

DRAFT

**Keeper of My Home
e-Learning Instructional Design Plan**

Prepared by
First Nation Housing Partnerships
Canadian Mortgage and Housing Corporation

Table of Contents

Introduction.....	3
Background	3
Learning Objectives	4
Course Content	5
Instructional Approach	5
Course Duration	7
Course Structure	8
Evaluation Strategy	11
Technical Requirements	11
Appendix A – State of Aboriginal Learning in Canada-final report,_ccl,_2009.....	12
Appendix B – KMH Conceptual Framework	13
Appendix C – Truth and Reconciliation Ties to Calls to Action.....	14

Introduction

This instructional design plan provides a brief description of the proposed approach to the design and structure of the new Keeper of My Home (KMH) online program. The document is intended to serve as a blueprint for all parties — stakeholders, such as CMHC, the steering committee and the development resources engaged — in their collaboration on this project, by documenting and agreeing upon the; course description, target audience, learning objectives, course content, instructional approach, module structure, duration, sequence and technical requirements.

Background

Starting in 2007, CMHC lead the development of *My Home is My Tipi*, a housing resource kit for Saskatchewan First Nations Schools launched in 2012. The project received funding from CMHC and INAC.

Built on the philosophy that youth can be champions for change, the kit was designed to teach children and young people how to care for a home and make it a safe and healthy place to live.

Since its launch, there has been national interest in this project from INAC and from regional organizations such as the Atlantic Policy Congress and the Assembly of First Nations of Quebec and Labrador.

In August 2016, CMHC initiated a 3-year project to evaluate and renew the curriculum for national use. The updated curriculum has built on the success of *My Home is My Tipi*, and serves as the source material for a new national offering: *Keeper of My Home (KMH)*. This curriculum was developed by Marnie Ross in collaboration with a National Steering committee comprised of First Nation housing and education subject matter experts from across Canada.

This is a digital educational resource created by Indigenous peoples, for Indigenous peoples that works toward improving economic and social conditions of Indigenous peoples in the areas of education and housing.

With the curriculum renewal complete, it will serve as the source materials for the next phase of development, the e-Learning.

Target Audience

The target audience for the KMH e-Learning program is comprised of First Nations K-12 students attending on reserve schools. The curriculum renewal of My Home is My Tipi (source material for KMH) has aligned learning content to curriculums for each province and territory in Canada. Should there be provincial or territorial interest in adopting the program, KMH will be readily available with curriculum alignments in place.

The range of age, and therefore appropriate learning styles and content delivery, vary significantly. The alignment of source materials to national curriculums will ensure KMH will engage all students with the appropriate tone and presentation style for the level of educational development necessary. The program will be designed to deliver at grade level content through a gated user self-identification (log-in).

Equally significant is the need to address appropriate indigenous learning styles. KMH will apply the Holistic Lifelong Learning model as defined by the Canadian Council on Learning (CCL, 2009) to the design of content. Instructional material will be delivered via narratives (stories) created by past winners of the Historical Canada's Indigenous Arts and Stories competition. Three young authors have created short stories that will serve as the basis for the e-Learning providing significant opportunity to create authentic learning experiences. A combination of experiential interactivity and culturally neutral graphic elements created by

Indigenous Graphic Artist Jay Odjick, will further enhance the user experience and support communal learning. (Appendix A – State of Aboriginal Learning in Canada-final report,_ccl,_2009).

Learning Objectives

The renewal of content will redefine all lessons for all grade levels under four key themes tailoring the specific learning objectives to grade level and curriculum ties. (Appendix B – KMH Conceptual Framework)

Primary Themes

- Traditional Teaching of the Community
- First Nation Housing
- Home Maintenance
- Home Safety

