



Cheryl Bartlett¹ & Albert Marshall²

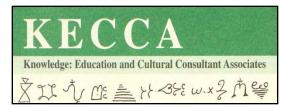
- ¹ Cape Breton University, Sydney, NS, Canada
- ² Eskasoni Mi'kmaq First Nation, NS, Canada

BC Forest Investment Account Forest Science Program "Indigenous Science Funding Stream"

- Workshop #1, 4-5 December 2008
- Workshop #2, 8-9 January 2009

Vancouver, British Columbia

CAPE BRETON UNIVERSITY

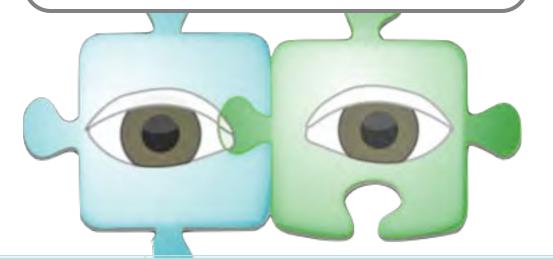




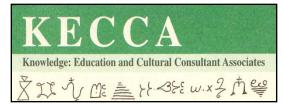




Integrative Science & Two-Eyed Seeing



CAPE BRETON UNIVERSITY





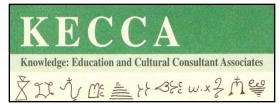




Integrative Science & Two-Eyed Seeing

PART 1 Workshop #1, 4-5 December 2008











Canada Research Chairs

Chaires de recherche du Canada





Social Sciences and Humanities Research Council of Canada

Conseil de recherches en sciences humaines du Canada

Thank you / Wela'lioq

Mi'kmaq Elders

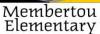




Canada Foundation for Innovation

Fondation canadienne pour l'innovation





Mi'kmawey Debert















Eskasoni First Nation Detachment Royal Canadian Gendarmerie royale Mounted Police du Canada



The support of various partners and funding agencies is gratefully acknowledged.

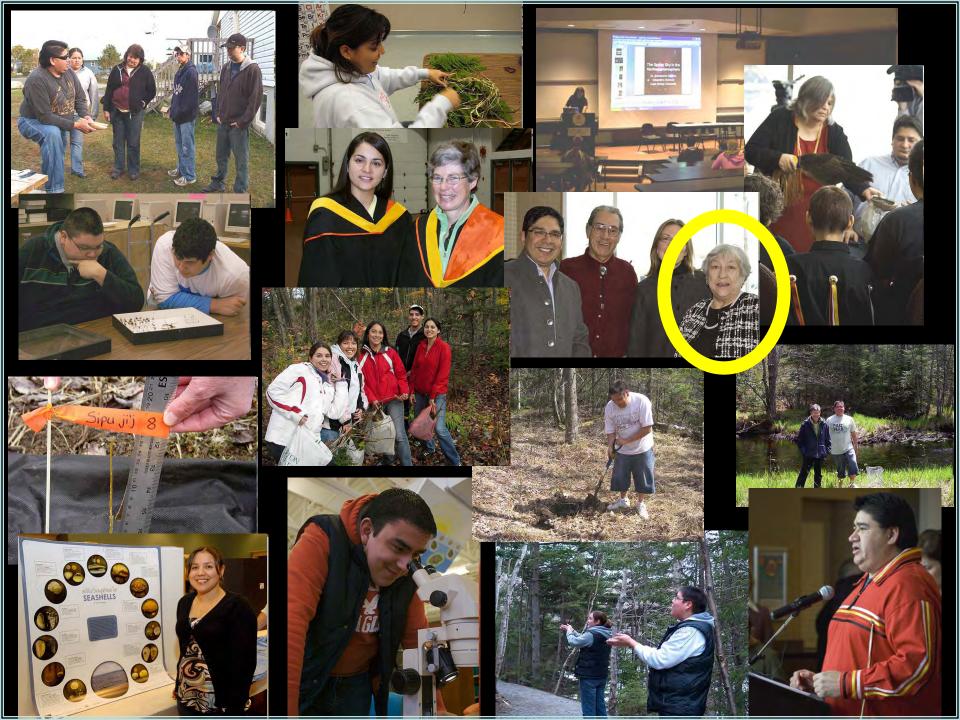
collaboration

≈ 15 years









"See, in the Mi'kmaq world, in all Native worlds, you have to give recognition to everything: misdeeds, good deeds, past deeds, you know? Anything. You have to give that acknowledgement. Everything that you do, you have to acknowledge it."

