



# Transformative Intersections: When Indigenization and Internationalization Meet

## Assessment: What Did I Learn?

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# Defining At-Risk & Non-traditional

- At-risk - academic failure because they lack cognitive and emotional skills
- Non-traditional - those underrepresented in post-secondary participation

Need



Largest growing population of  
students coming to campus

70% Plus

Harper & Quaye, 2009

# Learning At Intersections

## Sharing What Works

**Process**

**Reflection**

**Care**

**Relationship**

**Respect**

**Reciprocity**

**Empathy**

**Relevance**

**Assessment**

**Innovation**

**Oughtness**

**Risk/Support**

**Creativity**

**Openness**



**“we can’t discover everything there is to know about the conditions that promote and characterize high levels of student engagement, learning, and educational effectiveness with a short, highly focused student survey ...**

**We look forward to working with colleagues across the country who also are searching for valid, reliable indicators of collegiate quality”.**

Kuh (2001, p.7)





# **Purpose:**

1. Enhance the student engagement data by providing the voice of non-traditional learners
2. Build my own capacity as a teacher & mentor

# **Heuristic Inquiry (Examines Essence)**

1. Initial Engagement
2. Immersion in the Topic
3. Incubation
4. Illumination
5. Explication & Creative Synthesis

**Moustakas (1990)**

A close-up photograph of a dandelion seed head. The seed head is in the lower-left foreground, showing its green, textured base and the fine, white, feathery seeds that are blowing away. Several individual seeds are captured in mid-air, scattered across the upper half of the frame. The background is a clear, light blue sky.

## **Findings:**

### **1. Readiness Factors:**

- Self
- Institutional
- Instructional

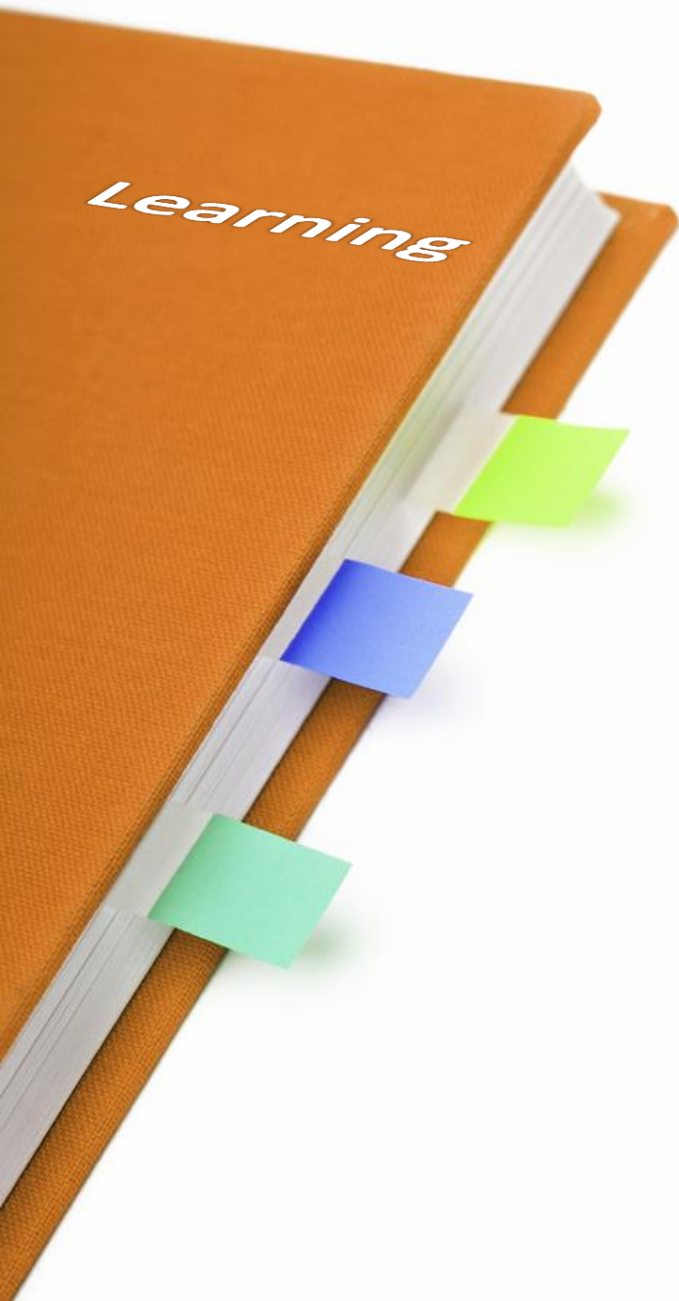


**Adult  
Education**

**Higher  
Education**

**Student  
Development**





# **Instructional Readiness:**

## **Pedagogy of Hospitality**

Acts as a "Buffer"

