

# ASCILITE 2024

## Navigating the Terrain:

*Emerging Frontiers in Learning Spaces, Pedagogies, and Technologies*

### **Envirocare: A nation-wide digital learning space to integrate Indigenous Ways of Knowing, Being and Doing into Curricula**

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In Higher Education, and across Australia, there is a persistent disparity in the understanding of Indigenous knowledges and histories (Bodkin-Andrews et al., 2022; Page et al., 2020). Therefore, as part of their indigenous strategy Universities Australia calls upon universities to commit to ensuring all students encounter and engage with Aboriginal and Torres Strait Islander content (Universities Australia, 2017). The challenge for educators and universities is navigating how to implement this within the curriculum for multifaceted reasons, including the variance between Eurocentric curricula and Indigenous ways of knowing (Cooper et al., 2024). Approaches that bringing the voice of First Nations Australians into university learning, to allow Indigenous peoples to represent themselves in this process, are vital. However, to date there are limited models of how to do this while balancing the cultural load and workload for First Nations peoples (Bodkin-Andrews et al., 2022). As one method, Envirocare has been developed as a digital learning space aimed for bringing into Australian university curricula Indigenous cultural intelligence.

The project aimed to create equitable, open-access Technology Enhanced Learning that supports culturally appropriate content delivery and assessment methods nationwide. The concept emerged from collaborative efforts involving Deakin University and the Australian Council of Environmental Deans and Directors. This was guided entirely by collaborative partnerships with First Nations rangers and educators through interviews to bring authentic and relevant voices to learners (Dahl et al., 2004; Keddie, 2012). Thus, Envirocare represents a milestone in open education practice with digital learning spaces. The project underscores the importance of collaborative, culturally informed approaches in educational innovation, aiming to enhance student learning experiences and promote broader community engagement.

Envirocare can be accessed by web address at any time, and from any device with internet connection. As learners enter Envirocare, they are immersed in the content and challenged to examine their own positions, fostering their cultural intelligence, including what they think about First Nations ways of knowing, doing and being and whether they have thought about how they think about science before. Through reflection, and engaging in deep listening, they identify what might be feasible for future actions and choose a way forward. The resultant digital learning space enables educators to incorporate learnings into university curricula, with modular content that is adaptable for various educational levels.

This presentation will reflect on the project's evolution, the significance of building trust with 9 different people from different communities and the value of inclusive content creation processes. Through sharing methodologies and outcomes, this Pecha Kucha presentation encourages similar initiatives, advocating for respectful integration of Indigenous knowledge into educational frameworks. The presentation will showcase the project journey to emphasise this emerging digital learning space and how it might influence the sociocultural norms of higher education.

*Keywords:* Technology Enhanced Learning, Learning Spaces, Cultural Intelligence

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