



# ABST302

## Indigenous Research Matters

S2 External 2016

*Dept of Indigenous Studies - Warawara*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Lecturer

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Credit points

6

Prerequisites

39cp

Corequisites

ANTH305 or EDUC388 or ENVG340 or LAW468 or GEOP340

Co-badged status

Unit description

This project-based research unit builds on the ideas and experiences developed in previous units. Students will plan, develop and complete an individual research project. The unit will examine issues for research involving Indigenous peoples including historical legacies of research and developments in research with Indigenous peoples today; the role of Indigenous and non-Indigenous researchers; and the role of de-colonising methods of research to advocate an Indigenous research agenda. In particular it concentrates on the ethical dimensions and operational issues of preparation for academic research in the social sciences, with particular reference to Indigenous settings and concerns. This unit uses the current Macquarie University Ethics Approval Process and is informed by NHMRC, AIATSIS and relevant international sources

## 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:

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

Justify your role as an Indigenous or non-Indigenous researcher or practitioner undertaking research or work with Indigenous communities.

Explain the principles of a range of Indigenous Research Methodologies appropriate for application in research with Indigenous peoples

Apply appropriate Indigenous Studies theoretical frameworks to resolve a range of ethical problems in Indigenous research.

Critically reflect on current issues in Indigenous affairs and develop a proposal for small research project to address the problem.

Interpret and communicate the principles of current Australian Institute of Aboriginal and Torres Strait Islander Studies guidelines to Indigenous community and professional audiences.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Analysis of an article</u></a>	5%	19 August 2016
<a href="#"><u>Book report</u></a>	15%	7 Sept 2016
<a href="#"><u>Annotated bibliography</u></a>	10%	7 October 2016
<a href="#"><u>Work in progress report</u></a>	10%	21 October 2016
<a href="#"><u>Final project</u></a>	40%	4 November 2016
<a href="#"><u>Research portfolio</u></a>	10%	11 November 2016
<a href="#"><u>Participation</u></a>	10%	11 November 2016

### Analysis of an article

Due: **19 August 2016**

Weighting: **5%**

Select ONE article we have read in the first two weeks of class. Analyse the article in terms of its various elements: author, publishing context, argument, structure, writing style and evidence/bibliography; also write at least 200 words about your own response to the article. Use the template on iLearn to present your analysis of the article. We will discuss this assignment in weeks 1 and 2 of semester.

The criteria and standards by which your work will be assessed will be available in the ilearn site.

On successful completion you will be able to:

- Explain the principles of a range of Indigenous Research Methodologies appropriate for application in research with Indigenous peoples

## Book report

Due: **7 Sept 2016**

Weighting: **15%**

Read ONE of the following books about Indigenous research; we will decide who will read which book during the second week of semester. A template for the report is available on iLearn which should be completed and uploaded to Turnitin AND the discussion board on iLearn before 5pm on 7 September.

- Karen Martin *Please knock before you enter* (2008)
- Shawn Wilson *Research is ceremony* (2009)
- Martin Nakata *Disciplining the savages; savaging the disciplines* (2007)
- Linda Tuhiwai Smith *Decolonizing methodologies* (2nd ed; 2012)
- Castejon, Cole, Haag, Hughes *Ngapartji, Ngapartji: In turn, in turn* (2014)

The criteria and standards by which your work will be assessed will be available in the ilearn site

On successful completion you will be able to:

- Recognise the historical legacies of research and subsequent effects on research practices with Indigenous peoples today.

## Annotated bibliography

Due: **7 October 2016**

Weighting: **10%**

Prepare and upload to Turnitin an annotated bibliography for the topic you will explore in your final project. INT students: bring a printed copy to class on 7 October.

Your annotated bibliography should include NO MORE THAN twenty texts in total and should include AT LEAST ten texts (which have not been assigned for this unit).

We will discuss in class the expectations of an annotated bibliography; your annotations should be at least a half page for each entry, although these need not be in paragraph form.

Your mark will take into account the accuracy of your bibliography in terms of following conventions of citation.

The criteria and standards by which your work will be assessed will be available in the ilearn site

On successful completion you will be able to:

- Explain the principles of a range of Indigenous Research Methodologies appropriate for application in research with Indigenous peoples
- Critically reflect on current issues in Indigenous affairs and develop a proposal for small research project to address the problem.

## Work in progress report

Due: **21 October 2016**

Weighting: **10%**

You should produce a powerpoint (or prezi or similar) presentation and present on the scope and status of your final research project. Your presentation should include six slides:

- \* title of your project + the question your research seeks to answer
- \* a statement about your own relationship to the research as a researcher (interest AND ethics)
- \* your decisions about methodology
- \* a key critical resource (essay, article, book etc)
- \* your plan for completing the project
- \* a further question you would like us to discuss as a class to help you move forward with your research

You will have a maximum of ten minutes to present; this does not include the time we will take to discuss your question from the last slide.

