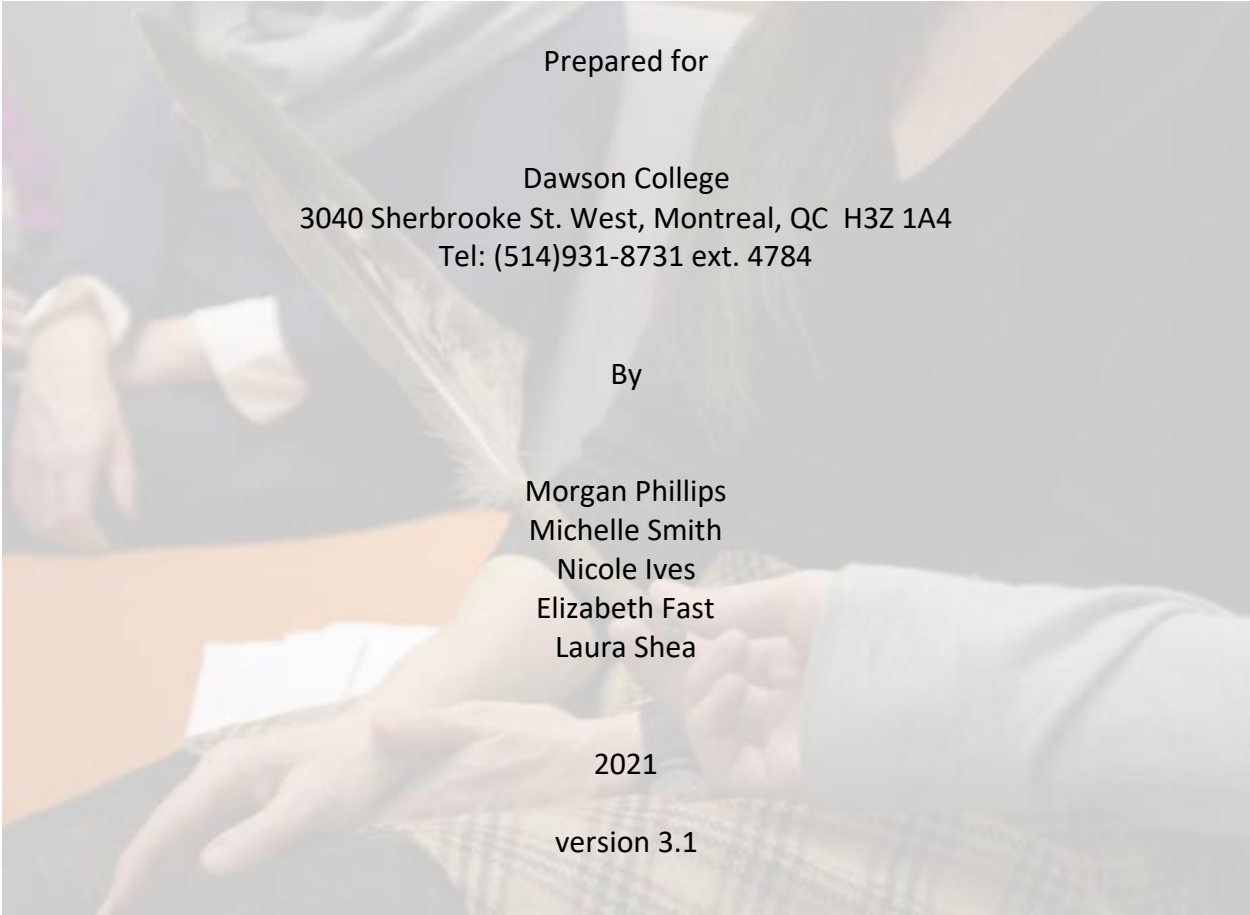


A First Peoples' Postsecondary Storytelling Exchange Project

Intersecting College and Community Circles

Manual for Researchers, Interviewers & Talking Circle
Facilitators



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Manual for Researchers, Interviewers & Focus Group Facilitators

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INTRODUCTION – PURPOSE OF THIS MANUAL

PURPOSE

This document is a step-by-step guide that will assist researchers, interviewers and Talking/Sharing Circle facilitators of the 'A First Peoples Storytelling Exchange: Intersecting College and Community Circles' research project'. The intent of this manual is also to provide an adaptable tool that will inform researchers about ways of carrying out a collaborative research project in an Indigenous context using a participatory approach. Should you choose to use this manual as a guide, it could be modified to the context of your own research project.

This manual aims to:

- Provide researchers with an overview of the research project.
- Outline the phases and procedures involved in this project.
- Provide procedural guidelines for how to coordinate and conduct individual interviews, family interviews and Talking/Sharing Circles.
- Inform researchers of the people involved in this research project.
- Provide the necessary documents needed to conduct the study (research ethics approvals, consent forms, interview questions, financial forms).
- Provide information to researchers about what to do 'post-interviews': data storage, management, analysis
- Provide information to researchers Knowledge Translation activities, or ways that knowledge gained from this project could be shared with communities and academic institutions.

This manual will assist researchers in establishing:

- Clear roles and responsibilities of the interviewers and Talking/Sharing Circle facilitators
- Project planning procedures
- Consistency throughout the research
- Community representation and a participatory framework approach for the research
- Knowledge translation and dissemination activities

CONTENTS OF THE MANUAL

THIS MANUAL IS MADE UP OF 5 PARTS:	
Part 1: A Participatory Research Approach	Includes information about participatory research, community participation and engagement, qualitative research, decolonizing research, Community Advisory Boards, and additional resources.
Part 2: Overview of the Project	Provides an overview and objectives of the study, methodology, the guiding research questions, the people involved, and an explanation of the project phases.
Part 3: Conducting the Study	Provides necessary information about the steps involved in conducting the study for Individual and Family Interviews, as well as Talking/Sharing Circles.

Part 4: Data transcription, analysis and storage	Provides information about what to do with the data and audio/video files after the interviews are conducted.
Part 5: Contact Information	Provides a list of contact information for the people leading this study.
Part 6: Appendices	Includes all the necessary documents needed to carry out the data collection phase of this project.

Research tips: *The information found in these boxes highlights useful tips to help researchers coordinate and conduct certain aspects of the project. These are ‘tips from the field’ from others that have already gone through the process.*

Part 1

A PARTICIPATORY RESEARCH APPROACH

PURPOSE

This section provides an overview of participatory research, and principles important to research involving Indigenous peoples. This section will provide you with an understanding of the process of participatory research and lays the foundation for the research in this study. This section includes:

1. Information about participatory research
2. Information about community participation and engagement
3. Information on qualitative research
4. Information on decolonizing research
5. Information on the role of Community Advisory Boards
6. Additional resources

1. WHAT IS PARTICIPATORY RESEARCH?

Participatory research has been defined by the Royal Society of Canada as the “systematic investigation, with the collaboration of those affected by the issue being studied, for purposes of education and taking action or effecting social change.” In other words, participatory research means involving people from the community in all components of the research, i.e. they participate as researchers, as advisors, as analysts, as participants, etc.

