

I WOULD LIKE TO ACKNOWLEDGE THE TRADITIONAL CARETAKERS OF THIS LAND

INDIGENOUS METHODOLOGIES & MODIFIED GROUNDED THEORY METHOD

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DISCUSSION POINTS

- **Brief Introduction of the Study in Question**
 - “Toward an IK-Friendly Pedagogy in Mainstream Classrooms: A single site pilot study of non Indigenous faculty perspectives on integrating Indigenous Knowledges into their course instruction”
- **Indigenous Methodologies (IM)**
 - A brief overview of the main characteristics of Indigenous methodologies
 - A discussion of how different individuals have applied different methods within an Indigenous methodological framework
- **Method and IM: Modified Grounded Theory Method (MGTM) a ‘Helpful Neighbor’**
 - Grounded Theory and Modified Grounded Theory Method – some thoughts
 - Why modified Grounded theory method? What aspects of grounded theory method work to uphold Indigenous methodological approach
- **Considerations and Complexities**
 - Berries and/or the Bush? Reflections on Coding.



INDIGENOUS KNOWLEDGES IN ONE POST-SECONDARY SITE USING INDIGENOUS METHODOLOGY (MT) AND MODIFIED GROUNDED THEORY METHOD (MGTM)

- **Pilot Study Title:** "Toward an IK-Friendly Pedagogy in Mainstream Classrooms: A single site pilot study of non-Indigenous faculty perspectives on integrating Indigenous Knowledges into their course instruction"
- **Pilot Study Abstract:** Using an Indigenous methodological research design in conjunction with a modified grounded theory method this study offers insight into the challenges and motivations of integrating Indigenous Knowledges into general course instruction in one post-secondary site. The participants were non-Indigenous faculty members in a College of Education in Saskatchewan, Canada. Eleven participants were involved in the study. The research showed participant understanding of Indigenous Knowledges as a way of understanding the world that, more often than not, contrasted with western formal post-secondary environments requiring examination of one's own instructional readiness, evaluation of course content and delivery, and consideration of course assignments. Findings of the study showed that the ability to integrate Indigenous Knowledges into classroom instruction was dependent upon several relational influences as the institution, collegial support, student dynamic and connection with the Indigenous community.
- **The full Research Report can be accessed at this website:**
<http://www.usask.ca/education/aboriginal/index.php>



INDIGENOUS METHODOLOGIES (IM) A BRIEF HIGHLIGHT OF UNIQUE CHARACTERISTICS

- Foremost, Indigenous Methodologies (IM) is flows from and is guided by an **Indigenous Knowledge Paradigm**. IM is holistic and about the whole research process not solely data analysis.
- "When using the paradigmatic approach in relation to Indigenous methodologies, this means that this particular research approach flows from an **Indigenous belief system** that has at its core a relational understanding and accountability to the world (Steinhauer, 2001; Wilson, 2001)" (Kovach, 2010, p. 42)
 - Indigenous Epistemology (Ermine, 1995) guides Indigenous Methodologies
 - Oral nature of knowledge transmission through story (Hart, 2002)
 - Relational ethic and sensibility (Deloria, 2004; Ermine, 1995; Wilson, 2008)
 - Respect, Reciprocity and collectivity (Deloria, 2004)
 - Language, Place-based, and contextual aspects (Battiste & McConaghy)
 - Subjectivity valued
 - Shared paradigm that can be understood as Indigenous Knowledges (Littlebear, 2000)



INDIGENOUS METHODOLOGIES (IM)
CHARACTERISTICS OF RESEARCH CONDUCTED WITH IM APPROACH

- Indigenous theory that include **decolonizing** perspective (Smith, 2005)
- Clear statement of personal and professional **purpose** of research (Kovach, 2009)
- Self and relational **preparations** (includes self-locating and locating self within research community) (Absolon & Willett, 2005)
- Statement of **ethics** that includes standard research ethics and ethics that concern Protocols and Guardianship of Knowledge CHIR, 2007; Schnarch, 2004)
- Methods of data gathering congruent with Indigenous epistemology such as conversational method (Kovach, 2010), sharing-research circles, and **methods with honor story**.
- Methods of making meaning or analysis that is a “good neighbor” for IM (such as modified Grounded Theory method) and **Interpretation that reflects Indigenous sensibilities**
- **Congruency** between epistemology, theory, methods, and interpretation.



INDIGENOUS METHODOLOGIES
WHO CAN CONDUCT IM?

