Master of Educational Technology Program

Provocation Title- Learning about community based research

Play and Indigenous Ways of Being and Knowing

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Inclusive Makerspace Provocations

Overview of the provocation

This is a provocation that introduces scholars interested (and new) to community-based research, making, and Indigenous ways of knowing. The goal is to connect the dots between the opportunity to move forward in reconciliation with more ethical ways of designing, conducting, and producing research.

In small groups, workshop participants will read several text-based documents and watch a video to explore how to play, ethical research, community, and Indigenous ways of being connected to each other.

Materials and Resources Required

Materials may include any or all of the following:

- Projector/AV Equipment/Screen

- Laptop (for projector and recommended for each participant)

- Printed materials of text-based articles

- Cell phones/tablets (for participants who prefer those devices over laptops)

- Post-it notes, pens, paper, an easel

Inclusive Maker Provocation Instructions

Part 1: Watch & Discuss

Watch "[Nothing About Us Without Us](#)" as a large group.

Then, consider these questions in a discussion:

1) What were your immediate reactions to this video?

2) Who are the communities you study? How do you build communities and relationships with them?
3) Are there more opportunities for including communities of study in your work during various phases, such as pre-project planning, during research collection, or post-publication?

This [Padlet link](#) will emerge as an online discussion board.
Sticky notes are also available for those who prefer pen and paper.

Part 2: Read & Discuss

Consider this quote: "**It is the responsibility of everyone, not just Indigenous portfolios, to implement the ISP**." (UBC ISP Implementation tab on [this website](#))

Familiarize yourself with the [First People's Principles of Learning](#) (PDF) and read this blog post: A [Landless Territory: How Do We Articulate Cyberspace Within the Discourse](#) [of Indigenous Studies?](#) (UBC Blog). Take notes and discuss in small groups of 2-3 to define your research work. What do you do, and how might your work impact the local communities you study/serve/ see/engage? What surprised you about these two materials?

UBC ISP Implementation   First People's Principles of Learning   Blog post

1) Given the ISP and FFPL - how might you shift the way you see your own work's impact on local communities you study/serve/see/engage?

Part 3: Read & Discuss

Spend some time reading the last two resources here:
- "[Adults need recess too.](#)" (News Article)

In a large group, discuss:
1) When or where do you "play"? Do you see the value in play and making in your life?

Critical Questions for Consideration

- Do you come from the communities you study/serve/see/engage, or not? If not, how might you engage people intentionally in your work?
- What are the systemic barriers you face in your attempts to engage in community-based research in ethical, decolonial ways?
- If you had unlimited resources, how would you design a university system that centers diverse modes of knowledge production (outside of Eurocentric thought processes)?

Background/ Additional Information

[UBC Partnering in Research Report](#) (WEBPAGE)

[Read the chapter: Theory of Refusal (Grande, 2018)](#)

Read "Key Messages" and the "Executive Summary (pages 5-6) in the [Learning across Indigenous and Western knowledge systems and intersectionality: Reconciling social science research approaches.](#) (report format, PDF)

Watch the [ISP Implementation Toolkit](#) video produced by the UBC Indigenous Strategic Plan team.

Inclusivity Focus

Traditionally, tenured faculty are the key constituent group who shape research processes, and staff and pre-tenured scholars (at various levels) are not typically included in discussions about research. Therefore, we welcome pre-tenure, junior/emerging scholars/grad students/undergraduates and staff, especially those who identify as 2SLGBTQIA+, IBPOC, disabled, etc. to attend.

Accessibility: this session will be offered in person but also can be offered online for those with access to campus issues.
- Materials selected have closed captions and/or are links that can be expanded in view for the visually impaired
- Those with no access to a device will be able to be in the space with others; paper-based copies will be printed for those who prefer it
- Room booking - will be somewhere on central campus with easy ramp and elevator access
- Scheduling - this will be held during an appropriate time, i.e., not during marking/exams season, close to add/drop deadlines, or near the beginning of the semester

For privacy reasons, this session will not be recorded. However, if there are available resources, a visual notetaker will be available to collate the themes of the workshop into a downloadable PDF. A traditional notetaker will also be present to capture the conversations via text. These resources will not note individual names or the specifics of their research, rather the intention is to capture general themes / to create a resource for participants after they leave the workshop.

No-Tech, Low-Tech, High-Tech Options

This provocation is a no/low-tech situation where workshop participants are asked to explore new concepts rather than new technologies. In terms of no-tech - participants will be offered pens and post-it notes to take notes and place them around the room when compelled. There is a [Padlet](#) that will serve as a living document for discussion periods. The key assumption here is that attendees will know how to use a computer/ cell phone (low-tech). The hope is that participants will feel comfortable with being open and vulnerable, therefore there is no intent to introduce high-tech in this context.

Extension

This provocation may inspire participants to consider applying for several grants that can further support their exploration into community-based research methods and projects:

The **Community University Engagement Fund** supports projects that benefit communities across BC. The values this fund supports are EDI, Indigenous reconciliation efforts, health innovation, sustainability and climate action, teaching, learning, and research experiences.

And finally: folks who are interested are encouraged to engage in the next step, which is [this](#) maker challenge!