The following questions can be used as a guide for participatory research with community partners (adapted from Green et al., 1995):

1. Participants and the nature of their involvement:
 - a. Do members of the community participating in the research have concern or experience with the issue?
 - b. Are interested members of the community provided opportunities to participate in the research process?
 - c. Is attention given to barriers to participation, with consideration of those who have been under-represented in the past?
 - d. Has attention been given to establishing within the community an understanding of the researchers' commitment to the issue?
 - e. Are community participants enabled to contribute their physical and/or intellectual resources to the research process?
2. Origin of the research question:
 - a. Did the impetus for the research come from the community?
3. Purpose of the research:
 - a. Can the research facilitate capacity building among community participants?
 - b. Can the research facilitate collaboration between community participants and resources external to the community?
 - c. Will the research benefit the community, and how?
4. Process and methodological implications:
 - a. Does the research process apply the knowledge of community participants in the phases of planning, implementation and evaluation?
 - b. For community participants, does the process allow for learning about research methods?
 - c. For researchers, does the process allow for learning about the community and the process of conducting research in the community?
 - d. Does the process allow for flexibility or change in research methods and focus, as necessary?
 - e. Are community participants involved in data analysis and interpretation?
5. Opportunities to address the issue of interest:
 - a. Is the potential of the community for individual and collective learning reflected by the research process?
 - b. Is the potential of the community for action reflected by the research process?
 - c. Does the process reflect a commitment by researchers and community participants to social, individual or cultural actions consequent to the learning acquired through research?
6. Nature of the research outcomes:
 - a. Will community participants benefit from the research outcomes?
 - b. Is there attention to or an explicit agreement for acknowledging and resolving in a fair and open way any differences between researchers and community participants in the interpretation of the results?

- c. Is there attention to or an explicit agreement between researchers and community participants with respect to ownership of the research data?
- d. Is there attention to or an explicit agreement between researchers and community participants with respect to the dissemination of the research results?

2. COMMUNITY PARTICIPATION AND ENGAGEMENT

Research must be based on principles of mutual respect and the commitment to nourish respectful relationships. Linda Tuhiwai Smith (2005) describes the importance of relationships in conducting research with indigenous peoples as follows:

“For Indigenous and other marginalized communities, research ethics is at a very basic level about establishing, maintaining, and nurturing reciprocal and respectful relationships, not just among people as individuals but also with people as individuals, as collectives, and as members of communities, and with humans who live in and with other entities in the environment. The abilities to enter preexisting relationships; to build, maintain, and nurture relationships; and to strengthen connectivity are important research skills in the indigenous arena. They require critical sensitivity and reciprocity of spirit by a researcher” (p. 97).

With this in mind, the following principles provide a guide for community engagement and participation in this research:

- Build relationships based on trust, respect and the sharing of knowledge and power.
- Take time to listen and understand the experiences of others.
- Ask how we can ensure communities benefit from the research.
- Ask what communities need in order to participate.
- Be inclusive, and involve the community in every step of the research process.
- Go to where people are in order to provide them with an opportunity to be heard and participate.
- Communicate openly and effectively.
- Be reliable in carrying out tasks and following up as agreed.
- Accept that the views of others are worthy of consideration.
- We are committed to respecting the **OCAP™** (ownership, control, access, and possession) principles of the First Nations Information Governance Centre for data collection processes in Indigenous communities. <https://www.youtube.com/watch?v=y32aUFVfCM0>

3. WHAT IS QUALITATIVE RESEARCH?

Qualitative research is primarily exploratory research. It is used to gain an understanding of underlying reasons and motivations of the research ‘problem’. It helps to provide insights into the setting of a problem, generating ideas and/or hypotheses for later quantitative research (if desired) and helps to uncover prevalent trends in thought and opinion.

Qualitative research is non-statistical and sample sizes are usually collected in a smaller number than quantitative research using unstructured or semi-structured techniques such as individual in-depth interviews or group discussions such as focus groups or Talking/Sharing Circles.

According to Margaret Kovach (2009, p. 35), “In an Indigenous context, story is methodologically congruent with tribal knowledges. A product resulting from research using tribal-centered Indigenous methodology ought to have a strong narrative component as part of its method and presentation of findings.” That being said, this project uses the collection of stories, or narratives, as part of our qualitative data collection.

4. WHAT IS DECOLONIZING RESEARCH?

- Indigenous communities have long experienced exploitation by researchers and are increasingly making use of decolonizing research processes.
- Decolonizing research is a process for conducting research ‘with’ Indigenous peoples and communities that places Indigenous voices and epistemologies (ways of knowing) in the center of the research process (See Linda Tuhiwai Smith, 2012).
- This does not mean that Western research methods and theories should be rejected, in fact, the two can complement each other.
- Community-based participatory research is one way of attempting to decolonize research as it places emphasis on social justice and advances culturally centered research designs into the entire project.

5. COMMUNITY ADVISORY BOARDS

As a Community Advisory Board Member (CAB), your role in this project is crucial. In line with the research principles of OCAP™, CABs will oversee the research process and guide important aspects of decision-making. This may include:

- Assisting in the development and testing of interview questions – ensuring they make sense and reflect the concerns of Indigenous students, family and communities.
- Interpreting themes that arise from storytelling sessions.
- Contributing to plans for presenting research findings to the broader community (Knowledge Exchange).

6. ADDITIONAL RESOURCES

Kahnawake Schools Diabetes Prevention Project (KSDPP)

KSDPP has developed an extensive code of ethics with participatory research guidelines.

http://www.ksdpp.org/media/ksdpp_code_of_research_ethics2007.pdf

Lavallee, L. (2009). Practical Application of an Indigenous Research Framework and Two Qualitative Indigenous Research Methods: sharing circles and Anishnaabe Symbol-Based Reflection. *International Journal of Qualitative Methods*, 2009, 8(1).

Smith, Linda Tuhiwai (2007). On Trick Ground: Researching the Native in the Age of Uncertainty. In *The Landscape of Qualitative Research*, 3rd edition. Denzin, N.K. and Lincoln, Y.S. (2008). Pp. 113-143.

https://us.corwin.com/sites/default/files/upm-binaries/17671_Chapter4.pdf

Kovach, M. (2009). *Indigenous methodologies: characteristics, conversations, and contexts*. University of Toronto Press. Toronto, Buffalo, London.

Smith, Linda Tuhiwai (2012). *Decolonizing methodologies: Research and Indigenous peoples*, 2nd edition. London: Zed Books.

Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Halifax & Winnipeg: Fernwood Publishing.

Understanding the First Nations Principles of OCAP™: Our Road Map to Information Governance.
<https://www.youtube.com/watch?v=y32aUFVfCM0>

Participatory Research at McGill
www.pram.mcgill.ca

Part 2

OVERVIEW OF THE PROJECT

PURPOSE

The purpose of this section is to provide you with information about the research project. This section includes the following information:

1. Project overview
2. Objectives of the study
3. Research Question
4. Methodology
5. The people involved
6. Project Phases

1. PROJECT OVERVIEW

A First Peoples' Postsecondary Storytelling Exchange: Intersecting College and Community Circles was originally three-year (2016-2019) multiple institution project funded by a Partnership Development Grant through the Social Sciences and Humanities Research Council (SSHRC)'s Community and College Social Innovation Fund (CCSIF). It was extended by one year and received additional funding for dissemination from a SSHRC Connections grant.

Developed and led by Dawson College English faculty and First Peoples Initiative Steering Committee Member Susan Briscoe, the project aims to advance a new conversation about postsecondary educational opportunities for First Peoples in Quebec. Through storytelling exchanges between Indigenous students and their communities and postsecondary institutions, participants will contribute to the creation of more responsive programs and services for Indigenous students at the post-secondary level.

2. OBJECTIVES OF THE STUDY

The objectives of this study are to:

- Co-create new stories about postsecondary education to inspire and support Indigenous students to pursue their academic goals, and share those stories using new and traditional media.
- Strengthen community-college ties through direct communication by visiting and listening to Indigenous communities' stories about education and their social, economic, and cultural experiences, needs, concerns, goals, and opportunities.
- Continue to co-create more accessible and positive postsecondary educational contexts for Indigenous students by decolonizing the College (Ives, 2007). We will put systems in place to:
 - Develop a transferable model for decolonized postsecondary education for other colleges and universities.
 - Create a positive reciprocal relationship between students across institutions.
 - Through all of these means, better prepare Indigenous students for careers in or working with their communities.
- Make the environment more welcoming for Indigenous students.
- Make programs more relevant to Indigenous students and the needs of their communities.
- Incorporate Indigenous pedagogies across disciplines to benefit all students.
- Include Indigenous cultural production, knowledges, and ways of knowing at all levels.
- Educate non-Indigenous students and sensitize faculty regarding Indigenous culture and concerns and effects of colonialism.

