Aʻo Kahua Moʻomeheu ʻŌiwi
Indigenous Culture-based Education

COURSE NUMBER/TITLE:  KED 660 Indigenous Culture-based Education

COURSE DESCRIPTION:
Understanding appropriate education of indigenous peoples, through a review of practices that have been described and theories that have emerged from a variety of sources.

COURSE CREDITS:  3 credit hours, offered during the fall semester

COURSE DATES:  3 September-3 December, 2013

CLASS LOCATIONS and INSTRUCTOR(s):
Hawai‘i – University of Hawai‘i at Hilo (UH-Hilo)
Keiki Kawaiʻaeʻa (U of Hawai‘i - Hilo) keiki@hawaii.edu

Alaska - University of Alaska-Fairbanks (UAF)
Beth Leonard (U of Alaska - Fairbanks) brleonard@alaska.edu

Arizona – University of Arizona (UOA)
Sheila Nicholas, sheilahn@email.arizona.edu

Navajo - Diné College (DC)
Dan McLaughlin - djm@dinecollege.edu

Aoteaoroa - Te Whare Wānanga o Awanuirangi-Whakatane (TWOA)
Rosina Taniwha, Rosina.Taniwha@wananga.ac.nz

Canada - University of British Columbia (UBC)
Candace Galla (U of British Columbia, Canada) candace.galla@ubc.ca

OFFICE HOURS:
Keiki Kawaiʻaeʻa
Phone: 808-430-3907; keiki@hawaii.edu
Time: 1:45-3:45, Mondays and Tuesdays, PB 12-5 or by appointment

COURSE DELIVERY: Offered as a distance education course in conjunction between five Universities. The University of Hawai‘i-Hilo will serve as the origination site for Polycom transmission between all sites. The University of Alaska-Fairbanks will provide access to a phone dial-in service and the Moodle course management system which will house all articles, PowerPoint presentations, voice recordings of course lectures and presentation, blogs etc. Individual student accounts for Moodle will be provided on the first day of class. The dial-in service is not available for international dial-in.

Transmission Time Schedule:
• Canada – Tuesday (10-11:30pm)
• Alaska –Tuesday (6:00-7:30)
• Arizona – Tuesday (7:00-8:30)
• Hawai‘i – Tuesday (4:00-5:30) māhele palikama; 5:30-6:45 māhele papa maʻamau
• Aoteaoroa – Wednesday (2:00-3:30)

Moodle Site http://ankn.uaf.edu/CXCS/login/index.php
Moodle webmaster (Alaska) - Sean Topkok sean@ankn.uaf.edu
Technology Assistance (Hawai‘i) – Kaliko Trapp kaliko.trapp@hawaii.edu
Phone Hook-up:
Dial in #: 800-570-3591
Participant PIN: 8697827

COURSE OBJECTIVES
Successful completion of coursework and active participation in class sessions will ensure that students meet these course objectives:

1. To develop a greater understanding about the role of indigenous culture and language in cognitive, social, psychological, spiritual and physical well-being. (SLO 1, 2, 4, 6)
2. To examine how culture, language and education are deeply intertwined processes that shape, prepare us for, and guide us through all aspects of our life. (SLO 1, 2, 6)
3. To explore how our worldview influences the way we think and what we do. (SLO 6)
4. To explore how education contributes to the formation of individual and cultural identity. (SLO 1, 2)
5. To examine the issue of self-determination in the context of the cultural and educational rights of indigenous peoples. (SLO 3, 6)
6. To increase student’s understanding of the theoretical considerations that has been developed regarding the education of indigenous peoples. (SLO 1, 2, 6)
7. To help educators develop a knowledge base and set of skills that will enable them to work well with Indigenous students in a variety of settings. (SLO 1, 2, 5)

HOW THIS COURSE PROMOTES PROGRAM LEARNING OUTCOMES:
In successfully completing this course, a student will progress towards program learning outcomes as follows:

Continues to develop:
1. Apply pedagogy appropriate to mauli ola (Hawaiian) / indigenous language medium and culture-based education.
2. Access, analyze and reflect on indigenous knowledge, practices, literature and research findings.
3. Design and conduct culturally appropriate, rigorous and ethical research that is responsive to issues inherent in indigenous language medium and culture-based education.

