



# TLEF Project – Final Report

Report Completion Date: 2022/04/11

## 1. PROJECT OVERVIEW

### 1.1. General Information

<b>Project Title:</b>	Nuxalk-Carrier Grease Trail Storytelling Project: Creating Indigenous Digital Pathways		
<b>Principal Investigator:</b>	Johanna Sam		
<b>Report Submitted By:</b>	Johanna Sam		
<b>Project Initiation Date:</b>	2019/07/03	<b>Project Completion Date:</b>	2020/08/31
<b>Project Type:</b>	<input type="checkbox"/> Large Transformation <input checked="" type="checkbox"/> Small Innovation <input type="checkbox"/> Flexible Learning <input type="checkbox"/> Other: [please specify]		

### 1.2. Project Focus Areas – Please select all the areas that describe your project.

- Resource development (e.g. learning materials, media)
- Infrastructure development (e.g. management tools, repositories, learning spaces)
- Pedagogies for student learning and/or engagement (e.g. active learning)
- Innovative assessments (e.g. two-stage exams, student peer-assessment)
- Teaching roles and training (e.g. teaching practice development, TA roles)
- Curriculum (e.g. program development/implementation, learning communities)
- Student experience outside the classroom (e.g. wellbeing, social inclusion)
- Experiential and work-integrated learning (e.g. co-op, community service learning)
- Indigenous-focused curricula and ways of knowing
- Diversity and inclusion in teaching and learning contexts
- Open educational resources
- Other: [please specify]



### 1.3. Final Project Summary

In summer 2020, project benchmarks were successfully achieved. The blended learning curriculum for the Grease Trail Storytelling project was completed. The online component of the Grease Trail Storytelling project was hosted on Canvas and Zoom. Two Indigenous Teacher Candidates from the Cariboo Field Centre were worked as Digital Mentors for the project. One Digital Mentor resided in Quesnel, BC and one Digital Mentor resided in Williams Lake, BC.

Local Knowledge Keepers and Elders shared local stories, languages, and cultural protocols with Teacher Candidates. Tsilhqot'in National Government helped guide the invitations for Knowledge Keepers and Elders. There were several online Sharing Circles with Knowledge Keepers, including Peyal Laceese (Tsilhqot'in National Government Youth Representative); Jeremy Williams (Ally, filmmaker); Blaine Grinder (Tl'Etinqox Adult Education Teacher); Sherry Stump (Tsilhqot'in National Government Education Liasion); and Shannon Rerie (SD27 Virtual Secondary School Teacher).

In regards to assessment as/for learning, Cariboo Teacher Candidates completed reflections on Indigenous storytelling practices in learning, digital literacy skills, and podcasts (or digital storytelling videos). There were 16 female Indigenous Teacher Candidates who participated in the second year of the project. They created two seasons of products, specifically podcasts and digital videos.

The project is intended to be *open access* for local schools and Indigenous communities in Northern BC. There has been an extensive social media campaign by NITEP – Indigenous Teacher Education. This has resulted in School Districts 28 and 57 to reshare on their newsfeeds in addition to community members on their newsfeeds.

This research project promoted and valued the strengths of Indigenous teacher candidates to reclaim and revitalize local Indigenous educational approaches, knowledges, languages, and teaching practices. GTDS gave space, voice, and agency to Indigenous teacher candidates enrolled in the NITEP Cariboo Field Centre. GTDS provided an opportunity for creative expressions of Indigenous storied traditions through audio, video, and multimodal narrations to uphold oral traditions. Sixteen Indigenous pre-service teachers to create digital storytelling projects to be used as open educational resources. The GTDS project *respected* local Indigenous knowledges in the Cariboo-Chilcotin region. GTDS developed *relevant* digital storytelling videos and podcasts to enhance Indigenous teaching and learning. For *responsibility*, GTDS engaged pre-service Indigenous teachers in land-based learning. For *reciprocity*, GTDS created open Indigenous digital storytelling resources to be used in schools and Indigenous communities. This *Grease Trail Storytelling Project: Creating Indigenous Digital Pathways* work has been published as a teaching reflection with KULA: Knowledge Creation, Dissemination, and Preservation Studies. GTDS work has been presented internationally, nationally, and provincially at several conferences, including Comparative and International Education Society (CIES), Canadian Society for the Study of Education (CSSE), and BC's Teacher Federation Virtual New Teachers.



