



# INED804

## Global Indigenous Education

S1 External 2015

*Dept of Indigenous Studies - Warawara*

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## General Information

Unit convenor and teaching staff

Unit Convenor

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Credit points

4

Prerequisites

Admission to MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd or GradDipIndigenousEd or GradCertIndigenousEd

Corequisites

Co-badged status

Unit description

Education issues that influence Indigenous people in Australia, New Zealand and the United States are examined in this unit. Students will gain a solid understanding of the education similarities and differences that Indigenous communities around the globe face. This unit challenges students to analyse ways that legislation has shaped the education of such communities from a historical and contemporary context.

## 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:

Critically examine the Declaration of Human Rights and develop a solid understanding of its impact on Indigenous people throughout the world

Develop a strong theoretical basis to understand historical injustices Indigenous people throughout the world have faced and the impact this has had on their education

Evaluate the impact language has had on education opportunities of Indigenous people throughout the world

Examine how the Treaty of Waitangi has influenced education outcomes of Māori people in Aotearoa, New Zealand

Demonstrate advanced knowledge of education issues that relate to minority groups in the United States of America

Critically compare the education experiences of Indigenous Australians to those of other First Nation People and demonstrate the ability to communicate them to others

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

## Assessment Tasks

Name	Weighting	Due
<u>Weekly Online Activity</u>	30%	Sunday of each week
<u>Digital Storytelling Piece</u>	30%	Sunday, 26th April, 2015
<u>Essay</u>	40%	Sunday, 31 May 2015

### Weekly Online Activity

Due: **Sunday of each week**

Weighting: **30%**

Students are required to provide a response of approximately 250 words to the weekly online activity. There are 13 weeks in the semester and each week will be given a mark out of 10. The best 10 weeks will then be added together to give you a total mark out of 100. This will then be reduced to a percentage of 30% which will contribute to your final grade.

The penalty for a late submission is one mark per day.

### Weekly Topics

Week

Due Date

Activity

1

Sunday, 1st March, 2015

Familiarise yourself with ilearn site. Post a brief introduction about yourself. Kindly begin by telling us a little bit about who you are (including your ancestry), what you do, and where you do it. Additionally, please share with us what you wanted to be or do with your life when you were growing up in the Introductions section. Please reflect on how your current coursework relates with your current aspirations.

Lastly, if you have not done so already, kindly upload a digital image of yourself in image upload section of your iLearn profile as well as update your iLearn profile. (Please use the Tools box

located on the left side of the page to update your iLearn profile). While we cannot see each other in person, these images go a long way to establishing a vibrant online learning community.

2

Sunday, 8<sup>th</sup> March, 2015

Please provide a overview of the evolution and components of the Treaty of Waitangi

3

Sunday, 15<sup>th</sup> March, 2015

Provide a summary of Newcomb's ideas about Cognitive theory and how it relates to federal Indian law.

4

Sunday, 22<sup>nd</sup> March, 2015

Discuss either the most striking similarity or difference between the educational histories of the Indigenous people based in Australia, New Zealand, and the United States.

5

Sunday, 29<sup>th</sup> March, 2015

Should Dreamtime be included in the science curriculum? Using the information you have read this week, explain the pros and cons of including this topic in an educational curriculum

### **Spring Break**

6

Sunday, 26<sup>th</sup> April, 2015

Define in your own words each of these terms and explain how they differ from each other: Assimilation, Melting Pot, Differentialism, Multiculturalism, and Pluralism.

7

Sunday, 3<sup>rd</sup> May, 2015

Based on the readings and lecture materials, provide 5 characteristics of a global citizen

8

Sunday, 10<sup>th</sup> May, 2015

Describe some of the challenges and benefits of creating a bilingual education program for Indigenous peoples.

9

Sunday, 17<sup>th</sup> May, 2015

Based on the Weekly readings what are some of the concerns of First Peoples (in Canada) in their efforts towards self-determination?

10

Sunday, 24<sup>th</sup> May, 2015

What are Pewewardy and Hammer's recommendations for culturally responsive teaching for American Indian students? Which ones overlap with TribCrit?

11

Sunday, 31<sup>st</sup> May, 2015

Describe how the education of the Maori people was impacted by the Treaty of Waitangi

12

Sunday, 7<sup>th</sup> June, 2015

Describe some of the concerns and benefits of using ICTs to archive Indigenous language and culture.

