KED 642  
Seminā Aʻoākumu I  
(Grade Cr/NC)  
(Hawaiian Medium Field Experience I Seminar)  

3 credits

Kumu (Instructor): Makalapua Alencastre
Keʻena (Office): PB-12, 974-7589, <kaawa@hawaii.edu>
Papa (Locations): HITS facilities (varies with enrollment)
- UH-Hilo - Moʻokini Library, Phineas Kelly <phineas@hawaii.edu>, 974-7573
- UH West Hawaiʻi-Kealakekua
Lā (Dates): 28 ʻAugust-20 December 2013
    Wednesdays, 1:00-3:45pm (refer to the attached schedule)

Ka ʻŌwehe Papa (Course Description):
Professional development seminar addressing P-12 Hawaiian medium educational issues and applications of: 1) culture-based pedagogy including instructional and assessment methods and strategies, 2) academic, socio-emotional and cultural development through application within culture-based learning environments, and 3) development of students’ language, literacy and oral skills. Conducted in Hawaiian. Pre: concurrent enrollment in KED 641 and permission from the Academic Division.

Nā Pahuhopu Haumāna (Course Objectives): Introduction and development of:
1. Basic problem solving methods for planning, developing and implementing strategies and assessment for the delivery of education through Hawaiian.
2. Instructional and assessment strategies through culture-based, place-based and family-based pedagogy.
3. P-12 student academic, socio-emotional and cultural development in Hawaiian medium classrooms.
5. Lesson and unit planning and instruction and assessment in Hawaiian medium classrooms.

Nā Hopena Aʻo (Student Learning Outcomes):
1. Demonstrate effective use of the Hawaiian language and culture to foster a Hawaiian cultural identity.
2. Demonstrate applied use of skillful planning, teaching, and assessing of student learning utilizing Hawaiian culture-based pedagogy.
3. Know and understand the subjects taught.
4. Demonstrate culturally and professionally appropriate behaviors and practices.

Nā Puke Aʻo (Texts and readings):
Nā Puke Aʻo (Texts and readings-cont.):


Note: Handouts will be provided as a stimulus for discussion along with personal experiences gained in schools.

Nā Kaha:
Grades are credit / no credit. Students must earn 80% or higher on all assignments as described below.

** It is crucial to keep up with assignments as they will help to scaffold the knowledge
and skills that you will be applying throughout the practicum. Late submission of assignments must be pre-approved by instructor. The satisfactory completion of the Moʻoaʻo Aʻoākumu (Professional Portfolio) requires all assignments to be completed.

1. Attendance and participation 10%

2. Assignments and projects (160 pts) 40%
   1) Ke Kiloʻaʻo I (Observation reflections) (15 pts)
   2) Pahuropu Aʻoākumu I (Student teaching goals) (10 pts)
   3) Pakuhi Kālaihi / Kaʻakālai Aʻo (Instructional strategies graph) (15 pts)
   4) Nā pepa nanalu he 4 (Four reflective essays) (10 pts\(\times\) = 40 pts)
   5) ‘Oloke’a Moʻokumuhana Aʻo (Scope and sequence) (15 pts)
   6) Pepe kālailai holomua haumāna (Student assessment reflection) (20 pts)
   7) Hōʻikeʻike kālailai holomua haumāna (Student work sample assessment) (10 pts)
   8) Haʻawina mākau kākau (Language arts lesson) (15 pts)
   9) Pepe kālaimanaʻo (Educational philosophy essay) (20 pts)

3. Presentations of curriculum units (50 pts@=150 pts) 30%

4. Portfolio project (100 pts) 20%
   • Puke Aʻoākumu (Binder portfolio (25 pts)
   • Moʻoaʻo Aʻoākumu (Digital Professional Portfolio) (75 pts)

COURSE STRUCTURE AND TECHNOLOGY SUPPORT:
The course is designed around a series of weekly seminars which provide an opportunity for students who are student teaching in multiple sites to engage in dialogue regarding issues associated with Hawaiian medium education. The seminar will consist of weekly sessions utilizing Hawaiʻi Interactive Television Service (HITS), where students are encouraged to actively engage in discussion and activities. In addition to delivery via HITS, the course will utilize two web-based programs, Hōkeo Moenahā to develop and assess curriculum units and projects, and Laulima, to access and post course materials and assignments. Additionally, regular e-mail communication will be through Google@UH. There will be ample support provided in the seminar to become familiar with the required technology. Technical assistance is available from the instructor, as well as through Hale Kuamoʻo and students are responsible for communicating their needs.

STUDENTS WITH DISABILITIES:
All students with a documented disability who would like to request accommodations should contact the UH Hilo Disability Services Office at (808) 933-0816 (TTY), or uds@hawaii.edu, Hale KauanoeA Wing Lounge, as early as possible.

ACADEMIC HONESTY AND INTEGRITY:
Students are strongly encouraged to familiarize themselves with the Student Code of Conduct for UH Hilo, which can be found at http://hilo.hawaii.edu/studentaffairs/conduct/student_conduct.php
Students are expected to behave with integrity and hold both yourself and your peers to the highest standards of ethical behavior. Academic dishonesty encompasses, but is not limited to: (1) plagiarism (i.e., copying another individual’s words or ideas without appropriately citing the source); (2) turning in assignments that somebody else has completed; (3) referring to notes or other written/electronic materials, collaborating with others, copying someone else’s work, or providing answers to others in any fashion during an examination. Please note that knowledge of others’ cheating and failure to report this to me can also be construed as complicity in academic dishonesty. The Student Conduct Code describes disciplinary action that follows proof of academic dishonesty.

**Ka papa manawa a me nā kumuhana o ka papa seminā 2013**

(Tentative schedule and topics):

- **28 Aug**: Student teacher goals and responsibilities
  - Observation reflection sharing, Developing lessons
- **31 Aug-1 Sept**: Google Apps workshop
- **4 Sept**: Moenahā (Curriculum unit development)
- **11 Sept**: Classroom management & Educational philosophy
- **18 Sept**: Language Arts- Writing skills
- **25 Sept**: Curriculum Unit Presentation #1
- **2 Oct**: Language Arts- Writing skills
- **9 Oct**: Assessing student learning
- **16 Oct**: Scope and sequence planning
- **23 Oct**: Curriculum Unit Presentation #2
- **30 Oct**: Language Arts- Reading skills
- **6 Nov**: Language Arts- Reading skills
- **13 Nov**: Assessing student learning
- **20 Nov**: Assessing student learning
- **27 Nov**: Curriculum Unit Presentation #3
- **4 Dec**: Student teacher projects