

ED 594— Core Practices in Place-based and Arts Integrated Teaching

CRN: 51688

Instructor: Angie Alston, abalston@alaska.edu

2026 First Summer Term: May 18-June 26

Online + 4 Synchronous Class Meetings (6/1, 6/8, 6/15, 6/22) 5:00-6:30 pm Alaska Time

University of Alaska Fairbanks
School of Education

UAF School of Education Mission:

"Preparing Professional Educators Who are Culturally Responsive Effective Practitioners"

Course information and description:

Participants will complete a series of seven web-based modules investigating and practicing seven core practices in place-based and arts-integrated teaching developed through the SILKAT grant (Sustaining Indigenous and Local Knowledge, Arts and Teaching). Participants will be limited to certificated practicing teachers in Alaskan School Districts. Students must have access to the Internet to access the SILKAT Core Practice modules and Canvas. 3 credits. Grading Pass/Fail.

Core practices:

SILKAT place-based and arts-integrated core teaching practices and dispositions:

- A. #build on history (Desire to gather information on the historical context of the local community from multiple perspectives, and to utilize that historical knowledge as a foundation on which to build academic experiences)
 - B. #elicit thinking (Ability to elicit student thinking and facilitate reflective thinking in students)
 - C. #look at student work (Ability to look at and learn from student work)
 - D. #listen (Ability to actively listen to students and to learn from them and other non-conventional sources of knowledge)
 - E. #teach local (Ability to identify and respectfully incorporate local resources (including people, the land, and any aspect of the community) into the classroom)
 - F. #workshop approach (Ability to facilitate a workshop approach in the classroom where different students, or groups of students are doing different things at different times)
 - G. #go outside (Ability and inclination to engage students in out-of-the-classroom learning experiences that integrate the local environment and community)
 - H. #family engagement (Facilitate reciprocal and culturally sustaining family engagement practices that integrate family voices and goals in the schooling process)
- Core Disposition: #ethic of excellence (Willingness to reject deficit thinking by cultivating and promoting an ethic of excellence for all students in every classroom)

Student learning outcomes:

- ❖ Students will learn about core practices in high quality place-based multicultural teaching and arts integration
- ❖ Students will practice seven core practices in their own classrooms through activities that require the application of the core practices in place-based multicultural teaching and arts integration
- ❖ Students will engage in conversations with peers both within their communities and across districts to discuss and debrief activities involving core practices in place-based multicultural teaching and arts integration
- ❖ Students will complete pre- and post- assessments regarding knowledge and orientation towards core practices in place-based multicultural teaching and arts integration
- ❖ Students will consolidate their understanding and use of core practices through teaching a multicultural arts unit in the spring semester

Major Assignments:

- ❖ Each module has several associated tasks that allow course participants to engage in and discuss the core practices in their own classroom (see course overview below)
- ❖ Pre- and post-assessments of each core practice are built into the modules
- ❖ Module completion will be documented using Canvas.

- ❖ Students will teach an arts and culture unit in the spring semester and complete a teaching reflection report and submit documentation of teaching experience

Instructional methods:

- Course materials can be accessed through Canvas (see below) and through the SILKAT Home Page at sites.alaska.edu/alaska.edu/silkathome/home. Canvas will be used for collaboration and documentation of module work.

Evaluation:

Students will receive a Pass or Fail grade in this course. A passing grade will be assigned based on successful completion of the following. All activities must be completed for a passing grade.

- Completion of core practice pre-assessments on Google Forms
- Completion of, and submission of associated required components of seven core practice modules as documented through the submission of module completion reports on the course Canvas site
- Completion of Arts & Culture unit reflection sheet and submission of requested documents
- Completion of core practice post-assessments on Google Forms

Canvas LMS

All course materials and assignments will be accessed/submitted are housed on Canvas (canvas.alaska.edu). Log in using your UA username and password. If you don't know your UA username, you can find that at <https://elmo.alaska.edu/>

Mandatory* synchronous course meeting dates and times: We will connect with Zoom:

<https://alaska.zoom.us/j/86831040950?pwd=IEvPVJGBZlft7SbC2xFi1i5Z8XS55w.1>

Meeting ID: 868 3104 0950

Passcode: 638954

The Zoom link is also posted in Canvas.

Monday, June 1, 5-6:30pm: Modules E & G will be discussed
Monday, June 8, 5-6:30pm: Modules F & H will be discussed
Monday, June 15, 5-6:30pm: Introduction of Arts and Culture Units, Core Disposition
Monday, June 22, 5-6:30pm: Feedback on Arts and Culture Units

*Please note if you have conflicts with dates and times due to school responsibilities (e.g. coaching, staff meeting) let me know ahead of time and alternative arrangements will be made.