13

Sunday, 14<sup>th</sup> June, 2015

Based on the lectures and discussions in the course, explain how you define what it means to be a Global Indigenous Citizen. Use the information in the provided in the previous lessons to justify your definition.

### **Assignment 1 Marking Criteria**

- It is imperative that the response be provided by to the Sunday of each week.
- Demonstrates a clear understanding of topic.
- Evidence that student has read the related materials.
- Structure of response (i.e. a clear introduction, body and conclusion).
- Presentation (i.e. grammar and formatting).
- Make(s) (a) compelling point(s) supported by empirical evidence. Referencing in this activity is appropriate. When you reference in text, make sure you have a reference list at the bottom. The reference list will not be included in your word count for this activity.
- Restrict your responses to around 250 words. (Applying a 10% flexibility rule this means that they must be 225-275 words). Anything outside that will be deducted marks.
- Feedback will be provided at the end of semester along with a final grade for this assessment piece. You will receive a grade each week but will not receive feedback on a weekly basis unless you attempt a weekly question and do not achieve a pass grade.

- You will be able to see what the other students post for their responses only after you have posted your own response. This is to enhance student engagement and learning while ensuring a fair process for all.

**Please note that late submissions will incur a one mark per day penalty.**

On successful completion you will be able to:

- Critically examine the Declaration of Human Rights and develop a solid understanding of its impact on Indigenous people throughout the world
- Develop a strong theoretical basis to understand historical injustices Indigenous people throughout the world have faced and the impact this has had on their education
- Evaluate the impact language has had on education opportunities of Indigenous people throughout the world
- Examine how the Treaty of Waitangi has influenced education outcomes of Māori people in Aotearoa, New Zealand
- Critically compare the education experiences of Indigenous Australians to those of other First Nation People and demonstrate the ability to communicate them to others
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. Moodle)

## Digital Storytelling Piece

Due: **Sunday, 26th April, 2015**

Weighting: **30%**

Rosemary van den Berg, a Nyoongar Elder of the south-west people in Western Australia, notes:

Aboriginal culture is an oral culture and for forty thousand years or more, it has been passed down from generation to generation. Traditionally Aboriginal story telling had many functions, and it still does. It reinforced the Aboriginal people's ideological beliefs in the Dreamtime – the Creation and other cultural stories of the Rainbow Serpent and their environment... Aboriginal story telling gave information of where the best game and water sources were to be found; where people could venture and where they weren't permitted to go, such places as sacred sites and where men's and women's businesses were conducted that was off-limits to the uninitiated. So storytelling was a learning process – children learnt from an early age how to survive their environment by listening to their elders. Aboriginal Elders, the Holders of their Culture, or Keepers of the Stories both men and women, passed their knowledge on to the younger generations and because Aboriginal cultures were oral cultures, retaining what they learned was just as important as the learning process. With no written material to refer to, Aborigines relied on memory to store all the information they gathered. Through learning and retaining what they learned through memory, they became expert in surviving their diverse environments... Over the

last few decades, Aboriginal people have found a new 'voice' for keeping their stories alive and that is through literature: printed storytelling.

This assignment affords you the opportunity to engage in 21st century storytelling.

### What is a Digital Story? From 7 Things You Should Know About Digital Storytelling

Digital storytelling is the practice of combining narrative with digital content, including images, sound, and video, to create a short movie, typically with a strong emotional component. Sophisticated digital stories can be interactive movies that include highly produced audio and visual effects, but a set of slides with corresponding narration or music constitutes a basic digital story. Digital stories can be instructional, persuasive, historical, or reflective. The resources available to incorporate into a digital story are virtually limitless, giving the storyteller enormous creative latitude. Some learning theorists believe that as a pedagogical technique, storytelling can be effectively applied to nearly any subject. Constructing a narrative and communicating it effectively require the storyteller to think carefully about the topic and consider the audience's perspective. Digital storytelling is grounded in creativity. It is a digital literacy that blends images, text, first- person narration, and music.

The creative process of creating a digital story gives powerful representation to one's voice; a process Zhao (2008) suggests represents the knowledge that has the most worth. Thus, a key question for educators is: In what ways can digital storytelling be utilized in order to unleash the creativity of learners?

