Storytelling and Perspectives:
Weaving Indigenous Ways of Knowing, Open Educational Practices (OEP) and SDG's in High School Learning Environments

Learning Designer:
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http://bit.ly/HSOpenEd4ABW

McKEE HOMES

UNIVERSITY OF CALGARY
WERKLUND SCHOOL OF EDUCATION

I acknowledge that I come to you from Treaty Seven Territory.
I acknowledge the
past, present, and future generations of Stoney Nakoda, Blackfoot, and Tsuut'ina Nations who help
me steward the land, as well as honour and celebrate our place.
We acknowledge the many First Nations, Métis, and Inuit whose footsteps have marked my country's lands for centuries and whose respectful stewardship have enabled us all to enjoy the riches of the Creator & our country.

Retrieved from Wikipedia

Open educational practices (OEP) in K-12 learning contexts describes an intentional design that expands learning opportunities for all learners from formal to informal learning environments. The expansion of learning is dependant upon designing for personally relevant learning pathways where learners can collaboratively and individually share their learning experiences, that encourages communication of meaning through multi literacies, that blends curriculum and competencies and that promotes community and networked interactions with other learners and nodes of learning from multiple cultural perspectives in digital and analog contexts (Roberts, 2019).

Dissertation Focus: Expanding Open Educational Practices in High School Learning Environments
Classroom –> Community -> Networks

LP4: **What is my Story & How Does My Story Inform My Identity?**

Media Literacy/ Critical Thinking/ Storytelling & Perspectives/ Remix

LP3: **How do I Solve a Community Problem ?**

Design Thinking/Using Social Media/ Building Networks/ Connecting Outside Classroom Walls /Using Open Content

LP2: **Who is My Online Audience?**

Data/Security/ Privacy/ Digital Mapping/ Data Analysis

LP1: **How do I Search & Communicate Online?**

Searching Online/ Communicating Online/ Finding Credible Content/Inquiry

http://bit.ly/BFASite

Introduction:

Motivation
- How can I design and create OER that would be used for an inquiry based learning pathway focused on storytelling, perspectives and Indigenous ways of knowing?

Goals
- How can I participate in a UNESCO OER project by integrating an authentic open high school learning experience that is also part of my EdD research?

Target Audience
- High School students and teachers, parents and immediate community
- School District Specialists
- Elders
- General Public in K-12 Education system

UNESCO SDG's
- Canadian Truth and Reconciliation Commission's Call to Action #63 "Building student capacity for intercultural understanding, empathy, and mutual respect"
- SDG #4 (Quality Education) and #16 (Peace, Justice and Strong Institutions
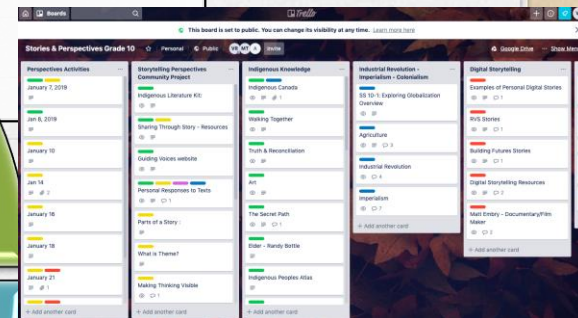
Project Results: Digital Artifacts

OLDI (Open Learning Design Intervention Framework)

Open Readiness Assessment Rubrics

Indigenous Literature Kits

Provincially Created Resources

Trello

Open Project Management Tool

- https://trello.com
- https://trello.com/b/sewK2OJC/stories-perspectives-grade-10

