovered the 19th century colonial perspective in sources related to Aboriginal peoples in Canada including letters, photographs, maps, and historical newspapers relevant to Aboriginal experiences.



# ABORIGINAL ENRICHED SUPPORT PROGRAM

- Approximately 25 First Nations, Métis, and Inuit students enrol annually.
- Uses Indigenous teaching protocols (e.g., access to Indigenous elders) to facilitate the transition to university.

## CULTURALLY RESPONSIVE PROGRAM

- Three sessions, built around primary evidence and linked to searching for secondary sources.
- Use Aboriginal and non-Aboriginal teaching methods (e.g., storytelling)
- Use culturally relevant materials.
- Teach the skills and concepts needed to succeed within the academic culture of power.
  - Primary evidence used to begin a conversation with students on the construction of authority and the value of information (ACRL information literacy framework).
  - Leads to instruction on finding secondary sources.



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