Contents

General Information 2
Learning Outcomes 2
Assessment Tasks 3
Delivery and Resources 4
Unit Schedule 4
Policies and Procedures 6
Graduate Capabilities 8
Changes from Previous Offering 11
Changes since First Published 11

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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 http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes

1. Compare and contrast a range of meanings of the concept Indigenous community.
3. Create a mini-documentary demonstrating agency in Indigenous community education.
4. Outline Australian and international models of working collaboratively within an Indigenous community education setting.
5. Evaluate a range of methods to incorporate Indigenous Knowledge's in a learning environment.
7. Critically engage with the perspectives of other students using the prescribed online technology (i.e. ilearn).
Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
<td>30%</td>
<td>Sunday 12:00 midnight</td>
</tr>
<tr>
<td>Task 2</td>
<td>30%</td>
<td>Sunday 12th, April</td>
</tr>
<tr>
<td>Task 3</td>
<td>40%</td>
<td>Monday 1st, June</td>
</tr>
</tbody>
</table>

**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.*

This Assessment Task relates to the following 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.
- 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.*

This Assessment Task relates to the following Learning Outcomes:

- 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.

This Assessment Task relates to the following Learning Outcomes:
• 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.


Unit Schedule

<table>
<thead>
<tr>
<th>Module 1 – Defining Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
</tr>
<tr>
<td>Week 2</td>
</tr>
<tr>
<td>Week 3</td>
</tr>
</tbody>
</table>

Module 2 – Working with Indigenous Communities
## Week 4
Monday 16<sup>th</sup> March - Sunday 22<sup>nd</sup> March
- Working collaboratively

## Week 5
Monday 23<sup>rd</sup> March - Sunday 29<sup>th</sup> March
- Models of Engagement

## Week 6
Monday 30<sup>th</sup> March – Thurs 2<sup>nd</sup> April
- International examples

### MID SEMESTER BREAK – 3<sup>rd</sup> April – 19<sup>th</sup> April

### MODULE 3 – Learning in Indigenous Communities

#### Week 7
Monday 20<sup>th</sup> April - Sunday 26<sup>th</sup> April
- Indigenous Learning Styles?

#### Week 8
Monday 27<sup>th</sup> April - Sunday 3<sup>rd</sup> May
- Educational continuity: using traditional knowledge to teach today
  - *Case Study 1: Maths*

#### Week 9
Monday 4<sup>th</sup> May - Sunday 10<sup>th</sup> May
- Educational continuity: using traditional knowledge to teach today
  - *Case Study 2: Creation stories*

#### Week 10
Monday 11<sup>th</sup> May - Sunday 17<sup>th</sup> May
- International Examples

### MODULE 4 – Grand narratives: Education ‘from’ Indigenous communities
### Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](http://mq.edu.au/policy/docs/). Students should be aware of the following policies in particular with regard to Learning and Teaching:


The **Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.**

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<table>
<thead>
<tr>
<th>Week 11</th>
<th>Monday 18th May - Sunday 24th May</th>
<th>Inside out: the role of Indigenous film in community education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 12</td>
<td>Monday 25th May - Sunday 31st June</td>
<td>Dance, drama and books: connecting old with new</td>
</tr>
<tr>
<td>Week 13</td>
<td>Monday 1st June - Sunday 7th June</td>
<td>Summary and review</td>
</tr>
</tbody>
</table>
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 Enquiry Service**

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

**Equity 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.

**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.
• 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 - 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.

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 - 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.
• 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 - 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.
• 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 - 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

**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**

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>09/03/2015</td>
<td>word change</td>
</tr>
<tr>
<td>05/03/2015</td>
<td>Removal of the &quot;The C word&quot;.</td>
</tr>
<tr>
<td>26/02/2015</td>
<td>Added new unit convenor.</td>
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