Demonstrates at the mastery level:
4. Articulate a rationale for culture-based pedagogy and dispositions within P-12 classrooms.
5. Communicate effectively in both academic and indigenous community environments.
6. Analyze global trends and perspectives that affect the implementation of indigenous language and culture education.

COURSE TEXTS AND SUPPLEMENTAL MATERIALS:
All required readings will be available on Moodle at <http://ankn.uaf.edu/CXCS/login/index.php>. To access Moodle, individual student accounts will be provided through each individual site professor no later than the first day of class.

COURSE REQUIREMENTS
1. Each student will develop a personal philosophy regarding the education of Indigenous peoples and the place of language, culture, identity, context, mores, traditional knowledge, and spirituality in schools and schooling along with their personal area of interest and experience.
2. All students will participate in the discussions and analyses of information presented by the readings and presentations in class and on-line.
3. Students at each site will participate in an individual/group PowerPoint presentation with bibliography researching and presenting some aspect of the education of Indigenous peoples, including Native American groups, Pacific Islanders, Alaska Natives, Native Hawaiians and other related groups.
4. Each student will prepare a final paper with bibliography that addresses some aspect of the issues addressed in the course.
5. Students will contribute to the class website that includes the individual/group project(s) PowerPoint presentation and a 1-2 page summary of final paper/research project.
STUDENT EVALUATIONS
Evaluation of student performance will be based on class participation, writing assignments, action research project presentation and written term paper. Regular attendance is expected. If you know that you will be unable to attend class, you should notify the course instructor and the Polycom site in advance. The student is responsible for making up material covered. All assignments have posted due dates. Late assignments (up to one week only) will be accepted, with a one letter grade reduction. Grades are determined based on the following percentages:

1. Participation/active discussion - class and on-line group (komo piha i ka hana papa) 20%
2. Class reading and writing assignments (6 pepe hapane, pepe ho'olauna a me ka pepe ho'ulu'ulu) 25%
3. Individual/Group action research Oral and PowerPoint presentation (ha'i'olelo/ppt) 25%
4. Final paper - research study phase (pepa pahana no'i) 30%

TOTAL 100%

Individual/Group Presentation (Due 11/26/2013): Each student is required to present a ten minute formal presentation using PowerPoint software, explaining their action research project as related to some aspect of the issues presented in the course. Five additional minutes are allotted for answering questions from the class. Each presentation will include an overview of the action research project as it relates to indigenous culture-based education including the research problem, background literature, research design used to answer the research problem, procedure for data collection and statistical analyses and summary of key lessons learned. All PowerPoint presentations will be posted on the Moodle no later than 2 days prior to presentation.

Individual/Group Research Paper (Due 12/10/2013): The purpose of this assignment is to provide the student with experience in an action research project that merges personal experience with established practice of Indigenous peoples. The student should follow the action research paper guidelines prepared for the course that include five sections:

Section I: Ka Ho'olauna (Introduction) 4-5 pp. (*review and revise to strengthen)
A. Introduces the topic under study, personal interest and professional growth to be attained through the action research project.
B. Describes the context, purpose and cultural relevance of your research topic in improving Native well-being through education.
C. Discusses the significance of the project in contribution to Hawaiian/Mauli Ola education.
D. Defines the research question(s) addressed, supporting hypotheses, concerns, and/or related essential and guiding questions addressed.

Section II: Nā'ana Kūmole (Summary of Literature Review) 5-8 pp. (*review and revise to strengthen)
A. Summarizes research evidence, theories, descriptions, or expert opinions that respond to the research topic and provide a coherent picture of the current state of knowledge, theoretical understandings, and professional practice relating to your topic. The summary should include at least 10 citations.

Section III: Ke Ka'ina Ho'okolohua (Methods) 5-7 pp. (*review and revise to strengthen)
A. Summarizes the methodology, including the qualitative and/or quantitative nature of your research.
B. Describes the setting of your research (place, population, grade level, etc)
C. Explains the procedures of data collection and data analysis.
D. Addresses the validity and reliability of your instruments.
E. Explains limitations of your research.

Section IV: Ka 'Ohi 'Ikepili (Data Gathering) 5-7 pp. (*new chapter)
A. Describes and analyzes data collected.
B. Presents and interprets findings in a well-organized form using charts and graphs to supplement the information.

