

University
of Regina



COURSE OUTLINE

ECCU 300
CROSS-CULTURAL TEACHING STRATEGIES

3 CREDITS

PREPARED BY: Dr. Norma Shorty, Instructor

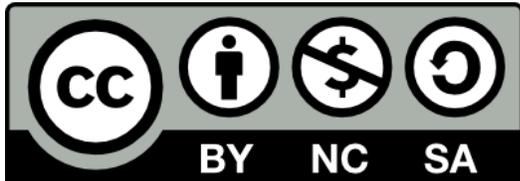
DATE: December 11, 2020

APPROVED BY:

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CROSS-CULTURAL TEACHING STRATEGIES

INSTRUCTOR: Dr. Norma Shorty	OFFICE HOURS: By email or telephone
OFFICE LOCATION: N/A	CLASSROOM: Online via Zoom/Moodle
EMAIL: rlmerkel@yukonu.ca	TIME: Check Syllabus
TELEPHONE: HEHS Office 867.668.8845	DATES: Tues. Jan. 5 th - Tues. April 6 th , '21

COURSE DESCRIPTION

This course consists of the development and adaptation of curriculum and methods of instruction to reflect the culture and educational aspirations of Yukon First Nations' peoples. The aim of this course is to provide future teachers with respectful appreciation for this content, curriculum development skills for cultural inclusion and an understanding of the influence of a teachers' own culture in teaching. Course content is addressed through guest speakers, student presentations, readings, activities, and class discussions.

PREREQUISITES

HIST 140- History of Yukon First Nations and ECCU 200: Introduction to Cross Cultural Education. In that class students come to understand the role of the teacher in the cross-cultural environment, in integrating aboriginal and ethnic teaching resources and content into the regular classroom and developing observational and communication skills to enhance cross cultural communication.

RELATED COURSE REQUIREMENTS

Can insert detail if online course, or computer required

LEARNING OUTCOMES

In this course, the student concentrates on the classroom skills of instruction, management, assessment, and language. The role of the teacher as curriculum developer is introduced and expanded upon.

Upon successful completion of the course students will be able to:

1. demonstrate their understanding and increase their awareness of the goals of cross-cultural education
2. demonstrate knowledge and ability to identify the major areas of teacher responsibility in cross cultural education
3. explore the role of human relations in cross cultural classrooms and practice basic human relations skills appropriate in cross cultural classrooms
4. examine the relationship of learning style, teaching style, and culture
5. practice designing learning experiences which accommodate different learning styles
6. compare the similarities and difference of first and second language acquisition and the structure of English and Cree [place based Indigenous] languages
7. develop an awareness of various instructional approaches to English as a Second Language and English as a Second Dialect instruction
8. discuss strategies to overcome testing and assessment difficulties in cross cultural classrooms
9. demonstrate their sensitivity to cultural diversity through their ability to design classroom materials based on cross cultural considerations
10. demonstrate their understanding of curriculum adaption through the development of a unit plan
11. develop a greater understanding of political barriers to change in minority education
12. discuss and explore realistic and coping strategies in cross cultural education

COURSE FORMAT

Students will take an active role exploring a variety of topics. A large part of the material covered will be based on discussions and presentations. Whenever possible, a practical problem-solving approach will be taken to the topics. Students will have several opportunities to present information/topics to the class, including but not limited to major topics related to Yukon First Nations education, curriculum and Yukon First Nation stories and teaching practices. Classroom time will be provided for unit planning.

ASSESSMENTS:

Attendance & Participation

Students will be expected to attend and participate in all classes. The nature of this course is to provide students with opportunities to develop, examine, and share their own teaching strategies and cultural backgrounds with the class. As a learner you are expected to draw upon Yukon First Nations culture in the preparation of a four-week unit plan. It is on this basis that participation marks are assigned.

Assignments

Unit Plan 40%

The students' goal is to produce a unit consisting of no less than ten local and place-based lessons including place-based evaluation and assessments. The overall goal of this assignment is to allow you to explore curriculum content and culturally relevant education based on first nation developed learning and teaching strategies. You are expected to incorporate elements of Yukon First Nation stories in this assignment. These must have no less than three local stories to support your subject choice and your stories must originate from your Yukon First Nation community of choice. Students may use cultural education resources as found on the Internet, in the library, in Museums, in First Nation offices, in archives, with Elders and knowledge bearers. You are expected to cite your work.

