An indigenous psychologies teaching and research hub

ENABLING OUR RESOURCES, STRENGTHS AND HISTORIES

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Outline

1. Setting the scene
2. Not more but better/smarter
3. An idea – A Hub for Indigenous Teaching and Learning
Setting the scene

- On staff at UOW
- Unique 25% enrolment of Maori
- 6FTE Maori staff

- Students aspire to make a difference to their communities
- Some have post-graduate professional development goals, most will leave at the end of their Bachelor degree
New Zealand training options

- Traditional oncampus programme
- Correspondence – with ‘block courses’
- Technical Institute programmes (more inclass time)
- Oncampus/Video conferencing/Online mix
- Totally online

- No distance options for post-graduate training (except ABA programme)
Distant institutions

- 95% of the Maori population is urban
- While the urban population is ‘close’ to training institutions, they are often out of reach and out of touch
- Most institutions are within a maximum 8 hour drive from rural / provincial areas.
- Many students chose to train in institutions beyond their communities (safety, community, cost of living)

...once on campus other challenges kick in
Foreign territories

- Most live away from their tribal homelands, an outcome of urbanisation
- They must tread respectfully
- Still remain connected to community

- On campus life and institutional engagement often bewildering, foreign and isolating
Strange curriculum

- Our psychology curriculum is not easy to navigate
- Conceived in a foreign land, most academics assume universal applicability
- Confuses and disorients students
- Double translations – US/AU/Community
- Dangerous assumptions / biases
  - Frustrating trivia
- A need for real world stuff
- A need for relevance
Cost of Education

• University level education is hugely expensive

• At the post graduate level, all but the privileged have mounting student debt

• Post graduate papers are hugely more expensive than undergraduate papers

• Add the cost of living, staying in touch with family, textbooks, socializing, resource fees ....
Our challenge...

THERE ARE NOT ENOUGH OF US!
Not more but better/smarter

- We could stay with the present models and take psychology / indigenous psychologies to every institution in the land ...

  ...but this is time consuming and resource intensive.

- We need to conserve resources by thinking outside the box.
An entirely possible idea...

Hub for indigenous research and teaching

- Distributed ownership
- Good use of resources
- Research
- Teaching
- Networked
Old technologies for multi-technologies

- Distant education technologies readily available
  - Skype / Scopia
  - Video conferencing
  - Phone conferencing
  - MOODLE
  - Email
  - Telephone
Affirmation of community and culture

Communities have lost members for generations to ‘education’.

Let’s leave valuable human capital in place and stop depleting communities of their futures.
It takes a long time to train an academic

Tenured positions are rare and highly competed for

Let’s not ask existing staff to do more, let’s ask them to do less.
Networked national and international knowledge

Internationally, the number of indigenous academics has increased and the development of indigenous psychologies advanced.

Let’s tap into this growing resource and knowledge base.

Let’s make it easier to play together.
Advancing research agendas

• Alone indigenous researchers, the world over, are at risk of reinventing the wheel.

• Networked researchers can
  o Situate research in an international indigenous context
  o Stay appraised of ‘up-to-the-moment’ research progress
  o Collaborate, share, learn, assist and benefit
Advancing community aspirations

- Students remain in community
- Situated to make a difference
- Supported by community
- Harnessed by community
- Indigenous academics feed directly into the heart of community
Advancing networked professionals

- Exposing students to a world of networked indigenous activity, deepens and widens their professional networks and increases possibilities for...
  - Employment, self-employment
  - Creative interventions
  - Learning exchanges
  - Critical feedback
  - Further education
2015 Small steps

- One special topic / graduate level
- One semester – 12 lectures 2hrs
- 3 NZ universities
- A common curriculum
- Same, similar or different assessment
- Same, similar or different offline experience
- Same communal online experience

- Weekly catch up across institutions
Possibilities...

Summer schools, student staff exchange, community partnerships, resource production, curriculum development, research advancement

- Hub for indigenous research and teaching
- Networked
- Distributed ownership
- Good use of resources
- Research
- Teaching
Let’s keep chipping away at the big long-term projects...

AND change what’s in our power to change NOW.

This is an invitation...