from: Iwama et al. 2007; Gaspereau Press Limited

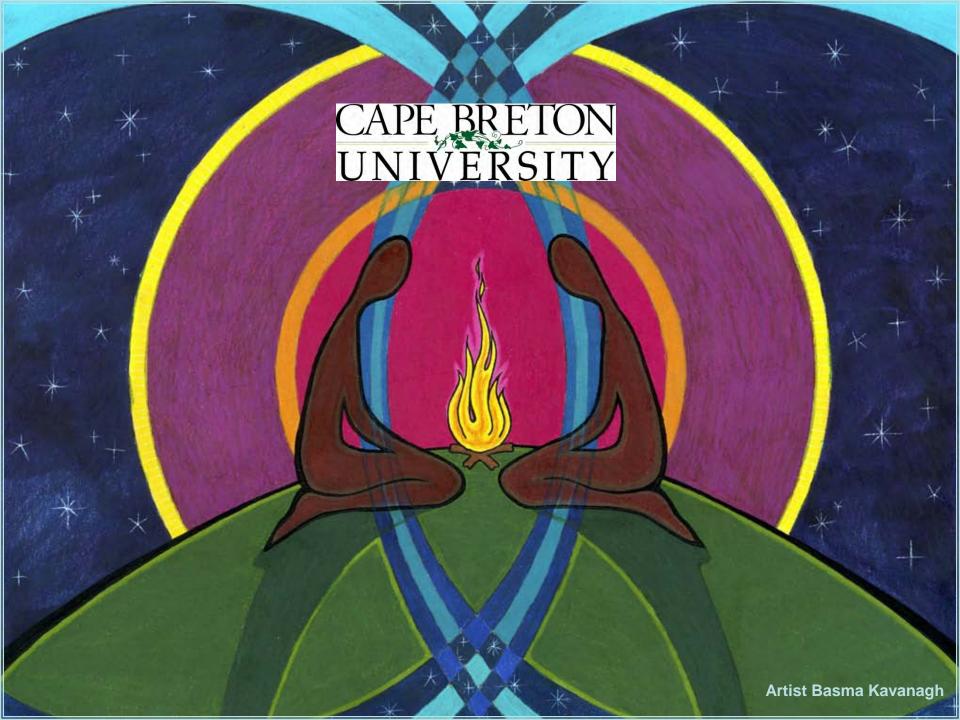
put our values + actions
+ knowledges in front of
 us ... like an object

Murdena Marshall, Elder, Mi'kmaq Nation

Together We Heal & Grow

seeing & acknowledging my deeds



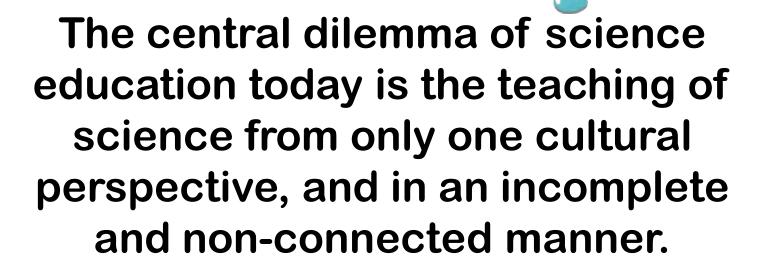








Western



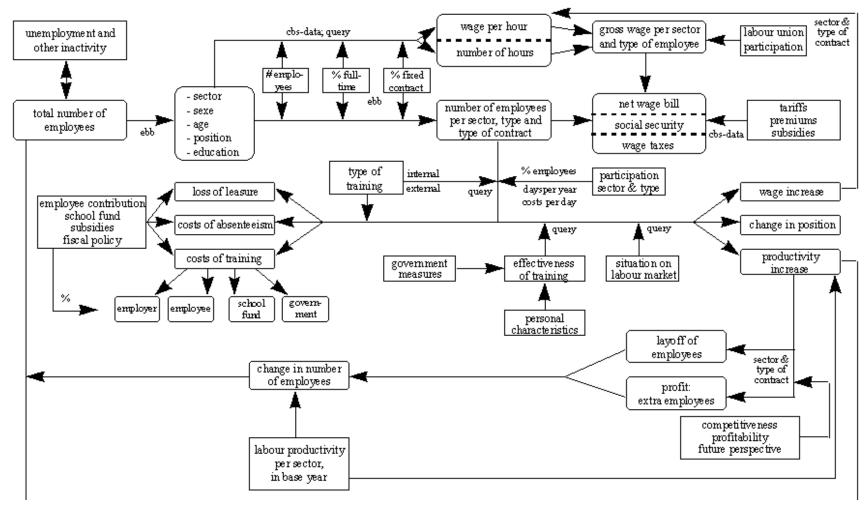
Gregory Cajete, PhD
Native American Scientist & Educator, Univ. of New Mexico



The central dilemma of science education today is the teaching of science from only one cultural perspective, and in an incomplete and non-connected manner.

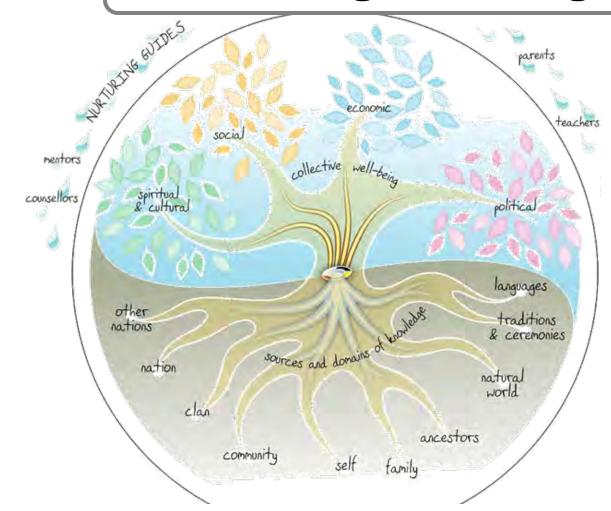
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Lifelong Learning Model