Grade Level objectives

GRADE	TRADITIONAL TEACHING	FIRST NATION HOUSING	HOME MAINTENANCE	HOME SAFETY
K	I love my home	I know my home	I can help at home	Being safe at home
1	Exploring My Community's Traditional Teaching of Respect for My Home	Exploring buildings and houses in my community	My responsibilities at home	Safety at home: rules and how rules relate to safety
2	Taking Pride in my home	Past and present First Nation homes of my community	Exploring mold: differentiating between good and bad mold	Feeling safe at home
3	The importance of water	I am the Keeper of my home	I can do it myself	Building my knowledge about fire safety
4	Home Responsibility: pride of First Nation history and see how their history connects to the present	My Community meets shelter needs for my community	Demonstrating responsibility for my home and my community	Understanding mold and how it affects my health
5	Home Responsibility: the community's traditional teaching on home responsibilities and the traditional responsibilities for taking care of their homes.	My ideal home	Creating a home maintenance plan with my family	I know how mold can affect my environment
6	My Community's History and Knowledge of housing is a part of my world view and identity	Deconstructing the myth of stereotypical housing on First Nation communities	My community has housing policies, rules and regulations about housing maintenance	Identifying and using house cleaning chemicals safety

7	Elders or traditional knowledge keepers share their stories about pre-contact homes in their local community.	First Nation Pre-Contact Homes	First Nation Home Maintenance in the Pre-Contact Era	Environmentally friendly building materials used to build pre-contact First Nation homes
8	Elders or traditional knowledge keepers share their stories about how the community came to live on reserves	Identifying Contemporary Housing Issues in First Nation Communities	Being an Active Community Member on First Nation Community Issues Regarding Housing/Buildings	Safety Issues in Contemporary First Nation Homes
9	Perspectives from Elders or traditional knowledge keepers on the differences between today's housing issues and First Nation traditional homes of the past.	<i>Indian Act</i> : Housing in First Nation Communities	Health Concerns due to Inadequate Housing Conditions	Careers in Housing in First Nation Communities
10	My Community's Traditional Teachings about Home Maintenance	Natural and Unintentional Damages to Homes	Interior and Exterior Home Maintenance Checks	Fire Safety
11	How My Community Shows How We Love Our Homes	Designing Homes in First Nation Communities	Housing of the Future in First Nation Communities	Community Planning in First Nation Communities
12	First Nation Housing Rights and Responsibilities	Purchasing a House On and Off Reserve: Contemporary Choices	Renting Accommodations: On and Off Reserve	Renting Accommodations: On and Off Reserve

Course Content

The content for the Keeper of My Home e-Learning program will be based on the renewed My Home is My Tipi materials, as well as subject matter expertise (SMEs) as required to develop realistic, relevant and challenging modules. The renewal of My Home is My Tipi content addressed both provincial curriculum requirements as well as answering the Truth and Reconciliation Commissions Calls to Action. (Appendix C)

The source content, the Keeper of My Home classroom curriculum as well as the Indigenous youth writers short stories will be the primary materials used in creating the e-learning program.

Instructional Approach

To meet learners' needs for an engaging and relevant learning experience, as well as addressing defined learning principles of indigenous learners, an e-learning gamification approach will be used throughout the *Keeper of My Home* program.

E-learning gamification is the application of game elements and gaming techniques to online learning content. In other words, it's the use of game mechanics to encourage learners to explore and learn as they move toward a goal.

Game mechanics influenced by many of the best practice multimedia design principles, will ensure

- desired learning outcomes,
- better information retention,
- greater motivation, and increased engagement.

Given the nature of the required learning and the varying ages of our target audiences, these mechanics will be added at a level and appropriateness to the individual activities.

The basic formula of the instructional approach is as follows:



Narrative:

“Narrative theory states that humans are primarily storytellers, thus people respond favorably to messages presented in a narrative framework”

Morgan, Cole, Struttman, & Piercy, 2002

The narrative will be the top layer that will tie the game mechanics to the learning objectives. A game narrative or story, generally includes a protagonist (relatable character), some antagonism (the challenge for the protagonist) and a plot (the sequence of events). The narrative will be in the form of storytelling, which supports the gamification model, and further respects a traditional model of indigenous teaching.

Rules

Games have rules, they set expectations and parameters. Rules let learners understand the dos and don'ts of the game. The narrative will provide clear directives and instructions when engaging the learner in the activity. The rules will be clearly communicated throughout the course and learners will never be at a loss for what is expected.

