
Indigenous Knowledge Research Questionnaire

Indigenous Methodologies: Book Review A Book Review - Research is Ceremony: Indigenous Research Methods Integrating Indigenous Knowledge with Science-Based Research How Indigenous Knowledge Connects to Science Roundtable- The Americas: Indigenous Knowledge and the Book - Hidden Stories Symposium Unveiling indigenous knowledge: A book discussion on integrative health care for indigenous women Patrisia Gonzales research vlog on Indigenous Knowledges Indigenous Knowledge and Scientific Discovery|Gaugau Tavana Indigenous Knowledge Speaker Series: Steve DeRoy Making Books ("New Directions in Indigenous Book History" SoFCB Panel) Reviving, Reclaiming, \u0026 Redefining Genres ("New Directions in Indigenous Book History" SoFCB Panel) Ethics 4 the Ecozoic Series # 2 :Conservation, Indigenous Knowledge, and the Ethics of Collaboration BOOK INSIGHTS - Problematising Local Indigenous Community Research: Afro-Sensed Perspectives Learning Module: Indigenous Knowledge Gathering Tools The case to recognise Indigenous knowledge as science | Albert Wiggan | TEDxSydney Indigenous Research Methodologies: chuutsqa's Story RSCD2021: "Promoting Ethical Research in Indigenous Knowledge" Dealing with "erasure": The role of Indigenous knowledge in drawing maps of Canada Roundtable: The Americas: Indigenous Knowledge and the Book - Hidden Stories Symposium Digital Bundles: Creating Cultural Space for Indigenous Knowledge through New Technologies Indigenous knowledge systems and climate change management in Africa Making Use of Indigenous Knowledge Breakthroughs in Research and Practice Survey of access and benefit-sharing country measures accommodating the distinctive features of genetic resources for food and agriculture and associated traditional knowledge Unite or Perish The Need for Indigenous Knowledge in Environmental Impact Assessment Indigenous Knowledge of Namibia Encyclopedia of the Arctic Handbook of Research on Theoretical Perspectives on Indigenous Knowledge Systems in Developing Countries Indigenous Knowledge:An Application

Reclaiming Indigenous Knowledge Systems
Philosophical and Educational Considerations
Ethical Research Approaches to Indigenous Knowledge Education
Decolonizing Methodologies
Towards a Philosophy of Articulation
Nature Across Cultures
Techniques and Methods for Cross-cultural Participation in Agricultural Research

*Indigenous Knowledge Research
Questionnaire*

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EUGENE BLEVINS

*Indigenous knowledge systems and climate change management
in Africa* University of Toronto Press

The lack of published information (especially in Canada) on modified classification systems and thesauri for describing and organizing Aboriginal materials sparked the idea to conduct a survey study on this topic. The surveys were distributed at five Indigenous-related conferences and gatherings in Canada and the United States between fall 2009 and fall 2010, and more than 50 completed surveys were collected. Research findings included preferred changes in terminology from Library of Congress Subject Headings (which were seen to be outdated and inappropriate). These findings indicated that there was no clear consensus on a "one-size-fits-all" terminology for thesauri, particularly for the LCSH term, "Indians of North America". Rather, responses generally fell into three preferred terms: "Indigenous", "Aboriginal" and "First Nations, Inuit and Metis". This split in the results was not surprising given the diverse range

of participants who took part in the survey; however, it also suggests that preferred terminology needs to be localized based on the users of each particular library. Respondents also commented on survey questions inquiring about the use of the "Medicine Wheel" concept as a way to organize Aboriginal-related materials, as well as other possible structures that might prove more culturally relevant for organizing these materials. There was both substantial support for and strong opposition to the use of the Medicine Wheel for this purpose, for a variety of reasons. Participants indicated a preference for non-hierarchical and less linear structures than current mainstream classification systems provide. There also seemed to be support for "landscape-based" structures. Although research findings were not conclusive, two hypotheses and some valuable insights were gained from this exploratory study. These hypotheses need to be tested, which suggests more research (and more in-depth research) in this area is required.

Making Use of Indigenous Knowledge Africa Institute of South Africa

This book explores the role of the social and natural sciences in supporting the development of indigenous knowledge systems. It

looks at how indigenous knowledge systems can impact on the transformation of knowledge generating institutions such as scientific and higher education institutions on the one hand, and the policy domain on the other.

