

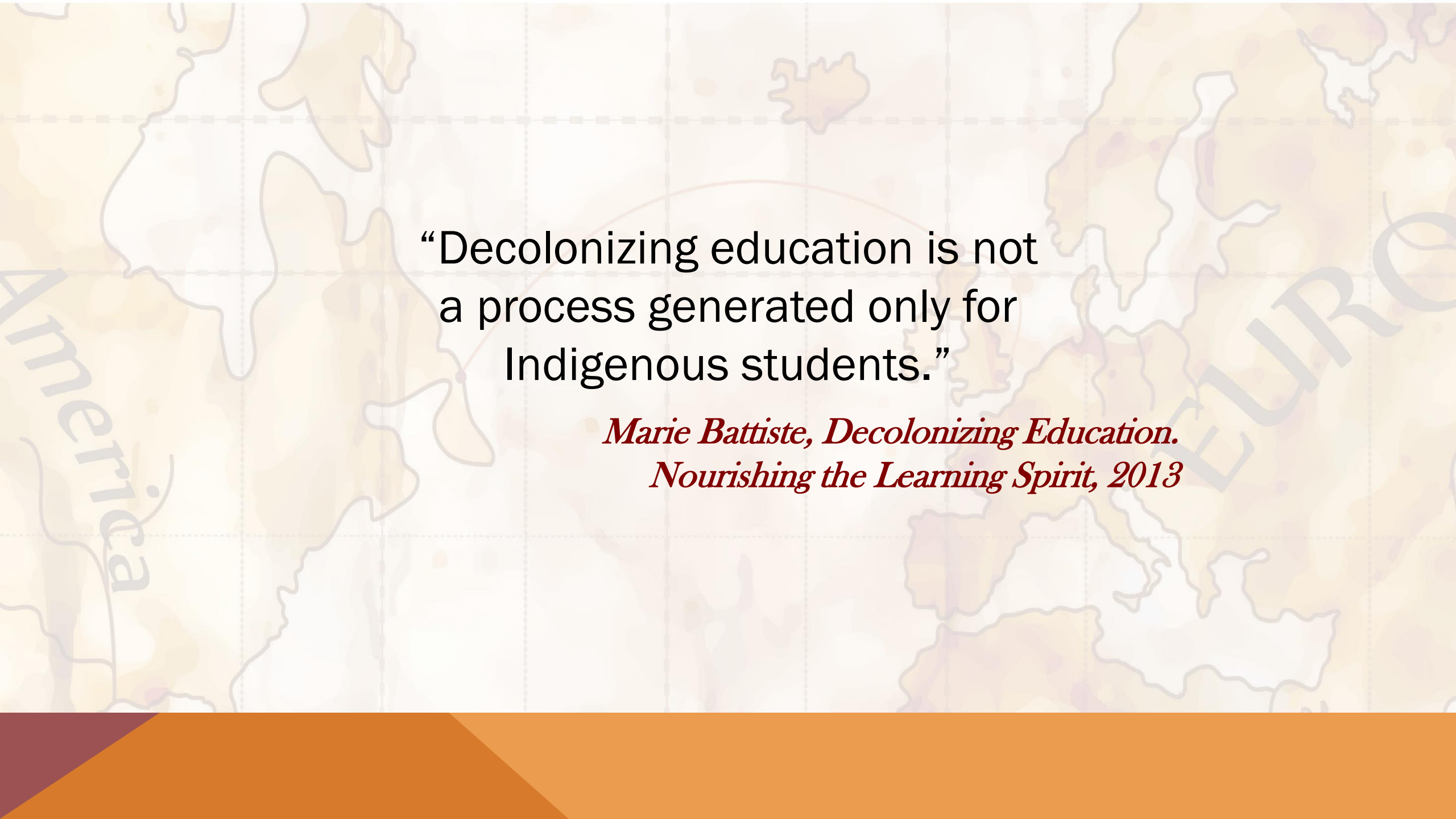
# Tell More Stories

## Culturally responsive instruction for Aboriginal undergrads

Martha Attridge Bufton, Subject Specialist,  
Canadian Studies, Child Studies, Indigenous Studies and Social Work  
Carleton University Library  
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**Carleton** | Library  
UNIVERSITY



