

專論四

A Case Study of Indigenous Culturally Sustaining Pedagogy: Class Observation and Self-Reflective Thinking in the CIS

Tien-Tai Wu^{*} Ya-Lin Chen^{}**

Using Culturally Sustaining Pedagogy to evaluate Colleges of Indigenous Studies' curricula, this study examines the teaching processes and outcomes concerning indigenous cultures mainly in the anthropology of education seminar classes. By class observations and self-reflective thinking, we try to find significant issues related to culturally sustaining systems. To cross the boundary of current disciplines, we invite scholars and tribal elites to design various teaching activities for combining courses based on indigenous cultural issues. We try to create common grounds for indigenous cultural sustaining and revitalization in higher education.

Keywords: culturally sustaining pedagogy, indigenous education, anthropology of education