#### **Purpose:**

The purpose of this assignment is for you to create your own digital story for the purposes of reflecting on topics related to Global Indigenous Education. The reason for this assignment is two-fold. When we explore the experiences of Indigenous People and Internet Communications Technology, we will see there are several arguments made for the importance of digital literacy among Indigenous people. Additionally, we will learn in Week 10, the importance of incorporating narratives into educational practices.

#### **Directions:**

- Read Chapter 1 of Indigenous Storywork: Educating the Heart, Mind, Body, and Spirit: (in Week 5 readings).
- Create a story based on one of the following topics:
  - Use a story to explain one of the following concepts: cultural relativism, universalism, assimilation, or multiculturalism Through the history of one of the Indigenous Peoples in the world outside of Australia, Canada, New Zealand or the United States
  - Show an example of how an Indigenous practice has been acculturated into the practice of a dominant
  - Tell a story explaining the educational significance of the Treaty of Waitangi pm concepts of multiculturalism in today's society.
  - You are welcome to submit topic choices prior to Week 4 of the semester.

- There are a few ways you can present this digital story:
  - A Narrated PowerPoint,
  - YouTube Video Creator/Editor <https://www.youtube.com/editor>
  - Windows Moviemaker: <http://windows.microsoft.com/en-us/windows-live/movie-maker>
  - Prezi: <http://www.prezi.com>
  - iMovie: <https://www.apple.com/mac/imovie/>

What to include in your digital story:

- A title and your name
- 30-45 photographs or 5 - 8 minutes of video content.
- Voice narration that explains and narrates the images in a story format (i.e. a beginning introduction, a middle, an ending conclusion)
- Important: As you create your digital story for the digital storytelling assignment be sure to check, listen to, and edit your narration volume. I recommend narrating and previewing a couple of test slides to be sure the narration is at a consistently loud volume. This is especially true if you are going to use the computer's built-in microphone. You want to speak clearly and at a "conversation with friends in a crowded coffee shop" volume level. This doesn't mean you have to shout, but your volume should be loud enough to consistently hear your voice over any background music. Err on the side of being louder when you narrate.
- Appropriate credits for all the pictures (this is best done as a slide at the end of your digital story)
- Music (optional but recommended)
- Important: Avoid using copyrighted music as there are plenty of royalty free music sites on the Internet which allow you to legally use entire songs. Sites like [www.freeplaymusic.com](http://www.freeplaymusic.com) and <http://www.royaltyfreemusic.com/free-music-resources.html> offer a variety of musical genres. A simple Google search will help you identify other such sites. Please remember that even when you use royalty free music or "free music" you should still cite the musician(s) name(s) if given. Your citation can be formatted as follows - Digital story background music: "Free Music is Fun" by Jane Smith.

## Rubric

Category	3 Points	2 Points	1 Point	0 Point	Purpose of Story
Establishes a purpose early on and maintains a clear focus throughout.					Establishes a purpose early on and maintains focus for most of the presentation. There are a few lapses in focus, but the purpose is



fairly clear. It is difficult to figure out the purpose of the presentation. Point of View The point of view is well developed and contributes to the overall meaning of the story. The point of view is stated but does not connect with each part of the story, although an attempt is made to connect it to the overall meaning of the story. The point of view is stated but no attempt is made to connect it to the overall meaning of the story. The point of view is only hinted at, or is difficult to discern. Choice of Content Contents create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors. Provides documentation for claims. Contents create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors. Provides some documentation for claims An attempt was made to use contents to create an atmosphere/tone but it needed more work. Image choice is logical. Little or no attempt to use contents to create an appropriate atmosphere/tone. Clarity of Voice Voice quality is clear and consistently audible throughout the presentation. Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation. Voice quality is clear and consistently audible through some (70-84%) of the presentation. Voice quality needs more attention. Pacing of Narrative The pace (rhythm and voice punctuation) fits the story line and helps the audience really "get into" the story. Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience. Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged. No attempt to match the pace of the storytelling to the story line or the audience. Quality of Images Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors. Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors. An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical. Little or no attempt to use images to create an appropriate atmosphere/tone. Economy of Story Detail The story is told with exactly the right amount of detail throughout. It does not seem too short - **at least 5 minutes**- nor does it seem too long - **no longer than 8 minutes**. The story composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections. The story seems to need more editing. It is noticeably too long or too short in more than one section. The story needs extensive editing. It is too long or too short to be interesting. Grammar and Language Usage Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development. Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story. Grammar and usage were typically correct but errors detracted from story Repeated errors in grammar and usage distracted greatly from the story. Organization Clear introduction, body, and conclusion. Story flows in a logical manner Introduction, body, and conclusion. Story flows in a somewhat logical manner Introduction, body, and conclusion. Story flow does not flow in a logical manner No introduction, body, and conclusion.. Little or no clear flow to the

The penalty for a late submission is one mark per day.

