INED810

Education in Indigenous Communities

S1 External 2015

Dept of Indigenous Studies - Warawara

Contents

Disclaimer

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General Information

Unit convenor and teaching staff
Credit points 4
Prerequisites Admission to MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd or GradDipIndigenousEd or GradCertIndigenousEd
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
Task 1	30%	Sunday 12:00 midnight
Task 2	30%	Sunday 12th, April
Task 3	40%	Monday 1st, June

Task 1

Due: **Sunday 12:00 midnight**
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 12th, April**
Weighting: **30%**

Students are required to prepare a 15 minute mini-documentary in video, Powerpoint or other creative format as determined in collaboration with the lecturer.

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 1st, 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, read the readings for the week 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 23rd Feb- Sunday 1st March	Introduction
Week 2	Monday 2nd March - Sunday 8th March	What is a community?
Week 3	Monday 9th March - Sunday 15th March	Diversity in Indigenous communities
MODULE 2 – Working with Indigenous Communities		

Week 4	Monday 16th March - Sunday 22nd March	Working collaboratively
Week 5	Monday 23rd March - Sunday29th March	Models of Engagement
Week 6	Monday 30th March – Thurs 2nd April	International examples

MID SEMESTER BREAK – 3rd April – 19th April

MODULE 3 – Learning in Indigenous Communities

Week 7	Monday 20th April - Sunday 26th April	Indigenous Learning Styles?
Week 8	Monday 27th April - Sunday 3rd May	Educational continuity: using traditional knowledge to teach today *Case Study 1:* Maths
Week 9	Monday 4th May - Sunday 10th May	Educational continuity: using traditional knowledge to teach today *Case Study 2:* Creation stories
Week 10	Monday 11th May - Sunday 17th May	International Examples

MODULE 4 – Grand narratives: Education 'from' Indigenous communities

Week 11	Monday 18th May - Sunday 24th May	Inside out: the role of Indigenous film in community education
Week 12	Monday 25th May - Sunday 31st June	Dance, drama and books: connecting old with new
Week 13	Monday 1st June - Sunday 7th June	Summary and review

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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

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

Assessment tasks

- Task 1
- Task 2
- Task 3

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.
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Assessment tasks

- Task 1
- Task 2
- Task 3

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.
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Assessment tasks

- Task 1
- Task 2
- Task 3

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.

Assessment task

- Task 3

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.
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Assessment tasks

- Task 1
- Task 2
- Task 3

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.
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Assessment tasks

- Task 1
- Task 2
- Task 3

Changes from Previous Offering

Student feedback from the previous offering of this unit has been positive. Minor changes have been made to key dates and some minimal changes have been made to assessment

descriptions to provide greater clarity.

Changes since First Published

Date	Description
09/03/2015	word change
05/03/2015	Removal of the "The C word".
25/02/2015	Added new unit convenor.

Changes since First Published