Breakthroughs in Research and Practice Cambridge Scholars Publishing

This unique volume presents an ecocultural and embodied perspective on understanding numbers and their history in indigenous communities. The book focuses on research carried out in Papua New Guinea and Oceania, and will help educators understand humanity's use of numbers, and their development and change. The authors focus on indigenous mathematics education in the early years and shine light on the unique processes and number systems of non-European styled cultural classrooms. This new perspective for mathematics education challenges educators who have not heard about the history of number outside of Western traditions, and can help them develop a rich cultural competence in their own practice and a new vision of foundational number concepts such as large numbers, groups, and systems. Featured in this invaluable resource are some data and analyses that chief researcher Glendon Angove Lean collected while living in Papua New Guinea before his death in 1995. Among the topics covered: The diversity of counting system cycles, where they were established, and how they may have developed. A detailed exploration of number systems other than base 10 systems including: 2-cycle, 5-cycle, 4- and 6-cycle systems, and body-part tally systems. Research collected from major studies such as Geoff Smith's and Sue Holzkecht's studies of Morobe Province's multiple counting systems, Charly Muke's

study of counting in the Wahgi Valley in the Jiwaka Province, and Patricia Paraide's documentation of the number and measurement knowledge of her Tolai community. The implications of viewing early numeracy in the light of this book's research, and ways of catering to diversity in mathematics education. In this volume Kay Owens draws on recent research from diverse fields such as linguistics and archaeology to present their exegesis on the history of number reaching back ten thousand years ago. Researchers and educators interested in the history of mathematical sciences will find *History of Number: Evidence from Papua New Guinea and Oceania* to be an invaluable resource.

Survey of access and benefit-sharing country measures accommodating the distinctive features of genetic resources for food and agriculture and associated traditional knowledge Springer

'A landmark in the process of decolonizing imperial Western knowledge.' Walter Mignolo, Duke University To the colonized, the term 'research' is conflated with European colonialism; the ways in which academic research has been implicated in the throes of imperialism remains a painful memory. This essential volume explores intersections of imperialism and research - specifically, the ways in which imperialism is embedded in disciplines of knowledge and tradition as 'regimes of truth.' Concepts such as 'discovery' and 'claiming' are discussed and an argument presented that the decolonization of research methods will help to reclaim control over indigenous ways of knowing and being. Now in its eagerly awaited second edition, this bestselling book has been substantially revised, with new case-studies and

examples and important additions on new indigenous literature, the role of research in indigenous struggles for social justice, which brings this essential volume urgently up-to-date.

Unite or Perish WIPO

South Africa's recent higher education protests around fees and decolonizing institutions have shone a spotlight on important issues and inspired global discussion. The educational space was the most affected by clashes between languages and ideas, the prioritizing of English and Afrikaans over indigenous African languages, and the prioritizing of Western medicine, literature, arts, culture, and science over African ones. Ethical Research Approaches to Indigenous Knowledge Education is a cutting-edge scholarly resource that examines forthcoming methodologies and strategies on educational reform and the updating of curricula to accurately reflect cultural shifts. The book examines the bias and problems that bias creates in educational systems around the world that have been dominated by Western forms of knowledge and scientific processes. Featuring a range of topics such as andragogy, indigenous knowledge, and marginalized students, this book is ideal for education professionals, practitioners, curriculum designers, academicians, researchers, administrators, and students.

The Need for Indigenous Knowledge in Environmental Impact Assessment DIANE Publishing

Nature Across Cultures: Views of Nature and the Environment in Non-Western Cultures consists of about 25 essays dealing with the environmental knowledge and beliefs of cultures outside of the United States and Europe. In addition to articles surveying Islamic, Chinese, Native American, Aboriginal Australian, Indian,

Thai, and Andean views of nature and the environment, among others, the book includes essays on Environmentalism and Images of the Other, Traditional Ecological Knowledge, Worldviews and Ecology, Rethinking the Western/non-Western Divide, and Landscape, Nature, and Culture. The essays address the connections between nature and culture and relate the environmental practices to the cultures which produced them. Each essay contains an extensive bibliography. Because the geographic range is global, the book fills a gap in both environmental history and in cultural studies. It should find a place on the bookshelves of advanced undergraduate students, graduate students, and scholars, as well as in libraries serving those groups.