The stories gathered through this storytelling exchange will be used by Dawson College to further the institutional decolonization process that has already begun in accordance with the Colleges and Institutes Canada Indigenous Education Protocol signed by Dawson's academic dean; the calls to action of the Truth and Reconciliation Commission; and the recommendations of Dawson's First Peoples Initiative's Visioning Session.

It is our hope that the shared stories will help postsecondary institutions (colleges, universities) develop programs and support systems to improve Indigenous student access to and success in the postsecondary studies of their choice. It is also hoped that these stories will facilitate community support of postsecondary studies.¹

¹ Some research priorities shifted over the course of the project in response to community advisory board recommendations. Capacity building became a central part of the process.

3. METHODOLOGY

This project uses a participatory research approach. The data collection phase of this project uses qualitative data collection. This study will use individual and family interviews, and Talking/Sharing Circles as methods of data collection. Participants will have the opportunity to partake in any or all of these components, which will be either video or audio recorded according to participants' preference. Storytelling exchanges will take within the province of Quebec, mainly in the Montreal area and within academic institutions that we have applied for and have been granted research ethics approval.

We use Indigenous research methods such as Talking/Sharing Circles as one way to conduct storytelling exchanges as well as individual and family interviews. Storytelling exchanges are used to elicit unique stories, ensuring they remain central to the research process and findings. Storytelling exchanges with Indigenous individuals, family, or Talking/Sharing Circles will be documented via audio or video tape, depending on the participants' preference.

We are committed to respecting the OCAP™ (ownership, control, access, and possession) principles of the First Nations Information Governance Centre for data collection processes in Indigenous communities; follow the Kahnawake Schools Diabetes Prevention Research Code of Ethics; and respect the Tri-Council Policy Statement for Research Involving First Nations, Inuit and Métis Peoples of Canada.

Community Advisory Boards will oversee all aspects of this research and is comprised of Indigenous students, partnership participants, and community members from all participating communities.

4. RESEARCH QUESTION

Main Research Question:

What are your stories or experiences about postsecondary education (past or present)? This open-ended question allows participants to share experiences and perspectives that are important to them.

Sub-Questions:

- ***Can you provide an example of challenges or barriers faced by you or your community in postsecondary education?***
- ***Can you think of a success story about postsecondary education?***
- ***What kind of supports are/were important to you during your educational journey?***
- ***What kind of postsecondary experiences do you envision for Indigenous students – now and in the future?***

Research Tip: *As a project evolves it can change in response to your community advisory boards and participant realities. Be flexible!*

5. THE PEOPLE INVOLVED

The Research Team

- Michelle Smith, Dawson College (Dawson Cinema/Video/Communications, Journeys), Principal Investigator
- Elizabeth Fast, PhD Concordia University (Applied Human Sciences), Co-investigator
- Nicole Ives, PhD McGill University (School of Social Work), Co-Investigator
- Jason Lewis, Concordia Computation Arts, AbTeC, Co-Investigator
- Morgan Phillips, PhD, McGill University, Research Coordinator

Partnership Representatives

- Diane Labelle (First Nations Regional Adult Education Centre, Kahnawake)
- Louise Legault (John Abbott College)
- Petal McComber (Kahnawake Survival School) ²

Research Participants

- Current Postsecondary Students
- Past Postsecondary Students
- Families of University Students
- Individuals who have a story to share about postsecondary education
- Note that the project grant involves individuals living and/or schooling in Quebec

Community Advisory Boards (as of November 8, 2017)

- Indigenous Representatives from the Montreal Urban Community
- Indigenous Representatives from Inuit Communities
- Indigenous Representatives from Cree Communities
- Indigenous Representatives from the Kanien'kehá:ka (Quebec) communities of Kahnawake and Kanéhsatake (Quebec)

6. PROJECT PHASES (3 YEARS – 2016-2019)³

This is a three-year project (extended by one year). The intent is to conduct participatory research, whereby there is constant discussion with Community Advisory Boards for every phase of the project.

YEAR 1: RESEARCH ACTIVITIES

- Community consultation and Research Ethic Boards (REB) Ethics Approval
- Recruitment and Development of COMMUNITY ADVISORY BOARDS
- Development and testing of data collection tools (pilot Talking/Sharing Circles)

YEAR 2: RESEARCH ACTIVITIES

- Training sessions (data collection, data entry, data analysis, transcription)
- Participant recruitment
- Video production training
- Data collection (individual & family interviews, Talking/Sharing Circles)
- Transcription of interviews
- Web design

YEAR 3/4: RESEARCH ACTIVITIES

- Training - Video post-production

² Other partnerships were developed over the course of this project.

³ The project was extended by one year (2016-2020)

- Knowledge Exchange/Research Outcomes (dissemination to communities, videos, interactive media website, scholarly articles, conferences presentations)

Part 3

CONDUCTING THE STUDY

PURPOSE

This section provides procedures and tips for coordinating and conducting individual interviews, family interviews and Talking/Sharing Circles. It also includes information on what to do once the data has been collected. Data files (audio, video, transcriptions) are strictly confidential and should be stored according to ethical guidelines.

The section includes information on:

1. Individual & Family Interviews
2. Talking/Sharing Circles
3. Data management
4. Data analysis

1. INDIVIDUAL AND FAMILY INTERVIEWS

The interviews you will be conducting are based in narrative inquiry, which means they will have the nature of a guided conversation where you will be asking questions and listening to responses to hear the meaning that people are trying to convey. The purpose of the interview is to find out stories or experiences about postsecondary education (past or present).

Recruiting Participants

Encouraging people to participate in interviews will happen different in each area (community or academic institution), and ideas on how to recruit participants (i.e.- telephone, social media, e-mail, etc.) should be discussed within each Community Advisory Board.

Checklist for Coordinating Individual Interviews

- ✓ Select dates that are likely to be convenient for potential participants (e.g., evening is often better for adults and youth).
- ✓ If necessary, translate the individual narrative interview protocol, information letter and consent form into the languages spoken in the community.
- ✓ Arrange for simultaneous translation services if necessary.
- ✓ Arrange a place in the community to conduct the interviews (e.g., community centre, people's homes, etc.).
- ✓ Have 2 consent forms ready: One for the you/the project and one for the participant.
- ✓ Have audiotape device ready.
- ✓ Make sure to have enough \$35 honorariums for each participant.
- ✓ Have Participant sign the Gift Card Receipt

Interview Procedure

Before the interview begins, the interviewer will need to:

1. Introduce her/himself
2. Introduce the research according to the preface noted on the interview questionnaire
3. Have the participant read and sign the consent form. If it sometimes helpful to offer to read the consent form out loud for the participant
4. Answer any questions that participants may have concerning the research, or the consent form.
5. Set up digital or video tape recorder and/or microphone(s).
6. Have a paper and pen ready to take notes.
7. As you start the interview, be sure to: take a few moments to establish a rapport with participant; turn on the recorder, mark the time the interview starts, read the main question to the participant.
8. During the interview, be sure to: take notes, allow for a pause while participant contemplates his/her answer, be respectful and cordial at all times, be a good listener, demonstrate through non-verbal responses that you are listening, don't be afraid to draw out deeper meaning to a question (i.e.- could you tell me a little bit more about that, what else happened, could you be a little bit more specific about that?)
9. When the interview is over, be sure to: make sure the participant is comfortable with the information they have given, thank the participant, turn off the recorder, immediately record the time and calculate the length of the interview, let the participant know that should they want to change or make additions to their interview, they could contact you.