Leeds University (UK) Lifelong Learning Model

Lifelong Learning Model

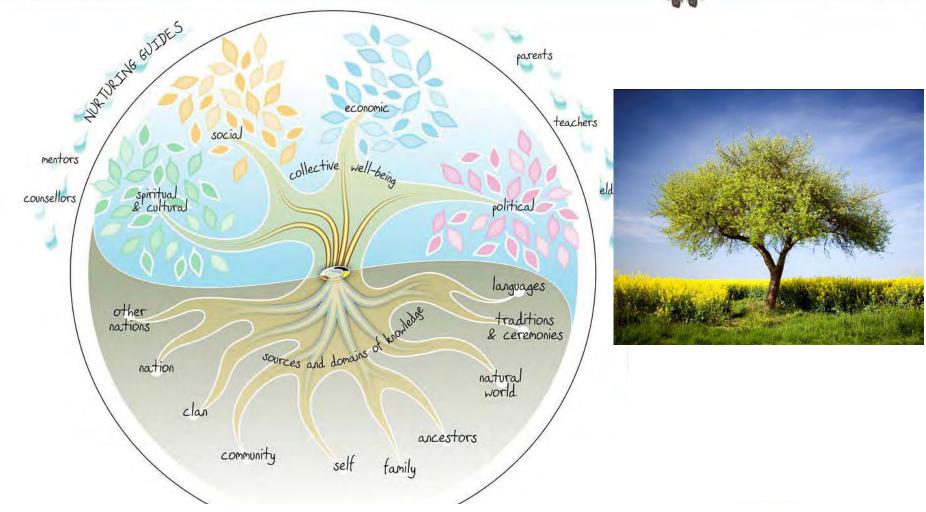


First Nations Holistic Lifelong Learning Model

from: Canadian Council on Learning: Aboriginal Learning Knowledge Centre

(http://www.ccl-cca/CCL)

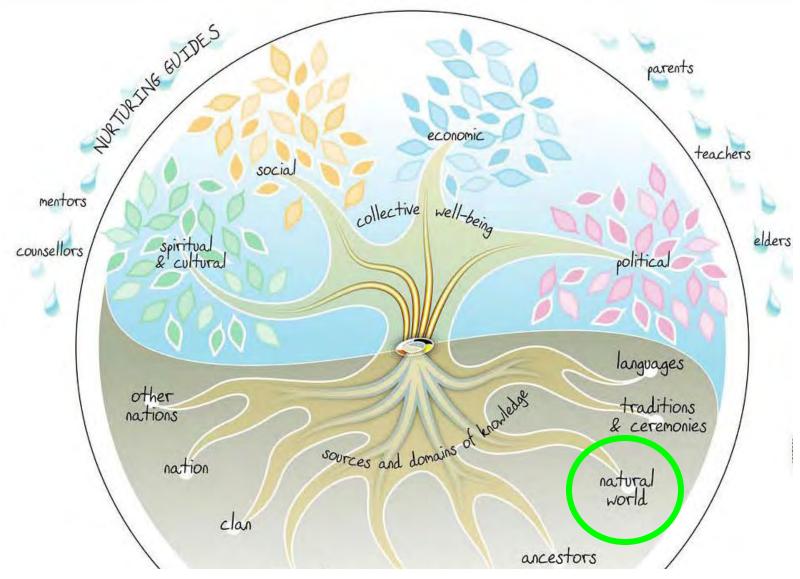




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Science:

"stories of our interactions with and within nature"

Indigenous and Western scientific knowledges are based in observations of the natural world.

Science is dynamic, pattern-based knowledge.



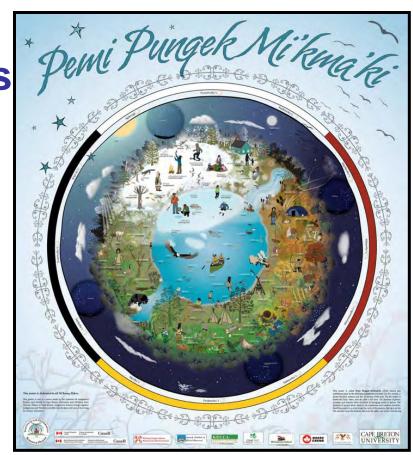


Science:

"stories of our interactions with and within nature"

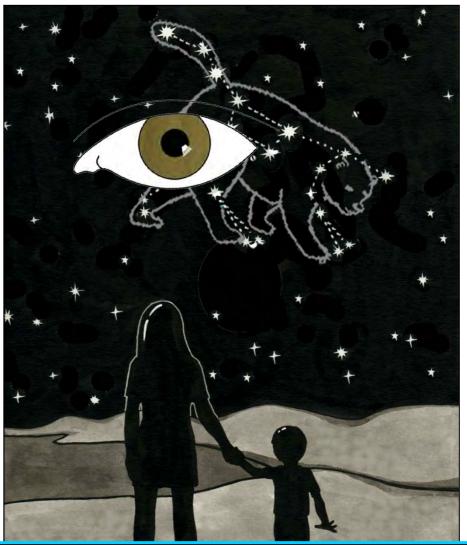
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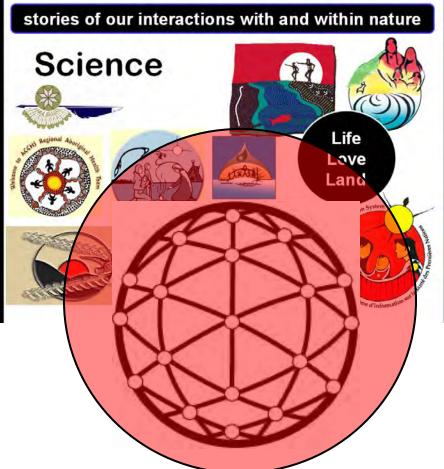


