Abstract

This Masters thesis is a case study of a remote indigenous community off the north coast of British Columbia in a place called Harley Bay. It focuses on the Gitga’at community school, called Hartley Bay School, and the intertwining of "Place-Based" learning environments with Technological learning environments. This study uses a mixed-methods approach and relies most heavily on both survey (PLACES and WEBLEI) and interview tools but also implemented a myriad of other triangulation tools. The curriculum implemented was based on the BC Curriculum guides and utilized a cross-curricular approach. Hartley Bay School is a remote village school which has about 30 students. This study focused on a class of 7 students from grades 6-8. Students participated in the Lu lax kyook Ecological Monitoring Project which combined Science, Math, Socials, English, and Media Visual Arts curriculums. Lu lax kyook is an estuary about 5 minutes away from Hartley Bay on boat.

Keywords: Learning Environments; Place-Based; Technology; Indigenous; Cross Curricular; BC North Coast