Embraces Collaborative Learning

Ties Content to the Outside World

Encourages Inward Reflection

Values: prior experience, generosity, steadfastness, practical competence, determination, humour, ingenuity, & imagination

**Hospitality in an education setting is  
“the radical openness to the other –  
openness in both sharing and  
receiving, then revising and sharing  
again, and so forth.**

**Practicing hospitality means inviting  
and providing reciprocity”**

**Bennett (2003)**

**Explored hospitality is  
attending to otherness,  
and understanding our  
own otherness.**

**Derrida (2000)**



**“hospitality requires that the facilitator has taken an **honest look inward**.**

**The hospitable facilitator is aware of his own fears, preferences, pressure points, and gifts”.**

**My own self-inquiry and preparation **allowed me to absorb** some of the participants’ anxiety and create a safe and hospitable space for them to share their stories.**

**Robinson and Rose (2007)**

**Research +  
Experience**

**Universal  
Design**

**Hospitality =  
Diverse Learner  
Success**

**Blending Theory**

**Intercultural  
Competency**

**Reflective Practice**



Constructivist

Ontology of Hope

heuristic  
inquiry

Having made a discovery, I shall never see the world again as before. My eyes have become different; I have made myself into a person seeing & thinking differently. I have crossed a gap, the heuristic gap which lies between problem & discover.

(Polanyi, 1962, p.143)





# Pedagogy of Hospitality

Bennett, 2003; Derrida, 2000





CLASSROOM  
ENTRANCE







ing

# Facilitation

patience

Caring  
to guide  
"rules"  
Customs  
protocols }

not all about winning  
look for mentor  
sought →

team work

evaluating strengths & weaknesses

Multi-task

how to lose

"people skills"  
interpersonal  
energy read

Safe space & ego  
Collaborating "joy"  
project management  
value exploration

belonging





Eddie's Corner









# Conference Ideas

Maslow → Redone

Bloom - Revisited

} Medicine Wheel

^  
Framing

# Critical Incident

## Part 1

How Ought I Act

Brookfield, S.D. (1995).



**CHARTER BUS LINES** *of British Columbia*

939

939

PREVOST

US DOT 203425  
MAX. CAPACITY 56  
G.V.W.R. 23,064 KG  
DELTA B.C.

942







## Conference Chair



## Poster Presenters



**Dr. [Name]**  
[Affiliation]  
[Topic]



**Dr. [Name]**  
[Affiliation]  
[Topic]



**Dr. [Name]**  
[Affiliation]  
[Topic]

## Panel Presenters



**Dr. [Name]**  
[Affiliation]  
[Topic]



**Dr. [Name]**  
[Affiliation]  
[Topic]



**Dr. [Name]**  
[Affiliation]  
[Topic]

## Forum Presenters



**Dr. [Name]**  
[Affiliation]  
[Topic]



**Dr. [Name]**  
[Affiliation]  
[Topic]



**Dr. [Name]**  
[Affiliation]  
[Topic]



**Dr. [Name]**  
[Affiliation]  
[Topic]

## Symposium Presenters



**Dr. [Name]**  
[Affiliation]  
[Topic]



**Dr. [Name]**  
[Affiliation]  
[Topic]



**Dr. [Name]**  
[Affiliation]  
[Topic]



**Dr. [Name]**  
[Affiliation]  
[Topic]

## World Cafe Presenters



**Dr. [Name]**  
[Affiliation]  
[Topic]



**Dr. [Name]**  
[Affiliation]  
[Topic]

**CHAD 445: An Indigenous Perspective**  
CHAD 445  
CHAD Culture 2019  
[Additional text and logos]









Welcome CMNS 445  
Negotiation Skills An Indigenous  
Perspective









# Critical Incident

## Part 2

### The Power of Relationship

Brookfield, S.D. (1995).














A close-up photograph of a woman's face on the left side, showing her eyes wide open and a slight smile. Her right hand is raised in the foreground, displaying intricate black henna designs on the palm and fingers. The background is slightly blurred, showing what appears to be an office or indoor setting with a door and a light switch.

**Prepare to Be Surprised!  
Remain Open**

# Be a Duck

