



Small TLEF Project – Final Report

Report Completion Date: (2017/11/10)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Uncovering Indigenous Stories Through Digital Tools		
Principal Investigator:	Mark Turin		
Report Submitted By:	Mark Turin		
Project Initiation Date:	September 2015	Project Completion Date:	August 2017

1.2. Project Summary

This project sought to leverage and strengthen existing partnerships through pedagogical capacity support to better understand relationships between Indigenous and non-Indigenous peoples. Originally, the intention was to enable access to three substantive and distinct digital learning resources, “Knowing the Land Beneath Our Feet”, “The Power of a Name” (formerly known as “Totem Park Residence Educational Film Series”) and “Where Are We in the World?”, by rolling out and implementing these digital resources as powerful and flexible learning tools across UBC classes, units, and orientation programs. As two of the projects are still undergoing community consultation before the platforms can be released, the initiative was re-scoped to focus on the release of *The Power of a Name* film series. This resource provides thousands of UBC students lasting opportunities to interact — physically and virtually — with Indigenous presence across UBC and Vancouver. An engaging website was created and developed to house, contextualize, and mobilize both the resources and relevant materials, and provide tools not only for instructors, but for other interested communities and individual users for critical reflection, conversation, and content integration.

1.3. Team Members – (Please fill in the following table and include students, undergraduate or graduate, who participated in your project).

Name	Title/Affiliation	Responsibilities/Roles
Mark Turin	Chair, First Nations and Endangered Languages Program	Principal Applicant, Advisory Board Member
Sarah Ling	Media and Communications Assistant, First Nations and Endangered Languages Program	Project Lead, Educational Developer
Louise Harding	Undergraduate Student, Biopsychology; First Nations and Indigenous Studies Program (Minor)	Research Assistant



Silken Handford-Perronnett	Undergraduate Student, First Nations and Indigenous Studies Program; Gender Race Sexuality and Social Justice	Research Assistant
Daniel Heath Justice	Professor, First Nations and Indigenous Studies Program	Advisory Board Member
Amy Perreault	Strategist, CTLT Indigenous Initiatives	Advisory Board Member
Henry Yu	Associate Professor, History Department	Advisory Board Member

1.4. Courses Reached – Please fill in the following table with ***past***, ***current***, and ***future*** courses and sections (e.g. HIST 101, 002, 2017/2018, Sep) that have been/will be reached by your project, including courses not included in your original proposal (you may adapt this section to the context of your project as necessary).

Course	Section	Academic Year	Term (Summer/Fall/Winter)
ASTU 100	M01	2015-2017, onward	Winter
ASTU 100	M02	2015-2017, onward	Winter
ASTU 100	I01	2015-2017, onward	Winter
ASTU 100	I02	2015-2017, onward	Winter
ASTU 100	I03	2015-2017, onward	Winter
ASTU 201	001	2015-2017	Winter
FNEL 180	001	2015-2017, onward	Fall
FNIS 100	001	2015-2017, onward	Fall
FNIS 210	001	2015-2017, onward	Fall

2. OUTPUTS AND/OR PRODUCTS

2.1. Please ***list*** project outputs and/or products (e.g. resources, infrastructure, new courses/programs). Indicate the current location of such products and provide a URL if applicable.

Product(s)/Achievement(s):	Location:
We developed the <i>Power of a Name</i> website to house online learning resources that can be used to facilitate conversation and activities in indoor and outdoor learning environments.	powerofaname.ubc.ca



2.2. Item(s) Not Met – Please list intended project outputs and/or products that were not attained and the reason(s) for this.

Item(s) Not Met:	Reason:
Dissemination of “Knowing the Land Beneath Our Feet,” an Indigenous walking tour	The project is still undergoing community consultation. The project is housed within the First Nations and Indigenous Studies Program, and will continue to be supported and further developed through the Institute for Critical Indigenous Studies.
Online home for “Where Are in the World?” film series	Further components are being developed for this project together with Musqueam before the online infrastructure can be fully developed and released.

3. PROJECT IMPACT

3.1. What were you hoping to change or where were you hoping to see an impact with this project? – Please list the intended *benefits of the project* for students, TAs, instructors and/or community members.

One of the most enduring challenges in teaching Indigenous topics and issues at UBC is locating students within the discussion, and connecting their experiences to the relevant issues. Too often, non-Indigenous students, and even some faculty, view Indigenous concerns as lying outside of their own experiences and social contexts, even as they acknowledge their own relationship to Canada’s colonial history. This project provides access to learning resources that highlight stories of UBC-Indigenous relations that can be used to foster meaningful conversations and dialogue, and highlight positive ways to address issues of settler colonialism, cultural appropriation and misrepresentation on campus.