EXT students: please upload your Work in Progress presentation to iLearn AND provide written feedback to other EXT student submissions on iLearn.

The criteria and standards by which your work will be assessed will be available in the ilearn site

On successful completion you will be able to:

- Justify your role as an Indigenous or non-Indigenous researcher or practitioner undertaking research or work with Indigenous communities.
- Explain the principles of a range of Indigenous Research Methodologies appropriate for application in research with Indigenous peoples
- Apply appropriate Indigenous Studies theoretical frameworks to resolve a range of ethical problems in Indigenous research.
- Critically reflect on current issues in Indigenous affairs and develop a proposal for small

research project to address the problem.

## Final project

Due: **4 November 2016**

Weighting: **40%**

Your final project will explore ONE key research question related to Indigenous Studies. It will demonstrate your understanding of the topic in relation to the discipline of Indigenous Studies (in Australia and globally) and it will be written in the style of a research essay. We will discuss the specific process and requirements of the research essay over the course of semester.

Your essay should be 4000 words in length. If it is under 3750 or over 4250 marks will be deducted.

Please submit this via turnitin before 10am on 30 October.

The criteria and standards by which your work will be assessed will be available in the ilearn site

On successful completion you will be able to:

- Apply appropriate Indigenous Studies theoretical frameworks to resolve a range of ethical problems in Indigenous research.
- Critically reflect on current issues in Indigenous affairs and develop a proposal for small research project to address the problem.

## Research portfolio

Due: **11 November 2016**

Weighting: **10%**

Your research portfolio is a hard copy of several pieces of work:

- \* Your final project (turned in electronically the week before)
- \* An abstract of your final project (we will start work on these during class on 30 October)
- \* A two page written reflection on your research project and how it connects to the discussions and assessment across the semester
- \* The initial reflection on Indigenous research you wrote during the first week, and a follow-up reflection on how your ideas have been confirmed, extended, challenged etc since then

The criteria and standards by which your work will be assessed will be available in the ilearn site

On successful completion you will be able to:

- Recognise the historical legacies of research and subsequent effects on research

practices with Indigenous peoples today.

- Justify your role as an Indigenous or non-Indigenous researcher or practitioner undertaking research or work with Indigenous communities.
- Explain the principles of a range of Indigenous Research Methodologies appropriate for application in research with Indigenous peoples
- Apply appropriate Indigenous Studies theoretical frameworks to resolve a range of ethical problems in Indigenous research.
- Critically reflect on current issues in Indigenous affairs and develop a proposal for small research project to address the problem.

## Participation

Due: **11 November 2016**

Weighting: **10%**

Your participation grade will reflect your attendance in class and active engagement in in-class and online activities. It will be calculated at the end of semester.

On successful completion you will be able to:

- Justify your role as an Indigenous or non-Indigenous researcher or practitioner undertaking research or work with Indigenous communities.
- Apply appropriate Indigenous Studies theoretical frameworks to resolve a range of ethical problems in Indigenous research.
- Interpret and communicate the principles of current Australian Institute of Aboriginal and Torres Strait Islander Studies guidelines to Indigenous community and professional audiences.

## Delivery and Resources

Readings for this unit are also listed in iLearn under each week. They will all be available online through the Macquarie University library.

### Week 2

- Martin Nakata. "Australian Indigenous Studies: A Question of Discipline." *The Australian Journal of Anthropology*. 17.3: 2006.
- Martin Nakata et al. "Decolonial goals and pedagogies for Indigenous studies." *Decolonization : indigeneity, education & society*. 1.1: 2012.
- Chadwick Allen. "Rere Ke/Moving Differently: Indigenizing Methodologies for Comparative Indigenous Literary Studies." *Journal of New Zealand Literature*. 24.2: 2007.

- Chris Andersen. "Critical Indigenous Studies: From difference to density." *Cultural Studies Review*. 15.2: 2009.
- Deborah McGregor. "Coming full circle: Indigenous knowledge, environment, and our future." *American Indian Quarterly*. 28.3/4: 2004.
- Reilly, M P J. 'Māori Studies, Past and Present: A Review'. *The Contemporary Pacific*. 23.2: 2011.
- Robert Warrior. "Native American Scholarship and the transnational turn". *Cultural Studies Review*. 15.2: 2009.
- Kavelin, Chris. Universities as the Gatekeepers of the Intellectual Property of Indigenous People's Medical Knowledge. *The Australian Journal of Indigenous Education*. 37: 2008.