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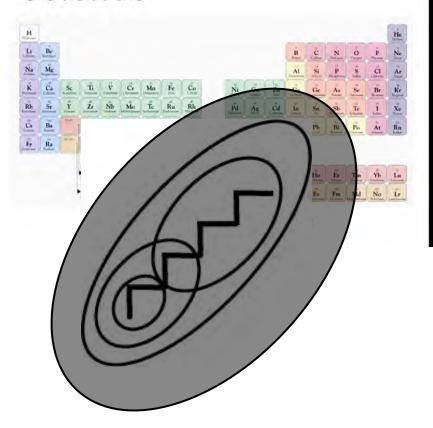
stories of our interactions with and within nature

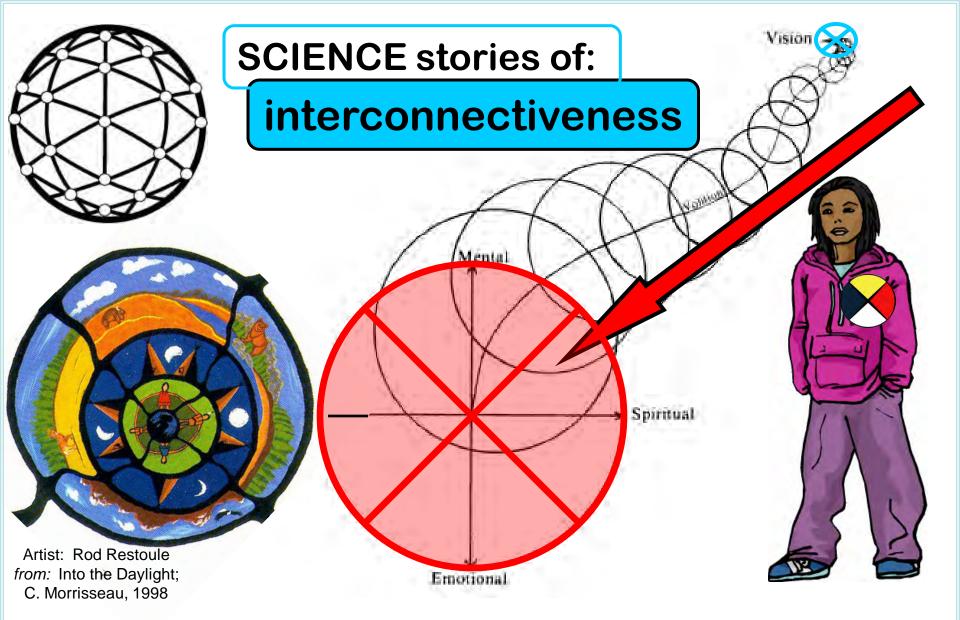




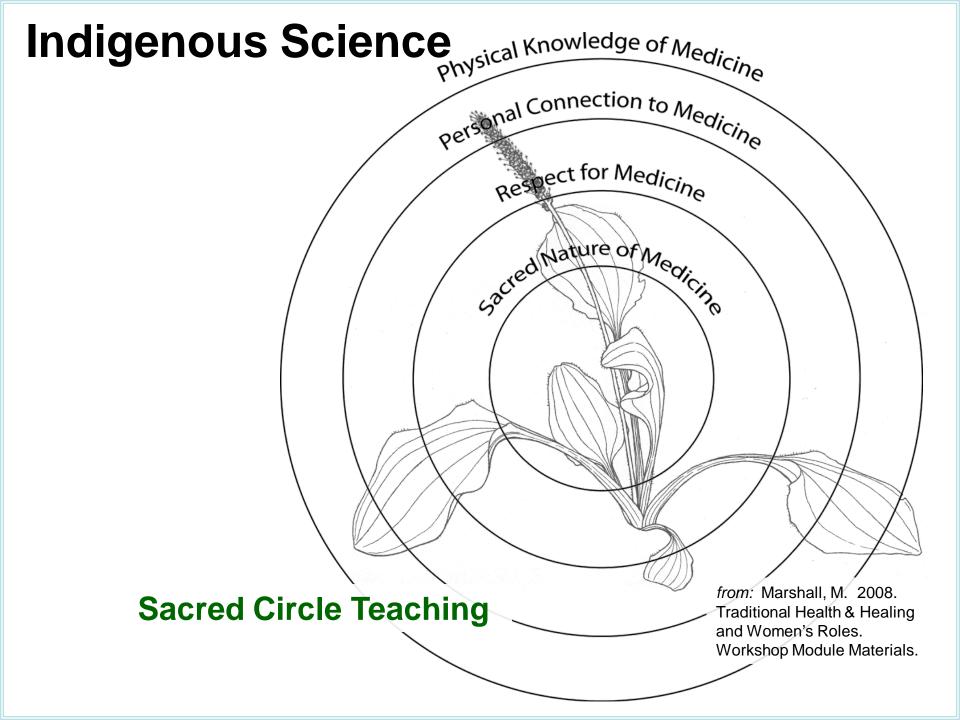
stories of our interactions with and within nature

