

Indigenous consultancy and collaborative online international learning: thematic network on collaborative online international learning and biodiversity education across the Arctic Circle (COIL@UArctic).

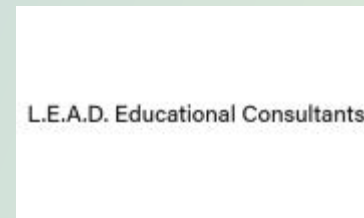
CRAWFORD, I.

2024

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Indigenous Consultancy and Collaborative Online International Learning

Thematic Network on Collaborative Online International Learning and Biodiversity Education across the Arctic Circle (COIL@UArctic)



List of Partners

Izzy Crawford

Thematic Lead

Robert Gordon University

Scotland

UK



Izzy's qualifications include an MA(Hons) Social Science and postgraduate certificates in Public Relations, Higher Education Learning and Teaching, and Research Methods. She is currently studying for a PhD in the field of Collaborative Online International Learning (COIL), is an Accredited Member and Fellow of the Chartered Institute of Public Relations, and a Fellow of the Higher Education Academy in the UK.

List of Partners

Alöna Roitershtein,
Project Assistant
Robert Gordon University
Scotland
UK



Alöna Roitershtein is an Early Career Researcher at Robert Gordon University (RGU) in Aberdeen, Scotland. Her research is rooted in the concepts of place, community, rurality and islandness, and their unique manifestation in each tourism destination, creating distinct sustainability needs, values and success definitions. In addition to her research, she works on developing Collaborative Online International Learning (COIL) resources at RGU and is a passionate advocate for removing boundaries to education and skills development for students using COIL pedagogy.

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Professor Elina Oksanen

Vice-leader, Contact on Biodiversity

Department of Environmental and Biological Sciences

University of Eastern Finland

Finland



I have been developing transformative education relating to biodiversity loss and climate change. At UEF, we have produced basic courses (Biodiversity.now A and Biodiversity.now B) in national collaboration (Biodiversity Education Network) and are currently identifying needs for new courses, relating e.g. Nature Based Solutions (NBS) and Invasive Alien Species in new eNABIS EU/Horizon project. "In the COIL@UArctic project, my aim is to promote biodiversity-related education relating to Arctic environments, biodiversity loss and climate change."

List of Partners

Dr Judy Tupper

Director, Population Health

Catherine Cutler Institute

Muskie School of Public Service

University of Southern Maine

USA



As the Director of the Population Health and Health Policy Program of the Cutler Institute, University of Southern Maine, Dr. Tupper has leadership and management responsibilities within the program area and the Integrated Management Team of the Cutler Institute. Judy coordinates the Certificate of Graduate Study in Healthcare Quality and Patient Safety in the public health academic program. She currently teaches quality improvement, patient safety, and health literacy courses in the Graduate Program in Public Health and quality improvement for the School of Nursing graduate degree programs. “I have long supported connections with academic and community partners through North Atlantic projects. There has been shared knowledge, innovation, and true joy with these collaborations. COIL offers a simple, yet effective, best practice methodology for international collaboration that results in meaningful global experiences for both students and faculty.”

List of Partners

Mariam Raza, Ed.D

Manager, Global Initiatives and Partnership Development | International Education

Conestoga College Institute of Technology and Advanced Learning

Ontario

Canada



At Conestoga College, in my role as Associate Director, Global Initiatives and Partnership Development, I work closely with the international office and the academic schools to plan, develop, and manage the expansion of quality outbound global initiatives for students and faculty, including education abroad programming, other academic partnerships, research partnerships, exchanges, virtual exchanges (COIL), and on-campus activities helping to internationalize the Conestoga Community. “I have completed my Doctoral studies at the University of Western Ontario in Educational Leadership. My dissertation addressed the implementation of virtual global initiatives (COIL/VE) in post-secondary institutions. COIL/VE is an important part of my work at the college. I did not hesitate to support the COIL@UArctic project as it provides open access resources, something that I know is much needed in the world of COIL, to institutions around the world. It helps professors and leaders who are committed to providing equitable virtual mobility opportunities to students through the method of COIL/VE. This project helps us fulfill our commitment to provide as many students as possible with access to programs that help them acquire global skills and competencies and also helps us share knowledge and experience of COIL/VE with COIL champions around the world.

