Methodological métissage: An Interpretive Indigenous Approach to Environmental Education Research

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Abstract

This article discusses the development of a methodological métissage that combined Indigenous and interpretive traditions. This métissage was developed during a doctoral study conducted with Canadian environmental educators who incorporate Western and Indigenous knowledge and philosophy into their ecological identities and pedagogical praxis. It is presented as an invitation to environmental education researchers from all cultural backgrounds to acknowledge and engage with Indigenous knowledge, philosophies, and methodologies.

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