Player Control

Controlling one's game play is a critical part of gamification.. To support player control, Keeper of My Home will incorporate open navigation between activities in each grade. Learners will be able to freely choose their learning path.

Discovery

Games often incorporate an element of discovery and exploration. This works hand in hand with Player Control. The activities will include multiple models of this through *search and uncover games*. As our audience age groups include a certain population of sophisticated gamers, an added approach will be to sporadically (at least one per grade level) include “Easter Eggs”, hidden opportunities to score extra points while re-enforcing the content.

Interactivity

Interactivity does not equal a simple mouse click or text entry. It is intended to stimulate and engage both mentally and/or physically. Learners must be part of the process. Through branching “if this then that”, learners will be engaged in thoughtful decision based experiential learning.

Feedback & Reward

Feedback provides a “progress report” for learners. They will know how they’ve done, what went right and what went wrong. It also serves to acknowledge the learners’ interactions with the game.

A continuous narrative will, at decision points within activities, provide feedback and redirection. Feedback will be based on a good, better, best approach, ensuring positive re-enforcement and continued engagement for all ages.

- If a student chooses a “good” option, they are rewarded with points and the narrative provides further encouragement while challenging the learner to find an even better option.
- If a student chooses a “better” option, the points increase but again, the narrative challenges the learner to find the “best” approach.
- Accordingly, if the “best” option is chosen, maximum points are awarded and the narrative reinforces why it was the best choice.

As learners complete individual activities by reaching a specified point threshold, they are awarded a “printable prize”. The printed graphics for each of the four activities per grade form a puzzle that can then be assembled. As Keeper of My Home can be used throughout K-12, the individual grade “puzzles” can then be assembled into a final graphic. This not only provides further reward but grounds the final lesson in the traditional value that individual learning cannot be separated from its contribution to the collective well-being - learning is a communal process

Competition

The top ten high scores will be posted to a leaderboard at the beginning and end of each activity. Whether competing against one’s self, classmates or other schools, competition is a motivator. Depending on the implementation of the program, the leader board will recognize:

- Individual rankings – locally installed on a desktop
- Class rankings – installed on a school’s local network
- School rankings – installed for delivery via internet (www)

Continuous Play

Each activity will be limited to 3 tries, but each game can be played any number of times to improve scores. This will allow learners to continuously be engaged with the learning content.

Loss Aversion

Research has shown that a loss is twice as powerful as a gain. Using the good, better, best approach presents an indirect loss. Learners will want to be awarded the highest points possible per activity. After choosing a good option and being awarded less points learners’ will be further motivated to engage with the game.

Course Duration

Each grade level will be divided into 4 lessons of approximately 10-15 minutes each. This estimate is based on an average expected interactivity time for students. The overall estimate per grade is 40 – 60 minutes of

activity - totaling 13 hours of e-Learning Course Structure. The content for each grade level will be organized and presented in a similar sequence.

DRAFT

Menu (Topic)	Content	Notes
Welcome	Introduction & log in	The initial log in will create the user name and account to enable tracking of scores and progress locally and/or globally.
<p>Visual menu per grade level + leaderboard (Learner)</p> <p>Visual menu per grade level + leaderboard (Educators)</p>	<p>Each grade level will have 4 distinct icons that, combined will create one image.</p> <p>This screen will also display the leaderboard of rankings and scores.</p> <p>In addition to the 4 distinct icons available to each grade, there will be an “educator’s tab” including the curriculum documents and resources for a blended or classroom based approach.</p>	Rolling the mouse over each element of a graphic will “colour” the graphic and initiate an associated narrative defining the lesson. This “pick and choose” approach provides an open navigation to support learner interest and/or concurrent classroom themes.
Activity 1-4 - Introduction	Introduction to the activity and initial lesson (foundational narrative).	Narrated, animated story-based (elder’s voice) lesson.
Activity 1-4 - Interaction	Triggered by the narrative, the learner will interact with the activity in a challenge, quest or task.	Interactive presentation of key information through an experiential approach. Applying the lesson of the story in a game based exercise.
Activity 1-4 – Decision Time	Re-directive feedback during game play will be provided in a good, better, best style of lesson reinforcement.	Feedback will provide additional foundational instruction via elder’s narrative.
Activity 1-4 – Confirmation of learning	Thresholds based on score will be established to define successful completion of the game and at which level (good, better or best). Thresholds will consider number of attempts, correct decisions and length of game interaction to establish score. Final confirmation (passing grade) will be when a student has successfully chosen the “best” choice for each activity and are awarded the printable prize.	Tries are unlimited, final scores will reflect thresholds + one per additional attempt. A printable prize is not awarded until a student has identified the “best” option.