Science



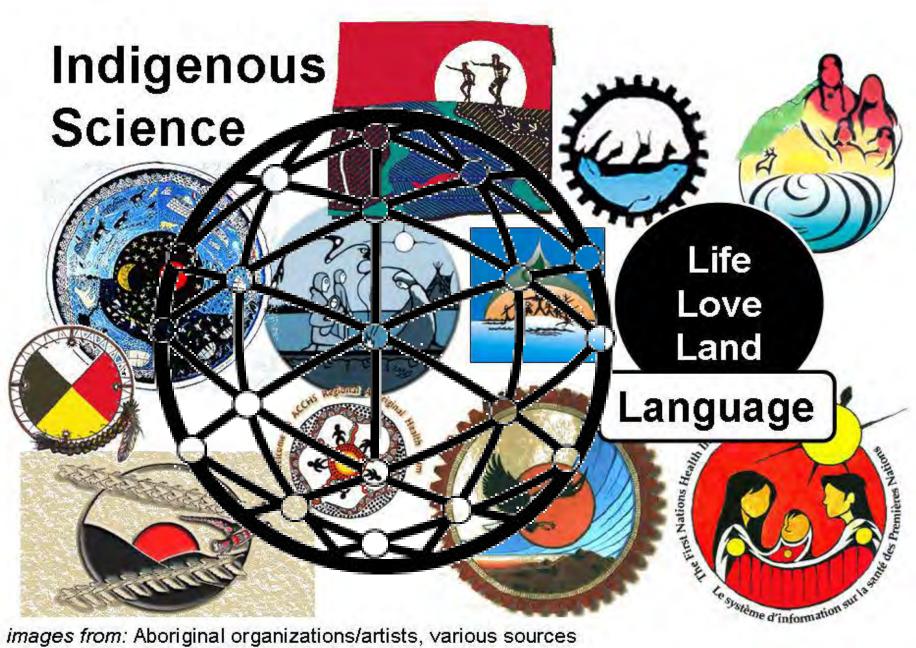


my world is "all my relations" (subjects)

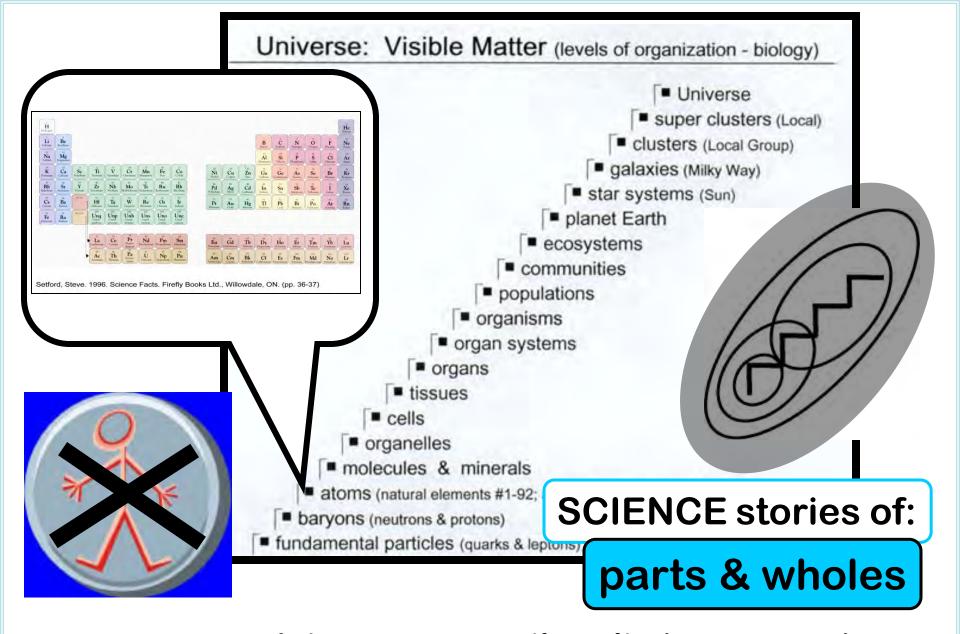




images from: Aboriginal organizations/artists, various sources



images from: Aboriginal organizations/artists, various sources



my world is many "its" (objects)

Western Science

Universe: Visible Matter (levels of organization - biology)

```
Universe

    super clusters (Local)

    clusters (Local Group)

    galaxies (Milky Way)

                                      star systems (Sun)
                                    planet Earth
                                 ecosystems
                              communities
                           populations
                         organisms
                      organ systems
                   organs
                tissues
             cells
           organelles
        molecules & minerals

    atoms (natural elements #1-92; artificial elements #93 & higher)

  baryons (neutrons & protons)

    fundamental particles (quarks & leptons)
```

Western Science

Universe: Visible Matter (levels of organization - biology) Universe super clusters (Local) ■ clusters (Local Group) galaxies (Milky Way) star systems (Sun) planet Earth ecosystems communities Setford Steve 1996 Science Facts Firefly Books Ltd. Willowdale ON (pp. 36-37) populations organisms organ systems organs tissues cells organelles molecules & minerals atoms (natural elements #1-92; artificial elements #93 & higher) baryons (neutrons & protons) tal particles (quarks & leptons)

photo credit: NRC

H

Hydrigen

Li

Na

K

Rb

Cs

Cerium

Fr

Francium

Be

Beryllium

Mg

Ca Calcium

Sr

Ba

Ra

Sc

Y

11-71

100-107



V

Nb

Ta

Unp

Ce

Th

Čr

Mo

W

Limgite

Unh

Pr

Pa

Printice

Mn

Te

Re

Uns

Nd

U

Fe

Ru

Os

Uno

Pm

Np

Co

Catalr

Rh

Khedian

Ir

Iridium

Une

Sm

194

Pu

Ti

Zr

Hf

Unq

Ac

He B C N 0 Ne Nitrogen Oxygen Pharmine P S Si CI Al Ar Phosphine Sather Chlores Se Ni Zn Cu Ga Ge As Br Kr Attens Brown Клураж Cd Te Tellurum Pd Sh Ag In Sn Xe Pallinting Lidite Hg Pt TI Bi Pb Po Rn Au At