Research tip: *Throughout the process of conducting the study it is important to keep in mind that we have an ethical and legal obligation to the research participants to keep the information they discussed confidential. Therefore, please do not reveal to anyone a specific part of another interview or Talking/Sharing Circle that you may have already conducted.*

2. TALKING/SHARING CIRCLES

Talking Circles, also known as Sharing Circles, are an open-structured, conversational style methodology that respects story sharing within an Indigenous cultural protocol context (Kovach, 2009). Talking Circles are used to capture people's experience and differ from Focus Groups in the growth and transformation for participants (Lavallee, 2009). The talking circles you will be conducting are based in narrative inquiry, which means they will have the nature of a guided conversation where you will be asking questions and listening to responses to hear the meaning that people are trying to convey. The purpose of the talking circle, in this project, is to discover stories or experiences about postsecondary education (past or present).

Research Tip: *When conducting research with Indigenous peoples, refer to the customs of a particular nation/group and establish the standards of behaviour in cultural activities. It is important to create a safe, warm and welcoming environment for participants of the Talking Circle.*

Recruiting Participants

Encouraging people to participate in talking circles will happen different in each area (community or academic institution), and ideas on how to recruit participants (i.e.- telephone, social media, e-mail, etc.) should be discussed within each Community Advisory Board.

Checklist for Coordinating Talking Circles

- ✓ Select dates that are likely to be convenient for potential participants (e.g., evening is often better for adults and youth).
- ✓ If necessary, translate the individual narrative interview protocol, information letter and consent form into the languages spoken in the community.
- ✓ Arrange for simultaneous translation services if necessary.
- ✓ Arrange a place in the community to conduct the interviews (e.g., community centre, people's homes, etc.).
- ✓ Have 2 consent forms ready: One for the you/the project and one for the participant.
- ✓ Have audiotape device ready.
- ✓ Make sure to have enough \$35 honorariums for each participant.
- ✓ Have Participant sign the Gift Card Receipt

Procedure

Before the circle begins, the facilitator will need to:

1. Introduce her/himself
2. Introduce the research according to the preface noted on the interview questionnaire
3. Have the participants read and sign the consent form. If it sometimes helpful to offer to read the consent form out loud for the participant
4. Answer any questions that participants may have concerning the research, or the consent form.
5. Set up digital or video tape recorder and/or microphone(s).
6. Have a paper and pen ready to take notes.
7. As you start the circle, be sure to: take a few moments to establish a rapport with participants; turn on the recorder, mark the time the interview starts, read the main question to the participants.
8. During the circle, be sure to: take notes, allow for a pause while participant contemplates his/her answer, be respectful and cordial at all times, be a good listener, demonstrate through non-verbal responses that you are listening, don't be afraid to draw out deeper meaning to a question (i.e.- could you tell me a little bit more about that, what else happened, could you be a little bit more specific about that?)

9. When the circle is over, be sure to: make sure the participant is comfortable with the information they have given, thank the participant, turn off the recorder, immediately record the time and calculate the length of the interview, let the participant know that should they want to change or make additions to their interview, they could contact you.
10. AVAILABLE SUPPORT: Be sure to remind participants (see consent form) that support is available afterwards with a community Elder or a referral to other support systems (see Part 4 – Key Contact Information).

Research Tips: *Organizing Talking/Sharing Circles might be challenging for many reasons. People might not feel comfortable talking in front of other community members or people they are related to. Depending on the time of year, people might be busy with work travel outside the community, ceremonies, etc. the Community Advisory Board and Research Assistant will be able to give guidance on the best way to organize the Talking/Sharing Circle. There is a growing amount of literature to read on this topic; see Part 1 of this Manual for Additional Resources.*

Part 4

DATA TRANSCRIPTION, ANALYSIS AND STORAGE

PURPOSE

The purpose of this section is to provide you with information that will be useful for interviewers and researchers after interviews and Talking/Sharing Circles have been conducted.

Note that a central database of all audiotapes, videotapes and transcriptions will be held at Dawson College. Interviewers and researchers are asked to ensure that all data be treated confidentially and that files are delivered to Dawson College in a timely fashion after interviews and transcriptions have been completed.

This section includes:

1. Transcribing interviews and Talking/Sharing Circles
2. Data analysis
3. Data management and storage

1. TRANSCRIBING INTERVIEWS AND TALKING/SHARING CIRCLES

Procedures for transcribing:

1. Transcribing interviews can be done either directly from the digital recording using Microsoft Word or other transcribing programs. Speak with your supervisor, Research Coordinator or someone from the Research Team if you require further assistance.
2. Use Times New Roman, 12 Font size, double spaced
3. In the 'footer' of the Word document, please add the 'tape identifier' as follows:

FPPSE_IND_NOV 12 2017 [use date of interview], or

FPPSE_FAM_NOV 12 2017, or

FPPSE_TC_NOV 12 2017

4. See sample Transcription Template below. Double-click on the document to be able to use the template in a separate document. Line numbering will be automatically inserted.

Sample Transcription template

Double click on this 'object' for editing in a separate document

First Peoples' Postsecondary Storytelling Exchange

TRANSCRIPTION

[choose one]: Individual Interview or Family Interview or Talking/Sharing Circle

Date held	[date of interview]
Location	[community/province]
Identifier	[transcription_FPPSE_Family Interview_June 2017]
Time	[start time of interview]
Facilitator(s)	[name of person(s) facilitating interview or circle]
Length of AUDIO Interview	[length of interview, hour, minute, seconds, e.g. 2H03M15S]
Number of participants	[number of participants]
Transcribed by	[name of person transcribing interview]
Group	[family or Talking/Sharing Circle, not applicable for individual interview]
<p>Notes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> [write down personal observations, notes you may have taken during the interview, or during the transcription, for example, you may have had technical difficulties, or there may need to be translation of indigenous language to English, etc.] <input type="checkbox"/> [you may want to say, this interview was also audiotaped, or during short breaks, there was lots of laughter, or I did not transcribe the preface, etc.] 	

?

A?

[Thank you for taking the time to this interview...].?

?

B?

[you're welcome].?

?

C?

[if there is a third person, continued letter sequence].?

?

2. DATA ANALYSIS

Methods of data analysis will depend on the team's approach and framework. Western and Indigenous research approaches can both serve to research goals. Central in a participatory process is a collaborative analysis of research outcomes through consensus building. A common approach to narrative inquiry involves coding, mind mapping and identifying common themes.

3. DATA MANAGEMENT AND STORAGE

Each institution has its own requirements for data storage. One option is to establish a central database at your institution. In line with OCAP™, arrangements are made with community partners for storage and access of research material. Always make backup of your files. Save all transcripts to your hard drive and a thumb drive, and e-mail a copy of each transcription to the Research Coordinator, Morgan Phillips. As soon as possible, ensure that original consent forms are also delivered to Dawson College, to someone from the Research Team, or the Research Coordinator.

Working with Audio Files

When working with audio files, as researchers, we have an obligation to protect research participants' anonymity, to keep their information confidential, and to ensure that data are kept in secure places. Here a few guidelines researchers should follow with regards to working with and using audio files:

- A master copy of all audio files (and transcriptions) is kept in a secure location at Dawson College. Only copies of these files will be lent out to researchers involved in the data analysis process.
- DO NOT e-mail or share audio files with anyone else without your supervisor, someone from the Research Team, or the Research Coordinator's explicit permission.
- Keep track of ALL places you keep copies of your files as ALL copies of audio files MUST BE DELETED from any computers, MP3 players, digital recorders, cell phone recorders, once you are done with them.

Part 5

KEY CONTACT INFORMATION

PURPOSE

Members of the research team and contact information are provided, as well as other people you may want to contact for support and ethical reasons.

