



‘Āina Based Learning: New Old Wisdom at Work

**League for Innovation in the Community College
Innovations Conference**

Seattle, Washington, March 1 - 4, 2020



Welina Mai!

Nāwa'a Napoleon

Dave Evans

Lisa Kanae

Kelli Goya

Kapi'olani Community College

Kalāhū Seminar

Is an immersion-style professional development program for faculty who are interested in integrating ‘āina-base learning into their curriculum.



‘Āina Based Education is teaching and learning through the Hawaiian culture, values, and language, integrating indigenous ways of knowing.



Discovering Sense of Place

*Find resources on
your place and
reflect on your
sense of place.*



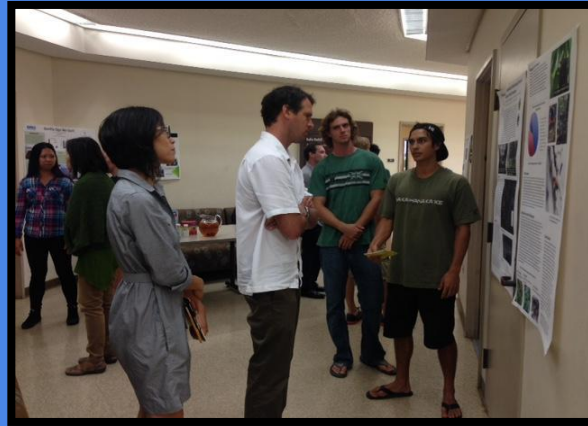
Engage with Community Partners

*Find ways your assignment
can contribute to the
community and student
learning.*



Research & Reflect

Explore assignment ideas that align with student learning outcomes.



High Impact Practices



- Hawaiian Values & Practices
- Culture-based Education
- Undergraduate Research
- Community-Based Learning
- Collaborative Assignments & Projects
- End of Course/Semester Culminating Experience = Poster Session

Integrating 'Āina Based Learning



According to Ledward, āina based education “is teaching and learning through ‘āina so our people, communities, and lands thrive. ‘Āina refers to the land, sea, and air -- all that feeds and sustains us. As Hawaiians we have a powerful kinship to the ‘āina. This familial connection continually reminds us of our kuleana to teach each other and to the planet.”

Ledward, Brandon. “‘Āina-Based Learning is New Old Wisdom at Work” published in *Hūlili: Multidisciplinary Research on Hawaiian Well-Being*, Vol. 9 (2013}

Culturally responsive curriculum where **course content is taught *through* a cultural context**; the cultural context is indigenous Native Hawaiian knowledge as it relates to wahi or place.

Establishing an 'Āina Based Learning Course Designation

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Designation Hallmarks



Faculty Driven



Core Contexts + Hallmarks = Meaningful Connections

- **Aloha ‘Āina** (Geography, Geology, Ecology)
- **‘Ōlelo Hawai‘i** (Language)
- **Mo‘olelo** (History/Literature)
- **Mo‘omeheu** (Culture/Cultural Practices/Values)
- **Wahi Noho Like o Ka Po‘e** or Community Engagement
- **I Ka Wā Ma Mua, Ka Wā Ma Hope** or Bridging Past and Present to Guide the Future
- **Ola Pono or Life Values** - Synthesizing Native Hawaiian values with success strategies.

Program Learning Outcome

Lead with the knowledge that the foundation of tourism is based on the respect of the indigenous culture with the responsibility to perpetuate the unique values, traditions, and practices of that place

Course Student Learning Outcome

Distinguish the concepts and principles of sustainability (economic, environmental and social/cultural) and appraise the best practices of destinations and tourism operations

Context

By the mid-80's, the prevailing feeling is that tourism in Hawai'i had lost it's way in regards to maintaining a Hawaiian sense of place



Context

Dr. George Kanahele and Senator Kenneth Brown challenged the leaders of Hawai'i tourism to become, "The Keepers of the Culture."