Digital Video Creation

Student Software Choice

Google Apps for Education

School District Software

- Movie Making Apps

- Google.docs
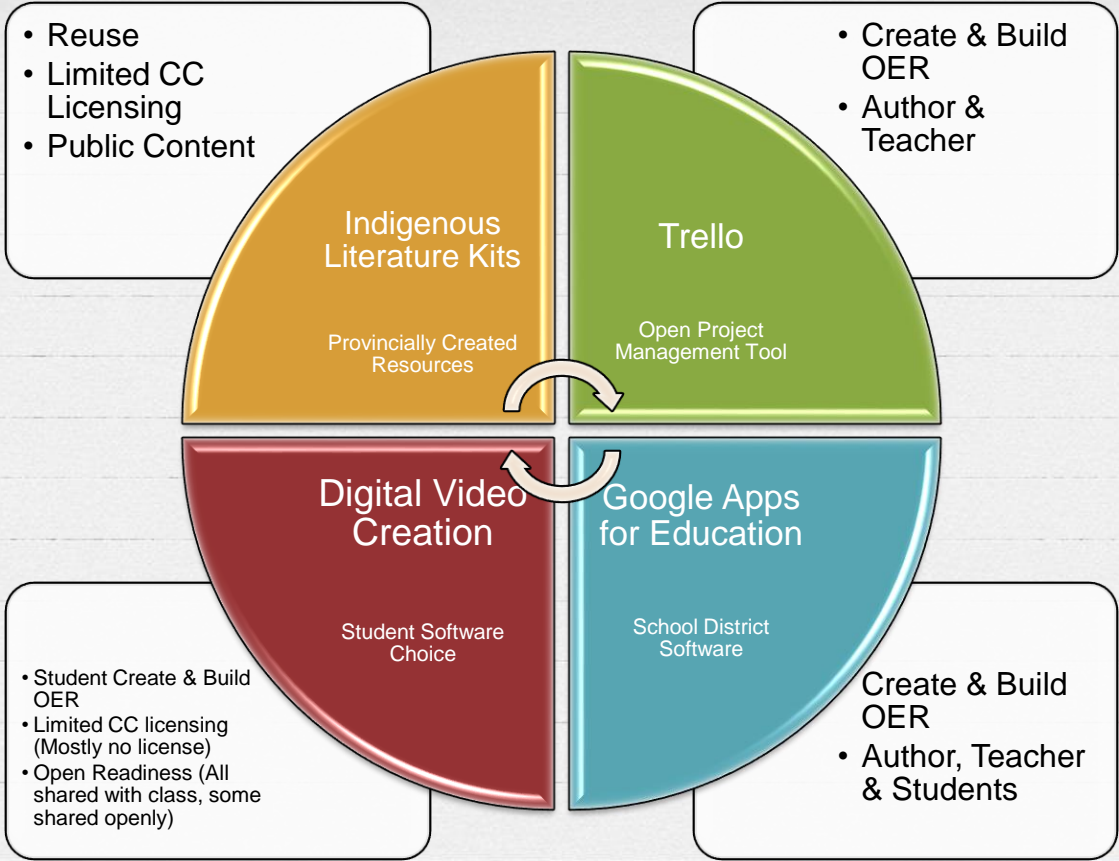- Google Folders

EMPOWERING THE SPIRIT
Educational Resources to Support Reconciliation

Project Results: OER

Indigenous Literature Kits

Provincially Created Resources

- Reuse
- Limited CC Licensing
- Public Content

Trello

Open Project Management Tool

- Create & Build OER
- Author & Teacher

Digital Video Creation

Student Software Choice

- Student Create & Build OER
- Limited CC licensing (Mostly no license)
- Open Readiness (All shared with class, some shared openly)

Google Apps for Education

School District Software

Create & Build OER

- Author, Teacher & Students

Stage 1: Building Relationships

Stage 2: Co-Designing Learning Pathways

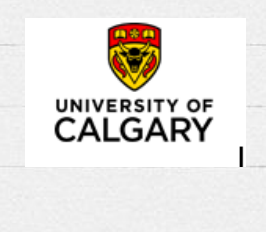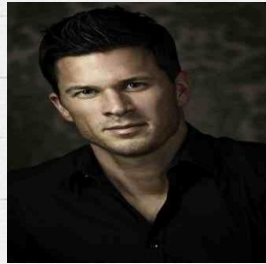Stage 3: Building & Sharing Knowledge

Stage 4: Building Personal Learning Networks (PLN's)

Reflections

Open Learning Design Intervention (OLDI) Roberts, 2019

"What Learning Experience could I offer students that went beyond the house, beyond our physical experience, that connected them to their community and identity? (LP4 Version)

Parents of students

Students will begin to understand (Conceptual Understanding):
How to Tell a Story From Different Perspectives, How and Why Different Stories are Told

Students will come to Know: (Factual)
ELA:
Components of a Story
Types of Stories
Importance of Stories
Learning from/with Story
How to Listen/Read/Tell/Write a story
SS:
Grade 10 explores multiple perspectives on the origins of globalization and the local, national and international impacts of globalization on identity, lands, cultures, economies, human rights and quality of life.
Key Issue:To What Extent Should contemporary society respond to the legacies of historical globalization?

Students will come to be able to do (Skills)
-Listen to/Read/ Watch a Story and Be Able to Reflect Upon the Parts of the Story/ Theme/ Type of Story
-Be able to compare and contrast different perspectives of storytelling and the impact of different perspectives/voices
-Tell a story with key elements based on planning and/or reflection
-Distinguish between key globalization terms from different perspectives
-Be able to build relationships and connections to their community
-Be able to describe how their identity is influenced by storytelling and perspectives

In order to understand:
Key Outcome: Students will assess the impacts of historical globalization on Indigenous and non-Indigenous peoples and
To communicate and understand meaning through