Course Outline and Schedule

Modules	Timeline	Topics Covered	Primary Activities (listed in modules)
A, C	5/18 (no Zoom meeting)	<p style="text-align: center;">#build on history</p> <p>A. Desire to gather information on the historical context of the local community from multiple perspectives, and to utilize that historical knowledge as a foundation on which to build academic experiences</p> <p style="text-align: center;">#look at student work</p> <p>C. Ability to look at and learn from student work</p>	<ul style="list-style-type: none"> ● Introduction Video (due 5/24) ● Historical Photo Share (due 5/24) ● Family education history chart (due 5/24) ● Readings on the History of Schooling and Alaska Natives (due 5/24) ● Informal interview on local history with community member (due 6/7) ● Core Practice A Reflect (due 6/7) <ul style="list-style-type: none"> ● Complete a looking at student work protocol (due 5/24) ● Explore other protocols (due 5/24)
B, D	5/25 (no Zoom meeting)	<p style="text-align: center;">#elicit thinking</p> <p>B. Ability to elicit student thinking and facilitate reflective thinking in students</p> <p style="text-align: center;">#listen & #ethic of excellence</p> <p>D. Ability to actively listen to students and to learn from them and other non-conventional sources of knowledge</p>	<ul style="list-style-type: none"> ● Teacher Visible Thinking Routines Practice (due 5/31) ● Student Visible Thinking Routines Practice (due 5/31) ● Student Protocol Mini Lesson Plan (due 5/31) <ul style="list-style-type: none"> ● Turning Learning Upside Down activity (due 6/21) ● Class meeting plan (due 5/31)
E, G	6/1	<p style="text-align: center;">#teach local</p> <p>E. Ability to identify and respectfully incorporate local resources (including people, the land, and any aspect of the community) into the classroom</p> <p style="text-align: center;">#go outside</p> <p>G. Ability and inclination to engage students in out-of-the-classroom learning experiences that integrate the local environment and community</p>	<ul style="list-style-type: none"> ● Guest speaker plan (due 6/7) ● Place-based Activity based on guest speaker (due 6/7) ● Place-based article and reflection (due 6/7) <ul style="list-style-type: none"> ● Field trip plan (due 6/7) ● Place-based Activity based on field trip (due 6/7) <p>(don't forget that community member interview from Module A is due 6/7 also)</p>
F, H	6/8	<p style="text-align: center;">#workshop approach</p> <p>F. Ability to facilitate a workshop approach in the classroom where different students, or groups of students are doing different things at different times</p> <p style="text-align: center;">#family engagement</p> <p>H. Facilitate reciprocal and culturally sustaining family engagement practices</p>	<ul style="list-style-type: none"> ● Workshop resources and reflection (due 6/14) ● Workshop lesson plan (due 6/14) <ul style="list-style-type: none"> ● Introductory presentation (due 6/14)

		that integrate family voices and goals in the schooling process	<ul style="list-style-type: none"> Family Engagement resources and reflection (due 6/14) Year-long family engagement plan (due 6/14)
	6/15	<p>Core Disposition: Willingness to reject deficit thinking by cultivating and promoting an ethic of excellence for <u>all</u> students in <u>every</u> classroom</p> <p>Arts and Culture Units Introduction</p>	<p>(don't forget that Turning Learning Upside Down activity is due on 6/21)</p> <p>Draft of Arts and Culture Unit Lesson Plan (due 6/21)</p>
	6/22	Feedback protocols on Arts and Culture Unit Lesson Plan	Final draft of Arts and Culture Unit Lesson Plan (due 6/26)

Required Readings and Resources:

