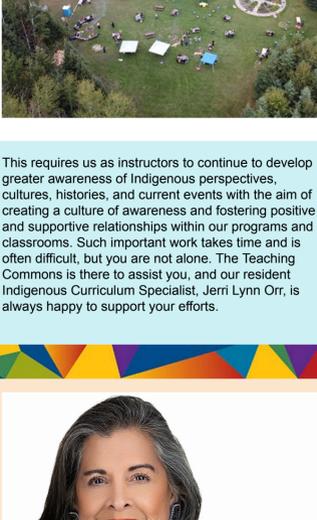




TRUTH & RECONCILIATION

INTRODUCTION

While it is critically important to commemorate National Truth and Reconciliation Day on September 30th, we recognize that to actually understand the truth of Canada's settler history and move toward reconciliation takes concerted action each and every day. The Truth and Reconciliation Commission has called upon the post-secondary sector to take the necessary steps to help our students understand the past as well as the current impacts of that past and to contribute to developing a future based on respect for Indigenous peoples, their histories, their worldviews, and the contributions they make to society. This issue of our newsletter is dedicated to all of you who are working hard to make the necessary changes within your courses and programs to decolonize and Indigenize the curriculum, efforts which ultimately will aid in realizing the recommendations of the TRC.



STRATEGIC SPOTLIGHT

One of the eleven strategies in our Academic Plan (2019-24) is **Advancing Truth and Reconciliation**. While the action items listed are not specific to teaching and learning, this strategy establishes the expectation and lays the foundation for all programs to build capacity for "intercultural understanding, empathy and mutual respect" as recommended by the Truth and Reconciliation Commission (Calls to Action #63).

This requires us as instructors to continue to develop greater awareness of Indigenous perspectives, cultures, histories, and current events with the aim of creating a culture of awareness and fostering positive and supportive relationships within our programs and classrooms. Such important work takes time and is often difficult, but you are not alone. The Teaching Commons is here to assist you, and our resident Indigenous Curriculum Specialist, Jerri Lynn Orr, is always happy to support your efforts.

FACULTY SPOTLIGHT

Dr. Cynthia Wesley-Esquiaux is Lakehead University's inaugural Chair on Truth and Reconciliation.

For those that may not know, can you provide a synopsis of what the National Truth and Reconciliation Commission and its Calls to Action are and why they are important for universities?

The TRC was established through the Indian Residential School Survivors Agreement (IRSSA) which began to be implemented in 2007. The 94 Calls to Action represent the voices of over 7000 people who testified in the national TRC hearings and whose contributions were tabled with Canada in 2015 at the conclusion of the commission's mandate. The Calls to Action are important for universities because they provide a comprehensive guide for the resolution of historic grievances and demand/require public and organizational education for all Canadians. Universities Canada was prompted to develop and table 13 principles to ensure educational institutions were committed to addressing the truth and furthering the reconciliation process.

What does it mean to now have a federal national day, the National Day for Truth and Reconciliation, on September 30?

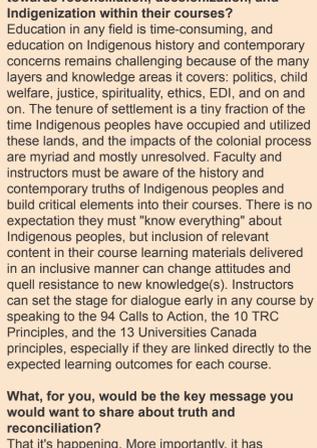
Making the National Day for Truth and Reconciliation an official holiday was introduced as a private member's bill by Saskatchewan MP Georgina Jolibois in 2017. It was intended to recognize the legacy of Indian Residential Schools, the children who attended them, and those who never made it home. It coincides with Orange Shirt Day, which was created by Phyllis Webstad in 2013 out of her personal experience at an Indian Residential School (IRS).

Why did you get involved in this work, and what does your work at Lakehead involve as the Chair on Truth and Reconciliation?