3.2. Were these changes/impacts achieved? How do you know they occurred? – To what extent were intended benefits achieved or not achieved? What evaluation strategies were used? How was data collected and analyzed? You are encouraged to include copies of data collection tools (e.g. surveys and interview protocols) as well as graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.

The Power of a Name film series did not have an online home for potential users to easily locate the series, nor were there accompanying frameworks or resources to contextualize the project. Now, students are able to more fully engage with the films by using the learning wrappers on the site, and they can also easily reference related Indigenous resources and services on campus through the central website that we designed and then built. The learning wrapper is a digital tool provided by CTLT that “wraps” a film with learning support resources and activities. For instructors interested to use the project for the first time, they can read testimonials provided by other instructors who have already incorporated these resources into their courses and reflected on the process and learning outcomes.



Welcome feedback provided to *The Power of a Name* series — gathered through surveys administered to students and instructors, as well as individual follow-up sessions with instructors — have revealed the transformative ways in which the resources we have developed and the stories that we have shared have helped to shift their thinking and practices, and better understand issues of settler colonialism and cultural

appropriation in relation to UBC. This positive experience has led a number of faculty to integrate our resources into their courses on an annual basis.

3.3. Dissemination – *Please provide a list of **past** and **upcoming** scholarly activities (e.g. publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project.*

The resources we implemented will be offered as a workshop in the CTLT Classroom Climate Series hosted by the Indigenous Initiatives team. A short article was also written for this team and is available on the [CTLT website](#). More articles will be written in the future.

4. TEACHING PRACTICES – *Please indicate if **your** teaching practices or those of **others** have changed as a result of your project. If so, in what ways? Do you see these changes as sustainable over time? Why or why not?*

In all of my classes, I draw on the resources from the *The Power of a Name* website, and feel very fortunate to work with Sarah Ling, both in the classroom and beyond. The films in this series and the learnings that they contain are powerful and timeless, and I have encouraged my colleagues in other units across the Faculty of Arts to explore these rich pedagogical resources in their own teaching and practice. *The Power of a Name* offers all of us – whether faculty, staff, students and members of the wider community – a unique way into a better understanding and appreciation of the unceded land on which we live and learn. The process by which the newest Totem Park Residence buildings were gifted the names *həmłəsəm*, *qələxən* and *čəsna?əm* by Musqueam through a collaborative naming process are particularly inspiring to students in FNEL, who are looking for ways to take their learning beyond the classroom and make a lasting impact in their own communities. The films contained in this series are very effective in making the unseen and everyday complexities and contested nature of the campus visible for what they are; and they provide a compelling and inspiring illustration of how UBC students can be effective in creating productive spaces for dialogue and decolonial action.

For my introductory course (FNEL 180), I took my students outside to visit sites on campus that feature Indigenous presence, language, culture and history, and worked closely with Sarah Ling to develop reflection questions that my students could respond to at those sites. One of these locations was the Musqueam Double-Headed Serpent Post — *s?i:łqəy qeqən* — by Brent Sparrow Jr., which is accompanied by engaging signage and documentation. Following this assignment, I asked my



students to reflect on another site in Vancouver, or the city they grew up in, that has a “hidden history” and how those stories may have been erased or are now being revitalized. The class visit to the magnificent sʔi:lqəy̓ qeqəṇ was so enjoyable and important, I am planning to make it a feature of FNEL 180 every year.

5. SUSTAINMENT – *Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g. over the next five years). What challenges do you foresee for achieving the expected long-term impacts listed above?*

Instructors are very well positioned to continue using the resources in their classes and many have offered to share testimonials and feedback for instructors who are new to the project.

Through our collaborative partnerships, we have ensured that each of these projects have a sustainable ‘home base’ through which they will continue to be supported, updated and further implemented on campus. CTLT Indigenous Initiatives will serve as the contact for implementation inquiries regarding *The Power of a Name* and *Where Are We in the World?* film series. The First Nations and Indigenous Studies Program will continue to develop and maintain *Knowing the Land Beneath Our Feet*.

Our project lead, Sarah Ling, will continue to develop educational campaigns for students living in residence that highlight *The Power of a Name* through her new positions on campus at St. John’s College and Student Housing and Hospitality Services.