

RIGOLET ON-THE-LAND WORKSHOP

FOOD IN THE TIDAL ZONE

Evaluation report

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ACKNOWLEDGEMENTS

This project took place in the self-governing Inuit region of Nunatsiavut. The workshop involved Nunatsiavut beneficiaries, Nunatsiavummiut, and external participants. Those of us from outside Nunatsiavut offer a heartfelt nakungmek and gratitude to Inuit for welcoming us to your home and beautiful lands.

The project team extends a special appreciation to Jacqueline Winters for all the work she did to organize and coordinate everything in Rigolet. Jacqueline hosted everyone and showed up with enthusiasm and an amazing spirit everyday. The workshop's success is in large measure thanks to her.

Nakungmesuak to many people who made this workshop happen:

- Chaim Andersen for developing the initial project proposal and vision
- Dillon Shiwak for being a great camp manager and keeping everyone warm and comfortable
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- Carly Blake and Linda Palliser for delicious food
- Tyler Palliser for delivering the food and making sure we were fed
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- Eldred Allen and Bird's Eye Inc. for capturing photo and video
- Valesca De Groot for all the help planning and organizing
- The Nunatsiavut Research Centre for support and additional resources and materials

CONSENT

Everyone who attended the workshop completed a consent form that explained their role in the workshop and how information would be used. Before any quotes were included in the final report, we checked with participants to ensure we had their permission to include their words. Workshop participants were also given the option to have their photo taken or not. All photos included in this report have been used with consent.

FUNDING

Funding and additional support for the workshop was provided by Climate Change Preparedness in the North (CCPN), the Nunatsiavut Government, the Rigolet Inuit Community Government, Dalhousie University, Memorial University, University of Leeds, University of Alberta, Yukon University, the Ocean Frontier Institute (OFI), and the Sustainable Nunatsiavut Futures project.

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Rigolet On-The-Land Workshop

Evaluation report

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ABOUT THIS REPORT



This report explores the question: Can land-based workshops improve the understanding and relevance of research by embedding findings within the local context, increase connections between participants, and encourage researchers to communicate collaboratively about their research?

All eight co-authors collaborated to create this project and report. Cumulatively, the report forms our collective contribution. Six co-authors collaborated on the data analysis and writing for this report: four Inuit Research Coordinators based in Rigolet (Nathan), Postville (Katrina), Hopedale (John), and Nain (Caroline), Nunatsiavut, and two external researchers based in Toronto, Ontario (Mel) and Whitehorse, Yukon (Paul). You will notice that the tone and voice shifts throughout the report, reflecting the contributions of each person. We did not want to adjust or smooth the writing to appear as one voice; rather, we felt it was important to showcase each person's thinking and writing style, so we invite you to read this report with an appreciation for the contributions of the entire team.

KEY MESSAGES



Being out on the land together increased the connection between participants.

It is important to embed findings within the local context.

Careful behind-the-scenes planning helps create the space and atmosphere to build connections and collaborative conversations.

All knowledge is valuable, making everybody a knowledge holder.

Increase connections between participants.

Pay community members appropriately for their valuable knowledge and expertise.

Invite youth! They are essential community members and they help break the ice at workshop sessions.

WHAT DID WE DO?

In October 2021, the Nunatsiavut Government and Dalhousie University organized a land-based workshop in Rigolet, Nunatsiavut, Labrador. The workshop's goal was to bring together a diverse group of participants from outside and within the community to discuss research and knowledge, shift the nature of research discussions away from “the boardroom,” and purposefully use setting and structure to change power relations and facilitate communication.

The theme of the workshop was “food in the tidal zone,” which was intended to capture a range of interests, knowledges, disciplines, and ideas. We held the workshop over two days, and one overnight stay at a cabin with two Labrador tents on the channels separating Lake Melville and Groswater Bay, about 30 minutes drive from Rigolet.

WHAT DID WE LEARN ABOUT?

We had ideas and topics we wanted to discuss, but we also allowed conversations to flow in the direction they took. That is a big part of this setting, to allow the conversation to flow. We allowed people to talk about anything they felt was valuable, even if they weren't directly related to the topic of the sessions. Often, we (as external researchers) need to step back and allow space for Inuit Knowledge experts to voice their knowledge, concerns, needs and how they would like to see work and research done in their communities. To Step back, listen and give that space to community members. To listen, rather than speak.

WHY DID WE DO THIS?

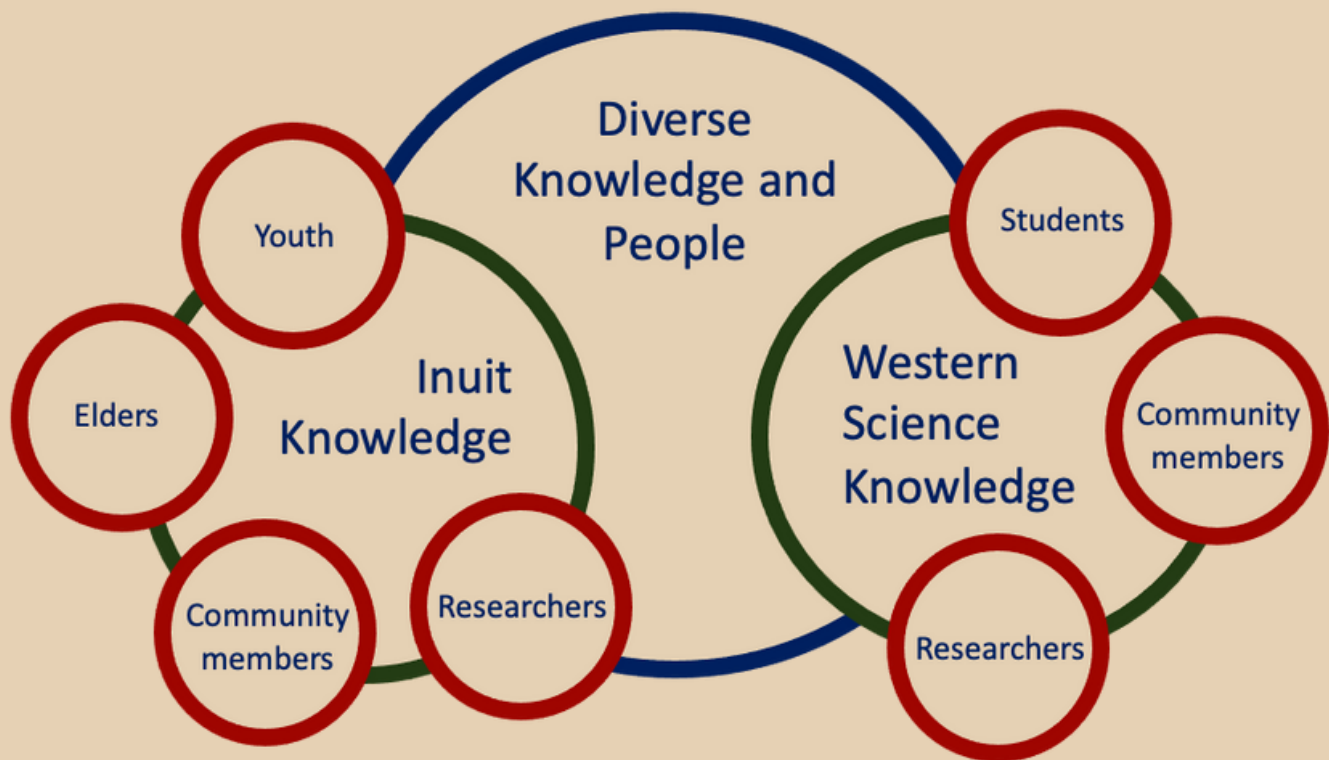
As Inuit continue to enhance self-determination in research (ITK 2018), researchers outside Inuit Nunangat must shift their research approach. Research across Inuit Nunangat is about more than collecting the data. It requires conversation, ethical relationship building, and more time spent listening and reflecting.