❖ Embedded in course modules, including the following

Module	Core practice in place-based and arts-integrated teaching	Associated readings/videos/resources
Module A	A. Desire to gather information on the historical context of the local community from multiple perspectives, and to utilize that historical knowledge as a foundation on which to build academic experiences	<p><i>Barnhardt, C. (2001). A History of Schooling for Alaska Native People. Journal of American Indian Education (Vol. 40, Issue 1, 2001)</i></p> <p>THIRTY YEARS LATER: THE LONG-TERM EFFECT OF BOARDING SCHOOLS ON ALASKA NATIVES AND THEIR COMMUNITIES, <i>September 2005, Diane Hirshberg & Suzanne Sharp, Institute of Social and Economic Research University of Alaska Anchorage</i></p> <p>Menadelook: An Inupiat Teacher's Photographs of Alaska Village Life, 1907-1932, 2016 by <i>Eileen Norbert</i></p> <p>More Than God Demands: Politics and Influence of Christian Missions in Northwest Alaska, 1897-1918, 2016 by <i>Anthony Urvina and Sally Urvina</i></p> <p>Resources: Photography Analysis Worksheet: <i>National Council of Social Studies</i></p> <p>Oral History Interview Tips: <i>Minnesota Oral History Society</i></p>
Module B	B. Ability to elicit student thinking and facilitate reflective thinking in students	<p>Visible Thinking by Shari Tishman and Patricia Palmer In Leadership Compass, July 2005</p> <p>The What, Why and How of Protocols from <u>Learning that Lasts</u> by Ron Berger, Libby Woodfin and Anne Vilen (2016) Wiley & Sons/EL Education</p> <p>Case Study: Making room for reflection from <u>Making Thinking Visible</u> by Ron Ritchhart Mark Church Karin Morrison</p> <p>Videos: Praise, Question, Suggestion Project Zero Thinking Routines</p> <p>Resources: BSSD Visible Thinking Routines</p> <p>EL Education Protocol Pack</p>
Module C	C. Ability to look at and learn from student work	<p>Resources: Evidence of Understanding worksheet (<i>A. Vinlove</i>)</p> <p>Why Protocols? (<i>School Reform Initiative</i>)</p> <p>Some Guidelines for Learning from Student Work (<i>National School Reform Initiative</i>)</p>

		<p><i>Description, interpretation, and evaluation (excerpted from Blythe, T., Allen, D., & Powell, B.S. (2015). Looking Together at Student Work.)</i></p> <p>Tuning protocol overview (<i>National School Reform Initiative</i>)</p> <p>Suggestions for Bringing Student Work (<i>National School Reform Initiative</i>)</p> <p>Video: Tuning Protocol</p>
Module D	D. Ability to actively listen to students and to learn from them and other non-conventional sources of knowledge Core Disposition: Willingness to reject deficit thinking by cultivating and promoting an ethic of excellence for <u>all</u> students in every classroom	<p>Funds of Knowledge reading</p> <p>Classroom Diversity: Connecting Curriculum to Students' Lives 1st Edition by Norma Gonzalez (Editor), Ellen McIntyre (Editor), Ann S. Rosebery</p> <p>CREATING POSITIVE ENVIRONMENTS THROUGH CLASS MEETINGS Revised by Diana Browning Wright, based on material from Positive Discipline by Jane Nelsen and reprinted by permission of the publisher, Sunrise Press.</p> <p>Videos: Student Teacher Relationships Students Being Excluded</p> <p>First Ask, Then Listen: How to Get Your Students To Help You Teach Them Better: A Teachers Guide. Copyright, September 2003. What Kids Can Do, Inc.</p>
Module E	E. Ability to identify and respectfully incorporate local resources (including people, the land, and any aspect of the community) into the classroom	<p>Vinlove, A. (2015). Preparing Teachers for Place-Based Teaching. Bank Street College Of Education Occasional Paper Series. 33 http://bankstreet.edu/occasional-paper-series/</p> <p>Open Source Learning in Action (https://www.edutopia.org/blog/open-source-learning-adam-haigler)</p> <p>Resources: Success Analysis Protocol (<i>National School Reform Faculty</i>)</p> <p>Videos: Kindergarteners as Experts (https://vimeo.com/69120172) Partner With Local Arts Organizations (https://youtu.be/jvo1d2gjBrk) Get Your Blues On: Illuminating Standards (https://vimeo.com/111012243)</p>
Module F	F. Ability to facilitate a workshop approach in the classroom where different students, or groups of students are doing different things at different times	<p>Deeper Learning: A Collaborative Classroom Is Key (https://www.edutopia.org/blog/deeper-learning-collaboration-key-rebecca-alber)</p> <p>The Workshop Model excerpt from <u>Learning that Lasts</u> by Ron Berger, Libby Woodfin and Anne Vilen (2016) Wiley & Sons/EL Education</p> <p>Video: The Workshop Model (https://www.google.com/url?q=https%3A%2F%2Fwww.teachingchannel.org%2Fvideos%2Fthe-workshop-model&sa=D&szntz=1&usq=AFOjCNFgUONkCWh7hZV_zmuepgr4GOSyDg)</p> <p>Resources: Collaborative Culture: Group Work professional development pack (https://amanda-neville-7mw2.squarespace.com/groupwork)</p>
Module G	G. Ability and inclination to engage students in out-of-the-classroom learning experiences that integrate the local environment and community	<p>WHAT IS PLACE-BASED EDUCATION AND WHY DOES IT MATTER?by GETTING SMART in partnership with edulnnovation & Teton Science Schools</p> <p>Videos: Place-Based Learning: Connecting Kids to their Community (https://youtu.be/MQi2UWzba3g) Place-Based Learning: Using your Location as a Classroom (https://youtu.be/Q3ij_dFpZgw)</p>
Module H	H. Facilitate reciprocal and culturally sustaining family engagement	<p><i>Redefining Family Engagement for Student Success</i> (2014), from Harvard's Family Research Project</p> <p><i>Families & Educators Together</i> (2019) from the National Association for the Education of Young Children (NAEYC)</p> <p><i>Family Engagement for High School Success Toolkit</i> from Harvard's Family Research Project</p>

