Yukon University	**School of Health, Education and Human Services**
	ECCU 300 CROSS-CULTURAL TEACHING STRATEGIES
	Term: Winter 2027 **Number of Credits: 3**
Course Outline	

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TIME: 9:00 AM – 11:55 AM
DATES: Tuesdays, January 5 – April 6, 2027

COURSE DESCRIPTION

This course consists of developing and adapting curriculum and instructional methods to reflect the culture and educational aspirations of Yukon First Nations peoples. It aims to give future teachers a respectful appreciation for this content, skills in curriculum development for cultural inclusion, and an understanding of how a teacher's own culture influences teaching. Course content is addressed through guest speakers, student presentations, readings, activities, and class discussions.

COURSE REQUIREMENTS

The course prerequisite is ECCU 200: Introduction to Cross-Cultural Education. In that class, students learn the teacher's role in a cross-cultural environment, how to integrate local Indigenous teaching resources and content into the everyday classroom, and how to develop observational and communication skills to enhance cross-cultural communication.

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at: 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

In this course, students focus on classroom instruction, management, assessment, and language. The course introduces and expands on the teacher's role as a curriculum developer.

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 that accommodate different learning styles
6. Compare the similarities and differences 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 adaptation 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

ECCU 300 is a three-credit course delivered primarily face-to-face, with occasional synchronous Zoom classes. Classes are scheduled on Tuesdays from 9:00 a.m. to 11:55 a.m., January 5 to April 6, 2027.

The course provides approximately three hours of scheduled instruction per week through instructor-led discussions, collaborative activities, Indigenous Storywork peer teaching, experiential learning, curriculum development, and student presentations.

Weekly instructional activities include:

- Instructor-led learning and discussion (approximately 1 hour): Exploration of cross-cultural education, Yukon First Nations educational priorities, cultural protocols, Indigenous pedagogies, curriculum, language, and culturally responsive teaching and assessment.
- Indigenous Storywork peer teaching and collaborative learning (approximately 1 hour): Students will select chapters from Joanne Archibald's *Indigenous Storywork: Educating the Heart, Mind, Body, and Spirit* (2008). Students will work collaboratively in chapter groups to develop and facilitate peer-teaching activities that explore the chapter's central teachings and how to apply them in classroom practice. Each student is responsible for contributing to the group teaching activity and submitting an individual reflection or account of their learning. Peer teaching will take place from January 12 to March 2, 2027.
- Curriculum development and application (approximately 1 hour): Students will develop a seven-lesson Yukon First Nations cultural unit grounded in a selected Indigenous story. Instructional

activities will support connections to BC Curriculum Learning Standards, Yukon First Nations learning outcomes, cultural protocols, and culturally appropriate assessment practices. Class time will also support presentations of the unit plan, peer feedback, and reflection.

Instructional time will remain flexible to accommodate guest speakers, peer teaching, experiential activities, group learning, and student presentations.

Independent Learning

Students are expected to complete approximately 7.5 hours of independent learning each week. This includes assigned readings, preparation for Indigenous Storywork peer teaching, research into Yukon First Nations educational resources, and development of their seven-lesson cultural unit.

Delivery Format

This course is delivered primarily face-to-face, with occasional synchronous Zoom classes. Students will be informed in advance when instruction will take place online.

Both classroom and Zoom sessions emphasize active participation, collaborative learning, respectful engagement with Indigenous knowledge and cultural protocols, and the practical application of Indigenous teaching approaches.

The course recognizes learning through relationships, storytelling, listening, observation, reflection, and participation. These approaches inform both the Indigenous Storywork peer-teaching activities and the development of culturally grounded curriculum.

Students will take an active role in exploring a variety of cross-cultural education topics. Most of the material will be covered through discussions and presentations. Whenever possible, the course will take a practical problem-solving approach to these issues. Students will have several opportunities to present information/topics to the class, including but not limited to significant issues related to Yukon First Nations education, curriculum, and Yukon First Nation stories and teaching practices. Some classroom time will be provided for unit planning. To comfortably get through this class, including the development of your unit, you should be doing at least one and a half hours of ECCU work and/or assigned readings per day, excluding Sat and Sun.