We wanted to explore whether organizing a land-based workshop could effectively support research communication and dialogue between participants in Inuit communities and visiting from outside the community. Previous experience has found that spending time on the land is important because:

- **The land has always been a place of learning for Inuit**
- **Community members are experts on their own land and environment. Being on the land together recognises and values multiple forms of expertise**
- **Meaningful research is relational and relies on good relationships and connections between multiple groups of people, including external researchers, community researchers, and community members**

This workshop was the second in a series of land-based community workshops. We organized a land-based workshop in Nain in 2019 and evaluated the results of that experience. Different types of research take place in each of the five communities in Nunatsiavut, and communities have expressed the need for researchers to visit and organize events specific to the priorities and preferences of each community. Therefore, this larger project was intended to organize workshops in different Nunatsiavut communities focused on the specific research taking place in that community and situating that research in the landscapes unique to each community. The 2021 workshop focused on research in Rigolet or that Rigolet community members have expressed interest in, and this report builds on our learning about the effectiveness of land-based workshops across different communities.

WHO ATTENDED THE WORKSHOP?



We wanted to create a space for people with different knowledges/ways of knowing to participate in the workshop. In total, we had approximately 25 participants, including Inuit Knowledge experts, Nunatsiavut Government staff and researchers, community members, and external researchers from various projects and institutions (e.g., Fisheries and Oceans Canada, Sustainable Nunatsiavut Futures). We also made an effort to have the group diverse in terms of gender and age. No matter how people identified, they were welcome to join the workshop.

People may choose to not label themselves at all, but they still have valuable knowledge to share. If people do choose to label themselves, that does not mean they are confined to one “box”, or even two. People can be both a scientist/researcher and a community member, etc. We feel the most beneficial work, for all, is done with a diverse group of people with different types of knowledge/ways of knowing, experiences and perspectives.

DATA COLLECTION

We collected data to evaluate the method and process to find out if these workshops were useful for sharing research results and our learning with a wider audience. We collected evaluation comments in a few different ways. We had a short group discussion session at the end of each day where we asked participants to vote (positive, neutral, negative) on three questions:

- 1. The researchers here all look at different types of information – what did you think of the mix of information all in one workshop?**
- 2. Did you feel as though there were opportunities to learn from each other and share your own knowledge?**
- 3. Do you think being out on the land changed how we discussed research and projects?**

After participants had submitted their votes, we gave everyone the opportunity to expand on why they voted the way they had. After discussing the three questions, we also asked them to share some reflections on the day and their thoughts. Following the workshop, we met with the knowledge holders that had spoken during the workshop (via online questionnaire or through an interview) to gather their feedback about the workshop. Finally, the organizing team met to reflect and debrief on the sessions.

DATA ANALYSIS

Following our data collection, we transcribed the conversations and collected all the data in an Excel spreadsheet. We wanted to learn what people thought and felt about the workshop.

To analyze the data, we used a form of thematic qualitative analysis. We used three different types of coding techniques:

1. Magnitude coding describes whether the data content is positive, negative or a recommendation. It is very useful to see how the workshop was received by the attendees.
2. Descriptive coding - This examines the main topic being discussed. Descriptive codes are very important in organizing and visualizing the main themes in the data.
3. Provisional Codes - Where the descriptive codes examine the main topics, the provisional codes are a predefined set of codes which define broad categories/themes of interest. We defined this set of categories before our analysis. The codes came from an online workshop with key organizers to discuss important information they would like to learn about during our evaluation. We had some questions already in mind when we started the analysis, and other questions came out of the data itself. For example, we wanted to know, "how does the workshop affect relationships?" The provisional codes are based on content from the evaluation. While they were not intended to be tied to the descriptive codes, the descriptive codes were done first and are related more than we thought.