**1.4. Team Members** – Please fill in the following table and include **students**, undergraduate and/or graduate, who participated in your project.

Name	Title/Affiliation	Responsibilities/Roles
Daniel Gallardo	Graduate Research Assistant, Faculty of Education	Digital peer support, program research evaluation
Corly Schmeisser	Digital Peer Mentor, Faculty of Education	NITEP undergraduate student who provided mentorship to the cohort located in the Quesnel area
Billi Jean Graham	Digital Peer Mentor, Faculty of Education	NITEP undergraduate student who provided mentorship to the cohort located in the Williams Lake area
Dr. Jan Hare	Professor, Faculty of Education	Co-Applicant

**1.5. 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)
EDUC 440	multiple	2020	Fall
EDUC 344	multiple	2019	Fall/Winter

**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:
Podcasts, Season 1, 7 episodes	<a href="https://nitep.educ.ubc.ca/field-centres/williams-lake-quesnel/greasetrail/">https://nitep.educ.ubc.ca/field-centres/williams-lake-quesnel/greasetrail/</a>
Digital Storytelling, Season 2, 2 episodes	<a href="https://educ-ecpscicle-2021.sites.olt.ubc.ca/research/gtds/">https://educ-ecpscicle-2021.sites.olt.ubc.ca/research/gtds/</a>

**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:



### 3. PROJECT IMPACT

#### 3.1. Project Impact Areas – Please select all the areas where your project made an impact.

- Student learning and knowledge
- Student engagement and attitudes
- Instructional team-teaching practice and satisfaction
- Student wellbeing, social inclusion
- Awareness and capacity around strategic areas (indigenous, equity and diversity)
- Unit operations and processes
- Other: [please specify]

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

The Grease Trail Digital Storytelling project is a land-based experiential learning opportunity for Teacher Candidates in rural communities to engage in traditional Indigenous storytelling practices in digital teaching and learning contexts. Across generations, the Nuxalk-Carrier Grease Trail is a vital corridor of exchange from when oolichan grease stained the route, to today, when communities from BC interior to coast use the trail to connect with each other and the land. An important aspect of the Nuxalk-Carrier Grease Trail are stories of ancestors, animals, families, landscapes, and culture. The main aims of the Grease Trail Storytelling project are situated within the 4Rs:

- *Respect*: Understand Dene-Athabaskan Indigenous knowledge systems to expand Indigenous-focused digital curricular into existing UBC BEd programs
- *Relevance*: Develop digital storytelling as an instructional tool to improve Indigenous Teacher Candidates scholarly online and offline communication skills
- *Responsibility*: Provide Teacher Candidates with rural land-based learning opportunities to build capacity for diversity and inclusion in teaching and learning contexts
- *Reciprocity*: Create open Indigenous digital storytelling educational resources, thereby increasing accessibility and affordability of Indigenous educational resources in Northern BC

*Expected Impact*: Digital storytelling is a form of narrative that creates short movies using digital media technology. A key impact of the project for Indigenous Teacher Candidates is to enhance their scholarly communication skills (writing, speaking, listening, reading) to strengthen Cariboo-Chilcotin perspectives in open, accessible educational resources. The Grease Trail Storytelling Project will engage Indigenous Teacher Candidates who are often excluded in online learning environments, both as producers and consumers, thereby addressing educational digital divides



