



The Tribal College

Our Responsibility

Faculty In-Service
March 5, 2015



The Role of Tribal Colleges

“NWIC is one of those tribal institutions of higher education that does stand really on the cusp of some incredible developments... and restorative activities; creative activities that are really going to indicate that we do have within our power the opportunity and indeed beyond that, the responsibility, to create tribal institutions of higher education that are truly not just institutions for tribal people but are grounded and founded in indigenous and tribal traditions”.

– Daniel Wildcat, Vine Deloria, Jr., *Indigenous Studies Symposium*, July 2014






Key Points

- Place-Based Education
 - Endogenous – arises from within
 - the preservation of tribal beliefs and values - decolonization
- Responsibility vs. Rights

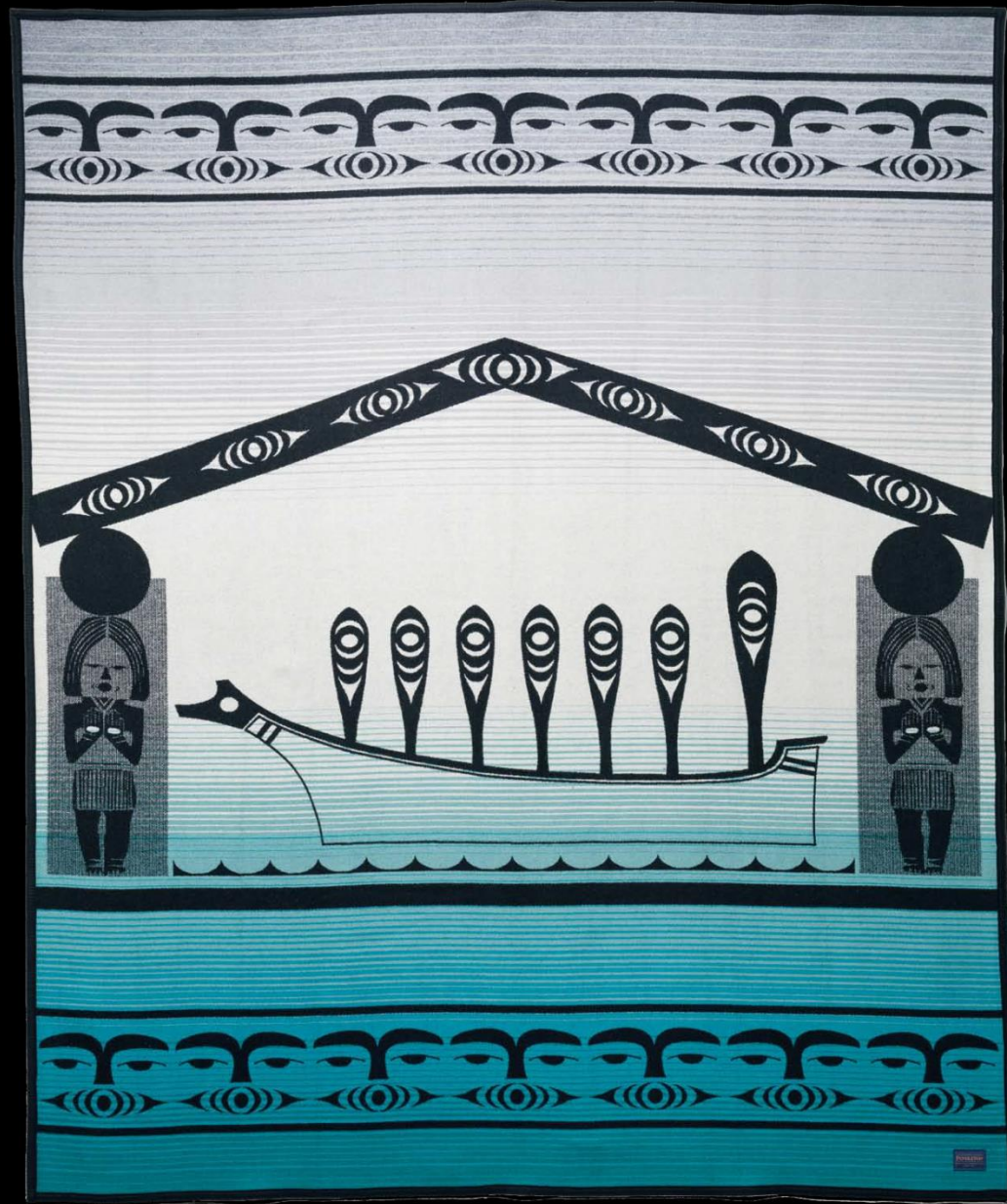


Our Responsibility

“It is our responsibility to ensure that Indigenous Knowledge must inform the foundation for Native education programs... Specifically tribal colleges and universities.”- Wildcat, 2014




The Honorable House of Learning





Our Responsibility

- individuals accept responsibility
 - Individuals function simultaneously
 - Institutional responsibility of providing unique and innovative, placed based education
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An Example

- Article on developmental education methodologies
Changing Developmental Education at the Classroom Level
- Implications of students repeating developmental education courses and the chances of success declining with each iteration of taking the course.




Why do Students Fail?

- Why do students continue to fail despite repeated attempts at successfully completing a course?
 - Journal of Developmental Education
Students Resistance to Change in Learning Strategies Courses
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Why do Students Fail?

Students arrive at college having had one of two distinct educational experiences:

- Student A - spent their K-12 educational experience gaining access to and learning to utilize self-efficacy skills; i.e. self regulating their success
 - Student B - spent their K-12 educational experience internalizing what was most negative about their educational aptitude and abilities
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Student A

- Perseveres through challenges and overcomes obstacles.
 - Has internalized and whenever necessary, can access the skills to ensure their own success.
 - Continually adapts and acquire new skill sets.
 - Thinks critically about course content and investment in learning.
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Student B

- has difficulty meeting foundational academic challenges. Perhaps they regularly show to class, yet fail to complete assignments.
 - May complete weekly assignments to a degree, however they fail to show up for the course final.
 - Thinks critically about their negative educational experiences and reinforces those perceptions of themselves.
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There is a Solution for Student B

- recognize that there is a solution
 - confronting the truth about their ability to self-regulate and take control of their own learning.
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What is our Responsibility as Faculty?

- meet the student halfway in meeting course outcomes
 - how do we do that?
- make pedagogical adjustments, based upon our own self assessment
- ensure individual students strengths are utilized
- support students acquiring self-regulating academic success skills

A New Initiative Supporting Student Success

- College Spark grant proposal
- Self-Regulated Learning Strategies through personal inquiry
- Grant supports implementing pedagogical and methodological approaches

Small Group Questions

- How does this discussion affect course design?
- How does it affect how you teach and how you advise?

Please take notes and submit them after the small group discussion

Articles references and this presentation are available on the NWIC Teaching and Learning website: blogs.nwic.edu/teachinglearning