Ho

Es

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Lr

Tb

Bk

Dy

Cf

Gd

Cm

Eu

Am

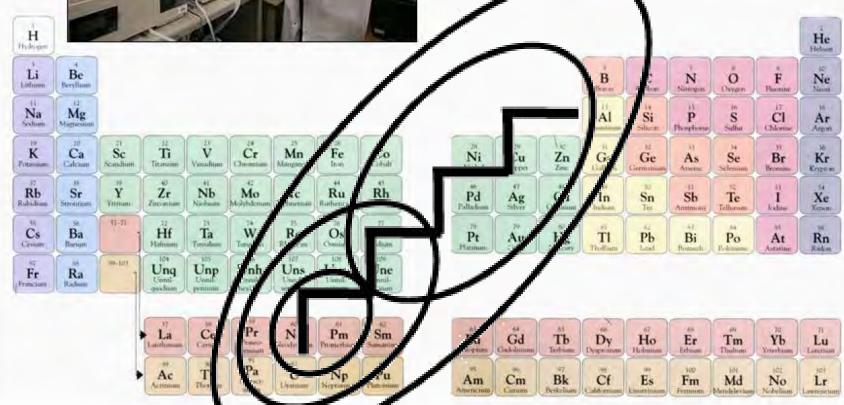
Western

Science

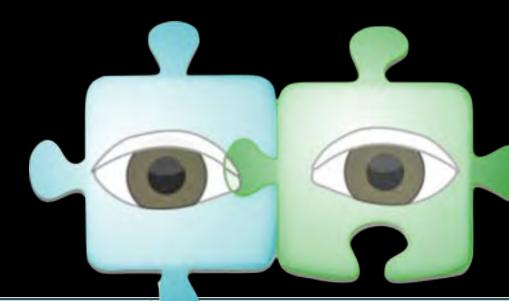
photo credit: NRC

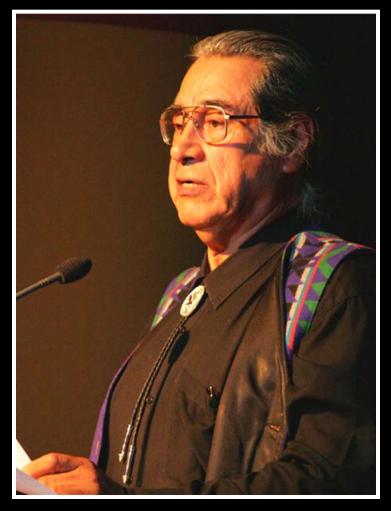


Western Science



Two-Eyed Seeing



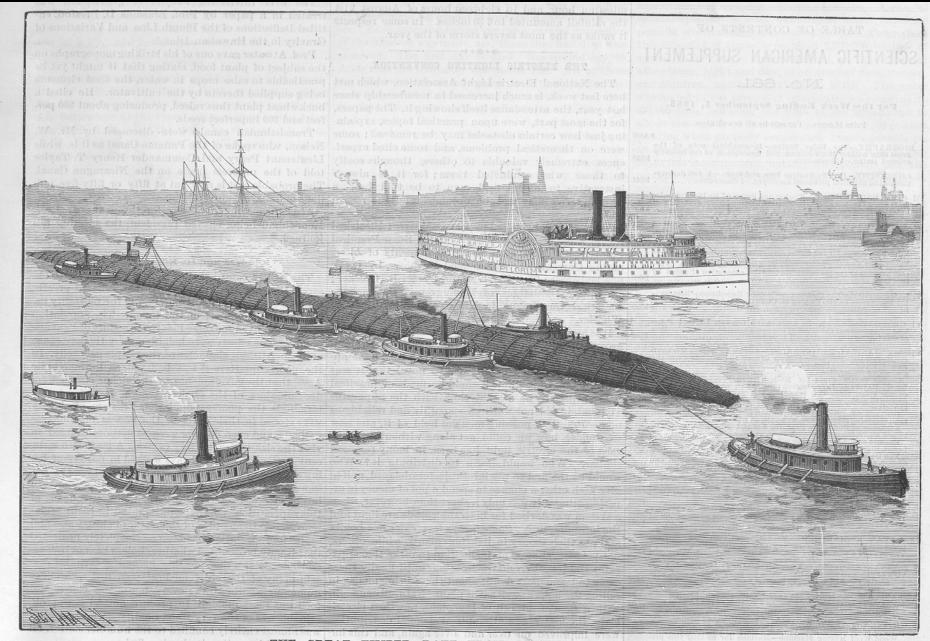


Elder Albert Marshall Eskasoni community Mi'kmaq Nation "LEARN ... to see from one eye with the strengths of Indigenous knowledges and ways of knowing, and from the other eye with the strengths of Western (or Eurocentric or mainstream) knowledges and ways of knowing ... and to use both these eyes together, for the benefit of all."



