



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Master of  
Educational  
Technology  
Program



## Where Are You In The World?

Creating an authentic land acknowledgement

Designed by: Joanna Yang

## Overview of the challenge

In this challenge, participants will explore what it means to work, play, settle, study, and research on Indigenous territories. In the context of BC, where land was not ceded due to treaty or war, it is even more important to consider how settlers, especially settler scholars, continue to perpetuate harm on Indigenous communities under the guise of research and education.

By playing with no, low, and high-tech materials, participants will be encouraged to make an artifact that represents their place as someone who works, lives, plays, makes, and researches on unceded Indigenous territories. Participants will be asked to write an authentic and relevant land acknowledgement to accompany/explain this artifact.

## Materials and Resources Required



Native Land <https://native-land.ca/> An Indigenous-led web-based resource that helps users identify the land(s) they occupy. This is a nonprofit based in Canada.



Whose Land App <https://apps.apple.com/ca/app/whose-land/id1350310353> - An app for those who prefer to download a resource readily available on the go.

Materials:

- No tech - cardboard, glue guns, post-it-notes, clay, construction paper, pipe cleaners, aluminum foil, markers, felt, popsicle sticks, origami paper, natural materials such as pine cones, straw, twine, bamboo leaves & any other materials you desire
- Low-tech - computers/tablets - Miro, Adobe Photoshop/Premiere, Canva, Genial.ly, Articulate
- High tech - ChatGPT, coding software

## Inclusive Maker Challenge Instructions

1. This is an individual endeavour but you are more than likely to get into small groups if you feel so compelled.
2. Using the resources available to you, check the territory(s) you occupy.
3. Consider writing an authentic land acknowledgement (personalized to your work, lived experience, family history, and hopes for the future). Whose land(s) do you occupy and what can you do to advance the purpose of Reconciliation?
4. Create an artifact using no, low, or high-tech materials provided to physically remind you of the place(s) you occupy. Alternatively, you may create an artifact that represents the harms of colonial knowledge production, OR, create an artifact that represents the gold standard for ethical, reciprocal, community-based research methods.
  - a. Consider which direction you want to take this.
  - b. Example: consider making a visual map of the place(s) you frequent; make a land-based being that reminds you of where you are (i.e., salmon)
5. Don't be afraid to play! This is a personal and ongoing endeavour. However, you will be asked to share your land acknowledgement + your artifact at the end of this maker challenge.

## Challenge Objectives

- 1) The intent of this workshop is to nurture a community of inquiry/practice amongst researchers interested in unlearning harmful colonial ways of conducting research in communities;
- 2) Consider one's positionality(ies) and power/privileges and how occupying space in a place may manifest physically;
- 3) Introduce the "maker mindset" and "making", encouraging a paradigm shift in academic research culture by valuing the process of failing, adaptability, making with one's hands, and understanding how these elements may support decolonial approaches to knowledge production;
- 4) Introduce different types of technologies that may be used to make meaningful objects;
- 5) The central takeaway from this workshop is to understand that knowledge production is inherently colonial.

## Critical Questions for Consideration

1. Why did you feel compelled to attend this workshop?
2. How did you become a researcher in your field?
3. What connections (if any) do you see between the act of making (either physical objects or digital artifacts) and decolonising research work?
4. How might the use of making and/or digital technologies support the communities you study/serve/see/engage?
5. Consider your perspective now versus what it was at the beginning of this session. Have you observed a change in your perspective? If so, how will you move through your work now that things have shifted for you?

## Background/ Additional Information



[First Peoples Principles of Learning Blog by Jo Chorna](#)



[Etuaptmuk: Two-Eyed Seeing](#) TedxTalk by Rebecca Thomas



[Where Are We in the World? Who Welcomes Immigrants to this Land?](#) by UBC St. John's College at CTLT



[Telling Stories of Chinese and First Nations Relations: at Musqueam and Across Canada](#) by UBC Centennial Lunar New Year Organizing Team

## Inclusivity Focus

Given that academia is an inaccessible field for historically marginalized groups (2SLGBTIA+ folks, IBPOC people, women-identifying/non-binary folks, etc), the following accommodations should support a diverse group of students, faculty, and staff members in attending this workshop:

- 1) Explicitly inviting and encouraging diverse IBPOC/gender diverse/differently abled scholars, especially pre-tenure junior faculty, and precariously employed scholars such as postdocs and graduate students to join;
- 2) Offering different time/date combinations to suit diverse schedules, for people juggling family commitments off-campus;
- 3) Geography/location: considering hosting workshops off-campus in communities where faculty live and/or conduct research;
- 4) Space considerations: booking a space that is welcoming and vibrant, where physical manifestations of the space represent values of inclusion and equity:

i.e., access to ramps, washrooms, scent-free facilities, working elevators, wide berths for strollers/wheelchairs;

- 5) Ensure that the maker materials represented resonate with members of the workshop (we can encourage members to bring items from their home if they feel comfortable doing so);
- 6) Configurations: setting up space into circles (an Indigenous-inspired culturally appropriate way to conduct discussions/nurture relationships).

## No-tech, Low-Tech, High-Tech Options

This challenge is accessible to all in that participants can choose a combination of tech options. The key is to invite attendees to play again (many will be years from the last time they made something low-stakes during work hours)!

- 1) No tech: pens, paper (sticky notes), easels, paper, scissors, glue, pipe cleaners, etc.
- 2) Low-mid tech: projector with padlet and/or online whiteboard space like Miro, Adobe Premiere/Photoshop,
- 3) High-tech: ChatGPT and coding softwares

## Extensions

This maker challenge can be replicated in many contexts across the university - participants will be encouraged to adapt this template for relevant use in their own classrooms and staff teams. Overall, the goal is to infuse the maker mentality in different spaces that are not typically seen as “maker” spaces.