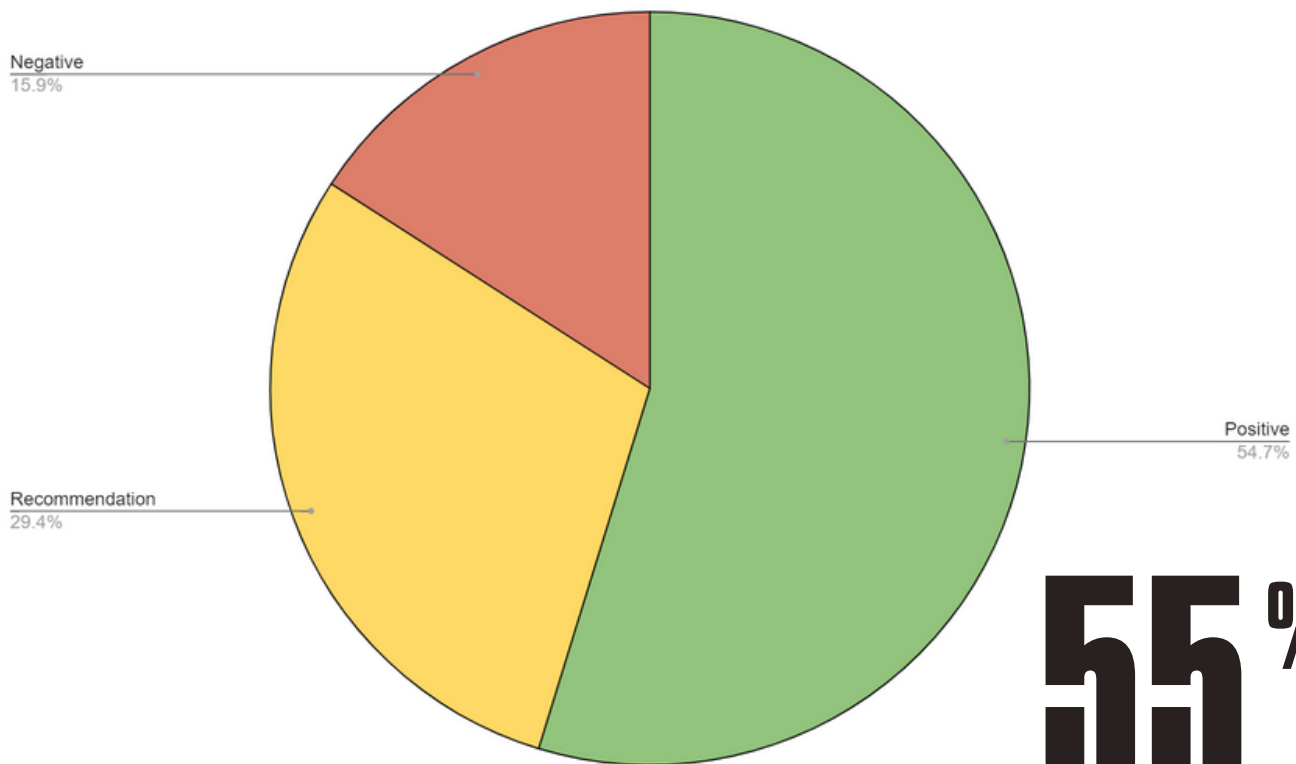
Co-Analysis

We used a co-analysis method to examine and identify lessons from the data. All six core authors met weekly as a group to discuss and co-analyze the data, sharing and exchanging perspectives around interpreting and making meaning out of the data. This process of co-analysis was a key part of the project, as we wanted to ensure the results and lessons reflected and represented diverse perspectives and experiences rather than being generated through one interpretive lens.

MAGNITUDE CODES

RESULTS OVERVIEW

Magnitude codes are an evaluation code which describes whether the data is positive, negative or a recommendation. These codes are one of the simplest to use as they are easy to input and present via graphs and charts. As you can see in the chart, over half of the comments were positive, with only 15.9% being negative and 29.4% being recommendations. This tells us that the workshop was pretty well received overall but still has room for improvement. These codes go a long way in helping us understand how the participants of the workshops felt about the workshop on a broader scale. In terms of technicality, these codes are simple to use and input, giving data that is easily shared and understandable.



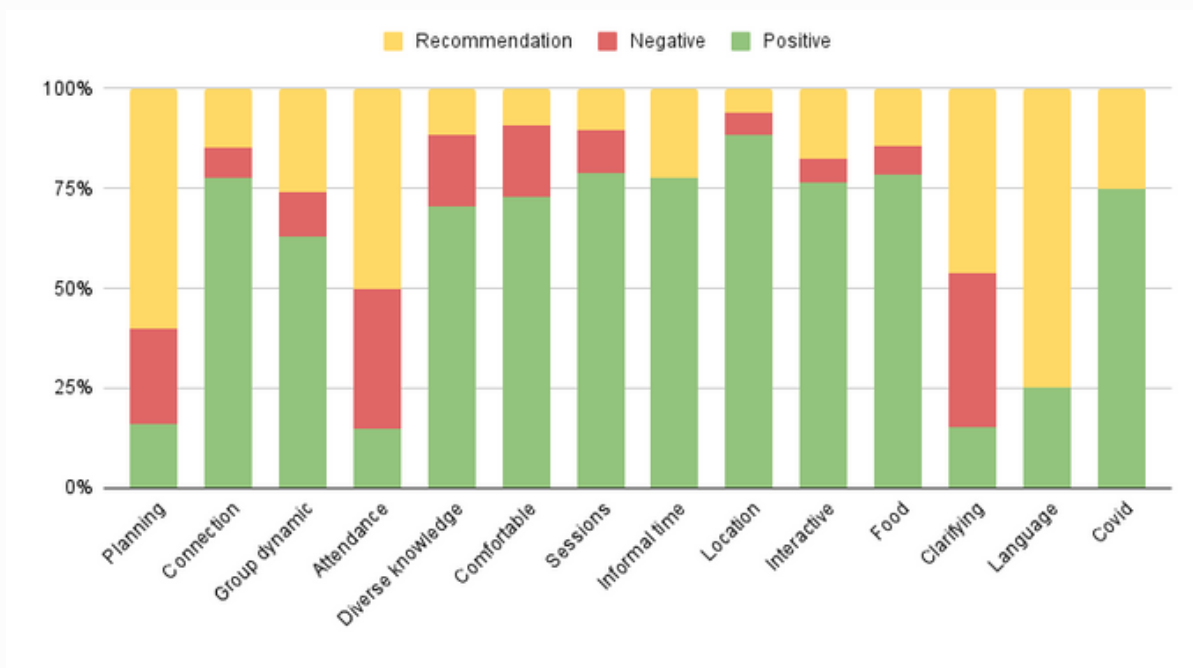
55%

Of our evaluation comments were positive

DESCRIPTIVE CODES

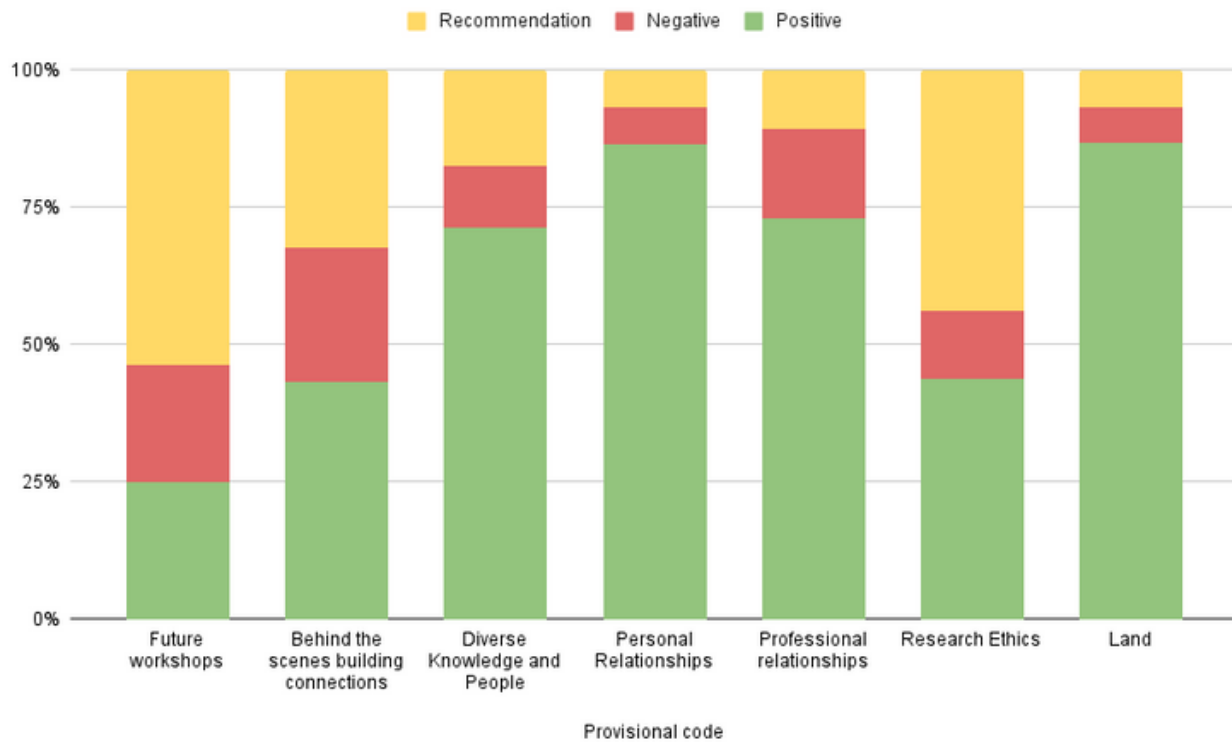
Descriptive codes are a set of codes that define what the main topic of the sentence, question or quote is. They can be particularly helpful as you can focus on a particular topic you want to emphasize and have all of the quotes, questions and sentences with the particular descriptive code all in one place. We use fifteen descriptive codes but you can use even more if necessary.

