



COURSE OUTLINE

ECCU 300

Cross-Cultural Teaching Strategies

39 HOURS  
3 CREDITS

PREPARED BY: \_\_\_\_\_  
Carrie-Lyn Robinson, Instructor

DATE: November 1, 2016

APPROVED BY: \_\_\_\_\_  
Andrew Richardson, Dean

DATE: December, 2016

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)

**YUKON COLLEGE**

Copyright November, 2017

All right reserved. No part of this material covered by this copyright may be reproduced or utilized in any form or by any means, electronic or mechanical, traded, or rented or resold, without written permission from Yukon College.

Course Outline prepared by C. Robinson, October, 2017.

Yukon College  
P.O. Box 2799  
Whitehorse, YT  
Y1A 5K4

**CROSS-CULTURAL TEACHING STRATEGIES**

---

**INSTRUCTOR:** Carrie-Lyn Robinson      **OFFICE HOURS:** By Appointment  
**OFFICE LOCATION:** A2007                      **CLASSROOM:** T. B. A.  
**E-MAIL:** crobinson@yukoncollege.yk.ca      **TIME:** Tuesdays, 1-4 p.m.  
**TELEPHONE:** 668-8749                      **DATES:** January 10 - April 21, 2017

---

**COURSE DESCRIPTION**

This course is an examination of teaching strategies, methods, and planning procedures, which can facilitate learning and recognized cultural diversity in cross-cultural settings.

**Other**

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 people. The aim of this course is to provide teachers in training with respectful appreciation curriculum development skills for cultural inclusion and an understanding of the influence of a teacher's own culture in teaching.

**PREREQUISITES**

HIST 140, ECCU 200

**EQUIVALENCY OR TRANSFERABILITY**

None.

**LEARNING OUTCOMES**

Upon successful completion of the course:

- Students will create and design a teachable unit plan on an aspect of Yukon First Nations culture.
- Students will be able to identify the barriers that inhibit the success of Yukon First Nations' students in schools; and strategies for helping students to be successful.
- Students will have developed a repertoire of teaching strategies appropriate to First Nations traditional teaching and learning practices.
- Students will have explored their own successes and barriers to cultural inclusion through reflective writing.
- Students will have written an academic paper on the value and strength of land-based learning and project based learning in the cross-cultural setting.

## DELIVERY METHODS

- Guest Speakers
- Student Presentations
- Readings, as assigned
- Learning activities and class Discussions
- Instructor Lecture
- Seminar takes place every second Friday (7 Fridays) from 10-12 Noon) beginning January 13.

## COURSE FORMAT, REQUIREMENTS AND EVALUATION

### Attendance & Participation

P/F

Please ensure that you make personal appointments outside of class time. No cell phones in class. Please don't use Facebook or do work from other classes during this time. Respect the learning of others, and respect your learning.

### Projects

Curriculum Development and Unit Plan	30%
10 Lesson Plans	25%
Land-Based & Project-Based Learning Res. Paper	20%

### Cultural Seminar and Guest Speakers:

Seminar takes place every second Friday from 10-12 Noon—start date

Reflective Journal	25%
Attendance and respectful interpersonal skills— Instructor Discretion	<u>P/F</u>

**Total** **100%**

## REQUIRED TEXTBOOKS AND MATERIALS

1. First Nations, Metis and Inuit Student Success, Deb St Amant
2. Integrated Resource Plans, B.C. IRPs. (New curriculum)
  - Other Readings/Articles as assigned.
  - You may need to purchase materials for the seminars on Friday.

## Responsibility for Learning Environment

A YNTEP student's attitude and behavior must be consistent with their own status as a professional teacher in training. Students are required to know and follow the University of Regina 'Harassment and Respectful University Policies', Saskatchewan Teacher Federation's Code of Ethics, Yukon Teachers Association's 'Code of Ethics' and the Yukon College 'Code of Ethics'. See the YNTEP student handbook for more details.