Menu (Topic)	Content	Notes
Welcome	Introduction & log in	The initial log in will create the user name and account to enable tracking of scores and progress locally and/or globally.
Visual menu per grade level + leaderboard (Learner) Visual menu per grade level + leaderboard (Educators)	<p>Each grade level will have 4 distinct icons that, combined will create one image.</p> <p>This screen will also display the leaderboard of rankings and scores.</p> <p>In addition to the 4 distinct icons available to each grade, there will be an “educator’s tab” including the curriculum documents and resources for a blended or classroom based approach.</p>	Rolling the mouse over each element of a graphic will “colour” the graphic and initiate an associated narrative defining the lesson. This “pick and choose” approach provides an open navigation to support learner interest and/or concurrent classroom themes.
Activity 1-4 - Introduction	Introduction to the activity and initial lesson (foundational narrative).	Narrated, animated story-based (elder’s voice) lesson.
Activity 1-4 - Interaction	Triggered by the narrative, the learner will interact with the activity in a challenge, quest or task.	Interactive presentation of key information through an experiential approach. Applying the lesson of the story in a game based exercise.
Wrapping up	Once the activity is completed, learners will see a “leaderboard” and their score/ranking.	Depending on the implementation, they will see either a historical record of their own high scores (local install), a record of their classmates (intranet) or, nation-wide high scores (internet). Learners will have the option to “try again” or choose a different activity.

Evaluation Strategy

<i>Keeper of My Home will be evaluated at all four levels of Kirkpatrick's learning evaluation model.</i>	
Level 1 (Reaction): Was the learner satisfied with the learning experience?	Learners' time, score and attempts made will be tracked to measure engagement and motivation. Additionally, observational surveys will be provided to the classroom facilitators and teachers for their analysis of the student's reaction.
Level 2 (Performance): What did the learner learn? (Extent to which learners gain knowledge and skills)	<i>Keeper of My Home</i> will be evaluated at all four levels of Kirkpatrick's learning evaluation model. Individual activities will be tracked in terms of attempts and results. This record will reflect an overall evaluation for teachers and a formative evaluation for students.
Level 3 (Behaviour): How did the learner's behavior change?	As part of the Holistic Lifelong Learning model, in which parents, family, Elders and community have a role and responsibility, the behavioural changes will be assessed via survey made available to all KMH Facilitators
Level 4 (Results): What impact did the learning have on the learners' environment?	As learners progress through the curriculum, year over year results will be compared to have a long term individual and group (by grade level) analysis of behavioural change.

Technical Requirements

To be determined and refined during the development of the prototype.

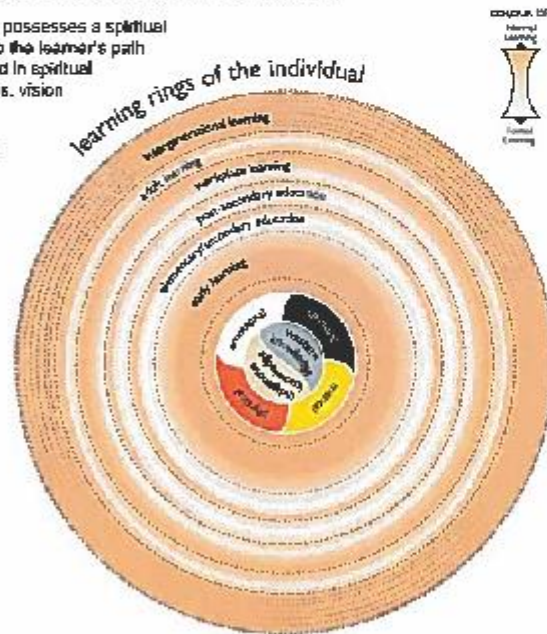
**UNDERSTANDING
ABORIGINAL LEARNING**

Aboriginal Peoples in Canada have long advocated their own values, cultural traditions and ways of knowing. Their perspective on learning reflects an enduring philosophy and way of living that integrates all knowledge and experience throughout each stage of a person's life.