Māhele V: Ka Ho'ulu'ulu (Summary) 1-2 pp. (*update chapter)
A. Summarizes the key lessons learned from this phase of research study.
B. Describes the next steps in the research phase.
STUDENT ADVISING
Advising is a very important resource designed to help students complete the requirements of the University and their individual majors. Students should consult with their advisor at least once a semester to decide on courses, check progress towards graduation, and discuss career options and other educational opportunities provided by UH Hilo. Advising is a shared responsibility, but students have final responsibility for meeting degree requirements.

COMMUNICATION DEVICES
All cell phones, pagers etc. are to be on silent mode during class or turned off! Cell phones and pagers are NOT to be answered during class time (barring emergencies).

ATTENDANCE POLICY:
UH Hilo encourages 100% attendance by students at all course-related sessions, lectures, projects, and activities. If illness, a personal emergency, personal incapacitation, or other exceptional problem of a serious nature causes a student to be absent, the student must immediately notify the course instructor and follow stated course policies and procedures. Unexcused absences will result in lowering of course grade.

STUDENT WITH DISABILITIES:
Any student with a documented disability who would like to request for accommodations should contact the Disability Services Office at (808) 933-0816 (Voice), 808) 933-3334 (TTY), or uds@hawaii.edu, Hale Kauanoe A Wing Lounge, as early in the semester 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 in the MA ILCE, as elsewhere at the university, 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.

COURSE STRUCTURE AND TECHNOLOGY SUPPORT:
The course is designed around a series of weekly seminars which provide an opportunity for students from multiple sites to engage students in a review, comparative study and application of issues associated with the education of Indigenous peoples and communities on an international scale. Students will utilize a Moodle website where the weekly course readings, PowerPoint presentations and lecture notes prepared by faculty, guest presenters and students will be posted. Each of the participating site instructors will post on Moodle a bibliography with access to the required readings.

Each seminar session will be facilitated in two sections. During first half students will be expected to participate in active discussion (in class/on-line) on the weekly topics presented from one of the participating sites. Students will also plan and present individual/group research projects on PowerPoint that merges personal experiences with established practices of Indigenous peoples. The second half of the class, students will be expected to have read and report on the assigned texts and supplementary materials and engage in active discussion. The second half of the class will also be used to discuss progress on the individual action research projects. Focus for the action research project will be the implementation of the approved research project—research study phase. Students will be expected to write a final term paper with bibliography on the implementation of the action research study that also addresses some aspect of the issues addressed in the course.

Each weekly topic will be facilitated as scheduled below between the five instructors. The instructor of the students registered site will conduct the second half of each class session and also be responsible for evaluating all assignments. Hawaiian will be the medium of instruction between the site instructor and students. Additionally,
University email addresses will be used for regular communication, submission of weekly analysis assignments and the final paper. The personal introduction and philosophy statement and the Individual/group PowerPoint presentations will be posted on Moodle. Technical assistance is available from the instructor, as well as through Hale Kuamoʻo and students are responsible for communicating their needs.

**COURSE OUTLINE:**

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<tr>
<th>Week/Site</th>
<th>UH Hilo Hawaiʻi</th>
<th>UAF Alaska</th>
<th>Awanuiārangi Aotearoa</th>
<th>UBC Canada</th>
<th>UA Arizona</th>
<th>Diné College Navajo</th>
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<tr>
<td>(8/27)</td>
<td>Hawaiʻi Only</td>
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<td>(10/01)</td>
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<td>14</td>
<td>(12/03)</td>
<td>ALL (Summary and Closing)</td>
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<td>15</td>
<td>(12/10)</td>
<td>Final Papers Submitted (no class)</td>
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**Hawaiʻi Only:** Review and update of the action research project and IRB approval. Polycom /Audio Conference August 27, 2013.

**Week One:** Introduction of course objectives, requirements and discussion of individual expectations and experiences regarding the education of Indigenous peoples–All

1.1 Polycom /Audio Conference September 03, 2013.
1.2 Review requirements outlined on syllabus and discuss sequence and due dates.
1.3 Discuss expectations, experiences, and perspectives regarding the education of Indigenous peoples.
1.4 * Personal introduction including CBE area of interest(s) and a brief philosophy statement posted on Moodle.

