



COURSE INFORMATION

Prefix & number	Title
EDST 565-A-941	Indigenous and Decolonial Approaches in Transformative Adult Learning

Instructor	Prerequisites or restrictions (if any)
Margaret Kovach	

Focus or Content

This course focuses on Indigenous and decolonial approaches to learning situated within a critically conscious, transformative approach to adult education. From an Indigenous and decolonial perspective, the course will examine the complexities, tensions, and transformative possibilities of a decolonial standpoint in formal and informal adult learning sites as post-secondary, vocational, and community environments. Integrated throughout is an engagement with Indigenous learning theory highlighting the values, protocol, and processes associated with Indigenous relational educational approaches, strategies, and practices. By addressing Indigenous and decolonial approaches with an awareness and ethos of critical consciousness, the goal of this course is to inspire transformative educational change.

Optional: Goals, Objectives or Learning Outcomes

- Examine the history and foundations of critically transformative adult education in relationship to Indigenous and decolonizing education.
- Discern the role decolonization and anti-colonial theory plays in critically transformative adult learning instructional practices.
- Deepen an awareness of the theoretical and philosophical principles underlying Indigenous and decolonial learning theory.
- Explore the contradictions and tensions of intersecting worldviews in Indigenous lifelong adult learning contexts.
- Identify the contexts in which Indigenous lifelong adult learning take place including rural, remote, urban community, professional and vocational, literacy, activist, distance education, and international communities.
- Explore the approaches, models, and strategies of Indigenous and decolonial situated adult learning.
- Explore socio-cultural positioning of the adult educator in Indigenous formal and informal educational settings

Notes/Other

In an effort to increase accessibility for a diverse range of students, the delivery model of this course is virtual with synchronistic (zoom) and asynchronistic delivery approach and is designed for student participation and interaction with this in mind.