



INED810

Education in Indigenous Communities

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 4
Prerequisites Admission to MIndigenous or PGDipIndigenousEd or PGCertIndigenousEd
Corequisites
Co-badged status
Unit description This unit looks at education from a social community point of view and explores cultural attitudes, beliefs and processes in relation to education. Students will gain an insight into the cultural complexities of learning (ways of knowing) and explore the value of community collaboration (ways of doing) and gain a greater understanding of observational skills and strategies (ways of seeing). Importantly, it examines the role of education in Indigenous community contexts.

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:

Compare and contrast a range of meanings of the concept Indigenous community.

Distinguish between education in Indigenous communities and education from Indigenous communities.

Create a mini-documentary demonstrating agency in Indigenous community education.

Outline Australian and international models of working collaboratively within an Indigenous community education setting.

Evaluate a range of methods to incorporate Indigenous Knowledge's in a learning environment.

Justify your stance on Indigenous learning styles.

Critically engage with the perspectives of other students using the prescribed online technology (i.e. ilearn).

Assessment Tasks

Name	Weighting	Due
<u>Task 1</u>	30%	Sunday 12:00pm
<u>Task 2</u>	30%	Sunday 13th, April
<u>Task 3</u>	40%	Monday 2nd, June

Task 1

Due: **Sunday 12:00pm**

Weighting: **30%**

Students are required to provide a 250 word response to the weekly online activity.

Please note that late submissions will result in a one mark per day penalty.

On successful completion you will be able to:

- Compare and contrast a range of meanings of the concept Indigenous community.
- Distinguish between education in Indigenous communities and education from Indigenous communities.
- Outline Australian and international models of working collaboratively within an Indigenous community education setting.
- Evaluate a range of methods to incorporate Indigenous Knowledge's in a learning environment.
- Justify your stance on Indigenous learning styles.
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. ilearn).

Task 2

Due: **Sunday 13th, April**

Weighting: **30%**

Students are required to prepare a 3-4 minute mini-documentary.

Please note that late submissions will result in a one mark per day penalty.

On successful completion you will be able to:

- Distinguish between education in Indigenous communities and education from Indigenous communities.
- Create a mini-documentary demonstrating agency in Indigenous community education.

Task 3

Due: **Monday 2nd, June**

Weighting: **40%**

Students are required to choose an essay questions and prepare a 4000 word essay written response.

Please note that late submissions will result in a one mark per day penalty.

On successful completion you will be able to:

- Compare and contrast a range of meanings of the concept Indigenous community.
- Outline Australian and international models of working collaboratively within an Indigenous community education setting.
- Evaluate a range of methods to incorporate Indigenous Knowledge's in a learning environment.
- Justify your stance on Indigenous learning styles.

Delivery and Resources

This unit is delivered externally. There are no on-campus sessions. Each week students are expected to listen to the recorded mini-lecture and post a response to the weekly topic question through the ilearn learning platform.

Required Text: Purdie, N., Milgate, G. & Bell, H.R. (Eds). (2011). Two Way Teaching and Learning, Australian Council for Educational Research, Victoria.

Unit Schedule

MODULE 1 – Defining Community		
Week 1	Monday 3 rd March- Sunday 9 th March	Introduction
Week 2	Monday 10 th March - Sunday 16 th March	The 'C' Word: What is a community?
Week 3	Monday 17 th March - Sunday 23 rd March	Diversity in Indigenous communities

MODULE 2 – Working with Indigenous Communities		
Week 4	Monday 24 th March - Sunday 30 th March	Working collaboratively
Week 5	Monday 31 st March - Sunday 6 th April	Models of Engagement
Week 6	Monday 7 th April – Sunday 13 th April	International examples
MID SEMESTER BREAK – 14th April – 27th April		
MODULE 3 – Learning in Indigenous Communities		
Week 7	Monday 28 th April - Sunday 4 th May	Indigenous Learning Styles?
Week 8	Monday 5 th May - Sunday 11 th May	Educational continuity: using traditional knowledge to teach today <i>Case Study 1: Maths</i>
Week 9	Monday 12 th May - Sunday 18 th May	Educational continuity: using traditional knowledge to teach today <i>Case Study 2: Creation stories</i>
Week 10	Monday 19 th May - Sunday 25 th May	International Examples
MODULE 4 – Grand narratives: Education ‘from’ Indigenous communities		
Week 11	Monday 26 th May - Sunday 1 st June	Inside out: the role of Indigenous film in community education
Week 12	Monday 2 nd June- Sunday 8 th June	Dance, drama and books: connecting old with new

Week 13	Monday 9 th June - Sunday 15 th June	Summary and review
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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

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Compare and contrast a range of meanings of the concept Indigenous community.
- Distinguish between education in Indigenous communities and education from Indigenous communities.
- Create a mini-documentary demonstrating agency in Indigenous community education.
- Evaluate a range of methods to incorporate Indigenous Knowledge's in a learning environment.
- Justify your stance on Indigenous learning styles.

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Compare and contrast a range of meanings of the concept Indigenous community.
- Distinguish between education in Indigenous communities and education from Indigenous communities.
- Create a mini-documentary demonstrating agency in Indigenous community education.
- Outline Australian and international models of working collaboratively within an Indigenous community education setting.
- Evaluate a range of methods to incorporate Indigenous Knowledge's in a learning environment.
- Justify your stance on Indigenous learning styles.

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Compare and contrast a range of meanings of the concept Indigenous community.
- Distinguish between education in Indigenous communities and education from Indigenous communities.
- Create a mini-documentary demonstrating agency in Indigenous community education.
- Outline Australian and international models of working collaboratively within an Indigenous community education setting.
- Evaluate a range of methods to incorporate Indigenous Knowledge's in a learning environment.

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Create a mini-documentary demonstrating agency in Indigenous community education.
- Outline Australian and international models of working collaboratively within an

Indigenous community education setting.

- Justify your stance on Indigenous learning styles.

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Compare and contrast a range of meanings of the concept Indigenous community.
- Distinguish between education in Indigenous communities and education from Indigenous communities.
- Create a mini-documentary demonstrating agency in Indigenous community education.
- Outline Australian and international models of working collaboratively within an Indigenous community education setting.
- Evaluate a range of methods to incorporate Indigenous Knowledge's in a learning environment.

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Compare and contrast a range of meanings of the concept Indigenous community.
- Evaluate a range of methods to incorporate Indigenous Knowledge's in a learning environment.
- Justify your stance on Indigenous learning styles.