On successful completion you will be able to:

- Evaluate the impact language has had on education opportunities of Indigenous people throughout the world

- Examine how the Treaty of Waitangi has influenced education outcomes of Māori people in Aotearoa, New Zealand
- Demonstrate advanced knowledge of education issues that relate to minority groups in the United States of America

## Essay

Due: **Sunday, 31 May 2015**

Weighting: **40%**

Select one of the four choices below as a subject for a 4000 word essay. Please use Times or Times New Roman 12pt font, and double space your work.

- Describe the ways in which you see multiculturalism and global citizenship education being “two sides of the same coin”. How do these concepts interact with the United Nations Declaration for Human Rights for Indigenous people? What parallels and contradictions exist? What role does critical multiculturalism play in the conversations around these concepts?

-OR-

- Write an essay that examines the Historical Educational Background, Language Preservation Efforts and Self Determination Efforts of a country not discussed in this course (Australia, Canada, New Zealand or the United States) Include information as to how assimilation, accommodation, and/or multiculturalism efforts have impacted the Indigenous peoples you choose to research.

-OR-

- Based on the lessons from class, please describe three specific barriers to preserving “dying languages”. Also, based on your own research, please describe three specific interventions that are currently being used to preserve dying languages. This can include computer programs or games, website, etc... Provide information on any results of the intervention that are available as well as your ideas (based on the documentation you have provided).

Rubric for choices listed above

5 4 3 2 1 Thesis There is a clearly defined thesis presented in the introduction of the paper  
There is a clearly defined thesis presented in the paper The thesis is not fully developed III  
defined thesis Not applicable Content Concrete, relevant details support the thesis throughout the  
paper. The information presented is relevant, appropriate in scope, and demonstrates a complex  
understanding of the topic Content support is present but not perfected. Content support is  
present but scope is too broad or too narrow General information provided, supports are not  
specific Not applicable Organization-Structural Development of the Idea Writer demonstrates

logical and subtle sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization. Paragraph development present but not perfected. Logical organization; organization of ideas not fully developed. No evidence of structure or organization. Not applicable Conclusion The conclusion is engaging and restates the thesis. The conclusion restates the thesis. The conclusion does not adequately restate the thesis. Incomplete and/or unfocused. Absent Mechanics No errors in punctuation, capitalization and spelling. Almost no errors in punctuation, capitalization and spelling. Many errors in punctuation, capitalization and spelling. Numerous and distracting errors in punctuation, capitalization and spelling. Not applicable Usage No errors sentence structure and word usage. Almost no errors in sentence structure and word usage. Many errors in sentence structure and word usage. Numerous and distracting errors in sentence structure and word usage. Not applicable Citation All cited works, both text and visual, are done in the correct format with no errors. Some cited works, both text and visual, are done in the correct format. Inconsistencies evident. Few cited works, both text and visual, are done in the correct format. Absent Not applicable Bibliography Done in the correct format with no errors. Includes more than 5 major references (e.g. academic journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites.) Done in the correct format with few errors. . Includes 5 major references (e.g. academic journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites.) Done in the correct format with some errors. Includes 4 major references (e.g. academic journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites.) Done in the correct format with many errors. Includes 3 major references (e.g. academic journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites.) Absent or the only sites are internet sites.

OR

Provide a summaries and critique of four journal articles published in Academic journals between March 2012 – May 2014 dealing with any of the Global Indigenous Education topics addressed in the class. Each article should address one of the following locations with no duplication of locations: New Zealand, the United States, Canada and Australia. I Explain the implication the article has for Indigenous Education, as well as Indigenous languages, multiculturalism, and/or Reconciliation. Make sure you also address:

Your critique should include some basic information:

1. Name(s) of the author(s)
2. Title of article
3. Title of journal, volume number, date, month and page numbers
4. Include a link to the article reviewed
5. The author's purpose, approach or methods, hypothesis, and major conclusions.