EVALUATION AND PROJECT DESCRIPTIONS

Academic Poster – Seven Lesson Unit Plan Framework	20%	February 2, 2027
Unit Plan	20%	March 2 2027
Unit Plan Presentation	20%	Starts March 9 - April 6, 2027
Peer Teaching	30%	Starts January 12 – March 2, 2027
Participation	10%	Class related

Unit Plan Framework: Academic Poster – 20%

Students will develop an academic poster presenting the framework for a seven-lesson Yukon First Nations cultural unit grounded in a selected Yukon First Nations story. The poster will demonstrate how Indigenous knowledge, values, relationships, and pedagogies inform curriculum development, learning experiences, and assessment.

Students will identify relevant BC Curriculum Learning Standards, Yukon First Nations learning outcomes, cultural protocols, and resources that support their unit.

Drawing on Joanne Archibald's *Indigenous Storywork* and other relevant Indigenous knowledge sources, students will demonstrate respectful engagement with Indigenous knowledge through appropriate recognition of storytellers, Elders, Knowledge Holders, Nations, and knowledge sources. Indigenous protocols for acknowledging and sharing knowledge will guide the work, rather than relying exclusively on Western academic citation conventions.

Students will share their posters for peer feedback. The poster will provide the foundation for the completed seven-lesson unit plan due March 2, 2027.

Unit Plan 20%

Students are expected to design a seven-lesson Yukon First Nation cultural unit for a public-school classroom. You will select one Yukon First Nation story and thoughtfully integrate it throughout your unit to support place-based, culturally grounded learning. Your work must demonstrate respectful use of Yukon First Nation knowledge, values, languages, and teaching approaches, informed by community resources such as Elders, Knowledge Keepers, heritage materials, and approved educational sources. You are expected to clearly align each lesson with the BC Curriculum and Yukon First Nations Learning Outcomes, use culturally responsive and place-based assessment strategies, and show how learning connects to land, relationships, and community values. Your final submission should reflect cultural authenticity, strong curriculum integration, thoughtful assessment, and responsiveness to feedback received during class presentations.

Unit Plan Presentation 20%

Students are expected to professionally present their Yukon First Nation cultural unit by clearly explaining the unit's purpose, grade level, central Yukon First Nation story, and overall lesson structure. The presentation must demonstrate respectful use of the selected story and acknowledgement of cultural protocols, show how the seven lessons work together as a coherent learning cycle, and highlight alignment with the BC Curriculum Learning Standards and Yukon First Nation Learning Outcomes. Students must explain their assessment philosophy and provide examples of culturally grounded, place-based assessment practices used in the unit. Presenters are expected to communicate clearly, use appropriate visuals or materials, engage respectfully with peers and the instructor, reflect on strengths and areas for growth, and accurately record and apply feedback to inform revisions of the final unit plan.

Peer Teaching: Indigenous Storywork – 30%

Students will participate in peer teaching based on selected chapters from Joanne Archibald's *Indigenous Storywork: Educating the Heart, Mind, Body, and Spirit* (2008).

Working collaboratively in chapter groups, students will develop and deliver a PowerPoint presentation that explores the chapter's central teachings, Indigenous knowledge, values, and pedagogical

approaches. Presentations must demonstrate an understanding of how Indigenous Storywork informs culturally grounded teaching, learning, relationships, and classroom practices.

Each group will facilitate a meaningful learning activity or discussion that engages classmates with the chapter's teachings and their application to Yukon First Nations education. Students are expected to acknowledge Indigenous knowledge sources, respect cultural protocols, and demonstrate relational accountability in sharing knowledge.