Week	Topics	Activities	Assessment	Community Partners
Jan 7-11 (Week 1)	What are stories? What is the importance from story from Indigenous lens? What are components of stories?	Daily Reading - Lit kits Perspective Reflection Activities Watching movie: PASS System	Formative: Daily Reflections RVS Literacy Assessment (formal)	Working in collaboration with an Elder and Indigenous knowledge keeper on a variety of activities to consider Indigenous storytelling perspective and historical perspectives
Jan 14-18 (Week 2)	Types of Stories Legacies of historical globalization	Daily Reading - Lit Kits Perspective Reflection Activities Different Types of Storytelling	Formative: Daily Reflections RVS Literacy Assessment (formal)	Elder Visit Blanket Exercise (Family Invited)
Jan 21-25 (Week 3)	Personal Stories/ Connections to Perspectives Types of Stories cont.	Daily Reading - Lit Kits Lit Perspectives Perspective Reflection Activities Watching movie: Indian Horse/Angry Inuk Personal Story - start	Formative: Daily Reflections	Documentary Filmmaker Visit Field Trip with Elder Downtown, Museum & Indigenous Friendship Centre
Jan 28-Feb 1 (Week 4)	Multiple Perspectives - in perspective	Lit Perspectives COMPLETED Perspective Reflection Activities Personal Story - continue to work on it	Formative: Daily Reflections Summative: Types of Storytelling - Prez	Field Trip: Play about Storytelling (Family Invited)
Feb 4-8 (Week 5)	Communicating a position (Essay)	Perspective Reflection Activities & Teacher directed (groups) How to write an essay/report Research collection: Essay/Reports	Formative: Daily Reflections Peer feedback - personal stories	District Specialist - Help With Making Digital Stories for Presentation to New Teachers
Feb 11-15 (Week 6)	Communicating a position	Essay/Reports (completed) Perspective Reflection Activities	Summative: Essay/Reports	Presenting Personal Stories to Class
Feb 25	Presenting /Sharing Learning with Others	Presentation to University of Calgary	Formative: Presentation prep/feedback	University of Calgary, Werklund School of Education

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Storytelling Perspectives: Structure Activity

1. In large groups, you will become an expert on a specific "type" of storytelling structure.
In your group you will answer questions about your particular group topic

Use the following google.docs to add in all of your groups notes about your storytelling structure perspective:

Storytelling Perspective 1 - Fairy Tales
Storytelling Perspective 2 - Contemporary Storytelling
Storytelling Perspective 3 - Elements of a Story - Basic Literacy (Western Perspective)
Storytelling Perspective 4 - Indigenous Stories
Storytelling Perspective 5 - Japanese
Storytelling Perspective 6 - Dramatic Storytelling Structure

2. Then, you will split into groups of six. In these groups,, you will "teach" each other about your storytelling structure. In digital form, each small group will be responsible for creating four different diagrams with labeled drawings that describe all the storytelling perspectives.

3. You will present your Drawings to the class
Please add your link for your small group's digital drawings here:

docs.google.com/docum...   Diagram 3 etc)

Perspectives Activity

Name of Resource:
Author(s):
Type of story (Please circle) Poem / Non-fiction / Short / Novel / Picture / Movie / ?????
Theme(s) of story (one word is not a theme):
Please describe and explain the theme(s), key terms and concepts in detail. (Focus on one or more of the four concepts from below and explain how the resource is connected to the concept).
What are some examples of the theme(s), key terms and concepts in terms of representation of ideas (e.g., analogies, metaphors):
What questions does this theme(s) raise or leave unanswered?
What perspective or point of view is not included? Why ?
What are some connections with the theme, key terms and concepts to our life, other texts and/or to the world:

Indigenous Concepts and Guidelines for Resources

Guiding Voices Website: http://www.learnalberta.ca/content/fnmigv/index.html

http://bit.ly/HSOpenEd4ABW

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https://trello.com https://trello.com/b/sewK2OJC/stories-perspectives-grade-10

"The last four projects have touched beyond my school life and into all aspects of who I am as a person. This includes everything from my social skills, to my ability to carry meaningful conversations about real topics, it's expanded my curiosity, advanced my learning techniques, as well as driven me to share and collaborate with everyone around me" (BFA,18-19 student)

Lessons Learned:

Main Challenges
- Lead Learning Designer, no one with similar expertise
- Creative Commons licensing:
  - On google.docs (still figuring this out)
  - On additional resources people have sent me
- Indigenous Knowledge Has Protocols (Sharing as gifts and payments for services)

Overcoming Challenges
- Connect with Jenni Hayman (mentor) & OE4ABW Organization team (Thank you Anja)
- Connect with Elders and District Learning Specialists
- Design Professional Learning Workshops to Share Open Learning Concepts & Storytelling

Next Time
- Work with Team of Teachers Already Doing a Project
  - Support community in Sharing Their Project Openly
- Be a Mentor

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