## Cell Phone Use / Social Networking

Cell phones must be turned off during class time. If laptops / tablets are being used for class notes, social networking applications / platforms / sites (facebook, twitter, etc.) should not be accessed. Any recordings and photos must have prior instructor approval.

## 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 & Regulations web page.

## PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.) Resubmitting a paper 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 College.

## **CHEATING**

Cheating includes, but is not limited to dishonest or attempted dishonest conduct at exams, in which books, notes, diagrams or other aides not authorized by the examiner are used. It includes communication with others to obtain information, copying from the work of others, and purposely exposing or conveying information to other students who are taking exams.

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca). The LAC staff assists the student in communicating accommodations that are needed to support student success.

## **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon College 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 College program, you will be required to achieve core competency in knowledge of Yukon. The YNTEP meets the requirements of YFN Core Competency.

## **OTHER STUDENT SUPPORTS**

Supports are available to students in the areas of academic assistance, access to computers and technology, personal counselling services and provides further information on childcare, scholarships and many other areas as well. For further information, visit the Student Services website: [https://www.yukoncollege.yk.ca/student\\_info](https://www.yukoncollege.yk.ca/student_info)

## References

Archibald, J. (2008). Indigenous storywork: educating the heart, mind, body, and spirit. Vancouver, BC: UBC Press.

Council for Yukon Indians, (1973). Together today for our children tomorrow: a statement of grievances and an approach to settlement by the Yukon Indian People. Whitehorse, YT: Council for Yukon Indians. (Free online PDF version)

Department of Education, (1990). Partners in education: the Yukon's education act. Whitehorse, YT: Government of Yukon.

Tri-Council Policy Statement, (2014). Ethical conduct for research involving humans. Ottawa, ON: Secretariat on Responsible Conduct of Research.

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 Yukon.

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, Metis and Inuit content. WNCPC.

Western and Northern Canadian Protocol for Collaboration in Basic Education (2000). Common curriculum framework for aboriginal language and culture programs.

Wilson, S., (2009). Research as ceremony: indigenous research methods. Halifax, NS: Fernwood Publishing.

YNTEP Moodle Site has a number of pivotal documents available as a free online resource.

## Community Resource People

### Elders

- Pearl Keenan
  - Mary Battija
  - Paddy Jim
  - Shirley Smith
  - Emma Joanne Shorty
  - Sophie Smarch
- \*Sam Johnston  
\*Bessie Coolie  
\*Randall Tetlich
- 
- 
- 
- 
- 
- 
- 

### Yukon Knowledge Bearers on Indigenous Education

- Lori Eastmure, Ph.D.
  - John Wright (Retired Teacher)
  - John Ritter (YNLC)
  - Joanne Johnson
  - JoAnn Henry
  - Mark Wedge
  - Annie Bernard
  - Connie Jules
  - Marilyn Jensen, M.Ed.
- \* Eric Fairclough  
\* Norma Shorty, Ph.D.  
\* Tina Jules, M.Ed.  
\* Sharon Shadow, Department of Education  
\* Pat Joe, B.Ed.  
\* Pearl Keenan  
\* Sean Smith  
\* Hazel Bunbury