practices that integrate family voices and goals in the schooling process	Videos: Successful Parent Teacher Conferences from the TeachingChannel Link it to Learning , featuring Harvard Family Research Project scholar Dr. Karen Mapp
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Arts & Culture units:

Participants will adapt and teach one of the following Alaska-based arts and culture units, utilizing all of the core practices.

SILKAT Arts & Culture Units Scope and Sequence		
Grade	Theme	Art Project
K	Respect for Animals	Birds of Alaska Paintings and Drawings
1	Respect for Elders	Book of Elders
2	Family: Honoring Ancestors	Beaded Family Tree Mobiles
3	Natural Landforms	Landform Paintings
4	Subsistence: Sharing/Caring	Skin Drawings
5	Tribe/Community	Community Murals
6	Respect for Nature	Carved Animal Dioramas
7	Health/Wellness	Drum Making
8	Respect for Others	Doll Making
9	Applied Technology	Altered Clothing
10	Knowledge of Language	Documentary Language Video
11	Outdoor Survival	Crankie Stories
12	ANSCA: Corporation/Endurance	Viewpoint Masks

ED 593 Policies and Support Service Information

Attendance: Every class you miss will impact your ability to be successful in the class. Seminar participation contributes to your final grade in this class.

Deadlines: All assignments are due in Canvas by the posted deadlines. You are strongly encouraged to follow the recommended pacing for module completion. Please communicate with me if you need an adjustment on the deadline.

Course and instructor-specific statement on plagiarism and academic integrity:

The following information is adapted from the University of Alberta's policies and procedures on academic integrity (www.ualberta.ca/~unisecr/chtSheet.html) and applies to this course only.

Plagiarism: No Student shall submit the words, ideas, images or data of another person as the Student's own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study. If you are unclear what constitutes plagiarism, I highly recommend the book [Doing Honest Work in College](#) by Charles Lipson. It is available at Amazon.com for under \$10. You can also visit the following websites for further information:

<http://www.chem.uky.edu/courses/common/plagiarism.html#Examples>

<http://sja.ucdavis.edu/avoid.htm#guidelines>

Please be advised: The statement "I didn't know I was breaking the rules" will not excuse you from any violations of academic integrity. Make sure you are informed.

Cheating: No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity.

No Student shall represent another's substantial editorial or compositional assistance on an assignment as the Student's own work.

No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

Artificial Intelligence: Generative artificial intelligence (AI) tools and large language models (LLMs), such as ChatGPT, are designed to assist in creating and analyzing text, code, video, audio, and other multimedia. Use of these resources in your coursework comes with benefits and risks. In this course, the rules for usage are as follows:

Do not use AI unless the assignment explicitly allows for it in the instructions and/or rubric. If you are unsure if your use of AI on an assignment is acceptable, ask the instructor and ensure you have documentation of permissions as appropriate.

Identify Contributions: Any work you submit that has incorporated AI-generated content should indicate which parts of the work are yours and which parts were generated or informed by AI. AI contribution should be no more than 5% of assignment content.

Provide Attribution: All use of AI tools (such as ChatGPT and others) must be explicitly cited with an explanation of how the AI tool was used and which prompts were given. This may be lengthy. Consider including as an appendix. Correct formats for attribution can be found at: [Citing ChatGPT - UAF Elmer E. Rasmuson Library](#).