The fifteen descriptive codes we use are "Planning", "Connection", "Group dynamic", "Attendance", "Diverse Knowledge", "Language", "Location", "Comfortable", "Sessions", "Informal time", "Interaction", "Food", "Clarifying expectations", "Covid", and "Other"



PROVISIONAL CODES

Provisional codes are a predefined set of codes which define broad categories/themes of interest. They can be used to measure how much interest is in a certain theme from the attendees. This is very important for future workshops as we better understand what topics/themes worked and which didn't. There are seven provisional codes that we use which range from "Land" to "Future workshops" and "Professional relationships." All codes are equally important and give us a better understanding of the target audience's views and how we did as a team.



PROVISIONAL CODES

The seven provisional codes are:

Land - The scene in which the workshop was held: How the environment directed the knowledge sharing and the flow of conversation.

Behind-the-scenes connection building - The planning and facilitation decisions that take place outside the workshop time help to create a comfortable and connected place for people and create the conditions to allow people to connect in person during the workshop. These behind-the-scenes decisions are often about choosing who to invite and the time and setting structures that allow the group to get to know each other.

Diverse knowledge & people - Content referring to the mix of people or information shared at the workshop.

Personal relationships - Comments about building or strengthening personal relationships. Working on outreach, clear communication and listening to their comments. Also, ensuring we are "friendly faces" when coming to communities.

Professional relationships - Comments referring to people's work or potential future work/research together. e.g. Finding connections and synergies between different research projects and making new links for future work.

Research ethics - The ethical rules around research from the university need to be considered alongside the more fluid ethics of what people want research data to do/be used for.

Future workshops - Taking in recommendations for future work of what worked, what didn't work, what we could have done differently and the overall outcome of the workshop.



"I mean, this is community building. It builds friendships, and lifestyles, and sharing of knowledge and ideas. And that goes a long ways."



LEARNING TOGETHER

DIVERSE KNOWLEDGE AND GROUPS

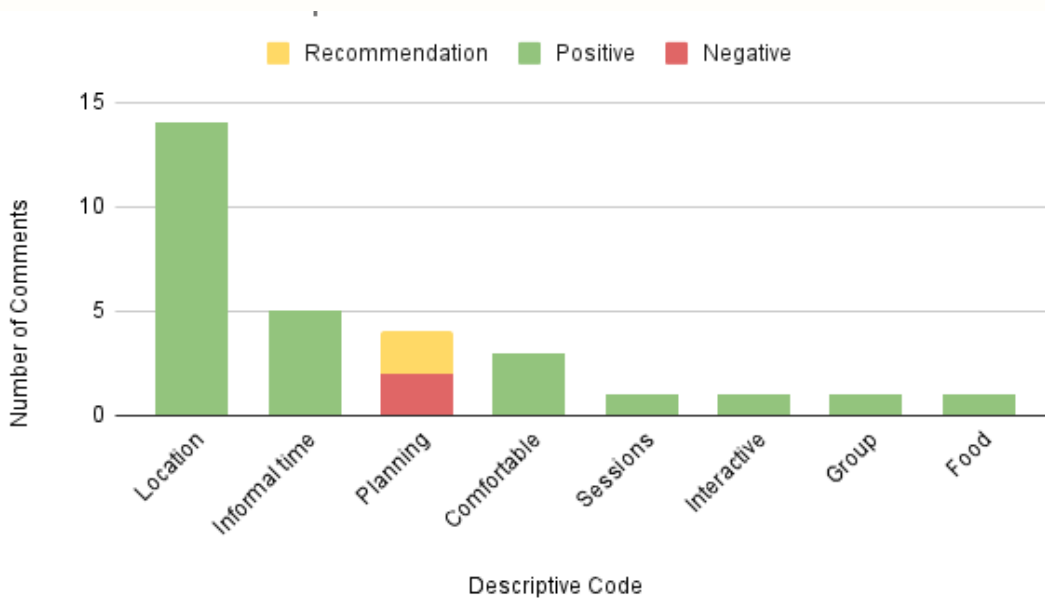
... "away" live off...
... need how...
... She said...
... the...
... strong...
... and g...
... this...
... import...
... so h...
... we can safely do...
... land as long as we...
... there will come a day when the...
... because there is a major loss and...
... a memory. I think this is a...
... as a people...
... reflect...
... the

My Picture signifies that there is a great weight added to the project. It creates a feeling of moving down to outside forces.
Lorraine Allen



LAND

The provisional code land was used when anything involved with being on the land was brought up in discussions or interviews. For example, it could have been the scene where the workshop was held, how the environment directed the knowledge and the flow of the conversation, etc. Land was coded 30 times, 26 of which were positive. Inuit have a very strong and meaningful connection to the land. Having a land-based workshop will bring up conversations that wouldn't happen in a boardroom setting. Being on the land is also healing, I had a friend compare the connection to being on the land to your best friend welcoming you with a tight, warm hug.



WHAT SAY?

DID PEOPLE

Having traditional food

Have the workshop on the ice in the spring or anywhere else on the land around April may many people travel on skidoo and we would get so many participants

Yeah, the smell of the spruce boughs in the tent was a very good one. I really enjoyed when I smelled that because it was a while since I was in a Labrador tent with spruce boughs.