Restoring Hawaiianess to Waikīkī

Action steps defined in 1994 by Dr. George Kanahele

- Water & Landforms
- Native Plants
- Music & Hula
- Hawaiian Language
- Historical Figures
- Myths & Legends
- Waikīkī Historic Trail



Core Context

Aloha ‘Āina – Geography, Landscape

‘Ōlelo Hawai‘i – Language, Place, Names

Mo‘olelo – Legendary Stories, Historical Figures

Mo‘omeheu – Cultural Practices, Values

Hallmark

I Ka Wā Ma Mua, Ka Wā Ma Hope

Bridging Past and Present to Guide the
Future

Host 265 Scavenger Hunt

With Special Thanks to Kawehi Sellers

- Select a partner or two to work with
- Go to Waikīkī (anywhere between the Convention Center to the end of Kapi'olani Park)
- Find evidence of "Hawaiianness" as it relates to Dr. Kanahele's Goals and Specific Ideas.
- Take a picture of that evidence.
- Record your findings in this Google Slide, using the template provided. Copy and paste the template slide, then fill with your info.

Dr. Kanahele's Goal

Identify, preserve, protect and maintain legendary or kapu sites.

Dr. Kanahele's Specific Idea

83. Designate the area surrounding the "Wizard Stones" a legendary place or wahi pana. Enlarge and landscape the area. Erect appropriate signage and include in the text the healing tradition of Waikiki represented by the "Wizards" (and kawehewehe and the ancient healing heiau).

Describe in words what you found in
Waikīkī - at Waikīkī Beach - A monument of 4 wizard stones with a plaque that tells its story in English and Hawaiian.



Dr. Kanahele's Goal

Establish Waikīkī as the “surfing shrine of the World”

Dr. Kanahele's Specific Idea

Find a place where a monument of some kind can be erected to honor Hawai'i's champion surfers-and Hawai'i as the home of world surfing.

Describe in words what you found in Waikīkī

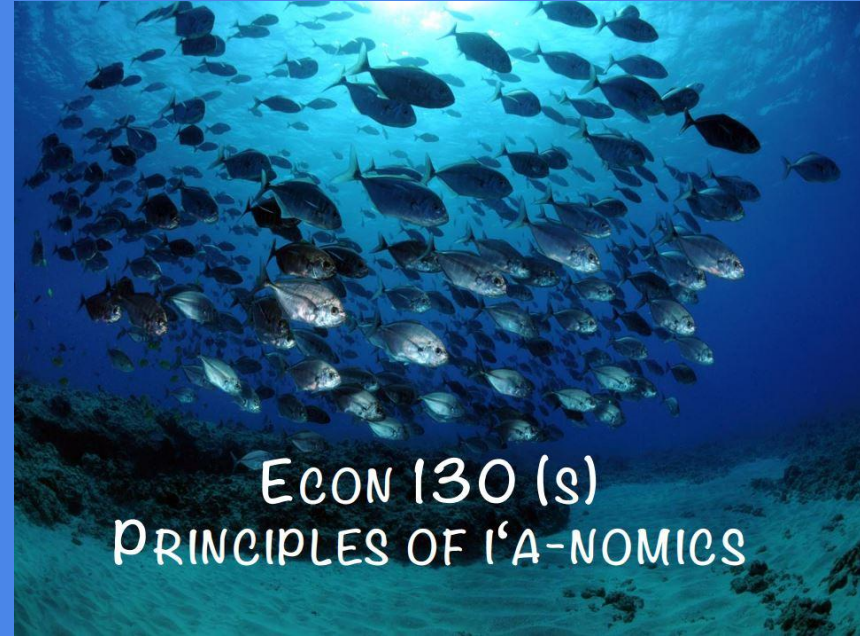
- Statue of Duke Kahanamoku
- Statue of Makua and Kila



ECON 130: I‘a-Nomics - Jaclyn Lindo, PhD

What’s the “**hook?**” market analysis & economics language that connects to student experiences & culture

- Fishing has a deep connection to native Hawaiians & Japanese
- Historical connection to the land division/management concept of **ahupua‘a**



ECON 130: I‘a-Nomics - Jaclyn Lindo, PhD

I‘a Immersion

Economics	I‘a-nomics
Resource & property rights	Paepae o He‘eia*
Demand & supply	Honolulu Fish Auction*
Technological advancement	Fishing & Observation
Market failure	Overfishing
Production costs	Boat captain speaker*
Competition	Fishery industry/data analysis
Government intervention	Quotas, size limits, closures
International trade	Import/export trends
Policymaking	Fishers’ Forum/Council Mtg*
Environmental issues	Climate/ecological change

* Indicates intended ‘āina-based (place-based) learning activity.

