FACULTY OF EDUCATION

ORAL EXAMINATION

SARAH GOODWIN

FOR THE DEGREE OF

DOCTOR OF EDUCATION

EdD

Tuesday, March 15, 2011
SFU Vancouver (Harbour Center)
Room 2200 at 1:00PM

EXAMINING COMMITTEE

Chair: Dr. Fred Renihan

Senior Supervisor: Dr. Milton McClaren
Member: Dr. Michael Ling
Member: Dr. Robin Brayne
Internal/External: Dr. Geoff Madoc-Jones
External Examiner: Dr. Lorna Williams
Faculty of Education
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CREATING SPACE FOR INDIGENOUS KNOWLEDGES: CONSIDERATIONS FOR ABORIGINAL CULTURAL TOURISM EDUCATION

ABSTRACT

In post-secondary environments within Canada and around the world, institutional shifts are changing the landscape to create space for indigenous knowledges. The changes are reflected not only in the physical environment, but are also seen in the intellectual landscape with the creation of new faculties, programs, and courses providing for indigenous research and discourse resulting in more comprehensive ways of knowing and understanding the world.

This qualitative research study unfolds the story of the Aboriginal Youth Ambassador Cultural Interpreter training program in preparation for the opening of the Squamish Lil’wat Cultural Centre in Whistler, British Columbia. It focuses on instructional design and learning processes by weaving materials developed throughout the process with the perspectives of instructors, program managers, post-secondary administrators, and funders. Structured using the instructional systems design framework known best by the acronym ADDIE, each chapter contains a series of observations and recommendations designed to positively affect all aspects of indigenous cultural tourism education.

The study suggest that: increased indigenous control of training and education funding, a provincially mandated requirement that post-secondary institutions demonstrate organizational readiness to serve indigenous communities, articulation of indigenous tourism programs and courses, and clear evaluative reporting indicators, significant changes can be made. These changes have the potential to enhance individual experiences, support community-based development, improve institutional effectiveness and promote innovative industry practices.

The study concludes that creating spaces for indigenous knowledges will result in stronger, healthier academic environments that empower the students, faculty, and administrators; positively contributing to academia, local communities and strengthening the fabric of Canadian society.

Academic Record

2002 M.Ed., Simon Fraser University

Professional Experience

2008 – Present Training and Program Development Manager, Squamish Lil’wat Cultural Centre, Whistler, B.C.
2002 – 2008 Faculty/Program Convenor, Capilano University, Squamish, B.C.