### Week 3

- Martin Nakata et al. "Decolonial goals and pedagogies for Indigenous studies." *Decolonization : indigeneity, education & society*. 1.1: 2012.
- Chadwick Allen. "Rere Ke/Moving Differently: Indigenizing Methodologies for Comparative Indigenous Literary Studies." *Journal of New Zealand Literature*. 24.2: 2007.
- Chris Andersen. "Critical Indigenous Studies: From difference to density." *Cultural Studies Review*. 15.2: 2009.
- Deborah McGregor. "Coming full circle: Indigenous knowledge, environment, and our future." *American Indian Quarterly*. 28.3/4: 2004.
- Robert Warrior. "Native American Scholarship and the transnational turn". *Cultural Studies Review*. 15.2: 2009.
- Lester-Irabinna Rigney. "Internationalization of an Indigenous Anticolonial Cultural Critique of Research Methodologies: A Guide to Indigenist Research Methodology and Its Principles" *Wicazo Sa Review*, 1 October 1999, Vol.14(2), pp.109-121
- Jelena Porsanger. "An Essay about Indigenous Methodology" *Nordlit : Tidsskrift i litteratur og kultur* , Vol 8, Iss 1, Pp 105-120 (2004)

### Week 4

AIATSIS - Guidelines for Ethical Research in Australian Indigenous Studies

<http://aiatsis.gov.au/research/ethical-research/guidelines-ethical-research-australian-indigenous-studies>

UNDRIP

<https://www.humanrights.gov.au/publications/un-declaration-rights-indigenous-peoples-1>



Gail Dana-Sacco. "The Indigenous Researcher as Individual and Collective." *American Indian Quarterly*. 34 (1) 2010: 61-82.

David Hough. "Decolonizing the agenda: a preliminary critique of Non-Native Indigenous Research." *????????*. 46. 2012: 61-72.

[Don't freak out about the title of this journal; just look up the article's title through MQ library and you'll be able to click through to the article.]

## Week 5

Please note the books required for the book report due 7 September:

- Karen Martin *Please knock before you enter* (2008)
- Shawn Wilson *Research is ceremony* (2009)
- Martin Nakata *Disciplining the savages; savaging the disciplines* (2007)
- Linda Tuhiwai Smith *Decolonizing methodologies* (2nd ed; 2012)
- Castejon, Cole, Haag, Hughes *Ngapartji, Ngapartji: In turn, in turn* (2014)

Each student will only read ONE of these books each. However, it is your responsibility to source the book you are reading. We will decide on who will read which book by the end of week two.

## Week 6

No new reading

## Week 7

No new reading

## Week 8

The readings for week 8 will be determined by the class during week 7 - each student will nominate one article relevant to their research interests.

## Week 9

For week 9 we will look at four online sources of information:

Glen Coulthard <https://www.youtube.com/watch?v=y6NdQwJyT1U>

Maile Arvin <https://mailevine.wordpress.com/2014/06/27/following-the-public-hearings-on-native-hawaiian-federal-recognition/>

Information about Alaskan example <https://tm112.community.uaf.edu/unit-4/federal-recognition-of-alaska-tribes-and-relations-with-the-state-of-alaska/>

Australian Recognise campaign website <http://www.recognise.org.au/>

Also recommended - <http://www.civilbeat.org/2014/06/kanaka-maoli-to-feds-get-out-of-our-house-go-home/> and Glen Coulthard's book *Red Skin White Masks: rejecting the colonial politics of recognition*.

### **Week 10**

No new reading (work in progress presentations)

### **Week 11**

No new reading (in-class film and discussion)

### **Week 12**

No new reading

### **Week 13**

No new reading

### **EXT students - additional information about unit delivery**

This unit is offered online for EXT students and access to the internet and a computer are essential (mobile technology such as an iphone or ipad are not sufficient for this course).

Online units can be accessed at: <https://ilearn.mq.edu.au/login/MQ/>

For technical support with passwords or to check if the Learning Management System (LMS) is down, go to <http://informatics.mq.edu.au/help/>

For basic training in how to use the LMS, please go to [http://mq.edu.au/iLearn/student\\_info/index.htm](http://mq.edu.au/iLearn/student_info/index.htm)

For Learning & Teaching issues e.g. how to access your online materials such as readings, i-lecture, please contact the Unit Convenor.

## **Unit Schedule**

Please note: the italicized 'Research process' topics each week are the hands-on work we will be doing each week that relates to the production of research (including your final project).

