

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ADED 365		Number of Credits: 3 <u>Course credit policy (105)</u>													
Course Full Title: Adult Education in Canada: Indigenous Peoples Course Short Title: Adult Ed in Cda: Indigenous Ppls															
Faculty: Faculty of Education, Community, & Human Dev.		Department (or program if no department): Adult Education													
Calendar Description: Explores the history of and movements associated with adult education as they impact Indigenous peoples in Canada. Examines how Indigenous adult learners challenge the assumptions, principles, and practices of mainstream Canadian adult education, and the responsibilities adult educators have in addressing these issues.															
Prerequisites (or NONE):		30 university-level credits.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):		One of ADED 210, ADED 310, ADED 360, or ADED 390.													
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: ADED 330G Cross-listed with: Equivalent course(s): ADED 330G <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See <u>policy 207</u> for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 25													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>12</td> </tr> <tr> <td>Tutorials/workshops</td> <td>27</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td>6</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	12	Tutorials/workshops	27	Experiential (cultural/elder learning or participation)	6					Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	12														
Tutorials/workshops	27														
Experiential (cultural/elder learning or participation)	6														
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit <i>(See <u>bctransferguide.ca</u>.)</i> Transfer credit already exists: No Submit outline for (re)articulation: No <i>(If yes, fill in <u>transfer credit form</u>.)</i>													
Department approval		Date of meeting: November 2, 2022													
Faculty Council approval		Date of meeting: January 6, 2023													
Undergraduate Education Committee (UEC) approval		Date of meeting: April 21, 2023													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Explain common and unique educational issues and needs facing Canadian Indigenous adults.
2. Identify movements and initiatives of Indigenous peoples in Adult Education.
3. Critique Adult Education in Canada with respect to the treatment and inclusion of Indigenous peoples.
4. Use principles from the Truth and Reconciliation Commission's Calls to Action to inform their own professional position on Indigenous learners and Adult Education in Canada.
5. Apply Indigenous pedagogy and representative knowledge in learning strategies.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	100%	%	%
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Details: Reflection (20%); précis posting (10%); site visit informing your practice: proposal (5%) and report (20%); final proposal, paper, and presentation (5%, 25%, 15%)

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

For one assignment, students are required to visit a local physical site of their choice that is of importance to Indigenous peoples. This visit is not an official UFV field trip.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. Open Educational Resources (OER) should be included whenever possible. If more space is required, use the Supplemental Texts and Resource Materials form.)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Archibald, Jo-Ann	Indigenous Storywork: Educating the heart, mind, body & spirit. UBC Press.	2008
2. Other	Atleo, M.R.	Chapter 4 – The zone of Canadian Aboriginal adult education: A social movement approach. In T. Nesbit, M. S. Brigham, N. Taber, & T. Gibb, (Eds.) Building on critical traditions: Adult education and learning in Canada (pp. 1–26). Thompson Publishers.	2013
3. Journal	Atleo, M.R.	Traditional Storywork: Understanding Aboriginal learning ideology through Storywork with Elders. The Alberta Journal of Educational Research. 55(4), 453-467.	2009
4. Journal	Kirkness, V.J., & Barnhardt, R.	First Nations and Higher Education: The four R's--respect, relevance, reciprocity, responsibility. The Journal of American Indian Education, 30(3), 1-15.	1991
5. Other	Pidgeon, M.	Transformation and Indigenous interconnections: Indigeneity, leadership, and higher education. In C. Kenny & T. Fraser (Eds.), Living Indigenous leadership: Native narratives on building strong communities	2012
6. Online resource		Truth and Reconciliation Commission of Canada United Nations & University of Manitoba. Truth & reconciliation: calls to action. National Centre for Truth and Reconciliation. https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf	2015
7. Online resource		United Nations (General Assembly. Declaration on the Rights of Indigenous People. https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf	2007

Course Content and Topics

Week 1	Stóló opening; orientation to Indigenous adult education/learning: What do we know/how do we know?
Week 2	Language revitalization: to get at traditional Indigenous knowledge
Week 3	Learning models (Indigenous pedagogies and storyworks)
Week 4	Stereotypes: getting grounded in Canadian Indigenous cultures, contexts
Week 5	Colonialism/imperialism/capitalism
Week 6	Educational oppression
Week 7	Colonialism/imperialism/capitalism (health care and murdered and missing women)
Week 8	Liberatory teaching strategies: trauma informed practice
Week 9	Cultural safety, cultural humility, and culturally responsive practices
Week 10	Models of post-secondary education and responses to the TRC for Adult Education
Week 11	Presentations
Week 12	Active reconciliation
Week 13	Recapturing diversity for planetary survival