# School of Education – Northwest (Terrace) Campus

# EDUC 446-2: Aboriginal / Indigenous Education: Epistemology

# Fall Semester 2016 – DRAFT 1 (Sep 9, 2016, is subject to change)

**Instructor: Marian Kotowich-Laval Room: 147**

**Direct: 250-615-3328 Starts: Wed, Sep 14, 2016**

**General: 250-615-5578 Ends: Wed, Nov 30, 2016**

**Fax: 250-615-5478 Times: 9:00 am – 12:00 pm**

**Email:** [**Marian.Kotowich-Laval@unbc.ca**](mailto:Marian.Kotowich-Laval@unbc.ca) **Website:**  [**http://blogs.unbc.ca/educ446/**](http://blogs.unbc.ca/educ446/)  **Instructor’s available office hours: Mon – Fri, 1:00 pm – 4:00 pm; call or email to arrange an appointment**

**\*** SYLLABUS ADDENDUM or Student Guide will be provided in class to accompany the syllabus.

## Description

EDUC 446 is an introduction to Aboriginal epistemology. Central to this study is the thinking and listening processes of orality. Oral history stories provide a unique way to know and to understand the world. Topics include: Aboriginal epistemology or ways of knowing, Aboriginal education meta-theory or worldview, orality, Aboriginal spirituality and education, Aboriginal curricula, and phenomenology.

## Course Objectives

In EDUC 446, the students or teacher-candidates (TCs) will continue to develop their abilities in the learning objectives and teaching standards associated with the School of Education and the teaching profession. EDUC 446 will help develop teacher-candidates’ cultural competency, the ability to demonstrate respect for differences among students, families, and communities. This is an experientially-based course and will involve some out-of-class activity.

**EDUC 446 2106 Schedule**

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| --- | --- | --- | --- |
| **Class** | **Dates** | **Times** | **Broad Themes (Timing is subject to change)** |
| 1 | Wed, Sep 14 | 9:00 – 12:00 pm | Welcoming, course overview, and our learning community |
| 2 | Wed, Sep 21 | 9:00 – 12:00 pm | Aboriginal epistemology: Ways of Knowing |
| 3 | Wed, Sep 28 | 9:00 – 12:00 pm | Aboriginal perspectives, worldviews, and spiritual perspectives |
| 4 | Wed, Oct 5 | 9:00 – 12:00 pm | Aboriginal history: Impacts, social Justice, and responsibilities |
| 5 | Wed, Oct 12 | 9:00 – 12:00 pm | Building community and resources.Joint-field trip (tentative) |
| 3-WEEK PRACTICUM: Oct 17 – Nov 14 | | | |
| 6 | Wed, Nov 9 | 9:00 – 12:00 pm | Current trends in Aboriginal educational approaches |
| 7 | Wed, Nov 16 | 9:00 – 12:00 pm | Language, cultural revitalization and renewal |
| 8 | Wed, Nov 23 | 9:00 – 12:00 pm | Envisioning the future: My vision as a culturally competent educator |
| 9 | Wed, Nov 30 | 9:00 – 12:00 pm | Closing exercise with guests included |

B.Ed. students are expected to attend all classes. Please refer to the addendum for details.

# EDUC 446-2: Aboriginal / Indigenous Education: Epistemology

# Fall Semester 2016 – DRAFT 1 (August 19, 2016, is subject to change)

## Assignment Summary

|  |  |  |  |
| --- | --- | --- | --- |
| Assignments | % | Due: | Applicable TRB Standards |
| Class activities & participation | 30 | Weekly | 1, 3, 4, 5, 6, & 8 |
| Readings, oral, & written work | 30 | Weekly | 1, 3, 4, 5, 6, & 8 |
| Class presentations | 20 | Date TBA | 1, 3, 4, 5, 6, & 8 |
| Community engagement & learning | 15 | Date TBA | 1, 3, 4, 5, 6, & 8 |
| Exemplary collegiality, leadership, competency, & big to small “wins” | 5 | Weekly | 4, 5, 6, 8 |
| Total | 100% |  |  |

**School of Education (Bachelor of Education) Course Grading**

|  |  |  |
| --- | --- | --- |
| **School of Education Grade Scale (effective September 2013)** | | |
| **Grade** | **% range** | **Description** |
| A+ | 95.5 – 100 | **Exceptional, outstanding** and **excellent** performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectations, goes beyond stated criteria and has an insightful grasp of the subject matter. |
| A | 89.5 – 95.49 |
| A- | 84.5 – 89.49 |
| B+ | 79.5 – 84.49 | **Very good, good** and **solid** performance. Normally achieved by the largest number of students. These grades indicate a student who meets expectations or stated criteria and shows a good grasp of the subject matter or an excellent grasp in one area balanced with a satisfactory grasp in another area. |
| B | 74.5 – 79.49 |
| B- | 69.5 – 74.49 |
| C+ | 64.50 – 69.49 | **Satisfactory** performance. This grade indicates a student who minimally meets expectations or stated criteria and has a satisfactory grasp and knowledge of the subject matter. |
| C | 59.50 – 64.49 | **Unsatisfactory** performance. This grade indicates a student has failed to minimally meet expectations or stated criteria and demonstrates only a superficial grasp of the subject matter. |
| C- | 54.50 – 59.49 |
| D | * 1. – 54.49 |
| F | <49.5 |

It is imperative that students in the B.Ed. achieve a MINIMUM C+ in each course in order to continue in the program. Scores **below a C+ is a fail** and limits student from continuing in the current cohort.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Teacher Regulation Branch (TRB) Standards:** | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Educators value and care for all students and act in their best interests. | Educators are role models who act ethically and honestly. | Educators understand and apply knowledge of student growth and development. | Educators value the involvement and support of parents, guardians, families and communities in schools. | Educators implement effective practices in areas of classroom management, planning, instruction, assessment, evaluation, and reporting. | Educators have a broad knowledge base and understand the subject areas they teach. | Educators engage in career-long learning. | Educators contribute to the profession. |