ESL 100:

Composition for Non-Native Speakers

Cary Torres, PhD

Nicole Otero

Yoneko Kanaoka



ESL 100:

Composition for Non-Native Speakers

- Complete course redesign away from topic of “Educational Reform in the U.S.”
- Immigrants with no sense of community
- International students to enjoy learning about Hawai`i

ESL 100:

Composition for Non-Native Speakers

- Hawaiian value of mālama ‘āina
 - Care for the place = Sustainability
 - Ocean, Food, Land, Place
 - Beach clean-up
 - Guest speaker on Ko‘olau watershed

*"This class helped me to understand that I need to learn more about Hawaiian culture and the **responsibility that I have to preserve our island's fragile environment.**"*

*Because of what I have learned in this course, **I want to go back to my country and learn more about my home***

*I think the biggest thing for me was kuleana, like responsibility. In terms of like your community because **ancient Hawaii was all about community. You couldn't be selfish, in order for everybody to succeed you had to work together.** That's definitely helped me in school and at work because you can't do everything yourself. **You need people to support you and you need to support other people in order to get goals done and succeed.***

Hana maika'i i ka 'āina

clear the soil well

planting seeds towards
'āina based learning



MA'O (Mala 'Ai 'Opio Community Food Systems Initiative) Organic Farms. Wai'anae, O'ahu

Aloha 'Āina

i.e. Geography,
Geology, Ecology,
Landscape

'Ōlelo Hawai'i

i.e. Language,
Place Names,

Mo'olelo

i.e. History,
Literature,
Legendary Stories,
Historical Figures

Mo'omeheu

i.e. Culture,
Cultural Practices,
Values

**Core Context
provides cultural
foundations from
which to work
from and teach
content through.**

**Wahi Noho Like
o Ka Po'e
Community
Engagement**

**I Ka Wā Ma Mua,
Ka Wā Ma Hope
Bridging Past
and Present to
Guide the Future**

**Ola Pono
Life Values**

HALLMARKS

The hallmarks reflect the unique characteristics of Native Hawaiian learning and best practices of āina based learning (i.e. connection with 'āina, responsibility for family and community, perpetuation of traditional values, etc.).

EXAMPLE - ENG 100 Research Project

CORE CONTEXT
provides cultural
foundations

MO'OLELO

i.e. History,
Literature, Legendary
Stories, Historical
Figures



HALLMARK
reflects unique
characteristics of Native
Hawaiian learning and
best practices.

I Ka Wā Ma Mua, I
Ka Wā Ma Hope -
Bridging Past and
Present to Guide
the Future



SLO - Use a writing process (planning, drafting, revising, editing) and apply feedback (instructor, peer, tutor, mentor) to produce college-level writing.

Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in his/her own writing without plagiarizing.

ASSIGNMENT

Broad Topic: Kapi'olani Park

Thesis Prompt: Could the history of the park address sustainable and culturally responsible use of the park today and in the future?

Leaping Off Questions:

What does the word "Kapi'olani" mean?
Why is the park named Kapi'olani?
What is the name of the area where the park was established? What was King Kalākaua's vision for Kapi'olani Park? What was it used for? Who was it built for? How is the park used today?

Reflect

1. Choose one course SLO.
2. What does the outcome mean to you? How do you currently address the outcome in your course? What does it look like when students successfully achieve this outcome?

Write your Student Learning Outcome or Assignment Objective

Choose One Core Context

- **Aloha 'Āina** (Geography, Geology, Ecology)
- **'Ōlelo Hawai'i** (Language)
- **Mo'olelo** (History/Literature)
- **Mo'omeheu** (Culture/Cultural Practices/Values)

Hallmark - Wahi Noho Like o Ka Po'e or Community Engagement - Relying on community viewed as a Hawaiian sense of place and as an environment for learning, **develop an assignment** that connects ways Native Hawaiian traditional knowledge impacts and contributes to community engagement and a community's 'āina/wahi.

Challenge & Share

Each group, choose one course SLO.

Using your hallmark, explore ideas to help students meet the course SLO.

Hō'ike!

Impact

Courses:

English 100

ESOL 94*, 92 ESOL 100*

Communications 201

Culinary Arts 120

Education 290

Japanese Language 297F, 298F

Ethnic Studies 101

Hospitality & Tourism 265

Economics 130*

Math 103, 112, 135 Math 205, 241

Botany 130*

Chemistry 161

Engineering 270

Interdisciplinary Student Success 197



*Faculty who transformed their entire course



Mahalo! Questions?