



School of Health, Education and Human Services

ECCU 300

Cross-cultural Teaching Strategies

Term: Winter, 2022

Number of Credits: 3

Course Outline

INSTRUCTOR: Norma Shorty, PhD

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Class Time: Monday Mornings 9:00 AM to 11:55 AM Via Zoom

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.

COURSE REQUIREMENTS

Prerequisite(s): 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

It is highly recommended that all students have access to a computer or other device and Internet to do their studies. The minimum specifications for a student device are as follows:

Requirement	Windows-based PC	Apple Mac/macOS-based PC
Operating System	Windows 10	macOS X
Web Browser	Firefox, Edge, or Google Chrome	Firefox, Edge, or Google Chrome
RAM/Memory	4 GB	4 GB
Storage	5 GB of available space	5 GB of available space

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

www.yukonu.ca

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

YUKON FIRST NATIONS CORE COMPETENCY

Students who successfully complete this course will have achieved core competency in knowledge of Yukon First Nations. By the end of this course, students will have greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination. For details, please see www.yukonu.ca/yfnccr

LEARNING OUTCOMES

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

Weekly breakdown of instructional hours

Lecture/discussion

Participation in weekly unit planning exercises which incorporates place-based curriculum content and culturally relevant education

Dialogue and reflect the culture and educational aspirations of Yukon First Nations' peoples

Delivery format

Synchronous and/or asynchronous. Students may be required to attend some face-to-face sessions on-campus and complete an assortment of synchronous and asynchronous online activities.

EVALUATION

Discussion Board (Check in/Class Lectures/Course Readings)	20%
Unit Plan	40 %
Unit Plan Presentation	20 %
Journal	20 %
Total	100%

Discussion Board (20%) includes a weekly check in and reflections on methods of instruction which reflect Yukon First Nations and the influence of ones own culture in teaching.

Unit Plan (40%) each student must hand in a place and theme-based unit plan.

Unit Plan presentations (20%) each student will present their unit plan by PowerPoint (no more than 10 slides)

Journal (20%) each student will hand in a journal which develops the framework for their unit plan outline (Due January 30, 2022).

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

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 offences, 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.

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 by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.ca.

TOPIC OUTLINE

Awareness and goals of cross-cultural education

- A. Teacher responsibility, cross cultural education
- B. Skill development cross cultural classrooms

2. Teaching style, culture

- A. Design learning experiences
- B. First and second language acquisition
- C. Instructional approaches

3. Learning style

- A. Direct method
- B. communicative language teaching
- C. utilizing visuals
- D. activating prior knowledge
- E. Task/project/inquiry
- F. purposeful planning
- G. spiral learning
- H. Total physical response
- I. scaffolding
- J. Eclectic approach
- K. working together

4. Culturally relevant assessments

5. Developing cultural awareness

6. Understanding political barriers to minority education (aka culturally inclusive education)

7. Explore culturally relevant coping strategies cross cultural education

SUPPORTING REFERENCES & SELECT BIBLIOGRAPHY

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

www.yukonu.ca

<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, WNCPC Common Tool for Assessing and Validating Teaching and Learning Resources for Cultural Appropriateness and Historical Accuracy of First Nations, Metis and Inuit Content. Retrieved from https://www.edu.gov.mb.ca/k12/docs/support/aaa/wncpc_assessing_vaidating.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>

www.yukonu.ca

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>
<https://www.ictinc.ca/hubfs/Blog%20post%20pdfs/Indigenous%20Relations%20Timeline%20Infographic.pdf?hsCtaTracking=af1f3ab8-0e46-4505-aa35-d31ca46619d1%7C1b4d8276-0b75-4912-a242-4e379e10509e>

MUSEUM LINKS

George Johnson Museum

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

McBride Museum

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

Museum of Civilization

<http://www.civilization.ca/cmhc/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'ınchi: 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://noaacoastsurvey.files.wordpress.com/2012/10/tlingitmapjohnccloud1.pdf>

www.yukonu.ca

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.át: 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 READING LIST TOWARDS IDENTIFYING BIAS AND BARRIERS

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). *See Indigenous Education*. Retrieved from <https://www.edu.gov.mb.ca/>

RECOMMENDED READINGS FOR REPERTOIRE OF TRADITIONAL TEACHING PRACTICES

www.yukonu.ca

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>

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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