Aboriginal learning is a highly social process that nurtures relationships within the family and throughout the community. These relationships serve to transmit social values and a sense of identity, and also help to ensure cultural continuity. As a result, the value of individual learning cannot be separated from its contribution to the collective well-being.

Principles of Aboriginal Learning:

- **Holistic**—The learning process engages and develops all aspects of the individual (emotional, physical, spiritual and intellectual) and the community, and stresses the interconnectedness of all life under the Creator.
- **Lifelong**—Learning begins before birth and continues through old age and involves the intergenerational transfer of knowledge.
- **Experiential**—Learning is connected to lived experience and reinforced by traditional ceremonies, meditation, storytelling, observation and imitation.
- **Rooted in Aboriginal languages and cultures**—Learning is bound to language, which conveys a community's unique values and worldview while ensuring cultural continuity.
- **Spiritually oriented**—Learning possesses a spiritual element which is fundamental to the learner's path to knowledge. This is manifested in spiritual experiences such as ceremonies, vision quests and dreams.
- **Communal activity**—Learning is a continual process in which parents, family, Elders and community have a role and responsibility.
- **Integrates Aboriginal and Western knowledge**—Learning is an adaptive process that draws from the best of traditional and contemporary knowledge.



The State of Aboriginal Learning in Canada: A Holistic Approach to Measuring Success – Canadian Council on Learning, 2009 - Note: the principles marked in red are most applicable to the learning and integration of HQT and HMI information

