

Embodying Self-Determination through Everyday Indigenous Research Ethics

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Indigenous People have always engaged in their own forms of research which have been driven by their communities. This include land-based pedagogy or even navigating the sea through fishing which was a central part of my Taino ancestors' identity. Through these activities Indigenous people are observing, analyzing, producing, and co-creating knowledge, and transmitting it to the next generation (Absolon, 2011). This is living research in everyday practice that embodies an Indigenous code of ethics. However, for many postsecondary educational institutions, research continues to be framed through the eyes of the *imperial gaze*. The presentation examines how Indigenous research ethics, as a knowledge system, has been denied and undermined both historically and in the present. It provides an analysis of the power structure which is embedded in conducting research through an imposing Western lens in postsecondary settings. The presentation critically draws on my lived experiences and shows the contradictions and complexities of ethical research review and the linear structures and processes in formal postsecondary learning spaces. It looks at Indigenous ethics as understood through time as cyclical, with relationships being a core part of Indigenous research with ethics which have been framed through an overarching Indigenous lens. The presentation discusses two examples of global Indigenous communities' journeys to developing their own models of ethical principles, practices and guidelines as a right to their self-determination and to protect their knowledges and communities.