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 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.

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?

Aboriginal Enriched Support Program
• Approximately 25 First Nations, Métis, and Inuit students enroll annually.
• Uses Indigenous teaching protocols (e.g., access to Indigenous elders) to facilitate the transition to university.

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

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.

Acknowledgments
I would like to thank Rodney Nelson, the AESP coordinator, for his feedback and support.

Tell More Stories
Culturally responsive instruction for Aboriginal undergrads

Session 1

Session 2
Patriotic Chiefs

Session 3
Heathenism

Tell More Stories
Culturally responsive instruction for Aboriginal undergrads

Session 1

Session 2
Patriotic Chiefs

Session 3
Heathenism

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

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.

Acknowledgments
I would like to thank Rodney Nelson, the AESP coordinator, for his feedback and support.

“Tell More Stories
Culturally responsive instruction for Aboriginal undergrads

Session 1

Session 2
Patriotic Chiefs

Session 3
Heathenism

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

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.

Acknowledgments
I would like to thank Rodney Nelson, the AESP coordinator, for his feedback and support.