Name	Title	Phone	E-mail
Michelle Smith	Lead/Principal Investigator, Dawson College		
Nicole Ives	Co-investigator, McGill University		
Elizabeth Fast	Co-Investigator, Concordia University		
Morgan Phillips	Research Coordinator, PhD, McGill University		
Laura Shea	Administration, Dawson College		
Vicky Boldo	Community Elder		
Patricia-Hemlock-Chiara	Ombudsperson, Dawson College		
Daniel Tesolin	Dawson college Research Ethics Board		

Part 6

APPENDICES

PURPOSE

Below is a copy of all necessary documents needed to conduct the data collection portion of the research project and should be printed by the interviewer when conducting interviews. The following list of documents are attached:

1. Participant Recruitment Advertisement
2. Individual & Family Interview Procedures & Research Questions
3. Individual & Family Interview Consent Form
4. Talking/Sharing Circle Procedures & Research Questions
5. Talking/Sharing Circle Consent Form
6. Parental consent and child assent form
7. Honorarium Gift Card Receipt
8. Concordia University Receipt for participation on Research Advisory Committee

‘A First Peoples Postsecondary Storytelling Exchange’ Project

IS SEEKING INDIGENOUS PARTICIPANTS TO TAKE PART IN
INDIVIDUAL INTERVIEWS, FAMILY INTERVIEWS, OR
TALKING/SHARING CIRCLES

The ‘A First Peoples Postsecondary Storytelling Exchange’ is a research project exploring the experiences of post-secondary Indigenous students.

Through storytelling exchanges and talking circles, we aim to provide a space for Indigenous communities within Quebec to share their postsecondary school experiences about your:

Transition to university and/or college; Successes and challenges while being a student or after graduation; Educational needs, concerns and aspirations.

Your participation in this project will help us to answer the main research question:

WHAT ARE YOUR STORIES OR EXPERIENCES ABOUT POSTSECONDARY EDUCATION (PAST OR PRESENT)?

Stories will be documented and uploaded to an interactive media website accessible to students, youth and community to provide a platform for connections, awareness, and dialogue.

Honorariums will be provided to participants.

If you wish to be interviewed or would like more information about the project please contact:

Morgan Phillips, Research Coordinator at (Telephone and e-mail)



A First Peoples' Postsecondary Storytelling Exchange

Intersecting Postsecondary Schooling and Community Circles

Individual and Family Interview Procedures

Reminders for facilitator conducting this Individual or Family Interview

- Introduce yourself before you begin.
- Ensure that digital recorder is on and has been tested.
- Indicate the start and end time of the interview.
- Make sure the participant(s) is/are comfortable with the explanation of the project.
- Go through the consent form with the participant and have him or her sign it. If any participants are not comfortable with signing the consent form, you may read the consent form to them and have them give their verbal consent on tape.
- Food and/or drink is usually offered to share with participant(s) – keep and receipt all receipts.

Please introduce the Individual Interview session with the following preface:

Research Tip: *If you feel that the reading the preface is too formal, feel free to provide an explanation in your own words.*

Preface

Greetings and welcome to this Individual (or family) Interview. Thank you for taking the time out of your busy schedule to be here.

As you have read in the consent form, the purpose of Individual Interview is to gather your stories about your educational journeys. When I use the words postsecondary education, I mean any college, trade school or university. We're interested in Indigenous students and communities telling their stories about postsecondary education in Quebec, but if you've attended postsecondary education outside of Quebec, that is ok too. Your story may also include your educational experiences before postsecondary.

This research offers an opportunity for a storytelling exchange between Indigenous postsecondary students and Indigenous communities. It is hoped that the shared stories will help postsecondary institutions to develop programs and support systems to improve Indigenous student access to and success in the postsecondary studies of their choice. It is also hoped that these stories will facilitate community support of postsecondary studies.

Are there any questions before we begin?

This discussion will be recorded, and will later be transcribed by one of our research assistants. You may end your participation in this interview at any time, for any reason. You may also refuse to be recorded or to answer any of the questions. The research results (recording, scholarly articles, website, and other formats) will be presented to you and to your community with your consent, before publication. You will also be provided with a copy of your consent form.

If there is more than one participant in this interview, allow each person to answer the question, then move on to the next person. Repeat the process with the sub-questions.

The guiding research question is:

WHAT ARE YOUR STORIES OR EXPERIENCES OF POSTSECONDARY EDUCATION (past or present)?

Sub-Questions:

1. Can you provide an example of challenges or barriers faced by you or your community in postsecondary education?
2. Can you think of a success story about postsecondary education?
3. What kind of supports are/were important to you during your educational journey?
4. What kind of postsecondary experiences do you envision for Indigenous students – now and in the future?

Final Comment: Those are all of the questions we have for you. Thank you very much for taking the time to participate in this interview. If you have anything to add, please feel free to come and see me afterwards, or you can contact anyone listed on your copy of the consent form.

Notes:

Research Tip: *If participant(s) have disclosed difficult or traumatic experiences, give them time to decompress afterward, bring them back to the present. Let them know that there are qualified people that they could talk to afterwards should they wish to do so. Also, there is an Ombudsperson that they could talk to if they feel that they weren't treated fairly during the interview.*

A First Peoples' Postsecondary Storytelling Exchange

Intersecting Postsecondary Schooling and Community Circles

Talking/Sharing Circle Procedures

Date:	Location:
Group:	Facilitator:
Number of participants:	Start time: End Time:

Reminders for facilitator(s) conducting this Talking/Sharing Circle

- Introduce yourself before you begin.
- Ensure that digital recorder is on and has been tested.
- Indicate the start and end time of the interview.
- Make sure the participant(s) is/are comfortable with the explanation of the project.
- Go through the consent form with the participant and have him or her sign it. If any participants are not comfortable with signing the consent form, you may read the consent form to them and have them give their verbal consent on tape.
- Food and/or drink is usually offered to share with participant(s) – keep and receipt all receipts.

Please introduce the TALKING/SHARING CIRCLE session with the following preface:

Research Tip: *If you feel that the reading the preface is too formal, feel free to provide an explanation in your own words.*

Preface

Greetings and welcome to this TALKING/SHARING CIRCLE. Thank you for taking the time out of your busy schedule to be here.

As you have read in the consent form, the purpose of this Talking/Sharing Circle is to gather your stories about your educational journeys. When I use the words postsecondary education, I mean any college, trade school or university. We're interested in Indigenous students and communities telling their stories about postsecondary education in Quebec, but if you've attended postsecondary education outside of Quebec, that is ok too. Your story may also include your educational experiences before postsecondary.

This research offers an opportunity for a storytelling exchange between Indigenous postsecondary students and Indigenous communities. It is hoped that the shared stories will help postsecondary institutions to develop programs and support systems to improve Indigenous student access to and success in the postsecondary studies of their choice. It is also hoped that these stories will facilitate community support of postsecondary studies.

Talking/Sharing Circles: Talking or Sharing Circles have long been a tool used by Indigenous peoples as a customary way to make decisions through a group process, to discuss a topic, for healing, and as a way of bringing people of all ages together for the purpose of teaching, listening and learning. Today, researchers use Talking/Sharing circles as a culturally appropriate tool to gather stories from participants in a respectful and culturally safe way. In Talking circles, an eagle feather, or another object is passed from one person to the next. When that person holds the eagle feather or other object, this is their turn to talk about their educational journey. During that time, the group is asked to maintain silence until that person has finished speaking. When finished, that person will pass the eagle feather on to the person beside them. Everyone will have a chance to answer the

Guiding Research Question. During the second round, and additional rounds if needed, each person will have the opportunity to answer any of the sub-questions as outlined in the Research Questions document.

Are there any questions before we begin?