Each student will develop a Yukon First Nation cultural unit that is appropriate for use in public schools. Include in your unit the importance of First Nations' heritage and language and explain the deeper cultural significance of the activities. You will also discuss how your unit will be integrated into the curriculum. Opportunities will be provided for you to share your progress with this project as well as seek ideas and assistance from your classmates.

Near the end of the course you will present your unit plan to our class and you are expected to include any suggested and agreed upon revisions at the hand in date. You are expected to develop a unique cultural unit with 10 lesson plans, rationale, learning outcomes, assessments...

The purpose of your assignment is to plan a unit that is appropriate for you to deliver

in your pre-internship placement and is subject to the general professional development process expectations set out in the Pre-Internship Manual. It is expected that the unit will meet all aspects of good lesson/unit planning for First Nation learning and teaching and will contain the following elements:

- Consists of 10 lessons; 3 of which must be complete; the remaining 7 are lesson plan outlines including the conclusion. Take three lessons and include all relevant support materials such as: copies of stories, materials required for activities (especially those that are not standard school material), black line masters, letters to parents, permission slips...you are welcome to supply relevant support materials and so on for the remaining seven lessons.
- Contains well-researched content that reflects authentic views of Yukon First Nations with strong traditional values that continue in the present. Where possible involve Yukon First Nation Elders and Resource people in your research and teaching.
- Meets the curriculum and cultural guidelines for the grade level you teach. Please identify how you will accomplish this in your overview of the unit as well as in your individual lessons.
- Design lessons around a balance of knowledge, skills, and attitudes.
- Include an overview of your assessment philosophy and identify your assessment processes (show the breakdown of this on your 3 individual lesson plans). Be sure to develop assessments for your First Nation activities.
- Pay attention to planning a strong opening and closing lesson for your unit
- Prepare a two-page overview for your unit in which you address
 - A statement of purpose
 - Connections to Learning Outcomes (cite your sources) and First Nation Learning Outcomes (<http://www.yesnet.yk.ca/firstnations/index.html> , and others).

- How your unit reflects Yukon First Nation content and values, diverse learners, some general statements on the knowledge, skills, and attitudes that your unit addresses
- Include suggestions on how the unit could be further developed or other possible connections to areas of study

Unit Plan Due: April 8, 2021

Unit Plan Presentation 20%

Students will use PowerPoint to present their units starting on March 15. The PowerPoint presentation must be delivered within a 25-minute period. The presentation must include time for discussion and/or question/answer time.

Starts March 11th, 2021

Journal 20%

Students are responsible for 4 Journal submissions (starts January 7th to January 28th). Students must align journal entries to unit timeline as seen in the class schedule above. These journal entries may or may not form the basis of your unit.

Due January 28th, 2021

EVALUATION:

Unit Plan	40%
Unit Plan Presentation	20%
Journal	20%
Participation	20%
Total	100%

REQUIRED TEXTBOOKS AND MATERIAL

Council of Yukon First Nations (2021). Yukon Native Language Centre. Retrieved from <https://cyfn.ca/services/yukon-native-language-centre/>

Government of the Northwest Territories (1993). Dene Kede and Inuuqatigut Retrieved from

<https://www.ece.gov.nt.ca/en/services/liste-des-programmes-detudes-et-des-ecoles-des-tno/dene-kede-and-inuuqatigiit>

Government of Yukon, First Nations Partnership and Programs, Pilot Indian Residential School Curriculum, News Release. Retrieved from <https://yukon.ca/en/news/yukon-educators-field-test-new-grade-5-materials-about-indian-residential-schools>

Government of Yukon, First Nations Partnerships and Programs (2019/2020) Yukon First Nations Resources for Teachers. Retrieved from http://lss.yukonschools.ca/uploads/4/5/5/0/45508033/nto_booklet_2019-2020.pdf

Government of Yukon, Yukon Education Act. Retrieved from <https://legislation.yukon.ca/edu.html>

Janvier, S. & Mohan, E. (2003). Aboriginal Elders: A Grade 12 Unit Lesson Plan. Developed for EDST 565D, University of British Columbia. Retrieved from https://aned.public.sd61.bc.ca/wp-content/uploads/sites/112/2019/02/Aboriginal_Elders_Grade_12_Lesson_Plan.pdf
Kennedy, et al. (2005). Cultural Identity and Teaching. Retrieved from <https://firstschool.fpg.unc.edu/resources/cultural-identity-and-teaching.html>