The bulk of your critique, however, should consist of your qualified opinion (supported with academic references) of the article. Read the article you are to critique once to get an overview. Then read it again, critically. At this point you may want to make some notes to yourself that

allow you to address the following:

1. Is the title of the article appropriate and clear?
2. Is the abstract specific, representative of the article, and in the correct form?
3. What is the purpose of the article?
4. What are the main claims the article makes?
5. What is the relationship between evidence and claims?
6. What is the rhetorical effectiveness of the article—logical, ethical, political, pedagogical, and aesthetic?

The penalty for a late submission is one mark per day.

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- Examine how the Treaty of Waitangi has influenced education outcomes of Māori people in Aotearoa, New Zealand
- Demonstrate advanced knowledge of education issues that relate to minority groups in the United States of America
- Critically compare the education experiences of Indigenous Australians to those of other First Nation People and demonstrate the ability to communicate them to others
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. Moodle)

## Delivery and Resources

This unit is delivered externally. There are no on-campus sessions.

### Reference list:

#### Week 1 – Required Readings

The United Nations 2008, The Universal Declaration of Human Rights, The United Nations, Geneva, viewed September 2011, [http://www.un.org/events/humanrights/udhr60/hrphotos/declaration%20\\_eng.pdf](http://www.un.org/events/humanrights/udhr60/hrphotos/declaration%20_eng.pdf)

The United Nations 2007, The Declaration of Rights for Indigenous Peoples, The United Nations, Geneva, viewed September 2011, <http://www.un.org/esa/socdev/unpfii/en/drip.html>

## **Week 1 - Optional Readings**

May, S & Aikman, S 2003, 'Indigenous Education: Addressing Current Issues and Developments' *Comparative Education*, vol. 39, no. 2, May, pp. 139-145

Week 2:

## **Week 3 – Required Readings**

The United States Senate Subcommittee on Indian Education 1969, Part I – A National Tragedy: Subcommittee Findings, The United States Senate, viewed September 2011, <http://www.tedna.org/pubs/Kennedy/toc.htm>

Ellis, H C, 1987, 'From the Battle in the Classroom to the Battle for the Classroom' *American Indian Quarterly*, vol. 11, no. 3 Summer, pp. 255-264

Lomawaima, KT, 1993, *They Called it Prairie Light: The Story of the Chilocco Indian School*, The University of Nebraska Press, Lincoln.

Newcomb, S. T. (2008). Pagans in the Promised Land: Decoding the Doctrine of Christian Discovery. Golden, CO: Fulcrum.

Hill, J. S., Lau, M. Y., & Sue, D. W. (2010). Integrating trauma psychology and cultural psychology: Indigenous perspectives on theory, research, and practice. *Traumatology*, 16(4), 39-47.

## **Week 4 – Required Readings**

Cole, W., & ebrary, I. (2011). *Uncommon schools: The global rise of postsecondary institutions for indigenous peoples*. Stanford, Calif.: Stanford University Press.

Cornell, S. 2006, Indigenous Peoples, Poverty and Self-Determination in Australia, New Zealand, Canada and the United States, The Native Nations Institute for Leadership, Management, and Policy (NNI), Tucson, and The Harvard Project on American Indian Economic Development (Harvard Project), Cambridge, Viewed September 2011, [http://www.jopna.net/pubs/jopna%202006\\_02\\_coverandinside.pdf](http://www.jopna.net/pubs/jopna%202006_02_coverandinside.pdf)

## **Week 4 - Optional Readings**

Smith, A 2009, Indigenous Peoples and Boarding Schools: A Comparative Study, The United Nations Permanent Forum on Indigenous Issues. September 2011, [http://www.un.org/esa/socdev/unpfii/documents/E\\_C\\_19\\_2009\\_crp1.pdf](http://www.un.org/esa/socdev/unpfii/documents/E_C_19_2009_crp1.pdf)

Welch, AR 2006, 'Aboriginal Education as Internal Colonialism: The Schooling of an Indigenous Minority in Australia' *Comparative Education*, Vol. 24, No. 2, pp. 203-215

## **Week 5 – Required Readings**

Little Bear, L. (2000). Jagged worldviews colliding. In M. Battiste (Ed.), *Reclaiming Indigenous voice and vision*. Vancouver: University of British Columbia Press.