This discussion will be recorded, and will later be transcribed by one of our research assistants. You may end your participation in this talking circle at any time, for any reason. You may also refuse to be recorded or to answer any of the questions. The research results (recording, scholarly articles, website, and other formats) will be presented to you and to your community with your consent, before publication. You will also be provided with a copy of your consent form.

The guiding research question is:

WHAT ARE YOUR STORIES OR EXPERIENCES OF POSTSECONDARY EDUCATION (past or present)?

Sub-Questions:

5. Can you provide an example of challenges or barriers faced by you or your community in postsecondary education?
6. Can you think of a success story about postsecondary education?
7. What kind of supports are/were important to you during your educational journey?
8. What kind of postsecondary experiences do you envision for Indigenous students – now and in the future?

Final Comment: Those are all of the questions we have for you. Thank you very much for taking the time to participate in this interview. If you have anything to add, please feel free to come and see me afterwards, or you can contact anyone listed on your copy of the consent form.

Notes:

Research Tip: *If participant(s) have disclosed difficult or traumatic experiences, give them time to decompress afterward, bring them back to the present. Let them know that there are qualified people that they could talk to afterwards should they wish to do so. Also, there is an Ombudsperson that they could talk to if they feel that they weren't treated fairly during the interview.*



PARTICIPANT CONSENT FORM

Individual or Family Interview

Principal Investigator/Co-investigators: Michelle Smith, Principal Investigator; Elizabeth Fast, Co-investigator; Nicole Ives, Co-investigator; Morgan Phillips, Research Coordinator

INTRODUCTION

You are invited to take part in a community-based, participatory-action research project entitled ***A First Peoples Storytelling Exchange: Intersecting College and Community Circles***. This project is based at Dawson College and funded by Canada's Social Science and Humanities Research Council's (SSHRC) Community and College Social Innovation Fund.

Current partners in the project include Dawson College, the First Nations Regional Adult Education Center, Kahnawake Survival School, Concordia University, John Abbott College and McGill University.

PURPOSE OF RESEARCH

This research offers an opportunity for a storytelling exchange between Indigenous postsecondary students and/or their families about their post-secondary education experiences. It is hoped that the shared stories will help postsecondary institutions (colleges, universities) develop programs and support systems to improve Indigenous student access to and success in the postsecondary studies of their choice. It is also hoped that these stories will facilitate community support of postsecondary studies.

RESEARCH METHODS/PROCEDURES

The study's main question is: ***What are your stories about postsecondary education?*** This question allows participants to share the experiences and perspectives that are important to them. This study will use individual and family interviews as methods of data collection. You may be asked to participate in either or both of these components, which will be video or audio-recorded according to your choice below. You may request or invite whatever support person or people you would like to accompany you throughout the process. Each interview can last less than half an hour or up to 3 hours.

Individual interview: a researcher and/or research assistant (RA) who is also an Indigenous student participant in this storytelling exchange will offer you the opportunity to tell your personal story about post-secondary education and hear her or his story. You may request an interview location that is comfortable for you.

Family Interview: a researcher and/or RA, who is also an Indigenous student participant in this storytelling exchange, and a 1- or 2-person video or audio-recording team will offer you the opportunity to tell your stories about post-secondary education. Each family will be free to determine which

members of their family, including extended and step family, will participate. Family interviews will take place in the family home when possible or another location.

PARTICIPANT RIGHTS

Your participation in this interview is voluntary. You may ask the research team questions at any time. You may also refuse to be recorded or to answer any questions. You can stop participating at any time, for any reason. If you withdraw from the project, you have the right to have all data you have provided until that point destroyed and not used for analysis. You have the right to withdraw your consent after participation has ended and ask for all identifiable materials to be destroyed and removed from any public sites.

CONFIDENTIALITY

Your identity will remain confidential in any dissemination of results unless otherwise indicated in the options presented below. You can decide your comfort level for sharing by selecting video recording or audio recording (voice) Names will not be used. If you consent to video or voice recordings, the recording may be included on the project's open-access website.

If you consent to a video or voice recording, the research team will share your video or audio recording with you before it is shared publicly. General research results will be shared at a presentation in your community. Further research products (videos, scholarly articles, project-related website, and other formats) will be presented to the Community Advisory Board that represents your community before publication. The represented community partner will have the opportunity to disagree on the interpretation of research analysis, and a consensus process between partners must lead to an agreement on interpretation or a decision to present the differing views in published materials. Stories told in the interviews may also be edited for television or radio broadcast and/or a documentary film to be screened at film festivals and other media outlets. A separate release form will be required for the use of video for film or television broadcast and any accompanying promotional materials, other than for the project website or for any academic presentations. If you decline, your participation in this research will not be affected.

The researchers and research assistants will have access to the unpublished, confidential, and de-identified raw data throughout the project and for 5 years following completion. Data produced during this project will be password-protected and stored on Dawson College's secure servers. After the 5-year period, all data will be securely destroyed.

POTENTIAL BENEFITS

You may or may not benefit directly from taking part in this study. The stories may encourage you to pursue any postsecondary studies that meet your educational, career, and community goals. The story exchanges may also increase community support for postsecondary studies as well as lead to service improvements and programs at participating postsecondary institutions.

POTENTIAL RISKS

You may share or hear difficult stories and painful memories in the sharing circles. These stories or the research questions themselves may trigger painful or traumatic memories or distressing feelings of anger, sadness, or grief. Some stories may potentially lead to or worsen pre-existing conflicts between individuals, family members, or others in the community or educational institutions, and some may discourage you from pursuing post-secondary studies. You are free to respond to or decline questions according to your own comfort.

AVAILABLE SUPPORT

You will be offered the opportunity to debrief afterwards with a member of the research team who has experience collaborating with Indigenous communities. You will also be offered access to the counsel of a community Elder or a referral to other support systems.

COMPENSATION

You will receive an honorarium of \$35 for participating in this interview, even if you end your participation or withdraw consent for the use of your data.

CONTACT INFORMATION

If you have comments, questions, or concerns about this research project, please contact:

- Michelle Smith at (Telephone and e-mail) (project lead and video)
- Morgan Phillips at (Telephone and e-mail) (Research Coordinator)
- Elizabeth Fast at (Telephone and e-mail) (participatory research)
- Nicole Ives at (Telephone and e-mail) (participatory research)

If you have comments, questions, or concerns about the community advisory board's role in this project, please contact Morgan Phillips at (Telephone and e-mail) (Research Coordinator).

If you have comments, questions, or concerns about the ethics review of this research project, you may contact XX, Dawson College Research Ethics Board Administrative Coordinator, at (Telephone and e-mail)

OMBUDSPERSON

If you have any complaints about how the research has been conducted or how you have been treated, please contact the ombudsperson, XX (Telephone and e-mail).

PARTICIPANT CONSENT

I have read the above information and hereby consent and voluntarily agree to participate in this interview in the following manner (✓). Please select how you prefer to be identified.

If preferred, consent may be given orally. This will be documented by a researcher or assistant, or can be audio-recorded.

Yes: ____ No: ____ I agree to be audio recorded just for use by the research team.

Yes: ____ No: ____ I agree to be video recorded just for use by the research team.

Yes: ____ No: ____ I agree to be photographed just for use by the research team.

Yes: ____ No: ____ I agree that my image (video/photograph) or voice (audio) from the interview can be show/played publicly (not in association with my name).

Yes: ____ No: ____ I agree that my image (video/photograph) or voice (audio) from the interview can be shown/played publicly (in association with my name).

Yes: ____ No: ____ I agree that a peer from the same postsecondary institution or member of my community may transcribe my interview.

I have been informed of the purpose of this study, and I am aware of the study procedures, and the risks and benefits of taking part. I have had the opportunity to ask questions, and my questions were answered. I am aware that I can withdraw from this study at any time. Agreeing to participate in this project does not take away any of my rights or release the researchers from their responsibility. I will receive a copy of this signed consent form for my records.