Include Reflection: Any use of AI tools must include a brief reflection on what you learned by using the tool. For example, did you identify incorrect elements within generated work? How will you refine future prompts to address similar problems?

Any use of AI within the course that does not meet these rules may be considered a breach of the [UAF Code of Conduct](#) and carry substantial penalty. While exercising responsible and ethical engagement with AI is a skill you may hone over time, your unique human insights, critical thinking, and creative contributions remain pivotal to your learning experiences and success.

Procedures in Cases Regarding Inappropriate Academic Behavior: When the instructor believes that a student may have committed an inappropriate academic behavior offense, the instructor will e-mail the student and/or ask to meet with the student. The instructor shall specify the offense and the proposed consequences of the offense (see below). If a meeting is requested, the instructor and/or the student may choose to have a second faculty member present at the meeting. In the event that the student refuses to reply or fails to meet with the instructor within a reasonable period of time specified by the instructor, or consensus regarding the offense is not reached, the proposed consequences will be implemented by the instructor, and the student can choose to appeal their final course grade through the UAF grade appeals process following the completion of the course.

Consequences: The following consequences are commonly used for plagiarism, cheating and participating in an offence:

- A mark of 0 on an assignment
- Reduction of a grade in a course
- A grade of F for a course.

Student protections statement: The university respects and upholds the principles of due process and a fair and equitable process as specified in the Board of Regents' Policy 09.02 Student Rights and Responsibilities. For more information regarding the rights and responsibilities of students, refer to the Office of Rights, Compliance and Accountability website. You are encouraged to read the Board of Regents' policy carefully to fully understand your responsibilities to our community.

We strive to create a safe and respectful environment for all members of our community. If you have questions about expectations of you as a student or believe your rights are being violated, we encourage you to reach out to the Office of

Rights, Compliance and Accountability for help. UAF reserves the right to suspend, expel or take other necessary and appropriate action in cases where a student is unable or unwilling to uphold community standards and campus safety. For more information on your rights as a student and the resources available to you to resolve problems, please go to the following site: <https://catalog.uaf.edu/academics-regulations/students-rights-responsibilities/>.

Disability services statement: I will work with the Office of Disability Services to provide reasonable accommodation to students with disabilities.

ASUAF advocacy statement: The Associated Students of the University of Alaska Fairbanks, the student government of UAF, offers advocacy services to students who feel they are facing issues with staff, faculty, and/or other students specifically if these issues are hindering the ability of the student to succeed in their academics or go about their lives at the university. Students who wish to utilize these services can contact the Student Advocacy Director by visiting the ASUAF office or emailing asuaf.office@alaska.edu.

Student Academic Support:

- Communication Center (907-474-7007, uaf-commcenter@alaska.edu, Student Success Center, 6th Floor Room 677 Rasmuson Library)
- Writing Center (907-474-5314, uaf-writing-center@alaska.edu, Student Success Center, 6th Floor Room 677 Rasmuson Library)
- UAF Math Services (907-474-7332, uaf-traccloud@alaska.edu)

Drop-in tutoring, Student Success Center, 6th Floor Room 672 Rasmuson Library)

1:1 tutoring (by appointment only), 6th Floor Room 677 Rasmuson Library

Online tutoring (by appointment only) available

<https://www.uaf.edu/dms/mathlab/>, available at the Student Success Center

- Developmental Math Lab (Grueing 406, <https://www.uaf.edu/deved/math/>)
- The Debbie Moses Learning Center at CTC (907-455-2860, 604 Barnette St, Room 102, <https://www.ctc.uaf.edu/student-services/student-success-center/>)
- For more information and resources, please see the Academic Advising Resource List <https://www.uaf.edu/advising/students/index.php>

Student Resources:

- Disability Services (907-474-5655, uaf-disability-services@alaska.edu, 110 Eielson Building)
- Student Health & Counseling [free counseling sessions available] (907-474-7043, <https://www.uaf.edu/chc/appointments.php>, Whitaker Building, Room 206, Health, Safety & Security Bldg - same building as Fire and Police)
- Office of Rights, Compliance and Accountability (907-474-7300, uaf-orca@alaska.edu, 3rd Floor, Constitution Hall)
- Associated Students of the University of Alaska Fairbanks (ASUAF) or ASUAF Student Government (907-474-7355, asuaf.office@alaska.edu, Wood Center 119)

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For more information, contact:

UAF Office of Rights, Compliance and Accountability
1692 Tok Lane
3rd floor, Constitution Hall, Fairbanks, AK 99775
907-474-7300
uaf-orca@alaska.edu