- Decolonizing sensibility when using IM
 - Having indigenous people involved in research team is important
- Critical Consideration for either Indigenous or non-Indigenous Researcher wishing to use IM in a North American context for example:
 - Must have a practical and scholarly knowledge of Indigenous knowledges or a desire to learn.
 - Does the individual know of Vine Deloria Jr.'s writings? If not, that may be a red flag.



INDIGENOUS METHODOLOGIES EXAMPLES FROM THE FIELD

- Examples of how different individuals have applied different methods within an Indigenous Knowledges/Methodological framework. All indicate that they have attempted to centre Indigenous Knowledge
 - **Michael Hart**, PhD conducted research using both Aboriginal and Western approaches (Aboriginal philosophical orientation, sharing circles, and ethnographical methods in design) (Hart, 1997)
 - **Lynn Lavallee**, PhD conducted research using Indigenous research framework with Indigenous knowledges, sharing circle method and arts and grounded theory to assist with analysis (Lavallee, 2009)
 - **Judy Thompson**, PhD conducted doctoral research with an overarching Indigenous methodology (which she specified as Tahltan methodology) using tools borrowed from community action based research. (Thompson, 2008)
 - **Margaret Kovach**, PhD conducted doctoral research using Indigenous methodologies incorporated thematic analysis.
- The key point is that they have centred Indigenous knowledges



SOME THOUGHTS ON MODIFIED GROUNDED THEORY METHOD (MGTM)

Grounded Theory (GT) and Modified Grounded Theory Method (Very briefly)

- **First Wave:** Classic Grounded Theory launched by Glaser and Strauss in 1967
 - Generating theory from research, the **emergence of theory** from analyzing data
 - **Objectivist in tendency:** "As theory was to be "discovered from data," the main point here was to avoid "preconceived" ideas (Dey, 1995, p.3).
 - **Coding** is a method used to seek out ideas from the data and to establish relationships between from ideas/themes emerging from the data
- **Second Wave:** Straus and Corbin – GT Coding Revisited (Strauss, & Corbin, 1990).
 - Identified a coding paradigm that stressed an integrative approach as above 'streamlined' a second level of coding or **axial coding**
 - "axial coding" was a process of coding that puts data back together are initial open coding by looking specifically at the following categories: conditions, context, action/interactional strategies, and consequences (Strauss & Corbin, 1990)
 - **Integrative process and inductive**



SOME THOUGHTS ON MODIFIED GROUNDED THEORY METHOD (MGTM)

Grounded Theory (GT) and Modified Grounded Theory Method (Very briefly)

- **Third Wave:** Kathy Charmaz (2005) Grounded Theory in the 21st Century
 - Charmaz stated:
 - “Essentially, grounded theory methods are a set of **flexible analytic guidelines** that enable researchers to focus their data collection and to build inductive middle-range theories through successive levels of data analysis and conceptual development (2005, p. 507).
 - Charmaz **tackled epistemology** (or lack of) in GT indicating that a constructivist ground theory approach “emphasizes the studied phenomenon rather than the methods of studying it (2005, p. 509)
 - Introduced **Constructivist GT** that countered the positivism of classic GT put forward by Glaser and Strauss.



INDIGENOUS METHODOLOGIES UTILIZES DATA ANALYSIS TECHNIQUES IN MODIFIED GROUNDED THEORY METHOD

- Charmaz has welcomed epistemological based methodologies to utilize the “flexible analytical guidelines” found in GT (2005, p. 507)
- Why would an Indigenous Research Methodology invite a modified grounded theory method?
 - Allows for an Indigenous epistemology to guide research
 - Allows for Indigenous theory to guide interpretations
 - Analytical technique that honor oral knowledge through participant stories
 - Allows for integrationist and inductive approach
 - Offers techniques (as coding and memos) that can serve a holistic sensibility
 - Supports the importance of researcher’s knowledge of subject area
 - Allows for an analysis pragmatic and has potential to develop theory as well as offer practical recommendation
 - Allows for an interpretation of findings that are consistent with Indigenous sensibilities



TENSIONS AND LINGERING QUESTIONS

- **Beware Method becoming the Master!**
 - First off, the research design is NOT Indigenous Grounded Theory it is Indigenous Methodologies
 - At most, it is a mixed qualitative approach of Indigenous methodologies and grounded theory
 - Modified Grounded Theory Method as “flexible analytical tool” that can be used as a data analysis tool in an Indigenous Methodological research design, BUT Indigenous Methodologies is more more than data organization/analysis (that is the whole point of IM)
- **The Coding Process**, central to GT, can be problematic. This is where we pick each berry from the bush to understand their unique gifts.
 - For GT method to work within a IM framework, there must be attention to maintaining a holistic conceptualization of the stories shared in the research. Always the berries and the bush.



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