



BCM 308

Issues for Indigenous Researchers

S1 External 2014

Indigenous Studies - Warawara

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General Information

Unit convenor and teaching staff Unit Convenor Susan Page susan.page@mq.edu.au Contact via susan.page@mq.edu.au
Credit points 3
Prerequisites 21cp in BCM units at 100 level and 21cp in BCM units at 200 level
Corequisites
Co-badged status
Unit description This unit will examine issues for Indigenous researchers including historical legacies of research and developments in research with Indigenous peoples today; the role of Indigenous and non-Indigenous researchers; and decolonising methods of research to advocate an Indigenous research agenda. Students will review examples of Indigenous research, as well as develop their research skills by preparing a literature review and considering topics for their upcoming capstone projects.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Evaluate the historical legacies of research and subsequent effects on research with Indigenous peoples today.

Analyse the role of Indigenous and non-Indigenous researchers undertaking research with Indigenous peoples

Create an annotated bibliography

Explain the concept of decolonisation in research with Indigenous peoples

Examine examples of Indigenous research and comment on their effectiveness

Prepare a literature review in relation to a research topic of your choosing.

Compare and contrast historical and current research with Indigenous peoples

Assessment Tasks

Name	Weighting	Due
1 Concept Map	15%	28th February
2 Essay	35%	31st March
3. Annotated bibliography	15%	1st May
4 Literature review	35%	9th June

1 Concept Map

Due: **28th February**

Weighting: **15%**

In class students will develop a concept map to aid in planning for the second assessment essay. Concept maps can be an effective way to begin to organise your thoughts and ideas in a diagrammatic form. In class, during first block, we will model and then start to develop your concept map for your essay.

On successful completion you will be able to:

- Evaluate the historical legacies of research and subsequent effects on research with Indigenous peoples today.
- Analyse the role of Indigenous and non-Indigenous researchers undertaking research with Indigenous peoples
- Explain the concept of decolonisation in research with Indigenous peoples
- Examine examples of Indigenous research and comment on their effectiveness
- Compare and contrast historical and current research with Indigenous peoples

2 Essay

Due: **31st March**

Weighting: **35%**

Students choose one essay topic and develop a written response. Further detail in ilearn.

1000 -1500 words

On successful completion you will be able to:

- Evaluate the historical legacies of research and subsequent effects on research with

Indigenous peoples today.

- Analyse the role of Indigenous and non-Indigenous researchers undertaking research with Indigenous peoples
- Explain the concept of decolonisation in research with Indigenous peoples
- Compare and contrast historical and current research with Indigenous peoples

3. Annotated bibliography

Due: **1st May**

Weighting: **15%**

Students will develop an annotated bibliography. Students should choose an topic related to their Capstone research projects

On successful completion you will be able to:

- Create an annotated bibliography
- Examine examples of Indigenous research and comment on their effectiveness
- Prepare a literature review in relation to a research topic of your choosing.

4 Literature review

Due: **9th June**

Weighting: **35%**

Students are to research a topic, & prepare a literature review. **The topic should be discussed with your lecturer before you begin and where possible should be relate to your intended final Capstone project.**

On successful completion you will be able to:

- Examine examples of Indigenous research and comment on their effectiveness
- Prepare a literature review in relation to a research topic of your choosing.

Delivery and Resources

Changes made from previous offering

Assessment was changed for the 2013 offering. Two in class problem solving activities have been removed and the concept map and annotated bibliography have been added to scaffold the development of the essay and literature review respectively.

Learning and Teaching Activities

Assignment 1 Concept Map

In class students will develop a concept map to aid in planning for the second assessment essay. 15% Due: 22nd February

Assignment 2 Essay

1000-1500 word essay. See ilearn for details 35% Due: 29th March

Assignment 3 Annotated bibliography

Annotated Bibliography 15% Due: 3rd May

Assignment 4 Literature review

Literature review. 1000 words. Students are to research a topic, & prepare a literature review. The topic should be discussed with your lecturer before you begin and where possible should be relate to your intended final Capstone project. 35% Due: 3rd June

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Evaluate the historical legacies of research and subsequent effects on research with Indigenous peoples today.
- Create an annotated bibliography

- Examine examples of Indigenous research and comment on their effectiveness

Assessment tasks

- 1 Concept Map
- 2 Essay
- 3. Annotated bibliography
- 4 Literature review

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Assessment task

- 4 Literature review

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Evaluate the historical legacies of research and subsequent effects on research with Indigenous peoples today.
- Analyse the role of Indigenous and non-Indigenous researchers undertaking research with Indigenous peoples
- Create an annotated bibliography
- Explain the concept of decolonisation in research with Indigenous peoples
- Examine examples of Indigenous research and comment on their effectiveness
- Compare and contrast historical and current research with Indigenous peoples

Assessment tasks

- 1 Concept Map
- 2 Essay
- 3. Annotated bibliography

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Evaluate the historical legacies of research and subsequent effects on research with Indigenous peoples today.
- Analyse the role of Indigenous and non-Indigenous researchers undertaking research with Indigenous peoples
- Create an annotated bibliography
- Examine examples of Indigenous research and comment on their effectiveness
- Compare and contrast historical and current research with Indigenous peoples

Assessment tasks

- 1 Concept Map
- 2 Essay
- 3. Annotated bibliography
- 4 Literature review

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Analyse the role of Indigenous and non-Indigenous researchers undertaking research with Indigenous peoples

- Create an annotated bibliography

Assessment tasks

- 1 Concept Map
- 2 Essay
- 4 Literature review

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Assessment task

- 2 Essay

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Analyse the role of Indigenous and non-Indigenous researchers undertaking research with Indigenous peoples
- Create an annotated bibliography
- Compare and contrast historical and current research with Indigenous peoples

Assessment tasks

- 1 Concept Map
- 2 Essay
- 3. Annotated bibliography
- 4 Literature review

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded,

sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Evaluate the historical legacies of research and subsequent effects on research with Indigenous peoples today.
- Analyse the role of Indigenous and non-Indigenous researchers undertaking research with Indigenous peoples
- Explain the concept of decolonisation in research with Indigenous peoples
- Examine examples of Indigenous research and comment on their effectiveness

Assessment task

- 2 Essay

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Evaluate the historical legacies of research and subsequent effects on research with Indigenous peoples today.
- Analyse the role of Indigenous and non-Indigenous researchers undertaking research with Indigenous peoples
- Compare and contrast historical and current research with Indigenous peoples

Assessment task

- 4 Literature review