## DRAFT Important Dates and Topics for Class and our Cultural Seminars

Weekly Class W2017	Topic	Biweekly Seminar 2 hours	Guest/Topic (to be confirmed)
January 10th	Review of Course Outline and Expectations	Jan 13	Mark Wedge: Indigenous Education Philosophy and Pedagogy
January 17th	MI Theory/Differentiation and Student Success	X	X
<b>Practicum:</b>	<b>There will be no class and no Cultural Seminar due to the practicum taking place at JHES from Jan 23 to Feb 3<sup>rd</sup>, inclusive, for ECS 210.</b>		
February 7	Culturally Responsive Teaching Materials	Feb 10	FN Education Summit More info to come
February 14	Teaching circles, restorative justice circles, talking circles	X	X
<b>February 21</b>	<b>Reading Week: No Classes</b>	<b>Feb 24</b>	<b>YC Closed</b>
February 28	Talking Circle Discussion	X	X
March 7	Land-Based Inquiry Learning and	March 10	Sean Smith: YFN Languages, land and culture
March 14	Cultural Teaching Frameworks and Storywork	X	X
March 21	Assessment of Knowledge and Learning	March 24	Connie Jules: (Tlingit) Clan System, Potlatch,
March 28	Relationship building  Unit Presentations - Electronic or Digital format	March 31	Power of Storywork Sharon Shadow: (Southern Tutchone)-- Stories, Protocols
April 4 <sup>th</sup> (last class)	Unit Presentations - Electronic or Digital format	April 7 <sup>th</sup> (Last one)	Pearl Keenan: Tlingit Elder Traditional Leadership and FN education? Where do we go from here?

**NOTE: You're right--this schedule will change, this is a guideline (DRAFT).**

## University of Regina Grading Descriptions Apply to all Assignments

- 90-99 An outstanding performance with very strong evidence of:
- an insightful and comprehensive grasp of the subject matter;
  - a clear ability to make sound and original critical evaluation of the material given;
  - outstanding capacity for original creative and/or logical thought;
  - an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

Note: (For example, 18/20 or higher) An exceptional grade is given for a response that demonstrates a thorough knowledge of, and engagement with, all relevant concepts and which is presented in a clear, coherent and effective manner. In terms of insight, perspective, or knowledge which distinguishes and A+ from an A. Exceptional responses are outstanding and are rare.

- 80-89 Very good performance with strong evidence of:
- a comprehensive grasp of the subject matter;
  - an ability to make sound critical evaluation of the material given;
  - a good capacity for original, creative, and/or logical thinking;
  - a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

Note: (For example, 16/20, 17/20) A very good grade is given for a response that demonstrates a thorough knowledge of, and engagement with, several concepts. While the work is largely complete and clear, a minor aspect of the work which may pertain to content and/or communication is lacking.

- 70-79 Above-average performance with evidence of:
- a substantial knowledge of the subject matter;
  - a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
  - some capacity for original, creative, and/or logical thinking;
  - an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing.

Note: (For example, 14/20, 15/20). An above average grade is given for work that demonstrates knowledge of, and engagement with, relevant concepts. However, one or more important aspects of the course material presented have been overlooked and/or there are difficulties in effective communication, coherence, and/or clarity.

- 60-69 A generally satisfactory and intellectually adequate performance with evidence of:
- an acceptable basic grasp of the subject material;
  - a fair understanding of the relevant issues;
  - a general familiarity with the relevant literature and techniques;
  - an ability to develop solutions to moderately difficult problems related to the subject material;
  - a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

Note: (For example, 12/20, 13/20) A satisfactory grade is given for work that demonstrates adequate knowledge of, or engagement with relevant concepts. However, multiple aspects of course materials presented have been overlooked and there are substantial difficulties in effective communication, coherence, and/or clarity.

50-59 A barely acceptable performance with evidence of:

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

Note: (For example, 10/20, 11/20). A pass demonstrates a minimally acceptable level of knowledge of, and engagement with, relevant concepts to satisfy the requirements of the final exam or the course. Substantive aspects of the course materials presented have been overlooked and the difficulties in communication are such that readers or listeners consistently struggle to comprehend the meaning of what is said or written.

0-49 An unacceptable performance.

Note: (For example, 9/20 or less) A failure demonstrates an unacceptable level of knowledge of, and engagement with relevant concepts to satisfy the requirements of the final exam or the course.

See also the Undergraduate Calendar, University of Regina.

NOTE: As directed by the Associate Dean of Faculty Development and Human Resources, instructors are to stay within the grading norms for the Faculty. The mean (or average) grade for each assignment/exam/course should be approximately 75% and most students should receive a mark that falls within the range of 67-82%.