List of Partners

Dr Ranjan Datta

Canada Research Chair –II,
Community Disaster Research
Indigenous Studies

Department of Humanities

Mount Royal University

Calgary

Canada



Dr. Ranjan Datta is serving as a Research Chair (CRC) in Community Disaster Research at Mount Royal University, Alberta, Canada. With over 17 years devoted to Indigenous community-based research, Dr. Datta has made significant contributions across diverse domains, including Indigenous community disaster research, decolonization, resilience, and Indigenous environmental resource management. Through interdisciplinary research and a steadfast commitment to global Indigenous sustainability, Dr. Datta continues to drive impactful research initiatives worldwide. "As a community-based researcher, I joined COIL@UArctic to leverage its interdisciplinary and intercultural virtual learning platform for fostering responsible research and education. This collaboration aligns with my commitment to enhancing community needs in disaster resiliency research. By engaging with COIL, I aim to address urgent biodiversity challenges and promote sustainable development within Indigenous, Black, and racialized immigrant communities."

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Samantha M. Alperin, Ed.D.

Principal Consultant

L.E.A.D. Educational Consultants

<https://www.leadeducationalconsultants.com>



I am a COIL 'graduate' having participated with a COIL partner from el Universidad de Mexico, Oaxaca in spring, 2021. It was an amazing experience collaborating with my partner in teacher education in Oaxaca! Over six week in COIL she and I developed a mini course for preservice teachers and in the fall of 2021 we launched our online mini course bringing together teacher candidates from Memphis, TN (my school) and Oaxaca, Mexico! Our students learned so much about teaching practices as did my professor counterpart and myself. It was a truly engaging and rewarding experience!

List of Partners

Dr Mariana Tamayo
Associate Professor
Environment and Natural Resources
Faculty of Life and Environmental Sciences
University of Iceland
Reykjavik
Iceland



List of Partners

Dr Antonia Thomas

Programme Leader MA Contemporary Art and Archaeology

Archaeology Institute UHI

University of the Highlands and Islands

Orkney

Scotland



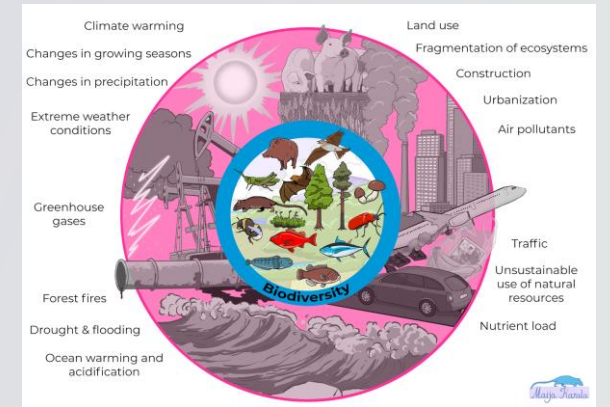
My focus is on the relationship between Art and Archaeology in its broadest sense, from the interpretation of prehistoric visual culture, to the intersections between contemporary art practice and the archaeological imagination. My professional background is in heritage and archaeology, with experience spanning community development and regeneration, museum curation, commercial archaeological fieldwork, and higher education teaching. My broader research includes various aspects of visual and material culture, such as stone-carving and sculpture, vernacular buildings, prehistoric art and architecture, graffiti and mark-making, museum studies, and conceptual art.

COIL@UArctic Project Aims:

- To promote and enable wider engagement with COIL (Collaborative Online International Learning) approaches as part of UArctic's future-focussed, globally connected, virtual learning strategy.
- To focus on COIL topics related to biodiversity and the UN Sustainable Development Goals (SDGs) for the well-being of people and the planet.
- To enhance student employability within the Arctic region through the development of inter-disciplinary, digital, and transversal skill development using COIL.
- To democratise student mobility and strengthen internationalisation at home through the expansion of COIL knowledge and opportunities across the Arctic region, with an emphasis on Indigenous community participation.

