



Inker-Anni Linkola-Aikio 21 June 2023

TRUST

Promoting Sustainable Practices for Digitalizing Indigenous Cultural Heritage - Global North and South Juxtaposed

Indigenous Cultural Heritage, Learning, Ethics



LAPIN YLIOPISTO
UNIVERSITY OF LAPLAND
For the North – For the World

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Postdoc.researcher in TRUST

Work experience:

Senior Research Officer, Sámi Archives
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Research interests: Indigenous Cultural Heritage, Cultural Heritage Pedagogy, Sámi education, Research Ethics, Multilingualism in Education, Linguistic landscape. Language policy

Digital Cultural Heritage in Learning and identity building

Cultural Heritage Pedagogy

- Socio-constructive learning
- Learning by doing
- Learning by experiencing
- Cultural heritage learning
- Learning by research, searching and finding, own interpretation, own understanding
- Learning through archives and museum collections, learning about the archives and museums



Photo Ájtte museum, AIDA-project

Cultural Heritage Pedagogy



Photo: Ájtte-museum, AIDA Interreg project
Arctic Indigenous Design Archives I-II 2016 – 2022
Ajtte Swedish Sámi and Mountain museum, Sámi
archives, Finland, Sámi University of Applied
Sciences, Norway

Teachers' wishes:

Digital but also on the spot

Easy access (teachers are busy)

According to the curricula

Materials for everybody and
also possibility to
differentiation

Teachers are professionals, so
the materials can be simple

Old authentic documents as
an inspiration

Cultural Heritage Pedagogy and ethics in TRUST

- Ethical and legal Frames for indigenous Archival work and Research
- Experience from some former projects in Sápmi: AIDA (Arctic Indigenous Design Archives) and (Digital Access to Sámi Heritage Archives) Nuohtti-portal
- Fieldwork in Ceduna, South Australia

TRUST –Promoting Sustainable Practices for Digitalizing Indigenous Cultural Heritage

Sustainable Practices for Digitalizing Indigenous Cultural Heritage?

Frames

FAIR-principles, **F**indable; **A**ccessible; **I**nteroperable; **R**e-usable
CARE-principles **C**ollective benefit, **A**uthority to Control,
Responsibility, **E**thics

ICA Adelaide declaration – Creating Tandanya

IPR Indigenous knowledge and art

Making art together, co-creation

Ceduna, South- Australia **Arts Ceduna**

- the artists tell their stories or what they have been thinking while working,
-> make art together **Socio-constructive learning**
- Art can be made together with a joint story. By making art together, learning happens, teach each other the rules for the art and the story comes when making art. Learn concepts, learn about making art, learn about own society, discuss society **Socio-constructive learning**
- Own rules and laws regulate the art, who can paint what, who can paint which story.
 ->Learn to make their own interpretations (cultural knowledge and own skills, own understanding),
-> identity building

communication



Art and Craft carry Cultural Knowledge

Ceduna, Australia

- The symbols and the art carry meaning and own ontology. Concept system, knowledge system.
- Stories can be community stories or more personal stories or stories from grandparents, ancestors and are passed generations
- Individual artists make own interpretation of community owned (regulated) knowledge
- So without a story you cannot paint, with art and story you learn ontology and survival (bird-eye view).

Sápmi

Duodji (Sámi art, craft, design) carries a lot of cultural knowledge

⇒ duodji thinking, Indigenous design thinking

- Practical, multifunctional, sustainable, esthetic, quality, symbols, personal, connection to the nature
- Context based (traditional knowledge, family tradition) and also modern
- Practical and esthetic solutions

Traditional knowledge, creativity

Intergenerational Transfer of Indigenous Knowledge

Target group: School children, secondary students, university students, adults, anyone

Visit the archives and see some artifacts, documents, records, meet the artists, who tell their stories or what they have been thinking while working,

-> make art together, more simple for younger children

-> learn to figure out why something is good not good quality, learn to plan and decide, learn to make their own choices

Storytelling, cultural knowledge,

Identity building

Learn not to waste materials, reuse

-> make their own little art

- Learning materials, pedagogical materials

- Learn to respect traditional knowledge

- Language and concepts

Personal meetings **with crafters** and archivists, music pedagogies

Language

TRUST Now what?

Cultural heritage pedagogy: visit Sámi museums,
museum and archive educators

Workshop

Publication, articles and a Handbook (2024)

A decorative pattern of light blue and dark blue hexagons of varying sizes, scattered across the top half of the slide.

Thank you!

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