

EDPSY 537: TEACHING AND LEARNING SCIENCE WITH INDIGENOUS STUDENTS, FAMILIES, AND COMMUNITIES

SUMMER 2014 (6/23 – 8/22) – Professor Megan Bang – mbang3@uw.edu

FLEXIBLE HYBRID ON-LINE COURSE!

Take it from where ever you live if you have internet access.

Take the class for 3 credits or take it for clock hours!

To register:

<http://www.pce.uw.edu/courses/teaching-science-indigenous-students-communities.html>

Recommended to take the class with someone from your school or community!

Overview. This on-line hybrid course is designed to engage participants in thinking about the problems, challenges, and opportunities of practice related to science education and Indigenous students at pk-12 levels. This is sometimes called culturally responsive instruction. The course is designed to serve both in-service and pre-service educators, under/graduate students, informal educators and can be instructive for education related administrators both within school districts and in tribal governments and organizations. Indigenous communities across the earth are grappling with ways to develop more robust science instruction that both helps develop the capacity in Indigenous community to meet and respond to 21st century demands and simultaneously contributes to the cultural vitality of their communities. This course will delve into these issues in order to develop broad frameworks, pedagogical reasoning, and specific teaching practices and curricula to effectively teach science with Indigenous students. The course will focus on Native north America primarily but will draw on lessons learned globally.

By the end of class you will have:

- 1) Explored why improving science achievement for Indigenous students is important.
- 2) Explored the complementarities, tensions, and conflicts between Western Science and Indigenous Science and considered the implications for Science education.
- 3) Developed abilities and reflective practice to see Native students thinking and learning in generative ways in planning and instruction.
- 4) Developed/Adapted a science unit plan reflective of the course content and aligned it with the Next Generation Science Standards.
- 5) Explored the use of media and arts in teaching and learning science.
- 6) Identified 1-3 “places” in your local context to engage students in science learning
- 7) Implemented 1-3 lessons if possible and reflected on your instruction.
- 8) Developed family and community engagement plans.