I have been involved in truth and reconciliation for almost 40 years, although it wasn't called that until more recently. Between them, my parents spent 20 years in IRS, and my asking, "Why?" set me on a dedicated learning journey: why were they sent there? Why were there so many addictions in Indigenous peoples around me? Why was there so much suffering (in a good way) with as many people as possible what I lived, learned, and continue to experience. Lakehead has been an extraordinary ally and friend to the Indigenous peoples of northwestern Ontario. I consider it my responsibility as the Chair for Truth and Reconciliation to ensure the many commitments Lakehead has made are known across the country. I present hundreds of keynotes, workshops, discussion groups, and public education talks across Canada under the Lakehead University banner, and I speak frequently to the many firsts we have achieved – from establishing the first Vice Provost of Indigenous Initiatives position to the Indigenous Content Requirement, the Chair for TR, and the Indigenous Curriculum Specialist Position, to the many relationships and MOU's we have built in NW Ontario and Simcoe County.



"Sunset" taken at Georgina Island First Nation. Photo by Cynthia Wesley-Esquiaux.



Cynthia Wesley-Esquiaux. Photo by Linda Chan, 2002.

How can Lakehead University continue to contribute to the process of reconciliation?

Lakehead is not going to forget or abandon its commitment to providing exceptional access to Indigenous peoples, including a new PLAR commitment being developed by Dr. Lana Ray. We have worked hard to build all aspects of Indigenous learning into our strategic and academic plans, which is reconciliation in action. Our access and mentorship programs, faculty, and staff training and workshops, the creation of modules, specialist support, and our many Indigenous staff and faculty ensure we will continue to offer extraordinary access, retention, and graduation support for many generations to come.

What can faculty and instructors do to work towards reconciliation, decolonization, and Indigenization within their courses?

Education in any field is time-consuming, and education on Indigenous history and contemporary concerns remains challenging because of the many layers and knowledge areas it covers: politics, child welfare, justice, spirituality, ethics, EDI, and on and on. The tenure of settlement is a tiny fraction of the time Indigenous peoples have occupied and utilized these lands, and the impacts of the colonial process are myriad and mostly unresolved. Faculty and instructors must be aware of the history and contemporary truths of Indigenous peoples and build critical elements into their courses. There is no expectation they must "know everything" about Indigenous peoples, but inclusion of relevant content in their course learning materials delivered in an inclusive manner can change attitudes and quell resistance to new knowledge(s). Instructors can set the stage for dialogue early in any course by speaking to the 94 Calls to Action, the 10 TRC Principles, and the 13 Universities Canada principles, especially if they are linked directly to the expected learning outcomes for each course.

What, for you, would be the key message you would want to share about truth and reconciliation?

That it's happening. More importantly, it has prompted an Indigenous renaissance across Canada. All that truth telling, dialogue, and IRSS testimony has shone an intense light on what's happening internally to our communities, and the response has been an accelerated drafting and implementing of laws and positive actions within Indigenous communities. Higher education is flourishing and becoming even more essential. Our people are entering multiple fields, our elders are re-engaging, languages are reconstituting, culture is re-generating, and there is a powerful awakening happening. It's very exciting and, although it took the revealing of some very ugly truths to prompt change, we will never get to any form of reconciliation without leveling knowledge, socio-economic, and social justice for Indigenous peoples with the rest of Canada.

INDIGENOUS SPOTLIGHT

September 30th is the second **National Day for Truth and Reconciliation** (NDTR). This day honours the lost children and survivors of residential schools, their families, and communities. It is a public commemoration of the tragic and painful history as well as the ongoing impacts of residential schools, and it is a vital component to the reconciliation process.

What can we do to commemorate the NDTR and work towards reconciliation on an everyday basis?

