

SCHOOL OF EDUCATION

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EDUC346 Assignment – Aboriginal Community Cultural Engagement (ACCE)
Presentations commence on Oct 11th thru to Nov 22th (unless otherwise discussed)

Purpose: The purpose of the ACCE assignment is to provide B.Ed. students with an opportunity to engage directly with the aboriginal community in a cultural setting, stretch into new cultural experiences, build cultural competency, and expand his or her networks and knowledge of aboriginal peoples. This three-part assignment provides an opportunity for an in-depth cultural learning experience. For this assignment, the aboriginal community is defined as the First Nations, Métis, and Inuit peoples. Northwest BC is home to the Ts'msyen, Haida, Haisla, Metis, Nisga'a, Gitksan, Tahltan, and Wet'suwet'en peoples.

Total marks: 30

ACCE Assignment Components:

1. **Attend a community-based aboriginal cultural event:** Choose an engaging indigenous community cultural event. Your choice of an event will also be considered, i.e., how different was this event from your usual activities, was this a new experience, etc.
2. **Reflective Paper:** Write a reflective paper on your experience and how it impacts and informs your teaching professions. Submit this paper to Marian.Kotowich-Laval@unbc.ca after your presentation. This paper can double as your guide for your presentation. Of course, any additional remarks, not included in your presentation, can be included in this paper.
3. **Presentation:** Prepare, schedule, and present an interesting 10-15 minute presentation to the class on your ACCE. If more than one of your cohort were in attendance, please meet as a group to decide on what aspect of the event you plan to present on. You may need to expand on these aspects with additional research in order to give it weight and strong differentiation.

Assignment Details & Marking (Rubrics) Guidelines for the 3 Parts:

1. ACCE Event:

Choose and attend an engaging aboriginal community cultural event. You are encouraged to stretch yourself, engage in challenging and less familiar or regularly visited events, explore and explain any new contacts and/or networks, and create new comfort zones to accomplish this assignment. If possible, attend at least one event (and more if you like) to present on. The proof will be in the paper, as the presentation will be short (10-15 minutes), due to short class times.

Please comment in your paper and/or presentation on how you acquired new knowledge, understanding, and impressions of indigenous peoples and culture. If you wish, you may attend with a buddy or other knowledgeable person or additional research to help deepen your understanding of the event/s. However, the presentations should NOT look or sound like a cookie-cutter identical of the others. Therefore, some cross-referencing with other colleagues who were present at the event will be required to avoid this duplication. An attempt to reflect a unique and personal perspective is expected.

Choosing an ACCE Event Rubrics:

This rubric helps to rate the level of personal challenge and stretching represented in your choice of a ACCE event:

High	Medium	Low
This cultural event presented significant learning and engagement; required student to step out of his or her comfort zone; engaged unexplored areas and networks; possibly required travel or extra effort to attend; student acquired several	This cultural event presented new or vaguely familiar learning and engagement; it was in a somewhat known or comfortable setting; engaged in some observation and experiential learning. Student was required to stretch slightly out of their comfort zone;	This cultural event presented minimal engagement, no stretch required, and was conducted in a familiar and comfortable setting. Student participated primarily as an observer. It required little effort or time to organize; provided little

<p>new understandings; it was an unprecedented experience; it required some form of experiential or hands-on learning; it required participation or student played a supporting role; new skills were acquired. Student clearly identified 2 or more cultural competencies. Student made connections to additional research and/or sources.</p>	<p>it presented some unexplored areas and networks; it did not require travel or an extra effort to attend. Some new understandings were acquired; it involved minimal hands-on learning. Student played a small supporting role. Student clearly identified 1 or 2 cultural competencies.</p>	<p>stretch to the student's comfort zone, presented little to no unexplored area or a need to network. No travel required. Student acquired some new understandings; required little to no hands-on learning; played no supporting role. No new skills were attempted. Student identified 1 cultural competency.</p>
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2. ACCE Reflective Paper:

Prepare a reflective essay 800-1000 words about your ACCE event. ** Note: Please utilize this outline to help guide your 10-15 minute 'Class Presentation'.*

Content:

Here are some essential starting points:

A. Introduction

- Opening or thesis statement – “What this paper is about.”
- Who – “Who or what aboriginal people and/or groups were present?” “Roughly, how many people were in attendance?”
- What – “What was the event?”, “What was the occasion?”, “What was the purpose of the event?”, “Were there any restrictions placed on attendees to share parts of the event?”, “What were some of the deeper undercurrents to the event that you identified, that are not too sensitive to share?” **Note: If in doubt, please consult with Marian on what might be presentation-worthy and what should only be put into a paper between the instructor and you.*
- Where – location?, “Did you have to drive quite a distance to attend?”, “Was there a significant travel and time commitment involved from home to and from the event?”
- When – “When did the event take place?”, “Length of event”
- Why – “Why did you choose this event?”
- How – “What was the sequence of the event?”, “How did you learn from the event, i.e. What methods of teaching or transmitting of knowledge was used?”, “How was the event conducted?”