____ Email: _____

FULL NAME

SIGNATURE

DATE

To ensure the study is being conducted properly, authorized individuals such as a member of the Research Ethics Board, may have access to your information. By signing this consent form, you are allowing such access.

(November 6, 2017 version)

RESEARCHER INITIALS



A First Peoples' Postsecondary Storytelling Exchange

PARTICIPANT CONSENT FORM TALKING/SHARING CIRCLE

PRINCIPAL INVESTIGATOR/CO-INVESTIGATORS: Michelle Smith, Principal Investigator; Elizabeth Fast, Co-investigator; Nicole Ives, Co-investigator; Morgan Phillips, Research Coordinator.

INTRODUCTION

You are invited to take part in a community-based, participatory-action research project entitled ***A First Peoples Storytelling Exchange: Intersecting College and Community Circles***. This project is based at Dawson College in Montreal and funded by Canada's Social Science and Humanities Research Council's (SSHRC) Community and College Social Innovation Fund.

Current partners in the project include Dawson College, the First Nations Regional Adult Education Center, Kahnawake Survival School, Concordia University, John Abbott College and McGill University.

PURPOSE OF RESEARCH

This research offers an opportunity for a storytelling exchange between Indigenous postsecondary students and Indigenous communities about their experiences with post-secondary education. It is hoped that the shared stories will help postsecondary institutions (colleges and universities) to develop programs and support systems to improve Indigenous student access to and success in the postsecondary studies of their choice. It is also hoped that these stories will facilitate community support of postsecondary studies.

RESEARCH METHODS/PROCEDURES

The study's main question is: ***What are your stories about postsecondary education?*** This question is open-ended to allow for participating individuals and communities to share the experiences and perspectives that they determine are important to them. This study will use the talking circle as a data collection method, audio-recorded according to your choice below.

The talking circle involves a researcher offering you the opportunity to tell your story about post-secondary education in a group setting in a community space. In the circle, each participant will be offered the chance to speak without interruption. A community Elder will be invited to open and close the circle with a culturally appropriate ceremony. You may request or invite whatever support person or people you would like to accompany you throughout the process. Each circle can last 1 – 3 hours.

PARTICIPANT RIGHTS

While respect for the protocol of the talking circle is required by and for all participants, your participation in this project is voluntary. You may ask the research team questions at any time. You may end your participation in the talking circle at any time, for any reason. You may also refuse to be recorded or to answer any of the questions. You can stop participating in the project at any time. If you withdraw from the project, you have the right to have all data you have provided until that point destroyed and not used for analysis. You have the right to withdraw your consent after participation has ended and ask for all identifiable materials to be destroyed and removed from any public sites.

CONFIDENTIALITY

Your identity will remain confidential in all publication of results however if you agree to being audiotaped and having the tape played publicly, someone may recognize your voice. You can decide if you are comfortable being audio recorded (voice). Names will not be used. If you consent to voice recording, the recording may be included on the project's open-access website. If you consent to voice recording, the research team will share the audio recording with you before it is shared publicly. General research results will be shared at a presentation in your community. Further research products (scholarly articles, project-related website, and other formats) will be presented to the Community Advisory Board that represents your community before publication. The represented community partner will have the opportunity to disagree on the interpretation of research analysis, and a consensus process between partners must lead to an agreement on interpretation or a decision to present the differing views in published materials.

Stories told in the interviews may also be edited for television or radio broadcast and/or a documentary film to be screened at film festivals and other media outlets. A separate release form will be required for the use of audio for film or television broadcast and any accompanying promotional materials, other than for the project website or for any academic presentations. If you decline, your participation in this research will not be affected.

The researchers and research assistants will have access to the unpublished, confidential, and de-identified raw data throughout the project and for 5 years following completion. Data produced during this project will be password-protected and stored on Dawson College's secure servers. After the 5-year period, all data will be securely destroyed.

POTENTIAL BENEFITS

You may or may not benefit directly from taking part in this study. The stories may encourage you to pursue any postsecondary studies that meet your educational, career, and community goals. The story exchanges may also increase community support for postsecondary studies, as well as leading to improvements in the services and programs at participating postsecondary institutions.

POTENTIAL RISKS

You may share or hear difficult stories and painful memories in the sharing circles. These stories or the research questions themselves may trigger painful or traumatic memories or distressing feelings of anger, sadness, or grief. Some stories may potentially lead to or worsen pre-existing conflicts between individuals, family members, or others in the community or educational institutions, and some stories may discourage you from pursuing postsecondary studies. You are free to respond to or decline questions according to your own comfort.

AVAILABLE SUPPORT

You will be offered the opportunity to debrief afterwards with a member of the research team who has experience collaborating with Indigenous communities. You will also be offered access to the counsel of a community Elder or a referral to other support systems.

COMPENSATION

You will receive an honorarium of \$35 for participating in the talking circle, even if you end your participation or withdraw consent for the use of your data.

CONTACT INFORMATION⁴

If you have comments, questions, or concerns about this research project, please contact:

- XX
- XX
- XX

If you have comments, questions, or concerns about the community advisory board's role in this project, please contact XX (i.e.- Research Coordinator)

If you have comments, questions, or concerns about the ethics review of this research project, you may contact XX, Dawson College Research Ethics Board Administrative Coordinator, at XX (Telephone and e-mail)

OMBUDSPERSON

If you have any complaints about how the research has been conducted or how you have been treated, please contact the ombudsperson, at XX (Telephone and e-mail).

⁴ Names and contact info have been removed.

PARTICIPANT CONSENT

I have read the above information and hereby consent and voluntarily agree to participate in this talking circle in the following manner (✓). Please select how you prefer to be identified.

If preferred, consent may be given orally. This will be documented by a researcher or assistant, or can be audiorecorded.

Yes: ____ No: ____ I agree to be audio recorded just for use by the research team.

Yes: ____ No: ____ I agree to be video recorded just for use by the research team.

Yes: ____ No: ____ I agree to be photographed just for use by the research team.

Yes: ____ No: ____ I agree that my image (video/photograph) or voice (audio) from the interview can be show/played publicly (not in association with my name).

Yes: ____ No: ____ I agree that my image (video/photograph) or voice (audio) from the interview can be shown/played publicly (in association with my name).

I have been informed of the purpose of this study, and I am aware of the study procedures, and the risks and benefits of taking part. I have had the opportunity to ask questions, and my questions were answered. I am aware that I can withdraw from this study at any time. Agreeing to participate in this project does not take away any of my rights or release the researchers from their responsibility. I will receive a copy of this signed consent form for my records.

FULL NAME EMAIL: _____

SIGNATURE

DATE

To ensure the study is being conducted properly, authorized individuals such as a member of the Research Ethics Board, may have access to your information. By signing this consent form, you are allowing such access.

RESEARCHER INITIALS

Parental consent and child assent form



A First Peoples' Postsecondary Storytelling Exchange

PARENTAL CONSENT & CHILD ASSENT FORM

Talking Circle or Family Interview

Principal Investigator/Co-investigators: Michelle Smith, Principal Investigator; Elizabeth Fast, Co-investigator; Nicole Ives, Co-investigator; Morgan Phillips, Research Coordinator.

Title of Project: A First Peoples Postsecondary Storytelling Exchange: Intersecting College and Community Circles.

Sponsors: This project is funded by Canada's Social Science and Humanities Research Council's Community & College Social Innovation Fund.

Partners: Dawson College (lead), First Nations Regional Adult Education Center, Kahnawake Survival School, Concordia, John Abbott College and McGill.

Purpose of Research: This is an invitation for youth to participate in a research project. This project offers storytelling exchanges between Indigenous students and their communities and postsecondary institutions (colleges, universities) about postsecondary educational experiences. We hope these shared stories will help postsecondary institutions develop better programs and services for Indigenous students.