The location really created an environment conducive to discussing the topic at hand

And being sat out on the land is a nice place to be vulnerable. An easier place.

The weather was a challenge but that's something we cannot control.

Spending the night at the cabin /tent I enjoy every opportunity I get to spend outside. I also got to build relationships with many co-workers

I think it was a good idea. I enjoyed it and it brings us closer to what it's all about, on the land.

On the land approach as opposed to building venue.

It was also a huge asset to be discussing science in place and in the environment of study. So often scientists are removed from the environment they are researching, but being in place to talk about natural phenomenon was refreshing and helped inspire creative ways to present and discuss the information.

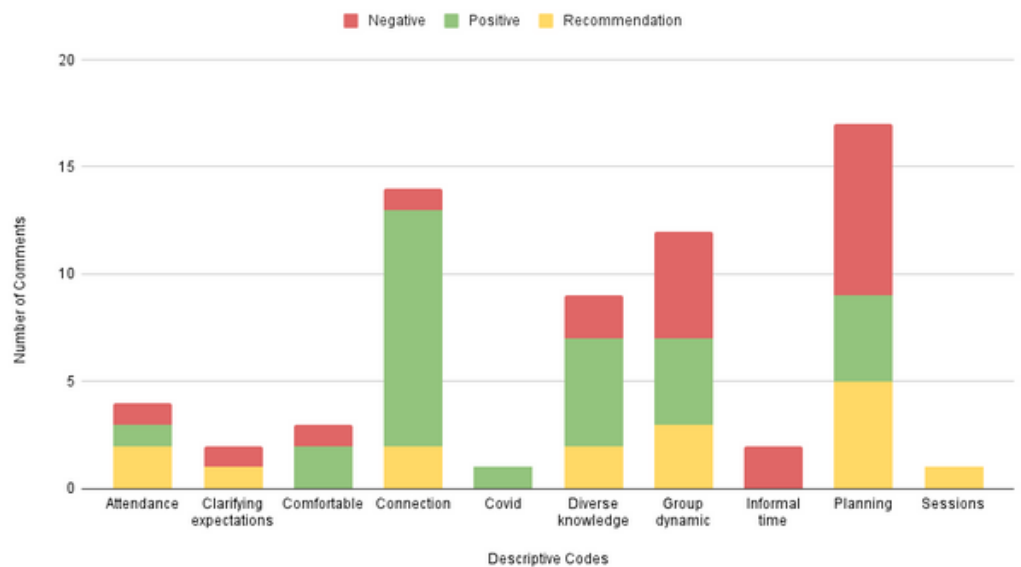
This graph shows the distribution of positive, negative and recommendation comments on this topic





BEHIND THE SCENES CONNECTING BUILDING

Comments by participants and organizers expressed that workshops benefit from organizers spending time purposefully foreseeing and planning opportunities and moments during workshops that can facilitate participants building connections between themselves. Designing workshop schedules and structures to specifically plan for time for participants to connect with each other helps people do this naturally and at their own pace.



WHAT DID PEOPLE SAY?

We really needed a person in the community, right? [...] I think it would've been really, really hard to actually pull it off well if that had not happened...[...] That was, like, critical. In terms of lessons learned, it was, like, critical don't do it if you don't have this kind of thing.

Making children feel more valued and welcomed which will make parents want to come and bring their children

I will add that the lack of defined objectives can make it difficult for some people. I didn't have expectations so it didn't bother me but I could see that affecting some people.

Sometimes it takes people time to get comfortable and speak, right? So, if there's a few workshops where people come and don't say much and then the next workshop they come and they do say stuff, you know?

Length of presentations and sessions. - Although the total length of each day was good, I wished there could have been more discussion time with sessions (but I do recognize there was a lot of material to cover).

I think the biggest challenge for me was the group size limitations posed by COVID restrictions...

And I think that there's a really good foundation of relationships already [...]. So, having new people come in that environment also kind of sets almost, like, a precedent for building those relationships and kind of going with the flow, and getting to know people, and, you know, having that open, trusting space to talk about ideas always really advances talking about ideas. I think.

Planned unstructured time. And I would say strategically placed unstructured time. Whether that's at distinct intervals or after certain sessions. I think because in this case we found, I think, that there was one in particular.

Yeah. And there was no presentation sort of, right? So, I think that worked well. The informality of it.

I am very happy that the topic of Muskrat falls was one of our first major conversations, but I believe the discussion would have benefited from the group having more in-depth introductions and icebreakers. I think getting to know your peers before diving into important and multidimensional issues can foster more open conversations, as people will gain a better perspective of their peers

This graph shows the distribution of positive, negative and recommendation comments on this topic

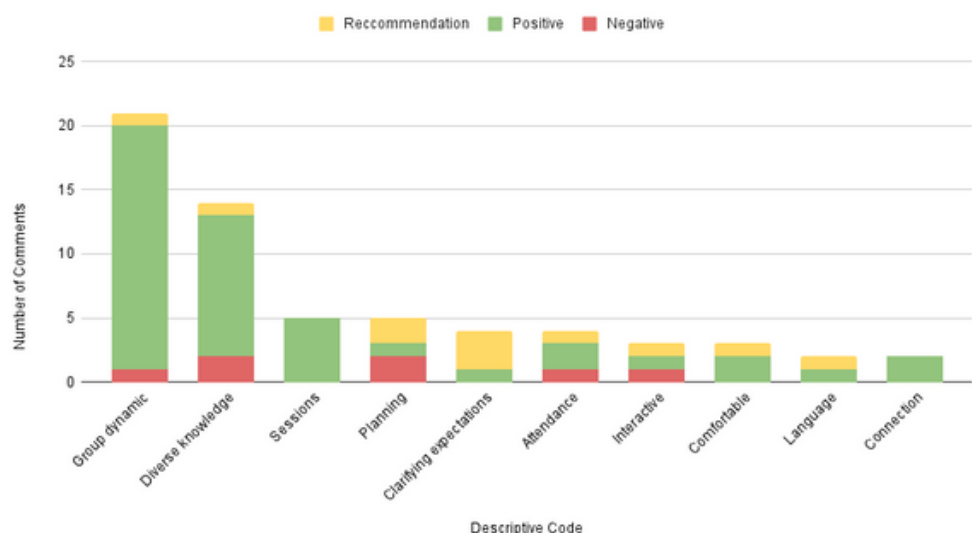




DIVERSE KNOWLEDGE & PEOPLE

Evaluation comments spoke most commonly to the importance and value in having diverse knowledge (n=11 comments) and a positive group dynamic (n=19 comments) at workshops such as this one. This code emphasizes the need to understand the perspectives and knowledges that need to be included and to ensure that participants are invited to bring those knowledges. Other participants expressed the value in being able to hear diverse perspectives all in one place, exchanging ideas with each other in real time, such as academic and Traditional Knowledge coming together and sharing ideas through stories.