- Wear orange on September 30th. Read about why this is important [here](#).
- Read the **94 Calls to Action**. Choose one Call to Action. Consider what you can do to help advance that Call to Action. Ask yourself, "How can I use it in my classroom?"
- Check out the **National Centre for Truth and Reconciliation** to learn more. Read the various reports, and find resources to support your teaching.
- Look at **Beyond 94 Truth and Reconciliation in Canada** to see where we are as a country with the 94 Calls to Action
- Explore **The National Centre for Collaboration Indigenous Education**, a great resource for implementing Indigenous content into your courses.
- Check out the **Pulling Together Curriculum Developers Guide** to help you prepare and plan your course.



Know and understand your positionality, power, privilege and intersectionality when working with Indigenous pedagogies. See this [infographic](#) and this [free module on Power and Privilege](#) from the University of Saskatchewan. Reflecting on and understanding your positionality is foundational to moving towards reconciliation and Indigenization. It is an important step in your decolonization journey.

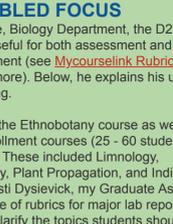
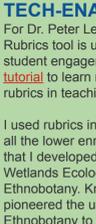
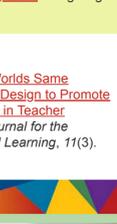
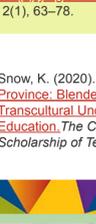
Reach out to me, Jerri Lynn Orr at jorri1@lakeheadu.ca, if you want to have a conversation, if you have any questions, or if you need support with implementing Indigenous content into your courses!

Elder Tipi Talk with Gene Nowejeck

Friday, September 16, 2022
1:00 pm to 2:00 pm – Agora Circle – Thunder Bay Campus

Join Elder Gene Nowejeck to learn more about reconciliation and what it means for all of us. Everyone is welcome. Light refreshments provided.

[Register Here](#)



Elder Tipi Talk with Trish Monague

Friday, September 16, 2022
1:00 pm to 2:00 pm – Orillia Campus

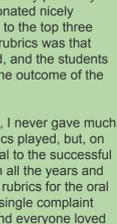
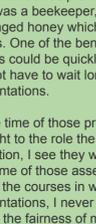
Join Elder Trish Monague to learn more about reconciliation and what it means for all of us. Everyone is welcome. Light refreshments provided.

[Register Here](#)

Deconstructing the Reconciliation Conversation with Cynthia Wesley-Esquiaux

Thursday, September 29, 2022
12:00 pm to 1:00 pm – via Zoom

[Register Here](#)

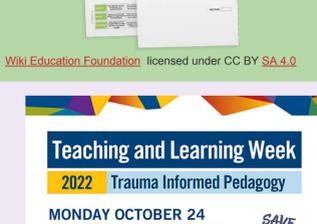


Dr. Cynthia Wesley-Esquiaux is the Vice Provost for Indigenous Initiatives at Lakehead University. She has received the 2019 Indigenous Chair for Leadership and Learning from the University of Saskatchewan and the 2020 Indigenous Chair for Leadership and Learning from the University of Saskatchewan.

SoTL SPOTLIGHT

In-context spotlight: The following work is intended as one means of decolonizing environmental studies and expanding our understanding of "environmental consciousness", and spotlights "new perspectives and pedagogies of nature from the global South".

Nosheen, A.; Binish, S.; Khan, W.; Najmi, A. K.; Barkat, A.; Sadiq, A.; Muhammad, A. & Sumaira, A. (Apr. 2019). *Decolonizing nature/knowledge: Indigenous environmental thought and feminist praxis. Scholarship of Teaching and Learning in the South*. 3(1). 77-91.

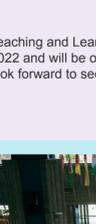


General spotlight: In *Packing up the Big Tent* Kelly Hewson and Lee Easton reflect on a presentation from a decade prior and the "big tent" metaphors aid to helping SoTL become a more respectable enterprise. This work resulted in the belief that the big tent must now be packed away to focus on the messier aspects of teaching and learning by offering some thoughts on what a decolonizing SoTL might look like.