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

*Marie Battiste, Decolonizing Education.  
Nourishing the Learning Spirit, 2013*

# Research Journey

“Where are the women?” i.e., First Nations, Inuit, Métis women of fur trading families

- ❖ Searched selected British libraries and museums including
  - ❖ Lambeth Palace Library
  - ❖ British Library
  - ❖ National Maritime Museum

Found colonial representations of Aboriginal Peoples instead and used these images to redesign research skills instruction for Aboriginal students at Carleton.

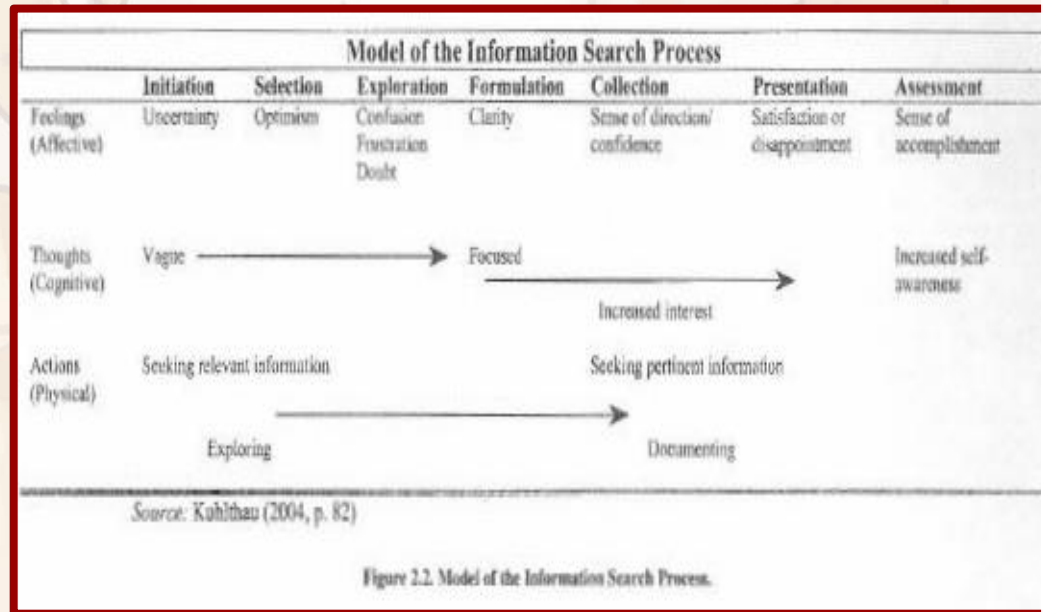
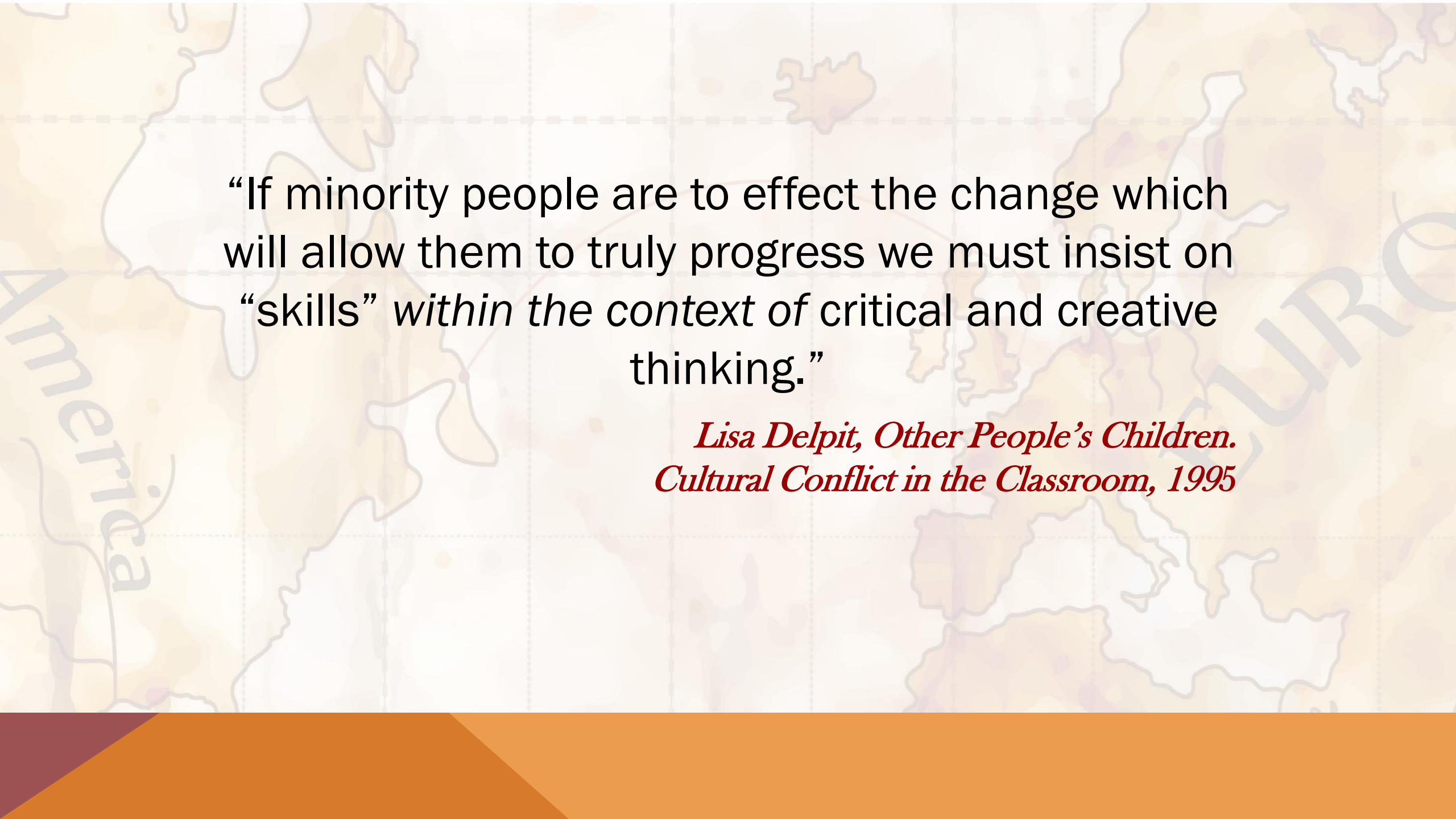