Overview of descriptive codes for Diverse knowledge



WHAT DID PEOPLE SAY?

I liked the diverse disciplines and the perspectives of all the invitees. I think that was really good.

I appreciated how engaged people were during the workshop session I was leading. The questions, comments and personal anecdotes that arose from the discussions were very enlightening.

At the same time, we had, of all the people presenting, twelve were Inuit, five were non-Inuit. That's big. That's a big deal for me.

Having elders come in and teach traditional things

The relationship between the research is quite connected, even if they are not the exact same questions. So, if you're talking about ice or you might start talking about food security, then maybe when people go hunting and all those different things come together. So, I feel if you were able to have more holistic conversations so that each of you can get the parts that you need for the research and the conversation is more in-depth.

Not enough community participants

Witnessing the involvement of the youth who were active participants and were learning from presenters and other participants.

too many people in charge and it not being clear of, like, who was in charge of what. I think things would have been gotten done a little bit quicker if we had just, like, each had a bit more of a clear role maybe.

We had a pretty good local invited expert representation and I thought that was really cool [...] that really added a lot to the workshop with those people there in addition to the invites.

People from Rigolet have so much knowledge about the subject matter and that conversation just flows so naturally when you're out on the land with community members. And, like, yes, you're sharing your own research but you're also talking to people who are absolute experts in that area as well. So, yeah it just created a really natural conversation progression that was very comfortable to be a part of.

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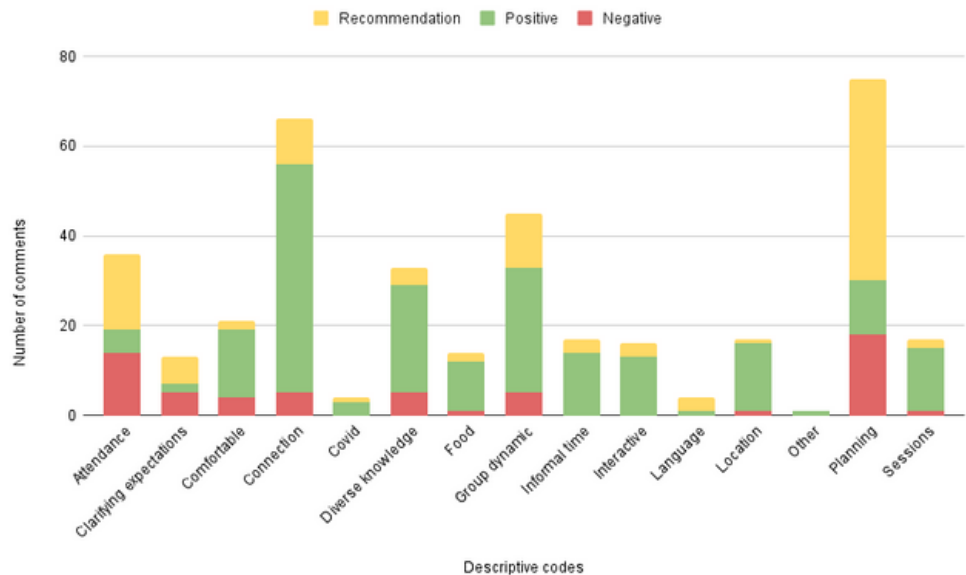


PERSONAL RELATIONSHIPS



When doing research in indigenous communities, we should be listening to how indigenous people would like research done in communities. In this case, specifically Inuit. We should not solely be focused on the data and the outcome of the work. It is our job to work on meaningful and strong personal relationships with community members. We want to be “familiar faces” when we visit and work, not just “the researchers in town”.

We used the code “personal relationships” when we had comments about building or strengthening personal relationships, community outreach and actively listen to feedback.



WHAT DID PEOPLE SAY?

I really liked the variety of people and speaking to you. Like, I found that you all spoke from sort of a different area of expertise or personal background. And I found, so I learned a from each of you as people and then what you were doing. So, I found because you were already a group, it already made us welcome to a group versus kind of standing next to each other [inaudible]. So, instead of being sort of an awkward beginning it sort of already became a very welcoming environment. I found that helpful. Especially for entertaining children.

I just was maybe thinking so it's not a bunch of people that you're not familiar with. Talking from somebody who's very shy and nervous.

Unstructured social time surrounding meals and breaks. These moments allowed for spontaneous conversation and really helped me get to know my peers.

being here with people for two days is, and getting comfortable with everyone, like, I could easily call up anyone here and talk with them, right? So, I think it was a good amount of time to get to know everyone and get comfortable

I felt like today was also a lot more comfortable. Just from, you know, being around everyone yesterday, today felt more comfortable. Knowing everyone and being able to speak up and share.

I thought the group size for sessions was perfect and not overwhelming. It was easy to meet all the participants because there was not an overwhelming amount of individuals, and having a small group of participants in each session aided in having peoples voice heard during discussions. It was also less intimidating sharing opinions, and asking questions in the small group format.

Newness of many relationships resulted in a "feeling out stage"

Informal conversations over delicious food in the tents

Overall structure that seems to emphasize dialogue over presentations

Staying at the cabin having time to chill with staff outside of work, bond with staff and get to know each other, highlight of my weekend! So much fun

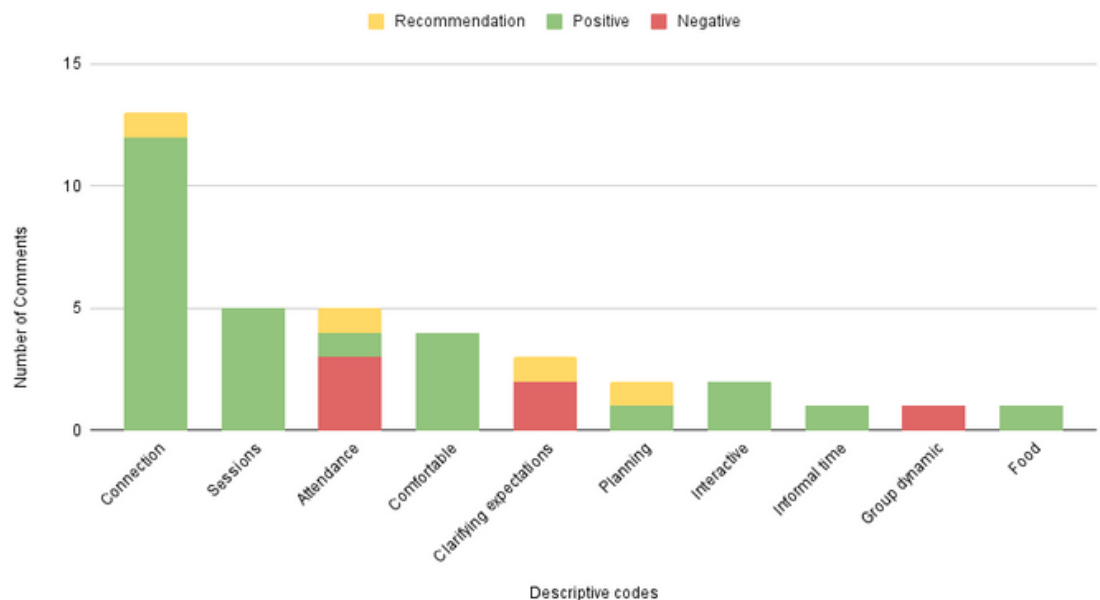
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PROFESSIONAL RELATIONSHIPS

