



Indigenous Peoples in Education: A Stock Photo Collection

Transcript

00:00:00:00 - 00:00:09:04

Ananya: Indigenous people in Education stock photo collection project authors interview. Introduction.

00:00:09:05 - 00:03:05:15

Christine: My work with OER has been going on for a while, and one of the nicest things to happen in that is the start of the TRU open press and their help has been critical in some of the work that I'm doing. Right now I have two projects going on. One is the Indigenous Peoples in Education stock photo collection. This is something that I had been working on for a while.

At some point quite a few years ago, I was working on a textbook development. And what I noticed was my students were not all represented in the photos that were in the textbook, particularly my indigenous students. Being an Indigenous person myself, I made I felt pretty strongly that students should be able to be represented in their learning material. And I had the seed of the idea for the Indigenous people in education stock photo collection.

At that point I had secured a very small grant through the OER development grant and another very small grant through B.C. campus, and we worked through the collecting the photos phase, which was really fun. We got to have a call out for Indigenous students to be models and a call out for Indigenous photographers, both of whom ended up being students here at TRU to work on the project. And we took all our photos and then COVID hit, we sort of stalled out. When we came back to campus, things were busy and then it was time to actually get the photo collection into a platform and get it ready for people to see. And there had been quite a gap between the start of this project and when I wished to have it available to people to use.

And so TRU open press provided much much needed and invaluable support for getting the collection on to a platform, getting the photos tagged in a way that made them searchable for users and also for making sure that the right information and copyright information was attached to the photos so that the integrity of the collection was maintained. Because when you're working with any sort of project that has images of indigenous people and it's supposed to be used for a very specific purpose, you have to do your utmost to make sure that it is in fact used for that purpose and in that way and I had hit a wall.

There was a time barrier, and there's also a skills barrier. Like I just didn't know everything I needed to know about how to use the programs and the platforms. And that's where Open Press came in. Jessica and Kaitlyn helped so much. And they were so fast and they were so good, and they're the ones who actually did the work that took the photo collection from being an idea and a bunch of files sitting somewhere to actually being something people could access and a project we could feel proud of.

00:03:05:15 - 00:03:09:07

Ananya: Introduction to the second project.

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Christine: The lab manual instructor's guide that I'm currently working on with TRU Open Press is an ancillary resource for an open course that I have on the B.C. campus Open Course collection. My very first stab at a real open textbook was with the help of the Open Educational Resource Development Grant back in 2017. And I decided I would like to do a textbook adaptation for my students. And I teach provincial level biology, which is biology 0600 here at TRU. But it's a course that's articulated across the province, tons of institutions, mostly community colleges and a few universal does offer upgrading level or adult basic education level courses. Over the last six or seven years, I've put together everything we needed to have an open course. And so there are PowerPoints, there's textbook, there's a test bank, and then there's a lab manual. And one of the things that I really had wanted to add but hadn't had the capacity earlier on is a guide for the instructor here who's using the lab manual because sometimes when you're a new instructor or you're doing a new prep, it can be really tricky not only to develop lecture material, but also to be prepared to teach labs. Labs is a really different setting and you're handling different materials. It's usually a different style of learning and working with students than you would see in a typical classroom. And so I thought it would be really important for this open course to have something that supports faculty, because in the end, if you're supporting faculty, then you're actually supporting students.

And so the Lab Manual guide accompanies the lab manual that I had written about a year and a half ago and it includes everything that a brand new instructor needs to know. So when they walk in and what's this going to take to prep this lab? What are the materials I need to have on hand? What are the answers to the assessments? What are some good things for students to know working in and any other supporting information about it?

00:05:21:15 - 00:05:26:20

Ananya: What advantages will students gain from this project?

00:05:26:20 - 00:05:42:26

Christine: My goal with the Indigenous Peoples in Education stock photo collection was so that students, particularly Indigenous students, could see themselves reflected in their learning materials so that they can feel like they are represented in their learning and in their learning materials.

00:05:42:26 - 00:05:49:15

Ananya: How thoroughly does the project address fairness, inclusion and accessibility?

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Christine: This project was about inclusion, so that's where the seed came from, was recognizing a gap in resources that we have and actively in allyship, working to make that gap not exist anymore.

00:06:04:07 - 00:06:08:15

Ananya: What might a future project scope entail?

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Christine: I am really hoping that one day we'll get to use the button that shows up in sites, I'd like to submit photos to be part of this collection and we know that there are so many groups of different indigenous peoples across British Columbia and across Canada, and my project started filling a gap, but it is nowhere near filled. And so we need to have representation in our images, in our learning materials from all kinds of

people from all across Canada. And so I hope that we can open up the collection so that other institutions and other people, groups and other people who just want to have diversity in learning materials can include their work in the collection as well.

00:07:01:03 - 00:07:08:06

Ananya: How sustainable is the project regarding funding, upkeep and continuous improvement?

00:07:08:06 - 00:07:29:08

Christine: Well, right now we're at a natural stopping point. This phase of the photo collection is complete and if we were to want to add on to it, would need to secure more funding for both the photo collection phase and then more to support from TRU press for the copy editing and production.

00:07:29:08 - 00:07:33:07

Ananya: Thank you for the interview, Christine.