

	School of Health, Education, and Human Services
	ECCU 200
	Introduction to Cross-Cultural Education
	Fall 2026
	Number of Credits: 3
Course Outline	

Instructor: Norma Shorty, PhD

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Thursday: 9:00 AM – 11:50

Dates: 03 September – 03 December 2026

Classroom: A2712

COURSE DESCRIPTION

This course is designed to familiarize learners with issues in cross-cultural education, with an emphasis on Yukon First Nations. The course examines public- and Indigenous-led documents, literature, and other forms of literacy to inform recommendations and strategies for improved cross-cultural education practice. This course will critically analyze the history, development, and transformation of Yukon Public Education, creating an Indigenous-rich, place-based learning environment that supports 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 that 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 related to cross-cultural education in the Yukon. Learners are expected to examine and articulate their personal views to clarify their understanding of contact and colonization, and to develop teaching practices that incorporate 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 and from time to time via Zoom. This course is expected to require 3 hours of additional homework per week, including reading and research. It is important to note that homework time will vary from person to person. Some course activities involve reflection, relationship-building, and engagement with community perspectives. Learning in these areas is ongoing and extends beyond the timeframe of a single course. Assignments are designed to support students in developing foundational understandings and practices rather than mastery.

EVALUATION

Participation-Students are expected to actively participate in weekly class discussions, check-ins, guided learning activities, and local field experiences. Participation includes respectful engagement with peers, instructors, Elders, Knowledge Keepers, community members, and course materials. Students are encouraged to contribute thoughtfully to discussions related to Indigenous education, cross-cultural understanding, place-based learning, and culturally responsive teaching practices.	20 %	Weekly
Peer Teaching-Students will collaboratively unpack, reflect upon, and peer-teach a selected chapter from <i>Wayi Wah! Indigenous Pedagogies</i> . Presentations should demonstrate developing understandings of Indigenous pedagogies, ethical engagement, reconciliation, anti-racist education, and cross-cultural teaching practices. Students are encouraged to include discussion questions, visuals, experiential learning ideas, and connections to Yukon educational contexts.	20%	Starts Sept 24 – Nov 12 th
Ethics, Protocols, Indigenous Materials Inclusion (insert to kit)-Students will develop a one-page reflective response exploring ethics, respectful engagement, Indigenous community inclusion, and the use of Indigenous stories and cultural materials in educational settings. Reflections should consider relational accountability, respectful educational practices, and the importance of Indigenous-led approaches in curriculum and classroom learning. Students must also include several Indigenous-led research or educational resources related to ethics, protocols, reconciliation,	20%	Due Oct 15 ^h

Indigenous knowledge sovereignty, or culturally responsive teaching. This component will later be included in the final resource kit.		
<p>A Place-based Resource Kit-Students will develop a culturally relevant and place-based resource kit grounded in a published Yukon First Nation story or historical account from the McClellan Series. Students will explore selected themes, teachings, land relationships, language connections, and cultural understandings within the story while gathering resources that may support future curriculum development and culturally responsive teaching.</p> <p>A resource kit is not a unit plan. Rather, it is a developing collection of materials, experiential learning ideas, reflective questions, community connections, visuals, and ethical considerations that may later support unit development in ECCU 300. Students are encouraged to focus on developing several meaningful and well-organized components rather than attempting to include every possible resource.</p> <p>Students must also include a short reflection explaining how the kit supports Indigenous pedagogies, reconciliation, anti-racist education, place-based learning, and effective cross-cultural communication.</p>	30 %	Due Nov 5 th
Resource Kit Academic Poster Presentation – Students will share their resource kit through a visual poster presentation and facilitate a brief class discussion. Presentations should highlight key themes, selected resources, ethical considerations, and place-based learning connections developed within the resource kit. Students are encouraged to include visuals, reflective questions, or simple interactive elements that support engagement and dialogue.	10 %	Starts Nov 19 – Dec 3rd
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. There are 8 chapters. Students will work in groups to present the chapters.

Due: This work starts on September 24th and concludes on November 12th

Ethics, Protocols for Indigenous Community and Materials Inclusion

Developing respectful relationships with Indigenous communities, understanding protocols, and learning how to engage ethically with Indigenous stories, knowledge systems, and cultural materials are ongoing responsibilities that extend beyond a single course. This assignment is intended as an introduction to that work rather than its completion.

Students will develop a one-page reflective response exploring ethics, respectful engagement, Indigenous community inclusion, and the use of Indigenous stories and cultural materials in educational settings. Reflections should consider relational accountability, respectful educational practices, and the importance of Indigenous-led approaches in curriculum and classroom learning.

Students are expected to demonstrate an emerging understanding of how educators can establish respectful relationships, seek guidance when appropriate, avoid tokenism, and engage with Indigenous knowledge in ways that support reconciliation, anti-racist education, and culturally responsive teaching. Students will also identify Indigenous-led resources related to ethics, protocols, reconciliation, Indigenous knowledge sovereignty, and culturally responsive education.

The purpose of this assignment is not to develop expertise in Indigenous protocols, but to encourage students to recognize that ethical engagement requires ongoing learning, reflection, relationship-building, and accountability throughout their professional careers.

Due: October 15, 2026

Place-Based Resource Kit

Developing culturally responsive educational resources requires time, reflection, and careful consideration of relationships among land, language, culture, community, and educational practice. This assignment recognizes that meaningful engagement with Indigenous knowledge systems cannot be rushed and that responsible curriculum development begins with thoughtful preparation.

Students will develop a culturally relevant and place-based resource kit grounded in a published Yukon First Nation story or historical account from the McClellan Series. **Rather than creating lesson plans or a unit of study, students will focus on gathering, organizing, evaluating, and contextualizing resources that may support future curriculum development.**

The resource kit should demonstrate emerging skills in working respectfully with Indigenous stories, teachings, cultural materials, and community knowledge. Students will explore selected themes, connections to land and place, language relationships, community resources, visual materials, and ethical considerations, while recognizing that authentic community relationships and deeper understanding develop over time.

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Students are encouraged to prioritize quality, thoughtfulness, and ethical reflection over quantity. The goal is to demonstrate an understanding of how educational resources can support reconciliation, anti-racist education, cultural safety, and respectful cross-cultural learning rather than attempting to create a comprehensive collection of materials.

A reflective component will explain how the resource kit supports Indigenous pedagogies, place-based learning, culturally responsive teaching, and effective cross-cultural communication.

Due: November 5, 2026

Presentation of Resource Kit

Resource Kit Academic Poster Presentation (10%)

Students will present their resource kits using academic posters and facilitate a brief discussion with the class.

The presentation is intended to share learning, reflect on the resource development process, and demonstrate an emerging understanding of ethical and culturally responsive educational practice. Students are not expected to present themselves as experts in Indigenous knowledge systems or community protocols. Rather, they should demonstrate thoughtful engagement with the course material and an awareness of the responsibilities associated with working with Indigenous stories, knowledge, and cultural resources.

Presentations should highlight key themes, selected resources, ethical considerations, community connections, and place-based learning opportunities developed through the resource kit. Students are encouraged to reflect on both what they learned and what further learning, relationship-building, or community engagement may be required to responsibly use such resources in future educational settings.

Presentation Period: November 19 – December 3, 2026

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

TEXTBOOKS & LEARNING MATERIALS

Chrona, J. (2022). *Wayi Way! 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 learning and teaching environments?

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?