

Co-Designing Circumpolar Civic Education: Workshop 4 Report (October 2022)

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This report describes the results of the third workshop of *Co-Designing Civic Education for the Circumpolar North*, a two-year project funded by a planning grant from the National Science Foundation's (NSF) Navigating the New Arctic (NNA) Program. This event was preceded by prior workshops that explored the concept of civic education (Workshop 1 - see report [here](#)), best practices and challenges associated with designing anticolonial and Indigenous approaches to circumpolar civic education (Workshop 2 - see report [here](#)), and overcoming distance in circumpolar education (Workshop 3 - see report [here](#)). Workshop 4 was held in Rovaniemi and Inari, Finland, from October 9th to October 15th, 2022. The trip was centered around engaging in the circumpolar context in person, with opportunities to engage in conversations among collaborators of the project and with the University of Washington (UW) research team. Participants included the authors of this report.

Monday, October 10th—University of Lapland Program

Workshop participants engaged in discussions about circumpolar education with faculty of the University of Lapland, a school centered on Arctic education, specifically with innovation and design in mind. Antti Syväjävari, Rector of the University of Lapland, welcomed us to the university and informed us about its programs. Additionally, participants talked with Syväjävari about definitions of the Arctic and what is considered 'Northern', which reflected past discussions from Workshop 1. Syväjäri emphasized how diplomacy is a key facet of civic education, in Finland particularly. Participants met with Education faculty to talk about curriculum, and specifically how the University of Lapland teaches and works with Indigenous students. Pigga Keskitalo from the faculty of education spoke about teacher training at the university, which mainly focuses on the training of primary school teachers. Additionally, participants met with the University of the Arctic secretariat, which is a key network of institutions for research and education about the Circumpolar North. Workshop participants then visited the Arctic Science Centre, where they attended talks about global change research and navigating research in lieu of the Russian conflict with Ukraine. This contributed to themes mentioned earlier in the day, as a key part of citizenship and civic engagement is diplomacy.

Tuesday, October 11th – Travel Day

Workshop participants traveled by bus through the Finnish countryside to Inari, known as the capital of Finnish Sámi culture. During the five-hour drive, participants had the opportunity to take in the vast countryside and take breaks at small towns along the way. The participants were met with a herd of reindeer on the drive, making more concrete the connections between circumpolar society and the landscape!

Wednesday, October 12th— Activity Day in Inari

Participants embraced the opportunity to explore some of the cultural experiences Inari had to offer, with a visit to the Sámi Education Institute, a vocational school centered on supporting Sámi livelihoods. Mika Aromäki, designer for international programming at the Institute, showed us educational films, including

Sámi hunting and fishing techniques. The films were inspirational for participants and related to workshop discussions of ways to decolonize education. We also enjoyed a tour of the Siida Museum, a Sámi art and cultural museum, which featured an open air exhibition with preserved Sámi homes, traps for hunting, and food and tool storage buildings.

Thursday, October 13th–Full Day Workshop at Wilderness Hotel, Inari

Our full-day workshop on October 13th allowed participants to refresh their memories about the ideas proposed in Workshop 3, then consolidate ideas and form groups based on their interests.

Proposed Projects

One team proposed a project titled Arctic and Circumpolar Communities Converging through Technologically Enabled Knowledge Exchanges (ARCCCTEK) led by Timothy Pasch (University of North Dakota), Tia Tidwell (University of Alaska Fairbanks), Elena Bell (University of Washington), Elaine Alvey (Alaska Pacific University), and Chase Puentes (University of Washington). ARCCCTEK would be an open source, place-based video engagement platform which converges teaching and traditional knowledge across the circumpolar region. Since the workshop, the ARCCCTEK group has met weekly to submit a five-year grant proposal to NSF. (Submitted in early February 2023.)

A second project proposed by Anthony Speca (Polar Aspect Consulting) is HARBORMAC, a model Arctic Council that would be hosted at Friday Harbor Labs at the University of Washington. HARBORMAC would build upon Scotland's Model Arctic Council, an opportunity to simulate international diplomacy for undergraduate students led by Polar Aspect Consulting. HARBORMAC would be a Model Arctic Council for undergraduate students at the University of Washington, open to any undergraduate university students.

A third project proposed by Michael Hawes (Fulbright Canada), Elena Campbell (University of Washington), Bree Kessler (PARTICIPATE Consulting), Nadia Jackinsky (University of Alaska Anchorage), and Andy Meyer (University of Washington) was called Exchanging Imaginaries. The proposed study abroad program would be created to foster cultural exchange through a shared course of study between two universities or educational partners to develop increased understanding about life in the Circumpolar North. The purpose would be to have students interact with curricula in place, exchanging notions and new ideas about the Circumpolar North.

Michelle Koutnik (University of Washington) proposed to develop ways to build Geographical Information System (GIS) skills into interdisciplinary undergraduate courses that address Arctic environmental change. There are current GIS courses taught by Mia Bennett (University of Washington Geography) that we are considering how to use as guides. Building GIS mapping skills prior to a currently offered study abroad course to Greenland may also open the possibility for collaborating with researchers and Indigenous knowledge holders in Greenland. How to further develop research opportunities for students is being explored, and a proposal to NSF International Research Experiences for Students is being considered.

Nadine Fabbi (University of Washington) proposed a research project to identify the approximate 50 actors from Nunatsiavut who participated in the 1909 Alaska-Yukon-Pacific Exhibition and to tell the story of their journey and experience in Seattle. This project would bring together the histories of the two regions identifying early international relations between north-south communities.

Friday, October 14th–Half-Day Workshop

Friday's half-day workshop was devoted to filming participant discussions based on questions surrounding Circumpolar Civic Education. Participants were divided into groups to discuss overarching questions about workshop topics, including questions such as "in what ways do you think education is important for addressing issues facing the Circumpolar North?" and "what does it mean, to you, to decolonize civic education?". Filming continued back at the University of Washington, with perspectives from the PIs of the project, Jason Young, Nadine Fabbi, and Michelle Koutnik.

Participants also began brainstorming paper ideas for a special publication of the *Arctic International Relations Series* journal, centered on questions about the overall NNA project. Topics proposed by participants included education through relationality, deconstructing Arctic imaginaries, alternative modes of civic education, and considering ways education can prepare Northern youth to be good citizens in a changing world.

Overall, Workshop 4 allowed participants to overcome distance and occupy physical space together. The in-person workshop and time spent with one another fostered a number of conversations that have the possibility to develop into further proposals and educational materials. The opportunity to engage with the landscape and have conversations with inspiring individuals enabled participants to consider the tangible future of circumpolar civic education and formed meaningful collaborations.