

**“CHANGE EVERYTHING”: A STUDENT-LED PARTICIPATORY ACTION
RESEARCH PROJECT ON DECOLONIZING EDUCATION**

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Abstract: *This paper documents a Participatory Action Research project at Brock University. Our goal was to accelerate progression towards decolonization by holding space for transformative learning experiences that prioritised the wellbeing of First Nations, Inuit, and Métis undergraduate students and that would include others who were committed to learning to be allies. Our purpose was to explore how an experiential education opportunity could create transformative spaces for engaging with decolonization. Data were generated through student reflective journals, notes written while listening to Elders, screen shots of the student only “group chat”, and pieces of art that students had created through the course. Coding and analysis included both conventional approaches to qualitative coding and Indigenous approaches. The student researchers on our team identified six main themes which are paired with recommendations for future pedagogical initiatives. We conclude that radical changes are needed to move towards making universities transformative spaces, which is necessary for decolonization and reconciliation to occur.*

Keywords: *Indigenous students, transformational spaces, positionality, experiential education, decolonizing, Participatory Action Research, qualitative methods, Indigenous research methods*

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