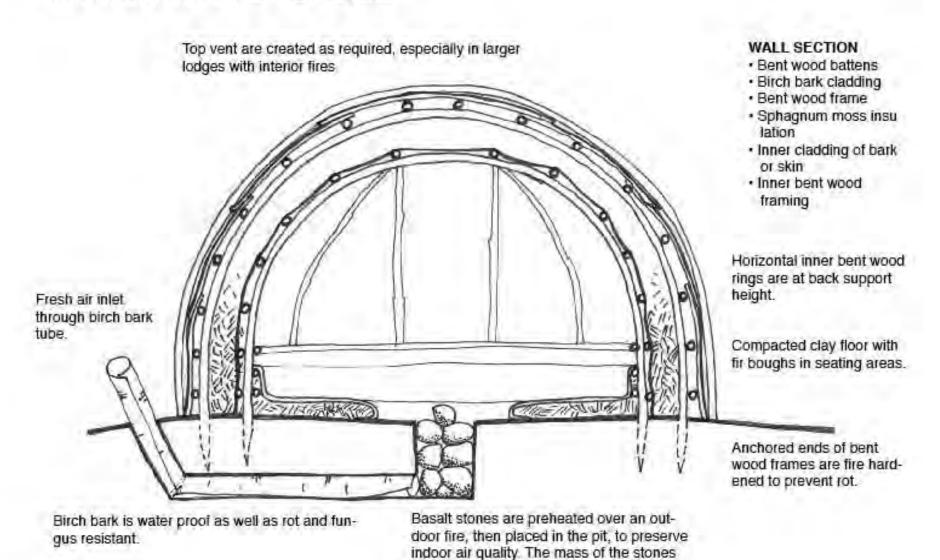
TWO-EYED SEEING





THE GREAT TIMBER RAFT FROM JOGGINS, NOVA SCOTIA.

MI'KMAQ WINTER LODGE



and surrounding earth retain heat.