Figure 2.2. Model of the Information Search Process.

### Theoretical framework

- ❖ Kuhlthau's model of the information seeking process
- ❖ Freire's pedagogy of the oppressed
- ❖ Delpit's "culture of power"
- ❖ ACRL standards and threshold concepts



“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*

# Culturally Responsive Program

Three sessions, designed in collaboration with Aboriginal professor.

- ❖ Using Aboriginal and non-Aboriginal teaching methods:
  - ❖ Respect for traditional community
  - ❖ Naming
  - ❖ Telling stories: my research journey
- ❖ Using culturally relevant materials.
- ❖ Teaching skills & concepts: success in the academic culture of power.
- ❖ Using primary evidence to begin a conversation with students on the construction of authority and the value of information.
- ❖ Leading to instruction on finding secondary sources.



**Aboriginal Enriched Support Program  
Carleton University**



### **Patriotic Chiefs**

Mumford, Ronald R. Patriotic Chiefs and Families, Canadian Indians. 1915. Visual Arts. HS85/10/30606. 1915. [Credit: Canada. Patent and Copyright Office, Library and Archives Canada]. British Library. London, England.

[Indigenous Studies Subject Guide](#)



“We are taught that all knowledge comes from the ancestors.

The opportunity to explore their histories, albeit from a colonial perspective, was very interesting for my students. The semiotic analysis was also good—first-year students usually do not get this opportunity.”

*Rodney Nelson, Anishnaabe,  
AESP Coordinator, 2016*