



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education



Master of
Educational
Technology
Program

Traditional Textiles Jigsaw - Inclusive Provocation

Created by: Megan Roughley

Inclusive Makerspace Provocations

Overview of the provocation

For accessibility, an audio recording of this provocation can be found below:



<https://drive.google.com/file/d/1wmuR2vcwJFQLsm7rrHIX6uREIQ5X4H51/view?usp=sharing>

This provocation looks at weaving around the world. It is intended to be done in groups of four. Each group member will be responsible for watching a video on one of the following places/time periods: Guatemala, Coast Salish, Anglo-Saxon, and India. They will become “experts” in their region and will share their findings with the rest of the group afterwards.

Materials and Resources Required

Resources



Lesson Slides

<https://docs.google.com/presentation/d/1eNxSS9IRLLqjf-0Q7GWgnOMknzApbkgCC1LxN1NiTdQ/edit?usp=sharing>



Weaving Around the World Video (to be watched as a group)

<https://www.youtube.com/watch?v=0c3SUdEV8hM>



Guatemala Video

<https://www.youtube.com/watch?v=apLI5H1usIM>



Coast Salish Video

<https://www.youtube.com/watch?v=RD7dohIz8Lw> and
<https://www.youtube.com/watch?v=PUGlgFyYhfw>



Anglo-Saxon Video

<https://www.youtube.com/watch?v=gDxsg1YW620&t=17s>



India Video

<https://www.youtube.com/watch?v=SlkmdF1CTxA>

Materials

- Device (Computer, Tablet, Phone)
 - Ideally, one per person
- Internet Connection/Data
- Paper
- Pencil/Pen

Inclusive Maker Provocation Instructions

Today, provocation is an invitation to think, in your group you may wish to spend more time in certain parts and further discussion in others. The key skills you are applying are observation, noticing and naming, critical and creative thinking investigations, gaining, and building more information about weaving!

Part 1:

As a group of four people, watch the “Weaving around the World” video, linked above. Consider the following discussion questions or come up with your own:

- What did you notice?
- How did the video make you feel?

- What connections can you make to the video?
- What questions come up for you in regards to weaving around the world?

Part 2:

Decide which video each group member will watch:

- Guatemala
- Coast Salish
- Anglo-Saxon
- India

Please take the time to watch the videos independently. The videos are linked above. Jot down notes as you watch. If you finish before the other group members, look up more information on weaving in your chosen location/time period

Part 3:

Take turns sharing what you learned with your group members. As you listen to the others, try and come up with questions and connections to their content

Critical Questions for Consideration

- How do the videos weave in the principles of EDIDA?
- How is weaving influenced by the land?
- How do these videos inspire you?
How did completing this provocation in a group, as a jigsaw, impact your experience?
- How could you further your understanding of this topic?
- What accommodations would be required to ensure this provocation is inclusive and accessible?
- Can you find videos of weaving in other parts of the world?
- How could you adapt this provocation into a maker challenge?

Background/Additional Information



FPPoL

<https://www.fnesc.ca/first-peoples-principles-of-learning/>



Lesson Slides

<https://docs.google.com/presentation/d/1eNxSS9IRLLqjf-0Q7GWgnOMknzApbkgCC1LxN1NiTdQ/edit?usp=sharing>

Inclusivity Focus

Inclusivity is at the core of this provocation. Makers all have equitable entry points to the lesson, depending on their prior knowledge, strengths, and areas of growth. The activity is scaffolded in such a way that there is a low floor and high ceiling so that all makers can enter and access the activities. This provocation is rooted in the principles of UDL. In addition, this provocation uses multiple modes of accessibility catering to different learning styles (auditory, visual, and tactile learners) to meet the diverse needs of all individuals. Participants could use Google Read and Write to help them with the notes portion of the activity. The activity is place-based and culturally responsive. The provocation allows makers to explore clothing from different time periods and places around the world. Furthermore, the First Peoples Principles of Learning are embedded throughout the

challenge and serve as a reminder that learning is holistic, reflexive, reflective, and experiential.

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

This low-tech provocation relies on video-based learning to support makers in their understanding of weaving around the world. Although the note-taking portion is suggested on pen and paper, participants could use a JamBoard, Padlet, or shared Google Doc to record their knowledge so that each group member leaves with the group's information. Participants could further this provocation in many ways by tweeting about their experience, blogging/vlogging, presenting to a larger audience, etc. For example, tweet your jigsaw notes on Twitter using the hashtag:

#UBCMETprovocation

There is also a follow-up Maker Challenge that participants could explore afterwards to look deeper into Coast Salish weaving, linked below.

Extension

Extension possibilities are endless! Based on the questions above, participants could make their own challenges to further their understanding of weaving in Guatemala, India, or in the era of Anglo-Saxon. If they want to explore Coast Salish weaving more, they could do the follow-up maker challenge linked here:



https://docs.google.com/document/d/1mk_VQMImLhNyt1Y7VE9kUGV4ZYIvul9SkJ-FL4gCLfA/edit?usp=sharing