Little Bear, L., (2009). Naturalizing Indigenous Knowledge, Synthesis Paper. (ISBN: 978-1-926612-32-4) University of Saskatchewan, Aboriginal Education Research Centre, Saskatoon, Sask. and First Nations and Adult Higher Education Consortium, Calgary, Alta. Retrieved 13/01/2014 from [www.ccl-cca.ca](http://www.ccl-cca.ca).

Donnelly, J 1984, 'Cultural Relativism and Universal Human Rights' *Human Rights Quarterly*, vol. 6, no.4, Nov, pp. 400-419

Pewewardy, C 2002, 'Learning Styles of American Indian/Alaskan Native Students: A Review of the Literature and Implications for Practice' *Journal of American Indian Education*, vol. 41, no. 3,

### **Week 5 – Optional Readings**

Bowen, JR 2000, 'Should We Have a Universal Concept of 'Indigenous Peoples' Rights'?: Ethnicity and Essentialism in the Twenty-First Century' *Anthropology Today*, vol. 16, no. 4, August, pp. 12-16

Gibson, MA 1976, 'Approaches to Multicultural Education in the United States: Some Concepts and Assumptions' *Anthropology and Education Quarterly*, vol 7, no. 4, November , pp. 7-18.

Lewis, BF & Aikenhead, GS 2000, Introduction: Shifting Perspectives from Universalism to Cross-Culturalism

Semali L M & J L Kincheloe, L M.1999, 'Introduction: What is Indigenous Knowledge and Why Should We Study it?' in LM Semali & J L Kincheloe (eds ) *What Is Indigenous Knowledge? : Voices from the Academy*, Garland Science Publishing, London

Tsolidis, G 2008, 'Australian Multicultural Education: Revisiting and Resuscitating' in G. Wan (ed.), *The Education of Diverse Student Populations: A Global Perspective*.

### **Week 6 – Required Readings**

May, S 2002, 'Accommodating Multiculturalism and Biculturalism in Aotearoa New Zealand: Implications for Language Education' *Waikato Journal of Education* vol 8 pp. 5-26

Richardson, T. A. (2012). Indigenous Political Difference, Colonial Perspectives and the Challenge of Diplomatic Relations: Toward a Decolonial Diplomacy in Multicultural Educational Theory. *Educational Studies*, 48(5), 465-484.

St. Denis, V. (2011). Silencing Aboriginal curricular content and perspectives through multiculturalism: "There are other children here". *Review of Education, Pedagogy, and Cultural Studies*, 33(4), 306-317.

### **Week 6 – Optional Readings**

Good, A 2009, 'Framing American Indians as the "First Americans": Using Critical Multiculturalism to Trouble the Normative American Story' *Social Studies Research and Practice*, vol 4, no.2, July, pp. 49-66.

### **Week 7 – Required Readings**



Shultz, L 2007, 'Educating for Global Citizenship: Conflicting Agenda and Understandings' *The Alberta Journal of Educational Research*, vol. 53, no 3, Fall, p 248

Lam, WSE 2006, 'Culture and Learning in the Context of Globalization: Research Directions' American Educational Research Association Review of Research in Education, Washington DC, viewed October, 2011, <http://rre.sagepub.com/content/30/1/213>

Townsend-Cross, M. (2011) Global Citizenship : No Guarantees: oppressed knowledges and privileged learners. In Townsend-Cross, M., & BA, S. (2011). Global Citizenship–No Guarantees: oppressed knowledges and privileged learners. *Global Vision, Local Action: Education for Sustainable Development and Global Citizenship*, 97.

Writer, J. H. (2010). Broadening the Meaning of Citizenship Education: Native Americans and Tribal Nationhood. *Action in Teacher Education*, 32(2), 70-81.

### **Week 7– Optional Readings**

McLaren P, & Farahmandpur R, 2001, 'Teaching Against Globalization and the New Imperialism: Toward a Revolutionary Pedagogy', American Association of Colleges for Teacher Education, Washington DC, viewed on October, 2011, <http://jte.sagepub.com/content/52/2/136>

Olneck, M R, 1993, 'Terms of Inclusion: Has Multiculturalism Redefined Equality in American Education?' *American Journal of Education*, Vol. 101, No. 3 May, pp. 234-260

### **Week 8 – Required Readings**

Montgomery-Anderson, 2008 'A Model for Indigenous Language Revival' *Indigenous Nations Journal*, Vol. 6, No. 1, Spring p. 23 – 44

May, S, 2005 'Language Rights: Moving the Debate Forward', *Journal of Sociolinguistics* vol 9 no 3, pp, 319-347

McCarty, TL, 2008, 'Language Education Planning and Policies by and for Indigenous Peoples' in S. May and N. H. Hornberger (eds), *Encyclopedia of Language and Education*, 2nd Edition, Volume 1: Language Policy and Political Issues in Education, 137–150. Springer Science+Business Media LLC.