Hewson, K. & Easton, L. (2022). *Packing up the big tent: Queering and decolonizing SoTL*. *Imagining SoTL*, 2(1), 63-78.

SoTeL SPOTLIGHT

An Overview: This article by Kathy Snow outlines a model of blended-education for cultural understanding that was developed to pair campus- and community-based students. Data analysis resulted in the emergence of four key themes that are important in fostering transcultural understandings within blended learning practice.



Snow, K. (2020). *Different Worlds Same Province: Blended Learning Design to Promote Transcultural Understanding in Teacher Education*. *The Canadian Journal for the Scholarship of Teaching and Learning*, 11(3).

TECH-ENABLED FOCUS

For Dr. Peter Lee, Biology Department, the D2L Rubrics tool is useful for both assessment and student engagement (see [mycourselink Rubric Tool Tutorial](#) to learn more). Below, he explains his use of rubrics in teaching.

I used rubrics in the Ethnobotany course as well as in all the lower enrollment courses (25 - 60 students) that I developed. These included Molecular, Wetlands Ecology, Plant Propagation, and Indigenous Ethnobotany. Kristi Dytsevick, my Graduate Assistant, pioneered the use of rubrics for major lab reports in Ethnobotany to clarify the topics students should discuss and to permit a more objective grade to be assigned. However, I mainly used rubrics to assess oral presentations made by the students in all the courses I taught.

I became familiar with rubrics over twenty years ago while on a committee that distributed research funds for the province of Ontario. We read dozens of proposals and rated them using a rubric system. A modified rubric system was also used when the funded researchers presented their progress before the committee.

In many courses, I used to require students to write an essay as part of their term mark. This was a rather tedious process and, with the advent of the internet, we received some "suspicious" submissions. It was decided to switch this course requirement to an oral format. The students worked in teams and obtained needed practice in public speaking. Grading of the presentations was done with a rubric that included presentation as well as content metrics. Students were also required to produce a "fact sheet," or, in some cases, a poster. The rubrics were completed by the teaching panel consisting of myself, the technician, the teaching assistant, and a special external "invited judge." The other students completed the rubrics as well, which ensured they remained for the entire presentation. A comment section was also always included. Marks from the teaching panel were given a higher weight, but the contributions from the student peers was significant.



Create an Analytic Rubric

INSTRUCTOR

We made an event of the presentations with coffee, tea, and cookies provided at the halfway point. My wife was a beekeeper, and she donated nicely packaged honey which was given to the top three teams. One of the benefits of the rubrics was that scores could be quickly calculated, and the students did not have to wait long to hear the outcome of the presentations.

At the time of those presentations, I never gave much thought to the role the actual rubrics played, but, on reflection, I see they were essential to the successful outcome of those assessments: in all the years and for all the courses in which I used rubrics for the oral presentations, I never received a single complaint about the fairness of marking...and everyone loved the honey!

To learn more about using rubrics, join us for the workshop "Providing Feedback Using Rubrics" (November 3). For more information and to register, visit our [events page](#).



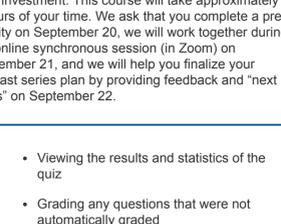
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FACULTY DEVELOPMENT SPOTLIGHT

Save the Date for Teaching and Learning: October 24-28

The theme of Teaching and Learning Week 2022 is trauma-informed pedagogy. Rooted in the theory of trauma-informed practice, trauma-informed pedagogy reminds us that stress can impede a person's ability to process information, make choices, and stay focused. Ultimately, it's more difficult to learn (and to teach) when your brain is already overwhelmed with survival. During this week, we will explore trauma-informed pedagogy, how it applies to teachers and students, and how to create safe classrooms for all.

Teaching and Learning Week 2022 will also feature a "SoTL mini-conference" – an opportunity to showcase your own scholarship of teaching and learning (SoTL) for your colleagues. Share your research on teaching and learning and how you improve the experiences of students in your courses. To learn more or participate, contact teachingcommons@lakeheadu.ca.