Each student will submit their group's PowerPoint presentation and a brief individual reflection identifying their contribution, key learning, and how the chapter's teachings may influence their future teaching practice.

Assessment will consider understanding of Indigenous Storywork, meaningful application of Indigenous pedagogies, collaborative teaching, respectful knowledge sharing, and engagement with classmates.

Participation 10%

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 teaching strategies and cultural backgrounds with the class. As a learner, you must draw upon Yukon First Nations culture and the BC curriculum when preparing the unit plan. It is on this basis that participation marks are assigned.

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

TEXTBOOKS AND LEARNING MATERIALS

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

SUGGESTED STORY GUIDES FOR UNIT DEVELOPMENT

Education Northwest. (2014). *Indigenous Culture-Based Education Rubrics* (originally developed 2008; abridged October 2014). Retrieved from https://share.google/46gZfhxvvIXmhfSXI

Education Northwest developed these Indigenous Culture-Based Education Rubrics (2014) in collaboration with Indigenous education programs in Alaska, Hawai'i, and other regions of the United States. Although these rubrics are not specific to Yukon First Nations, they offer valuable guidance for reflecting on Indigenous approaches to teaching, curriculum development, and assessment.

Students are encouraged to explore three sections:

- Culture-Based Pedagogy (pp. 6–7): How Indigenous knowledge, values, relationships, and teaching practices inform learning.
- Culture-Based Curriculum (pp. 8–9): How community knowledge, languages, histories, and cultural practices shape curriculum.
- Culture-Based Methods of Assessing Student Performance (pp. 12–13): How assessment can reflect Indigenous ways of knowing, learning, and demonstrating understanding.

Use these rubrics as a resource for reflection rather than a fixed set of standards. Consider how the approaches described relate to Yukon First Nations knowledge, educational priorities, and cultural protocols. Together with Joanne Archibald's *Indigenous Storywork*, this resource can support the development of your seven-lesson cultural unit by helping you consider how Indigenous knowledge

and pedagogies inform what is taught, how learning takes place, and how learning is recognized and assessed.

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

This collection provides students with opportunities to learn from the stories, knowledge, histories, and teachings shared by Southern Tutchone, Tagish, and Inland Tlingit history and knowledge keepers. Students are encouraged to explore how histories and stories convey relationships with land, family, community, language, and cultural responsibilities, and how these teachings may inform curriculum development and classroom learning. When selecting a story for the seven-lesson unit, students should identify and acknowledge the original narrator and their First Nation, consider the story's cultural context, and respect applicable protocols for its use. The story should inform learning throughout the unit, not simply serve as an introductory activity.

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.

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

1. Awareness and goals of cultural education
    a. Role of the Yukon Government in the delivery of FN education
    b. The history of education for Yukon First Nations
2. Teacher responsibilities in cross-cultural education
    a. Part 5 of the Yukon Education Act
    b. BC Curriculum, Preamble of the Yukon Education Act, Truth and Reconciliation
3. Basic Human Relations Skills in the Cross-Cultural Classroom
    a. Cultural Inclusion Standards from Alaska, 2016
    b. Cultural Inclusion Standards from Yukon
4. Learning Style, Teaching Style, and Culture

    a. Indigenous land-based programs
5. Design Learning Experiences
    a. Explore First Nation Learning Experiences
    b. Design First Nation Learning Experiences
6. First and Second Language Acquisition
    a. The role of the community
    b. The role of the school and teacher
7. Strategies for Assessment
    a. Cross-Cultural Assessment Strategies
8. Design cross-cultural materials
    a. Cultural appropriation
    b. Cultural protocols
9. Develop a Unit Plan
    a. Demonstrate Curriculum Adaptation
10. Minority Education
    a. Part 5 of the Yukon Education Act
    b. FN School Boards MOU with YG re Public Education
11. Strategies for ongoing cross-cultural education
    a. Sharing your ideas and unit plan with your classmates
    b. Sharing your challenges and strengths with your peers