Participants expressed the importance of creating opportunities for connections in building meaningful, lasting, and trusting professional relationships between community members and external researchers. These relationships are seen as important both ethically and to support good research knowledge. Connections also need to happen across several different areas: between academic institutions and communities, youth and researchers, and research and Reconciliation. Participants also discussed the value of different types of sessions, including open discussions that allowed everyone to contribute and hands-on activities that created comfortable atmospheres to participate and ask questions.



WHAT DID PEOPLE SAY?

I thought the discussion sessions, all of them, went excellently. I think there was really high engagement in all the sessions that I attended. There was a lot of interaction and back-and-forth, and some really nice moments of learning

Word of mouth too. Like, being around also makes a difference. Not just showing up once a year and then come back a year later.

I also really, really valued working with the Inuit Research Coordinators. For me that was super important, a really important part of this project. Really important for the community to see that happening as well.

the hands-on stuff. So, the grasswork, the Emanuelle stuff, even Eldred with the VR glasses. That hands-on stuff went over really well it seemed to me.

. We ended up having to split up into two groups, which we saw coming, and in the end we just had to do it. Which, I think, it worked better than I feared. Actually, we made it work.

Giving people a safe place to have important discussions, letting them actually be heard, if it was in a formal setting a lot of things wouldn't have been said or said differently.

It was also an excellent approach to be relaxed and have open dialogue during presentations. The wrap up sessions were valuable as well.

That being able to have down time as a deliberate part of the program is key. And we did more of it this time than the last time. And no one was bored. There was no lack of discussion.

That's a good way to put it. But in addition to person-to-person relationship, like, the relationship between research academia and the communities. It's like rebuilding

It was a really bad luck because you and I didn't get in until three days later. I feel like, if we would have been in three days before we would have been out, you know, advertising, advertising, advertising, talking to people,

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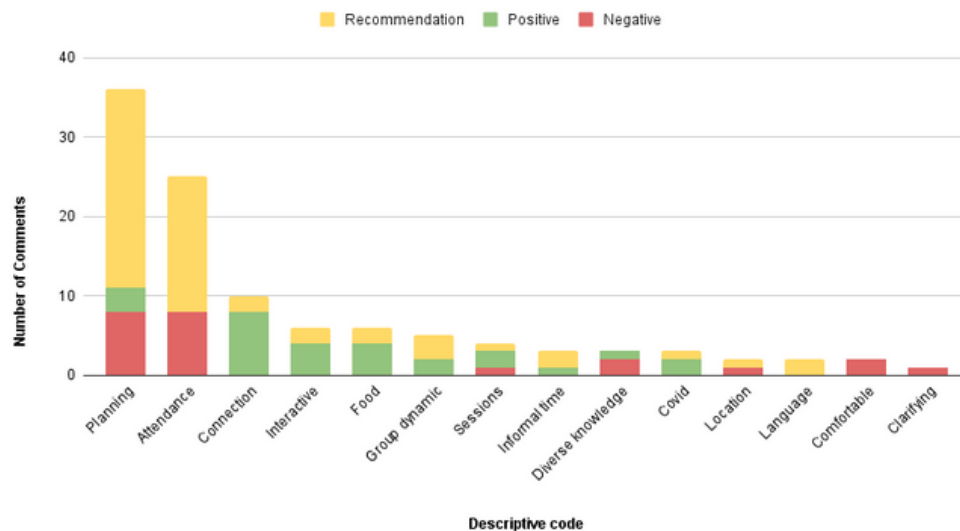




RESEARCH ETHICS

Workshop organizers and participants reflected on research ethics in evaluation discussions (n=32 comments). We reflected on the importance of connection and building strong relationships based on trust and responsibility (n=16 comments). Relationship building can benefit from being on the land, spending informal time together, getting to know each other, laughing, spending time in nature and eating together. When we spend time together in this way, we build our understanding and accountability. As we share our interests in conversation, our responsibilities shift from vague ideas of what “good” research looks like to being answerable to specific people and questions raised by community members.

Evaluation comments also considered research ethics in the planning of these workshops, including considering the ethics of pay rates and honourariums and the need for clearly outlined pay rates. (n=7 comments). These types of workshops are still relatively new, and logistical questions remain. We’ve had feedback that rates are too low and feedback that rates are too high. We will continue to listen to local research partners' and participants' feedback on this.



WHAT DID PEOPLE SAY?

And I think, like, I love that it does have to be two directional and cyclical because when we do good, I think doing good science relies on good relationships, but it also builds good relationships. It reinforces good relationships.

If you can't build trust, you can't create objective science. And it really spoke to me in that way. That actually, if you're not sitting with people, and building and understanding and your own version of truth together, then you're not creating proper and legitimate knowledge.

Related to pay is that the manner of payment means that people have to wait. And it's not, in fact, there have been some people that are upset

I see it is as, like, part of our role and our responsibility in terms of reconciliation as researchers. This is part of that. In my view.

I also see the need for more focused sessions on certain research types in some circumstances.

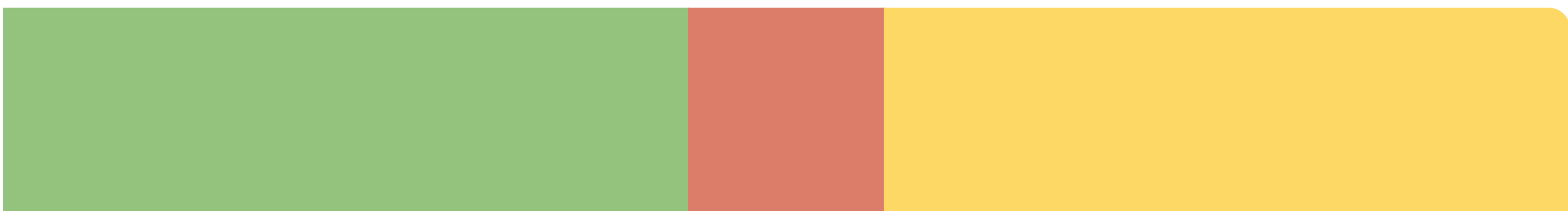
It has to be done purposefully. But doing it purposefully does not mean that we're doing it disingenuously either. It has to be for something very, I think, like, honest. But also, to say that, you know, we're actually improving the work we do through this, you know, and the work we do will then improve the relationships we have. And vice versa.