Silcox, C. (2012). Creating a Cultural Atlas with a Three-Dimensional Topographic Map. Retrieved from <http://ankn.uaf.edu/NPE/CulturalAtlases/Inupiaq/CherylSilcox/>

The Common Curriculum Framework for Aboriginal Language and Culture Programs Kindergarten to Grade 12. Retrieved from <https://open.alberta.ca/publications/the-common-curriculum-framework-for-aboriginal-language-and-culture-programs-k-12>

Western Protocol, WNCN Common Tool for Assessing and Validating Teaching and Learning Resources for Cultural Appropriateness and Historical Accuracy of First Nations, Métis and Inuit Content. Retrieved from https://www.edu.gov.mb.ca/k12/docs/support/aaa/wncn_assessing_vaiidating.pdf

Western and Northern Canadian Protocol for Collaboration in Basic Education (2011). Common Tool for Assessing and Validating Teaching and Learning Resources for Cultural Appropriateness and Historical Accuracy of First Nations, Métis and Inuit

Content. Retrieved from http://www.yesnet.yk.ca/firstnations/pdf/11-12/wncptool_%20assessing_validating.pdf

Western and Northern Canadian Protocol for Collaboration in Basic Education (2000).
Common Curriculum Framework for Aboriginal Language and Culture Programs.
Retrieved from
<http://education.alberta.ca/media/929730/abor.pdf>

Yukon First Nations Education Directorate. Retrieved from <https://www.yfned.ca/>
Yukon First Nations Working Group unit on Plants and Connection to Place (Nov 2017).
Retrieved from
http://lss.yukonschools.ca/uploads/4/5/5/0/45508033/e1_integratedunit_plants_98231_proof6.pdf

POSSIBLE INDIGENOUS RESOURCES FOR UNIT DEVELOPMENT ANIMATED SHORT MOVIES

Cole Coward,

<http://www.isuma.tv/hi/en/ourworld/coles-story>

Doug Smarch

<http://www.isuma.tv/hi/en/ourworld/drum-practice>

Patricia Joe

<http://www.isuma.tv/hi/en/ourworld/box-dreams>

Teslin Children

<https://www.ourworldlanguage.ca/about>

Teslin Children Compilation

<https://www.ourworldlanguage.ca/blog/2006/teslinanimations>

Trent Smarch,

<http://www.isuma.tv/hi/en/ourworld/moosehunt>

Old Crow

<https://www.ourworldlanguage.ca/old-crow>

AUDIO/VISUAL CATALOGUES YUKON FIRST NATIONS

www.nnby.net/files/Download/Nedaa%20Catalogue.pdf

HISTORY CANADA AND ABORIGINAL RELATIONS

Use this Timeline to explore the history of our right to self-governance, a right rooted in our occupation and jurisdiction over the land before contact. Today, we continue to link our self-governing powers with the issues which revolve around "the land question". Only recently, has indigenous land rights been seriously addressed by the Crown and, for many Aboriginal people, the movement for self-governance is a way to reaffirm our authority in relation to the land.

<http://www.fngovernance.org/timeline/index.htm>

MUSEUM LINKS

George Johnson Museum

<http://www.gjmuseum.yk.net/>

McBride Museum

<http://www.macbridemuseum.com/>

Museum of Civilization

<http://www.civilization.ca/cmc/home>

Royal British Columbia Museum

<http://www.royalbcmuseum.bc.ca/MainSite/default.aspx>

POSSIBLE RESOURCE MATERIALS FOR HUMAN RELATIONS IN CROSS CULTURAL CLASSROOM

Champagne and Aishihik First Nations. (2009). Kwäday Dän Ts'ínchi: long ago person found. A Champagne and Aishihik First Nations Special Report. Retrieved from http://www.cafn.ca/pdfs/Kwaday_Dan_Ts'inchi_Newsletter_March_2009.pdf

Cloud, J. (Volume 54, Number 2). The Tlingit Map of 1869: A Masterwork of Indigenous Cartography. Published by WWW.PENN.MUSEUM/EXPEDITION. Retrieved from <https://noacoastsurvey.files.wordpress.com/2012/10/tlingitmapjohncloud1.pdf>

Cruikshank, J. (1991). Reading voices: dan dha ts'edenintth'e, oral and written interpretations of the Yukon's past. Vancouver/Toronto: Douglas and McIntyre Ltd

Dauenhauer, N., & Dauenhauer, R. (1994). *Haa kusteeyí, our culture: Tlingit life stories. classics of Tlingit oral literature, vol. 3.* Seattle: University of Washington Press.