INDIGENOUS KNOWLEDGE OF NAMIBIA

IGI Global

Author Bagele Chilisa has revised and updated her groundbreaking textbook to give a new generation of scholars a crucial foundation in indigenous methods, methodologies, and epistemologies. Addressing the increasing emphasis in the classroom and in the field to sensitize researchers and students to diverse perspectives--especially those of women, minority groups, former colonized societies, indigenous people, historically oppressed communities, and people with disabilities--the second edition of Indigenous Research Methodologies situates research in a larger, historical, cultural, and global context to make visible the specific methodologies that are commensurate with the transformative paradigm of social science research. Chapters cover the history of research methods, ethical conduct, colonial

and postcolonial epistemologies, relational epistemologies, emergent and indigenous methodologies, Afrocentric research, feminist research, narrative frameworks, interviewing, and participatory methods. New to the second edition are three new chapters covering evaluation, mixed methods, and mixed methods evaluation. These chapters focusing on decolonizing, indigenizing, and integrating these methods and applications to enhance participation of indigenous peoples as knowers and foster collaborative relationships. Additional information on indigenous quantitative research reflects new developments in the field. New activities and web resources offer more depth and new ways for students to extend their knowledge. This textbook includes features such as key points, learning objectives, student exercises, chapter summaries, and suggested readings, making it an ideal textbook for graduate-level courses.

Encyclopedia of the Arctic Springer

Based on fieldwork and reflection over a period of almost fifty years, Maya Potters' *Indigenous Knowledge* utilizes engagement theory to describe the indigenous knowledge of traditional Maya potters in Ticul, Yucatán, Mexico. In this heavily illustrated narrative account, Dean E. Arnold examines craftspeople's knowledge and skills, their engagement with their natural and social environments, the raw materials they use for their craft, and their process for making pottery. Following Lambros Malafouris, Tim Ingold, and Colin Renfrew, Arnold argues that potters' indigenous knowledge is not just in their minds but extends to their engagement with the environment, raw materials, and the pottery-making process itself and is recursively affected by visual and tactile feedback. Pottery is not

just an expression of a mental template but also involves the interaction of cognitive categories, embodied muscular patterns, and the engagement of those categories and skills with the production process. Indigenous knowledge is thus a product of the interaction of mind and material, of mental categories and action, and of cognition and sensory engagement—the interaction of both human and material agency. Engagement theory has become an important theoretical approach and “indigenous knowledge” (as cultural heritage) is the focus of much current research in anthropology, archaeology, and cultural resource management. While Dean Arnold's previous work has been significant in ceramic ethnoarchaeology, *Maya Potters' Indigenous Knowledge* goes further, providing new evidence and opening up different concepts and approaches to understanding practical processes. It will be of interest to a wide variety of researchers in Maya studies, material culture, material sciences, ceramic ecology, and ethnoarchaeology.

[Handbook of Research on Theoretical Perspectives on Indigenous Knowledge Systems in Developing Countries](#) IGI Global
Indigenous Methodologies is a groundbreaking text. Since its original publication in 2009, it has become the most trusted guide used in the study of Indigenous methodologies and has been adopted in university courses around the world. It provides a conceptual framework for implementing Indigenous methodologies and serves as a useful entry point for those wishing to learn more broadly about Indigenous research. The second edition incorporates new literature along with substantial updates, including a thorough discussion of Indigenous theory and analysis, new chapters on community partnership and

capacity building, an added focus on oracy and other forms of knowledge dissemination, and a renewed call to decolonize the academy. The second edition also includes discussion questions to enhance classroom interaction with the text. In a field that continues to grow and evolve, and as universities and researchers strive to learn and apply Indigenous-informed research, this important new edition introduces readers to the principles and practices of Indigenous methodologies.