1	5 Aug	Introduction: Capstone/ why research?  Research in Indigenous Studies: in university	
2	12 Aug	Research in Indigenous Studies: discipline	
3	19 Aug	Research in Indigenous Studies: method	Engagement with one article
4	26 Aug	Research in Indigenous Studies: researcher	
5	2 Sept	NO CLASS  Research in Indigenous Studies: book-length engagement	Written book reports – due 7 Sept
6	9 Sept	Research in Indigenous Studies: discussion of books  Research process: choosing and refining a topic	
7	16 Sept	Research in Indigenous Studies: library workshop	
		BREAK	
8	7 Oct	Engaging deeply with specific research  Research process: Annotated bibliography	Annotated bibliography

9	14 Oct	Engaging widely about a specific topic #1 - Recognition  Research process: Research statement	
10	21 Oct	Engaging with our own research  Research process: Work in progress report	Work in progress report (pecha kutcha style)
11	28 Oct	Engaging widely about a specific topic #2 – tbc  Research process: Writing	
12	4 Nov	Disseminating and reflecting on research	Final project
13	11 Nov	The role of research in universities, Indigenous Studies and Indigenous communities	Research portfolio

## 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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.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](http://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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

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

## Graduate Capabilities

### 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:

#### Learning outcomes

- Apply appropriate Indigenous Studies theoretical frameworks to resolve a range of ethical problems in Indigenous research.
- Critically reflect on current issues in Indigenous affairs and develop a proposal for small research project to address the problem.

#### Assessment tasks

- Work in progress report
- Final project
- Research portfolio

### 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 outcome

- Recognise the historical legacies of research and subsequent effects on research practices with Indigenous peoples today.

#### Assessment tasks

- Analysis of an article
- Book report
- Annotated bibliography
- Final project
- Research portfolio

## 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:

### Learning outcomes

- Justify your role as an Indigenous or non-Indigenous researcher or practitioner undertaking research or work with Indigenous communities.
- Interpret and communicate the principles of current Australian Institute of Aboriginal and Torres Strait Islander Studies guidelines to Indigenous community and professional audiences.

### Assessment tasks

- Research portfolio
- Participation

## 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

- Recognise the historical legacies of research and subsequent effects on research practices with Indigenous peoples today.
- Explain the principles of a range of Indigenous Research Methodologies appropriate for application in research with Indigenous peoples
- Apply appropriate Indigenous Studies theoretical frameworks to resolve a range of ethical problems in Indigenous research.
- Critically reflect on current issues in Indigenous affairs and develop a proposal for small research project to address the problem.

## Assessment tasks

- Analysis of an article
- Book report
- Annotated bibliography
- Work in progress report
- Final project
- Research portfolio
- Participation

## 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

- Recognise the historical legacies of research and subsequent effects on research practices with Indigenous peoples today.
- Explain the principles of a range of Indigenous Research Methodologies appropriate for application in research with Indigenous peoples
- Apply appropriate Indigenous Studies theoretical frameworks to resolve a range of ethical problems in Indigenous research.

## Assessment tasks

- Analysis of an article
- Book report
- Annotated bibliography
- Work in progress report
- Final project
- Research portfolio

## 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**

- Explain the principles of a range of Indigenous Research Methodologies appropriate for application in research with Indigenous peoples
- Apply appropriate Indigenous Studies theoretical frameworks to resolve a range of ethical problems in Indigenous research.
- Critically reflect on current issues in Indigenous affairs and develop a proposal for small research project to address the problem.

## **Assessment tasks**

- Annotated bibliography
- Work in progress report
- Final project
- Research portfolio

## **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**

- Explain the principles of a range of Indigenous Research Methodologies appropriate for application in research with Indigenous peoples
- Apply appropriate Indigenous Studies theoretical frameworks to resolve a range of ethical problems in Indigenous research.
- Critically reflect on current issues in Indigenous affairs and develop a proposal for small research project to address the problem.
- Interpret and communicate the principles of current Australian Institute of Aboriginal and Torres Strait Islander Studies guidelines to Indigenous community and professional audiences.

## **Assessment tasks**

- Book report
- Annotated bibliography

- Work in progress report
- Final project
- Research portfolio
- Participation

## 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

- Justify your role as an Indigenous or non-Indigenous researcher or practitioner undertaking research or work with Indigenous communities.
- Apply appropriate Indigenous Studies theoretical frameworks to resolve a range of ethical problems in Indigenous research.
- Critically reflect on current issues in Indigenous affairs and develop a proposal for small research project to address the problem.
- Interpret and communicate the principles of current Australian Institute of Aboriginal and Torres Strait Islander Studies guidelines to Indigenous community and professional audiences.

### Assessment tasks

- Research portfolio
- Participation

## 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

- Justify your role as an Indigenous or non-Indigenous researcher or practitioner undertaking research or work with Indigenous communities.

- Critically reflect on current issues in Indigenous affairs and develop a proposal for small research project to address the problem.
- Interpret and communicate the principles of current Australian Institute of Aboriginal and Torres Strait Islander Studies guidelines to Indigenous community and professional audiences.

## **Assessment tasks**

- Research portfolio
- Participation