

RECENT PRESENTATIONS/PAPERS

- **Webinars: A Return to the Earth**
- **matwân cî Poetry Book**
- Everything You Wanted to Know about Indigenous People but Were Afraid to Ask. Presented to Quakers in Indiana.
- Plenary Speaker for Quaker Retreat in Bozeman, MT.
- Literacy Workshop to Blackfeet Community College.
- Iskowtew Kahmahch Opikik: 6 week summer sessions at Stone Child College.
- Historical Trauma of Indigenous Peoples. Workshop to Blackfeet Community College faculty.
- Wrote 5 Accreditation Reports for Majors in Early Childhood, Elementary Education and Secondary Science. All were approved.
- Literacy mentoring and teaching graduate courses in Literacy to high school teachers on Turtle Mountain Reservation.
- Intercultural Communication. 2 day workshop to members of Unitarian Church in St. Paul, MN.
- 2-Day Workshop on Literacy to Rocky Boy Schools, Box Elder, MT.

INDIGENOUS STUDIES

As Department Chair of Indigenous Studies at Augsburg University in Minneapolis, I designed and developed an interdisciplinary major in Indigenous Studies that allowed for a cross-section of multiple perspectives: anthropological, psychological, religious, and philosophical.

I also incorporated film, music, and art into the courses I taught to create an encompassing experience that invited the students to undertake an inward journey as part of their healing from the colonial culture that dominates the United States today.

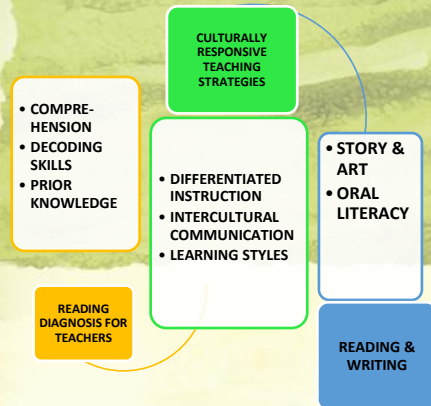


Nia To Go There, Ph.D.

"...within the Indigenous world the act of coming to know something involves a personal transformation."

(Blackfoot Physics, F. David Peat)

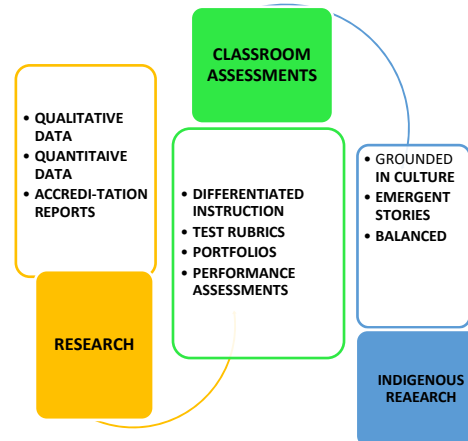
My Ph.D. is in **LITERACY**—the pivotal cornerstone in Education—encompassing reading, writing, thinking, listening, speaking, viewing and visualizing.



I am most critical of canned lessons and textbooks. Instead, highly interactive lessons based on quality literature and content-rich lessons are most effective, creating a lasting impact on students.

EDUCATIONAL RESEARCH

Qualitative research methodologies are my preferred forms of assessment. They are highly contextual and culturally grounded. On the other hand, quantitative research methodologies are significant for institutional data.



Equally important is Formative Assessment where Teachers learn what strategies are most effective for student-learning.

ISKOWTEW KAHMAHCH OPIKIK : Fire that is beginning to stand."

For Native People, the profound unresolved effects of trauma are manifested in physical illness, psychological displacement, and sociocultural loss of identity. Healing from this traumatic past is the foundation of the 9 semester credit curriculum I designed and developed entitled, Biskanewin Ishkode in Ojibway; Iskowtew Kahmahch Opikik in Cree.