**Week Two:** Historical account, Education and CBE Issues and Solutions for Native Hawaiian peoples–Keiki Kawaiʻaeʻa.
2.2 Review/discuss assigned readings and presentation guided by UHH faculty.
2.3 PowerPoint and readings to be posted on Moodle web site.
2.4 * Weekly analysis of reading due & electronic group discussions

**Week Three:** Historical account, Education and CBE Issues and Solutions for Alaskan Natives/First Nations peoples – Beth Leonard.
3.2 Review/discuss assigned readings and presentation guided by UAF faculty.
3.3 PowerPoint and readings to be posted on Moodle web site.
3.4 * Weekly analysis of reading due & electronic group discussions

**Week Four:** Historical account, Education and CBE Issues and Solutions for Maori peoples - Rosina Taniwha.
4.2 Review/discuss assigned readings and presentation guided by Awanuiārangi faculty.
4.3 PowerPoint and readings to be posted on Moodle web site.
4.4 * Weekly analysis of reading due & electronic group discussions

**Week Five:** Historical account, Education and CBE Issues and Solutions for First Nations peoples – Candace Galla
5.2 Review/discuss assigned readings and presentation guided by UBC faculty.
5.3 PowerPoint and readings to be posted on Moodle web site.
5.4 * Weekly analysis of reading due & electronic group discussions

**Week Six:** Historical account, Education and CBE Issues and Solutions for American Indian peoples – Sheila Nicholas
6.2 Review/discuss assigned readings and presentation guided by UA faculty.
6.3 PowerPoint and readings to be posted on Moodle web site.
6.4 * Weekly analysis of reading due & electronic group discussions

**Week Seven:** Historical account, Education and CBE Issues and Solutions for American Indian peoples – Dan McLaughlin
7.1 Polycom /Audio Conference Oct. 15, 2013
7.2 Review/discuss assigned readings and presentation guided by Diné College faculty.
7.3 PowerPoint and readings to be posted on Moodle web site.
7.4 * Weekly analysis of reading due & electronic group discussions

**Week Eight:** Group/Individual Presentations – Beth Leonard.
8.2 Group/Individual final project presentations/discussion by UAF.
8.3 PowerPoint and readings to be posted on Moodle web site.
8.4 * Electronic group discussions and feedback on presentations

**Week Nine:** Group/Individual Presentations – Rosina Taniwha.
9.2 Group/Individual final project presentations/discussion by TWWoAwanuiārangi.
9.3 PowerPoint and readings to be posted on Moodle web site.
9.4 * Electronic group discussions and feedback on presentations

**Week Ten:** Group/Individual Presentations – Candace Galla.
10.1 Polycom /Audio Conference Nov. 5, 2013.
10.2 Group/Individual final project presentations/discussion by UBC.
10.3 PowerPoint and readings to be posted on Moodle web site.
10.4 * Electronic group discussions and feedback on presentations
**Week Eleven:** Group/Individual Presentations – Sheila Nicholas.
11.1 Polycom /Audio Conference Nov. 12, 2013.
11.2 Group/Individual final project presentations/discussion by UA.
11.3 PowerPoint and readings to be posted on Moodle web site.
11.4 * Electronic group discussions and feedback on presentations.

**Week Twelve:** Group/Individual Presentations – Dan McLaughlin
12.1 Polycom /Audio Conference Nov. 19, 2013.
12.2 Group/Individual final project presentations/discussion by Diné College.
12.3 PowerPoint and readings to be posted on Moodle web site.
12.4 * Electronic group discussions and feedback on presentations.

**Week Thirteen:** Group/Individual presentations – Keiki Kawaiʻaeʻa
13.2 Group/Individual final project presentations/discussion by UH Hilo.
13.3 PowerPoint and readings to be posted on Moodle web site.
13.4 * Electronic group discussions and feedback on presentations.

**Week Fourteen:** Review/evaluation/summary of the class–All.
14.2 Closing Summary and Feedback by all students and faculty.
14.3 * Moodle submission of course summary feedback by students.

**Week Fifteen:** Final Projects
15.1 * Submission of final projects electronically to instructor by Dec. 10, 2013.

* Student assignments and projects due.