

	School of Health, Education, and Human Services
	ECCU 200
	Introduction to Cross-Cultural Education
	Fall 2024
	Number of Credits: 3
Course Outline	

Instructor: Norma Shorty, PhD

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Thursday: 9:00 AM – 11:50

Dates: 05 September – 05 December 2024

Classroom C1530

COURSE DESCRIPTION

This course is intended to familiarize learners with issues related to cross-cultural education with an emphasis on Yukon First Nations. The course examines public and Indigenous-led documents, literature, and other forms of literacy towards recommendations and strategies for improved cross-cultural education practice. This course will critically analyze the history and development, and transformation of Yukon Public education, and in turn create an Indigenous-rich and place-based learning environment supportive of cross-cultural education.

COURSE REQUIREMENTS

Prerequisite(s): none

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

LEARNING OUTCOMES

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

- Become aware of the historical roots of multiculturalism and minority education in Canada.
- Have an increased understanding of the role of the teacher in creating an effective cross-cultural school environment.
- Have an increased knowledge of the cultural social and economic factors which affect students from minority groups.
- Develop their skills in evaluating Native/multicultural content in school curricula and classroom materials.
- Practice skills that enhance cross-cultural communication

Delivery format

Learners are expected to work in small groups to discuss articles, literature, issues, questions, or problems concerning cross-cultural education here in the Yukon. Learners are expected to examine and articulate their personal views to clarify their understanding of contact and colonization and develop teaching practices incorporating Indigenous worldviews and methods. Learners will participate through in-class dialogue, readings, videos, and working with Elders, Knowledge Bearers, and First Nation Peoples. From time to time you MAY be assigned guided independent learning. This course will be delivered face-to-face. It is expected that this course will require 3 hours of additional homework per week, including additional reading and research. It is important to note that the homework time will vary by individual.

EVALUATION

Participation	10 %
Peer Teaching	30%
A place-based resource kit	40 %
Resource kit presentation	20 %
Total	100%

Participation

Participates in weekly check-ins and class discussions. Attends independent study and local field trips.

Peer Teaching

Unpacks and presents a chapter from Chrona, 2022.

Resource Kit

Develop a culturally relevant resource kit based on a published Yukon First Nation story (history).

Presentation of Resource Kit

Present your resource kit with PowerPoint and discussion. Please leave time for questions. Guided questions are welcome.

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

TEXTBOOKS & LEARNING MATERIALS

Chrona, J. (2022). *Wayi Wayi! Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education*. Portage and Main Press.

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offenses, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact [Accessibility Services](#) for resources or to arrange academic accommodations: access@yukonu.ca.

TOPIC OUTLINE

Who am I in relation to cross-cultural education? Who are my ancestors?

What is cultural safety?

What is my positionality with regard to the cross-cultural population of Yukon Territory?
Why does this matter?

What is the history of Public Education in the Yukon?

How do I create effective cross-cultural environments for learning and teaching?

Why do I need to teach First Nation content in Yukon schools?

How do I engage with the First Nation community?

What is my role as a Yukon educator?

What is place-based education?

What are the issues of inequity in Yukon schools? How can I effectively facilitate cross-cultural learning and teaching environments with my learners?

How do I engage all students with Yukon First Nations culture and language? Why is this engagement important?

In school land-based programs

The reality of field trip forms

How can I enhance cross-cultural communication?

What is my role in communication?

How can my classroom be a culturally safe place to learn?