I think that there's a process, [...] ...to think clearly about these various categories and set some rates that should be baselines for various kinds of activities.

Reassign value of research in different ways. You know? Like, does it have to be a paper that's the key goal and the key endpoint of research?

We have come to a place where to say, like, I'm just personally in love with the work that I do. That makes us vulnerable somehow. Professionally and intellectually vulnerable. It makes it so that we are somehow seen as less rigorous researchers, and less objective, and that's somehow a weakness. And so, it takes trust, and it takes relationships to be able to say that. To be able to say I just am in love with the concept of sea ice. That's why I do it.

This graph shows the distribution of positive, negative and recommendation comments on this topic

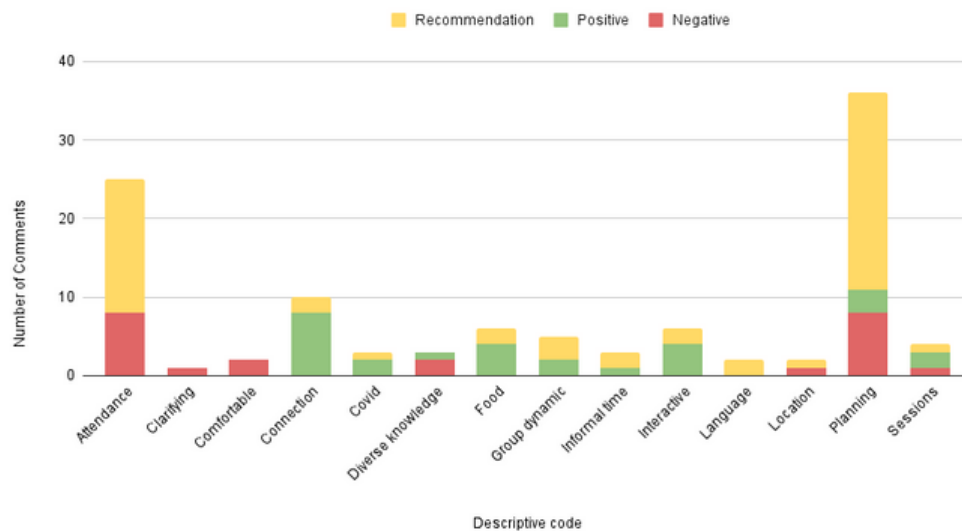




FUTRUE WORKSHOPS

Many participants gave feedback about improving workshop attendance. Being there in person before the workshop is really important. This gives community members a chance to hear about the workshop and meet with those organizing the workshop to ask any clarifying questions. In some cases (as in Rigolet), long periods of weather hold can impact when external researchers can get in. It is also important to have local team members who can invite and chat with community members.

The nature of these types of workshops means they will only reach a smaller number of community members; one participant talked about “quality over quantity” in that while fewer people were able to attend than for an in-community open house, the longer time spent together led to deeper discussions and knowledge sharing. Having a mix of engagement sessions (some in town, some on the land) is an important approach.



WHAT DID PEOPLE SAY?

We had a lot of flexibility during when we were planning and when we were executing. I think that's really important. It kind of goes without saying, but it's always what I find doing work in Northern Labrador. You always have to be flexible, you can't go in with a fixed plan.

I think it would have been really smart if we would have put, or you guys would have put, sorry, a blast on Facebook last night of what we did yesterday.

Language session for researchers from outside to learn words related to their work

our tents were too small [...] We ended up with just this regular Labrador tent, eight foot by ten foot, which normally sleeps a handful of people, kind of thing. So, we had, like, a very cramped, I don't know, eight or nine people in there for a lot of the sessions. And, yeah, like, we made it work but I think it was not ideal to split up because we had to duplicate sessions.

I think the lack of community participants, for me, was a bit more of an issue. And I agree that with Covid protocols I don't think that we could have particularly fit many more in. I think maybe we should have cut down the amount of non-community members that came in order to allow for more space for community participants.

Unclear purpose of workshop for attendees [...] a lot of people they weren't really sure what they were coming out for. It is a hard thing to explain [...] I don't know if there's a clear fix but it's something that needs to be time spent on for when these workshops happen again.

If any more of these are being planned, I'd love to be involved :) I think it's a really fantastic concept for connecting research back to communities.

I I don't know if we'd get more community participation if we were within the community. But this is, you know, this is where the rubber reaches the roads out on the land. Even though we're not very far out, it's still away from the community. But for the five or six people that I spoke to, there was always a concern about getting there, getting back, and too far. So, would they have come if it were a community event? I don't know. But I feel that if there's anything, you know, like I said, it's a wonderful day sharing knowledge and meeting people. But yeah, are we missing people for that reason, you know?

Kind of like quality versus quantity. So, this is a higher quality experience but maybe we're not reaching as many people. Or it takes more time to do one of these meetings. You might be able to do multiple meetings in other communities in the same amount of timeframe. So, even if you had a hybrid approach where, you know, you could do a little bit of both, it might be good. But this is better for the people that you do talk to.

Reduce jargon!

This graph shows the distribution of positive, negative and recommendation comments on this topic



WHAT DID WE LEARN?

We learned that it is important for all researchers to step back, listen, and give space to community members. We need to learn from Inuit how they feel research and conservation should be happening in their communities. As scientists and researchers, we need to spend time listening to and observing each other and value how much we can learn by doing that. Community members observe what is happening in their communities, so external scientists can help add additional information to those observations, but we need to remember that those external researchers are usually not the people observing changes in real time.

There is still much work to be done in shifting Arctic research relationships between local community members and external researchers (but not confined to these identities).

Two-way communication happens through creating a space for collaborative conversations, having diverse knowledge and groups, and working on personal relationships between external researchers and community members. Being on the land together, engaging in diverse and complex conversations, and building new and meaningful connections helps ensure that Inuit and the land are respected when research is conducted and that Inuit are recognized as leaders and experts.

We were able to think deeply about the different ways there are to know the land, be that through Inuit Knowledge (which touches on all of the subjects and sciences discussed), understanding ocean ecosystems through graphs and charts, or mapping habitats and trail routes. Everyone has important knowledge to share and it was the exchange of these knowledges that participants find valuable and that creates additional understandings.

CONCLUSION