COIL@UArctic Deliverables:

- COIL Network, Profiles, Matching
- COIL Resources, Tool Kit, Discussion Fora
- Finnish Biodiversity Education Materials
- COIL Workshops, SDG Topics, Case Studies
- [UArctic - University of the Arctic - Thematic Network on Collaborative Online International Learning and Biodiversity Education across the Arctic Circle \(COIL@UArctic\)](#)
- [COIL@UArctic | RGU](#)
- [Partnering with Indigenous students, communities and institutions | RGU](#)



COIL@UArctic Indigenous Consultancy: Brief

- Project
- Purpose
- Requirements
- Duration



COIL@UArctic Indigenous Consultant:

**Heather Sauyaq Jean Kwamboka Gordon,
PhD (Iñupiaq)**

Homer, Alaska, United States

"Honoring my ancestors while building bridges for future generations. Indigenous relative, advocate, knowledge translator, researcher, public speaker, science diplomat, boundary spanner, professor."

<https://sites.google.com/view/sauyaqsolutions/home>



COIL@UArctic Indigenous Consultancy: Output

Introduction to Indigenous Peoples

- Definitions
- Indigenous Peoples
- Indigenous Languages and Lands
- Indigenous Communities
- Indigenous Knowledge
- Colonization and Settler Colonialism
- Indigenous Sovereignty and Rights of Indigenous Peoples
- Regional Colonial Policy Context
- General Understanding of History, Culture, and Indigenous Knowledge
- Academic Considerations
- Reading List



COIL@UArctic Indigenous Consultancy: Output

Ethical Considerations

- Building Ethical Partnership
- Co-production of Knowledge (CPK)
- Ethical Research
- Ethical Knowledge Sharing and Data Sovereignty
- Verbal Communication and Language
- Written Style Guides



COIL@UArctic Indigenous Consultant Reflections:

"As an Inupiaq Indigenous person hearing stories my whole life of how outsiders coming to our communities have caused us harm--colonization, research abuses, boarding school--outsiders want to assimilate us into their ways of living and knowing while never: listening to us, valuing our way of life, or our ways of knowing. The COIL program offers an opportunity for respectful learning from one another, engaging in reciprocity, relationship building, and so much more. These relationships between youth and in spaces of learning build a new future of how Indigenous and outside communities interact, build knowledge based on two-eyed seeing to inform decision-making, and open up space for understanding who we are, our ways of knowing, being, valuing, and living in kinship with the world."

COIL@UArctic Indigenous Consultancy:

Learning for the Future:

- Involve consultant from the start
- Set a realistic budget
- Provide a clear brief and support
- Regular meetings and communication
- Be flexible and adaptable
- Share knowledge widely
- Ongoing review and enhancement

Visit our website and get in touch!



References:

To learn about the history of the Peoples/community you are working with and build relationships, we suggest reading these key texts:

GORDON, H. S. J. (2017) - BUILDING RELATIONSHIPS IN THE ARCTIC: INDIGENOUS COMMUNITIES AND SCIENTISTS

TONDU ET AL. (2014) - WORKING WITH NORTHERN COMMUNITIES TO BUILD COLLABORATIVE RESEARCH PARTNERSHIPS: PERSPECTIVES FROM EARLY CAREER RESEARCHERS. ARCTIC INSTITUTE OF NORTH AMERICA, CALGARY, ALBERTA, CANADA.

PEDERSEN ET AL. (2020) - AN INVITATION AND RECOMMENDATIONS TO COMBINE SCIENCE AND INUIT QAUJIMAJATUQANGIT FOR MEANINGFUL ENGAGEMENT OF INUIT COMMUNITIES IN RESEARCH

WRAY, K ET AL (2020) - ALIGNING INTENTIONS WITH COMMUNITY: GRADUATE STUDENTS REFLECT ON COLLABORATIVE METHODOLOGIES WITH INDIGENOUS RESEARCH PARTNERS