Simpson, J. Caffery, J, & McConvell, P 2009, Gaps in Australia's Indigenous Language Policy: Dismantling bilingual education in the Northern Territory, Australian Institute of Aboriginal and Torres Strait Islander Studies, Canberra, viewed on October, 2011, <[www.aiatsis.gov.au/research\\_program/publications/discussion\\_papers](http://www.aiatsis.gov.au/research_program/publications/discussion_papers)>

### **Week 8– Optional Readings**

### **Week 9 – Required Readings**

Maina, F, 1991, 'Cultural Relevant Pedagogy: First Nations Education in Canada', *The Canadian Journal of Native Studies* vol 17, no2, pp, 293-314.

Atelo, S. 2011, 'Pursuing First Nation Self-Determination: Realizing Our Rights And

Responsibilities', Assembly of First Nations, viewed on October, 2011, [http://www.afn.ca/uploads/files/aga/pursuing\\_self-determination\\_aga\\_2011\\_eng\[1\].pdf](http://www.afn.ca/uploads/files/aga/pursuing_self-determination_aga_2011_eng[1].pdf)

Alia, V. (2010). Chapter 3: Lessons From Canada: Amplifying Indigenous Voice: In *The new media nation: Indigenous peoples and global communication* (Vol. 2). Berghahn Books.

### **Week 9 – Optional Readings**

Mendelson, M, 2006, 'Aboriginal Peoples and Postsecondary Education in Canada', The Caledon Institute of Social Policy, viewed on October 2011, [www.caledoninst.org/Publications/PDF/595ENG.pdf](http://www.caledoninst.org/Publications/PDF/595ENG.pdf)

### **Week 10 – Required Readings**

Brayboy, B., 2005. 'Toward a Tribal Critical Race Theory in Education', *The Urban Review*, Vol. 37, No. 5, pp, 425-434.

Pewewardy, C, and Hammer, P.C. 2003, 'Culturally Responsive Teaching for American Indian Students', Charleston WV ERIC Clearinghouse on Rural Education and Small Schools, viewed on October 2011,

Tatum, B. D. 1999, 'Beyond Black and White: What Do We Mean When We Say Indian?' in B.D. Tatum, "Why are all the Black kids sitting together in the cafeteria?": and other conversations about race. New York: BasicBooks

### **Week 10 – Optional Readings**

### **Week 11 – Required Readings**

### **Week 11 – Optional Readings**

### **Week 12 – Required Readings**

Boyle, A. & Wallace, R. (2011). Indigenous People and E-nabling Technologies: An Analysis of Recent Experiences in Northern and Central Australia. *Kulumun. Journal of the Wollotuka Institute*, 1(1), 1-14. Retrieved from <https://novaojs.newcastle.edu.au/ojs/index.php/kulumun/article/view/53/39>

Johnson, G. M. & Oliver, R. (2013). *Cognition, Literacy and Mobile Technology: A Conceptual Model of the Benefits of Smartphones for Aboriginal Students in Remote Communities*. EdMedia 2013, Victoria, British Columbia. Retrieved from <http://m.edmedia.aace.org/papers/38038/>

Shirazi, F., Ngwenyama, O., & Morawczynski, O. (2010). ICT expansion and the digital divide in democratic freedoms: An analysis of the impact of ICT expansion, education and ICT filtering on democracy. *Telematics and Informatics*, 27, 21-31. doi:10.1016/j.tele.2009.05.001

### **Week 12 – Optional Readings**

L'opez, A, 2008, 'Circling the Cross: Bridging Native America, Education, and Digital Media.' In



A, Everett (ed) Learning Race and Ethnicity: Youth and Digital Media. Cambridge: MIT Press.

Ginsburg, F, 2008, 'Rethinking the Digital Divide.; In P. Wilson and M. Stewart (eds) Global Indigenous Media: Cultures, Poetics, and Politics. Duke University Press.

