

Incorporating Indigenous Ethics and World Views in STEM Education: Experiences from Aotearoa/New Zealand

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PSB-240 and Zoom



Globally, the value of indigenous knowledge and world views are increasingly being recognised, as the limitations of 'Western' science are being realised. In Aotearoa/New Zealand, mātauranga Māori – the traditional knowledge system of indigenous Māori peoples – and associated tikanga Māori (ethics), is being incorporated into undergraduate and graduate degree programmes at the University of Otago such as Genetics, Agricultural Innovation, Statistics, Data Science and Bioethics. This is being driven by a range of factors including renaissance of Māori culture, tribally-based litigation settlements with the NZ government of historical grievances arising from colonisation, a steadily growing Māori population, more inclusive research policies aimed at reducing health and socio-economic inequities, as well as a growing Māori economic asset base – primarily in primary and tourism sectors – estimated to be \$NZ 50-70 Billion.

In this seminar I will provide an overview of the content I (co)teach in the aforementioned degree programmes, along with learning outcomes associated with individual courses and the requisite graduate competencies in their respective degree programmes. I will also provide descriptions of teaching techniques such as 'flipped classes' where students are asked to evaluate research proposals from the perspectives of indigenous communities using knowledge of tikanga Māori, along with previously published guidelines for appropriate engagement with Māori communities. Although this content has only been introduced over the past 3-4 years, we expect graduates will not only be better equipped to interact with indigenous communities, they will also have a more holistic understanding of the broader issues associated with the scientific knowledge and skills they have acquired.

Register for this webinar using the QR code or by visiting genomics.ucsc.edu/events