Dauenhauer, N., & Dauenhauer, R. (1987). *Haa shuká, our ancestors: Tlingit oral narratives.* Seattle and London: University of Washington Press, Sealaska Heritage Foundation.

Dauenhauer, N., & Dauenhauer, R. (1990). *Haa tuwunáagu yís, for healing our spirit, Tlingit oratory.* Seattle and London: University of Washington Press, Sealaska Heritage Foundation.

Government of Yukon, Yukon Cultural Services Branch. (2010). *My Old People's Stories: A Legacy for Yukon First Nations, Part 1 Southern Tutchone Narrators, Part 2 Tagish Narrators and Part 3 Inland Tlingit Narrators* (McClellan, C.). Retrieved from http://www.tc.gov.yk.ca/publications_listing.html

Legros, D. (1999). *Tommy McGinty's Northern Tutchone Story of Crow: A First Nation Elder Recounts the Creation of the World.* Mercury Series, Canadian Ethnology Service, Paper 133, Canadian Museum of Civilization.

McClellan, C. (2001). *My Old People Say: An Ethnographic Survey of Southern Yukon Territory.* Canadian Museum of Civilization (Original Work published 1975).

Nyman, E., & Leer, J. (1993). *Gágiwduł.àt: brought forth to reconfirm: the legacy of a Taku River Tlingit clan.* Yukon Native Language Centre and Alaska Native Language Centre. 201

Yukon Historical & Museums Association. (1995). *The Kohklux Map.* Yukon Historical & Museums Association.

RECOMMENDED NON-EXHAUSTIVE READINGS FOR OVERVIEW OF MAJOR LEGISLATION, POLITICAL DECISIONS, AND STUDIES THAT HAVE INFLUENCED THE EDUCATION OF FIRST NATIONS STUDENTS NATIONALLY AND LOCALLY

Battiste, M. (2002). Indigenous Knowledge and Pedagogy in First Nations Education A Literature Review with Recommendations [Prepared for the National Working Group on Education and the Minister of Indian Affairs Indian and Northern Affairs Canada (INAC) Ottawa Ontario. Retrieved from https://www.afn.ca/uploads/files/education/24._2002_oct_marie_battiste_indigenouknowledgeandpedagogy_lit_review_for_min_working_group.pdf

Council of Yukon First Nations. (1973). Together today for our children tomorrow: A statement of grievances and an approach to settlement by the Yukon Indian People. Council for Yukon Indians: Whitehorse, Yukon.

Department of Education. (1990). Partners in education: The Yukon's Education Act, Queens Printer, Government of Yukon. Retrieved from <http://www.education.gov.yk.ca/policy/legislation.html>

Eastmure. L. (2014). Crossing the racial hiring divide in public education: First Nation teachers encounters with employee fit, merit, and white racial innocence. [Doctoral thesis, University of Regina, Regina, Canada]. Retrieved from <http://hdl.handle.net/10294/5409>

First Nations Centre. (2007). Considerations and Templates for Ethical Research Practices. Ottawa: National Aboriginal Health Organization. Retrieved from https://achh.ca/wp-content/uploads/2018/07/Guide_Community_FNC_ConsiderationsandTemplates.pdf

Minister of Indian Affairs and Northern Development. (1969). Statement of the government of Canada on Indian policy. Retrieved from <http://www.aadnc-aandc.gc.ca/eng/1100100010189/1100100010191>

Minister of Indian Affairs and Northern Development. (1993). Umbrella Final Agreement between the Government of Canada, the Council for Yukon Indians and the Government of the Yukon. Ottawa, Ontario: Minister of Supply and Services Canada. Retrieved from <http://www.cyfn.ca/ouragreementsufa>

Parliament of Canada. (2011). Reforming First Nations education: from crisis to hope