B. Body

- Expand on how this cultural event has impacted you as a future educator
- Expand on any plans you may have for the future to build on this experience.
- Thoughts
- Observations
- Any surprises or unexpected occurrences
- What I learned...
- What was the impact on me
- Connections made to other or past experiences
- New ideas that occurred. What are they?
- New knowledge acquired. What are they?
- Did you have any interesting encounters with people and how did they occur?
- How or why was this experience meaningful to me?
- Any dualities, surprising contrasts, or assumptions challenged, e.g. negative and positive perspectives?
- Descriptions of challenges you gave yourself and/or that took place outwardly and/or inwardly.
- Connection to at least 2 of the TRB Teacher Standards and why
- Relevant connections to other literature and scholarly material (properly cited). A minimum of 3 well placed and connected references in paper. More are allowed and recommended.

C. Conclusions

- Did you draw some conclusions?
- Lessons learned?
- Any plans for future events; e.g., “If I were to this again, I would . . .”
- Address how you will apply your new knowledge as a future educator.

- Cultural competency acquired.
- Significance for professional practice is explained.
- The benefits of having completed this assignment; e.g., “How did this change me?”
- Would you recommend this to others? Why?
- A summary or clear closing statement

D. Other content and format details should contain the following:

- Title or Heading includes: student name, class name, date, and assignment name
- Double spaced. Font size – 12. Font – Arial, Verdana, Calibri.
- Hand-in by due date, no later than 2 days after your presentation.
- Well written
- Proofread, strong evidence of solid writing mechanics; e.g., spelling, grammar, punctuation, sentence structure, logical, etc.
- Logical flow of content. Does not contain excessive repetition. Concepts are clear and connect together.
- Reflective content containing contrasting perspectives; e.g. “inside I was feeling this, while I was hearing this...”
- Relevant scholarly content referenced. These may include direct quotes (page numbers required) and paraphrased statements (page numbers recommended). Material examples: Articles, books, reports, reliable web resources, etc.
- Use citations and avoid plagiarism. Use APA (American Psychology Association) citation style and bibliography. APA sample source: <http://owl.english.purdue.edu/owl/resource/560/01/>

Reflective Essay Rubrics:

A+ to A= exceptional, exemplary	A- to B+ = well done, above average	B- to C+= Average, met minimum standards	C to F = Below average, did not meet minimum standards
<ul style="list-style-type: none"> - Handed in by due date. - Highly reflective, utilizing the content specifications provided (See: A – D) - Excellent use of vocabulary and word count. - Exceptional articulation of insights. Highly reflective and non-repetitive. - Critical thinking applied. - 5 very relevant and well-connected scholarly references made and cited in APA format. - Proofread to within 0-2 errors, i.e. grammatical, spelling, etc. - Neatly formatted with student name, date, etc. - Provided one interesting visual or other representation of reflection. 	<ul style="list-style-type: none"> - Handed in by due date. - Very good reflection, utilizing the content specifications provided (See: A – D) - Above average use of vocabulary and word count. - Above average articulation of insights. Reflective and minimally repetitive. - Some critical thinking applied. - At least 3 scholarly references made and cited in APA format. - Proofread to within 3-4 errors, i.e. grammatical, spelling, etc. - Neatly formatted with student name, date, etc. - Provided one interesting visual or other representation of reflection. 	<ul style="list-style-type: none"> - Handed in by due date. - Good or average reflection, utilizing the content specifications provided (See: A – D) - Average use of vocabulary and slightly less than required word count. - Average and/or repetitive articulation of insights. - 2 scholarly references made, needing more relevance, cited with errors in APA format. - Proofread to within 5-6 errors, i.e. grammatical, spelling, etc. - Several details missing. - Not neatly formatted, missing information; e.g., student name, date, etc. - No additional visuals to represent reflection. 	<ul style="list-style-type: none"> - Non-compliance - Handed in late or missing. - Weak reflection, minimal utilization of the content specifications provided (See: A – D) - Required stronger vocabulary and had less than the required word count. - No insights or superficial articulation and repetition of insights. - 1 scholarly reference made, needing more relevance, cited with errors in APA format. - Proofread to within 6 or more errors, i.e. grammatical, spelling, etc. - Several details missing. - Not neatly formatted, missing information; e.g., student name, date, etc.

3. ACCE Presentation:

The presentation should be interesting to the cohort. The delivery format is open choice, i.e. PowerPoint (PPT), oral, etc. It should profile the event in the best way possible. Please connect a minimum of two (2) TRB Teaching Standards to your experience, with an explanation. You may include more, if you so choose. Additional creativity, information, and value can be added to improve your grade rating above an “adequate” or “average” rating. Please see the rubrics for more details. As best you can, please stay within the maximum 15 minute time limit. This can be difficult; however, unfortunately very necessary given our restrictive time limits of a 1:40 minute class.

