

Indigenous Knowledges and Open Education Edited Volume (Open Access)

Call for Chapter Proposals

DESCRIPTION

The open education movement has provided a substantial improvement to the learning and research needs of students, faculty, and community members. This has been done through various barrier free methods of publishing, and mitigates any financial strains that can occur. However, within the open access movement there needs to be careful consideration for Indigenous Knowledges, which are deeply rooted in community defined ethics and protocols, that do not fit into ordinary academic contexts. Many conversations around open education (OE) focus on a Eurocentric framework of copyright and intellectual property rights that are sometimes in tension with Indigenous knowledge systems, and the goal of this volume is to centre Indigenous ways of knowing, culture, experiences, and worldviews within the work of open education pedagogy and advocacy work. The publication target date is summer 2023.

CALL FOR CHAPTER PROPOSALS

The following provides detailed steps for submitting a chapter proposal to this open access edited volume. We encourage chapters (of 4000 to 6000 words, excluding references) that are authored with diverse representation and scholarship (including student authors where possible), that reflect one of the following types of contributions:

- Essay (theoretical or conceptual paper grounded in the literature)
- Research paper (based on systematic exploration of a research question)
- Case Study (critical, evidence-based, and theoretically grounded reflections on the intersections of Indigenous knowledges and open education)

IMPORTANT DATES

- January 15, 2022 (call for chapter proposals)
- March 15, 2022 (chapters proposals due)
- April 15, 2022 (chapter authors notified, commence writing)
- October 31, 2022 (chapter authors present their drafts for input)
- December 15, 2022 (chapter authors receive peer feedback on chapter)
- January 31, 2023 (final chapters due)
- February/March 2023 (editing, external review)
- April 2023 (target completion date and submission to publisher)

CHAPTER PROPOSAL REQUIREMENTS

We ask that the chapter proposals be submitted by email to donna.langille@ubc.ca, including the following elements **by March 15, 2022**:

Working Title:**Abstract:** Max 200 words**Type of Contribution:** (research, theoretical/exploratory essay, case study)**Keywords:** 3–6 keywords**Contributor information:**

Required information for each contributor, in the correct authorship order and as you would like to see in print:

- **Full name**
- **Institution name** (in full, no abbreviations)
- **Primary e-mail address**
- **Contributor bio** (Max 100 words)

ABOUT THE EDITORS

The editorial team were all were involved in organizing or facilitating the Indigenous Knowledges and Open Education Symposium hosted by UBC Okanagan in November 2021.

Kayla Lar-Son is Metis and Ukrainian and originally from Treaty Six Territory, Tofield Alberta. She is the Indigenous programs and services librarian for the Xwi7xwa library at UBC, and program manager librarian for Indigitization.

Donna Langille is a settler scholar, and Community Engagement and Open Education Librarian at the University of British Columbia Okanagan campus.

Tashia Kootenayoo is the current President of the University of British Columbia Students' Union Okanagan. From the Alexis Nakota Sioux Nation, she is completing a BA, majoring in English.

Naim Cardinal, is nehiyaw from Tallcree First Nation in Treaty 8 Territory in Alberta, and is an Educational Facilitator with UBC Okanagan's Indigenous Programs and Services team.

Brad Wuetherick is a Métis scholar of higher education teaching and learning, and Associate Provost, Academic Programs, Teaching and Learning at UBC Okanagan.