[Report of the Standing Senate Committee on Aboriginal Peoples]. Retrieved from <http://www.parl.gc.ca/content/sen/committee/411/appa/rep/rep03dec11-e.pdf>

Yukon Government (2018, June 3). Department of Education Publications [an e-list of Yukon education reports]. Retrieved from <http://www.education.gov.yk.ca/publications.html>

World Indigenous Peoples Conference on Education. (2013). The Coolangatta statement on indigenous peoples rights in education at the world indigenous peoples conference on education, Hilo Hawaii, August 6, 1999. Retrieved from University of Alaska Fairbanks website: <http://www.ankn.uaf.edu/IKS/Cool.html>

RECOMMENDED NON-EXHAUSTIVE READING LIST TOWARDS IDENTIFYING BIAS AND BARRIERS WHICH INHIBIT SUCCESS OF INDIGENOUS LEARNERS IN YOUR CLASSROOM AND/OR COMMUNITY

Assembly of Alaska Native Educators (1998). Alaska Standards for Culturally Responsive Schools. Alaska Native Knowledge Network, Reprinted 2010.

Barnhardt, R. & Kawagley, O. (2005). Indigenous knowledge systems/Alaska native ways of knowing. Retrieved from http://ankn.uaf.edu/Curriculum/Articles/BarnhardtKawagley/Indigenous_Knowledge.html

Indigenous Corporate Training Inc (2019). 15 Strategies for teachers of Aboriginal Students [Blog]. Retrieved from <https://www.ictinc.ca/blog/15-strategies-for-teachers-of-aboriginal-students>

Minister of Education, Citizenship and Youth. Manitoba Education, Citizenship and Youth, School Programs Division. (2006). Rethinking Classroom Assessment with Purpose in Mind, Assessment for Learning, Assessment as Learning, Assessment of Learning. Retrieved from http://www.edu.gov.mb.ca/k12/assess/wncp/rethinking_assess_mb.pdf

RECOMMENDED READINGS FOR REPERTOIRE OF TRADITIONAL TEACHING PRACTICES
Aikenhead, G. (June 4, 2020). Rekindling Traditions Cross-Cultural Science &

Technology Units for Northern Saskatchewan Schools. Retrieved from <https://education.usask.ca/ccstu/summary.html>

Alaska Native Knowledge Network. (2012). See Minto Mapping Project in Oral Traditions and Cultural Atlases. Retrieved from <http://ankn.uaf.edu/NPE/Oral.html>

First Alaskan Institute. (n.d.) CRESEL Community Dialogues Themes. Retrieved from <https://aasb.org/wp-content/uploads/Conversation-themes-draft.pdf>

Government of Yukon. (2008) Yukon First Nations Language Teaching Guide. Retrieved from http://www.yesnet.yk.ca/firstnations/yfn5/fn5_tg_languages.pdf

Government of Yukon. (2012). Yukon First Nations Resources for Teachers 2012/2013. Retrieved from http://www.education.gov.yk.ca/pdf/yfn_resource_for_teachers_2012.pdf

Johnson, A. (2011). Mnemonic maps, talking landscapes: spatially narrated Kaajèt – Crow Clan – an examination of k'àma dzêa – ptarmigan heart as a geospatial narrative (Doctoral thesis, Trent University, Peterborough, Ontario, Canada). Retrieved from <http://phdtree.org/pdf/25888922-mnemonic-maps-talking-landscapes-spatially-narrated-kaajet-crow-clan-an-examination-of-kama-dzea-ptarmigan-heart-as-a-geospatial-narrative/>

Shorty, N. (2016). Holding onto Tlingit Culture through Research and Education. Special Issue on Indigenous Knowledge for the Journal of Knowledge Cultures, 4 (3). Frankfurt Germany: Central and Eastern European Online Library GmbH.

Shorty, N. and three Tlingit Elders. (2013). We are talking about our way of life: Thirteen-week college course. Retrieved from <https://uaf.academia.edu/NormaShorty>

Truth and Reconciliation Commission of Canada (Producer). (2015). A National Journey for Healing [Audiovisual]. Available from <http://www.trc.ca/websites/trcinstitution/index.php?p=3>

USING FN LITERATURE IN THE CLASSROOM

https://www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/Recommended_Literature_for_Students.html

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the University.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon University recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukonu.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic

accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, they should contact the Learning Assistance Centre (LAC): lac@yukonu.ca.