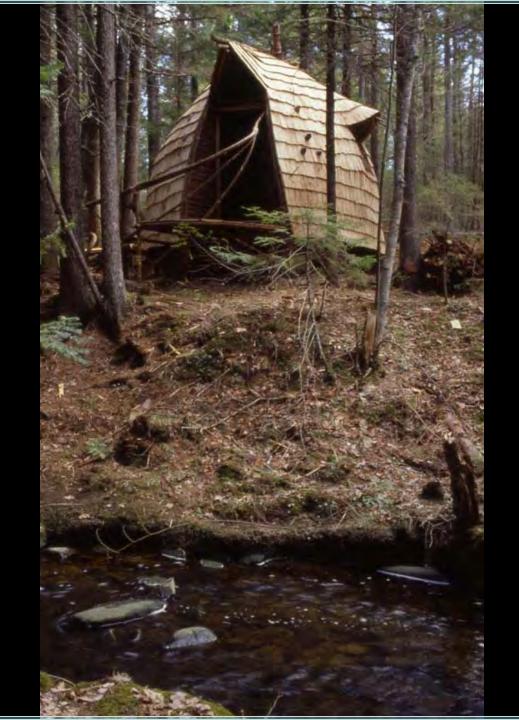






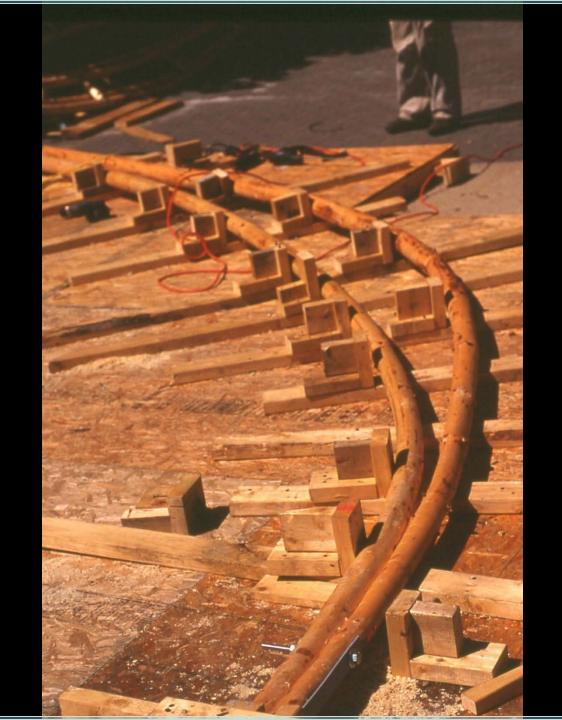




















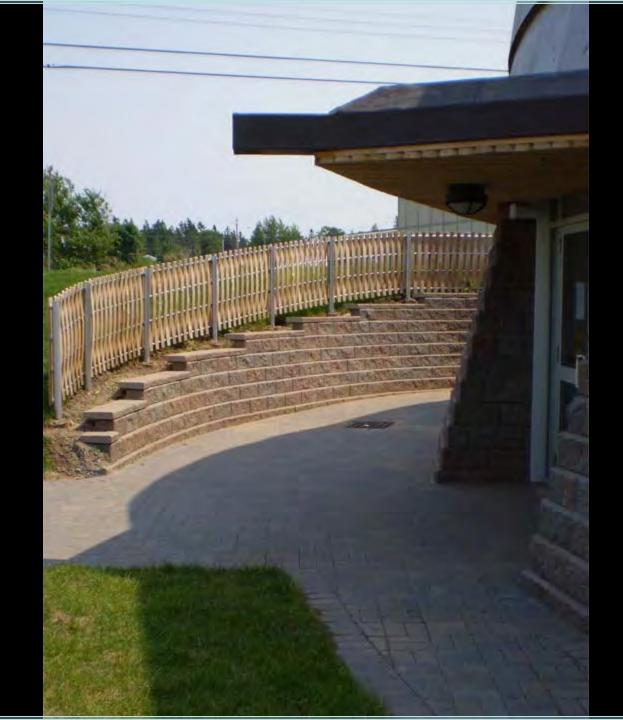


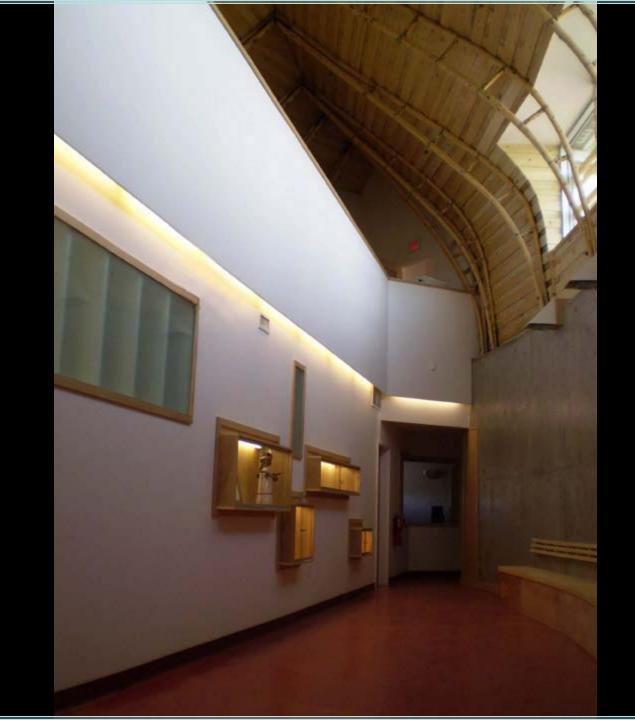




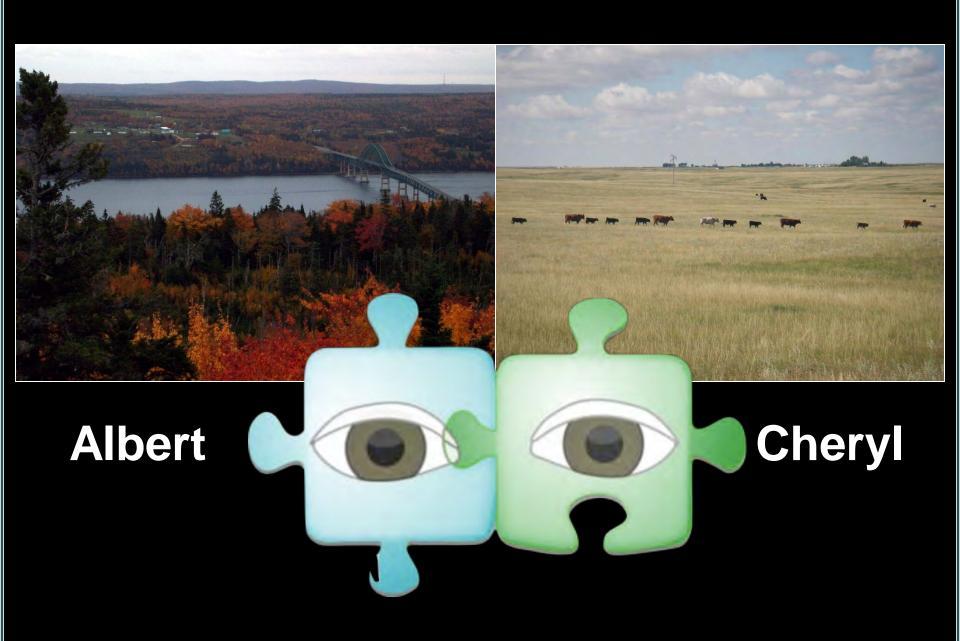


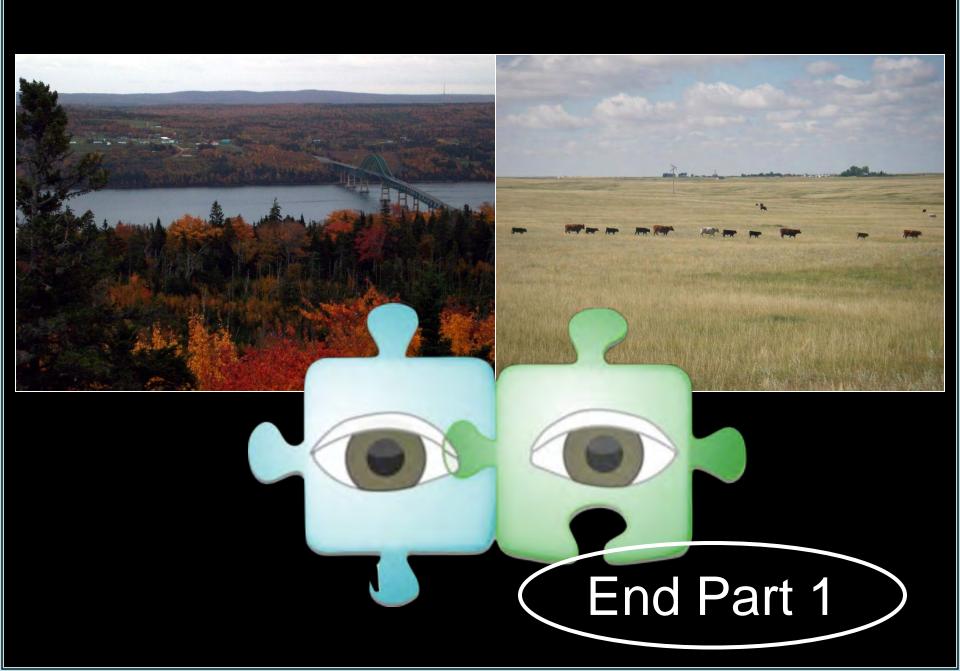
















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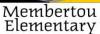




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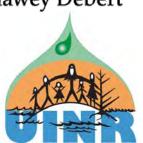
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