



INED810

Education in Indigenous Communities

S1 External 2016

Dept of Indigenous Studies - Warawara

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Unit Schedule</u>	6
<u>Policies and Procedures</u>	7
<u>Graduate Capabilities</u>	9
<u>Changes from Previous Offering</u>	12

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General Information

Unit convenor and teaching staff Bronwyn Carlson bronwyn.carlson@mq.edu.au
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.
- Prepare an oral presentation addressing 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).

General Assessment Information

Please note that high academic standards are required for each assessment task. Students should complete their assessment tasks on time and include evidence, in-text referencing and a complete reference list.

In the transcript of the oral presentation the references may be written as though spoken. Nevertheless, a full (format correct) reference list must be included with the transcript.

Assessment Tasks

Name	Weighting	Due
Task 1	30%	Each Sunday 12:00 midnight
Task 2	30%	Sunday 5th, June
Task 3	40%	Sunday 19th, June

Task 1

Due: **Each Sunday 12:00 midnight**

Weighting: **30%**

Students are required to provide a 200-250 word response to the weekly online activity. Each response should address the question, have an introduction, body and conclusion, give evidence and citation. Your answers need to be succinct, yet demonstrate that you have engaged with the unit materials, readings and so on.

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).

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 5th, June**

Weighting: **30%**

Students are required to prepare a transcript for a 5 minute speech. You will not be required to deliver the speech. You are required to submit the transcript only. Importantly, you are expected to rehearse the speech, while timing it at between four and a half and five minutes. If it is too long, cut it down, if it is too short, write more. And remember to speak slowly but confidently, don't rush to manage your word count, or go too slowly to avoid doing more work.

Your transcript should not be an essay, or other form of written work, but rather a transcript of a real speech. That means that it should be written for oral presentation. You should therefore write it as though you were going to present it verbally. I will give hints about speech writing, structure and so on. Nevertheless, you may need to do a little research on speech writing, oral presentation structure and so on.

It is worth remembering that you are not doing stand-up comedy, or speaking at a wedding, but aiming your presentation to your colleagues. Professionalism is important, make reference to your sources and cite your evidence.

Oral Presentation Topic: Indigenous Agency

Does inviting Indigenous people to take part in your teaching program equal 'Indigenous Agency'?

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.

- Prepare an oral presentation addressing agency in Indigenous community education.

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.
- Prepare an oral presentation addressing agency in Indigenous community education.

Task 3

Due: **Sunday 19th, June**

Weighting: **40%**

Students are required to choose from the three available essay questions and prepare a 4000 word academic style essay (written response).

As with all essays, this essay must contain an argument, cite evidence and employ expert academic support. A 4000 word essay needs to be planned properly and so an essay plan should be developed. This will help you write the essay and help you maintain a good argument, structure and flow of ideas.

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.

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 29 rd Feb- Sunday 6 th March	Introduction
Week 2	Monday 7 th March - Sunday 13 th March	What is a community?
Week 3	Monday 14 th March - Sunday 20 th March	Diversity in Indigenous communities
MODULE 2 – Working with Indigenous Communities		
Week 4	Monday 21 st March - Thursday 24 th March	Working collaboratively
Week 5	Tuesday 29 th March - Sunday 3 rd April	Models of Engagement
Week 6	Monday 4 th March – Thurs 10 th April	International examples
MID SEMESTER BREAK – 11th April – 24th April		
MODULE 3 – Learning in Indigenous Communities		
Week 7	Monday 25 th April - Sunday 1 st May	Indigenous Learning Styles?
Week 8	Monday 2 nd April - Sunday 8 th May	Educational continuity: using traditional knowledge to teach today <i>Case Study 1: Maths</i>

Week 9	Monday 9 th May - Sunday 15 th May	Educational continuity: using traditional knowledge to teach today <i>Case Study 2: Creation stories</i>
Week 10	Monday 16 th May - Sunday 22 nd May	International Examples
MODULE 4 – Grand narratives: Education ‘from’ Indigenous communities		
Week 11	Monday 23 rd May - Sunday 29 th May	Inside out: the role of Indigenous film in community education
Week 12	Monday 30 th May - Sunday 5 th June	Dance, drama and books: connecting old with new
Week 13	Monday 6 th June - Sunday 12 th 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

New Assessment Policy in effect from Session 2 2016 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/

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

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://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

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.
- Prepare an oral presentation addressing 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.
- Prepare an oral presentation addressing 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.
- Prepare an oral presentation addressing 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

- Prepare an oral presentation addressing 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.
- Prepare an oral presentation addressing 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

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 assessments and assessment descriptions to facilitate ease of submission and provide greater clarity.