



# INED810

## Education in Indigenous Communities

S1 External 2017

*Dept of Indigenous Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Suzanne Kenney

[suzanne.kenney@mq.edu.au](mailto:suzanne.kenney@mq.edu.au)

online

Please make an appointment via email

Bronwyn Carlson

[bronwyn.carlson@mq.edu.au](mailto:bronwyn.carlson@mq.edu.au)

Credit points

4

Prerequisites

Admission to MIndigenousEd 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.

Justify your stance on Indigenous learning styles.

Evaluate a range of methods to incorporate Indigenous Knowledges in a learning environment.

Outline Australian and international models of working collaboratively within an Indigenous community education setting.

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

## General Assessment Information

Information about the criteria and standards for grading against which individual assessment tasks will be judged can be found in the ilearn site.

Below is a link to the policy and list of requirements for you to check:

<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/unit-guide>

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Task 1</a>	30%	No	Each Sunday 12:00 midnight
<a href="#">Task 2</a>	30%	No	Sunday 4th June
<a href="#">Task 3</a>	40%	No	Sunday 18th 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 Knowledges 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.
- Justify your stance on Indigenous learning styles.
- Evaluate a range of methods to incorporate Indigenous Knowledges in a learning environment.
- Outline Australian and international models of working collaboratively within an Indigenous community education setting.
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. ilearn).

## Task 2

Due: **Sunday 4th 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 18th 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 Knowledges 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.
- Justify your stance on Indigenous learning styles.
- Evaluate a range of methods to incorporate Indigenous Knowledges in a learning environment.
- Outline Australian and international models of working collaboratively within an Indigenous community education setting.

## 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

<b>MODULE 1 – Defining Community</b>		
<b>Week 1</b>		Introduction
<b>Week 2</b>		What is a community?
<b>Week 3</b>		Diversity in Indigenous communities
<b>MODULE 2 – Working with Indigenous Communities</b>		
<b>Week 4</b>		Working collaboratively
<b>Week 5</b>		Models of Engagement
<b>Week 6</b>		International examples
<b>MID SEMESTER BREAK – Friday 14th April - Sunday 30th April</b>		
<b>MODULE 3 – Learning in Indigenous Communities</b>		
<b>Week 7</b>		Indigenous Learning Styles?
<b>Week 8</b>		Educational continuity: using traditional knowledge to teach today <i>Case Study 1: Maths</i>

Week 9	Educational continuity: using traditional knowledge to teach today Case Study 2: Creation stories
Week 10	International Examples
<b>MODULE 4 – Grand narratives: Education ‘from’ Indigenous communities</b>	
Week 11	Inside out: the role of Indigenous film in community education
Week 12	Dance, drama and books: connecting old with new
Week 13	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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): <http://www.mq.edu.au/policy/docs/disr>

[ption\\_studies/policy.html](#)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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

### 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.
- Justify your stance on Indigenous learning styles.
- Evaluate a range of methods to incorporate Indigenous Knowledges in a learning environment.
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. ilearn).

#### Assessment tasks

- Task 1
- Task 2
- Task 3

### PG - 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.
- Justify your stance on Indigenous learning styles.
- Evaluate a range of methods to incorporate Indigenous Knowledges in a learning environment.
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. ilearn).

## Assessment tasks

- Task 1
- Task 2
- Task 3

## PG - 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.
- Justify your stance on Indigenous learning styles.
- Evaluate a range of methods to incorporate Indigenous Knowledges in a learning environment.
- Outline Australian and international models of working collaboratively within an Indigenous community education setting.
- 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.
- Evaluate a range of methods to incorporate Indigenous Knowledges in a learning environment.
- Outline Australian and international models of working collaboratively within an Indigenous community education setting.

## 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.
- Justify your stance on Indigenous learning styles.
- Outline Australian and international models of working collaboratively within an Indigenous community education setting.
- 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.
- Evaluate a range of methods to incorporate Indigenous Knowledges in a learning environment.
- Outline Australian and international models of working collaboratively within an Indigenous community education setting.
- 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.