Greenwood, J. Harata Te Aika, L, and Davis N. 2011, 'Creating Virtual Marae: An Examination of How Digital Technologies Have Been Adopted by Māori in Aotearoa New Zealand' In P. R. Leigh (ed) International Exploration of Technology Equity and the Digital Divide: Critical, Historical and Social Perspectives. IGI Global

### Week 13 – Required Reading

Echo-Hawk, W. R. (2013). Chapter 10 *In the light of justice: The rise of human rights in Native America and the UN Declaration on the Rights of Indigenous Peoples*. Golden, Colorado: Fulcrum Publishing.

Trask, M.B. (2012). Implementing the Declaration. In Pulitano, E., & Trask, M. (2012). *Indigenous rights in the age of the UN declaration*. Cambridge, UK: Cambridge University Press, 2012.

Anaya, SJ (2000) Indigenous Peoples in International Law. Oxford University Press.

## 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](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](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](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/](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](http://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](http://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

- Develop a strong theoretical basis to understand historical injustices Indigenous people throughout the world have faced and the impact this has had on their education
- Critically compare the education experiences of Indigenous Australians to those of other First Nation People and demonstrate the ability to communicate them to others
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. Moodle)

## Assessment task

- Digital Storytelling Piece

## 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

- Critically examine the Declaration of Human Rights and develop a solid understanding of its impact on Indigenous people throughout the world
- Develop a strong theoretical basis to understand historical injustices Indigenous people throughout the world have faced and the impact this has had on their education
- Examine how the Treaty of Waitangi has influenced education outcomes of Māori people in Aotearoa, New Zealand
- Demonstrate advanced knowledge of education issues that relate to minority groups in the United States of America
- Critically compare the education experiences of Indigenous Australians to those of other First Nation People and demonstrate the ability to communicate them to others
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. Moodle)

## Assessment tasks

- Weekly Online Activity
- Digital Storytelling Piece
- Essay

## 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**

- Critically examine the Declaration of Human Rights and develop a solid understanding of its impact on Indigenous people throughout the world
- Develop a strong theoretical basis to understand historical injustices Indigenous people throughout the world have faced and the impact this has had on their education
- Evaluate the impact language has had on education opportunities of Indigenous people throughout the world
- Examine how the Treaty of Waitangi has influenced education outcomes of Māori people in Aotearoa, New Zealand
- Demonstrate advanced knowledge of education issues that relate to minority groups in the United States of America
- Critically compare the education experiences of Indigenous Australians to those of other First Nation People and demonstrate the ability to communicate them to others
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. Moodle)

## **Assessment tasks**

- Weekly Online Activity
- Digital Storytelling Piece
- Essay

## **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**

- Critically examine the Declaration of Human Rights and develop a solid understanding of its impact on Indigenous people throughout the world
- Evaluate the impact language has had on education opportunities of Indigenous people throughout the world

- Examine how the Treaty of Waitangi has influenced education outcomes of Māori people in Aotearoa, New Zealand
- Critically compare the education experiences of Indigenous Australians to those of other First Nation People and demonstrate the ability to communicate them to others
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. Moodle)

## **Assessment tasks**

- Digital Storytelling Piece
- Essay

## **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**

- Critically examine the Declaration of Human Rights and develop a solid understanding of its impact on Indigenous people throughout the world
- Develop a strong theoretical basis to understand historical injustices Indigenous people throughout the world have faced and the impact this has had on their education
- Critically compare the education experiences of Indigenous Australians to those of other First Nation People and demonstrate the ability to communicate them to others
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. Moodle)

## **Assessment tasks**

- Weekly Online Activity
- Digital Storytelling Piece
- Essay

## **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**

- Critically examine the Declaration of Human Rights and develop a solid understanding of its impact on Indigenous people throughout the world
- Develop a strong theoretical basis to understand historical injustices Indigenous people throughout the world have faced and the impact this has had on their education
- Evaluate the impact language has had on education opportunities of Indigenous people throughout the world
- Examine how the Treaty of Waitangi has influenced education outcomes of Māori people in Aotearoa, New Zealand
- Demonstrate advanced knowledge of education issues that relate to minority groups in the United States of America
- Critically compare the education experiences of Indigenous Australians to those of other First Nation People and demonstrate the ability to communicate them to others
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. Moodle)

## **Assessment task**

- Weekly Online Activity