Indigenous Knowledge: An Application Routledge

This Handbook provides the first comprehensive international overview of significant contemporary Indigenous architecture, practice, and discourse, showcasing established and emerging Indigenous authors and practitioners from Australia, Aotearoa New Zealand, the Pacific Islands, Canada, USA and other countries. It captures the breadth and depth of contemporary work in the field, establishes the historical and present context of the work, and highlights important future directions for research and practice. The topics covered include Indigenous placemaking, identity, cultural regeneration and Indigenous knowledges. The book brings together eminent and emerging scholars and practitioners to discuss and compare major projects and design approaches, to reflect on the main issues and debates, while enhancing theoretical understandings of contemporary Indigenous architecture. The book is an indispensable resource for scholars, students, policy makers, and other professionals seeking to understand the ways in which Indigenous people have a built tradition or aspire to translate their cultures into the built environment. It is also an essential reference for academics and practitioners working in the field of the built environment, who

need up-to-date knowledge of current practices and discourse on Indigenous peoples and their architecture.

RECLAIMING INDIGENOUS KNOWLEDGE SYSTEMS

IGI Global

This best-selling text provides a scheme which enables the beginning researcher to organize and evaluate the research that they read and to plan and implement small scale research projects of their own. The authors also give structured, practical guidance on the development of a research question, techniques of data collection, qualitative and quantitative forms of analysis, and the writing and dissemination of research.

PHILOSOPHICAL AND EDUCATIONAL CONSIDERATIONS

CRC Press

Indigenous ways of understanding and interacting with the natural world are characterized as Traditional Ecological Knowledge (TEK), which derives from emphasizing relationships and connections among species. This book examines TEK and its strengths in relation to Western ecological knowledge and evolutionary philosophy. Pierotti takes a look at the scientific basis of this approach, focusing on different concepts of communities and connections among living entities, the importance of understanding the meaning of relatedness in both spiritual and biological creation, and a careful comparison with evolutionary ecology. The text examines the themes and principles informing this knowledge, and offers a look at the complexities of conducting research from an indigenous perspective.

ETHICAL RESEARCH APPROACHES TO INDIGENOUS KNOWLEDGE EDUCATION

Psychology Press

The Commission on Genetic Resources for Food and Agriculture, at its Seventeenth Regular Session, requested its Secretary to prepare for review by the intergovernmental technical working groups on animal, aquatic, forest and plant genetic resources to produce an up-to-date survey of existing legislative, administrative and policy approaches, including best practices, for ABS for the different subsectors of GRFA and traditional knowledge associated with GRFA held by indigenous peoples and local communities, with the aim of identifying typical approaches and lessons learned from their implementation, as well as challenges and possible solutions. The current survey comprises a baseline desktop review of legislation, policy and literature. It provides a review of how countries address the distinctive features of GRFA and TKGRFA based on the letter of their ABS legislative, administrative and policy measures rather than on how these measures have been implemented in practice. It therefore does not provide an analysis of the state of implementation, the challenges involved and possible solutions to these challenges. As such, it aims to provide a basis for future empirical research on how ABS measures work in practice for GRFA subsectors. A specific objective is to provide a typology of legislative, administrative and policy measures applying to ABS for GRFA and TKGRFA.

Decolonizing Methodologies Scientific Publishers

In this careful articulation of science, the editors provide an

intellectual marriage of Indigenous science and science education in the African context as a way of revising schooling and education. They define science broadly to include both the science of the natural/physical/biological and the 'science of the social'. It is noted that the current policy direction of African education continues to be a subject of intense intellectual discussion. Science education is very much at the heart of much current debates about reforming African schooling. Among the ways to counter-vision contemporary African education this book points to how we promote Indigenous science education to improve upon African science and technology development in general. The book also notes a long-standing push to re-examine local cultural resource knowings in order to appreciate and understand the nature, content and context of Indigenous knowledge science as a starting foundation for promoting African science and technology studies in general. It is argued that these interests and concerns are not mutually exclusive of each other but as a matter of fact interwoven and interdependent. The breadth of coverage of the collection reflect papers in science, Indigeneity, identity and knowledge production and the possibilities of creating a truly African-centred education. It is argued that such extensive coverage will engage and excite readers on the path of what has been termed 'African educational recovery'. While the book is careful in avoiding stale debates about the 'Eurocentricity of Western scientific knowledge' and the positing of 'Eurocentric science' as the only science worthy of engagement, it nonetheless caution against constructing a binary between Indigenous/local science and knowledges and Western 'scientific' knowledge. After all, Western scientific knowledge is

itself a form of local knowledge, born out of a particular social and historical context. Engaging science in a more global context will bring to the fore critical questions of how we create spaces for the study of Indigenous science knowledge in our schools. How is Indigenous science to be read, understood and theorized? And, how do educators gather/collect and interpret Indigenous science knowledges for the purposes of teaching young learners. These are critical questions for contemporary African education? [Towards a Philosophy of Articulation](#) Springer Science & Business Media

