
*Key components of the
Teaching and Learning
Initiative-*

*Woksape Oyate: Wisdom of
The People Project*

There are seven components comprising the formal NWIC Teaching and Learning Initiative:

- Development of a Native-based teaching and learning philosophy
 - Articulation of best practices in Native-based teaching and learning in a Teaching and Learning Toolkit
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Seven Components- NWIC

Teaching and Learning Initiative:

- Development of a comprehensive teaching and learning website
 - Training of full and part-time faculty in best practices and methodologies
 - Incorporation of best practices into all aspects of teaching and learning at NWIC, including cultural integration in the faculty evaluation process
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Seven Components- NWIC Teaching and Learning Initiative:

- Use of classroom-based action research projects designed, implemented and assessed by faculty, the result of which are shared among faculty and, in some cases, prepared for future publication
 - Use of data and evaluation to substantiate the development of the intellectual capacity of the faculty particularly focused on improvement of instructional practices, cultural and content knowledge and the impact on student learning.
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Intellectual Capacity Building

- One of the most significant challenges of the Teaching and Learning Initiative is describing the ways in which our efforts have increased the intellectual capacity of faculty which then results in the improvement of student learning. NWIC defines intellectual capacity that fosters student learning as the ability of the faculty, as well as students, staff and administrators, to
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Intellectual Capacity Building

- connect to the historic and modern Native experience,
 - develop inter-relationships among content and cultural knowledge,
 - identify and practice effective teaching strategies,
 - utilize Native critical thinking and analytical skills,
 - link their personal philosophy of teaching and learning with the institutional philosophy, and
 - incorporate indigenous assessment and evaluation methods.
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Evaluation

- Student and faculty evaluations now incorporate cultural indicators, assess instructional methodologies and their usefulness, and are designed to inform a continuous improvement approach for faculty.
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Action Research

- Action research in teaching and learning projects, a key component of the Teaching and Learning Initiative, were implemented for the first time at NWIC beginning with the Winter and Spring quarters of 2010.
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TEACHING AND LEARNING PHILOSOPHY

- The purpose of the teaching and learning philosophy statement is to articulate the restorative role of education at NWIC toward strengthening the tribal identity of our students. This purpose is embodied in the College's cultural outcomes which are that students will demonstrate a sense of place and what it means to be a people.
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CREATING AN ENVIRONMENT THAT STRENGTHENS BEST PRACTICES IN TEACHING AND LEARNING FOR NATIVE STUDENTS

- In order for faculty to create meaningful educational experiences for our students, we strive to influence the knowledge base of faculty through:
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Create Meaningful Educational Experiences for our Students

- Knowledge of our institutional identity
 - Knowledge of our students' tribal identity
 - Access to tribal ways of knowing
 - Developmental Education and College Readiness
 - First Year and First Generation Students
 - Cultural Resilience
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CREATING ACCESS TO BEST PRACTICES

- As a creative resource, the faculty homepage on the NWIC website also contains the Teaching and Learning Initiative web site and the Learning Commons as resources for sharing institutional information and as a place for faculty to share external materials.
 - A methodologies section on the Teaching and Learning Initiative web site called the Toolkit includes a collection of faculty generated best practices. Faculty members are paid to prepare toolkit resources with the intention that faculty share what works for them in educating our students. The action research projects are supported with the same intention
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Key Findings of the Initiative

- Faculty dialogues about student learning and best practices in teaching have increased along with greater comfort with self-assessment and examination of the important connection between instructional practices and evidence of student learning
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Key Findings of the Initiative

- In the context of diverse tribal cultures and experiences and our commitment to tribal and personal sovereignty, our greater understanding of teaching and learning creates a renewed emphasis on student directed learning
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Key Findings of the Initiative

- We are increasingly more adept at navigating the challenging implications of using our own cultural outcomes that students will demonstrate a sense of place and an understanding of what it means to be a people.
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Program Teaching
Assessment
2-year
Students
Learning
Mapping
Curriculum
Design
Grants
Committee
4-year
Syllabus
students
Continuous
know
Methodologies
In-Service
Instruction
Course
Curriculum
Programs
Improvement