**3.3. Were these changes/impacts achieved? How do you know they occurred?** – *How did you measure changes/impacts? (e.g. collected survey data, conducted focus groups/interviews, learning analytics, etc.) Describe what was learned from this process. 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.*

Changes were measured by a variety of assessment strategies. This included peer- and self- reflection by participants throughout the project. Participants also completed storyboards as they planned their projects. Local Knowledge Keepers were engaged during the implementation of the project. Their feedback and encouragement were provided to teacher candidates at Sharing Circles. At the end of the project, Sharing Circles with community and past participants were held. Their insights and experiences of the project were discussed at each Sharing Circle. Notably, Sharing Circles was considered the most culturally appropriate approach to track changes and impacts instead of focus groups or survey data.

**3.4. 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. Be sure to include author names, presentation title, date, and presentation forum (e.g., journal, conference name, event).*

1. Sam, J. (2021, November 26). *Assessment OF/AS/FOR Learning: An Assessment Strategy for Indigenous Students* [Workshop presentation]. Native Education College's Professional Development Day, Vancouver, BC, Canada.
2. Sam, J., Schmeisser, C., & Hare, J. (2021). Grease Trail Storytelling Project: Creating Indigenous Digital Pathways. *KULA: Knowledge Creation, Dissemination, and Preservation Studies*. Retrieved from <https://doi.org/10.18357/kula.149>.
3. Sam, J. & Gallardo, D. (2021, May). *Along the Trail: Indigenous Language Revitalization through Digital Storytelling*. Presented at The Canadian Society for the Study of Education (CSSE) Conference, Virtual, Edmonton, AB, Canada.
4. Schmeisser, C., Gallardo, D., & Sam, J. (2021, May). *Nuxalk-Carrier Grease Trail Digital Storytelling Project: Creating Indigenous Digital Pathways*. Presented at Teaching and Learning Enhancement Fund (TLEF) Virtual Showcase, University of British Columbia, Virtual, BC, Canada.
5. Sam, J. & Gallardo, D. (2021, April). *Holding the Circle: Digital Sharing Circles as a Method in Indigenous Research*. Presented at The Comparative and International Education Society (CIES) Conference, Seattle, WA, USA, Virtual.
6. Sam, J., Gallardo, D., & Schmeisser, C. (2021, February). *Indigenous Digital Storytelling: A Culturally Revitalizing Assessment Method*. Presented at British Columbia's Teacher Federation Virtual New Teachers' Conference, Virtual, BC, Canada.
7. Sam, J. (2020, July). *Land as Our Teacher: A Culturally Responsive Learning Assessment for Indigenous Teacher Candidates*. Invited panelist of EMERGENCE conference, Canadian Society for the Study of Education (CASIE), Study of Education (CSSE) Annual Conference, Congress of the Humanities and Social Sciences, Virtual.



**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?*

This work has changed teaching practices by the development of a culturally revitalizing assessment method of Indigenous Storytelling. This assessment strategy has been shared with teachers and early childhood educators. The culturally revitalizing approach to assessment, especially Indigenous Storytelling practices, will be sustainable in Faculty of Education coursework. In particular, Indigenous Digital Storytelling as an assessment will be used in a newly developed course called EPSE 588 – Indigenous Pathways Through Social and Emotional Wellness. The basis of Indigenous Digital Storytelling project as an assessment strategy used in this graduate course was initially developed in the Grease Trail Digital Storytelling TLEF project.

**5. PROJECT 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?*

There were two Sharing Circles held a year after the program. One Sharing Circle was held with community members at large. The digital storytelling videos from season two were shown at the Sharing Circle followed by feedback on the relevancy of the stories to local communities. One Sharing Circle was held with past participants who have completed the GTDS project. Their reflections on the project were discussed at the Sharing Circle. The transcripts of the sharing circles are presently being analyzed by Graduate Research Assistants. This work will likely be disseminated through academic conferences, journals or book chapters.