Teaching and Learning Week
2022 Trauma Informed Pedagogy
MONDAY OCTOBER 24 TO FRIDAY OCTOBER 28
Join us on zoom PRESENTATIONS & WORKSHOPS
SAVE THE DATE!



Teaching and Learning Week is October 24-28, 2022 and will be offered in a virtual format. We look forward to seeing you there!

HIGH-IMPACT PRACTICE

According to Dr. Judy Iseke-Barnes (2008), "[i]t is important that educators be involved in the creation of opportunities to immerse students in [Indigenous] literature and experiences by which they can transform their understandings of Indigenous peoples and knowledges through Indigenous pedagogies and facilitating opportunities for them to witness and participate in decolonizing strategies and practices" (pp. 144-145). As you begin to decolonize and Indigenize your course, consider some of the following questions.

- How do I authentically, ethically, and respectfully design my course syllabus in ways that reflect the voices and lived experiences of Indigenous peoples from multiple lenses?
- Whose voices/perspectives are missing from my course design?
- How can I create and maintain reciprocal relationships?
- Are there opportunities to co-construct experiential or land-based learning experiences with local Indigenous community members?
 - What can I give back to the local Elders and community for sharing their Indigenous knowledge systems and expertise with me and/or the class?

The Teaching Commons can assist you as you decolonize and Indigenize your curriculum and pedagogical practices. The Indigenous Curriculum Specialist can provide assistance with Indigenous evidence-based research, tools, and resources to re-frame your curriculum and pedagogical approaches in ways that promote critical analysis, discourse, and integration of the diverse cultural, intellectual, and knowledge systems of Indigenous Peoples.



References: Iseke-Barnes, J.M. (2008). Pedagogies for decolonizing. *Canadian Journal of Native Education*, 31(1), 123-145. <https://doi.org/10.14288/cjne.v31i1>

EVENTS CALENDAR

(Online) Community of Practice

As the new school year commences, faculty and teaching staff are encouraged to [join the Lakehead-only Google Group](#) called "Connecting", where instructors familiar with Lakehead resources, students, and local factors support each other in teaching and learning. In this informal and open online community space, we encourage participants to ask and answer questions, share resources, and support each other. Jump in and introduce yourself, post a question, or offer a suggestion.

SEPTEMBER

Design a "Teachable Moments" Podcast Series Using Your Syllabus

Dr. Lisa O'Neill & Adam O. Thomas.
Start date: September 20, 2022
End date: September 22, 2022

Have you been looking for a new/hovel way to connect with your learners? Perhaps you subscribe to podcasts on topics you find interesting? Why not transform moments from your course into a "Teachable Moments" podcast series that your students will really appreciate? By the end of this (approximately) 4-hour course, you should have your first episode drafted (and maybe even ready to share!) using the templates, instructions, and examples provided.

[Register Here](#)

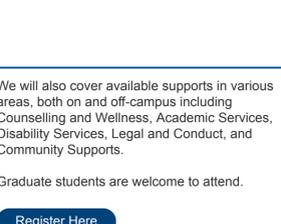


Photo by [CoWomen on Unsplash](#)

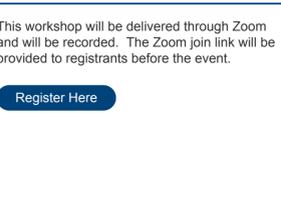
Your investment: This course will take approximately 4 hours of your time. We ask that you complete a pre-activity on September 20, we will work together during our online synchronous session (in Zoom) on September 21, and we will help you finalize your podcast series plan by providing feedback and "next steps" on September 22.

mycourselink/D2L Quizzes Workshop

Adam Humenik
September 21, 2022, 10:00 - 11:30 am

This workshop takes participants through the phases of creating and grading assessments in the quiz tool. Topics include:

- Setting up questions in the various quiz formats
- Setting the timing settings of the quiz
- Setting up special access times for specific students writing at a different time or who are allowed extra time to write
- Previewing the quiz as the students will see it



This workshop will be delivered through Zoom and will be recorded. The Zoom join link will be provided to registrants before the event.