Content: The Reflective Paper can be used to help outline your presentation. Be sure that your presentation has a clear beginning, middle, and end. Please sign-up in advance for a presentation date and time.

Class Presentation Rubrics:

A = Exceptional - Exemplary	B = Above Average	B- to C+ = Average, Met minimum standards	C & Below - Below Average, non-compliant or missing
<ul style="list-style-type: none"> - Creative delivery with an extra “Wow!” factor. - Highly representative and reflective of the content guidelines (See: A – D) - Addressed more than the average basic components: the details, your thoughts, the learning, the challenge or stretch. - Timely, 12-15 minute time limit, stayed on track within the time allotted (under or over by 1 minute). - Demonstrated excellent preparation, working setup, etc. - Excellent verbal delivery, i.e. used notes, knowledgeable account, attentive to audience, invited and answered questions, etc. - Referenced three (3) or more scholarly sources. - Provided a clear account of the event, using examples. - Explained what was learned and how this relates to education and being an educator, an explanation of how this cultural event has impacted you as a future educator, and any plans for the future to build on this experience. - Identified the cultural competencies acquired and the importance of developing cultural competency. - Added interest and variety, i.e., the presenter provided new information, additional depth, some unexpected value or extension to the assignment. - Made strong and thought-provoking connections and referenced to 3 TRB Teaching Standards. - Used engaging body language: clear voice (clear speech, voice projection), made good eye contact with audience, and demonstrated interest in the topic, good delivery, comfortable posture, very confident, etc. 	<ul style="list-style-type: none"> - Very good or above-average delivery. - Very good representation and reflection of the suggested content guidelines (See: A – D) - Addressed the basic components: the details, your thoughts, the learning, the challenge or stretch. - Timely, 12-15 minute time limit, stayed on track within the time allotted (under or over by 1 minute). - Demonstrated very good preparation, setup completed, etc. - Good verbal delivery, i.e. used notes, above-average knowledgeable account, attentive to audience, invited and answered questions, etc. - Referenced 2-3 scholarly sources. - Provided a clear account of the event, using examples. - Explained what was learned and how this relates to education and being an educator, an explanation of how this cultural event has impacted you as a future educator, and any plans for the future to build on this experience. - Identified one cultural competency observed or acquired and the importance of developing cultural competency. - Added interest and variety, i.e., the presenter provided new information, additional depth, but no unexpected value or extension to the assignment. - Made strong connections and referenced to 2 TRB Teaching Standards. - Used engaging body language: clear voice (clear speech, voice projection), made good eye contact with audience, and demonstrated interest in the topic, good delivery, comfortable posture, confident, etc. 	<ul style="list-style-type: none"> - A good or average delivery. - Average representation and reflection of the suggested content guidelines (See: A – D) - Minimally addressed the basic components: the details, your thoughts, the learning, the challenge or stretch. - Timely, 12-15 minute time limit, stayed on track within the time allotted (under or over by 2 minutes). - Demonstrated good preparation, no difficulties with setup, etc. - Fair verbal delivery, i.e. used notes, average knowledgeable account, somewhat attentive to audience, had to be reminded to invite or answer questions, etc. - Referenced 1-2 scholarly sources. - Provided a fair account of the event, using vague examples and some gaps in critical details. - Gave a fair to average explanation of what was learned and how this relates to education and being an educator, an explanation of how this cultural event has impacted you as a future educator, and any plans for the future to build on this experience. - Identified one cultural competency observed or acquired. - Provided minimal variety and interest, i.e., the presenter provided some repeated information, but gave no additional depth and no unexpected value or extension to the assignment. - Made a minimal connection and referenced to 2 TRB Teaching Standards. - Used average body language: fairly clear voice (fair speech, voice projection), made little eye contact with audience, and demonstrated interest in the topic and delivery, fairly comfortable posture, etc. 	<ul style="list-style-type: none"> - A below-average or no delivery. - Lacking representation and reflection of the suggested content guidelines (See: A – D) - Minimally addressed the basic components: the details, your thoughts, the learning, the challenge or stretch. - Timely, 12-15 minute time limit, although was under or over by 3 minutes. - Demonstrated little preparation, difficulties with setup, etc. - Lacking in verbal delivery, i.e. no notes, not attentive to audience, had to be reminded to invite or answer questions, etc. - Referenced no scholarly sources. - Provided a poor account of the event, using vague examples and missing critical details. - Gave a below average explanation of what was learned and how this relates to education and being an educator, an explanation of how this cultural event has impacted you as a future educator, and any plans for the future to build on this experience. - Identified one cultural competency observed or acquired. - Provided little or no variety and interest, i.e., the presenter repeated information and gave no additional depth. No unexpected value or extension to the assignment. - Made minimal connection and referenced to 1 of the TRB Teaching Standards. - Used non-engaging or distracting body language: unclear voice and projection, poor eye contact, did not show interest in delivery or audience, uncomfortable posture, etc.

If you have any questions or comments, please contact Marian.Kotowich-Laval@unbc.ca immediately or call 250-615-3328.