Study Procedures: This study aims to answer this main question: **What are your stories about post-secondary education?** This will allow for the sharing of youths' experiences and perspectives about what is important to them. This project uses family interviews and talking circles, which will be audio or video-recorded according to the youth's choice below.

Talking circles will take place at a convenient location for all participants. Youth may be asked to participate in one or more of these events. The data collection phase will last from winter 2017 to spring 2019. Talking circle participants will include groups of youth from your community of similar ages.

A family interview will offer family members the opportunity to tell their stories about post-secondary education with a researcher and with a research assistant who is also an Indigenous student participant in this storytelling exchange, and a 1- or 2-person video or audio-recording team. Each family will be

free to determine which family members, including extended and step family, will participate at a location convenient for them.

Stories shared in the interviews will be analyzed by a research team made up of the project researchers and research assistants. If you consent to video or voice recordings, the recording may be included on the project's open-access website. Confidentiality of youth participants' identity will be confidential in all publications and stories will not identify youth in any way (anonymized) except as agreed to in the options presented below. Stories may also be edited for television or radio broadcast and/or a documentary film to be screened at film festivals and other media outlets. A separate release form will be required for the use of video for film or television broadcast and any accompanying promotional materials, other than for the project website or for any academic presentations. If you decline, your participation in this research will not be affected.

The researchers and research assistants will have access to the unpublished, confidential, and de-identified raw data throughout the project and for 5 years following completion. Data produced during this project will be password-protected and stored on Dawson College's secure servers. After the 5-year period, all data will be securely destroyed.

Voluntary Participation/Withdrawal: It is important to note that project participation is voluntary and that youth have the right to withdraw from the study at any time without loss of any potential benefit.

Benefit/Risk: Youth may or may not benefit directly from taking part in this study. The stories may encourage youth to pursue any postsecondary studies that meet educational, career, and community goals. Story exchanges may also increase community support for postsecondary studies as well as lead to improvements in services and programs at participating postsecondary institutions. There are no known risks associated with study participation. Youth are free to respond to questions according to their own comfort. If a youth participant finds that the Talking Circle or interview stirs up any difficult thoughts, they are not obliged to continue participation in the talking circle/interview. Should a youth participant experience any distressing feelings during the family interview or the Talking Circle, they will be offered the opportunity to speak with a member of the research team or community Elder, or be referred to other available support systems.

Confidentiality: You can decide your comfort level for sharing by selecting video recording or audio recording (voice). Names will not be used.

The audio-recorded talking circle will be transcribed by the researcher and given a code number so that the youth participant's identity will remain confidential. All data will be kept on a secure server at Dawson College and password protected. Access to data is limited to the research team. Please note that confidentiality cannot be guaranteed for the talking circle discussion as there is no way to prevent participants from talking about it afterwards. However, before the talking circle commences, it will be explained to participants what it means to be respectful of private matters.

If parent consent and youth assent is given for a video or voice recording, a researcher will show the youth their recording before it is shared publicly. General research results will be shared at a

presentation in your community. Further research products (videos, scholarly articles, website, and other formats) will be presented to the Community Advisory Board that represents your community before publication. The represented community partner will have the opportunity to disagree on the interpretation of research analysis. A consensus process between partners must lead to agreement on interpretation or a decision to present differing views in published materials. You have the right to withdraw your consent after participation has ended and ask for all identifiable materials to be destroyed and removed from any public sites.

Compensation: Youth will each receive an honorarium of \$35 for participating in this interview, even they end their participation or withdraw consent for the use of their data.

Questions/Contact Information: If you have comments, questions, or concerns about this research project, please contact:

Michelle Smith at (Telephone and e-mail) (project lead and video)

Morgan Phillips at (Telephone and e-mail) (Research Coordinator)

Elizabeth Fast at (Telephone and e-mail) (participatory research)

Nicole Ives at (Telephone and e-mail) (participatory research)

If you have comments, questions, or concerns about the community advisory board's role in this project, please contact Morgan Phillips at (Telephone and e-mail) (Research Coordinator).

If you have comments, questions, or concerns about the ethics review of this research project, you may contact XX, Dawson College Research Ethics Board Administrative Coordinator, at (Telephone and e-mail).

Or, if you have any ethical concerns or complaints about your participation in this study, and want to speak with someone not on the research team, please contact the McGill Ethics Manager at (Telephone and e-mail).

OMBUDSPERSON

If you have any complaints about how the research has been conducted or how you have been treated, please contact the ombudsperson, (Name, telephone and e-mail).

Please sign below if you have read the information and consent to your child's participation in this study. Agreeing to participation does not waive any of your rights or release the researchers from their responsibilities. A copy of this consent form will be given to you and the researcher will keep a copy.

PARENTAL CONSENT: As a parent/legal tutor, I have read the above information and give my consent for my child's participation in this study in the following manner:

Yes: ____ No: ____ I agree that my child can be **audio recorded** but just for use by research team.

Yes: ____ No: ____ I agree that my child's voice (audio) from the family interview can be shown/played publicly (not in association with their name).

Yes: ____ No: ____ I agree that my child's voice (audio only) from the talking circle can be shown/played publicly (not in association with their name).

Yes: ____ No: ____ I agree that my child can be **video recorded** but just for use by research team.

Yes: ____ No: ____ I agree that my child's image (video) from the family interview can be shown/played publicly (not in association with their name).

Name of child (please print): _____

Name of parent/legal tutor (please print): _____

Date: _____ Parent/legal tutor signature: _____

STUDENT/CHILD ASSENT: I have read the above information (or someone has read it to me), and I agree to participate in this study in the following manner:

Yes ____ No ____ Audio-recorded talking circle

Yes ____ No ____ Audio-recorded family interview

Yes ____ No ____ Video-recorded family interview

Yes: ____ No: ____ My image (video) or voice (audio) from the family interview can be shown/played publicly (not in association with my name).

Yes: ____ No: ____ My voice (audio) from the talking circle can be shown/played publicly (not in association with my name).

Name: _____

Signature: _____ Email _____

Date: _____ Researcher signature: _____

To ensure the study is being conducted properly, authorized individuals such as a member of the Research Ethics Board, may have access to your/your child's information. By signing this consent form, you are allowing such access.

Honorarium – Gift Card Receipt



Honorarium - Gift Card Receipt

I, _____ received

A gift card in the amount of \$ _____ for the purpose of:

Date: _____

Recipient Signature _____

Dawson Signature _____



Honorarium - Gift Card Receipt

I, _____ received

A gift card in the amount of \$ _____ for the purpose of:

Date: _____

Recipient Signature _____

Dawson Signature _____



Receipt for participation in Talking Circle

SOURCE:

Faculty of Arts and Sciences
Concordia University
Montreal, Quebec

DATE:

RECIPIENT:

Name: _____

Address: _____

Phone: _____

I, _____, acknowledge the receipt of \$35 subject fee for participating in the SSHRC funded project Local histories and urban Indigenous youth Advisory Committee on November 28th, 2016.

Signature: _____



Receipt for participation in individual or family interview

SOURCE:

Faculty of Arts and Sciences
Concordia University
Montreal, Quebec

DATE:

RECIPIENT:

Name: _____

Address: _____

Phone: _____

I, _____, acknowledge the receipt of \$35 subject fee for participating in the SSHRC funded project Local histories and urban Indigenous youth Advisory Committee on November 28th, 2016.

Signature: _____



Receipt for participation in research advisory committee

SOURCE:

Faculty of Arts and Sciences
Concordia University
Montreal, Quebec

DATE:

RECIPIENT:

Name: _____

Address: _____

Phone: _____

I, _____, acknowledge the receipt of \$35 subject fee for participating in the SSHRC funded project Local histories and urban Indigenous youth Advisory Committee on November 28th, 2016.

Signature: _____