[Register Here](#)

Audio For Education Workshop

Adam O. Thomas
September 26 - Oct 7, 2022, (10 hours over 2 weeks)

Learning the basics of audio recording and editing can serve as the backbone for a technological shift. From explaining the fundamentals of "good" quality voice recording to the basics of audio editing, this short course will help instructors begin to create a wide variety of content. From instructional podcasts to audio marking responses or even adding voice content to presentations, the **Audio For Education** workshop will help you develop the basic skills to make a sound start.



Photo by [Pawel Czerwinski on Unsplash](#)

[Register Here](#)

OCTOBER

Designing Quality Tech-enabled Learning Experiences

Dr. Lisa O'Neill
Start date: October 3, 2022
End date: November 11, 2022

The overarching objective of this 4-module course is to support Lakehead University instructors and staff who seek to create quality, technology-enhanced, (digital) learner experiences. Participants will leave the course with practical resources and skills to apply to the design and structures of their own courses.

Your investment: This course will take approximately four hours of your time each week for a five-week period. The course is moderated and asynchronous so it can be scheduled around your time priorities.

"Remote Teaching" by [frans16611](#) is licensed under CC BY 2.0

[Register Here](#)

Supporting Students in Distress (Health and Wellness)

Wednesday, October 5, 2022
10:30 am to 12:00 pm EDT

As staff and faculty, you are often the first to recognize that a student is in distress, so it is important that you feel equipped to identify these behaviours and also understand how you can help. The Supporting Students in Distress Guide and accompanying workshop outline the various levels of distress and the resources you can provide for a student in each level of distress. We will also cover available supports in various areas, both on and off-campus including Counselling and Wellness, Academic Services, Disability Services, Legal and Conduct, and Community Supports.

Graduate students are welcome to attend.

[Register Here](#)

We will also cover available supports in various areas, both on and off-campus including Counselling and Wellness, Academic Services, Disability Services, Legal and Conduct, and Community Supports.

Graduate students are welcome to attend.

[Register Here](#)

mycourselink/D2L Essential Skills Workshop

Adam Humenik
November 22, 2022
10:00 am - 11:30 am

This session will provide an overview of the mycourselink/D2L learning environment and how to use the various tools in mycourselink/D2L, to effectively structure your online site in order to simplify class management and enrich course experiences for students.

This workshop will be delivered through Zoom and will be recorded. The Zoom join link will be provided to registrants before the event.

[Register Here](#)

mycourselink/D2L Advanced Skills Workshop

Adam Humenik
November 24, 2022
10:00 am - 11:30 am

This workshop will take a deeper dive into some of the tools introduced in the essentials workshop and introduce course tools that promote collaboration, aid in grading and feedback, and monitor student progress. Topics will include creating groups and associating them with the assignment and discussion tools, creating rubrics, grading students with rubrics, and exploring user progress to learn how students progress through and interact with online courses.

This workshop will be delivered through Zoom and will be recorded. The Zoom join link will be provided to registrants before the event.

[Register Here](#)

Universal Design I: The Basics and Some Easy-to-Implement UDL Options

Dr. Rhonda Dubec
Wednesday, November 9, 2022
10:00 am - 11:30 am

Introducing Universal Design for Learning (UDL), this session outlines the benefits as well as the principles and practices of UDL. It also presents a wide range of easy-to-do UDL teaching/learning modifications that can be incorporated into any course or style of teaching to increase accessibility and effectiveness of learning for a wide range of students.

[Register Here](#)

We will also cover available supports in various areas, both on and off-campus including Counselling and Wellness, Academic Services, Disability Services, Legal and Conduct, and Community Supports.

Graduate students are welcome to attend.

[Register Here](#)