



Water Quality Course Curriculum: Hands-on pedagogy anchored in Inuit Qaujimajatuqangit and theory

Tim Anaviapik-Soucie (1,2), Emanuel Maktar (1), Marie-Hélène Truchon (2), and Vincent L'Hérault (2)

1 Community of Pond Inlet, NU

2 ARCTIConnexion, Québec, QC

Abstract

This curriculum aims to introduce students to the importance of Arctic freshwater ecosystems for community wellness and to water quality monitoring; a hands-on and proactive way to address priority issues for the benefit of the community. Students will be brought to develop the following competences:

1. To relate water quality monitoring and science to technology, society, and the environment;
2. To develop the curiosity to observe, to question and to take action towards environmental stewardship and community wellness;
3. To develop personal skills such as autonomy, leadership and cooperation
4. To promote Inuit culture and knowledge

We believe that the Water Quality Course Curriculum will be relevant to the high school science program in Nunavut because 1) it embeds many essential Science objectives that covers disciplines like biology, geography, microbiology and chemistry, 2) it is anchored in the Inuit Qaujimajatuqangit Education Framework recommended by the Minister of Education and 3) it involves innovative pedagogy practices centered on hands-on learning and holistic development. We expect many positives outcomes of this Water Quality Course Curriculum such as an increase in motivation for Science class by young people (men), development of personal skills and leadership and cultural renewal).