Working with Indigenous Knowledge A Guide for Researchers IDRC

NATURE ACROSS CULTURES

New Africa Books

Conservation has, over the last couple of decades, coalesced around the language of 'community-engagement'. Models that seemed to prop up conservation areas as those emptied of human presence are cracking under their own weight. This book grounds our understanding of people-forest relationships through the lens of Indigenous Knowledge Systems (IKS) in the Nyandarwa (Aberdare) forest reserve in Kenya, home to the Agĩkũyũ people. It confronts the history of land dispossession in Kenya, demonstrates that land continues to be a central pillar of Agĩkũyũ indigenous environmental thought, and cements the role of the forest in sustaining the struggle for independence. It also shines a light on seed and food sovereignty as arenas of knowledge mobilization and self-determination. The book concludes by showing how IKS can contribute to forging sustainable people-forest relationships.

Techniques and Methods for Cross-cultural Participation in Agricultural Research Studies in Indigenous Knowledge

Describes the processes involved in a rural development project in the Lake Titicaca Basin.

Views of Nature and the Environment in Non-Western Cultures Routledge

This book is an outcome of the third conference in the successful 'Scramble for Africa' International Conference series, now renamed the 'African Unity for Renaissance' International Conference. The book provides an overview and contains profound analyses of the important issues pertaining to African Unity and African Renaissance. The book is accessible to a wide variety of readers, ranging from policy makers to researchers, from teachers to students, and for anyone concerned with the further development of the African continent and Africa's renewal. The book outlines the various issues that animate Africa's stand in the global political, socio-economic, cultural and technological arenas. The chapters gathered in the book critically examine and evaluate the burning questions and challenges with which Africa is grappling. This book is one of the vital texts for understanding how Africa will manage to navigate the tumultuous waters of globalisation as Africa has just recently emerged out of the horrors of slavery, colonialism, apartheid, neo-colonialism and genocide, and is still wrestling with unceasing conflicts, popular unrest, neo-imperialism, coloniality and mushrooming insurgency. The chapters provide a much-needed insight into the issue of whether Africa has achieved genuine and meaningful independence after 50 years of the founding of the OAU and whether the baby-steps Africa has taken towards unity are worth

celebrating. The contributors highlight these and allied issues with a view to capture more public attention in order to stimulate debate and usher in a new phase in the quest for African Unity and Renaissance. The contributors are distinguished authors and established and emerging scholars in their own domains. While a majority of the contributors are from the continent, distinguished scholars from around the globe have joined their African fellows in dealing with the relevant issues regarding Africa's place in an ever changing world.

INDIGENOUS RESEARCH METHODOLOGIES

IGI Global

Climate change presents a profound challenge to food security and sustainable development in Africa. Its negative impacts are likely to be greatest in the African region, which is already food insecure. In the face of global climate change and its emerging challenges and unknowns, it is essential that decision makers base policies on the best available knowledge. In recent years, the knowledge of local and indigenous people, often referred to as indigenous knowledge (IK) has been increasingly recognised as an important source of climate knowledge and adaptation strategies.

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Bringing together researchers from geographically, culturally, and linguistically diverse regions, Indigenous Knowledge Systems and Research Methodologies offers practical guidance and lessons learned from research projects in and with Indigenous communities around the world. With an aim to examine issues of power, representation, participation, and accountability in studies involving Indigenous populations, the contributors reflect on their own experiences conducting collaborative research in distinct yet related fields. The book is anchored by specific themes: exploring decolonizing methodological paradigms, honoring Indigenous knowledge systems, and growing interdisciplinary collaboration toward Indigenous self-determination. This volume makes a significant contribution to Indigenous community as well as institutional scholarly and practical discussions by emphasizing guidance and questions from Indigenous scholars who are designing studies and conducting research that is moving the field of Indigenous research methodologies forward. Discussing challenges and ideas regarding research ethics, data co-ownership, data sovereignty, and dissemination strategies, this text is a vital resource for all students interested in the application of what can be gained from Indigenous research methods.