Julie Cohen, CMHC

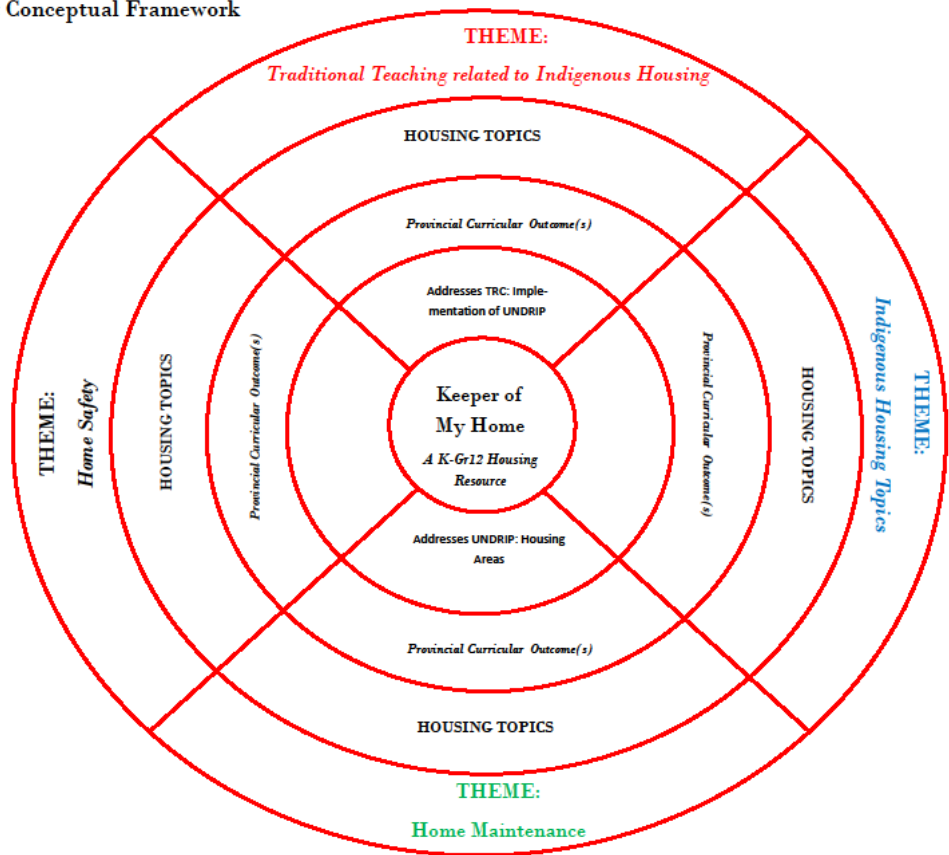
Appendix B – KMH Conceptual Framework

Keeper of My Home: *draft* Conceptual Framework

FOUR overarching themes:

- ⇒ *Traditional Teaching related to Indigenous Housing (This Quadrant is red)*
- ⇒ *Indigenous Housing Topics (This Quadrant is Blue)*
- ⇒ *Home Maintenance (This Quadrant is Green)*
- ⇒ *Home Safety (This Quadrant is Yellow)*

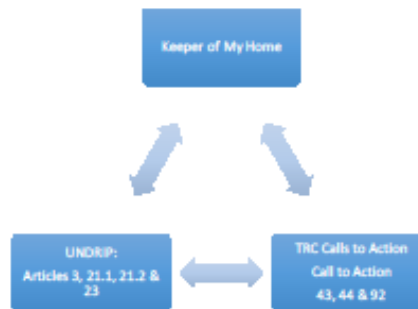
The colors reflect the seasons and KMH Logo



Appendix C – Truth and Reconciliation Ties to Calls to Action



Keeper of My Home: A K-Grade 12 First Nation Housing Educational Resource answers the **Truth and Reconciliation Commission's Calls to Action** by addressing the **United Nations Declaration on the Rights of Indigenous Peoples**.



2007 United Nations Declaration on the Rights of Indigenous Peoples

Article 3

Indigenous peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

- ✓ *Keeper of My Home* is an Indigenous created educational resource for Indigenous peoples.

Article 21

1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

- ✓ *Keeper of my Home*, an Indigenous created educational resource for Indigenous peoples, works toward the outcome of improving economic and social conditions of Indigenous peoples in the areas of education and housing

2. States shall take effective measures and, where appropriate, special measures to ensure continuing improvement of their economic and social conditions. Particular attention shall be paid to the rights and special needs of indigenous elders, women, youth, children and persons with disabilities.

- ✓ *Keeper of my Home* is supported by Canada Mortgage Housing Corporation for the educational resource development and implementation. Canada Mortgage Housing Corporation recognizes the need to be proactive and create financial and organizational conditions to support the needs of housing education that have been identified by Indigenous peoples.

Article 23

Indigenous peoples have the right to determine and develop priorities and strategies for exercising their right to development. In particular, indigenous peoples have the right to be actively involved in developing and determining health, housing and other economic and social programmes affecting them and, as far as possible, to administer such programmes through their own institutions.

- ✓ The need for an Indigenous Educational Resource on housing has been determined to be needed by Indigenous People. *Keeper of My Home*, is a proactive strategy to exercise community development through education of the youth. Indigenous peoples in Canada have been actively involved in developing the housing education resource, *Keeper of My Home*.

2015 Truth and Reconciliation Commission's Calls to Action

Reconciliation

Canadian Governments and the United Nations Declaration on the Rights of Indigenous People

43. We call upon federal, provincial, territorial, and municipal governments to fully adopt and implement the *United Nations Declaration on the Rights of Indigenous Peoples* as the framework for reconciliation.

- ✓ Canada Mortgage Housing Corporation, as a Government of Canada Crown Corporation, works toward reconciliation by addressing Article, 3, Article 21.1, Article 21.2 Article 23 in the *United Nations Declaration on the Rights of Indigenous Peoples* supporting the development and implementation of *Keeper of My Home* is an Indigenous created educational resource for Indigenous peoples.

44. We call upon the Government of Canada to develop a national action plan, strategies, and other concrete measures to achieve the goals of the