

Chapter 18

Revitalizing Pedagogy: Integrating Indigenous Knowledge and Practices Into Higher Education Disciplines

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ABSTRACT

International education systems characterized largely by colonial influences have commonly marginalised Indigenous knowledge and worldviews in favour of Western frameworks. This legacy has limited educational experience by consolidating colonial languages, histories, and pedagogies, almost removing the cultural essence and richness of Indigenous view. In a world of globalized and multicultural people, decolonizing education and interweaving Indigenous knowledge has become a necessity for building inclusive and culturally aware learning environments. Indigenous knowledge is a holistic worldview that combines spirituality, community, and environment, it would be a good thing to include in conventional curricula. Incorporating Indigenous perspectives validates and moves towards cultural relevance, environmental stewardship, and critical global citizenship in addition to incorporating diversity of mind.

INTRODUCTION

International education systems have generally been developed around leading social descriptions, relegating original viewpoints and knowledge schemes. This relegation can be traced back to colonist practices that pursued to overpower native languages, values, and ways of expressing. As globalization expands and multiculturalism becomes more dominant, distinguishing and incorporating original knowledge into conventional education has become progressively crucial (Poitras Pratt, & Gladue, 2022). Original knowledge includes many worldviews, traditions, and practices traditions inimitable to numerous original groups. This knowledge is generally all-inclusive, stressing associations with spirituality, community, and land. However, conventional education models prioritize Western scientific patterns, observing indigenous knowledge as obsolete or unrelated. This weakens the value of original cultures and restricts the educational experiences of all learners, who could get an advantage from a more varied and comprehensive syllabus. Colonial legacies commence to employ substantial impact on instructive practices across the world. Many modern educational systems are reminders of colonial rule, reflecting

DOI: 10.4018/979-8-3693-9296-6.ch018

the colonists' ethics, lingos, and priorities rather than those of the native populations. This legacy is revealed in several ways:

- **Curriculum Plan:** Standard prospectuses avoid Indigenous histories, lingos, and contributions, leading to lesser comprehension of local situations. For example, in the US, history courses might emphasize European surveyors while interpreting detailed descriptions of indigenous societies and their durable heritages.
- **Language Suppression:** Colonial instruction systems typically executed foremost languages at the expense of indigenous languages, leading to their weakening. As pupils are taught mainly in colonial languages, they generally lose interest in their linguistic heritage, which is vital for cultural identity.
- **Teaching Methodologies:** Conventional Western pedagogies, which stress distinctiveness, competition, and standardized testing, can struggle with original ways of learning. Indigenous learning generally values common knowledge-sharing, experiential knowledge, and respect for the environment—practices generally unnoticed in typical teaching.

The insistence for decolonization in teaching arises from the requirement to disassemble these engrained practices. Decolonization includes not only the exclusion of colonial structures but also the dynamic incorporation of Indigenous learning and viewpoints into educational programs and procedures. This procedure calls for crucial reflection on prevailing systems and promoting education that honors varied ways of knowing.

BACKGROUND

Incorporating indigenous knowledge into pedagogy can suggestively supplement the learning setting, creating a more comprehensive and culturally related experience for all learners. The following are different fundamental ways in which this incorporation can be comprehended. Integrating Indigenous Knowledge into programs makes learning more relatable to the learners' cultural settings. When learners see their histories, lingos, and civilizations mirrored in their education, it nurtures a sense of belonging and individuality. For example, coaching local Indigenous stories and histories with national accounts can aid pupils in comprehending the intricacy of their own characteristics and cultural legacy. Indigenous knowledge systems generally endorse all-inclusive methods of education, where emotive, spiritual, and physical extents are reflected together with rational development. This difference is from the generally classified nature of Western schooling. By incorporating Indigenous teachings, educators can create learning skills that nurture the whole student, leading to deeper involvement and comprehension. Indigenous knowledge is highly entangled with environmental sustainability and practices (Tariq, 2025a). By integrating these perceptions, pupils can learn about environmental stewardship and the significance of sustainable procedures. For instance, Indigenous agricultural methods, like companion planting and permaculture, can offer valued lessons in sustainability that are critical in the present climate crisis. Involvement in diverse knowledge systems inspires critical thinking and raises global social responsibility. Comprehending various worldviews can aid learners in developing understanding and reverence for others, preparing them to be involved considerately in a multiracial world. This is mainly vital when international interconnection poses both issues and prospects. Incorporating indigenous knowledge into

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